Athena Swan renewal application form for departments

Applicant information

Name of institution	University of Oxford
Name of department	Sir William Dunn School of Pathology
Date of current application	September 2024
Level of previous award	Silver
Date of previous award	November 2018
Contact name	Louise Cotterell
Contact email	edi@path.ox.ac.uk / louise.cotterell@dpag.ox.ac.uk
Contact telephone	01865 272116

Section	**Words used**
An overview of the department and its approach to gender equality	2,376
An evaluation of the department's progress and issues	2,913
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Overall word count (including COVID impacts, maximum = 6000 words)	5,757

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Section 1. An Overview of the Sir William Dunn School of Pathology at the University of Oxford and Its Approach to Gender Equality

a) Letter of Endorsement from the Head of department

Professor Matthew Freeman FRS FMedSci
Head, Sir William Dunn School of Pathology
T +44 1865 275100
E matthew.freeman@path.ox.ac.uk

AdvanceHE
Athena Swan Assessment Panel

August 8th 2024

Dear Athena Swan Assessment Panel

Re. Athena Swan Silver Renewal – The Sir William Dunn School of Pathology, University of Oxford

I have been Head of Department of the Dunn School since 2013, during which time we held Bronze and Silver, and are now applying to renew our Silver award. Since my arrival I have had close and direct involvement in the Athena Swan (AS) process, and, as before, our application comes with my strongest possible backing. This letter outlines both my personal, and our collective commitment to gender equality, highlights our achievements over the past award period, and summarises ongoing challenges.

I am a passionate believer in the AS principles. Excellence in research and education are only achievable when we harness the full potential of all community members, irrespective of gender and other aspects of diversity. My experience on relevant Royal Society, MRC, EMBO and Oxford University committees shows me that although the difficulties run deep, there is much that individual institutions can do to achieve not just aspirational goals but lived realities.

Aligning with my personal commitment, gender equality and EDI issues are prominent aspects of departmental life. Since our last AS award we have recruited an EDI officer who implements and shares best practice, and have restructured our EDI Committee to improve consultative and oversight processes and reinforce its pivotal role in shaping and implementing EDI strategies.

Encouragingly, evidence presented here shows that progress we reported in previous AS submissions continues. Recent improvements build on many earlier initiatives and include the following:

1. **Improved gender ratio in academic staff**. Since our last application, targeted recruitment increased female academic staff from 15% to 36%, including more females in senior positions.

2. **Professional development programmes**. We have introduced novel professional development initiatives aimed at supporting career progression including mentoring schemes, leadership training, and skills workshops. In parallel, more women have secured fellowships, grants and promotions.

3. **Support for carers.** Recognising the extra stresses on carers, we have continued our long-term focus on policies and facilities to support them, including the recent establishment of an internal funding scheme supporting carer career development.

Despite these successes there is scope for improvement, including:

1. **The 'leaky pipeline'.** As widely reported elsewhere, our data indicate that while early-career women are well-represented, numbers diminish significantly at higher levels. We will address this through improved search and recruitment practices at senior levels alongside enhanced career support to retain and promote early and mid-career female academics.

2. **Inclusivity.** Our surveys show that younger male staff feel less positive than women about career development opportunities, a trend observed across the sector. Our new Action Plan explicitly addresses the needs of all genders in promoting inclusivity across the board.

3. **Bullying and harassment prevention**. We have extended our emphasis on a positive workplace culture with new initiatives addressing bullying and harassment, including bystander intervention training.

Our new Action Plan aligns with our overarching 5-Year EDI Strategic Plan and focuses on: i) enhancing recruitment and career progression; ii) strengthening professional development; iii) supporting those with caring responsibilities; iv) addressing bullying and harassment; v) improving transparency of decision-making; and vi) workload.

In conclusion, The Department remains steadfast in its commitment to gender equality and inclusivity. To achieve our scientific ambitions, we need to recruit, retain and support the very best staff, regardless of gender or circumstances. We have made substantial achievements but recognise that there is more to be done. With the continued dedication and support of our senior team and the departmental community, and my own commitment to a high level of personal leadership, I am confident that we will build on our successes, tackle ongoing challenges, and continue to make real progress.

Yours faithfully,

Matthew Freeman.

Sir William Dunn School of Pathology University of Oxford South Parks Road Oxford OX1 3RE
T +44 1865 275500 www.path.ox.ac.uk

UNIVERSITY OF OXFORD

b) Description of the department and its context

1. Overview of The Department. The Sir William Dunn School of Pathology (The Department) at the University of Oxford (UOX) is one of 16 departments in the Medical Sciences Division (MSD, **Figure 1**). The Department has a rich and storied history marked by ground-breaking scientific achievements. From the transformation of penicillin into a drug in the 1940s recognised by the Nobel prize, to advances in understanding cancer, the immune system and molecular cell biology, our contributions to biomedical research have been transformative. As an outcome of these discoveries, The Department has endowments that are substantially used to promote Equality, Diversity and Inclusion (EDI) and Athena Swan (AS) policies and actions. We have a long and well-founded tradition of collegiality, combined with a mission to select, nurture and support excellent scientists and teachers throughout their careers. Thus, alongside its remarkable scientific endeavours, The Department holds a steadfast commitment to promoting community, inclusivity, diversity and gender equality.

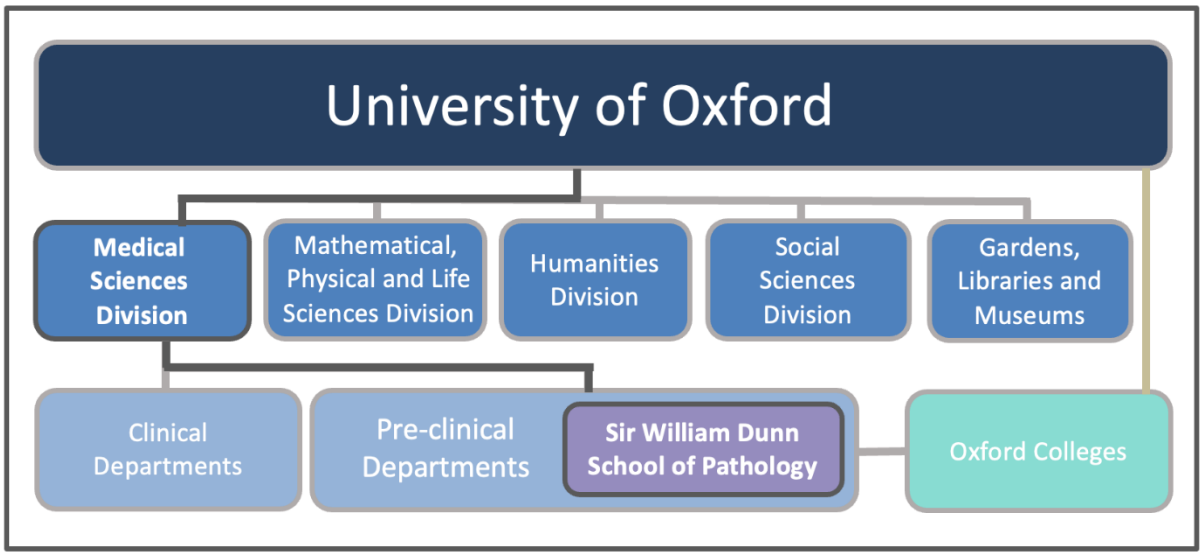


Figure 1. Position of The Department within the Collegiate University

The Department now comprises three interconnected buildings consisting of the original building (**Figure 2**) and the more recent Edward Penley Abraham and Oxford Molecular Pathology Institute buildings. Our research and teaching focuses on molecular and cellular mechanisms underlying human disease. Typically, research is carried out in teams led by a Principal Investigator (PI) at Statutory Professor (SP), Associate Professor (AP) most of whom hold a Titular Professorship (TP), Early Career Researcher (ECR, holding a fellowship) or independent career fellow level, working alongside Postdoctoral and Research Staff (PDRS) and Graduate Students (GS). These teams are supported by core scientific and infrastructural facilities and administrative teams of Professional and Support Staff (PSS), also termed Professional, Technical & Operational (PTO). Associate Professor Tutorial Fellows

(APTF) hold joint appointments with an Oxford College. Colleges (**Figure 1**) are independent institutions coordinating many aspects of undergraduate teaching and pastoral care.

Figure 2. The departmental community outside the original building, and summer party 2024.

The Department hosts 236 members: 22 academic staff including the Head of Department (HoD),114 research staff including PIs and PDRS, and 29 PSS/PTO (**Table 1**). In general, our figures for Male (M) and Female (F) academic, research, and PDRS align closely with those for the MSD against which they are benchmarked. We currently have 71 GS - 68%F compared to the 62% Benchmark (**Table 40**).

Main Role Group	F	%	M	%	Total
Academic	8	36%	14	64%	22
Researcher	64	56%	50	44%	114
PTO/PSS	16	55%	13	45%	29
Graduate Student	48	68%	23	32%	71
Department Total	**136**	**58%**	**100**	**42%**	**236**

Table 1. Snapshot of departmental staff and student gender profile.

As in all science departments where most research funding depends on externally awarded grants, almost all (93%) non-professorial research staff are on fixed-term contracts. (**Table 44**). These are essentially training posts, part of the normal path between doctorate and independent PI or other professional status. The Department nurtures all its Academic/Research (AcaRes) staff and PTO/PSS, particularly at junior levels, and places high priority on mentorship and other career support. We place strong emphasis on supporting and promoting those with caring and other responsibilities to achieve full career potential. The many contributions our community members make are widely recognised. For example, academic and teaching successes are celebrated by schemes within UOX including reward and recognition (R&R), recognition of distinction (RoD, **Table 50**), and MSD prizes for teaching excellence. Gender equality in all job descriptions, at all pay grades and in our GS population is a central priority; although the current gender profile in academic posts remains unbalanced, we are making progress to address this.

1.2 Departmental committee structure and reporting. The HoD chairs the Departmental Committee to which all other committees, working groups (WG) and associations report on a termly basis, ensuring that all members have a strong voice in departmental policy. Representatives from the EDI Committee (EDIC) and/or AS Working Group (ASWG) sit on all committees, WG and associations to ensure that gender equality and EDI are always considered. Gender makeup of all committees is 51%F, (**Table**) which aligns well with the overall departmental gender balance (58%F, **Table 1**). The exception is the Departmental Committee comprising academic staff and PSS managers, which is 36%F: the MSD benchmark is 40%-60%F.

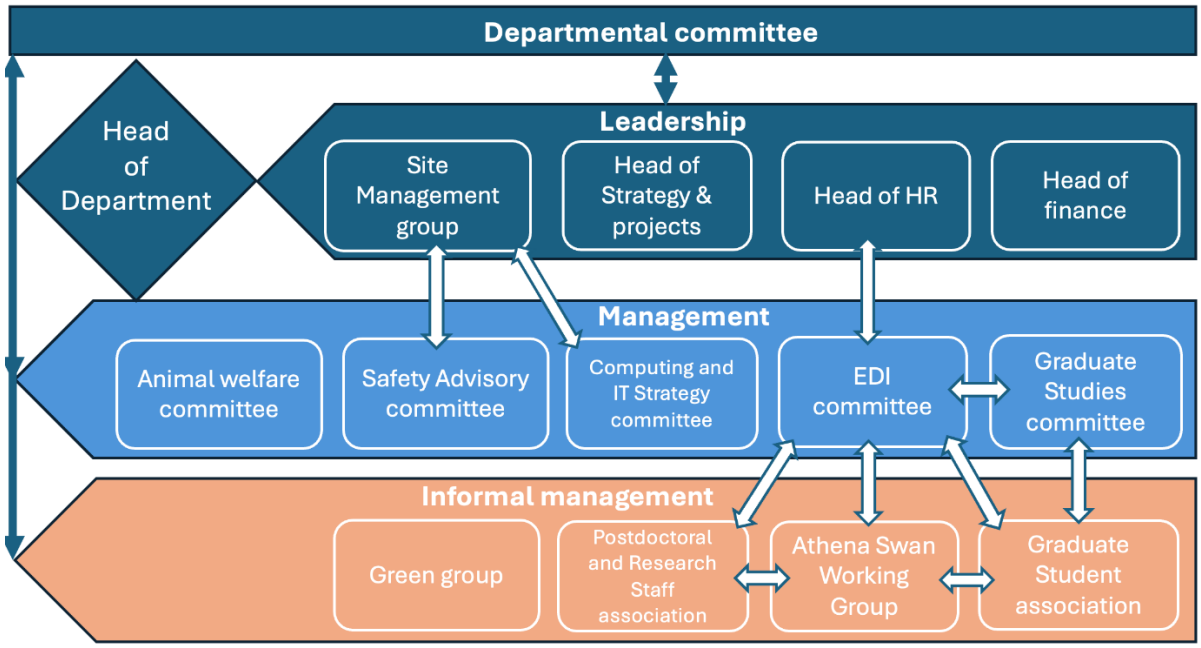


Figure 3. Departmental governance structure.

Committee/Association/Group	F	M	Total
Departmental	17 (36%)	30 (64%)	47
EDI Committee (EDIC)	17 (61%)	11 (39%)	28
Athena Swan Working Group (ASWG)	6 (50%)	6 (50%)	12
Site Management Group	2 (29%)	5 (71%)	7
Safety Advisory	7 (50%)	7 (50%)	14
Computing and IT	3 (43%)	4 (57%)	7
Graduate Students Association (GSA)	7 (70%)	3 (30%)	10
Postdoctoral and Research Staff Association (PRSA)	7 (63%)	4 (37%)	11
Green Group	20 (61%)	13 (39%)	33
Total	**86 (51%)**	**83 (49%)**	**169**

Table 2. Snapshot of committee, WG and association members and gender profiles.

1.3 Structure and leadership of the EDIC and ASWG. We recently reorganised the EDIC structure to improve focus, redefine remit, and enhance communication and implementation. We now have an overarching EDIC whose meetings are open to all

departmental members, with a core WG responsible for guiding the agenda and implementing decisions. The ASWG is a satellite of the EDIC **(Figure 4)**. Strong EDIC leadership is assured by joint chairs, both senior PIs (Prof. Emma Slack and Prof. Jordan Raff), and of the ASWG chaired by senior PI Prof. Quentin Sattentau. Constant information exchange between the EDIC and ASWG is assured by having Chairs and other senior departmental members - HoD as required, EDI Officer, Head of HR (HoHR), DGS - on both committees.

Departmental feedback is via the ASWG, Graduate Studies Committee (GSC), GSA, PRSA and informal 'focus groups'.

Despite the UOX-wide staffing freeze, we recently appointed a part-time (0.2 FTE) EDI officer whose remit is to coordinate and advise on EDI matters and the AS self-assessment process within our department, and share best practice with another science-area department.

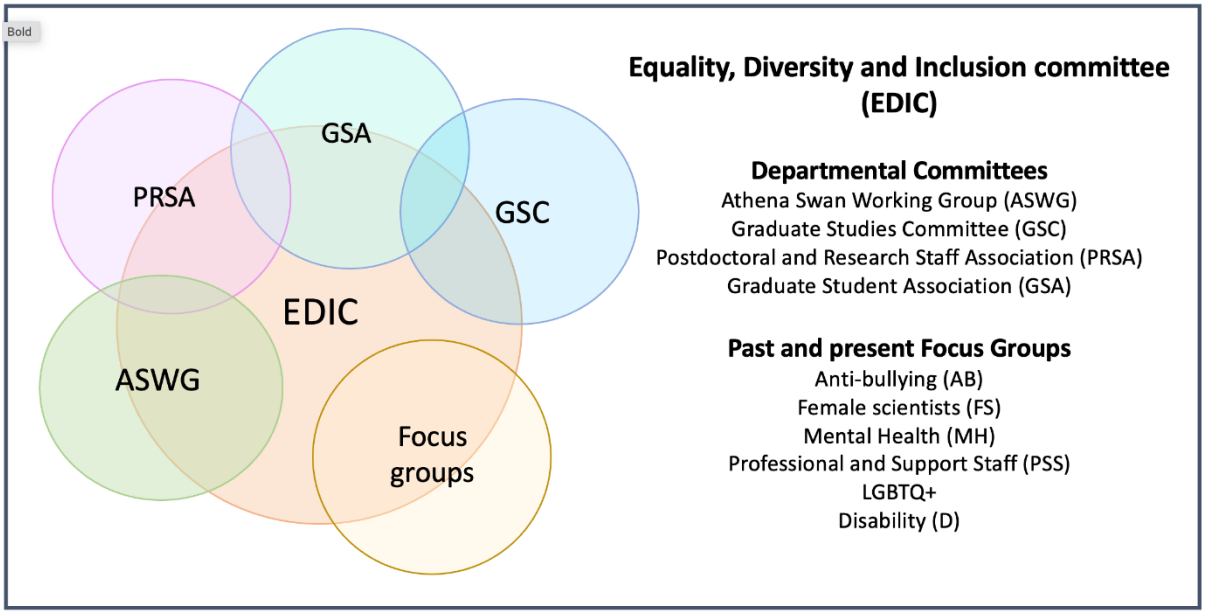


Figure 4. Relationship between the EDIC, ASWG and Focus groups.

1.4 Approaches to diversity, equality, career support and wellbeing. Our community is multi-ethnic and highly diverse, and we are dedicated to creating an environment where all GS and staff, regardless of gender or other characteristic, can pursue their endeavours on equal terms and safe from Bullying and Harassment (B&H). This is reflected in actions we have taken over the previous period.

Recruitment and Selection. The Department prioritises fair and unbiased recruitment and selection processes, a concrete example of which is recruitment to academic posts, where the proportion of F rose from 20% (2019) to 36% (2023). Most of our GS applicants are F (63%, 2023; 57%, 2013-23) and this is reflected in the number of accepted GS (68%, 2023; 58%, 2013-23).

Representation. The PRSA and GSA organise career seminars and other events – eg. monthly afternoon social events - and our DGS, GS Administrator, Head of Science Strategy and Projects (HoSSP), and HoHR are available at any career stage for advice and support. The Department's very active PRSA and GSA have a strong voice on all committees, associations and all but one group (Site Management) (**Table 2**).

Career progression, mentorship and Support. Mentorship is pivotal to our approach to equality. Senior academic staff mentor GS, PDRS and junior PIs, providing career guidance and support. Mentoring was the focus of a recent well-attended "Power Hour" organised by the EDIC. This led to new departmental initiatives including peer mentoring - popular with our PDRS community - and small group/individual mentoring with a PI: we currently have 22 PDRS signed up with 5 PIs. Another recent initiative is the establishment of a successful grant application archive for junior PIs, which alongside practice interviews has increased gender-balanced success rates in grant applications (**Table 3**).

Gender	Submitted	Unsuccessful	Successful
M	23	18	5 (22%)
F	29	22	7 (24%)

Table 3. Grant success by gender for mid-career researchers 2016–2020.

Caring support initiatives. For staff on fixed-term contracts with caring responsibilities we have created bridging grants. We also fund caring costs for conference and course attendance from departmental endowments. The Department provides GS with the same parental support as staff, including the option of returning part-time. The COVID pandemic sensitised us to career stagnation with particular impact on F and carers. To counter this, we established two COVID mitigation funds, one of which was so successful that it has transitioned to a permanent training fund.

Wellbeing Initiatives. We have four Harassment Advisors (HA, 2F:2M), we strongly uphold UOX harassment policies and complaints procedures, and are currently lobbying for enhanced UOX policy. We prominently mark Anti-Bullying Week with activities including presentations by internal and external speakers, coffee/cake discussions and films. To ensure optimal newcomer integration and maintain a friendly and collegial atmosphere, the PRSA and the GSA arrange regular departmentally funded social events.

c) AS self-assessment process and the Self-Assessment Team (SAT)

The AS Committee first convened in 2013 achieving Bronze, then Silver in 2015 and again in 2018. The current SAT is the ASWG**,** with 12 members (**Table 4**) and is gender balanced. The ASWG has representatives from all departmental constituents: Academic, PSS, GSA and PRSA and includes the chairs of the EDIC and GSA, and the DGS, HoHR, HoSSP, EDI Officer and HoD, reflecting the importance placed on the AS process. ASWG membership is ex-officio for some roles and on a rolling volunteer basis for others. Members volunteer based on personal interest and ASWG time is within working hours. As with membership of any departmental committee,

association or WG, membership is recognised and valued in Personal Development Reviews (PDR) and considered during R&R submissions.

The ASWG Chair, who co-chaired the EDIC (2022-2023), volunteered based on roles as departmental HA and PRSA mentor, and personal interest in balancing career and family (3 children, partner in academia). Our EDI Facilitator assists with coordination, communication and implementation of SAP24 and EDI Strategy Action Plan (ESAP), and we receive valuable input from the MSD EDI/AS Coordinator.

The SAT met termly until November 2023 then every 4-8 weeks in preparation for the renewal. Ownership of different elements of the application is taken by the relevant representatives (PI, PSS, GS, PRSA) within the ASWG who have helped with drafting and editing. The application was reviewed by the EDIC, MSD EDI/AS Coordinator and HoD, and all departmental members were consulted for feedback on the application.

Name (alphabetical)	Role
Katherine Corr	MSD AS & EDI Facilitator, Advisor and Coordinator
Louise Cotterell	PSS, EDI & AS Officer, member of EDIC
Natalie Davis	PSS Representative, member of EDIC
Matthew Freeman	Head of Department (HoD)
Yoel Klug	PDRS, PRSA Representative, member of EDIC
Anton van der Merwe	Director of Graduate studies (DGS), member of EDIC
Jo Peel	PSS, Secretary to AS Working Group and EDIC
Aleksandra Pluta	Graduate Student, member of EDIC
Jordan Raff	PI, EDIC Co-Chair
Quentin Sattentau	PI, ASWG Chair, member of EDIC
Andrew Souter	PSS, HoHR, member of EDIC
Catarina Vicente	PSS, HoSSP, member of EDIC

Table 4. Members of the SAT/ASWG 2024.

Consultation for AS. The Staff Experience Survey (SES) is organised by UOX biennially, most recently Spring 2023 (**Table 5**). We achieved a commendable 78% response rate (122 participants), surpassing UOX (58%) and MSD (61%) rates. Whilst this delivered helpful data, we needed department-specific granularity in key areas and therefore ran our own staff survey in Spring 2024. Until 2022, GS shared feedback via the annual Student Barometer survey. However, because response rates dropped <15% during COVID, UOX paused this survey for 2023/2024. Consequently, we surveyed our own GS over this period. Survey summaries and senior leadership responses to feedback from staff and students were shared with the departmental community.

An anonymous feedback form was introduced in 2024 to ensure real-time sharing of concerns, suggestions and questions. This is well-used enabling us to respond quickly to improve staff and GS day-to-day experience.

Survey year	Survey type	Target group	Participation rate
2021	University	Staff	63% (98 responses 52%F/47%M/1%Other)
2023	University	Staff	78% (122 responses 55%F/41%M/4%PNTS)
	Departmental	GS	67% (47 responses 64%F/28%M/8%PNTS)
2024	Departmental	Staff	55% (89 responses, 54%F/45%M/1%PNTS)
		GS (by gender not sex)	72% (51 responses 69%W/31%M)

Table 5. Summary of staff and GS experience surveys.

Future AS Activity. Following the current renewal process the ASWG will be absorbed into the EDIC for SAP24 implementation. A core group will regularly monitor and evaluate progress ensuring that success measures remain appropriate. Short-term 'Task and Finish' (T&F) groups will support delivery of specific actions. Support for AS activity will be recognised through annual R&R.

We will continue to consult with staff and GS through regular surveys and focus groups. In response to feedback, we will more effectively communicate AS/EDI-related activities and outcomes to staff and GS. An EDI slot will be introduced at all departmental symposia and, when relevant, slide-decks sent to all managers for presentation in group meetings. Based on experience, a new SAT will be convened ~18 months in advance of a future AS application.

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

2.1 Evaluating progress against the previous action plan

2.1.1 RAG-Rated Athena Swan Silver Action 2018-2024 (SAP18)

1. Data Collection and Analysis						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
To organise the **planning of AS actions** efficiently.	**1.1** Set up additional **Working Groups** (WG) within SAT. New WG are listed in SAP18 (1.2, 3.1, 4.1).	The SAT has been effective but as the membership broadened we intended to set up additional dedicated WGs in 2017/18 for the preparation of this new application. However, since the reorganisation of the committee structure around the EDIC, we have shifted emphasis towards focus groups in key areas to enable focused data collection and analysis, and recording impact delivered by SAP18.	SAT	WGs in place from 2018 Review of WGs at SAT meeting in spring 2021 Reorganisation of data gathering and reporting structures around the EDIC from 2023	Activities logged in SAT minutes, specific outcomes listed for each WG in SAP18.	Previous ASWG re-established as part of new EDI structure. Data collected on AS actions efficiently communicated between SAT and EDIC.
To capture the opinions of staff and students in The Department at	**1.2** A Departmental Survey Working Group (DSWG) to be	As a central element underpinning our AS process, we introduced biennial departmental staff surveys in 2012. Returns	SAT	2019	2019 survey has all amendments that resulted from new	The DSWG was not established as this action was superseded by the

1. Data Collection and Analysis						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
regular intervals in a **departmental survey** and track data over time to identify trends and any gender disparities that need actions.	established to amend the departmental survey with the various actions listed throughout SAP18.	increased from less than 50% in 2012 to 84% and 89% in 2014 and 2017 respectively. In our 2017 survey we improved consultation by recording data by staff groups and achieved a high response rate. A dedicated WG will ensure all amendments to the departmental survey listed throughout SAP18 are implemented.			actions described in this application.	introduction of the University SES. A 2024 departmental staff survey (55% response rate) was undertaken to address gaps in 2023 SES. Departmental student surveys conducted in 2023 and 2024 to ensure GS have an opportunity to feedback.
Improve qualitative approaches to data collection in **exit interviews** when people leave, to	**1.3** Revise our exit interview questions to include: • Reasons for leaving	We conduct exit interviews with >80% of departmental leavers and these interviews include questions on next positions giving a clearer picture of the career directions taken by staff than the leavers	HR	From 2019	a) Revise exit interviews implemented by Hilary Term 2019.	Exit interviews are now offered in all in end-of-contract letters.

1. Data Collection and Analysis						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
illuminate staff experiences beyond the departmental survey.	• Next destination. This will be used to capture information about progression of Grade 6 (G6) staff to a DPhil programme and progression of G7 staff to PI positions and identify if there is a gender-related issue (linked to action 2.4).	form captures. Reflecting on these achievements we have realised that, although the exit interviews are very useful to capture information about the department, more can be done to get more complete data from the exit interviews, in particular focussing on leaver destinations and reasons behind the move. These data will be crucial to identify if there are gender-related issues impacting on career progression (linked to action 2.4) and enable us to pinpoint where to target future actions.			b) At least 90% completion of exit interviews by January 2021	Barrier: Over-optimistic success measure. Exit interviews are not obligatory, and uptake is variable. We will continue to encourage people to participate in this process.
As above	**1.4** HoHR to present report summary of leavers'	As for 1.3 above	HR	Annually	Report captured in Departmental	Leaver data reported to EDIC with headlines to

1. Data Collection and Analysis						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
	interviews at summer term departmental steering committee meeting for discussion and follow up.				Committee meeting minutes.	Departmental Committee
To collect **gendered data** in all surveys.	**1.5** To collect gendered data in all surveys. New departmental policy to be communicated to all members of The Department asking for surveys run by GS, PDA and other departmental groupings to	Enabling monitoring of AS actions and design of targeted future actions.	HoHR	From 2019	Gendered data available for all surveys in The Department from 2020	Gender has been captured in all departmental surveys from 2020. Importance of gathering other demographic data, where possible, to assess intersectional inequalities noted for future surveys.

1. Data Collection and Analysis						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
	analyse data by gender.					

2. HR Policies						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
Increase the proportion of F in senior academic positions. **This is a priority area** in this Action Plan.	2.1 Target recruitment to appropriately qualified female applicants by distributing adverts for senior positions via women's networks including WISE.	We are pleased to note that our efforts to increase the number of F applicants, a major emphasis of our previous AS Action Plan, appears to have had an impact. Two out of the last three AP recruitments (both F) progressed from early career fellowships into permanent positions, one is featured in a case study in this application. Although the number of F PIs has grown substantially, it started from a low base and there are still fewer F in APTF	HR, HOD, all recruiters	Ongoing	Achieve a gender balance for both shortlisted and offered roles in new recruitments to academic positions.	Between 2018-2023, 1F and 1M SP and 3F:1M APTF were appointed. Another F was offered an APTF post but rejected the offer. Subsequent to the 31/07/23 staff data cut-off point, 1F APTF has been appointed. Achieving gender balance at senior level continues into SAP24 (**Priority 1**).

2. HR Policies						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
		and SP positions than in other categories.				
As above	2.2 Identify, encourage and support F candidates into permanent positions by operating search committees for all SP appointments, reaching out to potential candidates of both genders, particularly seeking out strong F candidates. Ensure gender balance in applications for	As for 2.1 above	HR, HOD, all recruiters	by 2021	Recruited at least 1 additional F SP by 2021.	F Professor in post, April 2023. Achieving gender balance at senior level continues into SAP24 (**Priority 1**).

2. HR Policies						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
	two vacant SP positions.					
Increase the proportion of F in PI positions.	2.3 To enable equal recruitment of M and F independent research fellows: If a prospective candidate is invited to give a talk with a view to sponsoring an application, PIs are asked to put forward other candidates to allow for comparison and we will ensure equal	Due to the recent efforts, currently there are 5 F and 4 M independent research fellows (5F / 3M in 2016) and we would like to maintain a 50%+ F cohort of new independent research fellows. Because of our strong support for career progression, this should eventually affect the numbers of F in senior positions.	HOD, all PIs	Ongoing	By 2021 at least two more professorial level F in post	Achieved. 2018-2023: 1F SP & 3F:1M APTF appointed. 1 F received an offer but rejected the post. Since 2023 data point 1F APTF appointed. 4F Awarded TP 2022-23. 2F Career Development Fellows appointed which strengthens the pipeline. Achieving gender balance at senior level continues into SAP24 (**Priority 1**).

2. HR Policies						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
	gender representation.					
Facilitating selection of schools for new recruits with children	2.3.1 A handbook on school signups, criteria and tips for getting into a desired school - to be included in the departmental induction pack and on the intranet, including recommendations and details of the enrolment process.	To assist in the relocation of F academics to Oxford to take up posts in The Department (and to assist staff more generally).	YK/ASWG	Before end 2023	School listings to be included in departmental induction pack and on the intranet	Achieved. Feedback shows that 91% AcaRes and 100% PSS found induction useful (SES2023).
Understand better the **transition to**	2.4 Explore reasons for drop-off in	To identify focus areas for future actions we must explore the reasons for	HR	from 2019, all elements ongoing	Data on transition of departmental postdocs to	Barrier: COVID impact.

2. HR Policies						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
independence for departing G7 staff. **This is a priority area in this Action Plan**.	number of F beyond G7: Analyse exit interview data (action 1.3) for progression to PI positions for departing G7 staff and identify if there is a gender-related issue. Amend survey to capture career ambitions of G7 researchers to see if there is a gender bias in expectations for making transition to PI and reasons.	the drop-off of F in G8+ and academic positions. The proportion M / F at PDRA stage is about equal, but the proportion of F is lower in G8 positions and academic positions. We must specifically understand better which G7 staff are making the transition to independence and why. We noted that in the 2017 survey 28% of F postdocs answered yes to the question “Were you ever told that you shouldn’t pursue a career in academic research?” compared to 0% of M but we need better data on next destinations (action 1.3) to assess whether there is a gender difference in the number of departing G7 staff who leave The Department to			independent research positions by gender. Data on expectations of career progression by gender. Report on findings in Departmental Committee.	We are gathering data, but numbers are too small and COVID disruption too great to make firm conclusions yet.

2. HR Policies						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
	Report on findings at the Departmental Committee.	take up a G8 post and/or an independent research position.				
To **increase the number of F in G8 posts through recruitment**	2.5 To have a G8 Recruitment Champion involved in all G8 recruitments (in either shortlisting and/or interview panel) to ensure consistency.	Assessment of the data gathered since 2015 showed a slight gender recruitment imbalance with F slightly more successful than M at G6, equal to M at G7 (the main postdoc grade), but less successful than M at G8. The G8 position covers a wide spectrum of roles such as facility managers, lab managers, junior PIs, senior PDRAs. This means installing a universal provision, practice or policy is difficult. We monitor G8 appointments, which only occur, on average, every couple of years.	HoHR	from 2019	Assign G8 recruitment champion and collect gendered data on G8 recruitment	HoHR appointed as Grade 8 Recruitment Champion. Annual recording of G8 recruitment stats by HR. 2018-2023, G8 researcher recruitment data shows 26%F applicants, 40%F shortlist, 50%F appointed For PTO (G6-8), the data shows 45%F:50%M applicants, 69%F:28%M shortlist, 60%F:40%M appointed. Numbers

2. HR Policies						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
						are small and we will continue to monitor this.
To increase the number of F in G8 posts through **regrading**.	2.6 Promote knowledge of regrading process among line managers and G7 staff and support requests for salary re-grades to G8 from eligible staff.	Outside of recruitment the main entry point to G8 is via regrading – since 2016 we have had 3F and 6M regrades despite equal proportions of F and M at G7 (51%F 49%M). Therefore, we will put in place processes to support women from G7 to access the regrading mechanism.	HR, all PIs and line managers	HoD to do an annual regrading spotlight in his HoD meetings from MT2019 HR to inform line managers of eligible staff as part of PDR process annually from 2019	Applications for regrading from G7 to G8 gender balanced from 2019 Achieve a 50:50 gender balance at grade 8 by 2022	2019-2023: 2F:2M AcaRes and 0F:1M PSS regraded to G8. 1F:0M AcaRes and 1F:2M PSS regraded to G9. 10F:8M G8 researchers in 2023 (56%F) - MSD benchmark 52%F. Regrading will be considered in SAP24 (**Priority 1**).
To provide an improved **induction process** and new starter pack.	2.7 Update induction checklist and starter's pack in line with feedback so that all	As our survey data suggests we need to improve the cogency and effectiveness of our induction, which is addressed here by providing and promoting	HR	by summer term 2019	Updated induction checklist and starter's pack e-mailed to new recruits prior to arrival and	Positive feedback; action successfully achieved. We will continue to improve our onboarding process by introducing an

2. HR Policies						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
	induction material can be accessed electronically from one central source.	updated induction documents and in the following action 2.8. The impact of these improvements is evaluated through action 2.9.			available from intranet.	Induction Day for new starters (through ESAP)
As above	2.8 HR to hold an induction/probation sign-off meeting 3 months after the start date.	We have identified that we need a mechanism to ensure that the new starter has a touch point with HR after they start to check they are feeling settled, have completed mandatory online courses, induction checklist tasks and to capture any indicators of bullying or harassment.	HR	from 2019	Record a sign-off meeting rate of >80% for all new starters.	A sign-off meeting rate of >80% for all new starters has been achieved.
To evaluate **impact of induction process**	2.9 Amend survey to capture satisfaction with induction received in the	The 2017 survey revealed that for PSS only 56% F and 54% M agreed that "On joining the department I received an effective induction". The data do	HoHR	2021 and 2023 surveys	In 2021 survey, >80% and in 2023 survey >90% of staff feel they have been properly inducted and are	All staff and GS are provided an induction. SES2023: 91% AcaRes and 100%

2. HR Policies						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
improvements.	preceding 3 years.	not consider whether the induction was received before the implementation of AS actions. For this reason we need to capture the data specifically from people that have been inducted after the last departmental survey and after the implementation of new actions (2.7 and 2.8) to track changes and/or improvements.			aware of key departmental polices.	PSS found induction useful.

3. Career Development						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
To **evaluate and improve the PDR** process The PDR process and personal development more broadly is a **priority area in this Action Plan**.	3.1 Set up a Personal Development Working Group (PDWG, action 1.1) to review the PDR process and support with career development across The Department.	Although the survey shows high appreciation for the PDR process, analysis identified a need to improve it further. The PDR forms already have a checklist of topics expected to be covered. We want to investigate whether these are the correct areas of focus, also whether different staff groups need more differentiated PDR forms.	SAT	Implementation of updated PDR from 2019	New Personal Development Working Group (PDWG) to produce recommendations and report to HR for discussion at the Departmental Committee meeting. Increase PDR satisfaction rates for PDRAs and lab managers to 80% and maintain satisfaction for PIs in 2021 survey. Identification of key areas for improvement for different staff groups including	Barrier: AP3.2 (PDR training) not delivered which impacted the success of this action. Updated PDR introduced but measurable outcome not achieved in recent surveys. 61% (63%F:61%M) AcaRes and 70% (45%F:90%M) PSS found PDR useful (SES2023). This continues to be a priority for SAP24 (**Priority 2**).

3. Career Development						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
					PSS (linked to action 4.3)	
Improve **uptake of PDR training** for line managers.	3.2 To ensure a more consistent approach to PDRs, all managers are encouraged to complete PDR training which will be organised by the department and new managers are requested to do the "personal development review: online course" offered by the Oxford Learning Institute.	The survey revealed that PDR satisfaction is variable across different staff groups, with F PDRA being least satisfied (58%) and PIs being most satisfied (in particular F – 100%). PDRs of PIs are done by the HoD. The experience of individual managers varies and to achieve consistency of PDRs, managers will be encouraged to complete training.	PDWG, HR	From 2020	80% of line managers complete PDR training from 2020	Barrier: Due to COVID, UOX PDR training was halted in 2020 and therefore action stopped. SES2023: 80% (100%F:67%M) PSS and 75% (58%F:88%M) AcaRes managers are confident conducting probationary and personal development reviews and this action will therefore be carried forward into SAP24 (**Priority 2**).

3. Career Development						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
Improve GS satisfaction with **career development advice**	3.3 Include career development and career guidance in the GS TNA forms, which are discussed between supervisors and GS during transfer and confirmation of status meetings in the student's first and third year, respectively.	The survey showed a decline in the GS satisfaction with career development since 2014. In 2014, 93%F and 91%M GS were clear about training and career development opportunities available to them. This dropped to 78% of F and 71% of M in 2017, highlighting a need for better career development support for GS. These meetings between GS and their supervisors allow for a focused discussion of career ambitions and strategies for achieving aims, outside of the day-to-day conversations about the student's scientific progress.	DGS, GSA, GS Administrator	Modified TNA forms in use from academic year 2019-20	a. Modified TNA form. b. Increased GS satisfaction with career development to >90% in 2021 survey.	Barrier: Over-ambitious success measure (b). 2024 student survey: 65% (63%W:69%M) are clear about the development opportunities available to them. 71% (66%W:81%M) feel comfortable discussing their training & development needs with their supervisor. Previous actions will be built upon in SAP24 (**Priority 2**)
Make more **Recognition of Distinction**	3.4 Continue promoting the RoD scheme.	We have had 6 people promoted in the last 5 years: AP titles were	HR, HOD	Annually	Over the period 2019-22 we aim to achieve on	There was one unsuccessful applicant in 2019 and

3. Career Development						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
(RoD) promotions	Identify annually all eligible candidates for RoD. Featuring it in the newsletter and providing information on the intranet. Support individuals to submit high-quality applications. Ensure that part-time working patterns are highlighted and considered.	awarded to 1F and 1M and all more junior eligible PIs have achieved URL title (3F, 1M). 100% of eligible staff are considered for RoD submission every year as part of PDR process and consideration is recorded on the PDR form.			average one RoD award per year.	RoD was not run in 2020. Since then, all applicants have been supported to apply and professorial title has been awarded: 4F:1M (2019-2023).
To ensure equal consideration	3.5 We will include on the intranet	Between 2016-18, 9 staff were regraded (3F, 6M). Regrading is assessed by	HR	HR to inform line managers of eligible staff	Over a 3-year rolling period, a proportionate	9F:10M were regraded (2019-2023). All applicants

3. Career Development						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
of M and F in **regrading** of posts This is a priority area.	information about regrading and promotion, and record annually the staff put forward for regrading and promotion and the proportion of M/F.	UOX, following submission of a detailed job description and statement from a line manager. While numbers are small, we noted that F have been regraded at a slightly lower rate than M. This action is linked to the goal of increasing the number of F in G8 positions (actions 2.5 and 2.6).		as part of PDR process annually from 2019	number of M and F are regraded, achieving regrades for all eligible staff.	were successful. Continuing to reward increased responsibility is considered in SAP24 (**Priority 1**).
To quantify existing awareness and uptake of **training and development opportunities** open to staff and GS.	3.6 Ensure consistency of questions in future surveys to fully capture awareness and uptake of development, training and mentoring opportunities.	There has been some inconsistency in past survey questions regarding personal development; in 2016 we surveyed the uptake of courses (42%) while in 2014 and 2017 we surveyed awareness of courses (53% in 2014 and 69% in 2017).	DSWG	2019, 2021, 2023 surveys	Consistent questions in 2019 and 2021 surveys allowing direct comparison of data and quantification of change.	2021/2023 SES, and 2022/2023 departmental student surveys contain consistent questions to capture awareness of training and development opportunities. This analysis has fed into our priority setting for SAP24.

3. Career Development						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
To improve **career transition support** for researchers by promoting awareness and uptake of training and development opportunities open to staff and GS. Career transition support is a **priority area in this Action Plan**.	3.7 In the February issue of the departmental newsletter the HoD will write annually about available development courses to help raise awareness. The new Personal Development Working Group (PDWG, action 1.1) will help to identify courses and this information will be logged on the Intranet to include course overviews, eligibility and	A number of survey comments suggested the need for more career development opportunities and the knowledge of them, for example: "While I am aware the university has training and career development opportunities, I feel they are not easily accessible or bundled together." "…It would be great if the Dunn School could take a more (pro-) active role in training and career development." *Postdoc, 2017 survey* There is a range of relevant courses including the new Oxford Women's Development Programme, Beacon, Ad-Feminam, the	ASWG, HOD,	Annual promotion in February newsletter	2019 and 2021 surveys show >80% awareness and increased uptake of training and development opportunities. Updated information available on Intranet by 2019. 50% increase in uptake of training by 2021.	Barrier: over-ambitious success measures. Training and development uptake not recorded and our measure of >80% awareness was too ambitious. SES23: 60%F:55%M AcaRes and 64%F:67%M PSS are clear about the training & development opportunities available to them. Departmental staff survey 2024: 81% are aware of mentoring programmes relevant to them, and 39% of AcaRes have participated in departmental

3. Career Development						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
	how and when to apply.	EMBO Female Leaders in Science course which could benefit the career development of staff and GS and should therefore be highlighted in the newsletter which is sent to all members of the department.				mentoring programmes. Open text feedback suggests there is an unmet need to provide more information and support and this forms part of SAP24 (Priority 2).
To improve **career transition support** for researchers by increasing grant/fellowship success rates. This is a **priority area**	3.8 Increase percentage of coached grants/fellowships.	We have developed a very effective system of supporting applications for grants and fellowships. Everyone, however senior, can take advantage of the accrued experience within the department. This ranges from feedback on written grant proposals / fellowship applications to interview practice with a panel of senior members of The Department. These	ASWG	2020	Maintain overall higher success rates for grant applications. Achieve >40%.	Barrier: COVID impact. Good support for PDRS and Academic grant applicants including access to successful grant applications and practice interviews. However, COVID had a significant impact on the funding landscape, as well as on the research

3. Career Development						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
in this Action Plan.		fellowships are often the first step to independence and therefore a key decision point in a researcher's career. The success rate of coached grants/fellowships was much higher than for grant applications that had not received this support in the last 3 years (89% vs 30%).				community, leading to fewer applications and fewer, more competitive, funding opportunities. We will continue to provide the high-quality support that is now embedded into the grant application process and monitor data over time.

4. Promoting Equal Opportunities for Professional and Support Staff (PSS)						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
Improve **support mechanisms** for PSS.	4.1 Establish a PSS WG (action 1.1.) and run a workshop which will promote	While we have provided support for PSS in the department, it has been more ad-hoc in previous years than our support for researchers, therefore a specific WG is necessary	PSSWG	from 2018	Establish PSSWG and run workshop in 2019. 50% of eligible staff attend first workshop.	Barrier: Limited engagement. PSSWG created and workshop held but not found to be of sufficient value by

4. Promoting Equal Opportunities for Professional and Support Staff (PSS)						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
This is **a priority area in this Action Plan.**	awareness of career development opportunities. The workshop will include but not be limited to: an introduction to the AS process, an interactive feedback session on the induction process, training, appraisal and promote awareness of career development opportunities.	to promote better integration of PSS.			>80% awareness of this annual event in 2019 and 2021 survey.	PSS colleagues and therefore discontinued. Support for PSS will continue to be considered throughout SAP24 (**Priority 2-4**).
To improve the **mentorship**	4.2 Introduction of a scheme for PSS analogous	Only 47% of F and 36% of M were aware of	HR and PSSWG	Pilot scheme in 2019, review of	>75% awareness of mentorship programmes	Barrier: Limited engagement.

4. Promoting Equal Opportunities for Professional and Support Staff (PSS)						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
process for PSS.	to our 'Postdoc Pal' scheme, which will be reviewed by the newly formed PSSWG, (action 1.1) after 2 years.	mentorship programmes in 2017 survey. A "Pal" will be offered to all PSS staff from 2019.		scheme in 2021 and 2023	recorded in 2019 survey, >50% uptake for new PSS starting between 2019 and 2022.	Piloted but no uptake. UOX PSS Mentoring Programme launched in 2020 and local scheme therefore not required. 2023 SES 18% (7%F:25%M) have been mentored by someone other than their line manager. 17% (15%F:11%M) have been offered a mentor. 100% found mentoring useful. The new Mentoring Champion will consider the specific needs of PSS (SAP24, **Priority 2**).

4. Promoting Equal Opportunities for Professional and Support Staff (PSS)						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
To improve **PDR process** for PSS.	4.3 We will re-design PDR form for PSS and provide guidance to staff and managers for effective PDR using the new form.	In action 3.1 the PDWG will review the PDR process and career development support across The Department. This process will identify key areas for improvement of the PDR for PSS. In the 2017 survey, 71% of F and 63% of M agreed with the statement "I have had a PDR whilst at the Dunn School that I found helpful and constructive." 0% of F but 18% of M disagreed.	ASWG	2019	Recommendation from ASWG review implemented in PDR form from 2019. 2021 survey shows >75% satisfaction with PDR.	Barrier: over-ambitious success measure. 82% had a PDR in previous 2 years and 70% found it useful. Numbers are low but there appears to be a gendered disparity as 45%F:90%M found PDR useful. (SES2023) This is continued into SAP24 (**Priority 2**).
To improve **communication of development opportunities** for PSS.	4.4 To raise awareness of training and career development for PSS: promote recently launched UOX initiatives to support PSS,	The 2017 survey showed two-thirds of PSS are aware of training and career development opportunities (60% F / 72% M), but fewer than half (47% F / 45% M) are aware of funding for training and career development. PSS have received support with	HOD, HR, line managers	ongoing	Survey shows >75% awareness of information on career development and training schemes and the funding available. At least 3 PSS per year apply for funding for external training via	Barrier: Over-ambitious success measure. Work Learn Develop hasn't been used as the training on offer wasn't suitable. However, 3F attended the University's Confident Manager

4. Promoting Equal Opportunities for Professional and Support Staff (PSS)						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
	including Careers Network, Work Learn Develop programme, mentorship scheme and conference on careers in HR, Finance, Departmental Administration and Development. Raise awareness of staff training opportunities and funding sources for PSS by circulating in departmental newsletter (e.g. Erasmus scheme promoted by	training when requested, for example as described in one of our case studies. The goal now is to raise awareness of this for all PSS.			department. At least 1 PSS gained professional qualification via the University's Work Learn Develop programme	course, and 3F:9M were awarded funding for external professional development. SES 2023: 65% (64%F:67%M) clear about training & development opportunities. 56% of all staff aware of the Guy Newton Training Grant, and 64% of those are aware of what it can be used for (Staff Survey 2024). This will be addressed in SAP24 (**Priority 2**).

4. Promoting Equal Opportunities for Professional and Support Staff (PSS)						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
	the University) and log on a dedicated intranet page. (links to action 3.7)					
To foster **integration of PSS** with other members of The Department.	4.5 We will hold a series of talks to promote a better understanding of the variety of jobs in The Department: Researchers will give informal lay talks to non-scientific staff. - PSS team representatives will be invited to give talks to	The 2017 survey revealed that one quarter of PSS feel under-valued (19% F / 27% M did not agree they “feel valued for the contribution I make to the effective running of the Dunn School.”).	PSSWG	annually	Improved job satisfaction in the 2019 and 2021 surveys, >90% feel valued.	Although we didn’t meet the >90% success measure, there has been significant improvement in feeling valued since 2017. 2023 SES: 79% (93%F:58%M) are satisfied in their job and 86% (93%F:75%M) feel valued & recognised for their work

4. Promoting Equal Opportunities for Professional and Support Staff (PSS)						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
	scientists about their jobs and the support they give to the functioning of the Department.					

5. Support for Carers & Workload						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
To inform members of The Department about **funding policies** covering maternity and parental leave.	5.1 Clarify The Department's maternity grant bridging funding policy and promote this fund better by making it part of the pre maternity discussion with HR and post on the Intranet	We need a department-specific policy on maternity leave grant bridging funding as awareness of this fund in the 2016 survey was only 44%.	HR	from 2019 onwards	Increased awareness of policy in 2019 survey to >75%.	Barrier: Over-ambitious success measure. Those without children, and with no plans to have them, may be unaware of support available to parents. Information is available on the intranet. 46% of staff are aware of the fund (staff survey 2024).

5. Support for Carers & Workload						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
	maternity section.					We plan to communicate important information such as this in different ways (SAP24, **Priority 4**).
To provide support to expectant mothers though **maternity mentor scheme**.	5.2 Gathering feedback about maternity mentor scheme in 2019 and surveys.	As a result of informal feedback from parents and expectant mothers this was started as a Silver Action and we would like to assess impact. Gathering feedback will help us to evaluate the usefulness and impact of this scheme so that we can continue to provide the best support to expectant mothers.	HoHR	2019 and 2021 surveys	Feedback from 80% of mentors and mentees.	Barrier: limited engagement. No formal maternity mentoring relationships have been established in the review period. This action is discontinued.
To provide and publicise additional funding for carers	5.3 Establishment of a fund that will provide funding for additional care, whilst staff	Expenses incurred while traveling to a conference are reimbursed, such as subsistence and travel costs. However, a cost not previously considered was the care required to	HOD, Finance	from 2018	90% research staff aware of fund (no gender difference). Significant uptake and positive feedback.	Barrier: Over-ambitious success measure. Those without families or caring responsibilities are

5. Support for Carers & Workload						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
	member is at conference away from home and promote in departmental newsletter.	bridge gaps in childcare arising due to the carer attending the conference.				unlikely to be aware of the fund. 2024 Pulse Survey: 25% of research staff are aware of the Guy Newton Carers Career Grant. 2F:1M applied. We plan to communicate important information such as this in different ways in future (SAP24, **Priority 4**).
To promote family friendly workplace	5.4 Set up an opt-in parents and carers mailing list to allow parents and carers to communicate ideas and ask	The idea and request came from our PDA. All staff will be invited to opt-in to this mailing list by e-mail and this list will be used by parents and carers who wish to receive these messages	IT	from 2019	Monitor use of the mailing list and include a question in the 2019 survey to evaluate usefulness.	Barrier: Limited engagement but success measure met. Mailing list introduced but no engagement. 2024 departmental

5. Support for Carers & Workload						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
	questions related to child/caring responsibilities and to allow The Department to promote child-friendly policies and information to targeted group.	for targeted information sharing.				Staff Survey: 33% of staff with caring responsibilities aware of it but most are unsure what it can be used for. Superseded by a new, active UOX-wide Carers Teams Site which we will promote (SAP24, **Priority 3**).
Support access to microscopes during core hours	5.5 Support a grant application for funding of a new confocal microscope that will give priority booking between 9am-4pm to those requiring core hours use, such as parents and	Feedback from microscope users to the bioimaging facility manager reported that it was increasingly difficult to access microscopes during core hours due to high demand.	SAT, microscope facility manager	2020	Acquisition of microscope for core-hour users by 2020. Setting up a booking system where carers have priority booking.	Microscope purchased and booking system established.

5. Support for Carers & Workload						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
	carers or those with public transport restrictions.					
Support flexible working for GS.	5.6 To provide better information to GS about flexible working options by improving information to GS at induction and e-mail to all current GS from Administrator.	In 2017 survey only 52% of GS said they were aware of flexible working.	GS Administrator.	from 2019-20 academic year.	Increased awareness >75% in 2019 survey.	Lab culture guidance which covers flexible working is included in the lab induction package. 86% (83%W:94%M) agree The Department enables flexible working.
Identify reasons for **differences in perception of workload** by gender across all staff	5.7 Organise a workload focus group (WLFG) to identify where F and M PIs' workloads differ. The WLFG will report to the	In the departmental survey 2017: 75% of all staff agreed that "my workload is reasonable" (76% 2012, 74% 2014). 93% F and 73% M agreed.	SAT	surveys 2019	Amended survey questions in 2019 PI workload survey and departmental survey. Achieve quantitative and	Barrier: COVID impact and WLFG not established. Data suggests that this is an ongoing, gendered issue, with M generally feeling

5. Support for Carers & Workload						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
and GS groups.	SAT and HoD to amend annual PI workload survey to be more quantitative and invite qualitative feedback about total workload. With the DSWG, amend departmental survey for all staff to probe whether perceived workload is an issue compounded by other responsibilities, e.g. caring for family?	A higher proportion of F PIs didn't agree that their workload was reasonable (3/11) than M (3/22). This may reflect the typically higher caring responsibilities that F bear and it is an issue that needs to be probed deeper. This gender bias is a concern.			qualitative data by gender from 2019.	less happy with their workload. SES 2023: 49% (53%F:45%M) AcaRes and 86% (86%F:83%M) PSS can meet requirement of job without regularly working excessive hours Student Survey 2024: 57% (57%W:56%M) can meet requirement of course without regularly working excessive hours. Workload is a priority for SAP24. (**Priority 6**)

5. Support for Carers & Workload						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
Enable discussion and adjustments of workload	5.8 Encourage managers to discuss perceptions of individual workload with staff at annual PDR and adjust workload if feasible.	As for 5.7 above	WLFG, line managers	Annually	Achieve equality in perception of workload by 2021.	Barrier: The success measure wasn't appropriate to this action and therefore remains amber. 73% (80%F:63%M) AcaRes and 82% (86%F:75%M) PSS feel able to discuss workload concerns with their manager. 53% of GS (46%F:69%M) feel able to discuss workload concerns with their supervisor. Workload is a priority for SAP24 (**Priority 6**).

6. Outreach						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
To promote **engagement in outreach activities**.	6.1 We will run an Outreach Focus Group (OFG) to explore people's motivation for engaging with outreach, and possible barriers. With input from the PDA and GSA the OFG will aim to encourage more M students and contract research staff to get involved in outreach activities and actively seek M to take part.	Despite our rapidly increasing programme of outreach we noted that more F than M GS and CRS participate in outreach activities (GS 15 F vs. 1 M, CRS 20 F vs. 9 M in 2016-18).	ASWG	2019	Equal numbers of F and M students and CRS participate in outreach activities from 2020.	COVID impacted our plans to establish an outreach focus group. However, outreach continues to be carried out on an ad-hoc basis by keen members of the department. 17F:17M said they participate in outreach (2024 staff survey). Outreach now within remit of ESAP.

7. Promoting Respect, Resilience, and Wellbeing						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
To signal **zero tolerance for B&H** and reduce bullying	7.1 The anti-bullying training session will be repeated in 2019 and will be compulsory for all PIs and, from 2019, for all line managers.	In our Bronze and Silver AS Action Plans we tackled B&H by strengthening departmental policies and promoting training. For example, since 2015 we achieved 100% PI attendance at compulsory unconscious bias course and 100% PI attendance at compulsory B&H course. As a result of our actions, high awareness of anti-bullying policies was reported in our 2017 survey. Nevertheless, annual surveys report a low but persistent level of bullying behaviour. In 2012 17% of staff reported bullying behaviour and this was 9% in 2017 (no gender differences). This issue	ABWG	2019	100% training record for PIs and line managers. Reduce incidence of experienced or witnessed bullying reported in 2019 and 2021 surveys to <5%.	Barrier: Over-ambitious success measures. 100% training record achieved for PI's and GS supervisors, but not PSS line managers. Awareness of B&H raised through anti-bullying week campaigns, general posters and other communications but surveys suggest that this hasn't had the desired effect. 10%F:12%M AcaRes and 14%F:42%M PSS (SES2023) and 26%W:6%M GS experienced B&H, and 30%F:12%M AcaRes and 29%F:42%M PSS,

7. Promoting Respect, Resilience, and Wellbeing						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
		therefore remains a priority. We have appointed new anti-B&H advisers and have established an Anti-Bullying Working Group (ABWG) chaired by the HoD which meets twice a year. Signalling zero tolerance will remain a major theme and we will extend the training to all line managers. With this policy and new actions 7.2-7.4 we hope to achieve a measurable reduction in the reported incidences of bullying.				and 50%W:6%M GS witnessed. This is a priority for SAP 24 (**Priority 4**).
To continue raising awareness of bullying.	7.2 We are introducing an annual meeting of PIs (mid-September) with	PIs play a key part in understanding and resolving any instances of B&H and that the approach taken in these	HR, ABWG	Annual from September 2019. Online in 2020.	>90% attendance of PIs at these meetings.	Barrier: Action not appropriate. Session not run due to issues of sensitivity and

7. Promoting Respect, Resilience, and Wellbeing						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
	departmental HR personnel to discuss HR issues including: mentoring, PDR process, B&H and wellbeing. Anonymised examples of bullying behaviour will be discussed and commented on in a safe environment to facilitate knowledge transfer discussion and uniformity of approach.	cases needs to be consistent.				confidentiality and an alternative approach was adopted. This topic is discussed within the PI Peer Mentoring group and is raised at Departmental Committee to which all PIs and senior PSS are invited. Addressing B&H continues into SAP24 (**Priority 4**).
To promote **responsible**	7.3 Run a Responsible Bystander	Survey data shows 25% of F/ 18% of M witnessed bullying in 2017 (28% F/M	EDIC	Run training in 2019 and 2021	30% uptake by 2023.	Barrier: Over-ambitious success measure.

7. Promoting Respect, Resilience, and Wellbeing						
Goal	**Action**	**Rationale**	**Owner**	**Timeframe**	**Measurable outcome**	**Progress**
bystander training	training session.	in 2012). Responsible Bystander training helps to understand why bystanders might not intervene, explore options as a bystander and empower witnesses to act appropriately in such situations. The UOX Equality and Diversity Unit offers such training.				Delayed start to this action. 1st session delivered in 2023 with 26 attendees across all role groups and positive feedback. Did not achieve 30% uptake. This training will continue under SAP24 (**Priority 4**).
To promote **resilience and wellbeing**	7.4 We are introducing a departmentally sponsored mindfulness course for all staff.	We hypothesised that some of the incidence of B&H could have stemmed from people feeling stressed and projecting that stress onto those around them. Therefore, to enable all staff and students to build resilience and reduce stress, thus tackling the root causes of the issue of bullying, we initiated new actions focusing on wellbeing.	ABWG	Pilot in 2019	>5% of staff to attend the course by 2021.	Barrier: Limited engagement. Discontinued after pilot due to low uptake. UOX introduced a new wellbeing programme for staff and we will focus our efforts on promoting that.

2.1.2 Evaluation of progress against 2018 Silver Action Plan (SAP18)

SAP18 comprised 43 actions across 7 themes. Implementation was monitored and evaluated by the ASWG using qualitative and quantitative data (**Appendices 1 and 2**).

Green Good progress made	**Amber** Partial progress made	**Red** No progress made
23 (53%)	17 (40%)	3 (7%)

Table 6. SAP18 RAG-rated Progress

The **key facilitator** to progress was the commitment and engagement of a cohort of staff and GS who devoted time to delivering SAP18. The ASWG, GSA, and PRSA were invaluable for championing new initiatives and providing feedback. Our PSS teams contributed to WG and focus groups and readily adopted new processes, and academic colleagues fully engaged with EDI, reflecting the commitment of the senior management Team. Continued engagement will be vital to the success of SAP24.

Although most SAP18 actions were implemented, many remain RAG-rated amber as stated success measures were not met. **Key barriers** included: over-ambitious success measures; low engagement with, or awareness of, initiatives; inappropriate action ownership. These barriers were compounded by COVID which significantly impacted SAP18 delivery: during 2020-22, focus and resources were diverted to ensure that everyone felt safe and supported. Feedback suggests this was well-managed; 40 people commented on impressive leadership and HoD communication, and 35 on efforts and organisation to safely return people on-site (COVID survey 2021).

> "I do feel safe at work, and in control of my own safety and that of others."
>
> "The communication has been timely, clear, and sensitive to the many different situations at the Dunn School."
>
> Comments: COVID-19 Survey 2021

We have regained momentum, evidenced by the progress made against SAP18. **Lessons learned** during the evaluation process feed into SAP24:

- Those with role responsibility for the subject area, or for AS/EDI, will own actions.
- We will use T&F groups to support delivery of discrete action areas.
- Success measures will be ambitious, but achievable.
- We will review actions and success measures to ensure relevance and adjust if necessary.
- We will assess success against priorities as actions work in concert to improve experience.
- We will adjust our communications to raise awareness of initiatives and improve engagement. This includes increased verbal communication of AS activities during meetings and symposia (SAP24, Priorities 2-6).

Thematic Action Plan Progress:

1. Data Collection & Analysis Theme

Green Rated Actions (83%)	Amber Rated Actions (17%)
1.1 1.2 1.3a 1.4 1.5	1.3b

Actions (83% RAG-rated green) were realistic and appropriately owned. **AP1.3b** remains amber as, although exit interviews take place, they are not mandatory and uptake is variable. We will adapt our communication to improve engagement.

2. HR Policies

Green Rated Actions (90%)	Amber Rated Actions (10%)
2.1 2.2 2.3 2.3.1 2.5 2.6 2.7 2.8 2.9	2.4

Implementation was successful (90% RAG-rated green) within this theme. Actions were specific with appropriate ownership and this, coupled with the agility of our HR team to implement new processes, contributed to success. Of note are actions to improve F representation at senior level (**AP2.1-2.3.1, 2.5-2.6**).

Our inclusive recruitment processes resulted in offers to 3F:1M APTF and 1F:1M SP 2019-2023 (**Table 47**). 1F APTF was appointed in 2024. Most APs went on to be awarded a TP (**AP3.4** below). Achieving gender balance at these levels is slow due to low turnover but we aim to further diversify our applicant pool at senior level as vacancies arise. (SAP24, Priority 1).

AP2.4 remains amber as we have insufficient data to conclude whether there is a gendered disparity in transition of PDRS to independent research positions although all Researchers at G9+ (3F:2M 2019 **Table 43**) are now APTFs or in equivalent positions in other institutions. Data collection will be a focus for monitoring implementation of SAP24.

3. Career Development

Green Rated Actions (44%)	Amber Rated Actions (44%)	Red Rated Actions (12%)
3.3a 3.4 3.5 3.6	3.1 3.3b 3.7 3.8	3.2

With departmental support, 3F:1M (**Table 7**) successfully applied for RoD (**AP3.4, Table 50**), increasing F TP from 18% (2019) to 43% (2023). (**Table 42**).

	Applied (% of total applications)		Successful (% of F/M applications)	
	F	**M**	**F**	**M**
2019-2022	4 (75%)	1 (25%)	3 (75%)	1 (100%)

Table 7. Extract from ROD table showing successful applicants for title of Professor (TP) (full data in Appendix 2, Table 50).

All regrades were successful, with gender-balance (**Table 8, Table 52**), (**AP3.5**). We will ensure that staff are consistently considered for regrading (SAP24, Priority 1).

	Regrades			
	AcaRes		PSS	
	F	M	F	M
Total	5 (56%)	4 (44%)	4 (40%)	6 (60%)

Table 8. Extract from Regrade data table 2019-2023 (full data in Appendix 2, Table 52).

Consistent staff and GS survey questions (**AP3.6**) supported SAP18 monitoring, and deeper analysis fed SAP24 priority setting. Although our TNA form was well received by GS (**AP3.3a**), decreased clarity was noted regarding development opportunities (**AP3.3b**) (2017: 78%F:71%M – 2024: 63%W:69%M, (**Table 36**).

PDR processes were revised in response to feedback (**AP3.1**) but satisfaction did not increase. COVID halted PDR training for managers (**AP3.2**) and there continues to be gendered variation both in perception of PDR usefulness, and confidence in conducting PDRs (**Table 9)**.

PDR will be replaced in UOX by Career Development Review (CDR) for fixed-term researchers in 2024. Learnings from implementation of this initiative will be applied to PDR for other staff groups.

	SES 2023			
	AcaRes		PSS	
	F	M	F	M
My personal development review (PDR/CDR etc) was useful	63%	61%	45%	90%
I am confident Conducting probationary and personal development reviews	58%	88%	100%	67%

Table 9. Extract from staff survey PDR data (full data in Appendix 1, Table 32)

We promoted development opportunities (**AP3.7**) but didn't meet the success target. 60%F:55%M AcaRes (**Table 26**) are clear about training and development opportunities. Open text comments suggest additional information and support are needed.

AP3.8 remains amber as we did not achieve the measurable outcome, both due to COVID impact on grant funding and an unrealistic target. We focused on two crucial career transition stages: PDRS to PI transition, and mid-career (fellowship to senior fellowship/project grants). Funding applicants are mentored, given individualised support and interview practice, enabling them to take the initial steps to independence required for an academic career.

Data suggested that F and M mid-career researchers submitted similar numbers of grant applications and were equally likely to be successful (**Table 10**).

Gender	Submitted	Unsuccessful	Successful
Male	23	18	5 (22%)
Female	29	22	7 (24%)

Table 10. Grant success by gender, mid-career departmental researchers 2016–2020.

Deeper analysis identified 3F without substantial external funding (>£200K). They were given intensive support and mentoring and all secured substantial awards; two >£1M, and the third awarded two grants totalling >£600k (**Table 11**). Support for grant and fellowship applicants is now embedded within the grant application process.

	Applicant	PI-A	PI-B	PI-C
2016 - 2020	Submitted	8	9	5
	Unsuccessful	8	6	5
	Successful	0	3	0
2020 - 2023	Submitted	6	7	3
	Unsuccessful	3	5	2
	Successful	3	2	1

Table 11. Grant success for 3 mid-career F Researchers supported 2020–2023. All awards to PI-B in the 2016-2020 period were below £200k.

Professional development (SAP24, Priority 2) is underpinned by our learning. We will focus on empowering managers to support their people and find new ways to communicate opportunities to staff and GS.

4. Promoting Equal Opportunities for PSS

Green Rated Actions (20%)	Amber Rated Actions (80%)
4.5	4.1 4.2 4.3 4.4

Our actions had mixed success; key barriers being limited engagement and overambitious success measures. There are significant improvements in PSS feeling valued (**AP4.5, Table 12**), corresponding with our efforts to consider PSS in all initiatives.

	2017		2023	
	F	M	F	M
I feel valued and recognised for the work that I do	19%	27%	93%	75%

Table 12. Staff survey responses 2017 & 2023 PSS.

A PSS career development workshop was delivered (**AP4.1**) and a PSS mentoring scheme piloted (**AP4.1**) but engagement was low, largely due to diversity of PSS roles. Since SAP18, UOX has developed PSS professional development support, including mentoring, annual conference, and Communities of Practice, which we encourage our PSS community to engage with.

The PDR process was improved, and uptake increased to >80% in 2023 but significantly fewer F (45%) than M (90%) found it useful (**Table 9)**.

Training and development opportunities are well-publicised (**AP4.4**) but 64%F:67%M PSS (SES2023) are clear about the training and development opportunities available to them. 56% of staff (26%W:30%M) are aware of the Guy Newton Training Grant.

Our focus on PSS remains a priority for SAP24. We will improve communication of resources and opportunities to improve awareness and engagement (SAP24, Priority 2).

5. Support for Carers & Workload

Green Rated Actions (38%)	**Amber Rated Actions** (50%)	**Red Rated Actions** (12%)
5.4 5.5 5.6	5.1 5.3 5.7 5.8	5.2

All actions were implemented but 5/8 did not meet success measures. Green-rated actions were facilitated by achievable, measurable targets (**AP5.4-5.6**). We raised GS awareness of flexible working (**AP5.6**) from 52% in 2017 to 86% in 2024 via the lab

induction package, and will share information this way in future. The 5-year EDI Strategic Action Plan (ESAP) will replicate this for staff.

For actions aimed at carers (**AP5.1**, **AP5.3**), targets of raised awareness across the whole community were inappropriate. Uptake of departmental funding and support mechanisms for carers was low (**AP5.2**, **5.3**, **5.4**) with limited awareness across all schemes (**Table 33**). We will improve communication of information (SAP24, Priority 3).

Workload concerns are ongoing (**AP5.7-5.8**), particularly for AcaRes and GS (**Table 13**), which is common across UOX. M AcaRes and W GS feel less able to discuss their workload concerns (**Table 13**).

	2023 Staff Survey				2024 GS Survey	
	AcaRes		PSS		GS	
	F	M	F	M	W	M
I can meet the requirements of my job/course without regularly working excessive hours	53%	45%	86%	83%	57%	56%
I feel able to discuss workload concerns with my line manager/supervisor	80%	66%	86%	75%	46%	69%

Table 13. Extract from survey data related to workload, SES2023 and GS Survey 2024 (full data in Appendix 1 Table 24, Table 34)

A UOX project to address workload will conclude during SAP24 and we will implement appropriate actions based on findings. Meanwhile we will introduce a Departmental Working Charter to promote work/life balance, and support line managers to have effective conversations about workload with their team (SAP24, Priority 6).

6. Outreach

Green Rated Actions (100%)
6.1

COVID impacted our plan to establish an outreach focus group (**AP6.1**). Keen departmental members continue outreach work which appears gender-balanced (17F:17M participate in outreach – 2024 staff survey). Outreach is a focus area for ESAP.

7. Promoting Respect, Resilience, and Wellbeing

Amber Rated Actions (75%)	Red Rated Actions (25%)
7.1 7.2 7.3	7.4

We delivered a mindfulness course to reduce work-related stress (**AP7.4**), but it was poorly attended and didn't achieve its aim.

We raised awareness of the forms of B&H experienced in The Department, and sources of support available to people experiencing or witnessing such behaviours and made training mandatory for PI's (**AP7.1**). We reiterated our zero-tolerance stance at every opportunity (**AP7.2**) and delivered Responsible Bystander training (**AP7.3**). As a result: 90% of AcaRes, 100% PSS, and 80% GS are aware of the harassment policy, and 88% AcaRes and 100% PSS know how to contact an HA (**Table 25, Table 38**). However, this may have inadvertently increased dissatisfaction with behaviours (**Table 14**). This is particularly concerning for M PSS (42%, although numbers are low) and F GS.

	AcaRes		**PSS**		**GS**	
	F	M	F	M	W	M
In the last year, whilst working for the University, I have experienced bullying/harassment	10%	12%	14%	42%	26%	6%
In the last year, whilst working for the University, I have witnessed bullying/harassment	30%	12%	29%	42%	50%	6%

Table 14. Extract from Staff (2023) & student (2024) survey data related to B&H. Student questions relate to 'The Dunn School' specifically (full data in Appendix 1, Table 25, Table 38)

A revised approach will be taken to addressing B&H (SAP24, Priority 4), with a focus on setting expectations of behaviour and tackling conflict early.

2.1.3 COVID impacts. The academic sector was impacted by reduced research momentum, and changes to teaching, associated with lockdowns and furlough. Our 2020/21 COVID surveys revealed that those with caring responsibilities (no gendered difference) were disproportionally impacted by the pandemic and less likely to return to work when restrictions partially lifted. The main reason was limited school and nursery provision due to closures. Encouragingly, >90% with caring responsibilities felt supported by their managers during this time. Fourteen members in all roles (50%F) were interviewed for their lockdown experiences as a departmental record and to encapsulate lessons learned.

Academic recruitment (**AP2.1**) was paused during COVID, but recovered momentum and is now back on track. An initiative was launched for external researchers to apply for fellowships to join The Department. Applicants were supported with mentorship, review, and interview practice, resulting in recruitment of 2F&1M Fellows.

Our enhanced induction process (**AP2.7**) ensured that all new recruits felt integrated despite the challenges of COVID.

To counter career stagnation - particularly for F staff and those with caring responsibilities - (**AP3.5, 3.7, 3.8**), we quickly established two COVID mitigation funds. The smaller fund (~£30,000) funded online training, career-associated courses and workshops, and had 54 applications for all staff. This has been adopted as a departmental Career Development Fund. The larger fund (~£800,000) focussed on preventing and/or bridging funding gaps caused by reduced research output. 63% of funds were awarded to junior F PIs, bridging their salaries and improving job security.

The Department initiated regular funding roundups aimed particularly at junior research staff and carers, created a database of successful grant applications as a training resource for junior PIs, and established a fund for carers to attend conferences. These successful initiatives are now permanent.

Furlough provided impetus to update departmental audio-visual technology, and a laptop-loan scheme was initiated to facilitate remote working, which continues to particularly benefit carers. Twenty laptops were provided, 11 to F and 2 for caring reasons.

Lockdown impacted resilience, and mental health generally, and steps were taken to mitigate this including: an online Christmas party; outdoor (COVID-safe) tables and chairs which are still popular; delivery of small gifts to homes; online poems and cooking sessions. Feedback suggests that these initiatives were appreciated.

The pandemic also affected students: GS DPhil thesis 4-year submission rates dropped from the 2015 intake cohort (81%) to between 27%-47% for the 2016–2019 cohorts due to lockdown restrictions. There were no substantial gender biases and fully funded extensions were granted as required. Rates are now recovering as anticipated.

The pandemic sensitised us to the importance of line manager and departmental financial support. We have maintained many elements of this support, including continued junior

PI sponsorship for fellowships, carer-specific internal funding sources, a regular round-up of external funding opportunities, a grant application archive, and social meeting spaces.

2.2 Key priorities for future action

The AS SAT reviewed and analysed all mandatory data plus additional staff and GS survey data, grant and fellowship data, and ad-hoc feedback. This was supplemented by discussions with staff and GS representatives to evaluate progress and identify future priorities.

These priorities broadly align with the themes of SAP18, enabling us to build on our progress to address ongoing challenges, incorporating the lessons we have learned. SAP24 will be delivered alongside our over-arching 5-Year ESAP, and we will champion established and evolving AS activities at UOX and divisional level to ensure our staff and GS benefit from broader support and opportunities.

The Department is a great place to work; 92% of GS and 88% staff would recommend studying or working here. Student Barometer results indicate that our GS satisfaction levels are the highest in the MSD and second highest at UOX. Priorities 3-6 specifically promote a positive work culture, where we can make the most difference to the day-to-day experience of our community. Line managers/supervisors perform a vital role in creating an inclusive workplace and we will ensure that they are suitably informed to increase confidence in supporting their teams (SAP24, Priority 2-6).

Although M staff were generally less positive than F staff (SES2023), this trend was repeated throughout UOX, reflecting perhaps wider societal issues where younger men feel disenfranchised. Gendered issues are considered throughout SAP24.

Priority 1. Maintain and Enhance Recruitment & Career Progression

Build upon our inclusive recruitment practices and focus on progression to continue to improve diversity at senior academic levels.

Our recruitment processes have ensured that despite low proportions of F applicants for academic and senior researcher roles, we redress the balance through shortlisting and offers (**Table 15, Table 47, Table 48).**

Role	Application stage	F	%	M	%	Unknown	%
Academic Recruitment	Applied	90	24%	279	74%	6	2%
	Shortlisted	23	46%	27	54%	0	0%
	Offer made	4	67%	2	33%	0	0%
Grade 8 Researcher Recruitment	Applied	6	26%	15	65%	2	9%
	Shortlisted	2	40%	3	60%	0	0%
	Offer made	1	50%	1	50%	0	0%

Table 15. Extract from academic recruitment table and researcher recruitment table for 2018-2023 (full data in Appendix 2, Table 47,Table 48).

Our academic staff are 36%F:64%M (**Table 1**). We anticipate 1 SP and 3 APTF vacancies (2024-2029) and will aim to improve the proportion of F applicants for each to continue to address the current gender imbalance. Our inclusive recruitment practices will ensure that those from other marginalised groups are also encouraged to apply.

We recognise increased responsibility within a role through regrading and achieved overall gender-balance (**Table 52**). All eligible staff will be consistently considered for regrading.

Key actions:

- Increase proportion of female applicants for senior positions by >5%.
- Support female ECRs to successfully apply for senior positions.
- Consider regrading for all eligible staff, aiming for gender balance.

Priority 2. Strengthen Professional Development

Upskill our people managers and enhance our processes to better support staff and students with professional development and career planning.

We focussed on career development within SAP18 (Themes 3-4) and introduced several new initiatives, including peer-mentoring, a training grant, and increased promotion of UOX support for researchers and PSS. However, awareness of professional development opportunities remains low. Confidence in being a manager decreased for all except F PSS, with a significant decrease for F AcaRes (-17%) (**Table 16**). This was

particularly pronounced for application of HR policies (100%-73%), conducting probation and PDR (89%-58%), and managing projects and finances (100%-67%) and may be attributed to several F being appointed to their first academic managerial role (**Table 31**).

	2021 Staff Survey				2023 Staff Survey			
	Aca/Res		PSS		Aca/Res		PSS	
	F	M	F	M	F	M	F	M
Being a manager	90%	94%	86%	83%	73%	83%	88%	81%

Table 16. Extract from staff survey data related to confidence in 'Being a manager' (full data within Appendix 1, Table 31).

Our managers will be guided and supported to improve confidence in managing people, which should improve the experience of their staff and GS. Our action to introduce executive coaching for F ECRs (SAP24 1.4) will further support this aim.

M staff in all roles were less positive in 2023 than 2021 for all career development-related questions. F were generally more positive, with significant improvements for F PSS (**Table 26**). Confidence in supporting staff to think about their careers has reduced for all except F AcaRes line managers **Table 17**).

	2021 Staff Survey				2023 Staff Survey			
	Aca/Res		PSS		Aca/Res		PSS	
	F	M	F	M	F	M	F	M
I am confident supporting my staff to think about their careers	100%	100%	100%	86%	100%	81%	75%	83%

Table 17. Extract from staff survey career development data (full data Appendix 1, Table 26).

M GS feel more comfortable discussing training and development needs with their supervisor but less supported to think about professional development. Slightly more M report being encouraged to take up career development opportunities (**Table 18**).

	2024 GS Survey	
	Woman	**Man**
I feel comfortable discussing my training and development needs with my supervisor	66%	81%
My supervisor supports me to think about my professional development and future goals	71%	63%
My supervisor actively encourages me to take up career development opportunities	51%	56%

Table 18. Extract from student survey career development data (full data within Appendix 1, Table 36)

Only 45% of staff and GS believe they have time to undertake career development activities at work.

A high proportion of staff has PDRs. However, satisfaction rates are low, particularly for F PSS. (**Table 9**). Lessons learned from the UOX-wide implementation of CDR in 2024/2025 will be applied to improve perceived usefulness of PDR.

Key actions:

- Implement new PDR/CDR process and address gendered imbalance in satisfaction.
- Promote allocation of 10+ days of professional development.
- Support line managers, particularly F AcaRes, to become confident leaders.
- Introduce additional career mentoring for GS.
- Support more GSA/PRSA career workshops.

Priority 3. Support for Staff with for Caring Responsibilities

Promote the support available to all carers and encourage consistency in the application of policies.

Research shows that COVID had a greater impact on carers. Although there have been positive changes to historically gendered roles, research and anecdotal evidence suggest that caring responsibilities still disproportionately impact women. However, increased support for women carers may have inadvertently negatively impacted men. M staff and W GS are less likely think that The Department takes caring responsibilities into account when scheduling meetings (**Table 19**).

	2023 Staff Survey				2024 GS Survey	
	Aca/Res		PSS		GS	
	F	M	F	M	W	M
My department takes people's caring responsibilities into account when scheduling meetings	70%	66%	93%	75%	59%	69%
My department enables flexible working	85%	84%	86%	83%	83%	94%

Table 19. Extract from 2023 staff and 2024 student surveys (full data in Appendix 1, Table 23, Table 24, Table 34, Table 39).

Most people (85%) believe that The Department enables flexible working, but with a gendered difference for GS (**Table 19**). Feedback suggests that some PIs/managers are better at supporting staff with caring issues than others; we will share best practice to ensure equal and appropriate responses to all staff and students with caring responsibilities. Feedback also suggested that there was inadequate provision for expressing milk and this will be addressed.

Key actions:

- New multi-purpose room includes provision for lactation.
- Promote support for all carers regardless of gender.
- Equip managers to ensure an equitable and appropriate response to carers.

Priority 4. Addressing Bullying and Harassment

Set clear expectations of behaviours and empower people to manage conflict.

Experience of B&H reduced for F AcaRes (-9%) but increased for F PSS and M AcaRes (+6%) and M PSS (+24%) (**Table 25**). This may be due to increased awareness (resulting from departmental training) of what constitutes B&H but we will investigate further, with particular attention on the high proportion of PSS M experiencing or witnessing B&H (42%)**.**

26%W:6%M GS said they had experienced B&H (**Table 38**). This may be explained, in part, by the lower response rate for M but is still concerningly high.

Confidence that complaints would be dealt with is higher for M than F in all roles. (**Table 20**).

	2023 Staff Survey				**2024 Student Survey**	
	AcaRes		**PSS**		**GS**	
	F	M	F	M	W	M
I feel confident that complaints about harassment would be dealt with seriously in this organisation	72%	80%	64%	83%	57%	69%
My department sets clear expectations of behaviour	77%	77%	86%	92%	77%	75%

Table 20. Extract from Staff (2023) & student (2024) survey data related to B&H. Student questions relate to 'The Dunn School' specifically (full data in Appendix 1, Table 25, Table 38).

Based on lessons learned from SAP18, we need a new approach to addressing this issue and will focus on setting clear expectations of behaviour and supporting early resolution, whilst also lobbying for changes to improve confidence in UOX B&H procedures.

Key actions:

- Introduce a Departmental Working Charter, including respectful behaviours.
- Provide support for early intervention in conflict situations.
- Lobby for improvement in the University process for dealing with B&H complaints.

Priority 5. Improve Transparency of Decision Making

Effectively communicate opportunities and decisions to improve perceptions of transparency.

Belief that management and decision-making processes are clear and transparent in The Department decreased 2021-2023, particularly for F AcaRes (-16%) and M PSS (-24%) (**Table 21**).

	2021				2023			
	AcaRes		PSS		AcaRes		PSS	
Decision-making	F	M	F	M	F	M	F	M
Management and decision-making processes are clear and transparent in my department	61%	69%	75%	82%	45%	59%	64%	58%

Table 21. Extract from staff survey data related to decision-making (full data in Appendix 1, Table 29)

It is unclear what has driven this, but we acknowledge that in 2020-21 communication from senior leadership was heightened in response to COVID and has subsequently reduced back to normal levels. Taking lessons from this experience, and from SAP18, alternative forms of communicating important information underlies SAP24.

Key actions:

- Clarify reporting channels and signpost staff and student representatives.
- Share opportunities, initiatives, and action taken in response to feedback, including verbally.
- Clearly define criteria for departmental roles and open for applicants.

Priority 6. Finding Workload Balance

Address workload challenges through a Departmental Working Charter.

There are role and gender disparities in respect of workload and work/home balance. AcaRes are significantly less positive than PSS (45%F:45%M AcaRes), with M PSS less positive than F PSS (93%F:75%M PSS) (**Table 24**). AcaRes are also less able to balance the requirements of their roles without working excessive hours compared to PSS (53%F:45%M AcaRes and 86%F:83%M PSS). 57% GS agree they can meet course requirements without working excessive hours.

M staff feel less able to discuss workload concerns with their line manager or supervisor (80%F:66%M AcaRes and 86%F:75%M PSS); M GS are more positive about this than W (46%W:69%M). (**Table 13**). 64% AcaRes: 86% PSS, and 77%W:63%M GS know who to speak to about work-related stress or mental ill-health (**Table 27**, **Table 35**).

UOX is working on a framework to relieve workload stress for academics, including evaluation of workload allocation models and this will inform implementation of a local model. Meanwhile, we will introduce a Departmental Working Charter to encourage good working practices and enhance wellbeing support.

Key actions:

- Empower line managers to discuss workload with staff and students.
- Include good working practices within Dunn School Working Charter.
- Promote wellbeing support.

Section 3: Future action plan (SAP24)

Priority 1:	Maintain and Enhance Recruitment and Career Progression			
Rationale: The Department has successfully increased the proportion of F in senior academic positions since 2021. One factor in this has been The Department's internal recruitment process successfully promoting the increase in F representation as the applicants move through the recruitment process. For APTF roles, F represent 28% of total applicants but 67% of shortlisted applicants and 75% of offers made. For SP roles, F represent 20% of total applicants, but 31% of shortlisted applicants and 50% of offers made (2019-2023 data). Similar is true of senior researcher (G8) positions; 26% of total applicants (2019-2023) were F, but 40% shortlisted candidates were female and 50% of offers were made to women. Clearly our internal recruitment practices are supporting W through the recruitment process, and this needs to be maintained, but we would like to see more W applying for positions. Although regrades were overall gender-balanced (2019-2023), 0F:3M AcaRes were regraded 2021-2023. We will ensure nominations for regrading are consistently considered by line managers.				
Action	**Key outputs/milestones**	**Timeframes (start/end date)**	**Person responsible**	**Success criteria and outcome**
1.1 Increase number of F applicants for senior AcaRes vacancies	• Convene PI Focus Group to identify how best to attract F AcaRes and other marginalised groups to apply for senior vacancies (Jan 2025). • Promote vacancies via local, national and international conferences and diverse networks and societies (from Feb 2025). • Use personal and professional networks of an increasingly diverse population of senior academic staff and alumni (from Feb 2025).	January 2025 - ongoing	HoHR & HoD, With support from Recruiting Managers	Increase F applicants for all senior AcaRes posts by >5% by 2029
1.2 Encourage line managers to promote R&R, including	• All managers provided with guidance on R&R and regrading schemes and	May 2025 - ongoing	HoHR	100% annual responses from

regrading, where appropriate.	encouraged to make use of them (May 2025 and annually). • An annual call for regrade applications requiring confirmation from managers that all team members and roles have been assessed (May 2025 and annually). • Analyse R&R and regrading data annually to ensure that there are no gendered disparities in applications or awards (Sep 2025 and annually)		With support from Supervisors/ Managers	managers confirming their teams have been assessed for regrade applications. Successful regrades for all eligible staff, across roles (gender balanced) each year.
1.3 Pay for professional caring support to enable people to attend job interviews. (Repeated in Priority 3 – SAP24 3.4)	• Introduce scheme to reimburse reasonable professional adult care or childcare costs for job candidates interviewing in The Department (Oct 2026). • Promote the scheme widely (Oct 2026 onward).	Oct 2026	HoSSP With support from Recruiting Manager	Establish a fund for professional caring support. Assess usefulness by monitoring uptake and surveying interview candidates.
1.4 Develop talent pipeline of F ECRs	• Introduce professional executive coaching for F ECRs (Oct 2024). • Feedback from executive coaching participants to determine usefulness and effectiveness of executive coaching (Jun 2027). • Develop the scheme to refine offering based on feedback (Jul-Sep 2027).	Oct 2024 – Sep 2027	HoD	At least 2 F ECR to take up executive coaching by Oct 2025. Refined scheme embedded with ≤2 F ECRs attending each year.
Priority 2:	**Strengthen Professional Development**			
Rationale: Confidence in being a manager reduced by 17% between 2021-2023 for F AcaRes (-11% for M AcaRes) and this is vital to address as managers have a direct impact on their team.				

M staff in all roles were less positive than in 2021 for all career development-related questions. AcaRes males felt the least supported to think about professional development (66%F:52%M) and the least encouraged to take up career development opportunities (51%F:36%M). Staff in all roles, except F AcaRes, were less clear about the training and development opportunities that are available to them, and less confident in supporting staff to think about their careers.

In 2024, 65% of GS (63%W:69%M) were clear about the development opportunities available to them but only 66%W compared to 81%M GS felt comfortable discussing their training and development needs with their supervisor. M GS feel less supported by their supervisor to think about their professional development (71%W:63%M), however, slightly more report being encouraged to take up career development opportunities (51%W:56%M). Open text comments in both the SES2023 and Staff Survey 2024 suggest a need for clarity around career pathways for both researchers and PSS.

Effective PDR/CDR is essential to support professional development and career goals. Although 76% AcaRes:82%PSS had a PDR within the last 2 years only 45%F PSS found their PDR useful (90%M PSS), and 55%F PSS had an opportunity to discuss their career (78%M PSS). Although there was no significant gendered disparity for AcaRes, only 61% found it useful and 67% had an opportunity to discuss their career.

Mentoring can also support professional development. 95%F:84%M AcaRes and 36%F:67%M PSS are aware of the mentoring opportunities available to them. We established successful departmental PI and researcher peer mentoring programmes and will use this experience to ensure all staff have an opportunity to access appropriate mentoring.

Action	**Key outputs/milestones**	**Timeframes (start/end date)**	**Person responsible**	**Success criteria and outcome**
2.1 Implement new PDR/CDR process, for AcaRes staff, with a	• Consult with PRSA and PIs and define new PDR/CDR process (Sept	Sep 2024 – Jul 2025	HoHR	Increase positive survey responses to

focus on professional development and career planning, for researchers following consultation with PRSA and PIs.	2024-Jan 2025). • New PDR/CDR process rolled out for researchers (Apr 2025). • Deliver PDR/CDR workshop, with a focus on identifying training and development needs (May-Jun 2025, and annually). • Evaluate new process and adjust based on feedback (Jun-Jul 2025).		With support from Task & Finish Group including PRSA and PIs	questions relating to the usefulness of C/PDR by >10% Increase uptake of C/PDRs by >5%
2.2 Introduce new PDR process for PSS, with a focus on professional development and career planning, in consultation with PSS focus group and using feedback from 2.1.	• PSS PDR Focus Group convened (July 2025). • Revised PDR process implemented (Sep 2025). • Deliver PDR workshop, with a focus on identifying training and development needs (Sep-Oct 2025, and annually). • Evaluation and adjustment (Jan-Feb 2026).	Jul 2025 – Feb 2026	HoHR With support from Task & Finish Group including PSS rep,	Increase positive survey responses to question about the opportunities for career discussions by >10% for F PSS Increase uptake of PDRs for PSS by >5% Increase positive survey responses to questions relating to the usefulness of PDR by >10% for F PSS
2.3 PI/line managers of all staff to be supported to discuss training and development, and career goals with confidence.	• Introduce annual sessions for PIs/line managers on various topics, including career conversations and PDR/CDR (Mar 26). [Linked to SAP24 3.2 & 4.2]	Mar 2026 (then annually)	HoHR	Increase positive survey responses to questions about feeling comfortable discussing training and development needs, with >5%

				increase for F PSS Increase positive survey responses to question about being supported to think about professional development (>10% improvement for M staff).
2.4 Promote local engagement with the Careers Service for research staff.	• Invite a member of the Careers Service for research staff to give annual talk promoting the service in The Department (Nov 2027). • Host a member of the Careers Service for research staff on site for regular drop-in career discussion appointments (2027 and termly).	Nov 2027 and termly (subject to careers service availability)	HoHR With support from PRSA	>50% uptake of available career discussion appointments. Increase positive survey responses about being supported to think about professional development (>10% improvement for M staff).
2.5 Appoint Mentoring Champion to evaluate and promote mentoring for all staff.	• Mentoring Champion appointed (Jan 2025). • Participants consulted on experience of mentoring (Mar 2025). • Mentoring assessed and local	Jan 2025-Jan 2026 - ongoing	HoD and Mentoring Champion	Increase of staff taking mentoring opportunities throughout 2025 – 2029 by >10%

	schemes adjusted in response to feedback (Apr-May 2025). • All mentoring opportunities promoted to relevant staff and students (Jul 2025 – ongoing). • Participation in, and usefulness of, mentoring assessed for each cohort (Jan 2026 and annually).		With support of Task & Finish Group	>80% of staff find mentoring useful (no gendered difference).
2.6 Develop career pathway information for research staff, GS and PSS.	• Identify COPs for PSS and professional networks for researcher/GS (Sep 2025) • Develop information hub on intranet with career roadmaps and promote verbally and in writing (Oct-Dec 2025 - ongoing). • Introduce career advice meeting for 3rd year GS (Jan 2026 and annually). • Support additional GSA/PRSA career workshops (Oct 2026 – ongoing).	Sep 2025-Oct 2026	HoSSP With support from HoHR & DGS	Information hub available to all staff and students on the intranet. Achieve gender balance in GS feeling comfortable discussing their training and development needs with their supervisor (>10% improvement for W GS) and feeling supported by their supervisor to think about their professional development (>5% increase for M GS).

2.7 Raise awareness and use of professional development (PD) allowance (10+ days for researchers).	• Establish professional development days as separate categories of leave days on HR self-service leave system (Oct 2024). • Promote examples of professional development activity to researchers on the intranet and during researcher events (Oct 2025).	Oct 2024 – Oct 2025.	HR Officer	>50% of research staff take full allocation of PD days. >50% research staff respond positively to survey questions about having time for career development activities.
2.8 Support existing and new PIs/line managers to become effective, inclusive, and confident leaders.	• Introduce professional executive coaching for ECRs and new senior PSS line managers (Oct 2024) (SAP24 1.4). • Introduce a fund to support PDRS to attend the EMBO Lab Leadership Course (Oct 2024). • Encourage participation in Divisional and University Leadership courses Apr 2025). • Deliver local PI/line manager sessions on a variety of topics to improve confidence, including discussing training and development and career goals (SAP24 2.3) (Mar-Apr 2026); supporting people with caring responsibilities (SAP24 3.2) (Mar – Apr 2027); and having challenging conversations (SAP24 4.2) (Mar-Apr 2028).	Oct 2024 – Apr 2025 and ongoing	HoSSP, HoHR	A majority of PIs/Line managers to attend the ‘organised people’ management sessions. Increased confidence in being a manager, particularly for F AcaRes (>10% increase). Increase positive survey responses to questions about being managed (>10% increase for M staff to achieve gender

				balance).
2.9 Improve awareness of career and professional development opportunities for PSS.	• Identify opportunities to collaborate with local departments to deliver PSS role specific initiatives (Sep-Nov 2025) • Introduce termly coffee morning for PSS to discuss career development opportunities (Oct 2025 and termly).	Sept 2025 – Nov 2025 and ongoing	HoSSP, HoHR	Increasing numbers of PSS engage with UOX career/professional development schemes. Increase in positive survey responses for PSS in taking time to reflect on and plan for career development (>15% increase for F PSS to achieve gender balance).

Priority 3:	Supporting Staff and Students with Caring Responsibilities			
Rationale: Although caring responsibilities still disproportionately impact on W, support for W with families may have inadvertently had a negative impact on M. Comments within our 2024 staff survey suggested that we need to ensure that departmental support for carers considers the needs of fathers, as well as those with adult care responsibilities. In our 2023 survey M staff were the least positive group overall. M staff are less likely to believe that The Department takes caring responsibilities into account when scheduling meetings (70%F:66%M AcaRes and 93%F:75%M PSS). GS take a different view with 59%W:69%M believing this. Feedback from the EDI strategy day suggested that an increase in more verbal updates would be welcome.				
Action	**Key outputs/milestones**	**Timeframes (start/end date)**	**Person responsible**	**Success criteria and outcome**
3.1 New multi-purpose room includes safe space for breast feeding and expressing	• Scoping of requirements (Sep-Oct 2024). • Room renovation (Nov 24-Jan 2025) • Room launch (Feb 2025) • Lactation space promoted to all returning from maternity leave (Feb 2025 onwards)	September 2024-March 2025	HoSSP With support from Facilities Manager	Multi-purpose room in use by the community from March 2025.
3.2 Promote support for carers available to all genders.	• Promote reimbursement of professional adult care or childcare costs for interview candidates (Oct 2024). • Ensure all new parents and other carers are aware of Guy Newton carers career grant and how it can be used (Oct 2025). • Encourage all carers to engage with	Oct 2024-Dec 2025, Mar 2027	HR Officer	>75% of carers are aware of carer support initiatives. Improved uptake of carer initiatives from 2026.

	UOX carers network (Oct 2025). • Promote shared parental leave and share the experience of those that have taken it, particularly M (Oct 2025). • Promote, and encourage the use of, UOX new 12 weeks paternity leave policy, ensuring that all line managers are aware of the policy when this is published (2025). • Extend Maternity Leave Bridging Fund to include those taking 12 weeks paternity leave (2025). • Introduce sessions for PIs/line managers to improve confidence in supporting carers and ensure a consistent approach (Mar 2027). [Linked to SAP24 2.3 & 4.2]			No gendered comments about support for carers in surveys from 2027. Staff survey responses from those with caring responsibilities show that The Department is supportive of them.
3.3 Commission qualitative research project to explore underlying reasons for men responding less positively to survey questions relating to caring responsibilities and B&H.	• Establish T&F group (Oct 2026) • Construct the brief and architecture of project (Nov 2026) • Execute project (Jan 2027 – Jun 2027) • Report findings at EDIC (Oct 2027)	Oct 2026 – Oct 2027	EDIC Chair With support from Task & Finish Group	Deeper understanding of the issue(s) and creation of a roadmap for continuous improvement based on findings.
3.4 Pay for professional caring support to enable people to attend departmental job interviews. (Repeated in Priority 1 –	• Introduce scheme to reimburse reasonable professional adult care or childcare costs for candidates interviewing in The Department (Oct 2026). • Promote the scheme widely (Oct 2026 onwards).	Oct 2026 - ongoing	Recruiting Manager	Establish a fund for professional caring fees. Assess usefulness by monitoring uptake and surveying interview

Maintain and Enhance Recruitment and Career Progression – SAP24 1.3)				candidates. Adjust as necessary.
3.5 Cultivate a local network and verbally disseminate notices relevant to those with caring responsibilities.	• Introduce termly 'Carer's Coffee and Cake' gatherings (Sep 2027 and termly).	Sep 2027 and termly	EDIC Chair With support from EDIO	Collect feedback from attendees as to usefulness after one year and adjust as necessary.

Priority 4:	**Addressing Bullying & Harassment (B&H)**			
Rationale: Experience of B&H increased for both F&M PSS and M AcaRes (+6%) between 2021 and 2023, although it decreased for AcaRes F (-9%) (SES2023). It was particularly high for M PSS (42%). A higher proportion of W GS (26%W:6%M) said they had experienced B&H (Student survey 2024). A significant proportion of F AcaRes (30%), PSS (29%) and GS (50%) also witnessed B&H. 76% GS/77% AcaRes (no gendered difference) and 86%F:92%M PSS believe The Department sets clear expectations of behaviour. There is a gendered difference in perception that complaints about B&H are dealt with seriously, with F staff/W students less positive (72%F:80%M AcaRes, 64%F:83%M PSS, 57%W:69%M GS).				
Action	**Key outputs/milestones**	**Timeframes (start/end date)**	**Person responsible**	**Success criteria and outcome**
4.1 Create a departmental Working Charter that combines a respectful behaviour framework and good working	• Establish T&F group (Jan 2025). • Draft respectful behaviour framework circulated for feedback (Jun 2025). • Working Charter refined,	Jan 2025 – October 2025 with ongoing promotion	EDIC Chair	Decrease in departmental members experiencing B&H

practices to address workload issues and set expectations of behaviour.	implemented and widely promoted (Oct 2025). [Linked to SAP24 6.1]		With support from Task & Finish Group	from 2027 (with no gendered difference). Increase in positive survey responses to questions around The Department setting clear expectations of behaviour (>5% for AcaRes & GS) from 2027.
4.2 Provide support for early intervention, including training around challenging conversations.	• Introduce sessions for staff to improve confidence in having challenging conversations (Mar 28). [Linked to SAP24 2.3 & 3.2].	Mar – Apr 2028	HoHR	Decrease in survey responses of members of The Department experiencing bullying by >20% M PSS and >10% F GS (to address gender imbalance) from 2029.
4.3 Lobby for improvement in the UOX process for dealing with B&H complaints.	• Convene meeting with local departments to identify key issues with current process (May 2025). • Engage with Harassment Prevention team at UOX to discuss potential improvements to procedure (Sep 2025). • Deliver proposals to UOX senior	May-Dec 2025	DGS	Improvement in confidence that complaints about B&H would be dealt with seriously in the organization (>10% improvement for F

	teams (Nov 2025).			staff and GS to address gendered imbalance).

Priority 5:	**Improve transparency of decision making through effective communication**			
Rationale: Only 45%F:59%M AcaRes (64%F:58%M PSS) believe that management and decision-making processes are clear and transparent in The Department. Positive feeling is lower for this theme than other areas of the survey, with a worsening from 2021 to 2023, especially for F AcaRes and M PSS. 58% AcaRes:64% PSS feel they have the opportunity to contribute their views before changes are made that affect them, with a marked reduction (-18% 2021-2023) for F PSS. Open text comments in the 2024 staff survey suggest there is a need to improve transparency in selection processes. The EDI strategy consultation 2024 included a recommendation for increased verbal communication to ensure important messages get through.				
Action	**Key outputs/milestones**	**Timeframes (start/end date)**	**Person responsible**	**Success criteria and outcome**
5.1 Clarify reporting channels and highlight staff and student representatives.	• Clearly define departmental reporting channels and signpost on the intranet (Oct 2024). • Raise awareness of staff and GS representatives, including how to contact them, and highlight the committees they are members of (Oct 2024). • Highlight above at departmental symposia and share with managers annually for discussion at team	October 2024 – October 2025 and ongoing	HoSSP With support from EA to HoD	Survey responses improved in relation to having the opportunity to contribute their views before changes are made which affect them (>10% improvement for F PSS to achieve gender balance). Survey responses

	meetings (Jan 2025 onwards). • Include above in induction (Oct 2025 onwards).			improved in relation to management and decision-making processes are clear and transparent at the Dunn School (>14% improvement for F AcaRes to achieve gender balance).
5.2 Regularly share opportunities, important messages, and updates on action taken in response to feedback.	• Provide updates in both written form (eg. newsletter), and verbally (eg. at departmental meetings, team meetings, and symposia) (Oct 2025 and ongoing).	Oct 2025 and ongoing	HoD With support from EA to HoD	Survey responses improve in relation to having a voice on issues in The Department (>8% improvement for M AcaRes and >12% improvement for M PSS to address gender imbalance). Survey responses improve by >10% in relation to believing action will be taken as a result of the survey. Survey responses maintained or improved in relation to communication being open and effective (no gendered difference).

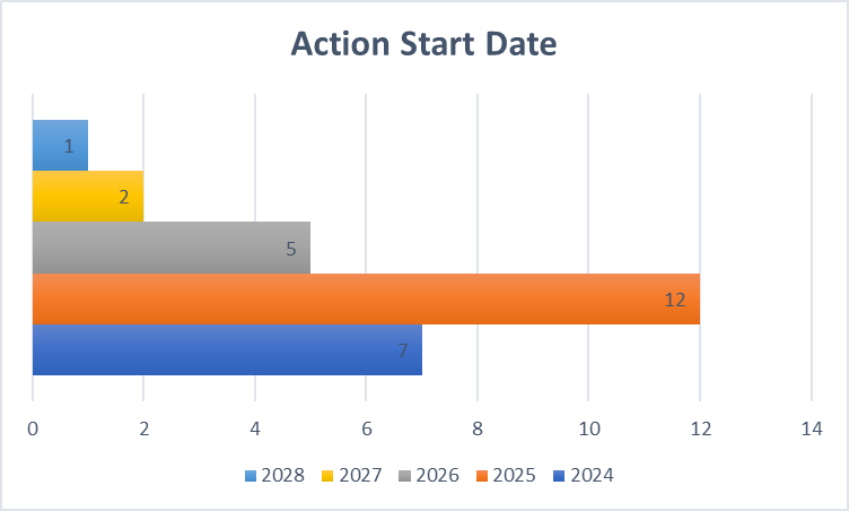
5.3 Clearly define criteria for departmental roles (eg. Committee Chair) and ensure that all members of relevant groups are invited to apply.	• Advertise all internal roles, with clear selection criteria, as vacancies arise (Dec 2026 onwards). • Call for expressions of interest for internal roles with assessment by a relevant, gender-balanced, panel (Dec 2026 onwards).	December 2026 (ongoing)	HoD With support from outgoing Chair or role holder	Survey responses improved in relation to management and decision-making processes being clear and transparent in The Department (>14% improvement for F AcaRes to achieve gender balance).
5.4 Improve PSS confidence in decision making	• PSS termly coffee morning with an agenda item for feedback about local issues and decisions (SAP24 2.9)	October 2025 – then termly	HoSSP With support from HoHR	Improved PSS responses to having an opportunity to contribute views before decisions are made (>10% improvement for F PSS to address gender imbalance).

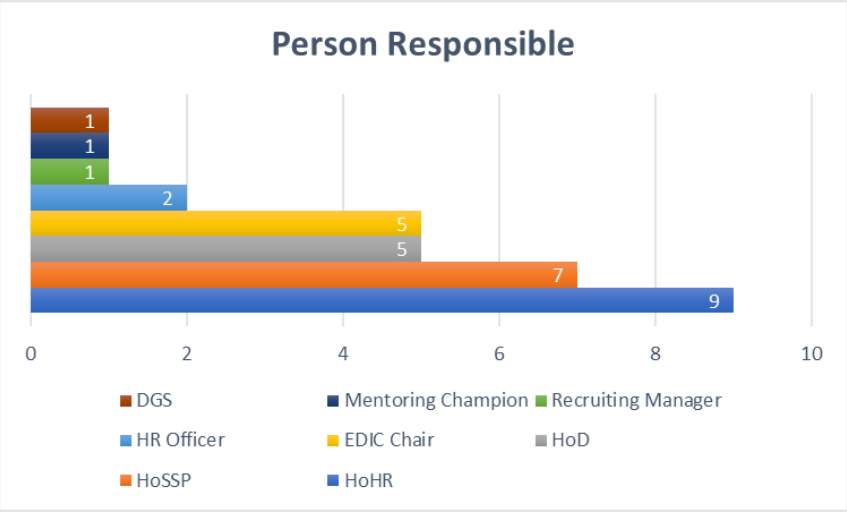
Priority 6:	**Finding Workload Balance**
Rationale: 45% AcaRes (no gendered difference) are less positive than PSS (93%F:75%M PSS) in respect of workload and work/home balance, with a gendered disparity for PSS. AcaRes are also less able to find balance and meet the requirements of their roles without working excessive hours (53%F:45%M) (SES2023). 57% GS (no gendered difference) agree they can meet the requirements of their course without working excessive hours. M staff feel less able to discuss their workload concerns with their line manager or supervisor (80%F:66%M AcaRes and 86%F:75%M PSS); the reverse is true for GS (46%W:69%M). 64% of Aca/Res and 63%M GS know who to speak to about work-related stress or mental ill-health compared to 86% of PSS and 77% W GS. Only 55% M AcaRes (76%F) believe their health and wellbeing are adequately supported at work.	

Action	Key outputs/milestones	Timeframes (start/end date)	Person responsible	Success criteria and outcome
6.1 Create a Departmental Working Charter to define good working practices, prevent overwhelm, reduce stress, promote work/life balance and set expectations of behaviour	• Establish T&F group (Jan 2025). • Draft good working practices guidelines (Jul 2025) • Working Charter refined, implemented and widely promoted (Oct 2025). [Linked to with action SAP24 4.1].	Jan 2025 – Oct 2025 with ongoing promotion.	EDIC Chair With support from Task & Finish Group	>10% increase in positive survey responses of Aca/Res M & F able to find the right balance between work and home life >10% increase in positive survey responses of AcaRes and GS meeting the requirements of their role without regularly working excessive hours from 2027.
6.2 Promotion of UOX wellbeing support services for all staff	• Appoint a Wellbeing Champion for The Department to engage with the University's Wellbeing Champions Network (Oct 2025) • Wellbeing Champion to promote wellbeing initiatives (Newsletter, intranet, teams, etc) (Jan 2026 onwards)	Oct 2025 – Jan 2026 and ongoing	EDIC Chair With support from EDI Officer	Increase in positive survey responses for AcaRes and GS knowing who to speak to about work-related stress or mental ill-health (>10%

				improvement for AcaRes and M GS). Increase of >10% for M AcaRes believing their health and wellbeing are adequately supported at work.

- Many initial actions start in years 1-2 to get them underway, with time to fully implement, evaluate and adjust as necessary.
- Responsible person either has responsibility for AS or subject within their role. They do not have sole responsibility to deliver the action but to ensure actions are implemented, with support. Some actions have dual owners.





Appendix 1 – Survey Data

Culture Survey – Staff Experience Survey Data

Response Rates	2021: 63% (98 responses 52%F/47%M/1%Other) 2023: 78% (122 responses 55%F/41%M/4%PNTS)

Theme 1: Belonging and inclusion

Advance HE Core question: My contributions are valued in my department.

	2021				2023			
	AcaRes		PSS		AcaRes		PSS	
Belonging and Inclusion	F	M	F	M	F	M	F	M
I feel valued and recognised for the work that I do	87%	86%	92%	100%	83%	75%	93%	75%
I feel able to be myself at work	89%	88%	92%	91%	87%	91%	93%	67%
I feel included in my department's social/networking activities	66%	80%	85%	82%	85%	74%	79%	75%
I feel integrated into my department	76%	86%	92%	100%	81%	74%	100%	75%
I feel integrated into my team	84%	91%	100%	91%	94%	90%	100%	91%
I have good relationships with my colleagues	92%	100%	100%	91%	100%	95%	100%	83%

Table 22. Belonging & Inclusion - Staff Experience Survey Data 2021-2023

Theme 2: Gender equality

Advance HE Core question: Department leadership actively supports gender equality.

	2021				2023			
	AcaRes		PSS		AcaRes		PSS	
Leadership	F	M	F	M	F	M	F	M
My department is committed to promoting equality, diversity and inclusion	Not asked in 2021				98%	80%	86%	83%
My department respects individual differences (eg. culture, working styles, backgrounds, ideas)	Not asked in 2021				93%	80%	86%	83%
My department takes people's caring responsibilities into account when scheduling meetings	74%	86%	100%	91%	70%	66%	93%	75%

Table 23. Leadership - Staff Experience Survey Data 2021-2023

Theme 3: Work-Life Balance

Advance HE Core Question: The department enables flexible working.

	2021 Staff Survey				2023 Staff Survey			
	AcaRes		PSS		AcaRes		PSS	
Workload & Flexible Working	F	M	F	M	F	M	F	M
I am able to strike the right balance between my work and home life	53%	51%	85%	90%	45%	45%	93%	75%
I can meet the requirements of my job without regularly working excessive hours	50%	49%	77%	82%	53%	45%	86%	83%
I feel able to discuss workload concerns with my line manager/supervisor	Not asked in 2021				80%	66%	86%	75%
My department enables flexible working	Not asked in 2021				85%	84%	86%	83%

Table 24. Workload & Flexible Working - Staff Experience Survey Data 2021-2023

Theme 4: Bullying and Harassment

Advance HE Core Question: I am satisfied with how bullying and harassment are addressed in my department.

	2021 Staff Survey				2023 Staff Survey			
	AcaRes		PSS		AcaRes		PSS	
Bullying and Harassment	F	M	F	M	F	M	F	M
In the last year, whilst working for the University, I have experienced bullying/harassment	19%	6%	8%	18%	10%	12%	14%	42%
In the last year, whilst working for the University, I have witnessed bullying/harassment	24%	20%	8%	17%	30%	12%	29%	42%
Have you reported (formally or informally) being harassed or bullied at work? *(As a % of above)*	71%	0%	0%	0%	36%	43%	60%	67%
I was satisfied with the way my report was handled	Not asked in 2021				100%	0%	67%	50%
I am aware of the harassment policy and procedure for University staff	100%	97%	100%	100%	90%	95%	100%	100%
I feel confident that complaints about harassment would be dealt with seriously in this organisation	Not asked in 2021				72%	80%	64%	83%
I know how to contact a Harassment Advisor	92%	97%	100%	100%	88%	91%	100%	100%
My department sets clear expectations of behaviour	89%	89%	85%	100%	77%	77%	86%	92%

Table 25. Bullying & Harassment - Staff Experience Survey Data 2021-2023

Theme 5: Career Development

Advance HE Core Question: My line manager supports my career development.

	2021 Staff Survey				2023 Staff Survey			
	AcaRes		PSS		AcaRes		PSS	
Career Development	F	M	F	M	F	M	F	M
I am actively encouraged to take up career development opportunities	47%	49%	46%	70%	51%	36%	64%	67%
I am supported to think about my professional development	71%	63%	54%	91%	66%	52%	79%	58%
I am clear about the training and development opportunities available to me	53%	66%	67%	82%	60%	55%	64%	67%
I feel comfortable discussing my training and development needs with my line manager/supervisor	61%	77%	62%	100%	87%	75%	100 %	83%
I have the opportunity to develop and grow here	74%	71%	54%	73%	60%	64%	64%	50%
I have time to undertake career development activities at work	Not asked in 2021				43%	48%	50%	42%
I am confident supporting my staff to think about their careers	100%	100%	100%	86%	100%	81%	75%	83%

Table 26. Career Development - Staff Experience Survey Data 2021-2023

Theme 6: Wellbeing

Advance HE Core Question: My mental health and wellbeing are supported in my department.

	2021 Staff Survey				2023 Staff Survey			
	AcaRes		PSS		AcaRes		PSS	
Wellbeing	F	M	F	M	F	M	F	M
My health and wellbeing are adequately supported at work	63%	74%	85%	82%	76%	55%	100%	75%
I know who to speak to in relation to work-related stress or mental ill-health	Not asked in 2021				65%	64%	86%	83%

Table 27. Wellbeing - Staff Experience Survey Data 2021-2023

Other relevant staff experience survey 2023 data

	2021				2023			
	AcaRes		PSS		AcaRes		PSS	
Employee Voice	F	M	F	M	F	M	F	M
I can have a voice on issues within my department	77%	66%	Not asked in 2021		68%	60%	79%	67%
I can have a voice on issues within my team	Not asked in 2021				89%	88%	93%	83%
I think it is safe to speak up and challenge the way that things are done	Not asked in 2021				66%	67%	64%	75%

Table 28. Employee Voice - Staff Survey Data 2021-2023

	2021				2023			
	AcaRes		PSS		AcaRes		PSS	
Decision-making	F	M	F	M	F	M	F	M
I have the opportunity to contribute my views before changes are made which affect me	45%	59%	75%	73%	59%	60%	57%	67%
Management and decision-making processes are clear and transparent in my department	61%	69%	75%	82%	45%	59%	64%	58%
There is a fair and transparent way of allocating work in my department	59%	63%	58%	82%	51%	53%	64%	58%

Table 29. Decision-making - Staff Experience Survey Data 2021-2023

	2021				2023			
	AcaRes		PSS		AcaRes		PSS	
Belief in action	F	M	F	M	F	M	F	M
I believe action will be taken as a result of this survey	Not asked in 2021.				38%	41%	43%	67%

Table 30. Belief in action - Staff Experience Survey Data 2021-2023

	2021 Staff Survey				2023 Staff Survey			
	AcaRes		PSS		AcaRes		PSS	
	F	M	F	M	F	M	F	M
Being a manager	90%	94%	86%	83%	73%	83%	88%	81%
I am confident Applying HR policies in managing or advising my staff (e.g. sick leave, family leave)	100%	82%	100%	86%	73%	63%	100%	50%
I am confident Conducting probationary and personal development reviews	89%	100%	67%	83%	58%	88%	100%	67%
I am confident Managing projects and finances	100%	100%	100%	86%	67%	94%	75%	83%
I am confident Managing staff performance and giving feedback	100%	100%	67%	100%	83%	88%	100%	100%
I am confident Recruiting staff	67%	91%	67%	86%	62%	88%	75%	100%
I am confident Supporting my staff to think about their careers	100%	100%	100%	86%	100%	81%	75%	83%

Table 31. Being a Manager - Staff Experience Survey Data 2021-2023

	2021 Staff Survey				2023 Staff Survey			
	AcaRes		PSS		AcaRes		PSS	
	F	M	F	M	F	M	F	M
Personal Development Review	69%	77%	77%	91%	67%	61%	62%	84%
I have had a review within the last two years	81%	86%	92%	100%	79%	70%	79%	83%
My personal development review (PDR/CDR etc) was useful	58%	70%	67%	82%	63%	61%	45%	90%
My review included opportunities for open and wide-ranging discussion about my career	Not asked in 2021				68%	63%	55%	78%

Table 32. Personal Development Review (PDR) - Staff Experience Survey Data 2021-2023

Departmental Staff Survey Data – 2024

Response Rate	89 responses, 54%F/45%M/1%PNTS

	2024 Departmental Staff Survey			
	Aca/Res		PSS	
	F	M	F	M
	37	31	11	9
Aware of mentoring opportunities	95%	84%	36%	67%
Participated in departmental mentoring	54%	45%	9%	0%
Aware of Guy Newton Training Grants (GNTG)	51%	71%	36%	44%
Aware of How GNTG can be used (% of above)	58%	68%	75%	50%
Aware of Maternity Leave Bridging Funding	38%	48%	36%	78%
Aware of Maternity Mentor Scheme	8%	19%	36%	22%
Aware of Guy Newton Carers Career Grants (GNCCG)	30%	39%	27%	33%
Don't know that the GNCCG can be used for	40%	25%	75%	25%
Aware of the Parents & Carers Mailing List	14%	20%	27%	22%
Participate in outreach or public engagement	43%	55%	N/A	N/A
Aware of the Thriving at Oxford Wellbeing Programme	32%	23%	64%	44%
Aware of the Employee Assistance Programme (EAP)	6%	13%	0%	22%

Table 33. Awareness/participation responses - Departmental Staff Survey 2024.

Departmental Student Survey Data 2023 & 2024

Response Rates	2023: 47 responses, 64%F/28%M/8%PNTS 2024: 51 responses, 69%W/31%M*

*Note: In 2023, demographic data related to sex (Female/Male/Prefer Not to Say). In 2024 this changed to gender (Woman/Man/Non-Binary/ Prefer Not to Say). Throughout the application, GS may be referred to as W/M for 2024 and F/M for 2023.

	2023 Student Survey		2024 Student Survey	
Workload	F	M	W	M
I can meet the requirements of my course without regularly working excessive hours	53%	58%	57%	56%
I feel able to discuss workload concerns with my line manager/supervisor	47%	62%	46%	69%
My department enables flexible working	67%	83%	83%	94%

Table 34. Workload - Departmental Student Survey Data 2023-2024

	2023 Student Survey		2024 Student Survey	
Wellbeing	F	M	W	M
I know who to speak to in relation to work-related or study-related stress or mental ill-health	77%	77%	77%	63%
My health and wellbeing are adequately supported	73%	77%	66%	75%

Table 35. Wellbeing - Departmental Student Survey Data 2023-2024

	2023 Student Survey		2024 Student Survey	
Career Development	F	M	W	M
I take time to reflect on, and plan for, my career development	Not asked in 2023		63%	94%
I am clear about the development opportunities available to me			63%	69%
I feel comfortable discussing my training and development needs with my supervisor			66%	81%
I have time to undertake career development activities at work	53%	43%	50%	
My supervisor supports me to think about my professional development and future goals	Not asked in 2023		71%	63%
My supervisor actively encourages me to take up career development opportunities			51%	56%

Table 36. Career Development - Departmental Student Survey Data 2023-2024

Student Voice	2023 Student Survey		2024 Student Survey	
	F	M	W	M
I can have a voice on issues within my team	83%	92%	77%	100%
I can have a voice on issues within my department	83%	77%	60%	56%
Senior leaders make the effort to listen to and communicate with staff and students	93%	85%	71%	63%

Table 37. Student Voice - Departmental Student Survey Data 2023-2024

Bullying & Harassment	2023 Student Survey		2024 Student Survey	
	F	M	W	M
My department sets clear expectations of behaviour	90%	92%	77%	75%
I am aware of the harassment policy and procedure for University staff and students	80%	85%	80%	81%
I feel confident that complaints about harassment would be dealt with seriously in this organisation (amended to 'In the Dunn School' in 2024).	70%	77%	57%	69%
In the last year, whilst studying at the University, I have experienced bullying or harassment (Amended to 'By a member of the Dunn School' in 2024).	17%	0%	26%	6%
In the last year, whilst studying at the University, I have witnessed bullying or harassment (Amended to 'By a member of the Dunn School' in 2024).	33%	31%	50%	6%
Have you reported (formally or informally) being harassed or bullied at work? (Amended to 'In the department' in 2024) (% of experienced bullying)	20%	100%	67%	100%
If yes: I was satisfied with the way my report was handled	0%	0%	50%	0%

Table 38. Bullying & Harassment - Departmental Student Survey Data 2023-2024

Caring Responsibilities	2023 Student Survey		2024 Student Survey	
	F	M	W	M
My department takes people's caring responsibilities into account when scheduling meetings	50%	67%	59%	69%

Table 39. Caring Responsibilities - Departmental Student Survey Data 2023-2024

Appendix 2 - Mandatory Staff & Student Data

Students at foundation, UG, PGT and PGR level

There are no undergraduate students in this department, although faculty members are involved in undergraduate teaching.

PG Students by Sex					
Academic	**F**	**%F**	**M**	**%M**	**Total**
2018/2019	44	54%	38	46%	82
2019/2020	46	53%	39	46%	85
2020/2021	44	56%	34	44%	78
2021/2022	45	58%	32	42%	77
2022/2023	45	63%	25	36%	70
2023/2024	48	68%	23	32%	71
Benchmark (BMk)	335	62%	205	38%	540

Table 40, Postgraduate Students, by sex (as there fewer than 5 non-binary students, this data is not shown). Benchmarked against PGR students recorded on Heidi Plus: Subjects allied to medicine/Anatomy, Physiology and Pathology.

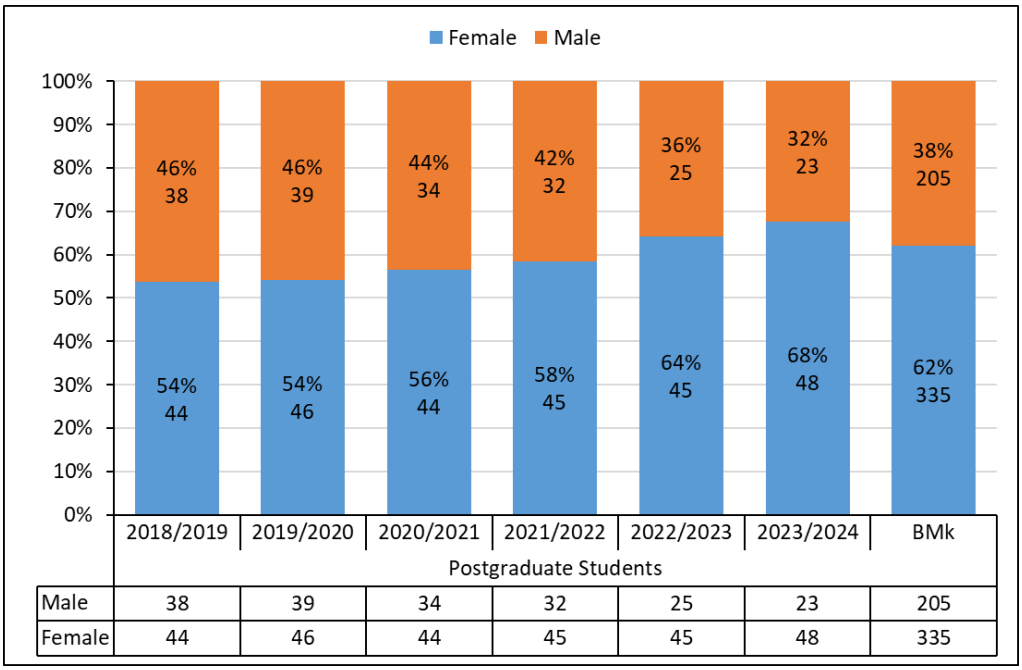


Chart 1. Postgraduate Students, by sex (as there fewer than 5 non-binary students, this data is not shown). Benchmarked (BMk) against PGR students recorded on Heidi Plus: Subjects allied to medicine/Anatomy, Physiology and Pathology.

Degree attainment and/or completion rates for students at foundation, UG, PGT and PGR level

	DPhil Completion Rates											
	Completion						Submission within 4 years					
Year Admitted	F	%	M	%	Total	%	F	%	M	%	Total	%
2015	8	89%	8	100%	16	94%	7	88%	6	75%	13	81%
2016	13	93%	9	90%	22	92%	3	23%	3	33%	6	27%
2017	8	89%	9	100%	17	94%	2	25%	6	67%	8	47%
2018	13	100%	9	90%	22	96%	6	46%	2	22%	8	36%
2019	10	91%	9	100%	19	90%	3	30%	3	33%	6	32%
TOTAL	52		44		96		21	40%	20	45%	41	43%

Table 41. DPhil Completion Rates, with submission within 4 years for students admitted 2015/16-2019/2020.

Academic staff by grade and contract function

Academic Staff by Role/Sex						
Role	**Year**	**F**	**%**	**M**	**%**	**Total**
Associate Professor	2019	1	33%	2	67%	3
	2020	2	67%	1	33%	3
	2021	2	67%	1	33%	3
	2022	1	100%	0	0%	1
	2023	1	50%	1	50%	2
	BMk (MSD)	12	40%	18	60%	30
Titular Professor	2019	2	18%	9	82%	11
	2020	2	18%	9	82%	11
	2021	2	20%	8	80%	10
	2022	4	31%	9	69%	13
	2023	6	43%	8	57%	14
	BMk (MSD)	95	34%	187	66%	282
Statutory Professor	2019	1	17%	5	83%	6
	2020	1	17%	5	83%	6
	2021	0	0%	4	100%	4
	2022	0	0%	5	100%	5
	2023	1	17%	5	83%	6
	BMk (MSD)	6	11%	49	89%	55
Total	**2019**	**4**	**20%**	**16**	**80%**	**20**
	2023	**8**	**36%**	**14**	**64%**	**22**

Table 42. Academic Staff by role and sex 2019-2023, benchmarked (BMk) against Medical Sciences Division (MSD) 2023.

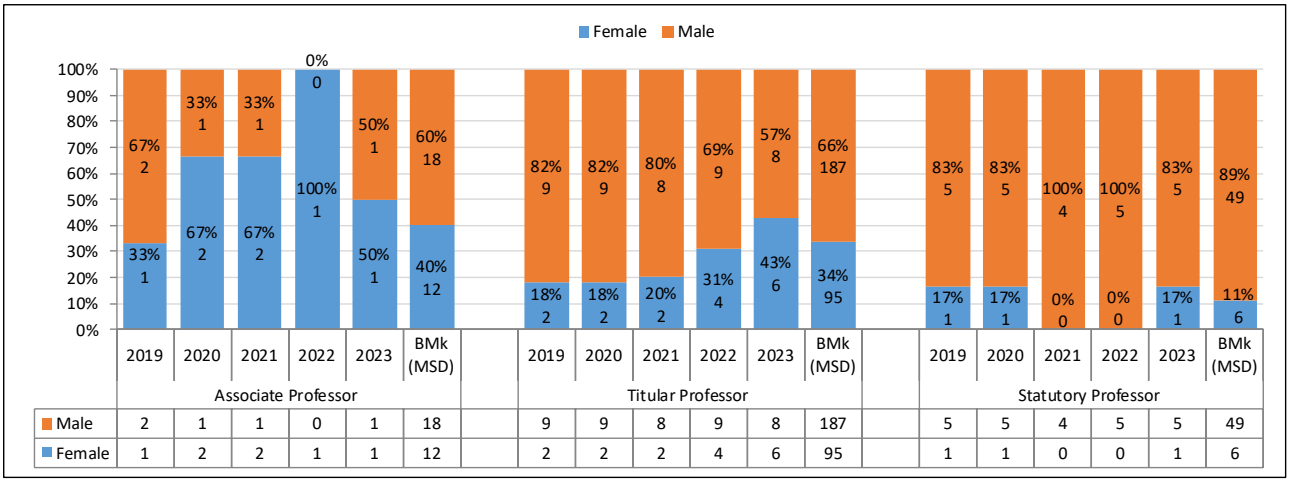


Chart 2. Academic Staff by role and gender 2019-2023, benchmarked (BMk) against Medical Sciences Division (MSD) 2023.

Research Staff by Role/Sex						
Role	**Year**	**Female**	**%F**	**Male**	**%M**	**Total**
Grade 6	2019	14	67%	7	33%	21
	2020	8	57%	6	43%	14
	2021	10	59%	7	41%	17
	2022	9	69%	4	31%	13
	2023	9	69%	4	31%	13
	BMk (MSD)	247	72%	95	28%	342
Grade 7	2019	55	54%	46	46%	101
	2020	45	54%	38	46%	83
	2021	31	42%	42	58%	73
	2022	31	50%	31	50%	62
	2023	45	54%	38	46%	83
	BMk (MSD)	531	54%	444	46%	975
Grade 8	2019	10	53%	9	47%	19
	2020	11	65%	6	35%	17
	2021	10	71%	4	29%	14
	2022	11	61%	7	39%	18
	2023	10	56%	8	44%	18
	BMk (MSD)	218	52%	202	48%	420
Grade 9, 10, & Senior Researcher	2019	3	60%	2	40%	5
	2020	2	50%	2	50%	4
	2021	3	50%	3	50%	6
	2022	1	100%	0	0%	1
	2023	0	0%	0	0%	0
	BMk (MSD)	118	49%	122	51%	240
Total	**2023**	**64**	**56%**	**50**	**44%**	**114**

Table 43. Research Staff by role and sex 2019-2023 benchmarked (BMk) against Medical Sciences Division (MSD) 2023.

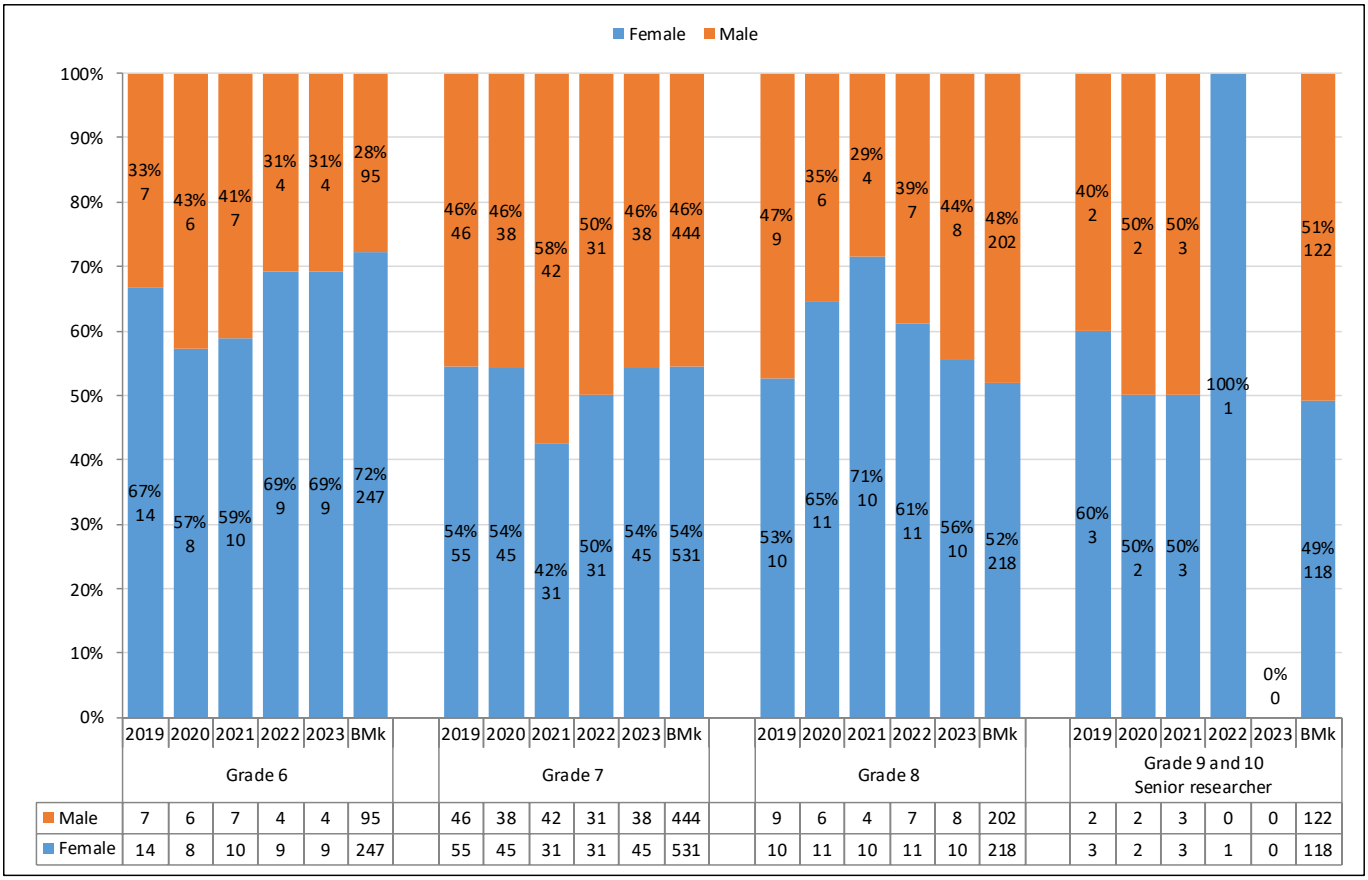


Chart 3. Research Staff by role and gender 2019-2023, benchmarked (BMk) against Medical Sciences Division 2023.

Staff by grade and contract type

			Staff Contract Type by Role/Sex				
			Fixed Term	% FT	Permanent /Open-ended	% P/OE	Total
Academic Staff	2019	Female	1	20%	4	80%	5
		Male	4	20%	16	80%	20
	2020	Female	0	0%	6	100%	6
		Male	3	19%	13	81%	16
	2021	Female	0	0%	5	100%	5
		Male	1	7%	13	93%	14
	2022	Female	0	0%	6	100%	6
		Male	1	7%	14	93%	15
	2023	Female	0	0%	8	100%	8
		Male	1	7%	14	93%	15
Research Staff	2019	Female	78	95%	4	5%	82
		Male	61	95%	3	5%	64
	2020	Female	61	92%	5	8%	66
		Male	50	96%	2	4%	52
	2021	Female	49	91%	5	9%	54
		Male	52	93%	4	7%	56
	2022	Female	49	94%	3	6%	52
		Male	38	90%	4	10%	42
	2023	Female	60	94%	4	6%	64
		Male	46	92%	4	8%	50
Professional, Technical & Operational Staff	2019	Female	8	57%	6	43%	14
		Male	9	47%	10	53%	19
	2020	Female	8	57%	6	43%	14
		Male	7	41%	10	59%	17
	2021	Female	7	50%	7	50%	14
		Male	6	38%	10	63%	16
	2022	Female	7	47%	8	53%	15
		Male	6	38%	10	63%	16
	2023	Female	6	40%	9	60%	15
		Male	4	29%	10	71%	14

Table 44. Staff contract type by major job role and sex. Grade not included due to low numbers to protect anonymity.

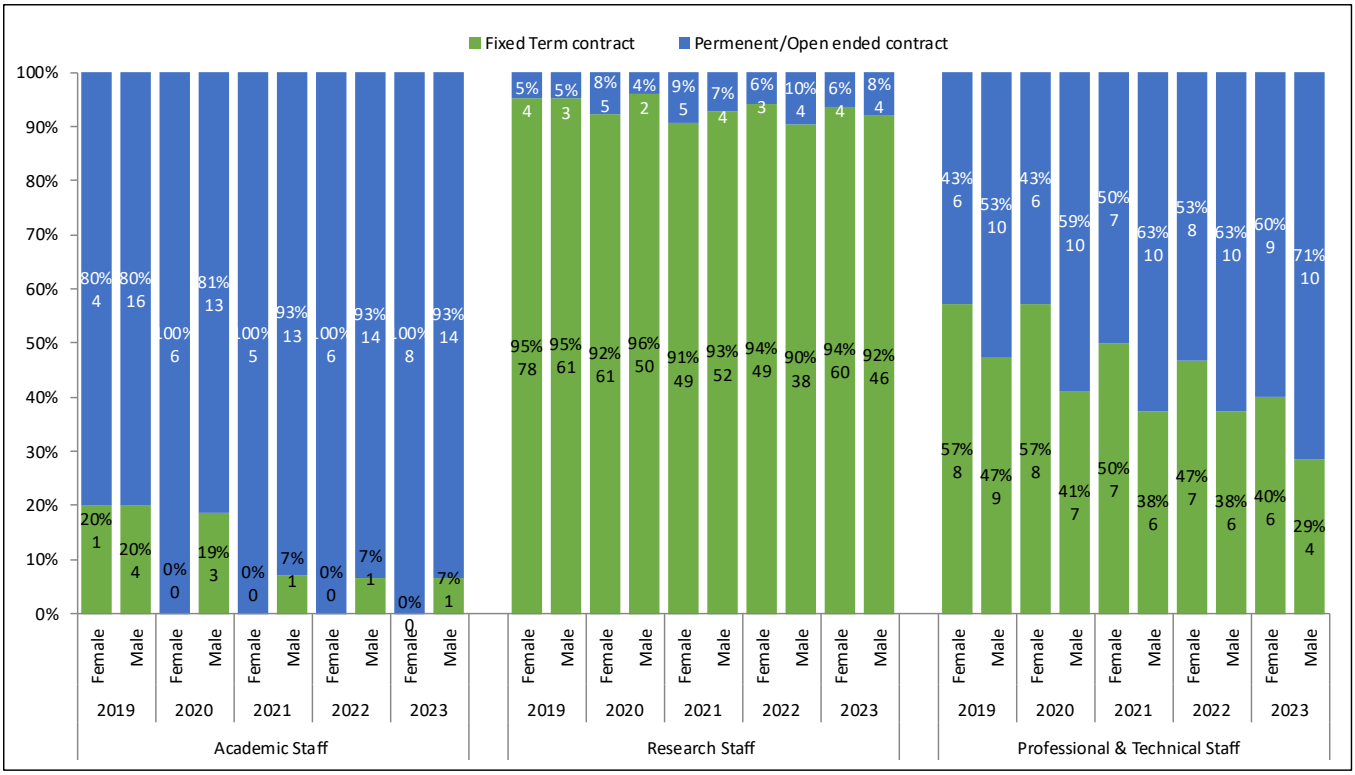


Chart 4. Staff contract type by major job role and sex (2019-2023).

Professional, technical and operational (PTO) staff by grade and job family

PTO (PSS) by Job Family & Sex						
Role	**Year**	**F**	**%**	**M**	**%**	**Total**
Administration /PA & EA	2019	11	73%	4	27%	15
	2020	11	73%	4	27%	15
	2021	10	77%	3	23%	13
	2022	9	69%	4	31%	13
	2023	10	77%	3	23%	13
	BMk (MSD)	668	90%	78	10%	665
Research Support	2019	1	25%	3	75%	4
	2020	2	100%	0	0%	2
	2021	1	50%	1	50%	2
	2022	1	100%	0	0%	1
	2023	2	100%	0	0%	2
	BMk (MSD)	59	52%	54	48%	113
Technical/ Operational/ Facilities	2019	3	21%	11	79%	14
	2020	2	13%	13	87%	15
	2021	3	20%	12	80%	15
	2022	5	31%	11	69%	16
	2023	4	29%	10	71%	14
	BMk (MSD)	104	33%	207	67%	311
Total	**2023**	**16**	**55%**	**13**	**45%**	**29**

Table 45. PTO Staff by major job family and sex, benchmarked (BMk) against Medical Sciences Division 2023.

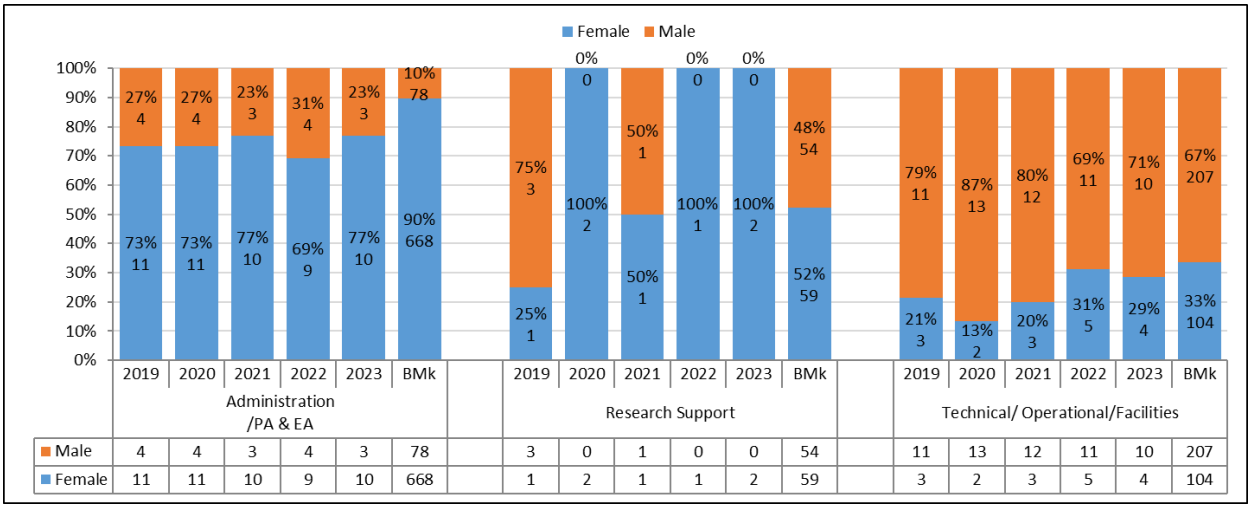
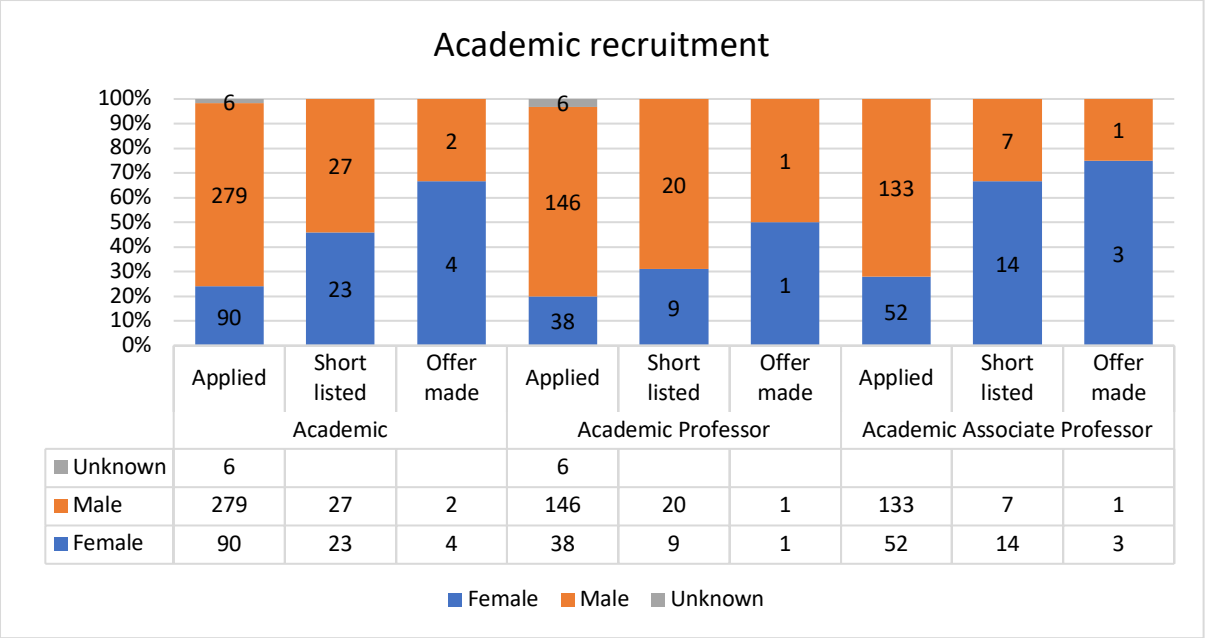


Table 46. PTO Staff by major job family and sex, benchmarked (BMk) against Medical Sciences Division 2023.

Applications, shortlist and appointments made in recruitment to academic posts by grade

Academic Recruitment							
Role	**Application stage**	**Female**	**%**	**Male**	**%**	**Unknown**	**%**
Academic Professor	Applied	38	20%	146	77%	6	3%
	Shortlisted	9	31%	20	69%	0	0
	Offer made	1	50%	1	50%	0	0
Academic Associate Professor	Applied	52	28%	133	72%	0	0
	Shortlisted	14	67%	7	33%	0	0
	Offer made	3	75%	1	25%	0	0
Total Academic Recruitment	Applied	90	24%	279	74%	6	2%
	Shortlisted	23	46%	27	54%	0	0
	Offer made	4	67%	2	33%	0	0

Table 47. Academic Recruitment 2019-2023.

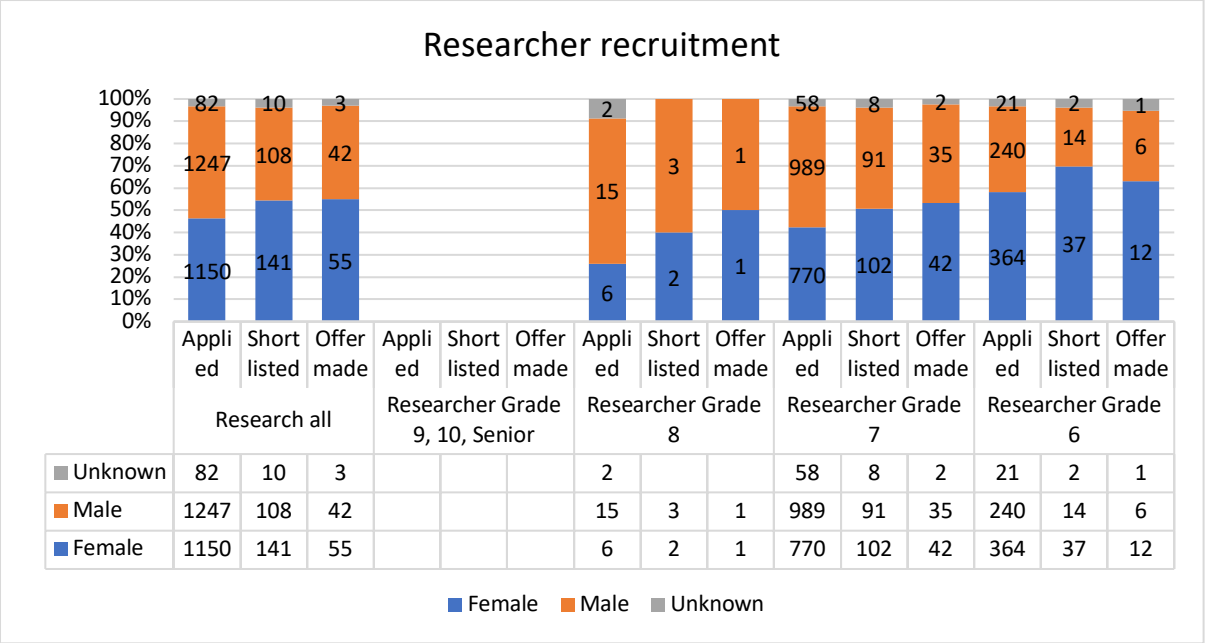


	Academic			Academic Professor			Academic Associate Professor		
	Applied	Short listed	Offer made	Applied	Short listed	Offer made	Applied	Short listed	Offer made
Unknown	6			6					
Male	279	27	2	146	20	1	133	7	1
Female	90	23	4	38	9	1	52	14	3

Chart 5. Academic recruitment 2018-2023.

Researcher Recruitment							
Role	**Application stage**	**F**	**%**	**M**	**%**	**Unknown**	**%**
Researcher Grade 9, 10, Senior	Applied	0	0	0	0	0	0
	Shortlisted	0	0	0	0	0	0
	Offer made	0	0	0	0	0	0
Researcher Grade 8	Applied	6	26%	15	65%	2	9%
	Shortlisted	2	40%	3	60%	0	0%
	Offer made	1	50%	1	50%	0	0%
Researcher Grade 7	Applied	770	42%	989	54%	58	3%
	Shortlisted	102	51%	91	45%	8	4%
	Offer made	42	53%	35	44%	2	3%
Researcher Grade 6	Applied	364	58%	240	38%	21	3%
	Shortlisted	37	70%	14	26%	2	4%
	Offer made	12	63%	6	32%	1	5%
Research all	Applied	1150	46%	1247	50%	10	3%
	Short listed	141	54%	108	42%	3	4%
	Offer made	55	55%	42	42%	3	3%

Table 48. Researcher Recruitment 2018-2023.



	Research all			Researcher Grade 9, 10, Senior			Researcher Grade 8			Researcher Grade 7			Researcher Grade 6		
	Applied	Shortlisted	Offer made	Applied	Shortlisted	Offer made	Applied	Shortlisted	Offer made	Applied	Shortlisted	Offer made	Applied	Shortlisted	Offer made
Unknown	82	10	3				2			58	8	2	21	2	1
Male	1247	108	42				15	3	1	989	91	35	240	14	6
Female	1150	141	55				6	2	1	770	102	42	364	37	12

Chart 6. Researcher recruitment 2018-2023.

Applications, shortlist and appointments made in recruitment to PTO posts by grade

PTO (PSS) Recruitment							
Role	**Application stage**	**F**	**%**	**M**	**%**	**Unknown**	**%**
PTO Grade 9, 10, Senior	Applied	0	0	0	0	0	0
	Shortlisted	0	0	0	0	0	0
	Offer made	0	0	0	0	0	0
PTO Grade 6-8	Applied	79	45%	89	50%	9	5%
	Shortlisted	20	69%	8	28%	1	3%
	Offer made	6	60%	4	40%	0	0%
PTO Grade 1-5	Applied	55	40%	80	58%	3	2%
	Shortlisted	8	44%	10	56%	0	0%
	Offer made	2	50%	2	50%	0	0%
PTO All	Applied	134	43%	169	54%	12	4%
	Shortlisted	28	60%	18	38%	1	2%
	Offer made	8	57%	6	43%	0	0%

Table 49. PTO Recruitment 2018-2023.

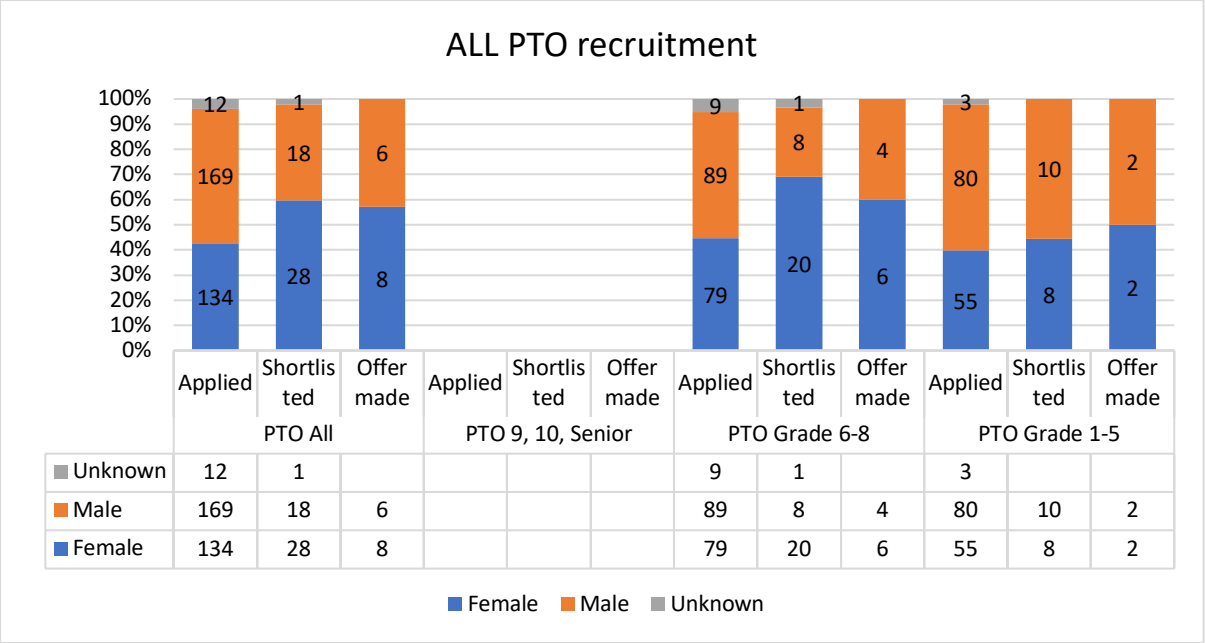


Chart 7. PTO Recruitment 2018-2023.

Applications and success rates for academic and PSS promotion by grade

There are no formal promotion routes within the University; the main route to progression is appointment to a higher-grade post in open competition. Recognition of achievement happens through:

- **Recognition of Distinction (RoD), which** confers the title of Professor, recognising substantial contribution to research, teaching and citizenship (**Table 50**);
- **Conferment of Title of Associate Professor**, which recognises contributions to research, teaching, and other departmental duties, including EDI (**Table 51**);
- **Regrading,** which recognises changes within a role, which may include increased responsibilities (**Table 52**); and
- **Reward and Recognition,** which rewards exceptional performance for staff at Grades 1-10.

	Recognition of Distinction (RoD)					
	Applied (% of total applications)		Successful (% of F/M applications)		Success Rate BMk (MSD)	
	F	M	F	M	F	M
2019	1 (100%)	0	0	0	9 (56%)	15 (65%)
2020	0	0	0	0	10 (83%)	17 (85%)
2021	2 (67%)	1 (33%)	2 (100%)	1 (100%)	17 (89%)	26 (90%)
2022	1 (100%)	0	1 (100%)	0	8 (80%)	16 (89%)
2023	1 (100%)	0	1 (100%)	0	13 (87%)	19 (95%)
Total	**5 (83%)**	**1 (17%)**	**4 (80%)**	**1 (20%)**	**57 (38%)**	**93 (62%)**

Table 50. Recognition of Distinction (RoD) – Titular Professor (TP) 2019-2022.

	Conferment of Title (Associate Professor)					
	Applied (% of total applications)		Successful (% of F/M applications)		Success Rate BMk (MSD)	
	F	M	F	M	F	M
2019	Process not run in 2019					
2020	0	1 (100%)	0	1 (100%)	8 (73%)	11 (73%)
2021	1 (100%)	0	1 (100%)	0	5 (83%)	9 (68%)
2022	0	0	0	0	14 (78%)	21 (70%)
2023	0	0	0	0	25 (81%)	22 (88%)
Total	1 (50%)	1 (50%)	1 (50%)	1 (50%)	52 (45%)	63 (55%)

Table 51. Conferment of Title of AP 2019-2023.

	Regrades by Role, Sex, Grade			
	AcaRes		PSS	
	F	M	F	M
2019				
4 to 5	0	0	0	1
6 to 7	2	1	0	0
7 to 8	1	0	0	1
8 to 9	1	0	0	0
2020				
7 to 8	1	0	0	0
2021				
4 to 5	0	0	0	1
7 to 8	0	2	0	0
2022				
6 to 7	0	1	0	0
2023				
4 to 5	0	0	2	1
5 to 6	0	0	1	0
8 to 9	0	0	1	2
Total	**5 (56%)**	**4 (44%)**	**4 (40%)**	**6 (60%)**

Table 52. Regrades by role, sex and grade 2019-2023.

Other Relevant Data

Postgraduate Students by Admission Year					
Academic Year	F	%	M	%	Total
2018/2019	16	73%	6	27%	22
2019/2020	11	58%	8	42%	19
2020/2021	11	65%	6	35%	17
2021/2022	10	63%	6	38%	16
2022/2023	11	79%	3	21%	14
2023/2024	13	72%	5	28%	18
BMk	335	62%	205	38%	540

Table 53. Postgraduate Students, by sex and year of admission. Benchmarked (BMk) against PGR students recorded on Heidi Plus: Subjects allied to medicine/Anatomy, Physiology and Pathology.

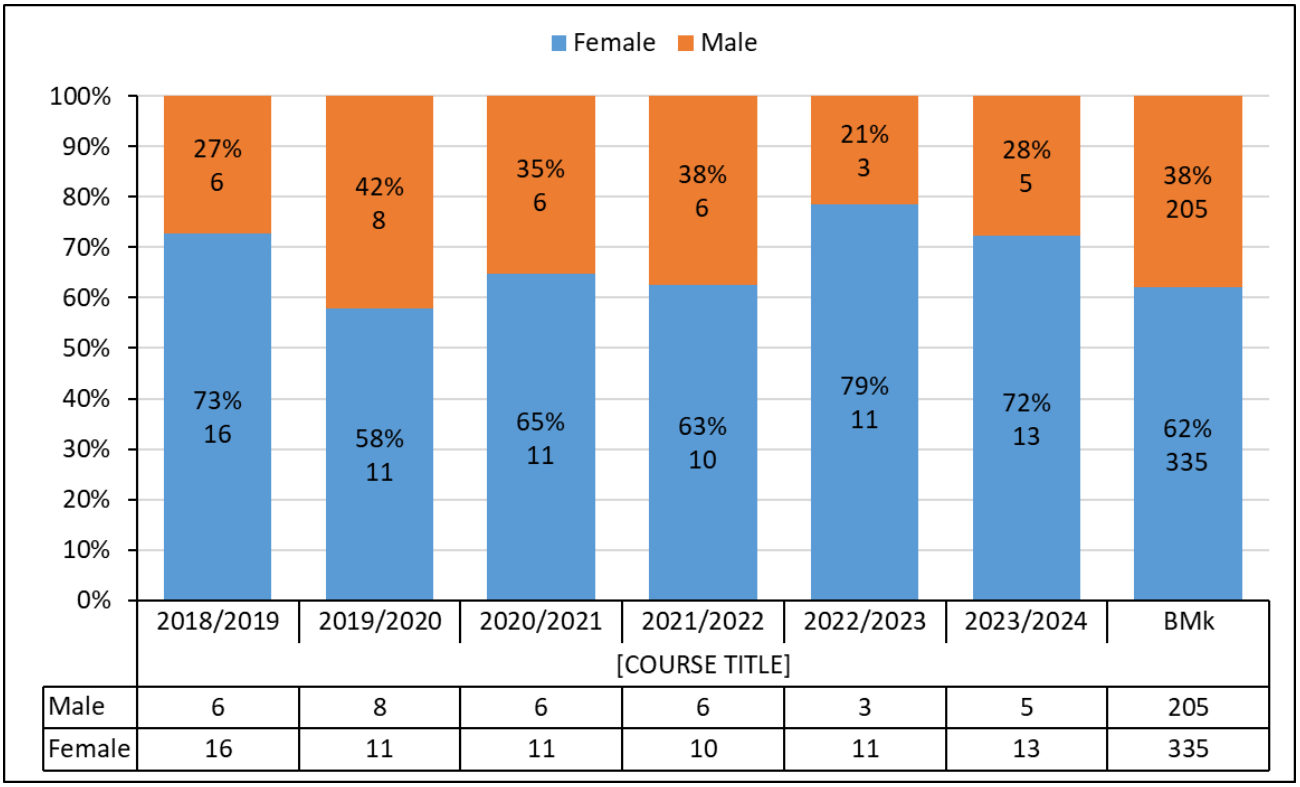


Chart 8. GS by sex and year of admission. Benchmarked against PGR students recorded on Heidi Plus: subjects allied to medicine/anatomy, physiology and pathology

	Student Recruitment					
	Stage	**F**	**%**	**M**	**%**	**Total**
2018/2019	Application	61	54%	53	46%	114
	Offer	13	72%	5	28%	18
	Accept	10	71%	4	29%	14
2019/2020	Application	69	54%	58	46%	127
	Offer	10	67%	5	33%	15
	Accept	10	71%	4	29%	14
2020/2021	Application	90	62%	55	38%	145
	Offer	10	71%	4	29%	14
	Accept	9	82%	2	18%	11
2021/2022	Application	82	58%	60	42%	142
	Offer	8	53%	7	47%	15
	Accept	7	58%	5	42%	12
2022/2023	Application	92	61%	59	39%	151
	Offer	16	80%	4	20%	20
	Accept	7	88%	1	13%	8
2023/2024	Application	128	63%	74	37%	202
	Offer	12	55%	10	45%	22
	Accept	11	69%	5	31%	16

Table 54. Student recruitment by sex and year of admission.

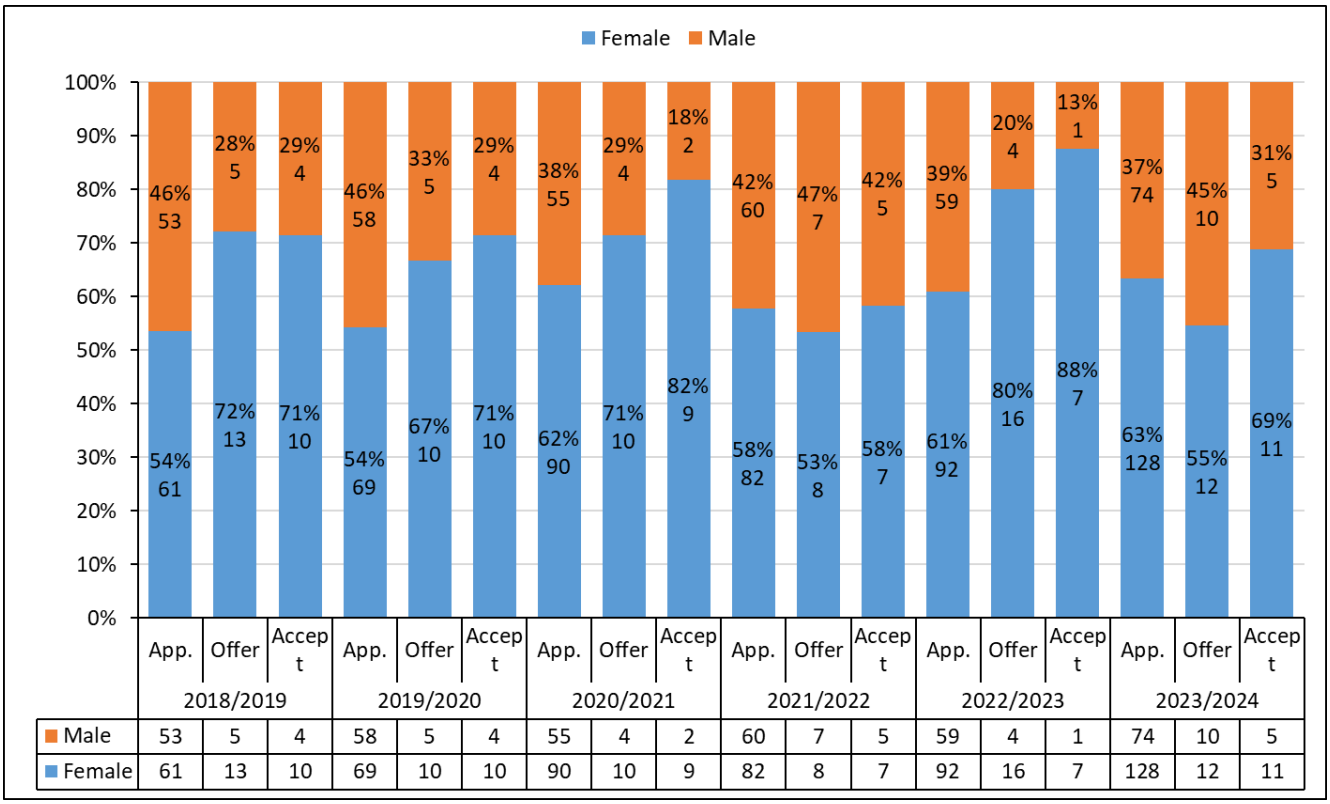


Chart 9. Student recruitment by sex and year of admission.

Academic Pipeline			
Role	**F**	**M**	**Total**
Graduate Student	48 (68%)	23 (32%)	71
Researcher G7	45 (54%)	38 (46%)	83
Researcher G8	10 (56%)	8 (44%)	18
Researcher G9, 10 & Senior Researcher	0	0	0
Associate Professor	1 (50%)	1 (50%)	2
Titular Professor	6 (43%)	8 (57%)	14
Statutory Professor	1 (17%)	5 (83%)	6

Table 55. Researcher – Academic Pipeline (2023 data point).

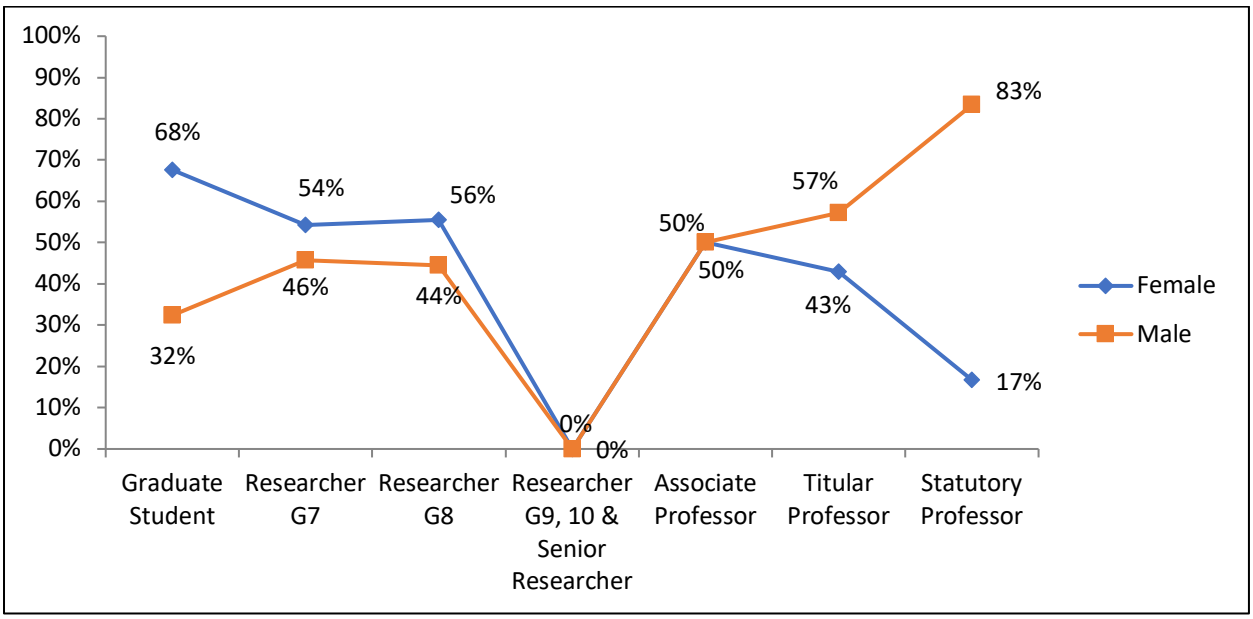


Chart 10. Researcher – Academic Pipeline.

Appendix 3 - Glossary

AcaRes	Academic and Research
AP	Associate Professor
APTF	Associate Professor with Tutorial Fellowship (College)
AS	Athena Swan
ASWG	Athena Swan Working Group
B&H	Bullying and Harassment
CF	Career Fellow
DGS	Director of Graduate Studies
EA to HoD	Executive Assistant to Head of Department
EAP	Employee Assistance Programme
ECR	Early Career Researcher
EDI	Equality Diversity and Inclusion
EDIC	Equality, Diversity & Inclusion Committee
ESAP	EDI 5-Year Strategy Action Plan
F	Female
FTC	Fixed Term Contracts
FTE	Full-time equivalent
GSA	Graduate Students Association
GSC	Graduate Studies Committee
HA	Harassment Advisor
HoD	Head of Department
HoHR	Head of Human Resources
HoSSP	Head of Science Strategy and Projects
M	Male/Man
MRC	Medical Research Council
MSD	Medical Sciences Division
PDR	Personal Development Review
PDRS	Postdoctoral and Research Staff
PGRA	Postgraduate Research Assistant
PI	Principal Investigator
PNTS	Prefer not to say

PSS	Professional Services Staff
PRSA	Postdoctoral and Research Staff Association
PTO	Professional, Technical & Operational
RoD	Recognition of Distinction
R&R	Reward and Recognition
SAP18	Silver Athena Swan Action Plan 2018
SAP24	Silver Athena Swan Action Plan 2024
SAT	Athena Swan Self-Assessment Team
SES	Staff Experience Survey
SP	Statutory Professor
TNA	Training Needs Analysis
T&F	Task and Finish groups
TP	Titular Professorship
UOX	University of Oxford
W	Woman
WAM	Workload Allocation Model
WG	Working Group