Department Application
Silver Award Application

Radcliffe Department of Medicine

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ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Silver	Actual*
Word limit	**12,000**	**12429***
Recommended word count		
1.Letter of endorsement	500	490
2.Description of the department	500	416
3. Self-assessment process	1,000	967
4. Picture of the department	2,000	2255*
5. Supporting and advancing women's careers	6,500	7043*
6. Case studies	1,000	1000
7. Further information	500	258
Where used: footnotes, impact boxes and quotes **are** included in the word count.		
***extra words used in these sections. 1000 extra words granted as per email from Jessica Kitsell (email image below).**		

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

RE: Additional Word Count for April 2019 Application

To   Charlotte Smith; 'athenaswan@ecu.ac.uk'

Cc   Lynn Clee

ℹ️ You replied to this message on 10/01/2019 08:59.

Action Items

Hi Charlotte,

We are happy to grant an additional 1,000 words for the Radcliffe Department of Medicine at the University of Oxford for the April 2019 round due to the presence of both clinical and non-clinical staff.

Please include a copy of this email with your application and state throughout the application where the additional words have been used.

With best wishes,

Jess

Jessica Kitsell
Equality Charters Adviser

E jessica.kitsell@advance-he.ac.uk
T +44 (0)20 3870 6022

˙˙AdvanceHE

From: Charlotte Smith [mailto:charlotte.smith@rdm.ox.ac.uk]
Sent: 09 January 2019 10:28
To: 'athenaswan@ecu.ac.uk' <athenaswan@ecu.ac.uk>
Cc: Lynn Clee <lynn.clee@rdm.ox.ac.uk>
Subject: Additional Word Count for April 2019 Application

Hello

The Radcliffe Department of Medicine will be putting in a silver Athena SWAN application in April 2019.

In accordance with the guidance https://www.ecu.ac.uk/equality-charters/athena-swan/next-assessment-round/how-to-submit/ we would like to request an additional 1000 word in respect of our departmental clinic

We would be grateful if you could confirm this extra allowance, thank you.

Name of institution	University of Oxford	
Department	Radcliffe Department of Medicine	
Focus of department	STEMM	
Date of application	April 2019	
Award Level	Silver	
Institution Athena SWAN award	Date: April 2017	Level: Bronze
Contact for application Must be based in the department	Professor Hugh Watkins	
Email	hugh.watkins@rdm.ox.ac.uk	
Telephone	01865 234657	
Departmental website	www.rdm.ox.ac.uk	

ACRONYMS

ABH	Anti-bullying and harassment
ACARES	Academic and Research Staff
AP	Associate Professor
AS	Athena SWAN
ASF	Athena SWAN Facilitator
ASSG	Athena SWAN Steering Group
BHF	British Heart Foundation
CDC	Career Development Committee
CRT	Clinical Research Trainee
CVM	Division of Cardiovascular Medicine
DA	Divisional Administrators
DGS	Director of Graduate Studies
DH	Division Heads
DPhil	Doctor of Philosophy (equivalent to PhD)
EDI	Equality, Diversity and Inclusion
ECU	Equality Challenge Unit
GSC	Graduate Studies Committee
GSM	Graduate Studies Manager
HAF	Head of Administration and Finance
HOD	Head of Department
HR	Human Resources
IMD	Investigative Medicine Division
JR	John Radcliffe (Hospital)
LDP	Learning and Development Programme
MRC	Medical Research Council
MSD	Medical Sciences Division
NDCLS	Nuffield Division of Clinical Laboratory Sciences
NHS	National Health Service
NIHR	National Institute for Health Research
OCDEM	Oxford Centre for Diabetes, Endocrinology and Metabolism
OLI	Oxford Learning Institute
OxFEST	Oxford Females in Engineering, Science and Technology
PDR	Personal Development Review
PDRA	Postdoctoral Research Assistant
PE	Public Engagement
PGR	Postgraduate Research Student
PI	Principal Investigator
PNTS	Prefer Not To Say
PSS	Professional and Support Staff
RCF	Returning Carers' Fund
RDM	Radcliffe Department of Medicine
RDMS	Radcliffe Department of Medicine Strategic Team
RoD	Recognition of Distinction
RSC	Research Strategy Co-ordinator (and team)
SAP2015	Action Plan Point from 2015 silver application
SAP	Silver Action Point (2019)
SPL	Shared Parental Leave
SAT	Self-Assessment Team
URL	University Research Lecturer
WG	Working Group(s)
WIMM	MRC Weatherall Institute of Molecular Medicine

GLOSSARY

The following academic and research staff grades are used throughout this application.

Non-Clinical Research Grades		
Grade 6	Research	Post graduate (though typically pre-doctoral) researcher.
Grade 7	Research	Postdoctoral researcher at the career entry stage following completion of a DPhil.
Grade 8	Research	Senior postdoctoral researcher. At this grade has an established research career and can apply for independent external funding.
Grade 9	Research	Researcher with a recognised research reputation in their field, and generally leading a significant research programme.
Grade 10	Research	Researcher with a substantial research reputation, and leading a significant research team and programme.
Senior Researcher/ RSIV	Academic	A senior researcher not paid on the standard pay scales. RSIV is a professorial-equivalent grade at other institutions.
Non-Clinical Professor	Academic	A senior researcher who has been awarded a full professorial title, on a titular or statutory basis; Statutory: Recruited to a permanent professorial post through open advertisement. Titular: Awarded the title in Oxford's Recognition of Distinction exercise.

Clinical Research Grades		
Clinical Research Trainee	Research	Pre-consultant level clinician employed to work on an academic research project. Often undertakes a DPhil during this time.
Academic Clinical Lecturer	Academic	NIHR Funded University posts for clinicians with a PhD/DPhil with 50% research and 50% clinical time.
Clinical Lecturer	Academic	Fixed term position, which typically follows completion of DPhil but in some cases the DPhil is undertaken during this lectureship. Has research, teaching and clinical responsibilities.
Senior Clinical Researcher	Research	Fellowship holder (often following one of the three above appointments). Consultant Level Appointment. Awarded to individuals with 3-5 years of postdoctoral research experience and who hold Certificate of Completion of Training. Non-tenured posts but can be conferred the title of Associate Professor.
Consultant Level Clinical Academic	Academic	A senior clinical researcher at consultant level holding a permanent post, though not a full professor; usually hold an honorary consultant contract with the NHS.
Clinical Professor	Academic	A senior clinical researcher who has been awarded a full professorial title, which can be on a titular or statutory basis. Clinical Professors also hold an honorary consultant contract with the NHS. Statutory: A Professor recruited to a permanent professorial post through open advertisement. Titular: Awarded the title in Oxford's Recognition of Distinction exercise.

University Titles: In addition to the grades above, clinical and non-clinical members of staff can be awarded honorary titles through the annual Recognition of Distinction (RoD) exercise.

These titles do not change the individual's underlying post, duties or salary, but confer recognition that they have attained a significant level of academic excellence.

As a result, an individual's grade may differ from their title (e.g. a staff member on grade 9 or 10 who is awarded the title of Associate Professor, is able to use the prefix of 'Professor' without being on a professorial grade).

University Research Lecturer	Research	A member of research staff (with no formal teaching responsibilities) awarded the title to recognise substantial independent research achievement, supervision of students and good citizenship.
Associate Professor	Research	A senior member of research staff on non-clinical grades 9 or 10, or clinical grade of senior clinical researcher, awarded the title Associate Professor and able to use the prefix 'Professor'. Introduced in 2014.
Titular Professor	Academic	A member of staff awarded the title of Professor in acknowledgment of the excellence of their work.

Data Collection

We provide staff data for five years unless otherwise described.
Staff in post census point is annual on 31st July.
We provide student data for five years unless otherwise described.
Student census point is annual on 1st December.
All data is shown for all RDM Divisions.

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
Recommended word count: Silver: 500 words (490)

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter immediately after this cover page.

Radcliffe Department of Medicine

UNIVERSITY OF OXFORD

26 April 2019

James Lush, Head of Athena SWAN
Athena SWAN Charter
Advance HE
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

Level 6, West Wing
John Radcliffe Hospital
Oxford OX3 9DU
Tel: +44 (0)1865 234657

Website: www.rdm.ox.ac.uk

Dear Mr Lush

As Head of Department and Chair of our Athena SWAN (AS) team, I am pleased to submit our application for a Silver Award. I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of RDM.

AS has always been closely aligned with my own values, but the process has shaped my actions as well as the developing culture of our department. The improvements we have instituted have been so beneficial and seem, in retrospect, so obvious; thus, I recognise just how necessary the AS process has been in a world of competing priorities.

Constant awareness of our need to improve opportunities for women in RDM has put efforts towards supporting career progression; re-balancing through recruitment; and greater representation, top of our agenda. More importantly, I now think differently about our challenges ahead; AS activities will continue to inform and drive my role and the strategy of the department.

Achievements:
- To embed the principles of AS, and equality and diversity, we appointed an experienced AS facilitator.
- We reorganised our AS governance to better deliver a coordinated programme.

- To build cohesion, and ensure uptake of our initiatives, we have prioritised communications. The benefit of this is seen in our regular surveys.
- We have introduced PDRs for all staff.
- We developed and improved support for grant and fellowship applications, actively encouraging women candidates.
- Our mentoring scheme is flourishing and I mentor on the University's Senior Academic Female mentoring scheme.
- I have led an anti-bullying and harassment training and awareness campaign, and shared lessons learnt with the Medical Sciences Divisional board.

I am proud of the progress we have made through supporting women for the conferment of 6 University Research Lecturer, 11 Associate Professor and 4 full Professor titles. We have achieved a 29% increase in the proportion of our PI's who are women and a 50% increase in the number of women holding senior academic positions.

We see the impact of our initiatives in the careers of our senior women: Alison Banham is Head of NDCLS Division, Anna Gloyn and Barbara Casadei now lead Biomedical Research Centre themes, Marella de Bruijn is Director of Graduate Studies and Lynn Clee sits on University committees. External to RDM, Barbara Casadei is the first woman president of the European Society of Cardiology.

Since our last application, AS now includes professional and support staff. Self-assessment confirmed that much of our existing support, including our in-house mentoring, and learning and development schemes are available to a group I consider vital to RDM's success.

While we are pleased with progress, there is still much to do, especially in growing the number of women in senior clinical posts. We believe that we now have the pipeline, the wonderful role models and an ambitious, but feasible, action plan to ensure that we benefit from the widest possible pool of talent. I see this as critical for succession and future vitality.

Yours sincerely,

HUGH WATKINS FRS FMedSci

Radcliffe Professor of Medicine and Head of Department

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Silver: 500 words (416)

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The Radcliffe Department of Medicine (RDM) is a multi-disciplinary department which aims to tackle some of the world's biggest health challenges by combining high-quality basic biological science with clinical application. We have internationally renowned programmes in a range of areas including cardiovascular sciences; diabetes and endocrinology; immunology; haematology and pathology. We employ clinical and non-clinical staff who conduct research, supervise postgraduate research students, and (clinical staff only) undertake clinical duties.
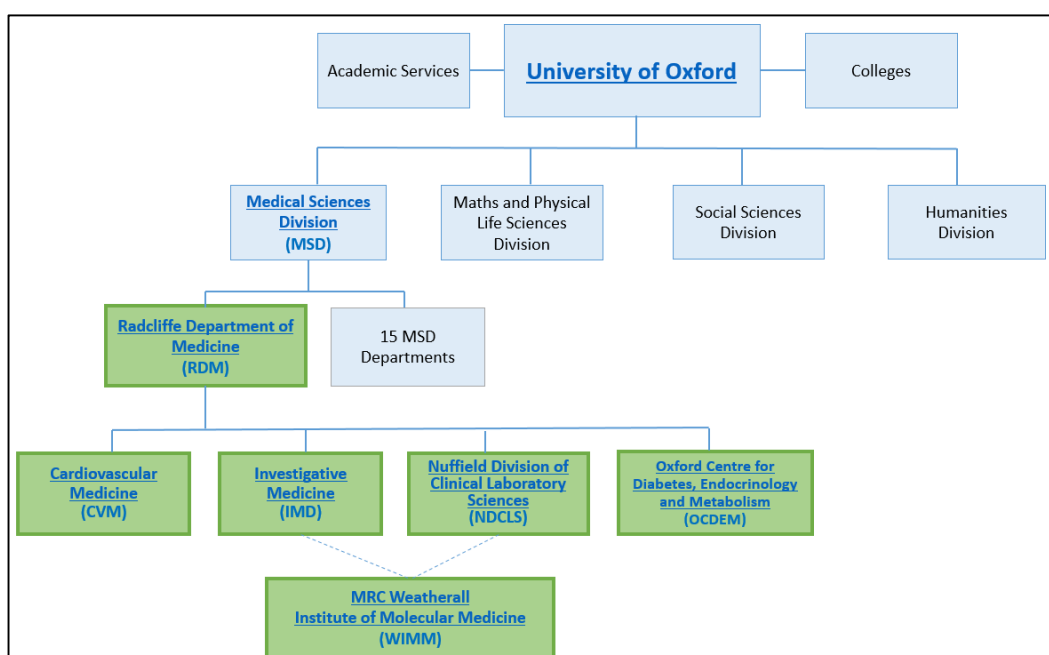

Figure 1: RDM within the University of Oxford, includes RDM Division names and acronyms used throughout application.

RDM was created in 2012 to bring together academic units from various existing departments which specialised in related themes, and to provide a home department for the WIMM. These shared academic endeavours and disciplines give cohesion and critical mass. RDM is the second largest department in Oxford University.

RDM has four divisions (CVM, IMD, NDCLS and OCDEM), supported and overseen by a central team, RDM Strategic (RDMS) who ensure co-ordination and overarching activity. The WIMM is an MRC-Oxford University research institute accommodating staff from a variety of Medical Sciences Division (MSD) departments. Approximately 60% of WIMM Principal Investigators (PIs) are from RDM; the other 40% from five other MSD departments.

RDM is led by Hugh Watkins with support from the Management and Strategy Committees, Self-Assessment Team (SAT), and RDMS. To maintain flexibility and facilitate rapid research progress, we operate a devolved structure, with the five units

having local leadership: four Academic Division Heads (DH) (1F/3M), the WIMM Director (1M), the WIMM Administrator (1F), and four Divisional Administrators (DA) (3F/1M). Divisions and the WIMM have local administrative staff, who work across and within their Divisions, co-ordinated by RDMS.
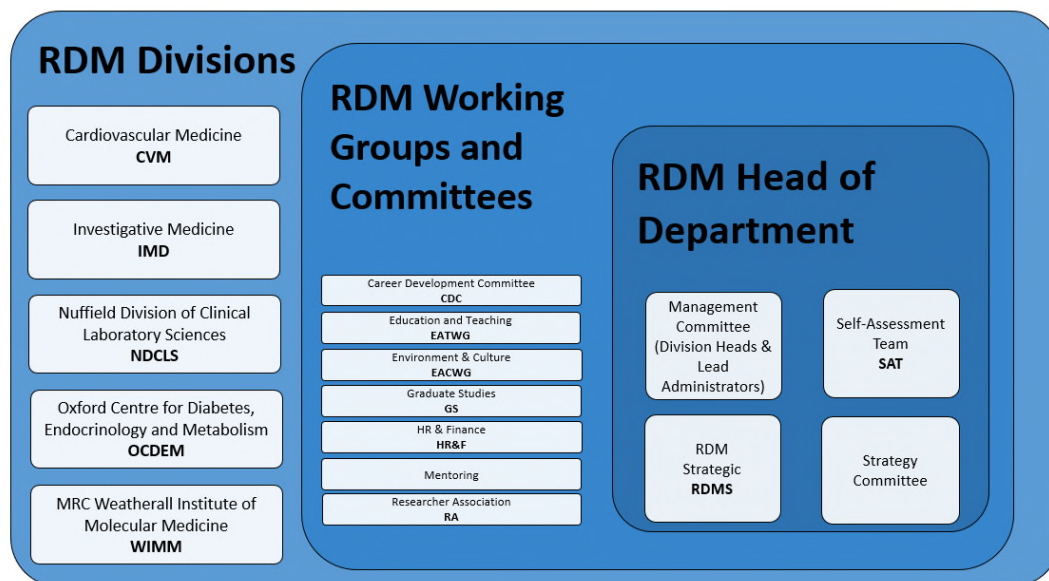
Figure 2: Structure of RDM including Divisions, Working Groups and Committees

As a clinical department we have limited undergraduate teaching responsibilities. This reduces the number of permanent academic positions.

We employ 573 staff including Academic and Research (ACARES) (78 clinical, 301 non-clinical) and Professional and Support Staff (PSS). RDM has 138 DPhil students.

		Female	Male	Total	%F
Academic staff	Clinical	5	28	33	15%
	Non-Clinical	7	8	15	47%
	Total Academic	**12**	**36**	**48**	**25%**
Research staff	Clinical	15	30	45	33%
	Non-Clinical	152	134	286	53%
	Total Research	**167**	**164**	**331**	**50%**
Total ACARES Staff		179	200	379	47%
Professional and Support staff		141	53	194	73%
All staff		**320**	**253**	**573**	**56%**
DPhil Students		58	80	**138**	**42%**
Total RDM		**378**	**333**	**711**	**53%**

Table 1: RDM staff and students at July 2018 census point.
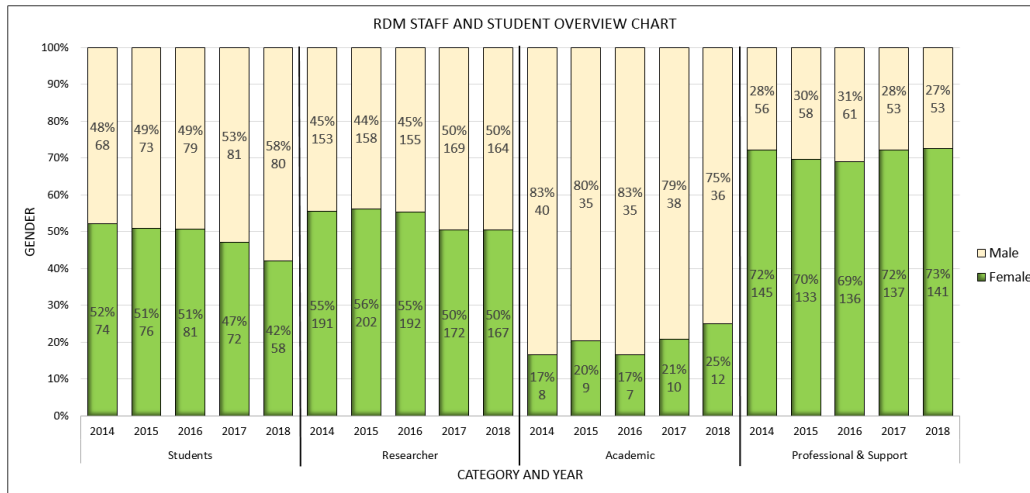
Figure 3: RDM staff and student overview.

84% of our ACARES are externally funded on grants, or individual fellowships. In 2017-18, RDM's annual turnover was £54.2M, of which £35.7M was research income from 85 funders.

85 (23F/62M 27%F) PIs conduct research across 8 themes. PI status is a significant career transition point, identifying research group leaders who have independent, external research funding, and who supervise students. PIs are ACARES staff who hold the title of University Research Lecturer (URL), Associate Professor (AP) or Professor.

Figure 4: RDM research themes.

RDM is located across three sites: the John Radcliffe and Churchill Hospitals, and the Old Road Campus. Many research groups work across locations connected by University, NHS and public transport, and are within walking/cycling distance if this is an option.

Figure 5: Map showing RDM locations.

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Silver: 1000 words (967)

Describe the self-assessment process. This should include:

(i)   a description of the self-assessment team
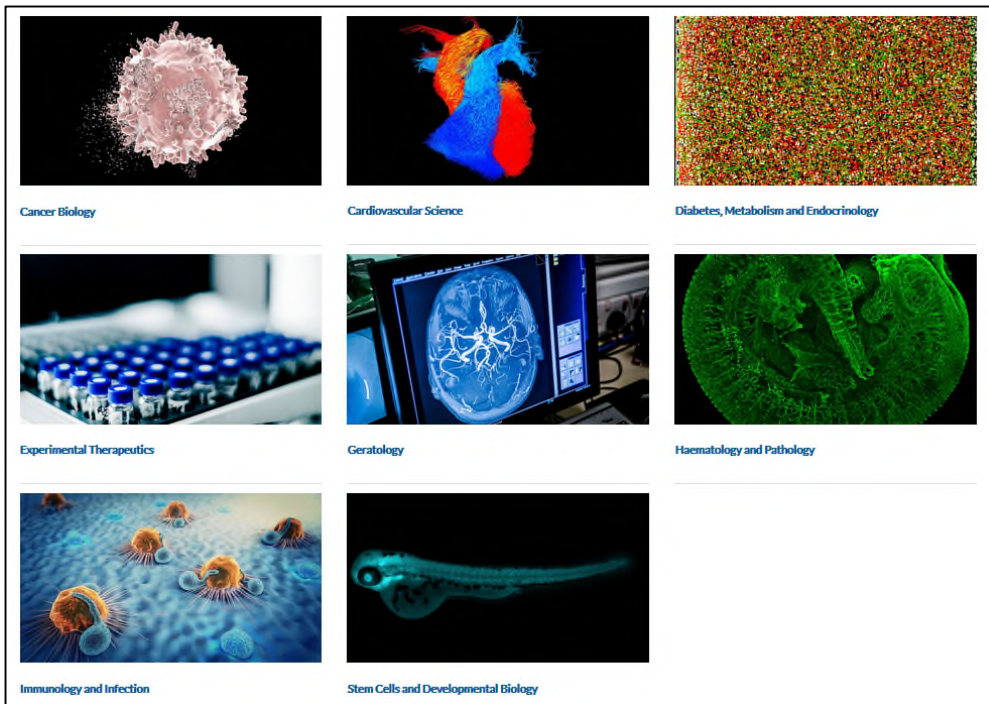
The Head of Department (HOD) takes a direct lead in equality, diversity and inclusion (EDI) actions and initiatives and chairs the Self-Assessment Team (SAT). The SAT has 14 members, comprised of the Chairs and representatives from all working groups (WG) and committees, ensuring all RDM constituents have representation. It has strong senior representation and includes an MSD EDI advisor. There is a gender imbalance (10F/4M), whilst we are pleased to have a high proportion of female committee/WG leads in these visible positions we will encourage more males to be part of the EDI conversation (Silver Action Point (**SAP**) **1 & 2**). The SAT has representation from PSS and Postdoctoral Researchers (PDRAs). Student views are represented via the Director of Graduate Studies (DGS) and Graduate Studies Manager (GSM) who both sit on the Graduate student forum. Every member of the SAT is a dynamic contributor, committed to EDI delivery within RDM.

SAP 1: To improve the gender balance of the SAT, encourage males within RDM who are active contributors to EDI to attend SAT meetings and ensure that they have visibility within RDM.

SAP 2: Sponsor and encourage men to attend EDI workshops such as Royal Society Diversity Conference.

Name	Position Staff Group	Background	SAT Role	Gender Work pattern Division Site
Alison Banham	Head of NDCLS Academic	Dual-career family, 3 children, 2 at University. Commuter.	Chair of RDM Mentoring Committee.	Female Full-time NDCLS JR
Bob Mahoney	RDM Graduate Studies Manager PSS	Works flexi hours caring for two children. Took Shared Parental Leave in 2017.	Representative of graduate students.	Male Full-time RDMS JR
Charlotte Smith	Athena SWAN Facilitator PSS	Living with older parent. Commuter. Experienced AS panel assessor. Harassment Advisor.	Co-ordinator of AS and EDI. Provides EDI information and initiatives to management. Shares AS best practice with University colleagues.	Female Part-time RDMS JR
Charvy Narain	Communications Manager PSS	Dual-career family. One primary school-age child.	Communications management of EDI initiatives across RDM. Works with AS Facilitator on events and messages.	Female Part-time RDMS JR

Deborah Hay	Clinical Tutor Academic	Married with two grown-up stepchildren. 40% working week is spent in the NHS.	Chair of the Education and Teaching working group. College role includes pastoral support for clinical medical students.	Female Full-time NDCLS JR
Hugh Watkins	Head of Department Academic	Dual-career family with grown up children.	Chair of SAT Oversight of Academia and EDI. Strategic advice and leadership. Role Model for all staff.	Male Full-time RDMS JR
Leanne Hodson	PI Academic	Moved to Oxford from New Zealand and still has strong links.	Chair of the Career Development Committee and provide strategic input on female career development.	Female Full-time OCDEM Churchill
Lorna Fiedler	PDRA Researcher	Background in industry and academic sectors. Commuter. Harassment Advisor.	Representative of RDM Researchers Association; Environment and Culture working group and PDRA staff.	Female Full-time NDCLS JR
Lynn Clee	RDM Head of Administration and Finance PSS	Multi-career family with grown up children. Commuter.	Strategic leadership on AS and EDI projects and events. Member of multiple committees and working groups. Represents RDM at University level.	Female Full-time RDMS JR
Manu Verma	PDRA Researcher	International (Non-EU) staff. Married with working spouse.	Chair of RDM Researchers Association.	Male Full-time OCDEM JR
Marella De Bruijn	RDM Director of Graduate Studies Academic	Dual-career couple. Commuter.	Chairs Graduate Studies Committee and Student forum.	Female Full-time NDCLS JR
Mark Evans	Lead Administrator PSS	Researcher turned administrator via RDM trainee scheme.	Chair of Environment and Culture working group.	Male Full-time NDCLS JR
Michaella Smart	Deputy Administrator - HR PSS	Dual-career family with teenage child.	RDM Mentoring Scheme Co-ordinator. Representative of HR and PSS.	Female Part-time NDCLS JR
Ruth McCaffrey	Research Strategy Co-ordinator PSS	Dual-career family with young children. Harassment Advisor.	Co-ordinates RDM funding support. Member of the Strategy and Career Development Committees.	Female Part-time RDMS JR
Katherine Corr	Athena SWAN Advisor and Facilitator	External to RDM. Provides advice and support for EDI across MSD.		MSD Office

Table 2: RDM SAT membership.

Structure and Timeline

In 2012/13, the components of RDM were covered by three Bronze awards. The three action plans were consolidated by the Athena SWAN Steering Group (ASSG) into one. After consultation with the (then) Equality Challenge Unit, a single Silver application was submitted in 2015. Divisional SATs were retained under the ASSG.

As part of SAP2015, the ASSG engaged an Athena SWAN Facilitator (ASF) in 2017 to strengthen EDI initiatives across RDM and to assist with the administrative demands the larger department created.

SAP2015 also included actions for better career development support, leading to the formation of the Career Development Committee (CDC). Within this application we demonstrate how the CDC is impacting career lifecycles of RDM females.

In mid-2017, a consultation was launched across RDM to review whether the arrangement of divisional SATS and one ASSG was still effective. A move to cross-divisional WG and committees with an overarching SAT was proposed, to strengthen cross-divisional working.

In early 2018 the revised structure was put to consultation across RDM, together with a list of suggested WG (some new, some existing). Anyone interested in being involved was invited to contact the ASF (all requests were accommodated). The ASSG approved the WG structure and became the current SAT. The SAT meet quarterly (minimum); standard agenda includes updates from each WG, who also meet at least quarterly.

The cross-divisional WGs have specific remits and each assess, consult, prioritise, plan and implement actions.

During this re-organisation, underpinning AS and EDI projects and events have been continued by RDMS and colleagues across RDM.

All the WG have established, or are developing a web-presence and all minutes and agendas will be accessible on the website (**SAP 3**).

SAP 3: Ensure all RDM staff and students know which committees and working groups are responsible for which areas, particularly for the newer structure.

2012
- RDM formed
- Existing AS bronze action plans combined

2013
- Head of Department takes on chair of ASSG
- First RDM ASSG meeting
- First annual RDM symposium
- PDR scheme started

2014
- First staff and student surveys
- Mentoring scheme started

2015
- Dedicated workload survey
- Silver application submitted (pre-2015 form)
- Dedicated anti-bullying survey
- Career Development Committee starts

2016
- Silver award granted
- Second staff and student surveys

2017
- AS Facilitator starts
- ASSG reviewed
- Learning and Development programme starts
- Online PDR pilot launched

2018
- NEW SAT formed
- WG & committee structure approved
- Third staff and student surveys

2019
- Silver application submitted (post-2015 form)
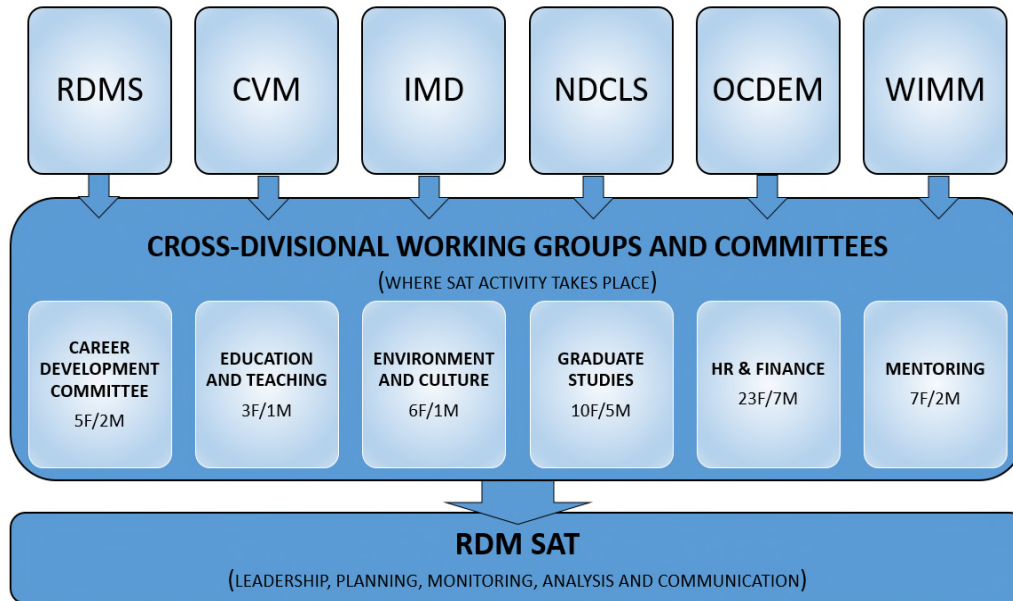
Figure 6: RDM Athena SWAN timeline.

Figure 7: Cross-divisional structure of RDM working groups and committees and Athena SWAN Self-Assessment Team.

Evaluation and Communication

Impact: SAP2015 aimed for a 75% staff survey response rate, which was achieved. Biennial surveys are now an embedded part of self-assessment. We are pleased that survey results show improvements around induction, professional development, leadership and management.

Evaluation of the AS action plan is done via data analysis, surveys, meetings, focus groups, and supporting evidence.

The high response rates for RDM biennial surveys significantly exceeds the MSD 2018 rate (53%), and is indicative of the high level of engagement. This enables us to devise actions in the knowledge that we have the views of the majority. We emphasise the importance of a high response rate and the value of individual contributions, the HOD thanks participants for their engagement via email. Results are summarised, made available on the website and weekly Bulletin, and discussed in relevant WG/committee meetings.

BIENNIAL RDM SURVEYS		Female	Male	PNTS	%F respondents	% response rate
2018 **Separate staff and student surveys.** Staff survey run via University	Staff	220	154	27	50%	**75%**
	Student	34	34	7	45%	**71%**
	Totals	**254**	**188**	**34**	**50%**	**74%**
2016 **Separate staff and student surveys.** Staff survey run via University	Staff	237	154	19	58%	**69%**
	Student	22	22	2	48%	**46%**
	Totals	**259**	**176**	**21**	**57%**	**66%**
2014 **Joint student and staff survey.** Run via RDM.	Staff	181	130	10	56%	**54%**
	Student	38	30	-	56%	**53%**
	Totals	**219**	**160**	**10**	**56%**	**54%**

*Table 3: RDM Surveys 2014 -2018. **Question about gender not mandatory**. University analysis, and therefore RDM analysis, exclude 'Prefer Not To Say (PNTS)' responses. Student surveys are RDM only (not carried out across the University). Student and staff surveys used different question sets.*

SAP 4: Increase the response rates for biennial surveys to demonstrate engagement with self-assessment.
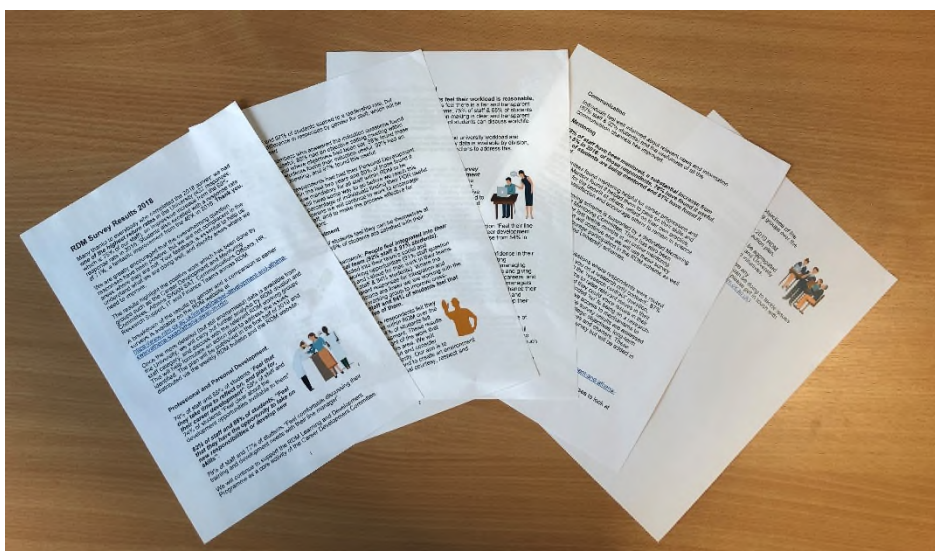
Figure 8: Sample of distributed survey reports.

Additional targeted surveys have been carried out over the last five years, including flexible working/bullying and harassment/PI workload. Many of these questions were rolled into the larger biennial surveys enabling us to assess the results regularly without survey fatigue.

EDI achievements are showcased in the weekly Bulletin, quarterly newsletter, website and ad-hoc announcements. EDI news items on the website are tagged 'Athena SWAN'.

Figure 9: Sample of RDM Athena SWAN news.

Other methods of evaluation and communication include:

- Graduate Student forum.

- Researchers Association.

- Suggestion sheets, information stands and suggestion boards at events.

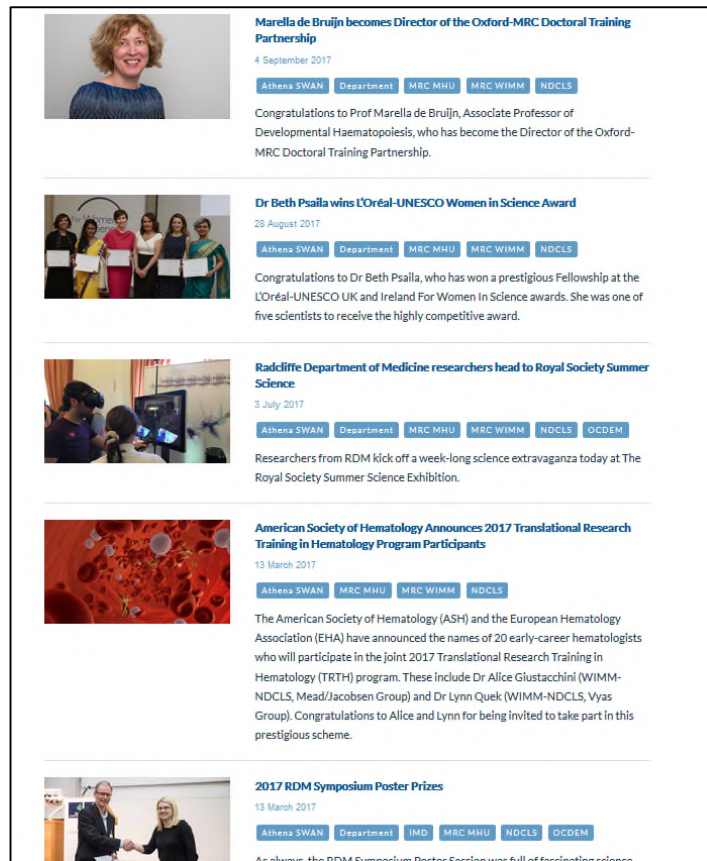Data collection, analysis and writing this application and action plan was conducted by SAT. The February 2019 SAT meeting focussed on the new Action Plan, in March the draft application reviewed. External reviews were from 'critical friends' including the Head of the Equality and Diversity Unit. The application and action plan were approved by the Management Committee.

External Consultation

RDM staff give presentations and advice about RDM initiatives such as mentoring, career support to other departments and use these opportunities to gather feedback.

The ASF arranges a termly meeting for University AS staff to share best practise, e.g. in January 2019 they discussed the intersection between AS, career development, and how the Oxford Learning Institute could help facilitators with action planning.

Members of the SAT attend EDI specific events including:

- Royal Society Diversity Conference (2018).

- STEM Ambassadors 'People Like Me' training (2018).

- Royal Society's Conference: Research culture: Changing expectations (2018).

- EDIS (Equality, Diversity and Inclusion in Science and Health) (2017).

- Making Diversity Everyone's Business: University of Birmingham in collaboration with Research Councils UK (2017).

(iii)   plans for the future of the self-assessment team

The SAT will meet quarterly to monitor, review and communicate progress. SAT members will continue to contribute to the University and wider EDI conversation. WG and committees will meet at least termly. Staff and students will be consulted on EDI initiatives. Major surveys will continue on a biennial basis, additional surveys and focus groups conducted as required.

Members of the SAT and WG will be asked to complete an evaluation after 24 months to assess the strengths and weaknesses of the 2018 changes (**SAP 5**). Positive outcomes will be held as exemplars, negative outcomes subject to actions. The evaluation will be published.

The ASF will continue to work locally and nationally to ensure AS best practice is gathered and shared (**SAP 6**). The action plan guides the SAT and is a record of our actions. The ASF will assess the most effective project software tool (**SAP 7**).

SAP 5: Evaluation of new SAT and working group structures.

SAP 6: Work with EDI/AS practitioners to assess EDI and gender specific research to ensure the SAT and RDM continue to be effective and efficient.

SAP 7: Action plan recording tools.

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4. A PICTURE OF THE DEPARTMENT

Recommended word count: Silver: 2000 words (2255)

As with University and external reporting (e.g. REF), data is reported upon and examined at RDM level.

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

(i) Numbers of men and women on access or foundation courses

N/A

(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

N/A

(iii) Numbers of men and women on postgraduate taught degrees

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

N/A

(iv) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

RDM student recruitment is organised by the Graduate Studies Committee (GSC) who meet quarterly. Admissions criteria and processes are set by the Divisional Medical School.

Graduate students are typically admitted in a gathered field. Shortlisting and interview panels always include F/M and individuals at various career stages (enabling those early in their careers to gain experience). Interview panels are always gender balanced. All assessors/panellists undergo training including equality and diversity. RDM commits £250K p.a. to supporting students through its flagship Scholars programme.

SAP2015 committed to an annual analysis of admissions data by the GSC. This stood us in good stead when a drop in female acceptance rates in the 2016 and 2017 cycles, and offer rates in the 2018 cycle, were noted. In-depth analysis did not reveal any obvious bias, particularly as earlier years had not shown these differences. So actions to capture additional data were put in place along with a rigorous examination of shortlisting and interview processes, and the collection of interview statistics (fig.10).

We also started to request reasons for declining an offer. This revealed that each case was different, with no gender issues identified. Reasons given included acceptance of higher value scholarships and offers from other prestigious institutions.
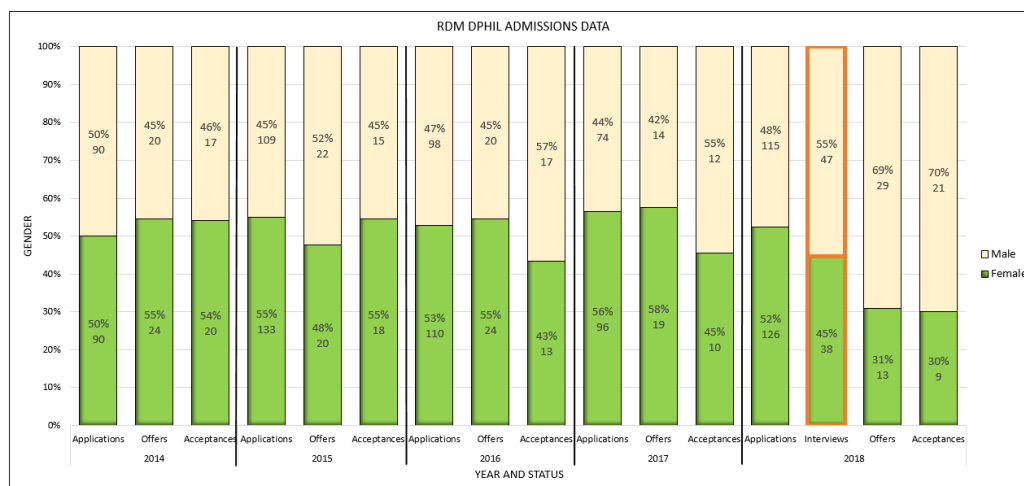
Figure 10: RDM admissions data. 2018 data includes additional interview data (highlighted in orange).

Preliminary analysis of the 2019 admissions data (table 4) indicates re-balancing of the gender offer/acceptance rates consistent with our longer term average. Our annual collection and assessment of data will continue with additional actions put in place as required (**SAP 8**).

2019 Cycle	Female	Male	%F
Applications	133	123	52%
Interviews	37	34	52%
Offers	21	18	54%
Acceptances	18	15	55%

Table 4: 2019 RDM Graduate admissions data.

SAP 8: Collect and analyse admissions data to ensure no gender bias in process. Continue to identify why graduate students turn down offers and implement new policies where appropriate.

Part-Time

Students can request moving to part-time study to accommodate changes in circumstances. This has been requested and granted twice (2F).

On-Course Data

On-course students over the last five years average 49%F/51%M against the national figures of 58%F/42%M[1]. The 2018 data, 42%F/58%M, deviates from our average reflecting the changes discussed above; we anticipate that 2019 admissions figures will

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[1] On course benchmark PGR data by subject area (medicine/dentistry) and gender taken from Equality in Higher Education: Students Statistical Report 2018. Page 164.

shift the population data back towards the earlier balance. The GSC will continue to monitor the data and design appropriate actions in response to any changes.
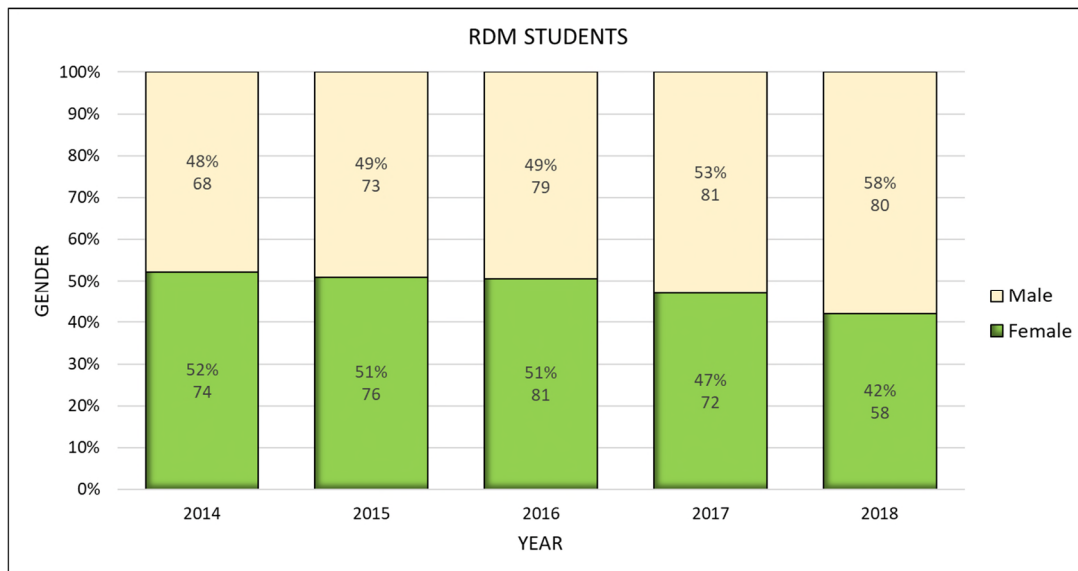
Figure 11: RDM on-course students.

Completion Rates

We provide five years of completion data from cohorts 2012-2016 (it is not expected that anyone admitted after this date will have submitted). The numbers are small and show no gender difference.

Withdrawals are rare, four (2F/2M) over five years.

All completion and withdrawal data are assessed annually by the GSC to ensure no gender (or any common) themes emerge. Supervisors with greater than 30% of their students not submitting within four years without good reason are excluded from supervising RDM-funded studentships.

		Qualified		Submitted		Incomplete		Withdrew		Total	
		N	%	N	%	N	%	N	%	N	%
2012	Female	14	82%	2	12%	0	0%	1	6%	17	100%
	Male	14	88%	0	0%	0	0%	2	13%	16	100%
2013	Female	11	100%	0	0%	0	0%	0	0%	11	100%
	Male	18	90%	1	5%	1	5%	0	0%	20	100%
2014	Female	6	30%	9	45%	5	25%	0	0%	20	100%
	Male	6	33%	9	50%	3	17%	0	0%	18	100%
2015	Female	0	0%	1	7%	13	87%	1	7%	15	100%
	Male	2	10%	1	5%	17	85%	0	0%	20	100%
2016	Female	0	0%	0	0%	15	100%	0	0%	15	100%
	Male	0	0%	1	6%	17	94%	0	0%	18	100%

Table 5: Graduate student completion rates. Numbers may on occasion be higher than intake year when students have transferred in, or admitted out of the typical cycle.

(v)   Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

There is no pipeline within the department as RDM does not have an undergraduate programme. Students apply from a large number of disciplines (Biochemistry, Biology, Physiology, Medicine, Biomedical Sciences, Pharmacology).

4.2.   Academic and research staff data
(i)   Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Although some ACARES staff have teaching duties, this does not affect their job title or salary so within the context of this question all are categorised "research only".

> **IMPACT:** The 50% increase in senior academic women from 8 to 12 has been supported by SAP2015 actions which focussed on the key transition points of females in RDM. The impact of these actions relied on numerous actions and the extensive work done by the CDC, details of which are throughout this application and focussed upon in the training and development sections.

Overview: clinical and non-clinical staff

Clinical and non-clinical staff follow differing career pipelines. Individuals can progress by a number of routes and typical pipelines are shown in subsequent sections. RDM provides comprehensive support at each stage of the pipeline.

Of 379 ACARES staff in 2018, 47% are female. Over the review period the female population has averaged 50% (fig.12).
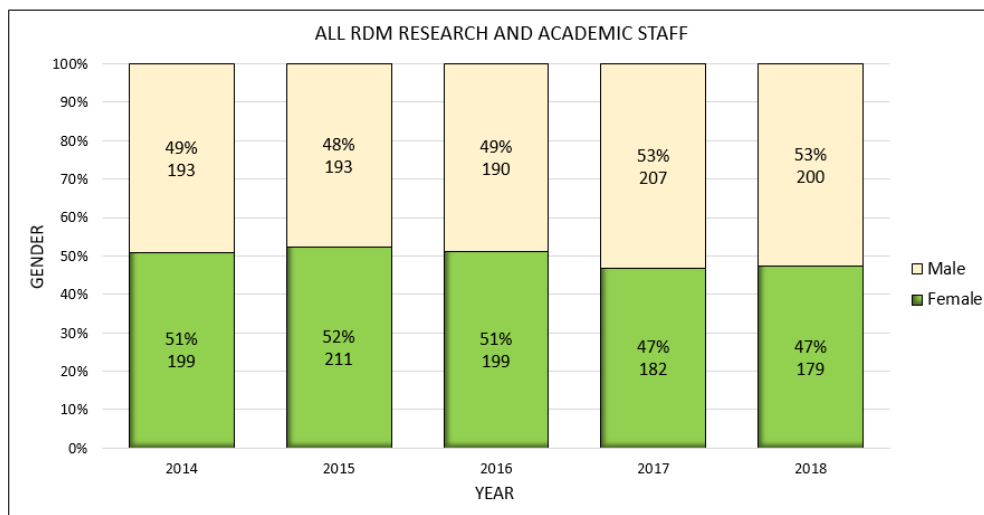
Figure 12: RDM academic and research (ACARES) staff (includes clinical and non-clinical).

Since 2014, female academics have increased from 8 (17%) to 12 (25%), an increase of 50% (fig.13). There has been a decrease from 56% to 50% females in overall research staff numbers, predominantly explained through the changes in clinical research trainees (CRT). The CRT population includes direct appointments who have secured competitive, externally funded three year training fellowships, of which a particularly high number were female in 2014, resulting in a high CRT population 2014-16. Typically CRT staff return to complete their training in the NHS but may (and several have) return to posts within RDM at a later point in their career.

		2014		2018	
		Female		**Female**	
		Number	%	Number	%
Academic	Clinical	4	12%	5	15%
	Non-clinical	4	27%	7	47%
Total Academic		**8**	**17%**	**12**	**25%**
Research	Clinical	22	46%	15	33%
	Non-clinical	169	57%	152	53%
Total Research		**191**	**56%**	**167**	**50%**
Total Academic and Research		**199**	**51%**	**179**	**47%**

Table 6: Breakdown of RDM ACARES staff.

Figure 13: RDM academic profile by year 2014 – 2018.

Non-clinical Academic and Research Staff
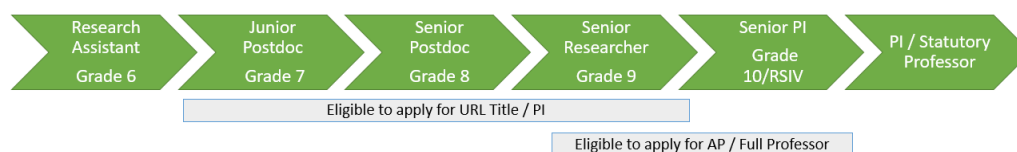
Figure 14: Typical RDM career pipeline for non-clinical ACARES. Grey boxes refer to the Recognition of Distinction exercise.

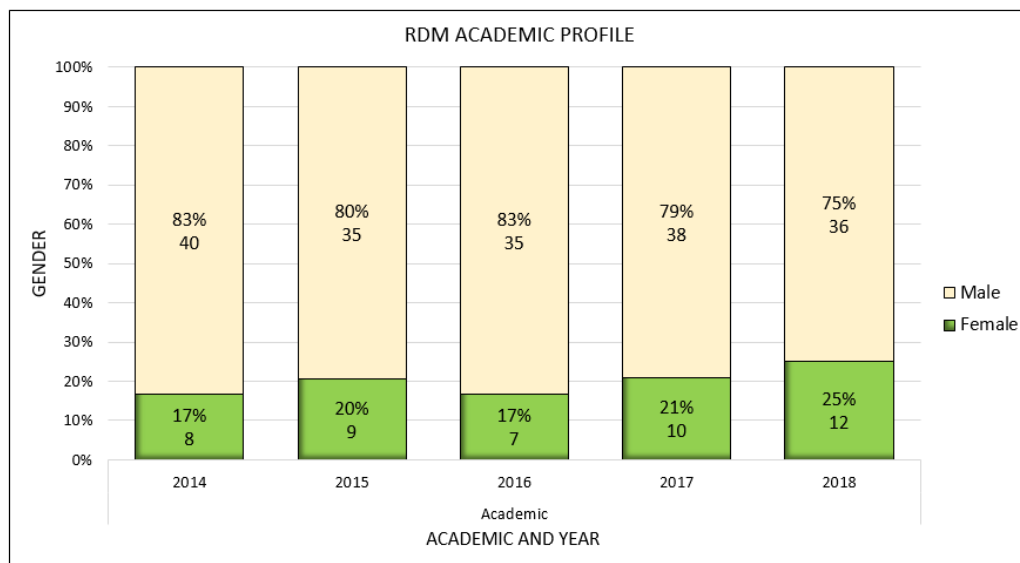Graduates often work as Research Assistants (grade 6) before going on to further study. Following a PhD, individuals wishing to pursue an academic career typically complete one or more postdoc positions. Transitioning from junior (grade 7) to senior (grade 8) postdoc requires increased responsibility for one's own research, management/supervision responsibilities, and seeking independent funding. Grade 7 researchers are eligible to apply for URL title and those at grade 9 or above, AP and Professor titles. Grade 9 researchers have a recognised reputation and independent funding. Grades 10 and RSIV are senior researchers with a substantial reputation, leading significant research programmes. Transition through the grades can occur through regrading, at key transition points (e.g. being awarded a personal fellowship), or direct recruitment. Usually staff widen their experience at another institution at some point in their career.

The number of female non-clinical Professors has increased 75%, from 4 (27%) in 2014, to 7 (47%) in 2018 (fig.15). These new titular Professors had extensive RDM support, including external training (Said Business School, Women Transforming Leadership Programme) and application assistance from the Research Strategy Co-ordinator (RSC). Support from the HOD included advice on practical steps to meet criteria, improving applications, and personally written support letters. At 47%, the proportion of female non-clinical professors is now closer to their male counterparts, and to the overall

distribution of female non-clinical researchers (53%). We recognise the percentage change has been helped slightly by the drop in male numbers (discussed in the leavers section).
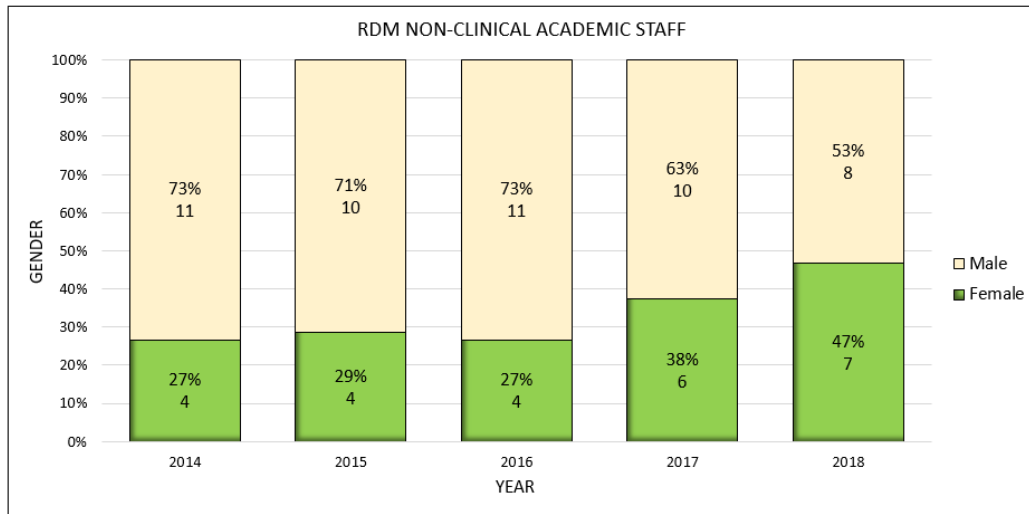
Figure 15: RDM non-clinical academic staff.

The levels of female research staff have remained balanced overall but the pipeline (fig.17) reveals the drop-off at the transition points between the research grades 6 to 7 and then again from grade 8 (less so between 7 & 8). This is a focus of our career development actions discussed in the career development and training sections.

We are encouraged that the increase in female non-clinical professors has not been at the expense of draining the candidate pool at 9,10 and senior researcher, validating the work we are undertaking in career development.

When we aggregate our non-clinical ACARES staff to enable benchmarking, RDM is 47%F/53%M compared to 53.5%F/46.5%M[2].
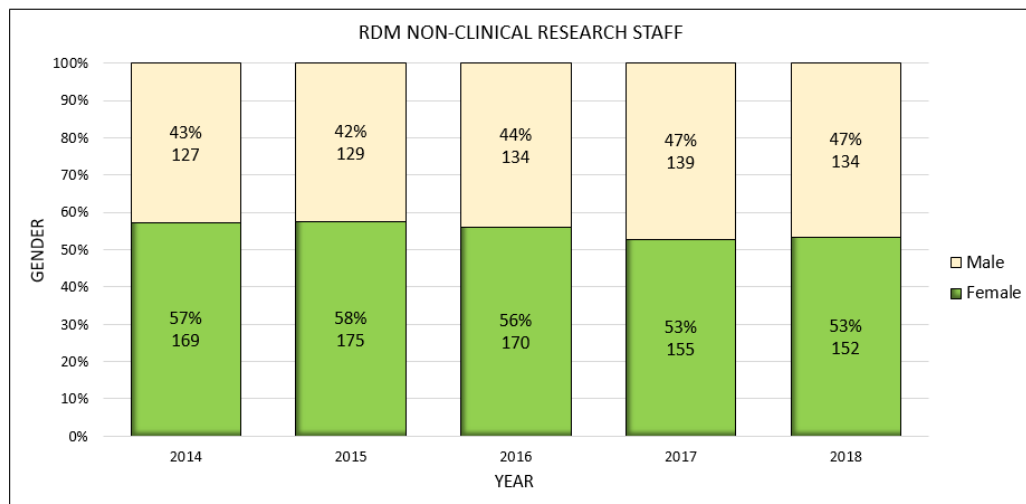
Figure 16: RDM non-clinical research staff.

[2] Benchmarking data for 'Clinical Medicine' taken from table 4.2.a. Link available within Equality and Higher Education: Staff Statistical Report 2018.
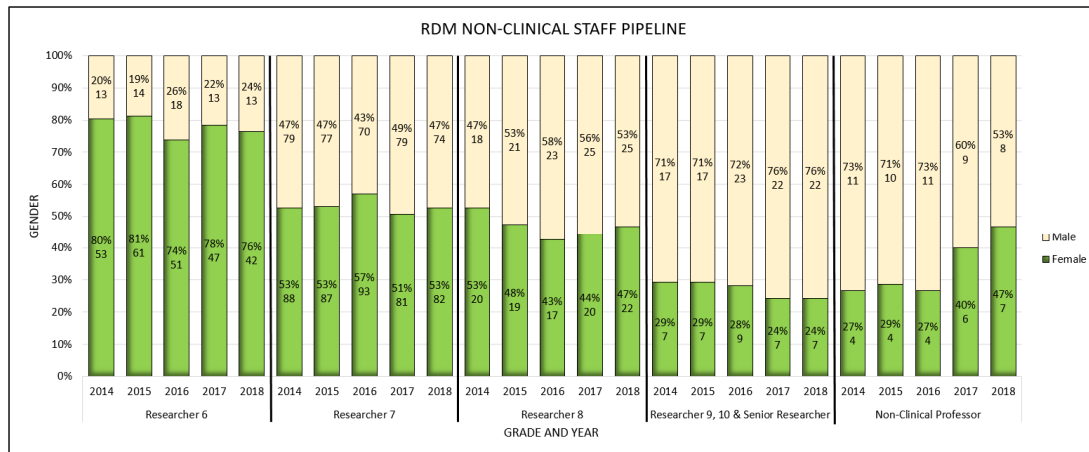
Figure 17: RDM non-clinical staff pipeline.

Clinical Academic and Research Staff
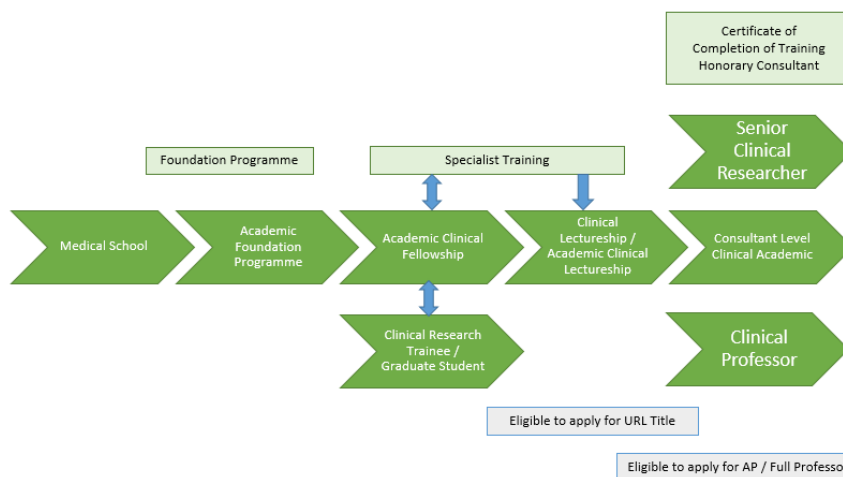
Figure 18: Typical RDM career pipeline for clinical ACARES. This is a flexible process with parallel pathways. Light green boxes are NHS levels. Grey boxes refer to the Recognition of Distinction exercise.

After a PhD, many clinicians return to clinical training, work as a Clinical Researcher (usually employed on a research grant), or take up a Clinical Lectureship (University and/or NHS funded) or an Academic Clinical Lectureship (National Institute for Health Research (NIHR)-funded University posts: 50% research 50% clinical). Following completion of training, clinicians may be employed as Senior Clinical Researchers with an Honorary Consultant contract with an NHS Trust. Clinical staff are eligible to apply for the titles through the Recognition of Distinction (RoD) process (details in the promotion section).

The numbers of female clinical academic staff remain low but stable. The population (fig.19) comprises clinical professors and clinical lectureships. Within the data shown RDM has 10 Statutory Clinical Professorships, currently all occupied by men, with opportunities to recruit usually on retirement.
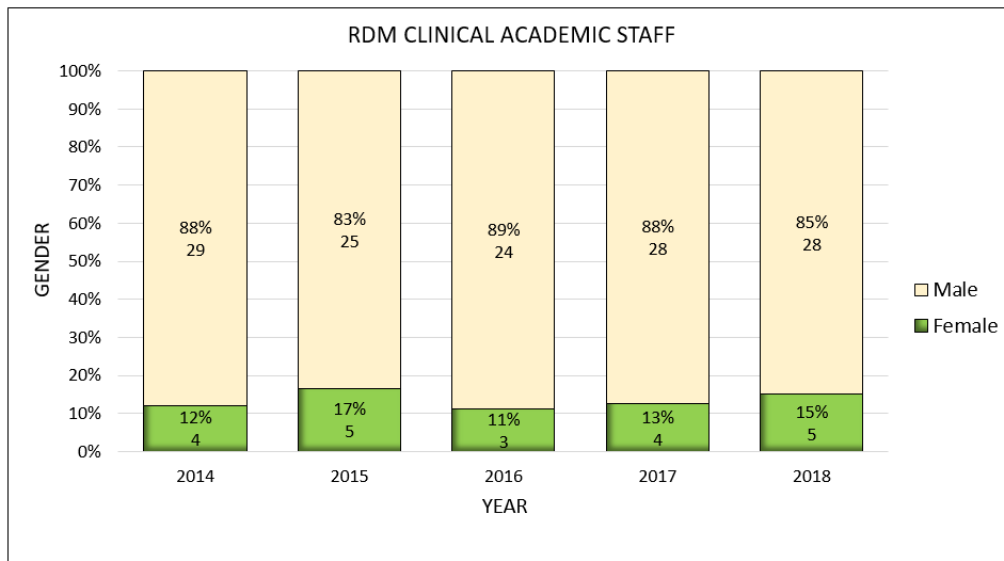
Figure 19: RDM clinical academic staff (professors and lectureships).

The low numbers of female clinical academics is a long-term issue within RDM and nationally (**SAP 11, 14-15, 21, 23-26**). The pipeline to a clinical academic career entails uncertainty relative to the security offered by a NHS consultant post and delivering academic outputs is demanding where the specialty entails on-call and/or procedural elements (e.g. cardiology). The 2017 Medical Schools Council benchmarking shows the percentage of female clinical professors as 16%, exceeding RDM's 5% (fig.21). However, benchmarking against data for Reader (the next most senior benchmark) of 30%F, our equivalent Senior Clinical Researcher 36%F compares favourably, validating our efforts to strengthen the clinical academic pipeline.
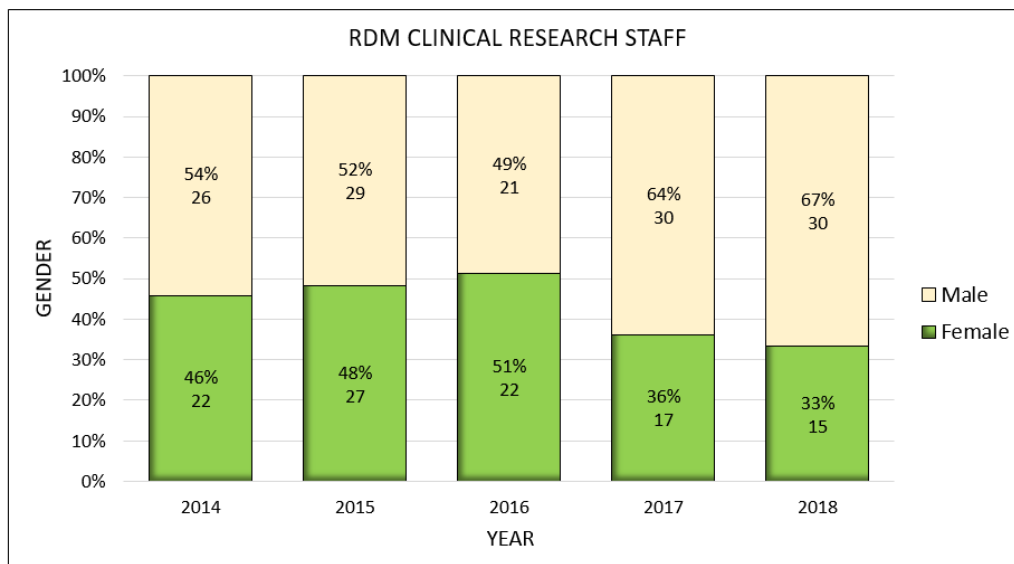
Figure 20: RDM clinical research staff.
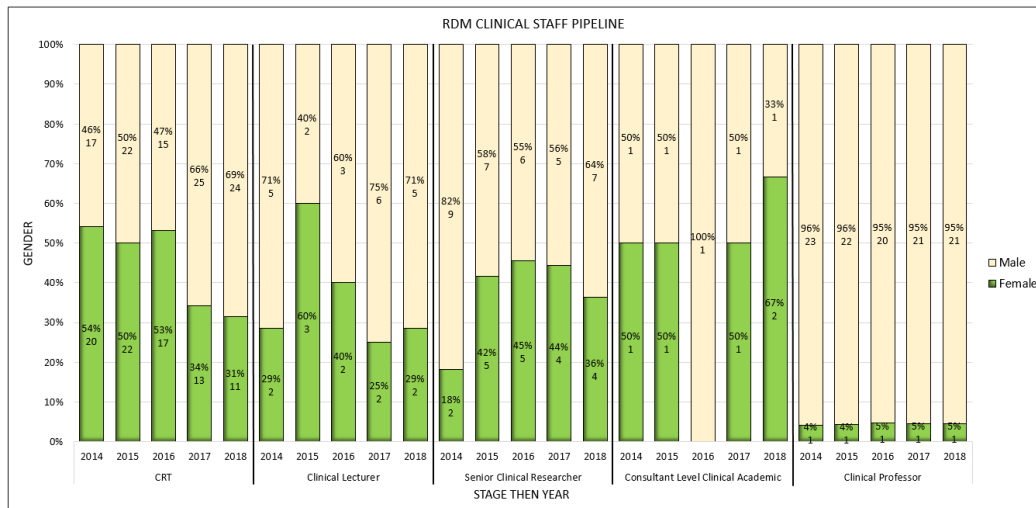
Figure 21: RDM clinical ACARES pipeline. Some categories have very small numbers.

We are encouraged that over the period, the number of senior female clinical researchers and consultant level clinical academics (the pipeline for clinical professors) has doubled from three in 2014 to six in 2018. This is a combination of six new appointments (all had previously held CRT posts in RDM), and three leavers (two for academic posts in their specialties elsewhere [in USA and UK] and one retirement).

RDM Principal Investigators

IMPACT: Overall, the number of female PI's has increased from 13/61 (21%F) to 23/85 (27%F). The number of professors has increased from 5/39 (13%F) to 8/40 (20%F). Over the period one female URL has advanced to AP, and three AP's to Professor. This has been achieved whilst maintaining the numbers in the underlying pipeline and we anticipate a continued growth in those achieving professorial title.

In addition to the grade of an individual, since 2014, ACARES can apply for titles via the University's Recognition of Distinction (RoD) exercise. The titles do not change the individual's grade, but rather recognise significant academic achievements. All PIs/research group leaders hold one of these titles.

The numbers of females holding titles URL, AP, and Professor (therefore RDM PI's) has increased over the review period, and demonstrates the impact of the career development work in supporting these applications (section 5).
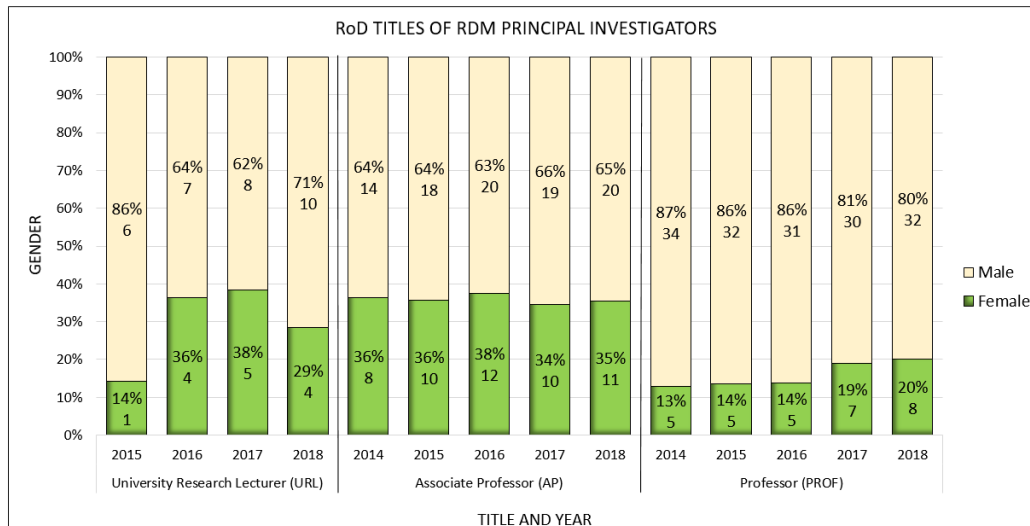
Figure 22: RoD titles of Principal Investigators. There were no URL appointments in 2014 hence only four years of data.

SILVER APPLICATIONS ONLY
Where relevant, comment on the transition of technical staff to academic roles.

The career pathways make it uncommon for technical staff to transition to academic roles though we have supported research assistants to undertake further study, including doctorates. The support offered is tailored to the individual.

(ii)   Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

As a research intensive department most research staff are on fixed-term contracts, reliant on external time-limited funding. There are meticulous procedures for ending of fixed-term contracts, including notification periods, letters and time off for training, interviews, and 1-2-1 discussions on next steps. The University's priority candidate scheme encourages staff redeployment to vacant posts, and RDM operates a similar internal scheme. Staff can access the University's Careers service.

Where funding is renewed we review contracts to ensure justification for retaining a successive fixed-term contract. Where possible (e.g. large rolling programme grants) we offer open-ended/permanent contracts, despite a risk these will not be renewed.

Periodic review by the University and Trades Union, supported by RDM, ensures there is no discrimination and reviews of contract type are applied consistently to both genders.

There is no evidence of gender disparity in respect of open-ended/permanent contracts vs. fixed-term contracts.

For academic staff, there are a lower number of women with open-ended contracts (fig.23) because of fewer women in these posts. There is an increase in proportion of open-ended contracts 2016 -2018, a reflection of the higher numbers of women reaching these grades.

For research staff, the numbers on open-ended contracts are much lower, but we are pleased that our policy to issue open-ended contracts wherever practicable has meant that we exceed the MSD average in every year, and for the five years have an average of 16% women with open-ended contracts compared to 11% MSD.
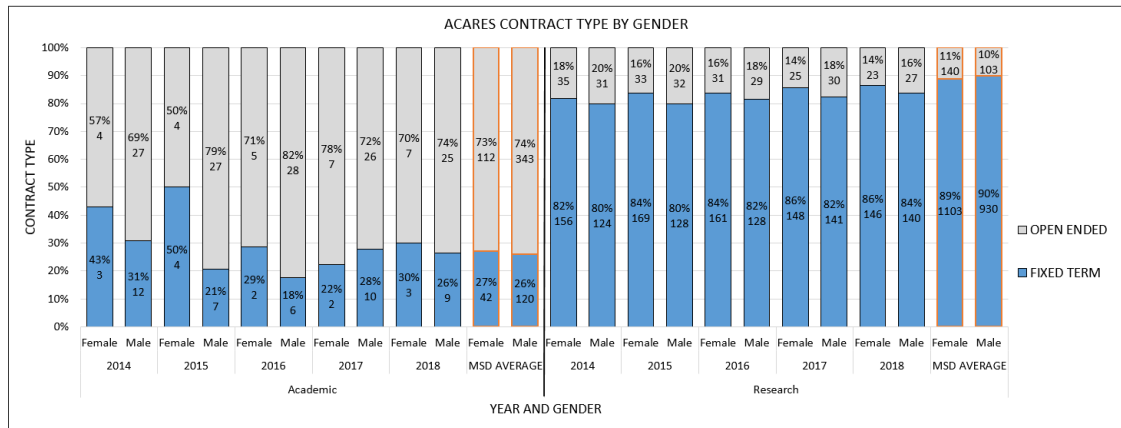
Figure 23: ACARES contract type by gender. MSD benchmarking highlighted in orange.

A further breakdown is shown in tables 7&8. With small numbers, fluctuations are seen at grades 8, 9, 10 and senior researcher. Overall a reduction is observed in open-ended/permanent contracts contracts at grades 6 and 7, but no gender bias indicated. For clinical staff, CRT's and CL's are fixed term training posts, and for senior clinical researcher and professor the contract type reflects the population.

Non-Clinical Academic and Researcher: Contract Type by Grade			Female	Male	Total	Female %
Researcher 6	Fixed Term	2014	39	11	50	78%
		2015	47	13	60	78%
		2016	42	18	60	70%
		2017	42	13	55	76%
		2018	37	13	50	74%
	Permanent/ Open-Ended	2014	14	2	16	88%
		2015	14	1	15	93%
		2016	9	0	9	100%
		2017	5	0	5	100%
		2018	5	0	5	100%
Researcher 7	Fixed Term	2014	78	68	146	53%
		2015	80	66	146	55%
		2016	85	62	147	58%
		2017	74	71	145	51%
		2018	75	68	143	52%
	Permanent/ Open-Ended	2014	10	11	21	48%
		2015	7	11	18	39%
		2016	8	8	16	50%
		2017	7	8	15	47%
		2018	6	6	12	50%
Researcher 8	Fixed Term	2014	15	14	29	52%
		2015	13	16	29	45%
		2016	11	20	31	35%
		2017	14	21	35	40%
		2018	17	21	38	45%
	Permanent/ Open-Ended	2014	5	4	9	56%
		2015	6	5	11	55%
		2016	6	3	9	67%
		2017	6	4	10	60%
		2018	5	4	9	56%
Researcher 9, 10 & Senior Researcher	Fixed Term	2014	3	6	9	33%
		2015	3	4	7	43%
		2016	2	7	9	22%
		2017	2	6	8	25%
		2018	3	7	10	30%
	Permanent/ Open-Ended	2014	4	11	15	27%
		2015	4	13	17	24%
		2016	7	16	23	30%
		2017	5	16	21	24%
		2018	4	15	19	21%
Non-Clinical Professor	Fixed Term	2014	1	2	3	33%
		2015	1	1	2	50%
		2016	0	1	1	0%
		2017	0	1	1	0%
		2018	1	1	2	50%
	Permanent/ Open-Ended	2014	3	9	12	25%
		2015	3	9	12	25%
		2016	4	10	14	29%
		2017	6	8	14	43%
		2018	6	7	13	46%
Grand Total			844	712	1556	54%

Table 7: RDM non-clinical ACARES contract type by grade and year.

			Female	Male	Total	Female %
Clinical Academic and Researcher: Contract Type by Grade	CRT / Fixed Term	2014	19	17	36	53%
		2015	21	22	43	49%
		2016	16	15	31	52%
		2017	12	25	37	32%
		2018	10	24	34	29%
	CRT / Permanent/Open-Ended	2014	1	0	1	100%
		2015	1	0	1	100%
		2016	1	0	1	100%
		2017	1	0	1	100%
		2018	1	0	1	100%
	Clinical Lecturer / Fixed Term	2014	2	5	7	29%
		2015	3	2	5	60%
		2016	2	3	5	40%
		2017	2	6	8	25%
		2018	2	5	7	29%
	Senior Clinical Researcher / Fixed Term	2014	2	8	10	20%
		2015	5	7	12	42%
		2016	5	6	11	45%
		2017	4	5	9	44%
		2018	4	7	11	36%
	Senior Clinical Researcher / Permanent/Open-Ended	2014	1	3	4	25%
		2015	1	2	3	33%
		2016	0	2	2	0%
		2017	1	2	3	33%
		2018	2	2	4	50%
	Clinical Professor / Fixed Term	2014	0	5	5	0%
		2015	0	4	4	0%
		2016	0	2	2	0%
		2017	0	3	3	0%
		2018	0	3	3	0%
	Clinical Professor / Permanent/Open-Ended	2014	1	18	19	5%
		2015	1	18	19	5%
		2016	1	18	19	5%
		2017	1	18	19	5%
		2018	1	18	19	5%
Grand Total			124	275	399	31%

Table 8: RDM clinical ACARES contract type by grade and year.

Variable Hours contracts

1% staff are on variable hours contracts, with the agreement of the individual and where the work lends itself (e.g. out-of-hours scanner operators).

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Leavers complete an exit questionnaire, and/or exit interview with HR, with reasons for leaving recorded on the University's HR, and internal databases, reflecting SAP2015 to collect quarterly data. This data has enabled a better understanding of the reasons why staff leave (e.g. we have obtained more detailed information around "personal reasons").

Analysis has been calculated using total populations for the respective cohorts over the 2014-18 period.

Academic Staff (clinical and non-clinical)

Total academic turnover is 7% (17 from total population of 230), 5% (10 from 187) at professorial level and 16% (7 from 43) at other academic grades. The MSD benchmark is 8%.

Reasons for Leaving	Who left
Retirements 7 (1F/6M)	1 Clinical Tutor 3 Clinical Titular Professors 3 Non-Clinical Titular Professors
End of Fixed Term Training Posts 7 (4F/3M)	7 CRT and CL who returned to the NHS on completion of their training
End of Fixed Term Visiting Professor 1M	1 Visiting Professor
Leavers 2M	1 Clinical Titular Professor (personal reasons) 1 Non-Clinical Titular Professor (permanent chair elsewhere)

Table 9: RDM clinical and non-clinical academic leavers.

Research staff (clinical and non-clinical)

Total researcher turnover is 19% (332 from 1714), reflecting time-limited funding/training nature of posts, with no significant difference between 20%F (184 from 918) and 19%M (148 from 796), MSD benchmark is 18%.

Research staff (non-clinical):

The data in table 10 shows a gender difference at grade 7, one of the career transition points, addressed in the career development section of the application. Reasons for leaving are addressed in table 11.

There were 4 leavers from other research grades (1F/3M).

Table comparing Leaver with Population	Leavers			Population		
	Female	Male	%F	Female	Male	%F
Grade 6	65	23	74%	254	71	74%
Grade 7	79	60	57%	431	379	52%
Grade 8	14	15	48%	98	112	53%

Table 10: RDM non-clinical research staff leaver data grades 6-8.

	Reasons for Leaving							
	RDM				MSD (Benchmark)			
	Female	Male	F % leavers	M % leavers	Female	Male	F % leavers	M % leavers
End FTC	56	37	34%	36%	241	176	34%	37%
Career	50	45	31%	43%	245	211	34%	44%
Personal	27	10	17%	10%	102	39	14%	8%
Further Study	17	3	10%	3%	87	16	12%	3%
Retirement	7	4	4%	4%	12	14	2%	3%
Other	6	5	4%	5%	30	23	4%	5%

Table 11: RDM non-clinical research staff leaver reasons. Table shows F% & M% by reason for leaving.

We recognise the variation in reasons and MSD benchmarking has helped us understand that our department data mirrors the MSD experience. We have not seen some of the patterns above in quarterly reporting as the numbers are small. Therefore we will work on an annual analysis cycle and with divisional colleagues to gain a greater understanding around gender differences in the "career" and "further study" reasons (**SAP 9**).

When leaving reason is 'personal/family reasons', evidence from exit interviews/questionnaires indicates the most frequent reasons are 1) moving with partner; 2) relocation. There may also be some ambiguity in the reasons entered (e.g. relocation stated for a further study/career move) (**SAP 9**).

SAP 9: We will therefore work with HR colleagues to capture more consistent data to improve specificity of leaver reasons.

Research Staff (Clinical):

90% (24F/41M) of Clinical Research Staff leave at the end of their fixed-term training contracts or give the reason as "Career", when they leave. Of the other 10% (1F/6M) the reasons are family (3M), further study (2M), pay/conditions (1F), and retirement (1M). We do not see grounds for concern; in fact female re-entry into senior clinical grades has been gratifying (detailed in recruitment section).

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Silver: 6500 words **(7043)**

5.1. Key career transition points: academic staff

(i)   Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Across all vacancies, women comprise 46% of applicants, 49% of shortlisted candidates, and 53% of appointments (figs.12-14). Actions in SAP2015 focussed on improving recruitment policy and providing a more consistent process; these actions have all been achieved and include:

• promotion of our commitment to equality, inclusivity, flexible working and family leave.

• prominent display of the AS silver logo.

• female contact on further particulars.

• jobs reviewed and advertised with a possibility of part-time working where operationally viable.

			Female	Male	Unknown	Total	%F
Clinical Recruitment	CLINICAL RESEARCH TRAINEE 41 Vacancies	Applied	104	199	5	308	34%
		Shortlisted	35	72	1	108	33%
		Appointed	11	24	0	35	31%
	CLINICAL LECTURER /ACADEMIC CLINICAL LECTURER 11 Vacancies	Applied	13	51	0	64	20%
		Shortlisted	8	26	0	34	24%
		Appointed	4	6	0	10	40%
	SENIOR CLINICAL RESEARCHER 2 Vacancies	Applied	8	3	0	11	73%
		Shortlisted	4	0	0	4	100%
		Appointed	2	0	0	2	100%
	PROFESSOR 5 Vacancies	Applied	5	26	0	31	16%
		Shortlisted	1	4	0	5	20%
		Appointed	0	3	0	3	0%
	Clinical Totals	Applied	130	279	5	414	32%
		Shortlisted	48	102	1	151	32%
		Appointed	17	33	0	50	34%

Table 12: RDM clinical recruitment data for the period 2013/14 to 2017/18. Unknown gender not included in percentage calculations.

			Female	Male	Unknown	Total	%F
Non Clinical Recruitment	GRADE 6 56 Vacancies	Applied	687	535	2	1224	56%
		Shortlisted	161	82	1	244	66%
		Appointed	35	11	1	47	76%
	GRADE 7 230 Vacancies	Applied	1700	2064	23	3787	45%
		Shortlisted	397	395	5	797	50%
		Appointed	110	93	2	205	54%
	GRADE 8 22 Vacancies	Applied	83	186	7	276	31%
		Shortlisted	22	48	1	71	31%
		Appointed	3	8	0	11	27%
	GRADE 9 + 10 3 Vacancies (G9) 8 Vacancies (G10)	Applied	25	71	2	98	26%
		Shortlisted	12	26	1	39	32%
		Appointed	3	5	0	8	38%
	SENIOR RESEARCHER 1 Vacancy	Applied	0	1	0	1	0%
		Shortlisted	0	1	0	1	0%
		Appointed	0	0	0	0	0%
	Non-Clinical Totals	Applied	2495	2857	34	5386	47%
		Shortlisted	592	552	8	1152	52%
		Appointed	151	117	3	271	56%

Table 13: RDM non-clinical recruitment data for the period 2013/14 to 2017/18. Unknown gender not included in percentage calculations.

		Female	Male	Unknown	Total	%F
RECRUITMENT GRAND TOTALS	Applied	2625	3136	39	5800	46%
	Shortlisted	640	654	9	1303	49%
	Appointed	168	150	3	321	53%

Table 14: RDM total ACARES recruitment data for the period 2013/14 to 2017/18. Unknown gender not included in percentage calculations.

Over the period, 318 (168F/150M) have been appointed, 90% to grades 6 (15%), 7 (64%) and CRT (11%).

For non-clinical research staff, at grade 6, there was a higher percentage of females appointed than applied. We explored the data, consulted with DAs and HR staff, and no uniform reasons appeared. We will request external benchmarking data; ensure that recruitment policies are being adhered to; and re-run the analysis (**SAP 10**).

At grades 7, 9 and 10 a higher proportion of females are appointed than apply or are shortlisted. At grade 8, on small totals, there is a slight reduction in the proportion of females appointed (27%) compared to the applicant pool (30%).

There was one recruitment to an RSIV post but no appointment was made.

For clinical research staff, there is a slight reduction in appointment (31%) compared to applicant pool (34%) for CRT posts. We are encouraged that more females have been appointed (40%) than applied (20%) to clinical lectureships, and that females were appointed to both Senior Clinical Researcher positions.

Since the data were collected, RDM has appointed three further clinical lecturer/ Senior Clinical Researcher positions and all three were female appointees, including two in clinical specialities where there have been none before. All were previous RDM

CRT/DPhil students, and encouraged to apply by the DH and HOD. That female clinical staff are progressing through the career stages in RDM is further demonstration of the impact of our career development actions. We are also pleased that a female clinician has been offered the Directorship of the Diabetes Trial Unit (we anticipate with a Professorial title).

At Clinical Professor level, there have been five recruitments over the period, 3M appointed. All search committees had female representation. One recruitment identified a female preferred candidate who received a counter offer from her home institution, so no appointment was made. Another recruitment was in a difficult-to-fill field and no appointment made. The difficulty in recruiting candidates, particularly females, reflects the lack of diversity in the pool. We anticipate that, in the long term, our retention and promotion of women, will increase this pool.

Recruitment to statutory professorships is paused at the shortlisting stage if no female candidates identified. During the pause, the search committee are instructed to re-assess the pool and if no female candidates subsequently identified, write a report for the University.

Not included in the above data are 116 (52%F/48%M) direct appointments, to personal fellowships or individuals named on grants.

Our acceptance rates are high. Of 346 offers made, 321 (93%) were accepted. Of those declining offers there was no gender difference (12F/13M).

SAP2015 required all members of selection panels (monitored by HR) to complete recruitment and selection training (includes implicit bias, and equality and diversity); this is over and above University requirements (that the panel chair completes training). HR reports show all ACARES interview panels were mixed gender.

SAP 10: We will investigate why more females are appointed to grade 6 posts than apply or are shortlisted.

SAP 11: For all senior appointments, search committees will be provided with current staff numbers, broken down by gender. Data on search committees will be collected, with a target 40%F membership, using, where necessary, individuals external to RDM.

(ii)   Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

IMPACT: In the 2012 AS application it was assessed that inductions varied and actions were undertaken to improve the process. SAP2015 aimed that the induction satisfaction rate should be at least 75%. The 2018 result was 91%.

When RDM formed, Divisions had their own, variable, inductions; improving the process and making mandatory were key components of early action plans. Following

consultation, a set of RDM-wide induction materials were developed to introduce a consistent process.

Upon appointment, staff are contacted by HR who send welcome and introductory materials. On arrival, induction covers an introduction, training requirements and opportunities, support, flexible working and communications. A bespoke set of factsheets, alongside a checklist signed off at completion, are provided.

Line manager(s) hold role-specific induction and objective setting meeting(s). After 1-3 months, inductions are followed up by HR to check progress; completion of mandatory training; enrolment in the mentoring scheme; feedback on the initial induction; and any further questions. HR staff monitor uptake and receive initial feedback on effectiveness, with further assessment conducted through surveys.

HR staff meet quarterly to discuss initiatives. Feedback suggested that induction could be improved with better on-line information. A recent demonstration of an online induction procedure will be investigated further (**SAP 12**).

Figure 24: Example of RDM induction checklist.

ACARES	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
Found their departmental induction useful.	38	**93%**	41	**89%**	79	**91%**	N/A
Had a 3-month objective setting meeting.	39	**89%**	40	**85%**	79	**87%**	70%

ACARES	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
Found their objective setting meeting useful.	38	**97%**	40	**98%**	78	**98%**	97%

Table 15: 2018 staff survey detail, capturing two years of data, 2018 results split by staff category. 2016 induction question referred to 'team' rather than 'department' hence no internal benchmark. 2016 RDM survey overview provided to give benchmark (not split by category).

Several actions in SAP2015 addressed inductions for new PI appointments; covering responsibilities as a leader/manager; career development support; funding; communications; conducting Personal Development Reviews (PDR); management of flexible working; family leave; etc. This has been conducted on an individual basis but feedback suggests a follow-up and group approach would be welcome (**SAP 13**).

SAP 12: To further strengthen and progress our induction process, using new tools and software as they become available, and continue to assess for effectiveness and ensure no bias emerges.

SAP 13: Additional induction follow-ups will be undertaken and sections of the PI induction process will now be completed in a group.

(iii)   Promotion

> Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Oxford does not have a formal promotion process. Promotion is achieved by applying for an advertised post at a higher grade, or by taking on new responsibilities that meet regrading criteria. There are also opportunities to recognise academic/research achievement, which generally provide a titular incentive without change in duties.

Non-clinical staff regrading

For regrading, a new job description is written and evaluated against set criteria. Candidates may be identified through PDR's or the Reward and Recognition Scheme (see below) and encouraged to apply and/or individuals can approach their line manager/HR. Applications can be made at any time and decisions made by the University.

Over the period, 50 regradings (25F/25M) were submitted, all successful. The data shows that females have been successful at the highest transition 10-RSIV, often due to award of full professorial title, but more males than females are regraded from 8-9 and 9-10, reflecting the population composition.

ACARES Regrades by year	Successful				
	Female	%F	Male	%M	Total
2014	8	47%	9	53%	**17**
2015	3	60%	2	40%	**5**
2016	5	36%	9	64%	**14**
2017	5	71%	2	29%	**7**
2018	5	71%	2	29%	**7**
Total	**26**	**52%**	**24**	**48%**	**50**

Table 16: RDM ACARES regrades by year.

ACARES Regrades by grade	Successful				
	Female	%F	Male	%M	Total
6-7	6	86%	1	14%	**7**
7-8	13	45%	16	55%	**29**
8-9	1	20%	4	80%	**5**
9-10	1	20%	4	80%	**5**
10-RSIV	4	100%	0	0%	**4**
Totals	**26**	**52%**	**24**	**48%**	**50**

Table 17: RDM ACARES regrades by grade.

Clinical Staff Regrading

Promotion is achieved on completion of specialist training and award of Consultant status. For University staff, this often involves returning to the NHS to complete training, prior to appointment to the University as a Senior Researcher/Honorary Consultant. Over the period, 10 staff (6F/4M) have been promoted to consultant status. We are encouraged that we are recruiting and retaining female staff at this important career transition point.

Awards for Excellence

Staff in grades 1-10 with more than 6 months service are eligible for recognition of exceptional performance. Decisions are made by Divisional panels, with the Head of Administration and Finance (HAF) attending as a moderator to ensure consistency. Candidates can be identified through PDR's, recommended by line managers, or individuals can self-nominate. Over the period, 64 researchers (30F/34M) were nominated and 54 (84%, 25F/29M) were successful. The eligible population for these awards is 55%F/45%M.

ACARES Awards for Excellence by year	Successful				
	Female	%F	Male	%M	Total
2014	2	67%	1	33%	3
2015	8	57%	6	43%	14
2016	6	43%	8	57%	14
2017	4	31%	9	69%	13
2018	5	50%	5	50%	10
Total	**25**	**46%**	**29**	**54%**	**49**

Table 18: RDM ACARES awards for excellence by year.

Recognition payments

In addition, there are smaller, one-off payments recognising exceptional team or individual contributions. Decisions are made in Divisions, with the HAF in attendance to ensure consistency. Over the period, 38 researchers (24F/14M) were successful. The eligible population for these awards is 55%F/45%M.

ACARES Recognition by year	Successful				
	Female	%F	Male	%M	Total
2014	0	0%	0	0%	0
2015	8	80%	2	20%	10
2016	5	56%	4	44%	9
2017	7	64%	4	36%	11
2018	4	50%	4	50%	8
Total	**24**	**63%**	**14**	**37%**	**38**

Table 19: RDM ACARES recognition payments by year.

There is a slight gender discrepancy whereby a higher percentage of recognition payments are awarded to females and a lower percentage of excellence awards, compared to the population (**SAP 14**).

Recognition of Distinction (RoD) (Clinical and Non-Clinical)

The annual RoD exercise confers the titles of URL (typically grades 8 and above), AP (grades 9, 10 and Honorary Consultants, new in 2014) or Professor (typically grade 9 and above), to recognise significant contributions in research, teaching and citizenship. The process allows disclosure of personal circumstances where relevant, e.g. career breaks. The titles are honorary and do not change the underlying duties of the individual (see glossary).

All staff are emailed RoD information; DH and DA are asked to consider which eligible staff meet the criteria. In parallel, the HOD, HAF and the RSC identify potential applicants, with particular encouragement given to female staff. As an example, three

women received advice and support from the RSC for their successful applications to full professor. Applicants can also self-nominate. Decisions are made by University panels; there are no limits on the number of awards.

Actions within SAP2015 created an enhanced package of support, over and above the MSD process for RoD applications, bringing together an internal panel of senior academics and administrators to review URL and AP applications. They offer detailed feedback prior to submission, and if unsuccessful, guidance and support to improve future applications. In 2017, the RSC observed the MSD panel, using the knowledge gained to support applicants. In 2018, two presentations were given by the RSC on requirements for the titles of AP and URL.

Professorial RoD

Professorial overall success rates were 63% where 71%F (5 of 7) and 56%M (5 of 9) (tables 20&21). We are encouraged that the female success rate is significantly above the eligible population for this title (which in 2018 was 39 [11F 28%, 28M 72%]), demonstrating the impact of the RDM support.

RoD Prof. Title by year	Successful				
	Female	**%F**	**Male**	**%M**	**Total**
2014	2	67%	1	33%	3
2015	0	0%	0	0%	0
2016	0	0%	1	100%	1
2017	2	67%	1	33%	3
2018	1	33%	2	67%	3
Total	**5**	**50%**	**5**	**50%**	**10**

Table 20: RDM Successful Professorial Recognition of Distinction awards by year.

RoD Prof. Title by year	Unsuccessful				
	Female	**%F**	**Male**	**%M**	**Total**
2014	1	100%	0	0%	1
2015	0	0%	0	0%	0
2016	0	0%	1	100%	1
2017	0	0%	2	100%	2
2018	1	50%	1	50%	2
Total	**2**	**33%**	**4**	**67%**	**6**

Table 21: RDM Unsuccessful Professorial Recognition of Distinction awards by year.

Associate Professor RoD

AP overall success rate were 77% where 81%F (13 out of 16) and 75%M (21 out of 28) (tables 22&23). We are encouraged that the female success rate is significantly above the eligible population for this title (which in 2018 was 39 [11F 28%, 28M 72%]).

RoD AP Title by year	Successful				
	Female	%F	Male	%M	Total
2014	9	38%	15	63%	24
2015	1	25%	3	75%	4
2016	2	50%	2	50%	4
2017	0	0%	0	0%	0
2018	1	50%	1	50%	2
Total	**13**	**38%**	**21**	**62%**	**34**

Table 22: RDM Successful Associate Professor Recognition of Distinction awards by year.

RoD AP Title by year	Unsuccessful				
	Female	%F	Male	%M	Total
2014	0	0%	1	100%	1
2015	0	0%	2	100%	2
2016	2	40%	3	60%	5
2017	0	0%	1	100%	1
2018	1	100%	0	0%	1
Total	**3**	**30%**	**7**	**70%**	**10**

Table 23: RDM Unsuccessful Associate Professor Recognition of Distinction awards by year.

University Research Lecturer RoD

URL overall success rate were 62% where 55%F (6 out of 11) and 65%M (15 out of 23) (tables 24&25). The female success rate at 29% is below the eligible population for this title (which in 2018 was 86 [33F 38%, 53M 62%]) (**SAP 14**).

RoD URL Title by year	Successful				
	Female	%F	Male	%M	Total
2014	0	0%	0	0%	0
2015	1	14%	6	86%	7
2016	4	44%	5	56%	9
2017	1	33%	2	67%	3
2018	0	0%	2	100%	2
Total	**6**	**29%**	**15**	**71%**	**21**

Table 24: RDM Successful University Research Lecturer Recognition of Distinction awards by year.

RoD URL Title by year	Unsuccessful				
	Female	%F	Male	%M	Total
2014	0	0%	0	0%	0
2015	0	0%	1	100%	1
2016	1	100%	0	0%	1
2017	1	17%	5	83%	6
2018	3	60%	2	40%	5
Total	**5**	**38%**	**8**	**62%**	**13**

Table 25: RDM Unsuccessful University Research Lecturer Recognition of Distinction awards by year.

SAP 14: RSC to lead central annual review for female ACARES. Identify where individuals need additional support for RoD/regrading exercises, fellowship applications, internal funding, committee positions.

(iv)   Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

78 (21F/57M) senior academic staff were eligible for submission to REF2014 and research outputs from 61 were submitted (16F/45M); i.e. no gender difference in proportion submitted.

This was an increase from the 2008 RAE when 52 individuals (11F/41M) were returned, with an improved gender balance from 21% female in 2008 to 27% in 2014. We do not have eligibility data from 2008 as RDM was not a department in its current form.

The REF process was centrally governed within Oxford and a committee was established to ensure gender diversity of staff returned. Staff were returned based on the strength of their research outputs as decided by the University review panel.

REF2014					
Headcount	Female		Male		Total
Not submitted	5	24%	12	21%	**17 (22%)**
Submitted	16	76%	45	79%	**61 (78%)**
Grand Total	**21**		**57**		**78**

Table 26: RDM REF 2014 data.

We are ensuring that staff are well informed of preparations for REF 2021. The RSC is working with the HOD, DH, DA and PIs to identify researchers who could become eligible to be returned with support to ensure they meet the metrics for independence **(SAP 14).** We anticipate this will particularly benefit female researchers who might otherwise hesitate to put themselves forward.

5.2. Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

PSS follow the same induction process as ACARES, with bespoke inductions by role. General inductions are delivered by HR, with role-specific information and objective setting provided by line managers. PSS who require specialised systems training have access to online and F-2-F training, with additional access to RDM specialists. Feedback is collected via a 3 month follow-up meeting, and through staff survey(s).

Figure 25: Sample of RDM induction factsheets.

In line with ACARES, PSS survey results indicated good level of effectiveness.

PSS	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
Found their departmental induction useful.	25	**89%**	8	**100%**	33	**92%**	N/A
Had a 3-month objective setting meeting.	24	**86%**	8	**100%**	32	**89%**	70%

PSS	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
Found their objective setting meeting useful.	23	**96%**	8	**100%**	31	**97%**	97%

Table 27: 2018 staff survey detail. Survey results capture two years of data. 2016 induction question referred to 'team' rather than 'department' hence no internal benchmark. 2018 results split by staff category. 2016 RDM survey overview provided to give benchmark (not split by category).

SILVER APPLICATIONS ONLY

5.2 Key career transition points: professional and support staff

(ii)   Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Oxford does not have a formal promotion process. Routes for promotion for PSS are the same as for ACARES staff (with the exception of academic titles), that is, applying for an advertised post, regrading and rewards for the recognition of achievement. Staff are identified by line managers and DAs, encouraged and supported through the process.

PSS Regrading

Over the period, 34 people were regraded (26F/8M, 76%F) (tables 28&29). This is representative of the gender distribution (73%F). There were three unsuccessful applications (3F) all were given feedback and supported to re-apply if appropriate.

PSS regrades by year	Successful				
	Female	**%F**	**Male**	**%M**	**Total**
2014	4	80%	1	20%	5
2015	8	89%	1	11%	9
2016	7	78%	2	12%	9
2017	4	50%	4	50%	8
2018	3	100%	0	0%	3
Total	**26**	**76%**	**8**	**24%**	**34**

Table 28: RDM PSS regrades by year.

PSS regrades by grade	Successful				
	Female	%F	Male	%M	Total
2-3	3	75%	1	25%	4
3-4	2	100%	0	0%	2
4-5	4	80%	1	20%	5
5-6	0	0%	2	100%	2
6-7	10	77%	3	23%	13
7-8	5	83%	1	17%	6
8-9	2	100%	0	0%	2
9-10	0	0%	0	0%	0
Totals	**26**	**76%**	**8**	**24%**	**34**

Table 29: RDM PSS regrades by grade.

PSS Awards for excellence/recognition payments

Over the period, 79 people (63F/16M) were nominated for Excellence awards, and 87% (54F/15M) were successful (table 30). For recognition payments, 54 (41F/13M) were nominated and successful (table 31).

The percentage of applications made by, and subsequently awarded to, females (78%) is above the percentage of females in the population eligible for these awards (73%).

PSS Awards for Excellence by year	Successful				
	Female	%F	Male	%M	Total
2014	7	70%	3	30%	10
2015	8	67%	4	33%	12
2016	18	86%	3	14%	21
2017	11	92%	1	8%	12
2018	10	71%	4	29%	14
Total	**54**	**78%**	**15**	**22%**	**69**

Table 30: RDM PSS Excellence awards by year.

PSS Recognition by year	Successful				
	Female	%F	Male	%M	Total
2014	1	50%	1	50%	2
2015	7	70%	3	30%	10
2016	16	89%	2	11%	18
2017	10	83%	2	17%	12
2018	7	58%	5	42%	12
Total	**41**	**76%**	**13**	**24**	**54**

Table 31: RDM PSS recognition payments by year.

5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

> **IMPACT:** SAP2015 committed a significant investment by sending two women per year on the Women Transforming Leadership (WTL) programme. This professional development programme achieved direct impact for the individuals who attended (table 32). It is now showing secondary impact; in 2018 two WTL attendees used techniques from the programme to develop and deliver a workshop for RDM researchers. In 2019 this workshop will be open to all.

Career Development Committee (CDC)

A number of early bronze actions related to career support and staff development (e.g. PDR, mentoring, training). In SAP2015, we proposed to create an RDM CDC to support career development activities for all, with a focus on a long-term (5-15 years) plan to decrease gender imbalance in senior academic positions. The CDC recommended the WTL programme as an effective career progression tool. The impact from WTL (table 32) affirms the continuation of funding two places per annum (**SAP 15**).

In response to consultation at the 2016 Researchers Symposium about the type and availability of training, the CDC launched the RDM Learning and Development Programme (LDP) in 2017. Prior to this, training provision was provided by central services (Oxford Learning Institute (OLI), IT etc.), together with a few in-house courses (e.g. how to win a grant).

> Athena Swan has transformed the resources available within RDM to support the career development of our staff and students. Training helps them gain the necessary skills and self-confidence, there is specialist advice on applying for Fellowships/funding and tailored mentoring provides additional support and guidance. This has helped several members of my Division become independent investigators, while others have taken on more senior roles within the University...
>
> Prof Alison Banham, Head of NDCLS, 2019

ACARES 1: Theme Lead for Biomedical Research Centre Lead on International Workshop	ACARES 2: Full Professorship Doctoral Training Centre Directorship Director of Graduate Studies	ACARES 3: Full Professorship Appointed to divisional role in Researcher Development
ACARES 4: Full Professorship Negotiated large industrial grant	ACARES 5: President of European Cardiology Society, which now send their members on WTL	PSS 1: Seconded to Divisional role for senior administration cover.

Table 32: Examples of career progression steps of RDM WTL attendees.

RDM Learning and Development Programme (LDP)

The programme focuses on four areas: Career Development; Management and Supervision; Working Relationships; and Communications. To date, there have been 385 ACARES attendees on 14 different RDM LDP courses (52%F/48%M). Some popular courses have run multiple times.

LDP Courses	ACARES				
	Female	**Male**	**N/A**	**Total**	**%F**
Bespoke PDR Training	26	51		77	34%
Bespoke Leadership and Development	54	20		74	73%
Fellowships and other funding options	22	28	1	51	43%
Anti-Bullying and Harassment	24	24	2	50	48%
Bespoke Learning and Teaching	24	24		48	50%
Bespoke Supervising and Examining DPhils	11	12		23	48%
Mindfulness Course	11	5	1	17	65%
Difficult Conversations	5	4	2	11	45%
Feedback Conversations	6	3		9	67%
Project Management	6	1	2	9	67%
Emotions and Resilience at Work	7	1		8	88%
One day manager	2	2	1	5	40%
Bystander Workshop	2	1		3	67%
Making the most of PDR	1	2		3	33%

Table 33: RDM Learning and Development Programme. Course name and ACARES attendees from 2016 - 2018. Gender not always specified (N/A).

After every course, a short online survey is sent to gather feedback. During the 2019 RDM Researchers Symposium we conducted an anonymous, general survey asking what people thought of the courses: 96% said 'Good' or 'Excellent'.

The data gathered for this AS application will form part of a larger evaluation of our LDP later in 2019, with assistance from the professional development staff at the OLI.

Figure 26: Sample of RDM Learning and Development webpage.

University Training

Staff can access training across the University including MSD, OLI, IT and over 20,000 online courses at Lynda.com.

OLI: Between 2014-2018, there were 1418 (52%F/48%M) RDM attendees at 76 different courses. Feedback is taken at the end of each OLI course and the overall programme reviewed regularly to ensure it is effective and relevant. The top 10 most popular courses were (table 34):

OLI Courses	ACARES			
	Female	**Male**	**Total**	**%F**
Equality and diversity (online)	165	138	303	54%
Unconscious bias (online)	155	125	280	55%
Challenging behaviour (online)	117	104	221	53%
Recruitment and selection (online)	17	28	45	38%
Welcome event for Research Staff	24	17	41	59%
Recruitment and selection - full version (online)	12	20	32	38%
Recruitment and selection Refresher (F-2-F)	7	24	31	23%
Anti-Bullying and Harassment	7	17	24	29%
Project management essentials	6	8	14	43%
Implicit bias in the workplace (online)	2	7	9	22%

Table 34: Oxford Learning Institute (OLI) course names and ACARES attendees from 2014-2018.

MSD Skills training courses (available to ACARES and students). Data is not available by gender, but RDM attendees are listed in table 35:

Course Name	Attendees
Research and Study Skills	305
Communication Skills	167
Teaching and Academic Skills	152
Research Skills	11
Academic practice	5
Career Development	5
Personal Development	3
Ethics	2
Statistics	2

Table 35: Medical Sciences Division skills training courses by name and attendees (from 2014 – 2018).

All training opportunities are advertised in the weekly Bulletin. Our website has pages for RDM-organised courses and signposts information on opportunities elsewhere (OLI, IT Services, Lynda.com).

ACARES	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
I agree I feel comfortable discussing my training and development needs with my line manager/ supervisor.	83	**75%**	99	**88%**	182	**82%**	72%

Table 36: 2018 staff survey details. 2018 results split by staff group, 2016 benchmark results are an overview and not split by staff group.

Though these survey results are improving, there is a gender gap we will address, including implementing MSD's policy of a minimum 5 researcher training days per annum (**SAP 16)**.

SAP 15: Continue to identify and pay for individuals to attend WTL. Expand contribution of other WTL attendees to the 'Developing your career' workshop within RDM.

SAP 16: In 2019, MSD recommended that research staff have a minimum of 5 days for professional and/or career development. RDM will implement this policy, informing PI's and notifying all staff.

(ii)   Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

IMPACT: Six years ago PDR was inconsistent, it is now an embedded practice. SAP2015 aimed for 80% of people finding their PDR useful. This target was exceeded (85% ACARES, 84% PSS).

IMPACT: In 2016, 73% of reviewers were confident in conducting PDR; in 2018 this was 87% (86% ACARES, 88% PSS), evidence that actions to implement toolkits, training and workshops have had an impact.

Early bronze actions were to provide a consistent approach to PDR across RDM. PDR's were made compulsory in 2013, with forms including questions about workload; flexible working; and career and training plans. RDM toolkits were developed in 2015 for reviewers and reviewees; these toolkits are regularly refreshed and complement ongoing PDR training.

Like objective setting during the induction period, PDR is a key point in the employee lifecycle to review; plan; discuss development training; workload; and identify candidates for RoD, Excellence awards or regrading.

PDR is undertaken after probation, around the anniversary of an individual's start date. It is undertaken by all staff including PDRAs and uptake is monitored by HR. A paper-based form is used as a basis for discussion. In 2017, we commenced a two year pilot of an on-line system, to streamline the process and improve reporting (**SAP 17**).

ACARES	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
Reviewees: I have had an appraisal/PDR in the last two years.	85	**77%**	89	**77%**	174	**77%**	74%
Reviewees: I found it useful.	72	**83%**	81	**88%**	153	**85%**	75%

ACARES	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
Reviewers: I feel confident conducting probationary and personal development reviews.	24	**86%**	37	**86%**	61	**86%**	73%

Table 37: 2018 staff survey details. 2018 results split by staff group, 2016 benchmark results are an overview and not split by staff group.

ACARES reasons given for not having a PDR include: 'only recently appointed' and 'it hasn't been arranged' (**SAP 18**).

Effectiveness and feedback is monitored via HR and survey results. We need to further promote PDR as the reported uptake has only increased slightly.

Survey responses show comparable numbers of reviewees feeling that PDR is useful and reviewers feeling confident in conducting the process. We want to develop our understanding and ensure managers also find PDR useful (**SAP 18**).

SAP 17: Assess pilot of the online PDR system.

SAP 18: Promote the 'usefulness' of PDR to increase uptake. Future surveys specifically asking reviewers/managers how useful they find PDR.

(iii)   Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

> **IMPACT:** In addition to the impact on the career trajectory of our academics, the survey results are universally supportive of actions undertaken by our CDC. Five key questions in table 38 all show an improvement (average increase 9%). Survey results for PSS show an average increase of 8%.

There is little difference in the gender split in survey responses with the exception of 'Agree that you take time to reflect on, and plan for, your career development?' where there was a 6% difference (**SAP 15&16**). For PSS (page 75) the gender difference for this question was 3%.

ACARES	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
I agree my line manager supports me to think about my professional development.	92	**82%**	97	**83%**	189	**81%**	73%
I agree my line manager actively encourages me to take up career development opportunities.	78	**71%**	84	**73%**	162	**71%**	62%
I agree that I take time to reflect on, and plan for, my career development.	88	**79%**	99	**85%**	187	**81%**	74%
I agree that I am are clear about the development opportunities available to me.	79	**71%**	81	**69%**	160	**71%**	57%

ACARES	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
I agree that I have the opportunity to take on new responsibilities or develop new skills.	98	**86%**	96	**82%**	194	**83%**	74%

Table 38: 2018 staff survey details. 2018 results split by staff group, 2016 benchmark results are an overview and not split by staff group.

Mentoring

Mentoring was widely included in bronze action plans as a valuable tool at transition points; balancing work and family life; and returning after a career break. The RDM scheme, led by a female academic, was launched in 2014 and is available to all. The scheme has a dedicated co-ordinator and Committee reporting to the SAT. In 2018, RDM invested in software to improve the user experience and reporting.

The scheme is promoted at induction, via the website, the weekly Bulletin, promotional material and at events such as the Researchers Symposium and graduate induction day.

The number of "live" relationships has more than trebled from 22 in 2014, to 68 in 2018; there have been a total of 171 matches since 2014. Of the current mentees 67%F, exceeding the 53%F RDM current population, supporting the scheme's value to females.

ACARES	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
Find mentoring useful.	42	**98%**	40	**98%**	82	**98%**	N/A

Table 39: 2018 staff survey details. 2018 results split by staff group, 2016 benchmark results are an overview and not split by staff group.

The scheme is held up as an exemplar of good practice, as evidenced by requests to present at the University's Administration conference and to other departments. The Chair and Co-ordinator of the Mentoring Committee are founding members of a UK mentoring network, STAMINa.

Focussing on improving the work lifecycle experiences of under-represented groups, the Mentoring Co-ordinator has researched reverse mentoring schemes; this will be piloted over 2019-20 (**SAP 19**).

In addition to the RDM scheme, other University schemes include:

- Oxford Senior Women's Mentoring Network: Over the last five years we have had seven mentees/five mentors participate.

- MSD Divisional Mentoring: Peer mentoring circles scheme for all staff. Six mentees have participated.

- Pivot: A mentoring scheme for Black and minority ethnic staff. There have been two iterations of PIVOT and one RDM mentee.

SAP 19: We will build on the success of the mentoring scheme, expanding it to pilot 'Reverse Mentoring', where senior staff are mentored by those in more junior/minority positions.

Careers Day

Since 2015, RDM has organised an annual careers day to support staff, particularly PDRAs and students. This includes talks from academics with unusual career paths and researchers who pursued careers outside of academia. Workshops cover CV and cover letter writing.

Feedback collected after each event has been overwhelmingly positive. After the last event, 100% respondents rated the day as "excellent/good" (35 respondents).

> I thought the honesty shown by all speakers was refreshing and very helpful. It was reassuring to see that everyone's careers were influenced by personal and emotional factors as well as by professional and career-orientated moves...
>
> Careers Day Attendee, 2017

Career Maps

Early CDC discussions led to a project to better understand the variety of career paths and demonstrated there is no single 'correct' route to becoming a PI. The findings were published in the weekly Bulletin, the RDM website and, after a request from the Careers Service, used in University publications and podcasts.

In addition to the maps, several key themes emerged including:

- The importance of a mentor.

- Imposter syndrome is common.

- Work/life balance can be challenging.

During the RDM 2019 International Women's Day event these themes were again highlighted by the panellists.
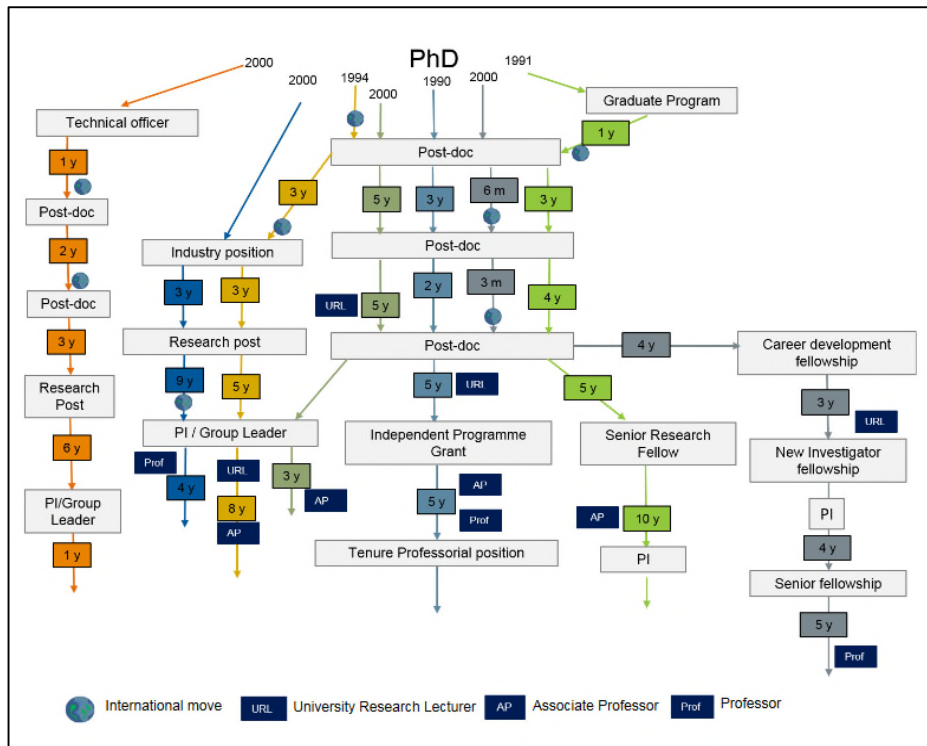
Figure 27: Career map 1 showing progression of RDM PIs who got their PhD before 2000.
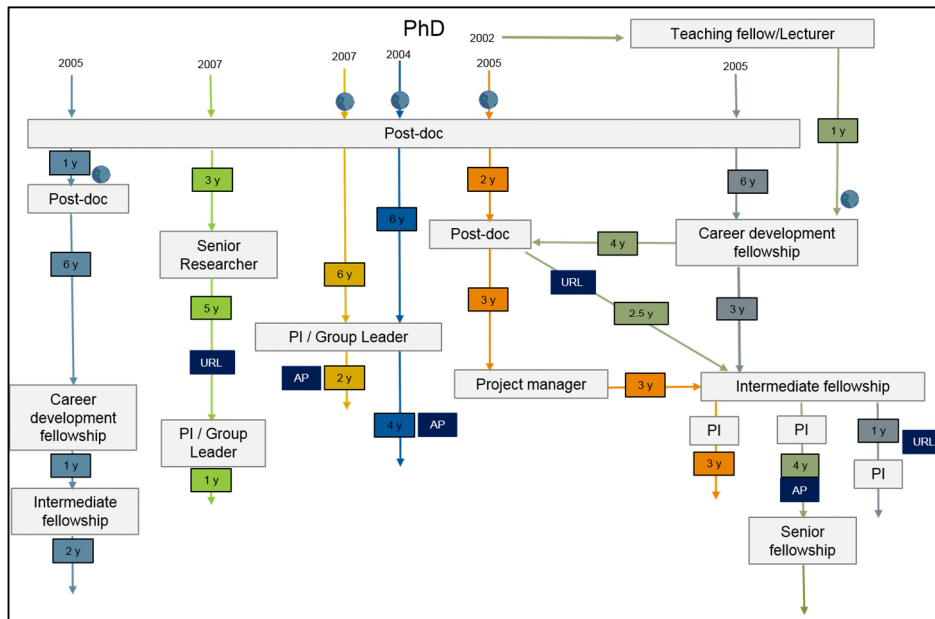

Figure 28: Career map 2 showing progression of RDM PIs who got their PhD after 2000.

Researchers Symposium

RDM's Annual Researchers Symposium is attended by over 300 staff and includes research talks; poster sessions; prizes and networking; and is important for building departmental cohesion. PDRAs get to be poster judges where they are teamed up with experienced judges. It provides an opportunity to support the careers of female ACARES; gender specific data is discussed in the 'visibility of role models' section. In

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2019 we distributed new RDM rainbow lanyards in return for feedback forms (fig. 30). The lanyards are a simple, popular way of building departmental identity and demonstrating inclusivity.

Figure 29: Images from the 2019 RDM Annual Symposium.

Figure 30: New for 2019- RDM rainbow lanyards.

Researcher Association

In 2018, feedback from PDRAs drove the creation of the Researcher Association to provide a community cohesion that would enrich the researcher experience, through social and career development events and advice. The association is run by researchers and supported with a RDM budget.

1-2-1 Meetings

Meetings are always available with the RSC, often at short-notice, supplementing supervisor and mentoring support. This support is advertised via the website, at relevant training courses and events and covers:

- CV assessment and advice on development areas.

- Advice on suitable Fellowships and schedules; applicants are put in touch with previously successful and unsuccessful applicants to benefit from their experiences.

- Suggesting applications to appropriate funding review panels.

- Encouragement to act as journal reviewer.

Anecdotal evidence is that these meetings could be more even more effective, particularly for under-represented groups (**SAP 20&21**).

SAP 20: Encourage supervision of summer students and medical student research projects by PDRAs.

SAP 21: Ensure PIs are sponsoring junior colleagues with recognition of review activities and formally delegating talk invitations.

CDC Future Plans

CDC meets quarterly and the LDP is planned a year in advance, using feedback from multiple sources to ensure the programme is meeting requirements.

For 2019-20, the researcher focus of the CDC will be to implement the findings from the review of the Vitae Concordat to 'Support the Career Development of Researchers'. For academics, the focus will continue support at key transition points. For PSS staff, we will hold focus groups to establish the training needs for specialist groups (**SAP 27**)**.**

(iv)   Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

IMPACT: SAP2015 target that 80% student respondents felt supported in their career development. 82% was achieved in 2018 student survey.

Overall survey results show an average 14% rise.

Students	2018 Survey Responses						2016 Benchmark (students)
	Female		Male		Overall		
I agree my primary supervisor supports me to think about my professional development.	30	**81%**	28	**82%**	58	**82%**	78%
I agree that I take time to reflect on, and plan for, my career development.	33	**87%**	32	**89%**	65	**88%**	78%

Students	2018 Survey Responses						2016 Benchmark (students)
	Female		Male		Overall		
I agree that I am clear about the development opportunities available to me.	27	**75%**	26	**72%**	52	**74%**	57%
I agree I have the opportunity to take on new responsibilities or develop new skills.	32	**84%**	33	**92%**	65	**88%**	63%

Table 40: 2018 student survey results.

These survey results do not show bias with the exception of 'I agree I have the opportunity to take on new responsibilities or develop new skills'. We will invite existing students to the graduate inductions for the career development sessions (**SAP 22**) and continue evaluation within the GSC, Student Forum and CDC.

The 2013 establishment of the Scholars Programme, GSC, GSM; the amalgamation of courses into a one DPhil; and the 2016 formation of the student forum have all allowed RDM to improve student support.

In addition to the DGS and GSM, students are supported by Divisional advisors and HR. Students also receive pastoral support from their colleges. Surveys and exit questionnaires, introduced as part of SAP2015, have led to a better understanding of students' requirements. Implementation of new, and refinement of existing, policies and events is outlined below.

SAP 22: Invite all students as a refresher and enhance the student induction information.

Induction

RDM's graduate induction day was introduced in 2014 as a means to encourage an identity/cohort and to impart information.

The day is introduced by the HOD/DGS and includes an overview of RDM; AS; and anti-bullying and harassment workshop. Current students, the HOD, HAF, advisors and DAs attend lunch, providing an informal environment to ask questions and network. A mandatory training needs analysis form is completed.

In 2018 Mentimeter software was used for instant feedback.

Figure 31: Mentimeter outputs from student induction in 2018.

Figure 32: Mentimeter outputs from student induction in 2018.

Student	2018 Survey Responses						2016 Benchmark (student)
	Female		Male		Overall		
Found induction useful	30	**83%**	30	**81%**	60	**82%**	N/A

Table 41: 2018 student survey results.

Training

Students have access to the RDM LDP and University training, where they can choose courses which relate to their training needs' analysis.

Mentoring

Students have access to the RDM Mentoring Scheme, gender specific schemes such as OxFEST and schemes run by colleges and careers service.

In the 2018 student survey 48% (53%F/43%M) of students said they had been mentored by someone other than their supervisor (no similar question was asked in 2016). Mentees report that mentoring has been helpful with "Career progression and planning" and "Being more positive about work/study".

SAP2015 included an action to encourage students to participate in the mentoring scheme. 2014-2018 student mentees increased from 11 to 18, and mentors from 0 to 3.

Careers Day and Researchers Symposium

Available to students.

Careers Service

Professional Careers Advisors are available for 1-2-1 meetings.

Student Forum

Students from each Division, the DGS and GSM, meet termly to discuss student policy and process.

Supervisor Prizes

We celebrate and recognise supervision with two prizes for supervisors nominated by students and/or postdocs in recognition of exceptional supervision and mentoring.

Figure 33: Supervisor prizes. From left to right Graham Ogg (2018), Tatjana Sauka-Spengler (2018), Leanne Hodson (2019) and Jim Hughes (2019).

Thesis Committees

Introduced in 2017 after successful pilot. In addition to two supervisors, students now have a thesis committee of 2/3 additional academics. These committees meet annually to monitor progress, provide advice and input on research plans.

Supervisor Training

All supervisors undergo training which includes responsibilities; a code of practice; international perspectives; and where to find further support. Training is mandatory (records are checked by the GSM) for all new supervisors and a refresher course undertaken every three years.

Gender Specific Opportunities

In 2018, Professors Leanne Hodson and Marella De Bruijn won MSD funding for a workshop 'Playing with Presence: Confident Personal Impact Training' for 7 RDM female DPhil students.

Under the direction of an external facilitator, participants performed a number of techniques for creating a great first impression, the essence of powerful communication and the cycle of confidence.

> I believe the techniques used will lead to enormous improvements in my communication with people at the workplace starting from simply presenting my work in weekly lab meetings.
>
> Female DPhil Attendee

(v)   Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

Grant Writing Workshops

In the 2014 survey 39%F (and 25%M) felt they had insufficient experience of grant writing, so SAP2015 included organisation of grant writing workshops.

> Thanks very much for an excellent course. It certainly is of immense help to me at the start of my research career. I particularly enjoyed the practical aspect of the course.
>
> Dr Archana Dere, Grant writing workshop attendee

We do not have pre-workshop grant application data to compare, however table 42 shows the impact of this workshop when benchmarked against MSD external funding success rates of 35%F/37%M (2017/2018).

The course is now an embedded part of the LDP and presented annually.

In response to requests, we will extend our support through offering PDRA 'observer' places on internal grant review panels (**SAP 23**).

	Female	**Male**	**Total**	**%F**
Attended workshop	53	32	85	62%
Attendees applied for funding	23	21	44	52%
Attendees awarded funding	17	17	34	50%
Outcomes pending	4	1	5	80%
Overall % success rate	74%	81%	77%	

Table 42: RDM grant writing workshop attendees from 2015-2018.

SAP 23: When we convene internal panels in RDM to review grant applications, the RSC will contact and invite PDRAs as observers to learn how review panels work and the questions they raise, initially we will focus on female PDRAs then open to all.

RDM Fellowship Support

Another SAP2015 action was to develop support for female staff at the transition points of PDRA to intermediate fellowship, and subsequently to senior fellowship:

• Applications are reviewed internally and constructive feedback provided

• Applicants are advised to apply for an RDM Mentor

• The Communication and Public Engagement (PE) Manager provides help with scientific and lay abstracts, and the PE and Pathways to Impact sections

• If invited for interview, given at least one mock interview

Talks on applying for fellowships are held every 18 months.

Figure 34: Dr Beth Psaila news item on RDM website on her award of the L'Oréal fellowship in 2017.

> **Example Support:** A female AP was provided with four years of salary support, to enable her to progress her research, in 2019 she secured a Wellcome Senior Fellowship.

	Female	**Male**	**Total**	**%F**
Fellowship Applications	19	35	54	35%
Fellowships Awarded	4	15	19	21%
Results Pending	5	1	6	83%
Success Rate %	21%	43%	35%	

Table 43: RDM fellowship application data from 2016 - 2018.

The introduction of fellowship support provided RDM with a rigorous administrative process and now the recognition that application and success rates for female researchers are lower than for male. We will therefore be providing additional gender specific fellowship support (**SAP 24**) and introduce a mid-term review for fellowship holders, to ensure our female ACARES are fully supported (**SAP 25**).

> **SAP 24:** Establish the reasons behind the lower female external fellowship application and success rates and use this information to develop a more detailed action plan.
>
> **SAP 25:** For all intermediate fellowship holders we will introduce a mid-term review to ensure individuals are on track with their research and provide support if needed.

Internal Funding Support

There are University funding schemes which enable PDRAs to obtain preliminary data for external fellowships. As part of SAP2015, we introduced internal deadlines and review panels to provide constructive feedback. We now have evidence of a difference in female/male success rates (**SAP 26**).

	Female	Male	Total	%F
Internal Applications	13	15	28	46%
Applications Awarded	7	11	18	39%
Success Rate	54%	73%	64%	

Table 44: RDM applications to University funding schemes 2016 - 2018.

> **SAP 26:** We will compare our results with the gender balance across all internal funding schemes and review all internal processes.

Two of the internal funding schemes had eligibility criteria that stated applicants had to be a PI. RDM successfully lobbied for a change, such that a PDRA working towards an external fellowship application, should be allowed to apply and hold funding in their name. 3 (2M/1F) applications have been submitted and 2 funded (1M/1F). Another benefit of assembling internal review panels is that PIs from different divisions come together, building integration.

RDM Pump Priming Funding

In 2014 to help establish new collaborations across RDM, a call for pump priming funding was introduced (three awards p.a. of up to £50K). Initially PIs had to be the lead applicants but to assist with career development we changed this in 2016, so now senior PDRAs can be lead applicants. Since then five pump priming awards were made with four female senior postdocs as one of the lead applicants.

Funding Database and Bulletin

We produce a termly funding bulletin and have a funding database on our website. The weekly Bulletin publishes imminent research and funding deadlines and news.

Unsuccessful Applications

Where an individual is unsuccessful a member of the Research Funding Team arranges to meet with them and go through the feedback to identify key issues.

We ensure that the applicant discusses their feedback with their supervisor and suggest they talk to at least one other PI. Depending on the award and feedback, the HOD may also meet the applicant.

Internal review processes will ensure the feedback has been addressed if the grant is re-submitted.

5.4.   Career development: professional and support staff

(i)   Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

The CDC supports PSS, with several representatives on the committee. Specialist groups such as nurses are consulted to ascertain bespoke training and career development needs. PSS have access to a range of courses provided from the LDP, University and externally. Opportunities are advertised via the website and Bulletin, and discussed at PDR. RDM supported two female PSS to attend the WTL programme, others are identified for future years (**SAP 15**).

RDM Learning and Development Programme.

There have been 184 PSS attendees (142F/42M, 77%F) on 16 different LDP courses (some run multiple times). The attendee gender profile is in line with the PSS profile (73%F).

LDP Courses	PSS			
	Female	Male	Total	%F
Bespoke Leadership and Development	35	11	46	76%
Anti-Bullying and Harassment	21	11	32	66%
Bespoke PDR Training	27	3	30	90%
Bystander Workshop	13	2	15	87%
Emotions and Resilience at Work	8	1	9	89%
Project Management	6	3	9	67%
Difficult Conversations	7	0	7	100%
Making the most of PDR	5	2	7	71%
One day Manager	6	1	7	86%
Feedback Conversations	6		6	100%
Mindfulness Course	3	3	6	50%
Bespoke Supervising and Examining DPhils	1	2	3	33%
Fellowships and other funding options	2	1	3	67%
Bespoke Induction for New Lecturers: MSc	0	2	2	0%
Bespoke Learning and Teaching	1	0	1	100%
Bespoke Personnel Issues	1	0	1	100%

Table 45: RDM Learning and Development Programme. Course name and PSS attendees from 2016 -2018.

University Training

There were 881 (649F/225M, 74%F) RDM attendees at 59 different OLI courses. The 10 most popular courses were:

OLI Courses	PSS				
	Female	**Male**	**N/A**	**Total**	**%F**
Equality and diversity (online)	136	53	2	191	71%
Unconscious bias (online)	138	50	2	190	73%
Challenging behaviour (online)	125	50	3	178	70%
Recruitment and selection (online)	33	11		44	75%
Assertiveness	17	4		21	81%
Recruitment and selection - full version (online)	12	6		18	67%
Recruitment and selection refresher (F-2-F)	12	6		18	67%
Project management essentials	8	7		15	53%
Research contracts	12	2		14	86%
Supporting research grant applications	10	3		13	77%

Table 46: Oxford Learning Institute course names and PSS attendees from 2014-2018.

PSS	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
I agree I feel comfortable discussing my training and development needs with my line manager/ supervisor.	80	**86%**	22	**81%**	102	**85%**	72%

Table 47: 2018 staff survey results. 2018 results split by staff group. 2016 benchmark results are an overview and not split by category.

SILVER APPLICATIONS ONLY

5.4.   Career development: professional and support staff

(ii)   Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

Annual PDR is compulsory for PSS, with toolkits for reviewers and reviewees. PSS survey results show a slightly improved satisfaction rates.

PSS	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
Reviewees: I have had an appraisal/PDR in the last two years.	81	**84%**	22	**81%**	103	**84%**	74%
Reviewees: I found it useful.	48	**88%**	14	**80%**	62	**86%**	75%
Reviewers: I feel confident conducting probationary and personal development reviews.	22	**88%**	9	**100%**	31	**91%**	73%

Table 48: 2018 staff survey details. 2018 results split by staff group, 2016 benchmark results are an overview and not split by staff group.

When asked why they hadn't had a PDR, the most common PSS response was 'recently appointed', followed by 'it hasn't been arranged'. **SAP 17** will continue our aim to ensure both reviewers and reviewees understand the importance and usefulness of PDR.

PSS are included in the online PDR pilot and helped design online forms and processes.

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

(iii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

PSS have access to the same CDC support as ACARES, as well as support to undertake professional development training. In the last five years, one member of HR staff was supported to undertake their MBA in Human Resources, six supported with CIPD training (personnel accredited training). Support is adjusted in accordance to individual requirements and may include paying fees and/or paid training time. PSS are encouraged to become involved in project groups across the University.

PSS	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
I agree my line manager supports me to think about my professional development.	76	**82%**	19	**68%**	95	**78%**	73%
I agree my line manager actively encourages me to take up career development opportunities.	66	**74%**	19	**70%**	85	**73%**	62%
I agree that I take time to reflect on, and plan for, my career development.	70	**78%**	21	**81%**	91	**78%**	74%
I agree that I am are clear about the development opportunities available to me.	68	**71%**	19	**70%**	87	**71%**	57%
I agree that I have the opportunity to take on new responsibilities or develop new skills.	75	**78%**	22	**79%**	97	**78%**	74%

Table 49: 2018 staff survey details. 2018 results split by staff group, 2016 benchmark results are an overview and not split by staff group.

Mentoring

The RDM mentoring scheme is open to PSS staff.

PSS	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
Find mentoring useful.	25	**100%**	7	**88%**	22	**97%**	N/A

Table 50: 2018 staff survey details. 2018 results split by staff group, 2016 question not asked.

RDM Support

RDM launched its trainee administrator scheme in 2014, providing in-house training on key business functions; secondment/cover opportunities in Divisions; and an experienced mentor, to equip the trainees to take up more senior administrative posts.

We are delighted that our four (3F/1M) recruits to date have progressed to careers in research facilitation, financial management, and administration within RDM.

RDM has three apprentices (3F) working towards qualifications and a career in administration.

HR and Finance groups provide the opportunity to meet, network and share best practice.

Additional Support

The University professional services annual conference provides an opportunity for PSS to engage with wider subjects, network and present to their peers e.g. at one conference the ASF co-presented to 70+ staff, giving an overview of AS. DAs and HR teams encourage attendance.

PSS have been encouraged to attend professional development courses such as University's Beacon (3F) and Taking Stock (2F/3M). Springboard is a female only development programme, 12 female staff have attended and 2 are now guest speakers.

Mini Case Study: RDM has been instrumental in supporting my career development since I joined as a trainee administrator in 2016. I'm regularly encouraged to attend training courses extending beyond my direct responsibilities. RDM has provided opportunities for me to cover more senior positions within the team. As a result, I've gained the confidence to pursue a career in areas I wouldn't have initially envisaged. Moreover, I feel enthused to continue my career path within this setting, and look forward to more exciting opportunities in the future.

SAP 27: The CDC will run focus group(s) during 2019/2020 with PSS group(s) to ensure that they are aware of the career support and training available. We will also apply the policy of five days of professional/career development to include PSS.

5.5. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

Details are provided at induction, on the RDM website, and via a family-friendly factsheet. RDM promotes My Family Care, a provider of services including elder-care and emergency childcare.

When staff notify RDM of their intention to take leave, there is a meeting with HR (who are trained to provide support and advice) who outline entitlements; phased returns; statutory keeping-in-touch days etc. A comprehensive maternity leave plan is completed along with a risk assessment.

The University maternity/adoption leave scheme pays 26 weeks on full pay, 13 weeks statutory maternity leave and up to 13 weeks unpaid leave.

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

Maternity leave is supported by external or internal funding, and, where an operational case is made, replacement cover is also provided. Funders are contacted to extend project timelines as necessary.

Staff are allowed to take up to 10 Keeping-In-Touch days, enabling a smoother transition back to work, though there is no obligation to take these up.

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

When someone indicates they are ready to return, information is provided covering childcare; salary sacrifice; use of annual leave; phased return etc.

Oxford provides 430 subsidised childcare places, based on a nursery place/staff ratio of 1:31 (Russell Group average is 1:75). There is a salary sacrifice scheme for payment of nursery fees and a childcare voucher scheme for eligible parents. Since 2015, RDM has funded 4 sponsored nursery places enabling staff to be placed higher on the waiting list. To date, we have secured nursery places for 5 children quicker than might otherwise have been.

While OCDEM runs a successful parents group, similar trials at other divisions had little uptake. However, RDMS provides ongoing support for any emerging groups.

RDM supports applications to the University's Returning Carers' Fund (RCF) a grants scheme to support anyone who has taken 6+ months leave for caring responsibilities, to

be used to support the return to research and career development. Over the review period, RDM submitted 13 (all female) applications. 10 (77%) funded, two declined (one had previous award, one for ineligible costs) and one pending.

RDM has one Daphne Jackson fellow. These fellowships offer STEM professionals the opportunity to return to a research career after a break of two or more years for a family, health or caring reason. Fellowships are flexible and part-time.

SAP 28: The RSC will ensure that every researcher who takes carer's leave is informed about the RCF and encouraged to apply.

(iv)   Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

> **SILVER APPLICATIONS ONLY**
> Provide data and comment on the proportion of staff remaining
> in post six, 12 and 18 months after return from maternity leave.

2013-2017 had 74 instances of maternity leave (50 ACARES/24 PSS), 92% returning is consistent with the University return rate 91%. 80% of those returning remained in post after six months, 51% in post after 18 months.

Of the six (2 ACARES/4 PSS) who did not return: one had insufficient service for maternity pay and decided not to return; one CRT transferred to NHS; one was offered a contract extension but relocated; two were offered support with redeployment but opted for redundancy and relocated to be closer to family; and one gave no reason.

	2013	2014	2015	2016	2017	Total
Academic					1	1
Returned < 6 months					1	1
Professional & Support	7	6	9	1	1	24
18 Months +	5	5	6			16
12 Months +				1		1
6 months +			1		1	2
Returned < 6 months	1					1
Did not return	1	1	2			4
Researcher	11	11	6	10	11	49
18 Months +	7	7	2	6		22
12 Months +	3			1	3	7
6 months +	1	2	1		7	11
Returned < 6 months			3	3		6
Did not return		2				2

Not yet known					1	1
Total	**18**	**17**	**15**	**11**	**13**	**74**

Table 51: RDM maternity return data. Data provided from 2013 - 2017 to give 18 month return rates.

(v)   Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Paternity leave is advertised in the same way as maternity leave. 27 men (22 ACARES/5 PSS) have taken paternity leave (two weeks full pay), representing 3% and 2% respectively of male staff.

Seven staff have taken shared parental leave (SPL), six ACARES (3F/3M) and one PSS (1M).

Five female staff (2 ACARES/3 PSS) have taken unpaid parental leave. We have had no adoption leave.

One male PSS took on flexible working on return to work after SPL. To help promote SPL (which included cover for his post), he wrote a feature for the newsletter.
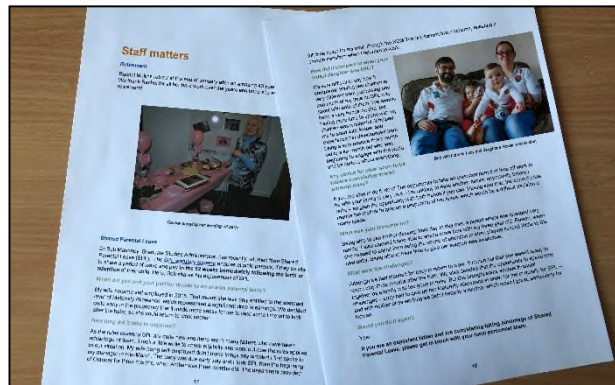

Figure 35: RDM staff newsletter with feature on shared parental leave.

(vi)   Flexible working

Provide information on the flexible working arrangements available.

Flexible working arrangements include part-time; compressed hours; home working; and hours to accommodate school hours, and is advertised during recruitment, induction, and on the website. Our decentralised structure means that teams are able to organise their own arrangements, hence most are informal.

Do you have flexible working arrangements (e.g. flexible/staggered hours, home/remote working)?	2018 Survey Responses					Overall	
	Female		Male				
ACARES						277	**64%**
formal	12	18%	5	8%			
informal	55	82%	59	92%			
OVERALL	67	**59**%	64	**54**%			
PSS							
formal	20	32%	7	41%			
informal	42	68%	10	59%			
OVERALL	62	**65%**	17	**63%**			

Table 52: 2018 staff survey results showing flexible working arrangements. No 2016 benchmarks available.

Overall, I agree I am satisfied in my job.	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
ACARES	101	**97%**	102	**97%**	307	**98%**	88%
PSS	82	**100%**	22	**93%**			

Table 53: 2018 staff survey results. 2016 benchmark results are an overview and not split by category.

(vii)   Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

All staff can apply to increase/decrease their hours, flexible working policy ensures that all requests are considered and if operationally viable, granted.

5.6. Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

Athena SWAN Charter Principles

The principles are displayed on posters, on the website and published in symposium booklets. We have a poster for events such as the Researchers Symposium.

AS principles underpin committees, WGs, policies and programmes. Academia *does* need the talents of all and we evidence our support for this through ensuring the LDP, mentoring scheme and PDR are open to all. Our committees and WGs are inclusive of intersectional identities and staff groups. We request, and receive feedback from all groups. We respond to feedback, demonstrating what we have done well, and where we have more to do.
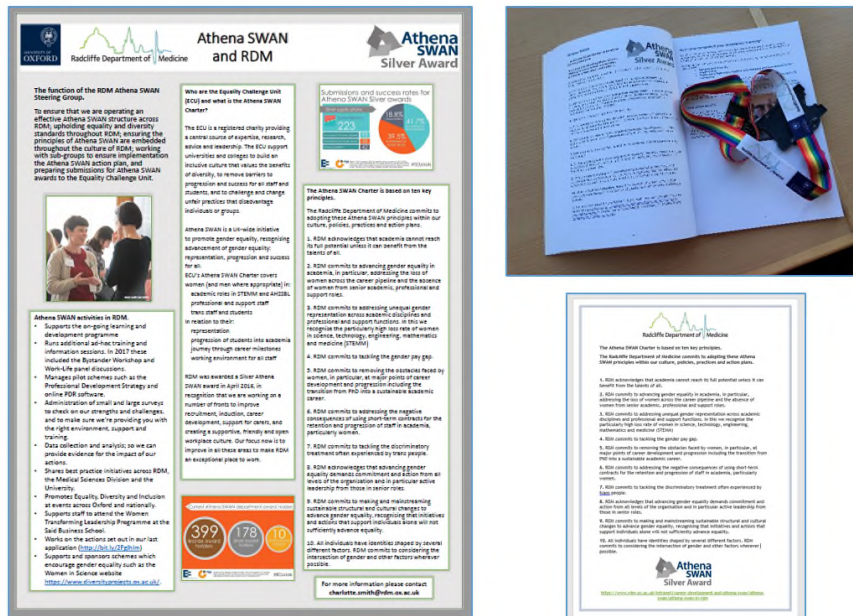

Figure 36: Images of how Athena SWAN principles are displayed in RDM.

I feel able to be myself at work.	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
ACARES	106	**95%**	105	**90%**	324	**92%**	91%
PSS	88	**89%**	25	**96%**			

Table 54: 2018 staff survey details. 2018 results split by staff group, 2016 benchmark results are an overview and not split by staff group.

We have a shared EDI calendar and actively promote International Women's Day; International Day of Women and Girls in Science; National Anti-Bullying Week; and Pride, amongst others. We organise gender specific events, including:

Event	Year	Audience	Attendees
What does having a good work-life balance mean when working in a world-leading University?	2017	Oxford staff and students	40+
Science in Australia Gender Equity (SAGE) program, and Male Champions of Change (MCC) STEM. International CSIRO Workshop	2018	UK academic and funding institutions	20+
Presenting Athena SWAN to European Academics working on a Horizon 2020 funded project (STARBIOS2)	2017 & 2018	EU Academics	14
WIMM Day: Diversity Awards	2019	WIMM Staff and Students	80+
IWD19: Scientific Career Case Studies and What Can Oxford Do For You?	2019	Oxford staff and students	60+

Table 55: EDI events organised by RDM.

Figure 37: Tweets from RDM EDI events.

Departmental Cohesion

Since RDM's formation we have worked to develop cohesion and a sense of belonging whilst acknowledging that divisional/local identify is important. The re-organisation of the AS with cross-divisional working groups contributes to this process. The CDC, GSC, mentoring, communications and public engagement all reinforce and foster RDM-wide networks.

Inaugural lectures, started in 2018, are open to all. They give visibility to our new professors, build awareness of the different research undertaken, and a chance to network.

Social events, religious festivals and other celebrations are organised within and across divisions. For example in 2018, OCDEM and IMD joined together for their Christmas party. Local groups organise family days with bouncy castles, and team games.

For PSS, there are opportunities for cross-divisional working within the WG/committees. During the 2019 Researchers Symposium, it was suggested that additional networks for specific PSS groups could be initiated (in addition to HR &

Finance). RDMS will consult with these groups and establish the support needed to develop and maintain a network (**SAP 29**).

I would recommend working in my department to a friend.	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
ACARES	98	**92%**	95	**90%**	296	**92%**	90%
PSS	79	**94%**	24	**86%**			

Table 56: 2018 staff survey details. 2018 results split by staff group, 2016 benchmark results are an overview and not split by staff group.

SAP 29: Investigate whether there is support for an RDM PSS group, and/or more role specific groups, e.g. lab managers, personal assistants, facilities managers, research facilitators.

(ii)   HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR polices.

RDM employ professionally qualified HR staff who ensure processes meet current HR and equality legislation. Teams are embedded in their divisions ensuring staff are easily accessible. HR specialists within the University are able to provide further expertise (e.g. for immigration advice). RDM HR staff form a coherent group and meet quarterly.

The HAF and DAs work with HR to ensure policy information is cascaded to managers via email, or when there are major shifts in legislation/policy via F-2-F meetings. When required, briefing documents are written to ensure complex changes can be understood by non-HR staff. The RDM website contains links to University policies.

Our 2014 staff survey identified differences between policy and practice for bullying and harassment. In 2014, 11% staff reported experiencing bullying behaviours so in 2015 we ran a specific survey to develop a set of actions which included (but not limited to) the following:

- Producing anti-bullying and harassment (ABH) training materials.

- Putting RDM Harassment Advisors information on the website.

- Professor Watkins co-led ABH workshops for all PIs, which were then rolled out to all staff. If individuals were unable to attend, they completed an online course.
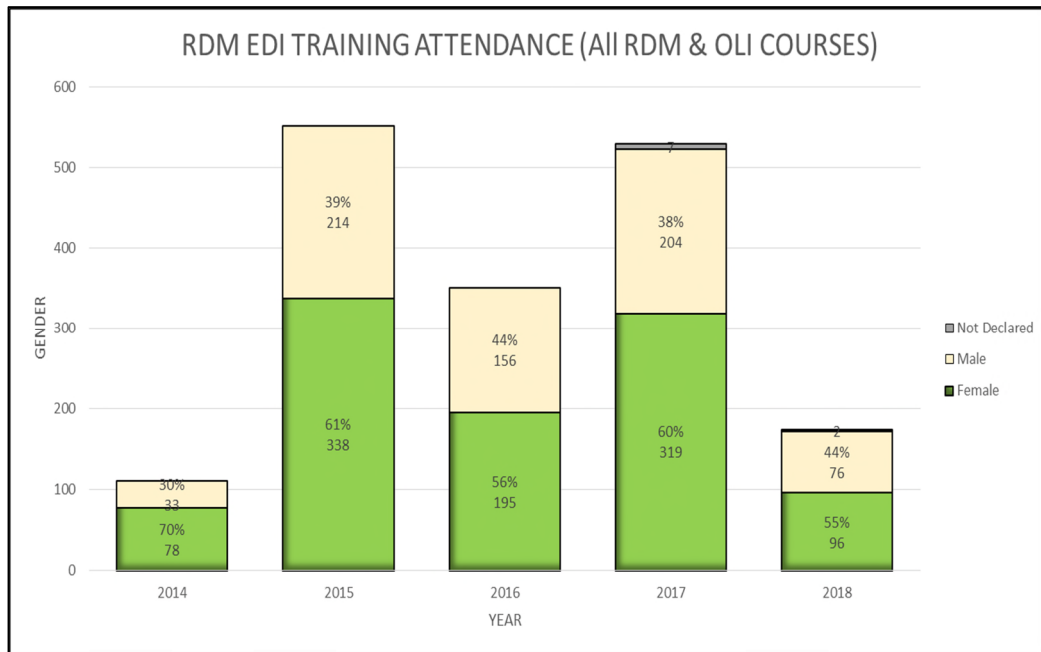
Figure 38: Impact of push on EDI training during 2015-17.

Have you experienced harassment, including bullying, within RDM, during the last year?	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
ACARES	10	**9%**	13	**11%**	38	**10%**	10%
PSS	14	**15%**	1	**4%**			

Table 57: 2018 staff survey details. 2018 results split by staff group, 2016 benchmark results are an overview and not split by staff group.

RDM 2016-2018 survey results remained consistent whilst across MSD the numbers increased slightly from 8% in 2016 to 13% (15%F/11%M) in 2018. We have further actions to reduce instances of bullying and harassment (**SAP 30**).

SAP 30: RDM Anti Bullying and Harassment Strategy
- Produce a dignity at work policy
- Circulate additional information about what is being done, what can be done and what Harassment Advisors do
- We will give presentations at local team meetings
- We will be revising ABH information on the webpages
- Sending out reminders that ABH training needs to be retaken after three years
- Use display screens at key locations to get across key information
- Work with colleagues across the division and University to establish a more wide-ranging action plan
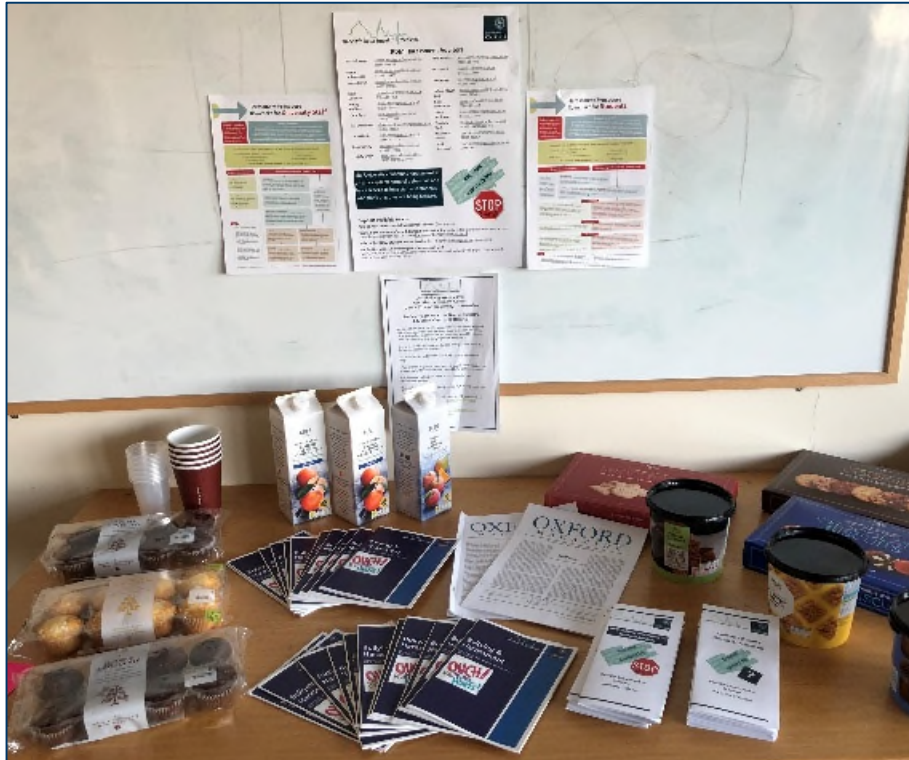
Figure 39: Harassment advisor drop-in session, November 2018. Examples of some of the RDM ABH materials.

(iii)   Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

The breadth of RDM ensures a significant amount of decision-making is devolved to Divisions.

Overall committee membership is 55%F, the same level as in 2015 and consistent with the 56%F population. The proportional balance of membership, and survey workload questions give no indication of committee overload.

For key committees, whilst we have increased from 26%F in 2015 to 35%F, we recognise the need to further increase female representation (**SAP 31**).

	Committee name	Female	Male	Total	%F	Chair	Key Chair
RDMS	*Strategy Committee*	3	7	10	30%		M
	Management Committee	8	5	13	62%		**M**

	Committee name	Female	Male	Total	%F	Chair	Key Chair
Cross - Divisional	Graduate Studies Committee	10	5	15	67%	F	
	Athena SWAN SAT	10	4	14	71%	M	
	Environment and Culture Group	6	3	9	67%	M	
	Career Development Committee	5	2	7	71%	F	
	Mentoring Committee	7	2	9	78%	F	
	Education and Teaching	3	1	4	75%	F	
	HR and Finance	23	7	30	77%	F	
	Researcher Association	3	3	6	50%	M	
	Total	**78**	**39**	**117**	**67%**	**5F/3M**	**2M**
CVM	*Management Committee*	6	18	24	25%		M
NDCLS	*Management Committee*	2	4	6	33%		F
IMD	*Management Committee*	2	3	5	40%		M
OCDEM	*Management Board*	5	12	17	29%		M
WIMM	*Management Group*	2	2	4	50%		**M**
	KEY COMMITTEE TOTALS	**28**	**58**	**86**	**35%**		1F
	RDM GRAND TOTAL	**95**	**85**	**180**	**55%**	**40%**	**14%**

*Table 58: RDM committee information. Key Committees in **bold italics.***

Highlighting which committees individuals are, or would like to be part of, is included in PDR, and monitored by HR teams. When looking to identify new or replacement committee members' gender is considered with workload, career development, balance across divisions, role and staff group.

SAP 31: Work with Divisional Heads to continue to increase women on key committees.

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

The HOD/RSC e-mail individuals to encourage nominations and opportunities are included in the Bulletin. Female PIs are targeted and supported.

Name	Position
Prof Alison Banham	Founder member and Vice President of the European Network of Monoclonal Antibody Producing Laboratories.
Prof Anna Gloyn	Wellcome Genetics, Genomics and Population Research Expert Review Group Leads NIHR Oxford Biomedical Research Centre (Metabolism)
Prof Barbara Casadei	President of the ESC (European Society for Cardiology) Leads NIHR Oxford Biomedical Research Centre (Cardiovascular)
Prof Marella de Bruijn	Stem Cells, Editorial Board member
Prof Tao Dong	MRC Infections and Immunity Board Member of Infection and immunity panel review committee Nature science foundation China Associate Editor for Infectious Diseases, a specialty of Frontiers in Medicine, Microbiology and Public Health Editorial board member of American Journal of Translational Medicine
Prof Vanessa Ferreira	Society for Cardiovascular Magnetic Resonance (SCMR), Board of Trustees
Prof Veronica Buckle	Assistant Editor for Human Molecular Genetics

Table 59: Example of RDM female PIs on external, influential committees.

(v)   Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

We assess workload and monitor for gender bias, we do not have a workload allocation model. As an early AS action (in 2015) a workload survey was sent out to PIs, the survey revealed that responsibilities were relatively equal (table 60). After 2015 we included workload assessment questions in our biennial surveys. Results in table 61 show most staff feel their work load is reasonable.

Activity	Research	Teaching & Supervision	Outreach	Peer Reviewing	Internal Admin & Committees	External Committees	External Teaching & Examining
Female %	57%	19%	1%	7%	10%	3%	2%
Male %	56%	14%	3%	8%	12%	5%	3%

Table 60: 2015 staff survey results.

There are workload questions within the PDR form and as part of the online PDR pilot, administrators will be able to run workload reports.

Management roles with a heavy workload such as HOD, DH and DGS, are reviewed every five years. Supervisory load for students is monitored annually prior to the admissions cycle, up to six students can be supervised at a time. Pastoral and administrative contributions are considered in applications for regrading and as part of the RoD exercise. Exceptional work contributions are also recognised by Awards for Excellence.

Clinical workload is defined through NHS Job Plans.

I feel my workload is reasonable.	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
ACARES	93	**83%**	88	**77%**	282	**81%**	79%
PSS	77	**81%**	24	**89%**			

Table 61: 2018 staff survey details. 2018 results split by staff group, 2016 results are an overview and not split by staff group.

We encourage work-life balance discussions; have a dedicated section on our website; in 2017 we held a work-life balance panel discussion.

I can discuss my work/life balance with my manager.	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
ACARES	88	**81%**	85	**75%**	274	**80%**	77%
PSS	77	**82%**	24	**89%**			

Table 62: 2018 staff survey results. 2016 results are an overview and not split by category.

There is a fair and transparent way of allocating work in my division.	2018 Survey Responses						2016 Benchmark (all staff)
	Female		Male		Overall		
ACARES	58	**87%**	60	**79%**	176	**84%**	N/A
PSS	42	**88%**	16	**84%**			

Table 63: 2018 staff survey results. The 2016 question was not clear if it was referring to team/internal divisions/RDM. So the 2018 question clearly asked about work allocation in 'my division'.

(vi)   Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

An early AS action established core hours of 9.30am-2.30pm. Meeting organisers are asked to consider school holidays.

Where core hours are not possible (e.g. all day events) we give advance notice, and as part of early AS discussions, Symposium keynote talks were moved to the middle of the day.

Social events are organised at divisional or group level, enabling staff who have a local knowledge to select appropriate times.

As a clinical department, we have staff involved with NHS clinics and on-call who may arrange/attend meetings outside core hours. We enhanced the information available on the website encouraging staff to be mindful of their work-life balance.
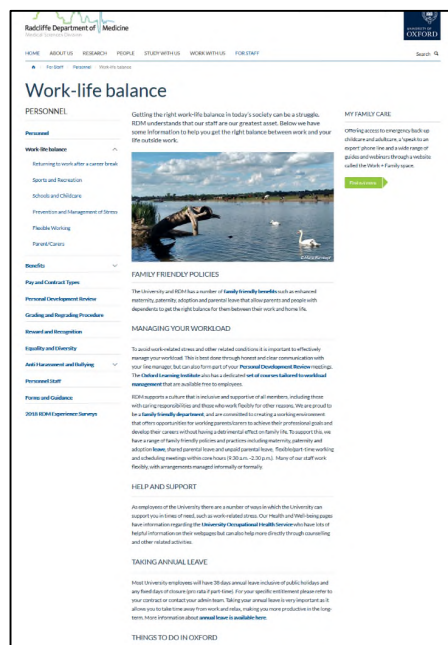

Figure 40: Sample of RDM webpage on work-life balance.

(vii)   Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

The annual Researchers Symposium is our biggest annual event. SAP2015 included keeping accurate event records to evaluate gender balance.

In 2017, we invited senior postdocs to speak as a career development opportunity and promote female researchers. In 2018, we expanded the initiative and invited senior postdocs to be poster judges. A poster session, with prizes (M:F 50:50 winners to date), provides an opportunity for researchers to develop their presentation skills. Table 64 shows whilst we have succeeded with gender-balanced chairs, judges and poster presenters, we still have work to do with speakers. When the CDC meet in May they will discuss further actions (**SAP 32**).

		Female	Male	Total	%F
Chairs	**2015**	1	3	4	25%
	2016	1	3	4	25%
	2017	2	2	4	50%
	2018	2	2	4	50%
	2019	2	2	4	50%
Total Chairs		**8**	**12**	**20**	**40%**
Poster judges	**2015**	2	6	8	25%
	2016	4	5	9	44%
	2017	4	6	10	40%
	2018	4	4	8	50%
	2019	4	4	8	50%
Total Poster Judges		**18**	**25**	**43**	**42%**
Speakers	**2015**	5	8	13	38%
	2016	4	10	14	29%
	2017	4	8	12	33%
	2018	6	8	14	43%
	2019	5	9	14	36%
Total Speakers		**24**	**43**	**67**	**36%**
Poster presenters	**2015**	23	39	62	37%
	2016	21	27	48	44%
	2017	33	24	57	58%
	2018	19	26	45	42%
	2019	22	22	44	50%
Total Poster Presenters		**118**	**138**	**256**	**46%**

Table 64: Gender breakdown of RDM Researchers Symposium presenters, judges and chairs.

SAP 32: We will identify the up and coming postdocs and use this data to inform who we can invite as speakers at the Researchers Symposium.

At the careers day all sessions, panels and speakers are gender balanced (the next is scheduled for May 2019).

	Female	Male	Total	%F
2015	10	7	17	41%
2016	11	10	21	52%
2017	9	11	20	55%

Table 65: RDM Careers day presenters and chairs.

Images of female ACARES are prominent on the website. All stock images (i.e., those not linked to a particular researcher or news story) that feature a scientist in a lab coat, are those of a woman, alone or with others.

In 2017 the website was redesigned, now every individual and group has a page. This has helped raise the profile of female PDRAs, providing a professional online presence.

Figure 41: Sample of RDM webpage showing stock image.

Figure 42: The RDM twitter feed image shows one of our female researchers in a laboratory environment, and has been this image for the last 18 months.

Male RDM researchers are typically more visible in the media. Though we have not historically recorded the gender of those featured in news stories we are planning a series of actions to encourage woman to highlight their work.

SAP 33: We want more women to feel confident presenting/discussing their science.

Women in Science Project

In 2014/15 RDM co-created an on-line repository of the experience of women in science. In 2017 an update included 17 additional interviews (from other departments). The aim is to support women making career decisions, allowing them to explore a range of experiences through video interviews. Clips from the project have been used for University and RDM workshops/courses.
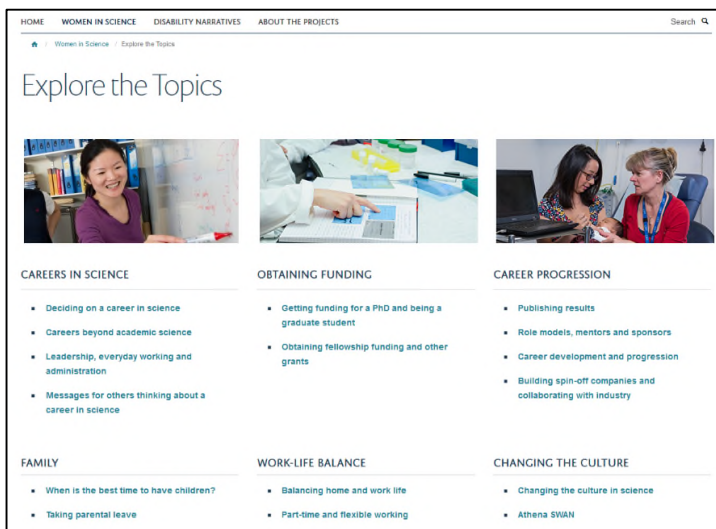

Figure 43: Women in science website.

(viii)   Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

During 2014-2018, over 440 staff members took part in PE activities. The increase in activities corresponds with the employment of the PE and Communications Manager (whose remit includes helping deliver AS) in RDM and the WIMM in 2016/7 and the allocation of an internal budget, all achievements from SAP2015.

2016	Science in the Supermarket
	Behind the Headlines Super Science Saturday
2017	Oxford International Women's Festival: Understanding heart disease
	Oxfordshire Science Festival
	MRC Festival
	Royal Society Summer Science Exhibition
	European Researchers Night
	Curiosity Carnival
2018	Oxfordshire Science Festival
	Cheltenham Science Festival
	MRC Festival
	Work Experience Programme

Table 66: Major PE events involving cross-divisional teams of ACARES and PSS working together.

Figure 44: Images from the Royal Society Summer Exhibition and Curiosity Carnival.

Activities are recorded via online forms, event managers' databases and via PDR forms.

	Females	Males	Totals	Female %
2014	19	20	39	49%
2015	33	12	45	73%
2016	48	27	54	89%
2017	84	61	121	69%
2018	134	70	184	73%
Totals	**318**	**190**	**443**	**72%**

Table 67: Volunteers who took part in public engagement activities 2014-2018.

PE is undertaken mostly by women, and our emphasis is now on making sure that women are leading these events and there is a better balance in those staffing the events. Over the last six months RDM has increased and diversified PE training and will continue to do so.

Contributions towards PE is recognised in PDR, reward and recognition awards, and RoD panels. RDMS staff can provide participant activity data and text for grants and fellowships applications. The University holds a biennial event celebrating PE. There are a number of prizes and the PE Managers write and support applications for these awards.

SAP 34: We will foster female-led participation in PE, and get a higher number of men involved in activities.

Professor Leanne Hodson, Professor of Metabolic Physiology, BHF Senior Research Fellow in Basic Science – SAT member

I joined OCDEM as a postdoctoral fellow, in 2004. My current role is Principal Investigator and Professor of Metabolic Physiology. I have surprised myself with what I have achieved as I did not originally believe I was capable, or have a 'career plan'. However, I can say with confidence that I would not be in the position I am now without the support from RDM to 'put myself forward'. I was supported with the Recognition of Distinction exercise three times, in 2010 when awarded University Research Lecturer, in 2014 for Associate Professor, and in 2018 for the title of Professor.

I have been well-supported from RDM in my move from being a postdoctoral fellow, to securing a BHF funding for 'Intermediate', then 'Senior' Research Fellowships. Senior members and the Head of Department provided feedback on my applications, wrote letters of support, and held mock interviews. Now, as I prepare for my Senior Fellowship renewal, I feel well-supported due to these processes to submit a competitive application.

I have benefited from RDM support and encouragement in applying for grants and awards, authoring papers, joining committees, networking, mentoring, career planning, and developing leadership (including attending the Women Transforming Leadership Programme). I have been encouraged to participate in decision making in RDM which has prompted me to think ''why did they ask me, I am not the right person to do this' but have subsequently realised 'I do have something to contribute'.

Within OCDEM I sit on the Management Board, chair the Graduate Studies Committee, within RDM I chair the Career Development Committee, am a member of the RDM Athena SAT, Graduate Studies Committee and internal funding assessor. I represent RDM on the Medical Sciences Division Research Staff Advisory Group and Skills Training Committee.

As I have been well-supported, I feel very strongly that the students, postdocs and research support staff I supervise, and those that I mentor, are well supported. I lead by example and am proud I provide a nurturing and supportive environment that challenges individuals to reach their full potential. This has been recognised in a number

of ways: being invited to co-present a talk at the Royal Society's Research Culture Conference: Changing Expectations, which led to an invitation to speak at the UK Research Integrity Office's conference, and being awarded the RDM Award for Excellent Supervision. I also successfully applied for funding to run a small pilot study "Confident Personal Impact Training for women". I support people in fellowship/job applications, a postdoc in my group moved closer to support for her family I helped with applications and mock interviews – she secured her preferred academic job and is flourishing. I also help my team build their professional networks and apply for funding.

What I realise, as people in RDM have more open dialogues about their career progression and challenges, is that people are willing to help and support. Moreover, (and something that I am very grateful for), is that senior people are willing to help, recognise your skills and find ways to champion you.

504 Words

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Dr Adam Lewandowski, University Research Lecturer, BHF Intermediate Research Fellow

I moved from Canada to join the Department of Cardiovascular Medicine (CVM) in 2009 as a DPhil student on a Commonwealth Scholarship. As is the case for many young researchers, the transition to a doctoral degree comes with intellectual and personal challenges, but I was fortunate to be in a supportive environment that allowed me to develop my academic career and progress to my current stage as a University Research Lecturer (URL) and new PI in the Radcliffe Department of Medicine (RDM). Having been in CVM, now a division of RDM, for nearly ten years, I have seen how it has continued to evolve and grow its support and training opportunities.

Towards the end of my DPhil, I co-wrote a successful British Heart Foundation (BHF) grant, which funded my postdoctoral research. While continuing my research, I was keen to develop my teaching skills. Profs Hugh Watkins and Stefan Neubauer supported my successful application for a Junior Research Fellowship, at St Peter's College in 2015. This experience was very fulfilling, and my success in this role led to my recent appointment as a College Lecturer and Research Fellow. This support for my career progression was even greater and more significant for my BHF Intermediate Basic Science Research Fellowship, which I received at the end of 2017.

While the road to securing an Intermediate Fellowship is challenging and competitive, I received invaluable support from RDM which made the process easier. After attending the RDM grant-writing course in 2015, Dr Ruth McCaffrey (the RSC) offered me advice in planning fellowship applications and put me in touch with successful applicants. Throughout the application, Ruth and several RDM PIs offered input into, and peer review of, draft applications and mock interviews. After receiving my fellowship, RDM also supported my regrade to better reflect my role as a PI.

One of the standout programmes is the RDM Mentoring Scheme. I have benefited greatly from regular meetings with my mentor, including throughout the fellowship application and interview process. As she followed a similar early career trajectory to me, the advice she provides is invaluable. The scheme has also enabled me to mentor

junior colleagues, which has increased my confidence and allowed me to develop my personal and professional skills more broadly.

Within RDM I have had the chance to join committees, including the RDM Careers Day committee and CVM Networking Day committee. I have also benefited from training by the RDM Public Engagement and Communications Officer for media interviews related to my research. Additionally, RDM nominated me to attend the Global Young Scientists Summit in Singapore in 2018, where I spent the week engaging with scientists and world-leaders in their field.

In 2018, RDM encouraged me to apply for the title of URL and I was given advice and support with my successful application.

As is clear from above, I have benefited greatly from the strong and supportive environment in RDM. I feel very fortunate to be part of such a great team.

496 Words

7. FURTHER INFORMATION

Recommended word count: Silver: 500 words (258)

Please comment here on any other elements that are relevant to the application.

Gender Research

Pavel Ovseiko, an RDM researcher leads a multi-disciplinary programme of research and policy advocacy across medical and social sciences, including building an evidence base to accelerate women's advancement and leadership. Pavel and the ASF have presented together at several workshops, and are developing a research base to provide best practice for RDM and wider (**SAP 5&6**).

Highlighted publications:

- Advancing gender equality through the Athena SWAN Charter for Women in Science: an exploratory study of women's and men's perceptions **Health Research Policy and Systems** (2017)

- Why do women choose or reject careers in academic medicine? A narrative review of empirical evidence **Lancet** (2016)

Working within the NHS

Clinical staff spend much of their time working within the NHS Trust under its direction and management. This environment can be characterised by long hours, on-call requirements and sometimes challenging culture. Thus, many of the issues we face are not local to Oxford but representative of the broader clinical world.

RDM has recognised the impact of NHS culture on the AS agenda, and supports female clinicians from the start of their academic careers (CRTs) through to professorships. We continue to engage with local and national NHS bodies to raise issues and to minimise attrition through the clinical academic career pathway.

Mental Health

The Environment and Culture WG have put together a plan to provide additional support to members of RDM who are looking for resources regarding mental health. This started with the distribution of 25 professional posters, and research into mental health first aid training. RDMS has provided a budget for 16 people to be trained in 2019-20.

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

Radcliffe Department of Medicine

ACTION PLAN 2019-2023

Ref No Page No	Objective (What do we want to achieve?)	Rationale (Why do we want to do this?)	Actions taken / in place	New Actions	Responsibility Where an action is assigned to a Working Group/Committee, the Chair is responsible. Where multiple responsibilities are listed, the primary responsibility is indicated in bold.	Measure and Monitor * what is the data we're trying to change * what do we want it to look like * how will we track change	Timeline / Priority	Theme 1	Theme 2

SUMMARY OF THEMES	SUMMARY OF RESPONSIBILITIES

Summary of Themes pie chart: Data, Process and Assessment 29%; Organisation and Culture 26%; Personal Support and Development 24%; Career Transition Points 21%

Summary of Responsibilities pie chart: ASF 12%; HAF 12%; HOD 5%; DA 12%; Communications Manager 14%; RSC 16%; CDC 4%; Environment and Culture Working Group 4%; DGS 1%; DH 4%; GSC 1%; GSM 3%; HR 3%; PI's 1%; Mentoring Co-ordinator 1%; DH 1%; WG 1%

Ref No Page No	Objective	Rationale	Actions taken / in place	New Actions	Responsibility	Measure and Monitor	Timeline / Priority	Theme 1	Theme 2
1 **Page 16**	To have an effective Self-Assessment Team who can deliver Athena SWAN actions and embed EDI principles across RDM.	EDI implementation requires input from majority and minority groups.	AS and Working Groups restructured in 2018.	Balance the attendees at the SAT meetings by asking representatives to invite male colleagues to attend / deputise. Inviting men across the department, who have an interest in EDI but not necessarily a formal role, to attend SAT meetings. Consult with organisations who work with men in EDI, examples include, Good Lad Initiative, Gender Allies & Male Champions of Change about setting up an additional working group.	Head of Department **Athena SWAN Facilitator**	Current SAT 71%F/29%M. Record SAT attendance and ensure that over 4 year period there is a 50/50 gender balance (within 5%) in attendance with consideration of any non-binary attendees.	Start summer 2019 High	Data, Process and Assessment	Organisation and Culture
2 **Page 16**	Increase the visibility of men who are participating in EDI initiatives. Establishing them as role models.	Cultural change requires participation from all groups, especially those in the majority groups (e.g. men) who can sponsor individuals / causes.	Head of Department (M) is chair of the SAT and role model.	Sponsor and encourage men to attend EDI workshops such as the annual Royal Society Diversity Conference / EDIS.	Communications Manager **Athena SWAN Facilitator**	Minimum of 2 different male staff per annum attend external EDI workshops. Using media platforms to highlight at least two stories per annum of EDI work being done by individuals in majority groups.	Start summer 2020 Medium	Data, Process and Assessment	Organisation and Culture

Ref No Page No	Objective	Rationale	Actions taken / in place	New Actions	Responsibility	Measure and Monitor	Timeline / Priority	Theme 1	Theme 2
3 **Page 18**	Committees and working groups should have transparent and accessible working practices.	As there has been some re-structuring of committees and working groups, we need to ensure all RDM members know which groups are responsible for which areas.	Some groups have a webpage already, most have yet to develop a repository for agendas and minutes.	Communications Manager to work with RDMS and WG chairs to ensure webpages are put online. Put agendas and minutes for all WG on website. Pilot open Committee and WG meetings.	**Communications Manager** Working Groups	Webpages should be in place by end 2019. In future surveys ask additional Q. "Management and Committee processes are clear and transparent in RDM" and aim for 50% positive responses in 2020 and 75% in 2022.	2019 - 2020 Low	Data, Process and Assessment	Organisation and Culture
4 **Page 21**	Increase the response rate for biennial staff and student surveys.	To demonstrate engagement with the self-assessment process. A high response rate gives a more accurate measure of qualitative assessment.	Biennial surveys have taken place since 2014, with high response rates.	Conduct staff and student surveys in 2020 and 2022. Give regular examples of what has changed due to previous survey results, thereby giving respondents' confidence in the process and helping to underline the importance of survey completion. Information will be disseminated via email from Head of Department, in Weekly Bulletin, and on website.	Communications Manager **Athena SWAN Facilitator**	By 2022, increasing the response rates: Staff from 75% (2018) to 80% Student from 71% (2018) to 75%.	2020 & 2022 Medium	Data, Process and Assessment	Organisation and Culture

Ref No Page No	Objective	Rationale	Actions taken / in place	New Actions	Responsibility	Measure and Monitor	Timeline / Priority	Theme 1	Theme 2
5 **Page 23**	Assess the working group and committee structures within RDM.	Evaluate the strengths and weaknesses of the new RDM working groups / committees to ensure they are effective.	In response to RDM consultation, and to strengthen cross-divisional working, the AS Self-Assessment team was re-organised in 2018.	The Athena SWAN Facilitator will consult with colleagues who have evaluation expertise to develop an accurate assessment plan. We will assess the impact of the working group / committee structure model on the effectiveness of implementing EDI and other administrative functions within RDM.	**Athena SWAN Facilitator**	Exact measurements of what success looks like will be developed as part of the assessment action. Success will also be defined by assessment starting in Autumn 2020 and will be completed and communicated by Easter 2021.	Report to be completed by 2021 High	Data, Process and Assessment	Organisation and Culture
6 **Page 23**	Ensure the SAT, Athena SWAN Facilitator, DA and HR Officers are working with knowledge and understanding of current EDI research and best practice.	Providing an evidence base for equality, diversity and inclusion (EDI) work is important, the resulting EDI knowledge should make the SAT a more effective team. All members of RDM need to know why EDI initiatives are being carried out, and to demonstrate where and when changes are being seen, thereby contributing to transparency of decision making across RDM.	EDI conferences and workshops organised and attended. EDI research disseminated across RDM. The ASF has quarterly meetings with EDI facilitators across the University. The ASF has been in place since 2017 to gather and share EDI expertise.	Arranging a journal club with EDI research specialists for Athena SWAN practitioners from Oxford. Cascading knowledge gained with the SAT and implementing new initiatives based on this knowledge. Putting information onto the website, the Weekly Bulletin, and via Twitter.	**Athena SWAN Facilitator** Communications Manager	In September 2019, ask the SAT to reflect and measure their understanding of EDI research to establish a baseline. Ask again in September 2021 to assess the effectiveness of the actions.	Starting in 2019 - ongoing Low	Data, Process and Assessment	Organisation and Culture

Ref No Page No	Objective	Rationale	Actions taken / in place	New Actions	Responsibility	Measure and Monitor	Timeline / Priority	Theme 1	Theme 2
				Curate an online reference list on gender specific research and literature which is accessible to all. Athena SWAN Facilitator to conduct desk research to build library, working with the Communications Manager and EACWG to disseminate.		Library available by 2020. Aim for 20 unique visits to webpage each month by 2021.			
				Ask additional EDI question in Biennial surveys or run a focussed survey.		Question to be in place for 2020 survey, or separate survey undertaken by 2021.			
7 Page 23	This Athena SWAN action plan needs to be updated no less than quarterly.	Using excel / word may not be the most efficient method of tracking progress against the Athena SWAN action plan, it is also often reliant on one or two people to update the document. When ad-hoc events and activities happen these are recorded on the excel worksheet.	Currently use a spreadsheet on a shared drive which is updated by the RDMS team. It is effective but not necessarily efficient.	Investigate setting up a system (access / project) which would allow multiple user inputs, an easier user interface and better reporting.	Athena SWAN Facilitator	The database needs to be in place by end of 2019, or continue with excel spreadsheet. Binary success, will work or not work.	Start summer 2019 Low	Data, Process and Assessment	
8 Page 25	Monitor for any bias in the graduate admissions process.	To remove the potential of any bias within the graduate admissions process.	Ongoing data collection and analysis.	Continue annual review of postgraduate student admissions data.	**Graduate Studies Manager** Graduate Studies Committee	Admissions and acceptance rates should balance at 50:50 over a five year average. 2015-2019 data	2019 Low (unless bias emerges)	Data, Process and Assessment	Career Transition Points

Ref No Page No	Objective	Rationale	Actions taken / in place	New Actions	Responsibility	Measure and Monitor	Timeline / Priority	Theme 1	Theme 2
				Identify why student applicants turn down offers and implement new policies to address the reasons, where appropriate.		54%F Applications, 49%F Offers, 46%F Acceptances (updated from application which used the 2014-2018 data).			
9 Page 39	Collect staff leaver reasons and destinations in a timely and consistent way, including on HR system.	To have confidence in, and understand, the reasons why staff leave and what their next destination is.	Leaver reasons are collected quarterly by HR officers, but the multiplicity of reasons, and multiple points of entry on the HR system risks recording reasons being inconsistent.	With HR teams, develop a consistent approach to collection and entry of leaver data.	**Head of Administration and Finance** Divisional Administrators HR Officers	Data should be able to be interrogated directly from the University Database without the need for additional data sources (local spreadsheets).	2019 Medium	Data, Process and Assessment	Career Transition Points
10 Page 43	Ensure all recruitment exercises are unbiased.	Investigate why more females are appointed to grade 6 posts than apply or are shortlisted.	Trained and balanced selection panels.	Request other department's recruitment data. Re-run recruitment data analysis in 2021 when we should have enough data to make the exercise meaningful. In response to the 2021 and benchmarking data, develop an additional set of actions.	**Head of Administration and Finance** Divisional Administrators	Grade 6 recruitment data should show no gender bias. Currently Applied 56%F Shortlisted 66%F Appointed 76%F.	2021 Low	Organisation and Culture	Data, Process and Assessment
11 Page 43	Increase the number of female applicants and appointments in senior recruitment exercises, especially female clinicians.	To improve the gender balance at the senior grades.	There have been some successes in non-clinical RoD and clinical recruitment and promotion.	All search committees will be briefed about the current number of females in these posts and encouraged to proactively identify female applicants.	**Head of Department** Division Heads Head of Administration and Finance	For Clinical Professorships, aim for 30%F applied / 10%F appointed over the next five years. Currently 16%F applied / 0%F appointed.	Ongoing, as vacancies arise. High	Career Transition Points	Personal Support and Development

Ref No Page No	Objective	Rationale	Actions taken / in place	New Actions	Responsibility	Measure and Monitor	Timeline / Priority	Theme 1	Theme 2
				For all senior appointments, gender data on search committees will be collected.		40%F membership on recruitment committees.			
				We will use external reviewers if needed to ensure balanced recruitment panels.					
12 Page 45	Further strengthen and embed the induction process, using new tools and software as they become available. Continue to assess for effectiveness and ensure no bias emerges.	To ensure a comprehensive and consistent process across RDM.	Processes standardised across RDM with 3 month follow-up. Factsheets have been created.	Consult with other departments who have set up online inductions and add to our website.	**Athena SWAN Facilitator** Head of Administration and Finance Communications Manager	Pages online. Ask questions regarding effectiveness of new pages, either in next biennial survey, or run specific survey on inductions. New webpages/system so no baseline data available.	In place by 2020, assess inductions during biennial surveys in 2020 and 2022. Collect feedback from HR induction follow-up meetings. Medium	Data, Process and Assessment	Career Transition Points
13 Page 45	Assess the long-term impact of induction on the career lifecycles of females in RDM.	Induction is one part of the career lifecycle which will have a long lasting impact.	Objective setting meetings. HR and survey follow up. Evaluation of PI inductions has been completed via the staff survey and anecdotal evidence.	Follow up with new group leaders six months after their inductions have taken place. To deepen our understanding and ensure consistency we will develop a more detailed feedback process to evaluate inductions.	**Research Strategy Coordinator** Divisional Administrators HR Officers	All new group leaders should receive their six-month follow up by 2020. New feedback process should be in place by 2020.	2020 Medium	Data, Process and Assessment	Career Transition Points

Ref No Page No	Objective	Rationale	Actions taken / in place	New Actions	Responsibility	Measure and Monitor	Timeline / Priority	Theme 1	Theme 2
				Following direct feedback, part of the PI induction process will now be completed in a group, to enable greater integration of PIs across different divisions of RDM, after each RoD exercise.		Group PI inductions to start after 2019 RoD exercise.			
14 **Page 50**	Ensure there is a pipeline of female researchers and academics to progress into more senior positions.	To ensure that over time, RDM has an increased number of female academics and researchers in senior positions.	CDC LDP Support for RoD	Using internal and HR databases to get a list of names the Head of Department, Division Heads, Head of Administration and Finance, Divisional Administrators and Research Strategy Coordinator will assess a list of female researchers annually to: * Assess and support for RoD exercises. * Identify those who should be re-graded or put forward for awards of excellence. * Identify senior PDRAs, contacting them and discussing individual career plans and suggesting suitable fellowships.	**Head of Department** Division Heads Research Strategy Coordinator Divisional Administrators	Currently we have 23F PI (27%). We will increase this number by 1-2 per annum. So by 2024 this number will be at least 28F, and could be 33F.	Ongoing from April 2019. Will be done annually alongside the RoD exercise. High	Career Transition Points	Personal Support and Development

Ref No / Page No	Objective	Rationale	Actions taken / in place	New Actions	Responsibility	Measure and Monitor	Timeline / Priority	Theme 1	Theme 2
				In 2019 there will be a 'dry run' for REF 2021. We will use this to identify those would may need additional support to be returned for the next REF exercise.		The dry run will establish the current eligible staff and give us a baseline. We expect the actions to provide an as yet undetermined increase from this baseline.			
15 Page 57	Disseminate knowledge gained by women who undertook the WTL programme.	Use the knowledge gained from the WTL to increase the knowledge and confidence of women in RDM to develop their careers.	Sending 2 women per annum on the WTL programme.	Continue to identify and pay for individuals to attend WTL.	Head of Administration and Finance **Research Strategy Coordinator**	RDM to support and pay for 2 attendees per annum to attend WTL (or similar course).	Meetings / workshops take place in 2019 and then annually. Medium	Personal Support and Development	Career Transition Points
			Pilot 'Developing your Career' workshop.	Previous WTL attendees will develop a bespoke workshop for all staff, based on key concepts from the WTL course, to help support career development. Will be open to all with the CDC and Research Strategy Coordinator having a focus on women at career transition points.		Career workshop runs once per annum.			
16 Page 57	All staff should feel comfortable discussing their training needs with their managers and supervisors.	To ensure that personal career needs, especially of female staff, are given appropriate priority alongside research group objectives.	The RDM Learning and Development programme has been developed and is open to all staff.	Implementation and communication of MSD recommendation that research staff are allocated a minimum of five days training per annum.	**Research Strategy Coordinator** Career Development Committee	2020 PDR form to be updated to allow for monitoring. 2021 PDR reporting to establish uptake level and establish baseline data.	End 2019. Medium	Personal Support and Development	Career Transition Points

Ref No Page No	Objective	Rationale	Actions taken / in place	New Actions	Responsibility	Measure and Monitor	Timeline / Priority	Theme 1	Theme 2
						Decrease the Gender Gap shown in the 2018 survey data for the questions 'You feel comfortable discussing your training and development needs with your line manager/supervisor?' Currently ACARES 75%F / 88%M, by 2024 survey both should be equal and above 85%.			
17 **Page 59**	Automated reporting on PDR uptake. For this application the staff survey has been used to report on PDR uptake. The purchase of the online PDR system will allow automated reporting of uptake.	Moving from a manual to an on-line process should make PDR administration easier for individuals and HR teams, and ensure more accurate recording and reporting.	Piloting online PDR Software.	Review pilot at the end of the two year period, consulting with participants on the strengths and weaknesses of the system. Consult with other departments using the same software who have achieved high completion and satisfaction rates (e.g. Psychiatry).	**Athena SWAN Facilitator** Head of Administration and Finance Divisional Administrators	Review team will need to discuss specific success measures to ensure viability of software before making a decision on whether to roll out to the department.	Ongoing. Review to be completed and reported upon to SAT by end of 2019. Low	Data, Process and Assessment	Personal Support and Development

Ref No Page No	Objective	Rationale	Actions taken / in place	New Actions	Responsibility	Measure and Monitor	Timeline / Priority	Theme 1	Theme 2
18 **Page 59**	To ensure appropriate tools and support are provided to staff and their managers/ supervisors for career progression. Continue to monitor the effectiveness of this support and adapt it as needed.	To ensure PDR is an effective tool to initiate discussions around career progression and to ensure that everyone has access to appropriate support for career development.	PDR is a mandatory annual process. Evaluation via survey responses. RDM Career Days. 1-2-1 discussions around career progression.	Future surveys will specifically ask reviewers/managers how useful they find PDR (not just reviewees).	Career Development Committee Communications Manager **Head of Administration and Finance**	Current Survey Results for reviewees, F ACARES Useful - 83% M ACARES Useful - 88% F PSS Useful - 88% M PSS Useful - 80% We will aim for new survey question(s) evaluating reviewers opinions. Results should equal or exceed these outcomes.	Questions will be asked in 2020, 2022 surveys. Low	Data, Process and Assessment	Personal Support and Development
				Create and promote a communications plan to ensure all staff and students are aware of the ongoing support available for career progression including the promotion of PDR to increase the uptake figures.		Current survey results for having had a PDR in the last two years F ACARES - 77% M ACARES - 77% F PSS - 84 % M PSS - 81 % Increase these by 2% per annum so that by 2023 the ACARES are at least 85% and PSS are at least 90%.			
				Enhance and refresh PDR materials, and put together a new workshop for new starters and new line managers.		Workshops running by 2020.			

Ref No Page No	Objective	Rationale	Actions taken / in place	New Actions	Responsibility	Measure and Monitor	Timeline / Priority	Theme 1	Theme 2
19 **Page 62**	Ask senior staff to expand their understanding of issues faced by junior and / or diverse colleagues.	Closing the knowledge gap between staff groups. Ensure senior academics understand the challenges of younger, female, BME, disabled and/or LGBTQi groups.	We have a mentoring scheme in place.	Reverse Mentoring: The mentoring co-ordinator and committee will advertise for individuals who will be open to become reverse mentees and mentors. Prof Hugh Watkins, Head of Department, has agreed to be one of the first mentees acting as a role model for other senior academics males in RDM.	Mentoring Co-ordinator	Establish a minimum of 4 reverse mentoring relationships in the first year among research and PSS. Impact from this pilot will be assessed and the scheme continued if there is impact / demand.	To start in 2019, continue throughout 2020, impact assessed in 2021. Medium	Data, Process and Assessment	Organisation and Culture
20 **Page 65**	Encourage PDRAs to supervise summer students and / or medical student's research projects. For PSS staff encourage supervision of interns.	Staff will gain management experience needed to progress their careers.	New	Ensure all schemes looking for supervisors are widely advertised. When the call for medical student research projects is sent out, specifically encourage PDRAs to submit a project. When University intern programme opens, send around to relevant staff to ask if they wish to supervise. Add supervisory experience to PDR form.	**Research Strategy Coordinator** Athena SWAN Facilitator PI's	From 2020 use PDR form information to gather data on how many PDRAs are undertaking supervisory roles. From 2019 RDMS will send around intern request emails to PDRAs.	2019 onwards Low	Career Transition Points	Organisation and Culture

Ref No Page No	Objective	Rationale	Actions taken / in place	New Actions	Responsibility	Measure and Monitor	Timeline / Priority	Theme 1	Theme 2
21 **Page 65**	Ensure PIs are sponsoring early career female staff.	Sponsorship is an important factor in career development. Anecdotal evidence given to RDMS is that there may be occasions when input by junior researchers is incorrectly attributed to their PI, or senior academics decline invited talks instead of delegating them.	Already discussed by the CDC & by Research Strategy Coordinator in 1-2-1 meetings.	In the 2020 survey, add additional question for researchers to establish if there is a widespread issue and then develop a set of remedial actions. These could include updating the PDR forms to include papers reviewed and talks given in place of a more senior colleague.	**Research Strategy Coordinator** Division Heads	Question to be in place for 2020 survey. Any remedial actions to be in place by 2021. Re-survey in 2022 to establish if there has been any change.	By 2022 Low	Data, Process and Assessment	Personal Support and Development
22 **Page 66**	Enhance student induction with information on how to get the most out of supervision, and ensure respectful interactions.	Reduce the likelihood of negative DPhil experience for student and supervisor.	Student Induction Day. Training for supervisors.	Future inductions will invite all students as a refresher on important information, encourage interactions with new students / peer-to-peer mentoring. Continue student induction feedback survey to ensure induction and training is relevant and instructive.	Director Graduate Studies **Graduate Studies Manager**	In the 2020 student survey, results should show no gender gap. 2018 Results for question "Agrees have the opportunity to take on new responsibilities or develop new skills" 84%F/92%M.	2020 Medium	Data, Process and Assessment	Personal Support and Development
23 **Page 70**	To increase the success rate for female researchers applying for grant applications.	To ensure that female researchers are as successful as their male colleagues when applying for grants.	Grant Writing Workshop.	When we convene internal panels in RDM to review grant applications, invite female PDRAs to sit in as observers to learn how review panels work and the questions they raise.	Research Strategy Coordinator	4F PDRAs to act as observers per annum in 2019. In 2020 this level to be assessed and adjusted as appropriate.	2019-2013 High	Career Transition Points	Personal Support and Development

Ref No Page No	Objective	Rationale	Actions taken / in place	New Actions	Responsibility	Measure and Monitor	Timeline / Priority	Theme 1	Theme 2
24 Page 71	The number of applications and success rates of fellowships should not show a gender difference.	To ensure that female researchers apply as frequently and are as successful as their male colleagues.	New	We will run at least one focus group and conduct desk research to establish the reasons behind the lower female application and success rates. Use this information to develop a more detailed action plan.	Research Strategy Coordinator	The current fellowship application rate is 34%F/66%M. The current success rate for applications is 21%F/43%M. By 2023 female numbers should be equal.	2019-2023 High	Career Transition Points	Personal Support and Development
25 Page 71	To increase the likelihood that female intermediate fellowship holders can progress to the next level / renew their fellowship.	To ensure that women, who may be less likely to come forward with issues and queries, are fully supported.	New	At a minimum of 18 months before an Intermediate Fellowship ends, the Research Strategy Coordinator will meet with the fellowship holder to discuss the next step and follow on fellowship application. Assess if additional gender specific support is required.	Research Strategy Coordinator	The RDM database of fellowship holders will have review meeting dates recorded. Over the next four years we will establish a baseline dataset to enable us to record if these meetings increase female fellowship renewal success rates.	2023 High	Career Transition Points	Personal Support and Development
26 Page 72	To achieve overall gender balance among RDM researchers securing internal funding.	To eliminate the gender difference in the funding success rates for RDM researchers applying to internal funding streams.	New	The Research Strategy Coordinator will compare the M/F funding success rates of RDM researchers in internal funding competitions with the overall success rates for each funding competition. Will then review RDM processes to establish why there is a gender bias with RDM success rates.	Research Strategy Coordinator	Aim to have female researchers as successful as male researchers in securing internal funding. Currently 54%F/73%M applications are successful.	Review completed in 2019. Success rates to be equal by 2023. High	Data, Process and Assessment	Career Transition Points

Ref No Page No	Objective	Rationale	Actions taken / in place	New Actions	Responsibility	Measure and Monitor	Timeline / Priority	Theme 1	Theme 2
27 **Page 77**	Ensure PSS are supported in their career development.	PSS staff have an extensive set of training courses and support available to them but individuals may not know which would be the most appropriate and we need to assess if all groups are equally supported.	PSS representatives sit on the CDC. The Learning and Development programme has been developed and is open to all staff. PSS staff attending WTL programme.	Extend 5 days for professional and career development to PSS, i.e. going beyond MSD recommendation which was for this policy to apply to ACARES staff. Though there is PSS representation on the CDC, we will hold focus groups /targeted surveys to assess how distinct PSS groups (such as laboratory and facility managers / personal assistants / research nurses) feel about current training provisions. Will work with PSS line managers to ensure they are aware of the training available for staff. Carry out an annual review of PSS staff to identify those who should be re-graded or put forward for awards of excellence (see SAP 14).	Environment and Culture Working Group Career Development Committee **Head of Administration and Finance** Divisional Administrators	Work with OLI to establish a baseline for numbers attending courses and ensure we are filling the courses. Surveys / focus groups to be undertaken throughout 2019/20 and any specific recommendations in place for 2021. Current data shows 84% (86%F/81%M) of PSS staff are comfortable discussing training needs with their managers. Target 95% by 2022 survey. PSS staff feel well supported and responses to the survey Q "Agrees that you are clear about the development opportunities available to you?" exceed 80% in 2024 survey (Currently 71%F/70%M).	2019 - 2022 High	Personal Support and Development	Organisation and Culture

Ref No Page No	Objective	Rationale	Actions taken / in place	New Actions	Responsibility	Measure and Monitor	Timeline / Priority	Theme 1	Theme 2
28 Page 79	Ensure that every researcher who takes carer's leave is informed about the Returning Carers Fund (RCF) and encouraged and supported to apply.	Increase awareness of the RCF. Whilst RDM has a high success rate for those who do apply, we are not accurately capturing all eligible individuals.	New	On a quarterly basis the HR/DA will provide a list of all researchers on carer's leave to the Research Strategy Coordinator who will use it to contact all returners and discuss applying to the Returning Carer's Fund.	Research Strategy Coordinator **Divisional Administrators**	Establish a baseline and ensure that all who are eligible to apply for the RCF, submit an application whilst ensuring the success rate remains, equal to, or above the current 77%.	2020 Medium	Career Transition Points	Organisation and Culture
29 Page 84	Ensure all staff are aware of, and feel the impact of the cultural changes being made.	When asked "I feel there has been a positive cultural change in RDM over the last two years" PSS responses were 5% lower than ACARES staff. To ensure all staff are aware of and feel the impact of the changes being made.	Ongoing	Investigate whether there is support for an RDM PSS group, and/or more role specific groups, e.g. lab manager, personal assistants, facilities managers. We will look at options including physical meetings and/or how software such as "Teams" could be implemented to support a greater sense of community.	**Athena SWAN Facilitator** Environment and Culture Working Group Divisional Administrators Communications Manager	2018 Staff Survey showed 79% PSS and 84% ACARES felt that there was a positive cultural change in RDM. This should be level at 85% or above by the 2024 survey.	2020 High	Organisation and Culture	
30 Page 85	A workplace where everyone treats each other with mutual respect, courtesy and consideration.	Investigate why the numbers of reported instances of harassment and bullying have not decreased, despite the roll out of a suite of	Bespoke face-to-face training co-delivered by the Head of Department. Online training. Focussed surveys. The EAC working group has formed an ABH focus	Produce a dignity at work policy, to give a comprehensive guide on the expected behaviours of all members of RDM.	**Athena SWAN Facilitator** Environment and Culture Working Group	RDMS will complete Dignity at Work Policy by end 2019.	Starting April 2019 - ongoing until all measures achieved and survey	Organisation and Culture	Data, Process and Assessment

Ref No Page No	Objective	Rationale	Actions taken / in place	New Actions	Responsibility	Measure and Monitor	Timeline / Priority	Theme 1	Theme 2
		anti-bullying and harassment training materials, courses and workshops.	group with the RDM Harassment Advisors.	Circulate information to show what is being done, what will be done and what the Harassment advisors do. In particular, we will be putting together a 'roadshow' highlighting the support and advice available from RDMS, including support to combat bullying.	Communications Manager	From a baseline of 11%, biennial surveys will show decrease of 2% per annum in those reporting feeling bullied or harassed, to achieve a 5% or lower result.	results improve. High		
				Give presentations at local meetings which are well attended by staff and students to get the message across, and to make sure that staff have a personal contact that they're able to approach for further information.		At least one meeting per annum will take place in each division of RDM, and the WIMM.			
				Revise the information on the staff webpages to further highlight the support available. Including advisors in specific groups e.g. students / PDRA / PSS/ academic.		Website refreshed by end of 2019.			
				Install display screens at key locations throughout the department, which we will use to get across key information to staff, including anti-bullying and harassment measures.		Display screens in place by 2022.			

Ref No Page No	Objective	Rationale	Actions taken / in place	New Actions	Responsibility	Measure and Monitor	Timeline / Priority	Theme 1	Theme 2
				Work with colleagues across the division and university to establish a more wide-ranging action plan for tackling Harassment and Bullying. The Athena SWAN Facilitator will join a University ABH project being set up in 2019.		EAC will report back to SAT by summer 2020.			
31 Page 87	Increase the number of women on key RDM committees.	To ensure key decisions made by committees are influenced by a gender representative cohort.	Ongoing.	Divisional Heads will be asked to report on the gender balance of key committees on an annual basis. Where the gender is not balanced, actions may include asking members to nominate female deputies; asking female representatives from different staffing groups (PSS / PDRA) to join these key committees.	Head of Department **Heads of Division** Head of Administration and Finance Divisional Administrators	Key Committees should be representative of the departmental population. Key Committee membership should move from 35% in 2018 to 50% by 2022.	Completed by 2022 Medium	Organisation and Culture	Personal Support and Development
32 Page 92	Identify up and coming researchers across RDM, and use this data to inform who we can invite as speakers at the RDM Symposium in future years.	To achieve gender balance in symposium speakers.	We have balanced the symposium chairs and judges.	Use the 'pipeline annual review meeting' (SAP14) to create a list to give to the researcher symposium organisers.	Research Strategy Coordinator	The 2018 speaker ratio was 43%F, 2019 36%F, over the last five years, averages at 36%F. From 2020 we want the ratio to be 50/50, matching the recent success in chairs and judges.	2020 High	Personal Support and Development	Organisation and Culture

Ref No Page No	Objective	Rationale	Actions taken / in place	New Actions	Responsibility	Measure and Monitor	Timeline / Priority	Theme 1	Theme 2
33 **Page 93**	Increase media coverage of RDM's female researchers. More women to feel confident presenting / discussing their science.	Increase the visibility of RDM's female scientists. The preliminary interviews conducted indicate that some female researchers do not feel confident that they have the right skills to handle media interviews.	New	Organising an intensive half-day media training workshop aimed especially at female researchers within RDM.	Communications Manager	In the first two years, 2019-2021 60% female attendees. Priority will be given to female PIs and researchers who are close to setting up an independent research group. Over the four years the number of RDM researchers quoted in the media should reflect or exceed the proportion of female PIs, (currently 27%F).	2019-2023 - Medium	Personal Support and Development	Organisation and Culture
			Give female researchers first refusal on requests from the Science Media Centre.	Add at least ten female researchers to the University of Oxford 'Find an expert' database so that they can be approached directly.		Minimum 2 women added to database per annum.			

Ref No / Page No	Objective	Rationale	Actions taken / in place	New Actions	Responsibility	Measure and Monitor	Timeline / Priority	Theme 1	Theme 2
			New	Senior authors on a paper are more likely to be male, first authors are frequently female. Include a quote from the first as well as the senior author when the first author is female, thus increasing the chances of our female researchers being quoted in the media. Use RDM's own external channels (website and twitter account) to raise the profile of our female researchers.		100% of press releases with a female senior and/or first author will have a quote from a female researcher. News stories on RDM website will reflect proportion of female ACARES staff (currently 47%) at the department.			
			New	Anecdotally, more male researchers seem to be active on social media. Survey our researchers social media use to quantify if there is a gender bias in activity.		Establishing a baseline data set will give us the targets to achieve gender parity amongst social media use. Targets to be set by 2020.			
34 Page 95	Foster female-led public engagement (PE) with science activities, and get a higher number of men involved in these activities.	To ensure that women are encouraged to develop leadership skills in public engagement (e.g. science festivals). To widen the range of activities provided, to attract more men to engage directly with the public.	RDM's two largest financial commitments for PE projects in 2019 are both led by female researchers. We trained researchers for and organised a sold-out science stand-up comedy event in 2019. Unlike previous PE events, this attracted more male participants.	Organise a workshop on using social media in an academic context.	Communications Manager	Baseline to be established by end 2019. By 2023 we should be able to report that the gender of those undertaking public engagement activities reflect the ACARES staff population (currently 47%F).	Ongoing. Edge review to be completed and reported upon to SAT by end of 2020. Medium	Personal Support and Development	Organisation and Culture

Ref No Page No	Objective	Rationale	Actions taken / in place	New Actions	Responsibility	Measure and Monitor	Timeline / Priority	Theme 1	Theme 2
				Expand the range of training and events to ensure all groups participate in PE activities. We have recently piloted a science comedy workshop, where 9/10 of the participants were male.		The science comedy event will be repeated annually aiming for gender balanced attendees.			
				Run an EDGE analysis to refresh and develop the public engagement and communications strategy within RDM.		Repeat the EDGE analysis annually to monitor how the public engagement plan is developing, and monitor female engagement in public engagement events.			