**Theme 1 – Staff recruitment: All these actions form part of our candidate attraction plan.**

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| Objective | Reference/Section | Planned action | Rationale | Priority | Timeframe | Person responsible | Success measure |
| To encourage female applications to PDRA posts | **1.1***Section 5.1* | Group leaders will be required to advertise and appoint their post-doctoral staff positions for the longest possible period for which the funding can be allocated to that post. Thus encouraging female applicants who can require additional job security. The HR Manager will check compliance. | PDRA women’s’ focus highlights desire for job security. | High | Introduce immediately. Ongoing. | HAF/HRM  | Seek to build fraction of female applicants to PDRA posts to 30% by end of current AS period (2021) |
| **1.2***Section 5.1* | Review all job advertisements and other promotional materials, and revise as needed to ensure that the applied nature of materials science is emphasised.  | PDRA focus group highlights applied nature as being attractive to women. | High | Introduce immediately. Ongoing. | HRM/ITM |
| **1.3***Section 5.1* | Further develop the department’s advertising strategy to increase levels of female applicants. This will include using other recruitment platforms such as LinkedIn Springboard, AcademiaNet.NEW ACTION: Contact directly candidates on female-dedicated online resources that have appeared e.g. <https://www.academia-net.org/project/>NEW ACTION: Attract PDRAs from DPhil courses in countries where there is a good balance of MPLS DPhils. | Low fraction of applications from females. | High | Introduce immediately. Ongoing. | HRM/ITMHRMLB |
| To encourage female applicants to senior staff posts | **1.4***Section 5.1* | The Head of Department will establish a search committee, separate from the selection panel and therefore unbiased, to seek out suitable candidates from a diverse background and encourage them to consider the department as a place to work and to submit applications.  | Low fraction of applicants from females | High | Put in place immediately for next senior recruitment round. | HOD | Seek to build fraction of female applicants to senior academic posts to 25% by end of current AS period (2021) |
| **1.4b** | NEW ACTION: Ongoing process. Invite, on indication by the search committee, academic staff and EDC, potential female high-profile candidates on a semi-regular basis, so as to initiate long-lasting contact that can facilitate application later on. | High | Put in place immediately for next senior recruitment round. | HOD/ASC/LB ERC meeting |
| **1.5***Section 5.1* | Recruitment materials will state that all candidates for senior academic staff positions will meet the ASC when visiting the department, attending their interview or by telephone, where the diversity of the department will be highlighted and the department’s approach to diversity will be explained.ASC to evaluate the discussions in terms of encouraging applicants and whether the ASC gains additional insights into diversity issues. | High | Put in place immediately | HOD/ASC |
| Increase understanding of attractiveness of academic careers to our female ECRs | **1.6** *Section 4.2* | Focus groups for female graduate students and for female PDRAs will be held annually to gather anecdotal evidenceNEW ACTION: Increase female representation in the materials PDRA GROUP MPACNEW ACTION: Stimulate MPLS and JCCG to supervise the nature of the career advice provided by Career Services, with special care about their indications to underrepresented groups.  | Low female to male ratio within academic staff and low aspiration for leadership evidence from survey. | High | Annually | ASC | Evidence leads to further actions that lead to success measure above. |
| To improve female applicant success rates | **1.7***Section 5.1* | Applicants will be given the option of providing a contextual statement with their application. This will allow them to highlight life events (such as maternity leave) that may have impacted on their research output, for example. Further guidance on the use of the statement will be given to candidates to encourage use, and additional training on it will be given to panel members by the HRM. | Lower success rate for females in senior academic staff recruitment.  | High | Put in place immediately for all academic recruitment. | HRM | No gender disparity in success rates for staff recruitment. |
| **1.8***Section 5.1*  | The department will introduce mandatory unconscious bias training for all panel members involved with recruitment, including for professional and support staff posts..The aim is to improve their awareness of their own unconscious bias and the possibility of unconscious bias in references. | High | Ensure this is in place for all senior academic appointments from current time. Have it in place for PDRA and support staff appointment panels by the start of 2018 academic year. | HRM |
|  | **1.9***Section 5.1* | NEW ACTION: Diversification of the recruitment panels in order for female and under-represented groups to experience the recruitment process before applying to position. All discussions about salary will be between HR and panel chair(s) only. |  | High | Put in place immediately for all academic recruitment. | HRM | Increase awareness of the recruitment process, and of the mechanics and of what makes a successful application, as seen from the recruitment panel perspective.  |
|  | **2.0***Section 5.1* | NEW ACTION: Mandatory bias and hiring practices training for all panel members, not just panel chairs. In addition to the implicit bias training |  | High | Put in place immediately for all academic recruitment. | HRM | Increase |

**Theme 2 – Supporting womens’ careers. Actions 2.1, 2.2, 2.4, 2.6, 2.7 and 2.14 form part of our candidate attraction plan**

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| Objective | Reference/Section | Planned action | Rationale | Priority | Timeframe | Person responsible | Success measure |
| To encourage and support progression of female associate professors to full professor. | **2.1***Section 5.1* | At the announcement of each ROD exercise, the HOD will discuss with all eligible staff their suitability for promotion and, where appropriate, encourage applications. | Zero female applicants for ROD in past 5 years. | High | To be introduced immediately. Ongoing annually. | HOD | At least one female ROD application in next AS cycle (before 2021). |
| **2.2***Section 5.1* | At each annual appraisal with HOD, progression to full professor will be discussed. The discussion will include whether a sufficiently strong case for ROD already exists, or what strategies can be identified (including training if appropriate) to enable a case to be developed. | High | HOD |
| To support female career transitions | **2.3***Section 5.1* | Any staff member seeking promotion will automatically be offered a mentor and encouraged to seek support from that mentor. The mentor will ideally be an individual who has successfully gone through a similar promotion process in the past 5 years.Allocation of a mentor may also be agreed upon as an action arising from a CDR or PDR meeting, or when returning from maternity leave.NEW ACTION: Offering universal mentoring scheme, under request (CDR and PDR?). Set process in place about how to ask and offer a mentor. Reporting system for mentors to be set up.  | Leaky pipeline. | Medium | Seek volunteer mentors immediately. Put scheme in place from 2020/21 academic year. | HRM | All candidates for promotion make use of a mentor. |
| To improvement the management of female research staff | **2.4** *Sections 5.3 and 5.6* | A bespoke OLI course will be delivered annually to all senior academics and managers. The first will be on personnel management, with subsequent sessions covering subjects such as unconscious bias, managing the CDR process, dealing with negative gendered attitudes, harassment and bullying etc.NEW ACTION: Mandatory bias training and self-testing for all staff. | Underconfidence in research personnel management highlighted in staff survey and anecdotal issues highlighted in focus groups. | High | Each session will be attached to a senior staff retreat session. | ASC/HOD/HRM | An improvement in the staff survey responses from managers associated with management confidence in administering personnel issues. Eliminate anecdotal reports of gendered attitudes in focus groups. |
| To enable networking between ECR staff members | **2.5***Section 5.3* | Inaugurate an annual ECR Researchers Day to encourage integration and networking of research staff across the department.NEW ACTION: Activation of the same for PDRAs. Covid to be considered in the timeframe of implementation. | Staff survey suggests separation across buildings reduces sense of integration. | Low | Annually with inaugural event during 2017/18 academic year. | MPAC representative | Increase fraction reporting feeling integrated into the department in staff survey to 75% by end of 4-year AS period (2021) |
| To encourage female PDRAs to make advanced fellowship applications | **2.6***Section 5.3* | Run a Materials specific fellowship application session that builds on the MPLS course, in which attendees could obtain advice on specific grant applications and discuss approaches with colleagues. | Gender disparity in number of applications for advanced fellowships. | High | Inaugurate in 2017/18 academic year | MG | Improved gender balance for advanced fellowship applications. |
| **2.7***Section 5.3* | Develop a grant shadowing scheme within the department which would entail an early-career academic staff member shadowing a more senior academic as they go through the process of submitting a grant application. NEW ACTION: Eliminate this action. | High | Inaugurate in 2017/18 academic year | SLP |
| Encourage career progression among Professional, Technical and Support Staff | **2.8***Section 5.4* | Introduce a personal development review scheme for all professional, technical and support staff. | Desire for such support expressed in staff survey and staff lunch event. | High | Introduce in 2018/19 academic year following experience from PDRA CDR scheme | HAF/HRM | Monitor response to scheme through staff survey. Aim for 75% satisfaction of scheme. |
| **2.9***Section 5.4* | Promote the university’s Career Support Network. | Low | Promote during 2017 and gauge interest via 2018 staff survey | HRM | 10% of support staff engage. |
| To minimise career impact of maternity/paternity leave | **2.10***Section 5.5*  | Create an information pack for expectant mothers/families. This would be based on the pack soon to be launched by the university, but would contain Departmental specific processes. This pack would contain further information on entitlements, relevant timelines and procedures. | Anecdotal reports of lack of clarity of support available. | Low | Make available by start of 2017/18 academic year | HRM | All staff taking maternity/paternity leave receive an agreed plan to minimise career impact. |
| **2.11***Section 5.5* | The availability of shared parental leave will be highlighted in the main departmental handbook | Low | Update handbook for 2017/18 academic year | HRM |
| **2.12***Section 5.5* | Senior academic staff taking long-term maternity/paternity leave will have colleague assigned to continueday-to-day research group management. |  | Make available by start of 2017/18 academic year | DOS/HOD |
| Highlight role models showing how an academic career can be built alongside flexible working and caring responsibilities | **2.13***Sections 5.6 and 5.3* | Create a Materials Women’s Academic Staff Network at gatherings of which different speakers from both within and outside the department will highlight their own career trajectories. | Feedback from women’s’ focus groups on attitudes to an academic career. | High | Create at start of 2017 academic year. | PN/?? | Monitor destinations of leavers from PDRA positions to determine fraction progressing to academic careers. Aim for 25% of female PDRAs applying for academic posts. |
| Allow tutorial teaching opportunities to be distributed widely among PDRA staff | **2.14***Section 5.3* | All PDRAs attending the tutorial teaching training workshop will be offered the opportunity to submit their details to a databased that will be used to identify course tutors. | Lack of transparency in tutorial teaching allocation reported at PDRA focus group. | Low | Introduce immediately. | SS | Ensure that gender balance of PDRAs used for tutorial teaching matches the overall population balance. |
| Promote support at European Level for carers | **2.15***Section 5.3* | Bring forward structural and systemic change in the policies of academic institution in the EU. Target high-profile institutions and then follow a trickle-down effect. | Lack of support for academics with high profile positions and caring responsibilities | High | Introduce immediately | LB | Passing of policies by the ERC and other EU institutions. |

**Theme 3 – Student recruitment and progression. Action 3.7 form part of our candidate attraction plan.**

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| Objective | Reference/Section | Planned action | Rationale | Priority | Timeframe | Person responsible | Success measure |
| Eliminate small gender disparity in Part I written examinations | **3.1***Section 4.1* | A Part II female student focus group will be held annually to seek suggestion of local factors that may exacerbate the discrepancy. The focus group will be held after all degree work has been completed to avoid stereotype reinforcement in performance.NEW ACTION: Focus groups both for Part2 and undergrad students. | Small gender disparity on written paper Part I results | Low | Annually  | LB to consult with Susie and James to formulate questions. Ask SS | A reduction in the gender disparity by the end of the next AS cycle (2021) |
| **3.2***Section 4.1* | A gender gap in favour of men is found also in the written papers taken by Chemistry and Physics students at Oxford. With their much larger cohort sizes the statistics are significant even within one year group. Our Director of Studies will keeping up to date with the work of his counterparts in Physics & Chemistry in case their analyses offer further insight and suggestions for mitigating actions. | Low | Ongoing from present | DOS |
| **3.3***Section 4.1* | We will pilot an academic risk-taking session to encourage alternatives to resorting to role-learning techniques. Specific exercises devised by teaching staff will be used to demonstrate how scientific progress relies on taking the risk to use new and creative ideas rather than following known paths.NEW ACTION: Eliminate this action point, while flagging the issue to James Marrow. | A literature search of research into examination gender disparity reinforced by the Part II female focus group. | L | Introduce in the 2018/19 academic year after further analysis of literature and focus group responses. | DOS to allocate this as a part of teaching duties |
| To provide female year 1 undergraduates with role models | **3.4***Section 5.6* | Where colleges are unable to provide a female “parent” to a female year 1 undergraduate, the department will make a suitable mentor available from a pool of volunteers. | Evidence from Part II female student focus group following up from gender disparity in Part I marks | Medium | Volunteers to be sought during TT 2017, with new system in place for MT 2017 intake | DOS | Positive response from undergraduate women to scheme. |
| To ensure female voices are heard in undergraduate class-based teaching | **3.5***Section 4.1* | The ASC will use academic briefing opportunities to highlight the need for class leaders to ensure all voices are heard. | As above | Low | This will start with the 2017 briefing | ASC  | Eliminate reports of female undergraduates being spoken over or reinterpreted in class-based teaching by end of current AS cycle (2021). |
| Increase understanding of gender disparity in D Phil offer acceptance rates to identify actions | **3.6**Section 4.1 | We shall use the annual focus groups with our current female final year undergraduate cohort and D Phil student cohort to determine if there is more we could do to increase the number of female applicants for our research degrees and increase offer acceptance rates.NEW ACTION: Renewed focus on attracting candidates from countries with gender-specific problems and high academic levels | Lower acceptance rates for females receiving an offer of a D Phil | Medium | Completed by July 2017 | DOS/ASC | Future actions based on this evidence to eliminate this gender disparity by end of current AS cycle (2021). |
| **3.7***Section 4.1* | We will make greater use of our commitment to gender diversity in our PGR recruitment materials. | Medium | To have in place for 2017/18 recruitment round. | DOS/ASC |
| Increase understanding of gender disparity in fraction of undergraduate taking up an offer to identify if an action is required. | **3.8***Section 4.1* | We shall use data on gender performance at A-level and an analysis of historical data on withdrawal reasons. | Admissions data | Low | Completed by July 2017 | DOS | Evidence shows no Departmental cause for this disparity. |

**Theme 4 – Departmental culture and communication. Actions 4.3 form part of our candidate attraction plan.**

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| Objective | Reference/Section | Planned action | Rationale | Priority | Timeframe | Person responsible | Evaluation of outcome |
| To raise awareness of department commitment to equality and diversity | **4.1***Section 5.6* | The EDC will produce an annual report based on conclusions from the staff survey and follow-up focus groups, and to describe EDC actions and evaluation from that year. This will be communicated to all students and staff sections in person by the ASC through their regular networking meeting events.NEW ACTION: The report will be biannual. Findings will be communicated to the whole Department and published on the website.NEW ACTION: Departmental action for Equality within the University for the Covid pandemic.NEW ACTION: Dedicated report for the staff survey. | The staff survey shows awareness of EDC activities at 55%. | High | Annually starting with a 2017 report | ASC | Target is to raise awareness of EDC actions in staff survey to 80% by the end of the next 4-year AS period (2021). |
| **4.2***Section 5.6* | News about specific AS actions or events will be reported in the Department’s weekly newsletter. A termly EDC newsletter will be produced to summarise activities. | Medium | Starting in TT 2017. | LL |
| **4.3***Section 5.5* | Develop the ‘case studies’ section of the website, highlighting examples of flexible working among staff. | Awareness of availability of flexible working is reported at 62% of female staff. | Low | Complete by start of 2017/18 academic year | ITM | Increase awareness to 75% across all staff. |
| To ensure that all staff are aware that harassment or bullying is completely unacceptable. | **4.4***Section 5.6* | Once a term, the newsletter will highlight the existence of harassment advisors and explain their role.The training highlighted in Action 2.4 for senior academics and managers will also address the elimination of harassment and bullying. | Staff survey suggested 6% of staff had experienced harassment | Medium | Starting in TT 2017 | LL | Aim for decrease in harassment and all cases to be resolved effectively. |
| **4.5***Section 5.6* | A report including anonymised data on the number of cases handled per year by the Harassment Advisors will be fed to the EDC annually to monitor levels of harassment and bullying. |  | Starting in 2017/18 academic year | ASC |

ASC – Athena SWAN Champion

CB – Clara Barker (EDC member)

DOS – Arian Taylor (Director of Studies)

HAF – Ian Bishop (Head of Administration and Finance)

HOD – Peter Nellist (Head of Department)

HRM – Carol Baggiolini (Human Resources Manager)

ITM – IT manager

LL – Lorraine Laird (Curator of Departmental Newsletter)

MG – Marina Galano (EDC member)

RN – (EDC member)

SLP – Sergio Lozano-Perez (EDC member)