

Nuffield Department of Surgical Sciences

Athena SWAN Action Plan

2016-2021

Ref Priority high/ medium/ Low/ recurring	Objective & Rationale	Actions completed since 2016 submission	Further actions	Individual(s) responsible	Measures of success
1. Self-assessment, Data Processing and Governance					
1.1	<p>SAT will meet termly to discuss the implementation and progress of the action plan.</p> <p><i>Since formation of the SAT in 2012, the SAT has implemented action points advancing equality, diversity and inclusion in NDS</i></p>	SAT has been meeting termly and the action plan is a standing item on the agenda	<p>i. Termly: continue termly SAT meetings with the action plan as a standing point on the agenda</p> <p>ii. Termly: action plan will be updated at least termly with actions completed and new actions added</p>	AS Champion – Claire Edwards	Deadlines for SAT and action plan are met.
1.2	<p>Staff and student surveys to be completed and results circulated.</p> <p><i>To date, survey data has been invaluable to observe positive impact of actions implemented and identify areas for improvement.</i></p>	Surveys has thus far been run regularly and results circulated to staff in Head of Department Q&As, with copy of PowerPoint being sent out afterward	<p>i. Oct 2020: Departmental survey to be circulated to replace delayed University survey, and to include students</p> <p>ii. Trinity term 2020: results from surveys to be circulated within Head of Department Q&A</p>	AS SAT AS Coordinator – Emily Hotine	<p>Survey completed by 80% of staff by 2021.</p> <p>Action plan to be reviewed and updated following information from surveys.</p>

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1.3	<p>Student recruitment, attainment and withdrawal data to be collated and analysed annually.</p> <p><i>Analysis of degree results and withdrawal data to date revealed no significant gender difference in degree completion rate. If this should change, access to the reasons for withdrawal will enable accurate interpretation of the reasons for the change, and therefore appropriate action.</i></p>	<p>Student recruitment, attainment and withdrawal data has been collated annually and reviewed for gender differences</p>	<p>i. Annually: analyse data and compile a report on student figures to be shared with SAT and Education Committee annually.</p>	<p>Director of Graduate Studies – Jon Austyn</p> <p>Graduate Studies Administrator – Eleanor Wilson</p> <p>Athena SWAN Coordinator – Emily Hotine</p>	<p>Changes, trends and anomalies in student data are clearly identified within annual data reports and addressed as appropriate.</p>
1.4	<p>Staff recruitment, numbers by role and leavers data will be analysed at yearly intervals.</p> <p><i>We will continue to record and analyse this data to ensure gender parity of applications and appointments and assess success of initiatives like the childcare provision launched in 2016, and recruitment made via the NDS ‘talent pool’.</i></p>	<p>HR has implemented staff exit interviews to ascertain staff destinations and reasons for leaving. Current data shows no gender difference and much turnover is due to expected career progression.</p>	<p>i. Annually: we will continue to review and analyse the data annually.</p>	<p>HR Manager – Lisa Bjork</p> <p>Athena SWAN Coordinator – Emily Hotine</p>	<p>Report summarising staff data to be distributed to all staff annually.</p> <p>Explanation for 100% of staff leaving the department.</p> <p>Gender of leavers is proportional to number of staff at that grade</p>

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1.5	<p>Continue to monitor the effectiveness of inductions</p> <p><i>The Induction Working Group improved and re-launched the induction process in 2015 to positive feedback in the 2016 survey. The 2017 survey revealed a gender disparity in the number of staff being offered a site-specific induction. Site-specific inductions are important to manage the split-site nature of NDS and maintain consistency in staff experience. Further analysis revealed that the language surrounding inductions differed in the survey versus day-to-day use, potentially causing confusion in how inductions were defined and skewing results.</i></p>	<p>In response to survey data that highlighted that staff were less likely to receive a site-specific induction (particularly female staff), the site-specific was redesigned. With input from recent inductees. The implementation of the new site-specific induction was delayed due to Covid-19.</p> <p>In line with the development of the new site-specific induction, we added questions on the effectiveness of the departmental and site-specific inductions to mid-probation review forms and departmental surveys.</p>	<ul style="list-style-type: none"> i. Jan 2021: Implement the new site-specific induction, which will include a buddy system ii. Oct 2020-Feb 2021: Simplify survey questions around inductions and increase consistency in the language used to refer to inductions iii. Oct 2020 – May 2021: Monitor the effectiveness of the new site-specific induction through survey and through new questions added to mid-probation review iv. October 2021: Identify whether induction needs improvement at specific sites v. Annually: continue to monitor effectiveness of the departmental induction. 	Athena SWAN Coordinator – Emily Hotine	>90% effectiveness of both departmental and site-specific inductions with no gender disparity.
1.6	<p>Ensure committees are gender balanced</p> <p><i>Committee membership (apart from the management</i></p>	2019: The NDS committee structure has been adjusted to provide greater clarity over their remits.	<ul style="list-style-type: none"> i. Hilary term 2021: Implement new committee structure in the department ii. Hilary term 2021: Ensure new starters are aware that 	Departmental Administrator – Jo Snoeck	Gender balanced committees by Oct 2021

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	<i>committee) is currently voluntary. It is therefore important to monitor the gender balance of committees.</i>	The membership of the SAT was reviewed in 2019 and adjusted to maintain gender balance and ensure members remained engaged.	<ul style="list-style-type: none"> they are expected to serve on at least one committee iii. Annually: continue to monitor gender balance of committees iv. Trinity term 2021: Create new webpages on the staff gateway for each committee v. Trinity term 2021: appoint future vacancies by advertisement on the staff gateway vi. Ongoing: monitor committee attendance and use this to review membership annually 	All Committee Chairs	Every full-time member of staff to serve on a committee
1.7	<p>Monitor workload and evaluate the need for workload allocation model</p> <p><i>Surveys have revealed a gender disparity in the amount of administrative work undertaken by female academic staff versus male academic staff, as well as in perceptions over whether workload is allocated fairly. We will need to analyse the situation</i></p>	<p>Questions on workload are included in NDS exit interviews.</p> <p>We have assessed whether a workload allocation model is suitable for NDS and concluded that traditional models would create too large a burden for staff and could inspire feelings of anxiety. We</p>	<ul style="list-style-type: none"> i. Annually: continue to monitor workload through surveys and exit interviews ii. Oct 2020: Investigate the reason for gender disparity in perceived administrative load on academics through greater clarification in workload allocation questions and more granular data collection in survey 	<p>Athena SWAN Coordinator – Emily Hotine</p> <p>Departmental Administrator – Jo Snoeck</p>	<p>Departmental understanding of gender disparity in administrative burden on academics and a plan of action for addressing the issue</p> <p>Focus group will have revealed issues behind workload transparency and department will have begun to address these.</p>

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	<i>in greater detail to understand the reasons for the situation and correct it.</i>	<p>have therefore concluded that another approach will be necessary.</p> <p>Departmental surveys now include workload questions for all staff.</p>	iii. Trinity 2021: hold focus group to investigate the gender disparity in workload transparency		>90% of staff finding workload reasonable (90%F, 90%M)
2. Departmental Culture					
2.1	<p>Enhance awareness of Health and Wellbeing</p> <p><i>NDS is committed to promoting the health and wellbeing of all staff. Aspects are currently advertised on the website and in the bulletin. However, in our 2018 survey and a recent health and wellbeing survey conducted within the department we saw a lack of engagement in male staff with health and wellbeing and a number of staff experiencing symptoms of low-mood, with women being more likely to express that they have concerns about their health and wellbeing and less likely to feel comfortable</i></p>	<p>Development of a mental health project began in 2019 with input from focus group and Dr Mark Bellamy.</p> <p>Mental Health First Aid training was held in the department in July 2020. 10% of workforce are now trained as Mental Health First Aiders</p> <p>Sept 2020: Mental Health First Aid service launched to the department in Head of Department Q&A</p>	<p>i. March 2020 – Oct 2021: complete development of mental health project through production of mental health resources and information, which will be posted on the staff gateway, and through improved departmental health and wellbeing policies</p> <p>ii. Oct 2020: investigate gender disparity in engagement with mental health and wellbeing and investigate whether there are gender disparities in staff mental wellbeing through 2020 survey</p> <p>iii. Hilary term 2021: develop resources for line managers</p>	<p>Athena SWAN Coordinator – Emily Hotine</p> <p>Mental Health First Aiders</p>	<p>Gender parity in engagement with mental health and wellbeing services and resources in the department</p> <p>Gender parity in responses to questions on mental wellbeing with >90% positive response rate to question, “my department supports my mental wellbeing.”</p>

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	<i>discussing their concerns with their line manager.</i>	<p>Creation of new health and wellbeing section on the staff gateway in response to Covid-19</p> <p>2018 – present: Department hosts weekly yoga sessions at lunch times.</p>	<p>in supporting staff with their mental health and wellbeing</p> <p>iv. Hilary term 2021: identify mental health awareness training for managers and advertise</p>		
2.2	<p>Raise awareness of flexible working policies within the department to all staff</p> <p><i>Currently, flexible working is more likely to be undertaken by female staff, and male staff are more likely to say that their caring responsibilities impact their work in a way that is difficult to manage. We are also looking to measure the impact that the COVID-19 pandemic has had on people's flexible working patterns.</i></p>	<p>2017: created a leaflet detailing family leave and flexible working policies</p> <p>2017: flexible working and family leave policies highlighted in departmental induction</p> <p>2017: profiles and quotes from carers and part-time workers included on the website</p> <p>2019: opportunities to formally discuss flexible working options included in PDR</p>	<p>i. Trinity 2021: investigate whether flexible working is impacting people's career progression through survey and address any perceived barriers to progression flexible working creates</p> <p>ii. Trinity 2021: use survey to investigate whether staff are equally comfortable requesting flexible working after COVID-19 pandemic.</p>		<p>Increase number of men working flexibly (outside of pandemic) to 50% by 2021.</p> <p>Greater gender parity in proportion of staff working flexible (currently 72%F compared to 44%M)</p> <p>Gender parity in response to questions over whether caring responsibilities impact their work.</p>

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					>85% positive responses to the survey question, “do you believe the department supports flexible working?”
2.3	<p>Support staff returning to work following a prolonged period of leave</p> <p><i>Following our 2016 submission, we pledged to investigate whether a reduction in teaching commitments would be necessary for staff returning from parental leave. Following consultations with these staff, we developed this action further to include all staff who had been on an extended period of leave, and we broadened our questions to understand what other adjustments could be made to support any member of staff in returning to work. Because most staff who are on leave for longer periods are women, it is important to ensure that they are</i></p>	<p>In 2019, all staff who had returned from extended periods of leave were invited to discuss their experiences and offer their insights. From these consultations we identified that the case-by-case approach taken by the department was effective. These discussions revealed that while a reduction in teaching commitments may not be necessary, other adjustments would be beneficial.</p>	<ul style="list-style-type: none"> i. Trinity term 2021: Consult staff returning from other types of leave to investigate whether further action is required. ii. Oct 2021: Work to provide a space in each NDS site that can be used by women to express/breastfeed iii. Hilary term 2021: increase awareness of Shared Parental Leave by creating a new webpage on the staff gateway iv. Trinity term 2021: Introduce a “re-induction” for staff returning from leave to catch them up on what’s changed 	<p>Athena SWAN Coordinator – Emily Hotine</p> <p>HR Advisor – Gemma Horbatowski</p>	<p>Feedback from returning staff confirming that 80% have found the “re-induction” has been helpful</p>

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	<i>well supported on their return to work to maintain gender equality in the department.</i>				
2.4	<p>Strengthen departmental identity</p> <p><i>The split-site nature of NDS is a major factor in the success of the department, but can make the department feel fractured unless site-specific cultures are monitored and steps are taken to unite staff across sites. Feedback from staff surveys identified a desire for stronger departmental identity</i></p>	<p>2016 – present: NDS bulletin released fortnightly with events and information for all staff.</p> <p>2020: in response to the Covid-19 pandemic, the Health and Wellbeing section of the staff gateway was published with resources and information to support staff wellbeing and a Slack channel for the department was created to bring the department together.</p> <p>Departmental Away Day has been running annually since 2016 submission.</p> <p>Departmental Head of Department Q&A sessions</p>	<ul style="list-style-type: none"> i. Hilary term 2021: creation of new staff gateway section of NDS website to replace outdated staff intranet ii. February 2021: run a departmental re-branding design competition to replace the department logo. iii. Trinity 2021: increase integration across sites with noticeboards on the staff gateway iv. Oct 2021: distribute stationary and office ware with new NDS branding v. Termly: continue to run HoD Q&A sessions vi. Annually: continue to run NDS Away Day 	Departmental Administrator – Jo Snoeck	Increase in positive response to survey question “I feel integrated into my department” from 81% to >90% without gender disparity

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		<p>are being run regularly, with increased attendance in 2020.</p> <p>2016: Events Committee has planned numerous social events for the department, including pub quizzes, Christmas lunches and nature walks, termly.</p>			
2.5	<p>Identify the most effective mechanisms to eradicate bullying and harassment from NDS</p> <p><i>NDS operates a zero-tolerance policy on bullying and harassment, although survey data reveals that instances still exist within the department. Eradicating bullying and harassment is crucial to creating an inclusive environment.</i></p>	<p>2018: the Bullying and Harassment Working Group was established and meets termly to focus on efforts to eradicate bullying and harassment.</p> <p>2019: Bullying and harassment is a standing topic in the NDS bulletin, re-enforcing the department's zero-tolerance policy.</p> <p>2019: bullying and harassment blog post published on the website</p>	<p>i. Mar 2021: investigate options for anonymous reporting tools, or similar bullying and harassment reporting systems</p> <p>ii. Oct 2021: create a summary of incidents and resolutions to share with the department to increase transparency and trust in the department's response to bullying and harassment.</p>	<p>Bullying and Harassment Working Group and Chair (Jo Snoeck)</p> <p>Bullying and Harassment Advisors</p>	<p>Bullying and harassment to be reduced from 8% to 5%</p>

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		<p>to reiterate stance against bullying and harassment.</p> <p>2018: we have increased the number of Bullying and Harassment Advisors so they are now placed within each site.</p> <p>2018: mandatory bullying and harassment training introduced to the department.</p>			
2.6	<p>Enhance the visibility of women within the department</p> <p><i>Ensuring women are well represented within the department is crucial in creating an inclusive, welcoming departmental culture and encouraging women within the department to progress into more senior roles. Equal representation has historically been difficult to achieve due to the lower numbers</i></p>	<p>2018: Developed a Women in Science section of the NDS website</p> <p>2018: Highlighted successes and achievements of female staff and students on website</p> <p>2017: proportion of female speakers and chairs at Away Day increased to 30%</p>	<p>i. Hilary 2021: include request that research groups consider gender and ethnicity diversity when putting forward speakers for Surgical Grand Rounds</p> <p>ii. Feb 2021: Encourage more female speakers at the NDS Away Day</p>	Departmental and Course Coordinator – Tarryn Ching	<p>Increase in women's positive response to survey question "are women well represented in NDS" from 30% to 50%</p> <p>Increase in proportion of female speakers at Surgical Grand Rounds to 50%</p>

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	<i>of female staff in more senior positions in the department.</i>	2020: proportional of female speaker and chairs at Away Day increased to 35%.			
3. Training and Development					
3.1	<p>Continue to monitor the PDR process to ensure uptake and follow-up</p> <p><i>PDRs are important development tools, and it is important that all staff are offered one and that they are useful in order to ensure equal opportunities for development across male and female staff.</i></p>	<p>2019: The PDR forms were updated in to include a section on “citizenship”, including activities that benefit the department. This was in response to analysis revealing that these activities are disproportionately undertaken by female staff and are often not acknowledged in performance reviews.</p> <p>New PDR information sheets were developed in 2019 to support line managers in offering the most effective PDR possible. Implementation of these forms were delayed due to Covid-19.</p>	<p>i. Michaelmas 2020: ensure that emails reminding line managers to offer PDRs include explanation of new “citizenship” section of PDR</p> <p>ii. Annually: continue to monitor effectiveness of PDR through survey</p>	<p>HR team – Lisa Bjork and Gemma Horbatowski</p> <p>Athena SWAN Coordinator – Emily Hotine</p>	<p>Greater proportion of those participating in outreach being male (from 37% to 50%)</p> <p>>90% of people finding PDR useful.</p>

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3.2	<p>Expand awareness of and opportunities for career development</p> <p><i>After the success of the promotion and re-grading Q&A session hosted in the department, we want to ensure that information about career development and progression opportunities is promoted to all staff. We especially want to encourage women to consider their options for progression and development in order to nurture female staff into more senior positions.</i></p>	<p>2019: PDR includes section on necessary trainings and on whether the role has changed and re-grading possible.</p> <p>2017: NDS Training Fund developed for staff development. 2020 blog post published highlighting successes of the Training Fund</p>	<p>i. Michaelmas term: create section on staff gateway for career progression and development, where all information regarding re-grading and development (including links to University's Career Service) can be found</p> <p>ii. Amend emails regarding PDR to ensure that all line managers are reminded to incorporate career development opportunities</p>	<p>Staffing Committee Chair – Paul Johnson</p> <p>HR team – Lisa Bjork, Gemma Horbatowski</p> <p>Communications and Public Engagement Office – Louise King</p>	<p>20% increase in numbers of staff applying for re-grading and 30% increase in number of staff applying to reward and recognition scheme by from 2016 – 2021.</p> <p>Increase in the proportion of staff who feel their line manager supports their career development from 78% to 90%.</p>
3.3	<p>Develop and publicise mentoring programmes and ensure everyone is aware of the mentoring available to them</p> <p><i>NDS took part in the divisional mentoring scheme and established a departmental mentoring scheme, leading to an increase in female mentees. In</i></p>	<p>2017: information on available mentoring schemes included in induction packs.</p>	<p>i. Hilary 2021: include information on mentoring and other development opportunities for line managers to go over with staff in PDR</p> <p>ii. Michaelmas 2021: create an inter-departmental mentoring scheme with another department in the</p>	<p>AS Coordinator – Emily Hotine</p> <p>HR Advisor – Gemma Horbatowski</p> <p>Communications and Public</p>	<p>Increase in staff (in all staff categories) participating in mentoring to 60% by Nov 2021</p> <p>Increase in awareness of mentoring schemes to 80%</p>

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	<i>2016, 36% of staff remained unaware of mentoring schemes available</i>		division to increase pool of potential mentors iii. Michaelmas 2021: promote mentoring scheme on staff gateway and in staff bulletin	Engagement Officer – Louise King	
3.4	Generate greater teaching opportunities for junior researchers and monitor gender balance of uptake <i>Teaching remains an important component for career progression and there is a gender imbalance in uptake.</i>		i. Michaelmas 2021: consider creating new training course that will provide teaching opportunities for junior researchers ii. Hilary 2021: promote divisional teaching opportunities website on new staff gateway	AS Coordinator – Emily Hotine Education Committee Director of Graduate Studies – Jon Austyn	Increase in number of researchers who say they have undertaken teaching to 50%
3.5	Put in place a formal mechanism to support grant and fellowship applications from junior researchers <i>Part of our strategy to encourage more women into senior positions is through ensuring female members of staff are supported through every stage of their career. Further, there is a lot of support in place for senior</i>	Apr 2020: creation of new panel, including senior researchers and researchers who have successfully gained fellowships in the past Feb 2020: creation of Early Career Researchers' Network (ECRN) to provide networking opportunities and peer support	i. Annually: continue to monitor effectiveness of panel ii. Michaelmas 2020: promote panel to researchers through staff gateway and ECRN iii. Hilary 2021: create workshops designed to help researchers with writing grant and fellowship applications	Research Grants Manager – John Gilbert	>50% positive response to question, "The department provides adequate support in applying for grant funding for a fellowship or as a principle investigator or co-investigator." More than 50% of junior researchers submitting

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	<i>researchers applying for funding, but junior researchers are less aware of the process and the support that exists.</i>		<ul style="list-style-type: none"> iv. Hilary 2021: create seminar series designed to support early career researchers initially to replace 2021 Away Day (due to COVID-19), then continuing regularly into Trinity term. v. Hilary 2021: establish a list of successful grant holders who can provide funder-specific advice for junior researchers vi. Michaelmas 2021: run applications workshops in ECRN for peer support in application writing 		<p>grant applications in 2021.</p> <p>Increase in successful grant funding applications by women to 50% by 2021.</p>
3.6	<p>Create handbooks for PIs, staff and students to clarify expectations, training requirements, departmental policies etc.</p> <p><i>As part of our desire to strive towards best practice in all policies and to ensure consistency of behaviour and treatment for all staff, we want to ensure this</i></p>	2019: creation of Education page on staff gateway, including code of practice for supervisors and policies for students	<ul style="list-style-type: none"> i. Hilary 2021: create line managers' toolkit, detailing information on how line managers are expected to treat their staff, and what the policies and procedures are. This will be available on the staff gateway ii. Develop new Education page on the staff gateway, including information for students on policies and 	<p>Graduate Studies Administrator – Eleanor Wilson</p> <p>Athena SWAN Coordinator – Emily Hotine</p>	<p>>70% positive response to the question “My department sets clear expectations of behaviour.”</p> <p>Increase in confidence in line managers in administering HR policies to 75%</p>

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	<i>information is available in a clear and up-to-date format.</i>		procedures and development		
4. Career Progression/Increasing Women in Senior Roles					
4.1	<p>Staffing Committee to oversee succession planning and inclusion of female candidates</p> <p><i>Women are not yet well represented in the department at senior levels. As a result, we intend to create succession plans for staff that work towards better representation of women and encourages female applications to senior positions</i></p>	<p>2017: Principle Investigators were instructed to create succession plans for their roles.</p> <p>2020: Principle Investigators were instructed to update their succession plans</p>	<p>i. Ongoing: Staffing Committee will identify female candidates within the department for senior academic roles when those roles are likely to become available.</p> <p>ii. Ongoing: Staffing Committee will ensure every PI has a relevant succession plan in place and will have them update their plans every 3-5 years.</p> <p>iii. Ongoing: any cases for direct appointments will be reviewed by the Staffing Committee, who will explore opportunities to approach female candidates.</p>	<p>Staffing Committee</p> <p>HR Manager – Lisa Bjork</p> <p>HoD – Freddie Hamdy</p>	<p>20% of new senior appointments to be women</p>
4.2	<p>Ensure all staff, starting with panellists, have undergone bias training</p>	<p>2017: all members who serve on recruitment panels have been asked to complete the training</p>		<p>HR Manager – Lisa Bjork</p>	<p>100% of staff on recruitment panels will have completed unconscious bias training</p>

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	<p><i>This would be beneficial for all staff, but particularly recruitment panels, in order to tackle any unconscious bias that could occur during the recruitment process. As we are struggling to recruit women to senior positions, this is something we want to ensure is not creating a barrier for female candidates.</i></p>	<p>2017: completion rates tracked and monitored on regular basis</p> <p>2017: unconscious bias training now a requirement for all new starters</p>		<p>HR Advisor/SAT – Gemma Horbatowski</p>	<p>>90% of departmental staff will have completed unconscious bias training</p> <p>No gender disparity in successful applications to positions between male and female candidates</p>
4.4	<p>Increase number of women entering surgical sciences through outreach</p> <p><i>Our strategy to increase the number of women in senior positions in the department includes encouraging more women to enter surgical sciences at earlier stages, allowing us to nurture talent from within and provide additional support to women in moving along the career pipeline. Outreach is an important aspect of this. We also noticed that applications to our work experience programme from</i></p>	<p>Annually: NDS participates in local science festivals such as IF Oxford and the Swindon Science Festival.</p> <p>2019/2020: we updated our work experience application forms to collect more data around student’s circumstances. We then considered student’s backgrounds when selecting candidates as opposed to grades, mitigating for any disadvantage caused by socio-economic factors.</p>	<p>i. Further develop the application process to capture more data on applicants’ backgrounds, including POLAR 4 and ACORN metrics</p> <p>ii. Michaelmas 2021: Expand our outreach programme to local secondary schools, focusing on those with a high proportion of students from backgrounds that are under-represented in surgical sciences and the department</p> <p>iii. Trinity 2021: Create a series of workshops to host in these schools to support</p>	<p>Communications and Public Engagement Officer – Louise King</p> <p>Athena SWAN Coordinator – Emily Hotine</p>	<p>Increase in the number of applications to the NDS work experience programme, particularly from schools where workshops have been run</p> <p>Increase in the proportion of students accepted to the NDS work experience programme from under-represented backgrounds (particularly female and global majority students)</p>

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	<p><i>independent school students were often of a higher standard than their state school counterparts. We suspect this is due to a greater availability of support and coaching in independent schools. We therefore wish to address this disadvantage.</i></p>		<p>students in writing top quality applications to work experience programmes</p>		