



Athena SWAN Silver department award application

Name of university: OXFORD

Department: EXPERIMENTAL PSYCHOLOGY

Date of application: APRIL 2015

Date of university Bronze Athena SWAN award:

RENEWED NOVEMBER 2013

Contact for application: ELAINE FOX

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ACRONYMS USED IN THIS APPLICATION

AP	Action Point
DA	Departmental Administrator
DB	Departmental Board
DPhil	Doctorate in Philosophy degree
EOD	Equal Opportunity and Diversity Training
EP	Experimental Psychology
ExCo	Departmental Executive Committee
HoD	Head of Department
JCC	Joint Consultative Committees
MSD	Medical Sciences Division
NIHR	National Institute for Health Research
PDR	Personal Development Review
PGR	Postgraduate Research
PP	Psychology and Philosophy
PPL	Psychology, Philosophy and Linguistics
PPP	Psychology, Philosophy and Physiology
PI	Principal Investigator
RA	Research Administrator
RoD	Recognition of Distinction. The University's promotions exercise which awards the title of professor to eligible staff; such staff are referred to as titular professors.
SAP	Self Assessment Process
SAT	Self Assessment Team

RESEARCH GRADES AND TITLES USED IN THIS APPLICATION

Grade 7	Post-doctoral 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 for their research.
Grade 9	Researcher with a recognized research reputation and generally leading a significant overarching research programme.
Grade 10	Researcher with a substantial research reputation in their field and leading a significant overarching research programme.
Associate Professor	The main academic grade at Oxford with research, teaching, and administrative duties. Academic staff on this grade typically have a college association with associated teaching responsibilities (Tutorial Fellowship).
Titular Professor	An Associate Professor or senior researcher awarded the title of Professor via the Recognition of Excellence exercise, in recognition of excellence of their work.
RSIV Professor	This grade is equivalent to a research professorship. Post-holders at this grade typically do not have teaching duties, but lead a significant overarching research programme with a substantial team of researchers. Most will have a college association that does not include teaching duties (Supernumerary Fellowship).
Statutory Professor	A professor appointed to a defined permanent professorial post, filled by open recruitment, with college association (Professorial Fellowship).

1. Letter of endorsement from the head of department: maximum 500 words

DEPARTMENT OF EXPERIMENTAL PSYCHOLOGY
Tinbergen Building, 9 South Parks Road, Oxford OX1 3UD

Professor Glyn Humphreys
Watts Professor & Head of Department

Direct line: +44 (0)1865 271356 Email: glyn.humphreys@psy.ox.ac.uk



27th April 2015

Dear Ms Dickinson

I am writing to confirm my wholehearted support for our application to Athena SWAN for a Departmental Silver Award. The Silver Award is a key objective for us and has my strongest personal support.

We initiated our formal Athena SWAN process in mid-2011 and we were delighted to receive a Bronze Award in 2012. Since then we have been enthusiastic in appraising our culture and procedures, and have taken steps to embed Athena SWAN into our ways of working. We believe this has helped us recognise steps that would be highly beneficial to women, men and the Department as a whole.

We have made substantial progress during the last 3 years towards addressing the main issues identified in our Bronze application. These are:

1. Taking steps to increase the number of senior female academics and to have appropriate support structures in place for them;
2. Improving career development procedures, particularly through the annual Personal Development Review (PDR) process; and improving the transparency of our procedures;
3. Working to identify possible leaks in the career 'pipeline' and to set-up procedures to reduce such leaks;
4. Ensuring monitoring processes are followed by SMART actions.

Examples of step 1 are: (i) a new Statutory Chair in Cognitive Neuroscience filled by Kia Nobre, (ii) promotion to professorial grades of Gaia Scerif and Kate Watkins, (iii) appointments of Anke Ehlers, Elaine Fox and Jane Riddoch to RSIV Research Professor grades, and (iv) appointments of Molly Crockett and Lucy Bowes to the two Associate Professorial posts created since our Bronze award. Our PDR process specifically aims to provide support for these post-holders.

To achieve step 2 we have implemented an annual PDR procedure across all levels of staff, along with a mentoring scheme; we have developed an explicit workload policy; we have implemented an explicit mechanism to encourage and to review all potential cases for promotion.

To achieve step 3 we have collected data on the numbers of female and male applicants and post holders at all levels of the Department. We have identified a particular 'leak' in terms of numbers of female research postgraduate applicants and we have set in place measures to address this.

Step 4 is addressed through regular meetings of our Athena SWAN committee, to review our SMART actions. This has led both to novel ideas for improvements and a better understanding of key issues.

Our staff surveys indicate that we have achieved significant improvements in satisfaction with Departmental transparency and the enhancements to career development and maternity leave processes. This is communicated regularly (a) in monthly Head of Department briefings, (b) in our annual all-staff Away Day, and (c) in the meetings of our Departmental board and Executive Committee, where Athena SWAN is a set agenda item.

I believe that the steps we have made to ensure balance and equity at work is helping to create an environment in which women researchers can achieve their full potential within a Department that strives for international excellence.

Yours faithfully

A handwritten signature in purple ink, appearing to read 'Glyn Humphreys', with a stylized flourish at the end.

Professor Glyn Humphreys, FBA

Watts Professor and Head of Department

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

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

Our Athena SWAN journey began with the formation of the Department's first SAT in November 2011. Led by Professor Dorothy Bishop, who had become increasingly interested in the career paths of women in science, the original SAT consisted of 12 members, including our then newly appointed Head of Department (Professor Glyn Humphreys), who came to EP from the University of Birmingham in 2011. We were awarded a Bronze award in the April 2012 Athena SWAN round. Leadership of the SAT was taken over by Professor Miles Hewstone in 2012, who stepped down in 2014 due to other work commitments, and Professor Elaine Fox took over leadership of the SAT in October 2014. Our current team includes five members of the original panel, ensuring a degree of continuity in the development of our Athena SWAN strategies and activities. While Prof Bishop is no longer on the SAT, she continues to advise and support the SAT as we develop our Athena SWAN goals.

The current self-assessment team (SAT) members are described below and were chosen to represent a good mix of staff grades and roles within the Department. Our central aim is to ensure that working and studying in EP at Oxford is an intellectually challenging and stimulating experience while providing a warm, welcoming, friendly and supportive environment.

Name	Departmental Role	Work Life Balance
Julia Badger	Post-doctoral Researcher Teaching Duties	Julia benefits from flexible working arrangements available in the Department due to living outside Oxford.
Nicholas Cooper	DPhil Student (2 nd Year)	Nick keeps us up to date with the views of our postgraduate students.
Elaine Fox	Research Professor (RSIV) and Chair of SAT.	Elaine joined EP in 2013 and has been a full-time academic for 26 years. She balances running an expanding research group with a number of public engagement activities.
Anneke Haddad	Post-doctoral Researcher and Departmental Lecturer	Anneke has taken one period of maternity leave during her 4-year appointment and balances being a mother to one young child with full time work.

Miles Hewstone	Titular Professor (Former Chair of SAT)	Miles has been a full-time academic for nearly 30 and has brought up two children very much hands-on as his partner travels extensively for work. Flexible working hours are important to him.
Glyn Humphreys	Statutory Professor and Head of Department	Glyn has been a full-time academic for over 30 years and came to Oxford in 2011. He balances managing an active research group, with teaching commitments, running the department, and family commitments.
Kathrin Cohen Kadosh	Post-doctoral Researcher and College Lecturer	Flexi-time work arrangements are very important to Kathrin, as she shares the care of two little boys with her husband.
Anna Mitchell	MRC Career Development Research Fellow	Flexible working conditions have been essential for Anna as she combines her research career with raising her two young girls one of whom is disabled with complex medical problems.
Robin Murphy	Associate Professor	Robin has been an active educator and researcher in new and old universities in the UK for 20 years raising two children with his academic partner
Christopher Summerfield	Associate Professor	Chris joined EP in 2008. He juggles his university and college positions with an industry consultancy. He has two children in primary school.
Tracy Tompkins	Departmental Administrator	Tracy has worked in the University for over 11 years, initially part time when her two boys were in primary school. She studied along the way gradually increasing her hours and levels of responsibility while gaining promotion into more senior

		roles.
Elizabeth Woodward	DPhil Student (2 nd Year) and Part-time teaching	Flexible working is valuable to Lizzie as she has minor care responsibilities for her mother.

(216 words)

b) an account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission

Our SAT meets regularly – typically 6 times per year – to focus on addressing issues that are raised by staff and student data. We make every effort to ensure that our self-assessment process (SAP) is fully embedded within the Department by means of the following:

- The HoD, Prof Glyn Humphreys, is an enthusiastic SAT member.
- The SAT lead, Prof Elaine Fox, sits on the Departmental Executive Committee (ExCo).
- The SAP is a standing item on the agenda of ExCo, the Departmental Board (DB), and the Annual Departmental Away Day.
- Several SAT members have significant roles (teaching, research, leadership) within the Department, Colleges, and the wider University and are encouraged to raise Athena SWAN relevant issues where appropriate, reporting back to our SAT.
- Athena SWAN has a prominent position on our Departmental website.

We involve all of our staff in the SAP by:

- Conducting an annual anonymous on-line survey of all staff and DPhil students. Response rate in 2014 was over 80%.
- Conducting focus groups to canvass opinion on the effectiveness of specific actions (e.g. introduction of parent/child social coffee mornings).
- The SAT lead gives regular up-dates to each Departmental Board and ExCo meeting and presents an up-date at our annual staff away day in April of each year.
- Athena SWAN issues are included as a standing item in our Departmental newsletter.

Key Actions Achieved Since Bronze Award

- **Easy to access databases are now available for Athena SWAN relevant data across both student and staff indicators (APs 1.1-1.9, 2.1-2.2, 3.1, 4.6, 5.1).**
- **The number of female professors has doubled, increasing from 4 (of 13 professorial staff: 30.7%) in 2012 to 8 (of 20 professorial staff: 40.0%) currently (APs 3.2, 4.8, 5.7).**
- **An annual Anne Treisman lecture series is now in place in which a prominent female psychologist is invited to give a talk followed by a lunch open to all who attend the lecture (APs 4.8, 5.7, 6.2).**
- **Clear information is now provided on flexible working arrangements, maternity and paternity leave, including a completely up-graded new departmental and University web-**

- site that provides easy to find information (APs 4.1, 6.1, 6.2, 6.3)
- An annual appraisal/personal development review (PDR) scheme was introduced for all academic staff at Grade 9 and above with the HoD and for all researchers with their supervisor or line managers in 2012. This had an excellent uptake rate of 88% in 2014 (APs 4.1, 4.3, 4.4)
 - Departmental seminar times have now been changed from 16:30 – 17:30 to 12:00 – 13:00 to facilitate those with child-care and other after-work commitments. In addition, all research groups now target their seminars to fall within the key working times of 10am-4pm (APs 5.6 & 5.8).
 - A new workload model has been developed by the Head of Department and information about workload and options for Recognition of Distinction is now much clearer and transparent and openly discussed at Departmental Board meetings (APs 5.2 & 6.3).
 - The Department sponsors two nursery places for members of academic staff and has introduced a dedicated room for nursing mothers (with fridge and comfortable chairs) to facilitate the return to work following maternity leave (AP 6.4).

(515 words)

- c) Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.*

The SAT will continue to meet every two months and we have now assigned responsibility for specific action points in the SAP to at least two specific SAT members in order to monitor the success of these actions and to ensure that further action (if needed) can be rapidly put into place. While Athena SWAN has been focused on the career advancement of women, we will continue to emphasize that the process aims to make working practices better for everyone in our Department. Athena SWAN will continue to be an agenda item at all ExCo meetings, DB Meetings and the Annual Away Day. Our HoD will remain on the SAT and the SAT lead will remain on ExCo. We are establishing two discussion groups in 2015 to a) address ways to increase the proportion of women in permanent academic positions, and b) increase the proportion of female students on our DPhil Research degree. Both groups will be chaired by a member of SAT and will report back to the SAT in our January/February meeting of each year. The SAT will report to the MSD Athena SWAN Steering group and raise issues that would require action at a Divisional or University level.

(201 words)

[Section 2: 932/1000]

3. A picture of the department: maximum 2000 words

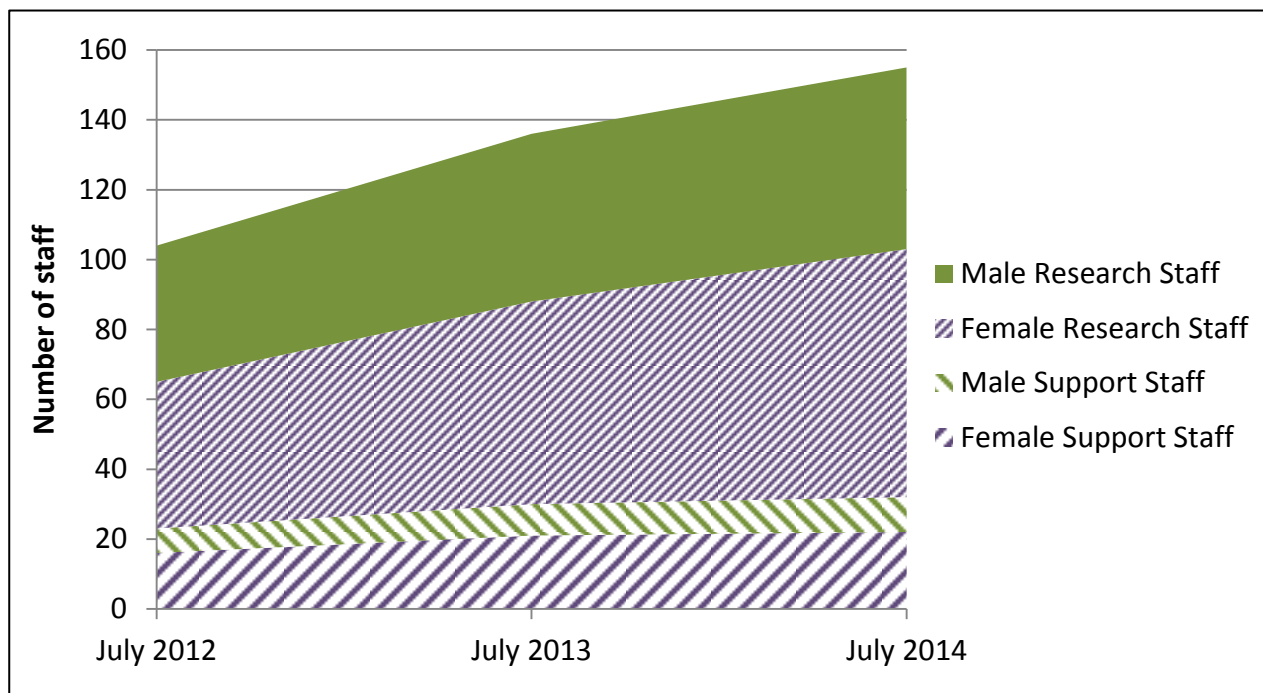
- a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.*

The Department of Experimental Psychology (EP) is one of the pre-clinical departments of the Medical Sciences Division (MSD) in the University of Oxford. We are widely regarded as being one of the leading Psychology Departments in the UK, and a major international centre for research and training in psychology and cognitive neuroscience. In the 2014 Research Excellence Framework we ranked first place in **Psychology, Psychiatry and Neuroscience** across UK Institutions in the overall quality of our submission, and had the highest proportion of world leading research. We scored 100% for the quality of our research and training environment, including for the support we provide for career development.

The Department is thriving and rapidly expanding with a growth of 34% in academic and research staff along with a 28% increase in support staff since our Bronze award (Figure 1). In total, we currently have 123 academic and research staff (71 female: 58%) and 32 support staff (22 female: 68.7%). This growth has posed some challenges in terms of providing good quality office and laboratory space in a relatively old building. However, an extensive programme of refurbishment is currently underway to ensure good quality working conditions for all our staff.

Research within EP is organized into four major research themes: Behavioural Neuroscience; Cognitive Neuroscience; Developmental Science, and Social Psychology and Psychological Disorders. Psychology in Oxford has always had a strong focus on basic science within all of our research themes. However, the arrival of many new senior academic and research staff over the last few years has led to a broadening of focus within the Department with an increasing emphasis on translational and clinical research. While our basic science research within all groups remains strong, we now have research groups focused primarily on translational, clinical and interdisciplinary research e.g. Oxford Centre for Emotion & Affective Neuroscience (Female Director); Oxford Cognitive Neuropsychology Centre (Male Director); Oxford Centre for Anxiety Disorders and Trauma (Female and Male Co-Directors); Social and Evolutionary Neuroscience Group (Male Director). This increasing emphasis on translating basic psychological science to applied real world problems encourages an interdisciplinary focus and enhances a vibrant and stimulating environment for all our staff and students. For instance, comments from our staff survey and various discussions (e.g. at our Annual Away Day in 2015) have made clear that the establishment of these new research groups (particularly those led by female professorial staff) has had a very positive effect on the perceived role of women in leadership positions. This is enhanced too by women having high visibility directorships of major facilities used by our researchers (Kia Nobre, Director of the Oxford Centre for Human Brain Activity; Heidi Johansen-Berg, Director of the Oxford Centre for Functional Magnetic Research Imaging of the Brain) and by the College Presidency held by an honorary member of our Department, Maggie Snowling. We hope that these changes will play an important role in attracting new female postgraduate research students who traditionally are more attracted to the more applied aspects of psychology (e.g. clinical psychology).

Figure 1: Change in Staff Numbers from July 2011 to July 2014. Total numbers are shown on Y-axis on the left.



(501 words)

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

Student data

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

We do not provide foundation or access courses.

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

We do not have part-time students. Table 1 shows our combined numbers across our various UG degrees as numbers are small and gender balance does not differ across the different degrees; Experimental Psychology (EP), Psychology and Philosophy (PP), and Psychology, Philosophy and Linguistics (PPL).

Table 1: Undergraduate Student Numbers

	Female		Male		Total
	No.	%	No.	%	No.
2012/13	56	70.0	24	30.0	80
2013/14	59	76.6	18	23.4	77
2014/15	58	82.8	12	17.1	70

The percentage of women studying UG psychology has increased by 12.8% since 2012 to 82.8%. National benchmarking data¹ for UG Psychology students in 2013/14 shows that 78% of students were female, which is very close to our ratio. The drop in total numbers from 80 to 70 is due to fewer students who were offered a place achieving their predicted grades.

We have discussed whether we should attempt to increase the proportion of male students at UG level and concluded that action at a national level would be required to make psychological science more attractive to men. Our SAT lead (Elaine Fox) will organize discussion with SAT leads at similar departments (e.g., UCL, Cambridge, Cardiff) to consider this issue (**Silver AP 2.2 & 2.3**).

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

Because numbers are small we have combined the totals (Table 2) on our two MSc courses: Experimental Psychology and Neuroscience.

There is a similar trend in female:male ratio from the 2013/14 year to the 2014/15 academic year as in our UG courses in that the proportion of female students has increased by 17.3%. Numbers are small so it is difficult to draw firm conclusions; we say more about this issue below when we analyse applications and success rates for our EP and Neuroscience courses separately (Tables 4 and 5).

¹ All national student benchmarking data is from 2013/14 HESA Student data using the JACS principal subject of module Psychology (C8)

Table 2: Taught Postgraduate Student Numbers on MSc Courses (Experimental Psychology and Neuroscience combined)

	Female		Male		Total
	No.	%	No.	%	No.
2012/13	21	56.8	16	43.2	37
2013/14	17	45.9	20	54.1	37
2014/15	22	62.9	13	37.1	35

We also contribute to teaching and supervision on a Doctoral Degree in Clinical Psychology, although we do not formally admit these students (Recruitment and Selection is conducted by The Oxford Institute of Clinical Psychology Training, Oxford Health NHS Foundation). The national female:male ratio for clinical psychology doctorates is 80:20, which is somewhat higher than here 63:37. We will monitor the 2015/16 intake to determine whether the recent reduction in female students is a trend (**Silver AP 1.1**).

Table 3: Postgraduate Student Numbers on Doctoral Course in Clinical Psychology (DClin Psych)

	Female		Male		Total
	No.	%	No.	%	No.
2012/13	14	87.5	2	12.5	16
2013/14	11	78.6	3	21.4	14
2014/15	11	73.3	4	33.3	15

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

We only offer full-time research degrees. The number of MSc(Res) applicants (1-2 per year) is too small to be informative so we focus on DPhil applicants.

For our DPhil Research degree, students can specialize in a variety of disciplines across the range of psychology and cognitive neuroscience, reflecting the diverse theoretical and empirical approaches of our academic staff. We also contribute to the Mental and Cognitive Health Stream of a new Wellcome Trust funded DPhil research degree specifically for clinicians (psychologists,

psychiatrists or neurologists). Established in 2013, this course currently has 4 students (3 female: 75%).

The proportion of female DPhil students has shifted from 67% in 2012, to 42% in 2013, to 58% in 2014 (Table 4). Numbers are small, however, and it is difficult to determine whether fluctuations reflect a real trend.

Table 4: Student numbers on Doctoral (DPhil) Research Degrees (including DPhil for Clinicians since 2014/15)

	Female		Male		Total
	No.	%	No.	%	No.
2012/13	14	66.7	7	33.3	21
2013/14	8	42.1	11	57.9	19
2014/15	11	57.9	8	42.1	19

Nationally the gender balance in 2014/15 is 74% female for psychology at PhD/DPhil level. Since many Universities combine Clinical and Research PhD/DPhil degrees, however, this figure is likely to be inflated as Clinical Psychology training typically attracts more women. We have found that it is difficult to determine which psychology departments combine these figures and which do not making it difficult to accurately determine the ratio of female:male students on Doctoral Research degrees at a national level. To aid comparison, Table 5 shows our combined numbers for all of our Doctoral level Students (Clinical and Research).

Table 5: Student numbers on Doctoral Degrees across Clinical and Research courses.

	Female		Male		Total
	No.	%	No.	%	No.
2012/13	28	75.7	9	24.3	37
2013/14	19	63.3	14	46.7	30
2014/15	22	64.7	12	35.3	34

The proportion of female doctoral level students overall is close to 65% in 2014, which is lower than the national average and this is driven primarily by our DPhil research students where the proportion of women is 58%. We have set up a discussion group to determine why the proportion

of female students on our DPhil research degree is lower than on our BSc and MSc courses and to develop specific actions to increase the number of female applicants to our DPhil degree (**Silver AP 2.1**).

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

There has been a year on year increase in the number of female applicants to our UG degrees from 71% in 2012/13 to 76% in 2014/15. Discussion groups with UG students indicate that the increased visibility of women in our Department has played a role in this increase. One of our second year students (2013/14 intake) commented “*seeing women at the very top in the department has really encouraged me to think about an academic career*”. The application to offer success rate for female and male applicants has remained very similar and equivalent for each gender across the 3-year period.

All those chairing undergraduate admissions panels must have completed an on-line course on equality and diversity and one third of our staff admitting UG students into their colleges have undergone unconscious bias training. Our aim is to increase this to 60% (**Silver AP 4.2**).

Table 6: Ratio of Course Applications to Offers and Acceptances for UG Degrees in EP, PP and PPL.

	Female		Male	
	No.	%	No.	%
2012/13				
<i>Applications</i>	308	71.6	122	28.4
<i>Offers</i>	63	72.4	24	27.6
<i>Acceptances</i>	56	70.0	24	30.0
<i>Success Rate (Offers as % of Applications)</i>	20.5%		19.7%	
2013/14				
<i>Applications</i>	272	72.3	102	27.3
<i>Offers</i>	71	76.3	22	23.7
<i>Acceptances</i>	59	55.1	18	44.9
<i>Success Rate (Offers as % of Applications)</i>	26.1%		21.6%	
2014/15				
<i>Applications</i>	298	75.6	96	24.4
<i>Offers</i>	71	77.2	21	22.8
<i>Acceptances</i>	58	82.9	12	17.1
<i>Success Rate (Offers as % of Applications)</i>	23.8%		21.9%	

The application to success rate of our MSc taught courses in Experimental Psychology (Table 7) and Neuroscience (Table 8) varies year to year but with no consistent trend so we do not intend to take any specific action. However, we will continue to carefully monitor the data to assess whether any imbalances are occurring (**Silver AP 1.1**).

Table 7: Ratio of Course Applications to Offers and Acceptances for MSc Taught Course in Experimental Psychology.

	Female		Male	
	No.	%	No.	%
2012/13				
<i>Applications</i>	50	66.7	25	33.3
<i>Offers</i>	10	55.6	8	44.4
<i>Acceptances</i>	9	56.3	7	43.8
<i>Success Rate (Offers as % of Applications)</i>	20%		32%	
2013/14				
<i>Applications</i>	66	68.0	31	32.0
<i>Offers</i>	13	68.4	6	31.6
<i>Acceptances</i>	10	71.4	4	28.6
<i>Success Rate (Offers as % of Applications)</i>	19.7%		19.4%	
2014/15				
<i>Applications</i>	70	68.6	32	31.4
<i>Offers</i>	10	62.5	6	37.5
<i>Acceptances</i>	8	61.5	5	38.5
<i>Success Rate (Offers as % of Applications)</i>	14.2%		18.8%	

Table 8: Ratio of Course Applications to Offers and Acceptances for MSc Taught Course in Neuroscience.

	Female		Male	
	No.	%	No.	%
2012/13				
<i>Applications</i>	142	53.6	123	46.4
<i>Offers</i>	16	48.5	17	51.5
<i>Acceptances</i>	12	57.1	9	42.9
<i>Success Rate (Offers as % of Applications)</i>	11.3%		13.8%	
2013/14				
<i>Applications</i>	159	57.2	119	42.8
<i>Offers</i>	10	33.3	20	66.7
<i>Acceptances</i>	7	29.2	17	70.8
<i>Success Rate (Offers as % of Applications)</i>	6.3%		16.8%	
2014/15				
<i>Applications</i>	133	56.8	101	43.2
<i>Offers</i>	19	63.3	11	36.7
<i>Acceptances</i>	14	63.6	8	36.4
<i>Success Rate (Offers as % of Applications)</i>	14.3%		10.9%	

Applications to the DClIn Psychology course (Table 9) are predominantly female consistent with the national level of 80% female applicants to Clinical Psychology Doctorates. These are premium places and all offers have been accepted over the period.

Table 9: Ratio of Course Applications to Offers and Acceptances for DClIn Psychology Course in Clinical Psychology.

	Female		Male	
	No.	%	No.	%
2012/13				
<i>Applications</i>	525	82.9	108	17.1
<i>Offers</i>	14	87.5	2	12.5
<i>Acceptances</i>	14	87.5	2	12.5
<i>Success Rate (Offers as % of Applications)</i>	2.6%		1.8%	
2013/14				
<i>Applications</i>	465	82.3	100	17.7
<i>Offers</i>	11	78.6	3	21.4
<i>Acceptances</i>	11	78.6	3	21.4
<i>Success Rate (Offers as % of Applications)</i>	2.4%		3.0%	
2014/15				
<i>Applications</i>	506	80.3	124	19.7
<i>Offers</i>	11	73.3	4	26.7
<i>Acceptances</i>	11	73.3	4	26.7
<i>Success Rate (Offers as % of Applications)</i>	2.2%		3.2%	

Table 10: Ratio of Course Applications to Offers and Acceptances for DPhil Research Course in Experimental Psychology.

	Female		Male	
	No.	%	No.	%
2012/13				
<i>Applications</i>	48	58.5	34	41.5
<i>Offers</i>	17	60.7	11	39.3
<i>Acceptances</i>	14	60.7	7	33.3
<i>Success Rate (Offers as % of Applications)</i>	35.4%		32.4%	
2013/14				
<i>Applications</i>	51	56.0	40	44.0
<i>Offers</i>	15	50.0	15	50.0
<i>Acceptances</i>	7	36.8	12	63.2
<i>Success Rate (Offers as % of Applications)</i>	29.4%		37.5%	
2014/15				
<i>Applications</i>	64	59.3	44	40.7
<i>Offers</i>	13	54.2	11	45.8
<i>Acceptances</i>	8	50.0	8	50.0
<i>Success Rate (Offers as % of Applications)</i>	20.3%		25%	

Table 11: Ratio of Course Applications to Offers and Acceptances for Wellcome Trust DPhil Programme in Experimental Psychology for Clinicians.

	Female		Male	
	No.	%	No.	%
2014/15				
<i>Applications</i>	4	66.7	2	33.3
<i>Offers</i>	3	100	0	0
<i>Acceptances</i>	3	100	0	0
<i>Success Rate (Offers as % of Applications)</i>	75.0%		0.0%	
2015/16				
<i>Applications</i>	2	50.0	2	50.0
<i>Offers</i>	0	0	1	100
<i>Acceptances</i>	0	0	1	100
<i>Success Rate (Offers as % of Applications)</i>	0.0%		50.0%	

59% of applications to our Doctoral research degree (Table 10) are female. All applications are assessed by our Graduate Admissions Committee (GAC), which is chaired by a female Research Professor and has 1 other female and 2 male members. Candidates are shortlisted on the basis of their applications along with comments from their potential supervisor (one of our academic or senior research staff). The offer to acceptance rate varies for men and women but again there is no systematic trend.

While the proportion of female applicants to our DPhil research degrees is lower than our MSc (except MSc in Neuroscience) courses, when we take into account Clinical Psychology and Research Doctorates together, close to 80% (79.7%) of our applicants to Doctoral level degrees are female. Two members of the SAT have established a discussion group and are currently assessing the issues raised by these figures and developing an action plan to increase the number of female applicants for research degrees (**Silver AP 2.1**).

We have compared DPhil applications and offers across the different research groups in the Department to determine whether there are any gender differences. Our analysis suggests that the numbers of female DPhil students are lowest in Behavioural Neuroscience (27%, 7/26) compared with other groupings (57%, 43/75). We are addressing this by giving better case examples of female graduates in behavioural neuroscience on our postgraduate recruitment website. We already have actions in place to increase the number of applicants (female and male) to our research degrees more generally. For instance, we ran a specialist Career Development Seminar on DPhil research studies in conjunction with the Departments of Psychiatry and Clinical Neurosciences aimed at our Grade 6 staff (**Silver AP 2.1**).

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

Table 12 shows the degree classification of our UG students. In general, the proportion of first-class honours degrees going to female students is higher than those going to male students.

There is no difference in these proportions between EP & PPP. The first PPL graduates will be in 2015.

Table 12: Degree Classification by Gender

Cohort		Experimental Psychology			Psychology, Philosophy, Physiology			Psychology, Philosophy		
		F	M	Total	F	M	Total	F	M	Total
Absolute number of students at different degree classifications.										
2009/10	First	13	2	15	3	5	8			
	2.1	24	11	35	12	8	20			
	2.2					1	1			
2010/11	First	15	3	18	6	1	7			
	2.1	20	10	30	11	6	17			
	2.2		2	2	1		1			
2011/12	First	13	5	18				4	0	4
	2.1	21	6	27	n/a (PPP ended in 2011)			10	8	18
	2.2		1	1						
Percentage within each gender who obtained 1 st class degrees										
		F	M	Total	F	M	Total	F	M	Total
2009/10		35.1	15.4	30.0	20.0	35.7	27.6			
2010/11		42.9	20.0	36.0	33.3	14.3	28.0			
2011/12		38.2	41.7	39.1	n/a (PPP ended in 2011)			28.6	0	18.2

Possible results for the MSc course are Distinction, Pass or Fail. Over the last three years no students of either gender have failed the course. Typically only a small number of distinctions are awarded each year and Table 13 shows that due to the small number of students the success rates of both genders vary greatly.

Table 13: MSc Course result (Experimental Psychology and Neuroscience combined)

		Female			Male		
		Distinction	Pass	Total	Distinction	Pass	Total
2011/12	Number of students	5	13	18	1	16	17
	% within each gender	27.7%	72.3%		5.9%	94.1%	
2012/13	Number of students	2	19	21	6	9	15
	% within each gender	9.5%	90.5%		40%	60%	
2013/14	Number of students	2	15	17	4	15	19
	% within each gender	11.7%	88.3%		21.1%	78.9%	

There are no degree classifications at DPhil level, however the submission rates for male and female students is identical with 79% of students submitting within 4 years.

Action Points for 2015-2018

- 1.1 Continue to monitor student data by gender
- 2.1 Increase the proportion of female students studying for postgraduate research degrees
- 2.2 Increase knowledge about postgraduate study options among our UG students
- 2.3 Increase the proportion of male students at UG level

(1375 words)

Staff data

- (vii) ***Female:male ratio of academic staff and research staff – researcher, lecturer, senior lecturer, reader, professor (or equivalent). Comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels***

There are two main categories of tenured academic post at the University of Oxford: Statutory and Associate Professor. The number of Statutory Professorships available is limited but researchers can also be appointed to the professorial-equivalent grade of RSIV. Titular professors are Associate Professors and Senior Researchers who have been awarded a professorial title in a University-wide Recognition of Distinction (RoD) exercise or by a panel chaired by the Vice-Chancellor between RoD exercises. The award of the title typically does not change the post, the duties or the salary of the holder; it is primarily a means of recognising academic distinction.

Figure 4: Academic career pathway in Oxford

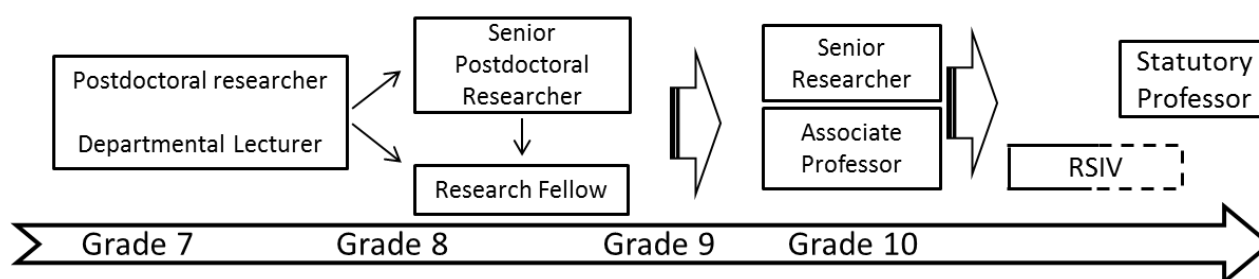


Figure 5 and Table 14 show the number of research and academic staff in the department between 2010 and 2014. Absolute numbers have increased in all categories except Associate Professor where recruitment has been limited. The female:male ratio at Grade 7 is currently 55% female, which is similar to our DPhil entry, where female students make up 50% of the current intake. Although we have seen a decrease in the proportion of female staff at Grade 7 since 2010, the proportion of female senior researchers has increased from 38% to 53%. The proportion of female Associate Professors has decreased from 55% to 38% due to 2 women being promoted. The numbers of Professors have almost doubled and the proportion of female Professors has increased from 33% in 2012 to 40%, which is higher than the national average² where only 28% of Professors are female (**Bronze AP 3.2**).

Although our proportion of female Professors has improved we do not remain complacent. The proportion of female Associate and Full Professors taken together is 38.7% (12/31) and since 80% of our undergraduates and 65% of our postgraduate students are female we would argue that a higher proportion of professors should also be female over the coming years. We therefore aim to

² 2013/14 HESA Staff Data for Psychology and Behavioural Sciences (104)

increase the proportion of female Associate and Full Professors (Statutory and Titular) to at least 50% over the coming 3 years. To do this we will continue to seek funding for additional core posts (as with our new Professorship in Translational Neuroscience) to allow us more flexibility in trying to increase the proportion of women in permanent posts. In our current 5-year plan we have budgeted for 6 new Associate Professor positions over the next 3 years. We are also committed to continuing our strategy of attracting senior women (and men) to EP by means of external funding, which has been a successful strategy over the past few years. Ideally we would like to increase the proportion to > 60% in order to be compatible with the proportion of women in postdoctoral positions (c. 60%) and this is our longer-term aim (**Silver AP 5.1, 5.2**).

Figure 5: Research and Academic Staff by Grade for 2010-2014.

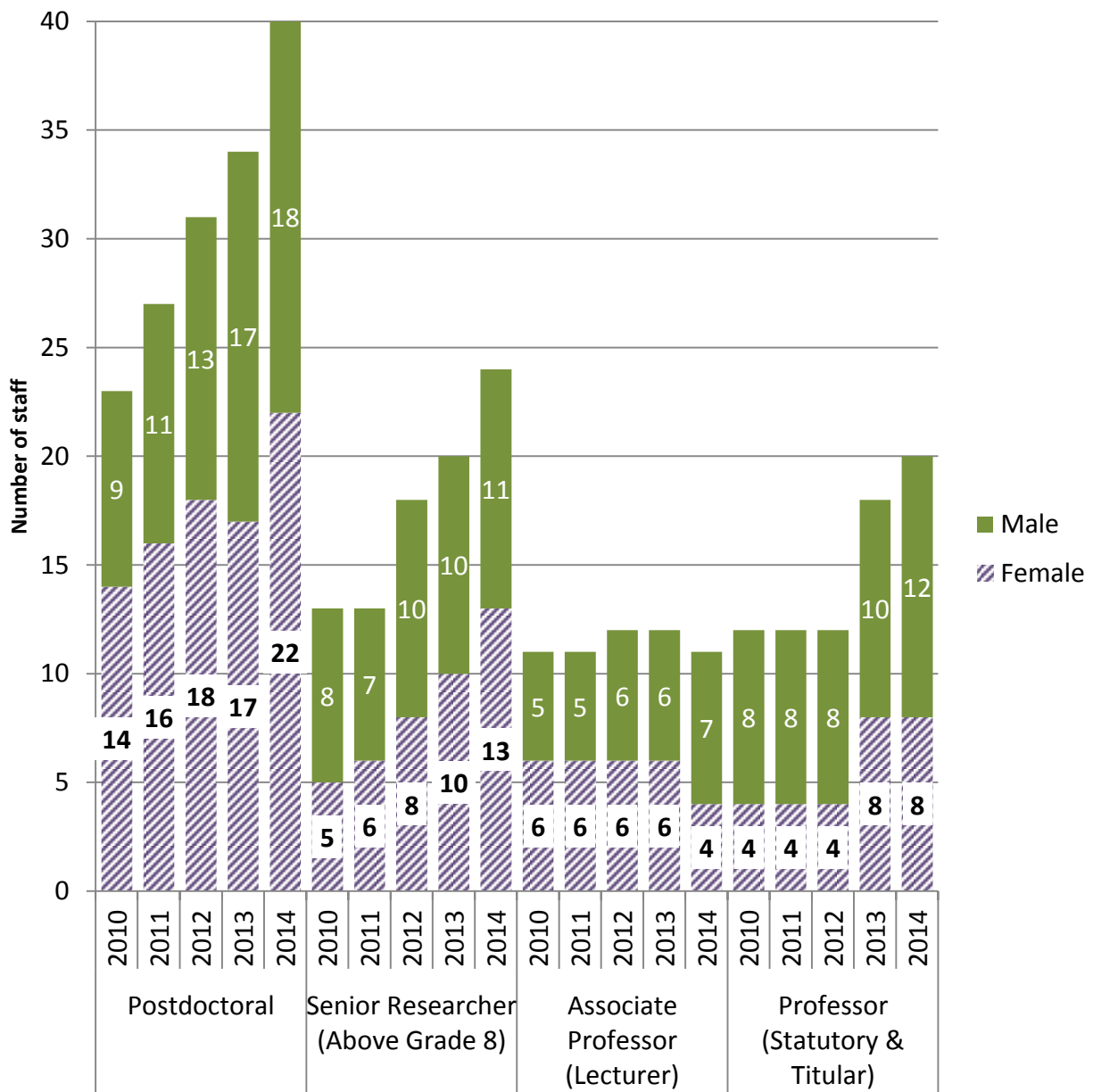


Table 14: Research and Academic Staff by Grade for 2010-2014

		Female		Male		Total
		No.	%	No.	%	No.
Postdoctoral	2010	14	60.9	9	39.1	23
	2011	16	59.2	11	40.8	27
	2012	18	58.1	13	41.9	31
	2013	17	50	17	50	34
	2014	22	55	18	45	40
Senior Researcher (Above Grade 8)	2010	5	38.5	8	61.5	13
	2011	6	46.2	7	53.8	13
	2012	8	44.4	10	55.6	18
	2013	10	50	10	50	20
	2014	13	54.2	11	45.8	24
Associate Professor (Lecturer)	2010	6	54.5	5	45.5	11
	2011	6	54.5	5	45.5	11
	2012	6	50	6	50	12
	2013	6	50	6	50	12
	2014	4	36.4	7	63.6	11
Professor (Statutory and Titular)	2010	4	33.3	8	66.7	12
	2011	4	33.3	8	66.7	12
	2012	4	33.3	8	66.7	12
	2013	8	44.4	10	55.6	18
	2014	8	40	12	60	20

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

Turnover in our academic posts is very low. In the last three years: two male Professors retired, one male Professor took up a PVC role in the University and a female Associate Professor took up a similar position at another university in London (for family reasons). The number of leavers at Grades 7 and 8 is shown in Table 14. There is little evidence of gender differences in turnover but we will continue to monitor these figures **(Silver AP 1.3)**.

Table 15: Staff turnover between 2012 and 2014.

	Year	Female			Male		
		Headcount	Leavers	Turnover [§] %	Headcount	Leavers	Turnover [§] %
Grade 8	2012	2	0	0	4	0	0
	2013	4	1	25	5	0	0
	2014	7	0	0	7	1	14.3
Grade 7	2012	16	1	6.25	12	2	16.67
	2013	18	1	5.56	13	0	0
	2014	19	1	5.26	16	1	6.25

[§] Turnover is calculated as leavers during the year divided by head count at the start of the year

Action Points for 2015-2018

- 1.2 Monitor staff appointments
- 1.3 Monitor staff destinations
- 5.1 Increase the number of core permanent posts in the Department
- 5.2 Increase the proportion of Associate Professor and Full Professorial posts that are held by women

(559 words)

[Section 3: 2435, including additional 500 words allocated to University of Oxford departments]

4. Supporting and advancing women’s careers: maximum 5000 words

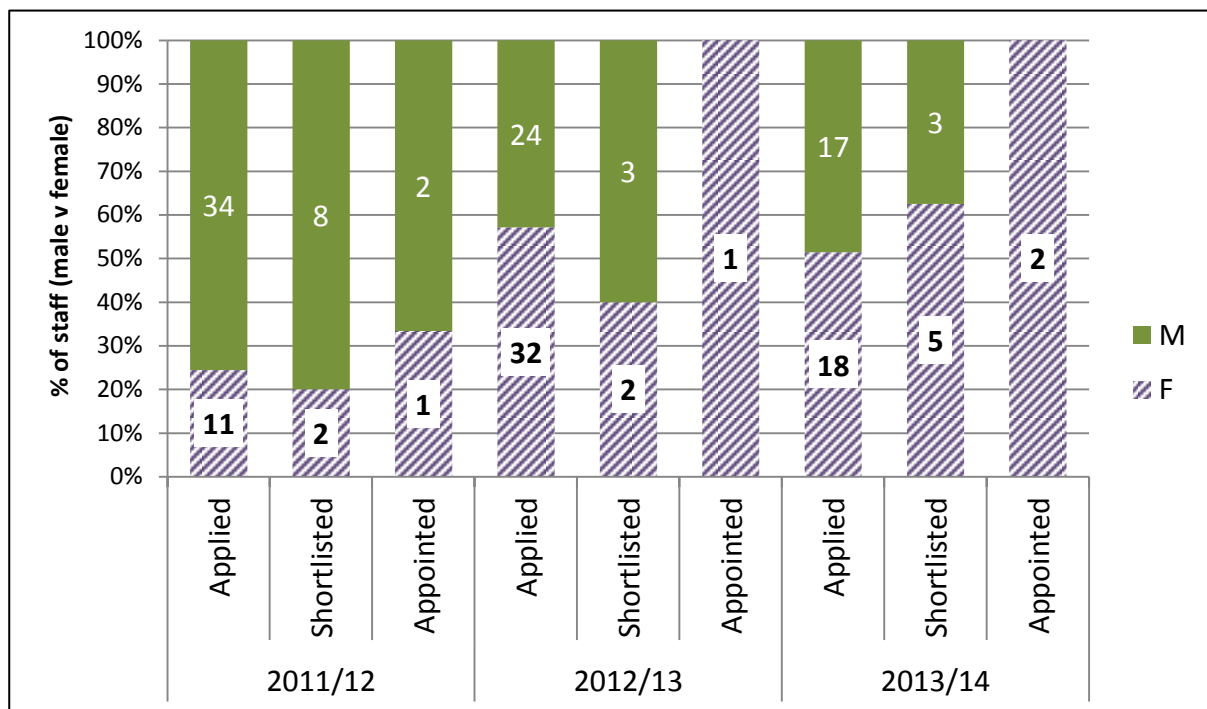
Key career transition points

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

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

We have made 6 new permanent appointments since 2012 and there has been an increase in the proportion of female applicants to these academic posts from just 24% in 2011/12 to 57% in 2012/13 and 51% in 2013/14. Women were appointed to 4 out of the 6 posts (Figure 5). This is an improvement from the previous 8 University Lecturer posts (recently renamed as Associate Professor) we reported on in our Bronze application where 38% of applicants were female (84 women and 134 men) and 4 men and 4 women were appointed.

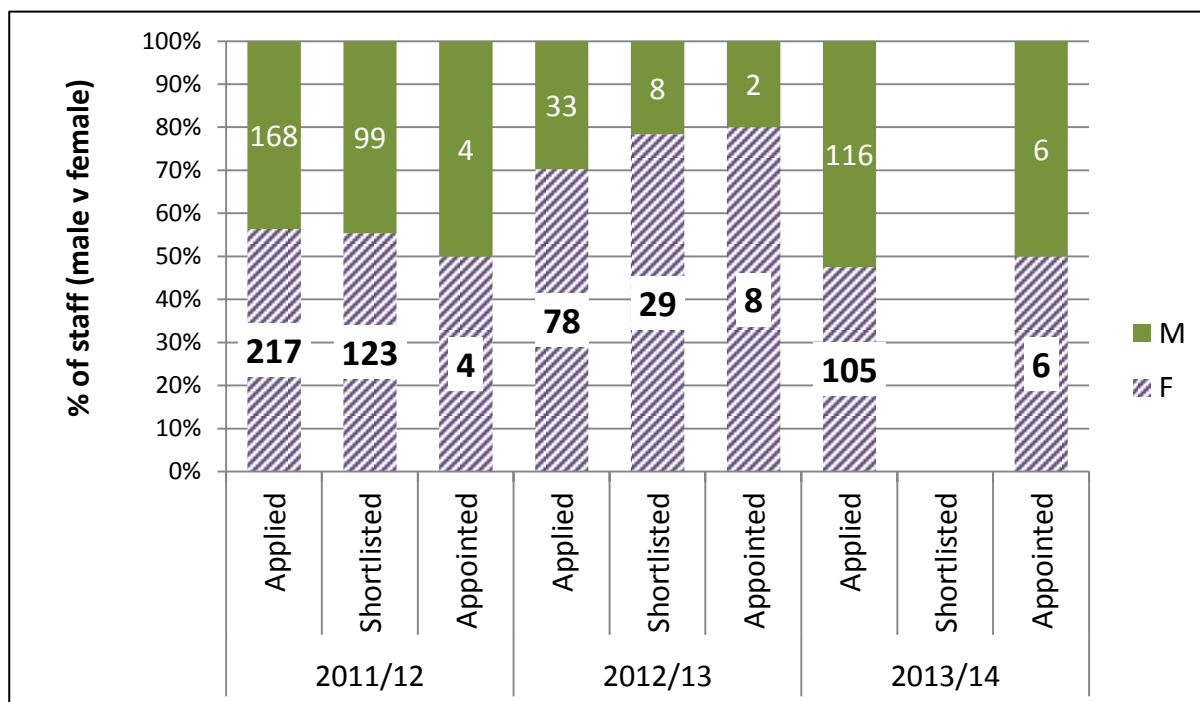
Figure 5: Recruitment data for Academic Posts (Associate Professor and Professor) over the period 2012 to 2014.



Five new RSIV Research Professors have also been appointed with their own competitive external funding and 3 of these are women: Wellcome Trust Principal Fellow Anke Ehlers, ERC Advanced Investigator Elaine Fox and MRC Professorial Fellow Jane Riddoch (subsequently retired). We were also successful in persuading the University to fund a new Statutory Professorship in Translational Neuroscience, which we share with the Department of Psychiatry. Professor Kia Nobre (who was already a Titular Professor in the Department) was appointed to this post in October 2014 giving us a female Statutory Professor, one of only 7 in MSD.

Over the past 3 years 56% of applicants and 60% of appointments to post-doctoral positions were women (Figure 6) suggesting that the success rate from application to appointment is higher for females than males.

Figure 6: Recruitment for post-doctoral positions (Grade 7 and 8) for the last 3 years. Shortlisting data for 2013/14 are incomplete and therefore have been excluded.



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

There are two mechanisms for promotion within a post: re-grading, and the Recognition of Distinction (RoD) exercise. Re-grading is the process by which individuals move between pay scales, to reflect changing responsibilities. Individuals apply to the central University Rewards Team, supported by their supervisor and the Department. Our personal development review (PDR) process is one way in which candidates for re-grading may be identified, and has led to the successful re-grading of 3 individuals (1 woman).

The RoD exercise awards the title of University Research Lecturer, Associate Professor or Professor. Potential candidates can apply directly, and as part of the staff appraisal process the HoD can also recommend that individuals apply. In the last round all applicants were recommended by the HoD. The RoD exercise was recently reviewed and from 2014 onwards will be carried out annually. Of the four (2 female, 2 male) who were put forward for the title of Professor in 2014, 3 were successful (2 female, 1 male). Our recent appointments to Associate

Professor will not be eligible for RoD for several years but we will continue to identify potential candidates through the PDR scheme (both male and female) and to monitor these figures (**Silver AP 1.4 & 3.1**).

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

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

For academic posts (Associate and Full Professor) we write in our advertisements: ‘Applications are particularly welcome from women and black and minority ethnic candidates, who are under-represented in academic posts in Oxford’. We also highlight our strategy to equate teaching and administrative loads favourably in the early years of an appointment.

All posts are widely advertised and all of our job descriptions make clear that we support equal opportunities and that the University and department both hold Bronze Athena SWAN awards.

Completion of the University’s Recruitment and Selection training course is mandatory for Chairs of recruitment panels and to encourage participation from all panel members we offer annual face to face training. We ensure that there is a gender balance on all recruitment panels. A number of our staff have undertaken unconscious bias training and feedback from these staff has been very positive. However, we have not had a formal process in place. We intend to increase the proportion of staff who complete this training by introducing it as part of a new staff induction process and also requiring our existing staff to take this training. (**Silver Action point 4.2**).

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

Our data show that the leak in our academic pipeline occurs at two points a) from UG to DPhil and b) from DPhil to Postdoc. We are aware that the move from the first postdoctoral position to the next is also a key career step and we make great efforts to facilitate these career moves for our staff.

We offer excellent support to facilitate obtaining grants/fellowships (e.g. mock interviews and scrutiny of applications) but we realised that this support should be formalised. We therefore initiated research paper and grant writing workshops which have been held annually since 2013. Over the past 3 years 242 grant applications have been submitted (52% from female scientists) and > 60% of these applications were scrutinised and feedback given prior to application. All

fellowship applicants who were shortlisted received a mock interview. The availability of support on offer to those considering applying for grants is advertised in our termly Departmental Newsletter and is mentioned at all start of year meetings of the 4 main research groupings and at the HoD termly briefings of postdoctoral fellows (**Bronze APs 3.1, Silver AP 3.2**).

We have established a new procedure in which each postdoctoral fellow can ask for a mentor independent of their supervisor if they wish (**Bronze AP 4.2**). We have also implemented an annual PDR scheme for all staff (see below) in which all aspects of career development, such as grant/fellowship applications, can be discussed in detail.

All of the above changes have been warmly welcomed by postgraduates and postdoctoral fellows, as shown by our staff survey (Table 16), which shows an increase in satisfaction with the mentoring arrangements in the department, an increase in those who have benefitted from mentoring and a decrease in those who are not aware of the policy for mentoring arrangements.

Table 16: Staff survey comments on mentoring

	2012	2013	2014
I am satisfied with the mentoring arrangements in the department	18% (M:0%, F:19%)	50% (M:67%, F: 36%)	69% (M:74%, F:67%)
I have benefited from the mentoring arrangements in the department	14% (M:0%, F:14%)	29% (M:50%, F:32%)	33% (M:37%, F:30%)
I don't know the policy for mentoring arrangements	68% (M:100%, F:63%)	21% (M:0%, F:27%)	17% (M:11%, F:21%)

MSD runs a Division wide programme of peer mentoring circles, where 3-4 early career researchers are mentored by 1 senior member of staff. It aims to support the development of early career researchers across the Division, increase networking opportunities and provide access to senior staff members outside of the researchers' home department. Only 1 female mentee from EP is currently taking part in the scheme but we will continue to advertise the existence of all of the mentoring opportunities available to our researchers (**Silver AP 3.3**). One member of staff has also taken the Ad Feminam course, which is designed to prepare senior women for leadership roles within the University.

There is also an active postdoctoral fellow group, who arrange to meet any new incoming fellow and who organise regular social activities (**Bronze AP 5.3**). Increased awareness of our support structures and satisfaction with our structures is evidence in postdoctoral fellow reports in our staff survey.

Action Points for 2015-2018

- 1.4 Monitor promotion rates by gender from Associate Professor to Prof
- 3.1 Continue to identify candidates for support and nomination for RoD
- 3.2 Facilitate obtaining grants/fellowships (for men and women)
- 3.3 Ensure all staff have the opportunity for a mentor

(1098 words)

Career development

- a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) Promotion and career development – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

In 2012 an annual appraisal/personal development review (PDR) scheme was introduced for all academic staff at Grade 9 and above with the HoD and for all researchers with their supervisor or line managers. The scheme allows discussion of career and personal development options and opportunities; options for mentoring arrangements; review of workload (taking account of the balance between research, teaching and administration, as appropriate for the particular post); and outreach activities. A number of actions are listed which are then returned to at the time of the following review. To help staff fully benefit from their PDR we held an in-house training session in 2014, which was attended by 52 members of staff (30F, 22M). In 2014 the uptake rate was 88% and in our most recent staff survey 81% of staff (F 78%, M 86%) agreed that their line manager/supervisor takes an interest in their career development (only 6% disagreed). We have also seen an increase in the level of staff satisfaction with departmental appraisals between 2012 and 2014 (Table 17) (Bronze APs 4.1, 4.3, 4.4). We will continue to offer staff an annual PDR (Silver AP 4.1).

Our department has a long history of emphasizing work quality over quantity, both in terms of our research and also in terms of other activities. This has implications for career development in that people are given time to develop high quality courses and substantive research programmes, which are essential elements of career progression. Our HoD takes quality rather than quantity into account when considering putting people forward for promotion and this philosophy is reflected in the RoD exercise.

Table 17: Staff survey responses on departmental arrangements for appraisal of employees

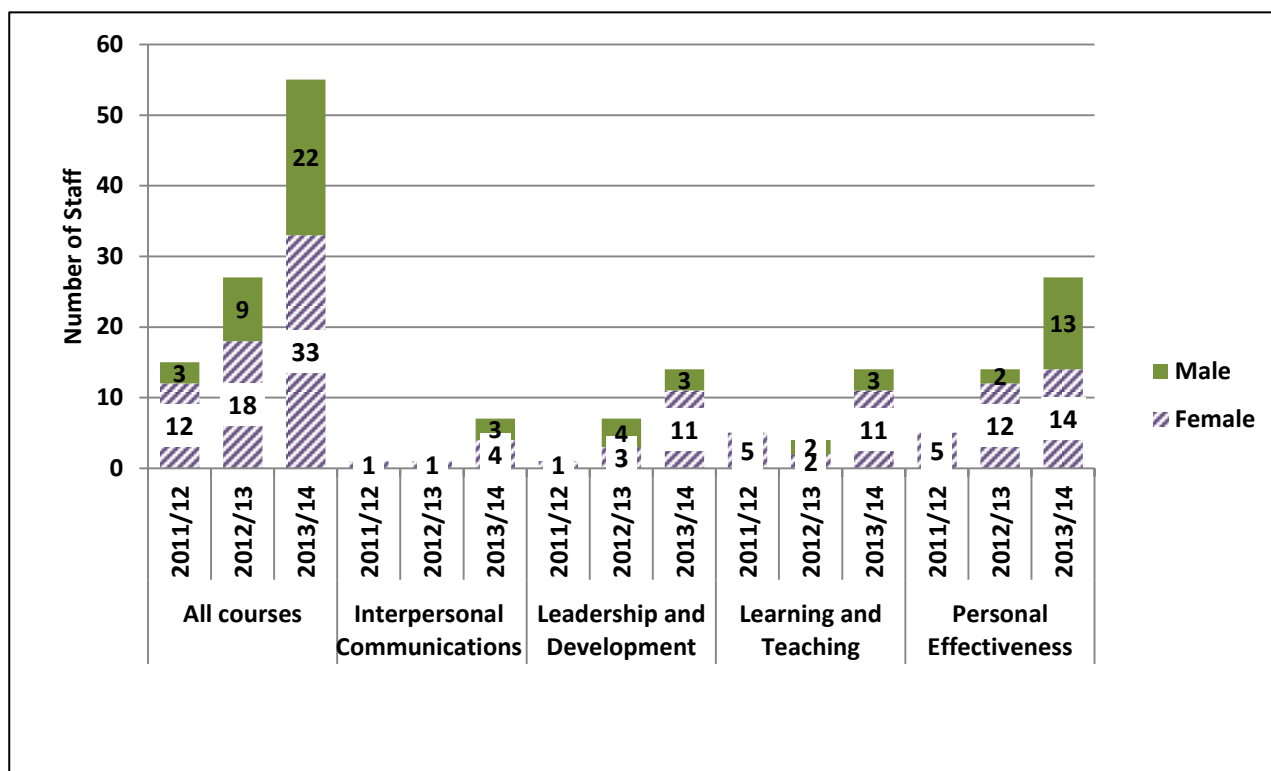
	2012	2013	2014
I am satisfied with the departmental arrangements for appraisal of employees	15% (M:29%, F:9%)	38% (M:50%, F:32%)	58% (M:64%, F:54%)
I have benefited from the departmental arrangements for appraisal of employees	4% (M:7%, F:3%)	22% (M:19%, F:24%)	29% (M:39%, F:22%)
I don't know the departmental policy for appraisal of employees	57% (M:29%, F:70%)	42% (M:25%, F:50%)	27% (M:18%, F:33%)

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

New members of staff receive an induction pack and are taken through an induction process with their line manager. This induction pack outlines details of gender equality training, good employment practices, opportunities for networking (e.g., the Facebook link for postgraduates and postdoctoral fellows), details of our flexible working policy, our core hours policy, our policy on supporting nursery places, along with details of personal and professional development opportunities (including links to Oxford University sites for training). This information is also made available on dedicated staff SharePoint information pages, so that the information remains available at all times. The University also provides a regular Welcome Event for research staff, which is well attended by our staff: 23 of our 30 new research staff (77%) have attended one of these sessions over the past 3 years (**Bronze AP 4.1**).

A wide range of training and personal development courses are offered by the Oxford Learning Institute, Divisional Skills programme and Careers Service. We aimed to improve awareness of the staff support available for career development (**Bronze AP 4.1**) and so along with the updated induction pack we up-graded the departmental website to provide clearer signposting to the provision available included discussion of career and personal development options and opportunities as part of our PDR scheme. As a result we have seen a year on year increase in the number of staff attending training courses, in particular courses relating to Personal Effectiveness and Leadership & Development (Figure 7). In our 2014 staff survey only 10% of staff were not clear about the training and development opportunities available to them. We will inform all new staff of the training and development courses on offer and will continue to monitor attendance (**Bronze APs 4.1, 4.3 & 4.6; Silver AP 4.2**).

Figure 7 Number of staff attending University training and personal development courses



Many of our postgraduates wish to move into teaching posts and we make every effort to ensure that they have adequate teaching experience. Uncertainty about teaching opportunities was previously raised as an issue so we took steps to address this. Detailed information about teaching opportunities is presented in a talk at our Annual Away Day by the Director of UG Studies and his slides and talk are up-loaded to the WebLearn system to which all research and academic staff have access. We also include a feature “So you want to teach” in our termly newsletter (**Bronze AP 4.5**).

The University offers course for early career PIs, who manage staff, or plan to do so, and at those researchers on the verge of becoming PIs. In the last 2 years 3 female and 3 male members of staff have. We will encourage all early career PIs to attend this course.

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

All of our students are assigned a personal tutor and they are free to change their tutor on request. The Oxford system takes considerable pride in the tutorial arrangements we offer, which are typically with small groups of students and held each week through term times with feedback provided on the work presented each week. At postgraduate level students are assigned a mentor

in addition to their supervisor if they request it. Our undergraduates and postgraduates are organised into 'Joint Consultative Committees' (JCCs), which report into the departmental Teaching Policy committee and to our Departmental-level social committee. The representation on these committees typically reflects the female-male ratio of students at the respective level, and so they have a majority female representation. In addition, both at the undergraduate and postgraduate level students are associated with colleges and each college assigns the students a tutor who has responsibility for pastoral support as well as support for academic development. Students are able to request a change in their college tutor should they wish to have a female personal tutor (for example). More generally there are multiple departmental seminars to which both undergraduates and postgraduates are encouraged to attend (including the Anne Treisman annual lecture).

To help personal development at the postgraduate level we introduced a systematic skills review procedure that all DPhil students undertake with their supervisor (**Bronze AP 2.2**). This skills review is then assessed (by the supervisor) on an annual basis to ensure that the skills-need is met. In addition, each supervisor completes a termly report on each graduate student (and for which the student also writes their own report), and this explicitly asks both the student and the supervisor to list whether certain skills need to be addressed and how that will be done. Alongside this, graduate students are also assigned a mentor independent of their supervisor, to address any difficulties in supervision arrangements. All of our graduate students are also required to attend a weekly seminar during term time that cuts across research areas and is followed by a provided lunch in the department. This helps to provide good networking opportunities for our graduate students with other members of the Department and distinguished invited speakers (**Bronze AP 5.7**).

Action Points for 2015-2018

- 4.1 Increase satisfaction with and number of staff benefitting from departmental appraisal
- 4.2 Continue to advertise training opportunities

(1099 words)

Organisation and culture

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

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

There are two over-arching committees within the Department. Our **Departmental Board** is made up of all of our core academic and senior professorial research staff (13 female, 33%) and meets every term. Our **Executive Committee (ExCo)** was established to provide leadership assistance to the HoD and consists of the Head of Department, the Directors of Teaching, Research and Resources, the co-ordinators of each of the 4 main Research Groupings within the department, a representative of the Associate Professorial staff, the Chair of the Athena SWAN SAT, and the

Departmental Administrator. There are currently 12 members of ExCo and 5 of these (42%) are female.

Both ExCo and the Departmental Board receive direct input from a Teaching Policy committee, a Research committee and a Resources committee. The Teaching Policy committee, in turn, receives input from a separate Undergraduate Teaching Committee and the student-led JCCs. Input is also received from the Athena SWAN SAT (which is described earlier).

Research Committee (4F, 6M): Chaired by our Research Director (male), and consists of Head of Department, Co-ordinators of the research groupings, postdoctoral representative, postgraduate representative, a representative of the Associate Professors, Departmental Administrator, Research and Contracts Manager, Translational Neuroscience Research Portfolio Manager.

Resource Committee (4F, 3M): Chaired by our Director of Resources (male), and consists of Head of Department, Departmental Administrator, Website Champion, Research Software Officer, IT Officer, Buildings and Facilities Manager, Research Facility lead, Finance Administrator.

Teaching Policy committee: (5F, 4F): Chaired by Director of Undergraduate Teaching (male), and consists of Head of Department, Departmental Administrator, Director of Undergraduate Admissions, Director of Graduate Studies, Director of MSc, postgraduate research, postgraduate teaching and undergraduate representatives.

Undergraduate Teaching committee (6F, 6M): Chaired by Director of Teaching (male), and consists of Head of Department, co-ordinators of main teaching modules, Undergraduate administrative officer, undergraduate representative.

Graduate Admissions Committee (GAC, 2F, 2M): Chaired by a female Professor, and consists of three other academic staff.

All of our committees have a good female:male staff ratio that never drops below 40% female (**Bronze AP 5.1**). We note, however, that all of our committees apart from the GAC (and the Athena SWAN self-assessment team) are chaired by a male member of staff. This is due to historical reasons as the holders of the key posts are male but as soon as vacancies arise the HoD will make every effort to increase the number of women chairing our main committees (**Silver AP 5.1**).

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

As is typical of Oxford departments the majority of our research funding comes from external sources so the majority of our staff are therefore on fixed-term.

The proportion of women on permanent contracts is somewhat lower than men when we take into account the total numbers of academic and research staff with currently 11 out of 71 female staff on permanent contracts (15.5%) compared to 16 out of 52 male staff (30.8%). However, when we look just at our permanent positions we can see that 40% of these are held by female

staff (11 female), and 4/6 recent permanent Associate Professor appointments have been made to women.

Our current **permanent** positions (permanent contracts to retirement) consist of 3 Statutory Professors (1 female: 33%), 13 Titular Professors (6 female: 46.2%), and 11 Associate Professors (4 female, 36.3). We also have 4 **non-permanent** Research Professors (RSIV: 1 female: 25%) who are currently on fixed-term contracts as they brought their own competitive external funding.

Our aim is to increase the number of core permanent posts held by women to a similar percentage of men. This is of necessity a long-term plan as it relies on attracting more central University funding as well as longer-term funding from external sources (e.g., Wellcome Trust Principal Fellowships). While increasing the number of women in core permanent posts is difficult as they so rarely become vacant we have already made good progress in this direction and we are currently advertising two Associate Professorships (one is a replacement for Prof Nobre who was appointed to a Statutory Professorship in 2014 and one is a new post), which will bring the total number of permanent positions in the Department to 29. We have also developed a new 5-year plan in 2015 and built into this is the intention to appoint two new Associate Professor positions for each of the first 3 years (total of 6 new permanent posts) (**Silver AP 5.2 & 5.3**).

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

- (i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

The committee structure for the Department was set in place after our Bronze award in 2012, with the Research, Resources and Undergraduate Teaching committees being constituted for the first time. We actively encourage women to sit on our committees and also other influential committees outside the Department. The female:male gender ratio on our most influential committee, ExCo, is 5:7 (42% female). Outside of the Department female members of EP represent high positions including leading the Oxford dementia project (Prof Kia Nobre) and the Social Sciences Doctoral Research committee (Prof Kate Nation).

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

The typical workload for academic staff at Oxford involves both college and departmental responsibilities for our permanent staff (and a small number of those on fixed-term contracts). The majority of our permanent staff (27: 11 female) are members of undergraduate colleges, where they are expected to carry out 6 hours of tutoring per week during term unless there are extenuating circumstances, and this workload is monitored by the Colleges. The remainder of our permanent staff are either members of graduate colleges, where there is no tutorial teaching requirement, or are Professorial Fellows at undergraduate colleges, which carry no tutorial requirement. In practice all members of the permanent staff contribute to tutorial teaching within the department. From time to time, core staff may be asked to take on additional College duties (e.g. Deputy Principal, Senior Tutor, Director of Graduate Studies, etc.), and they are given some relief from Departmental administrative duties for that period, following consultation between the Head of College and the HoD.

At the departmental level all permanent staff members contribute to teaching, research, examining and administration each year. Many of our research staff also contribute to teaching and administration within the department, even though this does not form a core part of their contract, which is generally research only. The opportunity to gain experience with teaching within the department is seen as a valuable benefit to career development.

The HoD allocates the administrative loads to members of the department, with membership of committees rotated on a regular basis to avoid overload. The Director of Undergraduate studies is responsible to the HoD for allocating teaching and examining duties, the latter in consultation with a subcommittee of the teaching committee. That subcommittee takes into account past examining loads. Whilst fairness is fundamental, we avoid a single workload model where everyone is expected to do exactly the same. Variability is important: (a) to allow people maximum flexibility in developing their own work-life balance; (b) because the nature of academic life means that different things work for different people; (c) because jobs should only be allocated to appropriate people. Overall workloads are monitored and managed by the HoD, taking into consideration stage of career, research activity, personal/family responsibilities and health issues. We operate with transparency in the allocation of examining and administrative workloads, with a full set of jobs circulated to all of our core academic and research staff (i.e. members of the Departmental Board). The University has in place a sabbatical system, where permanent staff can ask for relief from teaching, examining and administration for one term for every six they have served. In principle this means sabbatical leave can be granted every seventh term or seventh year. Cover for courses, as well as administrative duties, during these sabbatical periods are normally provided by other colleagues in consultation with the HoD. This means that there is a culture of flexible loads and flexible working. Analysis by our Undergraduate Committee has shown that women have slightly higher teaching loads. The mean is 3.14 for women (where 4 is considered to be a full time teaching post) whereas the male mean is 2.85. While this is not statistically different the distribution of workloads is being considered by the undergraduate teaching committee who will report the outcome to the SAT.

Table 18 shows that there has been an increase in the proportion of staff who feel that their workload allocation is fair and a decrease in those who feel that workload allocation is not transparent (**Bronze AP 5.2**).

Table 18: Staff survey responses on workload allocation

	2012	2013	2014
I think my workload allocation is fair	55 (M:67%, F:51%)	58 (M:55%, F:60%)	64 (M:63%, F:64%)
Workload allocation is not transparent	17 (M:21%, F:16%)	13 (M:14%, F:13%)	12 (M:13%, F:11%)

In order to further increase the transparency of workloads and increase the proportion of staff who feel that their workload allocation is fair we will outline the core teaching and administrative duties of each member of the core academic staff and produce a table of average teaching hours currently undertaken by each member of staff and reviewed by the SAT. (**Silver AP 5.4**).

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

Key research seminars in the Department were first moved from 4.30-5.30pm to 4-5 pm but in our 2013 survey most staff said that they would prefer meetings to be held during the core work hours of 10am and 4pm so we have now moved the seminars to 12:00-1:00 pm. In addition, all research groups now target their seminars to fall within the key working times of 10am-4pm and all meetings and social gatherings (with the exception of a Christmas party held in an evening) will be held within these core work hours to facilitate those with child-care and other after-work commitments. We attempt to take family responsibilities as a key issue when deciding on the timing of any meeting.

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

We believe we have implemented a culture that is female friendly and inclusive. As we have noted, our surveys indicate that female members of staff do not perceive any gender biases. We have established social groups at all levels of the Department (from postgraduates through to

senior staff) and make a strong effort to integrate all individuals into our workplace (e.g. a Facebook club for all postdoctoral researchers).

We have been successful over the past couple of years in increasing the profile and visibility of women in the Department. The profile of women in our Department was enhanced further in 2014 with the election to a Fellowship of the Royal Society to Professor Dorothy Bishop and election to a Fellowship of the Academy of Medical Sciences to Professor Anke Ehlers. As we finalize this document we have heard the excellent news that Professor Anke Ehlers has also been awarded the Willem Wundt-William James award, which is a prestigious international award for contributions to psychological science and this is prominently displayed on our website and will be a feature in the next issue of our Departmental Newsletter. We have also held 3 Anne Treisman lectures given by leading female figures in the field. The Department hosts a lunch following the (and after all departmental seminars) so that students and staff have an opportunity to meet the speakers (**Bronze AP 4.8**).

This impact of this increase in the profile and visibility of women in the Department was palpable among our postdoctoral staff in the conversations at our recent Departmental Away Day in April 2015 and is reflected in our most recent staff survey (December 2014) in which 67% of female staff and 74% of male staff agreed that: *“in my experience there is no difference in how people are treated in the Department based on gender”*. This question was not asked in earlier surveys so we cannot compare, but it is clear that the majority of our staff believe that men and women are treated equitably. Only 5% of female and male staff disagreed with this question, while 28% of females and 21% of males said they had “no opinion”. To assess this further in next year’s survey (2015) we will include more detailed questions here to try and determine what this relates to (**Silver AP 5.5**).

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

Many of our staff are actively involved in outreach activities, which are encouraged as we believe that they are very important for our interaction with the public and they are then taken account of in the PDR review and the discussion and allocation of workload (**Bronze AP 4.4**). Our website is managed by a male member of staff and we also have a twitter feed managed by a female staff member (both permanent academics). We are also actively involved in a wide range of outreach activities including open days, talks at schools, activities during Oxford’s ‘brain awareness’ week.

There is roughly equal gender representation in these activities, monitored through the PDR process. We also run a UNIQ summer school, for potential UG applicants from a non-standard background. 50% of the lectures and workshops on the summer school have been run by women.

Action Points for 2015-2018

- 5.1 Increase the number of women chairing our main committees
- 5.2 Increase the number of core permanent posts in the Department
- 5.3 Increase the percentage of women academic staff holding permanent contracts to 50% by 2018.
- 5.4 Increase the proportion of staff who feel that their workload allocation is and that workload allocation is transparent
- 5.5 Include new questions in annual staff survey to assess what aspects of work life are affected by gender in the view of the minority who believe that this is the case

(2287 words)

Flexibility and managing career breaks

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

(i) Maternity return rate – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

Over the past 3 years 8/10 researchers who took maternity leave returned to work.

(ii) Paternity, adoption and parental leave uptake – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

Paternity leave was taken by 5 people in 2013/14. There is no information for prior years so there may be instances where administration has not been advised that parental leave has been taken. We will collect data going forward **(Silver AP 6.1)**.

Parental leave was requested and granted to one female member of staff Grade 8 staff in 2013/14. There were no requests for adoption leave.

(iii) Numbers of applications and success rates for flexible working by gender and grade – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

Flexible working in the department is typically arranged informally by agreement within research groups unless there is a change in hours, which can also be arranged through a fairly informal arrangement, for example by agreement with the group leader and an email to administration. Over the past 3 years there have been no formal flexible working requests from research staff at Grade 7 or above but there have been 2 at Grade 4 and 1 each of Grade 5 & 6 (all were approved).

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) Flexible working – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

Our flexible working arrangements are noted on our departmental website & SharePoint information pages and issues concerning flexible working are raised as an item in PDRs and at our Departmental Away Day (**Bronze AP 4.1**). A large number of staff in the department benefit from flexible working arrangements and this tends to operate on an informal basis within research groups. For example there are several people in the department (both male and female) who vary their hours from week to week.

As a result of our improved awareness of flexible working (**Bronze AP 4.2**) we have seen a year on year increase in both men and women reporting that they are satisfied with opportunities for flexible/part-time working in the department, an increase in the number of staff who say that they use these opportunities and a decrease in those saying that they don't know what the policy is (Table 19). We will continue to raise awareness of the flexible working policy through induction, webpages and newsletter (**Silver AP 6.2**).

Table 19: Staff survey results on flexible/part-time working in the department

	2012	2013	2014
I am satisfied with the opportunities for flexible/part-time working in the department	44% (M:50%, F:42%)	47% (M:59%, F:43%)	56% (M:56%, F:56%)
I make use of the opportunities for flexible/part-time working in the department	22% (M:8%, F:26%)	24% (M:24%, F:24%)	30% (M:16%, F:38%)
I don't know the policy for flexible/part-time working in the department	33% (M:33%, F:32%)	38% (M:28%, F:43%)	26% (M:23%, F:28%)

- (ii) **Cover for maternity and adoption leave and support on return – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.**

The University offers a generous scheme for maternity and shared parental pay and offers up to a year's leave (26 weeks at full pay, followed by 13 weeks' SMP and 13 weeks unpaid). Clear information is now provided on flexible working arrangements, maternity and paternity leave, including a completely up-graded departmental and University web-site that provides easy to find information (**Bronze APs 4.1, 6.1, 6.2, 6.3**). In our 2014 staff survey only 7% of staff felt that the Department's arrangements for maternity and paternity leave are not transparent.

When maternity or paternity leave is being planned, staff are asked to meet the HoD and the Departmental Administrator (whoever is most appropriate) in order to discuss their plans, arrangements for cover and how the return to work should be phased in. From this, a set of action points are developed, including planning for a reduced teaching load on the return. For example, in the past year the Department paid for maternity cover for Dr Lucy Bowes so that her lectures were looked after and we are phasing her entry back into work so that a good work-life balance is achieved.

The University also has a returning-to-work grant scheme (current funding up to £5000 per applicant) that individuals returning from a 6 month period of caring leave can apply to for additional support (e.g. funding temporary research assistance). To date we have supported 3 applications, 2 of which were successful.

We have also now installed a dedicated room for returning nursing mothers with a comfy chair and a refrigerator (**Bronze AP 6.4**). Discussions with those who have taken maternity leave over the past few years has indicated that a Buddy system in which the person on leave has regular contact with a member of staff to provide up-dates on outcomes of key meetings and decisions etc would be useful. This often happens formally, but some staff have felt a little isolated when on maternity leave (**Silver AP 6.3**). We will continue to ask women returning from maternity leave what other facilities would help their transition back to work (**Silver AP 6.4**). We have also held 2 parent child social coffee mornings that were received well. A number of participants with children of a similar age now meet regularly outside of work.

EP will continue sponsoring two nursery places and will lobby the University to increase the provision of nursery places (**Silver AP 6.5**).

Action Points for 2015-2018

- 6.1 Collect data on paternity, adoption and parental leave uptake
- 6.2 Continue to raise awareness of and satisfaction with flexible working policy
- 6.3 Introduce "Buddy System" for staff on maternity, paternity, and sick leave to help ensure that people are kept up-to-date with departmental decisions and policies if this is requested
- 6.4 Improve working conditions for women returning from maternity leave
- 6.5 Invest in sponsored nursery places

(653 words)

[Section 4: 4789]

5. Any other comments: maximum 500 words

One issue that emerged from focus groups and discussions is a perception among some staff that men are better integrated within the department and the wider University. As a first step to address this issue our SAT set up a novel research project using Social Network Analysis with the help of our social psychology research group. This is a scientific approach that structures relationships between network members and assumes that this structure explains something about these network members (see Borgatti et al, *Science*, 2009). In March 2015, a short online questionnaire was sent to all members of the Department requesting personal information (gender, age, role) and their relationships to colleagues in the Department, which provided the basis for the analysis. 178 out of 245 members of the Department participated in this study (73%). The sample ranged from 22 to 89 years of age ($M_{age} = 47$ years), included 88% academics from 33 out of 34 existing research labs (22% Professors/Senior Researchers, 34% Postdocs, 44% Graduates), and was nearly equally balanced with regard to gender (58% women vs. 42% men).

Social network analyses produced two different types of networks: A work-based network that included 1093 relationships and was based on the question: “Which people in the Department do you often discuss your work with?” as well as a social network that included 825 relationships, based on the question: “Which people in the Department do you often spend time with?”

In both networks (see below) women did not differ significantly from men with regard to their number of connections in relation to the overall size of the network, although men had, on average, more connections, especially within the work-based network. This gender difference in the work-based network was moderated by an individual’s role: While male professors/senior researchers are more strongly integrated than their female counterparts, there is no gender difference among postdocs and graduates. Given the small sample size of senior staff who participated it is difficult to speculate about the reason for this gender difference. We note, however, that the integration of female professors in the work-based network is still considerably higher than the mean level of integration. That is, despite this gender difference, female professors in the work-based network do not represent an isolated or disadvantaged group.

Overall, the network structures analyzed allow us to conclude that both women and men are well integrated in the work-based and social networks of the Department, with a tendency for senior male staff to be more strongly integrated in the work-based network. Given that this is the first such analysis, not only in our Department, but in any academic department we know of, these data can serve as a baseline for future analysis of this Department’s social networks, and illustrate an analytical tool that could be more broadly used in Athena SWAN analyses. We aim to continue with this approach, perhaps extending the analysis to integration within the entire University and will develop specific actions if results indicate a systematic gender difference.

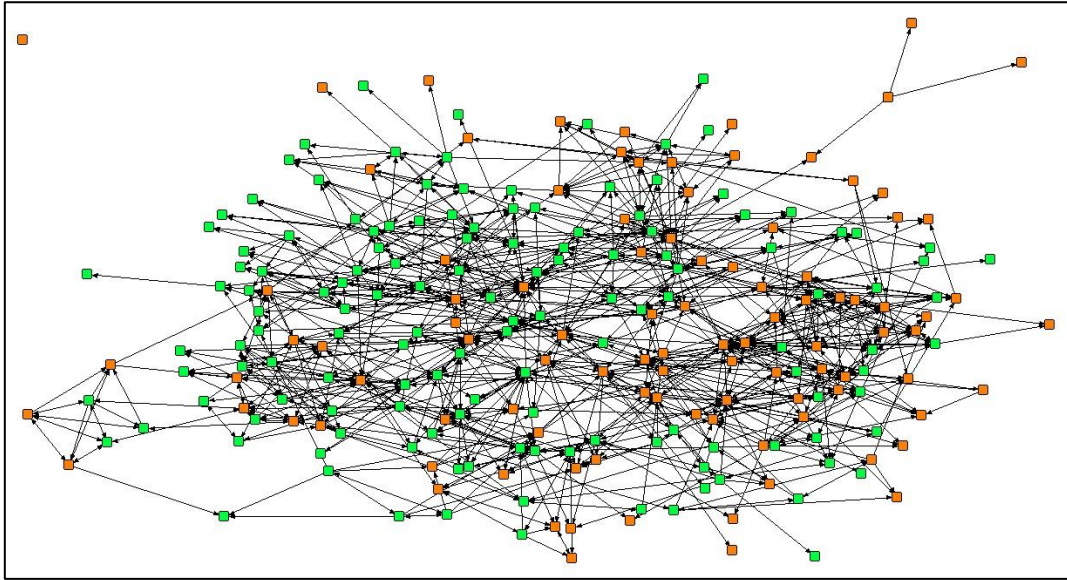


Figure 8: Work-based Network of the Department of Experimental Psychology, Oxford. Green represents women and Orange represents men

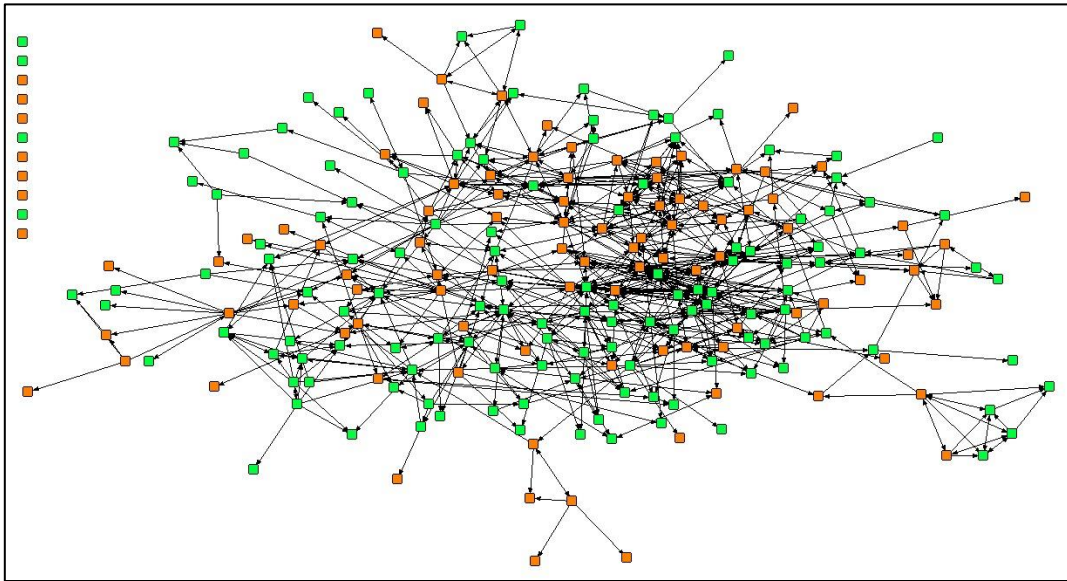


Figure 9: Social Network of the Department of Experimental Psychology, Oxford. Green represents women and Orange represents men

[Section 5: 498 words]

6. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations **for the next three years**.

Silver Action Plan attached as **Appendix A**, annotated Bronze Action Plan attached as **Appendix B**.

7. Case study: impacting on individuals: maximum 1000 words

Describe how the department's SWAN activities have benefitted **two** individuals working in the department. One of these case studies should be a member of the self assessment team, the other someone else in the department. More information on case studies is available in the guidance.

Professor Gaia Scerif

Gaia joined the Department as a University Lecturer (now Associate Professor) in Experimental Psychology in 2006, was tenured in 2011, and was promoted to (full) Professor of Developmental Cognitive Neuroscience in 2014. She has taken two 6-months periods of full time maternity leave, in 2008-9 and 2011-12. Her return to research and teaching was particularly well supported for her second period of leave, showing a marked improvement in Departmental practices compared to her first leave period. For instance, the Department supplemented the budget emerging from statutory maternity pay to appoint a part-time Lecturer to cover Gaia's teaching commitments in the term immediately after return from leave. This was very helpful to Gaia and also provided a career development opportunity for the appointed (female) Lecturer, who was able to combine the teaching experience with her research commitments. In addition, the Department explicitly supported Gaia's application for an internal BBSRC scheme (Developing Leaders Award 2012) designed to fund scientists returning to work after a period of caring responsibilities. Support was given by means of providing detailed comments on her application. Gaia was successful in her application and the small grant funded a graduate research assistant in the period immediately after the end of maternity, facilitating larger grant applications. Gaia commented that the transition back to work was "much *much* better than first time around".

Gaia also feels that her research career development has been directly supported by the senior administrative team within EP, through nominations for career-enhancing research and teaching awards e.g., the Experimental Psychology 2016 Prize Lecture and the Margaret Donaldson British Psychological Society 2012 prize, both awarded annually to a psychologist within 10 years of PhD completion; the 2013 Medical Sciences Division Teaching Award, awarded for teaching excellence. The increasing regularity of staff appraisals by senior mentors also meant an open discussion and full support of her career progression, which ultimately led to her application for promotion in 2014.

Gaia is also aware that this culture of support has filtered onto undergraduate students, many of whom are potential future female scientists, who have explicitly picked up on Gaia's good balance of family, teaching and research in their nominations (she was awarded Oxford University Student Union Innovation in Teaching Award 2012, and nominated for the Outstanding Tutor Award 2014). To illustrate, one student nominator wrote: *"I didn't used to have role models, but in many ways she is mine. Gaia manages to bring together teaching, research, pastoral support, and family."*

In the long term, Gaia feels that she has benefitted from the welcoming culture of the department which encourages an integrated approach to work and family commitments: the freedom to be able to bring the children into the Department when possible or necessary has been crucial to her in order to balance work and family commitments. Gaia's attendance at key research seminars in the Department has been facilitated greatly by their moving first to 4-5 pm and more recently, 1-2 pm.

Dr Kathrin Cohen Kadosh

(Member of SAT)

Kathrin came to EP from the Institute of Cognitive Neuroscience in London in July 2011, first as a Research Fellow, and later also as the Director of the Research in Emotional Development laboratory in the Department. Kathrin feels that all of the staff in EP are very helpful and have encouraged her career progression. Kathrin specifically notes that EP is a very friendly environment in which to work.

Since 2011, Kathrin has also taken on some teaching duties as a lecturer in EP (to provide 1 year maternity cover for another member of staff) and also as a Stipendary Lecturer at St Catherine's College (1 year) and St Hugh's College (ongoing). She has had two periods of maternity leave in 2009 and 2012 and reports that the department was very understanding and flexible with regards to her home commitments, and in enabling her to work part-time.

Specifically, Kathrin felt that it was very helpful to be able to bring in her baby to work frequently so that she was able to continue interacting with her students and on-going projects during her maternity leave. This flexibility was of great help in ensuring that Kathrin did not feel too disconnected during her maternity leave. She felt that this was especially important at this point of her career and was encouraged and enabled by her supervisor, Dr Jennifer Lau. The research lab in which Kathrin was based was unique in this respect, as there were 5 babies born within a 15 month period and by adopting a highly flexible work approach, interruptions were substantially limited and it allowed all female scientists to continue pursuing their careers and feel that they were supported by the Department.

Kathrin has also received substantial support from many senior colleagues in the Department, such as Prof Humphreys, Prof Husain, Prof Bishop, Prof Ehlers, Prof Scerif, Prof Nation, Prof Plunkett and Dr Cohen Kadosh who all advised her on grant proposal applications, research manuscripts and were generally very supportive.

[Section 7: 804/1000]

Appendix A – SILVER ACTION PLAN

Action	Description of action	Action taken already and outcome at April 2015	Further action planned	Responsibility/ Target	Timescale	Start date	Success Measure
1	Baseline Data and Supporting Evidence						
1.1	Continue to monitor student data by gender: <ul style="list-style-type: none"> • applications and offers • UG degree class • PG completion rates 	Modified system of reporting to match Athena SWAN categories. Relevant data for previous years collected and included in this report	No further action required at this stage	DA (Tracy Tompkins)/Co-ordinator of UG admissions (David Popplewell) Prepare Summary and Report to SAT	Annually	Ongoing	Figures available by Jan each year and reviewed by SAT during Hilary Term (Jan-Mar). Summary statement will then be prepared for presentation at the following ExCo meeting.
1.2	Monitor staff appointments, including fellowships and pay award success rates; annual report to ExCo, DB, SAT	Equal Opportunity and Diversity (EOD) training in place for staff involved in appointments/ admissions Increase in number of female applicants for academic posts, 4/6 posts offered to women	Encourage broader uptake of EO training by direct email and features within our departmental newsletter; We will monitor who has done this training and enter in the Athena SWAN database on the SharePoint site. Encourage completion of forms documenting appointments	DA (Tracy Tompkins) 100% of PIs who Chair interview panels to complete EO training (e-learning module). >70% of other PIs to complete EO training 100% rate of return of forms	Annually	Ongoing	Figures available by Jan each year and reviewed and discussed by SAT during Hilary Term (Jan-Mar). Summary statement prepared for presentation at the following ExCo meeting.

Appendix A – SILVER ACTION PLAN

Action	Description of action	Action taken already and outcome at April 2015	Further action planned	Responsibility/ Target	Timescale	Start date	Success Measure
1.3	Monitor staff destinations; annual report to ExCo, DB, SAT	<p>Issue to address: higher turnover for female grade 7 staff than male in 2012/13 and 2013/14.</p> <p>We have created and piloted an exit questionnaire, to include info on where people have gone and why, and whether child-care is an issue.</p>	<p>Continue with exit questionnaire</p> <p>Monitor turnover to identify why people leave and where they have gone and whether we could have retained them in EP</p>	DA (Tracy Tompkins)/Julia Badger & Kathrin Cohen Kadosh – both members of SAT	Annually	Ongoing	<p>Destination information available for 100% of leavers, including reasons for leaving</p> <p>Figures available by Jan each year and will be reviewed and discussed by SAT during Hilary Term (Jan-Mar). A report sent to ExCo and DB with recommendations of what further action (if any) is required.</p>
1.4	Monitor promotion rates by gender from Associate Professor to Prof; report to ExCo, SAT	<p>All promotions are recorded in “Athena” database</p> <p>No significant gender bias in applications and success rates have been observed</p>	Identify and support all eligible candidates for RoD (male and female) in the PDR process and keep record of what support was offered and implemented.	DA (Tracy Tompkins)/HOD (Glyn Humphreys) Figures will be available during Trinity Term (April to June) each year and a report presented to the SAT during	Annually	Ongoing	<p>All eligible candidates will be encouraged to apply for RoD</p> <p>Report reviewed by SAT in Michaelmas Term each year & summary statement prepared for presentation at ExCo.</p>

Appendix A – SILVER ACTION PLAN

Action	Description of action	Action taken already and outcome at April 2015	Further action planned	Responsibility/ Target	Timescale	Start date	Success Measure
				the following Michaelmas Term (Oct-Dec)			
1.5	Monitor pay by grade and gender; report to ExCo, SAT each October	This data is available in the departmental finance office, but not widely available	Collect anonymised data on pay by grade and gender; compare mean for male/ female; include in database and provide summary report to the SAT each year	DA (Tracy Tompkins)/HOD (Glyn Humphreys), Finance Officer (Caroline Hutchings) Figures available by Oct each year and a report made to the SAT during Michaelmas Term (Oct-Dec)	Annually	Ongoing	Report reviewed by SAT in Michaelmas Term each year & summary statement prepared for presentation at ExCo.
1.6	Annual staff survey	Survey devised and run annually in Nov or Dec since 2012 2014 response rate 80%	Re-run survey annually in Nov; compare with findings from previous year/s 73% of female staff and 75% of male staff agreed that: “in my experience there is no difference in how people are treated in the Department	Chair of SAT (Elaine Fox)/ Janet Jones (Administrative Assistant) Conduct online survey and prepare summary report	Annually	Ongoing	>90% return rate Results discussed by SAT during Hilary Term (Jan-Mar). Summary statement prepared for presentation at DB. Summary of results emailed to all academic, research

Appendix A – SILVER ACTION PLAN

Action	Description of action	Action taken already and outcome at April 2015	Further action planned	Responsibility/Target	Timescale	Start date	Success Measure
			based on gender". We will include a new questions in annual staff survey to assess what aspects of work life are affected by gender in the view of the minority who believe that this is the case				and support staff during Michaelmas Term each year.
2	UG and PG Students						
2.1	Increase proportion of female students studying for postgraduate research degrees	<p>Discussion has taken place at Postgraduate Committee and at the Graduate Admissions Committee.</p> <p>We have already compared the number of DPhil applicants across the different research groups in the department and our analysis suggests that the numbers of female DPhil students are lowest in Behavioural Neuroscience (27%, 7/26) compared with our other groupings (57%, 43/75). We are addressing this by giving better case examples of female graduates in behavioural neuroscience on the section of our website dealing with postgraduate recruitment.</p>	<p>Two members of the SAT will discuss this issue with the Director of Postgraduate Studies (Prof Nick Yeung) and the Chair of the Graduate Admissions Committee (GAC: Prof Anke Ehlers) and recommend specific actions.</p> <p>All members of the Graduate Admissions Committee will complete training in Recruitment and Selection as well as a</p>	<p>Robin Murphy and Anna Mitchell (also a member of the Postgraduate Committee)</p> <p>Summary statement with clear action plan will be presented to SAT by mid-Dec 2015.</p>	Annually	1/1/2015	<p>We aim to increase the proportion of female students on our DPhil Research degree to c. 75% (national average) by 2018.</p> <p>We aim to increase the proportion of female applicants to 60% in 2015/16, 70% in 2016/17 and > 75% in 2018/19.</p>

Appendix A – SILVER ACTION PLAN

Action	Description of action	Action taken already and outcome at April 2015	Further action planned	Responsibility/Target	Timescale	Start date	Success Measure
		<p>We are currently organizing a 3-part Career Development Seminar series in conjunction with the Department of Psychiatry and the Centre for the Functional Imaging of the Brain (FMRIB) aimed at our Grade 6 staff. Each of the three seminars has three speakers and are looking at: MSc and DPhil research studies and careers in research science; Careers in Clinical Psychology; and Graduate Entry Medicine.</p>	<p>course on and Unconscious Bias.</p>				
2.2	<p>Increase knowledge about postgraduate study options among our UG students</p>	<p>General career development workshops are currently available in the department and in the wider University and Colleges.</p>	<p>Highlight career development options in our own UG handbook and in the departmental newsletter. Organize subject-specific career development workshops and/or seminars in conjunction with the University Careers Advisory Service for UG students in experimental psychology.</p> <p>Organize focus groups</p>	<p>Robin Murphy, Nicholas Cooper & Elizabeth Woodward.</p>	<p>Annually</p>	<p>1/1/2015</p>	<p>We will monitor attendance at these career development workshops and focus groups and produce short report on main issues to emerge.</p> <p>We will assess the base level of knowledge and interest in research degrees among our UG female and male students in Michaelmas Term (Oct-Dec 2015).</p>

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Action	Description of action	Action taken already and outcome at April 2015	Further action planned	Responsibility/Target	Timescale	Start date	Success Measure
			<p>among UG students on career preferences in basic science and applied areas. Highlight the underrepresentation of females in research degrees</p> <p>We will organize talks by current DPhil Students (male and female) to UG students with opportunities for discussions and questions).</p>				We will develop a specific plan to increase the percentage of UG students who know about research degree options in Oxford and elsewhere from the baseline to be assessed by 2018.
2.3	Increase the proportion of male students at UG level	Discussed at SAT meetings and recent Departmental Away Day.	SAT lead (Elaine Fox) to organize discussion with SAT leads at similar departments (e.g. UCL, Cambridge, Cardiff).	SAT lead (Elaine Fox)			Increase in the proportion of applications from male students to UG Psychology degree at EP and nationally.
3	Key Career Transition Points, Appointments and Promotions						
3.1	We will continue to identify candidates for support and nomination for RoD through our PDR system.	<p>Ad Feminam (One female professor has taken a University-led course on senior management: Prof Kia Nobre)</p> <p>7 members of academic staff have taken other University-led career</p>	Assessment and detailed feedback on application given by a senior member of staff who has not been involved in the	HOD (Glyn Humphreys)	Annually	Ongoing	100% of academic staff will be considered by the HOD.

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Action	Description of action	Action taken already and outcome at April 2015	Further action planned	Responsibility/Target	Timescale	Start date	Success Measure
		development courses (Springboard for women and Navigator course for men).	PDR to ensure that we continue to maximize the chances of success in the RoD.				
3.2	Facilitate obtaining grants/fellowships (for men and women)	<p>We will continue to provide mock interviews for all staff shortlisted for Fellowship awards and detailed feedback given prior to formal interview. We will continue to scrutinize all grant applications made by our research and academic staff.</p> <p>We will continue to publicise the availability of support on and willingness of senior staff to help with grant and fellowship applications.</p> <p>Annual grant writing workshops held</p>	<p>MH will evaluate the success of the grant writing workshops and the mock interviews with particular reference to whether there are any gender-specific issues raised. He will write a report on this for the SAT with clear recommendations for any further actions (if any) that are needed.</p> <p>Formal details of success rates broken down by gender will be provided to the SAT each year</p>	Miles Hewstone (Member of SAT and Research Board)/Director of Research (David Clark)/Phil MacDonald (Research Administrator)	ongoing	1/1/2014	<p>>80% of grant and fellowship applications will be scrutinised by a senior member of staff prior to submission.</p> <p>100% of candidates shortlisted for Fellowship interviews to receive a mock interview.</p> <p>Percentage success rate provided for each gender</p> <p>A random selection of > 50% of mock interviews evaluated by Miles Hewstone. Report discussed by SAT.</p>
3.3	Advertise all available mentoring opportunities	Mentoring opportunities available within the Department and through the Medical Sciences Division peer	Use newsletter to publicise opportunities	Chris Summerfield and Anneke	ongoing	1/1/2014	>90% of staff report being satisfied with mentoring

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Action	Description of action	Action taken already and outcome at April 2015	Further action planned	Responsibility/ Target	Timescale	Start date	Success Measure
		<p>mentoring scheme</p> <p>Increase in staff satisfied with the mentoring arrangements in the department from 18% to 69% between 2012 and 2014</p>	<p>Options will be discussed during PDR, including option of having a mentor that is not a direct line manager/supervisor.</p> <p>We will set up separate focus groups for a) DPhil students and b) Postdoctoral staff to determine what the main issues are that they feel hamper their ability to advance to the next level in a scientific career.</p>	Haddad with Bríd Cronin (MSD Athena SWAN advisor to help with focus groups)			<p>arrangements by 2018 staff survey</p> <p>>90% of staff report benefitting from the mentoring arrangements by 2018 staff survey</p> <p><5% staff report being unaware of the policy for mentoring arrangements by 2018 staff survey</p> <p>> 70% of reporting that they have received sufficient support and encouragement to move to the next phase of their career</p>
4	Career Advice and Support						
4.1	Personal development review (PDR) for tenured academic staff with HOD and for postdoctoral research staff (Grades 7-8) with their supervisor or line managers	<p>Scheme in place since 2012.</p> <p>Uptake in 2014 was 88%</p> <p>Increase in staff satisfaction with departmental arrangements for appraisals of employees is up from</p>	We will make more use of the departmental newsletter to remind academic and research staff about this scheme and	DA (Tracy Tompkins), Elaine Fox (Chair of SAT)	Annually	1/1/2013	>90% of staff report being satisfied with departmental arrangements for appraisals of employees by 2018 staff survey

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Action	Description of action	Action taken already and outcome at April 2015	Further action planned	Responsibility/ Target	Timescale	Start date	Success Measure
		15% to 58%	<p>about the deadline for annual completion</p> <p>We will organize specific departmental meetings to convey benefits and provide training in PDR for both reviewers and reviewees</p>				<p>>70% of staff report having benefited from the departmental arrangements for appraisals of employees by 2018 staff survey</p> <p><5% staff report being unaware of the policy for appraisal of employees by 2018 staff survey</p>
4.2	<p>Monitor attendance at courses run by Careers Advisory Service and Oxford Learning Institute</p> <p>Improve awareness by new staff of support available for academic career development/ childcare issues/mentoring/ flexible working</p>	<p>Included course information on website (see 6.1)</p> <p>Information on course attendance considered by SAT</p> <p>We have seen an increase in number of staff attending courses and only 10% of staff are not clear about the training and development opportunities available to them.</p> <p>Increase proportion of staff undertaking unconscious bias training to 60%.</p>	<p>Include relevant questions in Annual Staff Survey and in PDR</p> <p>Provide report to SAT</p> <p>Provide information on unconscious bias training in induction pack.</p> <p>Run a course with an external expert on unconscious bias training for recruitment .</p>	DA (Tracy Tompkins)/Chair of SAT (Elaine Fox)	Annually	1/5/2015	<p>Increase of attendance at courses from 40% to > 60%</p> <p>>80% of staff are aware of the training and development opportunities available to them</p> <p>Run run in Department with at least 60% of those on recruitment panels attending</p>

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Action	Description of action	Action taken already and outcome at April 2015	Further action planned	Responsibility/Target	Timescale	Start date	Success Measure
5	Culture, Communications and Departmental Organization						
5.1	Increase the number of women chairing our main committees	All of our committees have a good female:male staff ratio that never drops below 40% female. However all of our committees apart from the GAC (and the Athena SWAN self-assessment team) are chaired by a male member of staff. This is due to historical reasons as the holders of the key posts are male.					
5.2	Increase the number of core permanent posts in the Department	Academic (Associate Professor) posts generally only renewed following retirement or resignation.	<p>Lobby the University to convert some long-term open/fixed contracts into permanent posts</p> <p>Include 2 new permanent Associate Professorships in each of the first 3 years of our new 5-year development plan (6 in total).</p> <p>Lobby the University to create a new Statutory Chair in Experimental Psychology</p>	<p>HOD (Glyn Humphreys), DA (Tracy Tompkins) & ExCo</p> <p>Provide summary report to SAT and ExCo each year</p>	ongoing	1/10/2015	<p>3 new Associate Professor Posts appointed by 2018</p> <p>Proposal and business plan regarding a new Statutory Chair discussed with University Authorities by 2018.</p>

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Action	Description of action	Action taken already and outcome at April 2015	Further action planned	Responsibility/Target	Timescale	Start date	Success Measure
5.3	Increase the proportion of Associate Professor and Full Professorial posts that are held by women from the current 38.7%% (12/31) to 50% by 2018.	<p>All academic staff are encouraged to use their academic networks to advertise vacant posts.</p> <p>All advertisements say that we particularly welcome female and ethnic minority applicants who are underrepresented in academic and research posts in the University.</p>	<p>Actively encourage excellent female scientists to apply to Associate Professorship positions by means of encouraging current academic staff to specifically target high quality female applicants for vacant positions when contacting their academic networks.</p> <p>Academic staff will nominate names of potential candidates to the HOD who will encourage such candidates to apply.</p> <p>In addition, we will specifically approach and encourage high quality female applicants to seek external funds to locate and/or re-locate to Oxford.</p>	<p>HOD (Glyn Humphreys) Chair of SAT (Elaine Fox).</p> <p>Provide a brief report on how many male and female candidates had been approached by the HOD and other members of academic staff and how many subsequently applied.</p>	ongoing	1/1/2015	Increase the proportion of female Associate and Full Professors to 50% by 2018.

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Action	Description of action	Action taken already and outcome at April 2015	Further action planned	Responsibility/Target	Timescale	Start date	Success Measure
			Members of the DB and ExCo will be asked to provide potential names of people that should be approached.				
5.4	<p>Increase the proportion of staff who feel that their workload allocation is fair</p> <p>Increase the transparency of workloads</p>	<p>Overall workloads monitored by HoD</p> <p>Full set of jobs circulated to all core academic and research staff</p> <p>Analysis of workload shows men and women have equal teaching responsibilities, and that overall responsibilities are equally distributed (lectures, practicals, tutorials)</p> <p>Increase in proportion of staff who feel that their workload allocation is fair from 55% to 64%</p> <p>Decrease in proportion of staff who feel that workload allocation is not transparent from 17% to 12%</p>	<p>Produce a straightforward document outlining core teaching and administrative duties of each member of the core academic staff.</p> <p>Produce a table of average teaching hours currently undertaken by each member of staff.</p>	HOD (Glyn Humphreys), DA (Tracy Tompkins)	ongoing	1/1/2015	<p>>90% of staff report feeling that their workload allocation is fair by 2018 staff survey</p> <p>< 5% of staff report feeling that workload allocation is not transparent by 2018 staff survey</p>

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Action	Description of action	Action taken already and outcome at April 2015	Further action planned	Responsibility/ Target	Timescale	Start date	Success Measure
5.5	Equitable treatment of staff	73% of female staff and 75% of male staff agreed that: "in my experience there is no difference in how people are treated in the Department based on gender"	Include new questions in annual staff survey to assess what aspects of work life are affected by gender in the view of the minority who believe that this is the case	Chair of SAT (Elaine Fox), DA (Tracy Tompkins)	Annually	1/10/2015	>90 of staff (male and female) agree to this survey question by 2018
6	Flexibility and managing career breaks						
6.1	Collect data on paternity, adoption, parental and other caring leave uptake	Maternity leave uptake is monitored.	Will include paternity, adoption and leave to care for other relative and upload to Athena SWAN database.	DA (Tracy Tompkins)	Annually	1/1/2015	All leave recorded on Athena SWAN database.
6.2	Raise awareness of the flexible working policy 26% of staff do not know about the flexible/part-time working policy	Policies highlighted on website The new Human Resources CORE system records all information on formal flexible working arrangements.	Continue to inform people at induction, signpost on the departmental webpages and highlight in the weekly newsletter. We will introduce a talk on flexible working – advantages and disadvantages at Annual Departmental Away Day	HOD (Glyn Humphreys), DA (Tracy Tompkins)	Annually	1/1/2015	Session on Flexible working arrangements at 2016 Departmental Away Day. <5% of staff report not being aware of the policy in 2018 staff survey

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Action	Description of action	Action taken already and outcome at April 2015	Further action planned	Responsibility/Target	Timescale	Start date	Success Measure
6.3	Introduce “Buddy System” for staff on maternity, paternity, caring or sick leave to help ensure that people are kept up-to-date with departmental decisions and policies etc if this is required.	Staff on maternity and other leave have access to email and departmental SharePoint sites while on leave, but some have said that a more personal contact would be helpful in order to keep up-to-date with departmental meetings and decisions.	Ask all staff taking leave whether they would like a buddy. If so, identify and appoint a buddy	HOD (Glyn Humphreys), DA (Tracy Tompkins)	ongoing	1/1/2015	All relevant staff offered a buddy and if requested assigned a suitable buddy.
6.4	Improve working conditions for women returning from maternity leave	A dedicated nursing room is available in the department that contains nappy changing facilities. Feedback has been that lockable lockers and a more private area would be helpful.	We will improve the décor of this room and provide lockable lockers and provide a more private space for breastfeeding etc. A discussion will take place with all women returning from maternity leave to see what other facilities would help their transition back to work.	Julia Badger/ Tracy Tompkins (DA) Report all cases to SAT for discussion when appropriate.	ongoing	1/1/2015	Improve facilities for all staff returning from maternity leave.
6.5	Invest in sponsored nursery places	Department currently sponsors two nursery places until 2016	We will aim to continue sponsoring two nursery places after 2016.	HOD (Glyn Humphreys)/Elaine Fox (Chair of SAT)/Tracy Tompkins (DA)	ongoing	1/1/2013	Continue sponsoring at least two nursery places after 2016. Succeed in persuading

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Action	Description of action	Action taken already and outcome at April 2015	Further action planned	Responsibility/Target	Timescale	Start date	Success Measure
			We will lobby the University to increase the provision of nursery places available to University staff.				the University to increase the number of nursery places available to staff

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Action	Description of action	Action taken already and outcome at April 2012	Further action planned at April 2012	Success Measure	Progress Log
1	Baseline Data and Supporting Evidence				
1.1	Set up database for Athena-relevant information	Discussion with Technical Officer investigating implementation	Set up Departmental "Athena" database	Useable database that administrative staff find easy to use	A dedicated Athena SWAN on-line Sharepoint site has been set up with access to all members of the SAT. This is a big improvement meaning that it is now very easy for all members of SAT (including our HOD) to quickly access all Athena SWAN relevant data across both student and staff indicators.
1.2	Monitor UG student data (applications and offers) by gender; report to DB, SAT	Relevant data for previous years collected and included in this report	Modify system of reporting to match Athena categories; include in database	Figures available by Oct each year to document gender ratios in acceptance rates	<p>Figures collected annually by DA/Co-ordinator of UG admissions/ Graduate Admissions Committee and added to the Sharepoint Site</p> <p>These data are analysed by our Research Committee as well as by the SAT and actions identified to increase the proportion of female students studying for postgraduate research degrees (see Silver Action Plan)</p>
1.3	Monitor UG degree class by gender; report to DB, SAT	Relevant data for previous years collected and included in this report	Modify system of reporting to match Athena categories; include in database	Figures available by Jan each year to document gender ratios in degree class	
1.4	Monitor PG degree applicants by gender; report to DB, SAT	Relevant data for previous years collected and included in this report	Modify system of reporting to match Athena categories; include in database	Figures available by Oct each year to document gender ratios in applicants	
1.5	Monitor completion rates for all PGs; report to DB, SAT	Relevant data for previous years collected and included in this report	Modify system of reporting to match Athena categories; include in database	Figures available by Jan each year to document gender ratios in completion rates	
1.6	Monitor staff appointments, including fellowships and pay award success rates;	Short-list and decision grids collected for most appointments. EOD training already in place	Encourage broader uptake of Equal Opportunity and Diversity training; monitor who has done this (enter in	50% of PIs complete EO training (e-learning module)	

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	annual report to ExCo, DB, SAT	for staff involved in appointments/ admissions	database) Encourage completion of forms documenting appointments.	90% rate of return of forms	undertaking Equal Opportunity and Diversity training run by the University. The return rate of forms stands at 95%.
1.7	Monitor staff destinations; annual report to ExCo, DB, SAT	DA has info on destination for most leavers, but not reasons for leaving/ (dis)satisfaction	Devise exit questionnaire, to include info on where people have gone and why, and whether child-care is an issue.	Destination information on 90% of leavers, including reasons for leaving	An exit questionnaire has been developed and piloted and given to all staff who leave. Summary results are placed on our dedicated sharepoint site. We now have destination information on c. 80% of leavers.
1.8	Monitor promotion rates by gender from Associate Professor to Prof; report to ExCo, SAT	<i>N.B. Promotions procedures currently under review in the University</i>	All promotions to be recorded in "Athena" database	No significant gender bias in applications and success rates	No gender bias has been observed in either applications or success rates: - 2/2 female and 1/2 male RoD applications in 2014 were successful - 4/6 appointments to Associate Professor posts were female.
1.9	Monitor pay by grade and gender; report to ExCo, SAT each October	-	Collect anonymised data on pay by grade and gender; compare mean for male/ female; include in database	Annual figures available on pay by gender at each grade	This action has been achieved. All data on pay by grade is entered anonymously in a database on our dedicated Athena SWAN Sharepoint site. Pay across gender is equal or slightly higher for female staff at senior level so we do not think any further action is required.

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Action	Description of action	Action taken already and outcome at April 2012	Further action planned at April 2012	Success Measure	Progress Log
2	UG and PG Students				
2.1	PG exit questionnaire; annual report to Graduate JCC, DB	-	Create questionnaire	Instigate use of questionnaire, with return rate >60%	This questionnaire has been created and piloted. It has gone into use in the 2014/15 academic and data will be available during the next academic year.
2.2	Termly meetings for PGs to discuss career issues, increase social interaction	1 st -year PGs already have some seminars where this occurs	Make career issues a more explicit focus; encourage 2 nd - + 3 rd -years to self-organise such meetings	Meetings occur termly and are well attended	We introduced a systematic skills review procedure that all DPhil students undertake with their supervisor. This skills review is then assessed (by the supervisor) at regular intervals to ensure that the skills-need is met and this information is recorded on a dedicated Graduate Studies sharepoint site and overseen by the Director of Postgraduate Studies.
3	Key Career Transition Points, Appointments and Promotions				
3.1	Monitor grant applications and success rates by gender; annual report to ExCo, AP	-	Athena database to include info about all grants submitted via Dept, including gender of PI	Information available for annual scrutiny	This action has been partially achieved. Our Research Committee monitor grant applications and success rates by gender and this information is placed on our Athena SWAN sharepoint site. Over the past 3 years 242 applications have been submitted (126 from female scientists: 52%). Because of a new accounting

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Action	Description of action	Action taken already and outcome at April 2012	Further action planned at April 2012	Success Measure	Progress Log
					<p>procedure we cannot currently access success rates by gender across the period. However, the Research Committee has not detected any gender difference from (the incomplete) data they have and the official data problem is being resolved and should not be a problem for the future.</p>
3.2	Identify cause of fall in nos. women researchers between postdoc and senior appointments	-	Analyse reasons for leaving, using info from 1.5, 1.6, 1.7, 2.1; analyse whether any institutional bias, using info from 1.6, 1.7, 3.1	Annual brainstorming on whether women leave for valid reasons or because of resolvable issues	<p>Action point no longer required as we have made excellent progress in facilitating the movement of women between postdoctoral and senior appointments (research fellowships and academic appointments) by means of detailed mentoring and setting up mock interviews with senior staff for all candidates shortlisted for fellowship applications.</p> <p>Over the past 5 years the proportion of female postdoctoral staff has declined slightly from 60% to 55%, while the proportion of female Senior researchers have increased from 38% to 53%.</p> <p>The proportion of female Associate</p>

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Action	Description of action	Action taken already and outcome at April 2012	Further action planned at April 2012	Success Measure	Progress Log
					Professors has declined from 55% to 36% but this due to positive reasons in that we have had two internal promotions of women to Professorial level. Three female Research Professors (RSIV – one subsequently retired) and a female Statutory Professor have also been appointed since 2011 resulting in the proportion of female Professors increasing from from 33% to 40%.
3.3	Short survey on issues from Athena factsheet	Survey devised and run Nov 2011	Re-run survey annually in Nov; compare with findings from previous year/s	Return rate >60%	Our 10-question staff survey has been carried out annually and the findings compared with previous years. We added an additional 10 questions this year to provide more detailed information on issues that arose from focus groups and other discussions within the department. The completion rate in 2014 was 80%.
4 Career Advice and Support					
4.1	Improve awareness by new staff of support available for academic career devt/ childcare issues/mentoring/ flexible working	Induction materials currently sent to new staff; new induction pack completed 25/3/12	Materials to be updated and supplemented with single "Athena" webpage, where info is readily available in one place	Nov SAT meeting considers evidence of increased awareness and satisfaction using 3.3	Clear information is now provided on flexible working arrangements, maternity and paternity leave, including a completely up-graded new departmental and University web-site that provides easy to find information (sign-posted from home page)

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Action	Description of action	Action taken already and outcome at April 2012	Further action planned at April 2012	Success Measure	Progress Log
					<p>Appraisal/PDR scheme in place for all academic and research staff that includes discussion career and personal development as well as options for additional mentoring arrangements with their supervisor or line manager. Uptake rate was 88% in 2014.</p> <p>We have seen an impressive increase in staff awareness and satisfaction with mentoring arrangements, and appraisal and training opportunities in the department. Thus, lack of awareness about mentoring and appraisal opportunities has decreased from 68%% in 2012 to 19% in 2014.</p>
4.2	Review and monitor uptake of mentoring scheme for postdocs and probationary staff	Mentoring guidance published	Use newsletter to ensure regular reminders re. mentoring; database to list who is mentoring whom	as above	<p>Annual staff survey showed:</p> <ul style="list-style-type: none"> - Increase in staff satisfaction with mentoring arrangements in the department from 19% to 69% for women and 0% to 74% for men. - Increase in staff benefitting from mentoring arrangements in the department from 14% to 33%

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Action	Description of action	Action taken already and outcome at April 2012	Further action planned at April 2012	Success Measure	Progress Log
					<ul style="list-style-type: none"> - Decrease in staff not knowing the policy for mentoring arrangements from 68% to 17%
4.3	Biennial personal development review (PDR) for tenured academic staff by HOD; annual PDR for probationary staff	New HOD reviewed all staff Oct-Nov 2011	Continue review process biennially (annually for probationary)	as above	<p>Appraisal/PDR scheme in place for all academic and research staff that includes discussion career and personal development as well as options for additional mentoring arrangements with their supervisor or line manager. Uptake rate of 88% in 2014</p> <p>In-house PDR training course held in November 2014 (52 attendees)</p> <p>Annual staff survey showed:</p> <ul style="list-style-type: none"> - Increase in staff satisfaction with departmental arrangements for appraisal of employees from 15% to 58% - Increase in staff benefitting from departmental arrangements for appraisal of employees from 4% to 29% - Decrease in staff not knowing the departmental policy for

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Action	Description of action	Action taken already and outcome at April 2012	Further action planned at April 2012	Success Measure	Progress Log
					appraisal of employees from 57% to 27%
4.4	Ensure teaching/admin/ outreach activities included in PDRs and valued in appraisals	In process: creation of list of all academic roles and who does what	Devise transparent criteria for promotions; include these items in PDR	Topics for PDR and criteria for promotion published on departmental webpage web by 1/1/13	<p>Details of topics for PDR and criteria for promotion were published on web prior to 1/1/2013. Our new Appraisal/PDR scheme includes an extensive review of workload (taking account of the balance between research, teaching and administration, as appropriate for the particular post); as well as outreach activities and the impact of the work.</p> <p>Annual staff survey showed:</p> <ul style="list-style-type: none"> - Increase in staff who feel that their workload allocation is fair from 55% to 64% - Decrease in staff who feel that their workload allocation is not transparent from 17% to 12%
4.5	Ensure that those who wish to gain teaching experience have opportunities to do so	Teaching opportunities exist, but no centralised information source about this	Annual newsletter feature "So you want to teach", explaining how to do it	DA no longer receives queries on this topic	Detailed information about teaching opportunities is presented in a talk at our Annual Away Day by the Director of UG Studies and his slides and talk are up-loaded to the WebLearn system to which all research and academic staff have access.

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Action	Description of action	Action taken already and outcome at April 2012	Further action planned at April 2012	Success Measure	Progress Log
4.6	Monitor attendance at courses run by Careers Advisory Service and Oxford Learning Institute; consider whether course provision meets need, lobby for more courses if necessary	-	<p>Include information on courses attended, as well as waiting-list cases, in Athena database</p> <p>Include course information on website (see 6.1)</p>	Information on course attendance available for consideration by the SAT each Nov	<p>Course attendance is now routinely monitored and considered annually by SAT</p> <p>We have seen a year on year increase in course attendance</p> <p>No evidence that course provision does not meet needs</p>
4.7	Facilitate obtaining grants/fellowships (for men and women)	Mock interviews, scrutiny of grant applications already occurs but patchy	Use newsletter to publicise advisability of having grants, etc. scrutinised prior to submission, and willingness of senior staff to help	>50% fellowship mock interviews and grants scrutinised prior to submission	<p>Grant writing workshops were held in May 2013, and May 2014 and will continue to be held annually.</p> <p>Our new PDR scheme specifically includes discussion of career and personal development as well as options for additional mentoring arrangements with either a supervisor/line manager or another academic and therefore allows staff to discuss potential grant and fellowship opportunities.</p> <p>The availability of support on offer to those thinking about applying for grants is advertised in our termly departmental newsletter</p>

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Action	Description of action	Action taken already and outcome at April 2012	Further action planned at April 2012	Success Measure	Progress Log
					<p>> 60% grant applications were scrutinised and feedback given prior to application and 100% of fellowship applicants who were shortlisted received a mock interview</p>
4.8	<p>Improve visibility of eminent women in SET; increase women's confidence in dealing with media</p>	<p>Annual "Anne Treisman" Lecture established, to be given by high-profile woman psychologist; first speaker booked</p>	<p>Continue Lectures annually</p> <p>Change gender balance of photos in Seminar Room</p> <p>Media training for women</p>	<p>Increased proportion of women speakers, and images of women, in Dept</p> <p>Record uptake of media training</p>	<p>Our new website provides a separate page with photographs for each of our academic & research staff, Support Staff and DPhil Students and this had resulted in a marked increase in the proportion of images of women in the department. Images of speakers are also presented on an in-house dynamic information TV screen in our Snack Bar area that advertises forthcoming talks and seminars.</p> <p>The prestigious Anne Treisman Lecture has been held annually. We specifically invite high profile women in Experimental Psychology and Cognitive Neuroscience to present in our department. The first lecture was given by Prof Treisman (Princeton University herself) followed by Prof Jenny Saffran (University of Wisconsin-Madison) in 2014 and Prof Annette Karmiloff-Smith (UCL) in 2015.</p>

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Action	Description of action	Action taken already and outcome at April 2012	Further action planned at April 2012	Success Measure	Progress Log
					<p>The department has made excellent progress in the recruitment and promotion of women to senior positions, for example the number of female professors has increased from 4 (of 12 professorial staff: 36.3%) in 2012 to 8 (of 20 professorial staff: 40.0%) in 2014, which has also increased the profile and visibility of women in our department.</p> <p>All media training is now recorded by the HOD executive assistant (Charlotte Thompson-Grant).</p>
5	Culture, Communications and Departmental Organization				
5.1	Monitor gender constitution of committee membership	ExCo composition revised to include research-group leaders, giving better gender balance	Include information on gender by committee on Athena database	Maintain gender balance on committees	All of our committees have a good female:male staff ratio that never drops below 40% female

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Action	Description of action	Action taken already and outcome at April 2012	Further action planned at April 2012	Success Measure	Progress Log
5.2	Review and document departmental workload guidelines to include: internal/external committees, college teaching load, examining, outreach	HOD aware of need for transparent guidelines	Guidelines to be produced, published on web, and reported to DB	New scheme in place by end 2012	<p>A new workload model has been developed by the Head of Department and information about workload and options for Recognition of Distinction is now much clearer and transparent and openly discussed at Departmental Board meetings</p> <p>Annual staff survey showed:</p> <ul style="list-style-type: none"> - Increase in staff who feel that their workload allocation is fair from 55% to 64% - Decrease in staff who feel that their workload allocation is not transparent from 17% to 12%
5.3	Introduce buddy system for new research staff	Discussed at termly meeting for research staff initiated in 2012	Ensure postdocs receive notification of new appointments and can nominate 'buddy'	Buddies assigned to all newcomers from Oct 2012	There is an active postdoctoral fellow group, who arrange to meet any new incoming fellow and who organise regular social activities. There is also a Facebook group for all postdoctoral fellows.

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5.4	Publicise awards/prizes on web, in staff meetings/newsletter	Termly newsletter running since 2011, widely read	Continue	DONE	<p>We have established a termly newsletter that has been running since 2011 and is widely read. It is coordinated by Charlotte Thompson-Grant (executive assistant to our HOD) and she regularly encourages all members of staff to send in news about awards as well as information about social and family events/news.</p> <p>All research grants, awards and prizes are also published in the current news section, which is up-dated on a daily basis, of our Departmental website with a photograph of the recipient.</p>
5.5	Keep updated mailing list for postdocs	Email list exists but may be incomplete	Update email address-list for postdocs each term; ensure those not employed by Dept (e.g. JRF) are included	Updated list available at start of each term	DA produces an updated list at start of each term
5.6	Maintain social aspect of Dept, extend to family-friendly activities	Social Committee (SC) organises coffee and tea mornings/afternoons, Xmas party, 5-a-side football tournaments, & other occasional events	Hold summer picnic for families Enhance status of SC by reviewing membership, having item on DB agenda	Annual summer picnic held; SC reports annually to DB	<p>We have held an annual summer picnic and there are regular coffee mornings/afternoons that are well attended as well as other social events that are well attended (e.g., regular 5-a-side football)</p> <p>Departmental seminar times have now been changed from 16:30 – 17:30 to 12:00 – 13:00 to facilitate those</p>

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					with child-care and other after-work commitments. In addition, all research groups now target their seminars to fall within the key working times of 10am-4pm
5.7	Improve networking for women in Dept	Termly tea-party at outside venue, incl. post-doc and senior women, with some from other Biomedical Depts organized by Prof Dorothy Bishop	Continue	Termly gatherings continue	<p>We continue to hold termly tea-parties at an outside venue for post-docs and senior women and as the number of senior female staff has increased (both academic staff and senior researchers) this allows an excellent opportunity for students and junior researchers to network with leading women in the field. In the last term Prof Elaine Fox and Dr Hannah Smithson (both staff members) have led discussions about their career path.</p> <p>The Department hosts a lunch following the Anne Treisman lecture (and after all departmental seminars) so that students and staff have an opportunity to meet the speakers. The general feel in the department is tht social activities have increased substantially with the arrival of many new research groups and the</p>

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					<p>availability of hot food for the first time in our snack bar!</p> <p>Staff are also able to network outside the department via the MSD peer mentoring scheme.</p> <p>The Department of Biochemistry organise the interdepartmental seminar series entitled 'Women in Science in South Parks Road', featuring high profile Oxford women (e.g. Prof Alison Woollard, Dame Prof Kay Davies) who have spoken about their career paths and strategies in balancing work and personal life. These seminars are well attended and receive excellent feedback.</p>
5.8	Improve networking for staff members with children	-	Start net-based group for those with children to foster communication about relevant issues	SAT to have as annual agenda item	We established an informal Parent Support group with the aim of providing prospective and new parents with someone to talk with informally about how to manage the balancing act between work and home. We have included the names of 5 researchers on the web page (3F, 2M) and staff can contact any of them for a chat. There are also regular lunches for parents to meet and talk,

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					<p>advertised through the Department mailing list. We have also recently joined ParentNet that is a medical sciences divisional forum to put parents across the MSD in contact with other for mutual support and advice.</p> <p>Departmental seminar times have now been changed from 16:30 – 17:30 to 12:00 – 13:00 to facilitate those with child-care and other after-work commitments. In addition, all research groups now target their seminars to fall within the key working times of 10am-4pm</p>
6	Career breaks/flexible working				
6.1	Advertise parental leave/return to work/flexible working policies widely	Policies highlighted on website	Feature policies in termly newsletter, assemble information on one website	Update website by Dec 2012, check awareness of schemes from survey feedback	<p>Clear information is now provided on flexible working arrangements, maternity and paternity leave, including a completely up-graded new departmental and University website that provides easy to find information (sign-posted from home page)</p> <p>Annual staff survey showed:</p> <ul style="list-style-type: none"> - Increase in staff who are satisfied with the

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					<p>opportunities for flexible/part-time working the department from 44% to 56%</p> <ul style="list-style-type: none"> - Increase in staff who make use of the opportunities for flexible/part-time working the department from 22% to 30% - Decrease in staff who don't know the policy for flexible/part-time working in the department from 33% to 26%
6.2	Advertise career success stories of Dept staff members, esp those with caring responsibilities	-	Newsletter features	2-3 case studies in newsletter each year	<p>Two female members of staff were elected to fellowships of learned societies (Royal Society; Academy of Medical Sciences) and both of these were featured in our departmental newsletter and on our website.</p> <p>The work of Prof Elaine Fox's new Oxford Centre for Emotions and Affective Neuroscience (OCEAN) was also featured in the Medical Sciences divisional newsletter that is emailed to over 5000 academic staff, students and academic visitors across the University</p>

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					Introduction of the Anne Treisman Lecture series that specifically invites high profile women in Experimental Psychology and Cognitive Neuroscience to present a prestigious annual lecture in our department.
6.3	Clarify policy for workload after return from parental leave	-	Staff to be offered reduction of administrative load for one year after parental leave	New policy to be publicised on web and in newsletter by Summer 2012	Clear information is now provided on flexible working arrangements, maternity and paternity leave, including a completely up-graded new departmental and University web-site that provides easy to find information
6.4	Invest in sponsored nursery places	Dept currently sponsors two nursery places	Continue with these	DONE - Sponsored places to continue until 2016	<p>Department will continue to sponsor two nursery places until 2016</p> <p>We have also dedicated a specific 'nursing' room in the department with tea/coffee making facilities and a comfortable area for breastfeeding. This is available to all academic and research staff and has been very well received by those who use it who say it has made the return to work much easier.</p>