3.2 Future Action plan
PILLAR 1: SYSTEMIC CHANGE

Objective	Action nr	Planned action	Rationale	Priority	Timeframe	Person responsible	Output	Success measure
1.1 Workload Database and Workload adjustment for Academics	**1.1.1**	Initiate a Workload database pilot for academic staff	Workload of various assignments and roles unclear and may disproportionately affect staff with caring roles. Staff survey indicates dissatisfaction with the transparency of the workload assignment.	High	2022-2024	HoD	Create a pilot workload scheme for academic staff by December 2023,. First review of impact of scheme in 2025 Comparison of average time requirements and different energy requirements (e.g. intense activities during school holidays, etc..) Integration with actions 3.1.2, 3.1.3, 3.1.4	Increase the percentage of female staff who respond positive to question 'There is a fair and transparent way of allocating work in my department' from 25% (14% below university average) to 40%
	1.1.2	Reduce workloads	Augment efficiency where we can detect points of action, and streamline processes	High	2022-onwards	HoD/HAF	Obtain a reduction of the workloads, as monitored by 3.1.2.	Increase the positive response rate of female staff (Currently at 54%) by 5% to the question 'I am able to strike the right balance between my work and home life' in the Staff Experience Survey
	1.1.3	Accessible timeframes for all staff	To make sure that commitments (faculty, academic committees, etc..) are compatible with caregiving	High	2022-onwards	EDC/HR	Sketch a departmental plan when all committees happen in timeframes compatible with caregiving (e.g. no school drop-off/pick-up times, etc…).	At least 75% of staff with caring responsibilities report that they think 'My department takes people's caring responsibilities

								into account when scheduling meetings'
	1.1.4	Implement and review the framework for working from home opportunities	To propagate a framework for structured flexible working, so as to best accommodate the needs of staff.	Medium	2023-onwards	HRM	The presence of a structured flexible working environment, within the recently-introduced "new ways of working' scheme, is highlighted in hiring material, explained to all new staff, and showcased biannually.	Feedback from Focus Groups showing people are able to work flexibly as they need to, plus positive feedback from review of scheme. Improve response rate for " There has been a positive cultural change in my department over the last two years" in the staff survey by 10% to reach MPLS levels.
1.2 Family and life-friendly responsibility roles	1.2.1	Understand and discuss the workload requirements of roles with substantial responsibility.	Currently roles with substantial responsibility (such as Head of Department, MPLS representations, etc…) may be internally perceived as incompatible with a family life and correct work-life balance. Make these posts more desirable and accessible, with clarity on the role, the links to support staff and its relation to workload, considering a further roll-out of shared positions.	High	From 2022 onwards	HoD, Outreach, SS	Organize one dedicated event per year to showcase the present diversity and discuss the resulting work-life balance equilibria.	Improve the feedback from Focus Groups, where current researchers said in recent FG that they "wouldn't want to stay in academia because cannot see it is compatible with having a family."
	1.2.2	Compare to and learn from other realities (other universities		Medium	From 2022 onwards	EDC	Organize one dedicated event per year, to discuss solutions adopted in other institutions and departments.	As above.

		and departments)						
	1.2.3	Act as Role model within the University	Build on the previous Joint Head of Department flagship initiative, to create a family work/life balanced role model for roles with substantial responsibility	Medium	From 2022 onwards	HoD, HRM,	Monitor Department solutions becoming adopted within the University and become widespread as the new norm.	Joint Head of Department model adopted by at least one other UoO Department
1.3 **Initiate Change with UK-wide policymaking initiatives**	1.3.1	Create a policymaking coordination role	As Low applicants in STEM subjects needs systemic change, and interaction at early years. Parliamentary Select committee in STEM reports that support of female academics also needs nation-wide initiatives by funding bodies and learned societies	High	From 2023-onwards	Outreach, DGS, SS	Create a departmental platform to coordinate the individual policymaking initiatives and the communication and outreach specific for AS actions. Demonstrate increased and improved intra-departmental coordination. Involve one new department member every year into policymaking actions.	Improve response rate for " There has been a positive cultural change in my department over the last two years" in the staff survey by 10% to reach MPLS levels.
	1.3.2	Widen knowledge of policymaking opportunities	Anecdotal evidence shows that policymaking schemes (e.g. RS royal society policymaking primer, etc…) are not well known in the Department	Medium	From 2023-onwards	Outreach, DGS, SS	Create a database of all policymaking-introduction opportunities. Have a biannual introduction to these opportunities for all department.	Increase the positive response rate of female staff by 5% to the questions 'I can have a voice on issues within the University' and 'I can have a voice on issues within the Department' in the Staff Experience Survey (Currently at 54% and 72% respectively, Table 8)
	1.3.3	Organize internal showcase events for	The department has staff engaged in policymaking initiatives, but this is not showcased. The department needs role-	Medium	From 2023-medium	Outreach, DGS, SS	At least one showcase event per year	Showcase the role of all female academics who have taken an active role in policymaking or similar initiatives by website and

		role-model staff engaged with policymaking.	model figures to encourage taking an active role in policymaking.					by at least two mentions of their role on the newsletter every year.
1.4 **Initiate Change with EU-wide policymaking initiatives**	1.4.1	Coordinate E&D initiatives with other flagship institutions and initiate change.	We need to build on previous successful actions to distribute and coordinate the departmental E&D experiences, and initiate change with EU role-model institutions (e.g. Max-Plank Gesellshaft, Alexander von Humboldt Stiftung, etc…)	Medium	2022-onwards	EDC	Create an annual joint EDC meeting with EU partners. Demonstrate ability to induce change in one partner institution.	One partner institution establishes EDI committee with actions inspired by the Departmental Action Plan
	1.4.2	Obtain Policy changes towards a more family-supportive approach in the main EU funding bodies (e.g. ERC).	Prestigious academic grants often come with high demands and high responsibilities, but no support for researchers with caring responsibilities. Female academics are disproportionately affected by this state of things.	High	2022-2024	EDC	Introduce discussion of researchers with caring responsibilities in the main EU funding bodies. Propose and lobby for a scheme of funds/support for researchers with caring responsibilities. See the introduction of mitigating measures for conference attendance, events support, unforeseen circumstances, interruptions.	Mitigating measures introduced at one Materials-related conference. One funding body agree to additional support for researchers with caring responsibilities.
1.5 **Initiate Change and Feedback from**	1.5.1	Raise E&D perception and awareness in academic	We need to build on the successful initiatives of the previous period to introduce a different perspective and role models in flagship academic institutions abroad.	Medium	2022-onwards	EDC	Create an annual joint EDC discussion with oversees partners, e.g. University of Tokyo Japan. Initiate the exchange of academics and DPhil students, of all genders, so as to	2 academics and 3 DPhil students participated in exchange Change in awareness is monitored via final questionnaire.

overseas partners		partners overseas	In the long-term, this will increase the opportunities to impact our recruitment of outstanding female candidates form abroad.				raise awareness of different work-life balance, different work cultures.	
	1.5.2	Promote Female roles overseas	Female academics can see reduced candidature to awards, events. We can promote the profiles and careers of female academics abroad, by nomination to their national prizes, invitation to events etc… This will be achieved after contact with other scientific Departments oversea. Action will be coordinated with Objective 3	Medium	2022-onwards	HoD	Present at least one female academic per year from countries with severely under-represented female academics for international prizes and international events.	One female academic short-listed or awarded prize or place to attend international event
	1.5.3	Monitor and quantify the success	We need to keep record of the effects of the objective, in order to successfully interface also with the recruiting and outreach objectives in Pillar 2 (search) and Pillar 4 (junior promotion).	Low	2024-onwards	EDC	Set up a structure to: Record the success rates of female academics presented from action 1.5.2 Create feed into the search committees.	Increase in number of staff who are known have taken an active role in policymaking or similar initiatives by 5.
1.6 **Multiplier by Communication**	1.6.1	Multiply the efficacy of the achievements by appropriate communication.	The target institutions (MPI, ERC, etc…), and Oxford itself, act somewhat as role-models, which can produce imitation effects. But the imitation effect of actions by flagship institutions is triggered only with appropriate communication. There is the necessity of setting up communication channels via media and social networks to produce appropriate communication of the E&D policy actions	Low	2023-onwards	Communication manager	Demonstrate communication of the changes in policies on all major social networks (Twitter, Facebook, Linkedin) Achieve international visibility on some press releases.	See at least one press release appear on national or international newspapers regarding the EDI actions of the Department. Improve response rate for " There has been a positive cultural change in my department over the last two years" in the staff survey by 10% to reach MPLS levels.

			achieved, so as to foster a positive attitude towards change,					

PILLAR 2: COMMUNICATION, OUTREACH AND REPRESENTATION

Objective	Action nr	Planned action	Rationale	Priority	Timeframe	Person responsible	Output	Success Measure
2.1 Increase attractiveness for female undergraduate candidates	2.1.1	To provide each female year 1 undergraduates with a variety of role models	Where colleges are unable to provide a female "parent" (i.e. College-related role model) to a female year 1 undergraduate, the department will make a suitable mentor available from a pool of volunteers.	Low	2022-2027	Director of Undergraduate Studies	Maintain a yearly pool of volunteers. .	Focus Group for female UG is positive responses AND Student survey results indicate at least 60% of responding UG are happy with the college or department mentor they have been allocated
	2.1.2	Raise teaching staff awareness to female participation and gather specific feedback.	Female voices need to be heard in undergraduate class-based teaching. To ensure that the atmosphere is maintained and improves over time, to be tested via focus groups.	Low	2022-onwards	Director of Undergraduate Studies	No female undergraduates reports being spoken over or reinterpreted in class-based teaching.	No cases reported (at UG Focus Groups and elsewhere) of female UG being spoken over or interrupted in class-based teaching.
	2.1.3	Improve intersectional consideration	We need to start developing an intersectional discourse within the Department of Materials, on a voluntary basis	Medium	2024-onwards	EDC, JCCU	Establishment of a Departmental intersectional network for undergraduate students.	Network established
	2.1.4	Widen the pool of female undergraduate candidates	Develop material to encourage applications from female candidates in geographical areas from which Materials sees declining applications (EU, etc…)	Medium	2024-onwards	DGS	Material developed aimed at specific regions, to widen the pool of perspective female applicants.	5% increase numbers of applications from non-UK based female UG candidates by 2026

								Contain the decrease of female applicants from non-UK regions by end of AS period.	
2.2 **Increase attractiveness for female graduate candidates**	**2.2.1**	Address the low number of applications by female graduate candidates	Applications received are mainly from male applicants.	High	2022 onwards	DGS		Further develop the department's advertising strategy to increase levels of female applicants. This will include using other recruitment social media platforms	Increase fraction of female graduate applicants by 10% by end of AS period.
	2.2.2	Strengthen the gender-friendly character of the Department	Develop a strong welcoming internal culture and further develop the department's advertising strategy.	Medium	2023- onwards	DGS, DUGS, HRM, EDC, HoD		Increase internal communication of gender related-topics for graduate students. Monitoring of the items on the website, the newsletter and screens in corridors.	At least 60% of all website images and departmental screens display female Materials Scientists. One article by/about female scientists per issue of the newsletter.
	2.2.3	Widen the pool of female candidates	Develop methods to encourage applications from female candidates in geographical areas that see a large number of female undergraduates in scientific subjects, but severe leaky pipelines (e.g. Italy, Eastern Europe, Japan, etc…)	Low	2024- onwards	DGS		Methods, including talks, outreach materials, etc… is developed aimed at specific regions with a wider pool of perspective female applicants.	Same as 2.2.1
	2.2.4	Understand gender disparity in fraction of female graduates taking up an offer to identify	A higher ratio of female students who are offered a position refuse the offer. Evidence seems to indicate external causes but is anecdotal.	Medium	2024- onwards	DGS, EDC		All applicants who turn down offers to graduate studies invited to give feedback.	Identify key reasons female candidates refuse offers and incorporate identfyable actions into action plan to address this issue.

		if an action is required.						
	2.2.5	Improve intersectional consideration	We need to start developing an intersectional discourse within the Department of Materials, on a voluntary basis.	Medium	2024-onwards	EDC	Establishment of a Departmental intersectional network for graduate students.	Network established Increase by 10% positive response to question 'I feel able to be myself at work' in Staff Survey
2.3 **Women in Materials Science Network**	**2.3.1**	Continue and strengthen the WIMS success story	We want to build on the success story produced by WIMS, and strengthen the network, ensuring its continuity, and support its activities with dedicated resources.	High	2022-onwards	WIMS president, JCCU, JCCG	Designate an academic support figure. Ensure leading and role-model positions are occupied by students and researchers. Develop synergy with 2.2.5 and 2.1.3	At least 2 events per year, to be held. See the presence of 1 intersectional speaker per year. Positive feedback through FG and student surveys that WIMS is meeting its intended aims
2.4 **Raise awareness of department commitment to equality and diversity**	**2.4.1**	Raise awareness of the commitment of the department and promote trust and a shared support culture	There is evidence from the staff surveys and focus groups that we need to raise awareness of the actions taken	High	2022-2026	EDC	The understanding and knowledge of the actions taken is increased throughout the Department.The EDC will produce a bi-annual report based on conclusions from the staff survey and follow-up focus groups, and to describe EDC actions and evaluation. Findings will be communicated to the whole Department and published on the MIC.	Increase positive response rate to question ' My department is committed to promoting equality and diversity' in Staff Survey from 82% to 90%
	2.4.2	Improve access to and prominence of E&D information to staff and	We need to inform visitors and perspective candidates of the actions being pursued within the Department. This will work in synergy with actions in	High	2022-onwards	Comms manager, HRM	Review and revise the EDI pages of the Materials Info Centre (MIC) and departmental website e.g. promoting content by role.	Increase positive response rate to question ' My department is committed to promoting equality and diversity' in Staff Survey from 82% to 90%

		(online) visitors to department	Pillar 3, for recruiting and admissions purposes				Family friendly policies grouped on MIC Distinct and appropriate content for both marketing (external website) and information (MIC)	
2.5 **Promote the visibility of female role models in the Department**	**2.5.1**	Showcase the profiles of female scientists, staff members and students within the internal network, to raise role models	To promote female as role models both to students and to colleagues in the Department.	High	2022-Onwards	Comms manager, HRM	Publish more and updated case studies on pages of the Materials Info Centre (MIC), newsletter, and departmental website	Focus Group feedback indicates a >50% positive response to questions about being able to see yourself progressing in an career in the Materials Department, and in the subject field more generally.
2.6 **Promote the visibility of female role models outside of the Department**	**2.6.1**	Develop a narrative structure of the Departmental activities via media, social networks, and outreach programmes.	There is evidence that awareness of the Department activities is not enough, and we need to improve how we showcase its role models, so as to support female staff and students. We need to develop a positive outside image that can support actions in Pillar 3.	Medium	2023-onwards	DGS, Outreach office, SS	Establishing a narrative and a central departmental structure to produce and sustain it over the period, and over different media. Ameliorate and promote the Department Instagram page (shown to be more often used by females than other social media)	Increase in female numbers applying for UG (by 20%), PG (by 10%), research and academic posts (by 30%) Increase the number of social media followers by 50%, and impressions, Interactions and comments by 30%
2.7 Improve support for Mental Health and Well-being within the department	**2.7.1**	Support a mental health aid network and resources to deal with	Mental health problems can affect specifically underrepresented groups and people with additional responsibilities (e.g. childcaring, etc…).	Medium	2023-onwards	HRM	Introduce a departmental Mental Health First Aider policy. Train a diverse and inclusive group of staff to provide Mental Health First Aid support Monitor activities.	3 departmental Mental Health First Aiders trained by 2026 Increase by 10% the positive response rate to question ' My department is committed to supporting staff with mental health difficulties' in Staff

		mental health issues.						Survey and similar question in student survey
2.8 **Improve communication within Department, particularly of policy and events**	**2.8.1**	Intra-Departmental communication	We need to improve the internal communication in order to ensure synergy between the actions.	Medium	2023-onwards	SS, HRM	HAF monthly briefings to Professional and Support Staff not briefed as part of faculty to ensure information and policy decisions are conveyed to all such staff. Information screens used to convey department information and updates Unrestricted minutes of all committees on MIC Termly HoD/HAF updates to Research and Professional, Technical and Support Staff	Increase the positive response rate to question ' Management and decision-making processes are clear and transparent in my department' to 50% (from current 32%, 9% lower than average for university)
2.9 **Monitor and communicate Harassment and Bullying**	**2.9.1**	Awareness raise	Staff survey suggested 20% of staff had experienced harassment. We need to ensure that each new person joining the Department has awareness that harassment or bullying is completely unacceptable.	High	2022-onwards	HR	All new starters, including researchers, to take anti-bullying and harassment training within first six months of employment.	Reduce percentage of staff who reported in the staff survey 'In the last year, whilst working for the University, I have experienced bullying/harassment' from 12% down to no more than 7% (the university average)
	2.9.2	To report annually on Harassment and Bullying, to EDC	It is necessary to set up annual reporting of the number of cases (not details of the cases) for harassment reports, and benchmark the department against other realities. The reports need to be thoroughly anonymized, stripped of details, and highly confidential, so as to make sure that no connection to people/groups/situation can be made.	Medium	2022-onwards	EDC	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. Initiate coordination with the university harassment line (into which the departmental harassment advisors report), and review the statistics.	At least a 5% reduction through the period in those reporting having experienced or witnessed bullying and harassment' in staff and student surveys, Focus Groups or via Harassment advisors.

	2.9.3	Develop effective communication that prevents fatigue in the listeners	Previous surveys indicate fatigue produced by the online tools, leading to a steep decline in the yearly online anti-bias training (from full participation prior to 2017 to 16% this year)	Medium	2022-onwards	EDC, Division	An array of methods to communicate anti-Harassment and Bullying policies, including: newsletter items, leaflets, conflict-resolution discussions, discussion at the away day.	At least a 5% reduction through the period in those reporting having experienced or witnessed bullying and harassment' in staff and student surveys, Focus Groups or via Harassment advisors.

PILLAR 3: STABILIZATION AND VALORIZATION

Objective	Action nr	Planned action	Rationale	Priority	Timeframe	Person responsible	Output	Success measure
3.1 Promotion opportunities	3.1.1	To develop a more thorough mentoring and Project-support scheme for researchers and academics	Mentoring To support applications to high-profile prestigious grants that are career-changing	High	2022-2026	Assoc HoD (Res)	Provide guidance on applications, and arrange rehearsals for interviews, using experience in the Department by senior fellows (RS, FRSEng, ERC grantees, Open Fellows, etc…)	At least 2 female academics/researchers obtain prestigious grants that are career-changing grants in the period
	3.1.2	To monitor workloads of academic staff	Necessity of correct balancing of the workloads and avoid overloading errors. This needs to take account of College-related workloads, as they are essential to the functioning of the department.	High	2022-2023	HoD	Establish monitoring via self-reporting and internal assessment tools.	Alingned to action 1.1.1 Increase the percentage of female staff who respond positive to question 'There is a fair and transparent way of allocating work in my department' from 25% (14% below university average) to 50%.
	3.1.3	To re-evaluate and expand the Workload database pilot	There is the necessity of re-balancing correctly the workloads, and to produce a periodic re-evaluation of their weights	Medium	2024-2027	HoD	To have a bi-annual recalibration of the functional workload scheme, and produce adjustments	As above
	3.1.4	To reduce workloads	There is the need to augment efficiency and streamline processes in order to reduce the workloads	High	2022-onwards	HoD/HAF	Create a list of detected points of action, where efficiency can be improved.	Linked to 3.1.2: Increase the positive response rate of female staff (Currently at 54%) by 5% to the question 'I am able to strike the right balance between my work

							Obtain a reduction of the workloads, as monitored by 3.1.2.	and home life' in the Staff Experience Survey
	3.1.5	Buyouts	We need to review the use of buyouts once the workload pilot is in place, in order to allow academics to focus best on their preferred choices	Low	2025-onwards		Produce a re-evaluation of buyout possibilities. Start monitoring their use based on gender.	See at least 10% of academic staff with identified buyout activity use the renewed buyout scheme.
	3.1.6	To minimize the impact of caring (including parental) leave	We need to ensure a smoother return to active research and teaching activity, and support the academic or researcher in a delicate transition period	High	2022-onwards	HRM, EDC, HoD	Maintain that a clear package containing all information for nurseries, care-givers entitlements, timelines and procedures is communicated early. Evidence, through PDR/CDR processes that parental leave is not impinged upon by colleagues/cooworkers/students. Assignment of colleague for day-to-day cover of particular roles, by agreement Create a more explicit policy on temporary reduction of workloads upon coming back after care leave, to kick-start career.	Maintain typical 100% return rate of researchers and academics after parental leave Focus Group feedback positive in relation to transition back to work from parental leave
	3.1.7	To initiate a procedure for nomination for prizes and recognitions for senior and junior	Female candidates are statistically less likely to put themselves forward, so the Department will initiate the promotion for prizes and	High	2022-onwards	EDC	Build a distinct Department Database of prizes and recognitions suitable to senior academics in different areas of Materials Science, (Chemistry, Materials, Engineering, Physics)	Propose candidatures to 40% of these prizes, each year.

		researchers above researcher level	recognitions, both national and international.				The HoD will directly call and encourage the candidates.	
3.2 Researcher Promotion	**3.2.1**	Allow Female researchers and DPhil students to build experience in recruiting processes from the hiring side	We think that having researcher and DPhil students assist in the hiring processes of other researchers of equivalent levels will: a) assist their application processes when applying for researcher positions; b) help build experience and confidence when they will need to hire for the first time in their own group.	Medium	2023-onwards	HRM	Build awareness of the hiring processes, as seen from the perspective of a hiring committee, in young female researchers	Have one researcher or final year DPhil student in at least 60% of the researcher hiring processes
	3.2.2	To initiate a procedure for nomination of researchers for prizes and recognitions	We shall bring forward researchers for recognitions, both national and international. Female candidates are statistically less likely to put themselves forward, so the process will start from the Department itself.	High	2022-onwards	EDC, HoD	Build a Department Database of prizes and recognitions i suitable to researchers in different areas of Materials Science, (Chemistry, Materials, Engineering, Physics) The line manager or HoDs will directly call and encourage the candidates.	Propose candidatures to 40% of these prizes, each year.
	3.2.3	To initiate a researcher grant support scheme	In order to assist the evolution of academic careers, we need to ensure that researchers observe and are involved into the grant submission process, in order to learn the related skills.	Medium	2023-onwards	Research finance manager	Upon submission, monitor which grants, in each group, have seen support and assistance from researchers and to what degree.	Encourage sharing of grant-writing skills with researchers, by having 25 % of grants submitted assisted by researchers.

3.3 **EDI Mentorship**	**3.3.1**	To develop a mentorship program with specific focus on intersectionality and a target group of mainly females who identify as BIPOC.	The need of training EDI mentors to support mentees from BIPOC backgrounds was identified by JMMC and EDC members.	Medium	2023-onwards	YS, TS, BM	Develop an actionable EDI mentorship program. Train a group of EDI mentors. Create a network of mentors and mentees and make it known and consultable online.	Increase from 9% to 30% staff who reported 'I have been offered a mentor' in Staff Survey AND Increase from 29% to 40% of all BIPOC female staff who report 'I have been mentored by someone other than my line manager since taking up my current role' in Staff Survey
3.4 **Address gender disparity in Finals**	**3.4.1**	To find the right tool to investigate the origin of gender disparity in finals written examinations	The focus group could not identify the origin of the disparity. Tutors, having contact with students, may be the best route to identify and monitoring stressors and other impediments that may come to the detriment of grades in finals.	Low	2024-onwards	EDC, Tutors committee	Address the issue within the tutors committee and asses the strategies after feedback.	Produce a report with feedback from the tutors committee regarding possible causes and recommending actions
3.5 **Specific EDI section in the Newsletter**	**3.5.1**	To introduce a paragraph/coloured box with commentary flagging a small aspect of our EDI policy every week in the newsletter	Small, high-frequency reminders are demonstrated to be most effective for people who are new or don't remember all the training there have had.	Low	2022-Onwards	Communications manager	Create a dedicated section in the newsletter. Identify a responsible person to write every week. Monitor informally reception of the new format, and possibly alter it depending of feedback.	Linked to Action Nr 2.4.1 Increase positive response rate to question ' My department is committed to promoting equality and diversity' in Staff Survey from 82% to more than 90%

3.6 Progression of academics	3.6.1	To encourage and support progression of female associate professors to full professor.	We need to build on the success of previous years for the progression of female academics, and expand the current program.	High	2023-Onwards	HoD	At the announcement of each recognition of Distinction (RoD) and Assoc Prof title exercises, the HoD will alert all eligible staff their suitability for promotion and, where appropriate, encourage applications. Record keeping of discussions at annual meetings with HoD.	To see 1 female academic be recognized via the ROD/Assoc Prof title exercises of by the end of the period.
3.7 Encourage career progression among Professional, Technical and Support Staff	3.7.1	To continue and consolidate the personal development review scheme for all professional, technical and support staff.	We need to build on the previous successful action, consolidate the results and ensure continuity	Medium	2024-onwards	HRM	Monitor response to scheme through staff survey.	Maintain at least 75% completion rate.
	3.7.2	To promote the university's Career Support Network.	Desire for such support expressed in staff survey and staff lunch event.	Low	2024-onwards	HRM	To gauge interest via the yearly staff survey	See an increase of staff engage to ca. 15%

PILLAR 4: ADMISSION AND HIRING PROCESSES

Objective	Action nr	Planned action	Rationale	Priority	Timeframe	Person responsible	Ouput	Success Measure
4.1 Encourage female applicants for researcher positions	**4.1.1**	To check that group leaders keep advertising and appoint their post-doctoral staff positions for the longest possible period for which the funding can be allocated to that post.	Researcher women highlighting desire for job security. This action is needed to encourage female applicants who can require additional job security.	High	Ongoing.	HAF/HRM	All appointments are made to the longest possible timespan, as allowed by funding bodies.	Seek to build fraction of female applicants to researcher posts equal to or greater than the 15% proportion of females awarded DPhil/PhDs in the last 5 years.
	4.1.2	To review all job advertisements and other promotional materials, and revise as needed to ensure that the applied nature of materials science is emphasised.	Researcher focus group highlights applied nature as being attractive to women.	High	2022-onwards	HRM/ITM	All advertised positions emphasise the applied nature of the research to be undertaken.	
	4.1.3	To further develop the department's advertising strategy to increase levels of female applicants.	We need to face a low fraction of female applicants. In the long run it is necessary to have more applicants from UK (synergy with pillar 1). Academia being very international, we plan to widen the pool of applicants.	High	Ongoing.	HRM/ITM HRM EDC	Create and include, among other measures, advertisements in countries with high proportions of female MPLS graduate students (Italy, Poland, Hungary, Czech Republic, Baltic republics…).	10% increase in females from targeted countries applying for jobs

4.2 To encourage female applicants to prestigious positions	4.2.1	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 female applicants	High	Put in place immediately for next senior recruitment round.	HoD	The Head of Department will establish a search committee, separate from the selection panel and therefore seen as independent when encouraging application.	Raise the fraction of female applicants to academic posts to 20%. To raise the fraction of female applicants shortlisted for academic positions to 30%.
	4.2.2	To 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/EDC		
	4.2.3	To further highlight in the approach conversations recruitment materials state the Department E&D actions, and the diversity of the department.		High	Ongoing	HoD/HRM		
4.3 Attract Female Junior Scientists and Kickstart their Career	4.3.3	To establish a process to spot out early talents across the breadth of the field of research, from a diverse background, and encourage them to apply join the department in a junior research role.	We want to spot out early the talents that can be nurtured in the Department and encourage them to apply using the tools developed in the other objectives. We currently lack strategic tools for this.	High	2022-Onwards	Assoc HoD (research)	A list of >5 names/year of possible external female candidates and encourage them to apply via the Department.	Every year, more than 2 female early career researcher, scouted by the department, apply for prestigious career-changing grants (RS-URF, Open Fellowship, ERC-STG, etc…) within the department.

	4.3.4	To stimulate applications by junior scientists of particularly high level for career-starting early independence positions	We need to encourage female early talents to join the department by participating in career-changing application schemes (e.g. RS-URF, ERC-StG, EPSRC Open Fellowship, etc…)	High	2023-Onwards	Assoc HoD (research)		
4.4 Yearlong incitation of Under-represented academics	4.4.1	To introduce long-term stays of overseas female academics from underrepresented groups.	Long stays are necessary for transmission and exchange of cultural values for E&D purposes. We will specifically focus on overseas academics from BIPOC backgrounds or those identified via the systemic change initiatives of pillar 1.	Medium	2024 onwards	EDC HRM	. Final questionnaire for all academic visitors in order to assess the exchange of E&D content.	>2 long-term stays (academic visitors) from female academics from underrepresented groups Improve response rate for " There has been a positive cultural change in my department over the last two years" in the staff survey by 10% to reach MPLS levels.
4.5 Improved Hiring Processes	4.5.1	Introduce and consolidate narrative CVs	Allow and encourage the use of Narrative CVs in the application process, as they have been demonstrated	Medium	2022-onwards	HRM	Raise awareness about narrative CV, and their introduction at the national level (E.g. EPSRC)	Increased % females applicants to 20%

							Introduce the option of narrative CVs explicitly in the advertised positions	
		to be gender-friendly. Shift focus towards narrative introduction in the hiring process.						
	4.5.2	To restructure the lists of Essentials/Desirables and their relevance in our hiring materials	Evidence shows that female applicants are put off by strict lists of necessary skills. We need to reduce the (sometimes daunting) number of requirements in job advertisements for researchers, and increase stress on a narrative of skills.	High	2022-onwards	HRM	Restructure all the hiring material to: a) Reduce the boxes to be filled for Necessary and Desirable requirements in the Hiring process to the minimum for that position. b) Emphasize a narrative of the position and the environment.	Increase % female applicants to research and academic posts to 20%
	4.5.3	To introduce a pre-interviews best Practice Reminder	Reminders at the right moment are most effective at preventing bias. We need to introduce effective measures to remind of best practices, while avoiding the fatigue effect created by the periodic bias training	High	2023 onwards	HRM	Create and Introduce a mandatory paragraph to be read by the chair before each hiring committee, to remind of best practice and anti-bias principles. Monitor approval with respect to the yearly bias training.	Increase % of female applicants offered a post by 10%

4.6 **Increase attractiveness of academic careers to our female ECRs**	4.6.1	Focus groups for female graduate students and for female researchers will be held every two years, to gather anecdotal evidence	Low female to male ratio within academic staff. Evidence from survey indicates low aspiration for leadership.	Medium	Biannual	EDC	Evidence-based further actions that lead to success measure above.	Recruitment to Materials Department from female graduate students and researchers increase by 20% Increase in female graduate students and researchers to research and academic posts at other institutions increased by 20%
	4.6.2	To stimulate MPLS and JCCG to supervise the nature of the career advice provided by Career Services	We need to stimulate the career advice provided by Career Services, with special care about their indications to underrepresented groups.	Low	2024-onwards	HRM	Create a monitoring system for career advice that is provided.	Increase to 80% (currently 60%) positive responses from female early career research staff to the question 'I have the opportunity to develop and grow here' in Staff Survey
4.7 **To improve female applicant success rates**	4.7.1	To increase the success rate for females in senior recruitment.	Lower success rate for females in senior academic staff recruitment.	High	2022-onwards	HRM	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	Raise the fraction of female applicants to academic posts to 20%. To raise the fraction of female applicants shortlisted for academic positions to 30%.

							encourage use, and additional training on it will be given to panel members by the HRM.	
	4.7.2	Increase awareness of unconscious bias	The aim is to improve awareness of unconscious bias for all interview panel members and the possibility of unconscious bias in references.	High	Ongoing	HRM	Unconscious bias training mandatory for all new panel members involved with recruitment, including for professional and support staff posts.	Same as 4.5.3
	4.7.3	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.	Make underrepresented groups and young female researchers more aware of the recruitment process, to benefit their career development. Make the recruitment process more fair and transparent.	High	2022-onwards	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.	25% of panel composition made up by female and underrepresented group representatives, invited to be involved with recruitment panels
	4.7.4	Mandatory bias and hiring practices training for all new panel members, not just panel chairs. In addition to the implicit bias training	Make the recruitment process more fair and transparent.	High	2022-onwards	HRM	As for 4.7.2	Same as 4.5.3

4.8 Increase understanding of gender disparity in DPhil offer acceptance rates to identify actions	4.8.1	Explore why are our DPhil offers more likely to be refused by successful female applicants rather than male applicants.	We shall use informal tools, post rejection of the offer, to probe if there is more we could do to increase offer acceptance rates by female applicants.	Low	From 2024	DGS	Create a system to pose an informal but standardized list of questions for all refusals of offers by females. Monitoring of answers to highlight common reasons for refusals by females.	The feedback is used to identify causes and actions to try to address causes of imbalance in acceptance rates.