Department Application
Bronze and Silver Award
<table>
<thead>
<tr>
<th><strong>Name of institution</strong></th>
<th>University of Oxford</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department</strong></td>
<td>Department of Pharmacology</td>
</tr>
<tr>
<td><strong>Focus of department</strong></td>
<td>STEMM</td>
</tr>
<tr>
<td><strong>Date of application</strong></td>
<td>November 2015</td>
</tr>
<tr>
<td><strong>Award Level</strong></td>
<td>Silver</td>
</tr>
<tr>
<td><strong>Institution Athena SWAN award</strong></td>
<td>Bronze Award renewed November 2013</td>
</tr>
<tr>
<td><strong>Contact for application</strong></td>
<td>Carolyn Thackrah</td>
</tr>
<tr>
<td><em>Must be based in the department</em></td>
<td></td>
</tr>
<tr>
<td><strong>Email</strong></td>
<td><a href="mailto:carolyn.thackrah@pharm.ox.ac.uk">carolyn.thackrah@pharm.ox.ac.uk</a></td>
</tr>
<tr>
<td><strong>Telephone</strong></td>
<td>01865 281123</td>
</tr>
<tr>
<td><strong>Departmental website</strong></td>
<td><a href="http://www.pharm.ox.ac.uk">www.pharm.ox.ac.uk</a></td>
</tr>
</tbody>
</table>
**GLOSSARY OF TERMS**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANU</td>
<td>Anatomical Neuropharmacology Unit – an MRC-funded unit, based in Pharmacology, which transferred to the University in July 2013. This Unit will become the BNDU (see below) with effect from 1 April 2015.</td>
</tr>
<tr>
<td>AP</td>
<td>Associate Professor, the main academic grade at Oxford. Called University Lecturer until 2014.</td>
</tr>
<tr>
<td>BNDU</td>
<td>Brain Network Dynamics Unit – an MRC-funded unit within Pharmacology, the successor to the ANU (see above).</td>
</tr>
<tr>
<td>DGS</td>
<td>Director of Graduate Studies</td>
</tr>
<tr>
<td>DPhil</td>
<td>Doctor of Philosophy – Oxford terminology for a PhD</td>
</tr>
<tr>
<td>ECR</td>
<td>Early Career Researcher, usually postdoctoral researchers that have yet to be awarded independent funding</td>
</tr>
<tr>
<td>FTC</td>
<td>Fixed-term contract</td>
</tr>
<tr>
<td>FTE</td>
<td>Full-time equivalent</td>
</tr>
<tr>
<td>HoD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>HR</td>
<td>Human Resources</td>
</tr>
<tr>
<td>MSD</td>
<td>Medical Sciences Division</td>
</tr>
<tr>
<td>OLI</td>
<td>Oxford Learning Institute</td>
</tr>
<tr>
<td>PDR</td>
<td>Personal Development Review</td>
</tr>
<tr>
<td>PDRA</td>
<td>Post-doctoral Research Assistant</td>
</tr>
<tr>
<td>PI</td>
<td>Principal Investigator</td>
</tr>
<tr>
<td>RA</td>
<td>Research Assistant</td>
</tr>
<tr>
<td>Reader</td>
<td>The title of Reader is no longer used at Oxford. Where legacy posts exist or staff transfer with the title of Reader, posts are at the level of Associate Professor.</td>
</tr>
<tr>
<td>RoD</td>
<td>Recognition of Distinction Exercise – an annual exercise whereby academic staff apply to attain the title of full professor. Applications are judged against published criteria relating to teaching, research and good citizenship.</td>
</tr>
<tr>
<td>RSIV</td>
<td>Senior academic posts at Oxford outside the University salary scales</td>
</tr>
<tr>
<td>SAT</td>
<td>Self-Assessment Team</td>
</tr>
<tr>
<td>UL</td>
<td>University Lecturer (pre-2014), the main academic grade at Oxford. Lecturers are appointed for an initial period of up to five years, at the end of which a review takes place with a view to reappointment to retirement. Now replaced with the title of Associate Professor</td>
</tr>
</tbody>
</table>
30 November 2015

Senior Policy Adviser (Athena SWAN)
Athena SWAN Charter
Equality Challenge Unit
Queen’s House
55-56 Lincoln’s Inn Fields
London WC2A 3LJ

HoD Letter of Endorsement for Pharmacology Athena SWAN Application

I write to offer my full support to the Department of Pharmacology’s Athena SWAN Silver Award application and associated Action Plan. This document was prepared under the guidance of Dr Angela Russell and myself as co-chairs of the Department’s Athena SWAN self assessment team. This group has met frequently and has enthusiastically embraced the Athena SWAN mission such that we can now demonstrate both success in achieving some of our past goals as well as valuable initiatives as we move forward.

Since the Department’s creation just over one hundred years ago, we have been home to a large number of highly successful female scientists. For example, in 1958 Professor Edith Bulbring was amongst the first women to be elected as Fellows of the Royal Society; Professor Alison Brading provided an important role model for both women and disabled staff, having contracted polio as a teenager. Our first female Head of Department, Professor Edith Sim, was appointed in 2000 and she remains a loyal supporter of the department, currently assisting us in her role as a trustee of the Daphne Jackson Trust.

The Department is set to continue to be a supportive environment where women thrive. Within the last year Professor Kim Dora has been appointed to a Chair in Vascular Pharmacology and our two most recent academic appointments Professor Rebecca Sitsapesan and Dr Lilliana Minichiello are successfully combining flourishing scientific careers with caring for their families.

We have also recently celebrated the successful award of a Sir Henry Dale Career Development Fellowship to Dr Rebecca Burton, the only one within Oxford and one of only a handful granted across the UK. We are proud to be able to present these facts as they serve to underscore that we are a department where the only criteria for success is academic excellence not gender.

While I believe our track record offers some indication that we offer a flexible and caring working environment that takes into account the needs of individuals, this was also reflected in strongly supportive responses and comments in our most recent staff survey, for instance 75% of respondents reported that they would recommend working within the department to a friend.
Nonetheless, we have no wish to be complacent, and so our Action Plan for the Silver Award contains initiatives that I believe will continue to help us to thrive. These include improvements in transparency in the form of a HoD monthly briefing to all staff, including a question and answer session. Thus far this has proved enormously successful, with excellent attendance and vibrant discussion. We have also enhanced networking opportunities for more junior member of staff and implemented an enhanced career progression strategy, with PDR at its core. We have made physical changes to Department work-spaces, encouraging interaction between academic and professional support staff. In addition, we have revised the way in which we identify and encourage fellowship applications, tasking our Athena SWAN team with the role of ‘search committee’ as we look to make substantive appointments. While it is clear that some of these changes have had an immediate impact we will monitor progress closely in order that we might revise, refine or remove initiatives that fail to fulfill our expectations.

To end I believe it worth highlighting a significant recent change, the incorporation of the MRC ANU into the department. The ANU became the MRC Brain Network Dynamics Unit (BNDU) as of April 1st 2015. In light of the recent incorporation of this staff group into the department we felt it appropriate to present the data set separately for this cohort. Critically, I would wish to make it clear that previous Heads of Department had no influence over appointments within this group. The new BNDU director, Professor Brown, is committed to encouraging and supporting women at all levels of science. He is a Mentor for the Oxford Learning Institute’s Ad Feminam programme, a scheme intended to encourage women to explore their leadership potential within academic life, (www.learning.ox.ac.uk/support/women/adfeminam).

I hope that it is clear that we are fully committed to the Athena SWAN initiative, I think it also fair to say the wish to ensure real progress is personal; I have two daughters.

Yours faithfully,

Nigel Emptage MA PhD
2. DESCRIPTION OF THE DEPARTMENT

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

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

Pharmacology is a small Department within the Medical Sciences Division (MSD) at the University of Oxford. It is one of 5 pre-clinical departments in the Division. The Department contributes to undergraduate Medicine and Biomedical Sciences teaching, runs a one-year MSc in Pharmacology course with around 20 students per year, and has an annual intake of around 12 DPhil students.

As set out in the letter of support from the Head of Department, Pharmacology has historically been highly supportive of women scientists which include Professor Edith Bulbring, among the first female Fellows of the Royal Society; Professor Alison Brading, role model for women and disabled staff; Professor Edith Sim (Head of Pharmacology 2000-2005); and Professor Frances Platt, Royal Society Wolfson Merit award holder and Fellow of the Academy of Medical Sciences.

The Department hosts a quasi-autonomous research unit, funded by the Medical Research Council, called the Brain Network Dynamics Unit (BNDU) (previously the MRC Anatomical Neuropharmacology Unit (ANU)). The Unit formed in 1984, funded and managed directly by the Medical Research Council, and transferred to the University in 2013. Data for the Unit are presented separately here as the majority of appointments, and all senior appointments, were made prior to its transfer to the University.

The Department currently has 16 academic staff (31%F) who contribute to teaching and research. The MRC BNDU has five group leaders at equivalent academic grade (5M) who are research focussed.

At present, there are 23 postdoctoral research staff in the Department (65%F) and 10 in the BNDU (70%F). There are also 9 research assistants/technicians working in Pharmacology (44%F) and 9 staff in the MRC BNDU in research support roles (89%F).

The Department and MRC BNDU currently have a joint DPhil cohort of 49 students (51%F). The MSc course in Pharmacology had a student intake of 22 students (50%F) for 2015/16.

There are 19 support staff in the Department (47%F), 5 of whom work part-time. The MRC BNDU has an administrative staff of 5 (100%F).

The Department, including the MRC BNDU, is based on one site in the University’s Science Area. In addition to labs and offices for academic and research staff, the Department also features communal facilities such as equipment rooms; a Common Room; and meeting and seminar rooms. The Department is served by a focused support team who are based in an open plan office, adjacent to the HoD office.

Pharmacology was successful in its Bronze Athena SWAN application at the end of April 2014. The Department has worked hard to ensure that the principles of Athena SWAN are embedded in all activities and at all levels of the organisation to make sure Pharmacology has an inclusive environment that supports the development of all its staff to their full potential.
<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th></th>
<th>Male</th>
<th></th>
<th></th>
<th>Female</th>
<th></th>
<th>Male</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Academic</td>
<td>5</td>
<td>31%</td>
<td>11</td>
<td>69%</td>
<td>–</td>
<td>–</td>
<td>5</td>
<td>100%</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Research (postdoctoral)</td>
<td>15</td>
<td>65%</td>
<td>8</td>
<td>35%</td>
<td>10</td>
<td>77%</td>
<td>3</td>
<td>23%</td>
<td>3</td>
<td>23%</td>
</tr>
<tr>
<td>Research technicians/research</td>
<td>4</td>
<td>44%</td>
<td>5</td>
<td>56%</td>
<td>4</td>
<td>80%</td>
<td>1</td>
<td>20%</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>support</td>
<td>9</td>
<td>47%</td>
<td>10</td>
<td>53%</td>
<td>5</td>
<td>100%</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Students</td>
<td>33</td>
<td>53%</td>
<td>29</td>
<td>47%</td>
<td>3</td>
<td>33%</td>
<td>6</td>
<td>67%</td>
<td>6</td>
<td>67%</td>
</tr>
<tr>
<td>Total</td>
<td>66</td>
<td>51%</td>
<td>63</td>
<td>49%</td>
<td>22</td>
<td>59%</td>
<td>15</td>
<td>41%</td>
<td>166</td>
<td>53%</td>
</tr>
</tbody>
</table>

=> Total word count: 455
3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

<table>
<thead>
<tr>
<th>Name</th>
<th>Roles within Department</th>
<th>Other academic activities</th>
<th>Other information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professor Nigel Emptage</strong></td>
<td>Head of Department</td>
<td></td>
<td>Married to a clinician</td>
</tr>
<tr>
<td>(co-chair)</td>
<td>Harassment Advisor</td>
<td></td>
<td>Two children for which he shares equal responsibility for arranging child care</td>
</tr>
<tr>
<td>Dr Angela Russell</td>
<td>Associate Professor in</td>
<td>Involved in outreach and</td>
<td>Married to a researcher in Oxford</td>
</tr>
<tr>
<td>(co-chair)</td>
<td>Medicinal Chemistry</td>
<td>public engagement</td>
<td>Maternity leave in 2014</td>
</tr>
<tr>
<td>Professor Christopher Garland</td>
<td>Associate Head of</td>
<td></td>
<td>Expecting her second child and will take shared parental leave in 2016.</td>
</tr>
<tr>
<td>(Personnel)</td>
<td>Department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor Fran Platt</td>
<td>Director of Graduate</td>
<td>Mentor for the Royal</td>
<td>Married to another scientist in the Department</td>
</tr>
<tr>
<td></td>
<td>Studies</td>
<td>Society and the MSD</td>
<td>Two children, twins aged 18. Shared childcare responsibilities.</td>
</tr>
<tr>
<td>Dr Sarah Newey</td>
<td>Royal Society Dorothy</td>
<td></td>
<td>Married to a senior academic</td>
</tr>
<tr>
<td></td>
<td>Hodgkin Fellow (70% FTE)</td>
<td></td>
<td>Two young children</td>
</tr>
<tr>
<td>Dr Liliana Minichiello</td>
<td>Reader in Cellular and</td>
<td></td>
<td>Has taken parental leave and takes the lead on childcare responsibilities.</td>
</tr>
<tr>
<td></td>
<td>Molecular Neuroscience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor Peter Magill</td>
<td>Deputy Director, MRC BNDU</td>
<td></td>
<td>Married to a senior academic in Oxford</td>
</tr>
<tr>
<td>Dr Pooneh Bagher</td>
<td>Early Career Researcher</td>
<td></td>
<td>They share equal responsibility for one child</td>
</tr>
<tr>
<td>Ray Mitchell</td>
<td>Lab Manager</td>
<td></td>
<td>Married and both are US citizens.</td>
</tr>
</tbody>
</table>
(ii) an account of the self-assessment process

Following confirmation in April 2014 of the Department’s Bronze Athena SWAN award, membership of the Pharmacology Self-Assessment Team (SAT) was reviewed to replace members who had left or were due to leave the Department and to strengthen representation from research staff and DPhil students.

The SAT has met on six occasions since April 2014 to review progress against our Bronze Action Plan and to develop the Silver Award application and action plan.

In January 2015, the HoD started a year on sabbatical leave and Professor Nigel Emptage was appointed Head of Department until 31 October 2016 and also assumed joint Chairmanship of the Pharmacology SAT.

Members of the SAT attend regular workshops and knowledge sharing events hosted at Divisional level. Several events have featured the co-ordinators of previous applications, both within and external to the University, sharing good practice and providing advice on issues and solutions.

We regularly engage with our staff and students to learn about which issues are important to them, to assess the impact of Bronze actions already taken and to focus the actions going forward into our Silver action plan.

Research staff PDRs were introduced in December 2014 and staff were surveyed in 2015 to seek feedback on the process and how it can be developed in subsequent years. Lunchtime sessions were organised with research staff and DPhil students to discuss training and mentoring. Students are also regularly asked for feedback on their experiences via the Student Barometer.

An open consultation meeting, for all members of the Department, was held in March 2015 to present the Silver action plan, seek feedback and allow staff, students and visitors to put forward their own suggestions.

We ran surveys for the whole department in May 2013 and January 2015. Most recently, in October 2015, the Department piloted a new University-wide survey developed jointly by MSD and the Equality and Diversity Unit. This survey will be rolled out to staff in all Departments across the University, to be conducted on a bi-annual basis, to enable easy benchmarking across departments and divisions. This survey was launched by the Head of Department at his monthly briefing.
56 staff members responded (77%, 33 Female, 20 Male, 3 Prefer not to say). Responses from the survey were used to further develop the application and action plan.

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

The Pharmacology SAT will continue to meet termly to review progress against the Silver action plan and continue to develop ideas to improve the career development and working environment for all members of the Department.

Membership of the SAT is assessed on an annual basis to ensure that all levels of the Department are represented and the gender balance is achieved.

Athena SWAN actions and progress remain a standing agenda item on the Departmental Advisory Committee, which briefs all academic staff on a termly basis, and actions are reviewed regularly at Management Committee meetings.

Staff and student surveys will be repeated bi-annually to collect data on staff and student satisfaction and to identify any areas needing particular focus.

The Department will continue to link to the Divisional Steering Group, by providing comments and updates, while the HoD and the Secretary of the SAT will continue to meet colleagues across the Division and the Divisional Athena SWAN Co-ordinator to assess how good practice in other Departments can be introduced in Pharmacology.

=> Total word count: 552 (not including SAT members)
4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

The Department of Pharmacology brings together a wide range of interests from calcium signalling and neuroscience to drug discovery and medicinal chemistry. Our research aims to further the understanding of how chemicals modify living systems with a view to developing therapeutic agents.

The Department has a friendly and inclusive culture: with a Common Room accessible to all; photos displayed of all staff, students and visitors; and everyone included in biannual social events. Weekly seminars are open to all and lunch is provided to encourage networking and collaboration. Committees are open to all group leaders so they are included in the decision-making process and in communicating new initiatives.

Oxford differs from other Universities in its career structure – there are two main categories of tenured academic post: Statutory and Associate Professor. Statutory Professors are recruited through open advertisement and appointed on a permanent contract to retirement. The number of Statutory Professorships available at the University is limited but researchers can also be appointed to the professorial-equivalent grade of RSIV. Associate Professors are senior academic posts, recruited through open advertisement and appointed on a permanent contract to retirement following a 5-year probation period.

The typical career path from completion of PhD/DPhil is a postdoctoral post, usually on a fixed-term contract (1-5 years), during which time staff can try to secure an independently funded early career fellowship. Although some staff progress internally from postdoc to Research Fellow to Associate Professor, it is more typical for postdocs to move to first academic posts at other universities.
Although there is no formal promotion process at Oxford, staff can request to have their post regraded if duties have changed significantly. There are several opportunities to recognise academic achievement:

- Titular professors are Associate Professors and Senior Researchers who have been awarded a professorial title in the ‘Recognition of Distinction’ exercise. The award of the title does not change the post or the duties of the holder; it is a means of recognising academic distinction. Both Statutory and Titular professors equate to Professorial appointments elsewhere and we report on combined figures in our data.
- Research staff at grade 9 or 10 can be conferred the title of Associate Professor during an annual exercise in recognition of their significant contribution to the achievement of the University’s goals.
- Researchers can be considered for the award of the title of University Research Lecturer during an annual exercise, which recognises independent research achievement.

4.1. Student data

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

(i) Numbers of men and women on access or foundation courses

Not applicable

(ii) Numbers of undergraduate students by gender

Not applicable

(iii) Numbers of men and women on postgraduate taught degrees

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

The Department runs a one-year MSc in Pharmacology, available on a full-time basis.

MSc Pharmacology: student numbers
94 PGT students have been admitted over five years (53%F). Student numbers will be monitored to ensure that the trend in the proportion of female students remains at least 50%.

It has proved difficult to find benchmarking data as there are very few institutions offering a comparable qualification. The only two Russell Group universities which offer a PGT course in Pharmacology are King’s College London and Sheffield. There is no publicly available data for the KCL course. Sheffield holds an Athena SWAN award for its Biomedical Sciences Division, and their application states that the proportion of women on PGT taught courses is ‘>50%’.

Applications from women for the MSc Pharmacology course have been consistently higher than male applicants over the last four years (average 57%F).

Over the last four years, the proportion of female applicants securing a conditional offer was 55%F on average with 53%F accepting places. However, it is notable that in 2013/14 more male applicants took up their accepted offers than female candidates. Excluding this year, women represent 59% of applicants and 59% of acceptances. Therefore, we do not believe that there is a significant issue with this pipeline but will continue to monitor the data carefully.
Possible results for the MSc in Pharmacology course are Distinction, Pass or Fail. Over the last four years no students have failed the course.

Only a small number of distinctions are awarded each year; the success of female students over the past three years has been consistent with the attainment of male students.
(iv) Numbers of men and women on postgraduate research degrees

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>2011/12</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>2012/13</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>2013/14</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>2014/15</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
<td><strong>28</strong></td>
<td><strong>56</strong></td>
</tr>
</tbody>
</table>

The number of DPhil students starting their studies in the Department over the last five years was 56 with an equal split between male and female students.

Graduate students have a wide range of research interests so it is difficult to provide accurate benchmarking data. However, historical data for pre-clinical sciences from institutions such as Bath, Cambridge and King’s College London is comparable to the proportion of female students in our Department.

The overwhelming barrier for students taking up DPhil places remains the availability of funding. The Department competes for graduate student funding across the University’s Medical Sciences Division and only a small number of places can be funded annually.

DPhil numbers represent all students based in the Department; not all of these students apply to the DPhil in Pharmacology course. Some apply to and are funded via different sources such as Doctoral Training Centres and courses offered across the University’s MSD such as Cardiovascular Science and Oxion studentships. Therefore, the number of DPhil students working full-time in the Department (as above) is higher than the number of offers on the DPhil in Pharmacology course per year.
Over the period shown, there has been a decrease in DPhil applications, directly to Pharmacology, from both male and female applicants. This coincides with an increase in the number of translational doctoral training programmes; the number of students in Pharmacology has not reduced but the route of their application has changed.

The number of female applicants receiving offers and accepting DPhil places has been broadly similar to their male counterparts over four years – the exception to this is the large proportion of offers to male applicants in 2014/15. We will continue to monitor these numbers to check whether there are any issues with our selection process.

More female students have completed their DPhil studies within four years since the 2007 intake (19F, 10M). As a proportion of intake this is 70%F compared to 71%M. Therefore there does not seem to be a difference in attainment between male and female DPhil students.
(v) Progression pipeline between undergraduate and postgraduate student levels

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

Students enrolling for our MSc and DPhil courses come from a wide range of different subjects in the physical and biological sciences (2014/15 data):

<table>
<thead>
<tr>
<th>Undergraduates (national)</th>
<th>MSc Pharmacology at Oxford</th>
<th>DPhil students in Oxford Department of Pharmacology</th>
</tr>
</thead>
<tbody>
<tr>
<td>All sciences</td>
<td>Biological and Physical Sciences</td>
<td>56.3%</td>
</tr>
<tr>
<td>48.5%</td>
<td>52.5%</td>
<td>50%</td>
</tr>
</tbody>
</table>

The proportion of post-graduate female students reflects the levels seen at undergraduate level and is broadly similar for the MSc and DPhil courses. There is a drop in %F from MSc to DPhil level so data will continue to be monitored to check if this is an issue in the future.

4.2. Academic and research staff data

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

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

Academic and research staff at Oxford fall into the following categories:

- Professor
- Associate Professor (or Reader) (formerly University Lecturer) (equivalent to Grade 10 or Senior Lecturer)
- Senior Researcher/Research Fellow (can be Grades 8-10): usually grant funded, fixed term posts at early career or senior level
- Postdoctoral research assistant (usually Grade 7)

All academic staff at Professor and Associate Professor level are engaged in teaching and research.
The main attrition point for women in the Department from Grade 7 (postdoctoral research) to Senior Researcher. The data including the MRC BNDU shows a steeper drop due to the lack of female representation at senior level.

The Department has a small number of staff at Senior Researcher, Associate Professor and Professor levels and there has been low turnover of these posts. Over the last five years the numbers of women in professorial posts has been maintained, despite two female academics retiring. In the last two years, one new female professor has been appointed and one female academic has been awarded the title of professor via the RoD exercise.

Figures from 2014, which compare Oxford Pharmacology to data from the Department of Pharmacology at Cambridge, show that we have more women in senior posts than our closest peer.

<table>
<thead>
<tr>
<th></th>
<th>Oxford Department of Pharmacology</th>
<th>Cambridge Department of Pharmacology</th>
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<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Professor/Reader</td>
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<tr>
<td></td>
<td>No</td>
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<tr>
<td>Associate Professor</td>
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<td></td>
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<tr>
<td>Senior researcher</td>
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<tr>
<td></td>
<td>No</td>
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<tr>
<td>Researcher</td>
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<tr>
<td></td>
<td>No</td>
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</tbody>
</table>

Proportion (%) of women in Pharmacology pipeline
(July 2015)
Our overall proportion of female postdocs (64%) represents an increase from DPhil level. A positive trend has been the increase in the proportion of female Grade 7 staff working in the MRC BNDU, which has changed from three in twelve (27%) in 2013 to seven in nine (78%) in 2015. All four staff appointed at Grade 7 since transfer have been female. Recruitment has followed University procedures in terms of gender balanced shortlisting and interview panels and all appointments have been monitored by the Deputy Administrator and the Unit Administrator (appointed June 2015).

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

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

The most significant factor in contract type is the grade of the post. Nearly 88% of all researchers are employed on externally-funded fixed-term contracts. Only one member of academic staff out of 22 (<5%) is on a fixed-term contract which will be reviewed at the end of her current Senior Fellowship with a view to moving her onto a permanent contract. There is no evidence of a gender imbalance relating to contract type.

A higher proportion of researchers who transferred from the MRC are on open-ended or permanent contracts. The Unit has a core grant awarded on a five-year cycle; this has historically meant that staff can be employed on open-ended contracts as there is more financial stability.

The majority of researchers within Pharmacology are funded on short- to medium-term research projects and thus the fixed-term route is the most common approach.

Only one member of administrative staff, employed on a research grant, has a zero-hours contract.
(iii) Academic leavers by grade and gender and full/part-time status

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

With small numbers of academic staff and low turnover, it is difficult to assess if there are any trends relating to staff leavers. Four academic staff (3F, 1M) left the Department since 2011 – three due to retirement and one due to her husband gaining a promotion overseas.

One male member of academic staff retired from the MRC BNDU in 2014.

At Grade 8, two male members of staff left in the last three years, one in 2012 (out of 3 posts) and one in 2013 (out of 2 posts) – both to further their career in posts outside the University.
Turnover of female research staff at Grade 7 was higher than that for male staff between 2012 and 2014. However, data for 2015 shows more male leavers in this staff group. Numbers of leavers are small so it is difficult to assess if this is significant.

Since the Bronze application, the Department has improved the collection of data on staff leavers and reports are now available to the SAT for regular review. The data for leavers from Grade 7 posts shows the following reasons for leaving:

- fixed-term contracts ending due to lack of funding (19 out of 32 leavers, 59%)
- pursue jobs in science outside of Oxford (9 out of 32, 28%)
- resigned during probation (one male, one female)
- resigned to move overseas with family (one male, one female).

Four out of six leavers in 2015 moved to new posts outside Oxford to develop their careers.

In the MRC BNDU, two researchers left to new posts outside Oxford (both male) while three staff (1F, 2M) left at the end of fixed-term contracts. This relatively high turnover for the Unit corresponds to the end of a five-year funding programme and review by the MRC.
5. SUPPORTING AND ADVANCING WOMEN’S CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words

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

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

Actions achieved and success measures
- Accurate recruitment reporting – reports provided to SAT on the gender balance of applicants, shortlisted candidates and appointments.
- Athena SWAN logo and information on the front page of the Pharmacology website and on all job descriptions. Family-friendly policies featured prominently on all job descriptions.
- In the last two years, 70% of appointments to Grade 7 research positions have been women
- The proportion of women appointed at all levels is higher than the current proportion of women in post
- 14% of female applicants for research and academic posts received a job offer compared to 4% of male applicants.

Since the Bronze application, the collection of recruitment data has improved. Since 2013, all vacancies are managed online with candidates tracked throughout their application. Full data, by gender, is now available at application, shortlisting and offer stage.
These data show that while more applications are received from male applicants, our selection procedures are not disadvantaging female applicants as they have a higher success rate at both shortlisting and offer stage.

In response to feedback from the 2013 survey, with only 50% of respondents agreeing that career breaks are treated fairly in relation to recruitment, the Department reviewed its recruitment material and added information about Athena SWAN and the Department’s family-friendly policies. This information was also added to the Pharmacology website. In the last two years, 70% of appointments to Grade 7 research positions have been women while 14% of female applicants for research and academic posts received a job offer compared to 4% of male applicants.

In the last two years, two Grade 8 posts were advertised, 21 applications were received (5F, 16M) with two candidates shortlisted for each post (2F, 2M). One female candidate was appointed and a second, returning from a career break, was appointed to a Grade 7 post at 0.8 FTE – while the outstanding applicant, she did not have the depth of experience required for a Grade 8 post. As her skills and experience develop, the Department will evaluate whether her post should be regraded.

Five academic appointments have been made since 2012. Two posts (1F, 1M) were direct appointments to fill specific skills needs. Three advertised appointments attracted 33 applicants.

Silver Application • Department of Pharmacology • University of Oxford
(4F, 29M), with nine candidates shortlisted (1F, 8M) and three appointed (1F, 2M). The successful female candidate was a collaborator of the Department who was encouraged to apply by the then HoD.

Our recruitment at all levels has attracted a higher proportion of women than are currently in post, a positive trend that we aim to maintain. We have therefore introduced new actions to reinforce our current practice.

To gain a better understanding of what attracts applicants, we will seek feedback from new starters about their recruitment, the Department and the University. A feedback form will be developed as part of new induction procedures and outcomes reported to SAT to improve processes.

Anecdotal evidence from DPhil students and research staff suggests that they would benefit from more information about career options. To provide evidence of career opportunities for potential, particularly female, applicants, a series of case studies and more news about the achievements of members of the Department will be added to the website.

Feedback from the recent survey suggests that the majority of new starters heard about their current job through word of mouth. Building on the success of the recent appointment of a female professor (as above), the Pharmacology Self-Assessment Team will act as a ‘search committee’ for higher grade posts, ie Grade 8 and above, particularly targeting female applicants.

While current data suggests female applicants are successful at both shortlisting and offer stages, additional measures will be put in place to make sure that recruitment and selection process remain fair and transparent: guidance for supervisors and training in recruitment and selection and unconscious bias.

(ii) Induction

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

Actions achieved and success measures

- Department Handbook was launched in 2011 and is updated annually
- 100% of starters who had an induction in the last two years reported that their induction to their team was useful while 92% reported that the induction to the Department was useful

Induction procedures were improved in 2011 with the introduction of a Departmental Handbook. The handbook is updated annually; additional sections were added in 2015 outlining support available for researchers, the Department’s support for flexible working and the process for staff at the end of a fixed-term contract.

All staff, support and research, should receive an induction from the Deputy Administrator (Personnel) who deals with practical issues of getting staff settled. Further induction for research staff is provided at group level by supervisors and other staff and students. In the 2015 survey, 100% of starters who had an induction in the last two years reported that their induction to the team was useful while 92% reported that the Departmental induction was useful. A minority (4) of new starters responding to the survey felt they were not offered an appropriate induction. A review of induction procedures for staff and students will take place in 2016.
After joining the University all researchers are invited to a welcome event which brings together new staff across Oxford. All new starters are added to the Departmental e-mail list on arrival and receive the weekly newsletter including information about training, events and Departmental news. All respondents to the recent survey found the newsletter useful.

One research group is developing a local induction programme to make sure all new starters receive consistent information and all members of the group can successfully welcome new members. Once complete, this will be modified for use within other groups. **Action point 2.2.2**

At a recent focus group on training, DPhil students asked for a group induction to present information and enable students to meet other new starters. A group induction will be trialled for the 2016 intake and feedback gathered from participants. **Action point 3.4.2**
Promotion

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

Actions achieved and success measures
• Female Professor’s post regraded to reflect her achievements as an academic of international standing. Also supported by the HoD in a successful application for a Royal Society Wolfson Merit Award and a recent application for a Royal Society Professorship
• Three staff successful in achieving the title of Professor in RoD exercise (1F, 2M)
• Four research staff promoted from Grade 7 to Grade 8 posts (1F, 3M)
• Two staff starting five-year independent fellowships (1F, 1M)

Promotion case study: Professor Fran Platt, Professor of Pharmacology and Biochemistry

Professor Fran Platt joined the Department from Biochemistry in 2006. She was originally appointed on an open-ended externally funded contract as a Senior Research Fellow. The Administrator worked closely with Fran to submit a successful regrading application in 2007 from a Grade 9 to a Grade 10 post as a Principal Investigator. The title of Professor of Pharmacology and Biochemistry was conferred on Fran in 2008 following a successful application, submitted by the Head of Department, via the University’s RoD exercise.

In 2013, then HoD, Professor Antony Galione, submitted a successful application for Fran to receive a Royal Society Wolfson Research Merit Award for five years. These awards are given, in the words of the Royal Society, to “individuals of proven outstanding ability to undertake independent, original research.” Following this award, the Deputy Administrator prepared a further regrading application to convert Fran’s post to a senior RSIV appointment to reflect her status as a recognised international expert in her field. Her new contract was issued by the Department on a permanent basis until retirement age.

In 2015, Professor Galione and current HoD, Professor Nigel Emptage, worked with Fran to make an application to the Royal Society for a Professorship, which is currently pending. In addition to meetings with senior academic staff to discuss the content of the application, the application was also supported by the Administrator who worked on costings and other administrative elements.

Fran is married with two children and sits on the Athena SWAN Self-Assessment Team. In 2015, she was appointed Pharmacology Director of Graduate Studies.

As described previously, there is no formal promotion process at Oxford.

Prior to 2010, the University’s RoD was held every two years and then paused for a comprehensive review; hence the gap in the data between 2010 and 2014. The process now runs annually.
Following 2010, when no RoD applications were submitted by female academics, the HoD worked in 2014 with eligible academics to encourage them to apply, develop content and gather evidence of their suitability. As a result, two out of three (66%) eligible women applied for the title of professor and one was successful (33%). This compares to five out of 10 men making applications (50%), of whom two were successful (20%).

Three applications from male academics were made in 2015, two successful. Two female academics do not currently hold the title of Professor. These staff will be supported by the HoD to build relevant experience and collect evidence to make a successful application in the future.

To ensure that the process in future years is fair and transparent, the HoD will discuss RoD applications with all eligible academics on an annual basis. **Action point 2.3.1**

Following feedback from the Royal Society following a Wolfson Merit Award, the Deputy Administrator worked with one female professor on a successful regrading application to reflect her international reputation. The HoD and Administrator have also worked with her this year on an application for a Professorship to the Royal Society (pending).

Staff data for the Bronze award highlighted the low numbers of Early Career Researchers in the Department. Since then, academic staff in the Department have worked with four members of research staff (1F, 3M) who have since been promoted to Grade 8 posts.

With the close support of supervisors and practical help from professional and support staff, three male researchers made successful grant applications to fund their research.

One female postdoc was encouraged and supported to apply for, and successfully appointed to, the post of MSc Course Director. In addition to salary support, this post also includes a space commitment to enable the development of an independent research laboratory. This Researcher worked with administrative staff to submit a successful pump-priming grant in 2015.

To build on this success, the Department will strengthen its support for fellowship applications, identifying and encouraging current staff to make applications, via the annual PDR process, and supporting their applications by providing up-to-date information, training, and access to expert help on content, costing, funder guidelines and the application process. **Action point 2.3.2**

Silver Application • Department of Pharmacology • University of Oxford
Three research technicians (2F, 1M) and eight members of support staff (5F, 3M) have also been successfully regraded by the Department in the last five years. As PDR continues to develop for research staff, the Department aims to roll out this success to all staff groups.

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

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

<table>
<thead>
<tr>
<th></th>
<th>Eligible staff</th>
<th>Submitted staff</th>
<th>%</th>
<th>Eligible staff</th>
<th>Submitted staff</th>
<th>%</th>
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<td>18</td>
<td>100</td>
<td>22</td>
<td>17</td>
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</tr>
<tr>
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<td>75</td>
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<tr>
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<td>21</td>
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<td>27</td>
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</tbody>
</table>

Six eligible members of staff were not submitted to the 2014 REF (5M, 1F) out of 27 academic staff. In the 2008 RAE, only one member of staff (1F) was not submitted out of a total of 22.
5.2. Career development: academic staff
(i) Training

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

Actions achieved and success measures
- Lunchtime session on training held in 2015 with postdocs and DPhil students to highlight current practice, identify barriers and develop future actions (attendance: 4F, 3M).
- 79% of survey respondents agree that they have opportunities to take on new responsibilities and learn new skills; 75% of respondents feel comfortable discussing training and development needs with their line managers (2015 survey).

Training opportunities are available at Oxford from a wide range of sources including: the Oxford Learning Institute, the Careers Service, Department for Continuing Education, Research Services, IT Services, the MSD, job-specific training from the Finance and Personnel Departments, the Safety Office and in-house training on specific equipment and techniques.

Examples of training include:
- Academic staff: An introduction to academic practice; teaching development programmes; admissions; Ad Feminam (aimed at female senior academics)
- Research staff: Welcome event for new researchers; Research grant applications; Career development; Interview skills; Grant writing; and Springboard (and Navigator)
- Professional and support staff: Development programmes for administrators and support staff; training on finance, HR and student systems
- All staff: Equality and diversity; Unconscious bias; Dealing with harassment and bullying; Time management; Dealing with stress; Mindfulness; Managing relationships in the workplace; presentation skills.

A central University website brings together all available training and development options with links to further information and booking details.

Staff are signposted to training opportunities via: a noticeboard, weekly newsletter, e-mails, and notices in circulation areas. Informal feedback from the lunchtime session on training suggested that information about training is easily accessible.

There is no central system within the University for logging training activity and some training providers do not log attendance as the use of their services is confidential, e.g., the Careers Service.

<table>
<thead>
<tr>
<th>Training data from Oxford Learning Institute</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
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</thead>
<tbody>
<tr>
<td>Professional/support</td>
<td>Male</td>
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<td>Male</td>
<td>Female</td>
</tr>
<tr>
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<td>2</td>
<td>2</td>
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<td>1</td>
</tr>
<tr>
<td>Research</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
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</table>

All staff are asked about training undertaken in the last 12 months during their annual PDR and supervisors are encouraged to consider any training needs with their staff when they have these meetings. Specific training requirements are fed back to HR staff for action.
Feedback during the lunchtime session on training was that staff and students do not always feel confident asking to take time out for training. To mitigate this, a directory of courses will be produced for supervisors to discuss with staff and students during appraisal meetings. Supervisors should ask their staff to attend at least one training course per year.

The focus group on training held in 2015 (attendance: 4F, 3M) found that the main training needs are for research-specific skills and techniques directly relevant to each individual’s project(s). The group felt that in-house training is more convenient for research staff and students.

New starters at the lunchtime session were unclear about the best place to find training opportunities so more information will be included in the Departmental Handbook and via new induction processes.

Due to the lack of reliable training data, a greater emphasis will be placed on recording this data as part of PDR. Staff will be provided with a Personal Development folder to keep their own record of training activity for discussion at their annual review.
(ii) Appraisal/development review

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

Actions achieved and success measures

- Annual PDR process introduced for all research staff
- 75% of supervisors attended bespoke training for PDR reviewers
- 79% of research staff (76%F, 83%M) took part in a PDR in year one. 79% of research and academic staff reported that their PDR was useful.

PDR case study: Emma Jones, Finance Officer

Emma joined Pharmacology as a Finance Assistant in 2009, moving from the Department of Physics where she worked since 2006. At the end of her first year in post, the Departmental Administrator conducted a probationary review meeting with Emma to confirm that the Department were very happy with her performance and to discuss training options. Emma’s first PDR was held in 2011. The Administrator encouraged Emma to undertake additional training – in cash handling, purchasing and VAT.

In addition, Emma’s manager also urged her to set longer term goals, taking on additional responsibilities so her post could be regraded and resitting her GCSE Maths exam to improve the grade achieved at school. Subsequent reviews with Emma confirmed her progress, with additional training identified annually. The Administrator was able to set out a strategy to increase Emma’s grade by supporting her to take on additional tasks – for grants, for training and supervising an assistant, and for payroll updates. Following this plan, the Administrator held quarterly meetings with Emma to review her progress and provide her with guidance.

To reward her commitment to developing her skills, Emma was nominated for a Merit Award, which was granted by the Management Committee in 2013.

In 2014, once Emma had undertaken the necessary training and gained experience of additional duties, the Deputy Administrator worked with her to redraft her job description and prepare a successful regrading application. Emma continues to develop her skills and take on additional duties from the Administrator to enable him to focus on more strategic work; and also achieved a successful outcome in her GCSE Maths exam in 2015.

As set out in Section 5.1 (iii), an annual PDR scheme has been running for support staff for many years and has been successful in identifying training needs and enabling staff to gain promotion. The first year of a similar process for research staff was completed early in 2015.

At the time PDR were conducted, 29 research staff (17F, 12M) were entitled to an annual review – not including staff on probation. 23 reviews were completed in the first year (79%) with 13 female research staff (76%) and 10 male research staff (83%) taking part. 79% of research staff participating found the process was useful. There is currently no formal process in place for academic staff.
All supervisors received PDR training in 2014 and a session was run for research staff to explain the benefits of the scheme. The take up of the training for reviewees was low (6 research staff, 5F (30%), 1M (11%)) so training will be repeated in 2015/16 in an effort to increase take up of PDR.

Action point 3.2.2

Other actions to increase the take up of PDR (target >90% of eligible research staff) include: updates on PDR at Advisory Committee (for supervisors), in the newsletter and at the HoD briefing (for all staff), plus all staff sent a personal invitation by e-mail.

Action point 3.2.1

Since taking over in January 2015, the HoD has carried out two mid-term probationary reviews with academic staff. Positive feedback following these meetings prompted the HoD to extend the annual review process to all academic staff from 2016.

Action point 3.2.4

PDR captures information from staff on training, mentoring and work-life balance. Feedback from year one has highlighted training needs but did not identify demand for additional mentoring or issues of staff feeling workload pressure. The 2016 round of PDR will focus on generating more feedback on issues such as training, mentoring and work life balance.

Action point 3.2.3
(iii) Support given to academic staff for career progression

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

**Actions achieved and success measures**
- 4 research staff (3F, 1M) put forward for mentoring programme, 4 mentors identified (1F, 3M)
- 79% of research staff took part in an annual PDR in year one
- Four staff, all female, supported into new projects with new funding via short-term bridging. One successful application to the Medical Research Fund.
- Weekly newsletter distributed to all staff regularly features training and funding opportunities
- Monthly Head of Department briefing provides information on career development activities
- Two career development case studies developed for ‘Working in Pharmacology’ section on website

**Research fellowships**

*Career development case study: Dr Rebecca Burton, Wellcome Trust and Royal Society Sir Henry Dale Fellow*

Rebecca obtained a first class degree in Chemistry and Biology from Bangalore University (India) before moving to the UK to pursue an MSc in Pharmacology and Biotechnology from Sheffield Hallam University (2003), before she joined the Oxford Cardiac Research Group of Professors Denis Noble and Peter Kohl.

She was awarded a coveted scholarship to fund a DPhil in Cardiac Physiology, with Professor Derek Terrar in Pharmacology. In 2011 she moved to the Oxford Department of Physiology, Anatomy and Genetics, supported by the British Heart Foundation.

Throughout 2015, Rebecca worked with senior academics in Pharmacology on a series of Fellowship applications. In addition to providing letters of support, the Head of Department met Rebecca regularly to discuss what the Department could offer in terms of space, equipment and other resources. The Administrator and Deputy Administrator also helped Rebecca prepare costing and other information for her application. Senior academics in Pharmacology provided feedback on the content of grants and offered Rebecca mock interview experience.

After being shortlisted for two Research Council Fellowships, Rebecca was awarded a Wellcome Trust/Royal Society Henry Dale Fellowship (the only one to an Oxford researcher) to work in Pharmacology. In addition to her Fellowship application, Rebecca is also working with Departmental staff on a major grant application to one of the research councils having been invited to resubmit her Fellowship proposals as a project grant.

One key mechanism that enables research staff to develop their career is a successful fellowship application. The Department has supported applications from two fellows (1F, 1M) who will be starting their projects in 2015 (see case study above).

Feedback from a recent successful fellow, and from an academic who provides career guidance to early career researchers, suggests that easy access to information about fellowships would be
helpful for in-house candidates. Therefore, the following actions will provide additional support to prospective fellows:

- Events and workshops to provide information about fellowships and making an application. Successful fellows invited to speak about their experiences.
- Intranet pages with up-to-date information about fellowships, criteria for applicants, application guidance and people in the Department available to help – a ‘panel of experts’.
- Potential fellowship applicants to be identified via PDR.  

The Department is also committed to attracting high quality external candidates to work in Pharmacology. SAT co-chair, Dr Angela Russell highlighted a successful scheme, developed in Chemistry, to identify and support suitable external candidates for fellowship applications:

- A rolling advert to be placed on the Pharmacology website to call for preliminary applications from researchers wishing to apply for a fellowship in the Department.
- A termly shortlisting process will identify the strongest candidates who will be supported to find an appropriate funder and submit their application.  

After presenting an overview of the Daphne Jackson Fellowship scheme, attended by the Deputy Administrator, the CEO attended a meeting with the HoD to discuss potential candidates. The HoD and Daphne Jackson CEO are working actively with a former postdoc to develop an application for a DJ Fellowship. In addition, the Department is actively seeking a fellow to work in Pharmacology as one of three fellows to be sponsored by the University in 2016.

**Bridging support**

Turnover data shows that the main reason for research staff leaving is the ending of a fixed-term contract (59%). Since the Bronze application, the Management Committee has been reviewing staff coming to the end of their contract to see if additional funding can be found. Three members of staff, all female, have been supported onto new projects, either in the Department or the University, via short-term bridging funding.

SAT will set up a working group to investigate the formalisation and funding of this process. Information on the intranet will highlight potential sources of bridging funding plus additional resources that can assist staff coming to the end of a fixed-term contract.  

**Networking**

The weekly Seminar series features leading speakers from across the disciplines of Pharmacology and includes a lunch reception for all members of the Department. In addition, a new monthly series was introduced in 2015 for postdocs and DPhil students to present their work and then network as a group at a drinks reception.

However, consultation on the Athena SWAN Silver application suggested that there is a desire among postdocs and DPhil students for more networking opportunities with their own peers. The Department is supporting a DPhil student to make connection with other students – by providing e-mail lists, a Departmental budget for refreshments and help with room bookings, etc. An inaugural event is planned for December 2015 with around 30 students. The same principle will be used to generate a network for postdocs, created and led by research staff.

Staff and students at the lunchtime session on training suggested that they would be interested in presentations from alumni about career options after their studies or current contract. PIs to suggest potential speakers from previous students or researchers who have gone on to successful careers in a variety of sectors. In addition, case studies on the website will include staff and students who have moved on to other careers.
**Mentoring**
The MSD piloted a mentoring scheme in 2014 which launched in 2015. The project places research staff in a group with 3-4 peers under the support of a mentor, meeting around four times per year. This mentoring circle places researchers with colleagues at a similar point in their career with guidance from an academic outside their immediate circle.

In 2015, four members of research staff in the Department (3F, 1M) chose to join divisional mentoring circles. Four members of academic staff from Pharmacology (1F, 3M) signed up as mentors for the programme. A review of the 2014 pilot revealed that 82% of mentees would recommend it to a colleague and 89% of mentors would recommend it to colleagues or postdocs they manage.

> “Thoroughly enjoying working with my group and I think we are making progress in terms of addressing their individual issues/circumstances as well as discussing some broader common issues they all need to deal with,” Female mentor from Pharmacology, July 2015 mid-term evaluation

Following the positive feedback collected from the pilot, and from a Pharmacology mentor, the Department will seek additional volunteers for the 2016 scheme.  

**Action point 3.3.2**

The MRC BNDU has also started a pilot where research staff are assigned a mentor from within the Unit. MRC BNDU representatives on the SAT will provide feedback after year one.  

**Action point 3.3.3**

**PDR**
One of the main mechanisms to assess the career development needs of staff is the annual Personal Development Review. This has been in operation for several years for support staff and has identified a number of staff whose posts have regraded or who have been put forward for merit awards. The first PDRs for research staff were held in 2015 and 79% of staff participated in the first year. The scheme will be extended in 2016 to academic staff.

Invitations to participate in 2016 PDR will feature in the newsletter and at HoD briefings as well as via personal e-mails to all staff. Supervisors will be reminded of the benefits of PDR at the Advisory Committee. An additional awareness session will be held for reviewees in 2016 to increase uptake.

**Action point 3.2.4**

PDR will be supported by the creation of a personal development folder for all staff.

**Action point 3.3.5**

**Communications**
Since the Bronze award, a weekly newsletter has been launched to bring together information about events, workshops and training. The newsletter also includes details of new starters, new opportunities and achievements such as grant awards. All survey respondents reported that they found the newsletter useful with nearly 70% of respondents reporting that they read most of the content regularly.

To improve communication, a monthly Head of Department briefing also brings everyone together over tea and cake to find out about the latest developments and new initiatives. Nearly 86% of those completing the survey agreed that they found these briefings useful.

Following feedback regarding information about fellowships and from new starters about training information, a ‘Career Development Portal’ will be created on the intranet to make information more accessible, and signpost to Divisional and University resources, on training, grant
applications, events and workshops, PDR, mentoring, and networks such as the Research Staff Society.

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

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

**Actions achieved and success measures**

- Career development seminar organised for MSc students, also attended by DPhil and undergraduate students (attendance 15)
- Seminar series launched for postdocs and DPhil students – 4 monthly meetings held with an average attendance of 22% of postdocs and 16% of DPhil students
- DPhil students participated in lunchtime sessions on training and mentoring (5F, 3M)
- Network created by DPhil students – inaugural meeting in December 2015

Graduate students are supported by the MSc Course Director, Director of Graduate Studies and Graduate Studies Administrator, all female.

The Oxford collegiate system offers excellent personal and pastoral care for graduate students including accommodation in college, plus an assigned advisor. Students can access University training programmes, such as Springboard and Navigator, and counselling and advice services via the Student’s Union.

All students are invited to Departmental events and are included on the mailing list so receive the weekly newsletter and all notices and announcements.

Two annual prizes are awarded to MSc students, assessed by a gender-balanced judging panel. All students present a poster summarising the results from their project followed by a reception open to all members of the Department.

Second year DPhil students present their research to other members of the Department; the leading student is awarded the Paton Prize, judged by a mixed panel.

In 2015, the Department launched a seminar series for postdocs and DPhil students. Feedback from DPhil students suggested a desire for a network for graduate students. The Department is supporting students to organise a network and providing funding – the first event will be held December 2015.

DPhil students also requested a group induction session, to familiarise themselves with Departmental staff and procedures and meet other students. A programme will be developed as part of the 2016 review of induction procedures.

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

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

**Actions achieved and success measures**

- Two five-year fellowships (1F, 1M) starting in Department in 2015 – one from within Department and the other from elsewhere in the University
- Pump-priming grant for MSc Director working to start her own research group
- Grant writing training identified as a need by survey respondents.
Support for staff applying for funding is provided by the Administrator. They discuss the requirements of the funder and advise on how to prepare costs and other elements of the application. Potential applicants can also be referred to Research Services who provide advice on their website, individual appointments to discuss applications in detail, and workshop training.

Academic staff are also available to provide mentoring and interview coaching for applicants, e.g., case study on page 34.

Supervisors are encouraged to discuss research grants during PDR when staff can be directed to the appropriate avenues of support. Letters of support and recommendation are regularly provided both by supervisors and the HoD.

A member of SAT who acts as a mentor for early career researchers, reported that she receives queries from research staff about grant applications. Training in grant writing was requested by several respondents to the survey and will be included on the directory provided for PDR. The HoD will ask supervisors to involve staff, where appropriate, in grant writing to extend their skills and experience.

Action points 3.5.1, 3.5.2

A new initiative for 2016 will be a Research Away Day that will give PIs and Early Career Researchers the chance to bring a grant application proposal to the meeting and have it reviewed by other members of the Department.

Action points 3.5.3

5.3. Flexible working and managing career breaks
(i) Cover and support for maternity and adoption leave: before leave

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

Actions achieved and success measures
• Two members of staff taking maternity leave in 2014/15 both took advantage of the flexibility of the new Shared Parental Leave policy following discussions with the Deputy Administrator.
• An additional member of academic staff taking maternity leave in 2016 will be taking Shared Parental Leave.

The first point of contact regarding maternity support is the Deputy Administrator who meets female staff to discuss maternity leave and support. She will discuss health and safety considerations and work through a maternity plan.

The University’s maternity leave scheme entitles staff to 26 weeks full pay, 13 weeks Statutory Maternity Pay and up to 13 weeks of unpaid leave; this entitlement is now complemented by a policy on Shared Parental Leave. Two members of staff have taken advantage of the mass option of Shared Parental Leave so far and an additional member of academic staff will take SPL in 2016.

Other issues discussed with staff is the option to use ‘Keeping in Touch’ days, whether staff wish to stay in contact while on leave and, if so, how they would prefer to be contacted.

In addition, the return to work process is also discussed, including the option of flexible working and support to find suitable nursery provision.
(ii) Cover and support for maternity and adoption leave: during leave

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

Staff away from Pharmacology on family leave remain in contact with the Department, if they request, receiving mailings and newsletters so they remain abreast of developments, new policies and practices.

Administrative staff and the supervisors are also available to answer any queries that arise during a period of leave.

The maternity plan includes details of whether an individual is happy to be contacted while on leave and, if so, by what method. Individuals are encouraged to take advantage of ‘keeping in touch’ days if they wish.

The Department also has a Common Room where staff can meet colleagues and friends while on leave.
(iii) Cover and support for maternity and adoption leave: returning to work

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

**Actions achieved and success measures**
- A private space has been set aside for two staff returning from maternity leave in 2015 to enable them to express breast milk.
- Academic member of staff who took maternity leave in 2014 has been successful in obtaining a grant from the University’s Returning Carers’ Fund.
- Pharmacology support for joint initiative to increase nursery provision in the University Science Area – new University Childcare Strategy includes a commitment to examine options for more provision in the local area.

**Career break case study: Dr Angela Russell, Associate Professor in Medicinal Chemistry**

Angela gained her MChem degree from the University of Oxford in 2000 and her DPhil in Organic Chemistry in 2004. In July 2007 she was awarded a prestigious Research Councils’ UK Fellowship in Medicinal Chemistry jointly between the Departments of Chemistry and Pharmacology. In 2012 she was appointed as University Lecturer, following a successful mid-term review with the then HoD, and in 2014 as Associate Professor in Medicinal Chemistry. Angela took a period of maternity leave from January 2014, returning to work full-time in July 2014 following the birth of her daughter.

In 2014, Angela was successful in obtaining a grant from the University’s Returning Carers’ Fund of just over £4,000, further to information circulated in the Departmental newsletter. Angela used this money to fund a part-time administrative assistant who enabled her to: develop a new website to raise her profile following her career break (working with Pharmacology IT staff to update her Departmental webpages); drive two major fundraising initiatives; and help re-establish collaborative links with colleagues within Oxford and the wider scientific community.

As a result of this activity, Angela has submitted two research grant proposals totalling nearly £1m and has also been able to extend an industry/biotech investment in a spin-out activity that brings in over £3m over the next four years. These grant applications were discussed with the HoD who, in addition to providing letters of support, made Angela a commitment to provide refurbished space in the Department to house additional activity. Other spin-out activity is also in development and, if successful, could generate funding of £12m over three years for translational research.

Angela is co-chair of the Pharmacology Athena Swan Self-Assessment Team. She is due to start a second period of maternity leave in 2016 and will take advantage of the University’s shared parental leave scheme.

Return to work discussions are managed by supervisors, although guidance for is available from the Deputy Administrator when required. Supervisors are aware of the Department’s policy on flexible working and staff returning from leave are encouraged to discuss a phased return or a flexible working pattern to fit in with their requirements.
Information about the University’s Returning Carers’ Fund is circulated via the newsletter. This small grants scheme supports women and men to return to research following a career break. A member of academic staff who returned from maternity leave in 2014 received a grant of just over £4,000 for administrative support (see case study).

The Management Committee will investigate the creation of a fund to provide additional support to staff returning from a career break. In the interim, information will be posted on the intranet so that staff are aware of funding and other support. **Action point 4.1.1**

Two members of staff who returned from maternity leave in October 2015 have been using a private meeting room to express breast milk once their children started at nursery.

“The Department of Pharmacology has recently provided me with an opportunity to keep breastfeeding although I returned to work full time. They are providing me with a very comfortable and easy to book room to express breast milk or feed my baby in. I appreciate that very much and it is making my return to work a lot easier.” – response to 2015 survey.

SAT will seek feedback on this facility and will assess ongoing need to see if a more permanent solution is necessary. **Action point 4.1.2**

The University has the highest level of childcare provision in the HE sector, with 390 places across 15 sites. This is higher than any other Russell Group University; a ratio of 1 nursery space per 29 staff (sector average 1:71). Additionally, four colleges operate independent nurseries, providing a further 60 places. The University offers a salary sacrifice scheme for payment of nursery fees and reinvests all NI savings into nursery provision. It also offers a childcare voucher scheme for eligible parents.

However, anecdotal evidence from returning staff suggests that location is a major factor in getting children to nursery. Pharmacology has joined other departments to lobby the University to increase local nursery provision. The University’s Childcare Services department has recently published a draft strategy which includes a proposal to investigate an increase in nursery provision for the Science Area. The Department will continue to lobby for University investment in this area. **Action point 4.1.3**
(iv) Maternity return rate

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

<table>
<thead>
<tr>
<th></th>
<th>Academic staff</th>
<th>Grade 7 postdoctoral researchers</th>
<th>Grade 5/6 research assistants/technicians</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of staff taking</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>maternity leave</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of returners</td>
<td>1</td>
<td>6*</td>
<td>3*</td>
<td>10 (91%)</td>
</tr>
</tbody>
</table>

* Note: two members of staff returned from leave in October 2015

In the last five years, 11 staff have taken maternity leave with 10 returning to work (91%). The only member of staff who did not return to work, a Grade 7 researcher, came to the end of her fixed-term contract during her maternity leave.

Of the three members of staff who left following a period of maternity leave (one within 6 months, one within 12 months and one within 18 months), two moved to other posts in science and one moved overseas with her husband.

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

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

In the last three years, three members of staff have taken paternity leave.

Information about family leave is featured in the newsletter, in the intranet and in the handbook. In particular, any changes to University policy or procedures are highlighted to all members of the Department as soon as possible, eg the Shared Parental Leave policy.

In the 2015 survey, nearly 75% of respondents stated that they were fully or partly aware of the Department’s policies on family leave.
(vi) Flexible working

Provide information on the flexible working arrangements available

**Actions achieved and success measures**

- 47% of survey respondents who work full-time reported that they work flexible hours; a further 5.5% of people responding who work part-time also had a flexible working pattern

The culture of the Department allows research staff to manage their own time and most work flexibly without a formal arrangement. In the 2015 survey, 47% of respondent who work full-time stated that they have flexible working hours. Some female members of staff with caring responsibilities have a more formal arrangement organised directly with their supervisor to meet their individual needs.

For support staff, Departmental policy is to grant any requests for flexible working wherever possible, for example:

- Two applications for flexible retirement granted in the last three years
- Amended support staff hours to fit in around the school run
- Female member of support staff reduced hours to improve work-life balance.

To make sure that all new members of staff are aware of the Departmental policy on flexible working, both formal and informal, information in the Handbook and on the intranet has been updated in the last twelve months. Supervisors will be encouraged to discuss flexible working with staff as part of their PDR and also to discuss with part-time staff the opportunities for varying their working pattern.

**Action points 4.2.1, 4.2.2**

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

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

Five staff currently work part-time following a career break, all female. Discussions about working patterns are undertaken on a 1:1 basis by both the Deputy Administrator and an individual’s supervisor. There is also an opportunity for staff to raise any issues relating to work life balance during the PDR process.

Three members of staff work part-time to fit in with their family commitments.

One researcher who returned from maternity leave in 2014 adjusted her working hours to 0.6FTE to fit in around the child’s nursery. Regular discussions take place between her and her supervisor about her working pattern with the opportunity available for her to increase her hours when it suits.

The last member of staff, working 0.8FTE, is a female researcher returning to science following a career break. Following her selection for a Grade 7 post, she requested a part-time working pattern which her supervisor is happy to accommodate.

As above, discussions with part-time staff during PDR will focus on working patterns and the possibilities for transition to a full-time role.

**Action point 4.2.2**

=> Total word count: 1,490
5.4. Organisation and culture

(i) Culture

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

**Actions achieved and success measures**

- Weekly newsletter has been introduced since the Bronze application, distributed to all members of the Department (staff, students and visitors). All staff who responded to the survey found the newsletter useful and 70% reported that they read most of the content regularly.
- A monthly Head of Department briefing takes place in the Common Room for all members of the Department with attendance of approximately 80-100. Nearly 86% of survey respondents reported that they found the HoD briefing useful.
- Monthly Postdoc/DPhil seminar launched in 2015. Six seminars have been held so far in 2015 with an average attendance of 22% of postdocs (40% F) and 17% of DPhil students (46% F).
- Photoboard in the Common Room includes images of all members of the Department, along with their status and group.
- Other headlines from the 2015 staff survey:
  - 88% feel that their contribution is valued
  - 83% feel they receive helpful feedback from their supervisor
  - 93% of staff feel they are able to be themselves at work
  - 91% of staff report that their colleagues are supportive
  - 87% feel satisfied in their job
  - 75% would recommend working in Pharmacology to a friend
- 43 out of 56 respondents to the survey added positive comments about working in Pharmacology, including:
  - Friendly environment
  - Great place to work
  - The great science and the great people
  - Good atmosphere and engaging HoD
  - Friendly, small department
  - Good sense of community
  - I find the overall atmosphere and people to be friendly

The Department takes an inclusive approach to as many activities as possible – from seminars and meetings to social events, networking and even the (mixed) cricket team! Pharmacology is a small Department and there is much interaction between staff in different groups and at different levels. Students are integrated within groups and encouraged to take part in events and meetings.

A weekly news bulletin delivered to all members of the Department by e-mail; a display screen in reception and notices on each floor provide updates on new initiatives and events. All survey respondents stated that they find the newsletter useful and nearly 90% find the display screen useful. The content of the newsletter will be continually reviewed and updated in the light of the survey responses.  

**Action point 5.1.2**

Since the Bronze application, a monthly HoD briefing has been introduced. All members of the Department are invited, with coffee and cake provided for all in the Common Room. This forum is used to provide updates on new developments relating to finances, facilities and personnel and everyone has the opportunity to ask questions. Over 85% of survey respondents find these
briefings useful. In 2016, staff and students will be encouraged to send questions to make the more interactive and make sure the information is relevant. **Action point 5.1.1**

Seminars are held weekly during term and all members of the Department are invited to attend. Lunch after each seminar enables networking opportunities for staff, students and visitors. Where seminars are presented by early career researchers or high-profile female speakers, they are tagged with the Athena SWAN logo.

A new seminar series for 2015 offers researchers and DPhil students a chance to present their work to members of the Department. This event provides a forum for networking and collaboration and gives staff and students the chance to develop their skills. Seminars are followed by a drinks reception open to all members of the Department. Six seminars have been held so far in 2015 with an average attendance of 22% of postdocs (40% F) and 17% of DPhil students (46% F). As previously discussed, the Department is working with DPhil students to support the creation of a network that they can organise and manage themselves. **Action point 3.4.1**

The Pharmacology Common Room provides space for everyone in the Department to interact and is used for events and gatherings. A survey of all members of the Department in 2014 about Common Room facilities received over 50 responses. As a result of this feedback, more low-level seating was provided and changes introduced to menu options and suppliers. An improvement to Common Room lighting in 2016 has offered the chance for more improvements and updates and feedback will be sought from all members of the Department. **Action point 5.1.3**

A photoboard in the Common Room (above) includes images of all members of the Department which encourages collaboration between groups. Informal feedback from both research and academic staff has suggested that people have found this very useful.

The Common Room is also used for communal events such as the annual Christmas Party and the recent Macmillan Coffee Morning which raised over £300 (left).

Following concerns raised in the 2013 survey, with only 52% of respondents feeling that management was clear and transparent; a new administrative hub has been created within Pharmacology that locates the Head of Department within the centre of key professional and support staff. This creates a one-stop-shop for staff and
students seeking help from admin staff. It has also increased the visibility of the Head of Department who operates an ‘open door’ policy for all members of the Department.

(ii) HR policies

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

HR policies are implemented across the Department by the Deputy Administrator with support from the Associate Head (Personnel) who takes an academic lead. The Department has access to a dedicated HR Business Partner who provides personnel advice on a case-by-case basis. The Deputy Administrator attends termly Personnel briefings, for new and amended University policies, and is a member of the MSD HR network which meets termly.

Changes to HR policy are communicated to staff via the weekly newsletter and to supervisors via the Advisory Committee.

Action point 5.2.1

The Deputy Administrator, who has attended training in equality and diversity, dealing with bullying and harassment and unconscious bias, manages all recruitment and selection.

Formal cases of bullying and harassment are rare and dealt with as a priority when they occur. All cases are monitored annually as part of an HR compliance exercise. Harassment advisors report that all cases in the last three years have been dealt with informally and there are no issues relating to gender.

The Department has only dealt with one disciplinary case in the last three years (1M).

(iii) Representation of men and women on committees

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

Actions achieved and success measures

• Proportion of women on the Management Committee has increased from 17% to 43%
• All academic staff continue to be included on Advisory Committee: number of female staff has increased from 4 to 7 over three years.

<table>
<thead>
<tr>
<th>Committee</th>
<th>2012/13</th>
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<tbody>
<tr>
<td></td>
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</tr>
<tr>
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</tr>
<tr>
<td>Female</td>
<td>2</td>
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</tr>
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</table>

The Department’s day-to-day decision-making body is the Management Committee, which meets monthly. Membership was reviewed by the new HoD in January 2015 to consider the most appropriate representation of the Department, including gender balance. Current membership is seven, of which three are female (43%).
The Advisory Committee meets termly and includes all academics plus senior members of administrative staff. The current proportion of women on this committee is 25% and numbers have increased from 4 in 2011/12 to 7 in 2014/15. From 2013 academic staff from the MRC ANU were invited to attend this meeting, all male, so the proportion of women has reduced despite the increase in female members from Pharmacology.

The Research Committee meets on an as-and-when basis, at least annually, and features all academics as above.

The Teaching Committee includes all staff with teaching responsibilities and meets termly. A sub-group manages the MSc Pharmacology course.

The Safety Committee meets termly and key role holders – ie officers in charge of radiation, biological, fire, laser and electrical safety as well as the Departmental and Area Safety Officers – determine membership.

The membership of all Departmental committees will continue to be reviewed annually and of committee membership will be discussed with academic staff as part of the annual review process.

Action point 5.3.1

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees? There is currently no mechanism to record this information routinely for all staff. The HoD will discuss committee membership with PIs at annual reviews and encourage participation in Departmental and wider University activities as appropriate for their career development.

Action point 5.3.2

(v) Workload model

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

Work has started on a workload model to enable the HoD and Management Committee to assess the balance of work undertaken by academic staff. A more detailed project will run during 2016/17 to add to this data and investigate how this information can be shared with academic staff.

Action point 5.4.1

The aim is to collect information in a format where it could be accessed by academic staff, plus key people such as the HoD, to gain a detailed picture of each group.

While this more formal model is being developed, all academic staff have regular and frequent contact with the HoD to discuss any issues relating to the burden of responsibilities over and above expected teaching and research activity.

87% of academic and research staff respondents to the 2015 survey felt that their workload was reasonable.
(vi) Timing of departmental meetings and social gatherings

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

**Actions achieved and success measures**
- Only 6 respondents to the survey felt that meetings were not scheduled to take account of caring responsibilities.
- Nearly 70% of staff reported in the survey that they feel included in the Department’s social and networking activities.

All committee meetings are held within the core hours of 9.30am to 4pm. Weekly seminars are held at 12noon with lunch served for all members of the Department from 1pm.

The only meetings held outside these times are seminars for postdocs and DPhil students (3.30-5pm). Following feedback from participants, a split time will be set for these meetings when seminars are organised for 2016 (50% at 12noon and 50% at 4.30pm) so that all participants can be accommodated.

Two regular social events are held, one in the summer and one at Christmas, and all members of the Department are invited. Both these events are held at lunchtime so that the maximum number of people can attend. Staff are encouraged to bring family members to the Summer event.

Meeting schedules will be continually reviewed and feedback sought via the biannual staff survey.

Due to concerns in the survey, SAT reviewed the schedule of Departmental meetings and confirmed that all are held in the core hours set out above. To ensure that all group meetings are held within these core hours, reminders of this policy are to be put up in all Pharmacology toilets, accessible to everyone in the Department.

**Action point 5.5.1**

(vii) Visibility of role models

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

**Actions achieved and success measures**
- Proportion of female speakers on the seminar programme increased to 24% in 2014/15 (compared to 18% in 2013/14 and 16% in 2012/13)
- Proportion of female hosts for seminar speakers has increased to 28% in 2014/15 (compared to 22% in 2013/14 and 16% in 2012/13)

The Department’s main regular event is a weekly seminar series. Since the Bronze award, there has been a focus on increasing the number of female speakers and hosts. Increases have been seen over the last three years (speakers from 16% to 24% and hosts from 16% to 28%) and work will continue to increase the proportion of both female speakers and female academics hosting speakers.

Images on the Departmental website focus on science rather than images of people and we are seeking to increase the number of images so that we represent all research areas and groups. All academic staff have their own page with an up-to-date professional photo.
(viii) Outreach activities

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

Participation in outreach is not logged centrally. An e-mail to academic staff suggests around half of PIs are taking part outreach activity with the proportion of men and women participating in some activity being very similar. An online form will be developed to log outreach activity in the Department.

Feedback from postdocs during the lunchtime session on training also identified demand for public engagement training which will be added to the training directory for discussion at PDR.

Once a log of outreach activity is developed, more news and photos of outreach will be included on the website and in the newsletter.

Action point 5.6.1

Action point 5.6.2

Action point 5.6.3

Total word count: 1,582
6. CASE STUDIES: IMPACT ON INDIVIDUALS

Dr Sarah Newey: Royal Society Dorothy Hodgkin Research Fellow

Dr Sarah Newey has been a member of the Department since 2009 and holds a Royal Society Dorothy Hodgkin Research Fellowship. She is married to an Associate Professor in the Department, Dr Colin Akerman, and they have two children.

Sarah studied Biochemistry in Bath, followed by one year as a Research Assistant in the US before returning to study for her DPhil at Oxford.

“I was very lucky that I had very supportive and inspirational supervisors,” said Sarah. “I like to ask questions and am thankful in my early career that I was supported and encouraged to do so. I feel that this has really benefited my development and helped me to get to where I am now.” Following a period of post-doctoral research in the US, funded by a Wellcome Trust International Fellowship, Sarah returned to the UK to take up a new research post in the NHS, while Dr Akerman joined the Department of Pharmacology on an RCUK Fellowship.

“We were starting a family and I had two periods of maternity leave during this period,” Sarah said. “The environment I was working in was very unsupportive, very inflexible – it didn’t fit around the needs of people trying to juggle other pressures outside work.”

Sarah was subsequently appointed as a senior postdoctoral scientist in Pharmacology in 2009. The Department supported her request to work part-time and Sarah was appointed at 0.6FTE. She was already in contact with the Head of Department, Professor Antony Galione, about the next steps.

“Antony was very supportive and encouraged me to apply for a Royal Society Dorothy Hodgkin Fellowship,” said Sarah. “He sponsored my application and committed the necessary facilities I needed for my research.”

Sarah’s Fellowship started in 2010 and she increased her FTE to 70%: “I have always been grateful that the Department supports and encourages flexible working. In addition to working part-time, I am able to fit the science in around other priorities in my life – it doesn’t matter if you are conducting experiments at 9am or at 10pm as long as the work is getting done and meetings and teaching commitments are met. I feel trusted within the Department to set my own priorities and manage my own work.”

Sarah has also taken two periods of parental leave. The Department has helped liaising with the Royal Society to make sure that Sarah’s grant is extended to take into account all these different elements of flexible working.

At the end of her Dorothy Hodgkin Fellowship, Sarah will remain in the Department as a Research Fellow funded via an ERC grant. She manages a project in Dr Akerman’s group and supervises students and postdocs.

“I realised quite early that I didn’t want the traditional ‘academic’ career,” Sarah explained. “The Dorothy Hodgkin Fellowship has given me the flexibility and the scope to work out exactly how I want to develop my career. I feel like I have found my niche which means that I can focus on writing papers and reviews, applying for independent funding and supervising and developing students and staff.”

Sarah sits on the Departmental Safety Committee and the Athena Swan Self-Assessment Team. She is actively involved in outreach activities in schools and supports some of the Women in Science opportunities offered by the Royal Society and wider University.
Dr Kerri-Lee Wallom: Senior Postdoctoral Researcher

Dr Kerri-Lee Wallom was appointed in 2008 and now occupies a senior postdoctoral role within the group of Professor Fran Platt, one of the largest research groups in Pharmacology.

Following an undergraduate degree in Cellular and Molecular Pathology at the University of Bristol, a short stint working in a forensic science laboratory, and two years working as a research technician at Bristol, Kerri studied for a PhD in Polymer Therapeutics at the University of Cardiff. Kerri met her husband, David, at the University of Bristol.

“I was looking for opportunities to develop my career and take the next step,” said Kerri. “When the post came up in Fran’s group I knew that I had the right skills and experience for the job.”

The Platt Group specialises Lysosomal Storage diseases and attracts funding from many sources, including specialist charities. Kerri has worked on a number of short-term projects but is now employed to manage a major five-year project, funded by the Medical Research Council.

“It was good to have my contract extension on the MRC grant before I left on maternity leave,” Kerri said. “The timing was excellent as the start of the project involved a lot of administration so I was able to keep up to date with progress while I was away and throw myself into it on my return.”

Kerri took nine months of maternity leave in 2013 and returned to work at 0.6FTE to fit in around nursery arrangements.

“I couldn’t organise everything if the Department didn’t allow me to be flexible,” she said. “It helps that David is in Oxford and working in a similar environment so can help out if I have experiments to set up or check on. Fran is an excellent supervisor and really understands the pressures of starting a family and continuing with my research career. She has supported and mentored me since I started in Oxford and I know her door is always open.”

In the longer term, Kerri will return to work full-time but at the moment is enjoying the balance between work and home.

“This project is really exciting, I feel like I am running my own research. Fran has given me more responsibility for this grant, allowing me the freedom to make decisions about how things will be set up and managed,” said Kerri. “I am looking forward to getting back to lab work and seeing where the research will lead. My main priority now is to work on publications and get some of the early results published.”
7. **FURTHER INFORMATION**

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

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

8. **ACTION PLAN**

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

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

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

See the awards handbook for an example template for an action plan.
Athena SWAN Silver Department award application – Action Plan

Name of institution: University of Oxford
Department: Department of Pharmacology
Contact for application: Carolyn Thackrah

Date of application: November 2015
Departmental website address: www.pharm.ox.ac.uk
E-mail: carolyn.thackrah@pharm.ox.ac.uk. Telephone: 01865 281123

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<tr>
<td>1.1</td>
<td>Monitor implementation of Silver action plan</td>
<td>Termly meetings of SAT to review progress against actions</td>
<td>All SAT members</td>
<td>Termly and ongoing</td>
<td>Progress against identified actions. Actions updated where necessary</td>
<td>Continuous progress towards a more inclusive environment. Athena SWAN status maintained to at least Silver Award level.</td>
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<td>1.2</td>
<td>Monitor key metrics in staff and student data</td>
<td>Annual data report produced for SAT</td>
<td>Deputy Administrator (Personnel)</td>
<td>Annually from September 2016</td>
<td>Progress can be identified by improvement in data. Data will flag any developing issues.</td>
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<tr>
<td>1.3</td>
<td>Assess the impact of Silver action plan</td>
<td>Biannual staff survey</td>
<td>Head of Department</td>
<td>Biannually from September 2017</td>
<td>Surveys completed with response rate &gt;60%</td>
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2 Key transition points

2.1 Recruitment

2.1.1 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
- 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)
- Proportion of female staff in senior posts increases in line with the pipeline by 2019

2.1.2 Create ‘Working in Pharmacology’ section on website
- 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
- 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
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<tr>
<td>2.1.3</td>
<td>Collect data from new starters to aid recruitment</td>
<td>85% of survey respondents state that their job has met their expectations.</td>
<td>Seek feedback from new starters on their perception of the Department and the University</td>
<td>Deputy Administrator (Personnel)</td>
<td>Update induction procedures from January 2016. SAT to review recruitment data from 2017 and then annually</td>
<td>New starters provide an insight into the reasons people are encouraged to make job applications – recruitment material updated to reflect</td>
<td>Increased number of applicants and increase proportion of female applicants – to 50% by 2017 and maintain to 2019</td>
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<td>2.1.4</td>
<td>Guidance for supervisors</td>
<td>25% of managers in the 2015 survey report that they are ‘not that confident’ about administering HR processes</td>
<td>Develop ‘how to’ guide for supervisors including best practice information on recruitment and selection</td>
<td>Associate Head (Personnel)</td>
<td>Guidance documents in place for 2017/18 academic year</td>
<td>Increase in good practices around recruitment and adherence to University policies</td>
<td>Maintain success rates for female applicants at shortlisting and job offer stages.</td>
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<td>2.1.5</td>
<td>Increase focus on website ‘news’</td>
<td>Proportion of female applicants across all research and academic posts is 35%</td>
<td>Proactively seek regular news items on career development, new starters, staff progressing to new posts, grants, publications, etc</td>
<td>Deputy Administrator (Personnel)</td>
<td>Additional news to commence January 2016</td>
<td>Two additional news items on website per month</td>
<td>Improve perception of the Department and the opportunities available. Feedback data from new starters (2.1.3) shows annual increase in % of applicants aware of Department via website</td>
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<td>2.1.6</td>
<td>Increase number of staff who have attended recruitment and selection training</td>
<td>Training data highlights that no Pharmacology supervisors have undertaken recruitment and selection training in the last four years.</td>
<td>Run in-house courses: • Refresher course for experienced supervisors • Introductory course for new supervisors and early career researchers</td>
<td>Associate Head (Personnel)</td>
<td>Two courses run by end 2016. Assess need for training annually</td>
<td>All supervisors up to date with the latest training on recruitment and selection</td>
<td>Selection procedures conducted fairly – recruitment data shows success of female applicants at shortlisting and offer stage is maintained above 50%</td>
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<td>2.1.7</td>
<td>Increase awareness of unconscious bias</td>
<td>Training data highlights that no Pharmacology supervisors have yet undertaken unconscious bias training</td>
<td>In-house course for group leaders</td>
<td>Associate Head (Personnel)</td>
<td>Two in-house sessions held in 2016. Additional course held annually to 2019.</td>
<td>50% of supervisors have training in unconscious bias by end 2016. All supervisors trained by end 2017.</td>
<td>Selection procedures conducted fairly - recruitment data shows success of female applicants at shortlisting and offer stage is maintained above 50%</td>
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2.2 Induction

| 2.2.1 | 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. Invite current members of the Department to act as ‘buddies’ for new starters | 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) |

2.3 Promotion

<p>| 2.3.1 | Support for Titular professor applications | No applications for the title of Professor were made by female staff in 2015. | Head of Department to discuss Recognition of Distinction applications at annual academic reviews | 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. |
| 2.3.2 | 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 | 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. |</p>
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<td></td>
<td>Internal pre-application process to identify exceptional external fellowship candidates who wish to work in Oxford</td>
<td>Head of Department</td>
<td>Selection process starts Summer 2016 and then termly</td>
<td>Three selections per year of strong fellowship candidates.</td>
<td>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</td>
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### 3 Career development

#### 3.1 Training

3.1.1 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 and organise an in-house training course each term

- Deputy Administrator (Personnel)

- 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

3.1.2 Analysis of training and skills needs

- Lack of reliable data from training providers

- Training data that is available suggests a low take up rate

- Examine feedback from PDR on training and skills needs. Provide a Personal Development folder for all staff.

- Deputy Administrator (Personnel)

- Report to SAT by end 2015. Monitor annually. Folders provided by Summer 2016 following PDR.

- 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.
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<tr>
<td>3.1.3</td>
<td>Improve training information at induction</td>
<td>• Participants in lunchtime sessions who were new to the Department not aware of sources of information about training. &lt;br&gt;• Only 50% of survey respondents are clear about training options available.</td>
<td>Update Departmental handbook to improve information on training and bring information together in one place &lt;br&gt;Include training information in termly induction seminar for new starters</td>
<td>Deputy Administrator (Personnel)</td>
<td>Handbook updated by September 2016 and then annually</td>
<td>New starters have focus on training from the beginning of their appointment – monitor via PDR</td>
<td>Increase uptake of training for new starters in year one – monitor via probationary reviews and PDR – 75% attending one training course in their first year by 2019</td>
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<td>3.1.4</td>
<td>Increase awareness of training at PDR</td>
<td>Feedback from 2015 PDR process did not identify specific training needs</td>
<td>Provide a list of training opportunities for supervisors to provide to staff during their PDR. &lt;br&gt;Staff to be encouraged to attend at least one course per year</td>
<td>Deputy Administrator (Personnel)</td>
<td>List to be provided for 2016 PDR and reviewed annually.</td>
<td>Increase uptake of training and improved reporting (via PDR forms)</td>
<td>Staff increase skills and improve career development options – 75% of research staff undertake one training course per annum by 2017, maintain to 2019.</td>
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<td>3.2</td>
<td>Personal development reviews</td>
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<td>3.2.1</td>
<td>Increase take up of PDR among research staff</td>
<td>79% of research staff took part in a review in year one</td>
<td>Highlight 2016 reviews at Advisory Committee &lt;br&gt;Including information in newsletter and HoD briefing and send personal e-mails to all reviewees</td>
<td>Head of Department</td>
<td>Reviews to be complete by March 2016 and then repeated annually</td>
<td>Increase participation among research staff to &gt;90% by end 2016</td>
<td>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</td>
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<td>3.2.2</td>
<td>Highlight benefits of PDR to research staff</td>
<td>Low participation in PDR awareness session in year one (30%F, 11%M) &lt;br&gt;28% of survey respondents not sure if the Department has PDR scheme</td>
<td>Hold in-house awareness course for reviewees</td>
<td>Deputy Administrator (Personnel)</td>
<td>Course held by 31 December 2016</td>
<td>At least 60% of research staff attend session</td>
<td>Increase take up of PDR (&gt;90% of research staff by 2019) &lt;br&gt;Staff report increased benefit from reviews – at least 85% report PDR useful in 2017 survey</td>
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<td>3.2.3</td>
<td>Increase feedback from PDR</td>
<td>Only around 30% of reviews generated feedback on training, mentoring and work life balance</td>
<td>Highlight to supervisors the importance of documenting feedback</td>
<td>Head of Department</td>
<td>Review forms to Personnel by end March 2016 and then annually</td>
<td>Aim to generate feedback forms for &gt;90% of reviews</td>
<td>Data collection for training activity &lt;br&gt;Feedback on mentoring needs and any issues with workload</td>
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<td>3.2.4</td>
<td>Extend PDR to academic staff</td>
<td>No annual review process in place. HoD reports positive feedback from recent probationary reviews with new academic staff.</td>
<td>HoD to schedule an annual review with all academic staff in 2016</td>
<td>Head of Department</td>
<td>Complete all academic reviews by end 2016. Repeat annually</td>
<td>Academic staff have clear aims and objectives. HoD able to communicate Departmental strategy. Collect information from PIs on workload</td>
<td>Continuous development of skills for academic staff – annual data from Oxford Learning Institute shows increase in training participation, to 40% by 2019. Departmental policies and strategy applied consistently from supervisors.</td>
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<td>3.3</td>
<td>Support for career progression</td>
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<td>3.3.1</td>
<td>Career development case studies</td>
<td>Over 30% of survey respondents state that they don’t take time to reflect on their career development</td>
<td>Create an additional two case studies per annum to build on those in Silver application</td>
<td>Deputy Administrator (Personnel)</td>
<td>Two case studies developed by March 2016 and then annually</td>
<td>Database of case studies to highlight career development options and good practice</td>
<td>Staff report greater awareness of career development options – to 75% by 2017 and to 85% by 2019.</td>
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<td>3.3.2</td>
<td>Collect feedback from mentoring scheme</td>
<td>73% of academic/research staff responding to the survey have aspirations to move into a role involving leadership</td>
<td>Mentor and mentees on 2015 mentoring scheme asked for detailed feedback on the value of the scheme. Present positive findings to other potential mentors and mentees</td>
<td>Associate Head (Personnel)</td>
<td>Pilot feedback to inform 2016 scheme. Feedback from 2015 participants available early 2016. Monitor the impact on participants over four years</td>
<td>Benefits of scheme promoted to research staff.</td>
<td>Maintain participants for 2016 and increase to 6 per annum by 2017 and 8 per annum by 2019. Research staff feel more confident about setting career objectives – increase to 75% by 2017 and 85% by 2019.</td>
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<tr>
<td>3.3.3</td>
<td>Assess impact of pilot mentoring scheme in MRC BNDU</td>
<td>Informal feedback from new starters in BNDU suggests a demand for mentoring support.</td>
<td>Report on anonymised feedback from mentees to SAT following annual review</td>
<td>Deputy Administrator (Personnel)</td>
<td>Report feedback to SAT by mid-2017</td>
<td>Consider expansion of MRC BNDU scheme to all research staff in Department of Pharmacology</td>
<td>Research staff in the Unit feel more confident about setting career development objectives – increase to 75% by 2017 and 85% by 2019.</td>
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| 3.3.4 | Support the development of a network for research staff | Feedback from Athena Swan consultation suggests a demand for a network for postdoctoral research staff. | • Seek volunteers to organise network events  
• Set aside a budget and make admin support available | Associate Head (Personnel) | Network in place by January 2017 | Support network for research staff – format to be determined by staff | Researchers have support from their peers and share knowledge and experience. 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 2019. |
<p>| 3.3.5 | Increased focus on personal development | Over 30% of survey respondents state that they don’t take time to reflect on their career development | All staff to be provided with a personal development folder to gather ongoing development activities | Deputy Administrator (Personnel) | Folders issued by end 2016. Updated annually via PDR | All staff have record of all development activity to gain the most out of PDR. | Increase in development activities reported via PDR – PDR forms show 75% of research staff taking part in one training session per annum by 2017 (85% by 2019). Personal development becomes embedded in everyday activities. |
| 3.3.6 | Career development portal | 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 | Associate Head (Personnel) | Portal created by September 2016 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. |
| 3.3.7 | Increase profile of research staff on website | Feedback from public consultation on Athena Swan application indicates a demand from postdocs for their own webpages. | Management Committee currently investigating options for new website content management system which may offer improved functionality | Administrator | Aim to have new site in place by end 2016 and develop website content throughout 2017 | 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 |</p>
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<td>3.3.8</td>
<td>Organise presentations from alumni</td>
<td>Both DPhil students and postdocs in lunchtime sessions asked for presentations by alumni</td>
<td>One session held per term with presentations from alumni who have left Pharmacology for a range of different career options</td>
<td>Director of Graduate Studies/ Deputy Administrator (Personnel)</td>
<td>Seminars launched in Summer 2016</td>
<td>Three events per year to include at least two presentations each plus networking opportunities</td>
<td>Research staff have an idea of a wider range of options and hear from role models – increase awareness of career development to 75% by 2017 and 85% by 2019.</td>
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<td>3.3.9</td>
<td>Support creation of Daphne Jackson Fellows</td>
<td>According to the DJ Trust:</td>
<td>Promote the availability of DJ Fellowships via the website. PIs asked to nominate suitable candidates.</td>
<td>Head of Department</td>
<td>Advert launched November 2015, first fellows appointed in Oxford in 2016</td>
<td>Visible promotion of DJ opportunities via website and newsletter. Department supports candidates to make application to the DJ Trust</td>
<td>At least one successful DJ fellow appointed by 2019.</td>
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### 3.4 Student support

#### 3.4.1 Support the development of a network for DPhil students

- 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

- Seek volunteers to launch DPhil network
- Set aside a budget and make admin support available

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<tr>
<td>Director of Graduate Studies/ Associate Head (Personnel)</td>
<td>Network in place for 2016/17 intake of new DPhil students</td>
<td>Annual induction event for new students plus 6 networking events per annum</td>
<td>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.</td>
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#### 3.4.2 Dedicated induction session for all DPhil students

Feedback from DPhil students in lunchtime sessions suggests that they would appreciate a group induction

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<td>Director of Graduate Studies</td>
<td>First induction session held Oct/Nov 2016 and then repeated annually</td>
<td>All DPhil students meet early in their course and receive dedicated information about support and training</td>
<td>DPhil students report satisfaction with induction (&gt;90% by 2019).</td>
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</tr>
<tr>
<td>3.5</td>
<td>Support for grant applications</td>
<td></td>
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<tr>
<td>3.5.1</td>
<td>Involvement of research staff in grant writing</td>
<td>Mentor for postdocs and early career researchers reports receiving enquires on this issue.</td>
<td>Head of Department to encourage supervisors during annual reviews to involve their research staff in grant writing.</td>
</tr>
<tr>
<td></td>
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<td>Include grant writing courses on list distributed at PDR</td>
</tr>
<tr>
<td>3.5.2</td>
<td>Dedicated grants information on intranet</td>
<td>Lunchtime session on mentoring discussed the importance of easy access to information about grant applications and funding</td>
<td>Add grant funding information, application processes and criteria to ‘Career Development Portal’</td>
</tr>
<tr>
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<td></td>
<td>Create a list of current fellows on intranet who would be able to help with applications. Add ‘top tips’ for applicants</td>
</tr>
<tr>
<td>3.5.3</td>
<td>Research away day</td>
<td>Mentor for postdocs and early career researchers reports that research staff feel excluded from grant application process</td>
<td>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</td>
</tr>
<tr>
<td>Ref</td>
<td>Objective</td>
<td>Evidence</td>
<td>Action(s)</td>
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<tr>
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</tr>
<tr>
<td>4</td>
<td>Flexible working</td>
<td>59% of research staff are leaving due to the end of funding</td>
<td>Collate information about existing funds and options and publish online</td>
</tr>
<tr>
<td>4.1</td>
<td>Maternity/family leave</td>
<td>Management Committee to formalise existing processes within Pharmacology building on examples of good practice</td>
<td>Head of Department</td>
</tr>
<tr>
<td>4.1.1</td>
<td>Investigate options for bridging and maternity support funding</td>
<td>Two staff currently using a private meeting room</td>
<td>Review the use of the private room and assess ongoing need</td>
</tr>
<tr>
<td>4.1.2</td>
<td>Assess the requirement for a more formal breastfeeding facility</td>
<td>All pre-clinical departments in South Parks Road area report frustration from families facing difficulty sourcing convenient nursery places</td>
<td>Continue to support the joint lobbying efforts of South Parks Road departments for a local nursery</td>
</tr>
<tr>
<td>4.1.3</td>
<td>Support for additional, local nursery provision</td>
<td>Management Committee to examine the potential for a Departmental fund to support researchers returning from a career break</td>
<td>Head of Department</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Ref</th>
<th>Objective</th>
<th>Evidence</th>
<th>Action(s)</th>
<th>Owner</th>
<th>Timescale</th>
<th>Output</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td>Flexible working</td>
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<tr>
<td>4.2.1</td>
<td>Departmental policies in Departmental handbook</td>
<td>24% of survey respondents value the flexible working policy in the Department and 47% of full-time staff report working flexible hours</td>
<td>Include clear information about flexible working (both formal and informal) and the fixed-term contract process in handbook</td>
<td>Deputy Administrator (Personnel)</td>
<td>Handbook updated for September 2016 and reviewed annually</td>
<td>All staff receive the same information and report awareness of transparent policies</td>
<td>Maintain proportion of survey respondents working flexible hours above 55%.</td>
</tr>
<tr>
<td>4.2.2</td>
<td>Highlight flexible working policy via PDR</td>
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<td></td>
<td>Include information about both flexible working and returning to work full time as part of PDR</td>
<td>Associate Head (Personnel)</td>
<td>Added to PDR forms for 2016 reviews</td>
<td>All staff have the same access to flexible working and staff working part-time have annual review process</td>
<td>Maintain proportion of survey respondents working flexible hours above 55%. Annual discussion about working hours with all part-time staff as part of PDR.</td>
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<table>
<thead>
<tr>
<th>5</th>
<th>Organisation and culture</th>
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<tbody>
<tr>
<td><strong>5.1 Culture</strong></td>
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<tr>
<td>5.1.1</td>
<td>Head of Department briefing</td>
<td>4 monthly HoD briefings held in 2015 – attendance estimated at 70-100 per session</td>
<td>Encourage input to HoD from members of the Department Evolve format to include Q&amp;A</td>
<td>Head of Department</td>
<td>Briefings continue monthly during term time.</td>
<td>Minimum of 9 meetings per annum Feedback via biannual survey</td>
<td>Increase proportion of survey respondents who believe management is clear and transparent – to 60% by 2017 and 75% by 2019</td>
</tr>
<tr>
<td>5.1.2</td>
<td>Ongoing development of weekly newsletter</td>
<td>All survey respondent find the newsletter useful and 70% read most of the content regularly</td>
<td>Develop newsletter content to reflect survey feedback and to address gaps in knowledge. Increase news about staff achievements and development</td>
<td>Deputy Administrator (Personnel)</td>
<td>Newsletter content reviewed bi-annually from September 2015</td>
<td>New content developed to meet ongoing needs – monitor via annual survey</td>
<td>• Maintain % of staff who find newsletter useful above 95% • Staff encouraged by the success of others and the impact of positive role models</td>
</tr>
<tr>
<td>5.1.3</td>
<td>Continue to improve Common Room services and facilities</td>
<td>Consultation on proposed upgrades. Survey and continue to monitor feedback</td>
<td></td>
<td>Deputy Administrator (Buildings and Safety)</td>
<td>Consultation to run Spring 2016. Monitor via annual survey</td>
<td>Use of Common Room increases – monitor via analysis of cashless vending receipts</td>
<td>Increased collaboration between groups and improved networking for students and early career researchers.</td>
</tr>
<tr>
<td>Ref</td>
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<td>5.1.4</td>
<td>Improve Departmental website</td>
<td>Evidence from users of MSD content-management system suggests new website offers opportunities for improved information sharing.</td>
<td>Department to consider a new content management system in 2016</td>
<td>HoD/ Administrator</td>
<td>Launch new website by end 2016, develop new content throughout 2017.</td>
<td>All website content reviewed and refreshed. Pharmacology site links to Divisional and University content. Improved functionality</td>
<td>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</td>
</tr>
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<td>5.2</td>
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<tr>
<td>5.2.1</td>
<td>Continued dissemination of HR policy</td>
<td>HR policy and procedure circulated to all members of the Department via weekly newsletter and HoD briefing and to supervisors via termly briefing at Advisory Committee</td>
<td>Deputy Administrator (Personnel)</td>
<td>As required</td>
<td>All staff kept information of changes to policy and new initiatives</td>
<td>Staff report high levels of awareness of HR policies such as family leave and flexible working.</td>
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<tr>
<td>5.3</td>
<td>Committees</td>
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<tr>
<td>5.3.2</td>
<td>Gender balance of Departmental committees</td>
<td>Management Committee currently 46% female, Advisory Committee currently 25% female</td>
<td>Annual review of committee membership to focus on gender balance and workload</td>
<td>Head of Department</td>
<td>Annually from September 2016</td>
<td>Ensure appropriate gender balance on key committees</td>
<td>All female academic staff continue to have input to decision-making through membership of Advisory committee.</td>
</tr>
<tr>
<td>5.3.2</td>
<td>Representation on external committees</td>
<td>Limited data available</td>
<td>Supervisors to be asked about responsibilities outside the Department, including external committees, during annual review process</td>
<td>Head of Department</td>
<td>Academic reviews to be introduced in 2016 and then annually</td>
<td>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</td>
<td>Activity to be recorded from 2016. Increase participation in University activities of at least 10% to 2019.</td>
</tr>
</tbody>
</table>
### 5.4 Workload

**5.4.1 Development of workload model**
While 87% of academic and research staff are happy with their workload, nearly 30% of survey respondents feel that workload is not allocated fairly and transparently.

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
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<tbody>
<tr>
<td>Collect data on grants, teaching and other responsibilities such as admin, committees, and outreach.</td>
<td>Data to be provided to all academic staff as a ‘dashboard’ that they can access online</td>
</tr>
<tr>
<td>Administrator</td>
<td>Launch at start of 2017/18 academic year. Review progress annually during project via SAT</td>
</tr>
<tr>
<td>Head of Department and Management Committee</td>
<td>have accurate information on workload balance of academic staff Reports to individual academic staff to enable them to better manage their groups</td>
</tr>
<tr>
<td>Increase proportion of academic and research staff who are happy with their workload to at least 90% by 2017 and maintain to 2019.</td>
<td></td>
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</tbody>
</table>

**5.5 Timing of meetings**

**5.5.1 Ongoing review of meeting schedules**
6 respondents to the survey do not feel that meetings are scheduled to take account of caring responsibilities. 70% of staff feel included in Departmental social/networking activities.

<table>
<thead>
<tr>
<th>Task</th>
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<tbody>
<tr>
<td>Annual review of meeting schedules. Supervisors reminded regularly to hold group meetings within core hours</td>
<td>Head of Department/ Administrator</td>
</tr>
<tr>
<td>Less than 5% of staff report that meetings are not held at convenient times (2017 and maintain to 2019)</td>
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</table>

### 5.6 Outreach

**5.6.1 Develop log for outreach activities**
No Departmental data for staff participation in outreach.

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Develop online form to collect data on outreach activities</td>
<td>Deputy Administrator (Personnel)</td>
</tr>
<tr>
<td>Female participants in outreach activity in line with gender balance in all staff categories.</td>
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</table>

**5.6.2 Assess need for training on public engagement**
Informal feedback on training suggested an interest in developing skills in public engagement

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Include public engagement on list of training options at PDR to assess need</td>
<td>Deputy Administrator (Personnel)</td>
</tr>
<tr>
<td>Staff report greater confidence with public engagement activity. More credit given to staff undertaking outreach activities.</td>
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</tbody>
</table>

**5.6.3 Promote outreach activity via website and newsletter**
No Departmental data for staff participation in outreach.

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publish examples of outreach activity on website and in newsletter</td>
<td>Deputy Administrator (Personnel)</td>
</tr>
<tr>
<td>Monitor level of activity following introduction of central log in 2016.</td>
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