

APPENDIX 1 - SILVER ACTION PLAN

Action	Aim	Evidence	Description of Action & Person Responsible	Action Taken at April 2015	SAT Members Responsible	Success Measure & Time Frame
1. Self-Assessment Process <i>Anticipated Long Term Impacts:</i> - Continuous commitment to improve gender equality driven by quantitative & qualitative assessment of progress - An improved working environment for all staff within the Department						
1.1	Oversee implementation of Silver action plan	-	SAT to meet monthly to monitor the progress of Silver action plan <i>SAT Chair (D. Tyler)</i>	-	All	Significant progress on all actions <i>Ongoing</i>
1.2	Assess success of Silver action plan	-	Repeat staff/student survey every 18 months <i>SAT Chair (D. Tyler)</i>	-	D. Tyler H. de Wet C. Gandy	Surveys completed with >60% response rate <i>New Surveys Completed by 30th April 2016 & 31st October 2017</i>
2. A Picture of the Department <i>Anticipated Long Term Impacts:</i> - Improved gender balance at research grades 8-10 within the Department - Better processes in place to monitor gender equality within the student population						
2.1	Monitor gender balance in staff/student data	-	Continually monitor staff/student data <i>HR Officer (J. Allen)</i> <i>Graduate Studies Administrator (S. Noujaim)</i>	-	J. Allen S. Gorman V. Bajo-Lorenzana	Staff/student data discussed annually by the SAT <i>Assessed Annually by 31st October</i>
2.2	Encourage gender neutrality in recruitment processes <i>(Linked to Action 2.3)</i>	Only 25% of staff have had any recruitment & selection training When broken down by staff group, 38% of academic & research staff, 33% of administrative & technical support staff and 5% of graduate students have had recruitment & selection training	Expand the availability of recruitment & selection training by running regular training as part of the induction process, every six months Target training to those groups with lower uptake of recruitment & selection training Target training to female staff members to increase female representation on recruitment panels <i>HR Officer (J. Allen)</i>	All staff that take part in Departmental recruitment processes are now required to have undertaken recruitment & selection training Recruitment & selection training sessions run within the Department	C. Carr R. Wade-Martins T. Vogels	>50% of staff have undertaken recruitment & selection training by <i>30th April 2016</i> >75% of staff have undertaken recruitment & selection training by <i>31st October 2017</i> >40% female representation on recruitment panels by <i>31st October 2017</i>

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2.3	Encourage gender neutrality in recruitment processes <i>(Linked to Action 2.2)</i>	Recent grade 8 recruitment exercises have seen 5M/2F appointments Whilst the absolute numbers are small the numbers of men and women applying for (64F/63M) and being shortlisted for (6F/7M) these posts was gender balanced	Introduce implicit/unconscious bias training and run sessions every six months <i>SAT Chair (D. Tyler)</i>	Pilot training session successfully run with 20 members of academic staff	C. Carr R. Wade-Martins T. Vogels	All staff that take part in Departmental recruitment processes and all SDTAs will have undertaken implicit/unconscious bias training by 31st October 2016 >75% of academic staff will have undertaken implicit/unconscious bias training by 31st October 2017
2.4	Monitor gender balance in graduate student completion rates	In our Bronze application, a slightly lower completion rate for females was observed (73.7% female vs. 79.5% male) However, more recent completion data did not show any gender bias and in fact in the most recent data (entry in 2010/11) showed that all students have completed in time	Annually monitor the gender balance of graduate student completion in <4 years <i>Graduate Studies Administrator (S. Noujaim)</i>	-	V. Bajo-Lorenzana A. Coenen-Stass	Graduate student completion rate data discussed annually by the SAT <i>Assessed Annually by 31st November</i>
2.5	Restore the gender balance in grade 8-10 research staff attributed to the inclusion of the MRC FGU staff within DPAG <i>(Linked to Actions 3.1, 3.3-3.9 & 5.1)</i>	Current data indicates that only 30% of research staff at grades 8-10 are female This is in stark contrast to our Bronze application (April 2012) when there was a 50-50 gender balance across these grades When the FGU staff are considered in isolation there are no female staff at grades 8-10	We will monitor any future recruitment processes within the FGU to ensure that DPAG's existing recruitment and HR policies are consistently applied <i>HR Officer (J. Allen)</i>	-	J. Allen S. Gorman	>35% of staff at grades 8-10 across DPAG are female by 30th April 2016 >40% of staff at grades 8-10 across DPAG are female by 31st October 2017

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3. Supporting & Advancing Women's Careers // Key Career Transition Points <i>Anticipated Long Term Impacts:</i> - Improved gender balance at the highest levels within the Department - Clearer and more transparent career pathways for research staff						
3.1	Support women's career progression, particularly in the transition from grade 7 to grade 8 <i>(Linked to Actions 2.5, 3.3-3.9 & 5.1)</i>	Current staff data shows that only 35% of staff at grade 8 are female, whilst there is an even gender balance at grade 7	Provide research staff with an annual series of internal career development workshops including topics such as "The UK Funding Landscape", "Career Planning for Post-docs", "Fellowship Applications", "Open Access Publishing" etc Ensure significant representation from female speakers/role models at the seminars Circulate information to PIs asking them to promote these events to female staff, where appropriate Include sessions targeted to issues of work-life balance, imposter syndrome, etc that may help to encourage the promotion of female staff members <i>Departmental Research Facilitator (T. Hauler)</i>	Careers training program put together by Departmental Research Facilitator and pilot sessions already run	J. Allen S. Gorman	>40% of female staff at grade 8 by 30th April 2016 Gender equality at grade 8 by 31st October 2017
3.2	Improve the understanding of career pathways for postdoctoral research scientists <i>(Linked to Actions 4.2 & 4.6)</i>	Only 19% of research staff and 18% of administrative staff reported that they had received coaching/mentoring Of these people, 97% said that it had been useful Across all staff types, 52% of people were interested in a formal mentoring/coaching scheme	Implementation of Divisional peer-mentoring scheme for postdoctoral research scientists within DPAG, which will subsequently run on an annual basis <i>Divisional AS Coordinator (B. Cronin)</i> Encourage female postdoctoral research scientists to participate in the scheme as mentees <i>DPAG PIs</i> Encourage senior female staff members to participate in the scheme as mentors <i>SAT Chair (D. Tyler) / Head of Department (P. Robbins)</i>	Trial of divisional peer-mentoring scheme successfully completed in clinical departments Training for DPAG mentors / mentees completed and first mentoring groups assigned	T. Boyt S. Bouskela	>90% of participants indicate that the implemented mentoring scheme was useful in a follow up survey undertaken by 31st October 2016 All postdoctoral research scientists who would like mentoring have been able to participate in the scheme by 31st October 2017

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3.3	<p>Improve gender balance in the applications for Associate Professorship positions</p> <p><i>(Linked to Actions 2.5, 3.1, 3.6-3.9 & 5.1)</i></p>	<p>In all but the last Associate Professorship recruitment (which did not include an associated College teaching post) there was a lower rate of female applications for the posts (average 33% female applicants)</p>	<p>We will improve the wording of the further particulars associated with the job description to improve the clarity of the Departmental and College teaching elements of future Associate Professorship positions</p> <p><i>HR Officer (J. Allen)</i></p>	<p>Draft text written to include in future further particulars to clarify the Departmental and College teaching roles for Associate Professor positions</p>	<p>J. Allen S. Gorman</p>	<p>>40% of applications for Associate Professorship positions from female candidates by 31st October 2016</p> <p>Gender equality in applications for Associate Professorship positions by 31st October 2017</p>
3.4		<p>From informal discussions with previous applicants, it appears that there is a degree of confusion over the College teaching post attached to the majority of Associate Professorship positions</p> <p>This is consistent with the most recent Associate Professorship position that did not have a College teaching post attached and attracted >50% female applications</p>	<p>The Department will include in the job advertisement an offer to provide assistance in finding childcare/school places where possible</p> <p><i>HR Officer (J. Allen)</i></p>	-	<p>J. Allen S. Gorman</p>	
3.5		<p>Informal discussions with previous applicants has suggested that the availability of childcare may be limiting applications from female candidates</p>	<p>When advertising future Associate Professorship positions, the Departmental Research Facilitator will identify suitably qualified internal and external female applicants to ensure targeted distribution of the job advert and further particulars and encourage informal contact and discussion about the post</p> <p><i>Departmental Research Facilitator (T. Hauler)</i></p>	<p>Research Facilitator undertaking this task for an Associate Professorship position currently being advertised</p>	<p>J. Allen S. Gorman</p>	

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3.6	<p>Ensure that research staff, especially women, are aware of career progression options</p> <p>(Regrading)</p> <p><i>(Linked to Actions 2.5, 3.1, 3.3-3.5, 3.7-3.9 & 5.1)</i></p>	<p>Only 26% of survey respondents were clear about the process for getting their post regraded</p>	<p>Increase availability of information about regrading; discuss with staff any changes in their responsibilities during the PDR process</p> <p>Encourage line managers to reflect on the need for regrading as part of the report back to HR following each staff member's PDR</p> <p>Monitor regrading applications to ensure gender equality</p> <p><i>HR Officer (J. Allen)</i></p>	<p>Information on regrading added to the Departmental intranet</p>	<p>J. Allen S. Gorman</p>	<p>>40% of staff respond that they are clear about the process for getting their post regraded by 30th April 2016</p> <p>>75% of staff respond that they are clear about the process for getting their post regraded by 31st October 2017</p>
3.7	<p>Ensure that research staff, especially women, are aware of career progression options</p> <p>(Internal job vacancies)</p> <p><i>(Linked to Actions 2.5, 3.1, 3.3-3.6, 3.8, 3.9 & 5.1)</i></p>	<p>Only 25% of women and 34% of men felt that DPAG encouraged people to apply for internal posts</p>	<p>Advertise posts internally via email and through the DPAG Digest</p> <p>HoD/HR Officer to meet with eligible female candidates to discuss possibility of applying for posts at grade 8 and above</p> <p>HR Officer to meet with all staff coming to the end of fixed term contracts to discuss availability of alternative internal posts</p> <p><i>HR Officer (J. Allen)</i></p>	<p>Most recent Associate Professorship post advertised internally and discussions with the HoD encouraged</p>	<p>J. Allen S. Gorman</p>	<p>Gender equality in staff responding that they feel encouraged to apply for internal posts by 30th April 2016</p> <p>>10 members of staff encouraged to make internal job applications by 31st October 2017</p> <p>>60% of staff respond that they feel they are encouraged to apply for internal posts by 31st October 2017</p>
3.8	<p>Ensure that research staff, especially women, are aware of career progression options</p> <p>(External fellowship applications)</p> <p><i>(Linked to Actions 2.5, 3.1, 3.3-3.7, 3.9 & 5.1)</i></p>	<p>Only 30% of staff (26% female / 34% male) felt that DPAG processes for supporting external applications are clear</p>	<p>Produce a clear and easy to follow process for research staff to follow when they wish to gain Departmental support for external research fellowships</p> <p>Add process to Departmental website for both internal and external applicants</p> <p>Produce a panel of successful female fellowship applicants that female members of staff can meet with to discuss their fellowship applications</p> <p>Monitor external fellowship applications to ensure gender equality</p> <p><i>Departmental Research Facilitator (T. Hauler)</i></p>	<p>Draft process created</p>	<p>J. Allen S. Gorman</p>	<p>Gender equality in staff responding that they feel DPAG processes for supporting external applications are clear by 30th April 2016</p> <p>>10 members of staff supported to make external fellowship applications by 31st October 2017</p> <p>>75% of staff respond that they feel DPAG processes for supporting external applications are clear by 31st October 2017</p>

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3.9	Explore the implementation of a regular Departmental fellowship scheme to help in the transition of female staff from postdoctoral research scientist to independent researcher <i>(Linked to Actions 2.5, 3.1, 3.3-3.8 & 5.1)</i>	In 2012, the Department offered 5 Early Career Fellowships: five year posts to enable promising scientists to launch independent research careers Of the five appointed (2F/3M), one (female) was awarded a Royal Society University Research Fellowship and shortly afterwards accepted a Professorship at a Swiss university and another (male) has been awarded an RD Lawrence Fellowship	Continue to monitor the achievements of the other fellows over the course of the pilot; explore the financial sustainability of continuing the scheme <i>Head of Department (P. Robbins) HR Officer (J. Allen)</i>	Pilot program established, initial results were positive Currently investigating the implementation of a regular fellowship program	J. Allen S. Gorman	Positive beneficial effect on career paths for initial fellows demonstrated during review in <i>September 2017</i>
3.10	Increase the number of female postdoctoral research staff with a personal page on the Departmental website	64% of male research staff but only 29% of female research staff have their own webpage Of those with their own webpage, 86% thought it was a good way for others to find out about their work	All postdoctoral research staff will be contacted encouraging them to create their own webpage and guidance and help will be provide to ensure that the generation of the page is a simple and easy process <i>Communications Officer (S. Bouskela)</i>	Current website design has capacity for all staff to have a personal webpage	J. Allen S. Gorman	Gender equality of postdoctoral research staff with their own page on the Departmental website by <i>31st January 2016</i> >75% of postdoctoral research staff, irrespective of gender, will have their own page on the Departmental website by <i>31st January 2016</i>

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4. Supporting & Advancing Women's Careers // Career Development Anticipated Long Term Impacts: - Better processes in place to develop, encourage and acknowledge staff within the Department - Improved understanding and planning of academic career paths for graduate students and research staff						
4.1	Improve the Personal Development Review (PDR) process	94% of staff said that the purpose of PDR was clearly communicated, 90% said they had sufficient training and 93% said they found the process simple and easy to follow 66% of staff said they found it a useful experience and 60% of staff were provided with objectives as a consequence of their PDR	Arrange feedback sessions on PDR process run in 2014 <i>HR Officer (J. Allen)</i>	First round of PDR process completed with greater than 90% of staff undertaking a PDR Staff/student survey results indicated a successful process but improvements and refinements are still required	T. Boyt S. Bouskela	Review of PDR process undertaken by 30 th September 2015 Revised PDR process undertaken annually with >95% staff completion by 30 th September each year >75% of staff indicate that they find PDR a useful process by 30 th April 2016 >85% of staff indicate that they find PDR a useful process by 31 st October 2017
			Review the PDR paperwork, after informal comments were made that there was duplication <i>HR Officer (J. Allen)</i>			
			Analyse whether objectives have been set and undertaken; put process in place to monitor objectives <i>HR Officer (J. Allen)</i>			
			Arrange more in-house training to ensure reviewers are setting appropriate and achievable objectives for staff development <i>HR Officer (J. Allen)</i>			
			Re-run the PDR process on annual basis with follow up assessment of the success of improvements made <i>HR Officer (J. Allen)</i>			
4.2	Encourage the uptake of mentoring by female staff at all levels <i>(Linked to Actions 3.2 & 4.6)</i>	52% of staff indicated that they would like some form of mentoring 97% of people who had experienced mentoring said they found it a useful experience	In addition to the promotion of the new postdoctoral research scientist mentoring scheme, include information on existing University mentoring schemes in the DPAG Digest <i>Communications Officer (S. Bouskela)</i>		J. Allen S. Gorman	All staff interested in having a mentor have been supported to find one by 31 st October 2017

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4.3	Ensure that all female staff have an effective induction	<p>Out of 132 new starters over the previous 24 months, 37% of newcomers felt they did not experience an induction to their role (a considerable improvement however compared to the 58% seen in our 2012 survey)</p> <p>Anecdotal evidence suggests that new staff are not aware of key academic and administrative staff, where they can be located or where to go for information whether it be within the Department or the broader University</p>	<p>Produce an enhanced induction scheme, to be introduced during the course of 2015</p> <p>The scheme will be developed in modules including an initial one-to-one induction by HR followed by group inductions to be held every two months for more generic information including an introduction by the HoD/HoAF and talks from Operations Managers on safety, finance, and communication etc</p> <p>Use of an online checklist will record completion of all parts of the induction process</p> <p><i>Head of Administration and Finance (T. Boyt)</i></p>	Online form currently being prepared	T. Boyt S. Bouskela	<p>New induction process introduced by 31st January 2016</p> <p>>95% of new starters to have completed new induction process during annual review from 31st January 2017</p>
			<p>A focus group will be held with recent joiners to the Department to explore views on new induction format</p> <p><i>Head of Administration and Finance (T. Boyt)</i></p>			
			<p>Develop 'newcomers' pages on the Departmental intranet that provide quick links to useful information</p> <p><i>Head of Administration and Finance (T. Boyt)</i></p>			
			<p>Develop a 'Buddying' support system for new postdoctoral research scientists joining the Department</p> <p><i>Head of Administration and Finance (T. Boyt)</i></p>			
			<p>Design a small Departmental brochure 'Welcome to DPAG' for new starters</p> <p><i>Head of Administration and Finance (T. Boyt)</i></p>			

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4.4	Improve awareness and uptake of existing training opportunities amongst female graduate students / postdoctoral research scientists	Only 9% of staff had undertaken personal development training We currently get 18 hits/month on our training pages	Add a monthly section to the DPAG Digest (with links to relevant intranet pages) to highlight training opportunities including DPAG specific training, as well as University wide training opportunities <i>Communications Officer (S. Bouskela)</i> Discuss and identify training needs as part of PDR with all staff <i>DPAG Pls</i>	-	J. Allen S. Gorman	>50% of staff/students indicate they are aware of training opportunities by 30 th April 2016 >50 hits/month on training related intranet pages by 31 st October 2016 >75% of staff/students indicate they are aware of training opportunities by 31 st October 2017 >50% increase in the uptake of staff training by 31 st October 2017
4.5	Increase opportunities for female graduate students / postdoctoral research scientists to gain teaching experience	Only 44% of graduate students and 47% of postdoctoral research scientists felt they had adequate opportunities to demonstrate, teach and supervise	Approach postdoctoral research scientists / graduate students within the Department who do not have College teaching affiliations to encourage them to take on some of the Departmental teaching and laboratory demonstrating <i>Director of Graduate Studies (S. Srinivas)</i> <i>Departmental Research Facilitator (T. Hauler)</i>	-	J. Allen S. Gorman	Survey of postdoctoral research scientists and graduate students indicates >80% feel they have sufficient opportunities to gain teaching experience by 30 th April 2017
4.6	Increase the availability of mentoring for female graduate students <i>(Linked to Actions 3.2 & 4.2)</i>	Graduate students in the Department have access to both an SDTA and a College advisor who can both be utilised as a source of mentoring; despite this 50% of the students would be interested in a mentoring scheme	The role of the SDTAs will be reviewed to include a formal mentoring component <i>Director of Graduate Studies (S. Srinivas)</i> <i>Graduate Studies Administrator (S. Noujaim)</i> Explore increased co-operation with the Oxford Females in Engineering, Science, and Technology (OxFEST) mentorship scheme <i>Director of Graduate Studies (S. Srinivas)</i> <i>Graduate Studies Administrator (S. Noujaim)</i>	-	V. Bajo-Lorenzana A. Coenen-Stass	Directed questionnaire reveals that all graduate students who are interested in a mentor have access to one by 31 st October 2016

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4.7	Encourage female graduate students to pursue a career in academia	Destination after DPhil is not academia for more than 60% of graduate students	<p>Organise a career development 'conference' for final year graduate students with presentations from the Departmental Research Facilitator about academic career paths and the University Careers service about alternative career paths</p> <p>Ensure high-profile participation of female role models in the event</p> <p>Arrange bookable appointments during this event with the University careers service for one-to-one discussions about careers</p> <p><i>Departmental Research Facilitator (T. Hauler)</i> <i>Graduate Studies Administrator (S. Noujaim)</i></p>	-	V. Bajo-Lorenzana A. Coenen-Stass	<p>Career development event organised by 31st January 2017</p> <p>>70% of graduate students participating in the event indicate that it has had a beneficial impact on their future career choices by 30th April 2017</p>
5. Supporting & Advancing Women's Careers // Organization & Culture <i>Anticipated Long Term Impacts:</i> - More open and devolved management of the Department which encourages a sense of inclusion and involvement - Making DPAG a better place to work, where staff feel happy, safe and in control of their work-life						
5.1	Increase the proportion of women at grades 9 and above <i>(Linked to Actions 2.5,3.1, 3.3-3.8 & 5.1)</i>	<p>Female staff account for only 33% of grade 9/10 research staff and Associate Professors</p> <p>Currently there is no formal/structured process for the continued employment of senior research fellows beyond the end of their research fellowships creating insecurity for senior research staff</p>	<p>We will introduce a clear and transparent system for the assessment of senior research fellows within the Department so that there will be a structured route for them to achieve permanent employment through to retirement</p> <p><i>Head of Department (P. Robbins)</i> <i>Head of Administration and Finance (T. Boyt)</i></p>	Criteria being explored to form justification for permanent employment of senior research staff	J. Allen S. Gorman	<p>>40% of staff at grade 9/10 and Associate Professors are female by 31st October 2017</p>

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5.2	Remove the gender imbalance in the clarity / visibility of the Departmental management structure <i>(Linked to Actions 5.3 & 5.4)</i>	Whilst 42% of men think that DPAG's structure for management and decision making are clear and transparent, only 27% of women agree	Display posters with pictures of key people in each building <i>Communications Officer (S. Bouskela)</i>	-	C. Carr R. Wade-Martins T. Vogels	Information boards with key people / committees displayed by 30 th September 2015
			Display and distribute organisational charts for the Department with membership of each committee and the remit of each committee clearly given <i>Communications Officer (S. Bouskela)</i>			No gender imbalance in the proportion of staff who feel that the structures for management and decision making in DPAG are clear and transparent by 30 th April 2016
			Ensure recruitment to senior Departmental committees is through a clear and transparent process and outcomes are widely communicated <i>Head of Department (P. Robbins)</i>			>75% of staff feel that structures for management and decision making in DPAG are clear and transparent by 31 st October 2017
5.3	Remove the gender imbalance in the perception of sharing of information within the Department <i>(Linked to Actions 5.2 & 5.4)</i>	Whilst 42% of men think information is shared openly within the Department, only 34% of women agree	All Departmental committee meeting minutes are put on the intranet, access of them will be encouraged by adding links to the meeting minutes in the DPAG Digest so people know when committees have met and how to access minutes if interested <i>Communications Officer (S. Bouskela)</i>	-	C. Carr R. Wade-Martins T. Vogels	Links to committee meeting minutes added to DPAG Digest from 30 th September 2015
			We will also instigate a termly Departmental briefing, where the HoD will address all staff to provide an update on key issues including Athena Swan and other equality issues <i>Head of Department (P. Robbins)</i>			No gender imbalance in the proportion of staff who think information is shared openly within the Department by 30 th April 2016 >75% of staff think information is shared openly within the Department by 31 st October 2017

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5.4	Remove the gender imbalance between men and women who feel consulted on decisions that affect them within the Department <i>(Linked to Actions 5.2 & 5.3)</i>	With the large and diverse nature of DPAG, it is difficult for staff to feel included and/or consulted in the management of the Department Whilst 41% of men feel that they are consulted on decisions that affect them, and/or have a voice in the Department, only 30% of women agree	Implement a new management structure within the Department based around a smaller, more devolved structure focussed on the research themes allowing each theme greater independence and autonomy Ensure that >40% of the senior leadership in the new management structure are female As part of this redevelopment process, hold a retreat for academic staff to explore the best ways to restructure the Department <i>Head of Department (P. Robbins)</i> Further investigate, via questionnaires and focus groups, the basis for the gender imbalance in staff feelings of inclusion in the Department (this will be linked to further investigation of the gender imbalances seen in Actions 5.2 & 5.3) <i>SAT Chair (D. Tyler)</i>	Consultation at academic staff meeting over proposed redevelopment of DPAG management structure	C. Carr R. Wade-Martins T. Vogels	New management structure implemented by 30th April 2017 >40% of senior leadership is female in new management structure by 30th April 2017 >75% of staff feel consulted on matters that affect them by 31st October 2017
5.5	Ensure a fair and transparent allocation of workload for female academic staff <i>(Linked to Action 5.6)</i>	Whilst most staff are satisfied with their work-load balance, the lack of transparency around College teaching loads for academic staff is a concern for some; 66% of staff are satisfied with their work-life balance	We will implement an annual review of workload for academic staff which identifies the balance of time spent on research, Departmental/College teaching, pastoral care, outreach etc, with a focus on ensuring gender balance in the allocation of workloads <i>Director of Undergraduate Studies (J. Taylor)</i>	Existing Divisional workload models have been explored and will form the basis for the implemented workload assessment	C. Carr R. Wade-Martins T. Vogels	Initial annual workload assessment undertaken by 31st October 2016 No indication of any gender imbalance in workload allocation by 31st October 2017 >80% of academic staff are happy with their work-life balance by 31st October 2017
5.6	Ensure there is no gender imbalance in the assignment of College / Departmental teaching requirements for newly appointed Associate Professors <i>(Linked to Action 5.5)</i>	Informal discussions with newly appointed female Associate Professor has highlighted potential conflicts between College and Departmental teaching requirements in the early stages of their appointment	We will ensure that a formal meeting is arranged between the HoD, the College Senior Tutor and the successful candidate for all future Associate Professorship recruitments <i>Head of Department (P. Robbins)</i> <i>HR Officer (J. Allen)</i>	As indicated in our first case study, such a meeting took place for the recruitment of Prof. Heidi de Wet and the meeting was considered very helpful in establishing Departmental and College commitments	J. Allen S. Gorman	Ensure that a meeting has occurred for all future Associate Professorship recruitments Ongoing

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5.7	Remove gender imbalance in the awareness of Departmental bullying and harassment officers and procedures	68% of men but only 54% of women would know where to go for support if they were being bullied or harassed 12 women (8%) and 6 men (4%) said they had been bullied or harassed in the last 2 years although 15 women (10%) and 12 men (8%) said they had witnessed bullying	Include bullying and harassment officers on poster of key people Add further information to the intranet regarding bullying and harassment officers and University/Departmental processes Place information about who to contact for support in the event of bullying or harassment to the toilet cubicles in the Department <i>Communications Officer (S. Bouskela)</i> Ensure that >50% of bullying and harassment officers are female Include discussion of bullying and harassment procedures in termly Departmental briefing <i>HR Officer (J. Allen)</i>	Information added to the intranet	C. Carr R. Wade-Martins T. Vogels	Gender balance in the proportion of staff aware of who to go to in the event of bullying or harassment by 30th April 2016 >75% of staff aware of who to go to in the event of bullying or harassment by 31st October 2017 <3% of staff reporting that they have been bullied or harassed by 31st October 2017
5.8	Ensure gender balance in the acknowledgement of outreach activities <i>(Linked to Actions 5.9 & 5.10)</i>	Only 37% of women and 44% of men felt outreach activities were appropriately acknowledged by the Department	Encourage people to submit examples of outreach for inclusion in a monthly outreach section of the DPAG Digest <i>Communications Officer (S. Bouskela)</i> <i>Outreach Officer (D. Goberdhan)</i>	-	C. Carr R. Wade-Martins T. Vogels	Monthly outreach section added to DPAG Digest by 30th September 2015 Gender equality in staff who feel outreach activities are appropriately acknowledged by the Department by 30th April 2016 >75% of staff feel that the Department acknowledges outreach activities by 31st October 2017
5.9	Increase awareness of existing outreach activities <i>(Linked to Actions 5.8 & 5.10)</i>		Improve profile of outreach section of website <i>Communications Officer (S. Bouskela)</i> <i>Outreach Officer (D. Goberdhan)</i>	Initial group outreach pages developed		

APPENDIX 1 - SILVER ACTION PLAN

Action	Aim	Evidence	Description of Action & Person Responsible	Action Taken at April 2015	SAT Members Responsible	Success Measure & Time Frame
5.10	Ensure greater acknowledgement of success, achievement and outreach activities <i>(Linked to Actions 5.8 & 5.9)</i>	50% of the students that participated in public outreach activities felt that it had not been appropriately acknowledged by the Department	Add a monthly section to the DPAG Digest and a new section to the DPAG website to highlight staff & student successes (i.e. publications, awards, conference presentations, etc) <i>Communications Officer (S. Bouskela)</i>	-	V. Bajo-Lorenzana A. Coenen-Stass	>65% of staff/students feel that success, achievement and outreach activities are appropriately acknowledged in the Department by 30 th April 2016
			Increase the use of the display screens in the reception areas of the Department to highlight staff & student achievements <i>Communications Officer (S. Bouskela)</i>			>80% of staff/students feel that success, achievement and outreach activities are appropriately acknowledged in the Department by 31 st October 2017
6. Supporting & Advancing Women's Careers // Flexibility & Managing Career Breaks						
Anticipated Long Term Impacts: - Making DPAG a more family-friendly place to work, where people can better balance work and family life - Improved understanding of the support available to help staff manage their work-life balance						
6.1	Increase the awareness of Departmental policies around career breaks, parental leave etc	The staff/student survey revealed that: Only 32% of women and 30% of men are fully aware of where to find relevant information about maternity/paternity leave	Educate staff where to find information on the intranet section of the Departmental webpages & emphasise this during induction/training of all new staff <i>HR Officer (J. Allen)</i>	-	H. de Wet C. Gandy	>50% awareness of Departmental policies reported in follow up staff/student survey by 30 th April 2016
		Only 26% of women and 25% of men are fully aware of where to find relevant information about flexible working arrangements Only 12% of women and 17% of men are fully aware of where to find information about carer's leave	Provide information on new shared parental leave policy via Departmental briefing and academic staff meetings <i>HR Officer (J. Allen)</i>			>75% awareness of Departmental policies reported in follow up staff/student survey by 31 st October 2017

APPENDIX 1 - SILVER ACTION PLAN

Action	Aim	Evidence	Description of Action & Person Responsible	Action Taken at April 2015	SAT Members Responsible	Success Measure & Time Frame
6.2	Encourage improvement of University childcare provision	<p>Whilst the provision of childcare within the University is greater than that offered by many other Universities, there are several improvements that could be made</p> <p>Our maternity leave focus group raised several case-studies of issues faced by returning parents in relation to obtaining University childcare, including long waiting lists, lack of availability at chosen nursery, short notice periods of an available place</p>	<p>We will campaign for the improvement of central University childcare provision in the following areas:</p> <ul style="list-style-type: none"> • Increased provision of childcare in the Science Area of the University • Increased transparency around the waiting list for University Childcare places • Provision of dedicated "late starter" parking facilities for those needing to take children to nursery/school and therefore arriving at work after 9am when parking is limited <p><i>SAT Chair (D. Tyler)</i></p>	-	H. de Wet C. Gandy	Future focus groups with those returning from parental leave demonstrate a >90% satisfaction with the provision of University childcare by 31st October 2017
6.3	Improve the return to work process for female staff after maternity leave	<p>The staff/student survey showed that 24% (8/33) of women taking a career break experienced problems during leave or on return to work</p> <p>In addition, our maternity leave focus group meeting raised the issue of lack of communication between line managers and women about to go on maternity leave</p>	<p>Provide all women due to take maternity with information about their rights and responsibilities via a discussion with the HR team</p> <p><i>HR Officer (J. Allen)</i></p>	-	H. de Wet C. Gandy	<p><10% of women taking a career break reporting issues during/following a period of parental leave by 30th April 2016</p> <p><5% of women taking a career break reporting issues during/following a period of parental leave by 31st October 2017</p>
			<p>Facilitate a meeting between the member of staff, the line-manager and the HR team to encourage an open dialog and to set clear future plans for the return to work following parental leave</p> <p>Specifically address the possibility of transition back to work through flexible working hours</p> <p><i>HR Officer (J. Allen)</i></p>	-		
			<p>Address 'keeping in touch' (KIT) days and provide funding for childcare to facilitate the uptake of KIT days</p> <p><i>HR Officer (J. Allen)</i></p>	<p>Departmental approval for a contribution of up to £500 towards childcare to allow those on parental leave to utilize their KIT days</p>		

APPENDIX 1 - SILVER ACTION PLAN

Action	Aim	Evidence	Description of Action & Person Responsible	Action Taken at April 2015	SAT Members Responsible	Success Measure & Time Frame
6.4	Increase the availability of facilities for breastfeeding mothers	Our maternity/paternity focus group meeting raised the issue of a lack of breastfeeding support and facilities in the Department	<p>Allocate a private room for breast milk collection, and access to a dedicated fridge for breast milk storage, washbasin and microwave for cleaning and sterilisation of equipment</p> <p><i>Head of Administration and Finance (T. Boyt)</i></p>	Room identified and equipment ordered	H. de Wet C. Gandy	Dedicated room available for breast feeding support by 30 th September 2015

APPENDIX 1 - SILVER ACTION PLAN

GANTT CHART OF ACTIONS AND MILESTONES

Key:  Milestone / Target Date  Period of significant activity

Action	Aim	April 15 - June 15	July 15 - Sept 15	Oct 15 - Dec 15	Jan 16 - March 16	April 16 - June 16	July 16 - Sept 16	Oct 16 - Dec 16	Jan 17 - March 17	April 17 - June 17	July 17 - Sept 17	Oct 17 - Dec 17	Jan 18 - March 18
1.1	Oversee implementation of Silver action plan												
1.2	Assess success of Silver action plan												
2.1	Monitor gender balance in staff/student data												
2.2	Encourage gender neutrality in recruitment processes - recruitment & selection training												
2.3	Encourage gender neutrality in recruitment processes - implicit bias training												
2.4	Monitor gender balance in graduate student completion rates												
2.5	Restore the gender balance in grade 8-10 research staff												
3.1	Support career progression in the transition from grade 7 to 8												
3.2	Improve understanding of career pathways												
3.3	Improve gender balance in applications for AP positions												
3.4													
3.5													
3.6	Ensure research staff are aware of career progression options - regrading												
3.7	Ensure research staff are aware of career progression options - internal vacancies												
3.8	Ensure research staff are aware of career progression options - external fellowships												
3.9	Explore the implementation of a regular Departmental fellowship scheme												
3.10	Increase the number of female research staff with a Departmental webpage												
4.1	Improve the Personal Development Review (PDR) process												
4.2	Encourage the uptake of mentoring by female staff at all levels												
4.3	Ensure that all female staff have an effective induction												

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4.4	Improve awareness and uptake of existing training opportunities												
4.5	Increase opportunities for staff/students to gain teaching experience												
4.6	Increase the availability of mentoring for female graduate students												
4.7	Encourage female graduate students to pursue a career in academia												
5.1	Increase the proportion of women at grades 9 and above												
5.2	Remove gender imbalance in the visibility of the Departmental management structure												
5.3	Remove gender imbalance in perception of information sharing in the Department												
5.4	Remove gender imbalance in feelings of consultation within the Department												
5.5	Ensure a fair and transparent allocation of workload for female academic staff												
5.6	Ensure gender balance in assignment of College/Departmental teaching for new APs												
5.7	Remove gender imbalance in awareness of bullying and harassment procedures												
5.8	Ensure gender balance in the acknowledgement of outreach activities												
5.9	Increase awareness of existing outreach activities												
5.10	Ensure greater acknowledgement of success, achievement and outreach activities												
6.1	Increase the awareness of Departmental policies around career breaks, etc												
6.2	Encourage improvement of University childcare provision												
6.3	Improve the return to work process for female staff after maternity leave												
6.4	Increase the availability of facilities for breastfeeding mothers												