

## EXPERIMENTAL PSYCHOLOGY ACTION PLAN 2020

0. Impact of COVID on the department							
Reference		Objective 2020 -	Rationale	Progress since last submission	Action 2020-	Person responsible & Timescale	Success criteria
Ref	Pg						
0.1	15	<p>Evaluate the longer-term consequences of pandemic disruption to research outcomes and career progression by gender and by caring responsibilities</p> <p><b>Priority: Medium</b></p>	<p>Measures were put in place to deal with the immediate effects of the pandemic as swiftly and effectively as possible; however, it is inevitable that there will be longer term consequences, which should be evaluated in order to identify ways to mitigate the impact on all individuals and on women or those with caring responsibilities specifically.</p>	<p>During the pandemic, 3 staff members (2F 1M) have requested part-time work to enable them to teach their children at home or to provide childcare; we have been happy to accommodate these temporary changes in all cases.</p> <p>Covid-19 funds to extend research grants are available in the MSD and for student stipends or they can apply to the Covid-19 Hardship Fund.</p>	<ol style="list-style-type: none"> <li>1. Specific surveys were deployed during the pandemic to assess current areas for concern/action. Develop and circulate a similar survey c. 1 year after the pandemic took hold, and repeat after 6 months.</li> <li>2. Evaluate the results of the survey and develop any actions or initiatives which may help to mitigate the impact of these negative effects</li> <li>3. Lobby university about how to take this into account in RoD exercise, e.g. send a letter from the HoD to support applications of women adversely affected when applying for fellowships or renewing them.</li> <li>4. Lobby funders to consider this effect in the same way as they consider maternity leave</li> <li>5. Support staff in applying for funds for grant extension with letter from HoD.</li> <li>6. Gather data on how many students (and their gender) applied for and have successfully obtained support from the hardship fund.</li> </ol>	<p>HoD with PCC/SAT to develop actions</p> <ol style="list-style-type: none"> <li>1. Circulate first survey March 2021, then again in September 2021</li> <li>2. By January 2022</li> <li>3. By next round in 2021.</li> <li>4. Immediate</li> <li>5. At time of application for funding (termly in 2021 probably).</li> <li>6. Termly from 2020.</li> </ol>	<p>Gain a clear picture of the specific issues facing staff</p> <p>Set of specific actions</p> <p>developed and implemented to mitigate any negative impact.</p> <p>Any observed impact on respondents by gender or caring responsibility in surveys removed within 2 years</p> <p>Effects of Covid-19 on research outputs and success rates of women in applications are minimised (probably unknown for 10 years).</p>
1. Enhancing and progressing the work of SAT/PCC, with meaningful engagement of wider department							
Reference		Objective 2020 -	Rationale	Progress since last submission	Action 2020-	Person responsible & Timescale	Success criteria
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1.1	22	<p>Raise awareness of Athena SWAN charter and activities, especially in</p>	<p>Whilst awareness of Athena SWAN is high in staff in 2020 (95%F, 92%M), it is low in</p>	<p>Established communication channels for reporting SAT and Athena-SWAN activities via</p>	<p>1. Continue to disseminate information via weekly newsletter, regular updates on website, and standing item at departmental meetings.</p>	<p>Chair with PR Officer</p> <ol style="list-style-type: none"> <li>1. Information to be</li> </ol>	<p>Maintenance of high (&gt;90%) awareness in staff based on survey responses</p>

		<p>student populations</p> <p><b>Priority: High</b></p>	<p>undergraduates particularly (23%). Important to ensure awareness across full departmental community.</p>	<p>intranet, departmental board, and dedicated section of weekly departmental newsletter (since 2017).</p>	<p>2. Hold focus sessions as part of annual away days. Feed-back outcomes from the discussions via PCC, implement tangible actions where possible, inform wider community via newsletter.</p> <p>3. Hold special sessions for Undergraduate students at start of academic year to raise awareness of Athena SWAN activities, such as an online talk (this could also be recorded and used on the departmental website).</p> <p>4. Ensure clear link to Athena SWAN in information/ materials about relevant events – e.g. LGBTQ+ teas, women’s career talks etc</p> <p>5. See also action 1.3</p>	<p>updated/increase on website and in newsletter from Michaelmas Term 2020 onwards, ensuring Athena SWAN mentioned at least twice per term.</p> <p>2. Annually</p> <p>3. Athena SWAN talk to be held by end of 2020/21 academic year</p> <p>4. Link to Athena on relevant events information with immediate effect.</p> <p>5. Immediate</p>	<p>Increase from 23% to &gt;70% of Athena SWAN awareness in undergraduates surveyed (no gendered difference observed in awareness, therefore aim to increase across gender).</p>
1.2	22	<p>Increase participation in biennial surveys by the majority (&gt;70%) of staff and students to gain information about issues relating to gender (more than binary) and other dimensions of diversity, inclusion, and personal support</p> <p><b>Priority: High</b></p>	<p>Participation in surveys was 63%F and 42%M staff, 49%F 45%M PG and 33%F and 26%M UG students. We need to gain a more accurate and representative picture of diversity across the department in order to identify issues. Important data to help inform the work of the PCC/SAT and the Diversity and Inclusivity (D&amp;I) WG and to evaluate the</p>	<p>Surveyed staff annually since 2012 and biennially since 2014. Added undergraduate and graduate student surveys in 2020 responding to student request</p>	<p>1. Develop surveys running biennially to include other dimensions of diversity, inclusion, and personal support in addition to gender (non-binary)</p> <p>2. Consider and implement ways to increase the response to the survey including:</p> <ul style="list-style-type: none"> <li>o Highlighting the opportunity provided by the survey to have a voice in the department.</li> <li>o Demonstrate the impact of previous survey by communicating outputs and highlighting tangible changes/actions that have arisen from responses – use the newsletter, awayday and focus sessions to do this.</li> <li>o Incentivising – last year charity donations were offered in return for submitted surveys, a similar</li> </ul>	<p>AS Survey Coordinator working with D&amp;I WG chair</p> <p>1. Biennially, starting 2021</p> <p>2.&amp;3. Survey debriefings for 2020 survey to be held in Hilary Term 2021 (delay due to situation with COVID) and thereafter after each set of survey results has been received and analysed.</p> <p>Highlight findings</p>	<p>By 2023: (&gt;70%) of staff and students complete surveys</p> <p>Increased data on other dimensions of diversity, inclusion, and personal support leading to tangible actions for improvement (led by the D&amp;I Working Group).</p> <p>&gt;50% attendance at debriefing meetings</p> <p>&gt;90% survey respondents feel they have a voice in the department including data for PG and UG</p>

			success or otherwise of our initiatives (see action 1.5).		<p>approach could be used or a prize offered at random with all those submitting a survey entered</p> <ul style="list-style-type: none"> <li>○ Increase communication around the survey – continue to use email and weekly newsletter, increase frequency/number of reminders, give a longer period to fill in the survey</li> </ul> <p>3. Use DB and other committees to raise awareness and encourage participation, ask supervisors, managers and tutors to encourage others to take part.</p> <p>4. Encourage senior staff to lead by example.</p>	from survey in the weekly newsletter as pertinent e.g. “You said, we listened” section.	students (currently 68% of staff (no difference by gender), no data on PGs or UGs). >75% of respondents agree that senior leaders make and effort to listen to and communicate with staff
Reference		Objective 2020 -	Rationale	Progress since last submission	Action 2020-	Person responsible & Timescale	Success criteria
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1.3	22	<p>Publish action plan on intranet, invite suggestions and solicit input for yearly action plan</p> <p><b>Priority: Medium</b></p>	In the interests of transparency and ensuring department members feel they have a voice, action plan should be visible and available for feedback/input. Need to ensure greater understanding of and engagement with Athena SWAN issues by all PCC/SAT members; need to regularly review and update data, actions and plans, ensure regular and	The committee minutes and Athena SWAN actions are already available on our intranet, and a standing item on the agenda of our Departmental Board, which also meets twice a term. Relevant items and notices are regularly featured in our weekly Departmental newsletter and on our website (Figure 6). Updates on our Athena SWAN progress are presented to the	<ol style="list-style-type: none"> <li>1. Publish action plan</li> <li>2. Encourage input from EP members via the weekly newsletter and via DB and other committees</li> <li>3. Publish yearly schedule of data and activities to review at the sessions and report on the intranet. PCC to also review schedule each term to ensure activities and reporting is on schedule.</li> <li>4. Items will be communicated to DB and other relevant committees under the PCC standing item</li> </ol>	<p>Chair</p> <ol style="list-style-type: none"> <li>1. November 2020, suggestions and</li> <li>2. Yearly schedule to be published on the intranet, beginning in November 2020 and at the start of each academic year thereafter.</li> <li>3. Input sought once per term via Departmental Board, PSS monthly meeting and student feedback sessions.</li> </ol>	<p>Workload of AS more evenly distributed; ensure that each member takes on at least one action/initiative per term, track via action log</p> <p>Increased engagement of department members via DB and feedback</p>

			consistent data review and reporting, and to ensure any issues relating to gender or other imbalance are identified expeditiously.	whole department at our annual Away Day.			
1.4	22	Update existing data monitoring to capture new data around e.g. student completion and public engagement and monitor new activities  <b>Priority: Medium</b>	In addition to the monitoring already in place, we will fill some gaps in our monitoring highlighted by this application process to improve our understanding and identification of pertinent issues.	Since 2012, we monitor data annually through spreadsheets to record and report admissions and degree outcome data for UG and PG students. Recruitment and training data is provided by dedicated University systems. Some processes were lost during our various disruptions and because of staff turnover. These need to be reinstated and processes reviewed.	<ol style="list-style-type: none"> <li>1. Update existing processes and make sure new staff are aware of the importance of maintaining these databases</li> <li>2. Monitor DPhil student completion rates within 4 years by gender.</li> <li>3. Improve capturing of contributions to public engagement and outreach activity by department members: <ul style="list-style-type: none"> <li>○ Encourage members to report activities to the HoD office, using the weekly departmental newsletter.</li> <li>○ Suggest that each research group has an outreach and engagement point of contact who can collate outreach and engagement activities for their group and communicate these to the PR Officer</li> </ul> </li> </ol>	AS Data monitor/PR Officer  <ol style="list-style-type: none"> <li>1. Complete by October 2021</li> <li>2. Immediate and reviewed annually at the start of the academic year.</li> <li>3. Immediate and reviewed annually at the start of the academic year.</li> </ol>	Complete data is made available at annual review for presentation to PCC and DB. Action plan and success measures updated annually or more regularly as data becomes available.
1.5	22	Establish working groups to promote racial and ethnic diversity and inclusion, alumni relations, and other priorities linked to Athena SWAN charter	Increases the scope of the PCC work and ability to achieve tangible goals in specific areas by creating focused groups, drawing in other members of the department. Will also increase	LGBT+ rep appointed in 2018 WG on Diversity & Inclusion established in summer 2020.	<ol style="list-style-type: none"> <li>1. Formalise remit and actions of new Diversity and Inclusion WG</li> <li>2. Formalise remit and actions of new Alumni Relations WG</li> <li>3. WGs to meet minimum once per term.</li> <li>4. Encourage volunteers and invite members via weekly newsletter.</li> <li>5. Set of broad aims and specific actions to be agreed by the working groups and reported to PCC/SAT.</li> </ol>	Executive Assistant to HoD (secretary) and WG chairs  <ol style="list-style-type: none"> <li>1. &amp; 2. By end of 2020.</li> <li>3. Groups to meet once per term.</li> <li>4. Immediate and ongoing</li> </ol>	Groups to feed back to the PCC/SAT by reporting minutes and action logs. Specific actions relating to the Athena SWAN aims to be recorded and measured against the action plan.

		<b>Priority: High</b>	awareness of wider PCC work.			5. By end of Hilary Term 2021 (March)	
<b>2. Enhancing academic and career progression for Undergraduate and Graduate students</b>							
Reference		Objective 2020 -	Rationale	Progress	Action 2020-	Person responsible & Timescale	Success criteria
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2.1	31	Gather data on reasons for not accepting UG and PG places and take any possible remedial action if gender imbalance is shown  <b>Priority: High</b>	We do not record reasons why UG students do not accept their offer of a place. In many cases they offer was not met but some applicants withdraw for unknown reasons. Similarly we do not record reasons why PG students do not take up places. It might relate to successful applications elsewhere or funding.  More information is needed to inform specific actions	We noticed the proportion of women accepting their MSc offers (72%) is lower than the proportion of men (81%) and for DPhil offers (57%F vs 69%M).	<ol style="list-style-type: none"> <li>1. Request and record reasons why a student did not accept a place and compare the responses with admissions data to identify any correlation between reason/gender, examine how these intersect with other indicators in these cohorts as possible explanations of differences</li> <li>2. Present annual report on % of males and females who fail to meet offer and reasons given.</li> <li>3. Where imbalances are shown, increase efforts to address this by developing actions based on reasons given for not accepting places.</li> <li>4. Gather information on funding success by gender for DPhil applicants and, if relevant, look at potential ways to improve funding opportunities for women.</li> <li>5. Actively promote the availability and positive perception of part-time degrees (with case studies) on the website and in the UG handbook</li> <li>6. Investigate the effect of Brexit on graduate applications and ability to secure funding and campaign for access for international applicants</li> </ol>	Directors of Undergraduate and Graduate Admissions and AS data monitor, actions to be developed by wider PCC/SAT  <ol style="list-style-type: none"> <li>1. 2020-2023: Because this information is likely to be sparse and incomplete aim to report over a 3-year period, so that trends can be discovered. Aim to show a marked improvement by 2025.</li> <li>2. Starting academic year 2023/24</li> <li>3. 2024</li> <li>4. Admissions cycle 2021</li> <li>5. Immediate</li> <li>6. From 2021 admissions cycle onwards</li> </ol>	Complete data for students who do not accept offers. Confirmation of whether a recent trend for females to decline offers is robust, with insights into how this might be ameliorated. Increase proportion of female students taking up graduate places to >80% in line with males. Increased take-up of part-time graduate research degrees to 10% of students on course.

2.2	31	Gather data about future career considerations and choices from UG and PG students, utilising alumni network  <b>Priority: Medium</b>	Better and more extensive data about our students' future career preferences will help us to tailor the support we give our on-course students in terms of mentorship, careers advice etc	Increased knowledge of PG study options among our UG students. 64% of UG surveyed said they were considering further study after completing their degree. Surveyed UG in 2020 about career considerations. More detail and data gathered over time will help to inform our activities and support.	Continue to survey undergraduates biennially, including more detailed questions about career plans and considerations Analyse the responses and identify a) any gender disparity and b) any trends Build the alumni network, gathering data on what career paths our graduates have gone on to	AS Survey co-ordinator, co-ordination with alumni working group to develop actions/PR officer  1. Responses to be gathered biennially starting in 2021 from undergraduates. 2.After each survey (biennially) 3. information from alumni to be gathered from 2021 onwards, as the database develops.	4-5 years' worth of data needed to identify trends and disparities. Targeted actions and initiatives developed as a result of the data. Increased satisfaction rates from undergraduates in relation to career support >75%
Reference Ref	Objective 2020 - Pg	Rationale	Progress since last submission	Action 2020-	Person responsible & Timescale	Success criteria	
2.3	58	Develop career-development programmes for UG and PG students. Raise awareness of career-development and career opportunities in PG community.  <b>Priority: High</b>	This has been identified as a major area for improvement from student feedback surveys and sources (e.g. the Student Barometer). 62%(F) and 68%(M) of graduate survey respondents in 2020 were clear about training and development opportunities available; these	Since our first Bronze application (2012), "Women's Tea" termly events have been held for postdocs and senior academic staff. This has proven an effective context for discussing barriers to progression for women in academia, representation of women at conferences and in seminars, and challenges of juggling	1.Set up consultation/discussion meetings with undergraduate and graduate joint consultative committees to gather ideas and suggestions of what students would find most useful 2.Develop an annual programme of events and opportunities, including an informal networking event series for PGs similar to the Women's Tea 3.Include information in student handbooks and dedicated student sections of the weekly newsletter. Ensure opportunities are communicated at graduate student committee meetings, and ask reps to filter the message through to their peers	Directors for Undergraduate and Graduate Studies, HoD, UG and Graduate Reps  1.-5. Develop a full programme for the 2021-22 academic year	>90% of students responding to survey are clear about training and development opportunities available by 2023 >50% of PG and UG students to have taken part in at least one career development activity by 2023 (measurable via survey) >75% of student respondents find the career

			numbers should be higher. A successful termly networking event has been established for female post docs and senior academic staff. There has been interest in a similar event for graduate students.	personal and academic lives. Senior women in the division give informal talks sharing their experiences and offering advice to junior colleagues.	4. Monitor uptake by requiring registration for events etc 5. Monitor satisfaction levels in surveys and other sources of student feedback Set up informal experience-sharing and networking events aimed at supporting female graduate students		development opportunities useful by 2023
2.4	58	Understand reasons for differences in seeking career advice for female and male graduate students and map these by gender of supervisor  <b>Priority: Medium</b>	The proportion of women seeking career advice was significantly lower compared to men (40% compared to 68%) in the 2020 survey. The reasons behind this need to be identified and steps taken to bring about gender balance.	Our newly introduced graduate student survey indicated the large majority (84%) of graduate students feel comfortable discussing training needs with their supervisors, have the opportunity to take on new responsibilities or learn new skills, and feel access to opportunities is fair and transparent. Of students who sought advice all agreed the experience was positive.	1. Seek feedback from female graduates (either in discussion groups, or targeted emails) about whether they have sought advice and, if not, why not (an anonymous response option can be available), asking whether their supervisor is male or female 2. Collate the responses, noting any potential correlations with the gender of supervisors. 3. Develop a set of actions based on the reasons given for not seeking advice in order to encourage higher numbers of women seeking career advice 4. Utilise our new alumni network project to provide more targeted career advice and support to our undergraduate and graduate students.	Director of Graduate Studies/AS data monitor/wider PCC/SAT members  1.&2. Seek feedback and analyse responses by the end of the 2020/21 academic year. 3. Look to develop and implement remedial actions by the start of the 2021/22 academic year. 4. ongoing	Increase of female graduates seeking career advice to >65% by 2024 survey. Of those, >50% find the advice useful (measurable via survey)
2.5	58	Organise more career-focused seminars and events. Host termly seminars from non-	Uptake of career advice is low in female graduate students (40%). At least 15% of UG students are	To showcase the diversity and human element of academic careers, since 2018, we ask our eminent seminar speakers to	1. Organise more career-focused seminars and events, including: ○ annual 'careers fest' and ○ departmental seminars focused on non-academic career paths ○ gather feedback from sessions	PCC and AR WG members/PR Officer  1.&2. Starting from October	Increased awareness and satisfaction rates relating to career development and support consistent

		academic speakers to illustrate various ways a psychology background can contribute to society  <b>Priority: Medium</b>	interested in careers outside science/academia. Students often unaware of the various ways in which Psychology degrees prepare them for a variety of jobs. As part of a major initiative to improve career development opportunities and support across the board, specific events will be developed and organised to raise awareness of the breadth of career paths available to psychology graduates.	give a short personal background of their career trajectory but these individuals are academics.	<ul style="list-style-type: none"> <li>○ Speaker suggestions to be sought from members of the department and other relevant individuals within the University</li> </ul> 2. Draw on alumni contacts through the EPICS project to speak at seminars or take part in career networking events	2021 (full seminar programme for 2020/21)	over 5 years from 2021/22 Ensure gender balance of 50:50 in speakers. Consider other diversity factors such as ethnicity and disability where possible.
<b>3. Growing and enhancing the core academic community</b>							
Reference		Objective 2020 -	Rationale	Progress since last submission	Action 2020-	Person responsible & Timescale	Success criteria
Ref.	Pg						
3.1	37	Continue to increase number of APTFs and achieve gender parity. Evaluate effectiveness of APTF recruitment practises in relation to gender balance. Increase number of	Increased student numbers and other factors require a growth in faculty in order to provide the necessary high-quality of teaching and research. This links to our aim to increase the proportion of APTF and Professorial	We have divisional approval for 5 additional APTFs; 1 appointed, 1 ongoing, recruitment for another 3 restarting December 2020). Data on applications, shortlisting and appointments accurate and	1. Complete recruitment of an additional 6 APTF posts (total), aiming to use the new appointments to help achieve gender parity across the teaching and research areas in the department (see action below)  2. 3-yearly report on number of applicants, shortlisted, offers, and acceptances for APTF by gender. The numbers are small and so we need 3 years' worth of data to identify any trends or issues.	HoD/AH for personnel/ AS data monitor  1. 4 appointments complete by 2022; 6 total by 2024. 2. In 2024 3. Ongoing 4. Ongoing	Clear report showing effectiveness of recruitment practices of APTF recruitment, with any issues identified and actions developed to address these.  At least 50% of additional APTF posts held by women.



		<p>statutory professorships and reach &gt;40% female representation</p> <p><b>Priority: High</b></p>	<p>posts that are held by women from the current 38.7% (12/31) to 50% by 2024.</p> <p>We have adopted new procedures, to encourage applications from women. We need to evaluate how effective these procedures have been in order to ensure we can achieve action above effectively. Increasing female representation in statutory professorships remains a key aim for the department, building on the original action from the 2015/18 action plan.</p>	<p>reported after each appointment. For every recruitment, staff are asked to suggest potential candidates and to ensure these are gender balanced (since 2017) and more recently we have emphasized the need for increasing other dimensions of diversity. The HoD reaches out to these individuals to encourage them to apply.</p>	<p>3. Identify possible improvements to promote gender balance. Focus efforts on:</p> <ul style="list-style-type: none"> <li>○ continue to 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.</li> <li>○ Academic staff will nominate names of potential candidates to the HOD who will encourage such candidates to apply.</li> </ul> <p>4. Members of the DB and ExCo will be asked to provide potential names of people that should be approached.</p>		
Reference Ref	Pg	Objective 2020 -	Rationale	Progress since last submission	Action 2020-	Person responsible & Timescale	Success criteria
3.2	37	<p>Increase the number of Career Development Lecturer (CDL) posts to 5 total and provide them with longer (4yr) contracts</p> <p><b>Priority: High</b></p>	<p>Previous surveys, and discussions with ECRs, identified a need for support for ECRs hoping to transition to full academic posts. Such positions will provide a richer</p>	<p>Created two-year CDL posts in 2016. These positions can help provide cover for sabbatical and parental leave taken by teaching staff. Our first CDL (F) has progressed to a permanent position</p>	<p>Grow the number of CDLs to 5 positions, with 4-year contracts Track leaver data in relation to these posts to see if they lead to full academic posts Measure satisfaction with these posts as a career development opportunity by seeking feedback from post holders in exit interviews</p>	<p>HOD / AH for Personnel</p> <p>The University-wide recruitment freeze implemented in March 2020 caused some delay to this</p>	<p>5 ECLs on 4-year contracts appointed, at least 3 women in these posts. &gt;90% of those in post feel it helped them to progress their academic career (based on feedback</p>

			training experience with more stability and to enable us to attract the highest calibre applicants, ensure better continuity to the teaching provision and therefore a better student experience.	at another institution. We currently have three CDLs in posts (2F, 1M). The success of the CDL posts was highlighted in our recent departmental review.		action. We hope to fill these positions by 2023.	gathered in end of contract interviews)
3.3	37	Gather data on success of redeployment of staff on FTC  <b>Priority: Low</b>	The majority of our leavers are female at the junior grades particularly. Staff with more than two years of employment are identified as priority candidates for positions and, if qualified, they are automatically invited for interview. We lack data on the number of successfully redeployed candidates on FTC in the last five years.	Introduced end-of-contract interview and opportunity to be a priority candidate for advertised posts across the University. Improved mechanism for collecting leaver data. We have data for 99% of leavers, with destinations recorded in 95% but this does not tell us specifically about redeployment within the university.	HR to record numbers of how many of these staff are successfully redeployed or not, including this as part of the exit interview if necessary and follow-up.	HAF with HR  Aim to gather data from 2020 onwards, to gain a clear picture by 2025.	Obtain data on >90% who have finished a FTC and review over 5 years. Analyse for gender differences.
3.4	44	Explore how to facilitate institutional moves for established female academics  <b>Priority: Medium</b>	Correspondence with potential applicants reveal that many established female academics feel unable to move institutions/locations for family reasons.	New action	1. AH for Personnel or HoD to follow up with candidates who indicate feel unable to move institutions/locations for family reasons, to seek views and ideas about how academic moves for women might be facilitated in these circumstances, and if anything could be in place to support this.	AH for Personnel/HoD/AS Lead/  1. From 2021 onwards, starting with forthcoming	Development of initiatives for department/colleges/University to consider encouraging and supporting women to move and take up these permanent positions, especially at

			Understanding whether/how it is possible to facilitate academic moves for women is an important action.		<p>2. Any feedback/outcomes to be shared with colleagues across the division and EDI networks, inviting other suggestions and thoughts.</p> <p>3. Coordinate with similar Psychology departments nationally (e.g. Cambridge/Durham) to discuss initiatives and gather experiences.</p>	<p>planned APTF recruitments.</p> <p>2. After current appointments are complete in 2024.</p> <p>3. From April 2021.</p>	<p>the Statutory Professorship level.</p> <p>Successful recruitment of a at least 3 female academics in current appointments by 2024 (see action 3.1). Successful recruitment of 1 additional Statutory Professor who is female by 2026.</p>
<b>4. Supporting career development for academic and PSS staff</b>							
Reference		Objective 2020 -	Rationale	Progress	Action 2020-	Person responsible & Timescale	Success criteria
Ref.	Pg						
4.1	51	<p>Collect systematic feedback on skill-developing activities organised by ECR committee by gender</p> <p>Develop and deliver user-led programme of skills training with ECR committee based on feedback of previous events and survey responses</p> <p><b>Priority: Medium</b></p>	<p>To evaluate the effectiveness of the ECR training and identify any potential issues/gaps, then enhance and develop career development opportunities offered to ECR by creating tailored programme.</p>	<p>ECR Committee established in 2017 by the HoD. The committee organise skill-developing activities and have developed an ECR handbook and established a digital portal hosting relevant information and resources of specific relevant to them. To share knowledge and opportunities, the portal (ECRXchange) is shared across neuroscience-related departments.</p>	<p>1. Work with ECR committee to gather feedback and report back, including information by gender.</p> <p>2. Work with the ECR Committee to develop a comprehensive, user-led programme of skills training:</p> <ul style="list-style-type: none"> <li>○ Evaluating training that has taken place (see above) and adding successful/popular training to the programme</li> <li>○ Identify any gaps in training using survey results</li> <li>○ Develop appropriate training to fill gaps</li> </ul>	<p>PCC/SAT ECR reps with PCC/SAT Chair</p> <p>1. Feedback to be gathered over 2020 - 2022 (allowing longer time to allow for delay to some activities due to Covid situation.</p> <p>2. Work to begin on developing programme from 2021, incorporating and evaluating sessions based on feedback with the aim of developing a full programme by 2022/23</p>	<p>Detailed and comprehensive feedback report, potentially leading to actions to enhance/improve training.</p> <p>&gt; 50% uptake of training available in research staff grades 6 &amp; 7.</p> <p>High satisfaction rates &gt;70% in relation to ECR training and career development on surveys from 2024 onwards</p>

4.2	51	<p>Improve awareness and uptake of skills training available within the department and through the University. Monitor uptake of in-house and University training by gender and grade to look for any significant disparities</p> <p><b>Priority: Medium</b></p>	<p>Promotion of training opportunities is already in place in the department, but more can be done to improve levels of uptake of training</p> <p>Need to ensure gender balance in the uptake of in-house and University training, and to address any disparities, to ensure level playing field for professional and career development.</p>	<p>To raise awareness, and to keep track of the types and frequency of mandatory and recommended courses, we have circulated and published on our intranet a list of all relevant training courses.</p>	<ol style="list-style-type: none"> <li>1. Training opportunities to be flagged up prominently in the weekly departmental newsletter</li> <li>2. New training list clearly showing mandatory and strongly recommended University training prominent on the front page of the departmental intranet. List to be circulated at regular intervals (once a term)</li> <li>3. Link to the training list on the intranet to be included in staff handbooks (PSS and academic/research)</li> <li>4. Monitor uptake of in-house and University training by gender (where possible). PCC/SAT to review and identify any disparities, and if any emerge, explore ways to address these.</li> <li>5. Report data to departmental board annually.</li> </ol>	<p>AS media monitor/HR</p> <p>From Michaelmas Term 2020. To be reviewed in Michaelmas Term 2021 to see if any change in training uptake. If not, new measures to be developed.</p>	<p>Maintain or raise high satisfaction/awareness (&gt;90%) in relevant survey responses. Achieve 100% uptake of mandatory training by MT 2021 &gt;85% uptake of recommended training e.g. on Bullying &amp; Harassment, Tackling Race Bias at Work, Unconscious Bias etc. by end of 2023</p>
Reference Ref	Pg	Objective 2020 -	Rationale	Progress	Action 2020-	Person responsible & Timescale	Success criteria
4.3	53	<p>Improve and enhance PDR process: time PDRs to the natural cycle of academic year for ARS, include extra questions around development and training needs; discuss applying for recognition of distinction exercise with eligible staff. Improve record-</p>	<p>PDRs will be more effective if they are completed at a time of year that ties in with the academic cycle and reward and recognition timeline, and discussions will be more fruitful/considered during less busy times. Staff anecdotally report completing PDR but not submitting the</p>	<p>PDRs have been brought in line with the academic year (September) in 2020. Increased awareness and uptake of PDRs, flagged as mandatory training on the new Training List, and included in the new Academic Handbook. PDR training sessions have taken place, and individual sessions can be arranged via the HR office.</p>	<ol style="list-style-type: none"> <li>1. Establish September as fixed timing for PDRs for academic staff</li> <li>2. HR Manager to follow up with line managers following each round of PDRs to remind them to submit their paperwork.</li> <li>3. Gender information to be noted in records of PDRs</li> <li>4. Include items on regrading and (for PSS and technical staff) any interest in completing further study towards an academic role in PDR</li> <li>5. Discuss Recognition of Distinction exercise where appropriate</li> <li>6. Formally record contributions to outreach and public engagement.</li> </ol>	<p>HR</p> <p>From the next round of PDRs (2021)</p>	<p>PDR completion rates brought in line with uptake by 2022 Maintain high uptake and perceived value of PDR in women and men &gt;80% Increase in number of applications to Recognition of Distinction exercise from women from 7 over the past 5 years to 10 between now and 2025.</p>

		keeping, including gender information. <b>Priority: Medium</b>	forms so our records are incomplete and underestimate PDR uptake.				
4.4	56	Develop and enhance the mentoring system across the full spectrum of the departmental community, with particular focus on underrepresented groups. Create an enhanced network of mentors/advisors, drawing in alumni and current members, to provide career-related guidance, advice, and contacts. <b>Priority: High</b>	Ensuring that departmental members at all levels including and in particular PSS have access to tailored/relevant mentor support, including the exploration of different career paths.	University mentoring schemes are advertised through the weekly departmental newsletter and intranet, and line managers are asked to encourage staff through PDR to take up these opportunities. ECRs are encouraged to join the new ecrXchange peer-mentoring scheme. 50%F and 43%F ARS survey respondents in 2020 reported being mentored and 100%F and 85%M found it useful. Numbers of PSS who are mentored are very low.	<ol style="list-style-type: none"> <li>1. Use EPICS and related projects to invite alumni to become involved with the mentoring scheme, especially through the women's centenary project to provide female mentors.</li> <li>2. Work with the Diversity &amp; Inclusivity working group, linking to their projects and initiatives to recruit suitable mentors.</li> </ol>	AS members who are also members of the Alumni Relations and Diversity and Inclusivity Working Groups  From January 2021 and ongoing.	To have created and maintain a functioning mentor database, with a robust system for matching mentors to mentees. Increase ARS with mentors to 60% by 2023 survey. Increase PSS with mentors to 50% by 2023 survey.
4.5	56	Encourage more applications to career development and leadership programmes for women and greater participation in external	Promotion of career development opportunities is already in place in the department, but more can be done. HoD and AH for Personnel approach eligible individuals to	With encouragement of the HoD in annual PDR meetings, three women in the department were successful in obtaining awards for the Springboard scheme of the	<ol style="list-style-type: none"> <li>1. Ensure all career development opportunities promoted prominently in the newsletter</li> <li>2. HoD and AH for Personnel to continue to identify and reach out to relevant women staff members to encourage them to take up opportunities.</li> <li>3. Pls made aware of ways they can support career development of their staff</li> </ol>	HoD/PR & Development Officer  1. 2020 onwards; review in 2024 to measure effectiveness over two round of staff surveys.	Increase in take up of career development opportunities by female ARS Increased uptake of training by PSS Maintain awareness at >85%

		influential committees (e.g. funding panels) <b>Priority: Medium</b>	encourage applications. PDR is also used to discuss these opportunities.	Academy of Medical Sciences since 2016	4. Encourage applications to the apprenticeship levy scheme by PSS.	2. Ongoing 3. Annually at away day 4. From January 2021.	
4.6	62	Increase support across the whole process of applying for fellowships. Support those who were unsuccessful and look at ways to ensure that all those eligible apply for fellowship opportunities. <b>Priority: Medium</b>	Failure to get a grant or fellowship can have serious and significant implications for an applicant. A formal mechanism for supporting applicants through this process would ensure that all applicants get the help, support and constructive feedback/advice required. The gender balance in relation to success rates continues to be steady. Nevertheless, we have felt that it is important to create a system that would be more inviting for women to apply for fellowships with our department in a fair and unbiased way.	In the last academic year, we launched an open call for individuals wishing to hold fellowships in the department and advertise funding opportunities widely and externally as relevant research calls come out (e.g., UKRI Future Leaders)	1. Keep a record of fellowship applications via the research office 2. EA to the HoD to coordinate with PA to the AH for research to ensure a debrief meeting is set up and logged for unsuccessful fellowship candidates, reviewing any feedback received on the application and developing positive and constructive actions to work towards stronger future applications. 3.3. Research Committee to produce a gathered field of UKRI applications in identified areas of need in advance of application deadline 4. Continue to monitor applications and success rate for personal fellowships by gender 5. Evaluate numbers each year; if a disparity arises, take immediate action to identify possible causes and develop remedial actions 6. HoD/ line managers to encourage eligible candidates to apply for fellowships via the PDRs and as/when opportunities arise, with particular focus on encouraging men (lower application rates)	AH for Research/Research committee and HoD, with their PA/EAs. AS Data monitor  To implement this system from January 2021 (current understaffing in research office) Gathered field produced annually, in line with UKRI application timeline	Review after a year, all meetings are taking place and being logged. 80% of unsuccessful fellows reapply within 12 months of meeting Increase number of fellowship applications, particularly in male applicants from 62%F to >75%F and 38%M to >75% by 2025
<b>Reference Ref</b>	<b>Pg</b>	<b>Objective 2020 -</b>	<b>Rationale</b>	<b>Progress</b>	<b>Action 2020-</b>	<b>Person responsible &amp; Timescale</b>	<b>Success criteria</b>
4.7	63	Increase number of male PSS staff who feel	The surveys show high levels on satisfaction with	Improved female staff awareness about development	1. Continue to promote a variety of training and career development opportunities at PSS meetings	HAF/HR manager	Increase in proportion of male PSS who feel encouraged to take up

		<p>encouraged to take up training and career development opportunities</p> <p><b>Priority: Medium</b></p>	<p>awareness and take up of training opportunities, but only 57%(M) 2020 PSS members feel encouraged to take up opportunities; this is low in relation to other satisfaction levels in this area and to women PSS (72%).</p>	<p>opportunities available to them (from 45% in 2016 to 89% in 2020); High rates of female and male staff who feel comfortable discussing training needs with their manager.</p> <p>To raise awareness, and to keep track of the types and frequency of mandatory and recommended courses, we have circulated and published on our intranet a list of all relevant training courses, specifically emphasizing equality, diversity and inclusion training opportunities.</p>	<p>2. Include PSS specific development opportunities in the weekly newsletter, similar to what is done for e.g., ECRs, students</p> <p>3. Ensure managers are aware of and encouraged to use the apprenticeship levy to support staff development – reminder to be sent by HR manager with reminder to complete PDRs each year.</p> <p>4. Encourage more male staff to share positive experiences about their development and training activities at PSS meetings to make others aware of opportunities and benefits</p>	<p>1.2.&amp;4. Increased promotional activities to be implemented from winter 2020 onwards</p> <p>3. PDR changes/discussions from next PDR round (2021)</p>	<p>opportunities to &gt;80% for men from 57%(M) 2020)</p> <p>2 successful applications to the apprenticeship levy scheme per year (at least 1M).</p> <p>At least 3 male PSS staff to have presented their experiences at a PSS meeting by 2022</p>
4.8	64	<p>Evaluate utility of PDR in PSS staff and understand reasons for lower ratings especially in women</p> <p><b>Priority: Medium</b></p>	<p>Satisfaction with the usefulness of PDR has particularly improved among male PSS over the past three surveys. However, for women, it has dropped from a very high position in 2016 (from 95% to 76%).</p>		<p>1. Hold focus groups with female PSS or elicit feedback via email regarding the usefulness of the PDR process, with the option to respond anonymously. Identify any issues and amend the PDR form/process accordingly</p>	<p>PCC/SAT PSS reps</p> <p>To seek feedback before next PDR round (autumn 2021)</p>	<p>Higher level of satisfaction with the usefulness of PDR in F and M PSS &gt;80%</p>

5. Encouraging flexible working and work/life balance; supporting women's health and those with caring responsibilities							
Reference Ref	Pg	Objective 2020 -	Rationale	Progress	Action 2020-	Person responsible & Timescale	Success criteria
5.1	68	<p>Establish point of contact for all staff members going on parental leave, ensuring flexible, no-pressure keep in touch arrangements.</p> <p><b>Priority: Medium</b></p>	<p>Informal discussions with women who have taken maternity leave indicate different levels of desire to keep up with work-related activities. For example, some research staff are keen to attend lab meetings remotely and have a lab contact who can keep them updated about events. For others, this is not desirable and may have adverse effects in terms of women feeling pressurised to return to work</p>	<p>We established a "buddy system" for staff on maternity, paternity, and sick leave to help ensure that people are kept up to date with departmental decisions, policies, and activities as relevant. But take up has been very poor so we want to establish more desirable mechanisms to support staff on leave.</p>	<p>1. Record the point of contact for staff on leave during HR interview and check when and how often they will be in touch. Staff will be told this can change during leave as they wish</p>	<p>HAF with HR</p> <p>1. To be implemented from 2021 onwards</p>	<p>100% of those on parental leave have a recorded point of contact.</p>
5.2	68	<p>Ask staff returning from leave what would help with transition back to work and implement suggestions where possible</p>	<p>It is a priority of the department to make the transition back to work as easy and stress-free as possible for those returning from leave.</p>	<p>Following our move to our current interim premises (2018), we prioritised re-installing a dedicated, private welfare room for returning, nursing mothers. The room has a comfy chair is next door to a kitchen</p>	<p>1. In our return-to-work meetings with HR, ask staff returning from leave what would help with transition back to work. Implement suggestions where possible</p>	<p>HAF with HR</p> <p>To be implemented from 2021 onwards</p>	<p>Clear record of suggestions made and those that have been implemented, to be reported at PCC/SAT meetings annually.</p>



		<b>Priority: Low</b>		with a refrigerator. It can be booked online to limit interruptions. A range of other facilities and support is offered by the University and department.			
5.3	69	Create discussion group to consider how to provide support in relation to fertility or menopause issues  <b>Priority: High</b>	The PCC/SAT have informally discussed the need to support staff who are experiencing problems with fertility or the menopause; these are traditionally slightly 'taboo' subjects and we would like to encourage open, positive discussion (for those who are comfortable), leading to tailored departmental support where possible.		<ol style="list-style-type: none"> <li>1. Create discussion group to consider how to provide support in relation to fertility or menopause issues</li> <li>2. Develop plans for increased departmental support in these areas based on discussions</li> <li>3. Consult with other departments in MSD to gauge interest in developing joint provision and support</li> <li>4. Discuss at Neuroscience Oversight Committee (NSOC)</li> </ol>	Lead to be identified from PCC/SAT to carry this initiative forward.  HoD in her role as chair of NSOC  <ol style="list-style-type: none"> <li>1. Group to be formed by 2022;</li> <li>2. plans for support to be developed by 2023</li> <li>3. Early 2021</li> <li>4. Early 2021</li> </ol>	Formation of group, take-up of membership, actions/support plan developed/  Interest from other departments to work collaboratively on this initiative.
<b>Reference Ref</b>	<b>Pg</b>	<b>Objective 2020 -</b>	<b>Rationale</b>	<b>Progress</b>	<b>Action 2020-</b>	<b>Person responsible &amp; Timescale</b>	<b>Success measures</b>
5.4	80	Understand workloads and the perceived unfairness of work allocation, especially for women: evaluate responses and	Our staff survey responses in 2020 indicate some differences regarding workload satisfaction between staff categories and	In 2016, senior academic and teaching staff were consulted, and there was open discussion about the burden felt by the APTFs with the increase in teaching	<ol style="list-style-type: none"> <li>1. Hold listening exercise with staff as part of survey debrief sessions</li> <li>2. Evaluate responses and identify areas for improvement/action</li> <li>5. Consult all staff groups about how to achieve a better work-life balance; prioritise activities to promote a good work-life balance</li> </ol>	AS Survey coordinator with relevant PCC/SAT members  Briefings held Hilary/Trinity Term 2021	Higher level of satisfaction with work life balance reported in 2022 survey; increase in ARS from 55%(F) and 63%(M) in line with PSS levels (>80)

		<p>identify areas for improvement/action</p> <p><b>Priority: High</b></p>	<p>genders: there has been a significant decline in the number of female ARS who feel their workload is reasonable; the proportion of staff who feel their workload is reasonable is higher for PSS than ARS.</p>	<p>and administrative demands. As a result of this discussion, several steps were taken, including encouraging research fellows to contribute more to departmental teaching and activities. Roles on admissions committees and examination boards are rotated across senior academic staff with a three-year cycle.</p>		<p>Activities/actions planned and implemented by the end of 2022, depending on complexity</p>	
5.5	80	<p>Raise awareness among line managers about respecting work-life balance of their staff, core hours and accommodating caring and other needs of staff</p> <p><b>Priority: High</b></p>	<p>Line managers are instrumental in ensuring fair work-life balance consistently across the department. Mental health problems are increasing nationally leading to increasing staff absences. Additional support for staff is required.</p>	<p>We trained 18 MH first aiders to support staff and students in the department and be a point of contact for support and advice. We have developed a public and university wide seminar series with discussions from experts in MH in the department and division.</p>	<ol style="list-style-type: none"> <li>1. Develop special briefing/guidelines for line managers highlighting areas for their attention/action from the Athena SWAN action plan. Publicise in weekly newsletter. Include in Handbook.</li> <li>2. We will add a specific question to our PDR forms about workload and work-life balance to promote discussions with line managers</li> <li>3. We will monitor sick leave rates anonymously by gender</li> </ol>	<p>HoD/HAF/HR</p> <ol style="list-style-type: none"> <li>1. In line with staff briefing session, Hilary/Trinity term 2021.</li> <li>2. For 2021 PDR exercise</li> <li>3. From 2020/21 academic year.</li> </ol>	<p>Higher level of satisfaction with work life balance reported in 2022 survey; increase in ARS from 55%(F) and 63%(M) in line with PSS levels (&gt;80) Maintain or increase proportion of staff who agree that the Department takes people's caring responsibilities into account when scheduling meetings (currently 78%(F), 71%(M))</p>

							Reduction in number of days sick leave by staff over 5 years.
<b>6. Improving Diversity &amp; Inclusion in the department: beyond gender</b>							
		<b>Objective 2020 -</b>	<b>Rationale</b>	<b>Progress</b>	<b>Action 2020-</b>	<b>Person responsible &amp; Timescale</b>	<b>Success criteria</b>
6.1	74	<p>Make the department more welcoming to and supportive of minorities and under-represented groups. Ensure gender and other diversity of student and staff representation in all (staff and student) recruitment materials and outreach materials</p> <p><b>Priority: High</b></p>	<p>A core piece of work to be undertaken over the next 5+ years is to both improve visibility of diversity within the department and Make the department more welcoming to and supportive of minorities and under-represented groups</p> <p>Important to ensure equal gender and other diversity representation (race, disability etc) in recruitment materials and outreach activities</p>	<p>We are establishing a Diversity &amp; inclusion working group to focus specifically on these issues. new staff complete Online Introduction to Implicit Bias in the Workplace, Equality &amp; Diversity Training as part of their induction. We have circulated and published on our intranet a list of all relevant training courses, specifically emphasizing equality, diversity and inclusion training opportunities e.g., Tackling Race Bias training.</p>	<ol style="list-style-type: none"> <li>1. Implement the plans developed by Diversity and Inclusivity WG, including: <ul style="list-style-type: none"> <li>o a series of interviews among different staff and student groups in the department to learn more about each other's backgrounds and career trajectories;</li> <li>o a dedicated seminar each year to focus on diversity issues, and more specifically spark discussions and ideas about how psychology research can elucidate and tackle the issues</li> </ul> </li> <li>2. Encourage feedback and ideas/initiatives from members of the department via the weekly departmental newsletter</li> <li>3. review wording of our recruitment materials using specialised software</li> <li>4. Annual report on gender in recruitment materials and outreach activities. Immediate feedback to those responsible for these materials/activities if any imbalance found, with request for increased diversity of student/staff representation</li> <li>5. solicit suggestions of potential applicants from diverse racial, ethnic, and other backgrounds</li> <li>6. monitor completion of unconscious bias training in appointment panels by gender and take action if issues are identified</li> </ol>	<p>Diversity and Inclusivity working group, feeding into the PCC/SAT</p> <p>This is a large piece of work, and will be undertaken from autumn 2020, with the aim of implementing a number of new initiatives and seeing improvement over the next 5 years+</p>	<p>Increased levels of awareness and satisfaction in relation to these areas shown in the staff survey over the next 2-5 years. Survey responses agreeing that staff/students are treated equally regardless of age, disability, ethnicity/race, gender identity, religion/belief, and sexual orientation &gt;85%</p> <p>And 100% feel able to be themselves</p> <p>Dedicated (named) seminar to focus on diversity issues established as an annual event by end of 2021</p>

					7. monitor staff uptake of tackling race bias training		
6.2	82	<p>Promote and increase awareness of gender, racial, ethnic, and other dimensions of diversity (such as disability) across students, ECRs, senior researchers, research and teaching staff, and PSS</p> <p><b>Priority: High</b></p>	<p>Feedback from departmental members and recent world events have highlighted a need for all to improve in these areas. We want prospective applicants and current members of our department to know they belong in Oxford EP.</p>	<p>Formed Diversity &amp; Inclusion WG in summer 2020 who have started to develop initiatives in this area. We also built our website celebrating the achievements of women graduates of our department for the centenary of women getting degrees in Oxford. We have made efforts to ensure diversity in this project and to improve the diversity of the women celebrated for our Women in Science slideshow and Ada Lovelace Day.</p>	<p>1. Include questions in the departmental surveys in regard to perception, awareness and personal experience of inclusivity and diversity within the department.</p> <p>2. Diversity &amp; Inclusivity working group developing a set of achievable actions, e.g.:</p> <ul style="list-style-type: none"> <li>○ Improve representation of diversity of the departmental website, in our publicity materials, and monitor this in our various projects, e.g., the women's centenary project</li> <li>○ Publish stories from/interviews with specific members of staff, sharing their own experiences (especially senior staff, in a top-down approach)</li> <li>○ Ensure Equality, Diversity and Inclusion is embedded in all committees and including a standing agenda item on all committees</li> <li>○ Increased consideration/awareness of diversity when proposing e.g., visitors, honorary members and speakers to the department</li> <li>○ Ensure diversity is a key consideration when developing the mentorship programme</li> </ul> <p>3. Ensure recruitment materials (further particulars) highlight the department's commitment to Equality, Diversity and Inclusion.</p> <p>4. Diversify the curriculum (teaching content reviewed and improved).</p>	<p>AS members who are also D&amp;I WG members/ HAF &amp; HR/AH for Teaching, DGS &amp; DUGS</p> <p>Survey coordinator</p> <p>1. for next survey in 2021</p> <p>2. WG to develop actions and processes for monitoring diversity by start of 2021</p> <p>By 2022, have a clearer picture of perception and awareness based on survey data</p> <p>3. By end of 2020/21 academic year</p> <p>4. in preparation for 2021/22 academic year.</p>	<p>Establish a clearer picture of perception and awareness of relevant issues</p> <p>Achieve &gt;40% awareness and satisfaction on these areas in the departmental survey in first instance</p> <p>Monitor student awareness through feedback groups and in surveys.</p>
6.3	82	<p>Increase diversity of contributors to departmental</p>	<p>We aim to broaden the diversity of speakers in seminars in line</p>	<p>Since 2012, we have achieved gender balance in our invited seminar speakers.</p>	<p>1. Senior staff asked to be mindful of all dimensions of diversity when suggesting speakers</p>	<p>EA to the HoD (as organiser of departmental seminars); liaising</p>	<p>Increased diversity of contributors to departmental seminars and events</p>

		seminars and events  <b>Priority: Medium</b>	with our wider aims to improve the visibility of diversity and make the department more welcoming to and supportive of minorities and under-represented groups	Since 2018, to showcase the varied backgrounds and trajectories that characterise academic careers, we ask our eminent seminar speakers to give a brief overview of their academic journey.	2.Focus group run to consider how to improve representation from groups currently underrepresented in our seminar speakers e.g., from BAME groups and people with disability 3.Utilise the departmental awareness events calendar to build our activity in this area around existing events/activities – e.g., Black history month, Trans awareness week, Disability Awareness Month etc.	with other event organisers in the department. D&I WG Chair to feedback to PCC  PR officer  1.-3. Ongoing from organisation of 2021/22 programmes Termly meetings of D&I WG.	(this has not been monitored before so no baseline) Achieve >40% awareness and satisfaction in relation to diversity and inclusivity in 2021 survey results.
<b>7. Rebuilding and improving departmental culture and community</b>							
Reference Ref	Pg	Objective 2020 -	Rationale	Progress	Action 2020-	Person responsible & Timescale	Success criteria
7.1	74	Increase the proportion of staff who would recommend working in the department by understanding why 15% would not recommend it currently.  <b>Priority: Low</b>	We would like to understand more about the reasons why 15% of staff would not recommend working in the department. This may in part reflect the disruption experienced since 2016 and the fact that the department remains split across a small number of sites, making cohesion more difficult to achieve. However, given this disruption, we feel 85% of staff	The proportion of staff who would recommend working in the department is consistently high – between 84-85% since 2016.	1. Gather more information on why a 15% of staff would not recommend working in the department: invite feedback via the weekly newsletter; encourage comments via the anonymous suggestion box. 2. Develop and implement any tangible actions arising from the feedback	AS Survey Coordinator with AS Media Officer  Gather feedback and implement any possible actions arising before the next survey in 2021	Increased number of staff who would recommend working in the department to >90%; any issues identified addressed where possible and reported to PCC/SAT.

			recommending working at the department is a great achievement.				
7.2	74	Increase proportion of staff members who feel integrated into the department.  <b>Priority: High</b>	Although very high numbers of staff consistently report feeling integrated into their team, this drops to between 60 and 70% when asked about the department  When our building closed in 2017 we lost our large communal and social spaces where students and staff frequently socialised and interacted. Disperse across many sites and then reunited across three sites (4 buildings) it has been difficult to gain back that sense of cohesion/unity	To promote rebuilding the community, all spaces in the current buildings were designed to maximise collaboration and exchange of ideas.	<ol style="list-style-type: none"> <li>1. Feed-back survey responses to staff in briefing sessions</li> <li>2. Hold listening groups with different sectors to encourage discussion on how we can improve in this area.</li> <li>3. Distil actions/areas for improvement and develop plans to implement them</li> <li>4. Ensure that the design of the new building maximises the potential for collaboration, communal activity and a sense of collegiality. For example: <ul style="list-style-type: none"> <li>○ Inclusion of multi-purpose communal spaces, for both specific events and activities and informal interactions</li> </ul> </li> </ol>	AS survey coordinator with additional members of PCC/SAT  <ol style="list-style-type: none"> <li>1. Gather feedback and implement any possible actions arising before the survey in 2023</li> <li>2. Away day – April 2021</li> <li>3. By start of 2021/22 academic year</li> <li>4. Ongoing</li> </ol>	Increased number of staff who feel integrated into the department to >85%; any issues identified addressed where possible and reported to PCC for actions.
7.3	78	Work towards abolishing bullying and harassment by focussing on increasing awareness and training, and especially bystander training, to	Our recent survey shows high proportions of respondents are now aware of the University's policies and procedures and know how to contact an advisor. The numbers experiencing or	We have increased our bullying and harassment officers in the department from three to six to include our LGBT+ rep, a graduate student and ERC representative. In-house bystander and Harassment Training was planned	<ol style="list-style-type: none"> <li>1. Feedback to staff and student groups the survey results on Bullying and Harassment</li> <li>2. Arrange in-house Bullying and Harassment Awareness and Bystander training when allowed to return to work on site, meanwhile promote online version of B&amp;H training (no online Bystander training available) via the weekly newsletter and specific emails.</li> </ol>	AS Bullying & Harassment Rep, AS Media Officer, AS Survey Coordinator  Feedback in February and March 2021. January 2021 promote online	Increase awareness of bullying and harassment issues and procedures Reduction in instances of experiencing or witnessing bullying and harassment within the department from avg. 10% and 17%F and 8% and

		prevent it happening. <b>Priority: High</b>	witnessing harassment increased, particularly for female staff, have increased across our surveys. The number of men experiencing or witnessing also increased from 2018 to 2020. Increase in numbers relating to bullying and harassment highlights an increased need for Bullying and Harassment Awareness and Bystander training as widely as possible.	for March 2020; <i>this was disrupted due to the situation with Covid.</i>		training; in-person training as soon as possible	11%M (respectively) to >2% across the board.
<b>8. Improving communication and transparency</b>							
Reference		Objective 2020 -	Rationale	Progress	Action 2020-	Person responsible & Timescale	Success criteria
Ref	pg						
8.1	75	Understand how we can ensure the sense that departmental decision making is seen as fair and transparent; understand what issues stem from departmental vs divisional and University rulings	When surveyed (2020) only about half our staff agree that management and decision-making processes are fair and transparent in the department (58%F, 50%M).	A list of academic staff and their roles in teaching and governance is circulated at the start of the academic year. This list is available on the intranet. Important information is communicated via the weekly newsletter with links to the	<ol style="list-style-type: none"> <li>1. Carry out feedback sessions and listening groups as part of survey debrief sessions</li> <li>2. Continue to hold HoD departmental briefings between 1 – 3 times per academic year, include a short presentation on decision making and governance in one of these sessions</li> <li>3. Survey whether staff/academic handbook improves understanding of governance across department, division, University and shifts perception of fairness and</li> </ol>	AS survey coordinator with additional members of PCC/SAT HoD/EA to the HoD  1.& 3. Gather feedback and implement any possible actions	Increased number of staff who agree that management and decision-making processes are fair and transparent in the department from 58%F, 50%M to >70% total Increased proportion of respondents find the intranet useful; >85% in line with

		<b>Priority: High</b>		<p>intranet. We hold an Away Day annually for the whole department, with break-out sessions to discuss specific topics of interest that may be the focus of different groups. The department was commended for its open and transparent governance in its latest review (2019).</p>	<p>transparency. Include this query in feedback gathered on Academic Handbook generally.</p> <ol style="list-style-type: none"> <li>4. Make departmental decision making easier to find (e.g. committee minutes) by improving the clarity and navigation of the Sharepoint intranet site; the information exists, but is difficult to find (see action 8.3). Make sure this information is noted in staff and handbooks.</li> <li>5. Improve visual clarity of information; more/better organisational and governance charts which are available on the intranet, in handbooks and displayed in buildings</li> <li>6. Utilise the new LaMB building to improve communication; communal areas have been carefully designed, so information can be displayed prominently and reach more members (there is a lack of effective/attractive communal space in existing buildings, in spite of best efforts).</li> <li>7. Use new working groups (Diversity &amp; Inclusion and Alumni Relations) so develop ways to improve communication of departmental decision making e.g. reaching a wide range of members via specific events and activities.</li> </ol>	<p>arising before the survey in 2023</p> <ol style="list-style-type: none"> <li>2. ongoing</li> <li>4. &amp; 5. By end of 2020/21 academic year</li> <li>6. Ongoing to open in 2024</li> <li>7. Immediate</li> </ol>	<p>numbers for the website.</p> <p>Following the move to the LaMB building, increase in proportion of staff who find communication in EP open and effective from 78%F and 75%M to &gt;85% across the board.</p>
8.2	75	Measure effectiveness of departmental weekly newsletter; develop actions to improve effectiveness if below target.	A lot of information is contained within the newsletter, which is one of our major department-wide communication tools. We need to ensure that the newsletter is	The newsletter itself has benefitted from previous action plans, containing dedicated sections for Athena SWAN items, students and ECRs. It plays a vital role in disseminating opportunities and	<ol style="list-style-type: none"> <li>1. Use Adestra reporting tools to measure how many people read the email, how many links they click etc</li> <li>2. If the report shows member engagement is below target (see success measures), develop ways to improve effectiveness by canvassing members to gather feedback on ways to improve the newsletter</li> </ol>	AS Media Officer	<ol style="list-style-type: none"> <li>1. &amp; 2. From 2021 onwards</li> </ol> <p>&gt;70% of members open the newsletter &gt;30% of members click on at least one link in each edition</p>



			effective, and members are receiving the information.	information to support and encourage women and all members of the department in a wide range of areas.			
8.3	75	<p>Improve intranet to make information on policies and procedures more easily found.</p> <p><b>Priority: Medium</b></p>	<p>There is room for improvement with respect to the organisation of the intranet; 72%(F) and 75%(M) found it useful compared to 90% and 83% (respectively) who found the website useful. Anecdotally, it is clear that although information is available on the intranet, many do not know it is there and/or do not know how to find it easily.</p>	<p>Since 2015, more information, particularly in relation to departmental decision making (e.g. DB minutes) has been made available on the intranet. One positive outcome of working remotely in 2020 has been improved awareness among staff of the infrastructure for sharing documents and data via software that integrates with our intranet.</p>	<p>This will be a large project; a working group will be formed to review the intranet, develop a new structure and format, and develop a plan to implement the changes, e.g.:</p> <ul style="list-style-type: none"> <li>○ Less cluttered homepage</li> <li>○ Easier to navigate between sections</li> <li>○ More visually appealing/clear via use of tiles, images</li> <li>○ More information in staff/student handbooks and links in the weekly newsletter to show what kind of information can be found on the intranet; e.g. information relating to career development opportunities and training, celebration of the EP community including visibility of women and other minority groups.</li> </ul>	<p>HAF, AS Media Officer and HoD</p> <p>We envisage that this project, if started in late 2021/early 2022, will be complete by late 2022/early 2023</p>	<p>Increased proportion of respondent find the intranet useful; &gt;85% in line with numbers for the website.</p>