DEPARTMENT OF PSYCHIATRY APPLICATION

Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	**10,500**	**12,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the Department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the Department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University of Oxford
Department	Psychiatry
Focus of Department	STEMM
Date of application	April 2018
Award Level	Silver
Institution Athena SWAN award	**Date:** April 2017 **Level:** Bronze
Contact for application Must be based in the Department	Dr Susannah Murphy
Email	susannah.murphy@psych.ox.ac.uk
Telephone	01865 618313
Departmental website	www.psych.ox.ac.uk

GLOSSARY

ACF	Academic Clinical Fellowship
AFP	Academic Foundation Programme
AHoD	Associate Head of Department
AHoDR	Associate Head of Department for Research
AP	Associate Professor
AS	Athena SWAN
BME	Black and Minority Ethnic
BH	Bullying and Harassment
BRC	Biomedical Research Centre
CO	Communications Officer
DA	Departmental Administrator
DPhil	Doctor of Philosophy
DGS	Director of Graduate Studies
ECR	Early Career Researcher
HoD	Head of Department
HR	Human Resources
HRM	Human Resources Manager
FT	Full-time
FTC	Fixed Term Contract
GMC	General Medical Council
GSC	Graduate Studies Committee
LGBT	Lesbian, Gay, Bisexual, Trans, Queer, Intersex, A-sexual
MSc(Res)	Master of Science by Research
MSD	Medical Sciences Division
NHS	National Health Service
NIHR	National Institute for Health Research
OHBA	Oxford Centre for Human Brain Activity
OEC	Open-ended contract
OLI	Oxford Learning Institute
PDR	Personal Development Review
PI	Principal Investigator
P/OEC	Permanent/Open-ended contract
PSS	Professional and Support Staff
PT	Part-time
RA	Research Assistant
REF	Research Excellence Framework
RoD	Recognition of Distinction
SAT	Self-Assessment Team
SMT	Senior Management Team
SPL	Shared Parental Leave scheme
URL	University Research Lecturer
WG	Working Group
WIN	Wellcome Centre for Integrative Neuroimaging

All data snapshots in this application were taken on 1ˢᵗ August 2017, unless otherwise stated.

RESEARCH GRADES USED IN THIS APPLICATION

Non-clinical grades	
Grade 6	Postgraduate (but predoctoral) researcher.
Grade 7	Postdoctoral researcher at an early stage of their career.
Grade 8	Senior postdoctoral researcher. Researchers at this grade have an established research career. They have responsibility for their own area of research and seek their own funding.
Grade 9	Researcher with a recognised research reputation in their field, generally leading a significant overarching research programme.
Grade 10	Researcher with a substantial research reputation in their field leading a significant overarching research programme.
Grade RSIV	The most senior non-medical grade. Can only be used with approval from the University Senior Appointments Panel
Non-Clinical Professor	A defined, permanent post for a non-medical staff member, filled by open competition
Clinical Grades	
Clinical Researcher	Academic clinical researcher yet to reach NHS consultant level.
Academic Clinical Lecturer	NIHR-funded University posts with 50% research and 50% clinical time.
Senior Clinical Researcher	Academic psychiatrist on NHS consultant level pay.
Clinical Reader	A defined, permanent clinical academic post, filled by open recruitment, with a college association
Clinical Professor	A senior, defined, permanent clinical academic post, filled by open recruitment, with a college association

Word Count Extension

The Department of Psychiatry has been granted an additional 1000 words for this application because we have both clinical and non-clinical staff within our Department (see confirmation email below). The additional words have been used in Section 4.2, where we present data for these staff groups separately.

Athena Swan <AthenaSwan@ecu.ac.uk>   Mar 26
to Susannah

Dear Susanna,

Thanks for confirming this.

I can confirm that the School of Psychiatry has been granted an additional 1,000 words for its April 2018 submission, based on the reasons given in your email below.

Please include this email at the beginning of your application, and state clearly throughout the application where the additional words have been used. Please note that this additional word count extension does not apply indefinitely - only to this submission round.

With best wishes,

Kelsey

Kelsey Paske
Equality Charters Advisor

E Kelsey.paske@advance-he.ac.uk

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3 Albert Embankment, London, SE1 7SP

Follow Advance HE on:
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·`AdvanceHE

Total word count of application: 12,990 words

LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

(See below – 477 words)

DEPARTMENT OF PSYCHIATRY

WARNEFORD HOSPITAL
OXFORD
OX3 7JX

PROFESSOR JOHN GEDDES

Head of Department
GMC Registration No: 3097230

TEL. 01865 618202
FAX. 01865 204198
email: john.geddes@psych.ox.ac.uk
EA : sharon.harrison@psych.ox.ac.uk

Athena SWAN Committee

Tuesday, 24 April 2018

Dear Committee,

I am delighted to endorse this application for renewal of our Athena SWAN Silver Award. As Head of Department since 2011, I have now been involved in three Athena SWAN applications (Bronze 2013, Silver 2014 and this application). The Athena SWAN process has been incredibly valuable for us, providing a framework to identify problems and then develop excellent and creative responses. As is evidenced throughout this application, our Athena SWAN achievements to date have created a fairer and more equal Department, with a slow, but steady, progression of women towards senior posts.

Athena SWAN is embedded in the Department as one of our most powerful vehicles for improvement and has been central to achieving our strategic aims. The Self-Assessment Team is ably led by Dr Susannah Murphy, who sits on our Senior Management Team, and I am a committed SAT member. Athena SWAN is closely aligned with my own values, principles and priorities, and those of my colleagues on the Senior Management Team. I attend all meetings and champion the benefits to the wider Department during our monthly Head of Department briefings and at our annual all-staff Away day.

Since our Silver award in 2014, we are particularly proud of the following achievements:

1. Our substantial increase in staff engagement with the Athena SWAN process, reflected by the 90% completion of the 2018 staff survey. As well as an increasing understanding of the value and power of Athena SWAN, this engagement has been driven by the new Athena SWAN leadership and the creation of Working Groups to facilitate deeper consideration of specific issues and to allow more staff to be involved. In particular, our Athena SWAN activities have been successfully broadened to include our Professional and Support staff.
2. Our major improvements in within-department and external communications since the appointment of Ruth Abrahams as Communications Officer.
3. The considerable increase in staff survey ratings of transparency in management and decision making since the start of our AS process in 2011
4. Our development of support structures for career progression for all staff groups including the administrative team, including:
   a. Creating a Senior Management Team
   b. Appointing two Associate Heads of Department (one male, one female)
   c. Better managed approaches to academic promotion (including applications for Associate and Full Professorships)
   d. Increasing support for grant applications with dedicated research meetings and internal peer review
   e. Introducing a new PDR system that has doubled PDR uptake to 88%

We are pleased with the success of the changes we have already implemented but recognise that some of the issues, particularly the lack of women in senior clinical posts, will take significant time and effort to address fully. We are confident that our Athena SWAN process will continue to provide a robust mechanism by which to achieve our goals.

I can confirm the honesty and accuracy of the data.

Yours sincerely

Professor John Geddes

2. DESCRIPTION OF THE DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

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

The Department of Psychiatry is a clinical Department within the Medical Sciences Division (MSD) of the University of Oxford (**Figure 1**). It is one of the larger UK Psychiatry Departments and has a strong international reputation for research into mental health/illness. Our research calibre was recognised in the 2014 Research Excellence Framework in which we scored 100% for quality of research and training environment, including the support we provide for career development. The Department houses the Oxford Centre for Human Brain Activity (OHBA, a multimodal neuroimaging centre) and is located in a number of linked buildings on the Warneford Hospital site. As a clinical department, we maintain good collaborative links with our NHS partners, which have been strengthened by the award of the NIHR Oxford Health Biomedical Research Centre (BRC) in 2016.

Figure 1: How the Department of Psychiatry fits into the structure of the University of Oxford
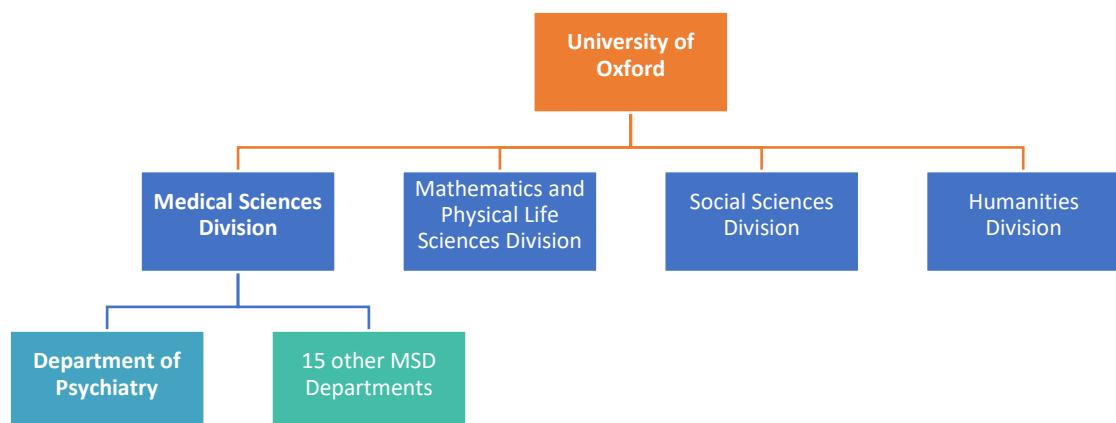
Since 2011 the Department has been led by Professor John Geddes (HoD), who is supported by two Associate Heads of Department (AHoD, 1M:1F, new roles created in 2017), and a Senior Management Team (6F, 3M).

The Department has a devolved and flexible approach to management and decision-making, and is organised around research teams, each led by a Principal Investigator (PI). There are currently 36 PIs (13F, 23M) who provide vital support to the Head of Department in setting the research strategy and contributing to the academic functioning of the Department. Through our Athena SWAN (AS) process, the Department has established clear criteria for the transition to PI status, based on securing substantial research income as a leader of a major research programme.

In this application, staff are classified as 'research staff' or 'professional/support staff' (PSS). When staff data were collected in August 2017, there were 180 staff: 129 research staff (84F, 45M) and 51 PSS (41F, 10M), **Figure 2**. The majority of staff are supported by short-term research grants, either their own personal external funding or as staff employed on these grants. The Department has responsibility for clinical medical undergraduate teaching in psychiatry (eight-week course of lectures and tutorials in psychiatry), but Oxford is not a large medical school and there are few permanent positions funded by teaching. Undergraduate medical student admissions are handled centrally by the Medical School; the Department does not directly recruit undergraduates.

Figure 2: Headcount of all members of the Department
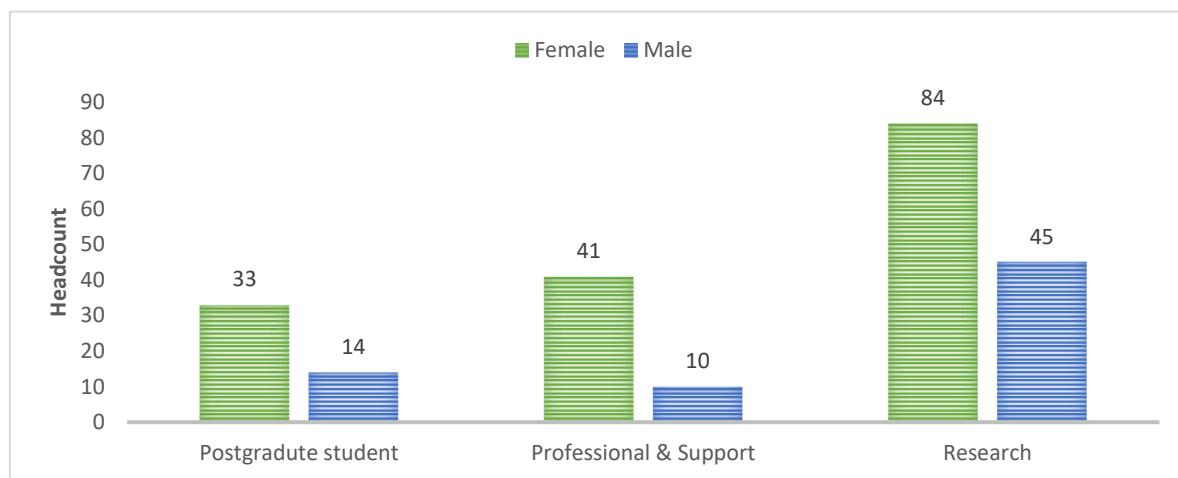
Given the lack of funding for tenured, teaching positions within the Department, the most direct approach for researchers to progress to senior positions in the Department is through successful applications for external funding. We have put considerable effort into developing support for career progression, particularly for people applying for their first fellowships/grants (**Section 5.3.v**).

The Department has grown substantially over the past decade, from 130 staff and an annual turnover of £9 million in 2010, to 180 staff and a turnover of £15.2 million in 2017. Throughout this rapid growth, we are committed to maintaining the supportive environment that is valued by our staff. Feedback from our staff surveys suggest that the Department is a positive place to work, and is improving across time. For example, staff report feeling integrated into their team (78% in 2014;

92% in 2016; 97% in 2018), supported by their colleagues (83% in 2014; 90% in 2016; 98% in 2018) and valued by their manager (90% in 2014; 90% in 2016; 97% in 2018).

Section 2: 537 words

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i)   a description of the self-assessment team

Our Self Assessment Team (SAT) comprises 14 members from a range of backgrounds (**Table 1**). The gender balance is consistent with that of the Department staff/students (SAT 71%F, Department 70%F). We have three professional advisors who attend meetings and assist us with our AS process (**Table 2**).

Table 1: Athena SWAN Self-Assessment Team

	Name/Job title	Gender	SAT WG	Other relevant Department/ University roles	Work/life experience
	Susannah Murphy Senior Research Fellow AS Academic Lead	F	Data	SMT; Co-chair of Department Research Meetings	Two daughters (2 and 4 years). School Governor.
	Ruth Abrahams Communications Officer	F	PSS Culture	SMT; MSD communication and public engagement network	Two children (5 and 7 years).
	Ruta Buivydaite DPhil student	F	Postgraduate student	Graduate Studies Committee; Linacre College Junior Dean; Clinical Psychologist	Enjoys travelling
	Mina Fazel Associate Professor	F	Clinical Academic	Mentors trainee clinical academics	Three children and two step-children. Short-term foster parent.
	John Geddes Head of Department Professor of Epidemiological Psychiatry	M	Academic Career Support	Manages Department well-being and direction; SMT Chair	One daughter (14 years). Keen cyclist.
	Catherine Harmer Professor of Cognitive Neuroscience	F	Culture	Bullying and Harassment Officer; BRC Experimental Medicine Theme Lead	Three children (11, 11 and 7 years). Wild disco dancer.
	Alex Kaltenboeck DPhil student	M	Culture	Postgraduate social rep	Training to be a mindfulness teacher

	Willem Kuyken Professor of Clinical Psychology	M	Flexible Working	Director of Oxford Mindfulness Centre	Always learning from his daughters (20 and 16 years). Director of a charity.
	Jennifer Rendell Research Fellow/Deputy Director of Graduate Studies	F	Postgraduate Student	Responsible for postgraduate student admissions and student support	Three children and four grandchildren. Plays tennis and flute.
	Kate Saunders Director of Medical Studies	F	Clinical Academic	SMT; medical student course organiser; School of Psychiatry Board member	Keen musician and gardener. Manages library of C20th choral music.
	Moira Westwood Departmental Administrator	F	Data Culture	Line manages staff; SMT	One son (aged 5). Plays the cornet and trumpet.
	Philly White HR Manager	F	Data Flexible Working	Supports staff through key transitions/ parental leave	Two children (17 and 15 years). Works part-time around school terms
	Caroline Woffindale Postdoctoral Researcher	F	Academic Career Support	Leads ECR network	Active family and social life. Enjoys a wide-range of sports.
	Mark Woolrich Professor of Computational Neuroscience	M	Postgraduate student	Wellcome Centre for Integrative Neuroscience PI	Three children (aged 11, 9 and 3 years). Enjoys sports.

Table 2: SAT Advisors

SAT Advisor	Gender	Role	SAT Role
Elizabeth Tunbridge	F	Associate Professor	Former AS Academic Lead BRC Training Theme Lead
Monique Ewen	F	Diversity and Inclusion Specialist	Facilitates key AS initiatives within the Department, including SAT gender awareness training and workshop for PSS staff
Katherine Corr	F	MSD AS Facilitator	Supports and coordinates the AS activities across all MSD Departments

(ii)   an account of the self-assessment process

ACHIEVEMENTS
- Increased staff survey response rate (42% in 2016; 90% in 2018)
- Formation of AS Working groups to increase staff involvement in AS process and more fairly share workload
- PSS workshop held in November 2017
- Format of PSS workshop implemented in other MSD Departments

SAT membership

The SAT has been in place since 2011 (**Figure 3**). Membership is reviewed annually by the SAT to ensure appropriate gender balance and representation, according to our Terms of Reference. To date there has been natural turnover of SAT membership and we have not felt the need for a formal term of office. New members are identified through Department-wide open calls.

Elizabeth Tunbridge was Academic Lead from 2012-17. Under her direction we successfully applied for Bronze (2013) and Silver (2014) awards (**Figure 3**). In February 2017, a Department-wide call for expressions of interest to take over the leadership was circulated and Susannah Murphy was appointed by the SMT. Elizabeth continues to act as an advisor (**Table 2**) and has regular meetings with Susannah to ensure a smooth transition.

Figure 3: Timeline of Athena SWAN in the Department of Psychiatry
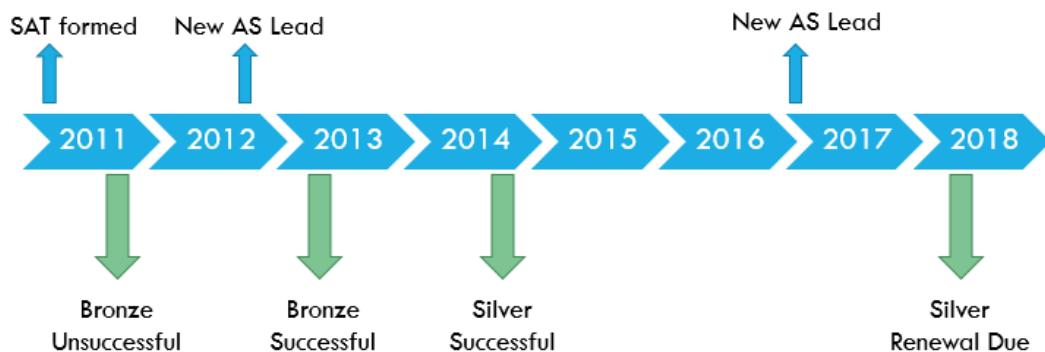
Since 2017, the Department has employed Monique Ewen as a Diversity and Inclusion Specialist (3 days/week) to develop our AS activities and support Susannah in her leadership of the process. Monique has a gender equality background and has assisted us with her expertise, including facilitating a PSS workshop, providing SAT gender equality training, coordinating the 2018 staff survey, and developing a Parental Leave Guide. She has made connections across the MSD, promoting collaboration and sharing best practice (including facilitating PSS workshops for other departments based on our successful initiative).

Figure 4: Feedback from SAT gender equality training in January 2018

	Strongly Agree	Agree	Not sure	Disagree
I understand the purpose of AS	8	4		
AS has influenced positive change	5	6	1	
I am happy with how the SAT is organised	4	7		1
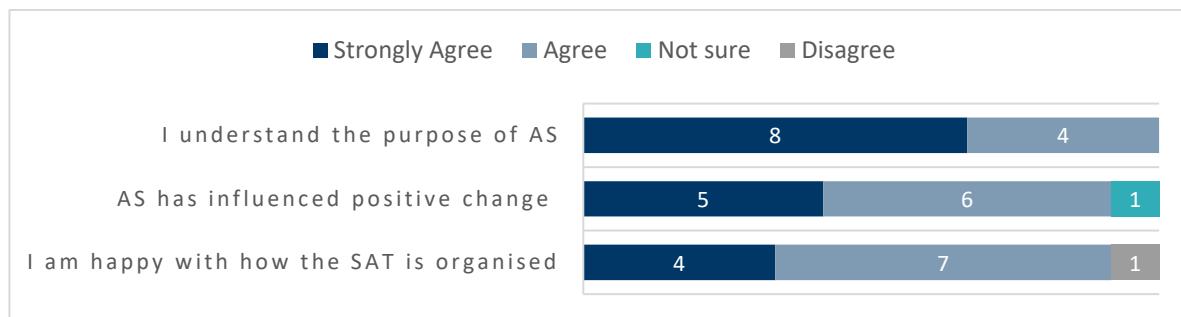
SAT meetings

The SAT meets monthly during school term time. The agenda includes updates from working groups and action plan progress monitoring. The meetings are chaired by Susannah.

> "SAT meetings are frequent and focussed (we cover a lot during an hour) and members have a specific purpose so there's a sense that everyone is contributing"
>
> *SAT member, Jan 2018*

Working groups

In 2017, we established AS working groups (WG) to focus on seven key priority areas (**Figure 5**). At least one member of the SAT sits on each WG and reports to the SAT. Additional members of the Department have been recruited to the WGs. These WGs provide a useful structure to divide the workload amongst SAT members and engage the Department more fully in the AS process. Each WG assesses, consults, prioritises, plans and implements actions within their topic areas, identifies survey items and reviews responses. They meet at least termly.

Figure 5: Athena Swan working groups (WGs)
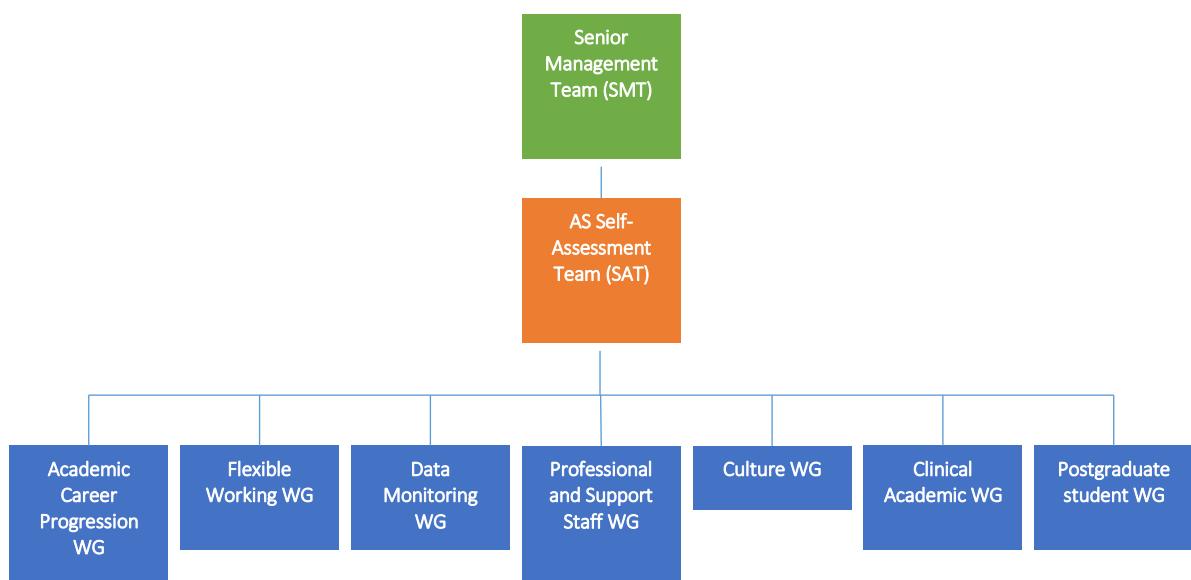
Integration of Athena SWAN within Department

The AS process is a core part of the Department's development and we consult regularly with our staff and students (**Table 3**). Our biennial staff survey is an important mechanism to gain feedback on our AS activities and departmental culture. This year, we were concerned by the previous low survey response rates (2016: 42%) and introduced a number of initiatives to increase engagement with the 2018 survey, including a new survey distribution system with built-in reminders and posters in Department kitchens. We are delighted that this resulted in a 90% response rate for the 2018 survey (100% PSS, 88% research staff). All staff were invited for cake in April 2018 to celebrate this and to feedback the key survey findings. A report of the survey findings was circulated to all staff and posted on our website.

Table 3: Staff and student surveys

Survey	Details	Previously conducted	Due
Whole staff survey	Online anonymous survey with multiple choice questions and (optional) free text comments. Run and analysed by non-Departmental staff member	2018 [90% response rate] 2016 [42% response rate] 2014 [72% response rate] 2011 [45% response rate]	2020, 2022
Parental leave survey	Free response questions, anonymous, run and analysed by non-Departmental staff member	2017 [50% response rate[1]] 2014 [67% response rate] 2012 [not recorded]	2019, 2021
Postgraduate student survey	Online anonymous survey with multiple choice questions and (optional) free text comments.	2017 [63% response rate]	2019, 2021

Several factors ensure that AS is fully embedded within the Department and that it informs the actions of other decision-making bodies:

1. HoD is an active SAT member
2. SAT Academic Lead sits on key Departmental committees, including Senior Management Team (SMT)
3. Participation of staff in WGs
4. AS is a standing agenda item at the SMT and the termly Department (PI) meetings
5. Many SAT members fulfil significant roles within the Department/University (**Table 1**)
6. AS activities are communicated to all staff via monthly HoD Briefings and news digests
7. Department website includes pages on our AS commitments and activities (**Image 1**)

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[1] *Some staff surveyed were currently on leave and may not have been in a position to respond*

Image 1: Department website Athena SWAN homepage

Engaging Professional and Support Staff

We work hard to ensure that PSS are fully integrated into our AS activities. We have always included PSS in our staff surveys and SAT. Recently, we have taken further steps to consult and include PSS. In November 2017, we held a lunchtime PSS workshop (25 attendees: 24F, 1M). There was a short introduction to the AS process and an interactive feedback session on Department induction, training, appraisal and career progression. PSS were positive about their experiences of working in the Department (95% attendees reported feeling positive about coming to work). This workshop was instrumental in setting the agenda for the PSS WG (**Sections 5.2.i and 5.4.ii**) and PSS particularly appreciated the opportunity to share experiences. We are planning a series of PSS events to encourage further networking (**Action 6.1**).

> "It was good to get together, share experiences and realise you're not the only person having that challenge."
>
> "For people working within research groups, it's great to have the opportunity to meet other PSS"
>
> *Attendees of the PSS Athena Swan Workshop, Nov 2017*

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

The SAT will continue to meet monthly to review action plan implementation. Impact will be measured with accurate and timely data collection. We will continue developing our WG structure to ensure good leadership and accountability (**Actions 1.1-1.4**). Each WG will report to the SAT on a biannual basis. We will continue to embed AS within the Department and are planning activities to

monitor and increase the visibility of AS (**Actions 1.5-1.9**). A recent internal poll of SAT members conducted as part of our gender equality training identified high levels of satisfaction with the organisation of the SAT (90%), but a need for fairer allocation of workload. To ensure fair workload, we will rotate meeting minute taking (**Action 1.10)** and review SAT workload annually (**Action 1.11-1.12**).

ACTIONS PLANNED

1.1 Appoint a chair of each WG

1.2 Ask all PIs to identify at least one member of their research team to join an AS WG

1.3 Ensure that the WGs are gender balanced and have representatives from students, research staff and PSS

1.4 Ask each WG to report to the SAT on a biannual basis

1.5 Share SAT minutes on internal network drive

1.6 Include an annual article in the Department newsletter highlighting AS activities (e.g. "You said, we did")

1.7 Include questions about awareness of and involvement in AS in staff and student surveys

1.8 Repeat staff survey biennially and maintain high response rates

1.9 Hold staff survey briefings to share feedback and actions to be taken

1.10 Rotate minute taking in SAT meetings

1.11 Review SAT workload annually, including gender balance

1.12 Repeat poll of SAT biennially

Section 3: 980 words

4.   A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1.   Student data

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

(i)   Numbers of men and women on access or foundation courses - n/a

(ii)   Numbers of undergraduate students by gender – n/a

(iii)   Numbers of men and women on postgraduate taught degrees - n/a

(iv)   Numbers of men and women on postgraduate research degrees

   Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

> **ACHIEVEMENTS**
> - Successfully advocated for a change in University regulations to permit part-time (PT) graduate study from October 2018
> - Approval for two current students (female) to go PT. One PT student (male) to start in October 2018

We have two graduate courses: a DPhil programme and an MSc by Research (MSc(Res)).

Funding

We have two annual Department studentships and can also put students forward for MSD studentships. We also have Wellcome Trust funded studentships for clinicians (see below), awarded by a University committee, and have recently created an Oxford-Wolfson-Marriott studentship, available from 2018. Applicants can also apply for external funding. All internal funding is allocated by a shortlist/interview panel, convened annually, which includes the Director of Graduate Studies (DGS, male) and two other senior researchers (1M, 1F 2014, 2016, 2017; 2F 2015). The DGS is trained in admissions and unconscious bias.

Applications

Over the last five years, more women than men applied to study with us: DPhil, 65%F (**Table 4**); MSc(Res), 64%F (**Table 5**). Many applicants have a Neuroscience background, which typically attracts a gender-balanced mix of applicants (e.g. DPhil in Nuffield Department of Clinical Neurosciences 52%F, 2014-16). However, nearly half our applicants come from a Psychology background (**Table 6**), which attracts more women (e.g. UK Doctorate in Clinical Psychology, 80%F)[2]. As the gender balance of our applicants is broadly in line with similar disciplines we do not feel we need to influence this.

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[2] Clearing House for Postgraduate Courses in Clinical Psychology, equal opportunities numbers
http://www.leeds.ac.uk/chpccp/equalopps2016.html

Table 4: Applications for DPhils by gender and year

	2013-14			2014-15			2015-16			2016-17			2017-18			2013-18		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Applications	23	9	**58**	21	13	**62**	34	15	**69**	19	10	**66**	23	18	56	**120**	**65**	65
Offered place	5	3	**57**	11	3	**79**	10	4	**71**	12	5	**70**	14	7	67	**52**	**22**	70
Accepted place	3	2	**75**	8	1	**89**	8	2	**80**	8	4	**67**	6	7	46	**33**	**16**	67
Application to offer rate (%)	22	33		52	23		29	27		63	50		61	39		**43**	**34**	
Offer to acceptance rate (%)	60	67		73	33		80	50		67	80		43	100		**63**	**73**	

Table 5: Applications for MSc(Res) by gender and year

	2013-14			2014-15			2015-16			2016-17			2017-18			2013-18		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Applications	3	3	50	3	2	60	10	1	91	6	7	46	5	2	71	27	15	64
Offered place	1	1	50	1	2	33	7	1	88	6	3	67	2	0	100	17	7	71
Accepted place	1	1	50	1	1	50	5	1	83	3	3	50	1	0	100	11	6	65
Application to offer rate (%)	**33**	**33**		**33**	**100**		**70**	**100**		**100**	**43**		**40**	**0**		**63**	**47**	
Offer to acceptance rate (%)	**100**	**100**		**100**	**50**		**71**	**100**		**50**	**100**		**50**	**-**		**65**	**86**	

Acceptance Rates

The gender balance of accepted applicants is consistent with our applicant pool: MSc(Res) 65%F acceptances, 64%F applications, **Table 5**; DPhil 67%F acceptances, 65% applications, **Table 4**. Importantly, the gender breakdown of students awarded Departmental/University studentships is also consistent with our applicant pool (67%F, 2015-18), suggesting the allocation of internal funding is not biased. The numbers are small and variable, and it is difficult to fully understand what drives the higher application to offer rates, but lower offer to acceptance rates in women. 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 record reasons for not accepting a place to better understand and address any gender differences (**Action 2.1**).

Part-Time Study

In our 2014 AS application, we reported that we were advocating for a change to the University Regulations to allow PT study. This makes graduate student more accessible for students with caring responsibilities or health issues and those who need to work alongside their studies. We are delighted that this has been approved across the University. We have two current female PT DPhil students (see **Mini Case Study 1**), with another due to start in October 2018 (male). We will continue to promote PT study to applicants and monitor their progress and satisfaction through our postgraduate survey and student barometer (**pg53**) (**Actions 2.2-2.3**).

Mini Case Study 1

Louise is completing her DPhil part-time to combine her studies with ongoing work as a Clinical Psychologist. "I am committed to developing a career as a clinical academic and feel that in this context both my clinical and research roles are important and indeed complementary. It is challenging doing the DPhil part-time, but well worth the effort. It would not have been viable for me to do the DPhil full-time so I am extremely grateful for this opportunity."

Completion Rates

Since 2008, all students who have submitted their dissertation to date have qualified (two students with a lower award) and there have only been two withdrawals (female, both returned to their home country to take up alternative employment/study). Four-year submission rates are high (94%F, 100%M) and our three-year submission rate (33%F, 33%M) is much higher than the MSD average (17%). We will continue to monitor these figures, paying particular attention to the completion rates of PT students.

(v)   Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

The students in our Department come from a variety of disciplines (**Table 6**) and there are numerous undergraduate pipelines (e.g. medicine, psychology, basic science). DPhil students often complete

an MSc (in Oxford or elsewhere) before starting their DPhil. We have worked to increase the visibility of academic psychiatry to medical students (see Autumn School below).

Table 6: Undergraduate subjects studied by 2018/9 graduate applicants

	Offered a place		Rejected	
	F	**M**	**F**	**M**
Neuroscience	3		1	
Psychology	8	1	5	
Nursing / Mental Health Nursing	1	1		
Pharmacology	2		2	1
Biology	1	1	2	
Medicine		1		
Linguistics	1			
Mathematics		1		
Health and Welfare				1
Chemical Engineering				1
Russian and East European Languages (MSc Psychology)			1	
Pre-clinical medicine (MSc Neuroscience)				1
Humanities / Education			1	

4.2. Academic and research staff data

(i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

> **ACHIEVEMENTS**
> - Increased number of women in Grade 10 (1 of 3 (33%F) in 2013/14, 3 of 6 (50%F) in 2016/17)
> - Academic Clinical Fellowships (ACF) established. Since 2014, 10 ACFs (6M, 4F) have been appointed and two have continued to a PhD
> - Wellcome Trust Clinical DPhil programme established. Since 2014, we have had six students through this programme (5F, 1M)
> - Successful Autumn School in Psychiatry run since 2013 (54%F attendees)

We have both clinical and non-clinical academics with important differences in their career pipelines. Neither pipeline is definitive, as individuals progress by a variety of routes, but typical pipelines are shown below (**Figure 6 and Figure 7**). Although some researchers have teaching responsibilities, this does not affect their job title or salary funding so all are categorised as 'research only'.

Non-clinical career progression

Graduates often work as Research Assistants (Grade 6) before going on to further study (e.g. PhD, Clinical Psychology, graduate medicine). Following a PhD, individuals who wish to pursue an academic career typically complete one or more post-doc positions. Transitioning from junior (Grade 7) to senior (Grade 8) post-doc requires increased responsibility for one's own area of research, management/supervision of others, and seeking independent funding. Grade 8 researchers are eligible to apply for a University Research Lectureship (URL) title and those at Grade 9 or above for Associate Professor (AP) and Professor titles (see **pg29**). Grade 9 researchers have a recognised reputation in their field and independent funding. Grades 10 and RSIV are senior researchers with a substantial reputation in their field, leading significant overarching research programmes. Transition through the grades can occur through the re-grading process (**Section 5.1.iii**), or at key transition points (e.g. being awarded a personal fellowship). We have two statutory non-clinical professorships (one is currently vacant).

Figure 6: Typical Department of Psychiatry non-medical research career path
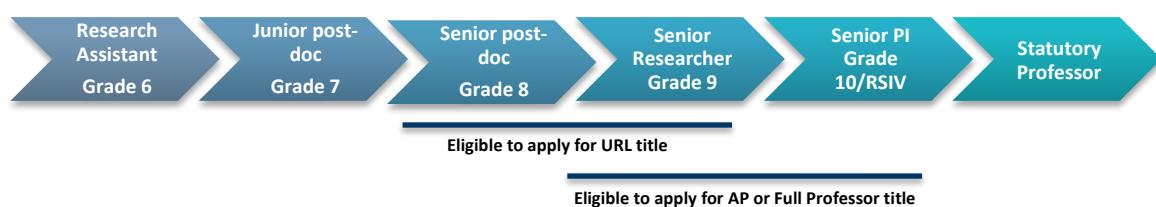
Clinical career progression

Medical school graduates can join the Academic Foundation Programme (AFP), which can be followed by an Academic Clinical Fellowship (ACF). These NHS-funded positions are not reflected in our staff data but are important steps in a clinical academic career. The research generated during an ACF can be used as the basis to apply for PhD funding. Following a PhD, many clinicians return to clinical training, work as a Clinical Researcher (usually employed off a research grant), or take up an Academic Clinical Lectureship (NIHR-funded University posts: 50% research 50% clinical). Following completion of training, clinicians may be employed as Senior Clinical Researchers with an Honorary Consultant contract with an NHS Trust. Clinical Researchers are eligible to apply for the URL title and Senior Clinical Researchers for AP and Professor titles. We have seven statutory clinical positions (one is currently vacant).

Figure 7: Typical Department of Psychiatry medical research career path

Academic Foundation Programme* → Academic Clinical Fellow* → Clinical Researcher/ Academic Clinical Lecturer → Senior Clinical Researcher → Clinical Reader/ Clinical Professor

Eligible to apply for URL title

Eligible to apply for AP or Full Professor title

*These posts are funded by the NHS and are therefore not reflected in our staff data
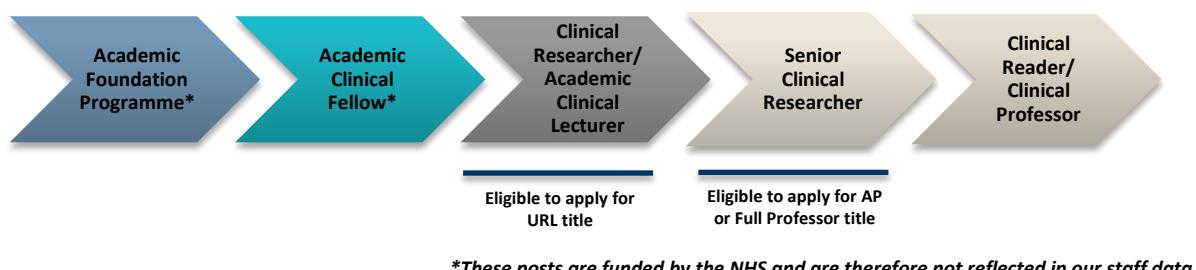
Gender balance of non-clinical research staff

Most of our non-clinical staff are female (71%F, 2014-17), with the highest proportion of women in Grades 6-9 (**Table 7, Figure 8**). This is consistent with other UK Psychiatry Departments (e.g. University College London (UCL) 78%F non-clinical staff[3]) and our DPhil applicant pool, indicating men are not under-represented compared to the national picture for our discipline. At Grade 10, the proportion of women decreases (44%F, 2014-17), suggesting this is a challenging transition point for women. However, encouragingly, the number and proportion of women at Grade 9 and 10 has increased (from 8 to 11) since 2014/15 as women have progressed internally (**Figure 9**), and the proportion of women at Grade 10 is now at 50%. This suggests that the measures we have introduced to support women's careers have had a positive impact. The fall in women at Grade RSIV was driven by a female professor retiring in 2015.

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3 UCL data provided to us on request

Table 7: Non-clinical staff by gender, year and grade

	2014/15			2015/16			2016/17			Average 2014 - 2017		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Grade 6	21	5	**81**	17	4	**81**	19	5	**79**	19	4.7	**80**
Grade 7	29	11	**73**	35	16	**69**	30	12	**71**	31.3	13	**71**
Grade 8	10	3	**77**	10	4	**71**	11	5	**69**	10.3	4	**72**
Grade 9	6	2	**75**	8	1	**89**	8	1	**89**	7.3	1.3	**85**
Grade 10	2	3	**40**	2	3	**40**	3	3	**50**	2.3	3	**44**
Grade RSIV	2	4	**33**	1	4	**20**	1	4	**20**	1.3	4	**25**
Non-clinical Professor	1	0	**100**	1	0	**100**	1	0	**100**	1	0	**100**
Total non-clinical	71	28	**72**	74	32	**70**	73	30	**71**	72.7	30	**71**

Figure 8: Percentage of non-clinical staff who are female
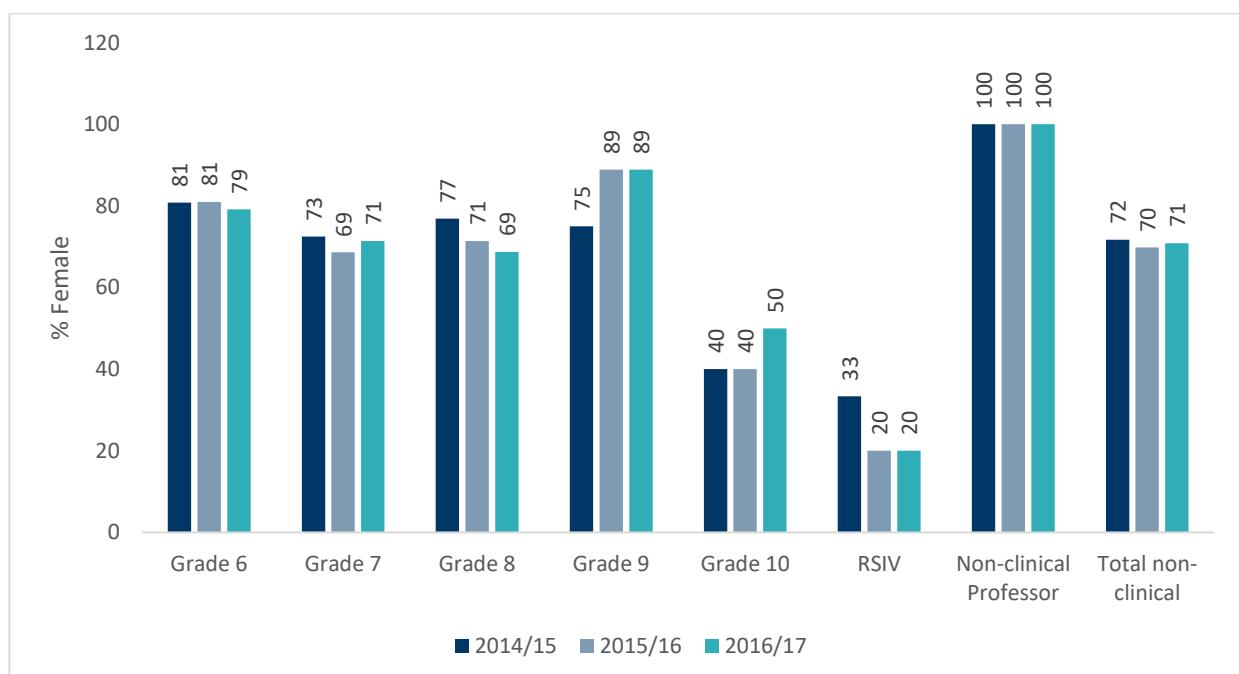
Figure 9: The number of staff at the senior non-clinical Grade 10
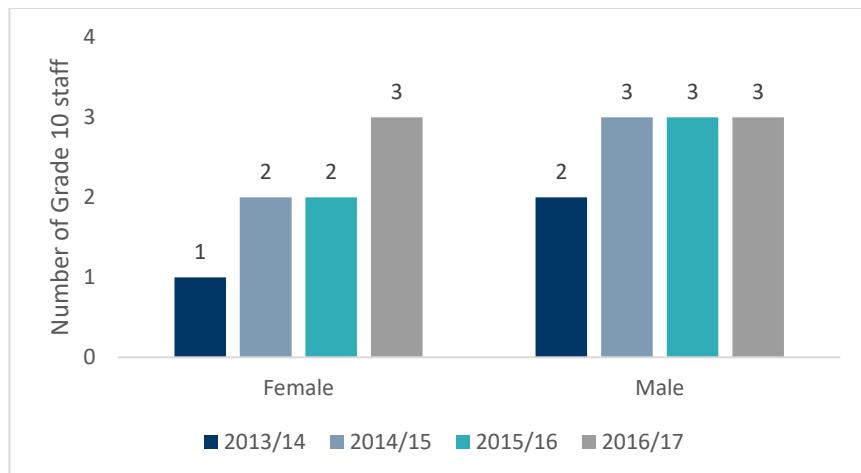
Gender balance of Clinical Research Staff

Unlike our non-clinical staff, we have more male than female clinical staff (45%F, 2014-17), **Table 8**. This pattern is seen in other Psychiatry Departments (e.g. UCL 79%F non-clinical staff, 55%F clinical staff), and mirrors a national under-representation of women in academic medicine[4]. There is also a marked difference in the proportion of female researchers at lower and higher pay grades, with no female Clinical Readers or Clinical Professors. These tenured positions have slow turnover; they are currently held by six male members of the Department who have been in post for 26, 16 and 6 years (Readers) and 16, 11 and 6 years (Professors). The low proportion of female clinical academics remains an area of concern and we have been actively seeking to address this with a number of different approaches (see **pg30/31**). On a more positive note, we are pleased to have retained, and increased, our female Senior Clinical Researchers, who will be competitive candidates for senior tenured posts when opportunities arise.

Table 8: Clinical staff by gender, year and grade

	2014/15			2015/16			2016/17			Average 2014 - 2017		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Clinical researcher	4	0	100%	3	0	100%	2	1	67%	3	0.3	90%
Academic Clinical Lecturer	2	0	100%	1	1	50%	1	1	50%	1.3	0.7	67%
Senior Clinical Researcher	7	7	50%	7	7	50%	8	7	53%	7.3	7	51%
Clinical Reader	0	3	0%	0	3	0%	0	3	0%	0	3	0%
Clinical Professor	0	3	0%	0	3	0%	0	3	0%	0	3	0%
Total clinical	13	13	50%	11	14	44%	11	15	42%	11.7	14	45%

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[4] Edmunds LD, Ovseiko PV, Shepperd S, Greenhalgh T, Frith P, Roberts NW, Pololi LH, Buchan AM. Why do women choose or reject careers in academic medicine? A narrative review of empirical evidence. Lancet. 2016 Dec 10;388(10062):2948-2958

Figure 10*: % of clinical staff in post who are female*
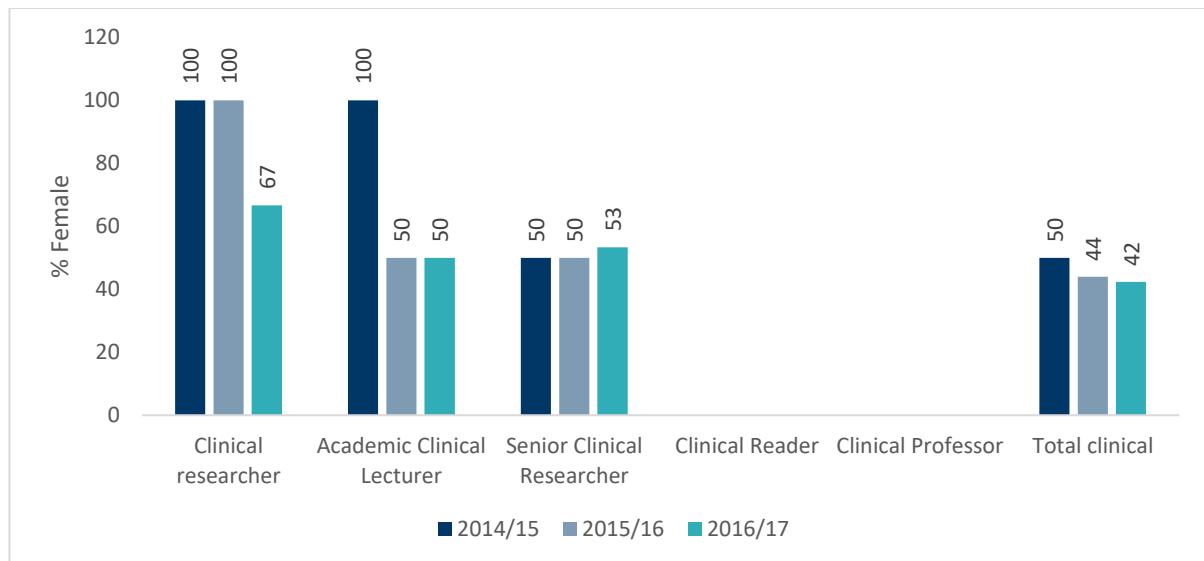
URL, Associate Professor and Professor titles

Staff can apply for the titles University Research Lecturer (URL), Associate Professor (AP) and Professor via the University Recognition of Distinction (RoD) exercise. These titles do not change the individual's post, but rather recognise significant academic contributions and achievements.

Table 9: Number of staff holding Professor and Associate Professor titles

	2011/12			2012/13			2013/14			2014/15			2015/16			2016/17		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Associate Professor[5]	-	-	-	-	-	-	2	3	**40**	3	4	**43**	3	3	**50**	3	4	**43**
Professor[6]	3	12	**20**	2	12	**14**	3	12	**20**	4	14	**29**	4	15	**21**	4	15	**21**

It is clear from the data in **Table 9** that the proportion of female professors (currently 21%) is not consistent with the proportion of women in the Department (currently 65%F). It is encouraging to see a higher proportion of female Associate Professors (43%) which suggests that the number of female professors will increase as these individuals progress in their careers. In 2016, we were pleased that one of our female Associate Professors successfully applied for the Professor title (**Case Study 1**) and we are actively supporting our current Associate Professors to progress to full Professorships (**Section 5.1 iii**). We have no URLs and have had no URL applications since 2014. However, one application (female) for a URL has been submitted to the 2018 round and we will continue encouraging applications for this title **(Action 3.1)**. As with many Departments, the imbalances we face are historical and change is slow; it takes many years to support staff to progress to the most senior grades. However, there are increasing numbers of women at Grade 9 and 10, and Senior Clinical Researchers and we expect that this will be reflected in increasing numbers of

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[5] The title Associate Professor was introduced in 2014
[6] Professor category includes statutory and titular professors

women holding titles in coming years. We have a number of plans to increase and strengthen RoD applications going forward (**Actions 3.1-3.4**).

The proportion of female professors at similar institutions in the UK is quite variable (University of Cambridge Department of Psychiatry 14%F[7], Institute of Psychiatry 29%F[8]). Encouragingly, if we look at the gender of professorships awarded in the last five years, 38% were women which suggests a slow shift towards better representation at these senior levels. These changes are not yet reflected in the overall proportion of female professors due to two female professors leaving the Department in 2012 (relocation to Cambridge) and 2015 (retirement). The Department also supports two female visiting professors, who make a long-term sustained contribution to our research activities and increase the visibility of senior women in the Department.

> **ACTION PLANNED**
> 3.1 Identify all eligible candidates for RoD schemes annually and encourage applications
> 3.2 Provide internal support for RoD applicants to strengthen applications
> 3.3 Offer mentorship for unsuccessful RoD candidates
> 3.4 Request PT working patterns are taken into account in the assessment of research outputs of PT researchers for the RoD

Statutory Chairs

Permanent senior positions in the Department rarely become vacant. The last vacancy was in 2014, when we created a non-clinical statutory chair, which is held by a woman (one of only six female statutory chairs across the 16 MSD departments). We currently have two vacant statutory chairs. When these are advertised, the search committee and head-hunters will be briefed with a 50% female application target (**Action 3.5**).

> **ACTION PLANNED**
> 3.5 Ensure gender balance in applications for two vacant statutory chair positions

Academic Psychiatry Pipeline

As described above, consistent with the national picture, we have an under-representation of female academic psychiatrists, which is particularly pronounced at the more senior grades. It can be difficult to attract medical students into academic psychiatry. Clinical trainees often have to complete academic work in time spent 'out of programme', resulting in a delay to completing training and financial penalty (since trainees spend longer attaining a consultant-level salary). This is a significant problem for our pipeline, which could particularly affect female trainees, due to the common extra pressure of family commitments. To counteract this, we are working to encourage trainees to develop and maintain an interest in academic work in several ways:

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[7] http://www.psychiatry.cam.ac.uk/people/seniorstaff/, accessed on 14th December 2017
[8] https://www.kcl.ac.uk/ioppn/index.aspx, accessed on 14th December 2017

1) In 2014, we established a Wellcome Trust funded DPhil training programme for clinicians. This provides a stipend commensurate with the appropriate clinical salary and full research funding. To date, we have had six students through this programme (5F, 1M).

2) We have worked with our NHS partners to create Academic Clinical Fellowships (ACFs), NHS-funded positions with protected academic time (25% of trainee's time over 3 years). Since 2014, 10 ACFs (6M, 4F) have been appointed. Although these Fellowships are an important route into the academic clinician career pathway, only 20% of our ACFs (2M) have gone onto further academic work since 2014. We plan targeted actions to address this (**Actions 3.6-3.8**).

> **ACTION PLANNED**
> 3.6 Develop trainee webpages on Department website to increase profile of ACFs and attract high quality applicants
> 3.7 Increase the support and monitoring given to ACFs
> 3.8 Produce briefing notes for ACF supervisors

3) Since 2013, we have run an annual Autumn School in Academic Psychiatry to attract medical students and junior doctors into academic psychiatry. We offer 20 free places for delegates from across the UK (and 10 places for Oxford delegates), for a three day School, showcasing academic psychiatry as a career, and providing practical advice and support. This initiative has proved extremely popular, with good attendance from women (**Table 10**). We do not yet know the impact on subsequent career trajectories, however feedback demonstrates it has been successful in achieving its aim to inspire potential recruits.

> "I wanted to say thank you so much for all your time and effort organising the Academic Psychiatry Autumn School. It was, by a considerable distance, one of the most exciting and inspiring academic experiences I've had."
>
> "The Autumn School was excellent. It has helped me to decide that I definitely want to pursue a career in Academic Psychiatry."
>
> "It's difficult to overstate how useful, inspiring and exciting this has been for me. It's confirmed my decision to do Psychiatry, reignited my passion for research and made me want to come to Oxford!"
>
> *2016 Autumn School attendees*

Table 10: Oxford Academic Psychiatry Autumn School Attendance

2014			2015			2016			2017			2014-2017		
F	M	**%F**	F	M	**%F**	F	M	**%F**	F	M	**%F**	F	M	**%F**
26	15	**63%**	21	19	**53%**	12	14	**46%**	13	14	**48%**	72	62	**54%**

Full-time/part-time contracts

93% of male and 74% of female academic staff are on full-time (FT) contracts (**Table 11**). The majority of part-time (PT) staff are female at Grades 8/9/clinical researcher. We do not routinely collect reasons for PT working. However, in the majority of cases, it is requested by the individual, usually because of caring responsibilities or to accommodate another work contract (often with the NHS). A small number of staff are employed on variable hours contracts with the agreement of the individual concerned and where the level of work needed is variable or unpredictable (e.g. when someone previously employed on a project continues to give additional, time-limited, ad hoc input). We have taken steps to ensure PT working is taken into account in assessing individuals' research outputs in our reward and recognition processes **(Section 5.1.iii)**.

Table 11: Number of staff on full-time (FT), part-time (PT) and variable hours (VH) contracts

	Female				Male			
	FT	**PT**	**VH**	**% FT**	**FT**	**PT**	**VH**	**% FT**
Grade 6/7								
2015	41	8	1	**82%**	15	1		**94%**
2016	44	6	2	**85%**	20			**100%**
2017	41	6	2	**84%**	15		2	**88%**
Grade 8/9/ACL/Clinical Researcher								
2015	13	9		**59%**	5			**100%**
2016	13	9		**59%**	6			**100%**
2017	11	11		**50%**	8			**100%**
Grade 10/RSIV/ Senior Clinical Researcher								
2015	7	5		**58%**	16	4		**80%**
2016	6	5		**55%**	17	3		**85%**
2017	8	5		**62%**	17	3		**85%**
Grand Total	**184**	**64**	**5**	**73%**	**119**	**11**	**2**	**90%**

We do not have many technical staff and it is unusual for them to transition into academic roles. However, the Department supports PSS who wish to move into research (**Mini Case Study 2**).

Mini Case Study 2

Ariane joined the Department in 2014 as a part-time Administrative Assistant while studying Psychology at Oxford Brookes University. When she completed her studies, her colleagues encouraged her to apply for a Research Assistant (RA) role within her team. "Although I was unsuccessful, the interview was good practice and drew the attention of the HRM, Philly. A little later Philly mentioned to me that there were four RA jobs advertised in a different research team." Ariane was appointed to one of these positions in July 2017 and successfully transitioned from a professional to research role.

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

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

ACHIEVEMENTS
- Introduced annual review to identify staff who can be moved from FTC to permanent/open-ended contract (P/OEC)
- Five researchers (4F) moved to P/OEC through this new process in 2018

Psychiatry is a research-intensive Department, reliant on external short-term funding, so the majority of research staff are on fixed-term contracts (FTCs). Staff in externally-funded posts are offered open-ended (OE) contracts when the external funding is expected to continue for the foreseeable future (e.g. large rolling programme grants) and permanent posts where there is a clear and sustainable business case for maintaining their salary (e.g. via overheads brought in from external funding). In 2017, 22% (28/129) of researchers have permanent/OE contracts (P/OEC) (**Figure 11**). The proportion varies by gender (13% of women, 37% of men) and by grade. This gender difference is partly driven by low numbers of men at lower grades, where FTCs are more common. However, even within grades men are more likely to be on a P/OEC than women. In response, we have started an annual review of staff on FTCs with 4+ years' service to identify those eligible to move onto P/OECs. The first review in 2018 resulted in five research staff (4F, 1M) moving onto P/OECs. We will continue to review contracts annually (**Action 3.13**) and produce written guidelines with the criteria for moving to a P/OEC to ensure the process is transparent and fair (**Action 3.14**).

When a member of staff approaches the end of a FTC and there is no funding to extend the position, they are invited to a meeting with the HRM who gives information about the support available (e.g. careers service). Opportunities for redeployment within the Department are considered and staff with 2+ years of service are offered assistance with redeployment within the wider University, which includes being identified as a 'priority candidate' for advertised vacancies. In the last 2 years, three researchers have successfully secured jobs within the University as priority candidates.

Figure 11: Contract type of research staff by year, grade and gender
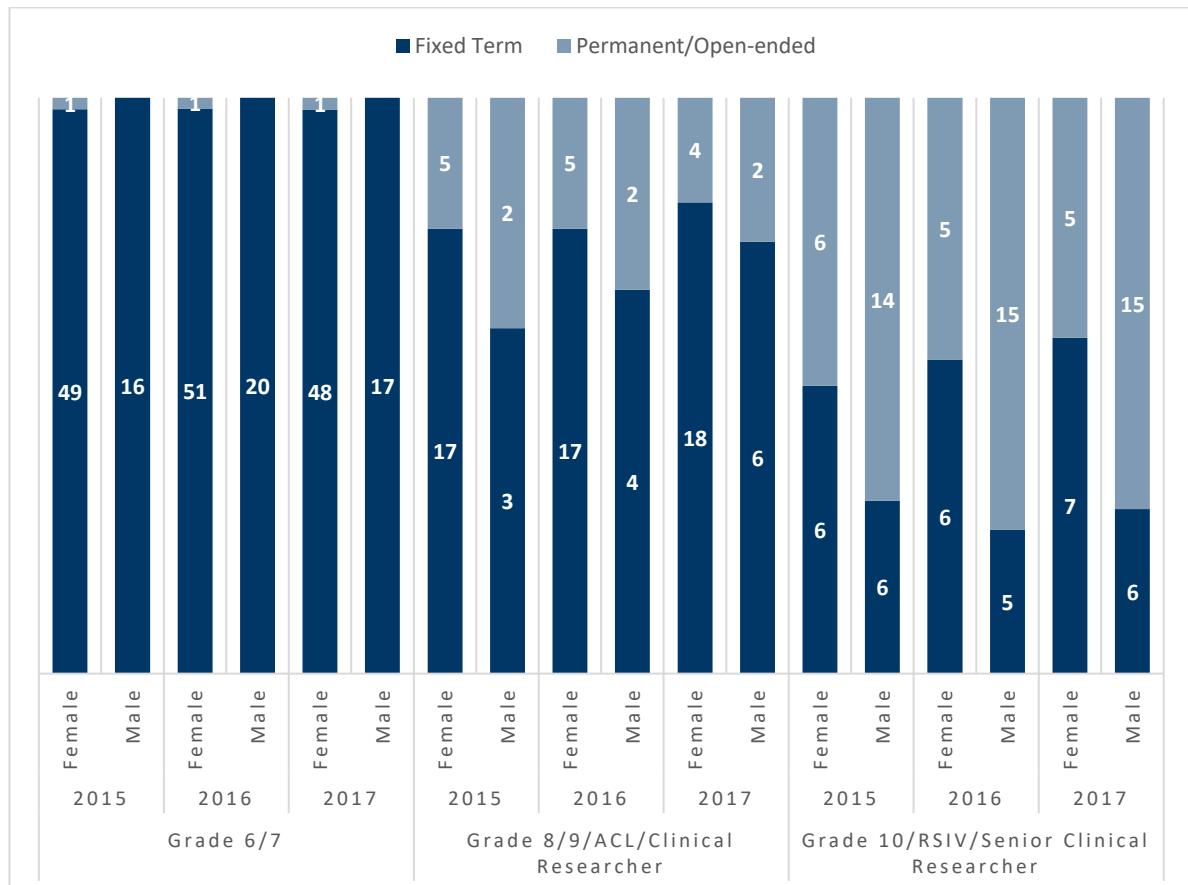
ACTION PLANNED	
3.13 Continue annual review of all staff on FTCs and identify those who can be moved to P/OECs	
3.14 Create guidance for moving staff from FTCs to P/OECs and share with Department	

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

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

Leavers have an exit meeting with the HRM, who records their reason for leaving in the University's centralised reporting system. The majority of leavers are in Grades 6 and 7 (67 of 85, 79%, 2014-17) (**Figure 12**), which are by nature short-term posts. The reasons given for leaving are shown in **Table 12**. Importantly, 'End of FTC' and 'career reasons' are often interchangeable, depending on the leaver and what they choose to disclose, especially at the lower grades. A higher proportion of women give 'End of FTC' as a leaving reason, although this may be driven by a higher proportion of all female leavers (42%) than male leavers (33%) in Grade 6 during this period.   There are equal proportions of men and women going on to further study.

Figure 12: Academic leavers by grade and gender, 2014-17
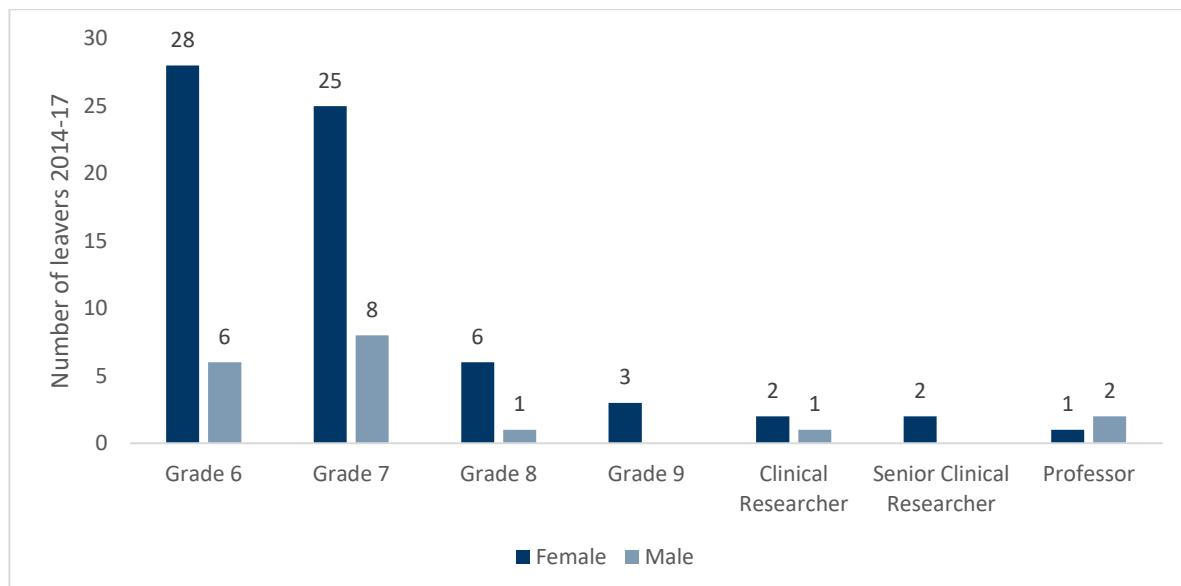
Table 12: Academic leavers by gender and reason, 2014-17

	Total F	Total M	End FTC (F:M)		Career Reason (F:M)		Further Study (F:M)		Retirement (F:M)		Personal/family (F:M)	
Junior Roles (Full time)[9]	44	14	11	1	15	9	13	2	0	0	5	2
Junior Roles (Part-time/VH)	20	2	3	1	12	0	1	1	3	0	1	0
% of Junior Role leavers			22%	13%	42%	56%	22%	19%	5%	0%	9%	13%
Senior Roles (Full time)[10]	1	2	0	0	0	0	0	0	1	2	0	0
Senior Roles (Part-time)	2	0	0	0	2	0	0	0	0	0	0	0
% of all leavers			21%	11%	43%	50%	21%	17%	6%	11%	9%	11%

Section 4: 2961 words

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[9] Grades 6-9 and Clinical Researchers
[10] Grades 10 and RSIV, Senior Clinical Researchers and Clinical/Non-Clinical Professors

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff
(i)   Recruitment

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

During 2014-2017, 74 women and 30 men were appointed (71%F). Consistent with the lack of core Departmental posts, almost all appointments were to relatively junior posts (Grades 6-8).

Table 13: Recruitment by gender and grade between 2014-17

		Female	Male	Unknown	%F[11]
Grade 6	Applied	1491	456	47	77%
	Shortlisted	165	29	8	85%
	Offer made	33	7	1	83%
	Accepted	32	7	0	82%
Grade 7	Applied	551	456	32	55%
	Shortlisted	136	112	8	55%
	Offer made	30	20	0	60%
	Accepted	29	18	0	62%
Grade 8	Applied	91	48	3	65%
	Shortlisted	22	17	1	56%
	Offer made	10	5	0	67%
	Accepted	10	5	0	67%
Grade 9	Applied	3	0	0	100%
	Shortlisted	3	0	0	100%
	Offer made	1	0	0	100%
	Accepted	1	0	0	100%
Clinical Researcher	Applied	7	4	0	64%
	Shortlisted	3	0	0	100%
	Offer made	1	0	0	100%
	Accepted	1	0	0	100%
Senior Clinical Researcher	Applied	2	0	0	100%
	Shortlisted	2	0	0	100%
	Offer made	1	0	0	100%
	Accepted	1	0	0	100%
Total	Applied	2146	964	82	69%
	Shortlisted	332	158	17	68%
	Offer made	76	32	1	70%
	Accepted	74	30	0	71%

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[11] Gender unknown applicants removed from %F calculation

The gender balance of accepted applicants (71%F) is consistent with the applicant pool (69%F) (**Table 13**), suggesting little gender bias in our recruitment. The proportion of men appointed to Grade 7 and 8 positions over the past three years has been higher than in our current staff data, suggesting a possible move towards more equal representation at these grades.

All our job descriptions display our Athena SWAN Silver award and a statement about our commitment to gender equality. All selection panel chairs must complete a 'Recruitment and Selection' training course, which includes information on gender equality. We ask all PIs to complete this course every 4 years; however, a recent review of training data suggested that not all PIs had done so. We will introduce an annual review of recruitment training uptake and prompt PIs to regularly renew their training (**Action 4.2**). PIs were offered face-to-face implicit bias training in February 2018 (24/42 attended). We have mixed gender interview panels, monitored by our HRM and recorded on the central University data system. There have been six occasions since 2014 when panels were single sex (1 x men only, 5 x women only). Going forward, we will make mixed-gender panels mandatory (**Action 4.1**).

> **ACTION PLANNED**
> 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 training every four years

Figure 13: Applications for Grade 6 posts by year and gender
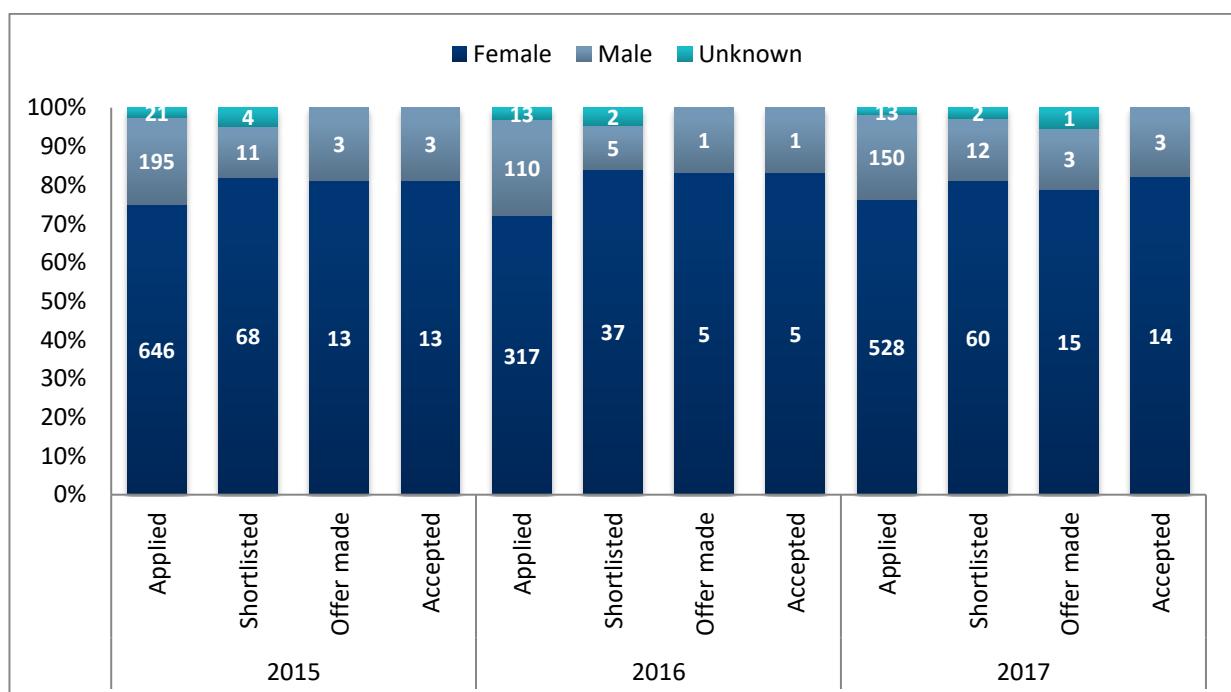
Figure 14: Applications for Grade 7 posts by year and gender
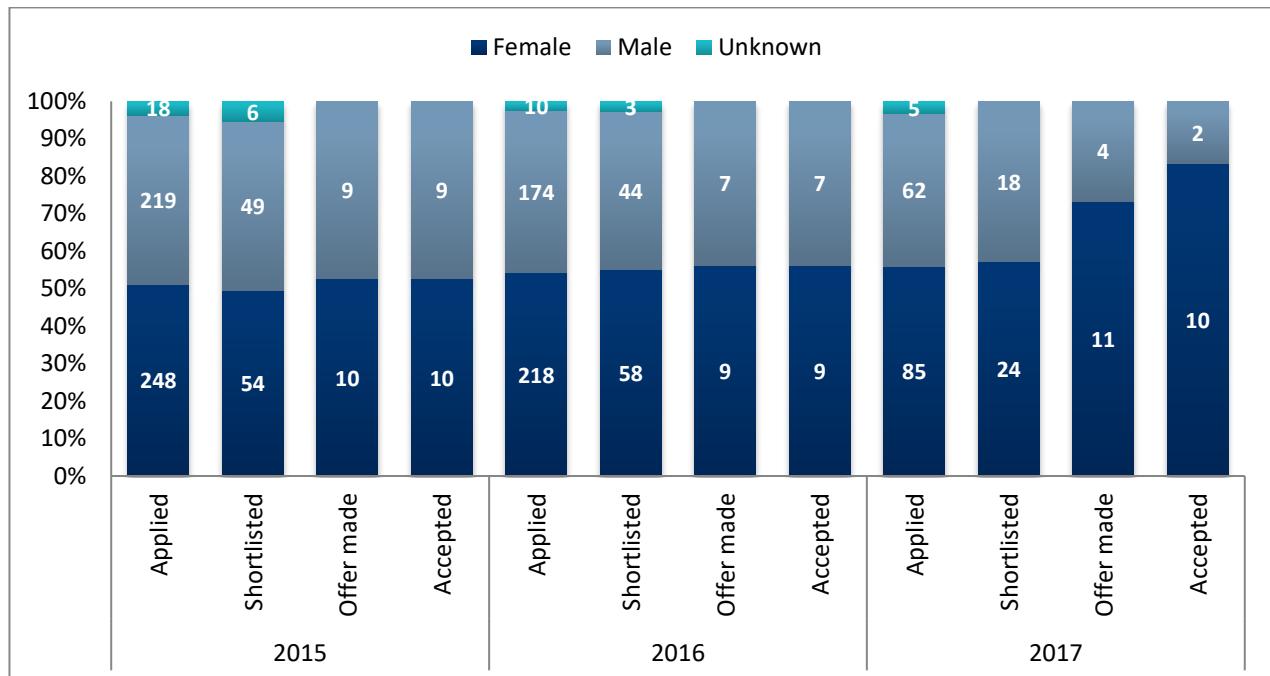
Figure 15: Applications for Grade 8 posts by year and gender
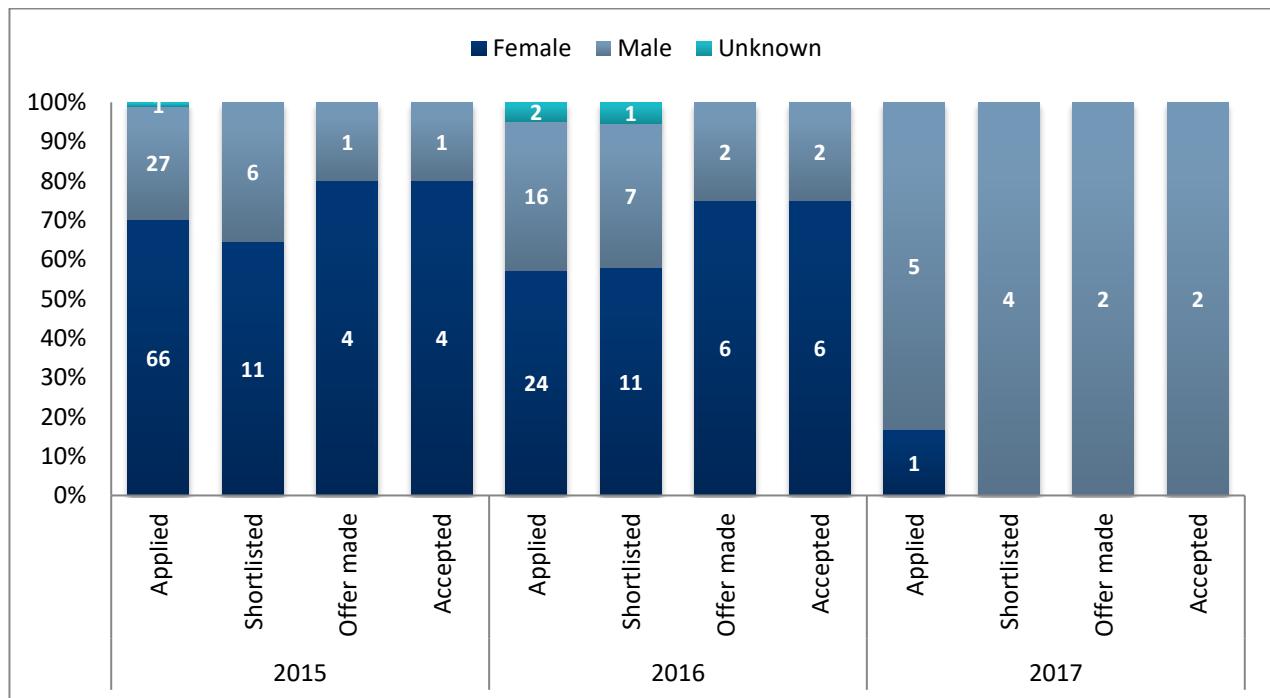
(ii)   Induction

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

ACHIEVEMENTS
- Implemented standardised Department induction. All staff now receive a Department induction (increased from 57% in 2014), and 96% of staff reported finding it useful (2018 staff survey)

In 2014, only 57% (58/102) of staff reported receiving an induction. We have since streamlined our procedures. New starters are formally welcomed at the HoD's monthly briefing and all staff receive an official welcome, building tour, staff handbook, induction checklist, and introductory email. In their first weeks, staff are invited to a Department Briefing on Health and Safety, Departmental procedures, and University policies. This is an opportunity to join the Department's ECR Network. New starters are asked to complete online training on Equality and Diversity, Challenging Behaviour, and Unconscious Bias and (where relevant) line-management. In our 2018 staff survey, 96% of women and 100% of men who had joined the Department in the last 2 years reported receiving an induction.

The welcome email includes: a weblink to the MSD Researcher Toolkit with training and personal/professional development resources; details of University staff welcome events; and a weblink to our Athena SWAN page with information about careers and work-life balance.

Feedback about induction is positive across both genders (**Figure 17**).

Figure 16: Department of Psychiatry formal induction process

Figure 17: Staff survey responses from research staff to the statement "I found the Department induction useful"
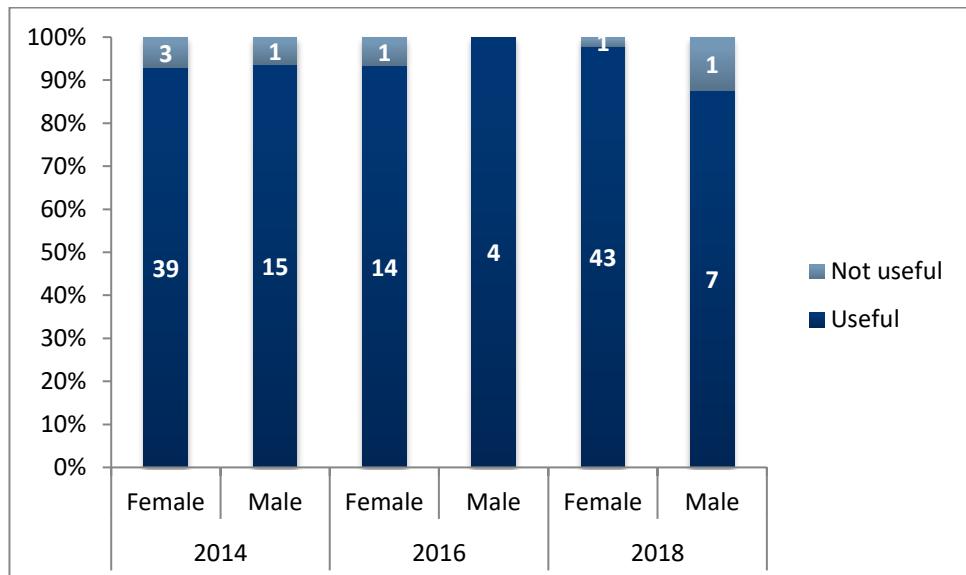
* 2016 and 2018 surveys only ask staff who joined the Department in the last 2 years to answer this question

New starters have formal progress reviews to identify goals and training needs. This is now automated through our online PDR/probation system (**Section 5.3 ii**).

Due to feedback from the HRM that staff need ongoing access to information contained in the induction materials (e.g. accessing training opportunities), we will put the induction information into easily accessible pages on our website **(Action 4.3)**.

ACTION PLANNED
4.3 Create webpages on Department website with information from induction pack and staff handbook

(iii)   Promotion

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

ACHIEVEMENTS
- One woman awarded Professor title and three women awarded Associate Professor title since 2015

Oxford does not have a formal promotion process. Promotion is achieved by applying for an advertised post at a higher grade or taking on new responsibilities that meet re-grading criteria.

Re-grading[12]

To be re-graded, a revised job description is submitted and evaluated according to the University's standard procedure. Our Department PDRs identify eligible candidates, and individuals can apply at any time by approaching the DA or their line manager. Over the last four years, 14% of female (10/73) and 7% of male (2/30) researchers were re-graded (**Table 14**).

Table 14: Research staff regraded and successfully applied to higher grade posts

	2013/14		2014/15		2015/16		2016/17		Total re-grades 2013 - 17	
	F	M	F	M	F	M	F	M	F	M
Grade 6 to 7	1						1		2	
Grade 7 to 8	1		1				2		4	
Grade 8 to 9			2	2	1				3	2
Grade 9 to 10							1		1	
Totals	2	0	3	2	1	0	4	0	10	2

Awards for Excellence

Non-clinical staff in Grades 1-10 with >6 months' service are eligible for the University's annual Awards for Excellence scheme (one-off or recurrent payments in recognition of exceptional contributions). Candidates can be identified through PDRs, nominated by a line manager, and individuals can also self-nominate. Since 2014, 43 Researchers were nominated and 37 (31F, 6M) were successful (**Table 15**); 19% of these awards were to part-time (PT) researchers, which is broadly in line with the proportion of eligible research staff who work PT (22%).

Table 15: Research staff receiving Awards for Excellence

	2014		2015		2016		2017		2018		Total awards 2014 - 18		
	F	M	F	M	F	M	F	M	F	M	F	M	% F
Grade 6	1		1		3	1	2		2		9	1	90%
Grade 7	2		2		1	2	1		4	2	10	4	71%
Grade 8	2		1				2		1		6		100%
Grade 9	1		1				2		1		4		100%
Grade 10			1	1							1	1	50%
Totals	6	0	6	1	4	3	7	0	8	2	31	6	84%

Recognition of Distinction Exercise (RoD)

Since 2015, seven researchers (3F;4M, including 1 PT woman) have successfully applied for the Associate Professor title (**Table 16**) and two researchers (1F:1M) for the Professor title through the RoD process (**Section 4.2.i**). Fewer women applied for titles than men (5F; 9M), but with higher success rates (80% for women; 56% for men). We have had no applications for the URL, although one application (F) has been submitted for the 2018 round. The RoD exercise is particularly important in our Department given we have very few permanent posts and most Professors are titular not statutory. From 2018, we have introduced a new departmental system of identifying all eligible candidates and encouraging them to apply. We will continue to promote this scheme and

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[12] Only non-clinical research staff are eligible for re-grading

ensure that individuals are given adequate support to put in high quality applications, with the aim of increasing the number of women achieving all titles (**Actions 3.1-3.3**). In order to promote the interests of PT staff, we will include a statement about the working pattern of PT applicants in future HoD supporting letters to the University panel and explicitly request that this is taken into account when assessing the research outputs of PT staff (**Action 3.4**).

Table 16: Success rates for RoD by gender and year

		2015		2016		2017		Total		
		F	M	F	M	F	M	F	M	% F
Professor	Applied (Successful)			1	1			1	1	50
	Applied (Unsuccessful)	1			2		1	1	3	29
AP	Applied (Successful)	2	1	1	1		2	3	4	43
	Applied (Unsuccessful)		1						1	0
URL	Successful									
	Unsuccessful									
Total Applied		3	2	2	4	0		5	9	36
% success		67	50	100	50		67	80	56	44

ACTION PLANNED

3.1 Identify all eligible candidates for RoD schemes annually and encourage

3.2 Provide internal support for RoD applicants to strengthen applications

3.3 Offer mentorship for unsuccessful RoD candidates

3.4 Request PT working patterns are taken into account in the assessment of research outputs of PT researchers for the RoD

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

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

The research outputs of 28 (8F,20M) senior academic staff were eligible for submission to REF 2014 and outputs from 26 of these staff were submitted (7F,19M). This was an increase from the 2008 RAE when 23 individuals (6F,17M) were submitted, with the same gender balance (26%F in 2008, 27%F in 2014). We do not have data regarding eligibility in 2008, but the gender balance of staff submissions in 2008 and 2014 reflects the gender balance of eligible staff within Psychiatry. The REF process was centrally governed within Oxford and a committee was set up to ensure that gender diversity of staff returned was monitored. The decision as to which staff submissions from Psychiatry were returned was based on the strength of research outputs as decided by the University review panel. One notable difference between the submissions is that there was a fall in Early Career Researchers (ECR) returned: seven in 2008 (5F,2M) and two in 2014 (2F,0M). Whilst this may reflect changing rules around the classification of ECRs across the research assessment exercises, we will

ensure ECRs are kept well informed of the preparations for REF2021 to maximise their chances of being eligible/returned (**Action 5.1**).

> **ACTION PLANNED**
> 5.1 Hold a "REF-Prep" lunch to increase understanding and awareness of REF in Early Career Researchers

> **SILVER APPLICATIONS ONLY**
>
> **5.2. Key career transition points: professional and support staff**

(i) Induction

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

PSS follow the same induction processes as researchers. During induction, PSS are invited to join our Research Administrator and Personal Assistant Network. Feedback on induction from our PSS workshop (**Section 3.ii**) showed that PSS feel positive about many aspects of the induction process, including the central administrative team's open door policy and informal welcome activities with their teams. PSS also reported appreciating:

- New starter introductions at HoD briefing
- Induction tour
- Induction pack and checklists
- Availability of training courses available
- Reminders to complete mandatory training

Feedback from the workshop was that PSS particularly appreciated the opportunity to network with other PSS and there is a need for further events targeted specifically at PSS. In response, the PSS WG plans to hold biannual personal and professional development events (**Action 6.1**) and promote recently launched University initiatives for PSS (**Action 6.2**).

> **ACTION PLANNED**
> 6.1 Host a series of personal and professional development events targeted specifically at Professional and Support staff
> 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

(ii) Promotion

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

Promotion data show that a high proportion of our PSS have progressed within the Department over the past three years. Since 2014, 27% of PSS were re-graded or successfully applied to a higher-grade post: 13 of 41 women (32%), 1 of 10 men (10%).

Figure 18: % of PSS regraded or successfully applied for higher grade post
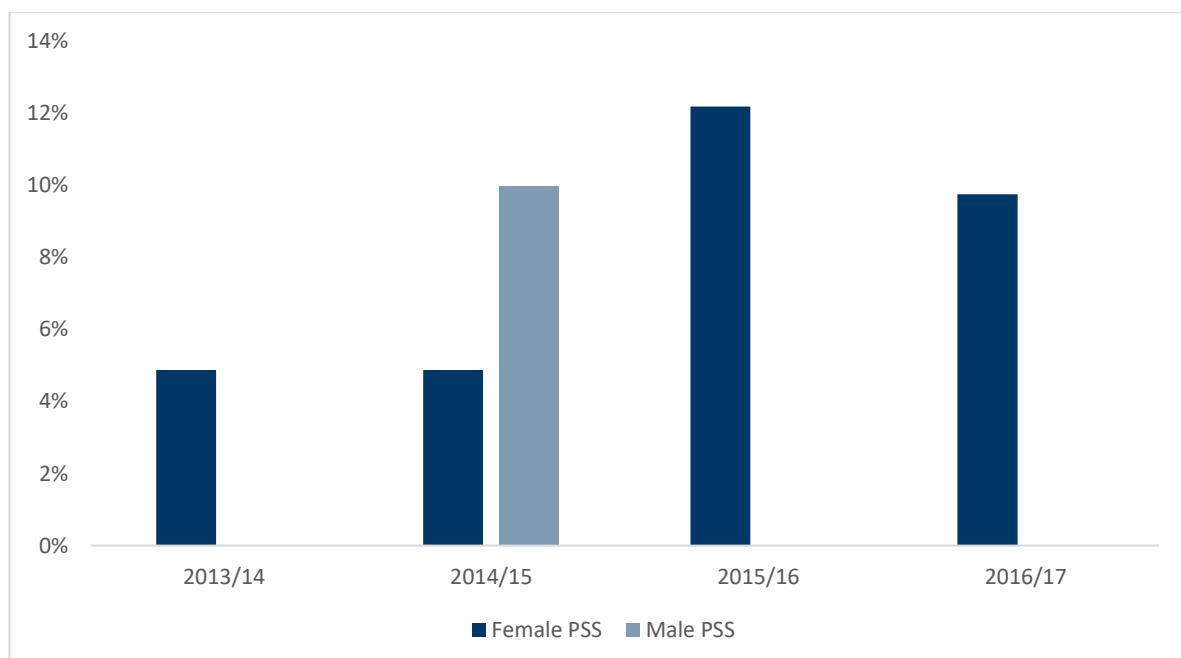
Table 17: PSS regraded or successfully applied for higher grade post

	2013/14		2014/15		2015/16		2016/17		Total re-grades 2014 - 17	
	F	M	F	M	F	M	F	M	F	M
Grade 3 to 4					1				1	
Grade 4 to 5	1		1		2		1		5	
Grade 5 to 6	1		1		1		2		5	
Grade 6 to 7				1			1		1	1
Grade 7 to 8					1				1	
Totals	2	0	2	1	5		4		13	1

Our PSS are also well represented in the University's Awards for Excellence scheme. Since 2014, 51% (21/41) of women, and 50% (5/10) of men received awards (**Figure 19, Table 17**).

Figure 19: % of PSS receiving Awards for Excellence by year and gender
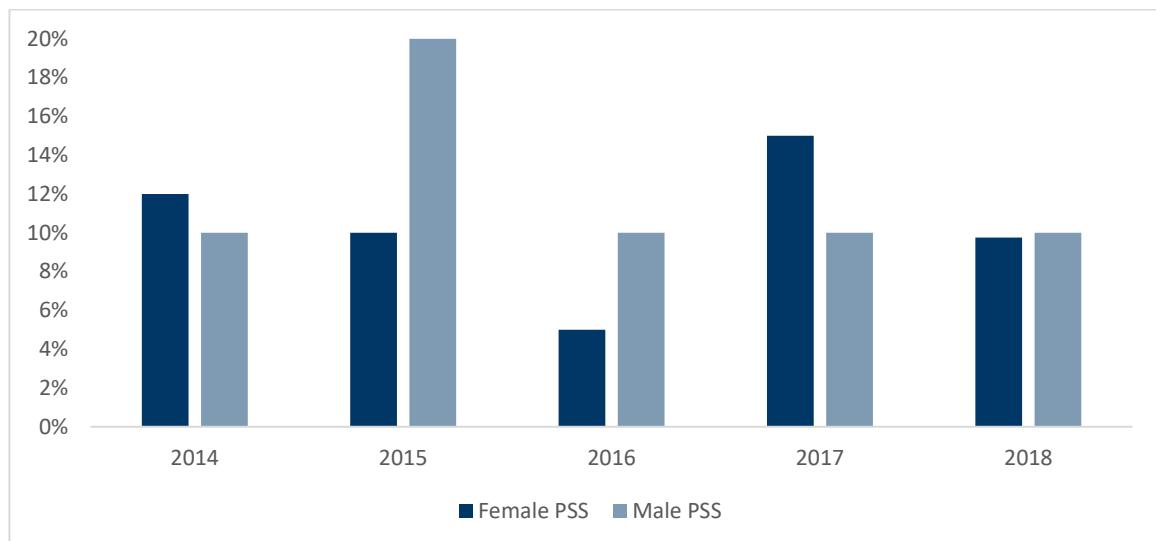
Table 18: PSS Awards for Excellence by gender, grade and year

	2014		2015		2016		2017		2018		Total awards 2014 - 18		
	F	M	F	M	F	M	F	M	F	M	F	M	% F
Grade 4	1	1									1	1	50%
Grade 5	3		4		1		4				12		100%
Grade 6									1		1		100%
Grade 7	1			1	1	1	1	1	1		4	2	67%
Grade 8							1		1	1	2	1	57%
Grade 9				1					1		1	1	50%
Totals	5	1	4	2	2	1	6	1	4	1	21	5	81%

5.3 Career development: academic staff

(i)   Training

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

> **ACHIEVEMENTS**
> - Implicit bias training for managers in 2018
> - Training needs systematically identified through new PDR system

Our new PDR system (**Section 5.3.ii**) requires staff and line managers to formally identify training needs each year.

Uptake

According to our 2017 PDR, 63% of researchers (45F,14M) accessed training courses in the last year and 47% (36F,11M) identified courses to undertake in 2018. These covered wide-ranging courses provided both internally (OLI and MSD) and externally (NHS, other Universities, private companies, and third-sector). Internal training is free for university members, and external training is covered by relevant grant funding. We do not currently have any Department funds for training that grants cannot cover, however we plan to introduce a departmental training fund (**Action 4.5**).

Oxford Learning Institute (OLI)

The University OLI offers online and face–to-face courses and 340 courses were completed by 146 of our research staff (100F,46M), attending 31 different courses between 2014-2017 (**Figure 20**), including teaching and learning, management and leadership, and core transferable skills.

Figure 20: Number of OLI courses completed by research staff
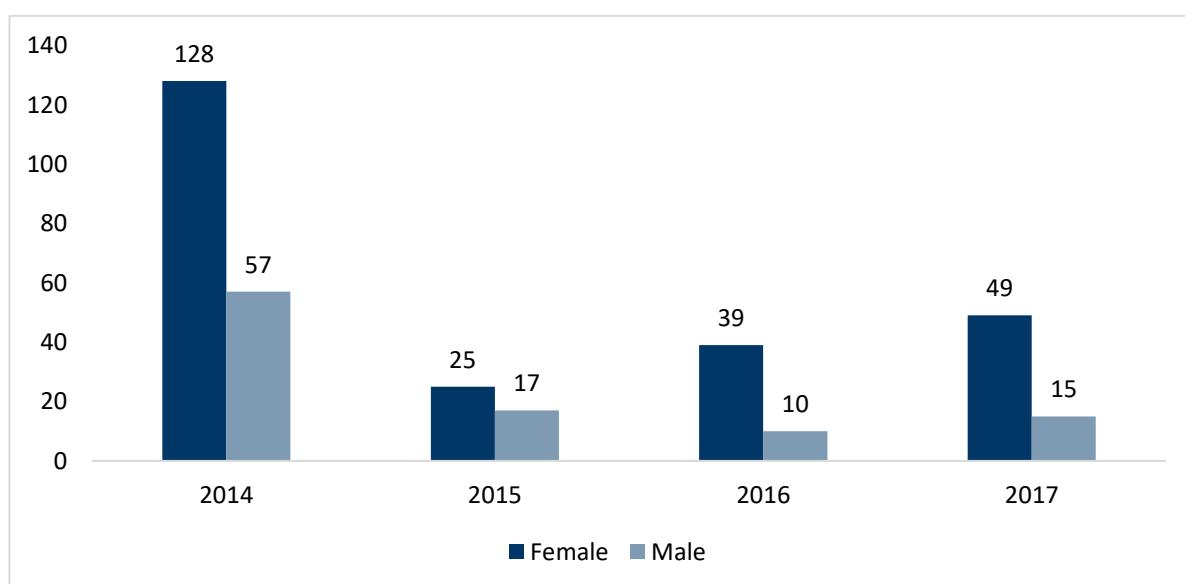
In 2014, all staff were encouraged to complete online courses on Bullying and Harassment (83% uptake) and Equality and Diversity (85% uptake). We ask all new starters to complete these but uptake is low (e.g. 9%F,13%M, 2017). We expect that our new online probation/PDR system (**Section 5.3.ii**) will increase uptake (**Action 4.4**). In February 2018, all PIs and Managers were offered face-to-face implicit bias training: 53 invited (21F,32M), 24 attended (10F,14M).

Medical Sciences Division courses

The MSD hosts numerous courses for research staff. During 2014-17, 59 MSD courses were undertaken by 42 researchers (35F,7M), attending 17 different courses (e.g. Research Ethics, Teaching, Statistics, and Writing Papers).

Lynda.com Courses

Since 2016, all staff have had free access to Lynda.com, a library of online video courses on software, IT, business, and soft skills. In 2017, our staff completed 87 (63F, 10M, 14 unknown) Lynda courses.

ACTION PLANNED

4.4 Increase uptake of Bullying & Harassment (BH) and Equality & Diversity (ED) training for new starters

4.5 Create Department fund for external training

Awareness

In our 2014 staff survey, only 44% of women and 20% of men were clear about the training and development opportunities available to them. Since then, we have introduced a number of initiatives to increase awareness. Training opportunities are announced in our weekly news digest, knowledge is shared within teams, and through the ECR network, and new starters are told about University training during induction. Staff are also prompted to identify training needs in their annual PDR. As a result of these activities, awareness of training and development opportunities has increased. In our 2018 staff survey, 79% (62/78) of researchers (no gender difference) agreed they have opportunities to participate in formal and/or informal training, and 85% (78/88) agree that they take time to reflect on, and plan for, career development (no gender difference).

> "Staff development and training is very prominent in the Department. Opportunities for training are circulated through emails and there are always lots of interesting things to get involved with."
>
> *2018 staff survey*

(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any

appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

> **ACHIEVEMENTS**
> - Introduction of formal PDR in 2014 and transition to online system in 2017
> - Increase in the number of staff completing PDRs: 38% in 2014, 40% in 2016 and 88% in 2017
> - Our PDR system identified as example of good practice by University Equality and Diversity team

At the time of our last award, we had recently implemented an annual Personal Development Review (PDR) for all non-clinical staff (including PSS). The PDR, administered by line-managers (or peer-to-peer for PIs), ensures all staff have an opportunity to reflect upon their career aspirations, receive guidance, and identify support, training or mentoring needs. It also identifies those eligible for the RoD and re-grading exercises (**Section 5.2.iii**). Clinical staff complete annual NHS appraisals, which they submit to the HoD for review. In addition, they complete our PDR workload, training, mentoring and workplace responsibilities sections.

Feedback on PDRs is positive (**Figure 21**); however uptake was low (38% in 2014, 40% in 2016), particularly for male staff (16% in 2016) and reviewing paper PDRs by hand and sending manual reminders was a burden on the administrative team. In 2017, the SAT recommended the purchase of an online PDR and probation system which sends automatic reminders. Our Department was one of a small group of 'early adopters' of this system within the University. The introduction of this system prompted an increase in uptake across all grades and for both genders; we more than doubled uptake to 88% (**Table 19**), with a particularly striking increase in completion rates for men (from 16% to 83%). These changes to our PDR, and the subsequent increase in completion rate, have been identified by the University Equality and Diversity team as good practice and we have been invited to contribute to an initiative to strengthen PDR in other departments (**Action 4.10**).

We will work to maintain our high PDR completion rate (**Action 4.6**). When the PDRs were introduced in 2014, all managers completed PDR training and we have annually reminded managers that this training is available. From 2018 PDR training will be mandatory for new managers (**Action 4.7**) and we will produce a PDR guide for managers to remind them of best practice each year as they prepare for completing their team's PDRs **(Action 4.8).**

Table 19: Uptake of annual PDR by gender: research staff

Year	Number of Eligible Staff[13]	Completion Rate
2016	82 (70% F)	40% (51%F, 16%M)
2017	101 (64% F)	88% (91%F, 83%M)

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[13] All non-clinical staff are eligible for the PDR scheme, excluding those that are still within their probationary period or currently on parental leave.

Figure 21: Research Staff survey response to the question "Have you found your PDR useful?"
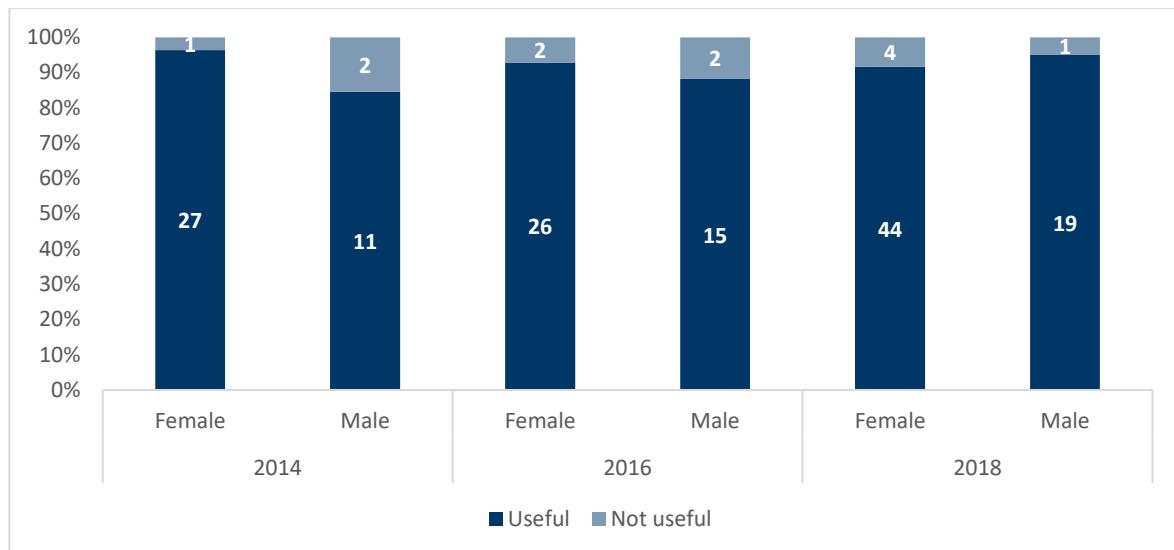
> "The online PDR system has dramatically reduced the amount of time and resource required to administrate the process. At the click of a button we can see the status of all PDRs and email reminders directly to staff depending on their PDR status. We can also easily extract information from the PDRs for further analysis (eg training, outreach activities, workload etc) which wasn't feasible with the old paper-based system."
>
> *Departmental Administrator*

For the last two years we have trialled peer-to-peer PDRs for PIs (81% uptake in 2017). We will gather feedback about the effectiveness of this before the 2018 PDR to see if/how it could be improved **(Action 4.9)**. In addition, we recently started formal PI reviews with the HoD, AHoDR and DA to review performance and future plans. Each PI will have a review every 2-3 years.

ACTION PLANNED
4.6 Maintain high PDR completion rate
4.7 Provide PDR training for all new managers
4.8 Develop a "How to administer high quality PDRs to your team" guide for managers
4.9 Survey PIs for feedback on peer-to-peer PDR system
4.10 Contribute to University's project to strengthen PDRs across Departments

(iii)   Support given to academic staff for career progression

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

ACHIEVEMENTS
- Introduction of termly ECR Department Research Meeting
- Clinical Academic WG established; consulted with 22 current and former female academics in 2018

We have considerably developed support for researchers submitting grant applications (**Section 5.3.v**), which we recognise as critical to research career progression.

We have established an ECR network, led by a committee including Research Assistants and post-docs, to provide informal peer-to-peer support. The group facilitates networking across different grades and research groups via Department-supported socials and signposts career development seminars/workshops.

Our ECRs are given many opportunities to present their research and funding proposals to the Department for feedback. We have established a termly ECR Department Research Meeting (**Section 5.3.v**) where ECRs present data/project proposals and are given feedback. After the meeting, each presenter is offered the opportunity to meet with a senior researcher for more detailed feedback. Our 2018 Department Away Day also had an ECR focus and 12 ECRs gave oral presentations.

> "This was a fantastic opportunity for me to work on my presenting skills. These meetings are very friendly and provide a great setting to practise for when I will present my work at more official occasions. The brief personalised feedback from a senior member of the Department was very helpful as he was able to give feedback on aspects of the talk that were not data related."
>
> *Female DPhil student who presented at an ECR Research Meeting*

We have established a Clinical Academic WG to focus on identifying and providing additional support for our female academic clinicians. In January 2018, the Clinical Academic WG invited a group of current and former female academic psychiatrists to discuss the particular challenges of clinical academia. 22 female clinicians contributed to this discussion through a mixture of face-to-face and email contact. They identified a range of major issues, including: lack of job security; difficulty balancing the demands of a research career and family life; structural problems in negotiating contracts and part time work/training; and feelings of isolation. Many women included in this consultation commented that it was helpful to meet together and share experiences. In response, we will establish regular female clinical academic networking opportunities in order to support and maintain links with clinicians (**Action 3.9**). We will also provide online access to Department seminars in order to make them available to those with clinical duties that prevent them from attending in person (**Action 3.10**). Many of the structural issues identified are relatively intractable, however we have formalised a process through which academically engaged clinicians can apply to have an honorary appointment with the Department (giving them access to University resources and support). Our Director of Medical Studies will be proactively promoting this to clinical teams (**Action 3.11**). In addition, we are actively pursuing opportunities with the local NHS Trust to establish joint appointments through the Oxford Health BRC and will prioritise this going forward (**Action 3.12**).

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

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

Our Graduate Studies Committee and Phil Burnet, our energetic Director of Graduate Studies, provide informal and formal support for students. Coffee mornings (held twice a term in core hours) ensure students are aware of careers opportunities (e.g. careers service and training courses); foster a positive working culture; encourage students to develop transferable skills; and provide an opportunity for feedback on student experience that is then reported to the SAT.

All postgraduate students in the MSD complete a 'student barometer' self-evaluation process each year. Data from this highlights student satisfaction has increased since 2013, both internally and relative to other Departments (**Table 20**).

Table 20: Postgraduate student barometer reports of learning satisfaction and support for career development

		2013	**2014**	**2015**	**2016**
Overall satisfaction with learning experience (%)	Psychiatry	72.7	89.5	93.8	100
	MSD	91.3	89.7	89.3	91
Learning that will help secure a job (%)	Psychiatry	75	64.7	91.7	91.7
	MSD	81.6	79.6	80.6	84.5
Advice on long-term job opportunities and careers (%)	Psychiatry	60	62.5	n/a	84.6
	MSD	70.3	71.7	68.4	75.7

"Students spoke very highly of the DGS, who was reported as very accessible and responsive."

2016 MSD review of the Department

In June 2017, we conducted our own student survey to identify additional areas of support we could offer (63% response rate, 29/46). 86% of responders felt confident about making well-informed decisions about their careers. The survey highlighted the need for increased teaching opportunities

and support with statistics. In response, we will create teaching opportunities on our new MSc course, due to start in 2019 (**Action 2.4**). We have provided additional statistical support to students by employing a Senior Trial Statistician for one day a week and we are planning an annual one-week statistics workshop for all students and postdocs (**Action 2.5**).

ACTION PLANNED

2.4 Provide teaching opportunities for postgraduate students on the new MSc in Clinical and Therapeutic Neuroscience

2.5 Organise annual one-week statistics workshop for postgraduate students and postdocs

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

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

ACHIEVEMENTS

- Increase in Fellowships held by women (four in 2013/14, six in 2016/17)
- Three women regraded following successful Fellowship application
- Department Research Meetings developed to better support funding applicants
- Introduced system of grant application review and mock interviews to better support funding applicants

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The number of grant applications has risen over the past four years (37 in 2013/4, 63 in 2016/7). The proportion of women submitting applications (40%F, 2013-17) (**Table 21**) is lower than eligible women in Grades 9 and above (50%F) and we would like to increase this. We recognise that men may receive informal career support that women miss out on, so we have established numerous initiatives to ensure fair and transparent support is provided for all grant applications.

Table 21: Number of Departmental grant applications, including fellowship applications

Year	Grant Applications	
	Submitted	Success Rate
2013-2014	37 (17F, 46%)	27% 7F (41%), 3M (15%)
2014-2015	46 (18F, 39%)	41% 8F (44%), 11M (39%)
2015-2016	42 (16F, 38%)	45% 7F (44%), 12M (46%)
2016-2017	63 (25F, 40%)	32% 8F (32%), 12M (32%)
2013-2017	188 (76F, 40%)	36% 30F (39%), 38M (34%)

During 2013-17, the Department supported 49 fellowship applications, of which 9 female and 10 male applications were successful (47%F), **Table 22**. Women now represent 50% (6/12) of our researchers holding fellowships, and three of the women who obtained fellowships were re-graded.

Table 22: Applications for research fellowships 2014-17

	2013-14		2014-15		2015-16		2016-17		2013-2017	
	F	M	F	M	F	M	F	M	F	M
Total applications	3	2	6	4	3	10	14	7	26	23
Successful	2		2	2	1	4	4	4	9	10
Unsuccessful	1	2	4	2	2	6	10	3	17	13
Success Rate	67%	0%	33%	50%	33%	40%	29%	57%	35%	43%
Total holding fellowships	4	4	4	4	6	3	6	6	n/a	n/a

Grant Application Support

In 2017, we appointed an Associate Head of Department for Research (AHoDR), who meets with all staff submitting funding applications to discuss their proposal and identify support required, including nominating senior staff to provide constructive input. The AHoDR is assisted by a Senior Research Fellow (female) and Associate Professor (male). In addition, applicants are required to present at a Departmental Research Meeting (see below) and are offered mock interviews conducted by senior staff within and outside the Department. Whilst it is too early to measure the impact of this new system, we will monitor the funding applications that have been through the system in the coming years and expect to see increased success rates (**Action 5.3**).

> "Although the mock interviews were tough, they provided invaluable practice in the run-up to the real interview."
>
> *Successful Fellowship applicant, 2018*

Researchers who are unsuccessful in their applications are offered a meeting with the AHoDR to identify an appropriate course of future action (e.g. supporting the applicant to amend proposals for resubmission). From April 2018, the AHODR will host mid-fellowship review meetings to ensure researchers are prepared for their next steps and next funding applications.

> "I had a tremendous amount of support from across the Department in my Fellowship application(…) which I believe was crucial in enabling me to successfully obtain the award. I feel very lucky to work in this Department and am grateful for all the opportunities it affords me."
>
> *2018 staff survey*

Department Research Meetings

Research meetings are held fortnightly during term time and include regular "application presentations" where researchers present in-progress funding applications to receive feedback and questions from a diverse audience. In response to falling attendance, we conducted a survey in 2016, which prompted us to: (1) move the meetings to the Department common room for a more informal environment, (2) provide lunch for attendees, (3) increase the frequency of the meetings, and (4)

widely publicise opportunities to present. Meetings are now well attended, with an average of 50 researchers and PSS attending. We will review the new meeting format, and its impact on application success rates in the next year (**Actions 5.2-5.3**).

> "I have always appreciated the fact that very senior members of the Department show up at Research Meetings."
>
> "Research meetings are very helpful. The additional formality around Departmental processes that have been developed in the last year or two is helpful to all involved."
>
> *2018 staff survey*

ACTIONS PLANNED

5.2 Survey presenters from first two years of Department Research meetings to gain feedback on meeting format

5.3 Formal review of impact of grant support system on funding success

(i) Training

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

PSS can access Department and University-provided training. Uptake of training among PSS is high. During 2014-2017, 157 OLI courses were completed by PSS who attended 31 different courses (**Figure 22**). During this time, four female PSS completed the Springboard Personal Development programme. Our PSS workshop indicated that PSS appreciate both the formal and informal training opportunities, especially 'on the job' training (e.g. data management; project management; VAT procedures; safety procedures). Since 2014, we have supported two PSS to apply to the University Staff Learning Scheme for financial support for training; one (F) for accountancy training (£1600) and another (M) for a diploma in Data Protection Law (£2000). PSS will have access to our Department training fund (**Action 4.5**).

Figure 22: OLI courses completed by PSS
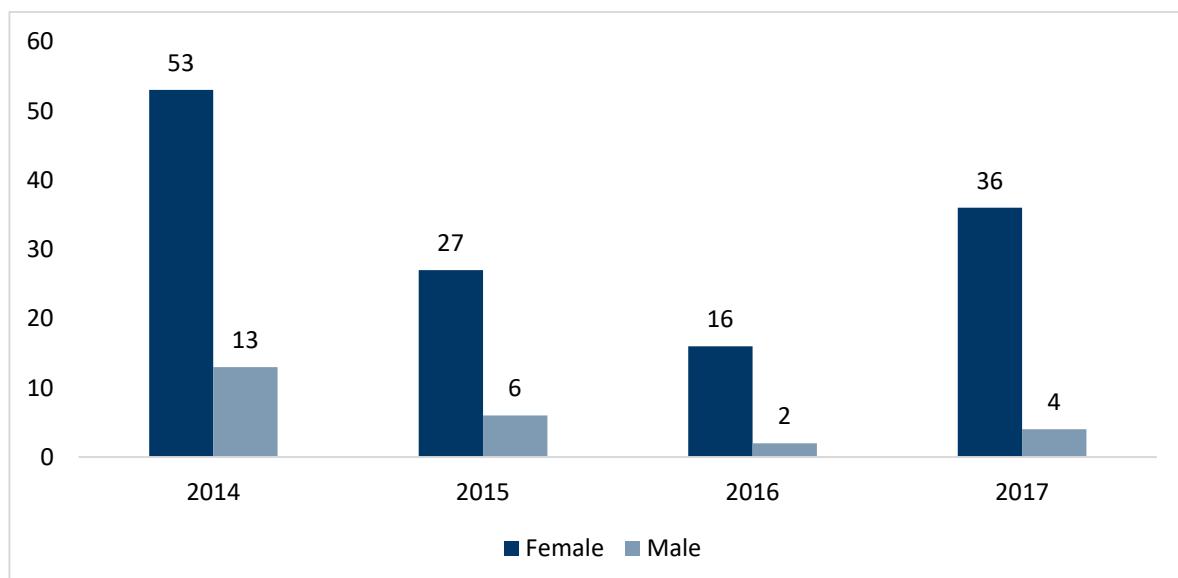
(ii) Appraisal/development review

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

PSS have the same PDR process as researchers (see **Section 5.3.ii**). Uptake of PSS PDRs was considerably increased in 2017, with the new online system (44% in 2016, 91% in 2017). Staff

surveys show PSS find the PDR useful: 89% in 2016 (100% of women, 67% of men); 89% in 2018 (95% of women, 67% of men). An analysis of negative feedback in the 2018 survey about the PDR from male PSS highlighted that this gender difference was driven by some men reporting that they did not wish to develop their career, or felt that they had limited career development options, rather than specific issues with the PDR. This is part of our motivation for increasing career development support for PSS (**Section 5.4.iii**).

Table 23: Uptake of annual PDR by gender: Professional and Support Staff

Year	Number of Eligible Staff[14]	Completion Rate
2016	32 (75% F)	44% (50%F, 25%M)
2017	34 (76% F)	91% (92%F, 88%M)

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

Comment and reflect on support given to professional and support staff to assist in their career progression.

The last four years saw 27% of PSS re-graded and 40% receiving Awards for Excellence (**Section 5.2.ii**). A high proportion of PSS report that their manager values their contributions (98%), gives helpful feedback (85%) and supports them to think about their career (87%), **Figure 23**. However, only 63% feel clear about career development opportunities, and many report that they lack time, clarity and opportunities for career development, **Figure 24**. Our PSS WG is planning a series of career development events (**Action 6.1**), including panel discussions about PSS career paths, communication training, and networking opportunities. We will also promote recently the launched University PSS mentorship scheme and PSS careers conference (**Action 6.2**).

Figure 23: PSS 2018 staff survey responses to the statements starting "my line manager..."

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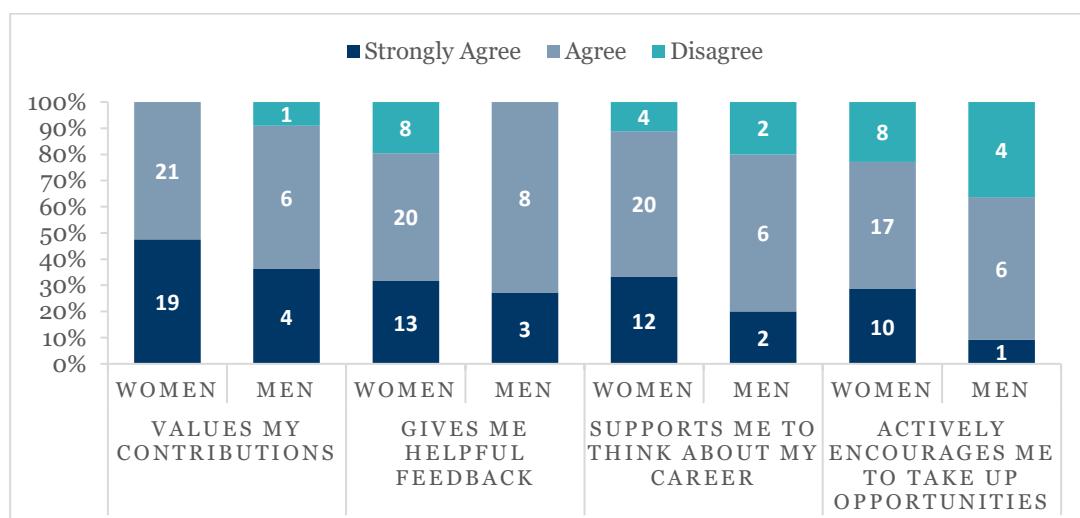
[14] All PSS staff are eligible for the PDR scheme, excluding those that are still within their probationary period or currently on parental leave.

Figure 24: PSS 2018 staff survey feedback on support for career progression
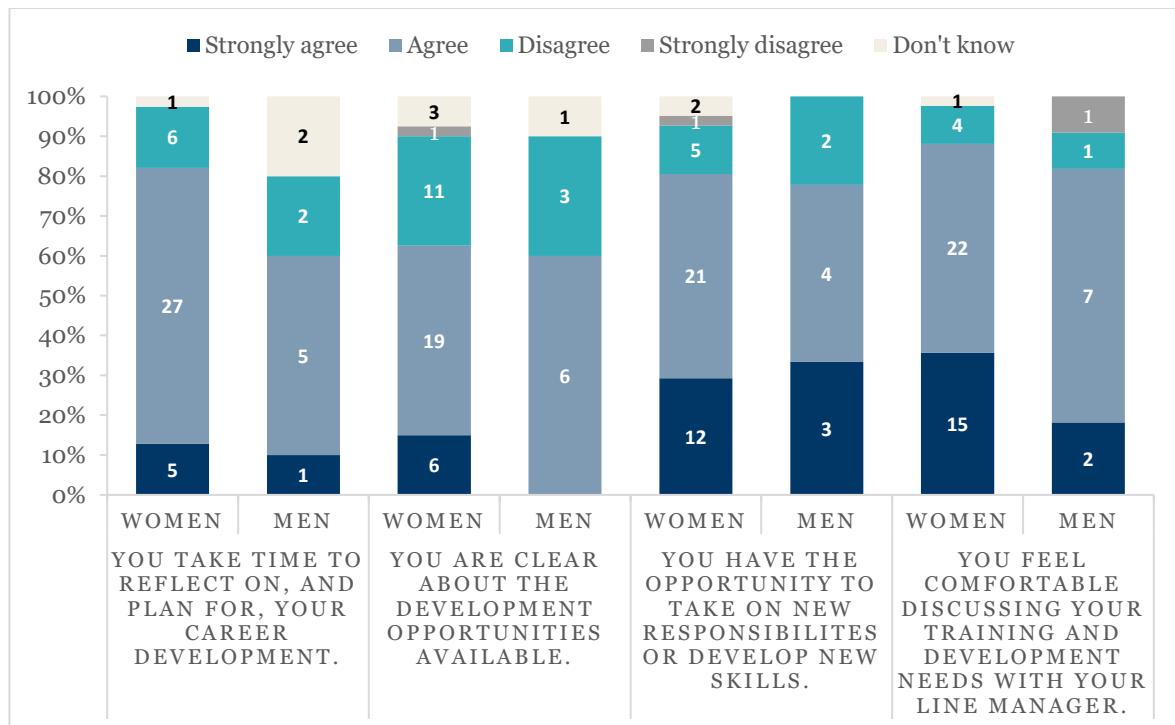
ACTIONS PLANNED

6.1 Host a series of personal and professional development events targeted specifically at Professional and Support staff

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

5.5. Flexible working and managing career breaks

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

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

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

> **ACHIEVEMENTS**
> - Parental leave survey repeated biennially
> - Introduction of exit and re-entry meetings with HR for staff going on parental leave
> - Parental Leave Guide developed to ensure Department's family friendly policies and support are widely advertised

The University's maternity leave scheme is the most generous in the sector and includes 26 weeks full pay, 13 weeks Statutory Maternity Leave and up to 13 weeks unpaid leave. Our HRM, Philly, is trained to provide comprehensive support and advice. Since 2012, we have conducted biennial parental leave surveys, which have helped refine our Departmental processes (**Table 24**). Our 2017 parental leave survey highlighted a need for supervisors and colleagues to be given accurate and consistent information about parental leave. In response to this, we created a Parental Leave Guide (**Image 2**), which was circulated to all staff and posted on our website.

Our Department induction email includes links to the University's Childcare Services webpages (giving details of subsidised nurseries, childcare vouchers/tax-free childcare) and My Family Care (an online portal giving advice and support for childcare/eldercare). Feedback from our 2017 parental leave survey about support before going on leave is positive, especially regarding support from our HRM (**Image 2**). We have introduced formal exit and re-entry meetings with the HRM, the line manager and the staff member going on leave and plan to develop checklists for these meetings to ensure key areas are covered (**Action 7.2**). We will monitor the effectiveness of these initiatives (**Action 7.1**).

Table 24: 2017 parental leave survey response rate

	Total	Female	Male
Invited	18	16	2
Responded	9	8	1
% Response	**50%**	**50%**	**50%**

Image 2: Quotes from 2017 parental leave survey (left) and Parental Leave Guide (right)

"The initial meeting with Philly where she explained the entire process was very helpful. She has been very efficient in documenting and submitting all the paperwork."

"Philly was available for advice about how best to plan maternity leave, what to do about my annual leave and other practical arrangements."

"I have been really surprised about how much better this Department has been compared to some of the others... Philly was amazing and all the other staff have been very supportive."

University of Oxford Department of Psychiatry Parental Leave Guide

A Time of Transition

The process of leaving work temporarily to care for an infant, and then returning, can be emotional, complicated, and at times overwhelming. We want to ensure this transition is as smooth as possible for parents, managers and teams.

(ii)   Cover and support for maternity and adoption leave: during leave

Explain what support the Department offers to staff during maternity and adoption leave.

Women are allowed up to 10 days of paid work during leave (Keeping in Touch, KIT, days) and we are pleased that the majority of our leavers use all 10 days, although they are not obliged to. Feedback from our 2017 parental leave survey about contact during leave was very positive, although some people mentioned it would be useful to have an explicit discussion before going on leave about the type and amount of contact leavers would like with their teams. We will include this in the exit-meeting checklist (**Action 7.2**).

(iii)   Cover and support for maternity and adoption leave: returning to work

Explain what support the Department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

All staff have access to subsidised childcare provision (including five University nurseries). There is a salary sacrifice scheme for payment of nursery fees and a childcare voucher scheme for eligible parents. The University also offers a Returning Carers' Fund which is a small grants scheme (up to £5000) to support anyone who has taken 6+ months' leave for caring responsibilities. The scheme is advertised in our news digest and targeted emails are sent to eligible staff to encourage them to apply. We have had seven successful applications for this funding since 2014.

Staff who take maternity leave often stagger their return to work (e.g. using accumulated annual leave). Our new re-entry meetings and checklist will ensure that all arrangements are in place (e.g. working pattern, expressing and storing milk, arranging childcare) to make the return to work as smooth as possible.

> "Return to work was simple. Despite [changes to the] original plan Philly was happy to advise and help. She also explained how to use the holiday allowance and calculate salary. This was brilliant."
>
> "My return to work has been very smooth… due to the support of my colleagues and team. They have been extremely supportive and understanding."
>
> *2017 parental leave survey*

ACTION PLANNED

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

Fixed Term Contracts

An ongoing concern for people taking maternity leave is managing FTCs that end during leave. The SAT has investigated options but, due to the variable nature and length of research projects, it is not viable to have a blanket policy to extend all contracts. Although we cannot *guarantee* contract extensions, we actively support individuals however possible (**Mini Case Study 3**).

> *Mini Case Study 3*
>
> In 2015, Corinna was a postdoc in the Department, when she became pregnant. Her FTC was due to end three months after the baby arrived and it was uncertain whether it could be extended. "This was a very stressful situation," Corinna said. "I faced not being eligible for the full University maternity leave package… and having no job to return to". The DA identified a University funding scheme Corinna was eligible for, which provided three months salary bridging, and matched this with an additional three months funding. "My supervisor was amazing," Corinna said. "And the DA was very creative looking at lots of options to solve the situation."

(iv)   Maternity return rate

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

Since 2012, we have had 29 instances of maternity leave (24 researchers, 5 PSS) with 27 (93%) returning to work (**Table 25, Table 26**). This is consistent with the 91% return rate across the University. The two who did not return both relocated. The majority of staff taking leave were on FTCs. Two women took maternity leave twice during this period, and both remain in the Department.

Table 25: Maternity leave return rates - research staff

	Completed mat. leave	Returned to work	Returned full time	Returned part time	Left	Reasons for leaving	Return Rate
2012	1	1	0	1	0		100%
2013	4	4	2	2	0		100%
2014	5	4	1	3	1	Relocated (x1)	80%
2015	3	3	0	3	0		100%
2016	7	7	6	1	0		100%
2017	4	4	4	0	0		100%
Total	**24**	**23**	**13**	**10**	**1**		**96%**

Table 26: Maternity leave return rate – PSS

	Completed mat. leave	Returned to work	Returned full time	Returned part time	Left	Reasons for leaving	Return Rate
2012	0	-	-	-	-		-
2013	0	-	-	-	-		-
2014	2	2	2	0	0		100%
2015	1	1	1	0	0		100%
2016	1	0	0	0	1	Relocated (x1)	0%
2017	1	1	1	0	0		100%
Total	**5**	**4**	**4**	**0**	**1**		**80%**

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

55% of staff who have been on maternity leave remain in the Department after 18 months. Of those who left during or after leave, six (50%) relocated with their families, three (25%) continued their careers at Oxford NHS or Oxford University, two (17%) left because their FTCs ended, and one (8%) resigned.

(v)   Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the Department does to promote and encourage take-up of paternity leave and shared parental leave.

Seven men have taken paternity leave (two weeks full pay) in the last five years (**Table 27**) and one woman has taken up the shared parental leave scheme. Promoting this scheme, and increasing uptake is a priority going forward (**Action 7.3**). We have had no adoptions or unpaid parental leave.

Table 27: Paternity leave uptake

Report Year	Academic	PSS	Totals
2012	1		1
2013	3		3
2014	1	1	2
2015			
2016			
2017	1		1
Totals	**6**	**1**	**7**

"Very good. Easy to organise, flexibly implemented. Took a lot of stress out of things. I added annual leave to my parental leave, which brought my total leave up to a month."

Male respondent to 2017 parental leave survey

ACTION PLANNED
7.3 Promote UK Government's Shared Parental Leave scheme (SPL)

(vi)   Flexible working

Provide information on the flexible working arrangements available.

The Department has a strong flexible working culture, including term-time only working, full-time across four days, and home working. We aim to accommodate flexible working wherever possible, offering it in advertised job descriptions, during recruitment, and at any time during a person's contract.

Our devolved management structure allows teams to organise their own working cultures and individual arrangements (**Case Study 2**).

In our 2018 staff survey (no gender differences):

- 59% (87 of 148) report formal/informal flexible working arrangements
- 84% (73 of 87) of flexible working arrangements are informal
- 91% (117 of 128) feel their team is supportive of flexible working
- 88% (112 of 128) consider their line manager is supportive of flexible working
- 86% (102 of 119) are satisfied with their working arrangements

(vii)   Transition from part-time back to full-time work after career breaks

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

All staff can apply to increase/decrease their hours. Requests are granted subject to the availability of funds (since the majority of staff are funded by research grants) and demands of the post (i.e. meeting the project deliverables on time).

5.6. Organisation and culture

(i)   Culture

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

ACHIEVEMENTS
- Monthly HoD Briefing attracting 50+ attendees; 82% of women and 69% of men reported finding them useful in 2018 survey
- Communications Officer appointed, internal communications streamlined
- Lunchtime yoga classes introduced; 30 participants per week
- Increased ratings of Departmental transparency from 13% in 2011 to 63% in 2018

Equality and Diversity Leadership

Our Department is led by proactive men and women who value hard work alongside caring responsibilities, and who foster a culture of collaboration and mutual respect (**Case Studies 1 & 2**). In 2018, 86% (127/148) of staff would recommend working in the Department, with women more likely (90/100, 90%) than men (29/35, 82%).

Transparency in Management and Decision-Making

We have worked hard to increase transparency of Departmental decision-making, motivated by a low number of people reporting that management and decision-making processes were clear and transparent in our 2011 survey (13%). One key initiative to keep all staff informed is monthly HoD Briefings to communicate Departmental decisions, activities, and staff successes, and welcome new staff. These meetings include refreshments, which provides an opportunity for staff to socialise before and after. The briefings are well attended with 50+ Researchers and PSS of all grades attending. Our 2018 staff survey showed 82% of women and 69% of men find the briefings useful (**Figure 26**), and perceptions of Departmental transparency have increased from 13% in 2011 to 63% in 2018 (**Figure 25**).

Figure 25 Staff survey feedback on transparency of Department management and decision-making processes
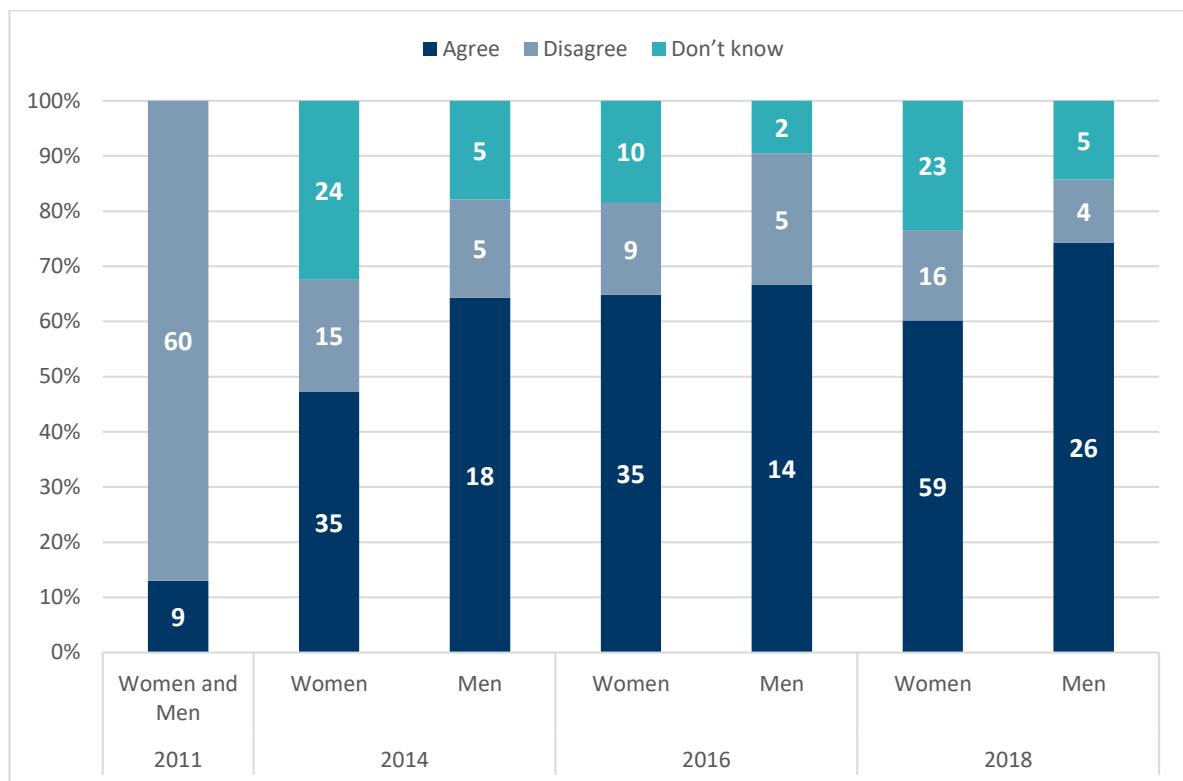
Figure 26 Staff Survey feedback on usefulness of HoD Briefing
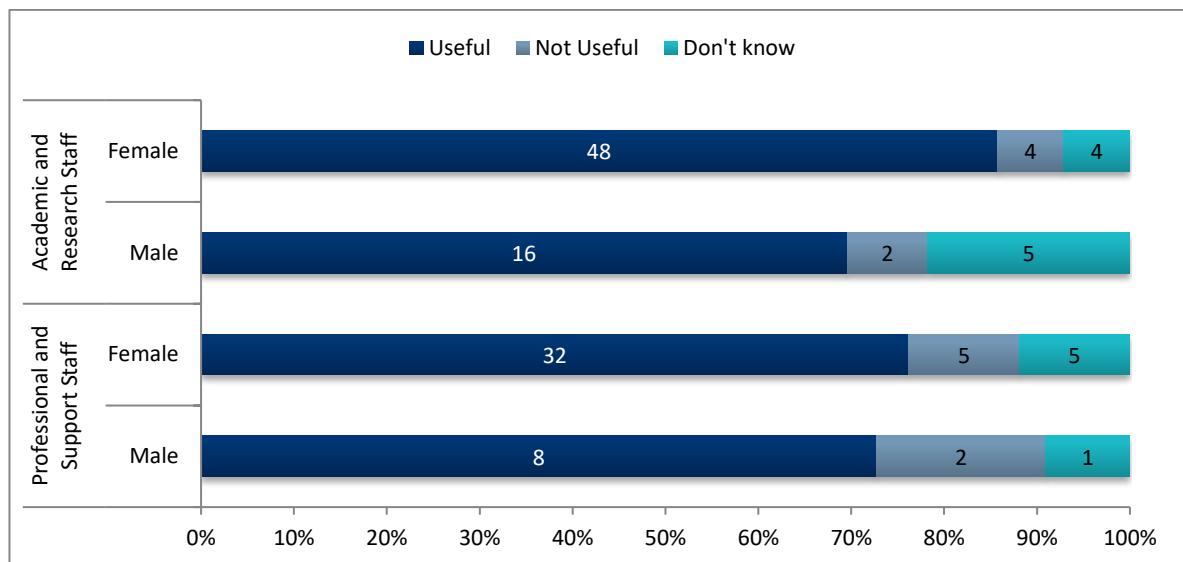
Departmental Communications

In 2015, the Department appointed a Communications Officer (CO) who has streamlined internal communications from ad hoc emails to a monthly newsletter and weekly news digests. This improvement in communications has had a knock-on effect in many areas and means that staff are better informed about opportunities (e.g. training, funding, public engagement). Our CO is a SAT

member and works with us to ensure our website showcases AS activities. In our 2018 survey over 90% of staff reported finding our communications useful (**Figure 27**).

Figure 27: 2018 staff survey feedback on usefulness of digital communications (no gender differences)
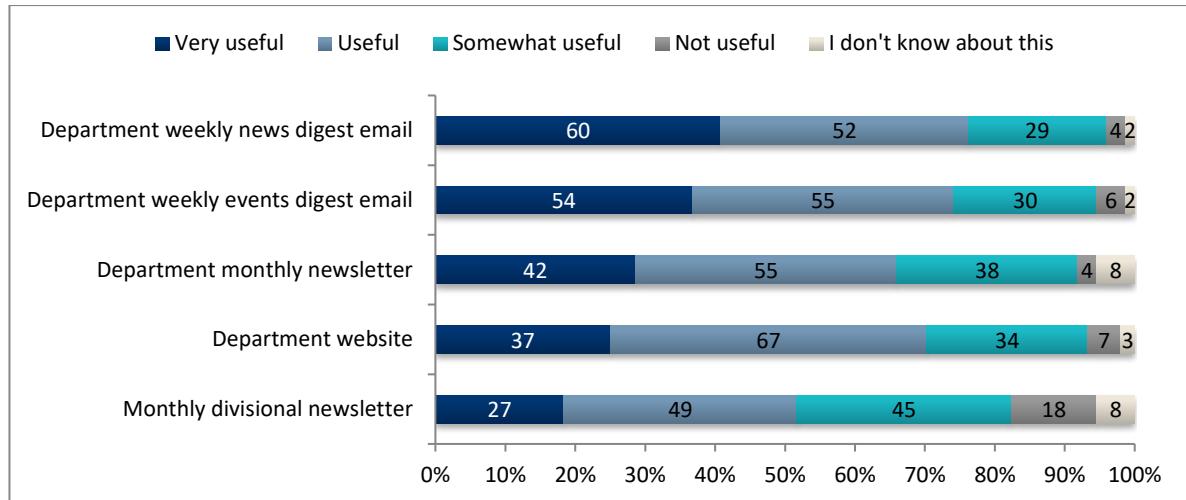
Common Areas

The Common Room provides an open and inviting space to bring everyone together for lunch breaks, Research Meetings, HoD Briefings, leaving cakes and birthday celebrations (**Image 3**).

Image 3: Staff in the Department common room paying tribute to the outgoing DA on her retirement

Yoga Classes

In 2017, we introduced weekly yoga classes for all staff, timed to accommodate caring responsibilities. Thirty people attend each week (90%F) across two Monday lunchtime sessions.

> "The introduction of a yoga class has been great!"
>
> "I think the Department newsletter, weekly news digest, Christmas events, and offer of yoga classes are all great things about working in this Department."
>
> *2018 staff survey*

Broadening our equality focus

We have had much success with our gender equality activities. Moving forward, we will expand this to include race and LGBT equality, which were highlighted in our 2018 staff survey as areas staff would appreciate additional focus. To start, we will hold focus group to evaluate staff experiences (**Action 8.8**).

> "I think it's important that staff wellbeing and equality processes (e.g. LGBTQ+) are championed and talked about by senior staff, i.e. HoD and PIs."
>
> "I think more could (/should) be done to address race equality at Oxford generally, and in the Department specifically."
>
> *2018 staff survey*

ACTION PLANNED
8.8 Hold focus groups to consult with staff about BME and LGBT discrimination

(ii)   HR policies

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

ACHIEVEMENTS
- Two members of staff trained as Bullying and Harassment Officers in 2015; three members of staff (2F, 1M) supported

The DA and HRM meet weekly to monitor HR practices. HR matters are a recurring agenda item on the quarterly Department (PI) meetings, where any inconsistencies across groups are highlighted

and HR policies are reinforced. HR policy updates are communicated to all staff by email, HoD briefings, and Department notice boards, as well as targeted emails to managers. Termly University Personnel Services newsletters are sent to all staff.

Management

Both female and male staff report feeling supported by their managers. In our 2018 staff survey, 82% (120/146) of staff reported that their managers give them helpful feedback, and 81% (118/146) say managers support them to think about career development. However, 48% (25/52) of line managers reported that they had not completed management training and 30% (14/46) are not confident applying HR policies. We will increase training opportunities for managers **(Actions 8.1-8.3).**

> **ACTION PLANNED**
> 8.1 Establish a record of training completed by managers
> 8.2 Organise annual "Good Management Practice" training workshop for PIs
> 8.3 Require all new managers to complete Oxford Learning Institute management training as part of their mandatory induction training

Bullying and Harassment

We have a zero-tolerance policy on Bulling and Harassment (BH). Our staff surveys identify low and stable levels of BH; 9% (8F, 4M) in 2018, 8% (5F, 1M) in 2016, and 8% (6F, 1M) in 2014. We have put considerable effort into raising awareness of BH and increasing support and will continue to do so **(Actions 8.4-8.7).**

In 2015, we trained two members of staff as BH Officers. They provide support and guidance, direct staff to appropriate services, and are supported by the University Harassment Officer. Posters with their contact details are displayed on the Department website, noticeboards, and in all Department toilets. In the 2018 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 reported to the BH Officers.

Each year, we highlight National Anti-Bullying Week. In 2016/17 we:

- published an interview with BH Advisors in our newsletter (**Image 4**)

- sent a leaflet with 'common bullying questions' to all staff

- held a cake sale to raise money for the National Bullying Helpline

- updated the Department website with a message from the HoD about zero tolerance for BH

Image 4: National Anti-Bullying Week newsletter feature

ACTION PLANNED

8.4 Continue to run annual National Anti-Bullying Week campaigns promoting BH Officers

8.5 Offer Bystander training to all staff/students

8.6 Include BH training in "Good Management Practice" training workshop

8.7 Include a question in the next survey about whether people feel that the BH they have reported has been sufficiently dealt with

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

ACHIEVEMENTS
- Female representation on most senior management committee increased from 40% in 2014 to 67% in 2018

Our committees were restructured in 2017 and we therefore only have one year of data. In order to reduce 'committee overload', we do not have a target of 50:50 male/female representation on committees, but rather seek to have a gender balance that is consistent with the group represented by that committee. We have achieved this across all our committees, (**Table 28**), with the exception of IT.

Table 28: Representation of women and men on Department committees

	% Female (F:M)	% Female in group represented (F:M)	Staff Type	Female	Male
Senior Management Team	67% (6:3)	69% (124:56)	Research	4	3
			PSS	2	0
Safety Committee	60% (6:4)	69% (124:56)	Research	2	3
			PSS	4	1
IT Committee	50% (3:3)	69% (124:56)	Research	2	1
			PSS	1	2
Department (PI) Meeting	35% (16:22)	36% (13:23)	Research	12	21
			PSS	3	1
			Student	1	0
Graduate Studies Committee (GSC)	67% (4:2)	67% (32:16)	Research	1	1
			PSS	1	0
			Student	2	1
Athena SWAN SAT	71% (10:4)	69% (124:56)	Research	6	3
			PSS	3	0
			Student	1	1

The **Senior Management Team (SMT)** meets monthly to support the HoD in achieving Department objectives. Membership is *ex-officio*, according to the Terms of Reference. The AS Lead sits on this committee and AS is a standing agenda item. In 2017, this committee replaced the Department Cabinet, which had a less representative gender balance (40%F).

The **Department (PI) Meeting** meets quarterly with all PIs (10F, 21M), AS Lead, Director of Medical Studies, student representative, and administration team (3F, 1M) to update PIs on SMT activities, infrastructure, communications, HR, Finance, etc.

The **IT Committee** meets biannually to review IT infrastructure, support and services. Members are selected by Department role and area of expertise. In 2018, open invitations will be made for research and student representatives to join.

The **Safety Committee** meets biannually to review health and safety with representatives from each Department building.

The **Graduate Studies Committee** meets termly to review graduate studies admissions and student support.

(iv)   Participation on influential external committees

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

Annual PDRs encourage participation in external committees and the HoD frequently emails opportunities to all staff. He encourages applications from women and our female PIs hold a high number of external committee positions (**Table 29**).

Table 29: Example external, influential committee positions held by three senior female PIs in our Department

Senior clinical researcher	Senior scientist (Professor)	Senior Scientist (Professor)
Academic Subcommittee, Royal College Psychiatrists, South East Division (Chair)	Alzheimer's Society Biomedical Grant Advisory Board	Executive committee ECNP
		Officer British Neuroscience Association
NIHR CRNCC Research Delivery Steering Group (Chair)	Dementias Platform UK Steering Committee	
		Expert Review Group, Wellcome Trust
Scientific Advisory Board NIHR CLAHRC East	Oxford MSD Information Governance Committee	
		Associate Editor Psychological Medicine
NIHR Research for Patient Benefit Panel South Central		
		Officer/Council Member for BAP (2007-2014)
Academic Faculty, Royal College Psychiatrists		
NICE Early Psychosis Quality Standard Expert Reference Group		
NIHR Programme Grants for Applied Research panel		

Our 2017 PDR indicated 46% (62/135) of respondents sit on committees, both internal and external (**Figure 28**). Higher proportions of male researchers (56%) are on external committees than female researchers (29%), and 10% of staff (12F, 2M) would like to sit on a committee. We will introduce a standard process for making nominations for internal committee membership (**Action 8.9**). Whilst committee membership is an essential component of good citizenship, these commitments are often unseen so we will increase the visibility of internal committee memberships (**Action 8.10**).

Figure 28: Committee membership reported in 2017 PDR
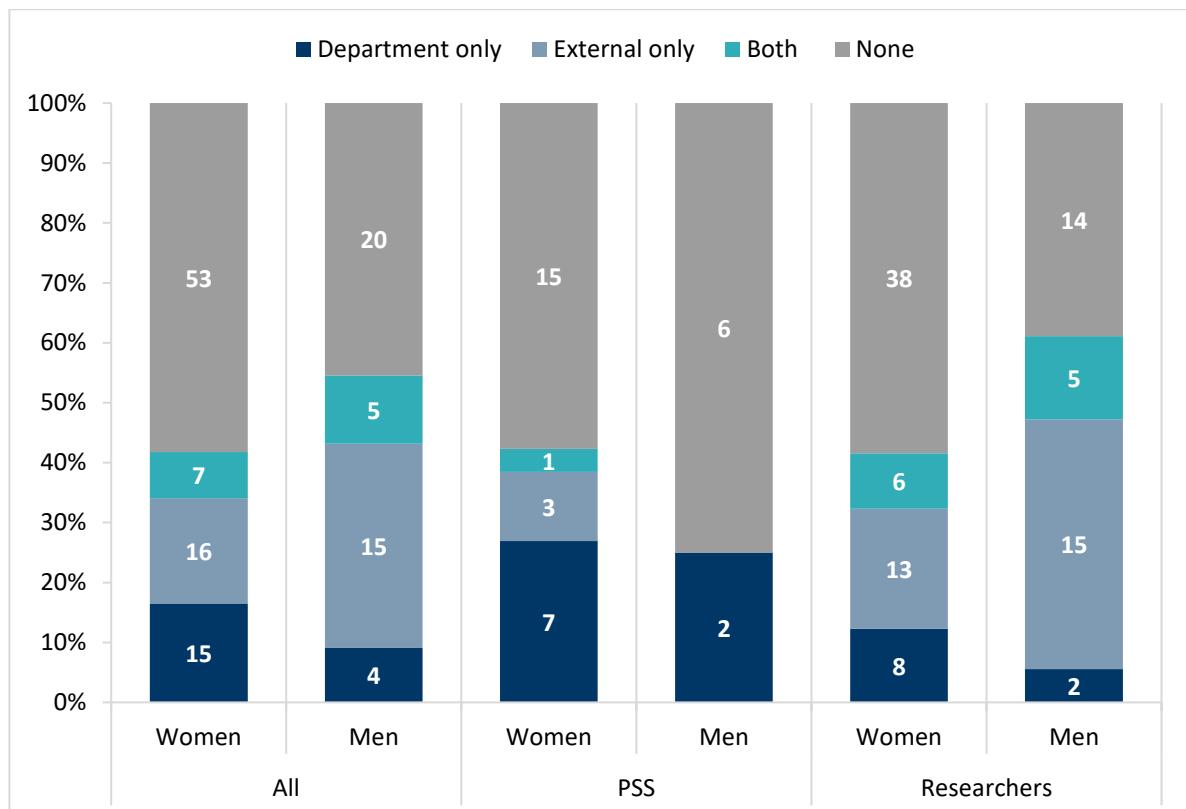
	ACTION PLANNED
	8.9 Introduce standard process for making internal and MSD committee nomination
	8.10 Include details of committee membership in Department Annual Report

(v)   Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

Our staff surveys show that most staff believe their workload is reasonable (80% in 2018, 82.5% in 2016, 75% in 2014). Administrative responsibilities are recognised as 'good citizenship' and are a crucial element of RoD and re-grading. Since 2017, we have included questions about workload in

our PDR. In the 2017 PDR, 62% reported their workload was manageable, 37% reported it was sometimes manageable and only 1% reported it was unmanageable. Male and female academics share administrative commitments equally (**Table 30**). Wherever possible, administrative duties are allocated through open applications (e.g. 2017 appointment of AHoDs and AS Lead). Within this context, and because we are a small Department with a good allocation of tasks by gender, we do not feel the need for a formal workload allocation process. However, we will continue to monitor workload through the PDR process.

Table 30: Responses in 2017 PDR about workload

What percentage of your time in the last 12 months was spent on:					
	Research	Teaching	Clinical work	Administration	Other
Female	68%	3%	7%	17%	4%
Male	59%	8%	7%	16%	10%

(vi)   Timing of Departmental meetings and social gatherings

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

> **ACHIEVEMENTS**
> - Established core hours for Department meetings
> - 94% (33/35) of staff with caring responsibilities agree meetings are scheduled to take caring responsibilities into account

Timing of Department Meetings

A key Athena SWAN initiative has been the establishment of core hours (9:30am to 4pm), during which all departmental meetings occur. This is to ensure timings of meetings are convenient for the majority of staff members, and do not discriminate against those with caring responsibilities. In 2018, 92% (35/38) of staff with caring responsibilities are happy with core hours, and 94% (33/35) agree that meetings are scheduled to take caring responsibilities into account. Unfortunately, holding meetings in core hours can make it difficult for clinical staff to attend so we will make more Department seminars available online **(Action 8.11).**

Timing of Social Gatherings

We have an annual Christmas celebration, which is held in the Department within core hours (lunch time). We also have a Summer Party, which is held at a local pub/restaurant with outside space to encourage staff to bring their families. It starts at 4pm and goes on all evening to suit the night owls as well as parents with young children. The postgraduate social committee schedules a variety of

events and the Department supports activities organised at group level e.g. OHBA holds regular BBQs throughout the year in Department grounds. As the Department grows, we need to adapt our social activities to meet the needs of a larger group. We encourage initiatives from our staff to organise social and well-being activities, and recently supported individuals who stepped forward to organise yoga (Section 5.6.i) and monthly wildlife walks. We will also establish a formal social committee to arrange more social activities within and outside of working hours **(Action 8.14).**

> **ACTION PLANNED**
> 8.11 Make Department seminars and meetings available online
> 8.14 Establish social committee to organise annual programme of Department-wide social events

(vii) Visibility of role models

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

> **ACHIEVEMENTS**
> - Gender balance in Department news stories posted on website
> - Format of Department annual report updated to make it more representative of whole Department
> - Audit of gender of speakers and chairs at Departmental Seminars and Research Meetings carried out. New organisation committee for Department Seminars formed and gender balance of speakers improved (30%F in 2011-17, 44%F in 2017-18)

A 2017 audit by the SAT of Department website news stories found that images and contents are gender balanced (**Figure 29**). The format of our annual report has been updated to reflect the Department gender balance (**Image 5**), highlight the work of ECRs, and emphasise collaborations across grades rather than just senior individuals.

*Figure 29: Gender representation in news stories on Department website, June 2015-June 2017*
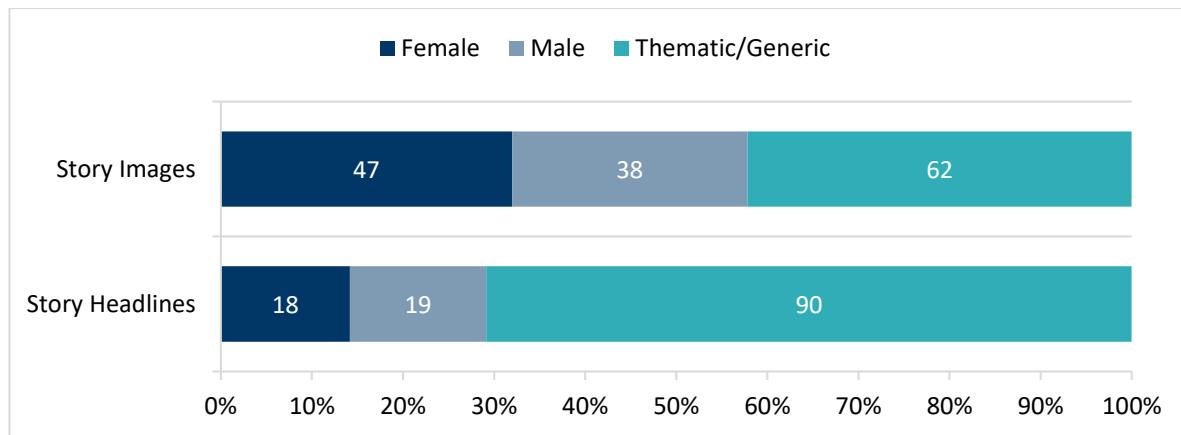
Image 5: Annual report features student work and is mindful of gender, race and age representation

Department Seminars

A 2017 review by the SAT of our seminars revealed that Research Meetings have a good balance of male and female speakers (**Table 31**), however Department Seminars had a much higher proportion of male speakers and chairs (**Table 32**). In response, we established a committee (3F, 1M) to re-organise the Department Seminars and saw immediate improvements in the gender balance (**Table 33**).

Table 31: Department Research Meeting speakers and chairs 2016-2018

	Female speakers	Male speakers	% Female	Female chairs	Male chairs	% Female
2016-2017*	15	9	**62%**	9	11	**45%**
2017-2018 (March)	12	11	**52%**	8	7	**53%**

* Data only available from 2016, when the meetings were launched in their current format

Table 32: Department Seminar speakers and chairs 2011-17

	Female speakers	Male speakers	% Female	Female chairs	Male chairs	% Female
2011-12	8	16	**33%**	-	-	-
2012-13	4	14	**22%**	-	-	-
2013-14	4	17	**19%**	1	9	**10%**
2014-15	11	17	**39%**	5	23	**18%**
2015-16	6	17	**26%**	4	19	**17%**
2016-17	9	17	**35%**	8	15	**35%**
6 year total	42	98	**30%**	18	66	**21%**

Table 33: Department Seminar speakers and chairs since organisation committee established

	Female speakers	Male speakers	% Female	Female chairs	Male chairs	% Female
Sept 2017 – Apr 2018	7	9	**44%**	8	7	**53%**

(viii) Outreach activities

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

ACHIEVEMENTS
- Public Engagement with Research Prize established in 2017

PPI and Public Engagement with Research (PER) have been key activities for our staff for many years, but Athena SWAN has led us to give it a more central presence by:

- Establishing a PER Prize, first presented at 2018 Away Day (**Image 6**)
- Highlighting PER, PPI and media activity in Annual Reports (**Image 7**)
- Promoting PER successes and opportunities through internal communications
- Discussing, encouraging and recognising outreach as part of PDR
- Establishing Department PER network, meeting termly to share ideas and opportunities
- Facilitating high profile public broadcasting, including BBC's 'Incredible Medicine' (2016), 'Trust Me I'm a Doctor' (2017), 'Newsround', CBBC (2018)
- Hosting introductory sessions for Department members with The Conversation
- Working with Science Media Centre on responsible reporting

2017 PDR data shows more women (69%) than men (42%) are involved in outreach. Women also undertake more science festivals and school engagement, whereas men do more media and public

talks (**Figure 30**). We will provide support and training to promote gender balance in outreach (**Action 8.12-8.13**).

Image 6: Key public outreach successes (2016-18)

	Gabriela Pavarini Department of Psychiatry Public Engagement with Research Award (2018)
Clare Sexton Vice-Chancellor's Early Career Public Engagement with Research Award (2017)	
	Liz Tunbridge Vice-Chancellor's Public Engagement with Research Award (2016)

*Image 7: PER celebrated in 2018 Annual Report*

Figure 30: Outreach activities reported in 2017 PDR
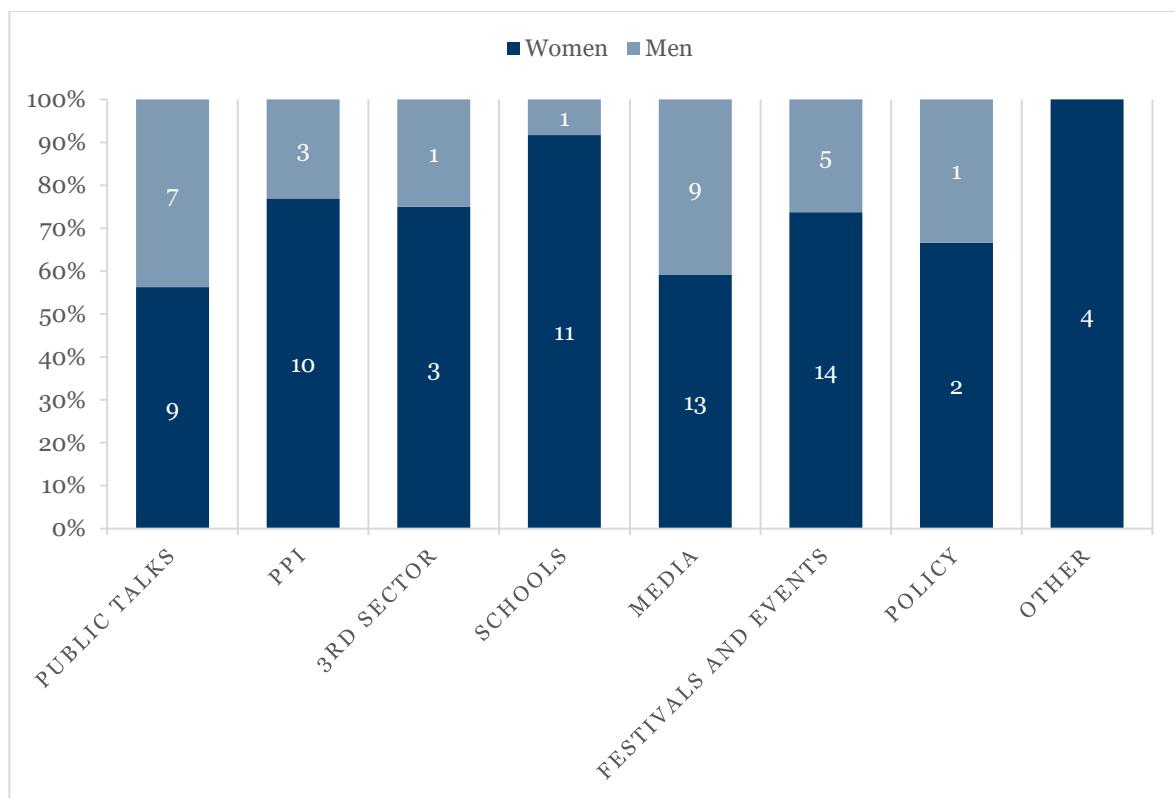
ACTION PLANNED

8.12 Offer media training to all staff

8.13 Increase male involvement in outreach

Section 5: 7058 words

Case Study 1: Professor Clare Mackay

I joined the Department in 2000 as a Junior Postdoc (Grade 7) and have worked my way up to my current role as Associate Head of Department. Initially, much of my work was based in a neuroimaging facility linked with the Department, where I took on increasing responsibility until I became Head of Neuro-operations in 2005 (Grade 8). In 2009, my position was re-graded to Grade 9. I have applied twice for University titles through the **Recognition of Distinction** process – I was awarded the Associate Professor title in 2014 and then Full Professor title in 2016 (at which point I was also re-graded to Grade 10). In 2017, I was appointed as Associate Head of Department, through an open call for applications.

Throughout my time in the Department, I have benefited from **support and encouragement** from colleagues, supervisors and the Department in applying for grants, authoring papers, joining committees, managing caring responsibilities, applying for awards, managing work contracts, networking, career planning, and developing leadership. I've sometimes been put into positions and felt like 'I'm not grown-up enough for this!' and then realised, 'Actually I can do it!'

I have had some **important mentors** who have encouraged me along the way. The HoD, John, and also a senior female colleague, Kia, have signposted lots of opportunities. They encouraged me to apply for the Full Professor title even when I had cold feet. They have also help me gain important **leadership training** as my role has become more senior, including NIHR Leadership Training and the University's Academic Leadership Development Programme.

I supervise and line-manage lots of different people, including DPhil students and post-docs, radiographers, computer scientists and admin staff. I've supported people through job applications and help my team build professional networks and apply for funding. If you're not supporting people through career progression then you're not a decent manager. It is

our job to support people up the ladder, and lead by example. I try to give people opportunities, give them ideas, and let them free.

I find the Department a very **positive collegiate environment** - I love working here. There is a huge amount of mutual respect and it is led by example. Our previous HoD was very supportive of young scientists - he really valued the next generation. And our current HoD, John, is not shy of praising people when they've done something good. So we have a collaborative, open and nurturing culture. John does school drop-offs and pick-ups for his daughter and, in senior meetings, he can be on his phone, saying 'Hang on, this is my daughter's school…' And because he does it, everybody can. I generally work a bit earlier in the day than most people and leave at 4.30ish. On Fridays I often work from home to do early school pickups. **Flexibility** is invaluable when you're a parent, and for me it has been a major benefit.

Case Study 2: Dr Susannah Murphy, Senior Research Fellow (SAT)

I joined the Department as an MSc student in 2003 and have stayed ever since, first to complete my DPhil and then as a postdoc and now Senior Research Fellow.

During this time, I've had two periods of **maternity leave**. I feel very lucky to have been in such a positive and supportive work environment while I have had a young family. There are some really positive role models within the Department - **senior women** who have demonstrated how having a successful career can be combined with motherhood - and this has been really helpful. It is difficult to press pause on active research, but the Department did all they could to support me during my maternity leaves. For example, I was able to use my **Keeping-In-Touch days** to remain involved with my research projects and continue to supervise my PhD students (I had meetings at my house, so I could also bounce a baby!). I was then able to use annual leave to return to work three days a week, before stepping up to 4 days a week after a few months. When I returned from leave, I applied for the **Returning Carer's Fund,** which provided funding for me to go to two key conferences in my field. This was a great opportunity to update my knowledge and presence in the field after a period of absence.

My current role includes increasing levels of leadership and management, which was an objective from my **PDR** a couple of years ago. Since 2016, I have co-chaired the Department Research Meeting. When people suggested I become the new **AS Academic Lead**, my first response was, 'I'd like to be involved but don't want to lead it!', but with encouragement I put in an expression of interest. Both John (HoD) and Moira (DA) have been very supportive, facilitating me to take it in my own direction, and I have recently been given an **Award for Excellence** in recognition of my AS work.

It was interesting having my **PDR** this year and realising how much that previous conversation shifted the course of my career. I am currently doing the **Springboard Personal Development Programme** and am hoping to do an academic leadership programme later this year. The **training and opportunities** I've had have helped me gain confidence and a better understanding of myself. People might think, 'Oh I'm not a leader because I don't like

being dominant, or I don't like telling people what to do', but there are other styles of leadership.

One of the great things about this Department is that we've got different people carving out interesting careers for themselves. Senior people are willing to help if you have the initiative to ask, and if you work hard people recognise your skills and find ways to champion you. Even the layout of the Department has a **social feel**. The spaces where people congregate are important and well-used, which creates a pleasant environment and is vital for research.

Section 6: 977 words

FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

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

N/A

ACTION PLAN

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

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

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

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

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

Objective	Actions 2018-2022	Specific tasks, person responsible, and timescale[15]	Justification	Success measures
Further develop the structure of the AS Working Groups (WG) Pg. 16-20	1.1. Appoint a chair of each WG 1.2. Ask all PIs to identify at least one member of their research team to join an AS WG 1.3. Ensure that the WGs are gender balanced and have representatives from students, research staff and PSS	**AS Lead** to appoint a chair of each WG (**Summer 2018**) **AS Lead** to ensure WGs are gender balanced with representatives from students, Researchers and PSS (**Winter 2018**) **HoD (SAT)** to ask PIs to identify at least one member of their research team to join an AS WG (**Autumn 2018**)	**NEW ACTIVITY:** Formation of AS WGs to increase staff involvement in AS process and more fairly share the AS workload. **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.	Gender of WGs and chairs is proportionate to the Department (70% F) All WGs have representatives from students, research staff and PSS All research groups have representation on a WG

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

	1.4. Ask each WG to report to the SAT on a biannual basis	**AS Lead** to ask each WG Chair to report to the SAT (**biannually 2018-2022**) **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	1.5. Share SAT minutes on internal network drive 1.6. Include an annual article in the Department newsletter highlighting AS activities (e.g. "You said, we did") 1.7. Include questions about awareness of and involvement in AS in staff and student surveys 1.8. Repeat staff survey biennially and maintain high response rates 1.9. Hold staff survey briefings to share feedback and actions to be taken	**DA (SAT)** to upload SAT minutes to network drive (**monthly, 2018-2022**) and inform all staff they can access them (**annually, 2018 – 2022**) **CO (SAT)** to write annual article on AS activities in consultation with SAT (**annually from Oct 2018**) **AS Lead** to include AS related questions in 2020 and 2022 staff surveys **Postgraduate Student WG** to include AS related questions in 2019 and 2021 surveys **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 Department kitchens) (**February 2020 and 2022**)	**AIM ACHIEVED:** We repeated our whole staff survey in 2016 and 2018 and increased response rate considerably (42% in 2016; 90% in 2018). **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. **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.	>90% of staff are aware of AS activities in 2022 staff survey >90% of students are aware of AS activities in 2021 student survey >60% of staff feel involved in AS activities in 2022 staff survey >60% of students feel involved in AS activities in 2021 student survey Staff survey feedback sessions held in 2020 and 2022 with good turnout (>40 people)

Objective	Actions 2018-2022	Task, person responsible and timescale	Justification	Success measure
		AS Lead to organise staff survey feedback sessions following staff survey (**April 2020 and 2022**)		>90% response rate on 2020 and 2022 staff surveys
Ensure fair workload allocation in SAT Pg. 19-20	1.10. Rotate minute taking in SAT meetings 1.11. Review SAT workload annually, including gender balance 1.12. Repeat poll of SAT biennially	**AS Lead** to assign minutes to SAT members when meeting dates are circulated (**annually**) **AS Lead and SAT** to annually review SAT membership and workload (**Sept 2018-2022**) **MSD AS Facilitator** to conduct anonymous poll of SAT (**Feb 2020 and 2022**)	**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.	100% satisfaction with how SAT is organised in 2020 and 2022 SAT poll >80% of SAT reporting that the SAT workload allocation is fair in 2020 and 2022 SAT poll

2: CONTINUING TO SUPPORT OUR GRADUATE STUDENTS

Objective	Actions 2018-2022	Task, person responsible and timescale	Justification	Success measure
Further understand the reasons why graduate students do not accept offered places Pg. 22	2.1 Routinely record reasons for not accepting DPhil and MSc(Res) places	**Deputy DGS (SAT)** to collect reasons for not accepting offered places (**Jan-July 2019, 2020, 2021**)	**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	Equal offer to acceptance rate for male and female DPhil/MSc(Res) by 2021

		Postgrad WG to review reasons with focus on gender differences (**July 2019, 2020, 2021**) **SAT and Postgrad WG** to develop interventions to encourage men to accept graduate places (**Aug-Sep 2020**)	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	
Ensure part-time study is accessible and positive Pg. 23	2.2 Advertise the possibility of part-time graduate study and include profiles of PT students on website to encourage uptake 2.3 Review the satisfaction of part-time students in our biennial student survey and termly student barometer	**Deputy DGS (SAT)** to ensure all adverts for graduate study include information about part-time study (**ongoing 2018-2022**) **CO (SAT)** to include profiles of PT students on graduate study webpages (**Dec 2018**) **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 **Postgrad WG and SAT** to develop targeted initiatives if necessary	**ACTION ACHIEVED:** Change in University regulations to permit part-time DPhil/MSc(Res) study from October 2018. **IMPACT:** We have already obtained approval to accept three students to study part-time. **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.	All graduate studies adverts include PT study statement 6 part-time graduate students enrolled by Oct 2020 No difference between PT and FT student satisfaction in 2019 and 2021 student surveys
Increase teaching opportunities for postgraduate students Pg. 53	2.4 Provide teaching opportunities for postgraduate students on the new MSc in Clinical and Therapeutic Neuroscience	**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	>50% of eligible students involved in teaching by 2021

			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.	
Provide more statistics support for graduate students Pg. 53	2.5 Organise annual one-week statistics workshop for postgraduate students and postdocs	**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

3: IMPROVE GENDER REPRESENTATION ACROSS THE ACADEMIC CAREER PIPELINE

Objective	Actions for 2018-2022	Specific tasks, person responsible and timescale[16]	Justification	Success measure
Increase number of women with URL, AP and Professor titles Pg. 29=30 Pg. 42-43	3.1 Identify all eligible candidates for RoD schemes annually and encourage applications 3.2 Provide internal support for RoD applicants to strengthen applications	**DA (SAT) and HoD (SAT)** to identify and email eligible candidates, encourage them to apply and invite to meet and discuss. (**March 2018 - 2022**) **DA (SAT) and HoD (SAT)** to establish gender-balanced internal RoD committee to review applications prior to submission	**AIM ACHIEVED:** We have increased the number of women holding Associate Professor and Professor titles since 2014. **NEED:** The proportion of women holding the Professor title is not consistent with our pipeline. We currently have no staff with the URL title.	3 successful female applications for Professor title by 2022 3 successful female applications for AP title by 2022

	3.3 Offer mentorship for unsuccessful RoD candidates 3.4 Request PT working patterns are taken into account in the assessment of research outputs of PT researchers for the RoD	and provide advice to strengthen applications (**April 2018 - 2022**) **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**) **HoD (SAT)** to request working pattern is taken into account by the University panel in supporting letter (**May 2018-2022**)		2 successful female applications for URL title by 2022
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
Increase the number of Academic Clinical Fellows who go on to further academic work	3.6 Develop trainee webpages on Department website to increase profile of ACFs and attract high quality applicants	**Director of Medical Studies (SAT) and Clinical Academic WG** to produce trainee pages on Department website to increase the visibility of ACFs in the	**AIM ACHIEVED:** We have established Academic Clinical Fellowships, NHS-funded positions that provide protected academic time for trainees.	Trainee pages of website launched in 2019 Briefing documents circulated to all ACF

Pg. 30-31	3.7 Increase the support and monitoring given to ACFs 3.8 Produce briefing notes for ACF supervisors	Department for prospective applicants **(June-Dec 2018)** **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)** **Director of Medical Studies (SAT)** to produce a briefing document for all ACF supervisors to clarify expectations and encourage proactive involvement of ACFs in publications **(Sept 2018)**	**IMPACT:** Since 2014, 10 ACFs (6M, 4F) have been appointed. **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.	supervisors between 2018-2022 Increase in publications authored by ACFs 40% of ACFs to go on to further academic work (e.g. PhD) by 2020
Support female clinicians to continue with academic work Pg. 51-52	3.9 Host biannual female academic networking events 3.10 Provide online access to podcasts of Department seminars to clinicians 3.11 Proactively promote opportunity to apply for honorary clinical positions within the Department to clinical teams 3.12 Continue to work to develop joint Oxford Health NHS Trust/University posts through the BRC	**Clinical Academic WG** to host biannual female academic networking events **(biannually 2018-2022)** **CO (SAT)** to upload podcasts of Department seminars to website **(ongoing)** **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)** **HoD (SAT)** to continue to discuss joint Trust/University posts with Oxford Health **(ongoing)**	**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. **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	Networking events held biannually and attended by >10 female clinical academics Online seminar podcasts accessed by at least 3 people per podcast Increase in number of female Honorary Clinical Senior Lecturers (HCSLs) and other honorary positions by 2022 New joint Trust/University

			attend due to 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 will continue to explore possibilities with Oxford Health NHS Trust for joint Trust/University posts.	post established by 2021
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, 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.	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

4: SUPPORT CAREER PROGRESSION FOR ALL STAFF

Objective	Actions for 2018-2022	Task, person responsible and timescale	Justification	Success measure
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 training every four years	**HRM (SAT)** to only approve mixed gender interview panels **(2018 – 2022)** **Data WG** to review composition of interview panels annually to ensure compliance (**April, 2019 – 2022**) **Data WG** to review PI uptake of recruitment training. **HRM** to prompt PIs to renew training where necessary **(annually Sept)**	**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, this is recorded on the central University data system with a justification. **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.	No single sex interview panels between 2018-2022 All PIs to complete recruitment training every 4 years
Make career development information easily accessible to all staff Pg. 40-41	4.3 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)**	**AIM ACHIEVED:** Developed and implemented standardised Department induction. **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.	Webpages created > 90% of staff continue to find induction useful > 80% of staff clear about career development

			NEED: Only 61% of staff reported feeling clear about career development opportunities available in the 2018 staff survey. This information (e.g. access to training and other career development opportunities) is available at induction.	opportunities in 2020 staff survey
Ensure 100% uptake of mandatory induction training Pg. 47-48	4.4 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
Ensure all staff have access to training Pg. 47-48	4.5 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 training to ensure fair access.	>90% aware of Department training fund by 2020 survey >90% of researchers agree that they have opportunities to participate in formal and/or informal training at work. Lack of funding not given as a barrier to workplace learning

				in 2020 and 2022 staff surveys.
Ensure all staff are given a high quality annual PDR Pg. 49-51	4.6 Maintain high PDR completion rate 4.7 Provide PDR training for all new managers 4.8 Develop a "How to administer high quality PDRs to your team" guide for managers 4.9 Survey PIs for feedback on peer-to-peer PDR system	**DA (SAT)** to send reminders (**September 2018 – 2022**) **DA (SAT) and HRM (SAT)** to notify new managers that PDR training is mandatory and send reminders (**July, 2018 – 2021**) **DA (SAT)** to produce PDR guide for managers (**Sept 2018**) **Academic Career WG** to run an anonymous survey of PIs to seek feedback on peer-to-peer PDR system (**June 2018**) **AS Lead (SAT)** to report feedback from PI survey to SMT and recommend any necessary changes to improve PI PDR process (**September 2018**)	**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, 41% in 2016 and 89% in 2017. **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.	>90% PDR completion rate in 2019,2020, 2021 All managers to have completed PDR training PDR guide produced and circulated to all managers >95% of researchers report that PDR is useful in 2020 and 2022 surveys >80% PIs report that PDR is useful in 2020 and 2022 surveys
Share our experience to strengthen PDR in other Departments Pg. 49-51	4.10 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

5: SUPPORT CAREER PROGRESSION FOR RESEARCHERS

Objective	Actions 2018-2022	Task, person responsible and timescale	Justification	Success measure
Ensure Early Career Researchers are well informed about the REF 2021 Pg. 43-44	5.1 Hold a "REF-Prep" lunch to increase understanding and awareness of REF in Early Career Researchers	**Academic Career WG** to plan REF-Prep lunch and invite speakers (**Sept 2018**) **DA (SAT)** to send email invitations to all staff eligible (or potentially eligible) to be returned in the next REF **Sept-Oct 2018**) **HoD (SAT)** to ask PIs to attend and share experience/expertise with junior staff (**Sept-Oct 2018**)	**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.	REF-Prep session held by end of 2018 REF-Prep session rated useful by >80% of attendees
Continue to develop and optimise grant application support Pg. 54-56	5.2 Survey presenters from first two years of Department Research meetings to gain feedback on meeting format 5.3 Formal review of impact of grant support system on funding success	**Academic Career WG** to conduct survey (**October 2018**) **Data WG** to review success rates of applications presented at research meetings and supported by AHoDR (**October 2019**)	**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. **NEED:** Once sufficient data has been collected for analysis, it will be important to assess whether presenting at a Research Meeting and accessing support from the AHoDR increases the success rate of funding applications.	Greater proportion of presented vs. un-presented proposals successfully funded Higher success rates for applications that have been through the AHoDR system

6: SUPPORT CAREER PROGRESSION FOR PROFESSIONAL AND SUPPORT STAFF

Objective	Actions for 2018-2022	Task, person responsible and timescale	Justification	Success measure
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 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	**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 emails to staff who might particularly benefit (**ongoing**)	**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 delivered in other MSD Departments. **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.	>50% of PSS to attend events >80% of PSS clear about career development opportunities by 2020 staff survey >90% of PSS clear about career development opportunities by 2022 staff survey 2 PSS to have accessed mentorship through Careers Network scheme

7 PROMOTE FAMILY FRIENDLY WORK ENVIRONMENT

Objective	Actions 2018-2022	Specific tasks, person responsible and timescale	Justification	Success measure
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	**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	**AIM ACHIEVED:** Parental leave survey repeated biennially. On basis of feedback, we have introduced formal exit and re-entry meetings	Run parental leave survey 2019 and 2021 100% survey uptake

		meetings in parental leave survey (**2019 and 2021**) **Flexible WG** to develop standardised checklists for exit and re-entry meetings, in consultation with staff who have recently taken parental leave **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**) **HRM (SAT)** to ensure all staff taking leave and their managers have received the parental leave guide (**2018 – 2022**)	with HR for staff going on parental leave. **NEW ACTIVITY:** Parental Leave Guide developed to ensure Department's family friendly policies and support are widely advertised. This guide is posted on our website and given to all staff going on Parental Leave. **NEED:** We want to further develop and monitor the effectiveness of these new initiatives.	100% of parental leavers receive exit and re-entry meetings with line managers 100% find exit and re-entry meetings useful 100% find parental leave guide useful
	7.2 Develop standardised checklists for use in exit and re-entry meetings			
Increase uptake of Shared Parental Leave Scheme Pg. 64	7.3 Promote UK Government's Shared Parental Leave scheme (SPL)	**Flexible Working WG** to develop user-friendly information about SPL on Department website (**July 2019**) **HRM (SAT)** to include information about SPL in parental leave meetings (**2018 – 2022**) **Flexible Working WG** to include specific questions in regular parental leave surveys to gather 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**)	**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.	At least two staff to have taken SPL by 2022

8: IMPROVE WORKPLACE ORGANISATION AND CULTURE

Objective	Actions 2018-2022	Specific tasks, person responsible and timescale	Justification	Success measure
Improve the provision and uptake of management training Pg. 69-70	8.1 Establish a record of training completed by managers 8.2 Organise annual "Good Management Practice" training workshop for PIs 8.3 Require all new managers to complete Oxford Learning Institute management training as part of their mandatory induction training	**DA (SAT) and HRM (SAT)** to establish a record of management training completed to date **(May – Jun 2018)** **Culture WG** to organise training workshop in consultation with Oxford Learning Institute **(April 2019, 2020, 2021)** **HRM (SAT)** to include management training in mandatory induction training for new managers **(ongoing)**	**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.	>80% of managers to have completed management training by 2020 >90% of managers to have completed management training by 2022 All managers to report that they are confident applying HR policies in 2020 and 2022 staff surveys
Increase the proportion of BH cases that are reported to the BH Officers Pg. 70-71	8.4 Continue to run annual National Anti-Bullying Week campaigns promoting BH Officers 8.5 Offer Bystander training to all staff/students 8.6 Include BH training in "Good Management Practice" training workshop	**CO (SAT)** to run National Anti-Bullying Week campaigns, including featuring articles in newsletter **(Nov, 2018 – 2022)** **Culture WG** to organise bystander training as part of the National Anti-Bullying Week campaign **(Nov 2018)**	**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 reported to the BH Officers.	Awareness of BH Officers increased to 85% of staff in the 2020 and 2022 staff surveys At least 50% of BH experiences reported in staff survey also reported to our BH Officers

	8.7 Include a question in the next survey about whether people feel that the BH they have reported has been sufficiently dealt with	**Culture WG** to include BH training in annual management workshop **(April 2019, 2020, 2021)** **Culture WG** to include question about whether BH experienced has been sufficiently dealt with (**2020 survey**)	**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.	
Review potential discrimination against BME and LGBT staff Pg. 69	8.8 Hold focus groups to consult with staff about BME and LGBT discrimination	**Culture WG** to hold focus groups. Open call to Department to invite people to contribute to the process (**April 2019**)	**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 compared to straight or white staff, so we will do some initial work to establish if this is an issue within our Department.	Ability to report on discrimination/BH experienced by BME and LGBT staff
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	**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	Committee nomination process written and shared with staff Committee membership included in Department Annual Report

		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**)	also MSD committees with Departmental representatives. We don't have a standard process for making nominations.	
Increase the accessibility of our Department seminars for those unable to attend in person Pg. 75-76	8.11 Make Department seminars and meetings available online	**Academic Career WG** to work with Facilities Manager to develop system of posting audio recordings, podcasts and written summaries of meetings and seminars online (**Jan 2018 – Mar 2022**)	**NEED:** Our 2018 staff survey highlighted that holding all meetings and seminars in core hours can make it difficult for clinicians to attend.	80% of Department seminars and meetings digitised by end 2018
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

Increase number of Department-wide social events to ensure staff feel integrated into Department social life Pg. 75-76	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 programme of Department-wide social events with the support of the DA and HoD (**2018 – 2022**)	**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 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.	> 90% of staff feel included in Department social activities in 2020 and 2022 surveys Variety of events organised to attract staff with different interests.

LANDSCAPE PAGE

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