

NDS Athena Swan Action Plan 2022-2027

Action Point	Objective and Rational	Actions and Timescale	Individual(s) Responsible	Measure(s) of Success
1. Self-Assessment, Data Processing and Governance				
1.1	<p>Administer regular departmental survey alongside university-wide survey and monitor participation</p> <p><i>The departmental and university surveys are a crucial part of the department's self-assessment process. Running them annually and ensuring high participation is key in ensuring a thorough self-assessment</i></p>	<ul style="list-style-type: none"> i. Design and administer one departmental-wide survey every other year, alternating with university-wide survey and minimising any other surveys to avoid survey fatigue (bi-annually) ii. Monitor survey participation rates and collect gender-disaggregated participation data (annually) iii. Offer incentives to encourage participation in every survey (annually) iv. Analyse survey results and share summary with department, including 'you said, we did' section (annually) 	<p>ASC</p> <p>Departmental Administrator</p>	<p>Survey response rate to increase from 66% to 75% with gender balance in respondents by 2025 survey</p> <p>No more than two department-wide surveys conducted every year</p> <p>At least 5 student respondents in each demographic analysed (male PGT, male PGR, female PGT and female PGR)</p>
1.2	<p>Streamline data collection and conduct more granular analysis of staff data</p>	<ul style="list-style-type: none"> i. Adjust recruitment and interview data collection processes to enable easier visual reporting (Feb. 2022) 	<p>ASC</p> <p>HR Manager</p>	<p>Analysis of reward and recognition success rates by gender and role type conducted</p>

	<p><i>The University of Oxford is a long-established institution, so data collection processes are not always as efficient as we would like them to be. As we move forward with a continuous process of self-assessment and improvement, we will aim to streamline these processes to reduce administrative burden and we will review our datasets to ensure we are conducting a granular analysis of our data and devising sensitive interventions</i></p>	<ul style="list-style-type: none"> ii. Adjust vacancy data to include columns on gender of panellists and year of vacancy, allowing for easy reporting (Feb. 2022) iii. Add role type to reward and recognition applicants spreadsheet (Feb. 2022) iv. Create new online version of leavers' survey to allow for anonymous responses (Mar. 2022) 		<p>New leavers' survey created and rolled out by Trinity term 2022.</p>
<p>1.3</p>	<p>Improve training data collection and monitoring</p> <p><i>Training data has historically been the most challenging data to collect and monitor as it is not always collected centrally and staff rarely inform the department when they have completed trainings, making it challenging to ensure staff are completing the mandatory EDI-based trainings. We will therefore seek to implement a</i></p>	<ul style="list-style-type: none"> i. Implement new iPassport system with training module that can send annual training reminders and collect training certificates (Oct. 2022 – Oct. 2024) ii. Review training data annually and monitor effectiveness of new system 	<p>ASC HR Manager</p>	<p>>90% completion rates for unconscious bias training</p> <p>>90% completion rates for other EDI-related mandatory trainings (e.g. harassment training)</p>

	<i>new system that can automatically track training data and notify staff when new trainings must be completed</i>			
1.4	<p>Run regular self-assessment of the department's staffing data</p> <p><i>The department's annual self-assessment is crucial in showing long-term staffing trends and success of our EDI strategy. We will therefore continue these annual self-assessments and use the information to review the current action plan and adjust our interventions when appropriate</i></p>	<ul style="list-style-type: none"> i. Run staff in post report and upload to the departmental staff in post master sheet (annually) ii. Run a self-assessment of the departmental data master sheet, which will be maintained on a weekly basis (annually) iii. Review the data for gender-based trends and use the analysis to inform and adjust the action plan where needed (annually) 	<p>ASC</p> <p>HR Manager</p>	<p>Self-assessment conducted and highlights reported to EDIC annually (every September/October)</p>
1.5	<p>Monitor attainment of students</p> <p><i>We have seen a gender-based attainment gap for PGT students in past years. We believe this will be rectified by recent changes to award classifications, but will monitor and implement actions if this proves not to be the case (Error! Reference</i></p>	<ul style="list-style-type: none"> iv. Continue to monitor student attainment rates, implementing actions to further support for female students if deemed necessary (annually) 	<p>Graduate Studies Administrator</p>	<p>Equal proportions of male and female students achieving passes, merits and distinctions by 2025</p>

	<i>source not found., Error! Reference source not found.)</i>			
2. Career Development and Progression				
2.1	<p>Support members of staff on fixed-term contracts Many staff, particularly researchers, are on fixed-term contracts (Error! Reference source not found.). Consultations with staff has demonstrated the impact of fixed-term contracts on wellbeing and satisfaction (. Although the department cannot prevent the use of fixed-term contracts by funding bodies, it can provide greater support to staff on those types of contracts. Currently, only 47% of female and 22% of male staff on fixed-term contracts are aware of the Training Fund, and this problem exists for both PTO and academic and research staff. We will therefore need to increase awareness of the Fund and its use to those on fixed-term contracts.</p>	<ol style="list-style-type: none"> i. Advertise the new provision in the NDS Training Fund for those on fixed-term/open-ended contracts in the bulletin and in head of department Q&A sessions (bi-annually) ii. Monitor use of the fund by staff nearing the end of their contracts (Annually) iii. Incorporate signposting of the training fund into current process for staff nearing end of fixed term contracts and encourage them to book PDR to discuss next steps (Jan. 2022 – Jun. 2022) iv. Complete new training pages on NDS staff gateway, including pages and resources to support those on fixed-term contracts (Jan. 2022 – Jun. 2022) v. Contact University careers service and assess what support is lacking and needs to be provided by department (Oct. 2022) 	<p>ASC Departmental Administrator</p>	<p>50% of applications to NDS Training Fund to be from staff nearing the end of fixed-term contracts</p> <p>Increase in number of staff on fixed-term contracts being aware of NDS Training Fund to increase from 38% (2021) to 60%, with gender parity.</p> <p>Increase in number of staff on fixed-term contracts having had a PDR to increase from 65% to 75%</p> <p>Increase in female fixed-term staff reporting feeling supported to think about their professional development to increase from 53% to 70%.</p>

		<ul style="list-style-type: none"> vi. Investigate creation of a departmental careers service (if needed), to include senior members of staff who can advise staff on potential next steps in their career (Oct. 2022 – Oct. 2023) vii. Organise talks from University careers service (bi-annually) viii. Incorporate findings from the divisional project on fixed-term contracts into the department's strategy (Jan. 2024 – Sep. 2024) 		
2.2	<p>Run a pilot programme to review occupational segregation within the department</p> <p><i>We have noticed that for years, all our PA and EA staff have been women (Error! Reference source not found.). We therefore want to ensure that the roles provide ample opportunity for development and progression while also seeking to recruit more diverse talent into these positions.</i></p>	<ul style="list-style-type: none"> i. Review PA and EA job roles and responsibilities, creating a system where they can undertake additional responsibilities (project management, web design) on departmental projects that require additional support, furthering their professional development and experience (Jan. 2023 – Sep. 2023) ii. Review PA and EA job descriptions to ensure language is not discouraging applications from under-represented groups (Sep. 2023 – Jan. 2024) iii. Review recruitment process to PA and EA roles, including review of essential criteria and 	<p>EDIC member</p> <p>ASC</p> <p>Departmental Administrator</p>	<p>Increase in proportion of male staff in these roles to increase from 0% to 30%</p> <p>4 successful regrading applications from PAs/EAs between 2022 and 2027</p>

		<p>assessment methods (Sep. 2023 – Jan. 2024)</p> <ul style="list-style-type: none"> iv. Rename the PA and EA roles to a title that is gender-neutral (Sep. 2023) v. Begin tracking regrading application and success rates in PA/EA (or equivalent) roles (Sep. 2023) vi. Monitor regrading applications and success rates from staff in this role (Sep. 2023 – Sep. 2026) 		
2.3	<p>Support under-represented researchers in Recognition of Distinction exercises</p> <p><i>There is a lack of representation of women and BME staff in professorial roles in NDS and the wider university (Error! Reference source not found.). This results in fewer female and BME academics on permanent contracts, leading to greater job insecurity. We are resolved to support these members of staff in becoming ready to apply for professorial roles in the Recognition of Distinction exercise, as well</i></p>	<ul style="list-style-type: none"> i) Continue to run AP panels annually (ongoing) ii) Use new PDR system to identify for those on track for the RoD exercise and provide additional support (Mar. 2023 onwards) iii) Review staff data annually to assess how many staff who are eligible have submitted versus how many are not eligible but could be nurtured into a position where they could be eligible iv) Incorporate long-term career planning and RoD preparation into PDR for researchers (Mar. 2023 onwards) 	<p>Academic Lead</p> <p>EDIC member</p>	<p>Five successful applications from BME and/or female staff to RoD exercise between 2022-2027</p>

	<i>as guiding them through the application process.</i>			
2.4	<p>Expand awareness of training opportunities for staff</p> <p><i>Consultations with staff reveal a strong desire for further support in identifying training opportunities and providers, as well as funding. Only 30% of all staff (and 19% of male staff) are aware of the NDS Training Fund, with numbers consistently low amongst PTO and academic and research staff. Our surveys have revealed that people are unsure of what training options are available to them (Error! Reference source not found., Error! Reference source not found.).</i></p>	<ul style="list-style-type: none"> i. Continue to advertise NDS Training Fund in bulletin, head of department Q&A sessions and staff gateway (ongoing) ii. Monitor uptake of training fund and check for gender imbalances annually iii. Complete new pages on staff gateway that signpost training providers and courses, including apprenticeships and further education (Sep. 2022 – Jan 2022) iv. Complete regrading page on new career development pages (Sep. 2022 – Dec. 2022) 	<p>EDIC member</p> <p>ASC</p>	<p>Increase in proportion of staff who are aware of Training Fund from 30% to 60% with gender parity</p> <p>Increase in proportion of staff who feel clear about the development opportunities available to them to increase from 61% to 70% with gender parity</p>
2.5	<p>Develop an inter-departmental mentoring scheme</p> <p><i>NDS currently does not have a mentoring scheme. Attempts to create a scheme have faced challenges due to</i></p>	<ul style="list-style-type: none"> i. Launch the scheme with an information presentation, giving details of how to join (Feb. 2022) ii. Targeted emails and calls to senior staff to recruit them as mentors (Feb. 2022) 	<p>HR Advisor</p> <p>EDIC member</p>	<p>Increase in proportion of female academic staff who have been mentored from 8% to 50%</p> <p>Increase in all PTO staff who have been mentored</p>

	<p><i>the small number of potential mentors available within the department. We know that of those who have been mentored, 88% found it useful. We also know that mentoring rates are low in our department for all staff, with a particularly significant gender disparity between male and female academic and research staff (Error! Reference source not found., Error! Reference source not found.). We therefore see there is a need to create a scheme for PTO and academic and research staff, as well as 3rd year PGR students. We will partner with another department in order to do so.</i></p>	<ul style="list-style-type: none"> iii. Create mentor/mentee pairs and inform participants of their matches, facilitating their first meetings (Mar. 2022) iv. Run pilot of the scheme, administering feedback surveys to participants at launch, 3 months, 9 months and end (Mar. 2022-Apr. 2023) v. Review the pilot scheme and implement necessary changes (Apr. 2023 – Jun. 2023) vi. Launch the official scheme to the wider department with another information session (Oct. 2023) vii. Add mentoring information to induction packs and new mentoring webpage an encourage new starters to enrol immediately (Oct. 2023) 		<p>from 17% to 50% with gender parity</p> <p>Increase in proportion of staff who have been offered a mentor from 13% to 80% with gender parity</p>
<p>2.6</p>	<p>Enhance support for early career researchers</p> <p><i>Over the last five years, we have seen disparities in applications for fellowships from our early career researchers (18.75% of applicants being female</i></p>	<ul style="list-style-type: none"> i. Advertise opportunities for early career researchers within the department through targeted calls and through MEB meetings (ongoing) ii. Create a panel where researchers can have their fellowship proposals reviewed 	<p>EDIC member</p> <p>EDIC member</p> <p>EDIC member</p> <p>EDIC member</p>	<p>Increased number of early career fellowships from 23.9% of ECRs applying per year to 30%.</p> <p>Increase proportion of fellowship applications being submitted by women from 18.75% to 33%.</p>

	<p><i>compared to an average of 58.6% of early career researchers being female). We want to increase the proportion of our female researchers applying for fellowships</i></p>	<p>before they are submitted (Oct. 2022)</p> <ul style="list-style-type: none"> iii. Identify early career researchers that may be eligible to apply for grants as PIs annually (annually) iv. Engage the MEB in efforts to encourage line managers to support their staff into PI positions and build into PDR (Oct. 2022 – Oct. 2023) v. Run ECR workshops/seminar series and incorporate support for applying as a PI vi. Run NDS researcher career event to support researchers at every level with eventual progression to AP level (Oct. 2024) 		
2.7	<p>Increase support for mid-senior career researchers</p> <p><i>Our female academic and research staff are less likely to apply for larger grants and spend less time writing grants compared to their male peers (Error! Reference source not found., Error! Reference source not found.). The department</i></p>	<ul style="list-style-type: none"> i. Increase career support for APs through new PDR process (Oct. 2023) ii. Run a series of interviews with researchers to identify what additional infrastructure is needed to allow them to delegate work that is non-promotive (Oct. 2023) iii. Use the restructuring of the PA and EA team to provide more flexible support to more 	<p>Academic Lead</p> <p>EDIC member</p>	<p>Increase in number of research coordinators in department from one to two</p> <p>Female and male academics to receive equal support from administrative teams, particularly PAs and EAs.</p>

	<i>recognises the need to increase administrative support for academic staff to free up time in our female academics' schedules to allow them to increase their publications and grant applications</i>	<p>academics (including female academics) to allow them to apply for larger grants (Feb. 2024 onwards)</p> <p>iv. Secure a source of funding for an additional research coordinator (Jan. 2026)</p> <p>v. Recruit additional research coordinator (Jan. 2026 – Mar. 2026)</p>		Increase in female applications for grants over £500k
2.8	<p>Offer development opportunities within the department</p> <p><i>Many staff in the department still do not feel that they have the opportunity to develop and grow here (Error! Reference source not found.). We will therefore seek to facilitate conversations between staff about their roles and the skills they wish to develop, allowing them opportunities to shadow/speak to those who have those skills or who occupy roles that are of interest to them</i></p>	<p>i. Facilitate discussions between staff so they can learn about new roles and areas of the department by creating a dedicated point of contact and advertising on staff gateway and in PDR (Sep. 2022 onwards)</p> <p>ii. Implement a shadowing system where staff can shadow colleagues in other roles for one day a week (over single or multiple weeks) to gain insight into and experience of other areas of the department (Sep. 2023)</p> <p>iii. Advertise shadowing system on staff gateway and in PDR appendix (Sep. 2023)</p>	<p>Graduate Studies Administrator</p> <p>EDIC member</p>	<p>Increase in proportion of staff who feel they have the opportunity to develop and grow here from 67% to 90% with gender parity</p> <p>Increase in staff who say they take time to reflect on, and plan for, their career development from 61% to 75% and maintain gender parity</p>
2.9	Review and overhaul the PDR process in the department	<p>i. Create two new sets of PDR forms, one for academic and</p>	<p>EDIC member</p> <p>ASC</p>	Increase in proportion of female academic and research staff having had a

	<p><i>We have seen a gender disparity in PDR uptake and usefulness, with 46% of female academics and researchers having had a PDR compared to their male colleagues (Error! Reference source not found.). Female academics are also only 50% likely to have found their PDR useful, compared to 73% for men (Error! Reference source not found.). We must therefore investigate ways to incorporate the aspects that our female staff have highlighted are important to them into PDR, while also splitting the PDR into separate processes for academics and researchers versus PTO staff.</i></p>	<p>research staff and one for PTO staff (Sep. 2022-Mar. 2023)</p> <ul style="list-style-type: none"> ii. Design new training questions for both PDR sets, including information on specific training and funding options for each role group, with links to the new staff gateway pages on career development and training options (Sep. 2022 – Dec. 2022) iii. Review the way in which PDR uptake is monitored and staff are encouraged to book PDR (Sep. 2022 – Dec. 2022) iv. Create appendices of resources, trainings and information to support line managers in supporting their staff to develop themselves (Jan. 2023 – Mar. 2023) v. Devise a system where HR can check with staff at regular intervals to ensure they are receiving the needed support to achieve their objectives (Jan. 2023 – Mar. 2023) vi. Incorporate long-term career planning and preparation for RoD applications into academic and researcher PDRs (Jan. 2023 – Mar. 2023) 		<p>PDR within the last 2 years from 46% to 75%</p> <p>Increase in proportion of staff who find PDR useful from 50% to 80%</p> <p>Increase in proportion of PTO staff who have had a PDR from 63% to 80% with gender parity</p> <p>Increase in proportion of staff who feel they are clear about the development opportunities available to them from 61% to 75%</p> <p>Increase in proportion of staff who feel they have the opportunity to develop and grow here from 67% to 90% with gender parity</p> <p>Increase in staff who say they take time to reflect on, and plan for, their career development from 61% to 75% and maintain gender parity</p>
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3. Representation

3.1	<p>Increase representation of under-represented groups in academic roles through fair and equitable recruitment processes</p> <p><i>Recruiting to senior positions in the department does not happen often and there is a gender disparity in appointments to academic roles, so it is all the more important to ensure that when it does happen, appointments are done fairly (Error! Reference source not found.). Currently, the department uses professional networks of other senior members of staff to find top talent and advertise posts. This is problematic due to the senior team being predominantly male. We will therefore review how we advertise and recruit to senior posts to encourage more female applicants.</i></p>	<ul style="list-style-type: none"> i. Continue to use gender bias decoding software across all advertised vacancies, expanding to all recruitment materials (not just JDs) (Sep. 2022 onwards) ii. Begin advertising vacancies across more social media platforms, targeting networks for under-represented groups (Sep. 2022 onwards) iii. Bi-annually: ASC to observe the recruitment process, from shortlisting to interview, to ensure there is no bias present in decision making processes iv. Add EDI selection criteria into senior job descriptions (Jan. 2023) v. Develop a diversity statement to be included in recruitment materials (Jan. 2023) vi. Incorporate learnings of the university inclusive recruitment project when released (Jan 2024) 	<p>ASC</p> <p>HR Manager</p> <p>EDIC member</p>	<p>Increase in women applying to professor roles from 25% of all applicants to 50%</p> <p>Gender balance of senior appointments to represent the gender balance of applicants to senior roles by 2025</p>
3.2	<p>Increase representation of under-represented groups</p>	<ul style="list-style-type: none"> i. Expand use of gender bias decoding software across all 	<p>ASC</p>	<p>15% of applications to professional and support</p>

	<p>in researcher and professional and support roles through fair and equitable recruitment processes</p> <p><i>We know that Black and Asian staff are under-represented in the University and our department in professional and support roles compared to the population of Oxford, comprising 8.6% of professional and support staff compared to 20% of Oxford's population¹. We can also see gender disparities in PTO roles (Error! Reference source not found.) and in appointments to grade 6 and 7 roles for both research and PTO roles (Error! Reference source not found., Error! Reference source not found.). One step in addressing this is in ensuring our recruitment practices are fair and equitable to all</i></p>	<p>recruitment materials (Sep. 2022 onwards)</p> <p>ii. Advertise vacancies across more social media platforms, targeting networks for under-represented groups (Sep. 2022 onwards)</p> <p>iii. Bi-annually: An observer will be invited to observe the recruitment process, from shortlisting to interview, to ensure there is no bias present in decision making processes (ongoing)</p> <p>iv. Investigate gender disparities in appointments to grade 6 and 7 roles for both researchers and PTO staff (Jun. 2022 – Sep. 2022)</p> <p>v. Review current assessment methods used in recruiting to ensure they do not disadvantage specific groups (Sep. 2022 – Jan. 2023)</p> <p>vi. Review essential criteria for PTO roles (Sep. 2022 – Jan. 2023)</p>	<p>HR Manager</p> <p>EDIC member</p>	<p>roles to come from Black/Asian applicants by 2026</p> <p>Greater gender balance in PTO roles: increase in number of male PTO staff from 29% to 50% by 2026</p>
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	<i>applicants regardless of ethnicity.</i>			
3.3	<p>Increase the department’s outreach activity to target students from under-represented groups in local schools and, eventually, adults in the local community, helping them access opportunities within the University.</p> <p><i>The department is seeking to increase its diversity in research roles as well as professional and support roles. Part of our work to achieve this should focus on supporting those at the start of their careers, whether they are students looking to enter a research career or adults looking to start their career with the University. We have historically had a disproportionate number of independent school students securing places in our work experience programme, which we will continue to</i></p>	<ul style="list-style-type: none"> i. Find ways to incentivise PIs to invite FHS students into their groups by creating NDAs to protect researcher IP (Jan. 2022 – Mar. 2022) ii. Create protected spaces on the NDS work experience programme that are set aside for state school applicants (Feb. 2022) iii. Adjust NDS work experience application forms to collect ethnicity and home postcode data (Feb. 2022) iv. Review and adjust work experience selection criteria to take certain factors into account, e.g. being a young carer and school performance (Feb. 2022) v. Work with contact in Oxfordshire LEP to design workshop with teachers that supports students in writing applications (Mar. 2022 – Oct. 2023) 	<p>EDIC member</p> <p>EDIC member</p> <p>EDIC member</p> <p>EDIC member</p> <p>Outreach Committee</p>	<p>Increase in proportion of applicants to NDS work experience programme coming from local state schools from 69% to 80%</p> <p>No more than 20% of students successfully gaining a place on the NDS work experience programme to come from independent schools in any year.</p> <p>>90% of students who undertake the finalised workshop stating that they found it helpful (with gender parity)</p> <p>>50% of applicants to work experience programme to come from BME backgrounds, in line with Oxfordshire school population demographics²</p>

² <https://insight.oxfordshire.gov.uk/cms/oxfordshire-schools-pupil-ethnicity-and-first-language-2020>

	<p><i>address, while also encouraging applications from other under-represented groups (Error! Reference source not found.). Supporting these groups and gaining their feedback will be crucial in recruiting and then retaining this talent.</i></p>	<ul style="list-style-type: none"> vi. Pilot the workshop in select local schools before reviewing (Oct. 2023 – Nov. 2023) vii. Review workshop feedback and implement into final workshop (Jan. 2024 – Sep. 2024) viii. Roll the workshop out to local schools with diverse student bodies and lower progression rates to Oxbridge universities (Oct. 2024) ix. If successful, adapt workshop to support local adults in applying for university roles (Jan. 2025 – Sep. 2025) 		
3.4	<p>Support staff with disabilities to thrive in their roles</p> <p><i>In our most recent survey, we could see that disabled staff gave less favourable answers on questions regarding career development compared to staff without disabilities (Error! Reference source not found.). There is a need to investigation the barriers that exist for disabled staff and start to implement</i></p>	<ul style="list-style-type: none"> i. Organise an accessibility forum for staff to express their needs (October 2022) ii. Include discussions around disclosing new information in probationary reviews to allow staff to disclose any conditions once the department has earned their trust (Oct. 2022) iii. Incorporate advice for career development for disabled staff into new career development webpages (Oct. 2022-Jan 2023) iv. Allow new starters with disabilities to review their job 	<p>EDIC member</p> <p>EDIC member</p>	<p>Increase in proportion of disabled staff who feel they have the opportunity to develop and grow here from 54% to 70%</p> <p>Increase in proportion of staff who feel they take time to reflect on their career development from 31% to 65%</p>

	<i>the interventions we have already devised.</i>	<p>descriptions before starting within the department to ensure adjustments are made and that they can carry out their responsibilities comfortably (Jan. 2023)</p> <p>v. Organise a meeting with disabled staff 1-2 months after starting to review their adjustments and ensure they are being supported (Jan. 2023)</p>		
3.5	<p>Encourage female clinicians into the department and into senior positions</p> <p><i>We are aware of a gender imbalance, particularly amongst clinical research staff (Error! Reference source not found.). Encouraging female clinicians to establish a research portfolio is challenging as doing so often relies on using current staff members' professional networks to target individuals. However, this can lead to recruitment that exacerbates current gender and race inequalities.</i></p>	<p>i. Include an analysis of clinical researchers and academics that includes those with honorary contracts and assess gender balance of all clinical staff with research in NDS (Jul. 2022 onwards)</p> <p>ii. Use medical school specialty data to critically assess all future senior recruitment specialties to ensure they have a broader representation of women (Sep. 2022 onwards)</p> <p>iii. Research Committee to set out a strategy of engaging clinicians and encouraging them to establish a research portfolio by facilitating networking opportunities with researchers within the</p>	<p>EDIC member</p> <p>EDIC member</p> <p>Research Committee</p> <p>Marketing and Communications Committee</p>	<p>New programme of networking events aimed at female clinicians developed by Dec. 2023</p> <p>8 female OUH clinicians developing a research portfolio within NDS from 2022-2027</p> <p>All ACFs joining after Sep. 2022 to be offered a mentor, with 70% uptake in women</p>

	<p><i>It is therefore important to find ways to engage a broader range of staff in the NHS who may wish to establish a research career but do not have the networks needed to know how to do so.</i></p>	<p>department (Sep. 2022 – Sep. 2023)</p> <p>iv. Investigate ways to encourage more ACFs into the department (Sep. 2022 – Sep 2023)</p> <p>v. Have the Marketing and Communications Committee work to establish a relationship with key figures in OUH, including staff development teams and communications teams (Apr. 2022 – Dec. 2026)</p> <p>vi. Immediately enrol new ACFs into mentoring scheme when they start (Apr. 2023 onwards)</p>		
4. Health and Wellbeing				
4.1	<p>Expand awareness of NDS/Oncology Wellbeing Support Service</p> <p><i>After running the Wellbeing Support Service for a year, we are aware that some staff may still be unaware of the service, as our MHFA-trained staff are reporting low uptake. We therefore aim to increase awareness of the service and will continue assessing the</i></p>	<p>i. Include the service in each Wellbeing Wednesday bulletin (ongoing)</p> <p>ii. Create a marketing campaign with a series of print and digital posters (Mar. 2022 – Oct. 2022)</p> <p>iii. Review ways in which staff can reach out to Mental Health First Aiders, including barriers to accessing support (Mar. 2022 – Oct. 2022)</p> <p>iv. Review ways of measuring uptake to ensure greater</p>	<p>EDIC member</p> <p>Mental Health Pilot Project Working Group</p>	<p>>80% positive response rate to new survey question: are you aware of the NDS Wellbeing Support Service?</p> <p>At least 12 MHFA-trained staff acting as Wellbeing Guides within the department at all times</p> <p>>80% staff awareness of MHFA service by 2024</p>

	<i>service to identify potential access barriers.</i>	<p>reporting from MHFA-trained staff (Mar. 2022 – Oct. 2022)</p> <ul style="list-style-type: none"> v. Run MHFA training annually to maintain at least 12 MHFA-trained staff within NDS and Oncology (Oct.) vi. Add question to staff survey asking staff if they are aware of the NDS Wellbeing Support Service (Apr. 2022) 		
4.2	<p>Ensure health and wellbeing are embedded in departmental culture</p> <p><i>We have made excellent progress with our health and wellbeing programme, which we now want to develop further and embed into our culture. We would also like to share our success with other departments in the University. However, we are still aware of a stigma that persists around mental health and gender disparities in feelings around mental health (Error! Reference source not found.)</i></p>	<ul style="list-style-type: none"> i. Continue writing and distributing the Wellbeing Wednesday bulletin (ongoing) ii. Monitor open rates of wellbeing Wednesday bulletin (ongoing) iii. Create mental health resources specific to female academics (Jan. 2022 – Oct. 2022) iv. Finalise and implement new health and wellbeing policy (Jan. 2022 – Jan. 2023) v. Monitor usefulness of the Wellbeing Wednesday bulletin by adding a survey question to the 2022 survey (Apr. 2022 onwards) vi. Devise a programme of wellbeing activities to support staff at work and working 	<p>EDIC member</p> <p>EDIC member</p> <p>Mental Health Pilot Project Working Group</p>	<p>Open rates of wellbeing bulletin to match open rate of departmental newsletter (>60%)</p> <p>>85% of staff to find wellbeing bulletin useful</p> <p>Increase in positive response rate to the question, 'the department adequately supports my mental wellbeing' from 83% to over 90%, including for clinical staff (male and female) and male PTO staff by 2027</p> <p>Increase in proportion of female academic staff who feel comfortable discussing their mental wellbeing with</p>

		remotely (Jan. 2022 – Jan. 2024) vii. Increase training for line managers on mental health and wellbeing (Oct. 2022 – Oct. 2023)		their line manager from 62% to 85%, in line with figures for male academics
4.3	<p>Support staff returning to work following a prolonged period of leave</p> <p><i>Most staff undertaking prolonged periods of leave are female. Following interviews with staff who have returned to work after a prolonged period of leave, we saw that a re-introduction to the department when returning to work could be beneficial. We were also made aware of further steps the department could take to support returning mothers. We are also conscious that the pandemic may have left returning staff feeling particularly isolated and removed from the workplace, so we will seek to address this.</i></p>	<ul style="list-style-type: none"> i. Create and implement a ‘re-induction’ for staff returning to work (Jan. 2022 – Mar. 2022) ii. Monitor effectiveness of re-induction through interviews following people’s return to work and review suggestions for improvement (Mar. 2022 onwards) iii. Establish secure spaces for working mothers to breastfeed or express milk when they are at work in the departmental refurbishment plan (Mar. 2022 – Mar. 2025) iv. Encourage returning staff to use the NDS Training Fund/Returning Carers’ Fund to overcome barriers to returning to work (Mar. 2022 onwards) 	ASC HR Advisor	Designated spaces for mothers to breastfeed/express in each NDS site by 2027
5. Culture				

<p>5.1</p>	<p>Investigate trends in incidents of bullying and harassment and work to eradicate bullying and harassment in the department</p> <p><i>We have found an increase in incidents of bullying and harassment experienced by academic and research staff and male professional and support staff (Error! Reference source not found.). It is therefore clear that the department needs to monitor this trend and investigate barriers to reporting and the prevalence of bullying and harassment that is specific to male staff and academic and research staff.</i></p>	<ul style="list-style-type: none"> i. Investigate anonymous chat services for those who have experienced bullying and harassment (Jan. 2022 – Jan. 2023) ii. Investigate ways of hosting a dialogue with staff who have experienced bullying and harassment (Jan. 2022 – Apr. 2022) iii. Create a clearer pathway for bullying and harassment processes (Jan 2022 – Oct. 2022) iv. Consider disciplinary options for those who commit acts of bullying/harassment (Apr. 2022 – Oct. 2022) v. Add a new question to the survey asking all staff if they are satisfied with how bullying and harassment are handled in NDS (Apr. 2022) vi. Improve awareness of how to contact harassment advisors in students through student inductions and in student pages on staff gateway (Apr. 2022 – Oct. 2022) vii. Look into training a specific harassment advisor for 	<p>Bullying and Harassment Advisors</p> <p>Academic Lead</p> <p>Departmental Administrator</p>	<p>Increase in satisfaction with the way bullying and harassment reports are handled from 17% to 60%</p> <p>>80% positive responses to new survey question: I am satisfied with the way bullying and harassment are handled in the department</p> <p>Decrease in incidents of bullying and harassment from 9% to under 5%, with incidents among male PTO staff falling back in line with rates among female staff by 2027.</p>
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		<p>students (Apr. 2022 – Oct. 2022)</p> <p>viii. Have at least one member of staff who can deliver bullying and harassment training in the department by Feb. 2023</p>		
5.2	<p>Create new training package for line managers</p> <p><i>The pandemic has changed a lot about the way staff work, requiring a new outlook for line managers. We aim to support line managers by offering training that helps them with the traditional core competencies of a manager, while also equipping them to support staff with disabilities, mental health conditions etc., and in understanding the barriers that face staff from specific groups. We have also seen that excessive criticism is the most common form of bullying/harassment experienced (Error! Reference source not found.). By educating line managers on giving constructive feedback will reduce instances of</i></p>	<p>i. Speak to colleagues in division about training packages they've used and recommend (Sept. 2022)</p> <p>ii. Obtain quotes from training providers for bespoke training packages that include EDI-focused training modules (Mar. 2022 – Oct. 2022)</p> <p>iii. Report to the Management Executive Board to gain input on training packages (Oct. 2022)</p> <p>iv. Have select members of staff trial training options (Sep. 2022 – Jan. 2023)</p> <p>v. Roll out training package to line managers, gaining input and feedback, before reviewing (Jan. 2023 – Jun. 2023)</p> <p>vi. Devise a list of supplementary trainings and resources around EDI topics (Jun. 2023 – Jan. 2024)</p>	<p>ASC</p> <p>Staffing Committee</p>	<p>>85% of staff feeling valued and recognised for the work they do</p> <p>>75% of staff receiving regular and constructive feedback on their work</p> <p>>85% of line managers feeling confident managing performance and giving feedback</p> <p>>85% of staff feeling that their line manager supports their wellbeing</p> <p>Reduction in reported incidents of excessive criticism from 8 to 2 per year and an overall reduction in instances of bullying and harassment from 9 to 3 by 2027</p>

	<i>bullying/harassment related to this behaviour and an overall reduction in bullying and harassment</i>	vii. Finalise training package and roll out to new line managers twice a year (Jan. 2024)		
5.3	<p>Ensure the department is supporting its LGBT+ staff</p> <p><i>Numbers of staff who identify as LGBT+ are low, so it's important to work to consult with them, identify their needs and ensure they are catered for in the department.</i></p>	<ul style="list-style-type: none"> i. Ensure trans issues are taken into consideration when carrying out the departmental refurbishment plans Jan. 2022 – Jan. 2025) ii. Create a standard email signature for the department that includes pronouns (Jun. 2022 – Sep. 2022) iii. Include information about including your pronouns in emails signatures in induction packs (Sep. 2022 onwards) iv. Encourage staff to attend the allies workshop by advertising in the bulletin and on the staff gateway (ongoing) v. Signpost to University LGBT+ harassment advisors on the staff gateway (ongoing) vi. Investigate creating an LGBT+ MHFA post (Apr. 2022 – Oct. 2022) vii. Organise an event or system whereby LGBT+ members of staff can safely give feedback and comments about what barriers they feel they face in 	<p>EDIC member</p> <p>ASC</p> <p>Infrastructure and Space Committee</p>	<p>One member of the department undertaking allies training per year</p> <p>Barriers to LGBT+ staff identified and solutions incorporated into action plan</p>

		<p>their careers and what action the department can take to address these (Oct. 2022 – Oct. 2023)</p> <p>viii. Ensure LGBT+ issues are considered in Wellbeing Wednesday bulletins and in the mental health pilot project (ongoing)</p>		
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