Athena Swan Gold application form for departments
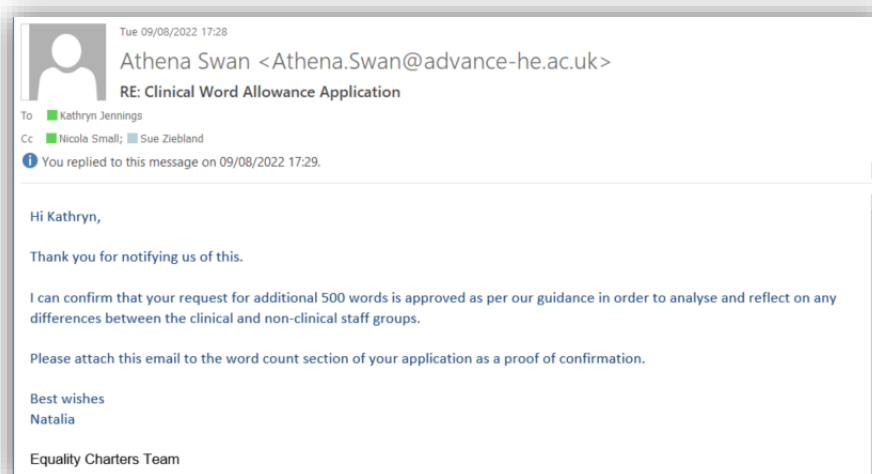
Applicant information

Name of institution	University of Oxford
Name of department	Nuffield Department Primary Care Health Sciences
Date of current application	12 August 2022
Level of previous award	Silver
Date of previous award	28 April 2017
Contact name	Sue Ziebland
Contact email	sue.ziebland@phc.ox.ac.uk
Contact telephone	(0)1865 289302

Section	Words used
An overview of the department and its approach to gender equality	2536 plus 114 Clinical and 161 Covid-19 words / 2500
An evaluation of the department's progress and success	1845 plus 402 Covid-19 words / 2000
An evaluation of the department's sector-leading activity	1609 / 1500 plus 996 words for revisions
An assessment of the department's gender equality context	3274 / 3500
Future Action Plan*	
Appendix 1: Consultation data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	9387 + 500 COVID-19, 114 Clinical and 996 revision words

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 9500 words + 500 Covid-19 + 500 Clinical

Tue 09/08/2022 17:28

Athena Swan <Athena.Swan@advance-he.ac.uk>

RE: Clinical Word Allowance Application

To ▪ Kathryn Jennings

Cc ▪ Nicola Small; ▪ Sue Ziebland

ℹ You replied to this message on 09/08/2022 17:29.

Hi Kathryn,

Thank you for notifying us of this.

I can confirm that your request for additional 500 words is approved as per our guidance in order to analyse and reflect on any differences between the clinical and non-clinical staff groups.

Please attach this email to the word count section of your application as a proof of confirmation.

Best wishes
Natalia

Equality Charters Team

Table of Contents

Section 1: An overview of the department and its approach to gender equality

In Section 1, applicants should evidence how they meet Criterion A:

- *Structures and processes are in place to underpin and recognise gender equality work*

Word count: 2536 + 114 clinical words + 161 Covid-19 words / 2500

1. Letter of endorsement from the head of the department

Please insert (with appropriate letterhead) a signed letter of endorsement from the head of the department.

NUFFIELD DEPARTMENT OF PRIMARY CARE HEALTH SCIENCES

Radcliffe Observatory Quarter, Woodstock Road, Oxford. OX2 6GG
Tel: +44(0)1865 289300 • richard.hobbs@phc.ox.ac.uk • www.phc.ox.ac.uk
Professor Richard Hobbs, Head of Department, Professor of Primary Care Health Sciences

Athena Swan Charter
Advance HE
Innovation Way
York Science Park
York YO10 5BR
United Kingdom

12 August 2022

Dear Athena Swan Panellists,

I am proud to endorse the Nuffield Department of Primary Care Health Sciences' Athena Swan Gold Award application. I confirm that the information in this application is an honest and accurate representation of the department.

I strongly believe that our sustained commitment to Athena Swan principles has transformed the way we work. This journey has helped us to identify and remove some of the barriers that women face in the workplace; it has encouraged us to be honest about our unconscious biases; and while we might have started the journey looking at gender related issues, we recognise the value that this has brought to the department and we have extended our view to look at wider diversity and intersectionality – an approach that is now embedded in our new People and EDI Committee, with an Associate Head for People and EDI appointed in 2021. This provides sound structure and processes to underpin and recognise our gender equality work, and to feed it into departmental strategy at the highest level.

An initial priority was to address the gender imbalance of our senior team: when I

joined the department in 2011 there were no women professors. One of our early actions was to actively approach potential female candidates for any new senior appointments. As a man, I hadn't anticipated the significant difference that this simple measure would make. Following this action, and through policies on new appointments and investment in our academic pipeline, we now have 5 female professors and 7 female associate professors and have made significant headway in flattening our academic pipeline over the last 10 years.

We have been clear from the outset that EDI responsibilities should not fall disproportionately on those (e.g. early career women) most affected by inequality who also lack the power to propel change. To mitigate this risk we have enlisted 'champions', senior academics from across the department, to help drive through and embed our Actions. I have been the champion for the PDR working group and the uptake, and perceived usefulness of PDR's, has shown continued longitudinal improvement against our key priorities (Appx 1, Fig.S17). I want all our staff to have regular, constructive conversations that help to develop their careers.

We have demonstrated a long-standing commitment to sharing good practice and contributing to institutional initiatives, sharing our work on wellbeing and our inclusive methodology with others, and we have achieved high visibility for our equality agenda. Department members at all levels are committed to creating and maintaining a better, more diverse and inclusive workplace and our Action Plans over the last decade are testament to their initiative and dedication. Our Data Monitoring Group can see ample evidence, including high rates of staff reporting feeling valued and integrated, to demonstrate that EDI friendly policies have produced sustained benefits for all.

Our new priorities maintain focus on issues that affect everyone (including fixed-term contracts, promotions, workload and tackling bullying and harassment) with careful tracking of gender and intersectional measures of success.

Lastly, I am pleased that those who have engaged in our Athena Swan initiatives have benefitted personally as well as collectively and I look forward to enacting innovations from the new Action Plan while maintaining the advances of the last decade.

Yours faithfully

Professor Richard Hobbs
Head of Department, Nuffield Department of Primary Care Health Sciences

2. Description of the department

Please provide an introduction to the department.

We are one of sixteen departments in the Medical Sciences Division (MSD), our clinical focus is on primary care, including health promotion and disease prevention. We have been one of the world's most important academic primary care centres for almost 20 years and the largest in the UK.
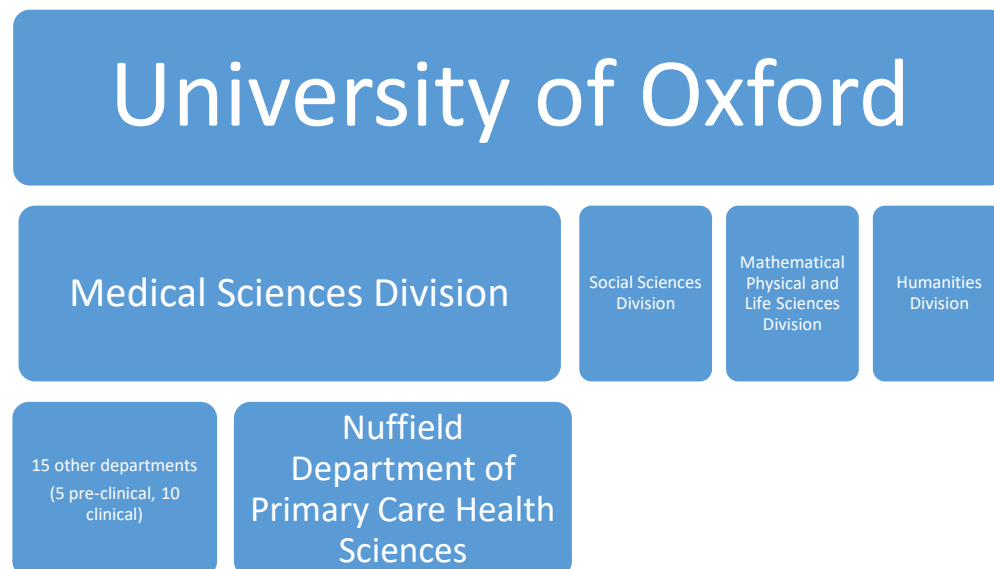
We are located across three buildings within walking distance of each other, but our ambition is to reduce the divide further by consolidating into two buildings on the same site.

Our research includes cardiovascular and metabolic disease, infectious diseases and childhood illness, diet, smoking and cancer. We also focus on understanding and improving the experiences of patients, using big data and developing digital health interventions. We have methodological expertise in clinical decision making and diagnostics, clinical epidemiology, medical statistics, modelling, clinical trials, qualitative research and the wider application of social science theory and methods to address practical and theoretical challenges in health and care settings.

Clinical word count: 75

Research groups are led by professors with methodological and/or health condition expertise.

The department has continued to grow at around 11% per year from 129 (70.5%F) staff in 2012 to 399 in July 2022 (70.4%F) (Appx 2, Fig.A10). Over the last decade of growth we have embedded actions to reflect our strong commitment to building capacity in primary care research at DPhil, early and midcareer and senior levels.

Our Professional and Support Staff (PSS) include finance and HR specialists as well as a large Clinical Trials Unit (CTU 84 staff, 70% F).

We host 8 (75% F) Academic Clinical Fellows (ACFs). These trainee doctors form the start of our clinical academic pipeline. They are appointed to a four-year training programme in general practice and research with academic supervision from our staff.

Clinical word count: 39

We have 55 (75%F) **DPhil students** from a wide range of disciplines, of whom 12 are GPs undertaking their study part-time around their clinical work. We provide leadership and academic content to taught **masters courses** run by the Department of Continuing Education (student numbers are not included in this application but the teaching load borne by respective teams is something that the department has to consider).

Our department is home to 14 (36% F) of the National Institute for Health Research's 200 most prestigious and prominent researchers. These **NIHR Senior Investigators** (nationally 21% F) demonstrate research excellence, strong track records in capacity building and EDI and contribute significantly to the health sciences as senior leaders.

The COVID-19 pandemic had a significant impact across the department. Our staff led and contributed to COVID-19 research. Resources were diverted to support this urgent work until additional staff could be recruited. Throughout the pandemic many (but not all) staff worked from home and we have faced the same challenges as the rest of the country in adapting to remote working, providing equipment loans, new approaches to flexible hours and end of contract redeployments. We supported staff with regular email communication, online social events, our weekly newsletter, a new monthly wellbeing newsletter, a web-page sign-posting to internal and external sources of support, and twice termly online Departmental Open Meetings (DOMs). The DOMs are well attended, open to all, and people are encouraged to submit questions (anonymously if preferred). The DOMs were initially held monthly with a focus on remote working and news about COVID-19 research; later they were used more to share information about research and to maintain connection with colleagues.

Covid-19 word count: 161

3. Governance and recognition of equality, diversity and inclusion work

Please provide a description of your equality, diversity and inclusion (EDI) structures, staff and department-level resources.

Governance structure

Since our last Athena Swan application we have made a number of incremental changes to our governance structure to adapt with our growth. We consulted with the department on a revised governance structure, which is set out below. The Department Strategic Committee (DSC) is chaired by the Head of Department (11 members, 55% F) with four Associate Heads (appointed 2021) responsible for: Research; People and EDI; Graduate Studies; Undergraduate Teaching; and senior administrative staff. Each Associate Head chairs the relevant sub-committee.

The Senior Academic Committee (SAC) comprises all academics at associate professor and professorial level, senior administrative staff, an Early or Mid-Career researcher (EMCR) and a DPhil representative. There are currently 35 members (46% F). SAC advises DSC, cascades information out to teams, and provides a forum for discussion and debate.

Female membership of DSC and SAC, while still not representative of the 70%F staff (a consequence of more men in senior positions), is an improvement on 2017 when female membership of committees stood at 40%.

Athena Swan/EDI is a standing agenda item at all the decision making committees.
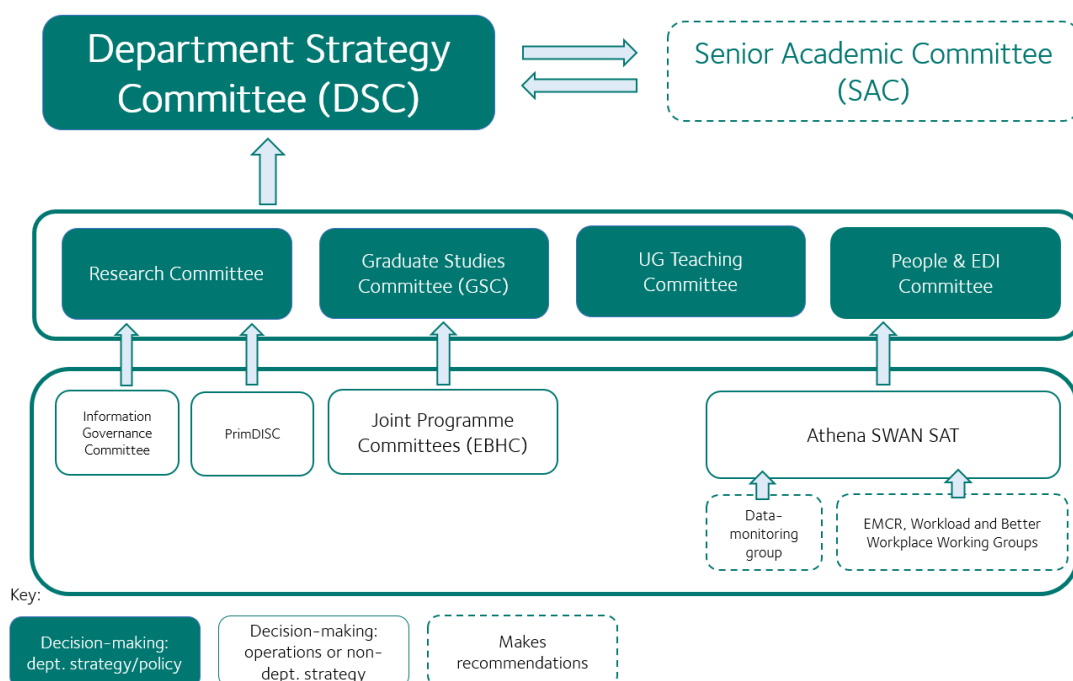
In 2020/21 we recognised that our longstanding work on gender equality was well embedded with strong progress and clear plans for continued improvement and that we were expanding our discussions to consider broader intersectional issues. Accordingly, we created the People and EDI Committee to address these broader

issues; to oversee implementation of University policies; approve departmental people related policies and to monitor and maintain the impact of completed Athena Swan actions. The Associate Head for People and EDI is co-deputy chair of the Athena Swan Self-Assessment Team (SAT).

Since we began our Athena Swan journey in 2012 we have consistently seen it as the responsibility (and for the benefit) of all, to avoid characterising it as a 'women's issue'. We have assembled working groups on topics that mattered to staff and students under the banner of 'Better Workplace', including Wellbeing, Family friendly, Part-time working, Inductions, PDR's, Career Development, Workload, Leadership, EMCR and DPhil groups. Some working groups whose actions were completed have dissembled while others form as we identify issues that we want to tackle. Each working group has a representative on the SAT.

The SAT holds responsibility for identifying and monitoring Athena Swan priorities and actions. Where an action requires wider senior support a member of SAC is appointed to champion the initiative.

In 2017 we created a Data Monitoring Group, chaired by the SAT co-deputy, to review Athena Swan data on an annual rolling basis to look for issues and to monitor the impact of our actions.

In 2019, a named contact was identified (some are SAT members, some not) in each of our 16 research groups to help cascade and gather information through a regular two-way feedback network across the department.

The MSD Athena Swan Co-ordinator and Facilitator sits on our SAT and our Data Monitoring Group and helps link the department to initiatives and structures at Divisional level and with the University's Equality and Diversity Unit.

Staff involvement

All staff are expected to contribute to EDI work; it is part of good citizenship, contributes cross-department committee experience and feeds into the Athena Swan SAT. Membership of the working groups is raised at annual PDR discussions where time commitment is understood and discussed in light of workload.

In 2019 the department invested in a new Engagement and Projects Manager (EPM) role to manage the roll out of our EDI work across the department and drive the implementation of AS Actions, supporting related work including the online PDR project, the Leadership training project and Everyday Racism initiative. The EPM sits on the Athena Swan SAT, Data Monitoring Group, People & EDI committee and attends SAC.

Reward and recognition for EDI work

There are several levels of reward and recognition for EDI: For those in leadership roles, for whom the time commitment is significant, there is a management allowance, or a funded percentage of time.

Staff in research and PSS roles, whose commitment to EDI (for example Better Workplace group leads) is demonstrably above and beyond their job role, benefit

from an annual University recognition and reward scheme. In 2022 the department specified EDI activity among factors that would support an award.

At senior levels an annual exercise provides progression opportunities for research staff to apply for the title of Associate Professor (AP), and for AP's to apply for the title of full Professor. These titles are conferred on those who demonstrate exceptional achievements in research, teaching and citizenship, with requirement to demonstrate EDI leadership. In 2021, three department members were awarded the title of Associate Professor including the co-deputy for Athena Swan SAT and the former lead of the EMCR working group.

4. Development, evaluation and effectiveness of policies

Please describe the processes in place for developing, evaluating and revising departmental policies (where relevant), and for evaluating the implementation of institutional policies.

Policies are largely set at University level, communicated through HR or EDI cascades, and monitored through University wide staff surveys and data analysis.

Department-specific opportunities and needs have prompted consultation with staff/students to create departmental policies, published on our intranet pages. These are dated and reviewed for updates on a rolling schedule.

Several of these policies were initiated and co-developed by our Athena Swan working groups. For example **Authorship principles** (2021) prioritises publication opportunities for EMCRs and provides ideas for seniors and groups to support EMCRs to lead author; and **Part time working guidance for managers (2019)** covers planning a job role, clear goal setting to fit a part-time schedule, PDRs and staff promotion.

Departmental Policy	Last updated
Authorship code of practice*	Dec 2017
Authorship principles *	Oct 2021
Bridging funding, underwrites and salary top-ups*	Jul 2019
Desk allocation and space principles*	Sep 2019
Lone working policy	Sep 2018
Part-time working guidance for managers *	Mar 2019
Postgraduate student parental leave and sick leave*	Jun 2014
Staff & Student Development Fund*	Jun 2018
Website Policy	Mar 2021

* initiated and co-developed with the SAT working groups

5. Athena Swan self-assessment process

Please provide an overview of who was involved in the preparation of this application, how it was prepared, and what plans are in place to support the department's future gender equality work.

The Self-Assessment Team

The SAT, established in 2012, meets 8 times a year with representation from across the department. Some core members have remained the same and in 2018 two deputy leads were appointed to spread the workload, add fresh perspective and enable succession planning. Other members include Working Group leads and staff group and student representatives. SAT meetings are attended by the MSD Athena Swan & EDI Facilitator, who helps to challenge our thinking and share best practice. Members of the SAT also attend University EDI Networking meetings to help expand our outlook.

Following the publication of the revised Athena Swan principles, and wider debate about diversity and equality, the SAT considered the intersectionality of the committee through an anonymous audit, (Appx 2, Fig A11) to be repeated when membership is revised in autumn 2022.

SAT Committee Member	Gender	Role in SAT	Comments (incl. dept role)
Aleksandra Borek	F	Representative Early & Mid-Career Researcher	Aleksandra is a Sociologist and qualitative Researcher; joined the Department in 2017. Her research interests focus on behaviour and social change processes and interventions to improve health.
Katherine Corr	F	MSD Athena Swan & EDI Facilitator	Katherine has been the Divisional facilitator for 5 years, and is committed to supporting departments share good practice, and is the data quality lead for the division. She acts as a link to divisional and institutional decision making around EDI, including the Institutional Equality and Diversity Panel and the Institutional Athena Swan Working Group.
Jo Gearing	F	Core member: Head of Communications	Jo has worked in marketing and communications in publishing and higher education for over 25 years. Until recently she worked

			part time and has two teenage children and is the main carer for a disabled, elderly, parent. She is committed to communications to support inclusion.
Lucy Goddard	F	Representative DPhil	Lucy is a DPhil student with a background in midwifery and nutrition. Her research focus is around weight and hypertension in pregnancy. She is passionate to improve the care for all pregnant women and their health outcomes.
Richard Hobbs	M	Core member: Head of Department	Richard is a GP and clinical scientist for over 40 years. He is father to two adult children and an involved grandfather.
Dimitrios Koutoukidis	M	Representative Early & Mid-Career Researcher	Dimitrios is a senior researcher in Diet and Obesity with a vision to test and deliver effective and scalable weight management programmes in routine care to treat diseases related to obesity. He has recently become a dad and has been grateful to be able to spend an extended time of paternity leave with his family.
Kamal Mahtani	M	Personal Development Working Group Lead	Kamal is a practicing GP and Professor of Evidence Based Healthcare with an interest in capacity building, leadership and personal development. He is a committed father and husband and proud to act as a role model to other staff members from minority ethnic backgrounds.
Stavros Petrou	M	Workload Allocation Working Group Lead	Stavros is a Professor of Health Economics whose research focusses on the development and application of methods of health economic evaluation. He is passionate about supporting early career researchers through skills development in health

			economic research projects and through mentorship programmes.
Catherine Pope	F	Associate Head for People, Equality, Diversity and Inclusion, Deputy SAT Lead and senior champion Early & Mid-Career Researcher	Catherine is a Professor and social scientist working in health research for 30+years. She was the first in her family to get a degree. She joined the Dept in 2019 and works FT but has worked PT previously. She was a carer for elderly parents until April 2022, and is a mother of three grown up children and grandmother to two. She is passionate about equality.
James Sheppard	M	Deputy SAT Lead and Data Monitoring Group Lead	James is an Associate Professor interested in how best to manage cardiovascular disease in older people. He is a dad to two young children and was the first person in the department to benefit from shared parental leave. He is an expert in building Lego rockets and space stations.
Nicola Small	F	Core member: Head of Administration	Nicola is an accountant with 10 years in the department. She is a mum to two adult and one teenage daughters, and responsible for a terminally ill parent. She is determined to ensure that the department is an enjoyable and progressive place to work.
Anne Smith	F	Representative Clinical Trials Unit	Anne has been a Clinical Trial Manager for the University for several years and has been working in the department since 2019.
Kathryn Ungerer	F	Core member: Engagement and Projects Manager and SAT Secretary	Kathryn is committed to creating an inclusive work environment where all voices are heard, and works closely with staff and students across all the Better Workplace Groups to effect change. She joined the Dept in

			2019 having previously worked in the Arts and Tech sector in the UK and abroad.
Nicola Webb	F	Core member: HR Partner	Nicola has worked for the University since 1999 when she started her career in finance and has specialised in HR since 2012. She has a strong belief in equality for all in the workplace.
Clare Wickings	F	Core member: Head of HR	Clare has worked in HR roles supporting medical research for about 25 years, and has been with the University since 2008. She is committed to facilitating a flexible and inclusive working environment.
Sue Ziebland	F	Chair / SAT lead (since 2012)	Sue joined as a full time ECR (and single parent) and is now a Prof of medical sociology (since 2013). Grandparent to a 6 year old, she is committed to EDI and fostering a productive, supportive and enjoyable workplace for all.

Data monitoring

The **Data Monitoring Group**, established 2018, is a subset of the AS SAT, with additional statistical support. It meets twice a term to review our mandatory, routine and EDI relevant data. This group focuses on the impact of our Actions and identifies the issues and trends behind the next phase of our Action Plan.

How the SAT works

The SAT has continued to meet regularly since our 2017 application, when the headline feedback was that our improvements were not yet sustained. Specific feedback was reviewed and built into our Action Plan. The SAT has focussed on maintaining momentum on the Actions within our constant improvement cycle. Where focus is required in a specific area we constitute a working group to explore more deeply.

An example of this is the Workload Allocation Working Group (WAWG) formed in 2019 to better understand workload challenges faced by staff and to make recommendations to address these. Initial workload research to inform our 2017 application was with 'senior' staff only.

Staff were invited to join three focus groups (PSS, CTU and EMCR) to identify key themes that were further explored in a whole staff workload survey. Four one-to-one meetings were also held with members of the senior academic committee in September and October 2020. These were equally split between male and female staff and included full and part time staff.

The survey described characteristics including the respondent's mode of working and caring responsibilities. People were asked to estimate the percentage of time they spent on various activities at the time of survey completion and during pre-COVID times. The categorisation of work activities was developed based on a survey example from UCL's Institute of Women's Health and items raised in the focus groups. A series of questions covered perceptions of workload, support with workload, work-life balance, and professional development. The survey ended with an opportunity for respondents to make recommendations to improve workload management within the department.

The survey was piloted by the Athena Swan SAT between February and March 2021 before being sent out to the whole department. Results were initially analysed by colleagues in another department and then the WAWG.

A set of recommendations was drawn up for consideration by the SAT, and subsequently by SAC, and DSC to address workload concerns. The recommendations with gendered impact are now built into our AS Action Plan. Other elements are with the People & EDI Committee.

In a similar vein, but with a slightly different approach, an EMCR Taskforce formed in January 2022 as a subset of the EMCR Working Group, to make recommendations to address career progression for EMCRs. Their report is currently being reviewed and actions addressed by the SAT and DSC with a member of DSC taking specific responsibility.

Members of the SAT regularly present at departmental committees and to the DOM to share aspects of progress and current areas of focus in the Action Plan.

Future of the SAT

SAT members are appointed for the duration of an Athena Swan award though may rotate more frequently. Committee vacancies are advertised in the weekly newsletter. The deputy SAT leads were appointed in an open call in 2019 as part of succession planning.

The current chair has led this work since 2012 and will step aside in Autumn 2022. An open call will invite new representatives and working group leads to take the current Action Plan forward. The co-deputies, and other core members of the SAT, will remain to maintain momentum and to ensure continuity.

The SAT will RAG review the entire Action Plan at least annually. We will continue with biennial staff and student surveys and maintain monthly Pulse surveys, which enable a close watch on actions.

Section 2: An evaluation of the department's progress and success

In Section 2, applicants should evidence how they meet Criteria D and E:

+ progress against the applicant's previously identified priorities has been demonstrated

+ success in addressing gender inequality has been evidenced

Word count: 1845 + 402 Covid-19 words / 2000

1. Evaluating progress against the previous action plan
Please provide a critical evaluation of your most recent action plan and any other actions you have initiated since your award.

Methodology of action implementation, **evaluation and iteration** / **how the department evaluated the success**

The ambitious Action Plan for our 2017 Gold Application (awarded as Silver) was revised for Silver award extension (2020), grouped into four key priority areas. This was achieved in consultation with the SAT and working groups who are jointly responsible for implementing actions, reviewing and discussing barriers and reporting progress. In addition, our data monitoring group evaluated action success, frequently reviewing surveys, staff and student data and additional areas identified as important. If an action needed changing this was agreed by the SAT. For example, the data monitoring group reviewed publication rates to measure the gendered impact of the pandemic (Action 2.1). The analysis, shared with the EMCR group, Research Committee and SAC highlighted different publication practices across research disciplines, which meant that a baseline was hard to establish. Using feedback collected during the process, the SAT adapted the action to create our Authorship Principles (2021).

Overall, Amber rated action involved self-reported outcomes such as 'confidence' perceptions and awareness, while those rated Green included process and outcomes evident through data monitoring e.g. promotions, gender balance in roles, response rates and use of funding. The tendency to express 'confidence' in line management abilities, appears to vary by gender, suggesting these data (from institution wide surveys) should be treated with caution. Our new SMART Action Plan therefore uses 'triangulated' data where feasible and self- reported outcomes that appear to be more gender neutral (e.g. 'experience' and 'awareness' rather than 'confidence').

Progress by Priority, critical evaluation of amber or red actions and barriers
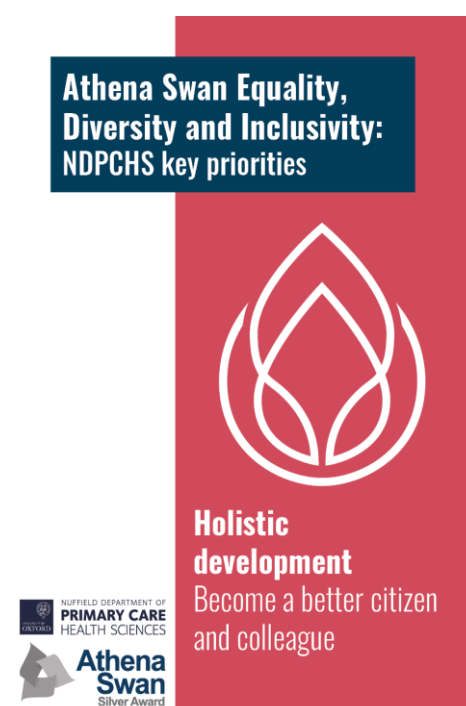
The holistic development priority has developed most during our award cycle with many new actions, added in the 2020 extension, successfully completed (10 green). The main barrier for the six amber actions is demonstrating that success criteria have been met in the short time frame since action implementation.

1.1 Engagement with EDI (two green/two amber): Actions to encourage participation and run focus groups are complete but we faced challenges in meeting success criteria, rating two actions amber. A culture of feedback and improving two-way communication has been successfully created (action 3.3 rated green) and staff-led initiatives such as the anti-racist reading group, LGBT+ listening exercise and diversity in research seminars (see section 3.3) demonstrate significant progress in these actions which we hope with time will translate to survey results reflecting success criteria.

1.2 Personal Development Reviews (3 green/2 amber): See Appx 2, Fig S14-S17 The PDR working group, established in 2015 following disappointing rates of PDR completion (65% women; 50% men), has done much to promote PDRs, including a PDR awareness month in 2018, staff training, blogs and podcasts, all championed by our HoD. However, when reviewing progress in 2020 we could only assess reported PDR completion from the survey, which did not allow us to identify any concentrations of low completion in the department. Feedback also suggested that some staff saw it as an annual "check-box" exercise.

Following consultation, in summer 2021 we implemented a new online PDR system with refreshed forms. This allows us to monitor real time uptake and encourages staff to update their objectives throughout the year.

These initiatives have led to an increase in PDR completion (2021 82% F; 73%M), whist maintaining satisfaction (2021 72%F; 68%M) despite a threefold increase in

staff in recent years. Because our target was 90% PDR completion, and female managers report less 'confidence' to carry out PDRs, two actions under 1.1 are rated amber. Our new Action Plan aims to address this (Priority 1) building on sustained improvements in PDR completion over the past 5 years.

Learning: The implementation of a system has eased completion and monitoring but support for line managers in conducting the PDR meeting and engagement of staff requires continued work. New action, Priority 1.

1.3 (four Green, one Amber) Doctoral Students development opportunities
The pandemic, with many staff remote-working for two years, (average 50% of doctoral students degree), has greatly impacted students' experience and satisfaction. Whilst the formal supervisor meetings and career conversation with DGS have continued, opportunities for informal career conversations with senior members of staff were much reduced, which we believe contributed to only 52% students feeling clear about development opportunities in 2021 survey. Since then we have introduced in person "meet the professor" sessions and plan to extend this to "meet EMCRs" in our new Action Plan (see Priority 2).

Covid-19 word count: 87

1.3 (one Red) Training Policy: The newly formed Personal Development Working Group (2021) felt a policy would not achieve the objective of supporting career development. Instead, other work (leadership learning pathway, PDRs) was better placed to achieve this alongside the Concordat, covered in our new Action Plan under Priority 1.

1.4 (one Amber) Line Manager Training Staff indicate high satisfaction with line managers (see Appx 1, Fig. S12). Our success measure was managers' expressions of 'confidence' in carrying out their role and reaching all line managers who require training. This has started to be addressed since October 2021 through our leadership programme, with positive feedback (see section 3 and see Appx 1, Fig. S13). The SAC have set the example by integrating training (e.g. bullying and harassment) in their meetings. Action continues new Priority 1.

Athena Swan Equality, Diversity and Inclusivity: NDPCHS key priorities

Improve job security
As a foundation for career progression

Here we achieved 13 Green actions, we focus below on the three Amber and one Red.

2.1 (two Green, one Amber) Publication Record: Discussed above (page 17) as example under methodology and barriers in Action Plan RAG rating.

2.2 (three Green, two Amber) Funding: Faced with sector wide barriers and increased uncertainty due to COVID-19 new actions were implemented and achieved to mitigate job insecurity during the university recruitment freeze. This built on existing work to mitigate the sector's insecurity of contracts and funding through bridging funding and supporting EMCR's fellowship and research grant funding applications. Where we could not obtain data for amber actions, we collected alternatives to create a benchmark, such as through Pulse surveys in which (Feb 2022) 64% EMCRs felt they had the opportunity and support to apply for grant funding. This is continued in Priority 1.

Covid-19 word count: 95

2.3 (one Green) Teaching

2.4 (three Green, one Red) Workload: Based on feedback from the Athena Swan panel following our 2017 submission, one action for seniors was stopped and we broadened actions to all grades and job roles. (See Section 1.5 for more on this approach and new Priority 4)

Focus groups, initially planned to be in person, moved online in March 2020. The focus groups and survey captured staff perspectives of changing workloads due to the pandemic. The focus groups enabled quick response to issues of workload and wellbeing raised through our online wellbeing pages and our new Wellbeing Wednesday newsletter.

The COVID pandemic appeared to exacerbate these workload pressures, with only 47% of staff reporting that they felt *"able to strike the right balance between work and home life"* in April/May 2021. During this time many staff took on additional responsibilities to deliver COVID-19 research at short notice (rarely part of their job description). While it may not be surprising that views on work-life balance shifted, in the spirit of continuous improvement, we established initiatives to help address the impact of the pandemic on staff wellbeing.

Covid-19 word count: 138

2.5 (four Green) Part-time and flexible working: An ambitious 2017 action became essential in 2020. Having a flexible approach implemented from our Action Plan facilitated the move to remote working for many staff and aided our consultative and flexible return to the office.

Under this priority we have achieved 21 Green and one Amber rated actions. A number of effective approaches supported us to achieve 21 green actions.

The first, Action 3.1, established the Data Monitoring Group. This has enabled us to evaluate and amend our actions throughout the award cycle (such as with the publications data) as well as informing our future Action Plan. For example, we identified that the proportion of women at senior grades drops to 50% from EMCR (73%) which is the driver behind new Priority 1.

The second is the introduction of monthly Pulse Surveys in 2020. An agile survey method, the first of its type to be used in the University, enables us to gather, consult and measure impact more frequently than through the biennial University surveys. We have learnt that responding swiftly to issues prevents escalation and remain committed to Pulse surveys as a metric in our new Action Plan.

3.5 (two Green, one Amber) Induction: 100% attendance rate was an ambitious target for induction attendance. In addition to the online induction and team induction from line managers the HR team introduced new starter sessions held in person. These live sessions were moved online during the pandemic. However as people returned to the office and had inductions from colleagues attendance dropped off for the online HR sessions. We will survey new (post 2020) starters and their line managers in September 2022 to inform the future of induction sessions.

Covid-19 word count: 82

Following our initiatives, including training to recognise and report bullying and harassment, more staff report knowing what to do if they experience or witness this behaviour. In 2015, 78% of staff (81% women; 78% men) knew where to seek help while in 2021, this was 91% (93% women; 87% men, see Appx 1, Fig. S8).

Societal movements highlighting issues of harassment (e.g. #MeToo) have likely contributed to awareness. Survey reports of those experiencing or witnessing bullying and harassment in the preceding year, increased from 3-5% in 2015, to 10-18% in 2021 (see Appx 1, Fig. S9). Whilst the increase in numbers reporting bullying and harassment appears alarming, we suspect that rates in previous years were under-reported, and current rates may better reflect the true picture. We will build on the successful work on raising awareness, with our newly trained Harassment Advisors, and new actions in Priority 5.

Equality, Diversity and Inclusivity:
NDPCHS key priorities

Beacon
share with the world

NUFFIELD DEPARTMENT OF
PRIMARY CARE
HEALTH SCIENCES

Athena
Swan
Silver Award

Under this Priority we have achieved **five Green** and **one Red** rated actions

Instead of focussing on seniors' experiences of implementing an EDI Action Plan, we stopped action 4.5 and instead involved a wider group of people through channels outside the department. This included a Diversity in Research panel event (46 attendees), a talk from colleagues at Cambridge University on 'End Everyday Racism '(49 attendees) and blog posts from members of the department.

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and barriers	Ref new Action Plan
1.1	**Engage department members in ED&I issues (through BWPG)**	A collective effort is required for the department to become a beacon of good practice in ED&I. Our ' Better Workplace' groups (BWPG) are one way for department members to contribute to good citizenship and gain valuable committee experience	Encourage participation in BWPG	Maintain or increase membership of BWPG whilst maintaining ED&I focus. Better Workplace Group selected as feedback mechanism to voice issues in Pulse Survey increased from 36% to 50%	2020-2022	Chair Self-Assessment Team	**Amber: Action in place, impact not yet demonstrated**	
			Communicate the actions and outcomes of the Athena Swan SAT and BWPG	Establish AS Link people in each research group.	3 x per year 2018-2022		**Green**	
				Present minimum once per year at department open meetings	2017-2022		**Green**	
			Run focus groups (listening exercises) to solicit feedback from across the department on ED&I issues as well as welcoming ideas through the suggestion box	Increase those who agree with the statement "My voice is heard in the department" in staff and pulse surveys from 48% in August 2020 to 60% in September 2021	2020-2022		**Amber: Action in place, impact not yet demonstrated**	

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and barriers	Ref new Action Plan
1.2	**Improve uptake and consistency of completion of Personal Development Reviews**	In the 2018 Staff Experience Survey 90% of those who have had a PDR reported it as useful. They were however not being widely utilised and the tracking of completion rates was inconclusive.	Improve perceived value of annual PDR by publishing a series of "case studies" and statements of commitment from SMC on the staff intranet	Published intranet and promoted in newsletters. Site visits/newsletter clicks	2017-2020	Senior Champion Better PDRs working group	**Green**	
			Implement a PDR awareness month to encourage engagement and consolidate the focus for completing PDRs	PDR completion rate increase to 90%	2019 - 2022		**Amber: monitoring completion rate**	See Priority 1
			Implement an online PDR system to automatize reminders to improve completion rate and tracking.	System implemented and accurate tracking of completion rates	2020-2022		**Green**	
			Update PDR forms to include all aspects of personal development including citizenship activity and work on ED&I	Whilst increasing uptake maintain satisfaction with PDRs in Staff Experience Survey	2020-2022		**Green**	
			Improve confidence for line managers completing PDRs to ensure they are meaningful and valuable discussion	In the 2018 survey confidence in ability to conduct PDRs to increase by 10% and by 2020 by 20% - with no gender difference	2018-2022		**Amber: regular training to support new line managers,**	See Priority 1

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and barriers	Ref new Action Plan
			rather than a box ticking exercise				**supporting PSS staff managed by research staff**	
1.3	**Improve accessibility of information on career development opportunities**	Whilst 94% of staff in 2016 survey reported feeling comfortable discussing training with their manager further work is to be done on improving clarity around eligibility for courses between students, researchers, research support staff (trial managers) and admin staff. For example, Clinical researchers usually work part time in the department and may take longer to become familiar with formal and informal information	**Doctoral Students** are encouraged to think about future plans and development opportunities in a meeting with DGS	By the 2021 student survey, increase the percentage of students who agree that they are clear about the development opportunities available to them, rising from 73% to 85%.	2018-2022	Director of Graduate Studies	**Amber: COVID-19 and homeworking prevented students from receiving ad-hoc career development support. Challenge to reach new students and balancing career development with DPhil support**	See Priority 4

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Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and barriers	Ref new Action Plan
		routes or DPhil students may not consider career development until the end of their studies and staff in P&S roles have varied career paths making a structured career development path challenging. PDRs prove a useful format for discussing career development but we want to ensure there is information available outside of these yearly discussions.	Ensure that details of funding opportunities which may be of interest to **ACFs** and early career clinical researchers are circulated on the departmental email bulletin together with information on eligibility criteria and how to apply.	All ACFs within the last 6 months of their post should have evidence of at least one documented discussion about future career plans and potential funding options with their academic supervisor or the ACF lead.	2017-2020	Academic Clinical Fellow training lead	**Green**	
				Survey initiated in Autumn 2020 to capture training needs, challenges and concerns, also to be completed by supervisors.	2020-2022	Academic Clinical Fellow training lead	**Green**	
			Highlight career development opportunities for E&MCR through the group mailing list and department newsletters	E&MCR report they are clear about development opportunities in the staff experience and pulse surveys	2020-2022	E&MCR Senior Champion and Reps	**Green**	
			Encourage **P&SS** to consider career development through PDR discussions, attending the UAS conference	Increase PDR uptake for P&SS from 68% who reported having a PDR in 2020 to 80% in 2021 and 90% in 2022 and increase proportion of P&SS staff attending training events.	2018-2022	Head of Administration	**Green**	

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and barriers	Ref new Action Plan
			Review the success of the three MSc places for P&S staff funded through the department in 2015 - consider extending the funding for future cohorts of P&S staff	Successful completion of the MScs funded by the department - Career progression of those staff/staff views on value of the degrees in their work and future career goals	2017/2018	Head of HR	**Green**	
			Develop a clear policy about training courses and professional development, including opportunities for shadowing and secondments, and the funding available for staff and students based on job function and grade. Make this available on the department intranet. Where courses are put together internally, be clearer about who is eligible.	By the 2020 staff survey, there is an increase in the percentage of staff who agree that they are clear about the development opportunities available to them, rising from 68% to 80%.	Start Summer 2017, to end late 2017.	Head of HR	**STOP: Superceded by Concordat referenced in new Action Plan priority 1.**	See Priority 1

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and barriers	Ref new Action Plan
1.4	**Develop and support new and future managers**	An individual's experience in the department is greatly influenced by their line manager. Satisfaction with line managers is generally high in the department, but free text comments indicate that this varies. By developing the leaders of tomorrow we are ensuring a future where ED&I is embedded in all aspects of management.	Ensure that all staff taking on (or with existing) line management responsibilities are offered training and their own mentoring, line management and peer support so that they feel equipped to carry out their duties effectively' - Use focus group discussions with line managers to identify emerging issues about gaps in line management training. If desired, following there groups, establish and evaluate a peer learning set for line managers at grade 8 and above - The University offers training in line management; this training will be promoted in multiple ways including through the weekly newsletter, the annual PDR and targeted emails.	Reduce the proportion of staff who line manage who indicate that they are in need of training by 10% in 2018 and by another 10% by 2020. - Survey responses on opportunities to develop new skills to be maintained or increased (2016 86% staff agree) - Maintain high satisfaction in Pulse Survey on questions relating to relationship with line manager. - Applicable staff report satisfaction with language used around maternity and parental leave.	2020-2022	Senior Champion Better PDRs and Head of HR	**Amber: Reaching all line managers with new training provision. Due to growing department increasing number of new line managers**	See Priority 1

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and barriers	Ref new Action Plan
			- Development and provision of training of line managers on language around maternity/parental leave.					

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and barriers	Ref new Action Plan
2.1	**Ensure all researchers are supported to maintain an effective publications record**	The good practice in NDPCHS in supporting EMCRs to publish and write grant applications needs to be applied consistently across all research groups. This should be applied with understanding of different preferences and needs. By embedding writing of papers for all EMCRs will assist those from Grade 8 who are expected to first author peer reviewed papers to progress their career.	Full day writing workshops for research staff across grades and specialities. Run at regular intervals (e.g. annually/ biennial) based on EMCRs needs as expressed through an annual survey.	Workshop evaluation = 90% of attenders would recommend to a colleague. Continued attendance from EMCRs across research groups.	2017 - 2022 annually	EMCR Senior Champion and Reps	**Green**	
			Prepare a document for the intranet on tips and options for productive writing. The document will include extracts from the womeninscience.ox.ac interviews with senior women sections talking about how they wrote their early papers.	Document published on intranet Spring 2018	2018		**Green**	

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and barriers	Ref new Action Plan
			An annual audit will be conducted via Symplectic system of peer reviewed publications first- and last- authored by E&MCRs, taking account of part time work and family leave, to be presented to the Research Committee annually. Research Committee to encourage group leads and PIs to promote authorship by EMCRs.	Establish a baseline for annual publications with an E&MCR lead author. Out of total number of publications every 2 years, a relative increase of 25% in the: - Percentage of publications with a grade 8 researcher as a first author -Percentage of publications with a grade 8 as a last author -Percentage of publications with a grade 7 researcher as a first author. No substantial differences in the above percentages between research groups	2018-2022		**Amber: In process of completing this action we realised what was required was training and shared values around publications therefore superseded by Principles for Publication. Baseline difficult to establish due to different disciplines and expectations. Monitoring undertaken and no concerns found.**	

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and barriers	Ref new Action Plan
2.2	**Support for securing funding and improving job security for research staff**	Becoming a co-applicant is an important stage in career progression. The department's research committee has agreed (2016) a policy that all grant applications should include an EMCR where feasible. This policy needs to be embedded while ensuring that the satisfaction rates for support from admin, finance and senior colleagues for grant applications is maintained. (2016 Survey average 94% all, 96% women.)	Encourage PIs to include EMCRs in grant applications through: a prompt on applications and Research Committee. - Encourage and support EMCRs to apply for grants as PIs, co-apps and co-PIs through: PDRs, training in applying for grants/ fellowships, admin support with applications. - Encourage discussion about protected time for grant applications as part of standard working hours and encourage being explicit in new job ads about %FTE for grant writing - Encourage including longer-term positions in larger funding applications through Research Committee.	Establish a baseline for EMCRs who are applying for funding either as a co-applicant or PI/co-PI. Then increase the proportion of EMCRs who have applied for funding as co-applicant by 10% - Increase the proportion of EMCRs who have applied for funding as PI/co-PI by 10% - High level of satisfaction of support for grant writing in annual EMCR surveys	2018-2022	EMCR Senior Champion and Reps	**Amber: Actions implemented but co-applicant data unavailable in system so baseline and monitoring not possible.**	See Priority 1 and 2

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and barriers	Ref new Action Plan
		Short and fixed-term contracts (FTC) can impact the retention and progression of staff, particularly women. This was identified as an even greater risk during the COVID-19 pandemic due to changes in available funding and a university wide recruitment freeze.	To help mitigate the impact of the COVID-19 Pandemic on FTC and to ensure that internal candidates have the best opportunity to apply for vacancies within the department, all department job vacancies to be reviewed for redeployment opportunities within the department and initially advertised internally. Create an opt-in list for those on FTC ending in 2020 and 2021 to share with SMC to consider when making grant applications. Measure success and satisfaction to consider continuing this post-COVID-19.	Number of FTC due to end in 2020 that were extended or individual redeployed in the department. Lower turnover rate in 2020 compared to previous years. Increase level of satisfaction on transparency of FTC and redeployment procedures in annual and pulse surveys from 20% in 2020 to 50% in 2021	2020-2022	Head of HR	**Green**	See Priority 1 and 2

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and barriers	Ref new Action Plan
		ACFs are an important part of the academic clinical pipeline but are selected and employed by the Deanery, an NHS body. The timing of the ACF often corresponds with initiating a family, and in the past many ACFs have not returned to the academic side of their work. Balancing academic, clinical and family commitments is hard and we need to be flexible and supportive to keep these clinical researchers.	Increase the proportion of Academic Clinical Fellows (ACF) who complete their post and secure further academic funding by developing a written policy for ACF career development for all ACFs and supervisors. Facilitate early identification of projects for newly appointed clinical researchers which fit with our department research themes.	Maintain (or increase) the number of clinical academics in the department, with gender equality at ACF retention.	Autumn 2017 - 2022	Academic Clinical Fellow training lead	**Amber: difficult to monitor as ACFs aren't employed by department. There are examples of number of seniors in department who started as ACFs**	

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and barriers	Ref new Action Plan
		There are currently only 205 senior academic GPs in the UK, with a male to female ratio of 4:1 (BMA data) who comprise only around 3% of the total number of GPs registered with the GMC. - Academic supervisors, GP trainers, and trainees have expressed uncertainties about how to organise clinical and academic activities for staff whose working hours are split between clinical and academic commitments. - Clinical researchers who work part time in the department can face particular challenges for integration. - 2016 survey only 40% of clinical researchers reported that they were aware of structures for promotion and regrading	Create area on intranet to clarify career progression infrastructure and signpost clinical researchers to opportunities for doctoral research funding, fellowship schemes, and other clinical investigator schemes for which they may be eligible. Include video extracts from the women in science interviews to illustrate how senior women scientists developed dual careers in medicine and academia. - Invite a senior clinical academic to speak about their own career progression pathways at a department open meetings	Maintain (or increase) the number of female clinical academics - Publish the new area on the website by end of 2017 - Increase by 10% clinical researchers reporting that they feel integrated into a team (2016 68% agreed) and integrated into the department (from current 63%) by 2018 - By the 2018 staff survey at least 60% (from 40% 2016) of clinical researchers aware of promotion and regrading structures, increasing to 70% by 2020	Winter 2017/18 to Spring 2018 and then annually -	Senior Clinical Researcher	**Green**	

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and barriers	Ref new Action Plan
		Bridging funding has been identified by the EMCR leads as an area of concern to staff	Improve transparency about eligibility for bridging funding for EMCRs and clinical researchers by clarifying and refining the criteria for staff who might apply for bridging funding, including what effective performance would look like in each role. - Draft criteria for eligibility. - Draft timeframes for application, consideration and allocation of funding. - Obtain feedback from EMCR and clinical researchers groups. - Identify senior staff to review and modify criteria as appropriate. - Present criteria and timeframes to Department Research Committee. - Finalise and identify strategy for disseminating criteria effectively.	Criteria defined, agreed and published by Summer 2018. - High level (80% of EMCRs and ACFS in the last 6 months of their fixed-term contract) of satisfaction with transparency of bridging funding criteria and procedures. - Percentage of available bridging funds used.	2017-2020	EMCR Senior Champion and Reps	**Green**	

| 2.3 | Improve EMCR opportunities for teaching | There are various opportunities for teaching in the department, but free text survey comments suggested that not all staff knew how to get involved. Teaching is an important career development opportunity and 16% (25/154, 22 of whom are women) of respondents said they would like support to develop their teaching skills. | Internal, external and supervision opportunities are available; these should continue to be communicated to and encouraged among interested EMCR staff, using the annual PDR and interim discussions when opportunities arise.
- Clarify what current and planned teaching opportunities are available. - Work with the teaching group to draft a 'how to' guide to getting involved in teaching, including a list of contact details for each of the teaching leads (linked to the teaching group's objectives).
- Obtain feedback on the guide from the EMCR and the teaching group.
- Clarify the pathway to becoming MSc and DPhil supervisor.
- Disseminate teaching opportunities (e.g. marking, tutoring) termly | Monitor on staff or annual EMCR survey:
- At least 90% of people who would like to be involved in teaching should feel that they have the opportunity to do so

- Publish the 'How to get involved in teaching' guide on the intranet and advertise it in the dept. newsletter.

- Reminders about upcoming teaching opportunities disseminated via the departmental newsletter at least once a term.

- Feedback from FHS supervisors on how easily they could access the FHS funds. | Guide drafted and disseminated by September 2017 | EMCR Senior Champion and Reps | Green | |

			in the departmental newsletter and on staff intranet. - FHS student supervision: Develop a clear and simple pathway that supervisors can access the divisional funds that the department receives - SMC/Research Committee to discuss balance between research and teaching particularly for EMCR on research-only contracts, recognising that teaching is a valuable career skill and encourage their EMCRs to contribute to teaching opportunities				

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and barriers	Ref new Action Plan
2.4	**Ensure transparent and fair approaches to workload allocation for all categories of staff and address previously reported gender imbalances in perceptions of workload.**	2018 Survey data shows a significant disparity on perceptions of workload transparency and whether it is reasonable between male and female respondents. When comparing reported workload of senior staff between 2013 and 2016, senior women and men in the department are spending less time on research and more time on administration and management. This has increased at a greater rate for female respondents (+7% f, +2% male)	Conduct interviews and focus groups with staff at all grades across the department to examine the reasons for the disparity in workload perception and roles and the impact the COVID-19 pandemic is having on workload.	Focus groups and one to one interviews have been conducted	2019-2020	Chair Workload Allocation Group	**Green**	
			Using the information gathered from the focus groups conduct an in-depth, department wide survey to understand wider perceptions on workload and capture the breadth of work related activities that would need to be considered in policy change.	Quantitative and Qualitative evidence collected to inform policy change	2020-2022		**Green**	
			Provide support to manage workload during the COVID-19 pandemic by communicating an understanding of the difficulties department wide and through line managers.	Public statement from Senior Management committee published. Positive open text comments on support around	2020		**Green**	

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and barriers	Ref new Action Plan
				workload in Pulse Surveys.				
		The 10 senior women and 13 senior men in the department contribute to a wide range of department, university and external (national and international) committees: this is useful information for the department which should be transparent.	Publish on the department intranet details of the external, national and international committee activity of senior team	2018 agreement with survey items on 'fair and transparent allocation of workload' to increase from 64% (62% of women) to over 70%. 2020 these items to increase to 75% of staff	2018		**STOP: following feedback from AS panel that focus on senior workload insufficient. To improve transparency about internal committee workload and membership we reviewed and published the Terms of Reference, representation and gender balance on the department's committees.**	

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and barriers	Ref new Action Plan
2.5	**Improve experience of part time and flexible working as well as return to work after long-term leave**	The department is appreciated for being a flexible employer. It is important that this flexibility is managed fairly across the department. The department survey suggest some people are concerned, or unsure, about the potential effect on their working life and many feel working part-time hinders career progression. There is need for further clarity about expectations for part-time career development. In light of the COVID pandemic, there is also a need to support people with caring responsibilities to work flexibly and be sensitive to these when discussing returning to the office.	Improve awareness about part time and flexible working opportunities in the department by developing case studies of women and men who have developed their careers while working part time.	Maintain the low proportion (<2.5%) of people who report feeling discouraged from working part-time in the next department survey.	Spring 2018	Deputy Chair SAT	**Green**	
			Provide clear guidance about department expectations with regard to working from home and caring responsibilities during the COVID-19 pandemic	High proportion (>90%) of staff feeling supported by their line manager to work flexibly during the pandemic, as evidenced by the pulse survey	2020-2022		**Green**	
			Improve clarity about expectations for career progression while working part time or after career breaks by creating guidelines for staff and their line managers explaining what part-time working entails and what to consider when deciding whether or not to	The proportion feeling that their career progression is being hindered (taking into account that progression may be slower) should be reduced to less to than 20% of part time workers by	Summer 2017 to Autumn 2020		**Green**	

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and barriers	Ref new Action Plan
			become a part-time member of staff. These will be put on the intranet, advertised in the newsletter and added to the PDR template	the department survey in 2021.				
	Acknowledge and reduce the impact of commuting on department staff	Oxford has again in 2017 been identified as the least affordable UK city. 62% of the staff travel more than >30 minutes to work (Staff Survey 2016). - 20% of the women and 5% of the men who commute reported in 2016 that their 'current commute would discourage [them] from working in the department'.	Prepare and gather information for commuters for the intranet and induction pack, including existing information for flexible working and some additional and department specific information such as information on nearby parking (costs, location etc.), University car parking permits and temporary parking that can be booked in advance for a short-term period of time. Information will also be provided about off peak permits, car share	By 2020 survey reduce by 5% (from 20%) the proportion of commuting women who say that their commute would 'discourage them from working in the department in the future'	Spring 2018	Deputy Chair SAT	**Green**	

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and barriers	Ref new Action Plan
			schemes, season tickets for public transport and any discounts for University Staff, as well as accommodation for short or long term stay.					

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and Barriers	Ref new Action Plan
3.1	**Ensure ED&I is embedded in the strategic planning of the department and data used to inform decision making**	ED&I issues need to be identified and rectified as they emerge. While the BWPGs have identified a wide range of Actions for the next four years, based on our current data, including survey and focus groups, it is important they also address any E&D issues which may arise from the data and that they have the senior support to champion their work at senior meetings.	Formalise internal monitoring of department data for E&D issues by setting up an internal department data monitoring and analysis group with an explicit E&D focus which will report directly to the decision making committees every 6 months. The group will monitor all staff and student data on appointments, training, promotions, awards and staff retention, and report to the Better Workplace Group, Senior Management team and Research Committee every 6 months.	Inclusion of data monitoring reports on internal committee agenda every six months. - Timely identification and actions to address any E&D issues that emerge through the data monitoring.	Autumn 2017 - every 6 months 2018-2022	Head of Administration	**Green**	
			Support working group leads to influence strategic planning in the department by ensuring there is a 'Senior Champion' for all working groups and at meetings to escalate and embed actions at senior level.	E&D embedded in department's strategic plans - BWPG leads report that their senior team Champions are accessible and responsive	2017- 2022	Chair Self-Assessment Team	**Green**	

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and Barriers	Ref new Action Plan
3.2	**Ensure an intersectional balance in department roles and committees so all voices are heard**	Membership and chairing of committees and better workplace or department open meetings are a good opportunity for personal development and to contribute to the department. It is important to involve members from across the department in decision making whilst ensuring that the main work does not fall to those who are disadvantaged already by lack of diversity and equality.	Seek more balance between men and women chairing department open meetings.	Gender balance in Open meeting chairs	To discuss at summer 2017 seniors committee.	Head of Communications	**Green**	
			Balance committees which do not have an appropriate gender balance.	Agree the gender balanced membership of the GDS and teaching Committees at the Summer 2017 seniors meeting. Review every two years to pay attention to replacements.	Discussed at summer 2020 seniors committee.	Chair Self-Assessment Team	**Green**	
			Conduct a review into Diversity of Committees to ensure their membership processes are fair and enable representation from across the department whilst ensuring that the main work does not fall to those who are disadvantaged already by lack of diversity/equality.	Demographic diversity of committees measured and improved to be representative of the department. Policies on membership of	2020-2022	Senior Management Committee Member	**Green**	

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and Barriers	Ref new Action Plan
				committees put in place.				
			Work towards gender balance in media and outreach activities.	Increase by 10% the number (from 33 in 2015-16) and gender balance (men currently at 45%) taking part in department Outreach activities	From June 2017 (festival) onwards.	Head of Communications	**Green**	
3.3	**Encourage two-way communication with staff and students across the department incl. transparency of department**	The department has achieved very good response rates (80+%) with each of the staff surveys to 2018. Surveys are vital but can be blunt tools if we want to illuminate why people have concerns (for example about	Run a staff survey every two years, considering additional survey items to monitor all Action Plan activities - Supplement survey with group discussions and interviews as needed to inform working group actions.	Improve our understanding of the issues that matter to staff, design better questionnaire items for the 2018 survey and maintain a survey response rate of 80% or more.	2018 -2020 - 2022	Chair Self-Assessment Team	**Green**	

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and Barriers	Ref new Action Plan
	decision making	workload allocation or transparency about bridging funds) or, indeed, why they feel valued and well integrated at the level of their team and department but less so in the wider university. For the 2018-22 period we will use more qualitative approaches to data collection (we have considerable expertise in these methods) including interviews and focused discussion groups.	Implement monthly Pulse Survey to receive timely feedback and monitor development and trends over time.	Maintain a 50% response rate for monthly Pulse Survey. Surveys cited as way department members feel they can voice their opinion. Pulse Survey results as agenda item for SMC and SAT to inform action. Pulse Survey results and actions reported on at DOM	2020-2022	Chair Self-Assessment Team	**Green**	
			Optimise Q&A in Department Open Meetings to enable dialogue between senior staff and department as improve transparency of information and decision making.	Metric on transparency of information increases in Pulse survey. Tools used in DOM (suggestion box, survey, Slido) cited as a way staff feel their voice is heard	2019-2022	Chair Self-Assessment Team	**Green**	

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and Barriers	Ref new Action Plan
		In the 2016 survey 74% of students reported that management and decision making processes were not transparent.	Improve transparency and awareness of information for doctoral students. All Department committees have had a DPhil representative since 2016. (The Graduate Studies committee has always had a student rep). The DPhil working group lead will use multiple approaches including the regular doctoral students meetings, as well as emails and posters in the students' coffee room to exchange feedback and information between the doctoral students and committee meetings.	At least 80% of DPhil students to respond positively to 2018 and 2020 survey items about transparency, and awareness of information.	From 2017	Director of Graduate Studies	**Green**	
		Although minutes of all committee meetings are available on the intranet in the 2016 staff survey only 40% agree that minutes of departmental committee meetings are shared effectively.	Improve awareness of access to minutes of committee meetings and key issues. Set up a new SharePoint site for minutes of all meetings. Notify staff through the Weekly News that minutes have been published. Use multiple methods to give feedback on key issues including summarizing decisions in the department newsletter and at the termly department Open meeting	- By the 2021 staff survey, the majority of staff questioned will agree that information is shared appropriately within the department, with no difference by gender. - By the 2021 staff survey, there will be an increase in the percentage of staff	- Senior-level meetings: April 2017. - All minuted meetings: End 2018.	Head of Communications	**Green**	

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and Barriers	Ref new Action Plan
				who agree that decision making processes are clear and transparent, from 61% to 80%, with no difference by gender.				
3.4	**Take action to minimise bias in all recruiting (incl. doctoral)**	We have been successful in attracting more applicants for doctoral study with us. We have limited funding and capacity for doctoral students and the process is very competitive. Our most recent (2016) intake saw a large (9 fold) gap between applications from women and accepted offers. We believe	Improve the process for selecting doctoral students. The Director of Graduate studies will ensure that all members of the doctoral appointments panel have completed implicit bias training and are reminded on the day of our commitment to E&D. - One member will attend all of the appointments panels to observe all interviews with an E&D monitoring role. This member will intervene if necessary to balance the selection process.	Data shows gender equivalence between applications and acceptances for doctoral study	Applications for 2018/19 intake	Director of Graduate Studies	**Green**	

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and Barriers	Ref new Action Plan
		this is an anomaly but need to make sure that the process is not biased against women applicants.	Every candidate will be given a shortlisting score from 4 Dept. members in addition to their supervisor (who should be a Y/N). Ensure the panel for shortlisting is diverse in terms of gender and race.	Meet standard for divisional GSC funding and data shows gender and racial equivalence between applications and acceptances for doctoral study	Applications for 2022/2022 intake	Director of Graduate Studies	**Green**	
		Drawing on the positive outcome having a E&D monitoring role on all Doctoral Student interview panels we will extend this for all recruitment	All panel to complete recruitment and selection training, implicit bias and racial bias at work online training. The chair of panel needs to confirm they've done that work.	Completion of online training modules. No gender bias found in data monitoring of recruitment.	2020-2022	Head of HR	**Green**	
3.5	**Improve induction and integration of new staff and students into the department**	Ensuring that all staff and students have a positive start in the department and are informed of processes, resources available as well as the culture of the department is vital for them to feel integrated. The 2016 survey indicated more could be done for new	A post-graduate handbook created to be distributed to all new DPhil students at the DPhil induction session. This includes showing students where to find minutes of department committee meetings and who to approach if they have a question. Gather feedback from the new students starting in 2017 and annually & report to BW group at last meeting of year.	2018 student survey to show an increase in percentage of students who agree the induction is useful, rising from 63% to 75%, and to 95% by 2022 -	From October 2017 Annually	DPhil Student Coordinator	**Green**	

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and Barriers	Ref new Action Plan
		students during induction, 63.3% found it useful 'to some extent'. The 2016 survey open text comments also indicated some concerns about isolation and connection to research teams. In 2016 as part of the DPhil induction all of the department's research group leads gave a brief presentation to the new doctoral students about their groups' work.	Introduce in person inductions for all new starters, organised by the HR team. To be carried out monthly the 90 minute sessions are to provide an introduction to HR, Finance, Communications, IT and the Health and Safety Officer and introduce new starters to each other. This is to supplement an online induction and welcome email providing links to useful information and resources.	100% attendance rate at in person inductions for new joiners to department (not including those already in the department whose status has changed). In the 2021 staff survey 0 respondents saying they "I was not offered one" in response to "How useful did you find the induction to your department" and an increase from 76% in the 2018 staff survey agreeing it was "useful".	2018-2022	Head of HR	**Amber: Due to COVID moved online. Challenging to reach 100% participation but 82% agree induction useful.**	

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and Barriers	Ref new Action Plan
			We will establish the presentations from all of the research group leads (or their deputies) as part of DPhil inductions - and invite all new members of staff to attend. A well-attended seminar featuring a series of DPhil 3-minute presentations began in 2016. We will continue to run these at least once a year as part of the department's main seminar series. All supervisors continue to be invited to attend annual student presentations followed by a college dinner. Organise DPhil journal club four times a year.	At least 75% of doctoral students should report in the survey that they feel 'integrated' into the department. Monitor attendance at the student seminars to ensure representation across research groups and seniority. Maintain or increase the proportion of students who feel supported by supervisors.	Annually - 2017- 2022	Director of Graduate Studies	**Green**	
3.6	**Improve Support for Staff and Student Wellbeing**	Staff reporting having experienced or witnessed bullying and/or harassment in the workplace increased between the 2016 and 2018 staff survey and more significantly for female respondents (9% f experienced compared to 2% m). In 2018 11% of survey	Raise awareness of the impact of Bullying and Harassment and support channels. Appointment, training and promotion of Departmental Harassment Advisors. Run a Wellbeing Month to raise awareness of Bullying and Harassment and the impact on mental health. In person Anti-Bullying and Harassment training to be completed by all line manager Bystander	Increase in positive responses to questions in the staff survey improve: 'my manager values my contributions' and 'I feel able to be myself at work'. 'Yes' responses to questions about experiencing or witnessing B&H	2019-2022	Deputy Chair SAT and Senior Champion for Wellbeing Group	**Green**	See Priority 5

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and Barriers	Ref new Action Plan
		respondents reported experiencing a mental health issue where work was a contributing factor. There are a number of support channels available in department and university which can be built on and further promoted to support staff and student wellbeing.	Training run to help equip employees	may increase in the 2020/2021 survey as awareness is increased, but the long-term yes responses to decrease				
			Support staff and student Wellbeing during COVID-19 Pandemic Create dept. action and outline expectations for line managers - Create Wellbeing Page on intranet with information and resources - Fortnightly Wellbeing newsletter to include messages of support from senior staff - Wellbeing Clinic offering confidential chat with a clinically qualified department member to listen, empathise and signpost.	Visits to intranet page and open rate for newsletter. Staff reporting in survey that they feel supported to manage emotional impact of work.	2020-2022	Deputy Chair SAT and Senior Champion for Wellbeing Group	**Green**	

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and Barriers	Ref new Action Plan
			Disability/Additional Needs: - Collect feedback about the provision of necessary equipment and support for those with disabilities and additional needs. - Include an item on dept. survey about satisfaction with provision of necessary equipment and support.	High level of satisfaction on dept. survey with the provision of necessary equipment and support for those with additional needs.	2020-2022	Head of HR	**Green**	
3.7	**Embed diversity in our research from idea to outputs.**	We need to be more aware of intersectional inequality. Our research can address healthcare inequalities.	Ensure diversity is well represented in project development, PPI and advisory groups, project teams, study sampling and data collection, and dissemination. Improve links with minoritised communities to support this and make this engagement long term. Question whether our research unintentionally creates inequalities.	EDI standing item in research committee to review the representation in department's research. Links established with minoritised communities for research purposes.	2020-2022	Chair Research Committee	**Green**	

Ref	Objective	Rationale	Actions and Implementation	Success Criteria	Timeframe	Ownership	RAG Rating and Barriers	Ref new Action Plan
4.1	**Help to demystify academic careers in science**	Role models are important. The women in science interviews include rich detail, analysed and grouped in themes including 'deciding on a career in science', 'getting published' 'securing funding' ' having a family' flexible working and views on E&D issues and Athena SWAN. -	Launch an expansion to our womeninscience.ox.ac.uk website, based on digital video interviews with senior scientists to include women scientists in MPLS (maths physics and life sciences). New interviews will expand the collection to 54 interviews which are copyrighted for use for training, research and publishing.	Increase the site visits from 2016 average of 700 per month to 800 per month in 2017 and 1000 per month for 2018	Summer 2017	Lead researcher Sara Ryan and SAT Chair	**Green**	
4.2	**Develop information and support resources for staff with disabilities**	The intersection of disability with other characteristics including gender, sexuality and ethnicity - contributes to different	We are currently developing a website based on digital video interviews with university staff with a range of disabilities. The approach is similar to the womeninscience.ox.ac.uk project and will be launched in summer 2017	Incorporation of questionnaire items to reflect the issues that matter to Oxford staff with disabilities	Summer 2017	Lead researcher Sara Ryan and SAT Chair	**Green**	

		experiences at work. Everyone can learn through other people's experiences – the new website includes digital audio and video interviews with staff with disabilities, analysed and grouped on a wide variety of issues that matter to the people we have interviewed.					**Green**	
4.3	**Share good practice and contribute to institutional AS Actions**	A comparison between NDPCHS staff survey data and MSD data suggests that the good practice is more embedded in our department - and some of our actions will be adaptable or transferable to other departments (for	Through membership of the MSD Athena SWAN committee and external boards (chair of SAT sits on NIHR EDI committee which reports to the NIHR Strategy Board) share progress on areas including - PDRs - Induction - Support for students - Department website profiles for all staff, all roles.	Institutional uptake of resources and approaches developed in NDPCHS	Summer 2017 onwards	Chair Self-Assessment Team	**Green**	**4.3**

		example our maternity leave checklist)						Green
4.4	Host a public series of "Better Workplace Culture" events which provide a platform for exchange and sharing of best practice	The process of sharing and exchanging will help us continue to challenge ourselves and reflect what further action we can take to sustain our advancements and further our achievements.	Invite speakers on thought-provoking E&D topics for seminars open to departmental and external members. Including QC Daphne Romney on the independent investigation into Harassment in the British Medical Association and 'Why STEMM must be actively inclusive' hearing the personal story as an LGBTI+ person in STEMM	Attendance numbers balanced between internal and external	2020-2022	Senior Champion for Wellbeing Group	**Green**	
4.5	**Communicate externally the successes and challenges from SAC work on Diversity, Inclusivity and Intersectionality Action Plan**	Aim to be a leading Primary health care department in responding to calls for racial/social justice - be open about our learning, including the challenges in delivering anti-	Interview members of SMC and ask them how the diversity Action Plan has changed their practice "one thing I do differently now is..." Share these interviews across the SPCR membership via the School's newsletter.	Views of interview pieces. At least one third-party news item/feature piece referring back to one of our interviews as an example of good practice.	2021	Head of Communications	**Stop: Focus changed to support researchers to share good EDI practice from their work through external engagement.**	

		racist practice etc.					red
4.6	**Encourage and share best qualitative research skill development to improve EDI work through our flagship training courses**	Our well regarded short courses in research methods are a key way that we develop our own research staff, and share this learning and development with researchers in the UK and abroad. The team leading and delivering Oxford Qualitative Courses is made up of senior and EMCR women from PHC. Move towards offering 'free places' for	Develop an Oxford Qualitative Course for EDI practitioners to equip them to better analyse qualitative data and run focus groups to improve EDI work in their departments and institutions.	Successful trial run in Oxford MSD. Feedback sought and improvements implemented to offer to external delegates as well as places offered to internal staff. Monitor gender/ethnic/disabled diversity. (advertise widely to attract diverse learners, book accessible rooms)	2022 - 2022	Chair and Deputy Self-Assessment Team	**Green**

		a set number of staff on each course. Some courses offered as internal course (including for DPhils).					

2. Evaluating success against the department's key priorities
Please describe the department's key achievements in gender equality.

The success of our policies on new senior appointments and investment in our academic pipeline.

Pipeline

In 2012 we had no female professors. Following actions detailed in our 2012 application we have seen a gradual increase in women in senior positions and now celebrate five female professors and seven female associate professors. This can be clearly seen in new figure A18 (Appx 2) which shows the proportion of women at each grade in the department by our AS applications over the past 10 years. The figure shows a 'flattening' of the pipeline over time, which is most significant in senior roles with an increase from 25/20% women in senior clinical roles to 33/36% and an increase from 0%-29% for women in professorial roles. Compared to our Bronze award 10 years ago, this shows successful development of a healthy internal pipeline with a balanced proportion of female and male staff at each grade.

External recruitment

The development of our pipeline has been achieved through a number of key actions implemented across the decade: Our 2012 bronze actions (Action 1i) established a sub-committee from the senior management group to identify and approach potential female candidates for all future senior and clinical academic posts. This enabled us to increase the pool of excellent candidates recruited to these positions in subsequent years. We have built on the success of this approach in our new Action Plan to consider intersectionality when approaching potential candidates, and when thinking about internal promotions.

Since 2017 (Action 3.4) all recruitment panel members complete recruitment and selection training and online training in 'implicit bias' and 'racial bias at work'. Since 2018, we have consistently made offers to a higher percentage of female academic and PTO candidates (Appx 2, Fig. A7 and A8 show our consistent improvement since 2013).

Senior appointments

There are relatively small numbers of senior appointments, so we have combined data for 2017-2021 to examine academic recruitment by grade (Appx 2, Fig A9). A higher proportion of female candidates at grade 6-8 were shortlisted and offered positions than their male counterparts. Although these proportions appear reduced for senior staff the small numbers mean that a more positive story is distorted by a single recruitment round that did not recruit, but did lead to promotion of an internal female candidate. Despite this there was balance across genders, with 63% of females shortlisted and 50% offered positions. These data illustrate the cumulative success of many of the actions we have taken to improve women's progression to senior grades.

Support for promotion

We have successfully used active conversations to prepare and support staff for promotion, for example, in response to our 2013 Silver Action Plan (Action 1i, 1), our HoD worked with line managers to encourage mid-career academic women to apply for the 2014 and 2016 recognition of distinction award. This is evidenced by the increase in number of women applying for, and being awarded, the title of AP (64% success rate; Appx 2, Table A3). Further, 6.9% of all female academic staff and 4.5% female PTO staff have been promoted by job regrade (Appx 2, Table A2), prompted by the Action (2013, 1i, 6) to include grade information in PDRs. Internal department panels enable feedback and internal support for candidates before applications considered by the central University. This approach will support full professor applications from 2023, as part of Priority 1 to increase the number of women progressing to senior grades.

Several other actions have contributed to gender balance across the career pipeline, including raising the visibility and success of women across the department. This includes small gestures such as ensuring prominent photographs featuring women at work (2012, Action 1ii) and encouraging newsletter items about women's achievements in the weekly bulletins (2013, Action 1ii) to larger events like inviting inspiring women to deliver the distinguished Ann McPherson Memorial Lecture (2013, Action 1iii) or ensuring a gender balance in seminar presenters (2013, Action 1iii) and chairing Department Open Meetings (2017, Action 3.2). We believe these actions, big and small, have fostered a departmental culture where women are highly visible, their contribution respected, and the position of women in senior roles is normalised and an inspiration to junior colleagues.

We actively work to improve job security and retain staff

Working against external barriers, a key priority in our 2017 application was to improve job security. Whilst the University trend has seen a decrease in open-ended and permanent (OE/P) contracts we have actively and purposefully increased the percentage of staff on these contracts (see Appx 2, Fig. A15). Although not a specific AS action to actively move staff to OE/P contracts, the active and varied work we have undertaken via AS, certainly led to the department undertaking a number of related actions to improve job security. Our 2017 Action Plan (revised in 2020) included internal redeployment and an opt-in list for SAC of staff approaching end of contract, to be considered for other work and grant applications (2017, Action 2.2). These actions were added to mitigate the impact of the pandemic on staff on short and fixed-term contracts (FTCs). Since our first award, those on FTCs with four or more years of service have been reviewed to check eligibility for an OE contract. In 2022 this was formalised in a policy to improve transparency. Longer-term actions include a transparent policy for EMCR bridging funds (2017, Action 6.3) providing support for research staff to secure sustainable funding (2017, Action 2.2), and improved teaching and supervision opportunities (2017, Action 2.3). These actions have also supported stability, transparency and fair approaches to workload allocation (2017, Actions 2.4 and 7.2 discussed in section 1.5) and have helped

improve job security and retention. This is demonstrated in part by our low turnover rates. Between 2017 and 2021 our female academic turnover of 11% was lower than the divisional benchmark of 20% (Appx 2, Fig. A14). Most significantly, heightened job security has contributed to the flattening of our pipeline and the increase in women at senior level (Appx 2, Fig. A18).

The substantial increase in female DPhil students and graduate students who have at least one female supervisor

There has been an increase in the number and ratio of female DPhil students following our 2017 Action (3.4) to monitor recruitment and ensure appointment panels include at least one member responsible for ensuring matters of equality, diversity and involvement are maintained (Appx 2, Fig A12). To match this increase, as well as providing both clinical and research specialist role models for all students, there has been a 40% increase in doctoral students with at least one female supervisor (Appx 2, Fig A13) which follows our 2013 Action (6iii, 76) to consider gender balance of supervisors. We believe this is indicative of a wider culture change brought about by a number of different actions, such as monitoring recruitment (2017, Action 3.4), increasing visibility of women (2012 and 2013, Action 1ii), supporting career progression and encouraging women through PDRs to take up these roles (2012, Action 6ii), noting that supervision is a requirement to obtain AP title.

Our family-friendly workplace with progressive flexible working and family leave policies

Cultivating a family-friendly workplace has been a priority since our first application in 2012 when, under the auspices of our AS work, the family-friendly working group was formed. Successful actions included developing a part-time working policy (2012, Action 2v), holding meetings during core hours (2012, 2ii), a maternity leave check list (2013 1i, 3), applications to a returning carers fund, KIT days (2013, Action 1i and see section 4) and improving awareness through case studies of those who have developed their careers while working part-time (2017, Action 2.5). This commitment to a family-friendly workplace strongly influenced our extensive workload allocation report (2017, Actions 2.4 and 7.2 discussed in section 1.5) which includes further recommendations to increase support for those with caring responsibilities over our next five year award, drawing particular attention to eldercare and childcare. Between 2017-2021 89% of staff on maternity leave, beneficiaries of these actions, returned to the department.

Our 2019 introduction of a homeworking policy meant that, pre-pandemic, we already had structures to enable flexible and home working, reported positively in survey results (Appx 1, Fig S3). The positive responses are maintained and have assisted a flexible return to the office, in consultation with all staff. This success is demonstrated in our September 2021 Pulse Survey where 87% of staff and students

felt comfortable speaking to their manager about working arrangements and 76% felt well informed about return to on-site work in September 2021.

Promoting, improving and sustaining the value of, and satisfaction with, our support for PDRs and career development initiatives

We have sustained consistent improvements to completion and reported usefulness of PDRs. Compared to our University benchmark more female respondents report having PDRs and finding them useful (Appx 1, Fig.S17). Our HoD leads by example, conducting PDRs for all staff he line manages. One of our earliest actions was to provide PDR training for all line managers (2012, Action 6ii). Setting the tone at a senior level really matters; we have published a series of case studies and statements of commitment from senior staff on the intranet (2017, Action 1.2).

More important than the consistent improvement in PDRs over the award cycles is their role in facilitating conversations about career progression such as the actions (2013, 1i, 6) to include grade information in PDRs and to monitor forms for notes of discussion of mentoring and training (2013, 1i, 36) as well as improving relevance for clinical researchers (2013, 1i, 62). In 2016 the central role of PDRs was formalised with the formation of an AS PDR working group. From this point on our actions were accelerated, with the introduction of a PDR awareness month (2017, Action 1.7) and an online system to improve completion rates and tracking of all aspects of development such as citizenship and EDI activity which is vital for progression (2017, Action 1.2). This work is evident in the impact of the survey results over the AS journey (Appx 1, Fig.S14, S15 and S17). This group's work has broadened and the successes of PDR now influence our leadership development programme.

Section 3: An evaluation of the department's sector-leading activity

- *Evidence of sector-leading gender equality practice and supporting others to improve*

Word count: 1609 / 1500

1. Maintaining good practice and innovation

Please provide exemplars of good practice and/or beacon activities which demonstrate that the department is, and strives to remain, sector-leading.

The Covid-19 pandemic affected members of our department in numerous ways, some specific to the health research sector. Many EDI issues related to our Athena Swan initiatives, e.g. line management skills and wellbeing, were brought into sharper focus, while others arose due to e.g. remote working (and the steps to return to on-site working). We were keen to maintain our existing initiatives, develop new ways to work together on EDI and, wherever possible, innovate and share good practice.

Example 1: Leadership Learning Pathway Programme for NDPCHS staff
Excellent leadership and management form the bedrock of a high functioning workplace. Our Workload Survey revealed that staff who line managed felt more work pressure, while female line managers reported 5% more time than men on line management and mentoring/coaching   (Appx 1, Table S2). Line management duties were also related to a perceived poorer work-life balance, especially for women.

Drawing on a wealth of leadership and capacity building experience our Personal Development Working Group initiated a bespoke leadership programme in 2021, open to all members of the department, regardless of role and grade (79% F attendees, see Appx 2, Fig.A17). Each term the programme follows one of the University's core leadership competencies, 'Being a leader', 'Working with others' and 'Getting things done' and staff are encouraged to curate their own pathway through a series of workshops, additional resources and bespoke material via our online Canvas platform which also signposts complementary material on the University's People and Organisational Development (POD).

Workshop topics included:
- What does leadership at NDPCHS look like?
- Leading through Emotional Intelligence
- Crucial Conversations
- Reflections on Leadership, a panel discussion
- Introduction to coaching conversations

Feedback has been overwhelmingly positive with an average of 4.6/5* feedback for each session. Additionally, since introducing the Leadership Learning Pathway the

pulse survey responses to "I feel supported at work to think about my professional development and training needs" has increased from 57% to 72% positive between July and November 2021 (Appx 1, Fig.S13 for additional gender breakdown). Feedback included:

- "*Great balance of theory and sharing experiences, learn a lot from breakouts too*"
- "*I liked learning in a more playful way, and I learnt that making time to do conversations well is important*"

Example 2: Wellbeing

We introduced our first *Wellbeing month* with workshops, including '5 steps to wellbeing,' 'Anti-bullying and harassment,' 'Responsible bystander training' and activities including meditation, yoga, colouring-in, and board games, a lunchtime walking group and route maps to encourage walking meetings in late 2019. A department campaign helped raise awareness about maintaining wellbeing at work, including posters and a webpage.
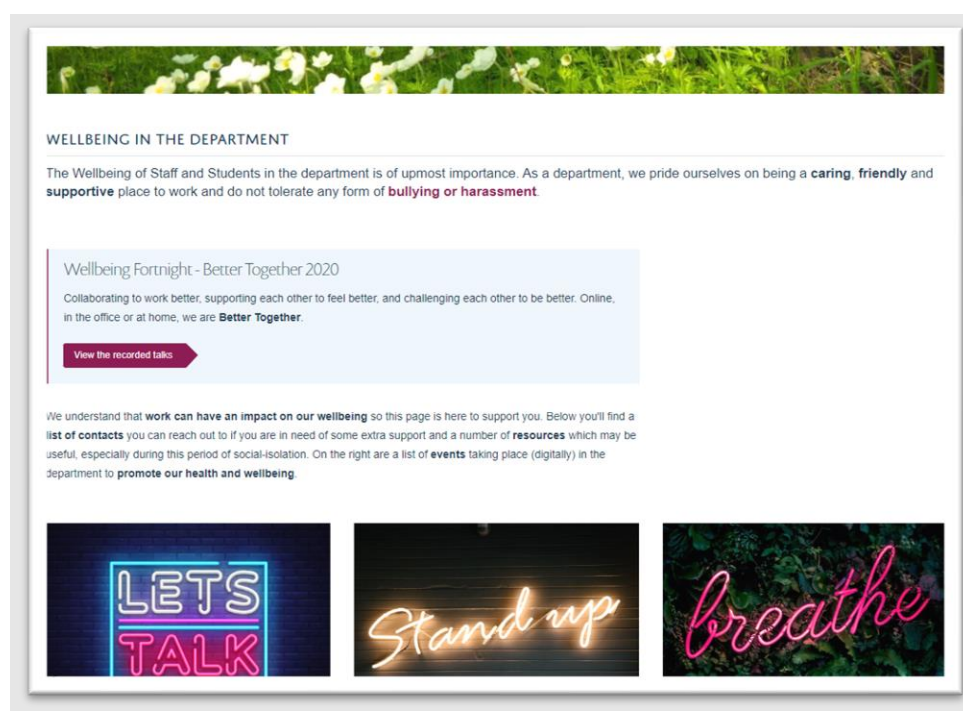
These activities formed the basis for the 2020 online *Wellbeing fortnight* after which we saw an 11% increase from female Pulse survey respondents in feeling supported to manage their wellbeing, closing the gender gap (Appx 1 Fig.S10).

Wellbeing Wednesday newsletters (60% open rate) used Mind's Five Ways to Wellbeing to frame personal pieces from members of staff about wellbeing in the

pandemic and working from home. These continue monthly, guest edited by members of the department, drawing on personal experiences and research.

In 2020 our Head of Administration and Finance (HAF) provided interim project support to the University's nascent Health and Wellbeing Group to set the framework for a University-wide wellbeing strategy. Our HAF and EPM subsequently met with the University Director of Occupational Health and Safety to share our approach, our newsletter and our web-resources. The MSD Newsletter now includes a Wellbeing Wednesday item once a month, as does at least one other department.

Example 3: Our Diversity, inclusivity and intersectionality Action Plan

Led by our Associate Head for People and EDI, this was informed by awareness of intersectional disadvantage, suggestions from staff and a paper on the University's approach to tackling racism. Our guiding principles include that diversity brings positive value to the department and reminds us that disadvantaged groups are not expected to fix problems alone. Diversity is now a standing item on the agenda of all committees (see Section 1) and at the forefront of our discussions.
The plan includes a set of eight specific actions, each led by different members of the SAC and published on our intranet.
  1. Develop an NDPCHS Charter to reflect our values;
  2. Embed diversity in our research from idea to outputs;

3. Improve recruitment and retention of ethnic minority and other underrepresented groups;
4. Increase the diversity of committees, including the senior management committee;
5. Training and mentoring;
6. Improve support for ethnic minority staff and students,
7. Monitoring; and
8. Minding our language.

Actions are ongoing, over the last year we have: assessed the diversity of our committees and ensured that diversity is considered in recruiting new committee members. We have begun to put name pronunciation in our email signatures, built EDI training into our recruitment processes, and discussed diversity in research participation at our DOM. We are currently engaged in a whole departmental consultation to create our Values Charter.

2. Supporting others to achieve success in gender equality

Please describe how the department has supported others to achieve success in gender equality.

As one of the first Oxford departments to be awarded a Silver award (2012) our approach has been highlighted in national 'good practice' guides and we have regularly been invited to share our experiences. For example, the EPM serves on the Division's EDI committee and the SAT Chair was on the National Institute for Health Research (NIHR) EDI Advisory Board 2019-2022 and presented at NIHR Equality, Diversity and Inclusion Strategy Engagement events and numerous national training events for EMCRs.

Example 1: Involving staff in co-production - training for mixed method/ sequential data collection

Our Athena Swan activities focus on the gender inequality issues that matter to members of our department, whether they arise from our 'better workplace' groups, individual feedback or through comparing responses to our department or divisional staff surveys.

Our sequential mixed method approach co-produces solutions with staff. The process typically includes an initial face to face open meeting (announced through the weekly newsletter); identifying priority tasks, finding out how others have tackled similar problems, talking to more staff and/or running a short survey. Potential actions are taken to the relevant stakeholder groups, discussed at a department open meeting and at one or more department committee.

We became aware in 2020-2021 that EDI leads in Oxford wanted some training in collecting, interpreting and presenting staff perspectives to inform EDI Actions.

Our EPM convened three senior research specialists on the Athena Swan SAT for a 2 hour training session including approaches to surveys, mixed methods, focus groups and interviews and a worked description of our inclusive, multi-method and sequential approach to data collection and interpretation.

Initially delivered for University of Oxford EDI staff in October 2021 for which 26 signed up, eight have since submitted Athena Swan applications and at least 14 more are expected. In February 2022 we ran a session for 30 people from sister departments in the NIHR School for Primary Care Research.

80% of workshop attendees felt more confident implementing what they learnt in the workshops. Our next plan is to develop the training session into an online session for EDI colleagues in other UK settings by early 2023.

> *"I found the course incredibly helpful, especially as it covered a key part of my role for which there was no official training offered within the University. As a small department, we often rely on qualitative analyses so I'm always using what I've learned on this course!"*
> *EDI Officer Nuffield Department of Surgery - Silver renewal (transformed)*
> *January 2022*

Example 2: sharing our approach to workload allocation

In March 2022, in a University exchange event about workload, our Workload Group lead presented our sequential mixed methods approach (see Section 1.5). The event organiser commented based on feedback from attendees:

> *"The focus of previous events about workload in the University was on workload models for academic staff specifically, so I was keen for this best practice sharing event to have a wider remit. To my knowledge, Primary Care is the only department in Oxford that has undertaken such an extensive project on workload, covering all staff groups. The methodology was thorough and it was refreshing to see a wide range of practical recommendations arising from the project, which will be replicable in other departments. I have already received enquiries from colleagues about sharing the learning."*
> *EDI Hub Co-ordinator*

Example 3: Pulse Surveys

We started to use 'Pulse surveys' in July 2020 to assess pressures and review the impact of activities, allowing us to respond and adapt on a regular basis. The surveys are short (around 5 questions) and sent out monthly. Some questions have already been repeated so that we can assess some of the impact of our Actions.

Survey responses are usually around 40% (Appx 1, Table S1) with a good balance of job role and gender. The surveys were helpful in assessing how remote working and pandemic pressures were affecting the department by gender, and have enabled swift responses. For example, after one Pulse survey revealed concerns around fixed-term contracts (FTC) our Head of HR attended an EMCR meeting to answer questions and clarify the process. We also reviewed contracts in our CTU and moved more core staff to open ended contracts and saw a 10% increase in agreement that FTC are 'fair and transparent'.

This method is unique in the University and has been shared through the University's EDI network, cited as good practice in the University's Wellbeing Programme Board, and influenced recommendations to use Pulse surveys more widely across the University. Working in an advisory capacity we will support the planned roll out.

Section 4: An assessment of the department's gender equality context

- *evidence-based recognition has been demonstrated of the key issues facing the applicant*

Word count: 3274 / 3500

1. Culture, inclusion and belonging

Please describe how the department ensures their culture and practices support inclusion and belonging.

Over the last decade the department has been very intentional, and successful, in increasing the number of women at senior levels; in ensuring that women are heard in decision-making committees (both numerically and in recognised contributions); and in ensuring that our informal good practice is robustly embedded in policies transparent to the whole department.

We are a department that is constantly looking for ways to do things better and we involve all our staff and students in this process. There is frequent evidence that staff feel able to develop initiatives to improve the workplace and support colleagues: for example, while writing this application we discovered that a group of EMCRs had raised external funding for a series of well-attended workshops to inform development of a 'policy engagement' toolkit for EMCRs. A culture where people feel enabled to initiate good ideas, backed by a clear department governance structure, is exactly what we are keen to foster. Our regular Pulse surveys, focus groups and a thriving set of working groups have demonstrated whole-department engagement in Athena Swan. Staff perceptions, assessed in the 2021 staff survey, show 63% female and 67% male respondents agree that our Athena Swan activities improve the workplace for everyone.

We take pride in the description of the department as 'friendly' and 'flexible' as evidenced in the word cloud responses to "what's the best thing about the department", SES 2021.

Colleagues support each other and staff see this as a key enabler.

> "Supportive colleagues - they are great to advise me, quick to offer training and help where they can." *What's the best thing about the department? SES 2021.*

The friendly, open culture is promoted through social and networking opportunities and **strong peer networks** such as the EMCR group and DPhil group. Twice weekly coffee mornings facilitate spontaneous and informal interactions and a sense of belonging and community. During lockdown these continued online with informal ice-breakers and breakout rooms. Research groups held their own informal meetings to keep in touch and check on each other's wellbeing. Coffee mornings are sometimes themed to help us to celebrate culturally diverse festivals and a range of charitable or socially responsible fundraisers/initiatives.

Once a term the SAC meeting is followed by an optional and informal meal (a lunch or dinner to cover all preferences) at an Oxford college. We alternate invitations to the DPhil students and EMCRs to join these meals to encourage informal contacts and to ensure the senior leadership team are well-connected with our next generation of primary care academics. In 2021, DPhil students initiated online 'meet the professor' 45-minute informal discussion for small groups of students. These have continued, face to face, because DPhils have welcomed the opportunity.

Social events include an extremely popular Christmas party for all staff and students to bring everyone across the department together to celebrate the year's achievements. This was re-invented during lockdown with a pantomime scripted and performed by members of the department including the HoD (as pantomime dame) and HAF (as Tinkerbell) as part of a much enjoyed, well-attended, virtual Christmas party.

Every two years we hold an equally popular summer garden party with food, ice cream van and games to which guests, families, children or parents are invited.

Summer Party 2022

Department Values

As the department has grown, articulating our shared sense of purpose is increasingly important. A Pulse Survey found that 95% of respondents were in favour of describing departmental values and behaviours.

Working with an external organisational development consultant the SAC participated in group and 1:1 conversations and a workshop reflecting on what the department does well and could do better. A subsequent series of 14 workshops in April and May 2022 had 150 department participants. The attendance list was reviewed to ensure that attendees represented all groups and diverse voices were heard. Participants appreciated meeting with colleagues and hearing different perspectives and experiences, for example:

> *"Whilst I had my own ideas, it was enlightening to appreciate the points of view of colleagues, some who I work with closely and some not at all, and discover that not only did we agree on many points but that there was so much that I hadn't yet encountered or considered"*

In June 2022, twenty-two volunteer 'Value Champions' from across the department met to distil the workshop outputs. We will refine these to share with the whole

department in Autumn 2022, along with a plan to embed our values and expectations in our recognition schemes, personal development and (where necessary) HR policies.

Improving the visibility of women

Visibility has been a long term focus and our reception areas have a collection of framed, informal photos (75%F) of our colleagues at work.

Chairing our six annual Department Open Meetings rotates between male and female EMCR and SAC volunteers, to give visibility and opportunity to colleagues at all levels.

Our 2020 in-house review checked committee representation across the department. Terms of Reference and Committee membership are on the intranet, while memberships are termed to ensure rotation and representation from EMCRs and DPhils.

Online presence is equally important and the department's website (a 2017 'Beacon activity') includes images reflecting the inclusive and family friendly nature of the department. Most importantly, by design, the website has profiles and photos for every member of staff and all doctoral students, regardless of job role or career stage, enabling visibility for all. Profile pages are the most visited pages on our website. Our website has continued to develop and 11/16 departments in MSD and two other divisions now use the same platform for over 3000 self-managed academic profiles across the University.

To mark 100 years since women were admitted as full members of the University of Oxford, five incredible women from the Nuffield Department of Primary Care Health Sciences were showcased in an Oxford Medical Sciences project.

Transparency and communication

Our excellent communication includes a weekly newsletter with high profile content and an 80%+ open rate (Appx 1, Fig. S20). This includes celebratory news, opportunities for funding, training and seminars; admin, policy changes and other updates; reminders, links to the University staff and student gateways; opportunities to get involved in departmental or University committees and working groups, blogs and a weekly list of papers published by department members.

To minimise impact on email inboxes, the newsletter publishes most departmental messages, but time sensitive and complex matters such as COVID response and guidelines, and an annual message of gratitude from the HoD are sent out by email.

Our DOMs are well-attended opportunities to discuss matters affecting the whole department and to keep everyone in touch with research and teaching news across the department. Two-way communications with staff and students are further facilitated by the named EDI/Athena Swan links within every group.

Personal Development

Our current focus, reflected in our Priorities, is around career development and progression at all levels. We know that excellent leadership and line management is central to enabling individuals to flourish and have enhanced our support to develop good leadership with the launch of our Leadership Learning Pathway (see Section 3).

In 2020 the department introduced new skills training for DPhil students in qualitative research methods and statistics, buying out time from internal research specialists.

The department has operated a **PDR process** since its inception. Our Silver level Action Plans led to an improvement in PDR guidance and re-grading processes. Our 'PDR month' in 2019 included personal reflections and messages of support for PDRs from department seniors, with the HoD as PDR Champion. In 2021 we introduced an online system that enables us to more easily monitor and remind staff and managers to complete annual PDRs (Appx 1, Fig S14).

Training needs are specifically considered in the PDR, many can be satisfied on the job and through the University's wide array of free courses including teaching and learning, management and leadership, computing, presentation and core transferable skills. The department's weekly newsletter regularly announces specific training opportunities.

Funding for training is sought in research grant applications, but where not available the **Staff Development Fund** can be called upon to grant (per person) up to £750 per academic year and £200 for training courses. Numbers requesting funding are small

(<10pa), and smaller still during the last two years of COVID, but are 80% female and from EMCRs and PSS.

> *"The Staff Development Fund enabled me to participate in a training programme on good governance. This resulted in me becoming a trustee for a charity and equipped me with skills which directly support my committee work in the department"*

Flexibility and carers' leave

It is department culture and policy (Homeworking Policy Oct 2019) to be flexible about work location and start and finish times so that people can work around carer responsibilities, commuting time and other commitments. This has been particularly important during the pandemic when staff with caring responsibilities needed to work more flexibly or at changed capacity. As with University policy, it was agreed no one would have their pay cut if they needed to reduce their hours due to caring responsibilities and for those furloughed the University topped up the remainder of their salary.

We are flexible about how returners use accrued holiday time to phase their return. Phased returns can also involve temporary changes to working patterns. The family leave checklist (2013 Silver Action Plan) includes 're-induction' items, such as meeting new team members and discussing training needs (see also Section 2.1.2)

As part of earlier Athena Swan actions, we formalised our family and caring leave support with a checklist including specific actions for HR and line managers, designed to help the individual and line manager to create a plan to minimise career disruption before the leave begins. A plan for a maternity cover post is one of the items on the checklist. In response to a need voiced by our new parents group, we have a dedicated quiet room, with a fridge, available for breastfeeding/expressing milk.

For most roles we employ temporary cover during maternity leave, the department picking up maternity pay costs to free up funds on the grant for maternity cover. Personal training fellowships are extended in agreement with the funder. Babies are celebrated and new parents encouraged to bring babies in for a visit.

All eligible staff are encouraged to apply to the University's 'Returning carers fund' through which any member of research staff returning from at least 6 months caring leave can apply for up to £10,000 funding to help re-establish their work through (for example) child care assistance and funds to attend a conference, or employing some temporary research staff. Since the scheme began in 2014 we have supported ten 'returning carers' to apply (9 successfully). This has been much appreciated by staff, one of whom wrote a blog about the opportunity.

> *"The returning carer's fund allowed me to attend the annual international meeting of the Society for Research on Nicotine and Tobacco in 2016. This was a really important conference for me to attend in terms of reconnecting with key contacts after being on maternity leave, and I couldn't have gone without the returning carer's fund."*

The department is equally flexible for staff with caring responsibilities for older children and adults.

> *"[the HoD] saw that I was really worried about my teenage daughter and insisted that I take time to go home to sort out a problem, reinforcing that family needs to come first".*

The University provides access to 'Work+Family Space' a service to support staff with caring responsibilities. The department regularly advertises the service through its wellbeing newsletters and web-pages. Staff have been very pleased with the support offered.

> *"Work+Family Space alerted me to valuable information I needed when looking after my elderly parents who had dementia, including tips about looking after them and for managing my own well-being as a carer. They also signposted me to helpful services that supported me and my parents"*

Menopause

We know that menopause is a disruptor of women's lives just as they are peaking in their careers. We have had informal support in this area, including an online resource [Menopause - Work and the menopause (healthtalk.org)](#) based on department qualitative research on experience of menopause. However, our planned work to improve support for women with menopause was interrupted by the pandemic. The University and MSD have recently produced excellent guidance that we will use as a framework to support women in the department.

Anti-bullying and harassment

We have strong departmental HR support to work with staff proactively to resolve issues promptly and informally. In addition, seven staff members (five female) have trained as harassment advisors, representing different job roles and areas of the department, including a recent DPhil graduate. Each advisor has written a short article in the Wellbeing Newsletter about why they have taken on the role. Awareness has improved; in the 2021 staff survey 91% of NDPCHS were aware of the harassment policy and procedure for University staff (Appx 1 Fig S8).

An ad-hoc working group is delivering our broader **Anti-Bullying and Harassment** actions. Over the last three years we have embedded the responsibility for upholding

good behaviour beyond the HR team. The Wellbeing month 2019 focussed on the topic with events such as **Responsible Bystander Training** and **Anti-bullying and harassment training** and a talk '**How can we tackle bullying in the department?**'. All members of SAC participated in Anti-Bullying and Harassment training during an in-person workshop in January 2020 and all line managers are encouraged to attend the University's online course *Challenging Behaviour: Dealing with bullying and harassment in the workplace.* Topics relating to this such as *Dealing with Difficult Conversations* are included in the Leadership Learning Pathway and in new Priority 5.

Distinction awards and promotions

Evidence of substantial contribution to EDI is a requirement for all distinction and merit awards and promotions. In the 2022 NDPCHS awards for excellence awards 32 successful applicants described their EDI work in some detail.

Each year there is the opportunity for academic staff to self-nominate for the title of Associate Professor. There are department-wide communications to ensure that people are aware of the process and the deadlines. Group leads are reminded to consider all team members for nomination. Nominations come to a department panel for review before they are submitted for decision at Divisional level. The NDPCHS panel's goal is to help ensure that the best possible case is put forward. All nominees are offered personal feedback from a panel member, either to strengthen their current application or to discuss how to meet the criteria better with department support for a stronger application in subsequent years. The panel also consider whether there are individuals who have not self-nominated who could be encouraged to apply. (See Appx 2, Table A3.)

New Priority 1 includes new processes to increase and support 'distinction' applications from senior women

Intersectional Inequalities/Inclusion of all genders

While we have long recognised the impact of intersectional inequalities, the particular impact on minoritised communities has come to the fore since the start of the pandemic, the rise of anti-Asian attacks and the Black Lives Matter movement. Collective work is helping to raise awareness and increase understanding of intersectional issues. Staff blog posts have been published, 'diversity in research' seminars organised and a department anti-racist reading group has been established by EMCR colleagues (reading, e,g., Layla Saad's 'Me and White Supremacy').

In 2019 we invited Clara Barker to talk about her personal story as an LGBTI+ person in STEMM and on 'Why STEMM must be actively inclusive'. A LGBT+ listening exercise was held early in 2020.

Why STEMM must be actively inclusive

Dr Clara Barker, Engineer and Material Scientist, University of Oxford

Wellbeing Tea & Talk

Tuesday, 05 November 2019, 10.30am to 11.15am

RPC Atrium

Following the LGBT+ listening exercise 13 members of the department completed the LGBT+ allies programme run by the University and display this in their email footers.
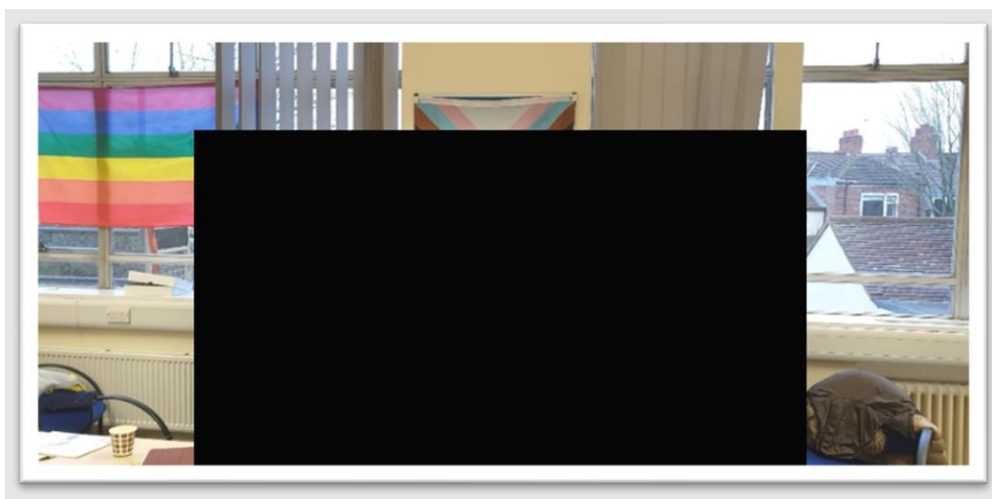
To foster a culture of inclusion, led by the SAT, a recommendation to add pronouns as well as phonetic spelling of names to email signatures was made across the department. Details of the allies, harassment advisors and mental health first aiders are in prominently placed posters around the building.

2. Key priorities for future action

Please describe the department's key priorities for future action.

In our last AS Action Plan we committed to the creation of a **Data Monitoring Group** to review all data on a rolling basis. The group has met regularly and reviewed mandatory data, survey data and other comprehensive supplementary data such as monitoring application and success rates for external research funding, reviewing publications rates by gender and return to the office. We have also reviewed and set specific **Pulse survey** questions to interrogate specific and arising areas of interest and concern. This data was used by all the working groups to review and propose their own priorities ensuring a cross-cutting and intersectional approach.

As a result of the RAG review of our previous Action Plan, and our critical reflection on the current department detailed in Section 2, we have identified **5 key priorities** for future action. These focus on sustaining the improvements we have made over the past 10 years and tackling areas which, based on our data, we think will have the greatest impact on gendered issues which still affect our staff's experience of working in the department.

Our first three priorities fall under the overarching aim of further improving opportunities for career progression for women across all stages of the career pipeline.

1. Increase the number of women progressing to more senior grades in the department

Our research staff data reveal that while we have a strong female presence that exceeds the MSD benchmark, there is a distinct drop off between Grade 8 female researchers and more senior grades (Appx 2, Fig A3). Our clinical staff data (Appx 2, Fig A2) shows a similar, and starker pattern, here we are below the MSD benchmark at more senior levels, although small numbers of staff easily distort the picture.

To combat this we have planned a suite of actions, including moving to a 'promotion by default' model (Action Plan 1.1) and re-running our comprehensive leadership pathway programme to help bolster senior women's confidence in leadership, as we have found that women report less confidence about line management responsibilities than men (Appx 1, Fig S18). Combined with our support for mid-career staff to improve success on the pathways to academic title, and actions under Priority 3 to 'Reduce the gendered impact of insecurity caused by fixed-term contracts', we expect to increase the number and proportion of women in these senior positions.

2. Reduce the gender imbalance in students feeling supported to think about career development

In 2016 we observed a large gap between the numbers of women applying for, and being accepted to, our DPhil programme. While hoping this was a blip, we ensured that at each interview round the panel had an identified member (initially the SAT chair) with a specific EDI responsibility. Our numbers of female DPhils (72%F) now exceeds the MSD and the clinical HESA benchmarks (Appx 2, Fig A1).

The 2021 student survey identified a gender disparity in those reporting they were clear about available development opportunities (44%F vs 70%M), highlighting the need for new actions (Appx 1, Fig S11).

3. Reduce the gendered impact of the insecurity that fixed-term contracts cause

Our actions (3.1-3.4) seek to improve clarity and awareness of our processes for bridging staff between contracts and our policy for moving staff to open-ended or permanent contracts.

4. Reduce the gendered impact of workload on all staff, particularly line managers

Our fourth priority addresses issues highlighted in our biennial staff experience survey (2018) and follows encouragement from the Athena Swan panel to explore wider workload issues. These actions were developed following our detailed mixed methods workload review (described in Section 1.5). These enabled us to measure current workload pressures, determine the key causes and prioritise actions based on scope and timeliness of impact.

5. Reduce the unequal proportion of women feeling they have experienced bullying and harassment in the past year, by reducing B&H across the department

Our fifth priority addresses an issue which has seen an increase over the past 10 years: bullying and harassment. During the last Athena Swan cycle, we put effort into raising awareness of what bullying and harassment is, and what to do if someone is unfortunate enough to experience it. This resulted in an increase in the number of people reporting experiencing bullying and harassment, and the proportion stating that they know what to do if they witness or experience bullying and harassment (Appx 1, Fig S8).

We anticipate that many of our actions to improve the skills of line managers (1.5-1.6) and ensuring that workloads are manageable (4.1-4.4) will reduce stress and pressure on line managers, and in turn, reduce the underlying causes of bullying and harassment. Leading from the top, all our senior academics have undertaken

training to recognise and reduce bullying and harassment and our Action Plan seeks to roll that training out more widely amongst line managers (Action Plan 5.3).

Section 5: Future action plan

In Section 5, applicants should evidence how they meet Criterion C:

- *An action plan is in place to address identified key issues*

1. Action plan

Please provide an action plan covering the five-year award period.

PRIORITY 1. Increase the number of women progressing to more senior grades in the department

Rationale	Actions	Timeframe	Ownership	Success measures for actions	Priority success criteria
This priority and actions draw on recommendations from the EMCR Taskforce and the SAT We have achieved good representation of women at senior levels, 50-60% for research specialists (figure A3) and 15-33% for clinical staff (figure A2). However, there is a drop in the pipeline from 73% women at E&MCR level and 55% for similar level clinical staff. In addition, the success rate of women	1.1. Create a Growth Culture: Introduce an annual review of staff at the top of their grade bar to review if eligible for a regrade, instead of reliance on self-nomination through line managers. Pro-actively contact all eligible for award of title (Gr 8, 9 & 10) 1.2. Invite everyone eligible for regrading and/or titles to have an individual conversation about applying and feedback before submission. In most instances this will be with their line manager but senior colleagues will be named as an alternative contact.	Start 2023	Associate Head for People and EDI	1.1. Review regrade and award of title data annually by the data monitoring working group to ensure equity is maintained between male and female and increase percentage of part-time staff progression. 1.2. & 1.3. Increase the proportion of staff reporting that the "structures and processes available to me for promotion and re-grading are fair and transparent" (34% to 50%),	Increase the proportion of women applying and being awarded Associate Professor and Professor titles to be equal or better than the average across MSD (i.e. to ≥79% [Associate Professor title] and ≥63% [Professor title]) Achieve gender balance by 2030 (i.e. 50%) in the proportion of women and men at senior positions in the

Rationale	Actions	Timeframe	Ownership	Success measures for actions	Priority success criteria
applying for Associate Professor and Professor titles is lower than the average across the medical sciences division (Table A3). We therefore now need to look more broadly at the whole pipeline and ensure everyone has equitable access to personal/career development opportunities.	1.3. Develop clear pathways to senior positions, with clearly defined expectations for each career stage (e.g. publication record, funding expectations, and academic citizenship). 1.4. Support equitable access to personal/career development opportunities through share examples (intranet, blogs, newsletter) of what constitutes a personal development day (e.g. training, conference, stretch project) showcasing how these can be used in a variety ways			1.4. Increase in the proportion of staff agreeing with the Pulse survey question "I feel supported at work to think about my professional development and training needs" (from 70%[M] and 76%[F] in Nov 2021 to 85% in 2025)	department (both clinical and research specialist).
Female survey respondents in the 2021 SES reported being less confident than male respondents in carrying out managerial roles (figures S16 and S18).	1.5. Support development of excellent leadership in the department across job roles (PTO and AR) and seniority, by re-running the Leadership Learning Pathway taking on feedback from the pilot year in 2021-22. 1.6. Re-run initiatives to improve the delivery of PDRs (training and support of line managers)	Repeat in 2023 Continued action	Associate Head for People and EDI & PDR Working Group lead	1.5. Eradicate gender difference in staff being confident carrying out line management duties: managing project finances, giving feedback, recruiting staff, facilitating career development in others and managing fixed-term contracts. 1.6. Increase the proportion of female staff reporting that they are confident delivering PDRs from 63% in 2021 to ≥85% in 2025.	
Initiatives we have undertaken over the past 5	1.7. Run Initiatives to increase the uptake of PDRs (e.g. PDR months) and	Continued action	Associate Head for	1.7. Increase the number of PDR completions recorded in Simitive	

Rationale	Actions	Timeframe	Ownership	Success measures for actions	Priority success criteria
years have led to an increase in PDR completion (2021: women 82%; men 73%), despite a threefold increase in staff in recent years (figure A10). However, we had originally aimed for 90% PDR completion so we intend to continue to work on this action. Training and completion for PDRs picks up RAG Amber rated action 1.2	use the new online system (Simitive) to provide better tracking of completion.		People and EDI & PDR Working Group lead	from 82% [F] and 73% [M] to 90% by 2024.	
Mentorship from someone who is not the person's own line manager can be beneficial in guiding career development.	1.8. Highlight mentoring schemes already available in the University and beyond Initiate a format for informal mentoring to improve staff access to senior staff through short clinic style sessions	Continued actions	PDR working group	1.8. Staff and Pulse surveys responses on interest in having a mentor Ensure 86 respondents in 2021 SES who are interested in a mentor have access to one compared to 61 respondents who have a mentor.	
Opportunities for support when applying for fellowships or research grants are much appreciated but EMCRs are sometimes unaware of what is available or who to ask	1.9. Set clear department-wide processes (i.e. consistent across research groups) for peer review and feedback on fellowship applications, ensuring the support of senior academics (including those outside applicants' own research groups) to	Continued actions and new from 2023	EMCR working group All research group leads and SAC	1.9-11. Increase the proportion of EMCRs staff reporting satisfaction with support for grant and fellowship applications in the department (from 34%[F] and 62%[M] in 2021 to 75% in 2025), ensuring equity between women	

Rationale	Actions	Timeframe	Ownership	Success measures for actions	Priority success criteria
Applying for fellowships and grants is an important stage in career progression. In the 2021 Staff Experience Survey we saw that only 34% of female respondents felt satisfied with the support they receive to become an independent researcher (e.g. applying for grants as a chief investigator) compared to 62% of males.	provide detailed feedback in writing or through drop-in clinics 1.10. Create a specific EMCR section on the department intranet to pull the resources and links related to EMCR priorities in one place (including links to resources on grant/funding applications, writing, teaching, regrading department processes for feedback on applications, support for mock interviews etc). 1.11. Establish a process for learning from unsuccessful grant applications, including review of peer review reports and panel feedback and a discussion session on tips from successful EMCR applicants (e.g. as part of the EMCR career development day)			and men, and part and full time staff	

PRIORITY 2. Reduce the gender imbalance in students feeling supported to think about career development

Rationale	Actions	Timeframe	Owner-ship	Success measure for actions	Priority success criteria
This priority and actions draw on recommendations from the DPhil Working Group and the SAT and Amber rated RAG items 1.3 from 2021	2.1. Improve understanding of department procedures and expectations particularly for the DPhil programme through a new dedicated intranet page	2022-2025	DPhil working group and SAT	2.1. Increase in the proportion of students reporting awareness of procedures and expectations for the DPhil programme to ≥75% of both women and men by 2025	Increase the proportion of women reporting in the student survey that they are clear about career development opportunities to ≥75%, with no difference between women and men.
See Appx 1, Fig S11. In the Student Survey in 2021 70%[M] and 44%[F] of respondents reported being clear about development opportunities available to them. Fewer female students agreed communication in the department is open and effective (56%[F] and 90%[M])	2.2. Improve networking opportunities between DPhil students and other staff across the department through events such as "Meet the professor" and "Meet an EMCR"	2022-2027	DPhil working group and SAT	2.2. Ensure equal gender balance in attendance at DPhil networking events such as 'Meet the Professor' and 'Meet an EMCR' by 2023	
	2.3. Provide better support for supervisors to encourage students to think about career development opportunities during and after their DPhil studies. Resources to be collated and shared with supervisors via the director for graduate studies.	2023-2025	DPhil working group and SAT	2.3. Increase in the proportion of students reporting that they are clear about development opportunities from 70%[M] and 44%[F] in 2021 to 75% in 2025	

PRIORITY 3. Reduce the gendered impact of insecurity caused by fixed-term contracts

Rationale	Actions	Timeframe	Owner-ship	Success measure for actions	Priority Success criteria
This priority and actions draw on recommendations from the EMCR Taskforce and Amber rated RAG 2.2 from 2021 Short and fixed-term contracts (FTC) can impact the retention and progression of staff. Understanding the process for managing contracts is essential as a foundation for navigating progression. The proportion of male and female research staff on FTC vs Open-ended/permanent are equal (figure A4), but overall there are more women on FTC due to higher numbers of women	3.1. Publish departmental policy on fixed-term contracts on the intranet and publicise in newsletter, department open meetings and through our network of EDI representatives in each research group. 3.2. At fixed-term contract renewal, all staff to be considered against transparent criteria for transition on to an open-ended contract 3.3. Ensure all staff are made aware that they are being reviewed for a transition to an open ended contract. If a decision is made not to transition someone from a fixed-term to an open-ended contract at	From 2022	Associate Head for People and EDI	3.1 75% of staff reporting awareness of open ended/fixed-term contract policy assessed in new Pulse survey (2023), following publication of departmental policy on the intranet. 3.2. Implementation of bi-annual review of fixed-term contracts and open ended contracts. At each review, the number of staff reaching the end of their contract and the % being considered and moved to an open-ended contract to be collated in a dataset. These data will be reviewed annually be the data monitoring working group. 3.3. 100% of staff being reviewed for transition to	Fewer than 10% staff who are eligible for open ended contracts (according to the new departmental policy on fixed-term contracts) to be on a fixed-term contract in each bi-annual review from 2024 onwards (as assessed by data monitoring group), with no differences between men and women.

Rationale	Actions	Timeframe	Owner-ship	Success measure for actions	Priority Success criteria
at EMCR grades where the % of staff on FTCs is higher.	this point, the reason for this should be transparently communicated to staff member.			open ended contracts being contacted with information about the outcome of this review.	
In the 2021 Staff Experience Survey only 36% agreed "The structures and processes involved in managing fixed-term contracts are fair and transparent (e.g. re-deployment and bridging funding opportunities)".	3.4. Hold an annual meeting for EMCR group with the HR and Finance leads to discuss and answer questions related to contracts, regrading and pay.

Where applicable, ensure contracts are extended or renewed 3-6 months in advance or the department offers support letters when contracts are likely to be extended, to offset the impacts of the approaching end-of-contract (e.g., on nursery places, visas, training requiring staff to have a contract before enrolment). | 2024-2026 | Associate Head for People and EDI & EMCR working group | 3.4. Increase in staff reporting "The structures and processes involved in managing fixed-term contracts are fair and transparent (e.g. re-deployment and bridging funding opportunities)" by 50%, with no gender differences between men and women. | |

PRIORITY 4. Reduce the gendered impact of workload on all staff, particularly line managers

Rationale	Actions	Time frame	Ownership	Success measure for actions	Priority success criteria
This priority and actions draw on analysis and recommendations from our Workload Allocation Group and Amber rated RAG item 1.4 from 2021 Our workload focus groups interviews and survey found that many staff are unaware about the time they should allocate to different activities. There are gender differences including female academic and research staff spending 5% more time on line management and mentoring/ coaching than male counterparts and 6.2% less time on writing academic papers/reports (which could impact on career progression). See Appx 1, Table S2	4.1. Models of managing workload from different research groups will be shared across the department to encourage best practice and consistency across the department. These will be shared via a page on the intranet and will include examples already identified such as: • firebreak weeks • golden admin hours (without interruptions) • writing retreats Equivalent options for staff with caring responsibilities (such as library mornings rather than two day retreats) will be promoted.	2024-25	Workload working group & NDPCHS Athena Swan link people in research groups	4.1. Collation and publication of best practice models on a dedicated page on the department website.	We acknowledge that workload can sometimes feel excessive in an academic environment, but we expect to see a 50% reduction in line managers reporting that their workload is excessive, with no differences between genders.

Rationale	Actions	Time frame	Ownership	Success measure for actions	Priority success criteria
In the workload survey (2021) three quarters of line managers said they felt their workload was excessive, which contrasts with a third of those who did not line manage. Focus groups indicated that there was uncertainty about reasonable expectations and differences between grades, roles and groups.	4.2. Introduce a line manager buddy scheme for peer support on workload, matched by role eg PSS, A&R, trial manager etc. 4.3. Gather ideas from line managers about general rules of thumb that allow the departmental and broader academic ecosystem to function efficiently, including guidance on time allocation. These ideas and tips will be published on the intranet and communicated at Department Open meeting, blogs and newsletter items.	Stopped 2023-25	Workload working group & NDPCHS Athena Swan link people in research groups	4.2. At least 75% of people requesting to be part of the line manager buddy scheme being matched to a buddy. 4.3. 75% of staff reporting that the department supports having protected time for high priority aspects of their work in Pulse surveys conducted following the publishing of information on the department intranet.	
The nature of the department's research work is that sometimes there is an abundance of urgent work which can lead to long hours, exacerbating feelings of excessive workload.	4.4. Introduce 'floating' resource to support staff during period of high workload. Such as utilising the PA network to support junior research staff or a new role of department projects manager. This will include establishing a system accessible to all in the department, to advertise opportunities for short-term or part-time internal research projects such as a regular newsletter section. 4.5 Share results of pilot at divisional and university level. Collect and publicise experience from the dedicated support staff from those it has helped.	Stopped 2023-25	WAWG & NDPCHS Athena Swan link people in research groups	4.4. Appointment of dedicated support staff to support staff during periods of high workload. 4.4 Reduction so that fewer than 50% of line managers report that their workload is "too much" (Appx 1, Fig. S19). 4.5 Pilot results shared and feedback sought if implemented by other departments.	

PRIORITY 5. Reduce bullying and harassment in the department, with particular focus on the unequal proportion of women reporting experience of bullying and harassment

Rationale	Actions	Timeframe	Owner-ship	Success measure for actions	Priority Success criteria
This priority and actions draw on recommendations from our SAT & Amber rated RAG 3.6 from 2021 Following our initiatives to raise awareness around recognising and reporting bullying and harassment, we have seen increases in the proportion of staff reporting that they understand the department policies on what to do if they witness or experience bullying and harassment - currently 91% of respondents (figure S8). However, the number of people reporting that they have experienced bullying and harassment continues to increase (up from 3-5% in 2015, to 16-18% in 2021, including higher proportions of women). Although there have been no formal cases in the last five years, we want to prevent the behaviour happening in the first place.	5.1. Set up a Bullying and Harassment Working Group, comprising the Head of HR, Head of Administration, Senior Academic Committee representation and bullying and harassment advisors from across the department. 5.2. Maintain regular communications about our B&H policies via the department newsletter, personal blogs and Open meeting discussions. 5.3. Continue to educate staff at all levels through anti-bullying and harassment training and bystander training	2022-23 and onwards	Bullying and Harassment Working Group & Associate Head for People and EDI	Staff survey reports ' I am aware of the harassment policy and procedure for University staff' 5.2. Maintain ≥90% of staff reporting that they are aware of the policy and procedures 5.3. Establish records of line manger attendance at bullying and harassment training, with a view to ensure that at least 70% of line mangers have under taken anti-bullying and harassment training by December 2023	Reduce the proportion of people experiencing bullying and harassment in the department by 50% and eradicate the gender difference in staff reporting bullying and harassment.
	5.4. Hold (focus group) discussions to agree what constitutes bullying and harassment in the context of this department –	2023-24	Bullying and Harassment Working Group lead with EDI representatives	5.4. Approval of a 'Principles' document on acceptable and unacceptable behaviour for the department website. Principles discussed in all	

Rationale	Actions	Timeframe	Owner-ship	Success measure for actions	Priority Success criteria
We are keen to encourage discussions about bullying and harassment at work to help refine what is seen as acceptable/ unacceptable behaviour in our workplace	defining acceptable and unacceptable behaviour. Use this to prepare a 'principles' document to discuss in research groups and committees		from each research group.	research groups in 2023 and published on the department intranet by Spring 2024	
Our 2022 pulse survey shows that 11% of men and 19% of women are not satisfied with how bullying and harassment is addressed in the department (figure S4). Experiencing bullying and harassment is a traumatic experience and whilst we hope to eradicate it all together, we think there is more we can do to support those who experience it.	5.5. Introduce work coaching after a case of bullying and harassment for both parties, whatever the outcome. This will include welfare and emotional support for anyone who has experienced bullying and harassment and (where relevant,) support to improve line management skills .	From 2022	B&H working group lead & Associate Head for People and EDI	5.5. Coaches identified, budget agreed and referral system in place for welfare and coaching support by autumn 2023. Reduction in the proportion of staff reporting dissatisfaction with the way that bullying and harassment is addressed in the department as reported in the staff survey (2024 and 2026) to below 10% with no gender differences.	
Everyday racism shows up in many different ways and it can go unnoticed or be viewed as insignificant. According to the 2021 SES 13% more respondents who identified as BME experienced bullying and harassment compared to staff who identify as white.	5.6 HERE Project (Help End Racism Everyday, modelled on Cambridge's End Everyday Racism) Create a website which provides a place for staff at the University of Oxford who have experienced or witnessed everyday racism	2022-2023	Associate Head for People and EDI and EPM	5.6 Website created and stories collated 5.6 Public lecture held by Professor Mindy Chen-Wishart to present the report and hear her experiences of her #RaceMeToo campaign on Twitter.	

Rationale	Actions	Timeframe	Owner-ship	Success measure for actions	Priority Success criteria
	to record their stories anonymously. Run events for collective story making to enable listening and healing alongside collection of stories. 5.6 Analyse and summarise submitted stories and share a report with the wider university which will be used to inform action.				

LEGACY ACTIONS from AMBER RATED RAG ACTION PLAN

Rationale	Actions	Timeframe	Owner-ship	Success measure for actions	Priority Success criteria
Amber rated action 1.1 from RAG rated 2021 Plan After a decade of sustained EDI activity with Athena Swan we need to ensure that the work remains embedded in our culture of continuous improvement for the whole department, including new staff.	Listening exercises on EDI issues to be held regularly, advertised in newsletter and department Open meetings.	Continuing from 2021 Plan	SAT via NDPCHS Athena Swan link people in research groups	These will depend on the issues raised in the listening exercises but we will monitor via i) attendance ii) representation across department iii) targeted Pulse surveys iv) responses to 'My voice is heard in the department"	Monitor attendance and representation at focus groups and Increase those who agree with the statement "My voice is heard in the department" from 48% (2020) to 60+%
Amber rated action 3.5 from 2021 Action Plan Improve induction and integration of new staff and students into the department In a large department with many different roles and groups we need to ensure that inductions are fit for purpose and signpost new colleagues and post-grad students to key information and policies on the department intranet as well as our numerous resources for Wellbeing, training and connections (social and career development)	Focus group discussions followed by a survey of new staff and students who have joined the department in 2020-22	Spring 2023	Head of HR & DPhil Working group leads	Attendance at induction sessions for new staff and students and assessment of how useful (in survey)	Maintain at least 90% attendance and at least 85% of staff and students assessing their induction as 'useful'

Appendix 1: Culture survey data

Please present the results of the core culture survey questions, and if desired, the results of any additional survey questions or consultation.

Contents

Table S1. Staff survey response rates

Survey type	Month and Year	Overall response rate	Female response rate	Male response rate	Prefer not to say / Prefer to self-describe
Oxford University Staff **and student** Experience Survey (SES)	September 2016	153 (n=247 / 62%)	105 (n = 172 / 61%)	39 (n=79 / 52%)	
Oxford University Student Survey	September 2018	16 (n=23 / 70%)	11 (n=15 / 73%)	3 (n=8 / 38%)	
Oxford University Staff Experience Survey (SES)	September 2018	181 (n=255 / 71%)	119 (n=176 / 68%)	42 (n=79 / 53%)	
Oxford University Student Survey	May 2021	27 (n=40 / 68%)	16 (n =28 / 57%)	10 (n=11 / 91%)	
Oxford University Staff Experience Survey (SES)	May 2021	202 (n=332 / 61%)	141 (n=225 / 63%)	52 (n= 107 / 49%)	
Department Pulse Survey	July 2020	167 (n =310 / 54%)	117 (n=223 / 52%)	41 (n= 87 / 47%)	
Department Pulse Survey	September 2020	145 (n =310 / 47%)	112 (n=223 / 50%)	29 (n= 87 / 33%)	
Department Pulse Survey	December 2020	133 (n =310 / 43%)	102 (n=223 / 46%)	24 (n= 87 / 28%)	
Department Pulse Survey	January 2021	135 (n=332 / 41%)	95 (n=225 / 42%)	30 (n= 107 / 28%)	
Department Pulse Survey	July 2021	100 (n=332 / 32%)	75 (n=225 / 33%)	21 (n= 107 / 20%)	
Department Pulse Survey	October 2021	109 (n=332 / 33%)	83 (n=225 / 37%)	22 (n= 107 / 21%)	
Department Pulse Survey	November 2021	119 (n=332 / 38%)	86 (n=225 / 38%)	27 (n= 107 / 25%)	
Department Pulse Survey	January 2022	109 (n=332 / 34%)	78 (n=225 / 35%)	22 (n= 107 / 21%)	
Department Pulse Survey	February 2022	104 (n=332 / 33%)	80 (n=225 / 36%)	19 (n= 107 / 18%)	

Notes
- Survey data included in this Annex distinguishes between methodology in 2018 staff survey and 2021 staff surveys where respondents were given different answer options. In 2018 options were: Strongly agree, Agree, Disagree, Strongly disagree and don't know. In 2021 options for response were: Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree. Survey software mapped 2018's 'Don't know' responses to 2021's 'Neither' responses, however the two are not strictly comparable and are shown here as distinct answer populations.
- The Survey Software exports the survey data on a 3 point scale, positive, neutral and negative. We therefore are presenting all our data on a 3 point scale to match, as opposed to the 5 point scale recommended by Advance HE.
- Prefer not to say/Prefer to self-describe: In all Pulse Surveys we designed the option for Prefer to self-describe, separate from Prefer not to say. When there are fewer than 10 respondents, as per our privacy statement we do not show results with fewer than 10 respondents.

Core Questions

Figure S1. Core Q1: My contributions are valued in my department

2016   My manager/supervisor values my contributions
2018   My manager/supervisor values my contributions
2021   I feel valued and recognised for the work that I do (under theme "Being Managed")

2016

	Positive	Neutral	Don't know	Negative
Male SES	95%		3%	3%
Female SES	90%		6%	4%

2018

	Positive	Neutral	Don't know	Negative
Male SES	100%			0%
Female SES	94%		4%	3%

2021

	Positive	Neutral	Don't know	Negative
Male SES	77%	13%		10%
Female SES	78%	14%		8%

Legend: ■ Positive   ■ Neutral   ■ Don't know   ■ Negative
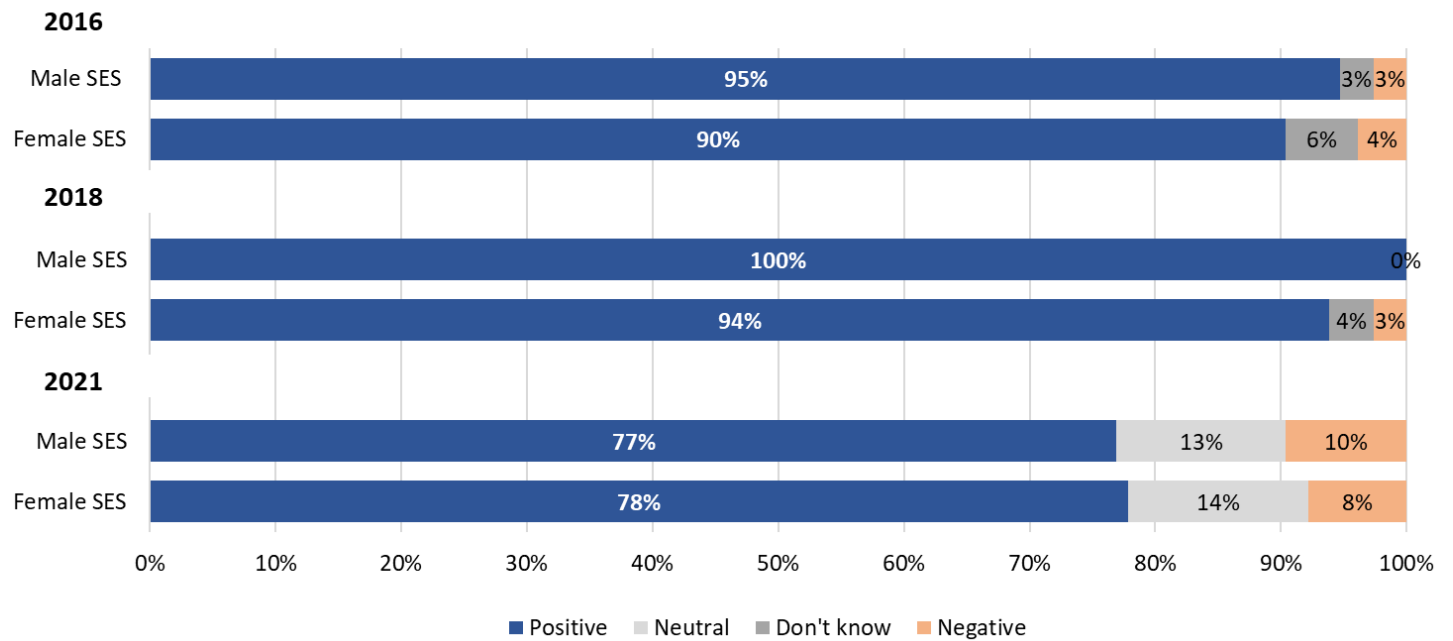
Figure S2. Core Q2: Department Leadership Actively Supports Gender Equality
Not asked historically.

Figure S3. Core Q3: The department enables flexible working

2016   Not asked
2018   I am able to negotiate my working hours with my supervisor if I need to do so.
2021   I feel that my department is supportive of flexible/home working
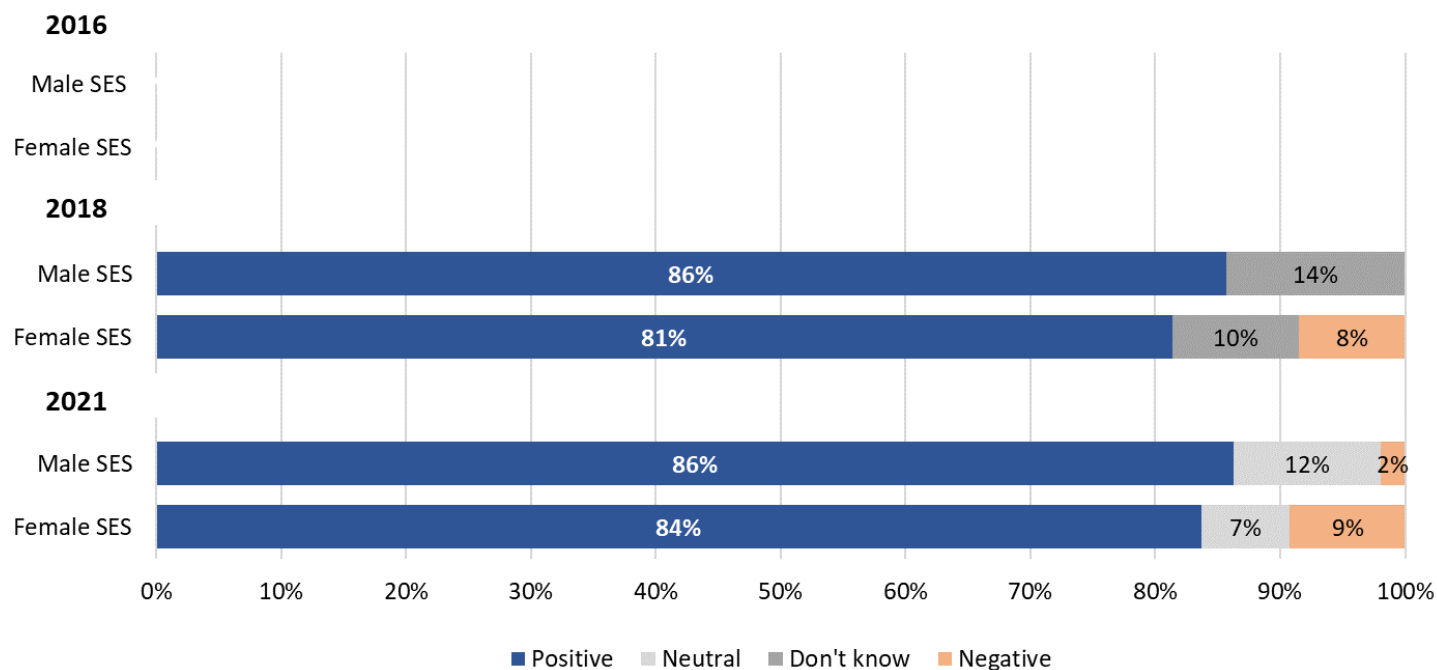
Data discussed in section 2.1

Figure S4. Core Q4: I am satisfied with how bullying and harassment are addressed in my department

2016   Not asked
2018   Not asked
2021   Not asked
2022   Pulse Survey January I am satisfied with how bullying and harassment are addressed in my department
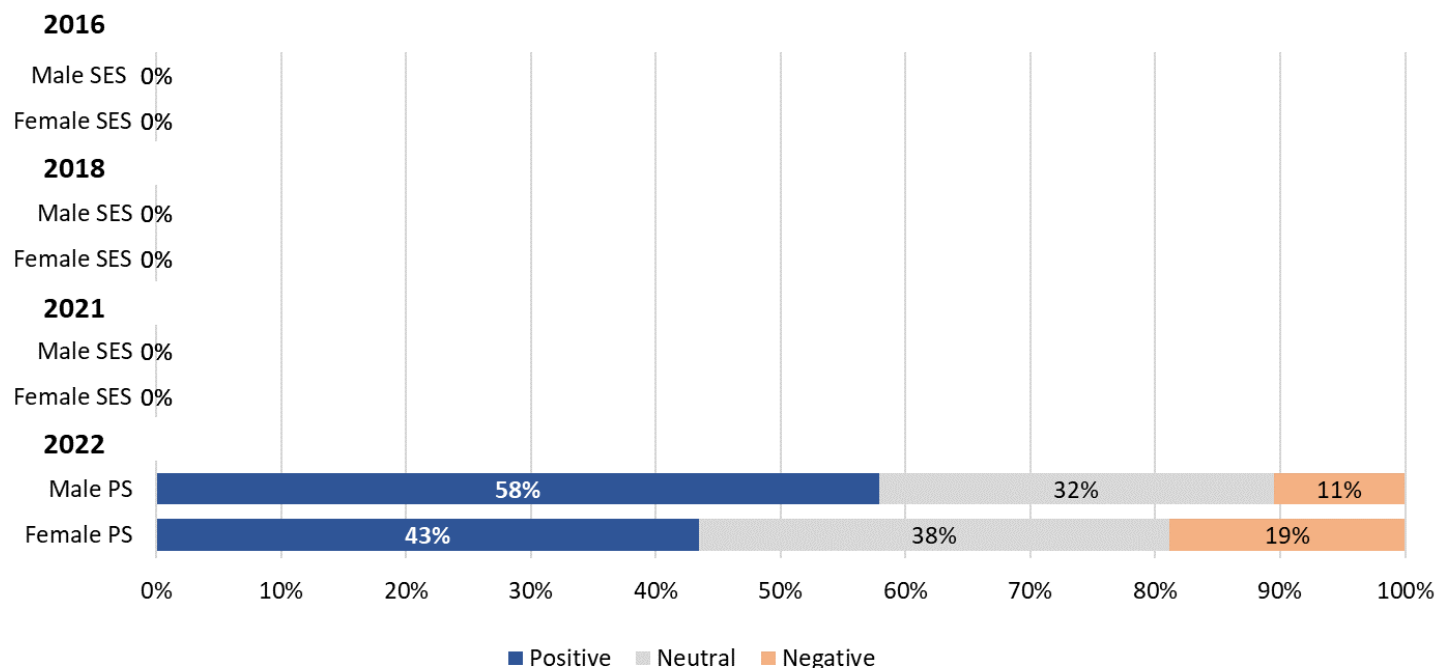
Data discussed in section 2.1, 4.1, 4.2 and 5.1 relating to priority 5.

Figure S5. Core Q5: My line manager supports my career development

2016   My manager/supervisor supports me to think about my professional development
2018   My manager/supervisor supports me to think about my professional development
2021   I am supported to think about my professional development (under theme "Being Managed")

2016

	Positive	Don't know	Negative
Male SES	87%	3%	11%
Female SES	76%	4%	20%

2018

	Positive	Don't know	Negative
Male SES	88%	2%	10%
Female SES	74%	4%	23%

2021

	Positive	Neutral	Negative
Male SES	65%	17%	17%
Female SES	61%	25%	14%

Legend: ■ Positive ■ Neutral ■ Don't know ■ Negative
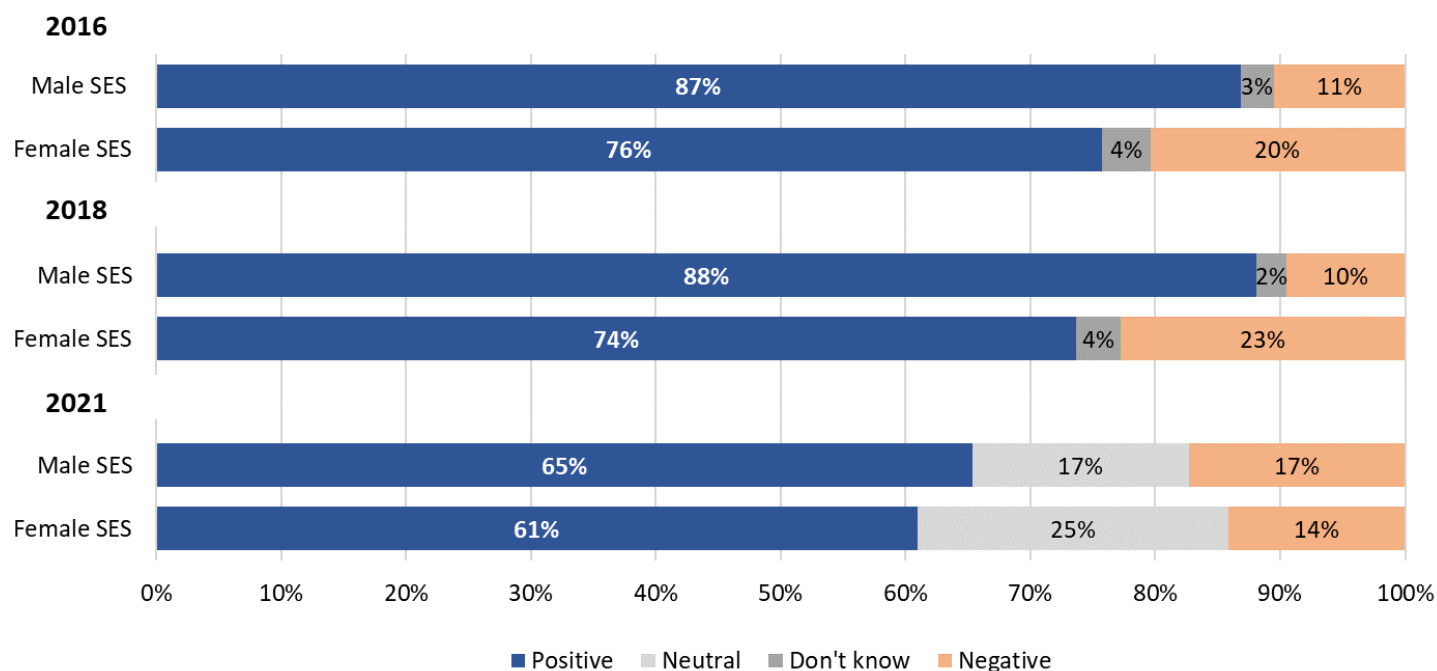
Data discussed in section 2.2, 3.1, 4.1 and 5.1 relating to priority 1.

Figure S6. Core Q6: My mental health and wellbeing are supported in my department

2016   Not asked
2018   In my opinion, the department supports those who experience mental health issues.
2021   My health and wellbeing are adequately supported at work

2016

Male SES	
Female SES	

2018

	Positive	Don't know	Negative
Male SES	34%	63%	2%
Female SES	25%	68%	8%

2021

	Positive	Neutral	Negative
Male SES	81%	19%	
Female SES	64%	23%	13%

Legend: ■ Positive ■ Neutral ■ Don't know ■ Negative
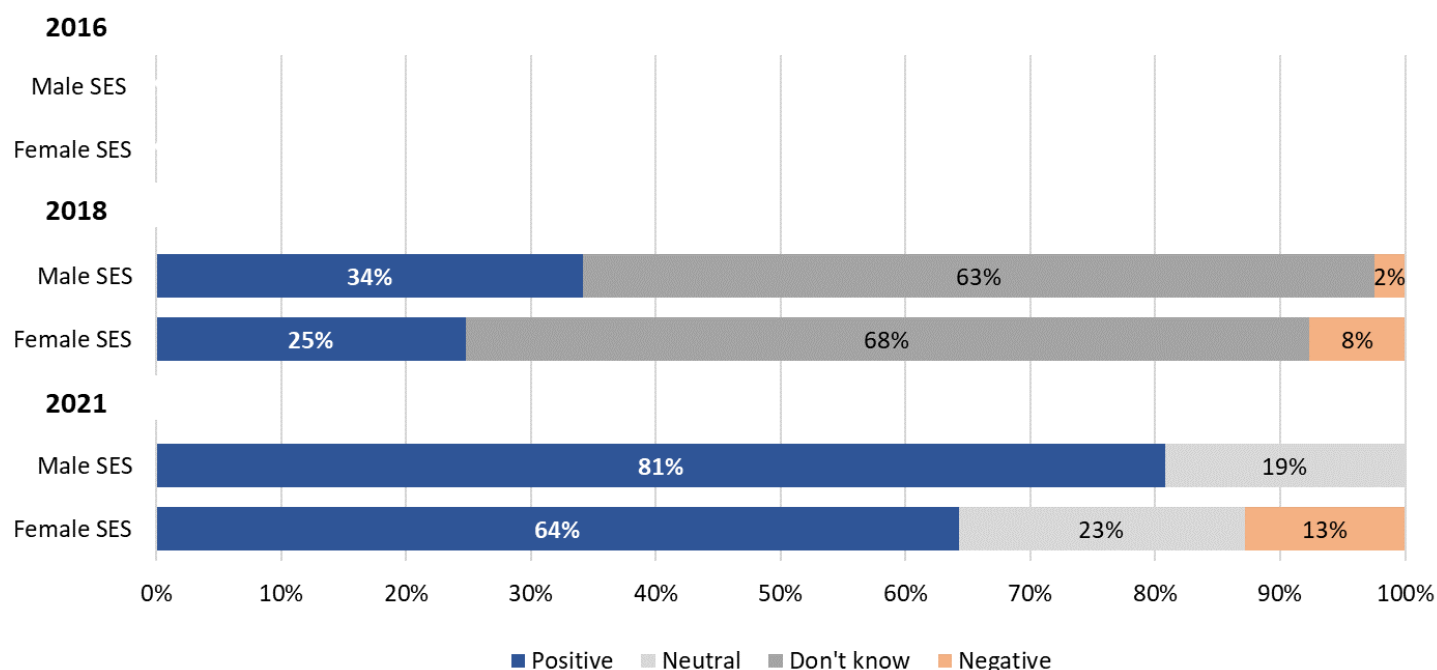
Data discussed in section 1.2, 2.1, 3.1, 4.1, and 5.1 relating to priority 5.

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Figure S7. Core Q7: My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff

2016-2021 Not asked

2022   My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff

2016

Male SES	0%
Female SES	0%

2018

Male SES	0%
Female SES	0%

2021

Male SES	0%
Female SES	0%

2022

	Positive	Neutral	Negative
Male PS	39%	56%	6%
Female PS	24%	61%	15%

■ Positive   ■ Neutral   ■ Negative
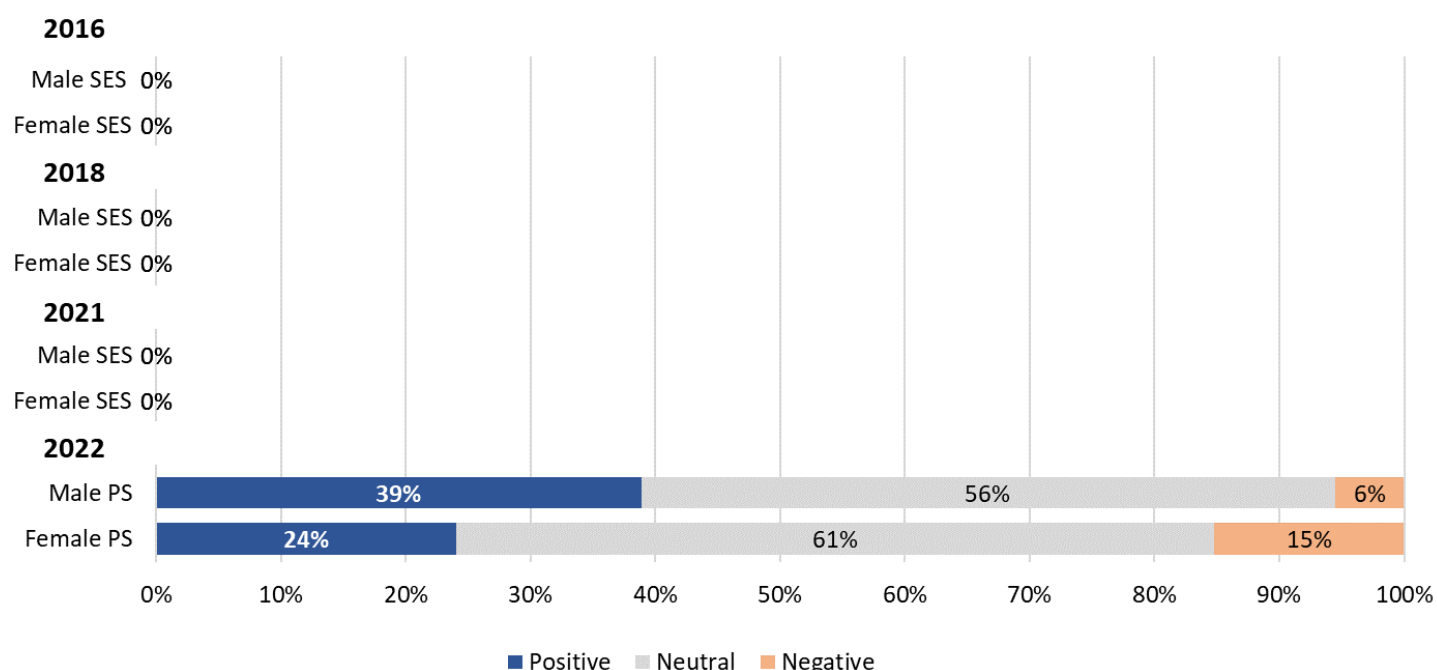
Data discussed in section 2.1

Figure S8. Staff experience survey: Information about policies on bullying and harassment

2016   I would know where to find information (if I needed it) about policies on harassment or bullying in the workplace

2018   Are you aware of the University harassment policy and procedure for University staff?

2021   I am aware of the harassment policy and procedure for University staff

2016

	Yes	Don't know	No
Male SES	79%		21%
Female SES	89%		11%

2018

	Yes	Don't know	No
Male SES	71%	2%	26%
Female SES	77%	3%	20%

2021

	Yes	Don't know	No
Male SES	87%		13%
Female SES	93%		7%

■ Yes   ■ Don't know   ■ No
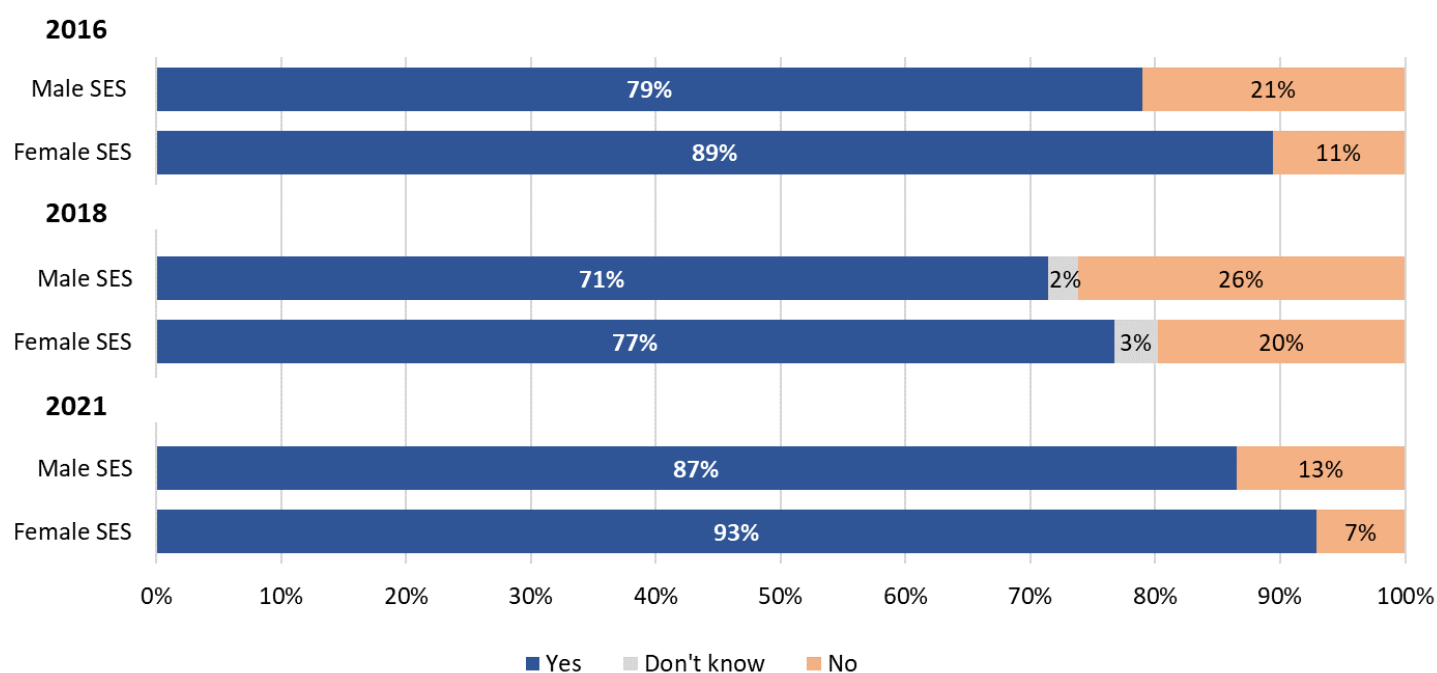
Note no "Don't know" option available in 2016 and 2021

Data discussed in section 2.1, 4.1, 4.2 and 5.1 relating to priority 5.

Figure S9. Staff experience survey: Experiencing Bullying and Harassment

2016   Have you experienced bullying and/or harassment (including any comments or behaviours in relation to your own identity) by another member of staff in the workplace, during this academic year?

2018   Have you experienced harassment, including bullying, in the workplace, during the last year? This may have included negative comments or behaviours relating to your personal identity.

2021   In the last year, whilst working for the University, I have experienced bullying/harassment

2022   I have experienced bullying and/or harassment in my department in the past 12 months

2016

	Yes	No
Male SES	3%	97%
Female SES	5%	95%

2018

	Yes	No
Male SES	2%	98%
Female SES	9%	91%

2021

	Yes	No
Male SES	10%	90%
Female SES	18%	82%

2022

	Yes	Neutral	No
Male Pulse	9%	5%	86%
Female Pulse	12%	10%	78%

Legend: ■ Yes ■ Neutral ■ No
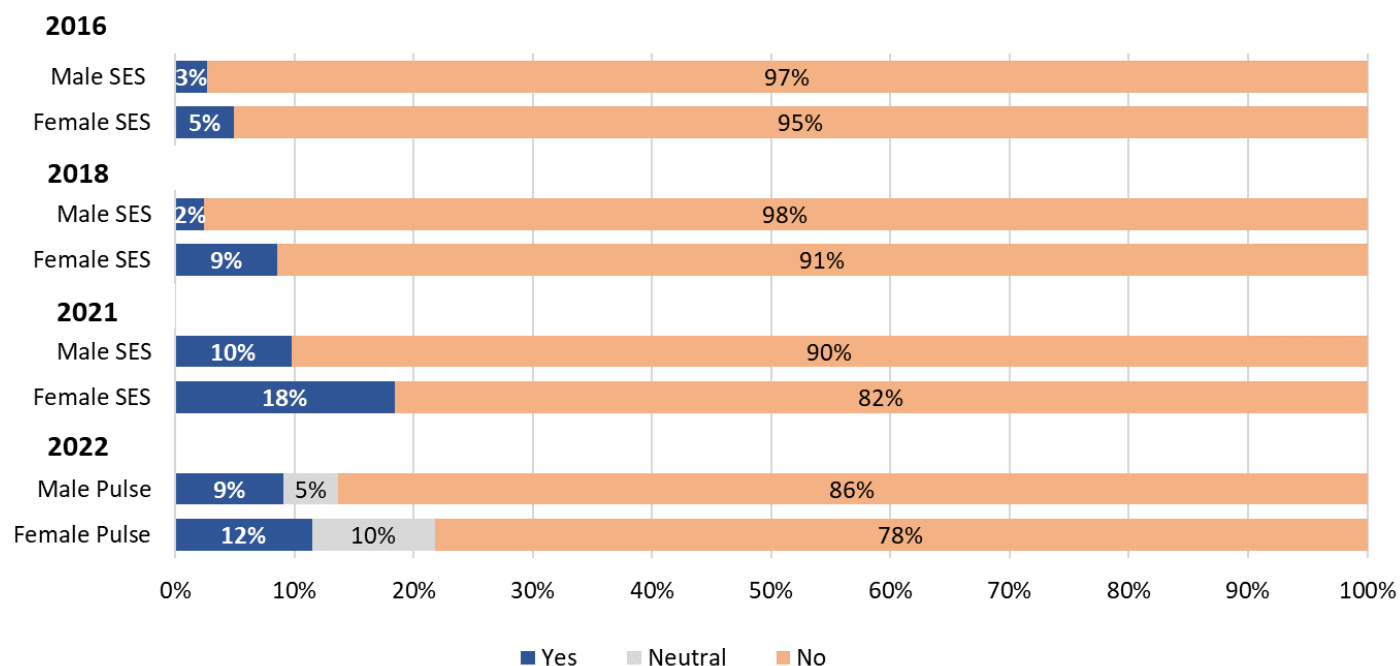
Note no "Neutral" option available in 2016, 2018 and 2021
Data discussed in section 2.1, 4.1, 4.2 and 5.1 relating to priority 5.

Figure S10. Pulse survey: I feel supported in the department to manage any negative emotional effect of work (e.g. stress, upset)

July 2020

	Positive	Neutral	Negative
Male PS	61%	29%	10%
Female PS	50%	32%	17%

Sept 2020

	Positive	Neutral	Negative
Male PS	62%	24%	14%
Female PS	53%	32%	15%

Dec 2020

	Positive	Neutral	Negative
Male PS	63%	29%	8%
Female PS	61%	20%	20%

Legend: ■ Positive ■ Neutral ■ Negative
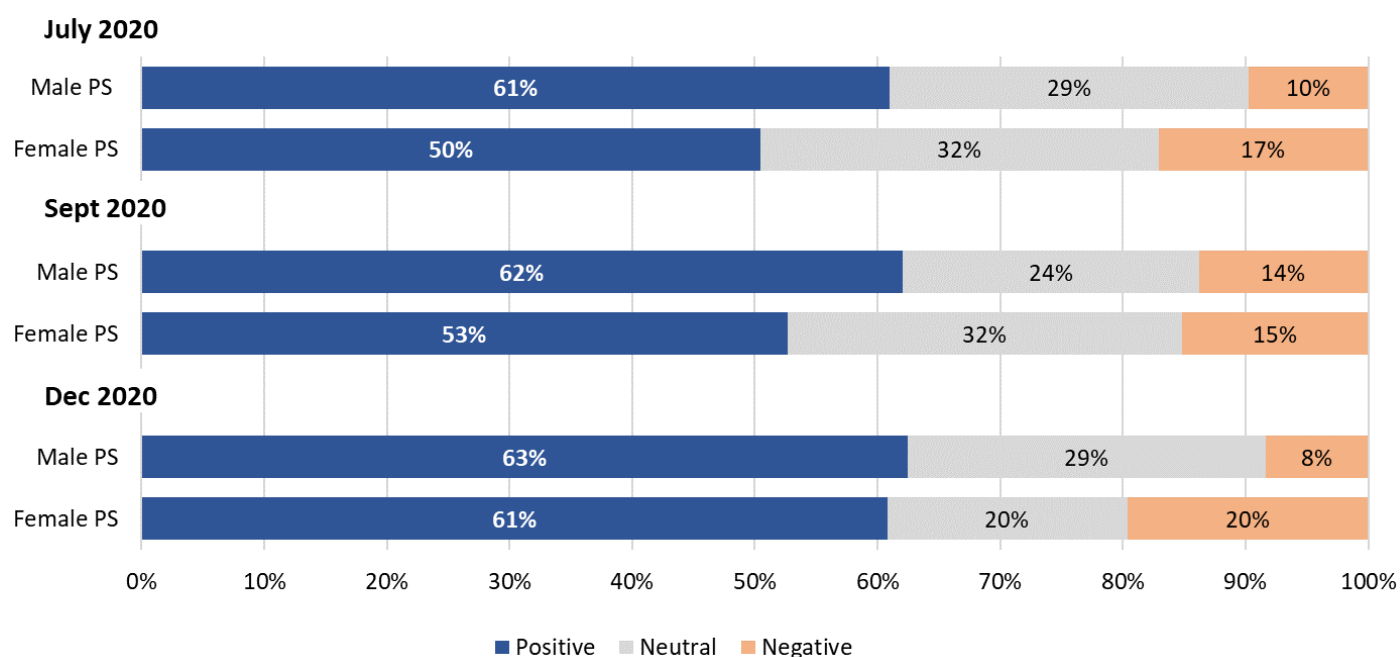
Data discussed in section 3.1.

Figure S11. **Student survey:** Career and Communication

2021: My supervisor is supportive in... Helping me think about the next steps in my career

	Positive	Neutral	Negative
Male SS	80%	10%	10%
Female SS	56%	19%	25%

2021: You are clear about the development opportunities available to you?

	Positive	Neutral	Negative
Male SS	90%	10%	
Female SS	56%	19%	25%

2021: Communication in my department is open and effective?

	Positive	Neutral	Negative
Male SS	70%	30%	
Female SS	44%	6%	50%

■ Positive ■ Neutral ■ Negative

Data discussed in section 4.2 and 5.1 relating to priority 2.

Figure S12. **Pulse survey:** Line manager support

July 2021   My line manager/supervisor gives me helpful feedback
October 2021   My line manager/supervisor makes time for me when I need support

July 2021

	Positive	Neutral	Negative
Male PS	76%	10%	14%
Female PS	75%	15%	11%

October 2021

	Positive	Neutral	Negative
Male PS	82%	9%	9%
Female PS	80%	13%	7%

■ Positive ■ Neutral ■ Negative
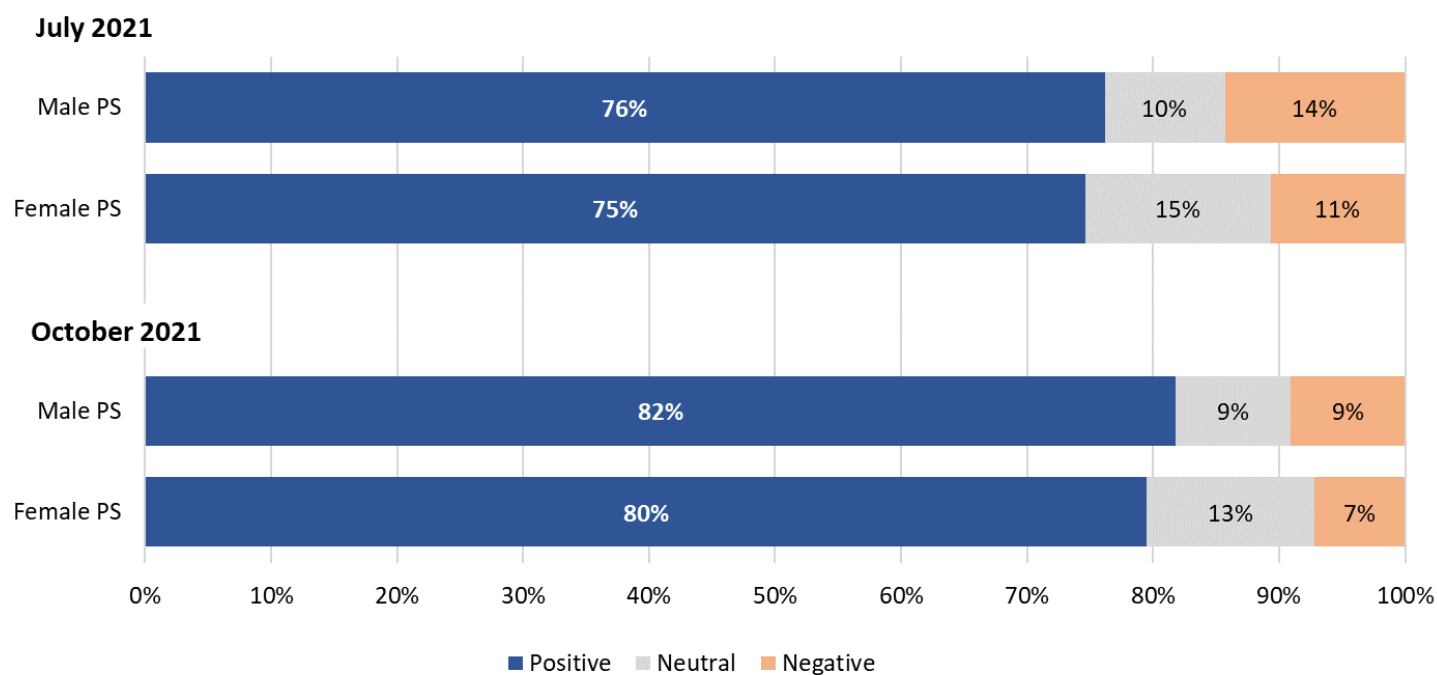
Data discussed in section 1.4 relating to priority 1 and 4.

Figure S13. Pulse survey: Feeling supported to think about professional development and training needs

2021 January	I feel supported at work to think about my professional development and training needs
2021 July	I feel supported at work to think about my professional development and training needs
2021 November	I feel supported at work to think about my professional development and training needs

Jan 2021

Male PS: Positive 67%, Neutral 17%, Negative 17%
Female PS: Positive 58%, Neutral 27%, Negative 15%

July 2021

Male PS: Positive 57%, Neutral 24%, Negative 19%
Female PS: Positive 59%, Neutral 29%, Negative 12%

Nov 2021

Male PS: Positive 70%, Neutral 15%, Negative 15%
Female PS: Positive 76%, Neutral 15%, Negative 9%

Legend: ■ Positive ■ Neutral ■ Negative

Data discussed in section 2.1, 3.1, relating to priority 1.

Figure S14. Staff experience survey: Uptake of personal development reviews

2016	Over the past two years (or since taking up your current position if that is more recent), have you had a personal development review (PDR; sometimes called appraisal) meeting?
2018	Over the past two years (or since taking up your current position if that is more recent), have you had a personal development review (PDR; sometimes called appraisal) or Career Development Review (CDR)?
2021	I have had a review within the last two years

2016

Male SES: Positive 58%, Negative 42%
Female SES: Positive 61%, Negative 39%

2018

Male SES: Positive 78%, Negative 22%
Female SES: Positive 54%, Negative 46%

2021

Male SES: Positive 73%, Negative 27%
Female SES: Positive 82%, Negative 18%

Legend: ■ Positive ■ Negative
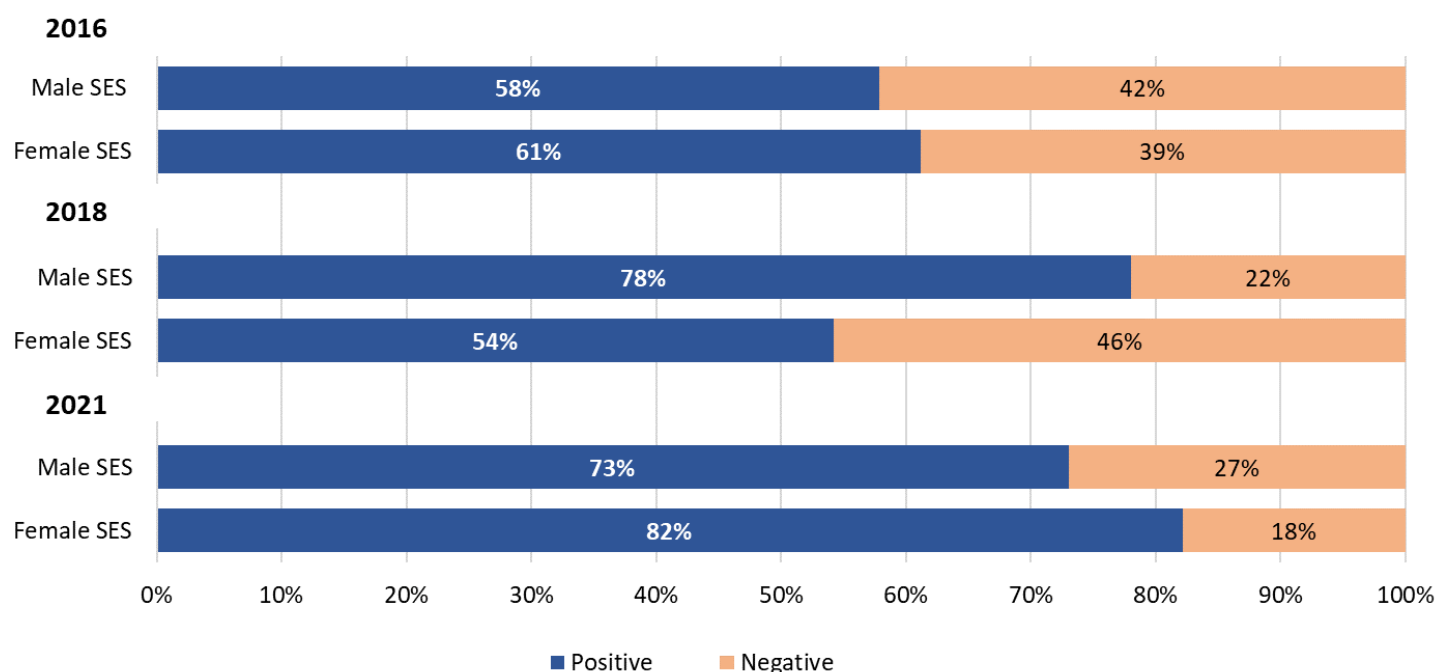
Data discussed in section 2.1, 2.2, 4.1, relating to priority 1.

Figure S15. Staff experience survey: Satisfaction with personal development reviews

2016   If yes, have you found PDR useful?
2018   If yes, have you found your PDR useful? Note neutral = Somewhat Useful
2021   My personal development review (PDR/CDR etc) was useful

2016

Male SES	81%	19% %
Female SES	58%	30% 13%

2018

Male SES	55%	39% 6%
Female SES	63%	30% 8%

2021

Male SES	68%	26% 5%
Female SES	72%	15% 13%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Positive   ■ Neutral   ■ Somewhat Useful   ■ Negative
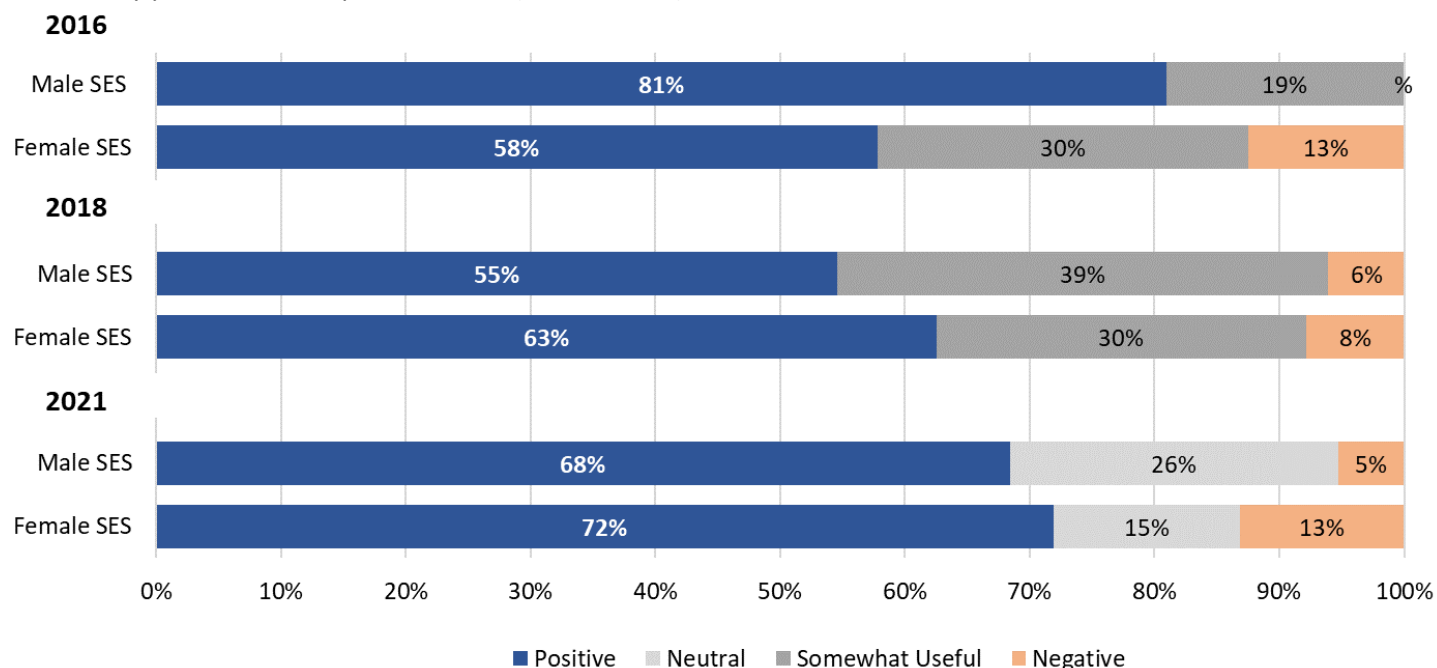
Data discussed in section 2.1, 2.2 relating to priority 1.

Figure S16. Staff experience survey: Confidence conducting personal development reviews

2016   Please indicate your confidence in carrying out the following aspects of management: Conducting probationary and personal development reviews
2018   Please indicate your confidence in carrying out the following aspects of management: Conducting probationary and personal development reviews
2021   I am confident conducting probationary and personal development reviews

2016

Male SES	90%	10%
Female SES	85%	3% 12%

2018

Male SES	100%	
Female SES	77%	23%

2021

Male SES	100%	
Female SES	63%	18% 18%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Positive   ■ Neutral   ■ Negative
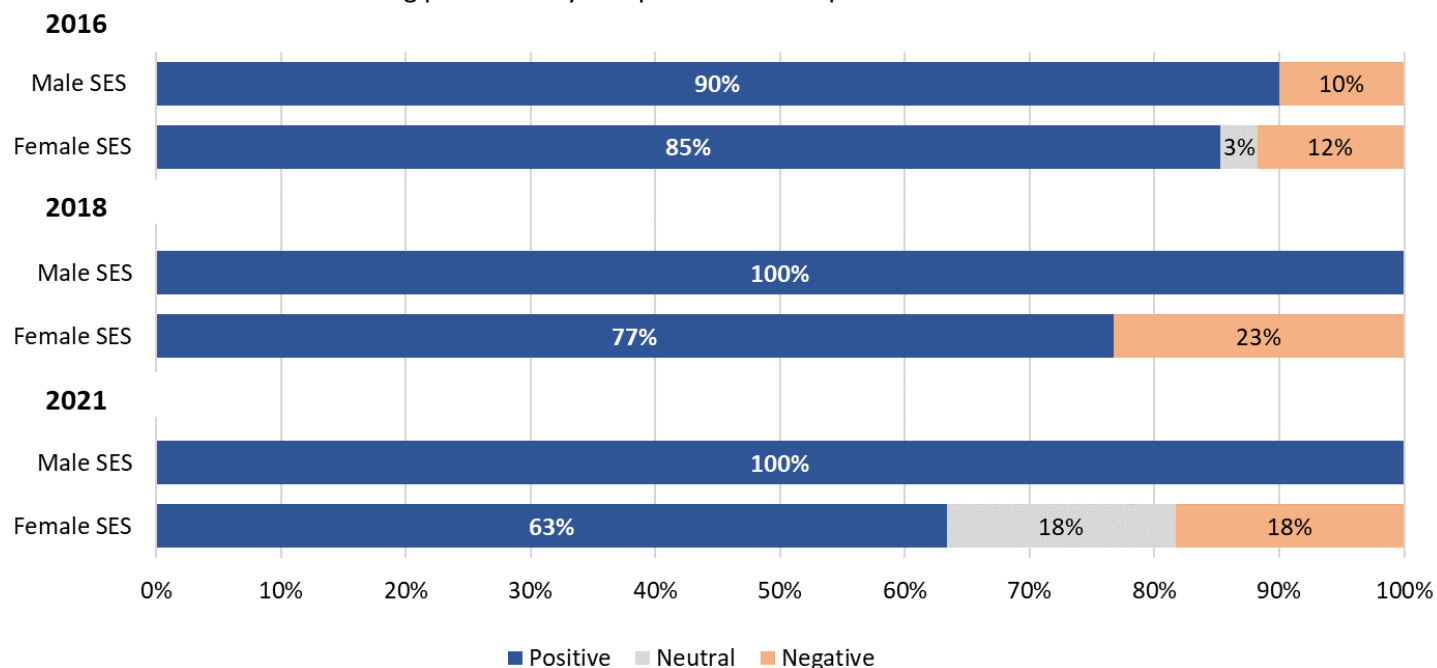
Data discussed in section 4.2, 5.1 relating to priority 1.

Figure S17. Staff Experience Survey: PDR action impacts over Athena Journey
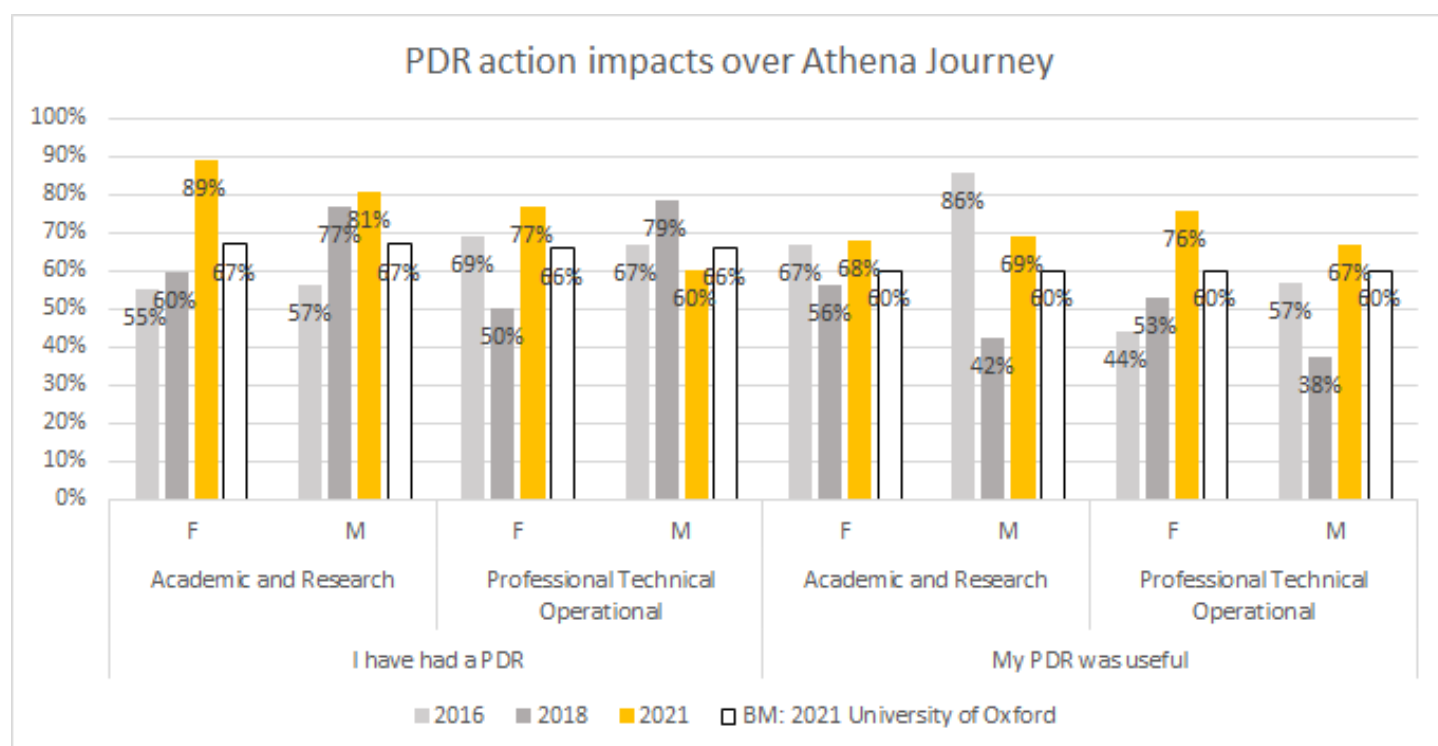
Data discussed in section 1.1, 2.1 relating to priority 1.

Figure S18. Staff experience survey: Confidence undertaking tasks associated with line management

Data discussed in section 4.2, 5.1 relating to priority 1.

Table S2. Workload Survey: Current staff workload distribution by line management responsibilities – gender

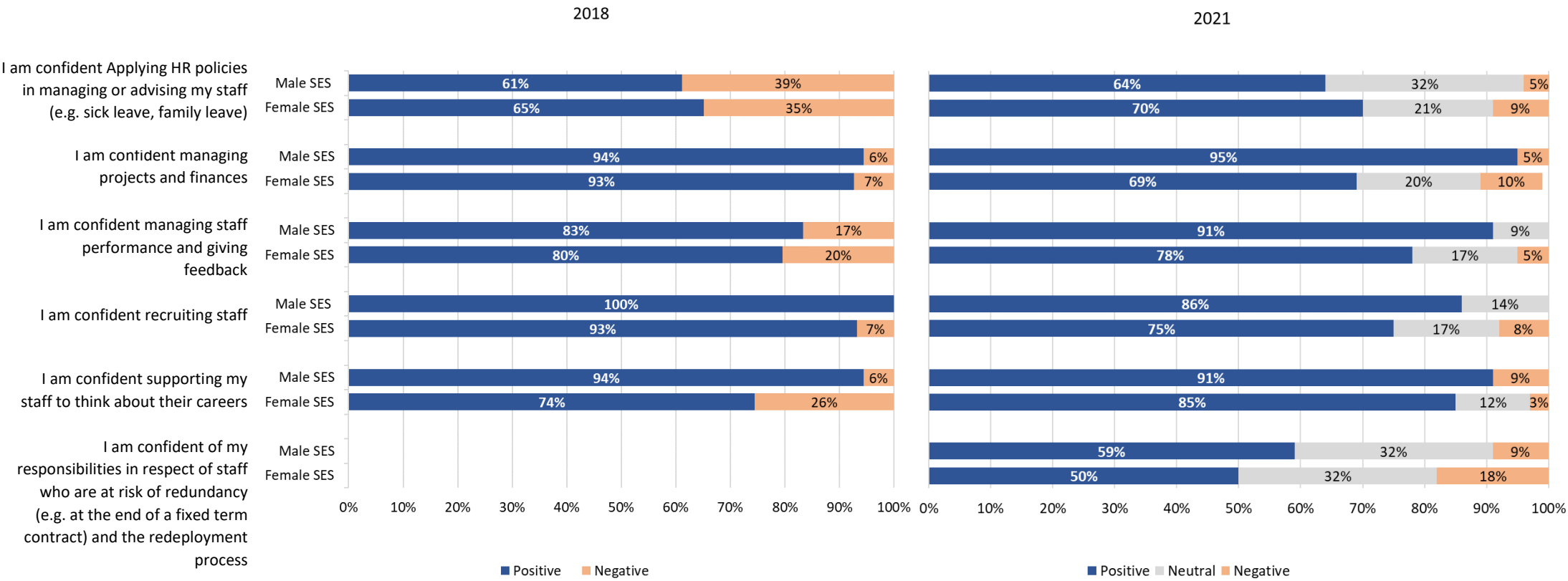| Workload Activity (%)	Female Line Management Responsibilities						Male Line Management Responsibilities					
	Yes			No			Yes			No		
	Mean (SD)	Median (IQR)	Range	Mean (SD)	Median (IQR)	Range	Mean (SD)	Median (IQR)	Range	Mean (SD)	Median (IQR)	Range
Development and writing of research proposals	6.7 (8.8)	5 (0-10)	0-33	6.1 (13.5)	0 (0-7)	0-63.6	13.1 (9.8)	15 (5-20)	0-25	10.7 (15.9)	3.4 (0-15)	0-50
Scientific work in ongoing research studies	20.2 (22.2)	11.9 (0-35.2)	0-80	29.3 (32.6)	20 (0-55)	0-95	17.6 (12.3)	20 (9.9-24)	0-40	31.2 (26.7)	30.7 (0-55)	0-75
Writing of academic papers/reports	5.2 (7)	1.9 (0-10)	0-27.3	8.1 (12.1)	0 (0-14)	0-50	11.4 (7.8)	10 (8-19.8)	0-20.3	10.3 (10)	10 (0-18.2)	0-30
Research administration	8.9 (9.9)	5.3 (0-10.3)	0-40	10.6 (22.7)	0 (0-5)	0-100	5.3 (4.5)	4 (2-8)	0-15	3.9 (5.9)	1.3 (0-5)	0-20
Teaching of under/postgraduates	3.8 (7.1)	0 (0-5)	0-30	2.8 (9.3)	0 (0-0)	0-50	4 (6.1)	1.4 (0-5)	0-20	4 (10.7)	0 (0-2.5)	0-40
Supervision of postgraduates	4.2 (6.7)	0 (0-5)	0-20	0.6 (1.6)	0 (0-0)	0-5	6.8 (6.9)	5 (0-10)	0-25	2.7 (4.1)	0 (0-5)	0-10
Teaching administration	3.1 (7.8)	0 (0-2.5)	0-40	1.8 (5.9)	0 (0-0)	0-40	13.9 (26.1)	0.7 (0-5)	0-75	1.8 (3.3)	0 (0-2.5)	0-9.1
Dept., MSD or University-wide administration	5 (7.4)	3 (0.7-5)	0-40	1.1 (4.4)	0 (0-0)	0-30	6.6 (3.6)	5 (5-8)	0-15	0.9 (1.8)	0 (0-0)	0-5
External roles	2.7 (9)	0 (0-2)	0-50	0.9 (2.5)	0 (0-0)	0-10	3.8 (4.2)	2 (1-5)	0-13.5	0 (0)	0 (0-0)	0-0
Line management, mentoring/coaching, etc.	12.2 (9.8)	10 (5-17.1)	0-50	1.4 (6.9)	0 (0-0)	0-50	7.2 (5.7)	5 (5-6.8)	2-20	0.4 (1.3)	0 (0-0)	0-5
Professional & Support Staff daily tasks	17.4 (26.9)	0 (0-29.8)	0-90	28.6 (39.5)	0 (0-75)	0-100	6.1 (20.7)	0 (0-0)	0-75	27.1 (44.8)	0 (0-80)	0-100
Personal development	2.4 (3.3)	0 (0-5)	0-11.5	3.9 (5.2)	2 (0-5)	0-20	1.1 (2)	0 (0-1)	0-5	5.8 (13.1)	1 (0-5)	0-50
Knowledge transfer	1.6 (2.9)	0 (0-3)	0-13	1.6 (6.5)	0 (0-0)	0-40	1.5 (2.1)	0 (0-3.4)	0-5	1.1 (2.1)	0 (0-0)	0-5
Other	6.6 (16.9)	0 (0-2.3)	0-70	3.1 (14.1)	0 (0-0)	0-100	1.7 (3.1)	0 (0-3)	0-10	0 (0)	0 (0-0)	0-0

Data discussed in section 3.1, 4.1, 5.1 relating to priority 4.

Figure S19. Workload Survey: Workload pressure by line management responsibilities

2021: How do you feel about your current workload?

2021 Workload Survey
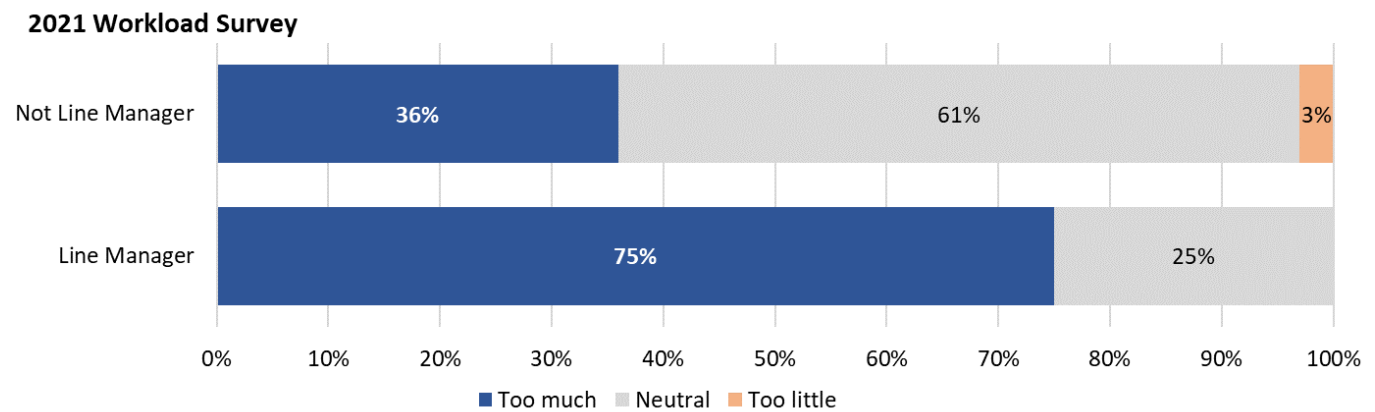
Data discussed in section 3.1, 4.1, 5.1 relating to priority 4.

Figure S20. Staff experience survey 2021: I find the departmental Intranet/Newsletter a useful source of information
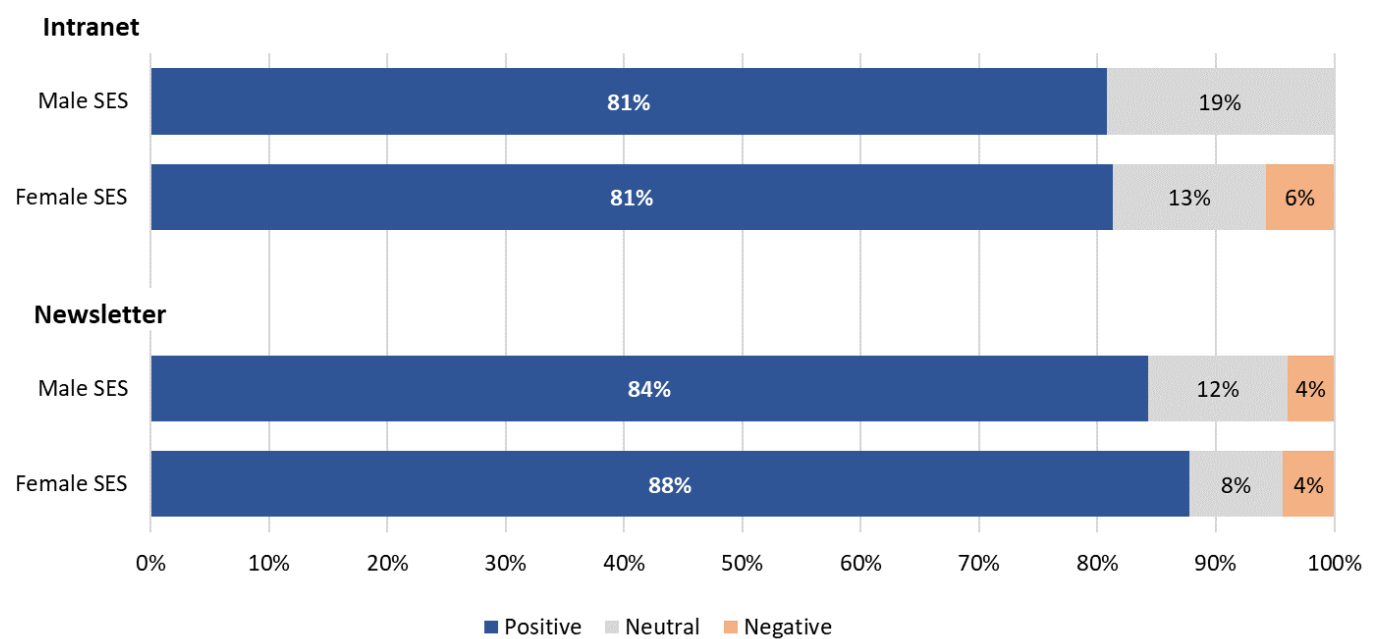
Data discussed in section 4.1 relating to priority 4.

Appendix 2: Data tables

Please present the mandatory data tables, and if desired, any additional datasets.

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Figure A1. Athena Swan requirement 1: Student PGR level

Benchmark = A300 Clinical medicine (HESA) and Post 2019 '(01-01-01) Medical sciences (non-specific) PGR Research plus MSD PGR

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Male	14	15	14	8	11	14
Female	14	19	18	19	26	38
MSD Postgraduate Research Students % Female	46%	50%	55%	53%	54%	61%
Clinical HESA benchmark % female	58%	59%	59%	59%	62%	
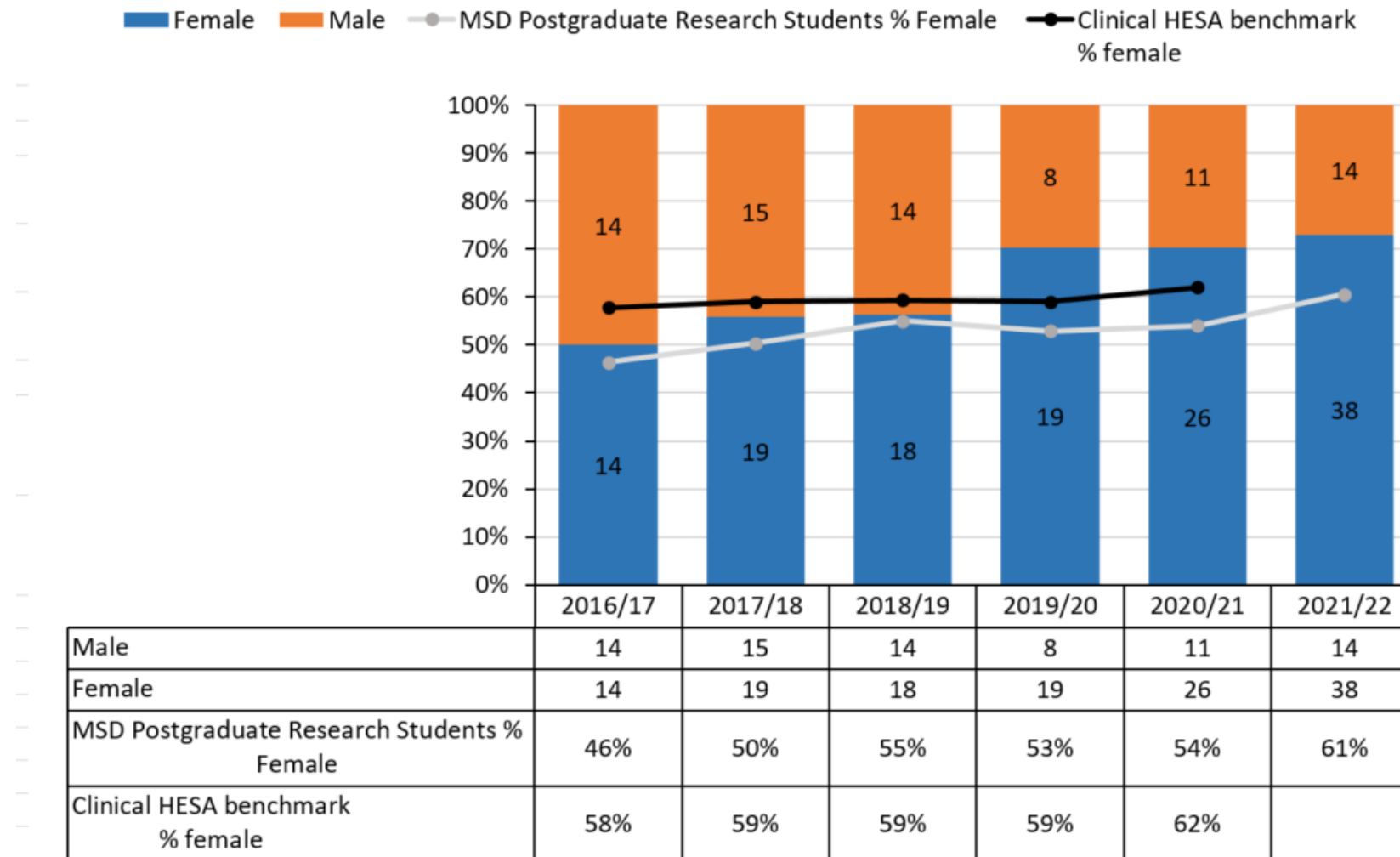
Data discussed in section 1.2 relating to priority 2.

Table A1. Athena Swan requirement 2: Degree attainment and/or completion rates for students at foundation, UG, PGT and PGR level

PGR completions within 4 years of Full Time Students* Cohort by start date	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Female	2/2	2/2	2/2	4/4	1/1	1/1
Male	1/2	6/6	3/3	0/0	███	0/0

* Full time students are expected to complete within four years of their start date. A blanket covid-19 extension was given which gives DPhils another month to submit. They have been included in completion within 4 years. The above table does not include part-time students who can take between four-eight years to complete.

███████████████████████████████████

Figure A2. Athena Swan requirement 3: Academic staff by grade and contract function
Staff Data Clinical Academic and Research Staff over time
Note: The contract function of all roles is research

		Clinical Research/Training					Clinical Researcher					ACL and Senior Clinical merged					Statutory and Titular Professor			
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
■ Male	7	3	4	5	4	1	2	2	2	2	6	8	6	5	6	9	8	9	10	10
■ Female	6	6	7	11	9	3	3	3	2	3	4	3	3	3	3	1	1	2	2	2
▲ MSD Female %	45%	46%	51%	55%	57%	58%	56%	59%	67%	65%	37%	37%	38%	39%	36%	13%	13%	15%	14%	14%
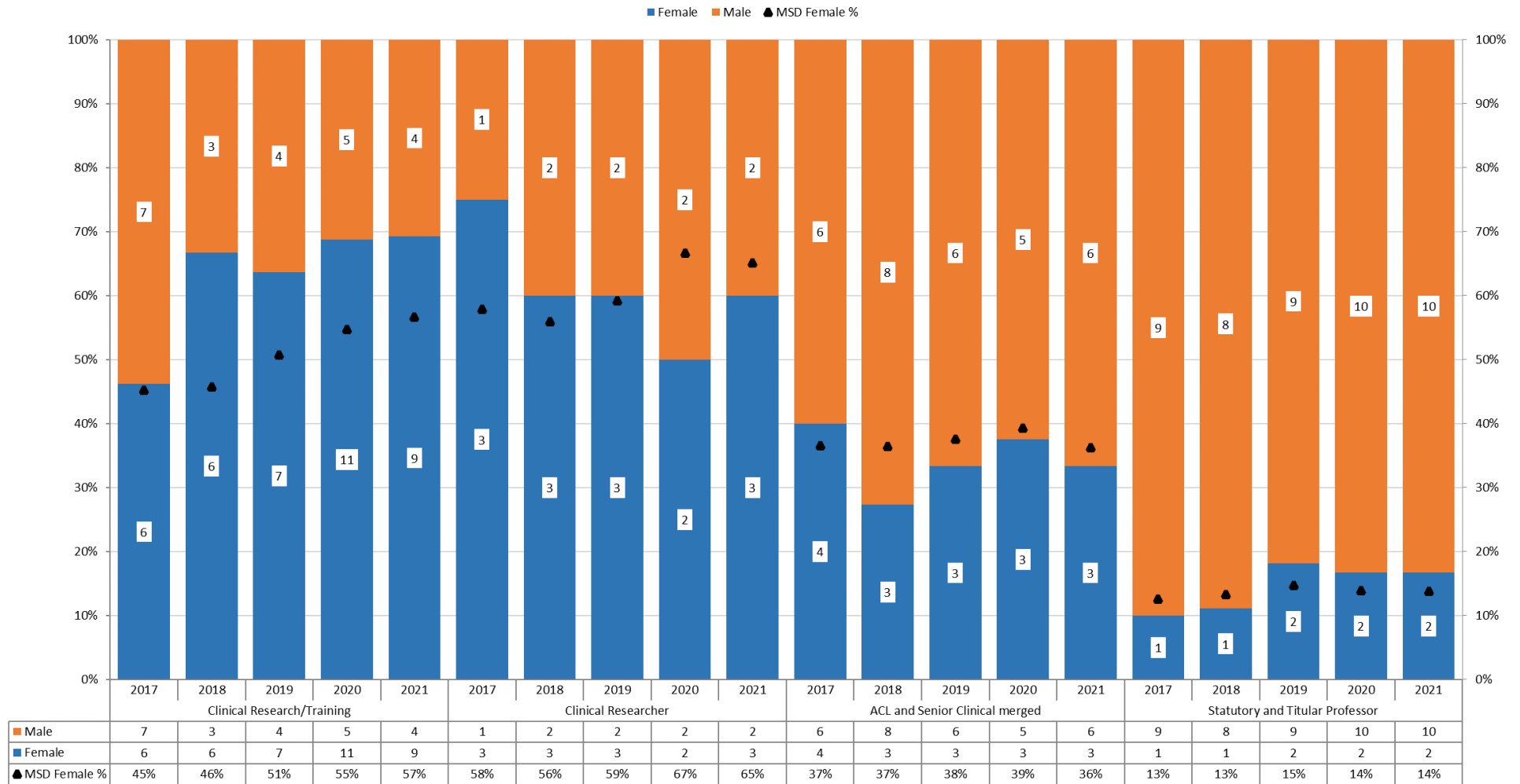
Data discussed in section 2.2 and 5.1 relating to priority 1.

Figure A3. Athena Swan requirement 3: Academic staff by grade and contract function

Staff Data Research Specialist Academic and Research Staff over time

Note: The contract function of all roles is research including departmental lecturers who have progressed through research background and will hold a PhD.

	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
■ Male	0				2	10	11	12	18	15	5	3	4	7	11	2	2	2	2	2	5	6	6	6	6	1	1	2	2	2
■ Female	0	4	8	13	9	26	30	25	36	32	29	24	28	29	33	0	4	3	6	6	6	6	7	4	7	3	2	3	3	3
▲ MSD Female %	71%	72%	71%	72%	72%	55%	55%	54%	55%	54%	51%	49%	50%	51%	51%	40%	57%	62%	75%	78%	44%	49%	50%	49%	51%	33%	36%	36%	36%	36%
		Grade 6					Grade 7					Grade 8					Departmental Lecturer					Senior Researcher					Titular Professor			

Data discussed in section 2.2, 4.1, 4.2 and 5.1 relating to priority 1

Athena Swan requirement 4: Academic staff by grade and contract type
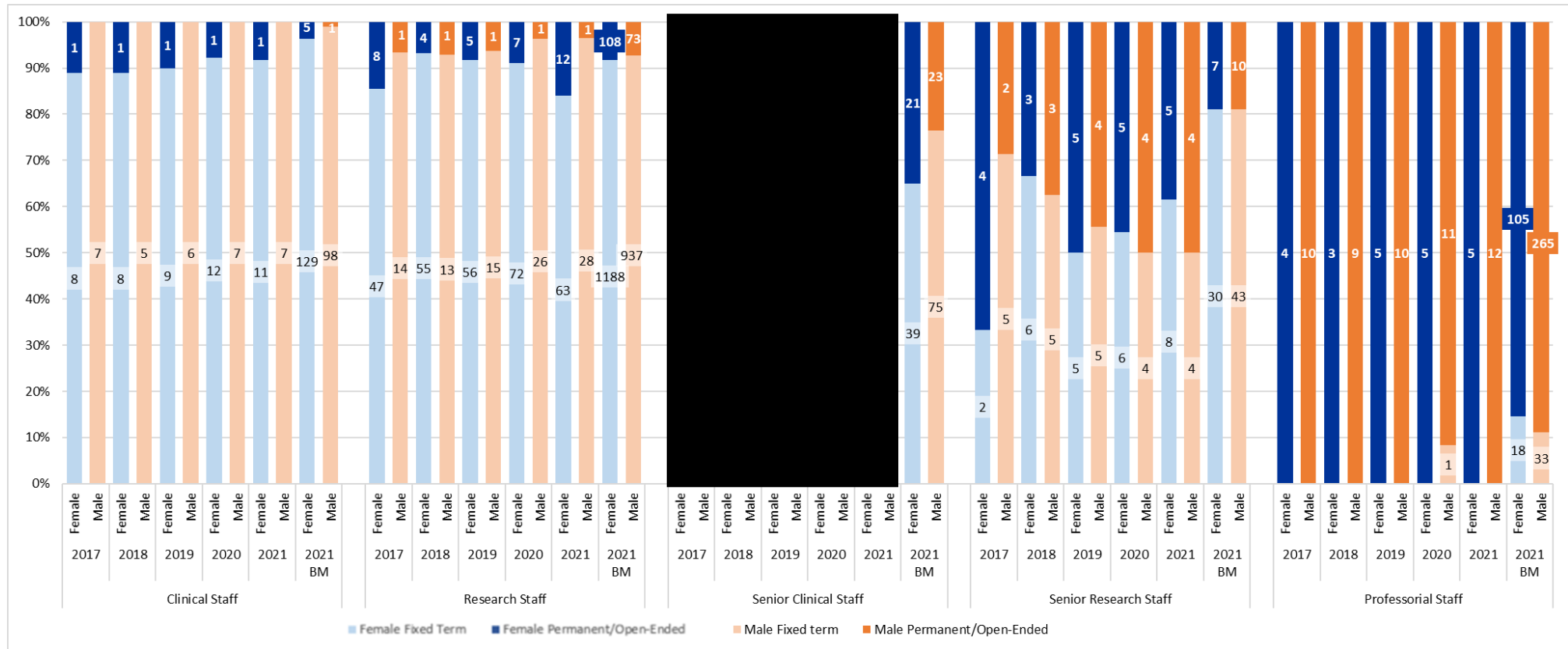
BM = Benchmark, MSD All Staff

Data discussed in section 5.1 relating to priority 3.

Figure A5. Athena Swan requirement 5: Professional, Technical and Operational (PTO) Staff by job family

	Female	Male	MSD Female %

	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Male	5	4	8	8	8	0	0	0	0	0	1	4	2	2	2	6	8	7	5	8	3	4	7	9	14	3	6	8	6	13
Female	29	26	35	39	29	9	10	10	11	11	8	6	7	18	14	22	22	26	23	25	2	3	3	6	7	21	32	33	27	32
MSD Female %	75%	75%	75%	76%	76%	99%	99%	100%	98%	98%	85%	81%	86%	86%	83%	67%	69%	69%	69%	69%	46%	47%	46%	45%	45%	84%	84%	83%	80%	80%
	Administration					PA/EA					Research Management					Specialist Research/Teaching Support					Technical / Operational / Facilities					Trials Staff				

Data discussed in 1.2, 5.1 relating to priority 1.

Figure A6. Athena Swan requirement 6: Professional, Technical and Operational (PTO) Staff by contract type
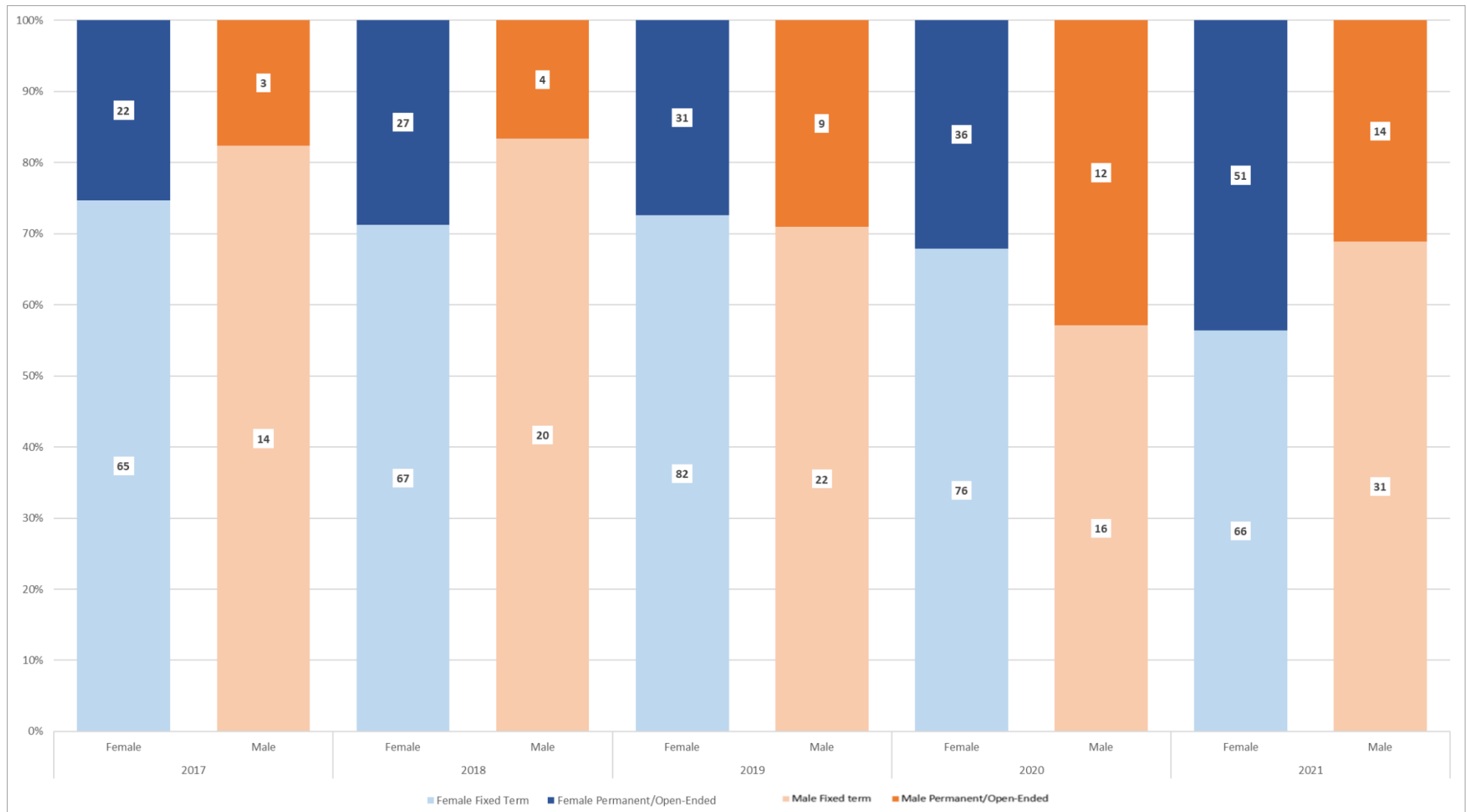
Data discussed in section 1.2, 5.1 relating to priority 3.

Figure A7. Athena Swan requirement 7: Application, shortlist and appointments made in recruitment to PTO posts
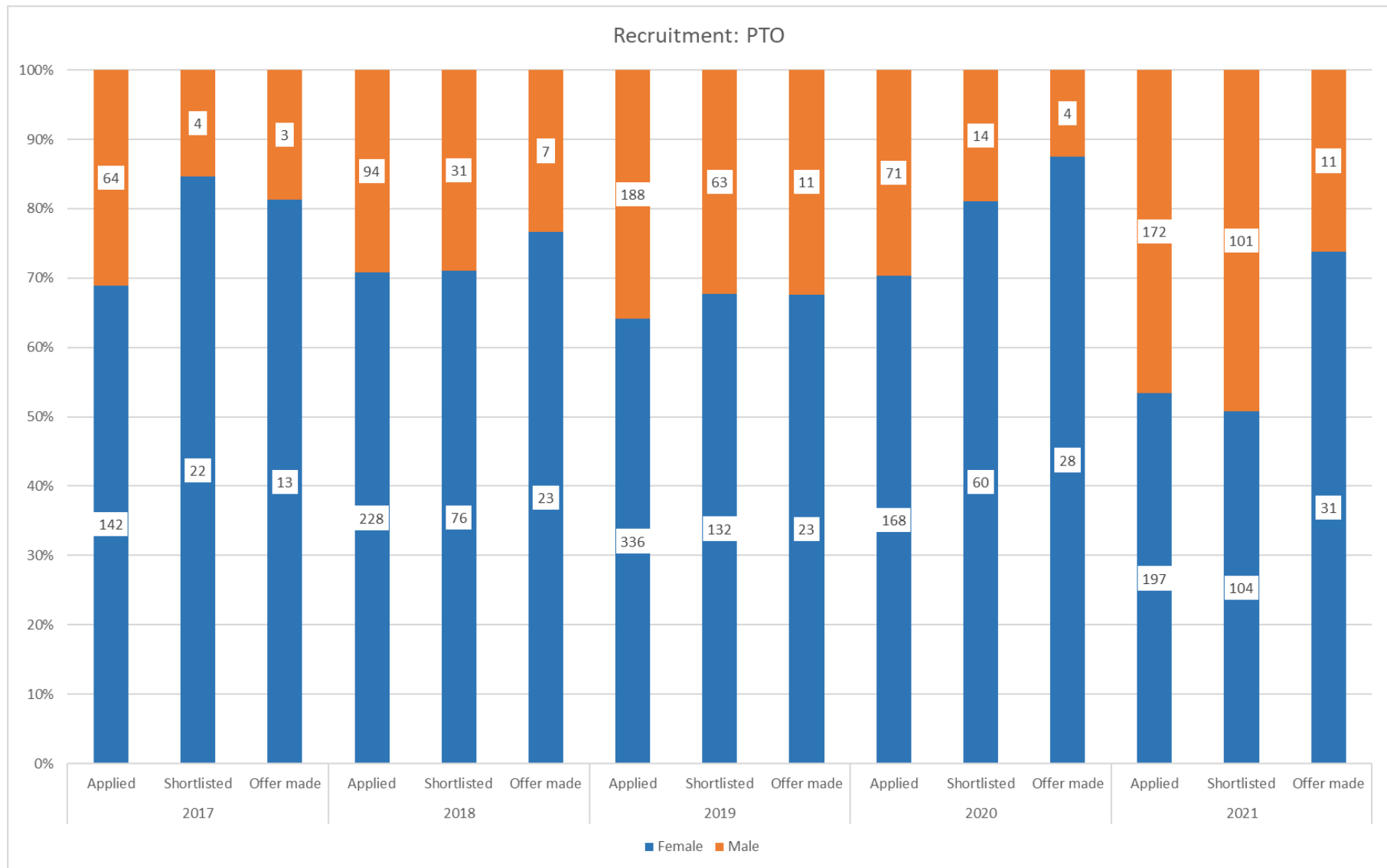
Recruitment: PTO

Figure A8. Athena Swan requirement 8: Application, shortlist and appointments made in recruitment to Academic and Research posts

Recruitment by gender

| | | 2013 | | | 2014 | | | 2015 | | | 2016 | | | 2017 | | | 2018 | | | 2019 | | | 2020 | | | 2021 | |
	Applied	Short-listed	Offer made	Applied	Short-listed	Offer made	Applied	Short-listed	Offer made	Applied	Short-listed	Offer made	Applied	Short-listed	Offer made	Applied	Short-listed	Offer made	Applied	Short-listed	Offer made	Applied	Short-listed	Offer made	Applied	Short-listed	Offer made
male	54	9	4	83	19	8	103	30	3	62	15	2	57	12	4	125	25	7	221	88	7	209	35	8	223	46	8
female	106	38	9	137	53	15	226	50	14	101	25	5	102	14	11	249	67	23	401	170	23	264	57	25	267	61	17

Data discussed in section 2.2, relating to success against the department's key priorities

2017-2021 Recruitment Academic and Research

	06S Applied	06S Shortlisted	06S Offer made	07S Applied	07S Shortlisted	07S Offer made	08S Applied	08S Shortlisted	08S Offer made	Senior staff Applied	Senior staff Shortlisted	Senior staff Offer made
■ Male	25%	23%	21%	43%	41%	27%	50%	42%	21%	40%	38%	50%
■ Female	75%	77%	79%	57%	59%	73%	50%	58%	79%	60%	63%	50%
Male count	135	38	4	522	125	20	155	39	7	19	3	2
Female count	407	129	15	687	178	53	155	54	26	28	5	2

■ Female ■ Male

Data discussed in section 1.1 relating to priority 1.

Table A2. Athena Swan requirement 9: Application and success rates for academic promotion

Academic & Research Regrade as % of SIP	2017	2018	2019	2020	2021	2017-2021
Female						
FT & PT	11%	3%	9%	2%	10%	6.9%
Full-time						7.9%
Part-time						5.4%
Male						
FT & PT	14%	0%	8%	3%	6%	6.1%
Full-time						7.1%
Part-time						3.0%

Academic & Research Regrade Absolute numbers	2017	2018	2019	2020	2021

PTO Regrade as % of SIP	2017	2018	2019	2020	2021	2017-2021
Female						
FT & PT	8%	2%	2%	2%	9%	4.5%
Full-time						4.3%
Part-time						4.9%
Male						
FT & PT	13%	0%	3%	0%	5%	3.7%
Full-time						4.1%
Part-time						0.0%

PTO Regrade Absolute numbers	2017	2018	2019	2020	2021

Data discussed in section 2.2, 4.2, 5.1 relating to priority 1.

Table A3. Athena Swan requirement 9: Application and success rates for academic promotion by title

Recognition of Distinction 2014-2021 by gender*

Success rate				Absolute numbers		
	Success Rate	**MSD Success rate**		**Applications**	**Successful**	**Unsuccessful**
ALL	57%	65%				
Female	0%	63%				
Male	80%	65%				

* Recognition of Distinction is the process by which senior researchers can apply for the role of professor, for more information see the Oxford briefing Document.

Associate Professor Title 2014-2021 by gender**

Success rate				Absolute numbers		
	Success Rate	**MSD Success rate**		**Applications**	**Successful**	**Unsuccessful**
ALL	65%	75%				
Female	64%	79%				
Male	67%	72%				

** Associate Professor Title is a Medical Sciences process by which mid-career researchers can apply for the title of Associate Professor (this does not affect their substantive grade).

University Research Lecturer 2014-2020 by gender***

Success rate				Absolute numbers		
	Success Rate	**MSD Success rate**		**Applications**	**Successful**	**Unsuccessful**
ALL	60%	56%				
Female	57%	50%				
Male	67%	61%				

*** University Research Lecturer title is a Medical Sciences process by which mid-career researchers can apply for the title of University Research Le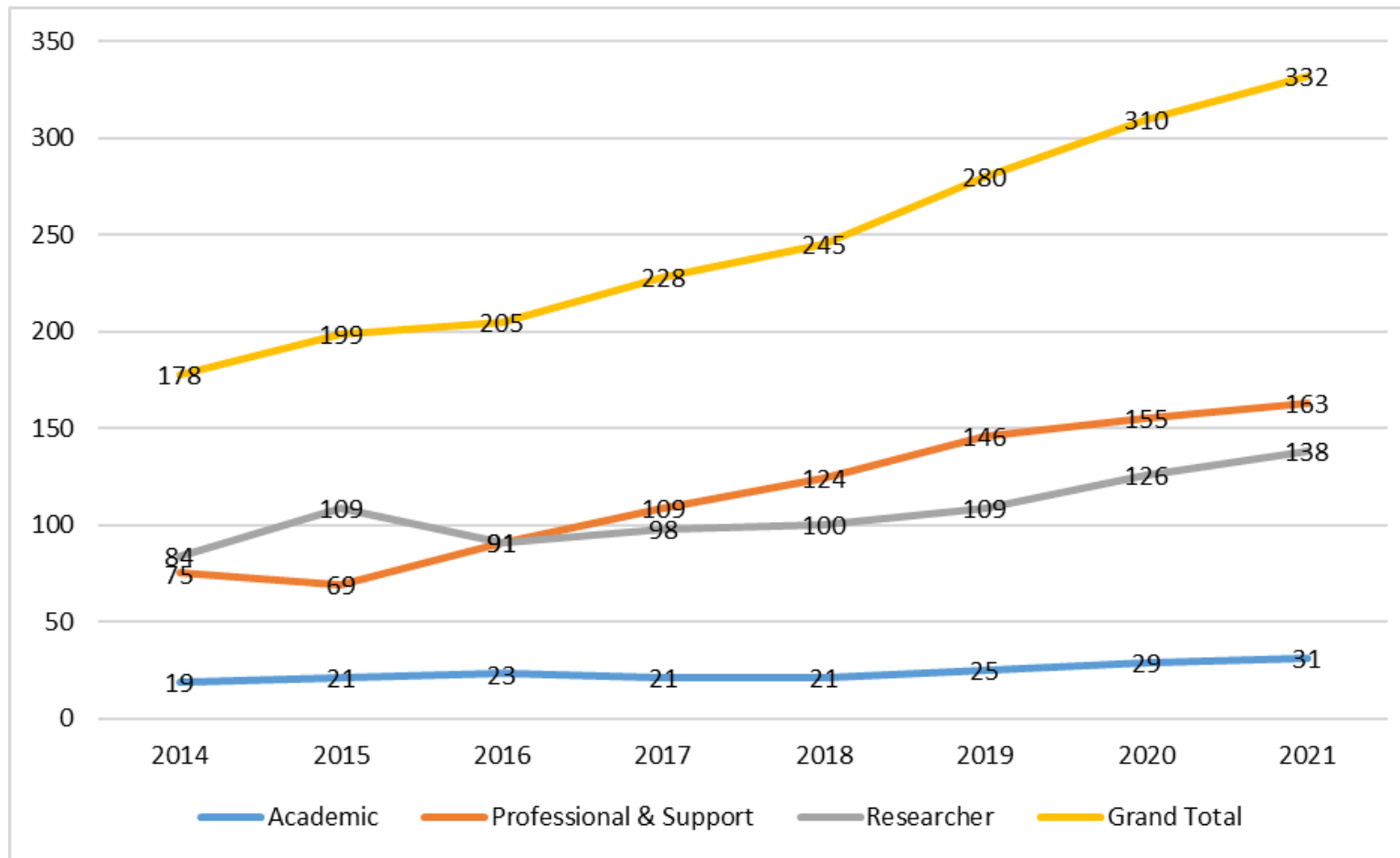cturer (this does not affect their substantive grade). Note this scheme ended in 2020 and there are plans to run an exercise to apply for conversion of existing URL titles to AP.

Data discussed in section 2.2, 4.1, 4.2, 5.1 relating to priority 1.

Figure A10. Additional Data: Primary Care Staff 2014-2021

Data discussed in section 1.2, 5.1 relating to priority 1.

Figure A11. Additional Data: SAT Diversity Audit

What best describes your gender?

Legend:
- Female
- Male
- Prefer to self-describe
- Prefer not to say

Labels: Male, Female

What is your age?

Legend:
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- Prefer not to say

Labels: Prefer not to say, 18-24, 25-34, 35-44, 45-54, 55-64

Do you have a disability or long-term medical condition?

Legend:
- Yes
- No known disability
- Prefer not to say

Labels: Yes, No known disability

Ethnic origin

Legend:
- White - British
- Prefer not to say
- Other

Other = merged ethnic category data due to low individual numbers

Labels: Other, White British

Data discussed in section 4.1.

Figure A12. Additional Data: Student Recruitment

	App.	Offer	Accept	App.	Offer	Accept	App.	Offer	Accept	App.	Offer	Accept	App.	Offer	Accept	App.	Offer	Accept
	2015/16			2016/17			2017/18			2018/19			2019/20			2020/21		
Male	14	4	4	9	1	1	9	3	2	13	1	4	14	1	1	22	4	2
Female	18	2	2	41	4	4	22	8	6	18	7	6	19	6	5	55	15	10

Female   Male
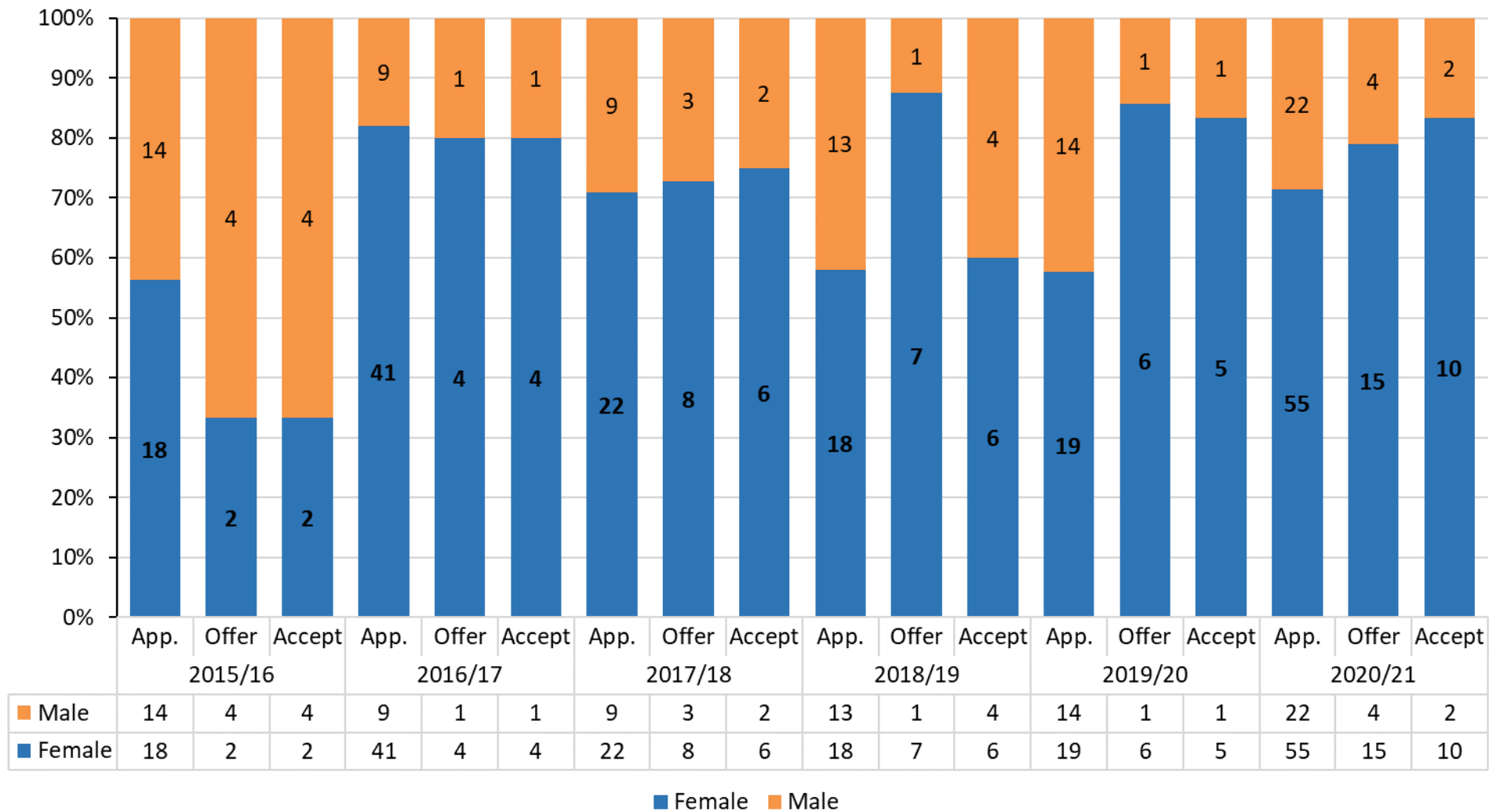
Data discussed in section 2.2 relating to priority 2.
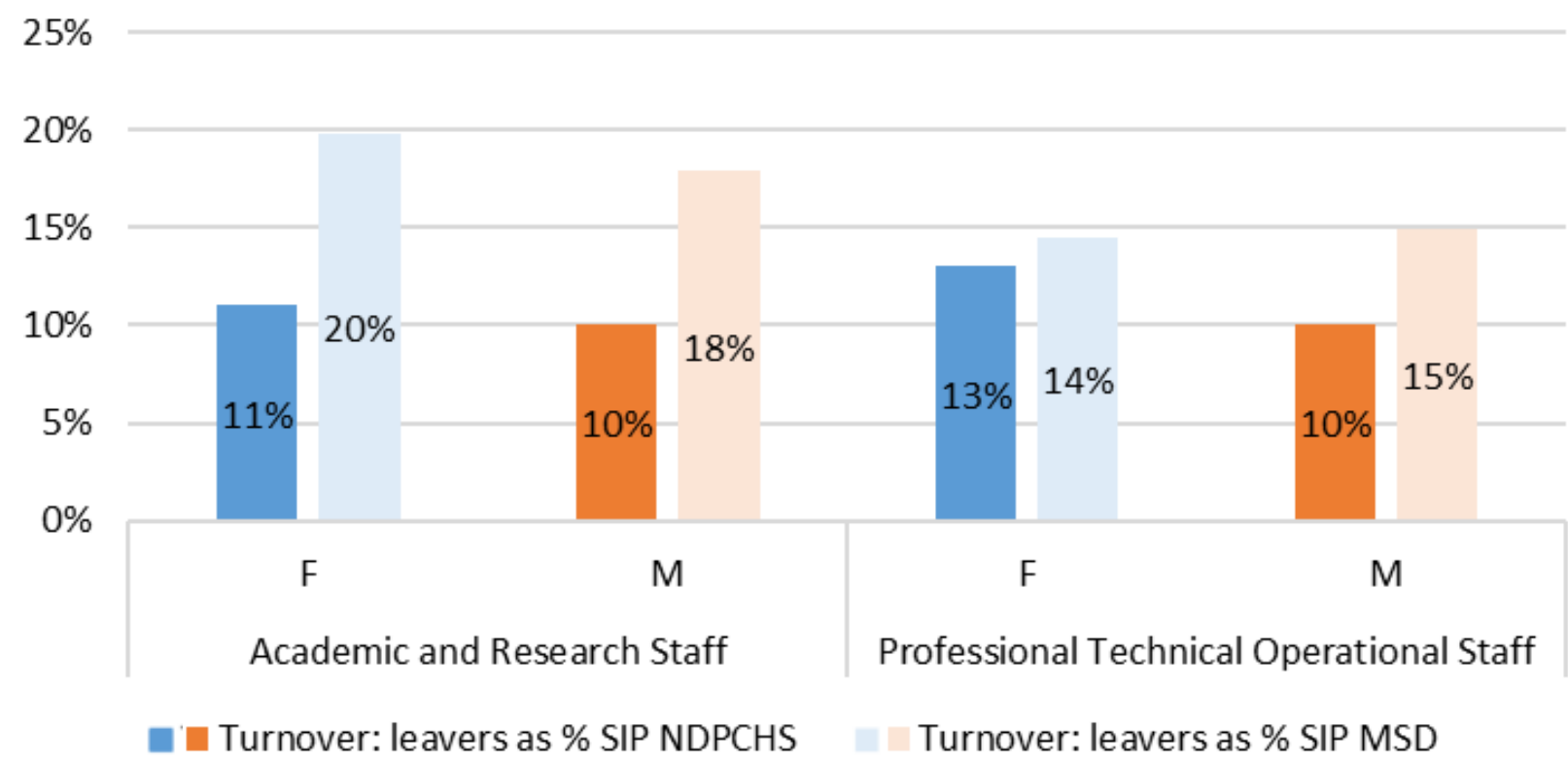
Figure A13. Additional Data: % of Students according to the gender of supervisor

	2011/12	2012/13	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
% students with at least 1 Male supervisor	93%	92%	95%	96%	93%	96%	97%	96%	86%	81%
% students with at least 1 Female supervisor	47%	54%	68%	64%	68%	78%	86%	93%	84%	87%

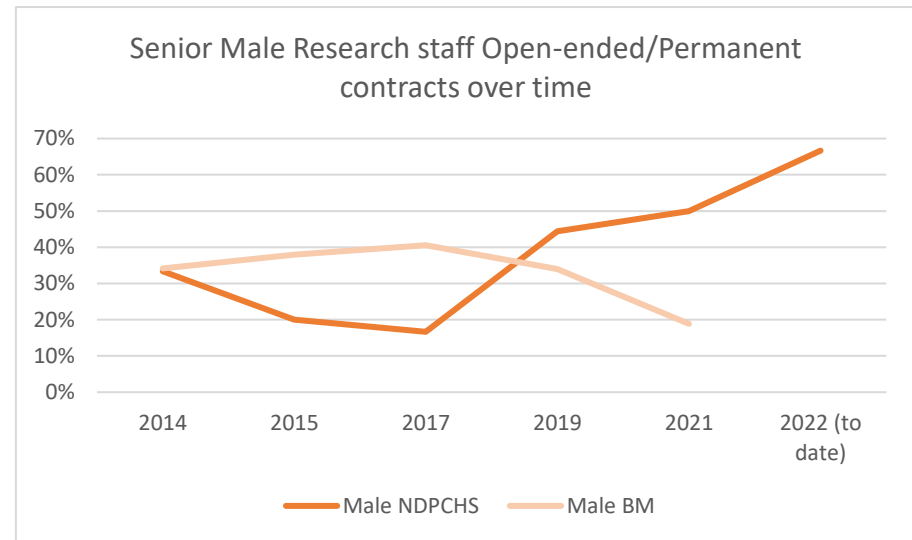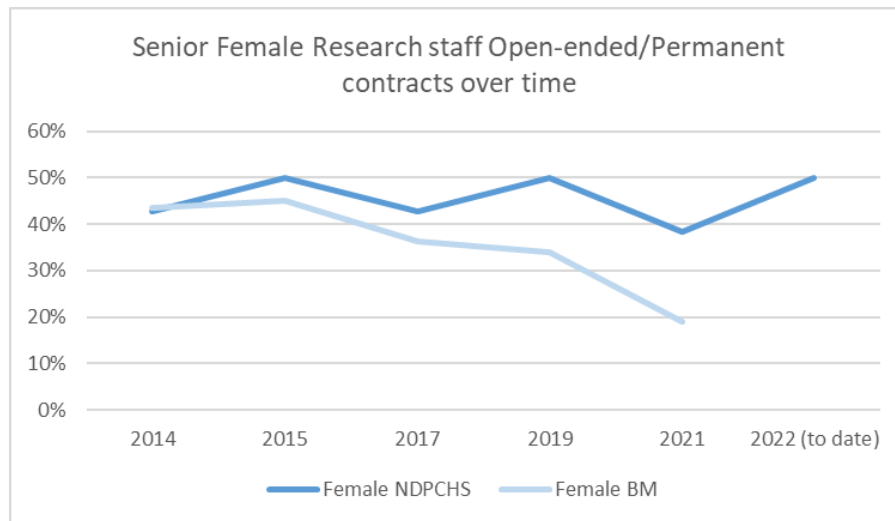— % students with at least 1 Male supervisor   — % students with at least 1 Female supervisor
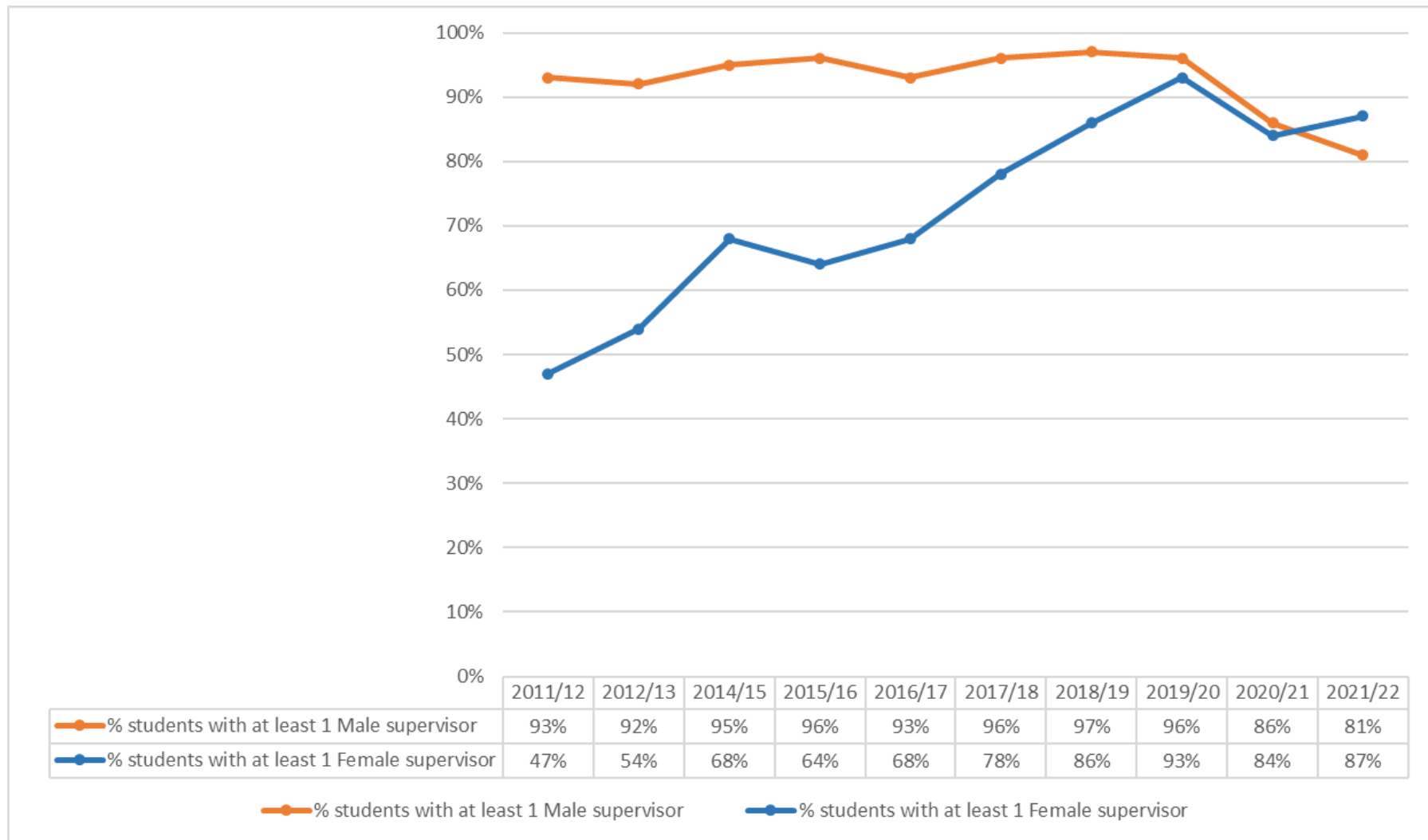
Data discussed in section 2.2 relating to priority 2.

Figure A14. Additional Data: Turnover Academic and Research staff 2017-2021

Data discussed in section 2.1

Figure A15. Additional Data: Senior research contract type

Senior Female Research staff Open-ended/Permanent contracts over time

Senior Male Research staff Open-ended/Permanent contracts over time

BM = Benchmark, MSD Staff

Data discussed in section 2.1, 4.2 and 5.1 relating to priority 3.

Proportion of PTO staff on Open-ended/Permanent contracts over time
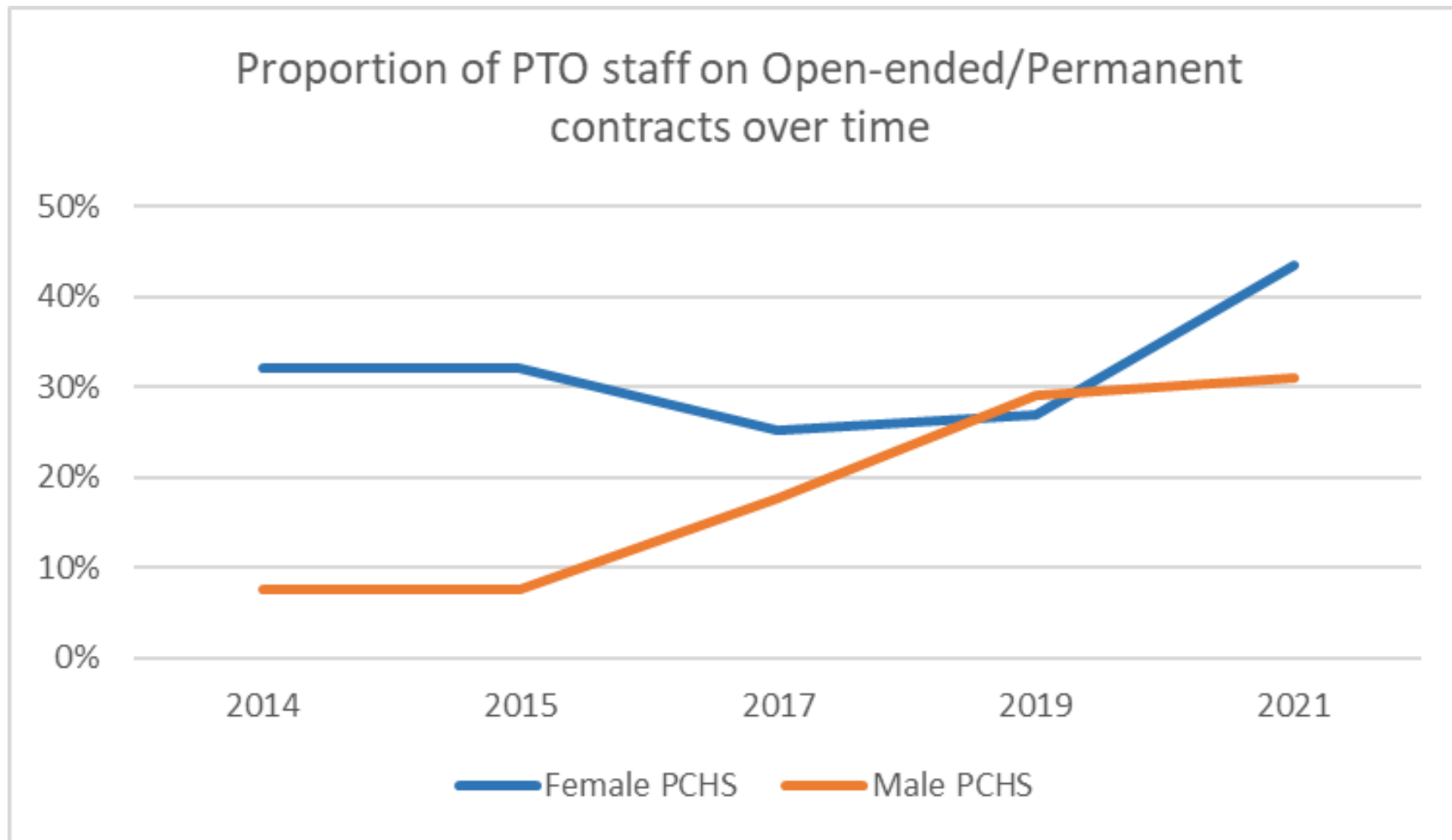
Data discussed in section 1.2, 4.2 and 5.1 relating to priority 3.

Unique attendees in 2021/2022 (pilot year)

Gender

Job type

Attendees by Grade

Full-time and Part-time
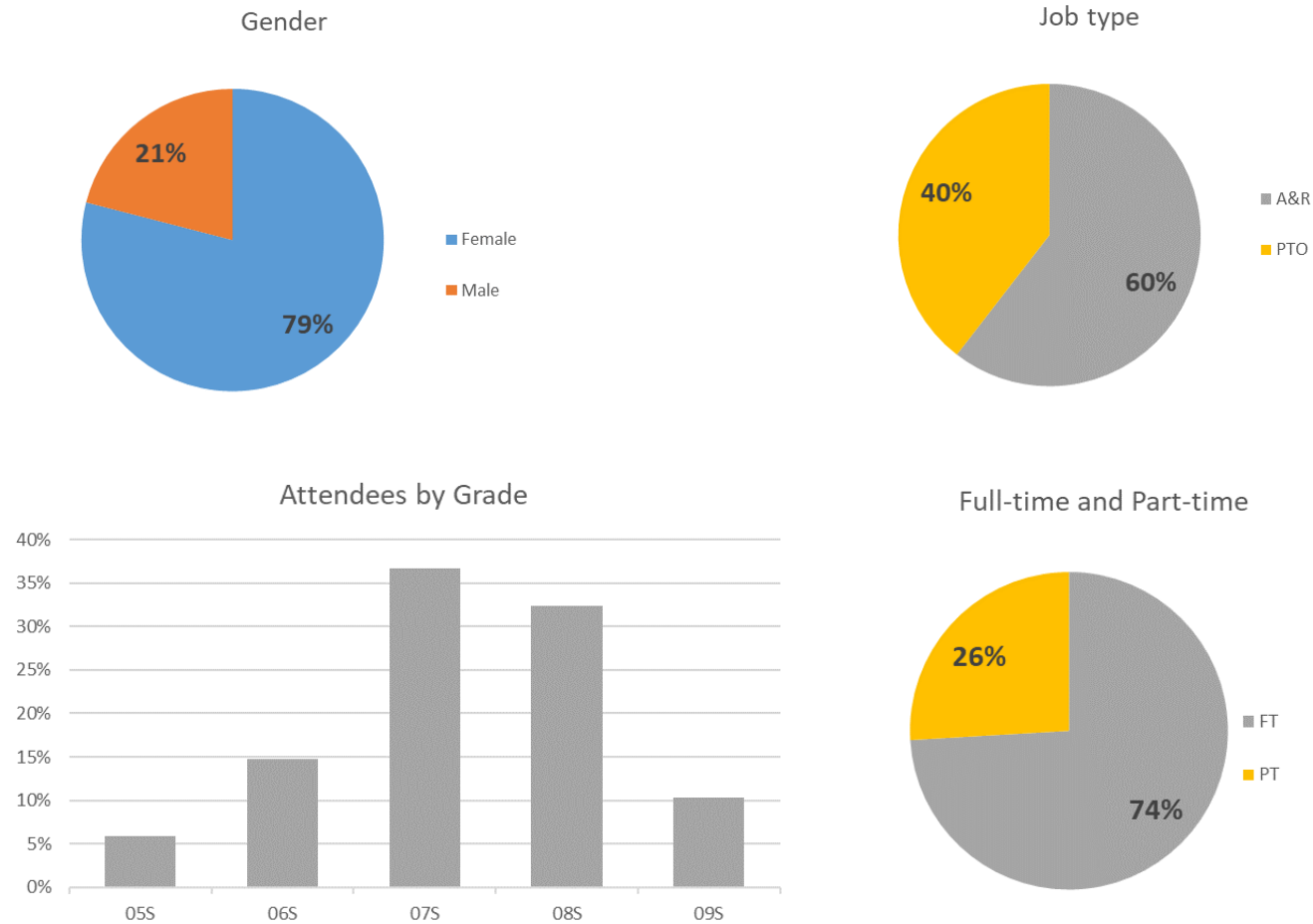
Attendees from grade 4 to professor. Showing where there are 4 or more attendees only.

Data discussed in section 3.1, relating to priority 1.

Figure A18. Additional Data: Female Pipeline by award date

	Grade 7	Grade 8	Clinical Research	Senior Research / DL	Senior Clinical Research / ACL / Reader	Professor
BRONZE 2012	74%	89%	33%	80%	25%	0%
SILVER 2013	70%	91%	33%	80%	20%	0%
SILVER 2017	80%	80%	46%	54%	36%	28%
GOLD 2022	68%	75%	67%	62%	33%	29%

Data discussed in section 2.2, relating to success against the department's key priorities

Appendix 3: Glossary

Please provide a glossary of abbreviations and acronyms used in the application.

ACF	Academic Clinical Fellow
AP	Associate Professor
Appx	Appendix
AS	Athena Swan
CTU	Clinical Trials Unit
DGS	Director of Graduate Studies
DOM	Department Open Meeting
DPhil	PhD students
DSC	Department Strategic Committee
E&D	Equality and Diversity
EDI	Equality, Diversity and Inclusivity
EMCR	Early and Mid-Career Researchers
EPM	Engagement and Projects Manager
F	Female
FT	Full time
FTC	Fixed-Term Contract
HoD	Head of Department
HR	Human Resources
M	Male
MSD	Medical Sciences Division
NDPCHS	Nuffield Department of Primary Care Health Sciences
NIHR	National Institute for Health Research
OUCAGS	Oxford University Clinical Academic Graduate School
PA/EA	Personal Assistant/Executive Assistant
PDR	Personal Development Review
PGR	Post Graduate Research
PI	Principle Investigator
POD	People and Organisational Development
PS	Pulse Survey
PSS	Professional and Support Staff = PTO
PTO	Professional, Technical and Operational
PT	Part time
SAT	Self-Assessment Team
SAC	Senior Academic Committee
Senior Staff	Grade 9, 10 or Professor with a substantial reputation in their field and generally leading a significant research project or programme
SES	Staff Experience Survey
SS	Student Survey
WAWG	Workload Allocation Working Group