

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
<p><i>This priority and actions draw on recommendations from the EMCR Taskforce and the SAT</i></p> <p>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</p>	<p>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)</p> <p>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.</p>	Start 2023	Associate Head for People and EDI	<p>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.</p> <p>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%),</p>	<p>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])</p> <p>Achieve gender balance by 2030 (i.e. 50%) in the proportion of women and men at senior positions in the</p>

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<p>applying for Associate Professor and Professor titles is lower than the average across the medical sciences division (Table A3).</p> <p>We therefore now need to look more broadly at the whole pipeline and ensure everyone has equitable access to personal/career development opportunities.</p>	<p>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).</p> <p>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</p>			<p>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)</p>	<p>department (both clinical and research specialist).</p>
<p>Female survey respondents in the 2021 SES reported being less confident than male respondents in carrying out managerial roles (figures S16 and S18).</p>	<p>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.</p> <p>1.6. Re-run initiatives to improve the delivery of PDRs (training and support of line managers)</p>	<p>Repeat in 2023</p> <p>Continued action</p>	<p>Associate Head for People and EDI & PDR Working Group lead</p>	<p>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.</p> <p>1.6. Increase the proportion of female staff reporting that they are confident delivering PDRs from 63% in 2021 to ≥85% in 2025.</p>	
<p>Initiatives we have undertaken over the past 5</p>	<p>1.7. Run Initiatives to increase the uptake of PDRs (e.g. PDR months) and</p>	<p>Continued action</p>	<p>Associate Head for</p>	<p>1.7. Increase the number of PDR completions recorded in Simitive</p>	

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<p>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</p>	<p>use the new online system (Simitive) to provide better tracking of completion.</p>		<p>People and EDI & PDR Working Group lead</p>	<p>from 82% [F] and 73% [M] to 90% by 2024.</p>	
<p>Mentorship from someone who is not the person's own line manager can be beneficial in guiding career development.</p>	<p>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</p>	<p>Continued actions</p>	<p>PDR working group</p>	<p>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.</p>	
<p>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</p>	<p>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</p>	<p>Continued actions and new from 2023</p>	<p>EMCR working group All research group leads and SAC</p>	<p>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</p>	

Rationale	Actions	Timeframe	Ownership	Success measures for actions	Priority success criteria
<p>Applying for fellowships and grants is an important stage in career progression.</p> <p>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.</p>	<p>provide detailed feedback in writing or through drop-in clinics</p> <p>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).</p> <p>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)</p>			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	Ownership	Success measure for actions	Priority success criteria
<p><i>This priority and actions draw on recommendations from the DPhil Working Group and the SAT and Amber rated RAG items 1.3 from 2021</i></p> <p>See Appx 1, Fig S11.</p> <p>In the Student Survey in 2021 70%[M] and 44%[F] of respondents reported being clear about development opportunities available to them.</p> <p>Fewer female students agreed communication in the department is open and effective (56%[F] and 90%[M])</p>	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 $\geq 75\%$ 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 $\geq 75\%$, with no difference between women and men.
	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
<p><i>This priority and actions draw on recommendations from the EMCR Taskforce and Amber rated RAG 2.2 from 2021</i></p> <p>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</p>	<p>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.</p> <p>3.2. At fixed-term contract renewal, all staff to be considered against transparent criteria for transition on to an open-ended contract</p> <p>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</p>	From 2022	Associate Head for People and EDI	<p>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.</p> <p>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 by the data monitoring working group.</p> <p>3.3. 100% of staff being reviewed for transition to</p>	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.

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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)”.	<p>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.</p> <p>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).</p>	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
<p><i>This priority and actions draw on analysis and recommendations from our Workload Allocation Group and Amber rated RAG item 1.4 from 2021</i></p> <p>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</p>	<p>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:</p> <ul style="list-style-type: none"> • firebreak weeks • golden admin hours (without interruptions) • writing retreats <p>Equivalent options for staff with caring responsibilities (such as library mornings rather than two day retreats) will be promoted.</p>	2024-25	<p>Workload working group</p> <p>&</p> <p>NDPCHS Athena Swan link people in research groups</p>	4.1. Collation and publication of best practice models on a dedicated page on the department website.	<p>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.</p>

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<p>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.</p> <p>Focus groups indicated that there was uncertainty about reasonable expectations and differences between grades, roles and groups.</p>	<p>4.2. Introduce a line manager buddy scheme for peer support on workload, matched by role eg PSS, A&R, trial manager etc.</p> <p>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.</p>	<p>Stopped</p> <p>2023-25</p>	<p>Workload working group & NDPCHS Athena Swan link people in research groups</p>	<p>4.2. At least 75% of people requesting to be part of the line manager buddy scheme being matched to a buddy.</p> <p>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.</p>	
<p>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.</p>	<p>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.</p> <p>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.</p>	<p>Stopped</p> <p>2023-25</p>	<p>WAWG & NDPCHS Athena Swan link people in research groups</p>	<p>4.4. Appointment of dedicated support staff to support staff during periods of high workload.</p> <p>4.4 Reduction so that fewer than 50% of line managers report that their workload is "too much" (Appx 1, Fig. S19).</p> <p>4.5 Pilot results shared and feedback sought if implemented by other departments.</p>	

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
<p><i>This priority and actions draw on recommendations from our SAT & Amber rated RAG 3.6 from 2021</i></p> <p>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.</p>	<p>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.</p> <p>5.2. Maintain regular communications about our B&H policies via the department newsletter, personal blogs and Open meeting discussions.</p> <p>5.3. Continue to educate staff at all levels through anti-bullying and harassment training and bystander training</p>	<p>2022-23 and onwards</p>	<p>Bullying and Harassment Working Group & Associate Head for People and EDI</p>	<p>Staff survey reports ' I am aware of the harassment policy and procedure for University staff'</p> <p>5.2. Maintain ≥90% of staff reporting that they are aware of the policy and procedures</p> <p>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</p>	<p>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.</p>
	<p>5.4. Hold (focus group) discussions to agree what constitutes bullying and harassment in the context of this department –</p>	<p>2023-24</p>	<p>Bullying and Harassment Working Group lead with EDI representatives</p>	<p>5.4. Approval of a 'Principles' document on acceptable and unacceptable behaviour for the department website. Principles discussed in all</p>	

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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.	

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	<p>to record their stories anonymously. Run events for collective story making to enable listening and healing alongside collection of stories.</p> <p>5.6 Analyse and summarise submitted stories and share a report with the wider university which will be used to inform action.</p>				

LEGACY ACTIONS from AMBER RATED RAG ACTION PLAN

Rationale	Actions	Timeframe	Owner-ship	Success measure for actions	Priority Success criteria
<p><i>Amber rated action 1.1 from RAG rated 2021 Plan</i> 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.</p>	<p>Listening exercises on EDI issues to be held regularly, advertised in newsletter and department Open meetings.</p>	<p>Continuing from 2021 Plan</p>	<p>SAT via NDPCHS Athena Swan link people in research groups</p>	<p>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'</p>	<p>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+%</p>
<p><i>Amber rated action 3.5 from 2021 Action Plan</i> Improve induction and integration of new staff and students into the department</p> <p>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)</p>	<p>Focus group discussions followed by a survey of new staff and students who have joined the department in 2020-22</p>	<p>Spring 2023</p>	<p>Head of HR & DPhil Working group leads</p>	<p>Attendance at induction sessions for new staff and students and assessment of how useful (in survey)</p>	<p>Maintain at least 90% attendance and at least 85% of staff and students assessing their induction as 'useful'</p>