Department of Pharmacology Athena SWAN draft action plan **September 2020**

Objective	Evidence	Action(s)	Ref	Owner	Timescale	Output	Impact
1 Self-assessment process							
Monitor implementation of Silver action plan		Termly meetings of SAT to review progress against actions	1.1	All SAT members	Termly and ongoing	Progress against identified actions. Actions updated where necessary	Continuous progress towards a more inclusive environment. Athena SWAN status maintained to at least Silver Award level.
Monitor key metrics in staff and student data		Annual data report produced for SAT	1.2	Deputy Administrator (Personnel)	Annually from September 2016	Progress can be identified by improvement in data Data will flag any developing issues	
Assess the impact of Silver action plan		Biannual staff survey	1.3	Head of Department	Biannually from September 2017: 2020 update – survey planned for Spring 2020 delayed due to COVID-19 lockdown and will be rescheduled for 2021	Surveys completed with response rate >60%	
2 Key transition points							
2.1 Recruitment							
Increase number of female applicants for senior posts	• Only 24% of applicants for recent Grade 8 posts were female • Only 12% of applicants at Professor/Associate Professor level are female	For posts at Grade 8 and above, the Athena SWAN SAT asked to identify suitable female applicants to be invited to apply	2.1.1	Associate Head (Personnel) and all SAT members	Implement from November 2015 and review annually	Proportion of female applicants increases for senior research (to 35% by 2017 and 50% by 2019) and academic posts (to 25% by 2017 and 40% by 2019) 2020 update – only one Grade 8 post advertised – 56% female applicants	Proportion of female staff in senior posts increases in line with the pipeline by 2019

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Increase % of female applicants for all posts and then maintain at parity	Proportion of female applicants across all research and academic posts is 35%	Publish case studies on Pharmacology website to provide job applicants with a picture of working in the Department and their career options Create short videos of people working in the Department to share their experiences.	2.1.2	Deputy Administrator (Personnel)	Case studies from Silver application published by Dec 2015. Add two per annum	'Working in Pharmacology' section on website. Links included in recruitment material.	Increase in the proportion of female applicants – to 50% by 2017 and maintain to 2019 2020 update: proportion of female applicants across all posts from 2016-2019 is 54%
		Proactively seek regular news items on career development, new starters, staff progressing to new posts, grants, publications, etc	2.1.3	Deputy Administrator (Personnel)	Additional news to commence January 2016	Two additional news items on website per month	Improve perception of the Department and the opportunities available. Feedback data from new starters shows annual increase in % of applicants aware of Department via website
Make recruitment and selection training mandatory for all supervisors	Training data highlights that no Pharmacology supervisors have undertaken recruitment and selection training in the last four years.	Run in-house courses: • Refresher course for experienced supervisors • Introductory course for new supervisors and early career researchers	2.1.4	HoD	All PIs complete training by July 2021	All supervisors up to date with the latest training on recruitment and selection	Selection procedures conducted fairly – recruitment data shows success of female applicants at shortlisting and offer stage is maintained above 50%
Increase awareness of unconscious bias	Training data highlights that no Pharmacology supervisors have yet undertaken unconscious bias training	In-house course for group leaders Add unconscious bias summary to Departmental meetings on at least an annual basis	2.1.5	HoD	Two in-house sessions held in 2016. Additional course held annually to 2019.	50% of supervisors have training in unconscious bias by end 2016. All supervisors trained by end 2017.	Selection procedures conducted fairly - recruitment data shows success of female applicants at shortlisting and offer stage is maintained above 50%

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2.2 Induction							
Termly induction seminar for all new starters	DPhil students requested a more thorough induction at lunchtime session on training. 23% of survey respondents state that they were not offered a formal Departmental induction	Admin staff to develop and run a termly induction session for all new starters. Make sure each session includes a section targeted at research staff.	2.2.1	Deputy Administrator (Personnel)	Introduce in Autumn term 2016 – review after 12 months by seeking feedback from participants and then biannually via survey	Key messages delivered to new starters once they have settled – more receptive and more likely to ask questions	Staff report increased satisfaction and usefulness of induction (>90% of staff report receiving effective induction by 2017 and then maintain to 2019)
Introduce 'buddy' system for new postdocs	55% of survey respondents report not feeling integrated into the Department	Appoint a panel of 'buddies' who can support new postdocs Provide guidance to buddies on how they can help to support new starters Each new postdoc is assigned a buddy	2.2.2	Tim Viney	Pilot programme to start in Michaelmas Term 2020. Review in Spring 2021	New starters feel part of the department and make connections outside of their group. New starters have access to information and a way to get answers to any questions they may have	Survey of new starters after six months demonstrates that they feel settled into the Department 2021 survey reports more people feeling integrated into the Department.
2.3 Promotion							
Recognition exercises	No applications for the title of Professor were made by female staff in 2015.	Head of Department to discuss Recognition of Distinction applications (for title of Professor) at annual academic reviews	2.3.1	Head of Department	All academic staff reviewed in 2016 and then annually.	Increase in the proportion of eligible staff making RoD applications	Increase in the proportion of female academic staff holding the title of Professor in line with proportion of female academic staff.
		All staff at Grades 8 and 9 encouraged and supported to apply for the titles of University Research Lecturer and Associate Professor respectively	2.3.2	Head of Department	All staff reviewed on appointment and then annually	Submit 1-2 applications per annum	Increase in the number of staff holding the URL and AP titles

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Support for senior postdocs to make fellowship applications	One female fellowship applicant successfully supported in 2015.	In-house training, good practice seminars and PIs to host mock interviews for shortlisted candidates	2.3.3	Head of Department	Targeted support in place from 2016/17 academic year and then reviewed annually.	At least three events per year targeted at potential fellows.	Increase number of current researchers making applications for independent funding. Support one internal candidate to make a fellowship application per annum.
		Internal pre-application process to identify exceptional external fellowship candidates who wish to work in Oxford	2.3.4	Head of Department	Selection process starts Summer 2016 and then termly	Three selections per year of strong fellowship candidates.	Increase in senior research positions – monitor gender balance. Targeted number of strong, external fellowship candidates supported to make applications. Support at least one external candidate per annum to make a fellowship application
3 Career development							
3.1 Training							
Increase in-house training	Feedback from DPhil students and postdocs in lunchtime sessions suggests the take up of training would be higher if courses were held in-house.	Add training/ development slot to Seminar programme	3.1.1	Rebecca Burton	Commence in Autumn Term 2016. Review via 2017 survey	Supervisors participate in vital training such as unconscious bias and equality and diversity	Maintain fairness and transparency of selection processes – recruitment data shows %F >50% at shortlisting and offer stage
						Researchers have increased access to training	Researchers increase skills and improve career development options – at least 75% of research staff undertake one training course per annum from 2017
		Organise an in-house training course each term	3.1.2	Deputy Administrator (Personnel)	Establish regular training by Spring 2020.	Increase in uptake of training	Monitor via training data and via personal feedback

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Increase awareness of training opportunities and drive an increase in training uptake	54% of female survey respondents state that they take time to think about their career development (compared to 93% M)	Analyse training data Target relevant training course information at key staff groups	3.1.3	Deputy Administrator (Personnel)	Continue to monitor take up of training opportunities Keep a log of training information circulated and follow up with individuals	Improved communication of training opportunities. Increased in-house training to meet identified needs. More accurate record of training activity.	Increased uptake of training – at least 75% of research staff undertake one training course per annum from 2017 Increased satisfaction with training options reported in annual survey. Awareness of training opportunities increases to 75% by 2017 and 90% by 2019.
	• Participants in lunchtime sessions who were new to the Department not aware of sources of information about training. • Only 50% of survey respondents are clear about training options available.	Update intranet to improve information on training and bring information together in one place	3.1.4	Deputy Administrator (Personnel)	Intranet updated by end December 2020	New starters have focus on training from the beginning of their appointment – monitor via training data and personal feedback	Increase uptake of training and monitor via training data, via personal feedback – 75% attending one training course in their first year by 2019
		Run 'training and career development' clinics to enable research staff to book time with an administrator to find answers to their training queries. Each query to be sent information by e-mail and they will follow up in one month. Following pilot programme, assess uptake and translation into training activity – if successful, train a number of experts who can provide this support going forwards	3.1.5	Deputy Administrator (Personnel)	Introduce sessions from Autumn Term 2020 and then termly		

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Increase awareness of training at PDR	Feedback from 2015 PDR process did not identify specific training needs	Provide a list of training opportunities for supervisors to provide to staff during their PDR. Staff to be encouraged to attend at least one course per year	3.1.6	Deputy Administrator (Personnel)	List to be provided for 2016 PDR and reviewed annually.	Increase uptake of training and improved reporting (via PDR forms)	Staff increase skills and improve career development options – 75% of research staff undertake one training course per annum by 2017, maintain to 2019.
Guidance for supervisors	25% of managers in the 2015 survey report that they are 'not that confident' about administering HR processes	Create checklist of key training available to new or potential PIs. Build attendance on these courses into the probationary review process for new academic staff and fellows. Develop in-house resources to plug any gaps in current provision	3.1.7	Paolo Tammaro	Set up key information on website by Spring 2020. Highlight in reviews with HoD. Review via probationary review process or annual reviews.	New academic staff have the tools they need to success and are more likely to adhere to policies and processes in line with University guidance	Supervisors report more confidence in their ability to manage their group. Staff and students report that they feel better supported by their supervisor
3.2 Personal development reviews							
Increase take up of PDR among research staff	79% of research staff took part in a review in year one	Standing item in Departmental meetings in Michaelmas term. Update guidance on intranet to include benefits and feedback	3.2.1	Kim Dora	Reviews to be complete by March 2016 and then repeated annually	Increase participation among research staff to >90% by end 2016	Increase take up of training opportunities – 75% of research staff take one training course by 2017 and maintain to 2019. Identify staff for fellowships/regrading
Highlight benefits of PDR to research staff	Low participation in PDR awareness session in year one (30%F, 11%M) 28% of survey respondents not sure if the Department has PDR scheme	Hold in-house awareness and Q&A course for reviewees	3.2.2	Deputy Administrator (Personnel)	Course held by 31 December 2020	At least 60% of research staff attend session	Increase take up of PDR (>90% of research staff by 2019) Staff report increased benefit from reviews – at least 85% report PDR useful in 2017 survey

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Increase feedback from PDR	Only around 30% of reviews generated feedback on training, mentoring and work life balance	Highlight to supervisors the importance of documenting feedback	3.2.3	Head of Department	Review forms to Personnel by end March 2016 and then annually	Aim to generate feedback forms for >90% of reviews	Data collection for training activity Feedback on mentoring needs and any issues with workload
Extend PDR to academic staff	No annual review process in place. HoD reports positive feedback from recent probationary reviews with new academic staff.	HoD to schedule an annual review with all academic staff in 2016	3.2.4	Head of Department	Complete all academic reviews by Spring 2021. Repeat annually	Academic staff have clear aims and objectives. HoD able to communicate Departmental strategy. Collect information from PIs on workload	Continuous development of skills for academic staff. Departmental policies and strategy applied consistently from supervisors.
3.3 Support for career progression							
Career development case studies	Over 30% of survey respondents state that they don't take time to reflect on their career development	Create an additional two case studies per annum to build on those in Silver application	3.3.1	Deputy Administrator (Personnel)	Two case studies developed by March 2016 and then annually	Database of case studies to highlight career development options and good practice	Staff report greater awareness of career development options – to 75% by 2017 and to 85% by 2019.
Embedded mentoring scheme for all fellows at Grade 8 and above	73% of academic/research staff responding to the survey have aspirations to move into a role involving leadership	All academic staff asked if they can act as a mentor for a junior colleague	3.3.2	Rebecca Burton	Mentors identified by end of December 2020 and assigned to mentees by Jan/Feb 2021	Early career researchers given support and advice to help them plan the next stage of their career	Surveys identifies an increasing number of staff who report receiving effective mentoring.
Provide support for Research Staff Society	Feedback from Athena Swan consultation suggests a demand for a network for postdoctoral research staff.	• Help the network to identify and communicate with members and to set up new activities • Set aside a budget and make admin support available	3.3.3	Maria/Fay	Network in place by January 2017	Researchers have support from their peers and share knowledge and experience. Research staff able to make effective connections with other research staff and academics	Increase in % of research staff who feel included in networking opportunities (to 80% by 2017 and 90% by 2019). Research staff engage with network – average 50% attendance at network events by 2021.

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Increase focus on career development activity	Anecdotal evidence suggests that staff and students find it difficult to locate information on University website. Will complement actions at Divisional level to create 'one-stop shop' for research staff	Information about career development, in particular relating to key transition points, to be collated and presented on a single intranet page	3.3.4	Deputy Administrator (Personnel)	Portal created by December 2020 and updated on a termly basis	Increased awareness of career development options	Increase proportion of staff who report taking time to think about their career development – currently 60%, increase to 75% by 2017 and 85% by 2019.
	Only 50% of survey respondents are clear about training options available. Concordat on support for career development for researchers states that 10 days per annum should be dedicated to training.	Run 'training and career development' clinics to enable research staff to book time with an administrator to find answers to their training queries. Each query to be sent information by e-mail and they will follow up in one month. Following pilot programme, assess uptake and translation into training activity – if successful, train a number of experts who can provide this support going forwards	Already referenced as 3.1.5	Deputy Administrator (Personnel)	Introduce sessions from Autumn Term 2020 and then termly	Increase in training activity and positive feedback from participants that can be shared with other staff and students	Training activity increase monitored via training data and also gathered via personal feedback.
Increase profile of research staff on website	Feedback from public consultation on Athena Swan application indicates a demand from postdocs for their own webpages.	Create a profile for all new research staff on appointment and send them details of how to update their pages	3.3.5	Administrator	Profiles in place for all staff by 2018. New profiles creates for new staff within one month of appointment	Web page provided for all research staff	Members of the Department have an increased profile and can promote their skills and achievements within the research community – monitor % of research staff being invited to give presentations at conferences and seminars via PDR

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Support for early career fellows		Create network for fellows within the Department Organise workshops and appropriate training If successful, link this activity to other Departments	3.3.6	Head of Department	Network created by January 2021	Fellows provide support and guidance to each other and can also leverage support and mentoring from academic colleagues	Clear plans for career progression and support for future grant applications.
Review of staff grades and salaries	PIs report lack of transparency regarding the grade and status of staff in their group	Provide an annual report of staff grades and salaries across the group to highlight any anomalies. PIs encouraged to consider when making grant applications if staff should be considered for a regrade	3.3.7	Head of Department	Reports to be provided from 2020 and then annually	More review of staff grades to ensure fairness across the Department	Reduce inequitable grades and unfairness according to gender or other circumstances.
3.4 Student support							
Provide support for Pharmacology Student Society	• DPhil students attending lunchtime sessions on training and mentoring expressed a wish to have more interaction with other students • Diverse research interests create barriers to networking	• Help the network to identify and communicate with members and to set up new activities • Set aside a budget and make admin support available	3.4.1	Lara Scofano	Network in place for 2016/17 intake of new DPhil students	Annual induction event for new students plus 6 networking events per annum	Increase in training and career development activity leads to an increase in number of DPhil students securing a post in science on graduation. Students engage with DPhil network – average 50% attendance at network events by 2017 and 75% by 2019.
Dedicated induction session for all DPhil students	Feedback from DPhil students in lunchtime sessions suggests that they would appreciate a group induction	Session to be organised in October to introduce key staff and act as networking opportunity for new students.	3.4.2	Director of Graduate Studies	First induction session held Oct/Nov 2016 and then repeated annually	All DPhil students meet early in their course and receive dedicated information about support and training	DPhil students report satisfaction with induction (>90% by 2019).

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3.5 Support for grant applications							
Involvement of research staff in grant writing	Mentor for postdocs and early career researchers reports receiving enquires on this issue.	Head of Department to encourage supervisors during annual reviews to involve their research staff in grant writing.	3.5.1	Head of Department	All academic staff reviewed in 2016 and then annually.	Increase in research staff listed as Co-applicants on grants	Improves career prospects for research staff. 4 research staff per annum attended grants related training (2015-17) and 6 per annum (2017-19). At least 2 grant applications per annum to include research staff – increase to at least 6 by 2019.
		Include grant writing courses on intranet	3.5.2	Deputy Administrator (Personnel)	By December 2020		
Dedicated grants information on intranet	Lunchtime session on mentoring discussed the importance of easy access to information about grant applications and funding	Add grant funding information, application processes and criteria to 'Career Development Portal'	3.5.3	Administrator	Information available in 2016/17 academic year and reviewed termly	Research staff have 'one-stop' shop for information and feel supported	Increase in the number of research staff submitting grant applications – 2 applications per annum made by/involving research staff, increasing to 6 by 2019.
		Create a list of current fellows on intranet who would be able to help with applications. Add 'top tips' for applicants	3.5.4			Peer-to-peer support provided to research staff	Research staff feel supported and encouraged to submit applications – 1 internal candidate per annum supported to make a fellowship application.
Research away day	Mentor for postdocs and early career researchers reports that research staff feel excluded from grant application process	Research away day held in 2016. PIs and early career researchers asked to bring and present an idea for a prospective grant application to receive peer feedback from other members of the Department	3.5.5	HoD	First Away Day held by end 2016. Repeat biannually	Uplift in the number of grant applications made by both PIs and by Early Career Researchers.	Each PI will be expected to submit one peer-reviewed application following each away day. ECRs encouraged and supported to submit one application per year.

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Support for staff making grant applications	Feedback from Career Development work suggests that research staff, particularly female, don't feel supported to make grant applications or to ask to be Co-I on a grant [Collate evidence from grant application data]	Investigate the potential for appointing a Research Facilitator who can support junior staff to make grant applications	3.5.6	Management Committee	Report to SAT by February 2021	Appointment made by July 2021	Increased support for grant applications – increase proportion submitted by female staff and by early career researchers
4 Flexible working							
4.1 Maternity/family leave							
Investigate options for bridging and maternity support funding	59% of research staff are leaving due to the end of funding	Collate information about existing funds and options and publish online	4.1.1	Administrator	Publish by September 2016	Increased staff awareness of funding options	Maintain support to 2017 for staff nearing the end of a fixed-term contract – three staff provided with bridging funding since 2011.
		Management Committee to formalise existing processes within Pharmacology building on examples of good practice	4.1.2	Head of Department	Launch formal scheme by end 2016.	Regular review of staff nearer the end of a fixed-term contract identifies alternative funding	Staff report awareness of bridging support options. Number of staff supported into new roles/projects to increase by 50% by 2019.
		All staff returning from a career break encouraged and supported to make an application for funding to the University's Returning Carers' Fund	4.1.3	Head of Department	Launched in 2019 and ongoing for all maternity and shared parental leave returners	Increase in support available for research and academic staff following a career break	• Increase in the number of applications to the Returning Carers' Fund • Post feedback and case studies of the impact of this funding on Pharmacology website

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Create Quiet Room/Family-Friendly Room to support those with caring responsibility and physical and mental health needs	• Two staff currently using a private meeting room • Confidential feedback from individual staff highlights the value that such a facility could provide	Assess spaces within the Department to see if a quiet space can be found	4.1.4	Rebecca Burton	Report to SAT meeting by Spring 2021	Highlights Departmental commitment to those with caring responsibility Provide support for health and well-being for staff and students	Maternity return rate remains above 90% to 2019. Survey respondents report that they are happy with their working environment.
Support for staff with caring responsibilities	Evidence suggests that impact of COVD-19 has been felt more seriously by those with caring responsibilities	Collect data on staff with caring responsibilities Organise pilot event and seek feedback on useful structure and activities	4.1.5	Sam Bose	Host initial scoping event by March 2021	Parents and other carers can share their experiences and support each other. Shared issues can be raised with AT SAT and Management Committee	Monitor career progression for staff with caring responsibilities and compare with other staff.
4.2 Flexible working							
Increase uptake of flexible working arrangements	24% of survey respondents value the flexible working policy in the Department and 47% of full-time staff report working flexible hours	Include clear information about flexible working (both formal and informal) and the fixed-term contract process in handbook	4.2.1	Deputy Administrator (Personnel)	Handbook updated for September 2016 and reviewed annually	All staff receive the same information and report awareness of transparent policies	Maintain proportion of survey respondents working flexible hours above 55%.
		Include information about both flexible working and returning to work full time as part of PDR	4.2.2	Associate Head (Personnel)	Added to PDR forms for 2016 reviews	All staff have the same access to flexible working and staff working part-time have annual review process	Maintain proportion of survey respondents working flexible hours above 55%. Annual discussion about working hours with all part-time staff as part of PDR.
		Explore how flexible working has been arranged during COVID-19 lockdown and document good practice and lessons learned	4.2.3	Deputy Administrator (Personnel)	Report to SAT by Spring 2021	Good practice examples can be highlighted on website and to individual staff members	More flexible working models can be made available and options highlighted for all staff.

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5 Organisation and culture							
5.1 Culture							
Continue to develop weekly newsletter	All survey respondent find the newsletter useful and 70% read most of the content regularly	Develop newsletter content to reflect survey feedback and to address gaps in knowledge. Increase news about staff achievements and development	5.1.1	Deputy Administrator (Personnel)	Newsletter content reviewed bi-annually from September 2015	New content developed to meet ongoing needs – monitor via annual survey	• Maintain % of staff who find newsletter useful above 95% • Staff encouraged by the success of others and the impact of positive role models
Continue to improve Common Room services and facilities		Consultation on proposed upgrades. Survey and continue to monitor feedback	5.1.2	Deputy Administrator (Buildings and Safety)	Consultation to run Spring 2016. Monitor via annual survey	Use of Common Room increases – monitor via analysis of cashless vending receipts	Increased collaboration between groups and improved networking for students and early career researchers.
Improve Departmental website	Evidence from users of MSD content-management system suggests new website offers opportunities for improved information sharing.	Department to consider a new content management system in 2016	5.1.3	HoD/ Administrator	Launch new website by end 2016, develop new content throughout 2017.	All website content reviewed and refreshed. Pharmacology site links to Divisional and University content. Improved functionality	Increase in research staff asked to present at seminars and conferences (monitor via PDR). Feedback data from new starters (2.1.3) shows annual increase in % of applicants aware of Department via website
Increase awareness of Athena SWAN activities	SAT team members report a lack of awareness among their peer groups of Athena SWAN activities	Increase coverage of Athena SWAN on website and feature clear actions	5.1.4	Deputy Administrator (Personnel)	Pages available by end December 2020	More engagement with AS activities	AS activities become embedded in culture of Department
5.2 HR policies							
Continued dissemination of HR policy		HR policy and procedure circulated to all members of the Department via weekly newsletter and to supervisors via termly briefing at Departmental meetings		Deputy Administrator (Personnel)	As required	All staff kept information of changes to policy and new initiatives	Staff report high levels of awareness of HR policies such as family leave and flexible working.

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Gender balance of Departmental committees	Management Committee currently 46% female, Advisory Committee currently 25% female	Annual review of committee membership to focus on gender balance and workload		Head of Department	Annually from September 2016	Ensure appropriate gender balance on key committees	All female academic staff continue to have input to decision-making through membership of Advisory committee.
Representation on external committees	Limited data available	Supervisors to be asked about responsibilities outside the Department, including external committees, during annual review process		Head of Department	Academic reviews to be introduced in 2016 and then annually	HoD to collate information about committee membership which can be reviewed annually. Staff receive credit for their workload and Departmental workload adjusted accordingly if necessary	Activity to be recorded from 2016. Increase participation in University activities of at least 10% to 2019.