

ACTION PLAN

1: IMPROVING THE STRUCTURE OF THE SELF-ASSESSMENT TEAM AND WORKING GROUPS, AND INCREASING STAFF/STUDENT INVOLVEMENT IN ATHENA SWAN

Objective ¹	Actions 2018-2022	Specific tasks, person responsible, and timescale ²	Justification	Success measures	March 2020 review	June 2021 review
Further develop the structure of the AS Working Groups (WG) Pg. 16-20	<p>1.1. Appoint a chair of each WG</p> <p>1.2. Ask all PIs to identify at least one member of their research team to join an AS WG</p> <p>1.3. Ensure that the WGs are gender balanced and have representatives from students, research staff and PSS</p> <p>1.4. Ask each WG to report to the SAT on a biannual basis</p>	<p>AS Lead to appoint a chair of each WG (Summer 2018)</p> <p>AS Lead to ensure WGs are gender balanced with representatives from students, Researchers and PSS (Winter 2018)</p> <p>HoD (SAT) to ask PIs to identify at least one member of their research team to join an AS WG (Autumn 2018)</p> <p>AS Lead to ask each WG Chair to report to the SAT (biannually 2018-2023)</p>	<p>NEW ACTIVITY: Formation of AS WGs to increase staff involvement in AS process and more fairly share the AS workload.</p> <p>NEED: WGs will be an important method of involving more staff in AS activities and implementing our action plan. The structure and leadership of these WGs is critical to the success of this model.</p>	<p>Gender of WGs and chairs is proportionate to the Department (70% F)</p> <p>All WGs have representatives from students, research staff and PSS</p> <p>All research groups have representation on a WG</p>	<p>Working groups have been formed and all have a chair/co-chairs. All WGs give a 6 monthly report on their activities.</p> <p>Ongoing action: monitor composition of WGs (in 6 monthly reports) Continue annual call for people to join the WGs.</p>	<p>Annual call for WG members made in April 2021. 6 additional WG members recruited.</p>

¹ New actions that were added in 2021 as part of the award extension are highlighted in yellow

² Where an action is assigned to a working group, the chair of the working group is ultimately responsible for implementation and reporting back to the SAT on progress

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		AS Lead to review WG membership (annually from Sept 2018)				
Increase staff/student awareness of, and involvement in, the Athena SWAN process Pg. 16-20	<p>1.5. Share SAT minutes on internal network drive</p> <p>1.6. Include an annual article in the Department newsletter highlighting AS activities (e.g. "You said, we did")</p> <p>1.7. Include questions about awareness of and involvement in AS in staff and student surveys</p> <p>1.8. Repeat staff survey biennially and maintain high response rates</p> <p>1.9. Hold staff survey briefings to share feedback and actions to be taken</p>	<p>DA (SAT) to upload SAT minutes to network drive (monthly, 2018-2023) and inform all staff they can access them (annually, 2018 – 2023)</p> <p>CO (SAT) to write annual article on AS activities in consultation with SAT (annually from Oct 2018)</p> <p>AS Lead to include AS related questions in 2020 and 2022 staff surveys</p> <p>Postgraduate Student WG to include AS related questions in 2019 and 2021 surveys</p> <p>AS Lead and CO (SAT) to circulate and promote staff surveys using successful methods from 2018 (e.g. distribution software with built-in reminders, posters in</p>	<p>AIM ACHIEVED: We repeated our whole staff survey in 2016 and 2018 and increased response rate considerably (42% in 2016; 90% in 2018).</p> <p>NEW ACTIVITY: Staff survey feedback session held in 2018 to highlight the ways in which the staff survey is used to shape the AS agenda going forward. Staff survey report circulated to all staff and posted on website.</p> <p>NEED: We do not currently monitor staff awareness of or inclusion in AS activities. Our PSS workshop suggested that staff appreciate being consulted and would like to be more involved. Survey briefings help staff feel that their feedback is valued and provide an incentive for responding in the future.</p>	<p>>90% of staff are aware of AS activities in 2022 staff survey</p> <p>>90% of students are aware of AS activities in 2021 student survey</p> <p>>60% of staff feel involved in AS activities in 2022 staff survey</p> <p>>60% of students feel involved in AS activities in 2021 student survey</p> <p>Staff survey feedback sessions held in</p>	SAT minutes are now shared on internal network drive after each meeting.	<p>2021 staff survey had good response rate (80%) and will be analysed shortly</p> <p>N.B. 2020 staff survey was delayed due to pandemic and held in May 2021</p> <p>Survey feedback session planned once results have been analysed</p>

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		<p>Department kitchens) (2021, 2023)</p> <p>AS Lead to organise staff survey feedback sessions following staff survey (April 2020 and 2022)</p>		<p>2020 and 2022 with good turnout (>40 people)</p> <p>>90% response rate on 2020 and 2022 staff surveys</p>		
<p>Ensure fair workload allocation in SAT</p> <p>Pg. 19-20</p>	<p>1.10. Rotate minute taking in SAT meetings</p> <p>1.11. Review SAT workload annually, including gender balance</p> <p>1.12. Repeat poll of SAT biennially</p>	<p>AS Lead to assign minutes to SAT members when meeting dates are circulated (annually)</p> <p>AS Lead and SAT to annually review SAT membership and workload (Sept 2018-2022)</p> <p>MSD AS Facilitator to conduct anonymous poll of SAT (Feb 2020 and 2022)</p>	<p>NEED: In a recent poll of the SAT, 90% of members were happy with how it is organised. However, members identified the need for more collective responsibility, increased male involvement and fair sharing of the workload. The introduction of the WG structure means that each SAT member has specific areas of responsibility. However, it is important to monitor SAT involvement and workload and make necessary changes to SAT membership regularly.</p>	<p>100% satisfaction with how SAT is organised in 2020 and 2022 SAT poll</p> <p>>80% of SAT reporting that the SAT workload allocation is fair in 2020 and 2022 SAT poll</p>	<p>SAT secretary has been recruited to take meeting minutes</p>	<p>SAT poll was repeated in 2020. All SAT members agreed that the allocation of workload in the committee is fair.</p>

2: CONTINUING TO SUPPORT OUR GRADUATE STUDENTS

Objective	Actions 2018-2022	Task, person responsible and timescale	Justification	Success measure	March 2020 review	June 2021 review
<p>Further understand the reasons why graduate students do not accept offered places</p> <p>Pg. 22</p>	<p>2.1 Routinely record reasons for not accepting DPhil and MSc(Res) places</p> <p>2.2 Routinely keep records of application numbers, offers made and gender balance</p>	<p>Deputy DGS (SAT) to collect reasons for not accepting offered places (Jan-July 2019, 2020, 2021)</p> <p>Postgrad WG to review reasons with focus on gender differences (July 2019, 2020, 2021)</p> <p>SAT and Postgrad WG to develop interventions to encourage men to accept graduate places (Aug-Sep 2020)</p>	<p>NEED: Over the last few years, we have had a higher application to offer rate, but lower offer to acceptance rates in women. An offer of a place is dependent on funding being secured and lack of funding is the main reason given informally for not accepting a place, although we do not routinely collect these data. Going forward, we will formally record reasons for not accepting a place to better understand and address any gender differences</p>	<p>Equal offer to acceptance rate for male and female DPhil/MSc(Res) by 2021</p>	<p>Since October 2019, records have been kept of when and why students withdraw.</p> <p>Application to offer ratio: 58% F; 26% M Offer to acceptance ratio: 43%F; 100%M Application to acceptance ratio: 25%F; 26%M Main reasons for withdrawal were financial and taking up offer of another place on another</p>	<p>Over the last few years, lack of funding was the main reason given for not accepting a place. Going forward, we will collate a list of internal and external funding sources and thereby help potential students to identify other less known funding sources, they could apply for.</p>

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					Oxford course.	
Collate and disseminate information about funding opportunities from internal and external source	2.3 Annually collect information on internal and external funding resources as part of a postgraduate scholarship and award survey	<p>Postgrad WG to ask students to complete the postgraduate scholarship and award survey once per year (March 2021, 2022, 2023) and to collate a funding list.</p> <p>Deputy DGS (SAT) to circulate the funding list to continuing students and incoming students (Mar- Sep 2021, 2022, 2023)</p>	<p>NEED: Over the last few years, lack of funding was the main reason given for not accepting a place. Going forward, we will collate a list of internal and external funding sources and thereby help potential students to identify other less known funding sources, they could apply for.</p>	An up to date and accessible list of internal and external funding sources made available to current and prospective graduate students		
Ensure part-time study is accessible and positive Pg. 23	<p>2.4 Advertise the possibility of part-time graduate study and include profiles of PT students on website to encourage uptake</p> <p>2.5 Review the satisfaction of part-</p>	<p>Deputy DGS (SAT) to ensure all adverts for graduate study include information about part-time study (ongoing 2018-2023)</p> <p>CO (SAT) to include profiles of PT students on graduate study webpages (Dec 2018)</p>	<p>ACTION ACHIEVED: Change in University regulations to permit part-time DPhil/MSc(Res) study from October 2018.</p> <p>IMPACT: We have already obtained approval to accept three students to study part-time.</p>	<p>All graduate studies adverts include PT study statement</p> <p>6 part-time graduate students enrolled by Oct 2020</p> <p>No difference between PT and</p>	Part-time study is advertised on the website, including student profiles. Supervisors are routinely asked if a project can be done part-	<p>Student survey completed in May 2021 – 87% response rate. Data under analysis.</p> <p>Stats course was run for a second time</p>

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	<p>time students in our biennial student survey and termly student barometer</p>	<p>Postgraduate Student WG to analyse responses on student survey and student barometer for part-time students separately to identify any issues specific to this group</p> <p>Postgrad WG and SAT to develop targeted initiatives if necessary</p>	<p>NEED: Now the regulations have been changed, it is important to make sure that applicants are aware of the possibility of part-time study and that the experience of part-time students is as positive as that of full-time students.</p>	<p>FT student satisfaction in student surveys</p>	<p>time and this information is included in project descriptions.</p> <p>6 part-time students are currently enrolled.</p> <p>Feedback from part time students was gathered in a meeting with the DGS in 2019 (see March 2020 GSC report for details of feedback). Feedback was broadly positive, with some issues with confusion around degree milestones (being resolved by</p>	<p>with part-time students able to attend on certain days (did not have to attend for the whole week)</p>

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					individual meetings currently). Feedback from the 5 day stats course highlighted that it was challenging for part-time students to attend	
Increase teaching opportunities for postgraduate students Pg. 53	2.6 Provide teaching opportunities for postgraduate students on the new MSc in Clinical and Therapeutic Neuroscience 2.7 Collect information on the reasons why students want to teach and the barriers to teaching, as part of the postgraduate survey	Postgraduate Student WG to liaise with DGS to ensure that opportunities for teaching on the new MSc course are created and advertised to students (course due to be launched in 2019)	NEED: Our 2017 postgraduate survey highlighted that students would like more opportunity to gain teaching experience during their graduate studies. Only 35% of our students are currently involved in teaching. Providing more teaching opportunities is challenging given how little teaching is delivered in the Department. However, in 2019, we will be launching a new MSc course, which provides an opportunity to increase teaching for our students.	>50% of eligible students involved in teaching by 2021	The graduate studies committee is continuing to explore ways to involve graduate students in teaching. DPhil students could help with the weekly journal club that is being run as part of the MSc CTN. The DGS is also looking	Our postgraduate surveys continue to highlight that students would like more opportunity to gain teaching experience during their graduate studies. There are limited opportunities to teach within the Dept as we

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					<p>into whether there are other opportunities within the MSc for graduate students to contribute (e.g. giving essay feedback, lectures etc). There may be opportunities for graduate students to give lectures to medical students – Director of Medical Studies is going to advertise these opportunities</p> <p>DPhil students have been offered opportunities to help with</p>	<p>are not an undergraduate teaching department. We advise students to liaise with their college regarding teaching. There may also be opportunities to give lectures to the MSc PGT Course students. However, when offered teaching experience, lack of time was the key reason for not taking up this offer. It was therefore decided to add some additional questions to the postgraduate student</p>

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					the weekly journal club that is being run as part of the MSc CTN from October 2019.	survey to obtain more details for the reasons why students want to engage in teaching and what type of teaching experience they are looking for.
Provide more statistics support for graduate students Pg. 53	2.8 Organise annual one-week statistics workshop for postgraduate students and postdocs 2.9 Offer additional statistical support to students	Deputy DGS (SAT) and DGS to organise statistics workshop and invite all students and postdocs (March, 2019 – 2022) Postgrad WG to monitor effectiveness through PG survey (2019 and 2021)	NEED: Our 2017 postgraduate survey highlighted that our graduate students need for more statistics support. Our DGS is working to increase support and plans to implement an annual one-week statistics workshop.	Statistics workshops held annually 50% of students attend workshop 90% of attendees find the workshop useful	An in-house stats course was run very successfully in January 2019. Tracy has a report with feedback from participants. The instructor has left the university but a new one is being recruited (by Phil). There are also plans to develop 1-2-1	The Statistics Course was this year for the second time with a good number of students attending. Overall, students were satisfied with this course, with some concerns being raised about the level of prior software experience.

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					stats support for students	We will continue working to increase statistical support and review student satisfaction as part of the PG survey. We explore the need and possibilities of additional 1-2-1 stats support for students
Increase networking opportunities for students	2.10 Organise student meetings/presentations with other departments 2.11 Develop an alumni page of students	Deputy DGS (SAT) and Postgrad WG to set-up interdepartmental student meetings (2021, 2022, 2023) Postgrad WG to monitor effectiveness through PG survey (2022, 2023) Deputy DGS (SAT) to add alumni student	NEED: In the PG survey, students expressed an interest to present their own work and to learn about the work of other students in related departments. To increase networking and presenting skills we are planning open Zoom meetings for students within Psychiatry, Experimental Psychology	Interdepartmental student meetings held at least once per year. Alumni student profiles on the departmental website		

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		profiles to the departmental website (ongoing)	<p>and NDCN in the first instance. The meeting would comprise 3 presentations of 15 minutes, hopefully one from a student within each department, and then 15 minutes for questions/discussions. This networking opportunity could further lead to teaching opportunities in the future.</p> <p>Furthermore, to increase further networking opportunities with former students in the Department, and to see their career paths, we will add alumni student profiles to the departmental website</p>			

3: IMPROVE GENDER REPRESENTATION ACROSS THE ACADEMIC CAREER PIPELINE

Objective	Actions for 2018-2022	Specific tasks, person responsible and timescale ³	Justification	Success measure	March 2020 review	June 2021 review
<p>Increase number of women with URL, AP and Professor titles</p> <p>Pg. 29=30 Pg. 42-43</p>	<p>3.1 Identify all eligible candidates for RoD schemes annually and encourage applications</p> <p>3.2 Provide internal support for RoD applicants to strengthen applications</p> <p>3.3 Offer mentorship for unsuccessful RoD candidates</p> <p>3.4 Request PT working patterns are taken into account in the assessment of research outputs of PT researchers for the RoD</p>	<p>DA (SAT) and HoD (SAT) to identify and email eligible candidates, encourage them to apply and invite to meet and discuss. (March 2018 - 2022)</p> <p>DA (SAT) and HoD (SAT) to establish gender-balanced internal RoD committee to review applications prior to submission and provide advice to strengthen applications (April 2018 - 2022)</p> <p>HoD (SAT) to ensure all unsuccessful candidates are offered mentorship by a senior member of the Department to support them to meet the requirements (September 2018 – 2022)</p>	<p>AIM ACHIEVED: We have increased the number of women holding Associate Professor and Professor titles since 2014.</p> <p>NEED: The proportion of women holding the Professor title is not consistent with our pipeline. We currently have no staff with the URL title.</p>	<p>3 successful female applications for Professor title by 2022</p> <p>3 successful female applications for AP title by 2022</p> <p>2 successful female applications for URL title by 2022</p>	<p>In the 2018 and 2020 rounds, information about the scheme was sent to the whole department. H then follow up with direct emails to people eligible for AP and URL promotions. This has been successful and Moira has received positive feedback from people who have been emailed.</p> <p>Internal panel working with applicants has been successful, with all applicants being successful in the last round.</p> <p>Mentorship has been offered to all unsuccessful applicants, but has</p>	<p>Figures to be updated in November 2021 data report</p>

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		HoD (SAT) to request working pattern is taken into account by the University panel in supporting letter (May 2018-2022)			not been taken up by all. Part-time working was mentioned in the HoD letters for relevant applicants in 2018 round, and this has worked well.	
Increase number of women holding statutory chairs Pg. 30	3.5 Ensure gender balance in applications for two vacant statutory chair positions	HoD (SAT) to brief search committee/head-hunters that we have a target of 50% female applications HoD (SAT) to advise Chair of search committee of the necessity to follow University procedures, requiring permission from the Vice Chancellor to proceed at each stage of recruitment if no women are being taken forward	NEED: Senior positions in the Department rarely become vacant. We currently have two vacant statutory chairs (one clinical, one non-clinical). This is an important opportunity to increase representation of senior women in our Department. We will work hard to identify potential female candidates for these positions.	One new female statutory chair to be appointed by 2020	Both chairs are still vacant but recruitment process is active. Involving headhunters in the recruitment of statutory chairs has been successful in improving the balance (and quality) of applications. Headhunters prioritise looking for people on basis of research profiles, rather than on relying on word of mouth/personal recommendations.	WA Handley Chair – male appointed One statutory chair still vacant

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					Headhunters cost about £30k.	
<p>Increase the number of Academic Clinical Fellows who go on to further academic work</p> <p>Pg. 30-31</p>	<p>3.6 Develop trainee webpages on Department website to increase profile of ACFs and attract high quality applicants</p> <p>3.7 Increase the support and monitoring given to ACFs</p> <p>3.8 Produce briefing notes for ACF supervisors</p>	<p>Director of Medical Studies (SAT) and Clinical Academic WG to produce trainee pages on Department website to increase the visibility of ACFs in the Department for prospective applicants (June-Dec 2018)</p> <p>Director of Medical Studies (SAT) to have individual meetings with ACFs at the start of their placement and annually to set expectations and monitor progress (ongoing)</p> <p>Director of Medical Studies (SAT) to produce a briefing document for all ACF supervisors to clarify expectations and encourage proactive involvement of ACFs in</p>	<p>AIM ACHIEVED: We have established Academic Clinical Fellowships, NHS-funded positions that provide protected academic time for trainees.</p> <p>IMPACT: Since 2014, 10 ACFs (6M, 4F) have been appointed.</p> <p>NEED: Although ACFs are an important route into the academic clinician career pathway only 20% of our ACFs have gone on to further academic work since 2014.</p>	<p>Trainee pages of website launched in 2019</p> <p>Briefing documents circulated to all ACF supervisors between 2018-2022</p> <p>Increase in publications authored by ACFs</p> <p>40% of ACFs to go on to further academic work (e.g. PhD) by 2020</p>		

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		publications (Sept 2018)				
Support female clinicians to continue with academic work Pg. 51-52	<p>3.9 Host biannual female academic networking events</p> <p>3.10 Provide online access to podcasts of Department seminars to clinicians</p> <p>3.11 Proactively promote opportunity to apply for honorary clinical positions within the Department to clinical teams</p> <p>3.12 Continue to work to develop joint Oxford Health NHS Trust/University posts through the BRC</p>	<p>Clinical Academic WG to host biannual female academic networking events (biannually 2018-2022)</p> <p>CO (SAT) to upload podcasts of Department seminars to website (ongoing)</p> <p>Director of Medical Studies (SAT) to give talks to local clinical teams to inform them of the opportunity (and criteria) to apply for honorary departmental positions (2018 and 2019)</p> <p>HoD (SAT) to continue to discuss joint Trust/University posts with Oxford Health (ongoing)</p>	<p>NEW ACTIVITY: We have formed a Clinical Academic WG who have actively consulted with 22 current and former female clinicians about the challenges of clinical academia.</p> <p>NEED: Consistent with the national picture, we have an under-representation of women clinical academics. We are keen to support the female clinicians who have already worked in the Department. Many of these women have returned to clinical work but are keen to maintain links with the Department. They reported appreciating the opportunity to network with other female clinicians. They also requested access to online podcasts of seminars that they are unable to attend due to</p>	<p>Networking events held biannually and attended by >10 female clinical academics</p> <p>Online seminar podcasts accessed by at least 3 people per podcast</p> <p>Increase in number of female Honorary Clinical Senior Lecturers (HCSLs) and other honorary positions by 2022</p> <p>New joint Trust/University post established by 2021</p>	<p>Podcasts of department seminars have not been made due to difficulties finding someone to set up the recording every week.</p> <p>John Geddes is successfully working on increasing the number of joint positions. About 5 joint positions have been created so far with roughly equal gender balance. When a consultant post in created there is now a routine consideration of whether it could be a joint academic post. The posts that have been created have 3-5 years of 5 sessions of</p>	<p>Move to online seminars since pandemic – attendance (including from clinicians) has been high.</p>

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			clinical commitments. We have recently formalised the process for applying for an honorary post within the Department and will promote this to local clinical teams. For a small Department like ours, it is very difficult to create new posts, but we will continue to explore possibilities with Oxford Health NHS Trust for joint Trust/University posts.		academic work – at the end of this time it is reviewed and continued if the individual has developed a strong enough research profile in this time. The success in creating joint posts could be developed as a beacon activity.	
Eliminate gender differences in proportions of staff on fixed term contracts (FTCs) and ensure transparency in process of moving staff onto permanent/open-ended contracts (P/OECs) Pg. 34-35	3.13 Continue annual review of all staff on FTCs and identify those who can be moved to P/OECs 3.14 Create guidance for moving staff from FTCs to P/OECs and share with Department	DA (SAT) and HoD (SAT) review all staff with more than 4 years' service and identify any staff who meet criteria for moving to a P/OEC (March 2019, 2020, 2021, 2022) DA (SAT) to create guidance for moving to P/OECs, circulate to Department and post on website (Oct 2018)	IMPACT: In 2018 we began an annual review of staff on FTCs with 4+ years' service, which saw 5 researchers (4F:1M) moved to P/OECs. NEED: The proportion of staff on OECs and permanent contracts varies by gender (13% of women, 37% of men) and also by grade. This is partly driven by low numbers of men at lower grades, where FTCs are more likely. However,	Proportion of male and female staff with 4+ years service on P/OECs equal at each grade by 2022 Guidance re. moving from FTC to P/OEC produced, circulated to Department and posted on website	The annual review of FTCs continues to identify whether staff can be moved to open-ended contracts. A guidance document has been created and is available on the P drive (signposted in the staff handbook).	Data WG to review proportion of M/F staff on P/OECs

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			even within grades men are more likely to be on an P/OEC than women. In response to this, we introduced an annual review of staff on FTC with more than 4 years' service, which has been successful. We will continue this approach and also produce written criteria for moving to an open-ended contract, to ensure this process is transparent and fair.			

4: SUPPORT CAREER PROGRESSION FOR ALL STAFF

Objective	Actions for 2018-2022	Task, person responsible and timescale	Justification	Success measure	March 2020 review	June 2021 review
Ensure gender balanced recruitment Pg. 37-38	4.1 Make it mandatory that interview panels contain male and female interviewers 4.2 Introduce annual review of recruitment training uptake and ensure PIs renew	HRM (SAT) to only approve mixed gender interview panels (2018 – 2022) Data WG to review composition of interview panels annually to	AIM ACHIEVED: We have introduced a requirement that Departmental interview panels contain both male and female staff members and this is monitored by our HR Manager. If the interview panel is not mixed gender,	No single sex interview panels between 2018-2022 All PIs to complete recruitment	No single sex interview panels has been achieved currently. Difficult to monitor who	Data WG to consider possible systems to improve monitoring of training records.

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	<p>training every four years</p> <p>4.3 Improve system of monitoring mandatory training</p>	<p>ensure compliance (April, 2019 – 2022)</p> <p>Data WG to review PI uptake of recruitment training. HRM to prompt PIs to renew training where necessary (annually Sept)</p>	<p>this is recorded on the central University data system with a justification.</p> <p>NEED: On six occasions over the past three years, interview panels did not contain both a male and female staff member. All interview panels should have both male and female representation. We ask all PIs to complete recruitment training every 4 years. A recent review showed not all PIs have done so. There is no current system for monitoring uptake of training.</p>	<p>training every 4 years</p> <p>Introduce better system for monitoring training</p>	has completed the training.	
<p>Make career development information easily accessible to all staff</p> <p>Pg. 40-41</p>	4.4 Create webpages on Department website with information from induction pack and staff handbook	E&D Specialist and CO (SAT) to create pages on Department website with information from induction pack and staff handbook (May-Sept 2018)	<p>AIM ACHIEVED: Developed and implemented standardised Department induction.</p> <p>IMPACT: All new staff now receive a Department induction (increased from 57% in 2014), and 96% of staff reported finding it useful in the 2018 survey.</p> <p>NEED: Only 61% of staff reported feeling clear about career development</p>	<p>Webpages created</p> <p>> 90% of staff continue to find induction useful</p> <p>> 80% of staff clear about career development opportunities in 2020 staff survey</p>	<p>The staff handbook and induction information has been completed and published on the department website.</p> <p>Q about usefulness of induction is included in</p>	2021 staff survey data to be analysed re usefulness of induction

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			opportunities available in the 2018 staff survey. This information (e.g. access to training and other career development opportunities) is available at induction.		standard survey question set	
Ensure 100% uptake of mandatory induction training Pg. 47-48	4.5 Increase uptake of Bullying & Harassment (BH) and Equality & Diversity (ED) training for new starters	HRM (SAT) to monitor training uptake and send reminders (quarterly, 2018 – 2022)	NEW ACTIVITY: New online probation/PDR system which integrates induction training into the probationary review. NEED: New starters have been told they should complete BH and ED training since 2014. However, uptake is low (9% female and 13% male new starters in 2017). Our new online system will make it possible to monitor and improve uptake.	100% uptake of induction training Jan 2019 – Dec 2021	Completion of the training is currently self-reported.	Data WG to consider possible systems to improve monitoring of training records.
Ensure all staff have access to training Pg. 47-48	4.6 Create Department fund for external training	DA (SAT) to create Department fund for external training (Nov 2018) CO (SAT) to advertise fund (Dec, 2018 – 2022) Academic Career WG to ensure awareness of training fund is included in 2020 staff survey	NEED: 2018 staff survey showed 79% of researchers agree that they have opportunities to participate in formal and/or informal training at work. Lack of funding was mentioned four times as a barrier to workplace learning. Other MSD Departments provide a central fund for external	>90% aware of Department training fund by 2020 survey >90% of researchers agree that they have opportunities to participate in formal	SDF fund was created in 2019, with a budget of £5k per year. It has been promoted in newsletters and bulletins. Two testimonies	Since the fund was established we've received 11 applications (7 research staff) of which 8 were funded (4 research staff)

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			training to ensure fair access.	and/or informal training at work. Lack of funding not given as a barrier to workplace learning in 2020 and 2022 staff surveys.	from awardees were included in the dept newsletter	2021 staff survey question re awareness of SDF will be analysed. Also survey data re barriers to workplace learning and opportunities to participate in training in staff survey will be analysed and any further necessary actions taken Low number of applicants suggests more may need to be done to promote fund
Ensure all staff are given a high quality annual PDR Pg. 49-51	4.7 Maintain high PDR completion rate 4.8 Provide PDR training for all new managers	DA (SAT) to send reminders (September 2018 – 2022) DA (SAT) and HRM (SAT) to notify new managers that PDR training is	AIM ACHIEVED: Introduced formal PDR in 2014 and transitioned to an online system in 2017. IMPACT: Number of staff completing PDRs has increased: 38% in 2014,	>90% PDR completion rate in 2019,2020, 2021 All managers to have	PDR completion rate was high (85% research staff, 95% PSS, 2020 figures).	2021 PDR completion figures not yet available. 2021 staff survey analysis should focus

Objective	Actions for 2018-2022	Task, person responsible and timescale	Justification	Success measure	March 2020 review	June 2021 review
	<p>4.9 Develop a “How to administer high quality PDRs to your team” guide for managers</p> <p>4.10 Survey PIs for feedback on peer-to-peer PDR system</p> <p>4.11 Improve non-clinical PI PDR system following feedback</p>	<p>mandatory and send reminders (July, 2018 – 2021)</p> <p>DA (SAT) to produce PDR guide for managers (Sept 2018)</p> <p>Academic Career WG to run an anonymous survey of PIs to seek feedback on peer-to-peer PDR system (June 2018)</p> <p>AS Lead (SAT) to report feedback from PI survey to SMT and recommend any necessary changes to improve PI PDR process (September 2018)</p>	<p>41% in 2016 and 89% in 2017.</p> <p>NEED: We need to maintain high completion rates and ensure these PDRs are high quality. We send annual reminders to managers about training available to help them conduct PDRs. From 2018 onwards this will be mandatory for new managers. We have run a system of peer-to-peer PDRs for PIs over the past 2 years. We need to seek feedback on this system before deciding whether to continue it or make a change. Non-clinical PI PDR completion rates are low and feedback in 2019 suggested that PIs do not find current process helpful.</p>	<p>completed PDR training</p> <p>PDR guide produced and circulated to all managers</p> <p>>95% of researchers report that PDR is useful in 2020 and 2022 surveys</p> <p>>80% PIs report that PDR is useful in 2020 and 2022 surveys</p>	<p>POD don’t offer PDR training any more, but will train PDR champions for each department – Psychiatry have offered to be part of the pilot scheme.</p> <p>POD have issued PDR guidance so we won’t develop our own.</p> <p>PI peer-PDR feedback found that PIs did not find the process helpful.</p> <p>Non-clinical PI PDR completion rate remains a concern (67% F, 56% M –</p>	<p>on feedback from PIs re PDR process.</p>

Objective	Actions for 2018-2022	Task, person responsible and timescale	Justification	Success measure	March 2020 review	June 2021 review
					2020 figures). System to be reviewed and improved. Guidance notes were written to help make the process more useful for the 2020 PDR round and the success of this will be monitored.	
Share our experience to strengthen PDR in other Departments Pg. 49-51	4.12 Contribute to University's project to strengthen PDRs across Departments	AS Lead(SAT) to work with University Equality Advisor to feedback our experiences of introducing online PDR system	AIM ACHIEVED: PDR completion rates increased through introduction of online PDR system. NEED: Our PDR completion rates are now much higher than many other Departments and we have been asked to contribute to a University-wide consultation about strengthening PDRs as an example of good practice.	Psychiatry Department experiences represented in University-wide consultation	Moira and Philly are approached by other departments to find out how we improved our PDR rates (beacon activity).	Records to be kept of support given to other depts

5: SUPPORT CAREER PROGRESSION FOR RESEARCHERS

Objective	Actions 2018-2022	Task, person responsible and timescale	Justification	Success measure	March 2020 review	June 2021 review
<p>Ensure Early Career Researchers are well informed about the REF 2021</p> <p>Pg. 43-44</p>	<p>5.1 Hold a “REF-Prep” lunch to increase understanding and awareness of REF in Early Career Researchers</p>	<p>Academic Career WG to plan REF-Prep lunch and invite speakers (Sept 2018)</p> <p>DA (SAT) to send email invitations to all staff eligible (or potentially eligible) to be returned in the next REF Sept-Oct 2018)</p> <p>HoD (SAT) to ask PIs to attend and share experience/expertise with junior staff (Sept-Oct 2018)</p>	<p>NEED: There was a fall in Early Career Researchers (ECR) returned for the REF/RAE: 7 in 2008 (5F; 2M) compared to 2 in 2014 (2F; 0M). Senior members of staff have good understanding of how to prepare for the REF and how to have a strong return, which needs to be communicated to ECRs.</p>	<p>REF-Prep session held by end of 2018</p> <p>REF-Prep session rated useful by >80% of attendees</p>	<p>The ECR inclusion criteria changed for this REF, so eligible people were approached directly to prepare them for the REF. No need for REF-Prep session given change in way eligibility is defined.</p>	
<p>Continue to develop and optimise grant application support</p> <p>Pg. 54-56</p>	<p>5.2 Survey presenters from first two years of Department Research meetings to gain feedback on meeting format</p> <p>5.3 Formal review of impact of grant support system on funding success</p>	<p>Academic Career WG to conduct survey (October 2018)</p> <p>Data WG to review success rates of applications presented at research meetings and supported by AHoDR (October 2019)</p>	<p>AIM ACHIEVED: We have developed Research Meetings and a new system of AHoDR grant application support in 2016/17. Meetings attract 50+ attendees, including PSS and Researchers from all grades.</p> <p>NEED: Once sufficient data has been collected for analysis, it will be important to assess whether presenting at a</p>	<p>Greater proportion of presented vs. un-presented proposals successfully funded</p> <p>Higher success rates for applications that have been through</p>	<p>ECR survey was conducted – positive feedback on the research meetings.</p>	<p>Grant support system further developed – ‘grant surgeries’ with Val West and Pamela Reid implemented from 2021.</p> <p>Val West planning system to</p>

Objective	Actions 2018-2022	Task, person responsible and timescale	Justification	Success measure	March 2020 review	June 2021 review
			Research Meeting and accessing support from the AHoDR increases the success rate of funding applications.	the AHoDR system		monitor impact
Ensure that ECRs are well supported/informed re career progression	5.4 Establish ECR seminar series covering career development topics	Academic Career WG to establish seminar series covering career development topics	NEED: Feedback from ECR survey has highlighted that ECRs would like more support with career development. We will establish a seminar series covering topics that have been highlighted in the survey as relevant (e.g. writing grants, imposter syndrome, alternative careers, mentoring)	Seminar series established High attendance at seminars Positive feedback in ECR survey		

6: SUPPORT CAREER PROGRESSION FOR PROFESSIONAL AND SUPPORT STAFF

Objective	Actions for 2018-2022	Task, person responsible and timescale	Justification	Success measure	March 2020 review	June 2021 review
Promote professional and support staff career opportunities Pg. 58-59	6.1 Host a series of personal and professional development events targeted specifically at Professional and Support staff	PSS WG to organise and host events (twice yearly 2018-2022) DA (SAT) to circulate PSS career support opportunities to all PSS staff and send targeted	NEW ACTIVITY: In November 2017 we hosted a PSS workshop to gain feedback on key aspects of the Department. IMPACT: The workshop was extremely successful and has subsequently been	>50% of PSS to attend events >80% of PSS clear about career development opportunities	The PSS network is running termly events. The attendance is usually 25-30 people, below the 50% target.	The activities of the PSS working group have been impacted by the pandemic due to WG members leaving,

Objective	Actions for 2018-2022	Task, person responsible and timescale	Justification	Success measure	March 2020 review	June 2021 review
	<p>6.2 Promote recently launched University initiatives to support PSS, including Careers Network mentorship scheme and conference on careers in HR, Finance, Department Administration, and Development</p> <p>6.3 Provide greater opportunities for interaction between PSS through role-specific networks.</p>	<p>emails to staff who might particularly benefit (ongoing)</p> <p>PSS WG to identify leads for department role-specific networks and support the establishment of a regular programme of activities (termly as a minimum) 2021-.</p>	<p>delivered in other MSD Departments.</p> <p>NEED: PSS would like more events targeted specifically at them, and in particular career development and networking opportunities, e.g. networking events; panel discussions about PSS career paths; communication training. In the 2018 staff survey, 63% of PSS (27F; 6M) are clear about career development opportunities available.</p>	<p>by 2020 staff survey</p> <p>>90% of PSS clear about career development opportunities by 2022 staff survey</p> <p>2 PSS to have accessed mentorship through Careers Network scheme</p> <p>>95% of PSS take action to develop themselves professionally or personally by 2023 staff survey</p>		<p>furloughed and increased workload as a result of the pandemic. However, an online (Teams) event was held in Nov-20 (attended by 23 people) with a focus on mentoring (timed to coincide with the next PDR round and to publicise a new University mentoring scheme for PSS). Feedback following the event was positive. A number of virtual coffee mornings for project managers were also held during</p>

Objective	Actions for 2018-2022	Task, person responsible and timescale	Justification	Success measure	March 2020 review	June 2021 review
						Michaelmas Term 20 and Hilary Term 21. Calls for new WG members have not been successful, so a more targeted approach will be taken to recruit new members and re-establish the termly events.

7 PROMOTE FAMILY FRIENDLY WORK ENVIRONMENT

Objective	Actions 2018-2022	Specific tasks, person responsible and timescale	Justification	Success measure	March 2020 review	June 2021 review
Effectively support staff taking parental leave Pg. 60-62	7.1 Repeat parental leave survey and include questions about Parental Leave Guide and exit and re-entry meetings 7.2 Develop standardised checklists for use in exit and re-entry meetings	Flexible WG to run parental leave surveys (2019 and 2021) and include discreet questions about the usefulness of parental leave guide and exit and re-entry meetings in parental leave survey (2019 and 2021) Flexible WG to develop standardised checklists for	AIM ACHIEVED: Parental leave survey repeated biennially. On basis of feedback, we have introduced formal exit and re-entry meetings with HR for staff going on parental leave. NEW ACTIVITY: Parental Leave Guide developed to ensure Department's family	Run parental leave survey 2019 and 2021 100% survey uptake 100% of parental leavers receive exit and re-entry	Parental leave guide and standardised checklists have been completed and published	Parental leave survey run in 2020 and reported to SAT. Next survey due Sept 2022 100% find parental leave guide useful

Objective	Actions 2018-2022	Specific tasks, person responsible and timescale	Justification	Success measure	March 2020 review	June 2021 review
		<p>exit and re-entry meetings, in consultation with staff who have recently taken parental leave</p> <p>HRM (SAT) to ensure checklists are used during exit and re-entry meetings (2018 – 2022) and that all new starters receive the parental leave guide (2018 – 2022)</p> <p>HRM (SAT) to ensure all staff taking leave and their managers have received the parental leave guide (2018 – 2022)</p>	<p>friendly policies and support are widely advertised. This guide is posted on our website and given to all staff going on Parental Leave.</p> <p>NEED: We want to further develop and monitor the effectiveness of these new initiatives.</p>	<p>meetings with line managers</p> <p>100% find exit and re-entry meetings useful</p> <p>100% find parental leave guide useful</p>		<p>Suggestions from 2020 survey have been incorporated into parental leave guide</p>
<p>Increase uptake of Shared Parental Leave Scheme</p> <p>Pg. 64</p>	<p>7.3 Promote UK Government's Shared Parental Leave scheme (SPL)</p>	<p>Flexible Working WG to develop user-friendly information about SPL on Department website (July 2019)</p> <p>HRM (SAT) to include information about SPL in parental leave meetings (2018 – 2022)</p> <p>Flexible Working WG to include specific questions in regular parental leave surveys to gather</p>	<p>NEED: Uptake of SPL has been low, reflecting the national picture. We are keen to promote SPL by making clear and well-advertised information available to all staff.</p>	<p>At least two staff to have taken SPL by 2022</p>		<p>At least two staff have taken SPL. Exact numbers to be reported in data WG annual reports</p>

Objective	Actions 2018-2022	Specific tasks, person responsible and timescale	Justification	Success measure	March 2020 review	June 2021 review
		feedback from staff who have taken SPL, and feedback from those who have not taken SPL about whether they would consider it as an option, and why or why not (2019 and 2021)				
Increase understanding of impact of Furlough	7.4 Gain feedback from staff who experienced furlough	Flexible WG to lead a focus group to gather anonymised feedback about the furlough process (2020-2021)	NEED: Furlough was rapidly introduced by the government in response to the pandemic. We are keen to understand what the experience of this was for those involved, and how we can use that information to improve future episodes of similar leave.			Focus group report completed and sent to Departmental Manager and HR with recommendations if furlough is repeated
Improve access to informal parental support	7.5 Provide staff and students with access to volunteer members of department able to provide support	Flexible WG to support HR to co-ordinate liaison between supporting volunteers and individuals requesting support (2021-2022)	NEED: HR has received requests from members of department seeking informal parental support (i.e. guidance on local nurseries, local parental groups). This has increased during the period of pandemic-related remote working when opportunities for informal support are more limited			
Increase understanding of views of DoP research staff	7.6 Gather views of DoP research staff regarding part-time working, using survey	Flexible WG to assess results from the Divisional Staff Survey regarding	NEED: Part-time working is not proportionately spread across seniority in the DoP. It is important to understand	Assess results from the Divisional Staff Survey for		

Objective	Actions 2018-2022	Specific tasks, person responsible and timescale	Justification	Success measure	March 2020 review	June 2021 review
of all levels regarding part-time working	and/or focus group methodology to maximise breadth of data	<p>experiences of those on part-time contracts. To use these findings to consider undertaking a wider survey of DoP research staff to understand the positives and potential barriers to part-time working at all levels on a departmental level.</p> <p>This information will then guide suggest if undertaking a focus group to explore these views will be helpful, and if a particular staff group should be the attention of this (2021-2022)</p>	what positives exist for those who are currently part-time and if any systemic barriers exist, or are perceived to exist, for those considering part-time working.	<p>those on part-time contracts vs full-time contracts</p> <p>Use this to plan DoP part-time working survey 2021</p> <p>Consider appropriate target for focus group as required to explore issues for part-time working</p> <p>Use these outputs to help direct focused supportive initiatives towards those who are and wish to be part-time</p>		

8: IMPROVE WORKPLACE ORGANISATION AND CULTURE

Objective	Actions 2018-2022	Specific tasks, person responsible and timescale	Justification	Success measure	March 2020 review	June 2021 review
<p>Improve the provision and uptake of management training</p> <p>Pg. 69-70</p>	<p>8.1 Establish a record of training completed by managers</p> <p>8.2 Organise annual “Good Management Practice” training workshop for PIs</p> <p>8.3 Require all new managers to complete Oxford Learning Institute management training as part of their mandatory induction training</p>	<p>DA (SAT) and HRM (SAT) to establish a record of management training completed to date (May – Jun 2018)</p> <p>Culture WG to organise training workshop in consultation with Oxford Learning Institute (April 2019, 2020, 2021)</p> <p>HRM (SAT) to include management training in mandatory induction training for new managers (ongoing)</p>	<p>NEED: In our 2018 staff survey, 25 of 52 (48%) line managers reported that they had not completed management training and 14 of 46 (30%) reported that they are not confident applying HR policies. The University provides high quality management training for staff at all levels and all new managers will be required to complete this as part of their induction. In addition, we will increase in-house training opportunities for managers by organising a management workshop that all PIs will be required to attend.</p>	<p>>80% of managers to have completed management training by 2020</p> <p>>90% of managers to have completed management training by 2022</p> <p>All managers to report that they are confident applying HR policies in 2020 and 2022 staff surveys</p>		<p>Focus on BH questions in analysis of 2021 staff and student survey data</p>
<p>Increase the proportion of BH cases that are reported to the BH Officers</p> <p>Pg. 70-71</p>	<p>8.4 Continue to run annual National Anti-Bullying Week campaigns promoting BH Officers</p> <p>8.5 Offer Bystander training to all staff/students</p>	<p>CO (SAT) to run National Anti-Bullying Week campaigns, including featuring articles in newsletter (Nov, 2018 – 2022)</p> <p>Culture WG to organise bystander training as part of the National Anti-</p>	<p>AIM ACHIEVED: In 2015, we trained two members of staff as Bullying and Harassment Officers. In the staff survey, 87% of staff reported being aware of the University BH policy, and 75% were aware of the Department BH Officers. Since 2015, three (2F, 1M) instances of BH have been</p>	<p>Awareness of BH Officers increased to 85% of staff in the 2020 and 2022 staff surveys</p> <p>At least 50% of BH experiences reported in staff survey also</p>	<p>National Anti-Bullying Week events have been run successfully for the past two years:</p> <p>- Whole department event in 2018</p>	<p>Focus on BH questions in analysis of 2021 staff and student survey data</p>

Objective	Actions 2018-2022	Specific tasks, person responsible and timescale	Justification	Success measure	March 2020 review	June 2021 review
	<p>8.6 Include BH training in “Good Management Practice” training workshop</p> <p>8.7 Include a question in the next survey about whether people feel that the BH they have reported has been sufficiently dealt with</p>	<p>Bullying Week campaign (Nov 2018)</p> <p>Culture WG to include BH training in annual management workshop (April 2019, 2020, 2021)</p> <p>Culture WG to include question about whether BH experienced has been sufficiently dealt with (2020 survey)</p>	<p>reported to the BH Officers.</p> <p>NEED: Our 2018 staff survey highlighted that the majority of BH cases are not reported to the BH Officers (8 women and 4 men reported experiencing BH in the last year). Survey responders who experienced BH reported it to their line managers (3), a family member (1), a colleague (1), Department BH Officers (1), and HR (1). Bystander training may help to encourage other staff members to advise colleagues to access BH support through the BH Officers.</p>	<p>reported to our BH Officers</p>	<p>with Caroline Kennedy - Department lunch with new welfare officers introduced in 2019</p> <p>Two Bystander training sessions were run in the department.</p>	
<p>Review potential discrimination against BME and LGBT staff</p> <p>Pg. 69</p>	<p>8.8 Hold focus groups to consult with staff about BME and LGBT discrimination</p>	<p>Culture WG to hold focus groups. Open call to Department to invite people to contribute to the process (April 2019)</p>	<p>NEED: We have made considerable progress increasing gender equality within our department. We would like to now broaden the focus to other equality areas. LGBT and BME individuals are more likely to experience discrimination at work</p>	<p>Ability to report on discrimination/BH experienced by BME and LGBT staff</p>	<p>A BME focus group is being set up first (led by Mayowa), then will be followed by a LGBT focus group.</p>	<p>Establishment of separate Race Equality Working Group, led by Catherine Harmer, reporting directly to SMT</p>

Objective	Actions 2018-2022	Specific tasks, person responsible and timescale	Justification	Success measure	March 2020 review	June 2021 review
			compared to straight or white staff, so we will do some initial work to establish if this is an issue within our Department.			
Ensure transparency in opportunities to sit on internal committees and represent the Department on MSD committees Pg. 73-74	8.9 Introduce standard process for making internal and MSD committee nominations 8.10 Include details of committee membership in Department Annual Report	DA (SAT) to create process for committee nominations (Mar 2019) CO (SAT) to share process with staff and include on website (Apr 2019) Culture WG to review opportunities available for external committee membership and participation by gender (Dec 2019 - 2022) DA (SAT) to report internal and external committee participation by gender to all staff in annual report and include opportunities and support available (Jan 2020 – 2022)	NEED: In 2018, 62 of 135 (46%) staff sit on committees, including internal and external committees. Higher proportions of male researchers (56%) are on external committees than female researchers (29%), and 12 women and 2 men report that they would like to sit on a committee. We have a number of internal committees and there are also MSD committees with Departmental representatives. We don't have a standard process for making nominations.	Committee nomination process written and shared with staff Committee membership included in Department Annual Report		
Increase the accessibility of our Department	8.11 Make Department seminars and	Academic Career WG to work with Facilities Manager to develop system of posting audio	NEED: Our 2018 staff survey highlighted that holding all meetings and seminars in core hours can	80% of Department seminars and meetings		Move to online seminars in

Objective	Actions 2018-2022	Specific tasks, person responsible and timescale	Justification	Success measure	March 2020 review	June 2021 review
seminars for those unable to attend in person Pg. 75-76	meetings available online	recordings, podcasts and written summaries of meetings and seminars online (Jan 2018 – Mar 2022)	make it difficult for clinicians to attend.	digitised by end 2018		response to pandemic
Promote gender balance in outreach activities Pg. 78-80	8.12 Offer media training to all staff 8.13 Increase male involvement in outreach	Culture WG to investigate reasons for the gender divide, collate results and report to SAT (May, 2018 – 2022) Culture WG to arrange media training for women (Apr 2019) CO (SAT) to promote opportunities for women to undertake media work and to promote positive male outreach role models, especially men doing outreach in schools (2018 – 2022)	NEED: More women (69%) than men (42%) are involved in outreach. Women undertake more science festivals and school engagement, whereas men do more media and public talks. By offering media training to all staff, we hope to increase confidence to take part in media outreach and increase women's involvement.	> 70% of men involved in outreach > 70% of women involved in outreach Women doing 50% of Department media outreach	Media training arranged – postponed due to pandemic	
Increase number of Department-wide social events to ensure staff feel integrated	8.14 Establish social committee to organise annual programme of Department-wide social events	DA (SAT) to make open call to Department for people to join social committee (May 2018) Social Committee to organise annual	NEED: 72% (105 of 146) of staff feel included in Department social activities (both genders). As the Department grows we need to adapt our social activities to meet the needs	> 90% of staff feel included in Department social activities in 2020 and 2022 surveys	There was little interest from the dept in joining the social committee but individuals	Limited opportunities for social activities during pandemic – important to

Objective	Actions 2018-2022	Specific tasks, person responsible and timescale	Justification	Success measure	March 2020 review	June 2021 review
<p>into Department social life</p> <p>Pg. 75-76</p>		<p>programme of Department-wide social events with the support of the DA and HoD (2018 – 2022)</p>	<p>of a larger staff group. Ideas proposed so far include: fun run, charity fundraising, barn dance, quiz, and ping pong table in the common room.</p>	<p>Variety of events organised to attract staff with different interests.</p>	<p>have been encouraged to organise their own activities, which has successfully resulted in a wide range of activities.</p>	<p>have some more events when possible</p>