Institution
Good Practice Checklist

Version 1.11 (March 2015)

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The institutional good practice checklist has been developed by Caroline Fox and Sean McWhinnie and is designed to complement the Departmental Good Practice Checklist. The Checklist can act as a guide for institutions as to the sort of activities that might be in place to support women in STEMM work at institutional and departmental/school levels.

We suggest that the Checklist can be used in a variety of ways:

(i)   It can be used by groups, such as the university SWAN self-assessment team (SAT), or a women and science/diversity committee;
(ii)   It can be completed by the university equality and diversity/human resources function - but it is important that the validity of what is written down is checked with other staff such as members of the university SAT;
(iii)   It can be parcelled out to individuals/appropriate staff groups, either as a blank canvas or with suggested levels 'pencilled' in;
(iv)   The checklist can be divided up and used as the basis for workshops, or discussion groups, the outcomes of which are entered on the checklist.

Feedback on the use of the Checklist suggests that a useful way of using it is to distribute a completed version to faculties/department/schools and ask their opinions of the university's responses. Alternatively, the blank checklist can be distributed to faculties/department/schools for completion and the responses collated and compared with the university's view.

As this checklist is still in development, please do not pass it on to other institutions without seeking permission from Oxford Research and Policy.

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1	FUNDAMENTALS FOR SUCCESS	Comments/notes/description of what is in place	Not in place	Partly	Almost	Fully in place
1A	**ORGANISATION FOR ACTION**					
	How established and robust the University's organisational framework is to deliver equality of opportunity and reward across its STEMM faculties, schools and departments.					
	Benchmark 1: Leadership and Engagement					
1a	University senior management supports and encourages women and science/good practice activities and programmes in departments.					
1b	Academics in senior university/faculty positions engage with and participate in activities at department level.					
1c	The university expects departments to be aware of the level of their staff's participation in, and benefit from university and department initiatives and activities.					
	Benchmark 2: Accountability for action					
2a	The university has a women and science/good practice committee which is responsible to the university senior management team.					
2b	There is a university network of department representatives/champions who share and disseminate good practice.					
2c	The university expects departments to identify individual post holders who are accountable for specific tasks and projects related to women and science/good practice activities.					
	Benchmark 3: Resources for good practice activities and programmes					
3a	The university allocates/earmarks funding at university and department levels for women and science/good practice, programmes.					
3b	The university provides expertise and administrative support for departments.					

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			Not in place	Partly	Almost	Fully in place
3c	The university expects departments to make time available to staff who manage/lead activities and initiatives.					
1B	**EVIDENCE BASE FOR ACTION**	**Comments/notes/description of what is in place**	**Not in place**	**Partly**	**Almost**	**Fully in place**
	How the university collects quantitative and qualitative data and makes it available to departments, and how the university uses data as the basis for its planning, for action, and measuring progress.					
	Benchmark 4: Student data					
4a	The university provides gender disaggregated UG and PG data (by course of study, student progression, offers, acceptances, drop outs and outcomes) which is easily accessible to departments.					
4b	The university expects departments to compare their data with national and faculty data and with like departments elsewhere.					
	Benchmark 5: Staff data					
5a	The university collects, monitors and makes available to departments gender disaggregated staff data by grade and staff group (at department, faculty and university levels).					
5b	The university provides data on F/M representation in management and on committees at faculty and university levels.					
5c	The university expects departments to use the data provided for planning action and measuring progress (including making internal and external comparisons).					
	Benchmark 6: Qualitative data					
6a	The university makes available gender disaggregated data from internal and external staff and student surveys.					
6b	The university expects departments to use qualitative data/data from their own surveys to raise awareness, to identify areas where action is needed, and to assess the effectiveness and impact of changes they have made.					

2	KEY CAREER TRANSITIONS	Comments/notes/description of what is in place	Not in place	Partly	Almost	Fully in place
2A	**APPOINTMENT AND PROMOTION PROCESSES**					
	How the University ensures that university, faculty and department systems, processes, practices, and the decisions taken, are open transparent and fair.					
	Benchmark 7: Decision Making					
7a	The university requires that appointment and promotion panels (for academics and post doc) include at least one man and one woman.					
7b	The university requires panel chairs of appointment and promotion panels to be trained provides training for other panel members.					
7c	The university expects that the individuals who participate in appointment and promotions selection processes are representative of the F/M academic staff profile of the department.					
	Benchmark 8: Information					
8a	The university requires the information on appointment and promotion processes and criteria which is provided (for candidates and panels), by faculties/departments is clear, fair, and appropriate					
8b	The university ensures that its own communications on promotion are timely and effective					
	Benchmark 9: Monitor Appointments & Promotions					
9a	The university monitors promotion nominations and outcomes to check that over time the proportions of men and women nominated are representative of staff eligible for promotion, and men and women are equally successful.					
9b	The university expects departments to monitor applications for appointments (against the proportion of women in the recruitment 'pool')					

		Comments/notes/description of what is in place	Not in place	Partly	Almost	Fully in place
9c	The university expects departments to monitor lists of candidates they put forward for promotion to ensure that over time the list of candidates is representative of those eligible for promotion.					
2B	**LEVELLING APPOINTMENT & PROMOTION PLAYING FIELDS**					
	How the university ensures that men and women are equally likely to apply for appointment and promotion and are equally likely to be successful.					
	Benchmark 10: Identify & encourage candidates					
10a	The university promotion process allows for personal applications but does not rely on self-nomination only.					
10b	The university expects departments to encourage their senior staff to identify potential candidates, in particular from under-represented groups, and inform them of job opportunities as they arise.					
10c	The university expects departments to review all academics positively for their promotion potential, at the beginning of each promotion round.					
	Benchmark 11: Support promotion candidates					
11a	The university offers regular training courses on promotion and preparing a case for promotion.					
11b	The university monitors take up of these courses.					
11c	The university expects departments to offer help on presenting their case for promotion and personal support to individuals preparing for promotion.					
	Benchmark 12: Feedback and Follow up for Promotion Candidates					
12a	The university provides regular training on 'giving positive feedback'.					
12b	The university monitors take up of the training.					
12c	The university expects departments to offer positive feedback to all candidates.					

3	CAREER DEVELOPMENT	Comments/notes/description of what is in place	Not in place	Partly	Almost	Fully in place
3A	**CAREER DEVELOPMENT PROVISION**					
	How the university ensures the quality and effectiveness of the career development provided at university, faculty and department levels					
	Benchmark 13: Staff Development and Training					
13a	The university provides regular induction programmes for all new staff (including post docs) and monitors take up.					
13b	The university expects departments to provide a comprehensive department induction.					
13c	The university checks the usefulness of its central training and development provision for academics and post docs with faculties/schools.					
13d	The university expects departments to encourage staff to take up the training that is offered and to recommend courses known to be useful.					
	Benchmark 14: Early Career Researchers (ECR) development					
14a	The university provides transferable skills training. It monitors its take up by ECRs and checks its usefulness with departments.					
14b	The university offers careers advice and guidance to ECRs and monitors its take up.					
14c	The university expects departments to have arrangements which ensure that ECRs can and do access impartial careers advice and guidance on their suitability for an academic career.					
	Benchmark 15: Appraisal					
15a	The university expects departments to have arrangements in place for the regular appraisal of all staff, including post docs.					
15b	The university provides training for appraisers, and specific training for appraisers of postdocs.					
15c	The university expects schools to monitor appraisal completion rates and follow up on the training needs identified.					

3B	CAREER DEVELOPMENT ACTIVITIES	Comments/notes/description of what is in place	Not in place	Partly	Almost	Fully in place
	How the university ensures that staff engage in activities, internal and external which contribute to their career progression/professional profile					
	Benchmark 16: Mentoring					
16a	The university provides training and support for mentors and mentees.					
16b	The university offers/supports mentoring schemes for academics, post docs and post graduates.					
16c	The university expects schools to publicise information on schemes (internal and external to the university) and to encourage their staff to act as mentors.					
	Benchmark 17: Networks and Role Models					
17a	The university supports and encourages networks (university and faculty) and monitors their impact.					
17b	The university expects departments to encourage staff to contribute to internal, external, professional, and special interest networks.					
17c	The university expects departments to encourage their female academics to act as role models.					
	Benchmark 18: Internal and external activities					
18a	The university monitors by gender department and faculty nominations for roles/positions at faculty /university levels.					
18b	The university expects departments to encourage staff to become involved in professional/learned societies.					
18c	The university expects departments to monitor by gender the nominations/recommendations they make for professional, representative and management roles and for prizes, awards, and marks of esteem.					

4	DEPARTMENT ORGANISATION & CULTURE	Comments/notes/description of what is in place	Not in place	Partly	Almost	Fully in place
4A	**EFFECTIVE MANAGEMENT**					
	How the university ensures that the administrative and academic contributions of staff to their departments are effectively and fairly managed and resourced.					
	Benchmark 19: Management systems					
19a	The university provides guidance and training to Heads of Departments on their accountabilities, reporting and communication responsibilities.					
19b	The university expects schools to demonstrate that their accountability, reporting and communication arrangements are clear, effective, open, and well regarded by staff at all levels.					
19c	The university expects the membership and chairs of committees, heads of sections and functions to reflect the department staff gender profile.					
	Benchmark 20: Resource allocation					
20a	The university requires departments to demonstrate that its systems for allocating funding, offices, space, equipment and technical support, etc., are fair, open and well understood.					
20b	The university requires departments to demonstrate that its systems for allocating funding, offices, space, equipment and technical support, etc., are fair, open and well understood.					
20c	The university expects departments to take action/make changes if they find staff perceptions do not reflect the management view.					
	Benchmark 21: Workload, roles and responsibilities					
21a	The university requires departments to have a regular rotation of management roles and committee memberships.					
21b	The university expects departments (in making their rotations) to take account of individuals' management experience, the gender balance, continuity and succession planning.					
21c	The university expects departments to check staff's perceptions, and take action where necessary.					

4B	CULTURE & ETHOS	Comments/notes/description of what is in place	Not in place	Partly	Almost	Fully in place
	How the university ensures that departments' working environments responds to the ambitions and expectation of staff, recognises their contributions and enables them to enjoy the rewards of a career in science.					
	Benchmark 22: Workplace environment					
22a	The university sets high standards for the behaviour expected of staff towards other staff and students.					
22b	The university requires departments to make sure that all staff are aware of, and respect these standards, and would expect timely and effective action to be taken over any reported 'breach'.					
22c	The university expects departments to check staff perceptions on the openness, friendliness and cooperativeness of their working environment and where necessary to take action.					
	Benchmark 23: Collegiality					
23a	The university expects departments to regularly check if their academics and post docs feel that they (and other members of their group) feel they are supported and encouraged by colleagues (junior, peers, senior, and line manager) and if they feel they 'belong', and are included in the work and social activities of the department/their group.					
23b	The university expects departments to regularly check if their academics and post docs feel they 'belong', and are included in the work and social activities of the department/their group.					
23c	The university expects that where necessary the departments take action.					
	Benchmark 24: Individual contributions valued					
24a	The university expects departments to make sure that all contributions (teaching, research, management/administration and external professional) are recognised and valued.					
24b	The university expects departments to regularly check the views on this of their academics and post docs.					

24c	The university expects that where necessary departments take action.					

5	SUSTAINABLE CAREERS	Comments/notes/description of what is in place	Not in place	Partly	Almost	Fully in place
5A	**FLEXIBILITY**					
	How the university ensures the flexibility that underpins successful careers					
	Benchmark 25: Approaches to flexible working					
25a	The university has in place policies and practices on flexible working for academics and post docs, and provides practical guidance and training on managing flexible arrangements.					
25b	The university expects departments to be aware of statutory requirements, and what is good practice, and to know where they/their staff can get advice and information.					
25c	The university expects departments to discourage a long hours culture, to check staff perceptions on this, and where necessary takes action.					
	Benchmark 26: Take up of flexibility					
26a	The university expects departments to check that their sections/groups make it easy for staff to take advantage of flexibility.					
26b	The university expects departments to encourage senior staff to lead by example in their own working arrangements.					
26c	The university expects departments to check the uptake of flexibility, and the extent to which staff feel they are encouraged to work flexibly.					
	Benchmark 27: Flexibility built into arrangements					
27a	The university expects departments to timetable meetings and events so as make sure as many staff as possible can attend.					
27b	The university expects departments to make sure that its sections/groups take individuals' needs for flexibility/circumstances into account when teaching is timetabled.					

27c	The university expects departments to regularly check academics and post docs perceptions on this and where necessary takes action.					
5B	**CAREER BREAKS & INTERRUPTED CAREERS**	**Comments/notes/description of what is in place**	**Not in place**	**Partly**	**Almost**	**Fully in place**
	How the university ensures that the arrangements made for career breaks can enable individuals to maintain a career trajectory which meets their circumstances, abilities and ambitions					
	Benchmark 28: Supportive approaches to career breaks					
28a	The university provides practical guidance on support for staff before, during and after career breaks or unplanned career interruption.					
28b	The university expects departments to demonstrate their ability and willingness to support staff to cope with the practicalities before, during and after a career break or unplanned career interruption.					
28c	The university expects departments to provide easily accessible advice and information, and to check that disciplines/sections are aware of what the school and the university can/does provide.					
	Benchmark 29: Career breaks- before and during					
29a	The university expects departments to arrange meetings before and after a career break to check that individuals are getting the support, advice and information they want					
29b	The university expects departments to helps with, advise on, and/or makes the support arrangements (for administration/teaching/research responsibilities) before, during and after the career break.					
	Benchmark 30: Career breaks - on and after return					
30a	The university provides good quality childcare for academic and post docs.					
30b	The university expects departments to recognises returners' needs for flexibility, personal support, mentoring, training and development to facilitate a smooth return.					

30c	The university expects HoDs/section heads to holds a meeting some weeks after their return, to discuss with the individual what is needed to get their career back on track, and over what time scale.					