Athena SWAN Silver Department Award Application

Name of University: University of Oxford

Department: Department of Physiology, Anatomy & Genetics

Date of Application: April 2015

Date of University Bronze SWAN Award: Renewed November 2013

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Abbreviations used in the application and action plan:

AP	Action Plan
CGAT	Computational Genomics Analysis Training
CNCB	Centre for Neural Circuits and Behaviour
DGS	Director of Graduate Studies
DPAG	Department of Physiology, Anatomy & Genetics
FGU	Functional Genomics Unit
GSA	Graduate Studies Administrator
HoAF	Head of Administration & Finance
HoD	Head of Department
HR	Human Resources
MRC	Medical Research Council
MSD	Medical Sciences Division
OXION	Oxford Ion Channels and Disease Initiative
PDR	Personal Development Review
PI	Principle Investigator
QAA	Quality Assurance Agency
RA	Research Assistant
REF	Research Excellence Framework
RODE	Recognition of Distinction Exercise
SAT	Self Assessment Team
SDTA	Senior Doctoral Training Adviser

DEPARTMENT OF PHYSIOLOGY, ANATOMY AND GENETICS

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28th April 2015

Dear Athena SWAN Panel Members

Letter of Endorsement from the Head of Department – Athena SWAN Silver Application

It gives me great pleasure to commend our Athena SWAN Silver Award application to you. I am extremely proud of the achievements that have come as a result of the initiatives from our Bronze Action plan. Highlights have been the recent Associate Professor recruitment processes, which have been more gender-balanced than previously, and increased awareness of career development amongst staff, which has come from the implementation of a structured personal development review process. There is also a blossoming postdoctoral research society, allowing junior staff to discuss issues that concern them with both senior colleagues and peers alike and improved communication within the Department coming from a weekly email newsletter called the "DPAG Digest". However, perhaps the biggest achievement has been the positive cultural change that has taken place within the Department. Issues of gender-balance are now openly discussed amongst all members of the Department and it has become a central focus in every decision-making process from initial discussion to implementation.
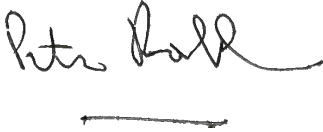
Overall, I am very pleased and encouraged by the results from our most recent staff survey. The Department is a better place than when we started this process in 2011, and gender differences in the responses were relatively few and far between. We have all thought and know a little more about the origins of gender inequality within science than when we started on this journey, and one seminar that impressed a number of us with its evidence base was that on unconscious bias. For this reason, one focus of our Silver application will be on further raising awareness and understanding of this phenomenon.

Although many of the responses to our survey were encouraging, it has identified areas that need further attention within the Department. Those that particularly concerned me related to management and decision-making within the Department and the degree to which individuals felt remote from it. We have discussed this within our Departmental Committee and at our academic staff meetings and have concluded that for the more junior members of staff to have a greater say in the running of their Department, it is necessary to provide more substructure with more by way of devolved powers for each research theme. We aim to make these changes so that all members of the Department, both male and female, have an effective voice on matters that affect their particular academic subject area.

I'd like to end by thanking all the members of our Athena SWAN Committee, and especially the chair, Damian Tyler, for the energy, enthusiasm and sheer hard work that has gone into this. The Committee's initial duty was to oversee the implementation of our Bronze Award action plan, something they did with great thoroughness. By assessing the effectiveness of the Bronze action

plan they have developed an ambitious plan to take us forward towards our goal of a more equal, inclusive and transparent Department. I have been enormously encouraged by the overall attitude and approach within the committee and, more broadly, within the Department as a whole.

Yours sincerely,

Professor Peter A. Robbins
Head of Department

[SECTION: 499 WORDS / MAX 500]

2. THE SELF-ASSESSMENT PROCESS [SECTION: 977 WORDS / MAX 1000]

a) *A description of the self-assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance.*

The Self-Assessment Team (SAT) was selected to ensure full representation across the Department. The team comprises nine women and five men, including two professors, four associate professors, two research fellows, one research associate, one graduate student, and four administrators. The SAT was advised by the Medical Sciences Division (MSD) Athena SWAN Advisors, **Dr Bríd Cronin** and **Dr Jennifer Anderson**.

Prof. Damian Tyler (Chair) is an Associate Professor and a BHF Senior Research Fellow. He contributes experience as a research academic ████████████████ and also sits on the MSD Athena SWAN Steering Committee.

Julia Allen has worked for the University for 21 years, the last five of them in the Department as a Deputy Administrator and then as Operations Manager for Human Resources (HR). ████████ ████ ████████

Prof. Victoria Bajo Lorenzana is an Associate Professor working in auditory neuroscience. She is a ████████████████████████████████

Sara Bouskela joined the Department recently as Communications Officer and is the Personal Assistant to the Head of Administration and Finance (HoAF).

Tania Boyt is the HoAF, and has worked in the University's MSD for the past 15 years. She is actively involved in mentoring across the University.

Dr Carolyn Carr is a University Research Lecturer in the Department. ████████████ ████████████████████████████████████ Fellowship.

████████████████ a DPhil student and a graduate student representative in the Department.

Prof. Heidi de Wet is an Associate Professor and a Fellow of St Catherine's College. She contributes experience as an early career academic ████████████████ balance in a dual career marriage.

Carina Gandy joined the Department from UCL in 2010. She works as a Research Assistant combining the responsibility for lab management with research.

Sinead Gorman has worked for the University for eight years and joined the Department in 2012 as the Centre Administrator for the Centre for Neural Circuits and Behaviour (CNCB).

Prof. Peter Robbins is Head of Department (HoD). His scientific interests lie in integrative human physiology. ████████████████████

Prof. Zoltan Molnar is Professor of Developmental Neuroscience and is a former Associate Head of DPAG. ████████████████████████████

Dr Tim Vogels is a Sir Henry Dale Research Fellow for computational and theoretical neuroscience at the CNCB. ████████████████

Prof. Richard Wade-Martins is an Associate Professor and a Fellow of Christ Church. Richard runs a laboratory studying the molecular mechanisms of neurodegenerative disease. ████████ ████████████

Each member of the SAT was given specific responsibilities to oversee a particular area of our Bronze action plan. These responsibilities, along with specific tasks and Departmental roles are detailed in **Table 1**.

Table 1 – SAT Roles and Responsibilities

SAT Member	Representing	SAT Role	SAT Tasks	Departmental / University Positions
Damian Tyler	Research Scientists	Chair	• Preparation of Staff/Student Survey • Organisation of Research Assistant Focus Group	• Divisional Athena SWAN Steering Group • Departmental Management Committee
Julia Allen	Administration / Human Resources	Staff Data / Career Progression	• Implementation of Personal Development Review Process • Organisation of Maternity Leave Focus Group • Preparation of Staff Data	• Human Resources Manager
Victoria Bajo Lorenzana	Research Fellows	Graduate Students	• Preparation of Graduate Student Data	• Graduate Studies Committee • Senior Doctoral Training Advisor
Sara Bouskela	Administration	Secretary / Communications / Career Development	• Development of ParentsNet Forum	• Communications Officer • PA to Head of Administration and Finance
Tania Boyt	Administration	Career Development	• Implementation of Personal Development Review Process • Establishment of Postdoctoral Society	• Head of Administration and Finance • Departmental Executive Committee • Departmental Management Committee
Carolyn Carr	Research Scientists	Organisation & Culture	• Investigation of Workload Models • Organisation of DPAG Image Competition	• Graduate Studies Committee • Senior Doctoral Training Advisor
	Graduate Students	Graduate Students	• Organisation of DPAG Image Competition • Preparation of Graduate Student Data	-
Heidi de Wet	Associate Professors	Flexibility & Managing Career Breaks	• Preparation of Staff/Student Survey • Organisation of Maternity Leave Focus Group	-
Carina Gandy	Research Assistants	Flexibility & Managing Career Breaks	• Preparation of Staff/Student Survey	-
Sinead Gorman	Administration	Staff Data / Career Progression	• Organisation of Research Assistant Focus Group • Preparation of Staff Data	-
Peter Robbins	Professors	Head of Department	-	• Head of Department • Departmental Executive Committee • Departmental Management Committee
Zoltan Molnar	Professors	Executive Committee Representative	• Implementation of Personal Development Review Process	• Former Associate Head of Department
Tim Vogels	Research Fellows	Organisation & Culture	• Organisation of DPAG Image Competition	-
Richard Wade-Martins	Associate Professors	Organisation & Culture	• Investigation of Workload Models	-

In November 2011, the HoD requested that Prof. Dame Kay Davies chair a Departmental committee responsible for making an application for an Athena SWAN Bronze Award. Prof. Davies invited representatives covering the diversity of staff to join the committee. Following discussion, the committee designed a survey concerning views on gender and equality, career progression, transparency and involvement in decision-making, and overall job satisfaction. The collated information accrued from an in-depth analysis of this survey was used to prepare our Bronze application and action plan (AP) which was submitted in April 2013.

Prof. Davies, was subsequently asked to take up the role of Deputy Chair of the Wellcome Trust and to chair the MSD Athena SWAN Steering Committee. To prevent committee overload, Prof. Davies stepped down as Chair of our Departmental SAT in September 2013 and Prof. Damian Tyler took over as the new Chair. To provide fresh impetus to the process, new members of the committee were recruited by advertisement, ensuring a fair gender balance and representation from all staff groups. Since then, the SAT has met monthly, initially focussing on monitoring the implementation of our Bronze AP (as detailed in **appendix 2**) and more recently focussing on the assessment of the impact that our actions have had.

As part of the redevelopment of the Departmental website and intranet, a series of Athena SWAN pages were developed to provide a forum for information on the process, the Department's Bronze AP and Athena SWAN related articles, seminars and links. Several focus group sessions were held to explore in more detail the issues raised by our Bronze application, for example exploring the topic of maternity leave with both returning mothers and their line-managers/supervisors and exploring the specific needs/challenges faced by our research assistants (RAs) and technicians.

The SAT designed a detailed follow-up survey that was sent to all members of the Department in September 2014, who were informed that the responses would be treated in strictest confidence and any information provided to the SAT from these surveys would be presented in anonymous form. The overall response rate from all categories of staff was 62% (288/461), an improvement from 52% in our 2012 survey. The information gathered from this survey, along with an analysis of our staff data and the responses from the focus groups, was used in developing our Silver AP (**appendix 1**).

The SAT will continue to meet monthly in order to monitor carefully the progress of our Silver AP (**ACTION:S1.1**). The Department is totally committed to Athena SWAN, which is a standing item at Departmental meetings (Academic Staff meetings, Departmental Committee meetings). Overall responsibility for implementing our Silver AP rests with the HoD and the specific people identified in our AP. The SAT will run regular staff/student surveys and convene focus groups to assess the impact of our action plan (**ACTION:S1.2**) and will provide updates on progress made to the Departmental Committee.

3. A PICTURE OF THE DEPARTMENT [SECTION: 1941 WORDS / MAX 2000]

a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

The Department of Physiology, Anatomy and Genetics (DPAG) is part of the MSD, the largest of Oxford University's four academic divisions. The Department is actively engaged in research with a turnover in excess of £20 million per year and makes a substantial contribution to teaching undergraduate students in pre-clinical medicine and biomedical sciences. The last Quality Assurance Agency (QAA) review awarded pre-clinical medicine full marks for all aspects of teaching. DPAG also provides teaching for various MSc courses (neuroscience, developmental and chromosomal biology).

The research interests within DPAG are broad, spanning the gamut of physiological sciences from single molecules to whole animal behaviour. The Department brings together physiologists, biochemists, geneticists, cell and developmental biologists, systems/computational biologists and clinicians. In the 2014 Research Excellence Framework (REF), the Department formed part of the University of Oxford's Biological Sciences unit of assessment and out of the 44 institutions making a return under this unit of assessment, Oxford returned the greatest volume of world leading (4*) ranked activity. The Department has overall responsibility for research centres (CNCB, MRC Functional Genomics Unit) and both student (OXION) and research staff (CGAT) training initiatives.

Several principal investigators (PIs) are international leaders in their fields. The Department has three fellows of the Royal Society (2F/1M), a governor of the Wellcome Trust (F), and eight fellows of the Academy of Medical Sciences (2F/6M).

Members of the Department are categorised as i) academics and senior research fellows (individuals with a contract to retirement age); ii) research fellows (individuals with a fixed-term contract to pursue research and the option to contribute to some teaching should they wish to); iii) postdoctoral research scientists (individuals with a fixed-term contract usually from a grant awarded to an academic or research fellow); iv) graduate students, working towards a DPhil.; v) academic-related and support staff (individuals who are involved with the running of the Department, providing administrative and technical support).

Academics and research fellows are distributed between six major research themes. Each research area is led by a theme leader, a structure that is designed to foster interaction between staff with related research interests in addition to providing academic leadership and mentoring. Themes get together regularly to discuss research initiatives/strategies and distribution of teaching loads.

DPAG is located in the centre of Oxford, within the University's "Science Area" and its 461 staff and students are distributed across three separate buildings (the Sherrington building, the Le Gros Clark building and the Tinsley building, which houses the CNCB). Due to its central location, parking for members of staff is extremely limited and there are no nurseries within the Science Area to offer childcare facilities adjacent to the Department. This was a key issue raised in our maternity leave focus group and is discussed further below.

DPAG is multi-ethnic, with members from across the world who make essential contributions to the success of the Department. DPAG is committed to inclusiveness, integrity and equal opportunity for all. DPAG strives to ensure members of the Department feel comfortable and valued. During the development of our Athena SWAN programme, our consultations and surveys revealed that our commitments are being broadly met. However, some areas could be strengthened and new initiatives have been suggested, which form part of our Silver AP. Implementation of these actions will reinforce and strengthen our drive for equality for, and value in, all our members.

b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

STUDENT DATA

(i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract women to the courses.

DPAG does not offer any foundation courses.

(ii) **Undergraduate male and female numbers – full and part-time** – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

DPAG provides approximately 60% of the teaching for the 441 students on the pre-clinical medicine degree course. Currently there are 46.9% female and 53.1% male students studying pre-clinical medicine at Oxford. DPAG does not carry out the administration or recruitment for those students as the process is centralised through the Colleges and the Medical Sciences Teaching Centre.

(iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

DPAG does not provide postgraduate taught courses.

(iv) **Postgraduate male and female numbers on research degrees** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

Our total number of DPhil research students (all full time) in the last seven years has been 175 (88F/87M) with an average number of women per academic year of 12.6 and men of 12.4. Despite variability from year to year in both female and male numbers (**Figure 1**), the total admissions throughout the last 7 years reveals that there is an almost 50:50 gender balance of postgraduate students admitted to the Department.

Nationwide figures (2013/14 HESA data) showed that the number of postgraduate students on research degrees was 46% (44211) female and 54% (51404) male. However, considering only postgraduate students in 'Subjects Allied to Medicine' and Universities from the Russell group, the percentage of women was 61%. Whilst this is the nearest benchmark to our student intake, it is not a perfect match. We will continue to monitor our student numbers in each new admission exercise, however, they do not currently present us any cause for concern (**ACTION:S2.1**).
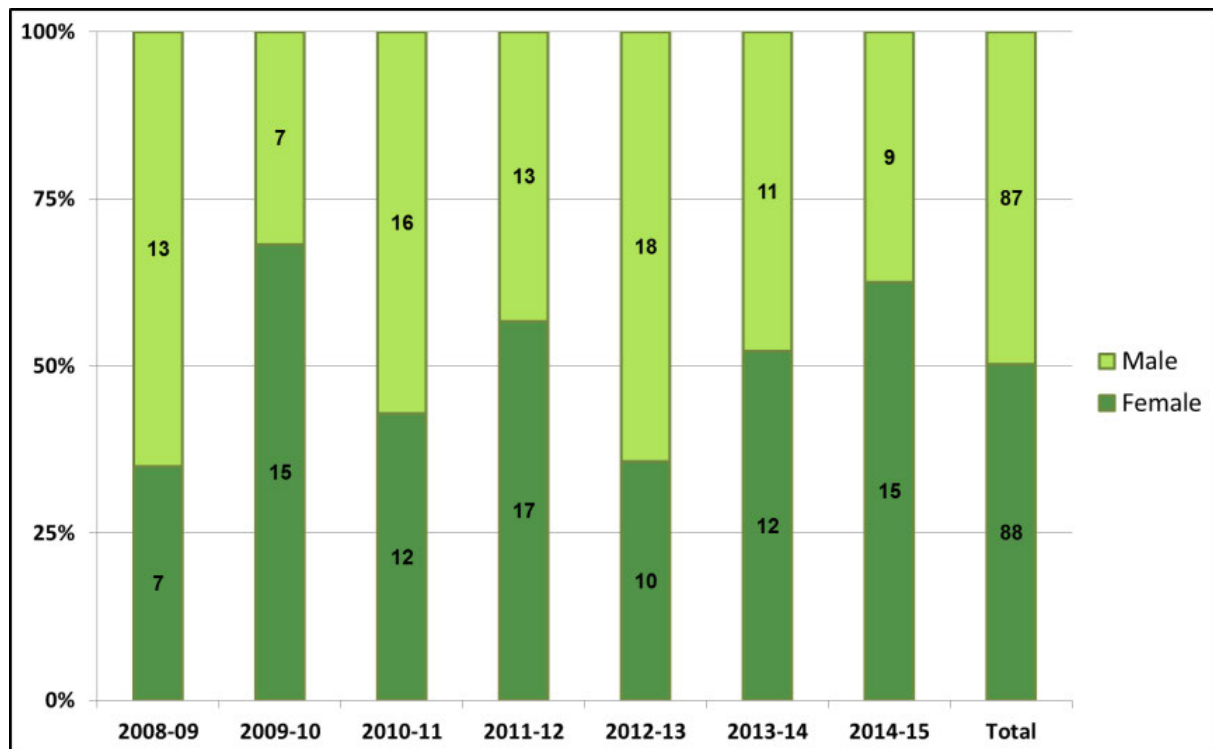
Figure 1: Gender profile of the cohorts of postgraduate research students in 2008-15

(v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees** – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

Admission data from the last three years, 2013-2015, shows that there is no gender imbalance in the shortlisting process with similar numbers of applications (53% female), invitation to interviews (52% female), offers (53% female) and acceptances (54% female) (**Figure 2**). Again there is variation from year to year, for example in the 2015 entry, there were 43% female offers despite a slightly higher number of female applicants (53%), whereas in the 2014 entry there were 62% female offers despite only 55% female applicants.

We will continue to monitor the numbers every year (**ACTION:S2.1**). Any significant change in an individual year or a trend that persists for two consecutive years will be subjected to further investigation.

The graduate student admission panel in DPAG is gender balanced (4F/5M in 2015) and as part of our Silver AP we will ensure that every member has attended courses on recruitment & selection and implicit/unconscious bias (**ACTIONS:S2.2/S2.3**).
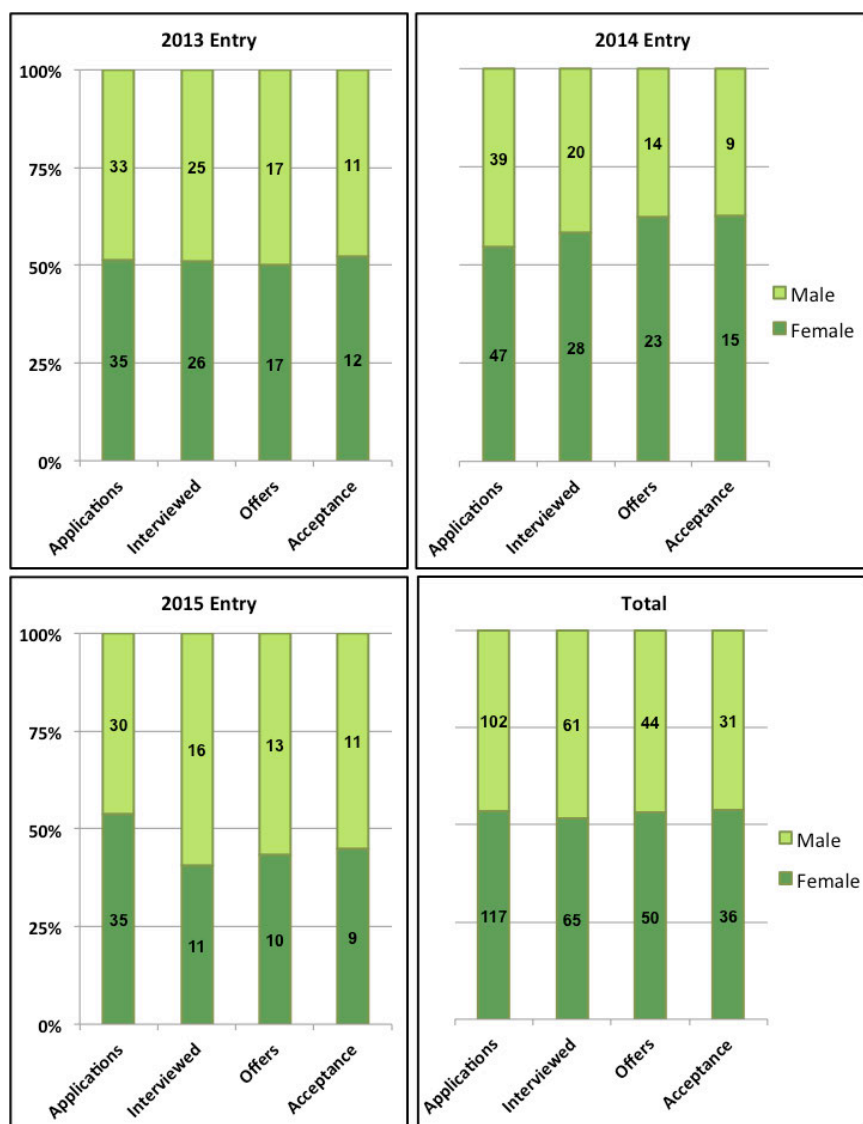
Figure 2: Gender profile of applications, interviews, offers and acceptances for graduate entry to DPAG

(vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

The DPhil in our Department is not classified. However, we have examined three years of completion data (**Figure 3**). In the 2008/09 entry, 29% of female students (2/7) and 15% of male students (2/13) did not complete their degree within 4 years. Of these four students, two completed in >4 years (1F/1M) and two did not complete their studies (1F/1M). In the 2009/10 entry, 20% of females (3/15) and 29% of males (2/7) did not complete within 4 years (of these 1M did not complete his studies, all other students completed in >4 years). Therefore the data showed some variability with no clear gender bias. Interestingly, in the 2010/11 entry all postgraduate students submitted within 4 years. This may be due to new DPhil regulations, which have required a reduction to 4 terms (from 7 terms) for the transfer between probationary student status and DPhil student status and the introduction of a confirmation of status in the 3rd year. These new regulations have been implemented in the Department by the appointment of a full-time Graduate Studies Administrator (GSA) who is more rigorously following students' progress throughout their course. We will continue to enforce the measures that have led to this success and to carefully monitor the completion data (**ACTION:S2.4**).
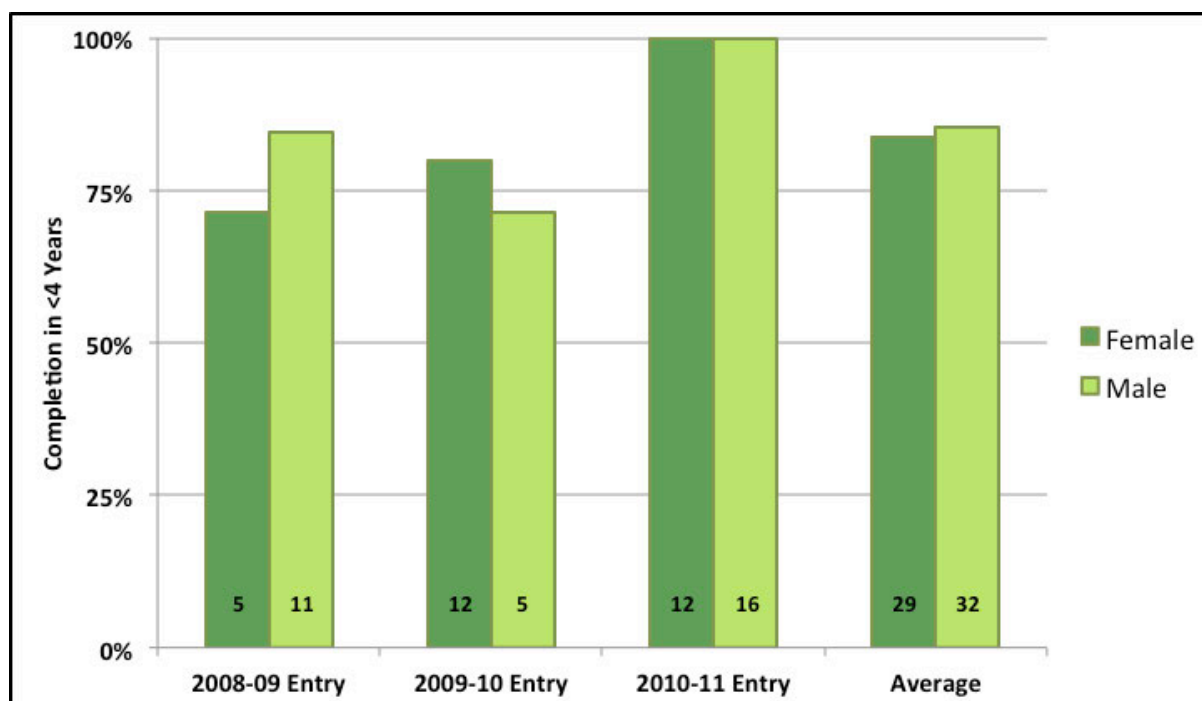
Figure 3: Completion data of DPAG graduate students who entered in 2008/09 to 2010/11

STAFF DATA

(i) **Female:male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent). Comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels
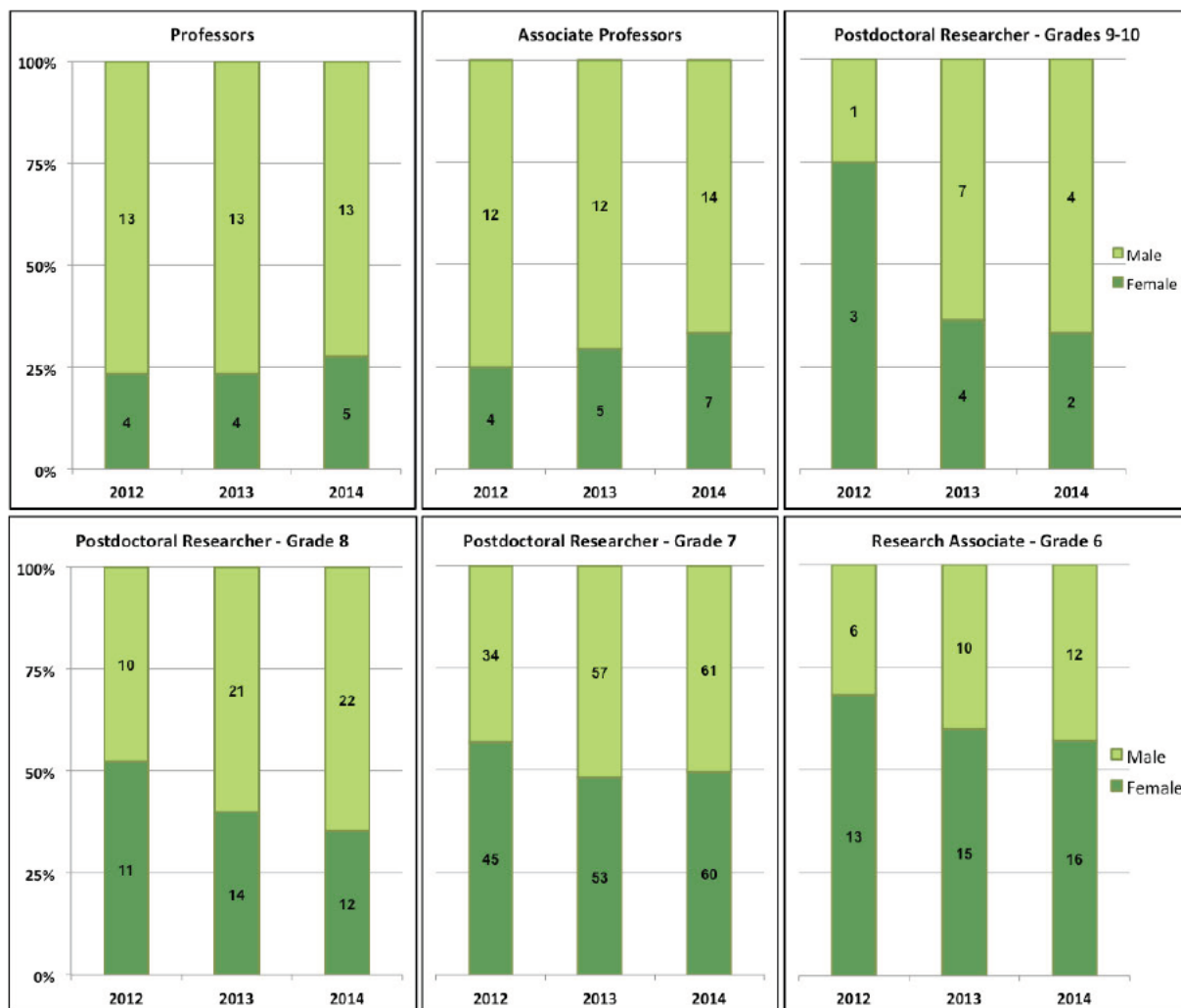
The gender profile of academic and research staff in the Department over the last three years is summarised in **Figure 4**. Within our academic staff, we have 18 individuals who are either statutory professors[1] or hold the title of professor[2] (5F/13M), an improvement over our Bronze application based on a titular professorship awarded to one of our female academic staff members in the recent Recognition Of Distinction Exercise (RODE) (detailed in Section 4.A.ii).

The University of Oxford has recently changed the title of its lecturer grade from University Lecturer to Associate Professor, reflecting the senior nature of the role. Currently we have 21 individuals who are associate professors (7F/14M), again an improvement over our Bronze application (4F/12M) due to very positive results in our recent associate professorship recruitment exercises and the award of several titular associate professorships[3] in the recent RODE (detailed in Section 4.A.ii). Females therefore currently make up 31% of our academic staff group, an improvement of 7% over the 24% representation seen in 2012.

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[1] Statutory professors are those staff recruited to full professorial positions within the University.
[2] Titular professors are those senior staff that have been awarded the title of professor in a RODE to indicate their seniority and position within the University.
[3] Titular associate professors are senior research staff that have been awarded the title of associate professor in a RODE to reflect their level of seniority and equivalence to associate professors.

Figure 4: Gender profile of the academic and research staff in the Department from 2012-2014

We currently have 189 contract research staff in DPAG, a 53% increase on the 123 members of research staff at the time of our Bronze application. Within this category, 161 (74F/87M – 46% female) are postdoctoral research scientists (post-docs) with the remainder being RAs (16F/12M – 57% female). Whilst this data shows improvement in the gender balance of our RAs since our Bronze application (previously 68% female), it shows a trend for an increasing gender imbalance in our more senior research grades (grade 8-10), as highlighted by the scissor plot shown in **Figure 5**.

Further exploration of this data, highlighted two key drivers for the change between our Bronze application (where there were more women than men at grades 8-10) and the current situation.

- In 2013, the Department took over responsibility for the staff housed within the MRC Functional Genomics Unit (FGU), an MRC funded research facility co-localised with the Department. An examination of the staff data in the FGU (**Figure 6**) shows that there is a gender bias towards male staff (100% male) at grades 8 and above. As part of our Silver AP, we will ensure that DPAG recruitment policies are rigorously applied to any future recruitment exercises within the FGU (**ACTION:S2.5**).

- Recent grade 8 recruitment exercises (detailed in section 4.A.i below) have seen 5 male appointments and only 2 female appointments. Whilst these numbers are disappointing, the absolute numbers are small and, encouragingly, the numbers of men and women applying for (64F/63M) and being shortlisted for (6F/7M) these posts was gender balanced. In our Silver AP we have included several actions to target improvements in these numbers including increased training for those on recruitment panels to tackle any unconscious/implicit bias (**ACTION:S2.3**)

and improved mentoring, training and support for grade 7 staff to encourage transition to the more senior research staff grades (**ACTIONS:S3.1/S3.2**).
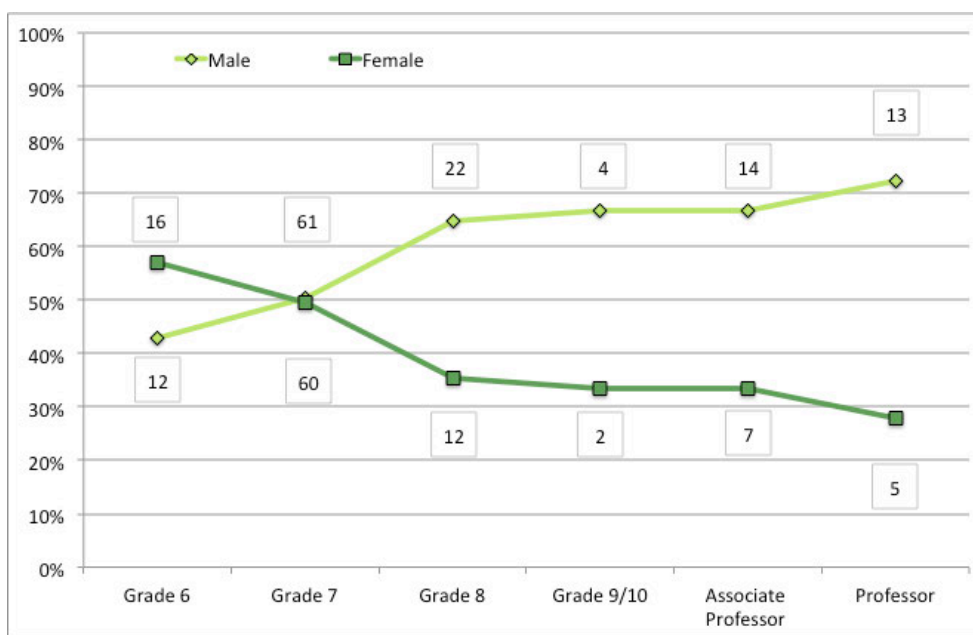

Figure 5: Gender profile of the academic and research staff in the Department as a function of grade in 2014, numbers in square boxes represent the actual numbers of staff in 2014
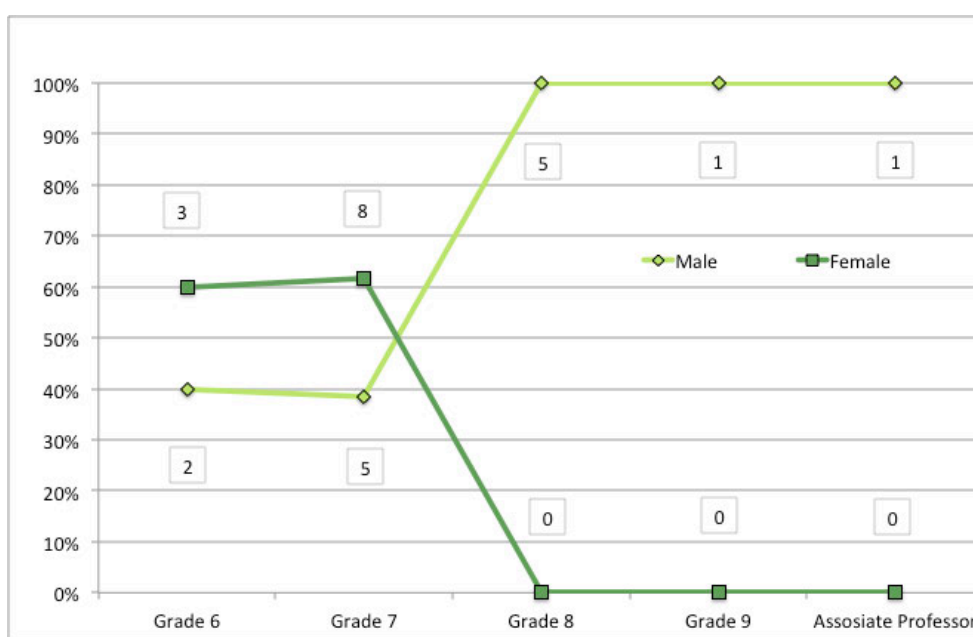

Figure 6: Gender profile of the academic and research staff in the MRC Functional Genomics Unit as a function of grade, numbers in square boxes represent the actual numbers of staff in 2014

(ii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

The turnover rate amongst academic staff is very low; in the past three years, only one associate professor (male) has retired. Figures for members of research staff leaving the Department are also low and display no obvious gender imbalance (**Figure 7**). As part of our Bronze AP (*ACTION:B1.3*) we have introduced formal exit evaluations for all leavers to gather information about their destination and to identify any reasons for disaffection. This exercise has shown that

the primary reason for leaving was staff coming to the end of a fixed-term contract, although in some cases staff have left because of a promotion elsewhere. Destinations have included moves to different departments within the University as well as academic/research positions in the UK (London, Nottingham, Dublin) and abroad (Germany, Israel, the Netherlands, Korea, France, New Zealand, Japan, Australia and the USA); moves into further education (graduate entry medicine & PhD positions) and moves into private industry.
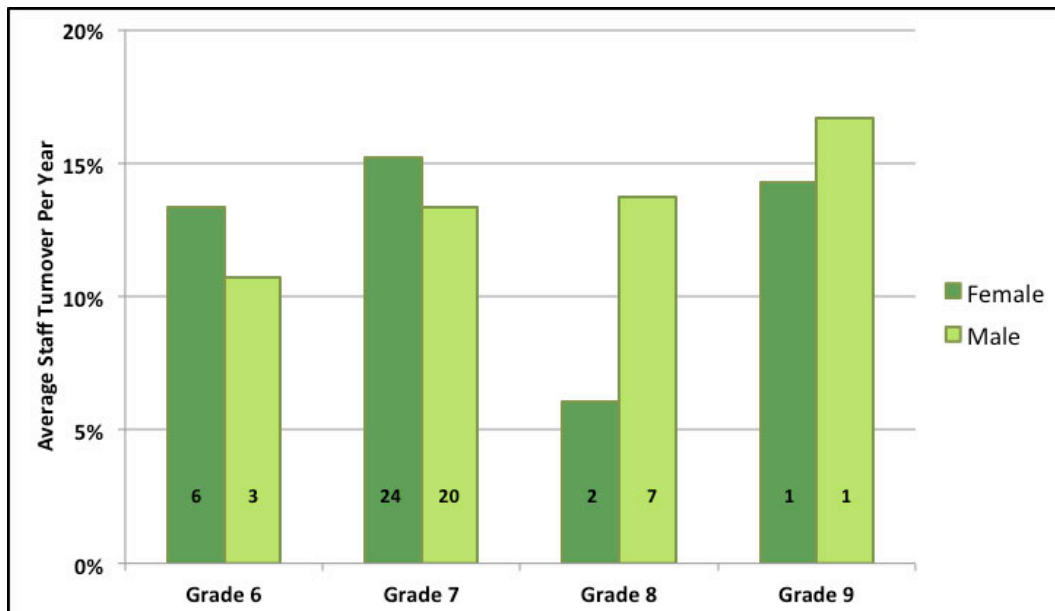

Figure 7: Average staff turnover rates per year across the main research staff grades (grades 6-9) for the period 2012-2014

Our concerns have therefore been to ensure that members of staff coming to the end of fixed-term contracts have strong support in looking for redeployment opportunities. In many cases, applications for new funding sources are made so that staff can be retained within DPAG. Applications for bridging funding to the Executive Committee (within the Department) and to the Medical Research Fund (within the University) can provide vital bridging support for individuals awaiting the outcome of major grant applications. Over the last two years there have been 13 applications for bridging funds to the Executive committee (8F/5M) and 10 have been funded (6F/4M).

4. SUPPORTING AND ADVANCING WOMEN'S CAREERS

[SECTION: 5491 WORDS / MAX 5500, INCLUDING THE ADDITIONAL 500 WORDS ALLOWED FOR UOXF]

A. KEY CAREER TRANSITION POINTS

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

There were 2090 applicants (48%F) for 98 research appointments for 2012-2014 (**Figure 8**). Of the shortlisted applicants, 53% were women, 47% men. Of successful applicants, 50% were women, 50% men. The percentage of applicants compared with those shortlisted and appointed is balanced overall, however the data for grade 8 postdoctoral researchers shows a lower percentage of successful female candidates than applicants, although the absolute numbers are small. We are planning to work on supporting and advancing women's careers in the transition from grade 7 to 8 (**ACTIONS:S3.1/S3.2**). At grade 9, the number of appointments made (one) is too small to comment statistically, but we will continue to monitor these numbers (**ACTION:S2.1**).
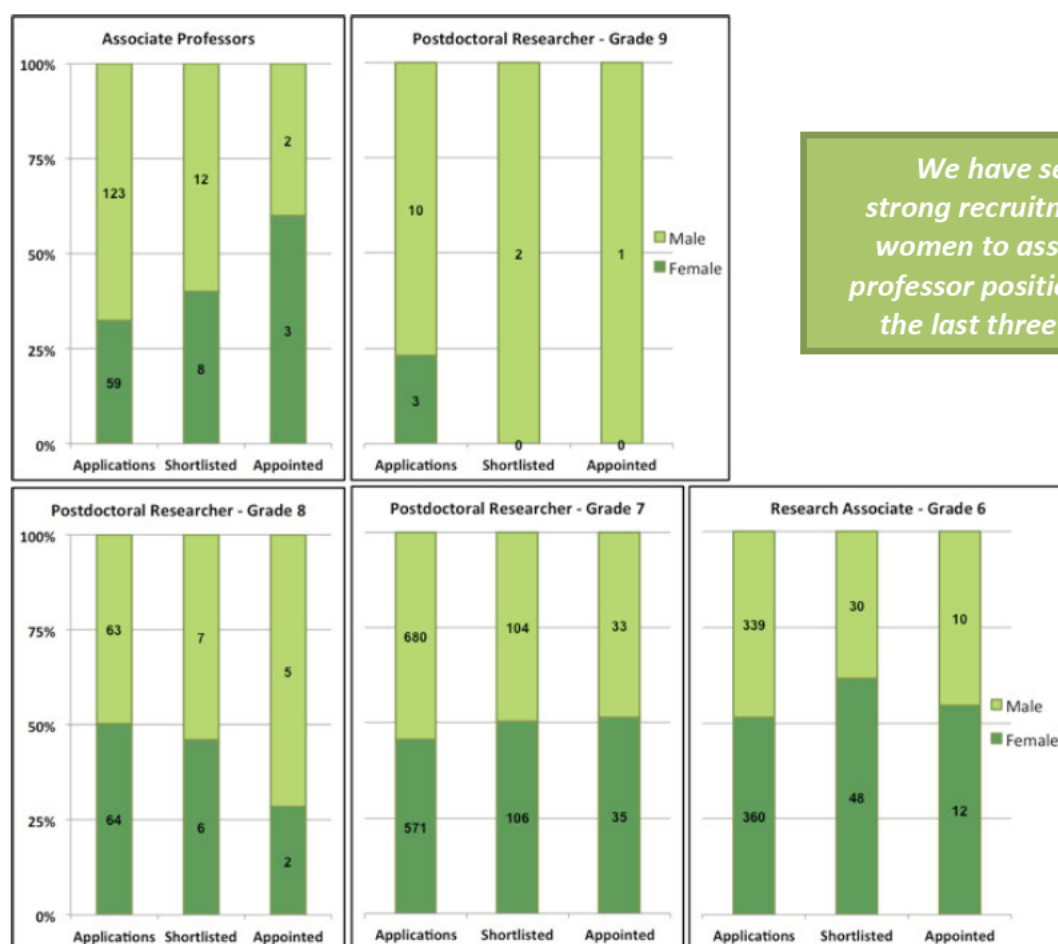

> *We have seen strong recruitment of women to associate professor positions over the last three years*

Figure 8: Gender profile of the academic and research staff recruitment exercises undertaken between 2012 and 2014

The percentage of women appointed to academic posts over the past 3 years is very encouraging with three female and two male associate professors appointed since 2012 (**Table 2**). At Bronze, we wanted to increase the number of female applicants for these posts (*ACTION:B2.1*) and we have seen female applications rise from 26% to 33%. This rise may be partly attributed to our direct actions in this area (e.g. improving the clarity of the further particulars) but also to other actions (e.g. increasing the profile of female scientists (*ACTIONS:B3.1.1-B3.1.3*), increasing the number of women on the Departmental Management Committee (*ACTION:B3.4*) and raising the external profile of the Department (*ACTIONS:B6.1.1/B6.1.2*). However, we would still like to attract more female applicants to these senior posts. From informal discussions with previous applicants it appears that there is a degree of confusion over the Departmental and College teaching requirements involved in the role of the associate professor. We will therefore try to improve the further particulars to increase the clarity around the different teaching responsibilities of the post (**ACTION:S3.3**). We will also try to encourage more female applicants by highlighting that we will provide assistance when applying for nursery/childcare/school places (see case study 2), emphasise the successful applicant's eligibility for sabbatical leave and target the distribution of job adverts to suitably qualified internal and external female candidates (**ACTIONS:S3.4/S3.5**).

Associate Professorship	Applications Received				Applications Shortlisted				Applicant Appointed
Subject / College	Total	Female	Male	%F	Total	Female	Male	%F	
Neuroscience / St Hugh's College	48	11	37	23%	4	1	3	25%	Male
Biomedical Science / Balliol College	32	11	21	35%	3	1	2	33%	Female
Physiology / St Catherine's College	27	7	20	26%	4	1	3	25%	Female
Physiology / Brasenose College	42	12	30	29%	5	2	3	40%	Male
Developmental and Regenerative Medicine / Non-Tutorial Fellowship at St Cross College	33	18	15	56%	4	3	1	75%	Female

Table 2: Breakdown by gender of the number of applications, the number shortlisted and the outcomes of recent associate professorship recruitments

(ii) **Applications for promotion and success rates by gender and grade** – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

Whilst there are no formal opportunities available for promotion at the University of Oxford, there are several opportunities available to recognise academic/research achievement, which generally provide a titular or financial incentive without any change in duties (**Table 3**). As indicated in our Bronze AP (*ACTION:B1.2*), all suitably qualified female candidates for these distinction exercises were identified by the HoD and encouraged to apply. We have had considerable success over the period of our Bronze award with many female candidates being successful in their applications.

Scheme	Purpose	Notes	Outcomes
Recognition of Distinction Exercise	An exercise to confer the title of Professor The criteria to be considered include research, teaching and good citizenship The criteria have been rewritten to formally recognise career breaks	The process was suspended after 2010/11 to allow for a thorough review but was reintroduced in 2013/14 and is now annual	In 2013/14, 3 members of staff applied (1F/2M), of whom one (1F) received the award
Title of Associate Professor	An exercise to confer the title of Associate Professor on research staff Aims to reflect a level of seniority for research staff that is equivalent to full associate professors	A new exercise, run for the first time in 2014	In this first exercise, 5 members of staff applied for the title (2F/3M) and 4 were successful (2F/2M)
Title of University Research Lecturer	An exercise run to award the title of University Research Lecturer on research staff to reflect their senior position within the University	-	In 2014, 6 members of staff applied for the title (4F/2M) and 4 were successful (2F/2M)
Reward and Recognition	An annual process whereby staff can be acknowledged for a consistently high level of work either through a recurring increment in their salary scale or by a one-off financial reward	-	The first round of this scheme was run last year and 7 research staff (6F/1M) and 11 admin staff (7F/4M) received an award

Table 3: Details of processes through which staff effort and achievment can be recognised

In addition to these recognition exercises there is also a regrading process through which staff are able to have their post regraded if there have been substantial changes in their duties. Our survey indicated that only 26% of staff were clear about the regrading process. In our Silver AP, we aim to increase the understanding of this process by adding information to the intranet and adding a discussion about changes in duties to the Personal Development Review (PDR) process (**ACTION:S3.6**). Three academic-related members of staff (2F/1M) have applied for regrading in the last 3 years, and all have been successful. Two more applications from female members of staff are currently in process.

(i) **Recruitment of staff** – comment on how the department's recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university's equal opportunities policies

Actions Achieved & Success Measures
- Recruitment and selection training courses run within the Department
- All staff sitting on interview panels have been trained in recruitment and selection
- Pilot training session on implicit/unconscious bias has been undertaken
- Redesigned website includes family-friendly information and a working in Oxford section

The following paragraph has been included in all job descriptions since we received our Bronze award, along with the Athena SWAN logo: "The University of Oxford is a member of the Athena SWAN Charter and holds an institutional Bronze Athena SWAN award. The Department of Physiology, Anatomy & Genetics holds a Departmental Bronze award in recognition of its efforts to introduce organisational and cultural practices that promote gender equality in SET and create a better working environment for both men and women."

Our website now contains a 'Working in the Department' page which includes information on the University's recruitment and equal opportunities policies, family-friendly provisions, and the University's Newcomers Club (*ACTION:B6.1.1/B6.1.2*). Individuals are given a printout about 'Living in Oxford' at interview. All recruitment panels complete shortlisting forms to record how closely each candidate matches the specific and defined criteria listed in the job description to help minimise any potential implicit/unconscious bias in the shortlisting process. In addition, the recruitment panel always contains at least one female and one male member along with a representative from the HR team.

The University requires all chairs of recruitment panels to undertake recruitment and selection training, but DPAG has gone further than this. In response to our Bronze AP (*ACTION:B2.2*), the Department organised a number of training sessions to raise awareness of equality and diversity legislation and University recruitment and selection procedures. It is now Departmental policy that staff must have completed this training before being able to sit on a recruitment panel. As part of our Silver AP, we would like to expand the number of staff who have undertaken recruitment and selection training and run implicit/unconscious bias training sessions for staff (**ACTIONS:S2.2/S2.3**). A pilot implicit/unconscious bias training session has already been run successfully for 20 members of academic staff and will be expanded to include all staff that take part in Departmental recruitment processes.

Our survey revealed that only 25% of female and 34% of male staff felt that DPAG encouraged people to apply for internal posts. As such, we will advertise all future internal posts in our weekly email newsletter (the DPAG Digest). The HoD will also meet with eligible candidates to discuss the possibility of applying (**ACTION:S3.7**).

Actions Going Forward
- Increase uptake of recruitment and selection training by all staff groups (**ACTION:S2.2**)
- Make implicit/unconscious bias training available to all members of the Department and encourage attendance, particularly for those sitting on recruitment panels (**ACTION:S2.3**)
- Improve the communication of internal job vacancies (**ACTION:S3.7**)

(ii) **Support for staff at key career transition points** – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

<u>**Research Fellowships**</u>

Actions Achieved & Success Measures
- 1F/1M received BHF Senior Basic Science Research Fellowships
- 1F received a BHF Intermediate Basic Science Research Fellowship
- 1M received a Royal Society University Research Fellowship
- 1F/1M received an RD Lawrence Fellowship from Diabetes UK

Career progression for post-docs, a key point of attrition in DPAG, often involves transition to an independent research fellowship. These fellowships are highly competitive and require support from the Department. Whilst members of DPAG have been highly successful in obtaining external fellowships over the last three years (3F/3M fellowships awarded), such success requires good advice from senior colleagues and a clear process for obtaining Departmental support. Over the last 18 months, our Research Facilitator has run a series of seminars on obtaining research fellowships, with contributions from successful fellowship applicants and senior members of the Department who sit on fellowship panels. As part of our Silver AP, we will expand the provision of these seminars to include other funding opportunities and alternative career paths for post-docs (**ACTION:S3.1**). We will also formalise the process for obtaining support (**Figure 9**) so that all post-docs are clear about how to move forward with a fellowship application (**ACTION:S3.8**).

Figure 9: Application process for obtaining support to undertake an independent external fellowship within DPAG

As part of our Bronze AP (*ACTION:B1.5*), the Department offered 5 Early Career Fellowships. These were five-year posts aimed at enabling promising scientists to launch independent careers. The posts included start-up funds of £50,000 and the appointment of a mentor to provide career support. Of the five scientists appointed (2F/3M), 1F was awarded a Royal Society University Research Fellowship and shortly afterwards accepted a Professorship at a Swiss university and 1M has been awarded an RD Lawrence Fellowship. Initial results from this pilot scheme therefore seem positive and, as part of our Silver AP, we will continue to monitor the achievements of the other fellows and explore the potential for continuing this scheme (**ACTION:S3.9**). We will also investigate the possibility to attract industrial support for such fellowships as has been achieved by other MSD departments.

<u>**Bridging Support**</u>

We also instigated a pilot project initiative, an opportunity for post-docs nearing the end of their current funding to work for a fixed period on a new project, with the aim of finding external funding to carry the work forward. Eleven applications were received (5F/6M) and 4 were successful (2F/2M). 1F applied for and was appointed to an associate professorship shortly after receiving the award (case study 1). Both males completed their pilot projects: 1 was offered a post

at a university elsewhere in Europe; 1 moved to another department in Oxford. 1F is completing her pilot project after a period of maternity leave.

Networking

The Department encourages its staff to meet and network during a variety of Departmental events (all very well attended), which are run during core hours so all staff can attend. Such events include:

- Academic Staff coffee morning
- Administrative & Support Staff coffee morning
- PAs/Administrators coffee morning
- Postdoctoral Society lunchtime events

The Postdoctoral Society (**Figure 10**) is a newly formed group (instigated by several of the post-docs in the Department and supported by the HoAF), which meets twice monthly to provide a forum for talks from senior members of the Department on issues including; career progression, outreach and Athena SWAN, as well as informal discussion amongst the post-docs about their research and career aspirations.

Figure 10: Logo for the newly formed Postdoctoral Society

In addition, each research theme leader has been given a budget to arrange a series of events (social and scientific) aimed at increasing the interaction between staff at all levels. Events have included walking tours around the Department, poster sessions, formal meals and lectures from invited speakers. These events have been a great success and have enhanced cohesion within the research themes.

In line with our Bronze AP, networking has also been addressed by initiating, in collaboration with the Department of Biochemistry, a 'Women in Science' seminar series, so that senior female scientists can meet and interact with more junior female scientists and encourage them to aspire to senior appointments (*ACTION:B1.6*). So far 3 female members of DPAG at different stages of their career have given presentations. Other networking events have also been organised by the Oxford Females in Engineering, Science, and Technology (OxFEST) Society, a well-established Oxford society promoting and supporting women in science, engineering and technology.

Personal Development & Mentoring

Covered in detail in the next section.

Raising the External Profile of our Staff

As part of our Bronze AP (*ACTION:B6.1.3*), we sought to increase the external profile of our staff by redeveloping our external facing website (www.dpag.ox.ac.uk). The newly designed website provides the facility for all staff to have their own personal website to showcase their research. Whilst uptake amongst senior academic staff has been very good (>90% have their own webpage), uptake amongst research staff has been less so, with only 64% of male research staff and 29% of

female research staff creating their own webpage. The gender imbalance in this response is something we are particularly keen to address in our Silver AP (**ACTION:S3.10**) given that our survey revealed that 86% of staff felt that having their own webpage was a good way for others to find out about the work that they do. As such all research staff will be encouraged to create their own webpage. Guidance and help will be provided to ensure that the generation of the page is a simple and easy process.

Actions Going Forward
- Expand the availability of career training opportunities for research staff (**ACTION:S3.1**)
- Increase the number of female research staff with a personal webpage (**ACTION:S3.10**)

B. CAREER DEVELOPMENT

Following the implementation of our Bronze AP (*ACTIONS:B1.1.1-1.1.9*), strong emphasis was placed on addressing how best to support and advance the careers of our staff and, in particular, those of women. The results from our survey demonstrate a 17% increase in the number of women in DPAG who are clear about the career options open to them (2014:59% vs 2012:42%). Although this percentage still remains lower than we would like, we believe that our recently implemented PDR scheme will continue to improve these statistics.

Personal Development Reviews (PDRs)

Actions Achieved & Success Measures
- PDRs were launched in Summer 2014, reaching our 90% uptake target
- Training sessions were well attended (90% agreed that sufficient training was provided)
- PDRs were well communicated (94% agreed), with a simple and easy process (93% agreed) and clear paperwork (86% agreed)
- An increase in the number of people who feel that their line manager provides a sense of direction to them (up 16% from 60% in 2012 to 76% in 2014) and takes an interest in their career development (up 13% from 61% in 2012 to 74% in 2014)
- An increase in the number of people who understand the requirements of their role from 84% to 94% (F: 81% to 97%)

During the PDR researchers are encouraged to think about their future career early on in their contract and to develop an individual development plan with their line manager. Each researcher should highlight 2 or 3 priority areas for professional/career development as part of their PDR.

As the process only began last year, we are sure there are improvements to be made, however, we are delighted by the positive impact that the PDR process seems to have had:

- 72% of staff are now clear about the training/development opportunities available to them (up from 57% in 2012)
- 60% of staff feel the Department is committed to training/developing them (up from 34% in 2012; F:30% in 2012 to 61% in 2014)
- 82% of staff feel comfortable discussing training/development needs with their line manager (up from 62% in 2012; F:57% in 2012 to 80% in 2014)

Following feedback from our survey, we have identified some areas of our PDR process and documentation which could be improved and we will arrange feedback sessions to further explore these areas before the next round (**ACTION:S4.1**).

Mentoring

A sub-group of the SAT investigated the need for a mentoring scheme in the Department and concluded that introducing such a scheme was important. This was confirmed by our survey, which showed that 52% of people were interested in mentoring. It was felt that mentoring should not be mandatory but should be available for all staff. Whilst mentoring schemes existed for senior staff (Ad Feminam) and graduate students (OxFest, SDTAs, College advisors), there was no formal scheme available for junior researchers or administrative and support staff. The MSD ran a successful pilot of a peer-mentoring scheme in six clinical departments during 2014, which is now being trialled in a number of pre-clinical departments, including DPAG. Currently ten mentees (8F/2M) and two mentors (1F/1M) from DPAG have signed up to this scheme. As part of our Silver AP we aim to fully implement this scheme such that all staff are able to take part (**ACTION:S3.2**). We will also encourage the uptake of mentoring at all levels, from graduate students to senior staff (**ACTION:S4.2**).

(ii) **Induction and training** – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

Induction

All newcomers are welcomed on their first day by the HR team who run through a basic induction. However, our survey showed that 37% of newcomers felt that they had not undertaken an induction to the Department, which although a considerable improvement on the 58% in our 2012 survey is still disappointing. Anecdotal evidence also suggests that new staff are not aware of key academic and administrative staff, where they can be located or where to go for information within DPAG or the broader University. Since the second half of 2014, we have been focusing on producing an enhanced induction programme, which will be introduced during the course of 2015. The scheme will be developed in modules so that all parts of the administrative and support structure join and link together in a cohesive manner. This induction process will be consolidated

by an online interface, which will enable us to track progress and completion. We are also looking at developing a buddying scheme for new post-docs who join the Department (**ACTION:S4.3**).

Actions Going Forward
- Revise and improve existing induction scheme (**ACTION:S4.3**)
  - Group induction to be held every two months to include an introduction by the HoD/HoAF and the Operations Managers on safety, finance, communication, etc
  - Develop 'Newcomers' pages on the intranet that provide quick links to useful information
  - Develop with the newly formed Postdoctoral Society a 'Buddying' support system for new post-docs joining the Department
  - Design a small Departmental brochure 'Welcome to DPAG' for new starters
  - Online checklist to record completion of all parts of the induction

Training

Actions Achieved & Success Measures
- Updated website with links to personal development and training schemes/courses
- 26% increase in the number of people who think that the Department is committed to training and developing them
- 82% of people feel comfortable discussing training with their line managers
- 9% increase in number of people having undertaken equality & diversity training

The introduction of PDRs has resulted in an increase of 20% of staff that feel comfortable discussing training and development needs with their line manager. However, our survey highlighted that a large number of staff were still unaware of the University's personal development courses. Information about these has now been added to the Department's website.

Staff are now more aware of the information on our intranet but most do not realise that the external facing website is also a source of information about training. We aim to improve page hits on our training pages (currently 18 hits/month) by introducing a 'Feature of the Month' section dedicated to training in the DPAG Digest linking to the website (**ACTION:S4.4**). We will improve how we monitor training uptake after PDRs, and encourage staff to take advantage of the University's vast array of training courses (**ACTION:S4.1**).

Our Research Facilitator has run a series of internal career development workshops, with a particular focus on independent fellowship applications. Moving forward, we will increase the provision of internal career development training with more sessions exploring issues such as "the UK funding landscape", "career planning for post-docs" and "Open access publishing" (**ACTION:S3.1**).

Our survey showed that 55% of post-docs and graduate students felt they had insufficient opportunities to supervise or teach. Therefore, as part of our Silver AP (**ACTION:S4.5**) we will make teaching opportunities more accessible to students and post-docs.

Actions Going Forward
- Arrange more in-house training about career pathways and funding opportunities (**ACTION:S3.1**)
- Advertise training opportunities more consistently in the DPAG Digest (**ACTION:S4.4**)
- Make teaching opportunities more accessible to students and post-docs (**ACTION:S4.5**)

(iii) **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

> **Actions Achieved & Success Measures**
> - Students are now able to have a personal webpage which enhances their visibility
> - Reviewed and improved student induction day with various presentations
> - 6% increase in the number of female students who feel valued for the work they do
> - Only 13% of students don't feel valued for the work they do

Postgraduate students in DPAG have a variety of sources of support including their supervisor, secondary supervisor, College advisor, SDTA and the Director of Graduate Studies (DGS). In November 2012, a new female full-time GSA took up post contributing to a substantial increase in the support provided to students (see Section 3.b.vi). The GSA also provides female pastoral support if the student's supervisors and advisors are all male.

Each student is allocated an SDTA within a group of ~12 students. The ten SDTAs in DPAG provide academic and pastoral support and an opportunity for students to present their work to a general audience and hear about other students' research at informal monthly meetings. Allocation of SDTA groups is undertaken by the DGS who ensures a gender and year of study balance within each group. As our survey revealed that 50% of students would be interested in a mentoring scheme, as part of our Silver AP, we will clarify and improve the role of the SDTAs to include a formal mentoring component (**ACTION:S4.6**).

We will also introduce a career development event for final year graduate students with presentations about academic and alternative career paths (**ACTION:S4.7**).

There are three student representatives who share the responsibility of sitting on various committees (Departmental Committee, Athena SWAN, Graduate Studies). They also arrange a speaker programme for the graduate coffee mornings and organise termly socials providing opportunities for networking and discussing scientific topics in an informal setting.

DPAG has been working towards enhancing students' visibility to help them pursue a career in science by acknowledging the importance of their research. In particular we hold a poster presentation day for first years and ask all final year students to give a talk. On both occasions there are prizes for the best presentation (8F/5M have won prizes over the last three years). DPAG now provides students with a personal page on the Departmental website (21F/20M have taken this up so far). We encourage students to attend national/international conferences and have increased from £500 to £600 the funding provided to students to attend conferences (supplemented by colleges). DPAG also pays for students to be members of the Physiological Society enabling them to attend scientific meetings at a reduced cost.

> **Actions Going Forward**
> - Clarify mentoring role of SDTAs (**ACTION:S4.6**)
> - Organise career development event for final year graduate students (**ACTION:S4.7**)

C. ORGANISATION AND CULTURE

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

Previously the HoD was advised by a Management Committee with an ex-officio membership of the research theme leaders, plus the directors of undergraduate and graduate studies. This committee (2F/9M) debated strategic matters and was responsible for major executive decisions. As part of our Bronze AP (*ACTION:B3.4*), the Departmental governance has been re-organised so that decisions are now taken by the Executive and Departmental committees (**Table 4**).

Committee	Purpose	Membership	Chair
Executive Committee	Day-to-day decisions	HoD, HoAF and Associate HoDs (3F/1M)	HoD (M)
Departmental Committee	Strategic matters	9F/13M 16 ex officio members (HoD, HoAF, Director of Graduate Studies, Director of Undergraduate Studies, Research Theme Leaders) 5 elected members (2 academics, 1 fellow, 1 post-doc and 1 student) 1 co-opted member who reports on Divisional (teaching) matters	HoD (M)
Athena SWAN Committee	Advise HoD on matters relating to gender balance and broader issues relating to equality and diversity	9F/5M previously 8F/6M	Associate Professor (M)
Graduate Studies Committee	Delegated authority to manage graduate studies matters, including our admissions process and allocation of studentships	9F/4M previously 7F/3M	DGS (M)
Operation Heads Committee	Advises the HoAF - comprises representatives of the six operational areas (HR, IT, Facilities, Finance, Research and Teaching) and administrative representatives from the MRC FGU and the CNCB	2F/5M Previously 1F/6M	HoAF (F)
Safety Committee	Delegated authority to manage certain health and safety matters, advises the HoD in relation to others	7F/11M previously 9F/15M	Departmental Safety Officer (F)
Teaching Committee	Balances the teaching and examining workload across the staff of the Department	1F/3M previously 1F/5M	Director of Undergraduate Studies (M)

Table 4: Breakdown of the various DPAG committees, their roles and responsibilities, their current and former membership and the current Chair

As detailed in **Figure 11**, the gender balance of committees within DPAG is good and shows a significant improvement on the situation at the time of our Bronze application.
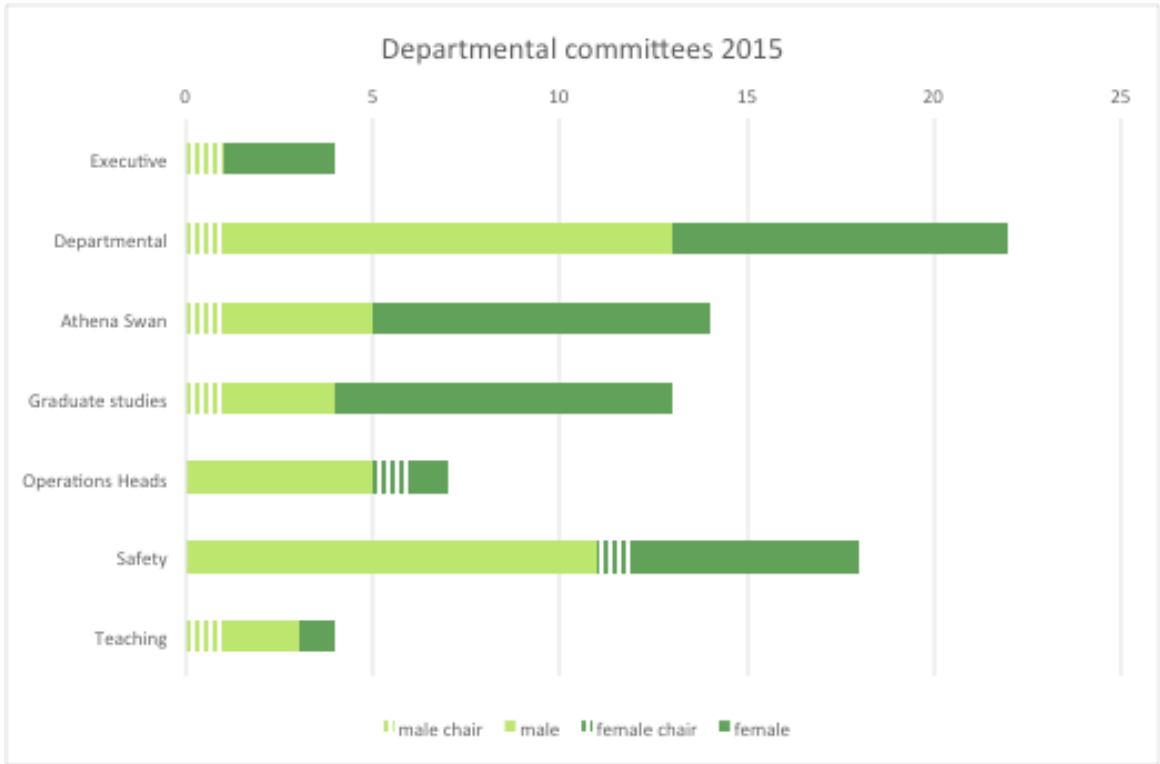

Figure 11: Gender profile of the various committees within the Department

(ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.
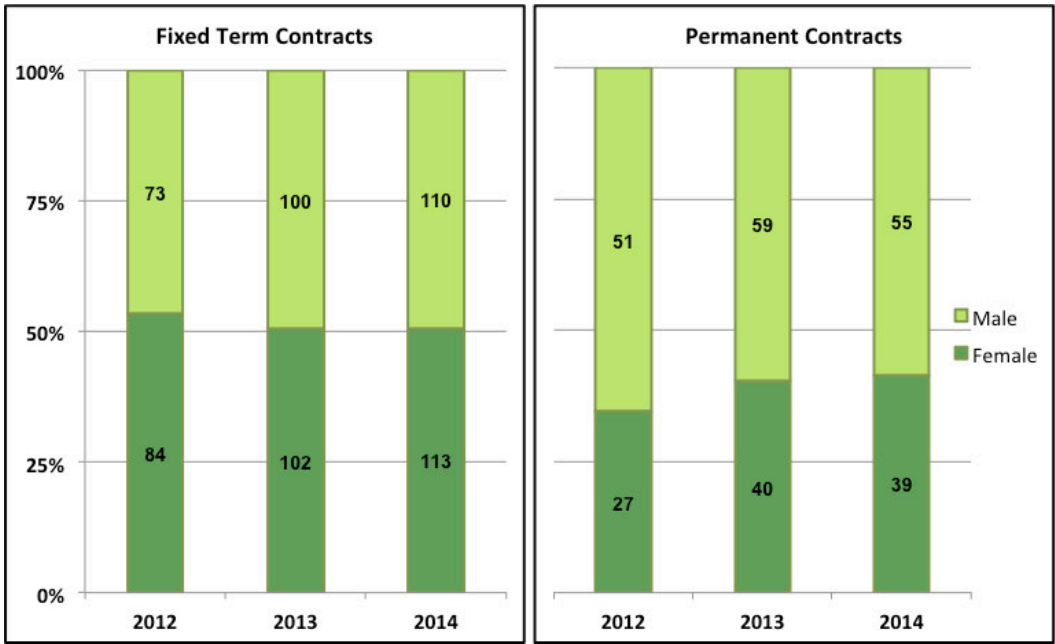

Figure 12: Ratio of female and male staff on fixed-term and permanent contracts

Figure 12 shows the gender balance of staff on fixed-term and permanent contracts. Whilst the ratio of staff on fixed-term contracts has remained balanced over the last three years, there has

been an increase in the proportion of female staff on permanent contracts. Academic staff are appointed on permanent contracts, with confirmation of tenure after successful completion of a five-year probationary period. Research fellows and post-docs are predominantly on fixed-term contracts, which reflects the nature of research posts at Oxford. Currently, there is no structured process for the continued employment of senior research fellows beyond the end of their research fellowships. As such, we will introduce, as part of our Silver AP, a clear and transparent system to allow the transfer of senior research fellows on to permanent contracts (**ACTION:S5.1**).

Actions Achieved & Success Measures
- 40% of the Departmental Committee is now female, compared to 22% on the previous Management Committee in 2012
- 75% of the Executive Committee is female
- The two Associate Heads of Department are now female

Based on our Bronze AP, we have undertaken a re-organisation of the major decision-making committees within DPAG and decisions are now broadly the responsibility of the Departmental Committee. The gender split of committee members is taken into account when appointing new members, ensuring there is an equal distribution of male and female members across the Department's committees as a whole.

Members of staff are encouraged to take on committee responsibilities outside the Department. For example, Prof. Dame Kay Davies is Deputy Chair of the Wellcome Trust and is on the judging committee for the £10m Longitude Prize. Within the University she is Associate Head of MSD, Chair of the MSD Athena SWAN Committee and member of the Neurosciences Strategic Oversight Committee. Her responsibilities at a Departmental level have been reduced to reflect these extensive commitments. More junior members of academic staff are also encouraged to take on external responsibilities. For example Dr Katie Jennings, research fellow, is a member of the central University's Gender Advisory Group and chairs the NeuroNetwork, an informal association of early career researchers aiming to foster a network of mutual support amongst young Oxford neuroscientists.

Our survey revealed that whilst 42% of men in DPAG feel that the structure for management and decision-making in the Department are clear and transparent, only 27% of women agree. We aim to address this by improving the clarity and visibility of the Department's management structure (**ACTIONS:S5.2/S5.3**). Our survey also revealed that whilst 41% of men feel that they are consulted on decisions that affect them, only 30% of women agreed. With the large increase in the number of staff within DPAG over the last three years, it is understandable that people feel removed from the management of the Department. However, we are currently investigating a more devolved management structure, where the research themes have greater autonomy, enabling people to become more involved in shaping the future of their Department. As part of our Silver AP, we will ensure a strong sense of gender equality in this new Departmental structure (**ACTION:S5.4**).

Actions Going Forward
- Display posters with names and pictures of key people in each building and distribute organisational charts for the Department with membership of each committee (**ACTION:S5.2**)
- Add links to committee minutes as a headline bullet item to the weekly DPAG Digest. HoD to report to twice-termly Academic Committee meetings on key decisions made at Departmental Committee (**ACTION:S5.3**)
- Introduce a termly 'Departmental Briefing' where someone from the Departmental Committee provides a report on key issues (**ACTION:S5.3**)
- Hold DPAG PI Strategy Retreat for members of Academic Committee. Topics for discussion to include a review of the Departmental structure. The Strategy Retreat is to include break-out sessions for trialling sub-departmental groupings and discussion (**ACTION:S5.4**)

(ii) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

Actions Achieved & Success Measures
- Only 18% of staff thought that their workload was unreasonable
- Only 13% of staff thought their Departmental workload was not allocated fairly and transparently

Fellows, post-docs, RAs and graduate students essentially have full-time research commitments, which are either self-managed (fellows), or managed by their research group leader. Individuals wishing to pursue a career in science are encouraged and supported to take on teaching commitments and administrative or pastoral duties that will give them valuable experience and strengthen their CV.

In almost all cases, academic staff have a contractual duty to take part in teaching, examining and administration of the Department. Teaching is planned centrally across the pre-clinical departments. Within the Department, the HoD reviews workloads along with the Director of Undergraduate Studies. They take into account the teaching areas to be covered, and other commitments including research and e.g. editing a journal, outreach, membership of grants panels. Officerships in DPAG with more substantial responsibilities, e.g. Directors of Studies are appointed on a rotational fixed-term basis.

Finally, workload planning takes account of individuals' circumstances, talents and interests. For some junior academics, the HoD has identified the need for additional support in order to progress their research and support them in their career. Where appropriate, the HoD has reduced their administrative responsibilities and/or paid for substitute college teaching.

In our survey, 66% of staff were satisfied with their work-life balance. However, there are still cases where members of DPAG feel over-burdened with the pressure of teaching for both College and Department, in addition to maintaining a productive research output. Therefore, as part of our Silver AP, we will implement a structured assessment of academic workload to provide clear input into the assignment of Departmental workloads (**ACTION:S5.5**). The HoD will also arrange a meeting with the Senior tutor in the College to discuss workload balance for all newly appointed associate professors (**ACTION:S5.6**).

(iii) **Timing of departmental meetings and social gatherings** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

Actions Achieved & Success Measures
- 70% of people felt that Departmental and group meetings were timed to take account of caring/family responsibilities

We now schedule all Departmental meetings to occur between 10am and 3pm. This holds true for Departmental organisational meetings, the HoD seminar series, and smaller officially recognised organisational meetings. There has been very good acceptance of this core hour policy.

(iv) **Culture** –demonstrate how the department is female-friendly and inclusive. 'Culture' refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

Actions Achieved & Success Measures
- 82% of staff think that DPAG is working hard to improve gender equality
- 88% of people feel that members of staff are treated equally regardless of gender

Social Events

One of the areas where our Bronze AP has had the biggest impact is, without a doubt, the culture of the Department. Whilst not directly attributable to any one particular action, the ethos of Athena SWAN is now a part of daily life in DPAG. Issues of gender equality are openly discussed both as a standing item at the Departmental Committee and informally within research groups and at Departmental social events. For example, Prof. Dame Kay Davies said, after one of the termly Women's dinners for female academics: *"…I was speaking about how things had changed (12 dinners later). I thought you should know that that there was unanimous agreement from 27 females at all levels of career that the Department is a better place to work now thanks to Athena SWAN"*.

The Women's dinners (**Figure 13**) are just one of the many social events that the Department organises to foster a friendly and collaborative environment. Other events have included Christmas parties, family-friendly summer garden parties and monthly staff "Happy Hours" or "Afternoon Teas" (these events alternate to provide social events with a different atmosphere so there is something suitable for all, **Figure 14**).
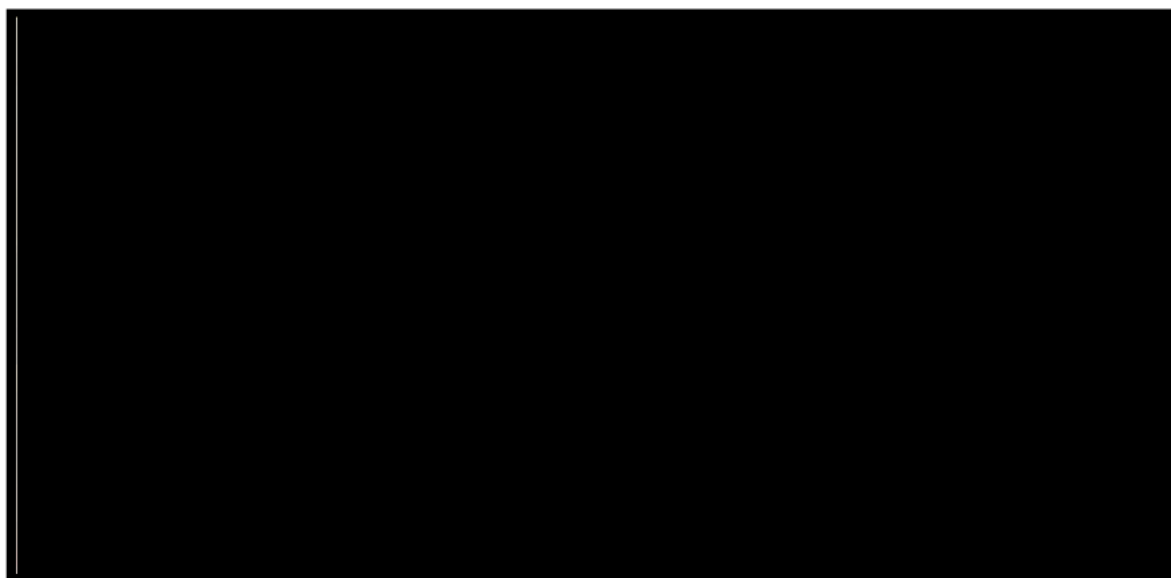
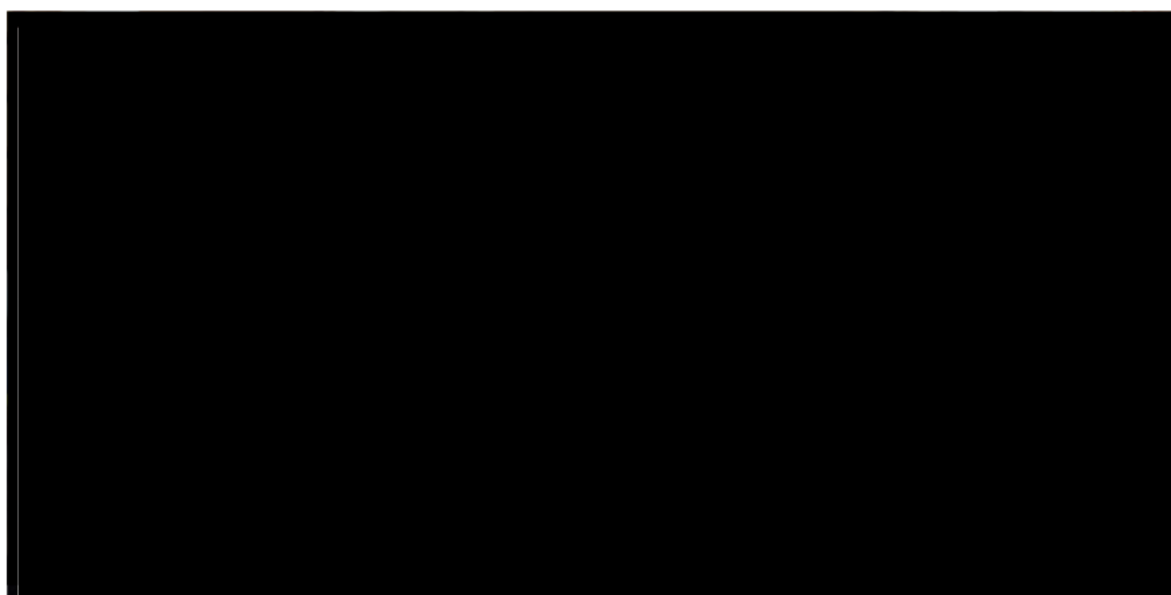**Figure 13: DPAG Women's dinner, Merton College, February 2015**

Figure 14: DPAG "Happy Hour", DPAG Library, January 2015

The Profile of Female Scientists in the Department

Several actions in our Bronze AP were aimed at increasing the profile of female scientists in the Department.

- Firstly, we have introduced an annual "Mabel FitzGerald Lecture" to be given by an eminent female scientist (*ACTION:B3.1.1*), named in recognition of the female physiologist who worked in the Department in the first decade of the twentieth century and became only the second female member of the American Physiological Society. This year's lecture was given by Prof. Dame Linda Partridge and was exceptionally well received (**Figure 15**).

Figure 15: Mabel Fitzgerald Lecture, DPAG, January 2015

- Secondly, photography and artwork within DPAG had predominantly featured men (*ACTION:B3.1.2*). To change this, we have displayed a new Departmental photograph in the receptions of the Department's buildings demonstrating the diversity of staff working in the Department. We also organised an image competition encouraging younger scientists to participate. Following excellent engagement, we are preparing new, exciting and dynamic artwork of the science in the Department to replace the male focussed artwork that is currently on the walls (**Figure 16**).
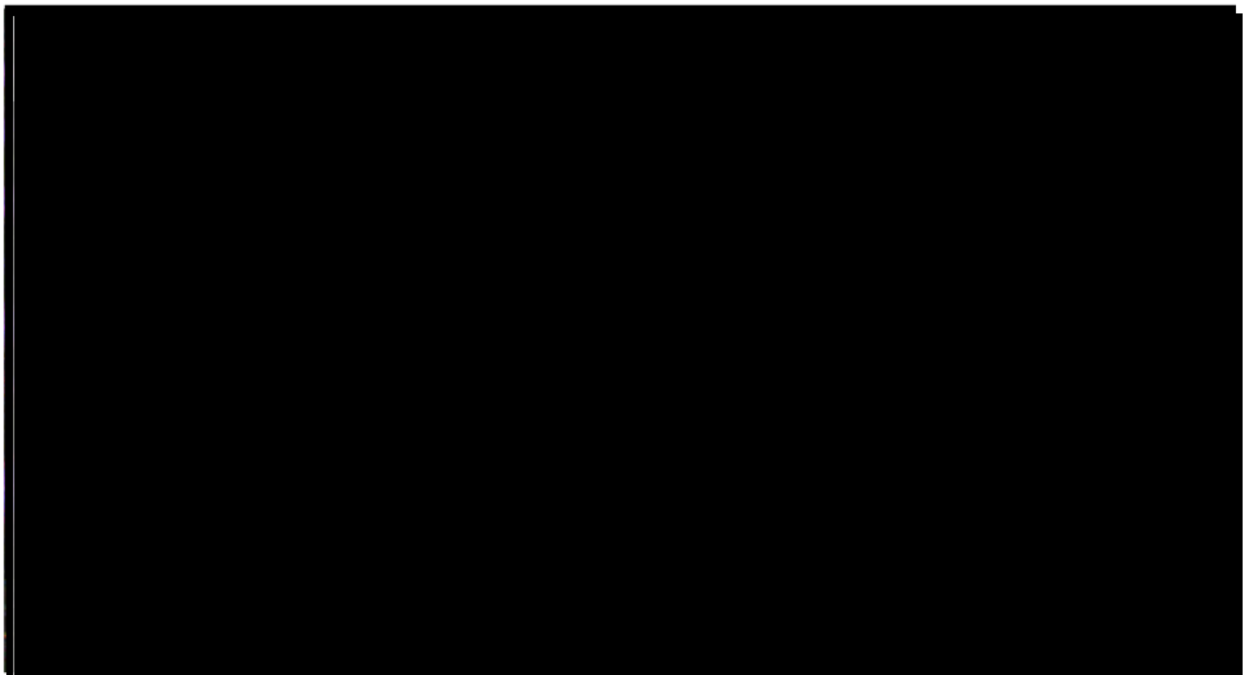
- Thirdly, we have initiated a new HoD seminar series featuring external speakers and members of the Department. In line with our Bronze AP (*ACTION:B3.1.3*), we have encouraged the seminar organisers to be conscious of gender balance. Over the last 18 months, the speakers have been 43% female and 57% male (20F/27M). We have also encouraged younger members of academic staff to give talks to highlight their research.

Communication

Communication is another aspect of life in DPAG that has greatly improved over the last two years. Following our Bronze actions to raise the profile of the Department and improve the availability of information (*ACTIONS:B6.1.1-B6.2.3*), we have redesigned both our external facing website and our Departmental intranet. This new design is greatly appreciated with 70% of staff saying that the external website is a useful source of information, 86% of staff saying that the website is a good way for people to find out about their work and 74% of staff saying that the intranet is a useful source of information. We have instigated a weekly email newsletter called the "DPAG Digest" (**Figure 17**) to provide a single source of information for all relevant details about DPAG, MSD, the University and beyond. It also provides a detailed list of seminars and workshops for several months in advance, providing people with an increased ability to arrange childcare to attend external seminars that occur outside of core working hours.
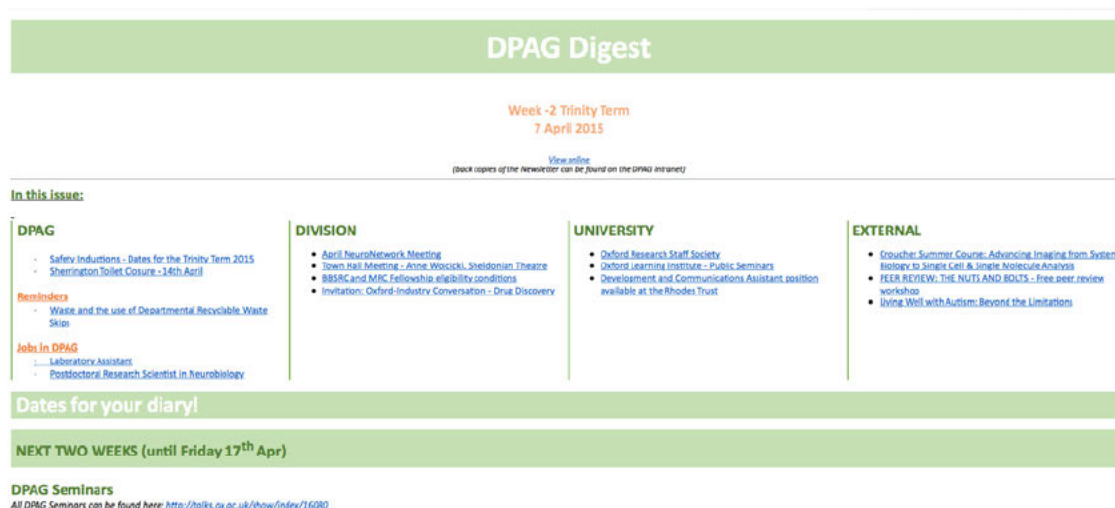

Figure 17: Screenshot from the DPAG Digest, April 2015

Bullying & Harassment

Actions Achieved & Success Measures
- A decrease in the number of staff who reported that they personally experienced bullying or harassment in the Department over the last 2 years from 16% in 2012 to only 6% in the 2014 survey

As part of our Bronze AP, we have recruited three new bullying and harassment officers (*ACTION:B3.3*). We were happy to see that our survey suggested a significant decrease in the numbers of bullying and/or harassment cases in the last 2 years (16% in 2012 vs. 6% in 2014). However, only 68% of men and 54% of women said they would know where to go if they were being bullied or harassed, we will therefore include details of the Departmental bullying and harassment officers on notice boards in the reception areas of the Department's buildings as part of our Silver AP (**ACTION:S5.7**).

(v) **Outreach activities** – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

Actions Achieved & Success Measures
- Our survey indicated that 34% of women and 37% of men had been involved in outreach activities in the last two years
- Launch of a new Public Engagement section on the Departmental website highlighting activities in the Department. These pages are promoted on the homepage of the website

DPAG is committed to supporting its staff to engage in outreach activities and is looking to improve the way it acknowledges outreach activities. Over the last two years, staff at all levels have been involved in a variety of outreach activities; from Prof. Fran Ashcroft talking at the Alumni Meeting on 'Women in Science: Role Models of Success at Oxford' event in November 2014, to Dr Carolyn Carr organising the annual Dorothy Hodgkin lecture, to DPhil student ███ █████ taking part in the Wellcome Trust's "I'm a scientist, get me out of here" programme for school children. There are many other outreach examples which we are very proud of and, following on from our Bronze AP (*ACTION:B5.1.1-B5.1.3*), we have created a specific section on our Departmental website to showcase the outreach work that our staff do. We have also started creating outreach pages on the individual research group webpages, to allow people to update their outreach activities more easily. We will continue to expand the ways that we can highlight our outreach activities as part of our Silver AP (**ACTIONS:S5.8/S5.9**).

Our survey revealed that only 37% of women and 44% of men felt that the Department appropriately acknowledged outreach activities. Therefore, as part of our Silver AP, we will increase the acknowledgement of outreach activities (along with other successes and achievements) through letters from the HoD, increased use of the display screens in the reception areas and via the DPAG Digest (**ACTION:S5.9/S5.10**).

Actions Going Forward
- Improve profile of public engagement section of website and encourage people to submit examples of outreach to go on the News section and on display screens in reception (**ACTIONS:S5.8/S5.9**)
- HoD to write formally to individuals to acknowledge outreach achievements (**ACTION:S5.9**)
- Ensure greater acknowledgement of success and achievement by adding success stories to the DPAG Digest and display screens in reception (**ACTION:S5.10**)

D. FLEXIBILITY AND MANAGING CAREER BREAKS

Over the last three years, 29 people have taken maternity leave: (4 Research Fellows, 20 post-docs, 2 RAs and 3 support staff). All except two have returned to work, 1 researcher returned to ████ to be nearer family, 1 member of support staff opted to spend more time with her baby.

During the past three years, 6 members of staff (1 Academic, 2 Research Fellows and 3 post-docs) have taken ordinary paternity leave. There have been no applications from members of staff to take parental leave formally during this time, although informal arrangements to take family leave do occur.

Actions Going Forward
- Provide information on new shared parental leave policy via Departmental briefings and Academic Staff meetings (**ACTION:S6.1**)

The ethos of the Department allows research staff to manage their own time and most work flexibly without a formal arrangement. There has been one formal application for flexible working, which was approved. Women returning from maternity leave often stagger their return to full-time work and parents are supported to fit their working days around the need to drop children off at school or nursery. The University's policy to prioritise carers in the issuing of car-parking permits aids this flexibility. In our Silver AP, we will explore the provision of dedicated "late starter" parking spaces for those needing to take children to school/nursery (**ACTION:S6.2**).

Actions Going Forward
- Explore the provision of dedicated "late-starter" parking for those needing to take children to school/nursery (**ACTION:S6.2**)

Actions Achieved & Success Measures
- Of those with caring responsibilities 89% of women and 91% of men reported that they found it easy to make use of flexible working hours
- Family-friendly section of the intranet has been developed with increased information on parental leave

The majority of staff agree informal flexible working arrangements with their line manager. However, a small number of staff have been appointed or elected to work on a part-time basis. In 2012 this was 13 research staff (9F/4M), in 2013 it was 11 research staff (8F/3M) and in 2014 it was 11 research staff (7F/4M). We will continue to offer this flexibility where appropriate.

Actions Achieved & Success Measures
- Maternity/paternity focus group meetings arranged to help understand where support is needed
- Launch of ParentsNet in collaboration with the Division to give parents and future parents the opportunity to share and find a place to exchange goods and ideas

The University has a generous maternity leave scheme, which enables eligible staff to take up to 52 weeks' leave (26 full pay, 13 Statutory Maternity Pay, 13 unpaid). Members of staff who are pregnant meet the HR Manager to plan their maternity leave. They discuss health and safety issues, work through the University's maternity plan, and if appropriate consider the possibilities of sharing the leave with their partner. The use of "Keeping in Touch" days are discussed, as well as the right to be considered for flexible working on return from maternity leave and the possibility of using accrued leave to help ease the return to work. Information about childcare, the salary sacrifice scheme and nursery vouchers and directions to government websites giving information about the various benefits for parents are also discussed.

However, our survey showed that 24% (8/33) of women taking a career break experienced problems during leave or on return to work and our maternity leave focus group raised the issue of lack of communication between line managers and women about to go on maternity leave. As part of our Silver AP we will arrange a meeting between members of staff/line managers/HR to facilitate planning and return to work (**ACTION:S6.3**).

The University provides four subsidised nurseries and also reserves some places at private nurseries. A salary sacrifice scheme and a nursery voucher scheme are also available to members of staff. It is not known how many members of DPAG use the University nurseries as this information is confidential.

During a maternity leave focus group discussion, the overwhelming majority of pregnant mothers felt that the difficulty associated with being allocated a nursery place was the main obstacle to returning to work following a maternity break. In our survey 72% of people felt that there was a need for the Department to sponsor the provision of nursery places. However, following extensive discussions within the SAT, it was felt that sponsoring a few Departmental nursery places would not alleviate this problem and would result in issues around the allocation of such places. We have instead decided to target Departmental resources to issues with childcare where we felt we could have a significant impact. We will also campaign to improve the provision of nursery places in close proximity to the Department and improve the transparency around the waiting list for University nursery places (**ACTION:S6.2**).

We have recently introduced a ParentsNet web-forum (*ACTION:B6.2.2*) to allow easy exchange of useful information about nurseries and child minders, babysitters and play-schemes etc. This scheme has been developed by DPAG but rolled out to several departments in the MSD.

Actions Going Forward
- Provision of a maternity/paternity pack for those about to take maternity/paternity leave (**ACTION:S6.3**)
- Formalise meeting between members of staff/line managers/HR to facilitate planning and return to work (**ACTION:S6.3**)
- Funding of childcare to support staff in using their "Keeping in Touch" days (**ACTION:S6.3**)
- Our maternity/paternity focus group meeting raised the issue of a lack of breastfeeding support and facilities in the Department and the provision of a private room for breastfeeding is now underway (**ACTION:S6.4**)

5. ANY OTHER COMMENTS (MAX 500 WORDS)

Please comment here on any other elements which are relevant to the application, e.g. other STEMM-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

6. ACTION PLAN

Our Silver AP is attached in **appendix 1**. An updated and annotated version of our Bronze AP is included in **appendix 2**.

7. Case Studies - redacted

staff

Department

research

DPAG

female

Departmental

gender students women members academic work

Career Committee AP training Athena Silver SWAN Actions recruitment University support Bronze male

department men now senior ensure successful period grade Achieved informal comment

associate improve website information opportunities Associate Science Committees feel group particular Organisation induction workload balance issues clear equality three year part also run Forward felt transition Graduate Development Studies individuals maternity plan Professor HoD last Oxford Figure key graduate Success Career award small applicants team process two

outreach mentoring meetings external Children Going increase areas Heidi However MSD including uptake return Society Measures Prof provide scheme number within leave people working continue fellows numbers teaching member focus identified fixed-term received action Research College good survey development profile Staff taken action post-docs University's data activities one appointed student encouraged applications responsibilities bias following committee contracts new