# Athena Swan renewal application form for departments

## Applicant information

| | |
|---|---|
| Name of institution | University of Oxford |
| Name of department | Radcliffe Department of Medicine (RDM) |
| Date of current application | July 2024 |
| Level of previous award | Silver |
| Date of previous award | September 2019 |
| Contact name | Charlotte Smith |
| Contact email | ██████████████████ |
| Contact telephone | ██████████████████ |

| Section | Words used |
|---|---|
| An overview of the department and its approach to gender equality | 2108 |
| An evaluation of the department's progress and issues | 4089 |
| Future action plan* | |
| Appendix 1: Culture survey data* | |
| Appendix 2: Data tables* | |
| Appendix 3: Glossary* | |
| **Overall word count** | 6197 |

*These sections and appendices should not contain any commentary contributing to the overall word limit

**We have used 697 extra words throughout the document (from the 1000 permitted in the email below).**

**Overall word limit: (5500+1000) 6500 words**

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**From:** Athena Swan <Athena.Swan@advance-he.ac.uk>
**Sen** ████████████████████████████████████████
**To:** ████████████████████████████; Athena Swan <Athena.Swan@advance-he.ac.uk>
**Subject:** RE: Additional Word Count Request for the Radcliffe Department of Medicine

Dear Charlotte,

Many thanks for your email.

Please see our FAQ regarding the Covid-19 word extension allowance on the link below, page 11, which details where this 500 word extension will apply. Do let us know if you have any further questions regarding this: Transformed Charter FAQs on Connect

Departmental applicants with both non-clinical and clinical staff can avail of a 500-word extension to the application word limit to allow them to analyse and reflect on any differences between the two staff groups. Applicants are encouraged to disaggregate their data for clinical and non-clinical staff to support this analysis.

Exceptional Circumstances: The Head of Athena Swan has also approved an additional 500 word extension based on your rationale below:

████████████████████████████████████████████████████████████████
████████████████████████████████████████████████████████████████

**Please include this email at the beginning of the application, and state clearly on the word count table where the additional words have been used.**

Kind Regards,

████████████████████

Equality Charters Team

# Table of Contents

# Section 1: An overview of the department and its approach to gender equality

In Section 1, applicants should evidence how they meet Criterion A:

- *Structures and processes are in place to underpin and recognise gender equality work*

Recommended word count: 2500 words

## 1.1 Letter of endorsement from the head of the department

Please insert (with appropriate letterhead) a signed letter of endorsement from the head of the department.

**Radcliffe Department of Medicine**

**UNIVERSITY OF OXFORD**

Professor Keith Channon FRCP FMedSci
Field Marshal Earl Alexander Professor of Cardiovascular Medicine
Head of Department

www.rdm.ox.ac.uk

Dear Athena Swan Reviewers,

I am pleased to share RDM's Silver Athena Swan renewal application and confirm my commitment to gender equality and the Athena Swan Charter principles. This application and data are an honest, accurate, and true representation of the Department.

Since taking on the role of Head of Department during 2022, I have supported a renewed focus on fostering an inclusive and supportive environment where all can thrive. One of my first initiatives was organising termly Q&A (question & answer) sessions, to provide an open, conversational forum for all students and staff. We have revamped our annual symposium, RDM Day which I was keen to see include sessions for all staff, moving beyond the primary emphasis on academic research. We introduced sessions specifically addressing EDI, finance and entrepreneurship, emphasising the importance of our collective principles. These initiatives aim to create a more inclusive environment and ensure that all voices are heard and valued.

I am pleased that RDM's sustained gender equality activities are showing impact. Our female academics have increased from 25% (2018) to 36% (2023). The percentage of female clinical researchers has risen from 31% to 45%, our senior clinical researchers are now 50% female, up from 36%, and two of our four Divisional heads are female.

A significant achievement has been the appointment in 2023 of our first EDI Academic Lead, Professor Anne Goriely. As a member of our Senior Leadership Team, the EDI Academic Lead ensures oversight and strategic direction for our EDI initiatives. One of Professor Goriely's first initiatives was to introduce the role of EDI Champions for each of the RDM Divisions, further supporting EDI efforts and communication.

In 2022 RDM co-hosted the International Diversity Interventions Conference organised by Dr Pavel Ovseiko, underscoring our commitment to sharing knowledge and best EDI practices.

I remain an active member of the EDI Committee, and in addition to the committee work, I hold termly 1-2-1 meetings with Professor Goriely to ensure EDI remains a core focus for both myself and the Department.

As we celebrate our successes, we acknowledge our challenges. While progress has been made, the rate of increase in academic female representation remains slower than desired, particularly at more senior levels. The pandemic disrupted and changed the professional and personal focus for many RDM academic, research and administrative staff.

Despite these challenges, I am optimistic for our future. Since I took on the role of Head of Department, a new team of Senior Officers has been appointed. Change takes time, but we now have an energetic and committed team ready to provide a fresh vision for RDM. I anticipate an acceleration in positive changes with the recognition that EDI is crucial to our academic success. Our newly formed Academic Career Panel will foster a more transparent and structured path for career progression; a new RDM Leadership Programme, open to all staff, will help create a more inclusive and empowering environment. I expect these initiatives to yield significant benefits and contribute towards our ambition to go for Gold in 2029.

I am personally dedicated to driving our gender equality agenda. Together, we aim for excellence, inclusivity and the highest standards of equality in RDM.

Very best wishes,

Keith Channon

Head of Department, RDM

## 1.2 Description of the department and its context

Please provide an introduction to the department.

### Introduction

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

RDM was created in 2012 to bring together academic units from existing departments which specialised in related themes. These shared academic endeavours and disciplines give cohesion and critical mass.

### Organisation

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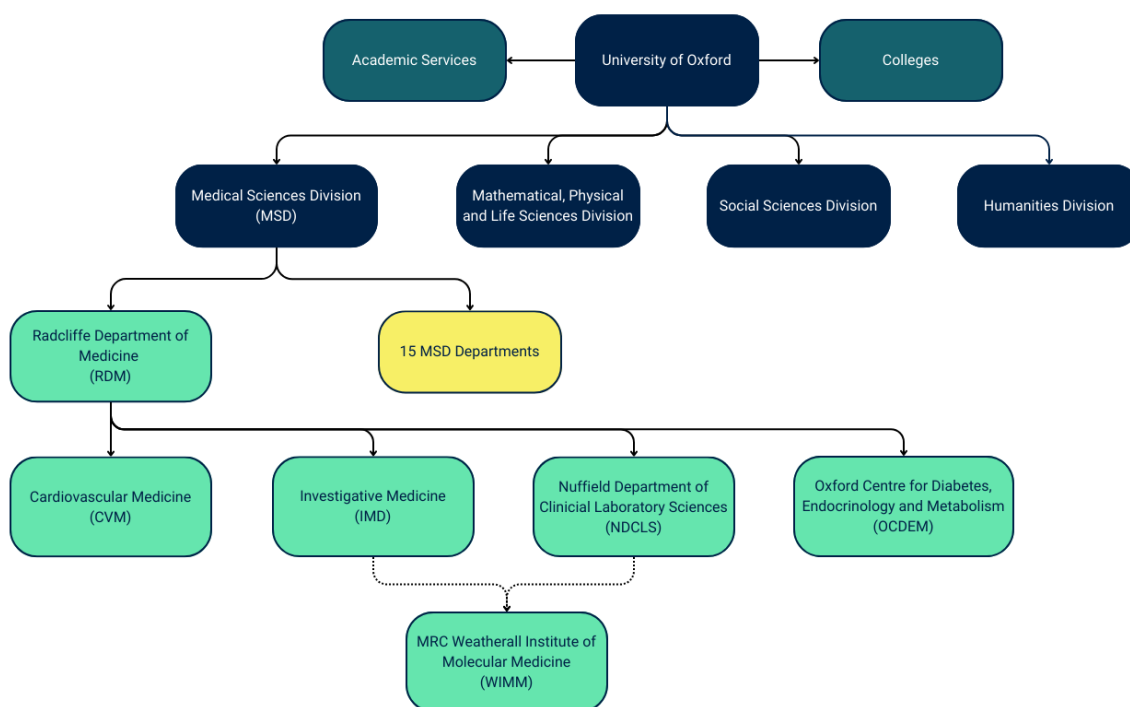


*Figure 1 RDM within the University of Oxford, includes RDM Division names and acronyms used throughout application.*

RDM is led by Professor Keith Channon with support from the Senor Leadership Team (SLT) and RDMS. To maintain flexibility and facilitate research progress, we operate a devolved structure, with the five units having local leadership: four Academic Division Heads (DH) (2F/2M), the WIMM Director (1M), the WIMM Administrator (1F), and four Divisional Business Managers (BM) (2F/2M). The Divisions and the WIMM have local administrative staff, who work across and within their Divisions, co-ordinated by RDMS.
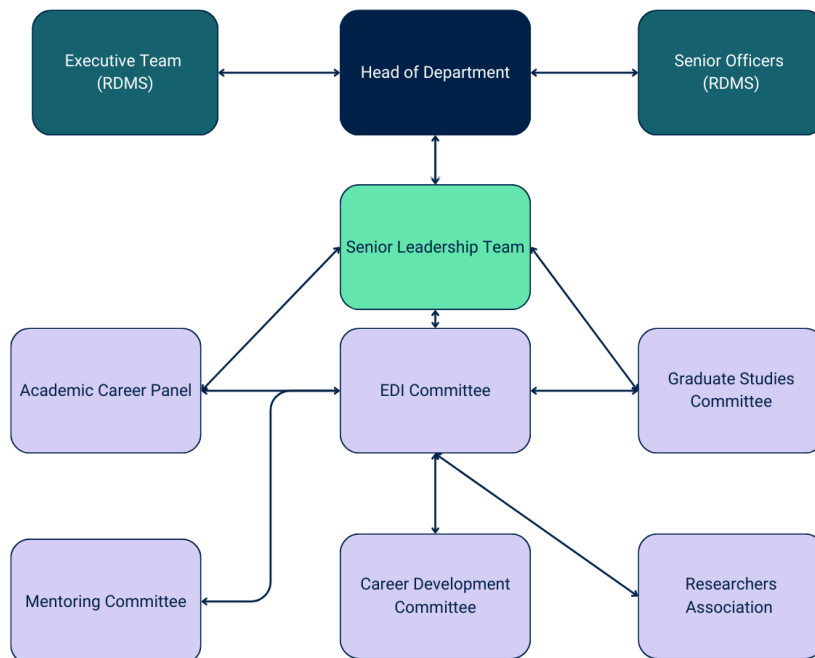


*Figure 2 RDM Structure and Communication between Key Committees*

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

We employ 535 staff including 328 Academic and Research (ACARES) (92 clinical, 236 non-clinical) and 207 Professional and Support Staff (PSS). RDM has 156 DPhil students (on course in July 2023).

| | | Female | Male | Total | %F | %M |
|---|---|---|---|---|---|---|
| Academic Staff | Clinical | 10 | 20 | 30 | 33% | 67% |
| | Non-Clinical | 7 | 10 | 17 | 41% | 59% |
| | Total Academic | 17 | 30 | 47 | 36% | 64% |
| Research Staff | Clinical | 29 | 33 | 62 | 47% | 53% |
| | Non-Clinical | 117 | 102 | 219 | 53% | 47% |
| | Total Research | 146 | 135 | 281 | 52% | 48% |
| Total ACARES | | 163 | 165 | 328 | 50% | 50% |
| Total PSS | | 157 | 50 | 207 | 76% | 24% |

| | | | | | |
|---|---|---|---|---|---|
| All Staff | 320 | 215 | 535 | 60% | 40% |
| DPhil Students | 73 | 83 | 156 | 47% | 53% |
| Total RDM | 393 | 298 | 691 | 57% | 43% |

*Table 1 RDM staff and student data as at the census point in July 2023.*

In 2022-23, RDM's annual turnover was £65m, of which £44m was research income from 105 funders.

101 (27F/74M 27%F) Principal Investigators (PI) conduct research across 9 themes. PI status is a significant career transition point, PIs are ACARES staff who have independent funding and may also hold the title of University Research Lecturer (URL), Associate Professor (AProf) or Professor (Prof).
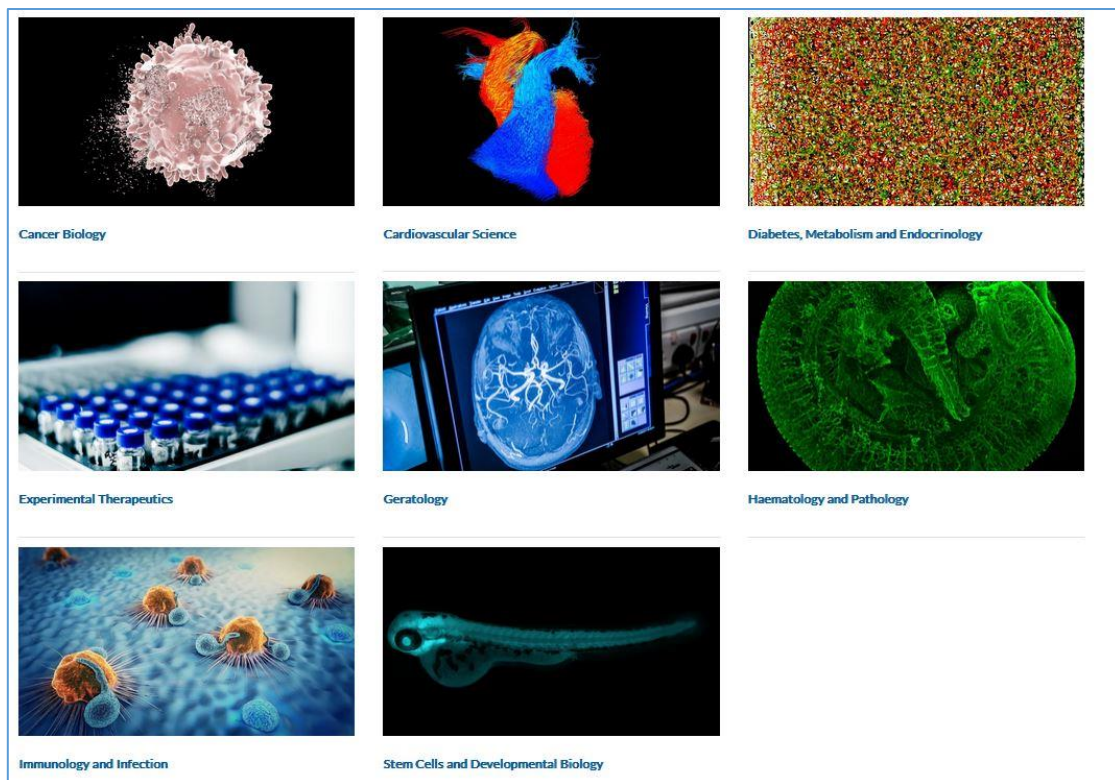


*Figure 3 Screen shot of the RDM webpage which outlines research areas*

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

*Figure 4 Map of the Headington area of Oxford*

**Leadership**

In 2022 two senior posts in RDM, the Academic Head of Department (HOD), and Head of Administration and Finance (HAF) had new appointees. The finance, communications and HR capabilities of RDMS have also been strengthened.

In 2023, the Department created the new role of RDM EDI (Equality, Diversity and Inclusion) Academic Lead, with a responsibility allowance, to be held by a senior academic alongside their academic duties. The post was designed to provide EDI Leadership, to work closely with the HOD, senior academics, and administrative staff. It was advertised across RDM and successfully filled by Professor Anne Goriely.

The key committee in RDM is the Senior Leadership Team (12F/7M 63%F). EDI is a standing item on the agenda, and the EDI Academic Lead an ex officio member. The RDM EDI Committee (EDIC) reports to the SLT.

## 1.3 Athena Swan self-assessment process

Please provide an overview of who was involved in the preparation of this application, how it was prepared, and what plans are in place to support the department's future gender equality work.

**2012** — RDM formed

**2013** — Head of Department takes on chair of Athena Swan Working Group | First RDM ASSG meeting | First annual RDM symposium | PDR scheme started

**2014** — First staff and student surveys | Mentoring scheme started

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

**2016** — Silver award granted | Second staff and student surveys

**2017** — AS Facilitator starts | ASSG reviewed | Learning and Development programme starts | Online PDR pilot launched

**2018** — NEW SAT formed | WG & committee structure approved | Third staff and student surveys

**2019** — Silver application awarded (post-2015 form)

**2020** — Respectful Behaviours Framework launched | RDM undertakes survey to assess staff and students experiences during Covid-19 pandemic

**2021** — Staff and Student experience surveys undertaken by University | AS Action Plan reviewed and published

**2022** — SAT updated to become EDI Committee | Diversity Interventions Conference | New Head of Department and New Head of Administration and Finance

**2023** — RDM EDI Academic Lead starts | Staff and Student experience surveys undertaken by university

**2024** — RDM EDI Champions start | Silver Renewal Application Submitted

*Figure 5 Overview of EDI in RDM since 2012*

**Self-Assessment**

The self-assessment process is undertaken by the EDIC. The EDIC was known as the Self-Assessment Team (SAT) until renamed and expanded in 2022 to provide a more diverse and intersectional approach to EDI.

Until October 2023 the HOD chaired the EDIC; since October 2023 it is chaired by our RDM EDI Academic Lead, Prof Anne Goriely. Our HOD remains on the committee providing continuity, support and engagement.

We have a large EDIC to ensure good representation across roles/working patterns and Divisions (*Table 2*). Student views are represented via the Director of Graduate Studies (DGS), the Graduate Studies Manager (GSM) and a Graduate Student. And though a large committee, every member of the EDIC is a dynamic contributor, committed to EDI delivery.

There is a gender imbalance on the EDIC (69%F compared with RDM population of 57%F). While we are pleased to have a high proportion of female staff engaged with EDI, we continue to encourage male colleagues to be part of the EDI conversation.

EDI in RDM is supported by the dedicated EDI and Strategic Projects Facilitator (0.75FTE), Charlotte Smith.

The EDIC reports directly to the SLT and there are strong links between these committees with 6 members of the EDIC on the SLT, including the EDI Academic Lead and HOD.

The EDIC meets at least quarterly, typically in-person with hybrid options available (and used) to ensure inclusivity. Between EDIC meetings the EDI Facilitator has six-weekly meetings with RDM Senior Officers, which includes the HOD and HAF. The EDI Academic Lead has termly 1-2-1 meetings with the HOD. The EDI Academic Lead and EDI Facilitator meet weekly. Between all meetings correspondence is continued via email and Teams.

In October 2023 the Terms of Reference (TOR) of committees were re-drafted to reflect the new roles and remits across RDM. Colleagues across RDM consulted on the EDIC TOR and agreed the final draft in March 2024. One innovation at this stage was the inclusion of new EDI Champions. These roles were advertised in the RDM Bulletin (the RDM Weekly Newsletter) and were inaugurated in part as a response to surveys, to increase communication and transparency, and develop local EDI plans across RDM Divisions.

23 of the EDIC roles are ex-officio, others are appointed directly to reflect their expertise in EDI/departmental experience.

EDI's importance is recognised through a responsibility allowance for the EDI Academic Lead and the salaried role of EDI Facilitator. Committee membership is recognised via PDR as good citizenship, and the new EDI Champions have named roles to give the holders recognition across RDM and on their CVs.

| Name | Role in RDM | Background – ALL REDACTED FOR PUBLICATION |
|---|---|---|
| Anne Goriely | EDI Academic Lead (*ex officio*) | |
| Keith Channon | Head of Department (*ex officio*) | |
| Alison Banham | Emeritus Professor | |
| Betty Raman | CVM EDI Champion (*ex officio*) | |
| Charlotte Rush | Mentoring Co-Ordinator (*ex officio*) | |

| | | |
|---|---|---|
| Charlotte Smith | EDI and Strategic Projects Facilitator (*ex officio*) | |
| Deborah Hay | Teaching and Education Lead (*ex officio*) | |
| Emma Engel | Head of HR (*ex officio*) | |
| Jacqueline Pumphrey | Head of Communications (*ex officio*) | |
| James Brown | Mentoring Committee Chair (*ex officio*) | |
| Jane Sherwood | Head of Administration and Finance (*ex officio*) | |
| Jill Walker | Graduate Studies Manager (*ex officio*) | |
| Katherine Corr | Medical Sciences Division EDI Facilitator (*ex officio*) | |
| Leanne Hodson | Career Development Committee Chair (*ex officio*) | |
| Lewis Timms | DPhil Student Representative (*ex officio*) | |
| Lorna Daniels | Researcher Association Co-Chair (*ex officio*) | |
| Marella de Bruijn | Director of Graduate Studies (*ex officio*) | |
| Mark Evans | OCDEM Business Manager | |
| Matt Neville | OCDEM EDI Champion (*ex officio*) | |
| Naveed Akbar | Principal Investigator | |
| Noelia Martinez Sanchez | Researcher Association Co-Chair (*ex officio*) | |
| Noelle Obers | WIMM EDI Champion (*ex officio*) | |
| Pavel Ovseiko | EDI Research Specialist (*ex officio*) | |
| Sarah Ball | Head of Strategic Research Development (*ex officio*) | |
| Stephen Minay | NDCLS EDI Champion (*ex officio*) | |
| Sumana Sharma | IMD EDI Champion (*ex officio*) | |

Table 2 RDM EDI Committee Membership (2024)

**Previous Advance HE feedback and action plan development**

Our 2019 Silver Application feedback was positive and in particular the application was commended for the SMART (Specific, Measurable, Achievable, Realistic and Timebound) action plan, active SAT (now EDIC) and involvement of senior staff.

In 2021, as part of the Advance HE transformation of Athena Swan (AS), the action plan underwent a substantial review (over and above annual reviews). Every action was given a full assessment and the timeline updated to reflect the transformed charter and longer application period. The updated plan was published on the RDM website.

The action plan was created in Excel and version controlled by the EDI Facilitator. Throughout the application period, the plan was updated directly by members of the SAT/EDIC or via the EDI Facilitator. Every update was dated and where appropriate, links to internal and external resources and data tables added.

**Consultation (Internal and External)**

For this application we consulted members of RDM via comprehensive staff and student surveys (2021 and 2023), focussed surveys, in-person meetings, and online polls during the EDI session at RDM Day 2024.



*Figure 6 Photos from RDM Day 2024 showing colleagues completing polls during the EDI sessions*

The results for the full staff and student experience surveys are discussed at committees including the SLT, EDIC and Graduate Studies Committee (GSC). The results are also shared via the RDM Bulletin and presented as an infographic poster.

Since 2021 the staff surveys have been administered by the central University, using an external supplier who provide a detailed data dashboard. While there are benefits in having this wealth of data, response rates have dropped. When questioned staff expressed a slightly more dismissive attitude to responding to the external emails. This situation is under review.

| BIENNIAL RDM SURVEYS | | Female | Male | PNTS (prefer not to say) | %F respondents | % response rate |
|---|---|---|---|---|---|---|
| **2023** **Separate staff and student surveys.** Staff survey run by external co. | Staff | 186 | 104 | 7 | 63% | **58%** |
| | Student | 39 | 29 | 8 | 51% | **44%** |
| **2021** **Separate staff and student surveys.** Staff survey run by external co. | Staff | 208 | 113 | 3 | 64% | **61%** |
| | Student | 18 | 21 | 2 | 44% | **26%** |
| **2018** **Separate staff and student surveys.** Staff survey run via MSD. | Staff | 220 | 154 | 27 | 50% | **75%** |
| | Student | 34 | 34 | 7 | 45% | **71%** |
| **2016** **Separate staff and student surveys.** Staff survey run via MSD. | Staff | 237 | 154 | 19 | 58% | **69%** |
| | Student | 22 | 22 | 2 | 48% | **46%** |
| **2014** **Joint student and staff survey.** Run via RDM. | Staff | 181 | 130 | 10 | 56% | **54%** |
| | Student | 38 | 30 | - | 56% | **53%** |

*Table 3 RDM Surveys. Question about gender not mandatory (pre-2021 surveys excluded some respondents who did not answer the question)*

The EDI Academic Lead is a member of the Medical Sciences Division (MSD) EDIC. The EDI Facilitator is a member of the University AS Working Group and a founding member of the University's EDI Community of Practice. For the six months prior to submission, the EDI Facilitator met with the MSD EDI Facilitator fortnightly. The EDI Facilitator is an accredited Advance HE AS panellist. Dr Pavel Ovseiko is on the Advance HE Steering Committee.
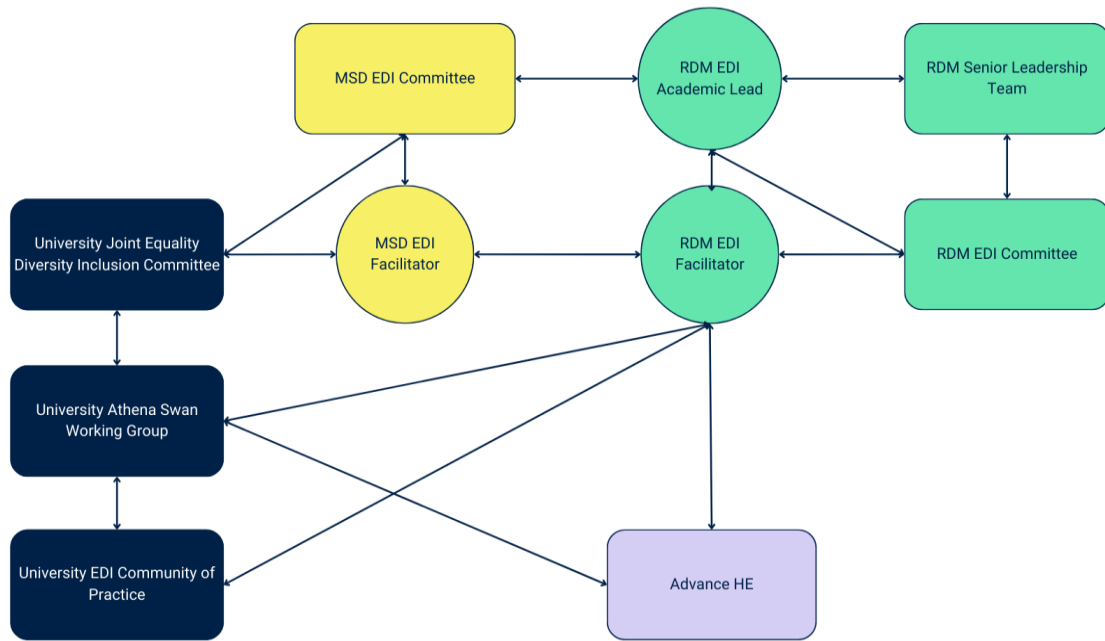
*Figure 7 Diagram showing some of the connections of RDM EDI Colleagues*

**Writing the Application**

Quantitative data was gathered and analysed by the EDI Facilitator and the MSD EDI Facilitator and discussed by the EDIC, GSC and SLT and RDM Senior Officers. The EDI Facilitator took the lead on writing the application. Where appropriate, Communication, Research Facilitation, Graduate Studies, HR, and Finance colleagues have all supplied data and narrative for the application.

After analysis of the earlier action plan, surveys, staff data, and student data, the initial draft of the new action plan was developed by a small working group led by the EDI Facilitator. The draft action plan was then sent to the wider EDIC who submitted additional actions and ideas.



*Figure 8 The EDIC Meeting in July 2024. Reviewing the final draft of the action plan.*

The application was reviewed by the MSD EDI Facilitator and read by a critical friend in the University's central Equality and Diversity Unit. The final action plan was approved by the EDIC and SLT.

**Future Plans for the EDIC**

This is an exciting time for the EDIC and RDM. The new EDI Academic Lead, HOD, HAF and EDI Champions will ensure that AS/gender equality, and EDI more broadly, are driven forward with energy and refreshed ideas. The strengthened RDM Communications Team enhances our ability to communicate EDI initiatives. At the end of 2024 RDM will be undergoing a University review process which will give further opportunities for us to reflect upon, and develop, academic and administrative plans.

The AS action plan will continue to be a 'live' document which will be updated and discussed by the EDIC and SLT. Progress reports will be published on the RDM website and/or via the RDM Bulletin.

The EDIC will continue to meet termly. The EDI Academic Lead, HOD and HAF will continue to ensure that EDI is integrated across RDM. The EDIC TOR lay out which roles are ex-officio and which roles are renewed, and the frequency of renewal. RDM recently appointed to a new role 'Head of HR', who will work closely with the EDI Facilitator and EDI Academic Lead on areas such as Personal Development Reviews (PDR) and career development.

More widely, the University continues to develop its data provision, and is currently undertaking a Digital Transformation Programme. The University has also undertaken a Pay & Conditions review, which it is hoped will answer some of the issues raised within the staff experience survey which are out of RDM's control (pay level etc.). RDM staff are active participants in these University programmes and will continue to work with centrally based colleagues on these initiatives.

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

In Section 2, applicants should evidence how they meet Criteria B and D:

- *Progress against the applicant's previously identified priorities has been demonstrated*

- *Evidence-based recognition has been demonstrated of the key issues facing the applicant*

Recommended word count: 3000 words

## 2.1 Evaluating progress against the previous action plan

Please provide a critical evaluation of your most recent action plan and any other actions you have initiated since your award.
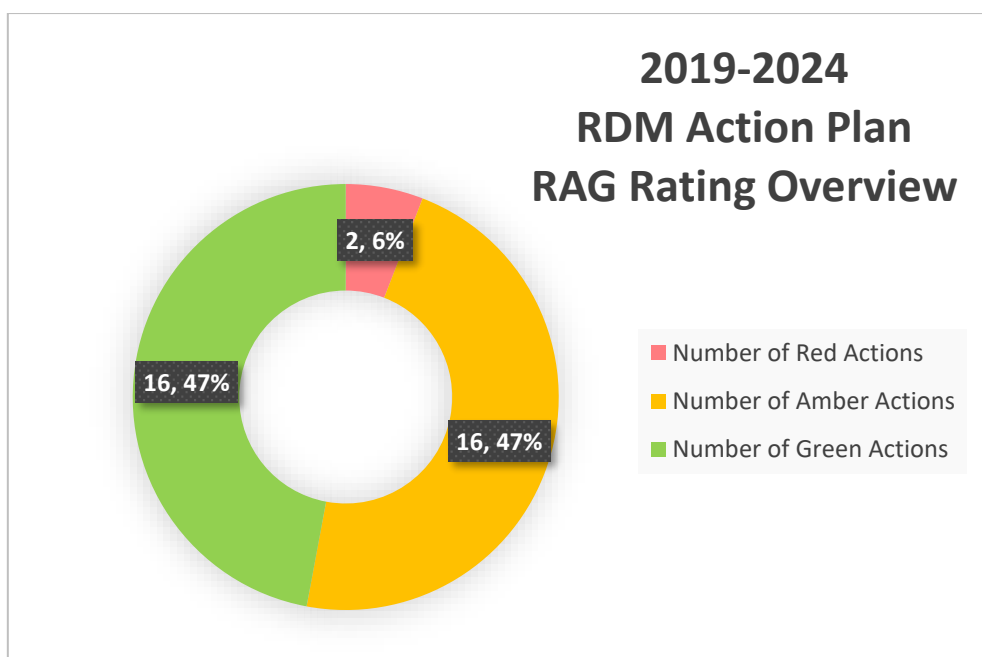


*Figure 9 Chart showing the final RAG rating overview for the 2019-2024 action plan*

## 2.1.1 Previous Action Plan: RDM Silver Action Plan 2019-2024

As part of the 2021 Advance HE transformation of AS, the RDM action plan was updated. The version below is the 2021 action plan which included a review of the timelines (some actions had already been completed by that stage).

The Barriers and Facilitators to progress are outlined within the plan and discussed in-depth after the action plan table below.

| Ref No | Objective | Rationale | Actions | Measure and Monitor | Timeline / Priority | Final Update for EDIC | Summary for AS Review<br>-RAG Rating<br>-Outcome<br><br>-Barriers (B)<br>-Facilitators (F)<br>-Pandemic effect |
|---|---|---|---|---|---|---|---|
| 1 | To have an effective Self-Assessment Team who can deliver Athena SWAN actions and embed EDI principles across RDM. | EDI implementation requires input from majority and minority groups. | Balance the attendees at the SAT meetings by asking representatives to invite male colleagues to attend / deputise. | Current SAT 71%F/29%M. | Results to be assessed by 2024. | 2018 Committee was 71%F/29%M. Current January 2024 EDI Committee is 67%F/33%M. Need to continue with actions to ensure EDI committee reflects RDM population (57%F). July 2024 EDIC Committee include new EDI Champions and committee structure may be further updated as part of RDM strategic review taking place in October 2024. | RAG Rating: Amber Objective to ensure effective RDM committee structures continued in future priority area.<br><br>B: Staff Changes<br>F: Committee Commitment<br>Pandemic: None |
| | | | Inviting men across the department, who have an interest in EDI but not necessarily a formal role, to attend SAT meetings. | Record SAT attendance and ensure that over 4 year period there is a 50/50 gender balance (within 5%) in attendance with consideration of any non-binary attendees. | | | |
| | | | Consult with organisations who work with men in EDI, examples include, Good Lad Initiative, Gender Allies & Male Champions of Change about setting up an additional working group. | | | | |

| Ref No | Objective | Rationale | Actions | Measure and Monitor | Timeline / Priority | Final Update for EDIC | Summary for AS Review -RAG Rating -Outcome -Barriers (B) -Facilitators (F) -Pandemic effect |
|---|---|---|---|---|---|---|---|
| 2 | Increase the visibility of men who are participating in EDI initiatives. Establishing them as role models. | Cultural change requires participation from all groups, especially those in the majority groups (e.g. men) who can sponsor individuals / causes. | Sponsor and encourage men to attend EDI workshops such as the annual Royal Society Diversity Conference / EDIS. | Minimum of 2 different male staff per annum attend external EDI workshops.<br><br>Using media platforms to highlight at least two stories per annum of EDI work being done by individuals in majority groups. | Ongoing (till 2024 and beyond) | Some achievements within this action. The Diversity Interventions Conference was organised by Dr Pavel Ovseiko (2022). The RDM EDI committee was chaired by Prof Hugh Watkins, then Prof Keith Channon (both M). However more work needs to be done to emphasise the importance of allyship within EDI. | RAG Rating: Green Actions undertaken with some success. Objectives still valid for future priority.<br><br>B: Lack of communication and strategic oversight F: Individual Commitment Pandemic: Minor (disrupted in-person events for 3-yrs) |
| 3 | Committees and working groups should have transparent and accessible working practices. | As there has been some re-structuring of committees and working groups, we need to ensure all RDM members know which groups are responsible for which areas. | Communications Manager to work with RDMS and WG chairs to ensure webpages are put online.<br><br>Put agendas and minutes for all WG on website.<br><br>Pilot open Committee and WG meetings. | Webpages should be in place by end 2019.<br><br>In future surveys ask additional Q. "Management and Committee processes are clear and transparent in RDM" and aim for 50% positive responses in 2020 and 75% in 2022. | 2023 survey results to show impact. | 2022 Survey results for "Management and decision-making processes are clear and transparent in my department". 38% Overall agree, 36% aren't sure and 26% disagree. This question is not quite the same as the question in the original action, however the results for the last two surveys have remained consistent (and low). This action will be taken on by the RDMS team as a strategic aim. | RAG Rating: Amber. Work ongoing, transparency is included in future priority area.<br><br>B: Staff changes F: Adoption of Teams / new technology Pandemic: Some, meeting schedules were interrupted, though more information was available on online systems. |

| Ref No | Objective | Rationale | Actions | Measure and Monitor | Timeline / Priority | Final Update for EDIC | Summary for AS Review -RAG Rating -Outcome  -Barriers (B) -Facilitators (F) -Pandemic effect |
|---|---|---|---|---|---|---|---|
| 4 | Increase the response rate for biennial staff and student surveys. | To demonstrate engagement with the self-assessment process. A high response rate gives a more accurate measure of qualitative assessment. | Conduct staff and student surveys in 2020 and 2022.

Give regular examples of what has changed due to previous survey results, thereby giving respondents' confidence in the process and helping to underline the importance of survey completion. Information will be disseminated via email from Head of Department, in Weekly Bulletin, and on website. | By 2022, increasing the response rates: Staff from 75% (2018) to 80% Student from 71% (2018) to 75%. | Surveys will take place in 2021 and 2023

Ongoing (till 2023 and beyond) | Though the actions were carried out with good feedback, we were not able to meet the success measures. This action is being taken forward as part of RDMS strategic developments.

2019 student success measures column was for a subset of students; we now include all students, which contributed to the lower overall % rates.

The Staff Experience Survey (SES) responses showed a decline since the surveys have been administered by the central University / external organisation. | RAG Rating: Green Surveys completed and results disseminated.

B: Pandemic (surveys delayed), staff changes, lack of consistency in reporting. F: Staff encouragement to complete surveys (particularly the Graduate Studies Team) Pandemic: Some, surveys were postponed and no F-2-F meetings to encourage participation. |

| Ref No | Objective | Rationale | Actions | Measure and Monitor | Timeline / Priority | Final Update for EDIC | Summary for AS Review -RAG Rating -Outcome -Barriers (B) -Facilitators (F) -Pandemic effect |
|---|---|---|---|---|---|---|---|
| 5 | Assess the working group and committee structures within RDM. | Evaluate the strengths and weaknesses of the new RDM working groups / committees to ensure they are effective. | The Athena SWAN Facilitator will consult with colleagues who have evaluation expertise to develop an accurate assessment plan. | Exact measurements of what success looks like will be developed as part of the assessment action. | Report to be completed by 2022 | Between 2021-2024 RDM leadership, committees and strategic team have undergone changes. | RAG Rating: Amber Objective moved into management processes and considered within future departmental review.

B: Staff changes within the RDMS team
F: Adoption of Teams
Pandemic: Minor |
| | | | We will assess the impact of the working group / committee structure model on the effectiveness of implementing EDI and other administrative functions within RDM. | Success will also be defined by assessment starting in Autumn 2020 and will be completed and communicated by Easter 2021. | | | |
| 6 | Ensure the SAT, Athena SWAN Facilitator, DA and HR Officers are working with knowledge and understanding of current EDI research and best practice. | Providing an evidence base for equality, diversity and inclusion (EDI) work is important, the resulting EDI knowledge should make the SAT a more effective team.All members of RDM need to know why EDI initiatives are being carried out, | Arranging a journal club with EDI research specialists for Athena SWAN practitioners from Oxford. Cascading knowledge gained with the SAT and implementing new initiatives based on this | In September 2019, ask the SAT to reflect and measure their understanding of EDI research to establish a baseline. Ask again in September 2021 to assess the effectiveness of the actions. | First newsletter to be issued by end 2021. Reception of newsletter will determine frequency. | Anti-racist / EDI book club is now run by EDI colleagues across the University. It is regularly publicised in the RDM Bulletin. RDM EDI facilitator regularly attends.RDM webpages are updated, RDM Bulletin used to disseminate EDI information on weekly basis. Central EDI Bulletin referred to within the various RDM communications. EDI / culture survey questions asked within Staff Survey. | RAG Rating: Green EDI becoming embedded with new EDI Academic Lead, EDI Champions, Head of HR.

B: Changes in technology (moving from physical to online materials). Moving survey |

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| | | and to demonstrate where and when changes are being seen, thereby contributing to transparency of decision making across RDM. | knowledge. Putting information onto the website, the Weekly Bulletin, and via Twitter. | | | | systems lessened response rate but increased analytic capabilities.<br>F: Efficient colleagues and regular meetings. Efficient survey platform.<br>Pandemic: Minor (now most resources are on-line) |
| | | | Curate an online reference list on gender specific research and literature which is accessible to all. Athena SWAN Facilitator to conduct desk research to build library, working with the Communications Manager and EACWG to disseminate. | Library available by 2020.<br>Aim for 20 unique visits to webpage each month by 2021. | | | |

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| | | | Ask additional EDI question in Biennial surveys or run a focussed survey. | Question to be in place for 2020 survey, or separate survey undertaken by 2021. | | | |
| 7 | This Athena SWAN action plan needs to be updated no less than quarterly. | Using excel / word may not be the most efficient method of tracking progress against the Athena SWAN action plan, it is also often reliant on one or two people to update the document.When ad-hoc events and activities happen these are recorded on the excel worksheet. | Investigate setting up a system (access / project) which would allow multiple user inputs, an easier user interface and better reporting. | The database needs to be in place by end of 2019, or continue with excel spreadsheet.Binary success, will work or not work. | NA (Completed) | Action was completed within 18 months - extensive spreadsheet used to monitor Athena Swan action plan. | RAG Rating: Green A task and finish action. Action plan monitoring is entrenched within RDM.<br><br>B: Having one 'owner' of the spreadsheet may lead to lack of resilience.<br>F: Having autonomy to develop systems as required.<br>Pandemic: None |

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| 8 | Monitor for any bias in the graduate admissions process. | To remove the potential of any bias within the graduate admissions process. | Continue annual review of postgraduate student admissions data. Identify why student applicants turn down offers and implement new policies to address the reasons, where appropriate. | Admissions and acceptance rates should balance at 50:50 over a five year average. 2015-2019 data 54%F Applications, 49%F Offers, 46%F Acceptances (updated from application which used the 2014-2018 data). | Reviews will continue until 2024 | Monitoring has been consistent over the five years. Work undertaken included bespoke Inclusive Recruitment courses for staff within the Graduate Recruitment. Inclusive recruitment practices are now business-as-usual. Average results over 5 years; Applications 60%F/40%M through to Offers Made 58%F/42%M | RAG Rating: Green. Annual checking for bias undertaken. All panellists undergo competency training.<br><br>B: Data processing and access.<br>F: Enthusiasm from staff to engage and ensure system is equitable.<br>Pandemic: None |
| 9 | Collect staff leaver reasons and destinations in a timely and consistent way, including on HR system. | To have confidence in, and understand, the reasons why staff leave and what their next destination is. | With HR teams, develop a consistent approach to collection and entry of leaver data. | Data should be able to be interrogated directly from the University Database without the need for additional data sources (local spreadsheets). | Project assessed and completed by 2022. | Leaver data code list was updated within HR system. | RAG Rating: Green This was a task and finish action was successfully completed.<br><br>B: Needed collaboration with colleagues and not always obvious who to contact.<br>F: Collaboration facilitated engagement. This relatively simple task resulted in better data.<br>Pandemic: None |

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| 10 | Ensure all recruitment exercises are unbiased. | Investigate why more females are appointed to grade 6 posts than apply or are shortlisted. | Request other department's recruitment data.<br><br>Re-run recruitment data analysis in 2021 when we should have enough data to make the exercise meaningful.<br><br>In response to the 2021 and benchmarking data, develop an additional set of actions. | Grade 6 recruitment data should show no gender bias. Currently Applied 56%F Shortlisted 66%F Appointed 76%F. | Project assessed and completed by 2022. | 2018-2023 Grade 6 data show Applied 62%F Shortlisted 67%F Offer 78%F There has been a slight decrease in the % gap of F applications to offers. In the 2018 data there was a 20% increase from F applications to offers, and there is still a 16% increase in F being offered G6. This compares with 35% G6 M applications which goes down to 18% G6 M offers made. This could show bias towards F in the Grade 6 recruitment processes. MSD Divisional benchmark 65%F apps, 72%F appointed. Recruitment processes continued in future action plan. | RAG Rating: Amber Inclusive recruitment is included in the next action plan.<br><br>B: Due to low numbers action needs to be a long-term goal. Accessing training data. F: Analysis of data at this level gave us previously unknown insights. Pandemic: n/a |
| 11 | Increase the number of female applicants and appointments in senior recruitment exercises, especially female clinicians. | To improve the gender balance at the senior grades. | All search committees will be briefed about the current number of females in these posts and encouraged to proactively identify female applicants. | For Clinical Professorships, currently 16%F applied / 0%F appointed, aim to increase to 30%F applied / 10%F appointed over the next five years. With longer term aim for equity in applications/appointments. | Ongoing as vacancies arise (until at least 2024) | There have been fewer than 10 senior recruitment exercises over this application period; however this action is still relevant. For overall academic recruitment the %F applied is 33% and 38% appointed. For %M 61% applied and 63% appointed. So 19% of female applicants were made an offer and 17% of male applicants were made an offer. This implies | RAG Rating: Amber People Practices and Recruitment are included in the next action plan.<br><br>B: Lack of opportunities to acquire data at this level. |

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| | | | For all senior appointments, gender data on search committees will be collected. <br><br> We will use external reviewers if needed to ensure balanced recruitment panels. | 40%F membership on recruitment committees. | | that while the actual process may not reflect bias, there is a lack of F candidates applying. In addition to working long term on increasing the pool of eligible candidates we need to ensure that there is no bias in advertising / pre-selection. Action to be continued in future action plan. | Actions were 'too small' for the objective which addressed systemic issues. F: Gained understanding on what recruitment exercises need to focus on. Pandemic: None |

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| 12 | Further strengthen and embed the induction process, using new tools and software as they become available. Continue to assess for effectiveness and ensure no bias emerges. | To ensure a comprehensive and consistent process across RDM. | Consult with other departments who have set up online inductions and add to our website. | Pages online. Ask questions regarding effectiveness of new pages, either in next biennial survey, or run specific survey on inductions. New webpages/system so no baseline data available. | Project assessed and completed by end 2021. | RDM online induction went live in November 2022. 2023 staff survey results 3% of respondents more favourable than 2021 survey results for the induction theme. | RAG rating: Green. A task and finish action successfully completed. Future work on inductions will take place in departmental processes.<br><br>B: Time taken to complete was longer than originally anticipated due to staff changes.<br>F: Upskilled staff in website design.<br>Pandemic: None |
| 13 | Assess the long-term impact of induction on the career lifecycles of females in RDM. | Induction is one part of the career lifecycle which will have a long lasting impact. | Follow up with new group leaders six months after their inductions have taken place.<br><br>To deepen our understanding and ensure consistency we will develop a more detailed feedback process | All new group leaders should receive their six-month follow up by 2020.<br><br>New feedback process should be in place by 2020. | Project ongoing. Outcomes to be assessed before or during 2024. | There was some internal consultation over the best method to conduct these reviews; however staff changes within the RDMS team along with absences during the pandemic meant this action was never fully put into place. However, in late 2023, RDM convened a new 'Academic Career Panel', which, along with several other new initiatives, will be supporting our mid-career researchers. | Final RAG rating - Amber.<br>Some progress with these actions. The objective here focuses on female career transition points and is included in new action plan.<br><br>B: Staff changes / lack of resources.<br>F: Engaged and enthusiastic staff |

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| | | | to evaluate inductions. | | | | means planning and implementation of additional support around transition points is now underway. Pandemic: Some. There was a hiatus with in-person meetings which the original action had been based upon. |
| | | | Following direct feedback, part of the PI induction process will now be completed in a group, to enable greater integration of PIs across different divisions of RDM, after each RoD exercise. | | | | |
| 14 | Ensure there is a pipeline of female researchers and academics to progress into more senior positions. | To ensure that over time, RDM has an increased number of female academics and researchers in senior positions. | Using internal and HR databases to get a list of names the Head of Department, Division Heads, Head of Administration and Finance, Divisional Administrators and Research Strategy Coordinator will assess a list of female | Currently we have 23F PI (27%). We will increase this number by 1-2 per annum. So by 2024 this number will be at least 28F, and could be 33F.The dry run will establish the current eligible staff and give us a baseline. We expect the actions to provide an as yet undetermined increase from this baseline. | Project ongoing. Outcomes to be assessed before or during 2024. | This is a comprehensive action and, with hindsight, it would have been more effective to have broken the action into more distinct actions. There has been activity but using the description of PI as written in our last application (where we had 85 PIs (23F/62M 27%F)), when using that same descriptor in January 2024 we have 97 PIs (25F/72M 26%F) there has been no progress against the success measure. So the overall objective to ensure the pipeline of female academics and | RAG Rating: Amber There has been some activity around these actions, and the objective is included in the future action plan. B: Relied on one individual who had the knowledge and capacity to undertake a comprehensive review of many |

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| | | | researchers annually to: | | | researchers will be continued in the future action plan. | individuals. Action was overly complex for the one objective. F: New staff in place have already started planning a more resilient review methodology to look at under-represented groups. Pandemic: Minor |
| | | | * Identify those who should be re-graded or put forward for awards of excellence. | | | | |
| | | | * Identify senior PDRAs, contacting them and discussing individual career plans and suggesting suitable fellowships. | | | | |

| Ref No | Objective | Rationale | Actions | Measure and Monitor | Timeline / Priority | Final Update for EDIC | Summary for AS Review -RAG Rating -Outcome -Barriers (B) -Facilitators (F) -Pandemic effect |
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| | | | In 2019 there will be a 'dry run' for REF 2021. We will use this to identify those would may need additional support to be returned for the next REF exercise. | | | | |
| 15 | Disseminate knowledge gained by women who undertook the Said Business School's Women Transforming Leadership (WTL) programme. | Use the knowledge gained from the WTL to increase the knowledge and confidence of women in RDM to develop their careers. | Continue to identify and pay for individuals to attend WTL. Previous WTL attendees will develop a bespoke workshop for all staff, based on key concepts from the WTL course, to help support career development. | RDM to support and pay for 2 attendees per annum to attend WTL (or similar course). Career workshop runs once per annum. | Project ongoing. Outcomes to be assessed before or during 2024. | Several women did attend the WTL pre-pandemic and all the women who attended the course were very enthusiastic about the course, but the dissemination of knowledge workshops were hard to maintain due to staff changes and not wanting to increase the workload of those who had participated. | RAG Rating: Amber Leadership training is being included in the future action plan. B: Asking time-poor women to take on this amount of extra work was burdensome. The actual course was expensive so limited to small number of women. F: The SBS course was run by leadership experts. |

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| | | | Will be open to all with the CDC and Research Strategy Coordinator having a focus on women at career transition points. | | | | Pandemic: Yes, there was no attendance during the pandemic or since. |
| 16 | All staff should feel comfortable discussing their training needs with their managers and supervisors. | To ensure that personal career needs, especially of female staff, are given appropriate priority alongside research group objectives. | Implementation and communication of MSD recommendation that research staff are allocated a minimum of five days training per annum. | 2020 PDR form to be updated to allow for monitoring. | PDR updates now taking place in 2022, baseline to be established in 2022 and reviewed by 2023/4 | The new RDM HR manager will co-ordinate PDR and CDR across RDM. PDR will undergo a review in 2025. For the 2023 survey responses the gender gap had reduced to 4% for ACARES staff (62%F/66%M), but both had dropped substantially when compared with the 2018 survey response, though it is difficult to compare results due to the difference in the survey systems. Future work will be taken forward by the Career | RAG Rating: Amber PDR development will now be included within general RDM processes. The objective around training needs will continue within the future priorities. B: A lack of resources and expertise in implementation of a new PDR system. F: Expertise has |
| | | | | 2021 PDR reporting to establish uptake level and establish baseline data. | | | |

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| | | | | Decrease the Gender Gap shown in the 2018 survey data for the questions 'You feel comfortable discussing your training and development needs with your line manager/supervisor?' Currently ACARES 75%F / 88%M, by 2024 survey both should be equal and above 85%. | 2021 and 2023 surveys to be assessed for changes. | Development Committee / HR team. | been gained in developing PDRs and surveys which should facilitate future implementation and analysis. Pandemic: Some. In-person PDRs stopped. |
| 17 | Automated reporting on PDR uptake. For this application the staff survey has been used to report on PDR uptake. The | Moving from a manual to an on-line process should make PDR administration easier for individuals and HR teams, and ensure more | Review pilot at the end of the two year period, consulting with participants on the strengths and weaknesses of the system. | Review team will need to discuss specific success measures to ensure viability of software before making a decision on whether to roll out to the department. | Updated timeline, review to be completed by 2022. | This action was completed in that the online PDR system was piloted over 3-4 years; however the uptake of the online system was sporadic and has now ceased. As with action 16 above, PDR will undergo a review over the next 12 months. | RAG Rating: Green Actions completed. Future work on the PDR development will take place within RDM business as usual. |

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| | purchase of the online PDR system will allow automated reporting of uptake. | accurate recording and reporting. | Consult with other departments using the same software who have achieved high completion and satisfaction rates (e.g. Psychiatry). | | | | B: Online system implementation had insufficient expertise allocated to change management. F: Along with our own learnings, we have consulted with colleagues in other departments who took on the same system. Some have continued, others have stopped, and we have learnt more about what makes for a successful implementation. Pandemic. Some, lack of resources and a change in focus. |

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| **18** | To ensure appropriate tools and support are provided to staff and their managers/supervisors for career progression. Continue to monitor the effectiveness of this support and adapt it as needed. | To ensure PDR is an effective tool to initiate discussions around career progression and to ensure that everyone has access to appropriate support for career development. | Future surveys will specifically ask reviewers/managers how useful they find PDR (not just reviewees). | Current Survey Results for reviewees, F ACARES Useful - 83% M ACARES Useful - 88%F PSS Useful - 88%M PSS Useful - 80% We will aim for new survey question(s) evaluating reviewers' opinions. Results should equal or exceed these outcomes. | Questions will be asked in 2021 and 2023 surveys. | 2023 survey results showed the following 'I found my PDR useful' overall 7%F are more positive than M (66%F/59%M). For the question 'I have had a PDR in the last 2 years', this has dropped to 55%. ACARES 54%F/54%M, PSS 58%F/53%M. Future actions around PDR will be undertaken by the Career Development Committee / HR. | RAG rating: Amber. Some progress was made in updating PDR materials. PDR development will now be included within general RDM processes. The objective around career support will continue within the future priorities. B: Part of this action was difficult to undertake due to systemic changes in the survey systems being used. F: In future surveys we will have better quality longitudinal results, and we can use this alongside focus groups to establish better quality PDRs. Pandemic: None |
| | | | Enhance and refresh PDR materials, and put together a new workshop for new starters and new line managers. | Workshops running by 2020. | Workshops or alternative learning materials will be available in 2022. | | |

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| 19 | Ask senior staff to expand their understanding of issues faced by junior and / or diverse colleagues. | Closing the knowledge gap between staff groups. Ensure senior academics understand the challenges of younger, female, BME, disabled and/or LGBTQi groups. | Reverse Mentoring: The mentoring co-ordinator and committee will advertise for individuals who will be open to become reverse mentees and mentors.Prof Hugh Watkins, Head of Department, has agreed to be one of the first mentees acting as a role model for other senior academic males in RDM. | Establish a minimum of 4 reverse mentoring relationships in the first year among research and PSS. Impact from this pilot will be assessed and the scheme continued if there is impact / demand. | NA - Completed | The mentoring dialogues pilot was successfully concluded. All participants found it useful, and the final report was published on the RDM website. | RAG Rating: Green This was a task and finish action. B: None F: Enthusiastic and engaged senior staff Pandemic: None, completed before the pandemic. |
| 20 | Encourage PDRAs to supervise summer students and / or medical student's research projects. | Staff will gain management experience needed to progress their careers. | Ensure all schemes looking for supervisors are widely advertised. | From 2020 use PDR form information to gather data on how many PDRAs are undertaking supervisory roles. | 2022-2024 | There was some activity on this action pre-pandemic but the hiatus was so long and then the staffing changes meant it was never fully taken forward and most of the communication was generic rather than personal. | RAG rating: Red There was little/no progress on these actions. The new action plan will include career training and management. B: There was a lack of resources |

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| | For PSS staff encourage supervision of interns. | | When the call for medical student research projects is sent out, specifically encourage PDRAs to submit a project. | From 2019 RDMS will send around intern request emails to PDRAs. | | | available to undertake the personal communications and fully engage with these actions. F: Standardised procedures ensured that the schemes were advertised via established communication channels. Pandemic: Minor, there was a lack of in-person communications. |
| | | | When University intern programme opens, send around to relevant staff to ask if they wish to supervise. | | | | |
| | | | Add supervisory experience to PDR form. | | | | |

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| 21 | Ensure PIs are sponsoring early career female staff. | Sponsorship is an important factor in career development. Anecdotal evidence given to RDMS is that there may be occasions when input by junior researchers is incorrectly attributed to their PI, or senior academics decline invited talks instead of delegating them. | In the 2020 survey, add additional question for researchers to establish if there is a widespread issue and then develop a set of remedial actions. These could include updating the PDR forms to include papers reviewed and talks given in place of a more senior colleague. | Question to be in place for 2020 survey. Any remedial actions to be in place by 2021. Re-survey in 2022 to establish if there has been any change. | 2022 | The 2020 survey didn't take place due to the pandemic. The 2021 survey was undertaken by an external supplier and questions were difficult to add. Subsequent staff changes meant that little activity took place either looking at alternatives to the survey questions or developing remedial actions. | Final RAG rating - Red. This action was difficult to quantify and to measure. Support for early career female staff is included in the future action plan.<br><br>B: Lack of flexibility with new survey system. Didn't follow-up with alternative methodology due to staff changes.<br>F: None<br>Pandemic: Undetermined |
| 22 | Enhance student induction with information on how to get the most out of supervision and ensure respectful interactions. | Reduce the likelihood of negative DPhil experience for student and supervisor. | Future inductions will invite all students as a refresher on important information, encourage interactions with new students / peer-to-peer mentoring. | In the 2020 student survey, results should show no gender gap.<br><br>2018 Results for question "Agrees have the opportunity to take on new responsibilities or develop new skills" 84%F/92%M. | Can assess progress after 2021 student survey. | All student inductions now include presentations and also informal networking sessions with existing students. Peer-to-peer supporters have been trained. Student forum and Graduate Studies teams have regular feedback sessions. Feedback is requested after each graduate induction.<br><br>The gender gap for the question "I have the opportunity to take on | RAG rating: Green Action successfully completed and continues to be implemented.<br><br>B: No barriers to the actions. Measurables more difficult to evaluate.<br>F: Dedicated and consistent |

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| | | | Continue student induction feedback survey to ensure induction and training is relevant and instructive. | | | new responsibilities or develop new skills" has reduced from 8% (84%F/92%M) in 2018 to 1% in 2023 (77%F/76%M). To note; the change in survey systems between 2018 and 2023. | implementation. Pandemic: Minor, inductions went online for two years but then back to in-person. |
| 23 | To increase the success rate for female researchers applying for grant applications. | To ensure that female researchers are as successful as their male colleagues when applying for grants. | When we convene internal panels in RDM to review grant applications, invite female PDRAs to sit in as observers to learn how review panels work and the questions they raise. | 4F PDRAs to act as observers per annum in 2019. In 2020 this level to be assessed and adjusted as appropriate. | To be determined after return to onsite working. | There was one set of observations before the pandemic. Grant writing workshops took place before and after the pandemic. The Career Development Committee will develop new activities for the future action plan. | Final RAG rating - Green. Actions completed. The objective will be supported with new action in the next action plan. B: Changes in staff, systems, and the pandemic, means that though this action was completed, there is more to be done for this objective. F: Willingness of staff to help colleagues (by being observed). Pandemic: Some, many meetings changed, and some processes went online. |

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| 24 | The number of applications and success rates of fellowships should not show a gender difference. | To ensure that female researchers apply as frequently and are as successful as their male colleagues. | We will run at least one focus group and conduct desk research to establish the reasons behind the lower female application and success rates. Use this information to develop a more detailed action plan. | The current fellowship application rate is 34%F/66%M. The current success rate for applications is 21%F/43%M. By 2023 female numbers should be equal. | 2022 | Fellowship success rates over the last application period are 23%F / 30%M, a gender gap of 7%. The previous application showed a gender gap of 22% (21%F/43%M). The Career Development Committee and Academic Career Panel will continue this work in the future action plan to reduce the gender gap further. | RAG Rating: Amber There will be new actions in the next action plan to support this objective. <br><br> B: The pandemic, and staff changes meant that we haven't had done as much research as liked. F: There are more University resources available. There is more emphasis from funders about EDI and research culture. Pandemic: Some, there was some disruption to working patterns. |

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| 25 | To increase the likelihood that female intermediate fellowship holders can progress to the next level / renew their fellowship. | To ensure that women, who may be less likely to come forward with issues and queries, are fully supported. | At a minimum of 18 months before an Intermediate Fellowship ends, the Research Strategy Coordinator will meet with the fellowship holder to discuss the next step and follow on fellowship application. Assess if additional gender specific support is required. | The RDM database of fellowship holders will have review meeting dates recorded. Over the next four years we will establish a baseline dataset to enable us to record if these meetings increase female fellowship renewal success rates. | 2024 | In 2023 the RDM Academic Career Panel was created and will now be supporting fellowship holders with their career progression. As this is a new initiative there will be a continuation in the next action plan. | RAG Rating: Green The actions here are completed though this objective is included as part of the future action plan. B: Staff changes meant this action started later than anticipated. F: New ACP is already embedded within RDM. Pandemic: Minor |
| 26 | To achieve overall gender balance among RDM researchers securing internal funding. | To eliminate the gender difference in the funding success rates for RDM researchers applying to internal funding streams. | The Research Strategy Coordinator will compare the M/F funding success rates of RDM researchers in internal funding competitions with the overall success rates for each funding competition. Will then review RDM processes to establish why | Aim to have female researchers as successful as male researchers in securing internal funding. Currently 54%F/73%M applications are successful. | 2024 | The data between 2018 and 2024 shows a slight narrowing of the gender gap for internal funding. The gap was 19% and is now 14%. The overall success rates have dropped to 41%F/55%M. The action will be updated and included in the future action plan. | RAG Rating: Amber There will be new actions in the next action plan to support this objective. B: Changes in staff and reliance on one person to undertake actions. F: Increase in embedding EDI within RDM. Emphasis from |

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|---|---|---|---|---|---|---|---|
| | | | there is a gender bias with RDM success rates. | | | | funders on the importance of EDI. Pandemic: Minor |
| 27 | Ensure PSS are supported in their career development. | PSS staff have an extensive set of training courses and support available to them but individuals may not know which would be the most appropriate and we need to assess if all | Extend 5 days for professional and career development to PSS, i.e. going beyond MSD recommendation which was for this policy to apply to ACARES staff. | Work with OLI to establish a baseline for numbers attending courses and ensure we are filling the courses. | Project ongoing. Outcomes to be assessed before or during 2024. | There has been a delay in some of these actions due to the pandemic and changes to the RDM strategic team. The CDC did complete PSS Staff Case studies which are live on the website. With the new teams in place, actions have been re-assessed for the future action plan and the | RAG Rating: Amber There will be new actions in the next action plan to support this objective. B: Staff changes with not enough CDC meetings. |

| Ref No | Objective | Rationale | Actions | Measure and Monitor | Timeline / Priority | Final Update for EDIC | Summary for AS Review -RAG Rating -Outcome -Barriers (B) -Facilitators (F) -Pandemic effect |
|---|---|---|---|---|---|---|---|
| | | groups are equally supported. | Though there is PSS representation on the CDC, we will hold focus groups /targeted surveys to assess how distinct PSS groups (such as laboratory and facility managers / personal assistants / research nurses) feel about current training provisions. | Surveys / focus groups to be undertaken throughout 2019/20 and any specific recommendations in place for 2021. | | Career Development Committee will consider how to take forward. | F: Communication through the RDM Bulletin and RDM website has continued to publicise PSS training and PSS career case studies. Pandemic: Yes, many PSS had to pivot in their roles which resulted in increased workload and less time for training. |
| | | | Will work with PSS line managers to ensure they are aware of the training available for staff. | Current data shows 84% (86%F/81%M) of PSS staff are comfortable discussing training needs with their managers. Target 95% by 2022 survey. | | | |

| Ref No | Objective | Rationale | Actions | Measure and Monitor | Timeline / Priority | Final Update for EDIC | Summary for AS Review -RAG Rating -Outcome -Barriers (B) -Facilitators (F) -Pandemic effect |
|---|---|---|---|---|---|---|---|
| | | | Carry out an annual review of PSS staff to identify those who should be re-graded or put forward for awards of excellence (see SAP 14). | PSS staff feel well supported and responses to the survey Q "Agrees that you are clear about the development opportunities available to you?" exceed 80% in 2024 survey (Currently 71%F/70%M). | | | |
| 28 | Ensure that every researcher who takes carer's leave is informed about the Returning Carers Fund (RCF) and encouraged and supported to apply. | Increase awareness of the RCF. Whilst RDM has a high success rate for those who do apply, we are not accurately capturing all eligible individuals. | On a quarterly basis the HR/DA will provide a list of all researchers on carer's leave to the Research Strategy Coordinator who will use it to contact all returners and discuss applying to the Returning Carer's Fund. | Establish a baseline and ensure that all who are eligible to apply for the RCF, submit an application whilst ensuring the success rate remains, equal to, or above the current 77%. | 2022 | From a potential 22 applications between 2018 and Feb 2024, 20 were funded, 2 didn't apply. This action is now considered 'business-as-usual'. | RAG Rating: Green Action now embedded within the research funding team.<br><br>B: There was a delay during staff changes.<br>F: The scheme is established with relatively low numbers of potential applicants, so the team were able to maintain communication and support individuals.<br>Pandemic: Minor, the scheme continued during the pandemic. |

| Ref No | Objective | Rationale | Actions | Measure and Monitor | Timeline / Priority | Final Update for EDIC | Summary for AS Review -RAG Rating -Outcome -Barriers (B) -Facilitators (F) -Pandemic effect |
|---|---|---|---|---|---|---|---|
| 29 | Ensure all staff are aware of, and feel the impact of the cultural changes being made. | When asked "I feel there has been a positive cultural change in RDM over the last two years" PSS responses were 5% lower than ACARES staff. To ensure all staff are aware of and feel the impact of the changes being made. | Investigate whether there is support for an RDM PSS group, and/or more role specific groups, e.g. lab manager, personal assistants, facilities managers. We will look at options including physical meetings and/or how software such as "Teams" could be implemented to support a greater sense of community. | 2018 Staff Survey showed 79% PSS and 84% ACARES felt that there was a positive cultural change in RDM. This should be level at 85% or above by the 2024 survey. | After 2021 survey assess priority and relevance. | During, and since the pandemic there have been initiatives undertaken to keep and develop a sense of community, including personal emails from the Head of Department to all staff and students; all RDM Teams meetings; and all RDM Head of Department Q&A's. Changes to the survey means that the original question about positive culture change was not included. | RAG rating: Amber Some work was undertaken to look at building communities and the next action plan will build on these to improve individuals' sense of value and community. B: Not having gender specific success measures. F: Having regular, reliable communication channels and engaged senior staff. Pandemic: Some, communities moved online during the pandemic and we are now establishing hybrid communities. |

| Ref No | Objective | Rationale | Actions | Measure and Monitor | Timeline / Priority | Final Update for EDIC | Summary for AS Review -RAG Rating -Outcome  -Barriers (B) -Facilitators (F) -Pandemic effect |
|---|---|---|---|---|---|---|---|
| **30** | A workplace where everyone treats each other with mutual respect, courtesy and consideration. | Investigate why the numbers of reported instances of harassment and bullying have not decreased, despite the roll out of a suite of anti-bullying and harassment training materials, courses and workshops. | Produce a dignity at work policy, to give a comprehensive guide on the expected behaviours of all members of RDM.<br><br>Circulate information to show what is being done, what will be done and what the Harassment advisors do. In particular, we will be putting together a 'roadshow' highlighting the support and advice available from RDMS, including support to combat bullying. | RDMS will complete Dignity at Work Policy by end 2019.<br><br>From a baseline of 11%, biennial surveys will show decrease of 2% per annum in those reporting feeling bullied or harassed, to achieve a 5% or lower result. | Ongoing until at least 2024. | The dignity at work policy developed into the Respectful Behaviours Framework (RBF). The RBF is referred to via RDM communication channels, meetings and documentation. It has been held up as an example of good practice across the University including being presented at University-wide events. Requests from colleagues from other departments and external universities have seen the RDM framework used as a model for others. The RDM anti-bullying and harassment webpages were updated and are now regularly refreshed. The RDM Harassment Advisors have held in-person meetings. The action looking at display screens was not taken forward due to the pandemic and the lack of screens across the departmental offices. In 2022/3 the University employed extra staff to tackle bullying and | RAG Rating: Green These actions have been mostly completed. Wellbeing and recognition will be in the future action plan.<br><br>B: Too many actions within the one 'action number' meant complex to update within the one action. F: Management and University support; dedicated resources and a tangible end-product (the Respectful Behaviours Framework). Pandemic: None |

| Ref No | Objective | Rationale | Actions | Measure and Monitor | Timeline / Priority | Final Update for EDIC | Summary for AS Review -RAG Rating -Outcome -Barriers (B) -Facilitators (F) -Pandemic effect |
|---|---|---|---|---|---|---|---|
| | | | Give presentations at local meetings which are well attended by staff and students to get the message across, and to make sure that staff have a personal contact that they're able to approach for further information. | At least one meeting per annum will take place in each division of RDM, and the WIMM. | | harassment and introduced a new reporting system and refreshed Harassment Advisor training. Student surveys showed a drop in those reporting experiencing bullying from 19% (24%F/14%M) in 2018 to 13% (13%F/10%M) in 2023. The staff survey shows a very slight drop for those experiencing bullying, 11% (12%F/10%M) in 2018 to 10% (11%F/9%M) in 2023. | |
| | | | Revise the information on the staff webpages to further highlight the support available. Including advisors in specific groups e.g. students / PDRA / PSS/ academic. | Website refreshed by end of 2019. | | | |
| | | | Install display screens at key locations throughout the department, which we will use to get across key information to | Display screens in place by 2022. | | | |

| Ref No | Objective | Rationale | Actions | Measure and Monitor | Timeline / Priority | Final Update for EDIC | Summary for AS Review<br>-RAG Rating<br>-Outcome<br><br>-Barriers (B)<br>-Facilitators (F)<br>-Pandemic effect |
|---|---|---|---|---|---|---|---|
| | | | staff, including anti-bullying and harassment measures. | | | | |
| | | | Work with colleagues across the division and university to establish a more wide-ranging action plan for tackling Harassment and Bullying. The Athena SWAN Facilitator will join a University ABH project being set up in 2019. | EAC will report back to SAT by summer 2020. | | | |

| Ref No | Objective | Rationale | Actions | Measure and Monitor | Timeline / Priority | Final Update for EDIC | Summary for AS Review -RAG Rating -Outcome -Barriers (B) -Facilitators (F) -Pandemic effect |
|---|---|---|---|---|---|---|---|
| 31 | Increase the number of women on key RDM committees. | To ensure key decisions made by committees are influenced by a gender representative cohort. | Divisional Heads will be asked to report on the gender balance of key committees on an annual basis. Where the gender is not balanced, actions may include asking members to nominate female deputies; asking female representatives from different staffing groups (PSS / PDRA) to join these key committees. | Key Committees should be representative of the departmental population. Key Committee membership should move from 35%F in 2018 to 50%F by 2022. | Date expected to stay at 2022. | Key Committee membership has increased from 35%F in 2018 to 46%F in 2024. | RAG Rating: Green This action has almost achieved the success measure, and there will be an ongoing focus around diversity and inclusion across the RDM committees.<br><br>B: There are numerous committee roles which are ex-officio so harder to change.<br>F: Strategic Intent Pandemic: Minor |
| 32 | Identify up and coming researchers across RDM, and use this data to inform who we can invite as speakers at the RDM Symposium in future years. | To achieve gender balance in symposium speakers. | Use the 'pipeline annual review meeting' (SAP14) to create a list to give to the researcher symposium organisers. | The 2018 speaker ratio was 43%F, 2019 36%F. Over the last five years, average is 36%F. From 2020 we want the ratio to be 50/50, matching the recent success in chairs and judges. | 2024 | RDM symposium was cancelled during the pandemic or was virtual. In 2023 the format changed which made comparisons with earlier events difficult. If looking at the session chairs, then since 2018 the average number of F session chairs has been 44%. For the main speakers the average at the last application was 36%F, it is now 41%F, a slight improvement. EDI considerations will continue to be included in RDM Day planning. | RAG Rating: Green The action evolved over the timeframe; however we ensured EDI was kept as a focus when considering session chairs/speakers.<br><br>B:  We had to ensure we didn't overburden our female colleagues. |

| Ref No | Objective | Rationale | Actions | Measure and Monitor | Timeline / Priority | Final Update for EDIC | Summary for AS Review -RAG Rating -Outcome  -Barriers (B) -Facilitators (F) -Pandemic effect |
|---|---|---|---|---|---|---|---|
| | | | | | | | F: Changing the session criteria and format of the day to be more inclusive of all staff, including PSS staff. Pandemic: One year the symposium was cancelled, another year went online. |
| 33 | Increase media coverage of RDM's female researchers. More women to feel confident presenting / discussing their science. | Increase the visibility of RDM's female scientists.  The preliminary interviews conducted indicate that some female researchers do not feel confident that they have the right skills to handle media interviews. | Organising an intensive half-day media training workshop aimed especially at female researchers within RDM. | In the first two years, 2019-2021 60% female attendees.  Priority will be given to female PIs and researchers who are close to setting up an independent research group. | 2024 | Two workshops took place in 2019 & 2020 but then stopped due to the pandemic. RDM channels are used to raise the profiles of female researchers and we have created dedicated webpages on the RDM website to highlight the work being done by female research staff. However due to communication staff changes over 2023/2024 there has been little data analysis to assess any impact. | RAG rating: Amber Actions partially undertaken and inclusive communications and Professional Development will be included in the next action plan.  B: Staff changes mean the actions were partially completed and there has been little analysis. |

| Ref No | Objective | Rationale | Actions | Measure and Monitor | Timeline / Priority | Final Update for EDIC | Summary for AS Review -RAG Rating -Outcome  -Barriers (B) -Facilitators (F) -Pandemic effect |
|---|---|---|---|---|---|---|---|
| | | | | Over the four years the number of RDM researchers quoted in the media should reflect or exceed the proportion of female PIs, (currently 27%F). | | | F: Having control over communication channels. Conscientious communication staff. Pandemic: Much of the communication staff time was taken up with pandemic-related internal and external communications |
| | | | Add at least ten female researchers to the University of Oxford 'Find an expert' database so that they can be approached directly. | Minimum 2 women added to database per annum. | | | |
| | | | Senior authors on a paper are more likely to be male, first authors are frequently female. Include a quote from the first as well as the senior author when the first author is female, thus increasing the chances of our female researchers being quoted in the media. | 100% of press releases with a female senior and/or first author will have a quote from a female researcher. | | | |

| Ref No | Objective | Rationale | Actions | Measure and Monitor | Timeline / Priority | Final Update for EDIC | Summary for AS Review -RAG Rating -Outcome -Barriers (B) -Facilitators (F) -Pandemic effect |
|---|---|---|---|---|---|---|---|
| | | | Use RDM's own external channels (website and twitter account) to raise the profile of our female researchers. | News stories on RDM website will reflect proportion of female ACARES staff (currently 47%) at the department. | | | |
| | | | Anecdotally, more male researchers seem to be active on social media. Survey our researchers social media use to quantify if there is a gender bias in activity. | Establishing a baseline data set will give us the targets to achieve gender parity amongst social media use. | | | |
| 34 | Foster female-led public engagement (PE) with science activities, and get a higher number of men involved in these activities. | To ensure that women are encouraged to develop leadership skills in public engagement (e.g. science festivals). To widen the range of activities provided, to attract more men to | Organise a workshop on using social media in an academic context. | Baseline to be established by end 2019. By 2023 we should be able to report that the gender of those undertaking public engagement activities reflect the ACARES staff population (currently 47%F). | 2022 | Social media workshop was run along with at least one more iteration of the comedy workshop. However staff communication staff changes over 2023/2024 means that analysis of impact has not taken place. | RAG rating: Amber Actions partially completed. Communication will be included in the next action plan.

B: The pandemic and staff changes |

| Ref No | Objective | Rationale | Actions | Measure and Monitor | Timeline / Priority | Final Update for EDIC | Summary for AS Review -RAG Rating -Outcome <br><br> -Barriers (B) -Facilitators (F) -Pandemic effect |
|---|---|---|---|---|---|---|---|
| | | engage directly with the public. | Expand the range of training and events to ensure all groups participate in PE activities. We have recently piloted a science comedy workshop, where 9/10 of the participants were male. | The science comedy event will be repeated annually aiming for gender balanced attendees. | | | meant resources were stretched. F: Engaged and enthusiastic staff who were able to use communication skills in different formats (e.g. comedy workshops) Pandemic: Substantial, once the pandemic started communication staff resources were stretched. |
| | | | Run an EDGE analysis to refresh and develop the public engagement and communications strategy within RDM. | Repeat the EDGE analysis annually to monitor how the public engagement plan is developing, and monitor female engagement in public engagement events. | | | |

**2.1.2 Key Learning from Existing Action Plan (Facilitators / Barriers / Lessons)**

**Key Facilitators of Progress**

Where actions succeeded, either partially or fully, this success may be attributed to one, or several, of the following factors.

- **Engaged staff with dedicated resources**
The RDM EDIC met regularly, including during the pandemic (online). This regular contact ensured we continued to progress actions and provide updates on initiatives, existing and new. The meetings were always well-attended and effective, thanks to the engagement of every member of the committee and having a dedicated EDI Facilitator.

For example, Action 2, enhance the visibility of men who participate in EDI, was exemplified by EDIC member Dr Pavel Ovseiko who organised (with the support of RDM administrators) the international 'Diversity Interventions' conference in 2022.
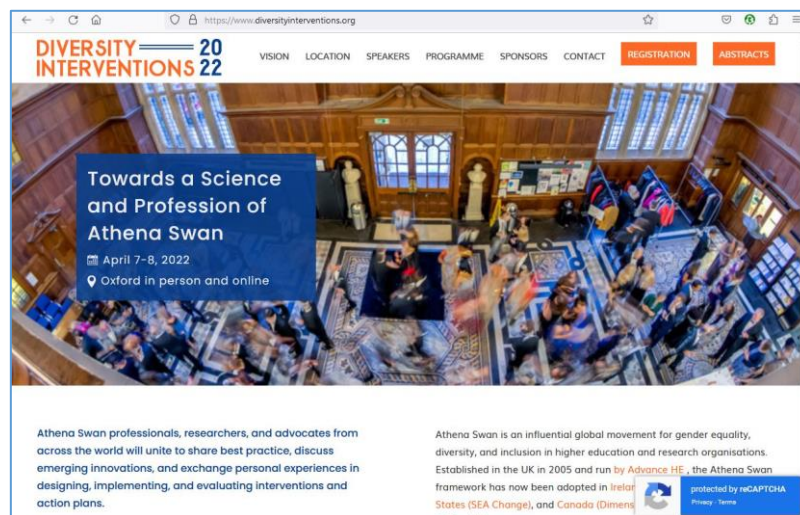


*Figure 10 Screenshot of the Diversity Interventions 2022 webpage*

Within Action 4, looking at survey participation, members of the EDIC ran and analysed a qualitative survey "Reconciling work, private and family life during the COVID-19 pandemic at the Radcliffe Department of Medicine". It had 350 respondents and the results were discussed by leaders across RDM. The results went on to help managers looking at the support needed and working patterns over the following years.
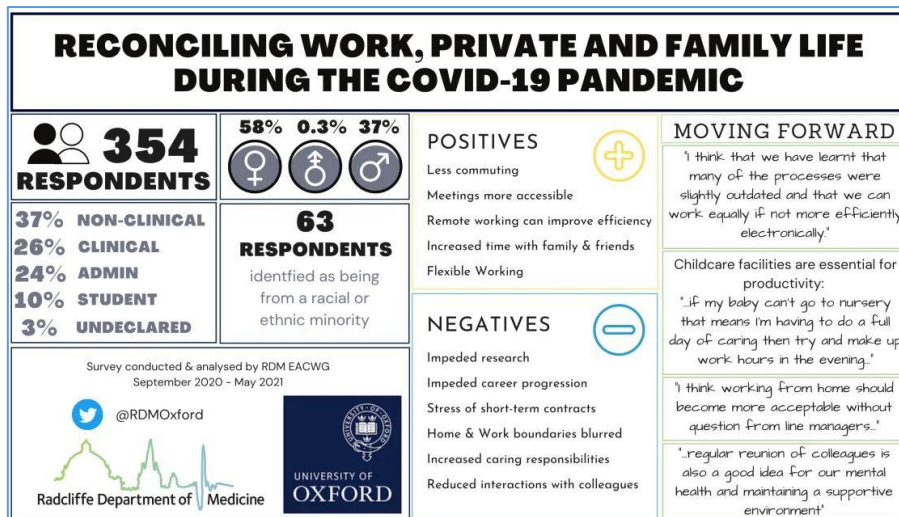
*Figure 11 Screenshot of the RDM pandemic survey informatic.*

For Action 6, looking at distribution of EDI knowledge, the EDI Facilitator worked with colleagues to set up the University of Oxford EDI Hub, now a major resource for sharing EDI news with over 270 members.

Our learning from this Athena Swan renewal process will capitalise on this facilitator with the new EDI Academic Lead and new EDI Champions who will all assist in the development of EDI initiatives and communications across RDM.

- **Strategic Intent and Senior Commitment**

The support of the former and new HOD and HAF ensured momentum was maintained. This has been essential during periods of uncertainty (pandemic), and while teams were changing. The HOD and HAF are active members of the EDIC and meet regularly with the EDI Academic Lead and EDI Facilitator.

One of the earlier completed activities was within Action 30, the creation of the RDM Respectful Behaviours Framework (RBF). The then RDM HAF and EDI Facilitator worked together on developing the framework. They worked with the Communications Manager to launch and publicise the framework. The RBF is regularly held up as an example of good practice within the University, and the EDI Facilitator asked to discuss the framework with colleagues (within Oxford and other institutions) who are setting up similar initiatives.

The objective of Action 29 was to promote cultural change and increase a sense of community. When Professor Channon took on the role of HOD, one of the first actions he undertook was a termly Q&A; a mix of structured updates and informal discussions. They take place in different RDM sites, on different days / times, so as to be as inclusive as possible. They have been in place for nearly 2 years and remain popular (with the last session having 50+ attendees).

Another HOD initiative was to reconfigure the annual RDM Day to be more beneficial to all in RDM. Previously RDM Day had been based around scientific endeavours,

however the 2024 event included cross-cutting workshops, including a session on EDI in RDM. Over 100 attended the two EDI workshops, with positive feedback.

Strategic intent is shown within Action 25, looking at fellowship support for women. A new Academic Career Panel (ACP) was approved by SLT in 2023. The ACP will provide clarity and structure around career development and progression provision; we are able to use the ACP across our renewed action plan.

The Graduate Studies team have shown commitment with actions focused on admissions (Action 8). For example, they commissioned a new competency-based interview training programme for graduate entrance interviewers. The feedback from those who have undertaken the training was so positive that the GS team are now opening the training to all who undertake interviews within RDM.

The facilitator of strategic and senior involvement is key to help deliver the renewed action plan, including individual responsibility for some actions, and structural EDI support (e.g. budgets) across RDM.

- **Adoption of new technology; agility and autonomy**

The review of the previous action plan highlighted the importance of our technological and data systems. RDM colleagues worked with central University teams on recruitment data (Action 9). In early 2024, the EDI Facilitator was part of a small team who managed a significant project enabling all University training stakeholders to see who has completed mandatory training activities. Continuing to improve on this, the facilitator (adopting new technology) will support the success of our future action plan.

Action 12 looked at online induction, with materials created by the RDMS team and put onto the RDM website. When internal resources were stretched during the pandemic (e.g. the Communications Manager's time was re-allocated to work on pandemic-focused research communication) the collaboration between the Communications Manager, EDI Facilitator and HR staff, enabled the project to continue. The Action 12 objective proved prescient as having the materials online during the later part of the pandemic helped remote new starters.

Early staff survey systems entailed the results being manually downloaded into Excel, so while our response rates were high (partly because RDM had control over the timing and communications of the survey rollout), the data analysis was restricted. In 2021 a comprehensive employee experience platform was deployed which enables detailed exploration of the data and longitudinal tracking. There has been a learning curve, however it is expected that future iterations of the survey will enable a more comprehensive analysis, including making better use of the intersectional data, which will support our ambition to go for a AS Gold award.

**Key Barriers to Progress**

- **Realistic Objectives and Success Measures.**

Actions such as 11 and 14 looked at gender issues prevalent across academia and society. While we want to be ambitious, there was a lack of realism (at least in terms of timescales) in the actions supporting these objectives. Actions around ensuring recruitment processes are equitable and inclusive can facilitate change, but there still needs to be that wider focus on the candidate pool. This is particularly true for senior professorial posts where there may only be a few female candidates worldwide. So, we will continue to focus on building the candidate pool and understand that it may be many years before equity can be achieved at the more senior levels.

We acknowledge that some earlier actions overloaded the women we were trying to support. For example, action 15 was to send women on a Women Transforming Leadership programme, then ask them to develop and deliver workshops for colleagues. In our future action plan, we will provide an onsite, consultant-led leadership programme for a larger cohort.

We have structured our renewal action plan to take account of these barriers. The new plan now includes success measures for each priority area, as well as for each action. Structuring the action plan in this format fulfils the criteria from Advance HE to clearly show our priorities; gives us broader success measures where we can hope to show impact on gender equality; and still gives us the detailed success measures for individual actions.

- **Organisational Change**

Many of the actions in the previous plan were written and undertaken by individuals. When the pandemic started many of those individuals had to pivot in their roles, due to either personal circumstances, or changes in professional duties. Some actions were left without the necessary resources and led to a lack of transparency on progress.

In 2022, as we emerged from the pandemic, our previous HOD completed his second 5-year term of office, and so we recruited a new HOD. At the same time, the long-term Heads of Administration and Finance, Research Strategy and Communication all moved roles within the University. While these roles were successfully re-filled, during this transition, there was a loss of departmental knowledge. The team is now back at full strength, with some additional capacity, along with the new RDM EDI Academic lead, so we anticipate the next Athena Swan period being more focused and pro-active.

The assessment process showed some lack of resilience, which has been addressed through developing the new action plan with a wider group of colleagues, more consultation, assigning the responsibility of the actions to the chairs of committees/role-holders and naming the supporting teams. We will also make better use of shared systems and communication channels as they are developed (including a new SharePoint site and better use of Teams).

Launching, maintaining and evaluating our renewed, more resilient, AS action plan with this wider cohort of colleagues will also support engagement with EDI aims.

- **Systems, Reporting and Technology**

Some of the previous actions were overly ambitious in their data collection and analysis requirements. Actions 10 & 11 (recruitment focused actions) required us to look for trends in data, for which the collection and analysis would take place over a longer period than given within the action plan (particularly those with very low numbers, such as senior recruitment). We found the level of analysis overly complex because until recently, some senior recruitment exercises were completed manually, meaning obtaining data and analysis were challenging. Systems have now improved, and all recruitment exercises are recorded via an electronic central database, so our analysis and evaluation will also improve and support our priorities in the renewed action plan.

The complexity of the University of Oxford (as with many universities) means that there are numerous data systems which contribute towards our AS reporting. These systems are constantly being upgraded to bring them to a standard which enables us to provide better quality data in a timelier manner.

The new People Experience survey system will lead to a greater depth of analysis in the future. However, it has led to difficulties in assessing success measures for the earlier action plan (examples include Actions 16, and 18 which relied on survey data for the success measures). There is also more work to be done around assessing the overall cultural temperature of RDM, which is especially relevant for our future priority area 2. While our current success measures will focus on the Engagement Theme of the People Experience survey; to provide a more resilient outcome, we will further develop our success measures over the next awarding period using focus groups and pulse surveys.

**Generic Lessons Learned**
- Future actions will continue to use individual success measures to give a sense of achievement, but overall impact measurements for the themes will be included and provide us with a more meaningful evaluation of change.
- Having multiple actions under one action number can make it difficult to evaluate each action: future actions have been given more specific success measures.
- Adding 'task and finish' actions gives a sense of achievement which is important, especially compared with longer term goals.
- Our existing action plan was updated frequently and included a document revision history, which helped with continuity and robustness.

## 2.2 Key priorities for future action

Please describe the department's key issues relating to gender equality and explain the key priorities for action.

| Priority Area 1 |
| --- |
| Improve access to career and professional development / training |

**Rationale / Key Drivers**

**Aims:** Improve gender representation in senior academic and research roles by focusing on increasing the number of female non-clinical researchers at grade 9, 10 and senior researchers which at 24% female is below the MSD benchmark of 49%. As this pipeline improves, we can look to move the overall numbers of 36%F academic staff, which compare to an overall 52%F for research staff. This priority area will focus on ACARES staff but many of the actions and improvements will lift standards for all.

**Background:** There is near parity between genders at ACARES grade 7 and grade 8, however there is a substantial reduction in the female representation at grades 9, 10 and senior researchers. To change these statistics requires efforts across a range of actions identified in the action plan below. Grades 9 & above is where individuals take steps into research independence and typically the stage at which we see the dramatic change in the proportion of male and female researchers. In addressing these key transition points we will increase the number of female research staff who are eligible for appointment to more senior positions.

Overview of relevant 2023 data (full data in appendices).

| Non-clinical Research Staff | Female (n) | Male (n) | Female % | Male % |
| --- | --- | --- | --- | --- |
| Grade 6 | 22 | 5 | 81% | 19% |
| Grade 7 | 66 | 54 | 55% | 45% |
| Grade 8 | 23 | 24 | 49% | 51% |
| Grade 9, 10 & Senior | 6 | 19 | 24% | 76% |

*Table 4 2023 RDM non-clinical research staff*

| Clinical Research Staff | Female (n) | Male (n) | Female % | Male % |
| --- | --- | --- | --- | --- |
| Clinical Researchers | 20 | 24 | 45% | 55% |
| Senior Clinical Researchers | 9 | 9 | 50% | 50% |

*Table 5 2023 RDM clinical research staff*

Despite improvements, female academic staff are still under-represented. In 2018 25% of Academic staff were female, in 2023 it was 36%, so still some way to go

for parity. At senior levels, the difference is more evident as shown in the table below. Where earlier actions were targeted (as illustrated in the previous action plan), we have seen the best increases, e.g. female Titular Professors increased from 30% in 2018 to 36% in 2023.

| Academics | Female (n) | Male (n) | Female % | Male % |
|---|---|---|---|---|
| Clinical Lecturer & Tutors | 5 | 2 | 71% | 29% |
| Associate Professors | 2 | 1 | 67% | 33% |
| Titular Professors | 10 | 18 | 36% | 64% |
| Statutory Professors | 0 | 9 | 0% | 100% |

*Table 6 2023 RDM academic staff*

To effectively support progression to more senior roles, we need to encourage female academics and researchers to apply for grant funding. The 2023 survey shows a gendered difference in the responses by ACARES staff to the question "I am supported to apply for grant funding as a principal investigator or co-investigator", whereby 40%F agree, yet 70%M agree.

For ACARES staff survey results overall, there is a small, gendered difference in the theme 'Career Development' (57%F/59%M), and the overall results are similar to the MSD benchmark (61%). However, improvements are needed to ensure female staff (and male) develop and progress.

Only 49% of female staff report being actively encouraged to take up career development opportunities and 59% report being supported to think about their professional development. 60% of females are clear about the training and development opportunities available to them and 64% of females feel confident discussing their training with their line manager/supervisor.

The rationale within this priority area shares some key drivers with our priority area 5, Leadership Training.

In our 2024 RDM Day survey, 'Career Development and Training' was voted as the most important priority for this action plan.


**Priority Area 2**

Increase the sense of feeling valued and supported for all members of RDM.

**Rationale / Key Drivers**

**Aims:** We want to improve the positive response scores over the next two iterations of the staff and student surveys and reduce identified gender gaps. These surveys are currently the primary methodology for assessing qualitative

responses across RDM, however we will dig deeper into the survey responses using additional reporting mechanisms (focus groups, pulse surveys etc.).

**Background:** Priority area 2 focuses on responses from the 2023 staff and student surveys, and in particular the staff responses around wellbeing and engagement. The details of these questions are in the appendices, below we highlight key areas.

For the survey Theme 'Wellbeing and Workload', the scores varied from 60%-78% (as shown below).

| Overall Theme | RDM Overall | Academic / Research staff | | Professional Support staff | |
|---|---|---|---|---|---|
| Wellbeing and Workload (Favourable Responses) | 67% | Female | Male | Female | Male |
| | | 61% | 60% | 74% | 78% |

*Table 7 2023 Staff survey results for Wellbeing and Workload theme*

Within the question 'I feel valued and recognised for the work that I do', the results show a small gender bias (69%F/76%M). This result has also decreased since earlier surveys (in 2021, overall results were 75%, and 87% in 2018, though using a different survey methodology). There is also evidence (as outlined in Priority Area 1) that support and clarity around ACARES career development is felt to be lacking.

When looking at the 'Engagement Theme' in the survey there is up to 20% difference between gender and staff groups, indicating that we need to work across these groups to create a departmental sense of engagement and belonging.

| Overall Theme | RDM Overall | Academic / Research staff | | Professional Support staff | |
|---|---|---|---|---|---|
| Engagement (Favourable Responses) | 72% | Female | Male | Female | Male |
| | | 65% | 69% | 75% | 84% |

*Table 8 2023 Staff survey results for Engagement theme*

As part of the last action plan, we developed the Respectful Behaviours Framework (RBF). Though widely cited across the University as an area of good practice, it is now four years old, and direct impact has been difficult to assess. We need to further investigate how to evaluate any long-term impact and if it would be complemented by, or should be replaced with, a departmental statement of values.

In the RDM 2023 student survey, 70% (72%F/69%M) felt that their health and wellbeing are adequately supported, and 77% (79%F/72%M) felt their supervisor creates a positive work environment (note, the student survey is run on a separate platform to the staff survey and does not group questions into themes). Though these results are generally positive, and do not show a significant gender difference, the Graduate Studies team continue to work on improving the culture for RDM students.

At RDM Day in 2024, 'Improve sense of being valued and supported' was voted number two priority for this action plan.

**Priority Area 3**

Improve inclusive people practices, including recruitment processes

**Rationale / Key Drivers**

**Aims:** This priority area is looking at improving the underpinning systems and processes and ensuring colleagues have confidence in them.

**Background:** Within the next five years, we may have the opportunity to recruit two or more statutory professorships or senior clinical/non-clinical researchers, so it will be important that these opportunities are inclusive, transparent and advertised to attract a diverse pool of candidates. There were fewer than 10 senior academic/research recruitment exercises over 2018-2023.

There is a significant drop off in the number of F ACARES between grade 8 and grade 9/10. New PIs/group leaders in RDM are frequently established as the result of a researcher applying for a mid-career/intermediate fellowship. RDM does not currently have a process for deciding which researchers will be supported to apply for fellowships, nor to provide a comprehensive support package for Fellows or a formalised process for reviewing their progress. Researchers report that it is difficult to know how to gain support or what is expected of them in order to progress their careers. Experience reveals that this is a difficult and stressful period (source 1:1 interviews with current and past fellows and feedback from researchers at the point of wanting to apply).

Of the 7 new mid-career/intermediate fellows awarded since 2019, only 1 is female. It will be essential over the next five years to increase the number of female mid-career/intermediate Fellows if we are to achieve our objective to address the gender imbalance in non-clinical researchers at grades 9, 10.

For overall academic recruitment, the % female applications are 29% and from these, 33% were appointed. While male applicants made up 65%, 14% were appointed. This implies that there is a lack of Female candidates applying, but those who do are more successful.

In the 2023 staff survey F ACARES answered less positively for the question "I am confident recruiting staff" (F ACARES 70%, M ACARES 97%): separately the Graduate Studies team commissioned competency interview skills training for those undertaking graduate admissions (and the first iteration of the course has been completed). Feedback from participants shows the training has been transformative in the way they run interview processes. This interview training will be made available across RDM.

PDRs are another key element in the employee lifecycle. According to the 2023 survey uptake rates of PDR within RDM fell by 11%, and for those who answered 'I would have liked the opportunity to have had one (PDR)' 51%F and 40%M answered positively. For those who had a PDR, more females found the PDR useful 66%F/59%M.

Over the last five years, RDM piloted an online PDR system. However, this has not yet been successful, in part due to a lack of understanding about how resource intensive the new system would be, and not having a change management process to embed the system. Having spoken to colleagues across other departments we have a better understanding of what is needed and will again be looking at implementing an online system, ensuring everyone has an effective PDR.

**Priority Area 4**

Improve management transparency and inclusive communication across RDM.

**Aims**: Develop managers' knowledge and skills in (inclusive) leadership and reduce gendered differences in responses to being managed.

**Background**: Within the survey theme 'Decision Making', there are some notable gender variances, with nearly every option showing F giving less favourable responses than M.

| Overall Theme | RDM Overall | Academic / Research staff | | Professional Support staff | |
|---|---|---|---|---|---|
| Decision Making (Favourable Responses) | 43% | Female | Male | Female | Male |
| | | 34% | 48% | 47% | 51% |

*Table 9 2023 Staff survey results for Decision Making theme*

In particular, for the question 'There is a fair and transparent way of allocating work in my department', the gender split is 33%F ACARES / 51%M ACARES and 44%F PSS / 61%M PSS.

For the theme 'Employee Voice', while the overall RDM score (64%) is equivalent to the MSD benchmark (64%), there are gendered variations within individual questions, and there is a drop in positive responses when comparing the results for Team vs. Departmental Decision Making. For example, the results for the question 'I can have a voice on issues within my department' (48%F/56%M) contrast with those for 'I can have a voice on issues within my team' (83%F/90%M). This highlights that we ought to improve on people's sense of being able to contribute towards RDM.

Within the 2023 student survey, when looking at the gender variations, no specific trends were noted. In all, out of 117 questions, for 46 questions F responded less positively than M; and for 44 F answered more positively, suggesting no overall gendered difference. The Graduate Studies Team have started work around

Priority area 4 to improve inclusive communications and supervisory (management) skills.

Over the last 18 months additional communication resources have already been developed, including the HOD termly all-staff 'Q&A'. It is hoped that actions within Priority Area 2 (increase sense of feeling valued and supported) will also contribute to this Priority Area 4.

In March 2024, RDM recruited a new Head of Communications and a Communications Officer; they are currently undertaking a review of the RDM communications provision. Over the next 12-18 months, they will develop a comprehensive communications strategy which should lead to additional actions relevant to AS / EDI.

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**Priority Area 5**

Managing Self and Managing Others

**Rationale / Key Drivers**

**Aims:** To enable line managers to lead with confidence and inclusivity; for colleagues to have trust in their line managers.

**Background:** For the staff experience survey, in the theme which asks about the confidence of 'Being a Manager', the positive response for ACARES was 70%F and 87%M, a difference of 17%. Across all six questions within this theme, F ACARES answered less positively than M ACARES.

In the previous action plan, we sent two women per annum on the Oxford's Said Business School 'Women Transforming Leadership' course. This was highly regarded but with restricted impact due to the limited number of attendees. We will therefore commission and run on-site a consultant led 12-month RDM Leadership Programme for 12 people in 2024-25. If feedback shows this to be effective, we will run this for two or more iterations and evaluate the longer-term impact.

When looking at the theme 'Being Managed', there is no gender difference. However, the score is low at 59% (just below the 62% MSD benchmark). We will encourage M/F to attend the new Leadership Programme, so that RDM future leaders have the skills needed to enhance their own careers and support colleagues. This will also support the aim of having confidence in line managers.

Enhancing RDM Leadership training should increase confidence and therefore promote women to take up leadership roles and further improve the experience of those being managed.

In addition to the data provided in Priority Area 1 around the lack of female representation in senior roles, the survey also shows low results for the questions within the wellbeing and workload theme. Overall 57% staff feel they have a

balanced work/home life, but there are gendered differences, with more men feeling they have to work excessive hours (question asks if they can do their job 'without' working excessive hours, 64%F/50%M).

In addition to the new RDM Leadership Programme, we will continue to promote the RDM mentoring scheme; in the survey 93% of respondents found mentoring useful.

We will actively encourage and nominate senior staff to take part in a new Inclusive Leadership Programme run annually by MSD. We will develop or promote (where run across the University) coaching, managing upwards and additional workshops / seminars and courses.

At RDM Day in 2024, 'Inclusive Leadership Training' was the third most popular theme.

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**Priority Area 6**

Monitoring, Evaluation and Ambition

**Rationale / Key Drivers**

**Aim:** To apply for a Gold Athena Swan Award.

**Background:** RDM has undergone changes over the last few years and is in the process of undergoing a department-wide review. Meanwhile working practices are still being influenced by the changes brought about in the pandemic.
The University is undertaking substantial projects around Pay and Recognition, Academic Career and Reward Framework and Digital Transformation.
In addition to these internal developments, Advance HE is looking at how to strengthen their support of intersectional EDI work.

Over the next five years, the availability of new data from University systems will provide a richer source of analysis for departments. Examples include gendered pay information, EDI onboarding data and recruitment dashboards. We should be able to use these new resources to develop additional actions, focusing on intersectional characteristics, and support RDM in its ambition to go for Gold.

# Section 3: Future action plan

In Section 3, applicants should evidence how they meet Criterion C:

- *An action plan is in place to address identified key issues*

There is some front-loading on the dates for the action plan with resources in place to ensure that no single role/team is overloaded. The regular reviews will assess whether changes are required to ensure the action plan is being effectively delivered.
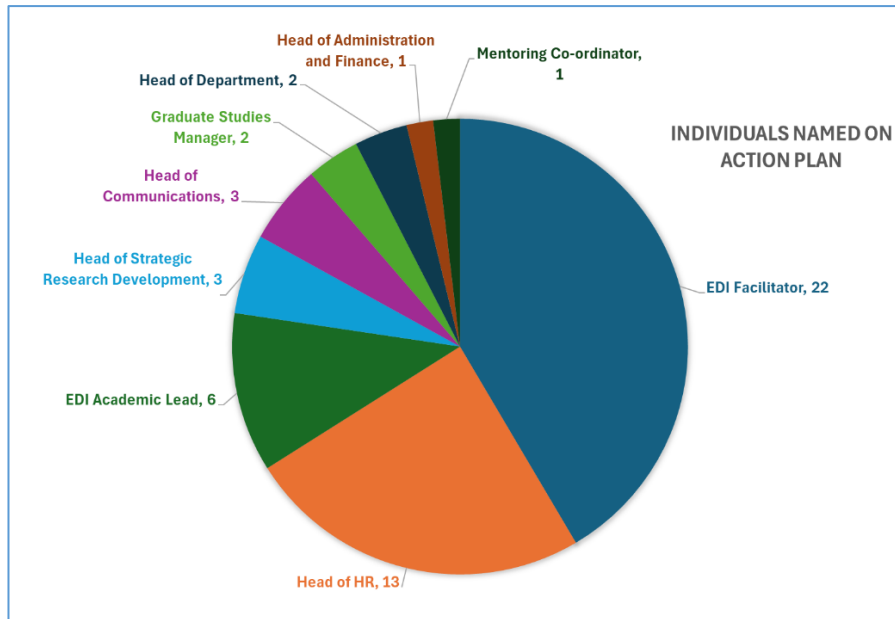


Figure 12  Individuals named on 2024-2029 RDM action plan.
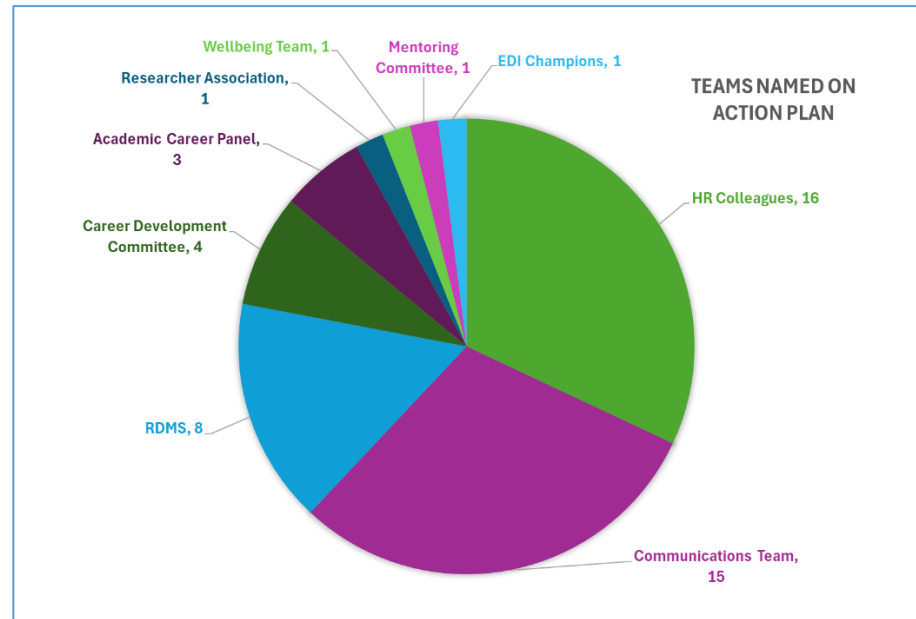


Figure 13  Teams named on 2024-2029 RDM action plan.

STARTING YEAR FOR ACTIONS

Starting in 2027, 3

Starting in 2026, 5

Starting in 2024, 12

Starting in 2025, 21
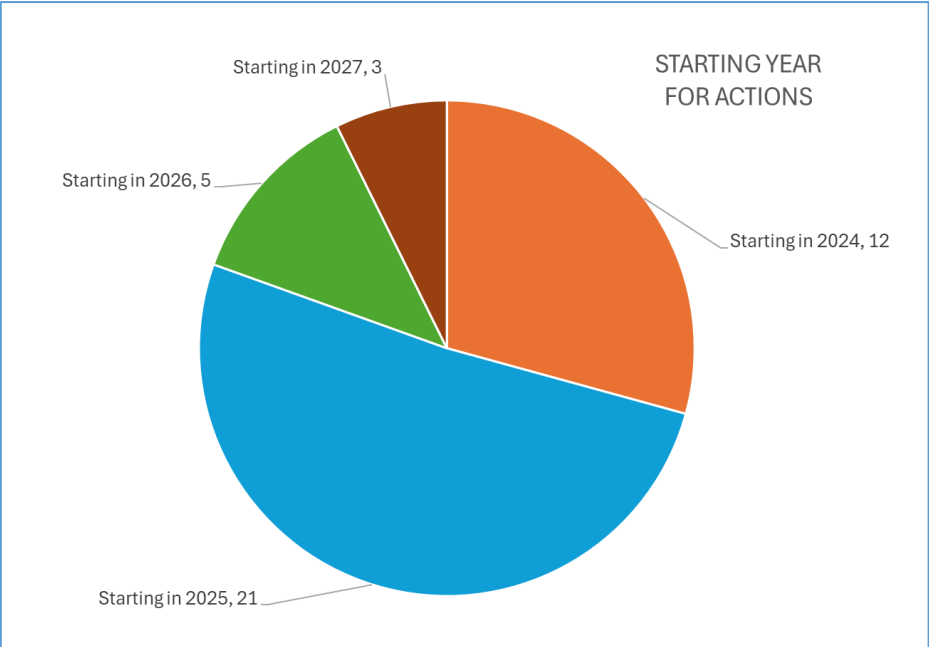
*Figure 14 The starting years for the RDM 2024-2029 action plan*

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## Action plan

Please provide an action plan covering the five-year award period.

| Priority Area 1 | Improve access to career and professional development / training |
|---|---|
| **Objectives** | Improve gender representation in senior roles by focusing on improving the number of female non-clinical researchers at grades 9, 10 and senior researchers, which at 24% female is below the MSD benchmark of 49%. As this moving pipeline improves with time, we can look to move the overall numbers of 36%F academic staff, which compare to an overall 52%F for research staff.<br><br>**Priority 1 actions focus on:**<br>• Supporting females to think about their professional development via PDRs/CDRs, supportive/constructive conversations with managers (priority 5, leadership training will ensure that managers are also fully equipped for these conversations).<br>• Encouraging females to take up career development opportunities through improving females' awareness of, and access to, training and development opportunities. This will include providing clarity around, and improving, the professional and career development structures within RDM.<br>• Supporting more females to apply for grant funding as a PI or Co-investigator. |
| **Priority success measures** | Staff-in-post data; Numbers for Academic and Clinical Lecturers, and Academic AProf are small, so any changes in the % here would be difficult to evaluate. Success measures at Academic Titular Prof where the number is higher; show we have increased F representation by 2FTE which is the equivalent to 11%, in the last six years. Our success measure for 2029 should aim to continue or exceed this increase in Academic Titular Prof, by a total 2-4 FTE by 2029.<br><br>For non-clinical research staff, our early career development work concentrated on Grades 7 & 8, now 50 % F/M. We need to extend this work to Grades 9 and above (2023 data shows 24%F/76%M): an ambitious target is to half this gap between Grade 8 and 9+ by 2029, so that we aim for nearer 36%F for non-clinical research staff.<br><br>As we expect to be recruiting two or more Statutory Professorships (or senior clinical/non-clinical researchers at Grades E82/RSIV) over the next five years, our success measure is to go from 0%F to 10%F.<br><br>All subsequent surveys should show an increase in satisfaction for the theme of Career Development of +5%. |

| Action Number | Action | Success Measure | Timeframe (Start) | Responsibility of (and Supporting Team(s)) |
|---|---|---|---|---|
| 1.1 | The newly created ACP will support researchers and academics through career transition points such as applications for mid-career fellowships, RDM PI status and nominations for titular AProf titles; and with personal reviews at the mid-point of their mid-career/intermediate fellowship providing supportive and constructive feedback where appropriate. | Researchers report that they have a greater understanding of requirements for career transition points and feel more supported making these transitions. | 2024 | **Chair of Academic Career Panel (ACP)** ACP and RDMS |
| 1.2 | Formation of a peer support network to increase support for new PIs to help make the transition easier. Include information about core training that should be undertaken and key expectations. | New PIs report easier transition, feeling more supported and greater understanding of key expectations. | 2024 | **Head of Strategic Research Development** |
| 1.3 | Additional grant writing workshops and research funding support material will be targeted to female research and academic staff. Continuous improvement feedback on the workshops and material will be sought to ensure that over the next five years the support is effective and efficient. | Survey responses for the question 'I am supported to apply for grant funding…' show little or no gendered difference. | 2025 | **Head of Strategic Research Development** Career Development Committee; Researcher Association and RDMS. |
| 1.4 | Female only writing retreats. Pilot a ½ or full day writing retreat for female colleagues. Off-site, and with flexible topic areas (grant / CV / report writing). | Writing retreat takes place and is found useful. | 2025 | **EDI Facilitator** |
| 1.5 | Clarify criteria and processes for all career transition points for PSS and ACARES staff. Information should be available on website/intranet with supporting workshops held annually (alternating workshop audience / staff groups). | Information on website. Workshops held annually. | 2025 | **Head of HR** HR Team Communications Team |

| 1.6 | We have committed to the Researcher Concordat which includes 10 days training for all research staff. We aim to increase understanding of the right to take 10 days of professional development; what is included as professional development; increase uptake; provide more detailed information to managers. Provide a more effective system for monitoring uptake of training and identifying barriers, as well as ensuring that the Concordat commitment is highlighted in relevant communications. | Information on website/intranet and distributed via multiple communication methods (track number of clicks). Monitoring system in place to ensure no gendered difference in training uptake. Evidence that researchers are taking their 10-day CPD. | 2024 - information on website/intranet. 2026 - monitoring system in place | **Chair of Career Development Committee** CDC and HR Colleagues Communications Team |
|---|---|---|---|---|
| 1.7 | We will continue our incomplete earlier action to assess if we are able to extend the concordat commitment of 10 days training to PSS staff and how this may be monitored. | Assessment takes place. Monitoring undertaken | 2025 – assessment takes place. 2028 – Evaluation underway | **Head of HR** HR Team |
| 1.8 | Develop a clear and concise career development section on RDM's new SharePoint intranet, which clearly signposts people to opportunities relevant to them – and regularly spotlight this in the RDM Bulletin. | Number of people visiting these pages and clicking on Bulletin links. | 2025 | **Head of Communications** CDC / RDMS |
| | | | | |
| **Priority Area 2** | **Increase the sense of feeling valued and supported for staff and students in RDM.** | | | |
| **Objectives** | We want to improve the positive response scores over the next two iterations of the main surveys and reduce identified gender gaps. These surveys are currently the primary methodology for assessing qualitative responses across the department, however we will dig deeper into the survey responses using additional reporting mechanisms (focus groups, pulse surveys etc.).<br><br>**Priority 2 actions focus on:**<br>• Clarifying and improving standards of reward, recognition, community and values, for women and under-represented groups. | | | |

| Priority success measures | All RDM staff should feel equally valued, at the highest level currently achieved.<br><br>So for example, in the theme 'Wellbeing and Workload' respondent groups should answer at a theme average of 78% (which is the current level of M PSS). For the 'Engagement Theme', the overall response would be 84% with a reduction in gendered and role differences across the survey questions. Assessment of progress will be possible after each of the next two survey rounds (2025 and 2027) with an emphasis on gender evaluation within the themes Wellbeing/Workload and Engagement. |
|---|---|

| Action Number | Action | Success Measure | Timeframe (Start) | Responsibility of (and Supporting Team(s)) |
|---|---|---|---|---|
| 2.1 | The University runs an annual Reward and Recognition (R&R) scheme which is open to all staff. Staff may self-nominate or be nominated by their line managers and can receive one-off or recurrent financial rewards. In 2023 RDM created a R&R panel to assess nominations and gather data for successful (and unsuccessful) applicants. Over the next 5 years we will look at this data by gender of applications and success rates. If biases are evident, mitigating actions will be put in place. | There are no biases in gender of nominees or successful candidates | 2024 | **Head of Department**<br>HR Team |
| 2.2 | Graduate supervisors' community of practice group set up to share best practice. Supervisors sign an annual form which outlines responsibilities around training and annual leave for graduate students. | Group meets regularly (3x per year.<br>All forms signed. | 2024 | **Graduate Studies Manager** |
| 2.3 | Create and support additional communities of practice (COPs) to enhance feeling of engagement and reduce 'siloed' working. For example, female PI COP with regular in-person meetings and bespoke communications. | At least 2 new COPs are developed and regularly engaged (via Teams channels / meetings etc.). Check for increase in future surveys around networking opportunities. | 2027 | **EDI Facilitator**<br>EDI Academic Lead |

| 2.4 | Work with colleagues in the new University Wellbeing Champions Network to develop wellbeing activities for RDM and encourage participation in the University Wellbeing Network. Develop wellbeing section on new RDM intranet which may include templates for individual wellness action plans. | 4 or more RDM colleagues sign up to be Wellbeing Champions. RDM wellbeing events developed and attended. | 2025 | **EDI Facilitator** University Wellbeing Colleagues Communications Team |
|---|---|---|---|---|
| 2.5 | Evaluate the long-term (5 years+) impact of the Respectful Behaviours Framework through questionnaires / surveys / focus groups. Results from the evaluation will form the basis for further actions. | Evaluation has taken place | 2025 | **EDI Facilitator** |
| 2.6 | Assess possible impact of developing a 'Statement of Values'. If assessment shows potential impact, develop a 'Values Statement' for RDM which will be embedded within HR and departmental processes. | Feasibility study undertaken. If appropriate, Values Statement is implemented. | 2025 for study. 2026 for values statement. | **EDI Facilitator** HR Team RDMS Communications Team |
| 2.7 | In the University of Oxford annual Recognition of Distinction exercise, Academic Staff can apply for the title of Professor. When awarded, these exceptional achievements will be acknowledged across RDM through offering the opportunity to give an inaugural lecture. Our first lecture will be given by a female. | Inaugural Lectures take place. | 2024 | **Head of Strategic Research Development** Communications Team |
| | | | | |
| **Priority Area 3** | **Improve inclusive people practices including recruitment processes** | | | |
| **Objectives** | This priority area is looking at improving the underpinning systems and processes and ensuring colleagues have confidence in them.<br><br>**Priority 3 actions focus on:**<br>• Supporting women with new and refreshed career frameworks.<br>• Improving HR training and processes and checking for bias against under-represented groups.<br>• PDR and Career Development reviews (CDRs). | | | |

| Priority success measures | Increase pool of F applicants for academic recruitment exercises to 50%. |
|---|---|
| | Increase number of Statutory Professors to 1FTE / 10% (none currently in place). |
| | F ACARES staff should feel equally confident to M ACARES staff when recruiting staff (currently F ACARES 70% / M ACARES 97%). |
| | 75% of survey respondents should have had a PDR within the last two years and found it useful, with no gender differences. |

| Action Number | Action | Success Measure | Timeframe (Start) | Responsibility of (and Supporting Team(s)) |
|---|---|---|---|---|
| 3.1 | RDM will put in place a new framework for mid-career fellows: the opportunity will be advertised three times a year with a clear point of contact for questions and advice. Potential suitable female candidates will be identified and targeted to apply. The Expression of Interest process will be an opportunity to provide supportive feedback.<br>There will be clear and transparent criteria for selecting candidates to be supported to apply for mid-career fellowships.<br>There will be clear information about the expectations of mid-career fellows and the support they will receive from the Department.<br>Each Fellow will receive a mid-point progress review with clear and transparent criteria for assessment which will provide an opportunity for support and feedback. | Framework in place.<br><br>Equal number of male and female applicants are supported to apply for mid- career fellowships | 2025 | **Chair of the Academic Career Panel**<br>RDMS Team |
| 3.2 | University recruitment training courses will be more widely advertised. Supplement the training and future survey results with focus groups to establish which specific areas of recruitment process training people find the hardest. | F/M ACARES survey results show no gendered difference.<br><br>Focus groups undertaken | 2025<br><br>2026 | **Head of HR**<br>HR Team |
| 3.3 | Bespoke competency-based interview training programme developed for graduate interview panellists will be opened to all staff conducting interviews. This competency-based training is over and above the standard University courses. | Training takes place | 2024 | **Graduate Studies Manager** |

| 3.4 | Diversify advertising and networking to encourage wider diversity of candidates for senior academic/research recruitments. Ensure that all elements of the AProf Inclusive Recruitment Guidelines are adhered to, with particular focus on the Search Lead. | 50% F applicants | 2024 | **Head of HR**<br>HR Team<br>Communications Team |
|---|---|---|---|---|
| 3.5 | Annual review of all fixed term contracts for those employed on a fixed-term basis for four or more consecutive years and where possible an appropriate move to open ended and/or permanent contracts. Review gender data to evaluate for and avoid bias. | Annual reviews undertaken and ensure no gendered differences in contract types | 2025 | **Head of HR**<br>HR Team |
| 3.6 | Re-evaluate and gather feedback on publicly available materials (e.g. 'Work with Us' section on RDM website) and recruitment packs for biases. | Materials evaluated and updated as appropriate. | 2026 | **Head of HR**<br>Communications Team |
| 3.7 | All RDM recruitment materials currently include diverse images and highlight EDI / AS credentials. Improve further to check adverts and further particulars for linguistic profiling and avoiding gendered terminology. | Language checks in place across RDM | 2026 | **Head of HR**<br>EDI Facilitator<br>Communications Team |
| 3.8 | Where applicable, the statement within adverts and further particulars should be updated to include 'We are particularly keen to receive applications from women and members of BAME communities who are currently under-represented at this level in the Department'. | Statement updated | 2025 | **Head of HR**<br>HR Team |
| 3.9 | Announced in June 2024, the University will be extending enhanced Paternity Leave from 2 to 12 weeks. Ensure that all staff are made aware and monitor uptake. Ensure men taking enhanced leave are aware of the University Returning Carers fund, evaluate RDM uptake and adjust future communications accordingly. | Information available on website/intranet. Assess uptake and if leave isn't being taken, assess reasons. | 2025 | **EDI Facilitator**<br>Communications Team<br>HR Team |
| 3.10 | Re-assess PDR methodology across RDM and instigate a robust system with appropriate support and resources for all. | System is in place | 2025 | **Head of HR**<br>HR Team<br>EDI Facilitator |
| 3.11 | Capitalise on the roll out of CDRs in RDM to institute a 'back to basics' campaign, including 'how to hold structured career conversations' training; develop coaching and difficult conversations workshops; some basic grounding activities such as clarifying and | Career Conversations training takes place with all line managers having | 2025 – Campaign designed and in place<br>2029 – All managers trained | **Head of HR**<br>HR Team<br>EDI Facilitator |

| | |
|---|---|
| confirming line management structures; and setting clear expectations on all sides. | completed training. There should be no gendered differences in career content within reviews (currently 69% F and & 75% M feel they have opportunities for open career discussions). |

| **Priority Area 4** | **Improve management transparency and inclusive communication across RDM.** |
|---|---|
| **Objectives** | Develop managers' knowledge and skills in (inclusive) leadership and reduce gendered differences in responses to being managed.<br><br>**Priority 4 actions focus on:**<br>• Reviewing the Department and developing our communication channels throughout.<br>• Using the Continuous Improvement methodology across EDI in RDM. Continuous Improvement is an approach to improving processes through repeated, small, positive changes. |
| **Priority success measures** | We should aim to eliminate all gendered differences for the questions in the theme 'Decision Making', and overall aim to exceed the MSD benchmark by at least 5% by the 2027 survey.<br><br>An improved sense of voice across RDM. We should aim to increase the survey responses for the 'departmental' voice to be within at least 10% of the 'team' voice question and reduce the gender differences within the survey theme.<br><br>The full set of benchmark data is available in the culture survey section. |

| Action Number | Action | Success Measure | Timeframe (Start) | Responsibility of (and Supporting Team(s)) |
|---|---|---|---|---|
| 4.1 | RDM undertakes internal departmental review, the review will be supported by external consultants and MSD. Workshops take place with senior RDM members, SLT members and the consultants. | Review output | 2024 | **Head of Department**<br>RDMS Team |

| 4.2 | Ensure committees are representative of RDM population, by gender and other protected characteristics. Where ex-officio roles or committee overload may prevent this action, encourage all members of RDM to have a voice, via community of practice leaders / line managers / EDI Champions. | Committee members represent RDM population | 2025 | **All Committee Chairs** |
|---|---|---|---|---|
| 4.3 | Add the RDM committee structures and TOR to RDM website/intranet. | Information on website/intranet and number of clicks tracked. | 2025 | **Head of Communications** Communications Team |
| 4.4 | Write informal reports (blog posts) after each SLT meeting (similar to posts done by central University Pro-Vice Chancellors / UAS Project Leads). | Posts written, published and opened/read. | 2025 | **Head of Communications** Communications Team |
| 4.5 | Develop, publish and promote an inclusive meetings etiquette for use by all in RDM (including guidance for Chairs). | Etiquette developed and in use. | 2026 | **EDI Facilitator** RDMS Team |
| 4.6 | Use new EDI Champions, recruited from varied staff groups within RDM Divisions to facilitate cross-divisional communications on EDI and research culture matters. EDI Champions to establish local working groups to gather views and establish needs. EDI Champions to develop local initiatives at division level and share experience with other EDI Champions. | EDI Champions meet regularly (3-4 times per year) and provide reports at EDIC meetings. | 2024 | **EDI Academic Lead** EDI Facilitator Communications Team |
| 4.7 | RDMS to work with EDI champions to start informal visits across laboratory spaces to encourage two-way dialogue and increase the sense of having a voice in departmental matters and activities. | Every RDM Division gets at least one laboratory visit by RDMS per year. | 2025 | **EDI Facilitator** EDI Champions |
| 4.8 | Visiting Professorships in RDM are a temporary and honorary title bestowed on external collaborators. New analysis shows they are currently predominantly bestowed on male candidates. This data will be shared with RDM colleagues who will be encouraged to think more diversely when proposing future Visiting Professors. | Data collected and shared on an annual basis. Benchmark and targets established. | Data shared 2025 Targets achieved by 2029 | **Head of Administration and Finance** RDMS Team |
| 4.9 | RDM currently have 5 priority childcare places with the University Childcare Network. These priority places are bought by RDM to enable members of RDM to gain | Childcare places promoted and all filled. | 2024 | **EDI Facilitator** HR Team Communications Team |

| | priority on the University waiting lists. Investigations have shown that this is a relatively unknown benefit and the information on the RDM website needs updating and highlighting. | | | |
|---|---|---|---|---|
| | | | | |
| **Priority Area 5** | **Managing Others and Managing Self** | | | |
| **Objectives** | To enable line managers to lead with confidence and inclusivity, and for colleagues to trust their line managers.<br><br>**Priority 5 actions focus on:**<br>• Leadership training.<br>• Mentoring.<br>• Coaching. | | | |
| **Priority success measures** | The survey theme 'Being a Manager' should show no gendered difference for F / M ACARES respondents.<br><br>For the theme 'Being Managed', in the 2023 survey, the most positive results were for M PSS (70%). We should aim for all staff to feel as positive as our M PSS colleagues by the 2027 survey.<br><br>The theme 'Wellbeing and Workload' showed no gendered difference for the individual questions. Improve the responses for the lowest scoring questions (working excessive hours) by 5% per survey iteration. | | | |
| **Action Number** | **Action** | **Success Measure** | **Timeframe (Start)** | **Responsibility of (and Supporting Team(s))** |
| 5.1 | RDM Leadership Programme – open to existing and future / aspiring leaders. Overall representation of course attendees should match RDM population characteristics. | Leadership programme takes place | 2024 | **EDI Academic Lead**<br>EDI Facilitator |
| 5.2 | The new Leadership Programme will include some coaching skills. After the first iteration of the Leadership Programme, evaluate the potential effectiveness and need for a bespoke RDM coaching workshop and/or benefit of longer-term one-to-one coaching. | Evaluation of need is undertaken. | 2025 | **EDI Academic Lead**<br>EDI Facilitator |
| 5.3 | Work with the RDM Mentoring Committee to assess current capacity and expand provision. | Currently about 60 'live' mentoring relationships, increase to 80. | 2026 | **Mentoring Co-ordinator**<br>Mentoring Committee |
| 5.4 | RDM instigated core hours for meetings (09.30 - 14.30) as part of their first AS action plan. We will investigate if | Core hours updated and | 2025 | **EDI Facilitator**<br>HR Team |

| | the current hours are still appropriate. When core hours confirmed, communicate widely while taking account of the working hours of specific groups (e.g. clinicians may find meetings out of core hours more accessible). | advertised via RDM website/intranet. | | Communications Team |
|---|---|---|---|---|
| 5.5 | Provide line managers with additional information and training on holding 1-2-1 meetings; how to give feedback; meeting styles and frequency. Work with subject matter experts from central University departments to ensure best practice. | Line Manager 1-2-1 materials developed and publicised. | 2025 | **Head of HR**<br>HR Team<br>Career Development Committee |
| | | | | |

| **Priority Area 6** | **Monitoring, Evaluation and Ambition** | | | |
|---|---|---|---|---|
| **Objectives** | To apply for a Gold Athena Swan Award.<br><br>**Priority 6 actions focus on:**<br>• EDI process reporting and communication.<br>• Becoming a beacon of best practice and sharing EDI knowledge and experiences. | | | |
| **Priority success measures** | RDM Gold Application submitted in 2029. | | | |
| **Action Number** | **Action** | **Success Measure** | **Timeframe (Start)** | **Responsibility of (and Supporting Team(s))** |
| 6.1 | Co-organise University of Oxford-wide EDI Facilitator Network Conference to facilitate learning and sharing best practice across the University. | Conference takes place | 2024 | **EDI Facilitator** |
| 6.2 | EDI and Communications Teams to work on setting up EDI pages on the intranet with regular narrative and data updates. | Intranet pages updated no less than quarterly | 2025 | **EDI Facilitator**<br>Communications Team |
| 6.3 | Gender pay gap report available for EDIC and SLT. Construct report including local pay data as well as national benchmarks (e.g. from appropriate unions such as UCU). | Report available | 2027 | **EDI Facilitator**<br>Head of HR |
| 6.4 | Annual review of action plan progress submitted to the RDM SLT. Centralised data is available on Tableau each autumn (using the July census point). The annual reviews should be available within three months of the | Reports submitted | 2025 | **EDI Academic Lead**<br>EDI Facilitator<br>HR Manager |

| | | | | |
|---|---|---|---|---|
| | data being available. Include RAG (Red, Amber, Green) report for actions at risk of not being completed. | | | |
| 6.5 | Work with EDI, HR and Data Teams across Oxford on improving the provision and quality of intersectional people data at departmental level. | Intersectional data available by department. | 2027 | **EDI Facilitator** MSD and EDU Teams |
| 6.6 | Mid-point review of AS action plan undertaken. Actions assessed and intersectional data targets added for gold application. Select 3-5 actions which can be rigorously evaluated to share as examples of best practice. Review report should be made available to all in RDM with additional feedback sought from staff and students. | Review undertaken. Data assessed and success measures added | 2027 | **EDI Facilitator** HR Team |

# Appendix 1: Culture Survey Data

Please present the results of the core culture survey questions, and if desired, the results of any additional survey questions or consultation.

## Staff Survey

Advance HE culture survey core questions, and the nearest equivalent question in the RDM staff survey theme(s).

1. My contributions are valued in my department.

    1.1. 'I feel valued and recognised for the work that I do', is in the 'Being Managed' theme.

2. Department leadership actively supports gender equality.

    2.1. 'My department is committed to promoting equality, diversity and inclusion', is in the 'Leadership' theme.

3. The department enables flexible working.

    3.1. Question is in the 'Wellbeing and Workload' theme.

4. I am satisfied with how bullying and harassment are addressed in my department.

    4.1. 'I feel confident that complaints about harassment would be dealt with seriously in this organisation' is in the 'Bullying and Harassment' theme.

5. My line manager supports my career development.

    5.1. 'I am supported to think about my professional development' is in the 'Being Managed' theme. There are additional, similar, questions in the 'Career Development' theme.

6. My mental health and wellbeing are supported in my department.

    6.1. 'My health and wellbeing are adequately supported at work' is in the 'Wellbeing and Workload' theme.

7. My department has taken action to mitigate the impact of the Covid-19 pandemic on staff.

    7.1. Question not included

## Staff Survey Overview

| 2023 Total Respondents: 297 / 58% | | | |
|---|---|---|---|
| Academic and Research | | Professional and Support | |
| Female | Male | Female | Male |
| 84 | 72 | 102 | 32 |

*Table 10 2023 Staff Survey Overview*

People Insight (survey software) prepopulated major role groups. The role groups are defined as Academic and Research (ACARES) and Professional Support (PSS). All other demographic data were selected by the respondents. None of the questions were mandatory, including the demographic questions, so numbers of Female (F) and Male (M) responses may not add up to the total number of respondents. Due to the low numbers and possibility of identification, those who answered non-binary / chose not to respond to the question around gender are not included below (total non-binary / not chosen in survey = 6).

### 1. Being Managed (4 questions including Advance HE core question)

| Overall Theme Being Managed (Favourable Responses) | RDM Overall | Academic / Research staff | | Professional Support staff | | MSD Overall |
|---|---|---|---|---|---|---|
| | | Female | Male | Female | Male | |
| | 59% | 57% | 54% | 62% | 70% | 62% |

*Table 11 Staff survey results for Being Managed theme*



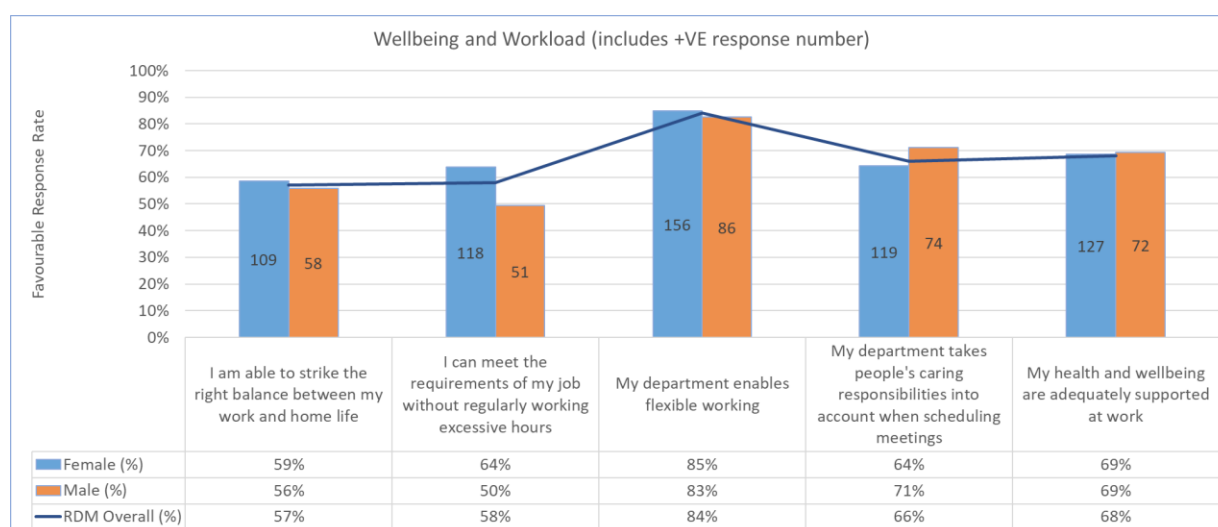| | I am actively encouraged to take up career development opportunities | I am supported to think about my professional development | I feel valued and recognised for the work that I do | I receive regular and constructive feedback on my work |
|---|---|---|---|---|
| Female (%) | 49% | 59% | 69% | 62% |
| Male (%) | 48% | 56% | 76% | 56% |
| RDM Overall (%) | 48% | 57% | 71% | 59% |
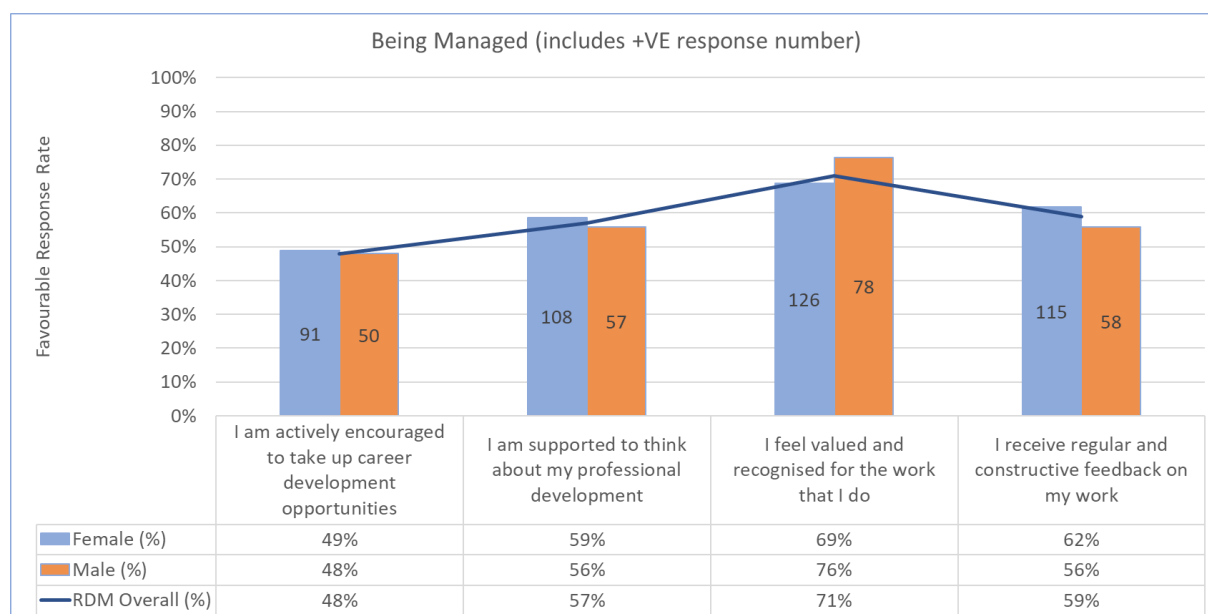
*Figure 15 Being Managed Question Responses. Chart shows positive responses to questions for all staff across RDM broken down by gender. Number of positive respondents are indicated within the columns*

## 2. Leadership (4 questions including Advance HE core question)

| Overall Theme | RDM Overall | Academic / Research staff | | Professional Support staff | | MSD Overall |
|---|---|---|---|---|---|---|
| | | Female | Male | Female | Male | |
| Leadership (Favourable Responses) | 67% | 63% | 68% | 67% | 80% | 71% |

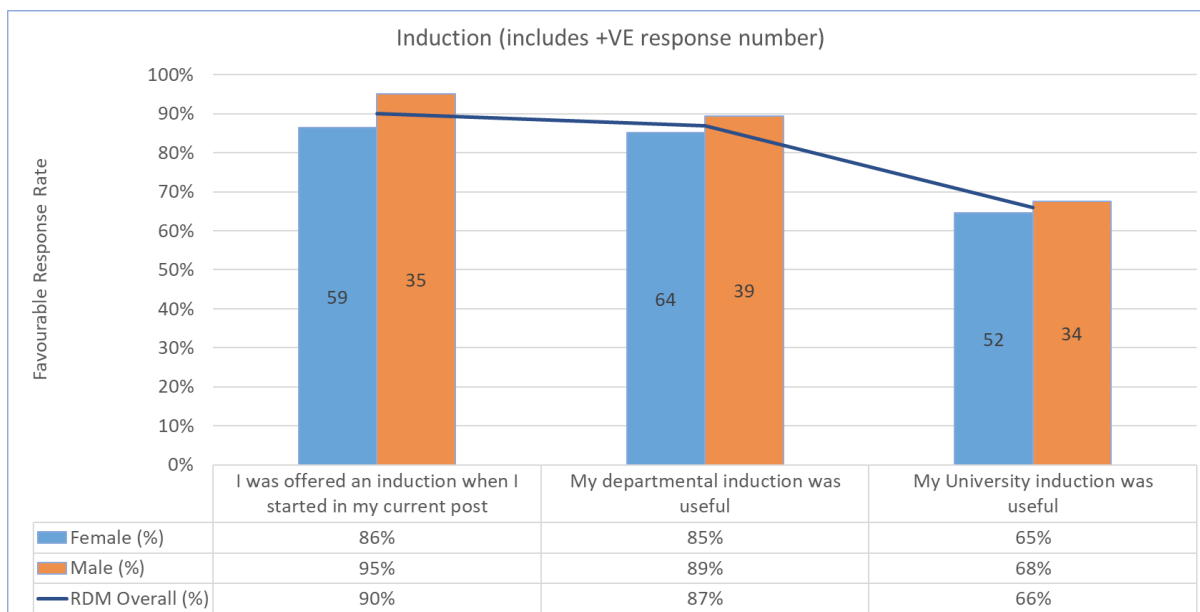*Table 12 Staff survey results for Leadership theme*
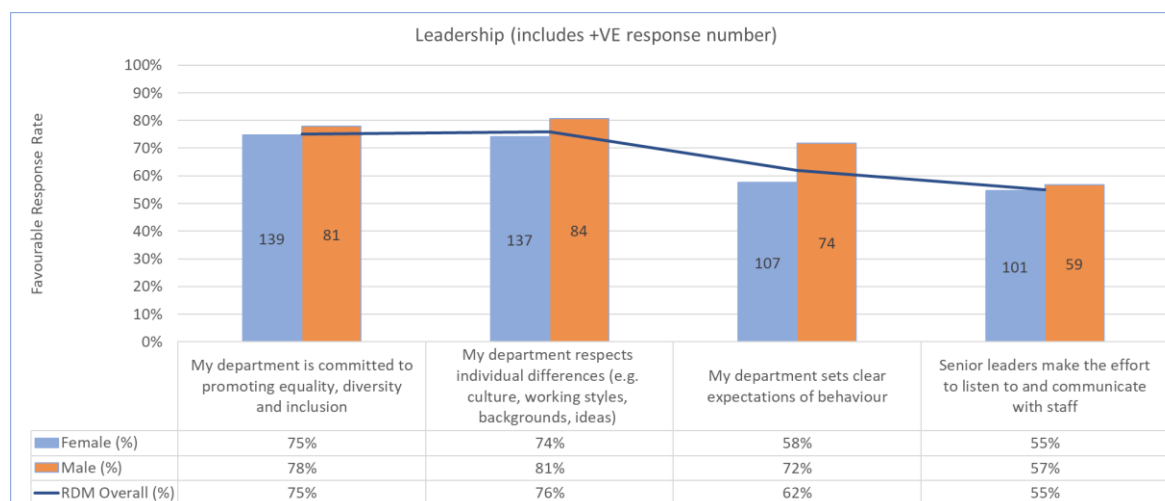


*Figure 16 Leadership Question Responses. Chart shows positive responses to questions for all staff across RDM broken down by gender. Number of positive respondents are indicated within the columns.*

## 3. Wellbeing and Workload (5 questions including Advance HE core question)

| Overall Theme | RDM Overall | Academic / Research staff | | Professional Support staff | | MSD Overall |
|---|---|---|---|---|---|---|
| | | Female | Male | Female | Male | |
| Wellbeing and Workload (Favourable Responses) | 67% | 61% | 60% | 74% | 78% | 67% |

*Table 13 Staff survey results for Wellbeing and Workload theme*



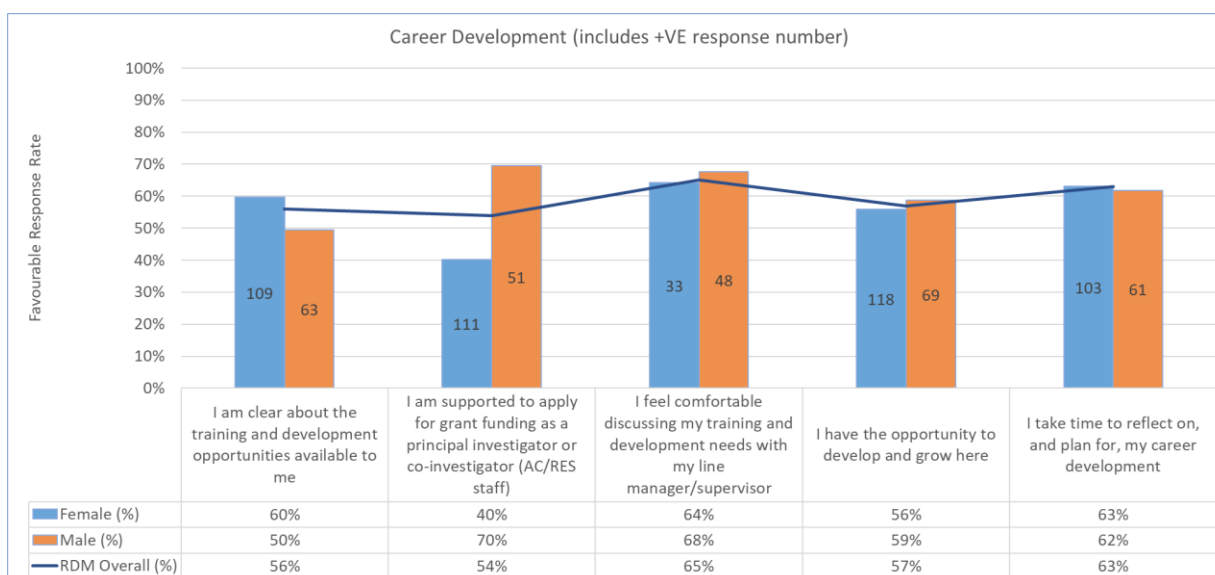*Figure 17 Wellbeing and Workload Question Responses. Chart shows positive responses to questions for all staff across RDM broken down by gender. Number of positive respondents are indicated within the columns.*

## 4. Bullying and Harassment (7 questions including Advance HE core question)

| Overall Theme Bullying and Harassment (Favourable Responses) | RDM Overall | Academic / Research staff | | Professional Support staff | | MSD Overall |
|---|---|---|---|---|---|---|
| | | Female | Male | Female | Male | |
| | 80% | 74% | 82% | 80% | 90% | 82% |

*Table 14 Staff survey results for Bullying and Harassment Theme. Responses for some questions were given with reverse scale so the theme score has little significance.*
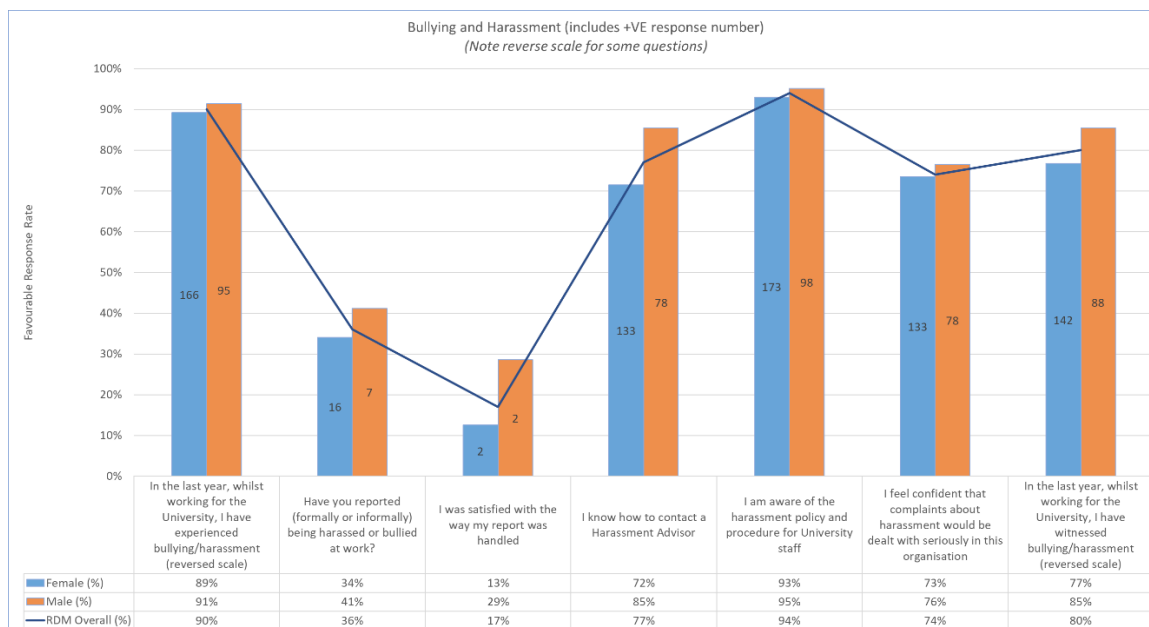


*Figure 18 Bullying and Harassment Question Responses. Chart shows positive responses to questions for all staff across RDM by gender. Number of positive respondents are indicated within the columns (please note reverse scale for some responses).*

## Additional Survey questions are included below and grouped in themes.

### Induction (3 Questions)

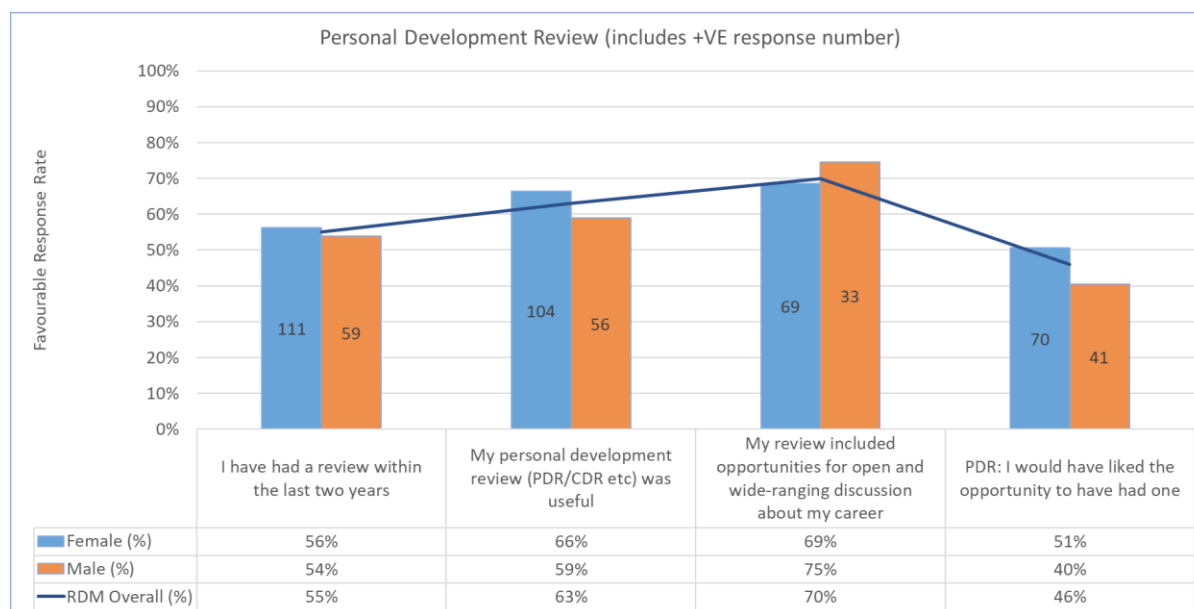| Overall Theme Induction (Favourable Responses) | RDM Overall | Academic / Research staff | | Professional Support staff | | MSD Overall |
|---|---|---|---|---|---|---|
| | | Female | Male | Female | Male | |
| | 81% | 81% | 82% | 78% | 88% | 76% |

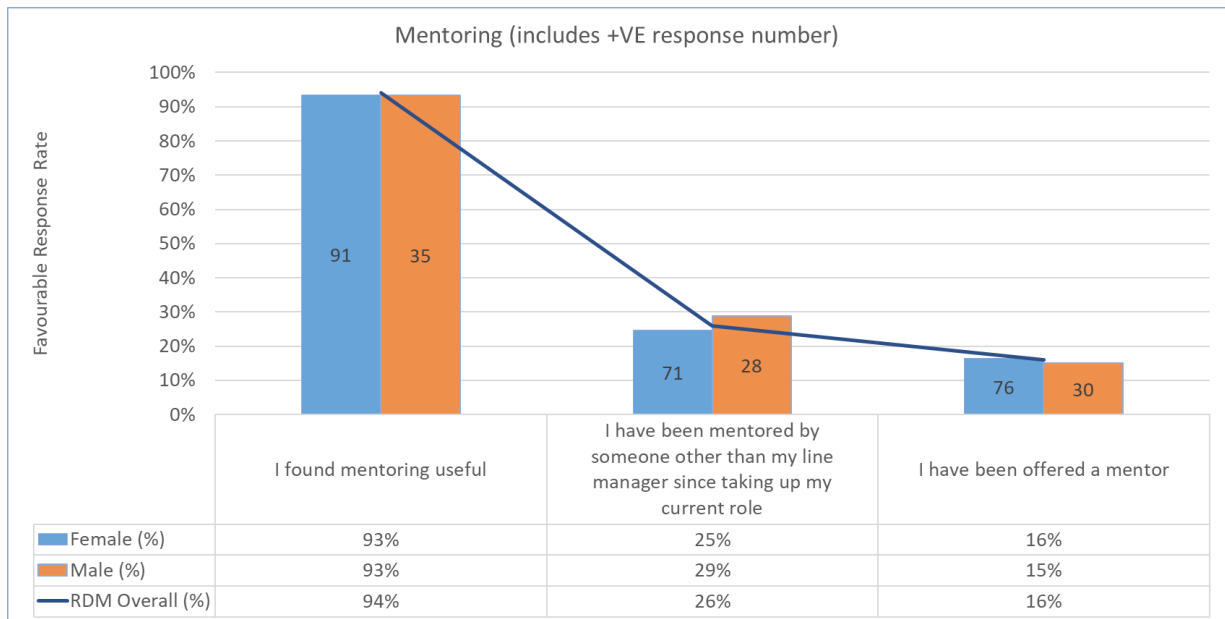*Table 15 Staff survey results for Induction theme*

Figure 19 Induction Question Responses – chart shows positive responses to questions for all staff across RDM broken down by gender. Number of positive respondents are indicated within the columns.

## Career Development (5 questions)

| Overall Theme Career Development (Favourable Responses) | RDM Overall | Academic / Research staff | | Professional Support staff | | MSD Overall |
|---|---|---|---|---|---|---|
| | 59% | Female | Male | Female | Male | 61% |
| | | 57% | 59% | 61% | 65% | |

Table 16 Staff survey results for Career Development Theme



Figure 20 Career Development Question Responses. Chart shows positive responses to questions for all staff across RDM broken down by gender. Number of positive respondents are indicated within the columns.

**Personal Development Review (4 questions)**

| Overall Theme Personal Development Review (Favourable Responses) | RDM Overall | Academic / Research staff | | Professional Support staff | | MSD Overall |
|---|---|---|---|---|---|---|
| | | Female | Male | Female | Male | |
| | 58% | 62% | 57% | 59% | 57% | 62% |

*Table 17 Staff survey results for Personal Development Review*



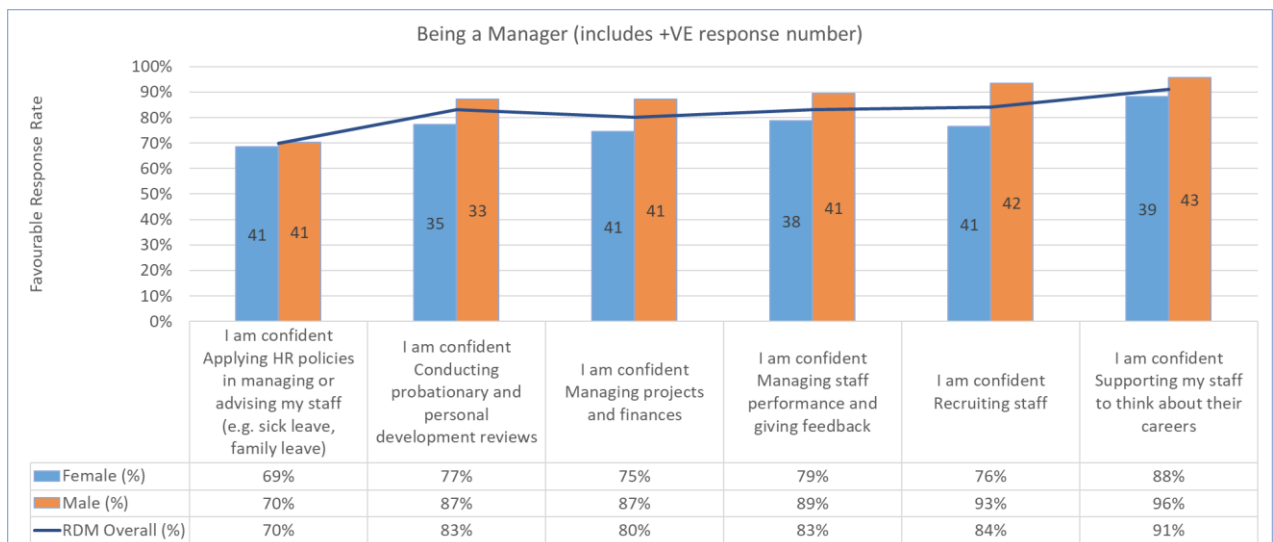*Figure 21 Personal Development Review Question Responses. Chart shows positive responses to questions for all staff across RDM broken down by gender. Number of positive respondents are indicated within the columns.*

**Mentoring (3 questions)**

| Overall Theme Mentoring (Favourable Responses) | RDM Overall | Academic / Research staff | | Professional Support staff | | MSD Overall |
|---|---|---|---|---|---|---|
| | | Female | Male | Female | Male | |
| | 31% | 34% | 35% | 27% | 30% | 30% |

*Table 18 Staff survey results for Mentoring Theme. Theme average is not useful due to routing within question set (see chart below).*
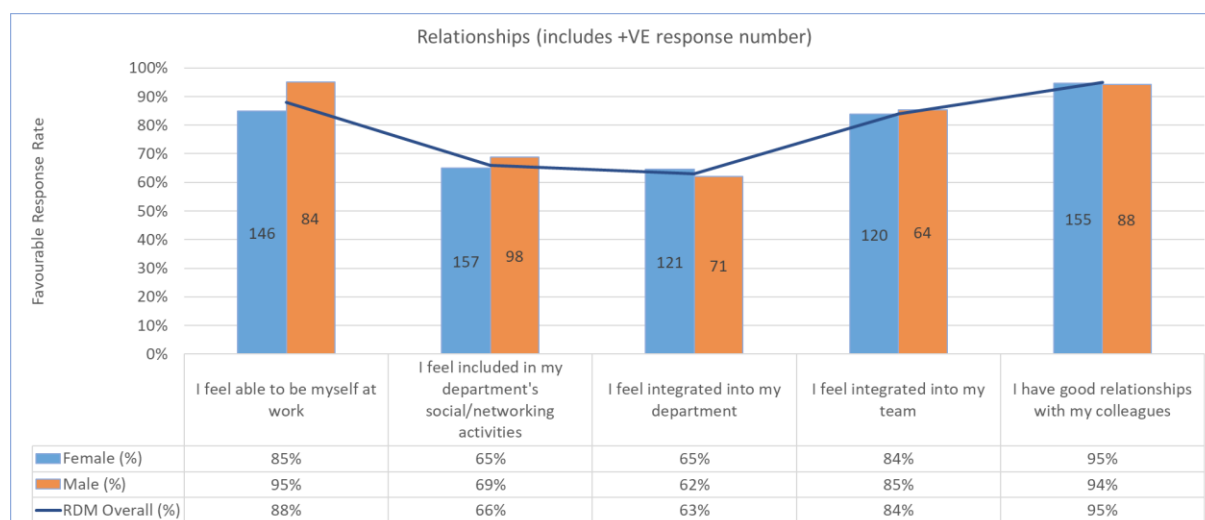
*Figure 22 Mentoring Question Responses. Chart shows positive responses to questions for all staff across RDM broken down by gender. Number of positive respondents are indicated within the columns.*

## Being a manager (6 questions)

| Overall Theme Being a Manager (Favourable Responses) | RDM Overall | Academic / Research staff | | Professional Support staff | | MSD Overall |
|---|---|---|---|---|---|---|
| | | Female | Male | Female | Male | |
| | 82% | 70% | 87% | 83% | 86% | 79% |

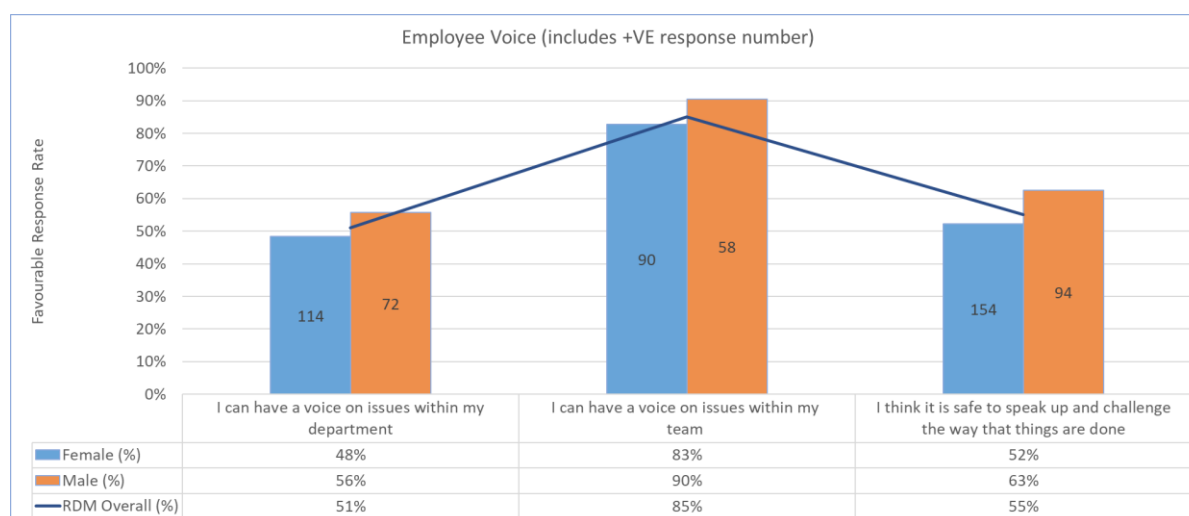*Table 19 Staff survey results for Being a Manager theme*



*Figure 23 Being a Manager Question Responses. Chart shows positive responses to questions for all staff across RDM broken down by gender. Number of positive respondents are indicated within the columns.*

## Relationships (5 questions)

| Overall Theme | RDM Overall | Academic / Research staff | | Professional Support staff | | MSD Overall |
|---|---|---|---|---|---|---|
| Relationships (Favourable Responses) | 79% | Female | Male | Female | Male | 78% |
| | | 77% | 77% | 80% | 90% | |

*Table 20 Staff survey results for Relationships theme*



*Figure 24 Relationship Question Responses. Chart shows positive responses to questions for all staff across RDM broken down by gender. Number of positive respondents are indicated within the columns.*

## Employee voice (3 questions)

| Overall Theme | RDM Overall | Academic / Research staff | | Professional Support staff | | MSD Overall |
|---|---|---|---|---|---|---|
| Employee Voice (Favourable Responses) | 64% | Female | Male | Female | Male | 64% |
| | | 56% | 68% | 65% | 73% | |

*Table 21 Staff survey results for Employee Voice*



*Figure 25 Employee Voice Question Responses. Chart shows positive responses to questions for all staff across RDM broken down by gender. Number of positive respondents are indicated within the columns.*

## Communication (2 questions)

| Overall Theme | RDM Overall | Academic / Research staff | | Professional Support staff | | MSD Overall |
|---|---|---|---|---|---|---|
| Communication (Favourable Responses) | 77% | Female | Male | Female | Male | 77% |
| | | 72% | 72% | 84% | 80% | |

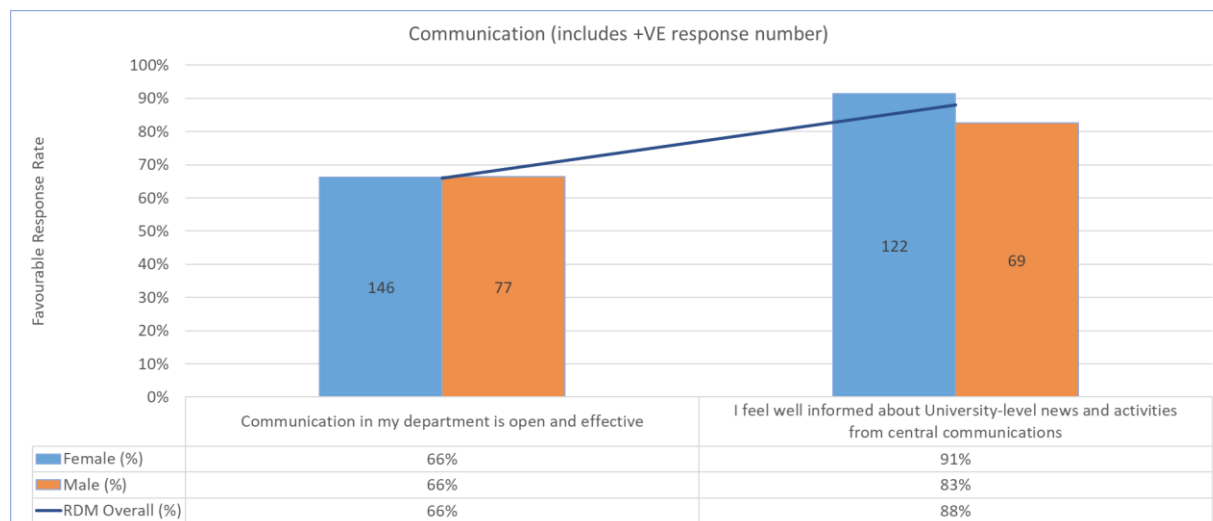*Table 22 Staff survey results for Communication theme*



*Figure 26 Communication Question Responses. Chart shows positive responses to questions for all staff across RDM broken down by gender. Number of positive respondents are indicated within the columns.*

## Decision Making (3 questions)

| Overall Theme | RDM Overall | Academic / Research staff | | Professional Support staff | | MSD Overall |
|---|---|---|---|---|---|---|
| Decision Making (Favourable Responses) | 43% | Female | Male | Female | Male | 46% |
| | | 34% | 48% | 47% | 51% | |

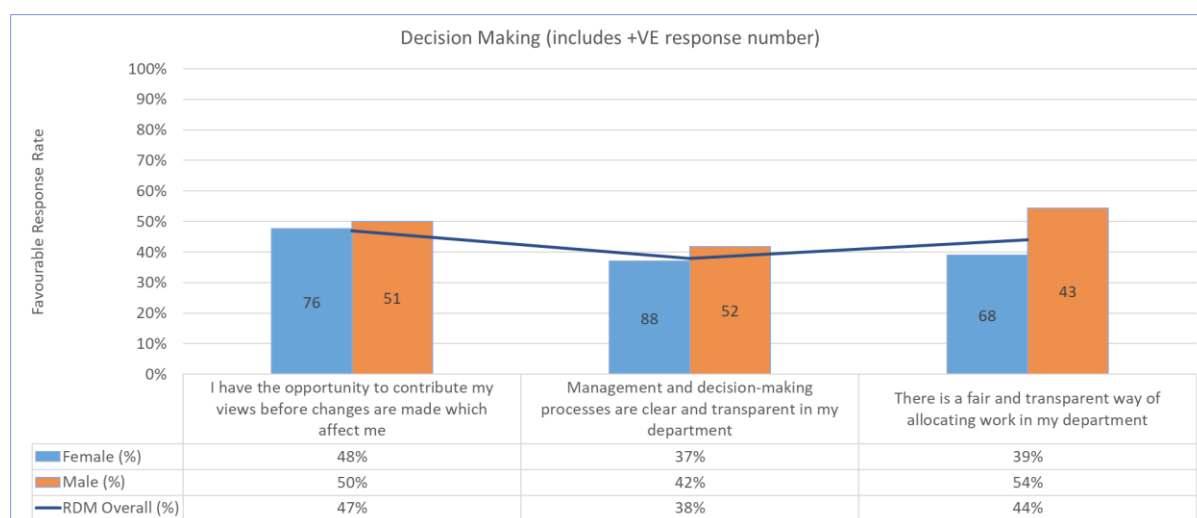*Table 23 Staff survey results for Decision Making theme*



*Figure 27 Decision Making Question Responses. Chart shows positive responses to questions for all staff across RDM broken down by gender. Number of positive respondents are indicated within the columns.*

## Pay and Benefits (2 questions)

| Overall Theme | RDM Overall | Academic / Research staff | | Professional Support staff | | MSD Overall |
|---|---|---|---|---|---|---|
| Pay and Benefits (Favourable Responses) | 37% | Female | Male | Female | Male | 38% |
| | | 32% | 32% | 45% | 38% | |

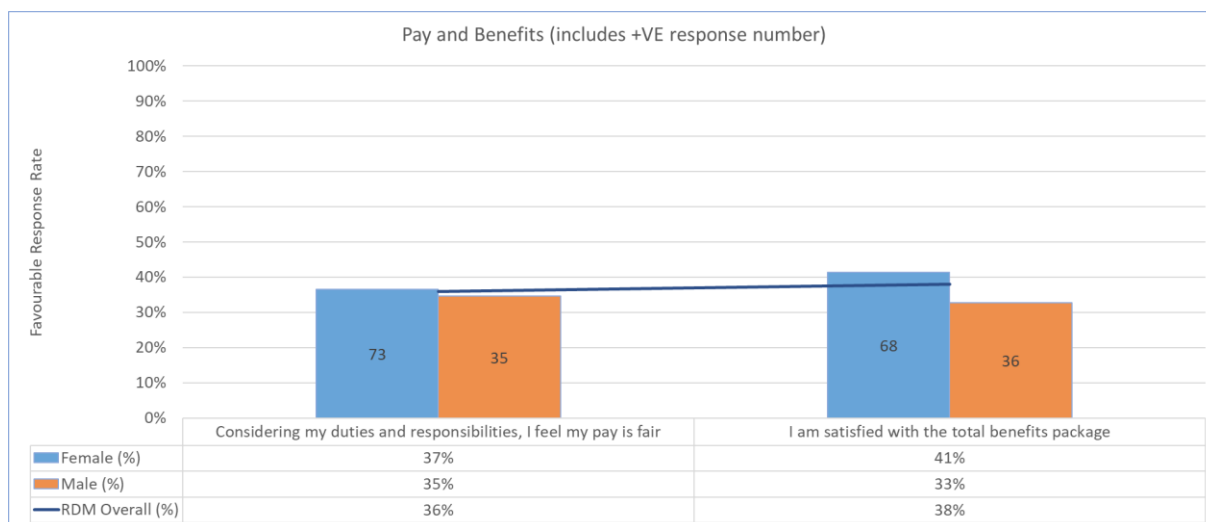*Table 24 Staff survey results for Pay and Benefits theme*



*Figure 28 Pay and Benefit Question Responses. Chart shows positive responses to questions for all staff across RDM broken down by gender. Number of positive respondents are indicated within the columns.*

## Engagement (6 questions)

| Overall Theme | RDM Overall | Academic / Research staff | | Professional Support staff | | MSD Overall |
|---|---|---|---|---|---|---|
| Engagement (Favourable Responses) | 72% | Female | Male | Female | Male | 74% |
| | | 65% | 69% | 75% | 84% | |

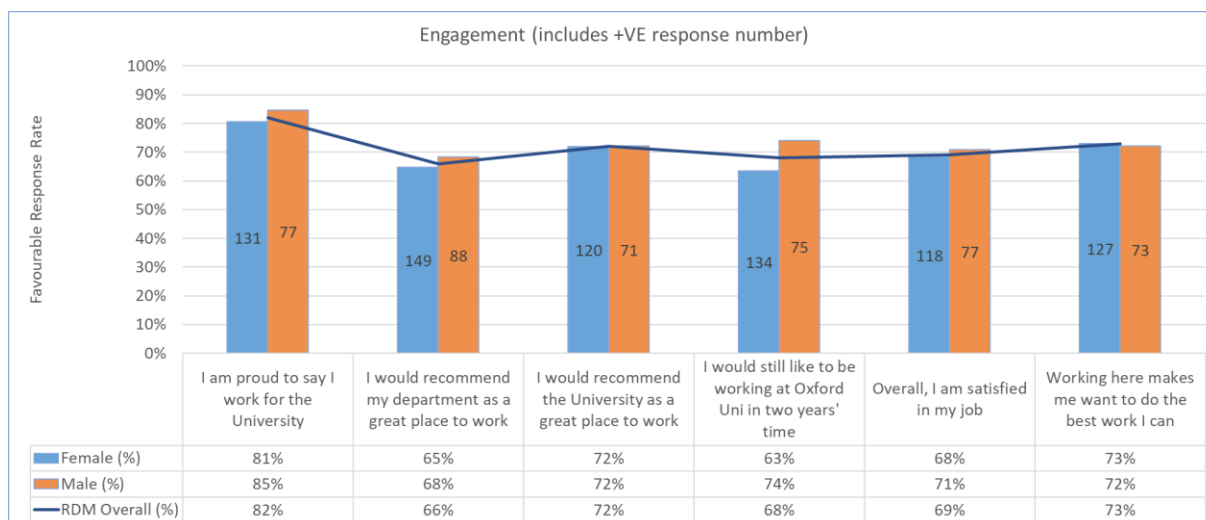*Table 25 Staff survey results for Engagement theme*



*Figure 29 Engagement Question Responses. Chart shows positive responses to questions for all staff across RDM broken down by gender. Number of positive respondents are indicated within the columns.*

**Student Survey**

Below is a subset of 100+ questions asked during the 2023 student survey.

Questions which map across to the Advance HE culture survey questions are highlighted in yellow.

Additional questions are included here to provide contextual information.

There were 76 respondents, the survey was distributed via the student mail list which has 174 names and includes students who have submitted but have not yet been given Leave to Supplicate (so had completed their studies but had yet to officially graduate).

Of those that answered "What is your gender" 39F/29M

| | | Female | Male | PNTS/ Unknown | | Female | Male | PNTS/ Unknown | All |
|---|---|---|---|---|---|---|---|---|---|
| When I started at RDM, I found the departmental induction process useful. | Agree | 29 | 24 | 5 | | 74% | 83% | 63% | **76%** |
| | Neutral | 8 | 1 | 2 | | 21% | 3% | 25% | **14%** |
| | Disagree | 1 | 2 | 0 | | 3% | 7% | 0% | **4%** |
| | Other (Not offered/Not App) | 1 | 2 | 1 | | 3% | 7% | 13% | **5%** |
| | | | | | | | | | |
| When I started at RDM, I found the research group/team induction process useful | Agree | 29 | 21 | 4 | | 74% | 72% | 40% | **69%** |
| | Neutral | 6 | 2 | 1 | | 15% | 7% | 10% | **12%** |
| | Disagree | 1 | 2 | 1 | | 3% | 7% | 10% | **5%** |
| | Other (Not offered/Not App) | 3 | 4 | 4 | | 8% | 14% | 40% | **14%** |
| | | | | | | | | | |
| I believe that my primary supervisor / supervisory team values my contribution | Positive | 35 | 25 | 4 | | 88% | 86% | 50% | **83%** |
| | Neutral / Other / Not Answered | 2 | 1 | 3 | | 5% | 3% | 38% | **8%** |
| | Negative | 3 | 3 | 1 | | 8% | 10% | 13% | **9%** |
| | | | | | | | | | |
| I believe that my primary supervisor / supervisory team gives me helpful feedback | Positive | 34 | 23 | 3 | | 87% | 79% | 38% | **79%** |
| | Neutral / Other / Not Answered | 2 | 2 | 3 | | 5% | 7% | 38% | **9%** |
| | Negative | 3 | 4 | 2 | | 8% | 14% | 25% | **12%** |
| | | | | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| I believe that my primary supervisor / supervisory team helps me resolve problems and troubleshoot | Positive | 36 | 22 | 4 | | 92% | 76% | 50% | **82%** |
| | Neutral / Other / Not Answered | 1 | 3 | 2 | | 3% | 10% | 25% | **8%** |
| | Negative | 2 | 4 | 2 | | 5% | 14% | 25% | **11%** |
| | | | | | | | | | |
| <mark>I believe that my primary supervisor / supervisory team supports me to think about my professional development</mark> | Positive | 26 | 19 | 4 | | 67% | 66% | 50% | **64%** |
| | Neutral / Other / Not Answered | 5 | 6 | 2 | | 13% | 21% | 25% | **17%** |
| | Negative | 8 | 4 | 2 | | 21% | 14% | 25% | **18%** |
| | | | | | | | | | |
| I believe that my primary supervisor / supervisory team allows me to take personal leave | Positive | 36 | 25 | 7 | | 92% | 93% | 88% | **92%** |
| | Neutral / Other / Not Answered | 3 | 2 | 0 | | 8% | 7% | 0% | **7%** |
| | Negative | 0 | 0 | 1 | | 0% | 0% | 13% | **1%** |
| | | | | | | | | | |
| I believe that my primary supervisor / supervisory team creates a positive work environment | Positive | 31 | 21 | 4 | | 79% | 72% | 80% | **77%** |
| | Neutral / Other / Not Answered | 4 | 3 | 2 | | 10% | 10% | 40% | **12%** |
| | Negative | 4 | 5 | 2 | | 10% | 17% | 40% | **15%** |
| | | | | | | | | | |
| I believe that my primary supervisor / supervisory team allows me to make reasonable adjustments to my work if circumstances require it | Positive | 30 | 23 | 4 | | 77% | 79% | 50% | **75%** |
| | Neutral / Other / Not Answered | 7 | 4 | 1 | | 18% | 14% | 13% | **16%** |
| | Negative | 2 | 2 | 3 | | 5% | 7% | 38% | **9%** |
| | | | | | | | | | |
| I believe that my primary supervisor / supervisory team listens to and respects my scientific suggestions | Positive | 35 | 25 | 4 | | 90% | 86% | 50% | **84%** |
| | Neutral / Other / Not Answered | 2 | 1 | 2 | | 5% | 3% | 25% | **7%** |
| | Negative | 2 | 3 | 2 | | 5% | 10% | 25% | **9%** |
| | | | | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| I agree that: I take time to reflect on, and plan for, my career development | Positive | 29 | 23 | 5 | | 74% | 79% | 83% | **77%** |
| | Neutral / Other / Not Answered | 7 | 3 | 1 | | 18% | 10% | 17% | **15%** |
| | Negative | 3 | 3 | 0 | | 8% | 10% | 0% | **8%** |
| | | | | | | | | | |
| <mark>I agree that: I am clear about the development opportunities available to me</mark> | Positive | 25 | 21 | 3 | | 64% | 72% | 38% | **64%** |
| | Neutral / Other / Not Answered | 6 | 5 | 3 | | 15% | 17% | 38% | **18%** |
| | Negative | 8 | 3 | 2 | | 21% | 10% | 25% | **17%** |
| | | | | | | | | | |
| I agree that: I have the opportunity to take on new responsibilities or develop new skills | Positive | 30 | 22 | 6 | | 77% | 76% | 75% | **76%** |
| | Neutral / Other / Not Answered | 5 | 4 | 0 | | 13% | 14% | 0% | **12%** |
| | Negative | 4 | 3 | 2 | | 10% | 10% | 25% | **12%** |
| | | | | | | | | | |
| I agree that: I feel comfortable discussing my training and development needs with my supervisor | Positive | 29 | 20 | 6 | | 74% | 69% | 75% | **72%** |
| | Neutral / Other / Not Answered | 4 | 4 | 1 | | 10% | 14% | 13% | **12%** |
| | Negative | 6 | 5 | 1 | | 15% | 17% | 13% | **16%** |
| | | | | | | | | | |
| I have been mentored by someone who is not my supervisor | Yes | 16 | 12 | 1 | | 41% | 41% | 0% | **38%** |
| | No - I have not been offered access to a mentor | 13 | 13 | 5 | | 33% | 45% | 80% | **41%** |
| | No - I have been offered a mentor but did not want one | 7 | 3 | 2 | | 18% | 10% | 20% | **16%** |
| | Other | 3 | 1 | 0 | | 8% | 3% | 0% | **5%** |
| | | | | | | | | | |
| I feel able to be myself in the department | Positive | 35 | 26 | 5 | | 90% | 90% | 63% | **87%** |
| | Neutral / Other / Not Answered | 3 | 1 | 1 | | 8% | 3% | 13% | **7%** |
| | Negative | 1 | 2 | 2 | | 3% | 7% | 25% | **7%** |
| | | | | | | | | | |
| My colleagues are supportive of me | Positive | 36 | 25 | 6 | | 92% | 86% | 75% | **88%** |
| | Neutral / Other / Not Answered | 2 | 1 | 1 | | 5% | 3% | 13% | **5%** |
| | Negative | 1 | 3 | 1 | | 3% | 10% | 13% | **7%** |
| | | | | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| I feel integrated into my team/research group | Positive | 30 | 26 | 5 | | 77% | 90% | 63% | **80%** |
| | Neutral / Other / Not Answered | 4 | 0 | 1 | | 10% | 0% | 13% | **7%** |
| | Negative | 5 | 3 | 2 | | 13% | 10% | 25% | **13%** |
| | | | | | | | | | |
| I feel integrated into my department | Positive | 27 | 19 | 3 | | 69% | 66% | 38% | **64%** |
| | Neutral / Other / Not Answered | 7 | 5 | 2 | | 18% | 17% | 25% | **18%** |
| | Negative | 5 | 5 | 3 | | 13% | 17% | 38% | **17%** |
| | | | | | | | | | |
| My health and wellbeing are adequately supported at work | Positive | 28 | 20 | 5 | | 72% | 69% | 63% | **70%** |
| | Neutral / Other / Not Answered | 6 | 5 | 1 | | 15% | 17% | 13% | **16%** |
| | Negative | 5 | 4 | 2 | | 13% | 14% | 25% | **14%** |
| | | | | | | | | | |
| I feel that my workload is reasonable | Positive | 30 | 19 | 5 | | 77% | 66% | 63% | **71%** |
| | Neutral / Other / Not Answered | 6 | 8 | 1 | | 15% | 28% | 13% | **20%** |
| | Negative | 3 | 2 | 2 | | 8% | 7% | 25% | **9%** |
| | | | | | | | | | |
| I think that there is a fair and transparent way of allocating work in my team/research group | Positive | 25 | 19 | 4 | | 64% | 66% | 44% | **62%** |
| | Neutral / Other / Not Answered | 9 | 6 | 2 | | 23% | 21% | 22% | **22%** |
| | Negative | 5 | 4 | 3 | | 13% | 14% | 33% | **16%** |
| | | | | | | | | | |
| I feel valued for the work I do in my team/research group | Positive | 29 | 23 | 4 | | 74% | 79% | 50% | **74%** |
| | Neutral / Other / Not Answered | 6 | 3 | 2 | | 15% | 10% | 25% | **14%** |
| | Negative | 4 | 3 | 2 | | 10% | 10% | 25% | **12%** |
| | | | | | | | | | |
| I feel able/comfortable to discuss my work/life balance with my supervisor | Positive | 24 | 17 | 3 | | 62% | 59% | 38% | **58%** |
| | Neutral / Other / Not Answered | 5 | 6 | 0 | | 13% | 21% | 0% | **14%** |
| | Negative | 10 | 6 | 5 | | 26% | 21% | 63% | **28%** |
| | | | | | | | | | |
| I feel there has been a positive cultural change in RDM over the last two years | Positive | 9 | 5 | 3 | | 23% | 17% | 38% | **22%** |
| | Neutral / Other / Not Answered | 28 | 21 | 4 | | 72% | 72% | 50% | **70%** |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Negative | 2 | 3 | 1 | | 5% | 10% | 13% | **8%** |
| | | | | | | | | | |
| In the last year, whilst studying in RDM, I have experienced bullying/harassment. This may have included negative comments or behaviours relating to your personal identity. | Positive | 5 | 3 | 2 | | 13% | 10% | 25% | **13%** |
| | Neutral / Other / Not Answered | 0 | 0 | 1 | | 0% | 0% | 13% | **1%** |
| | Negative | 34 | 26 | 5 | | 87% | 90% | 63% | **86%** |
| | | | | | | | | | |
| Have you witnessed bullying and/or harassment within RDM during the last year? This may include negative comments or behaviours relating to a person's identity. | Positive | 9 | 8 | 3 | | 23% | 28% | 38% | **26%** |
| | Neutral / Other / Not Answered | 1 | 0 | 1 | | 3% | 0% | 13% | **3%** |
| | Negative | 29 | 21 | 4 | | 74% | 72% | 50% | **71%** |
| | | | | | | | | | |
| Are you aware of the University harassment policy and procedure for University students? | Positive | 29 | 25 | 4 | | 74% | 86% | 50% | **76%** |
| | Neutral / Other / Not Answered | 1 | 0 | 1 | | 3% | 0% | 13% | **3%** |
| | Negative | 9 | 4 | 3 | | 23% | 14% | 38% | **21%** |
| | | | | | | | | | |
| I feel well informed about news and information relevant or of interest to me | Positive | 39 | 25 | 7 | | 100% | 86% | 88% | **93%** |
| | Neutral / Other / Not Answered | 0 | 1 | 1 | | 0% | 3% | 13% | **3%** |
| | Negative | 0 | 3 | 0 | | 0% | 10% | 0% | **4%** |

*Table 26 2023 Student Survey results*

# Appendix 2: Data tables

Please present the mandatory data tables, and if desired, any additional datasets.

**AHE Mandatory Department data requirements**
- Students at foundation, UG, PGT and **PGR** level (RDM only have PGR)
- Degree attainment and/or completion rates for students at foundation, UG, PGT and **PGR** level
- Academic staff by grade and contract function
- Academic staff by grade and contract type
- Professional, technical and operational (PTO) staff by grade and job family (RDM PTO = PSS)
- PTO staff by grade and contract type
- Applications, shortlist and appointments made in recruitment to academic posts by grade
- Applications, shortlist and appointments made in recruitment to PTO posts by grade
- Applications and success rates for academic promotion by grade
- Applications and success rates for PTO progression by grade (where there are formal routes for progression)

# RDM Postgraduate Research Students

|          | Female | Male | Total | %F  | % M |
|----------|--------|------|-------|-----|-----|
| 2018/19  | 13     | 23   | 36    | 36% | 64% |
| 2019/20  | 17     | 11   | 28    | 61% | 39% |
| 2020/21  | 16     | 16   | 32    | 50% | 50% |
| 2021/22  | 17     | 13   | 30    | 57% | 43% |
| 2022/23  | 19     | 19   | 38    | 50% | 50% |
| 2023/24  | 16     | 13   | 29    | 55% | 45% |
| Total    | 98     | 95   | 193   | 51% | 49% |

*Table 27 Total number of RDM PGR students from 2018/19 to 2023/2024.*
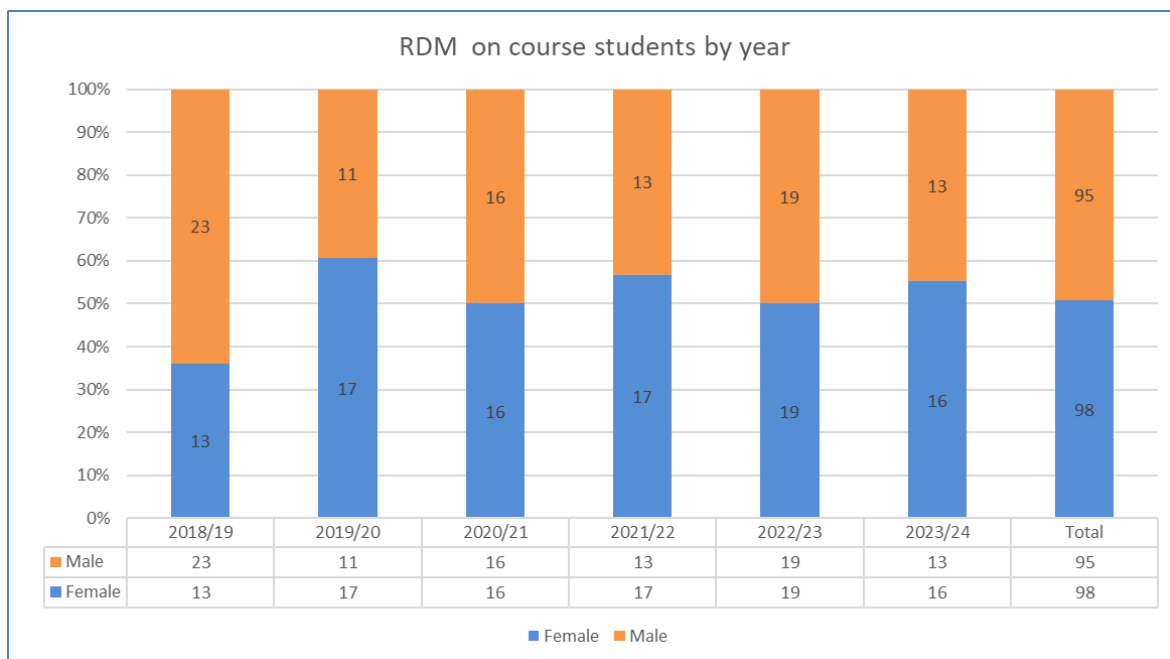


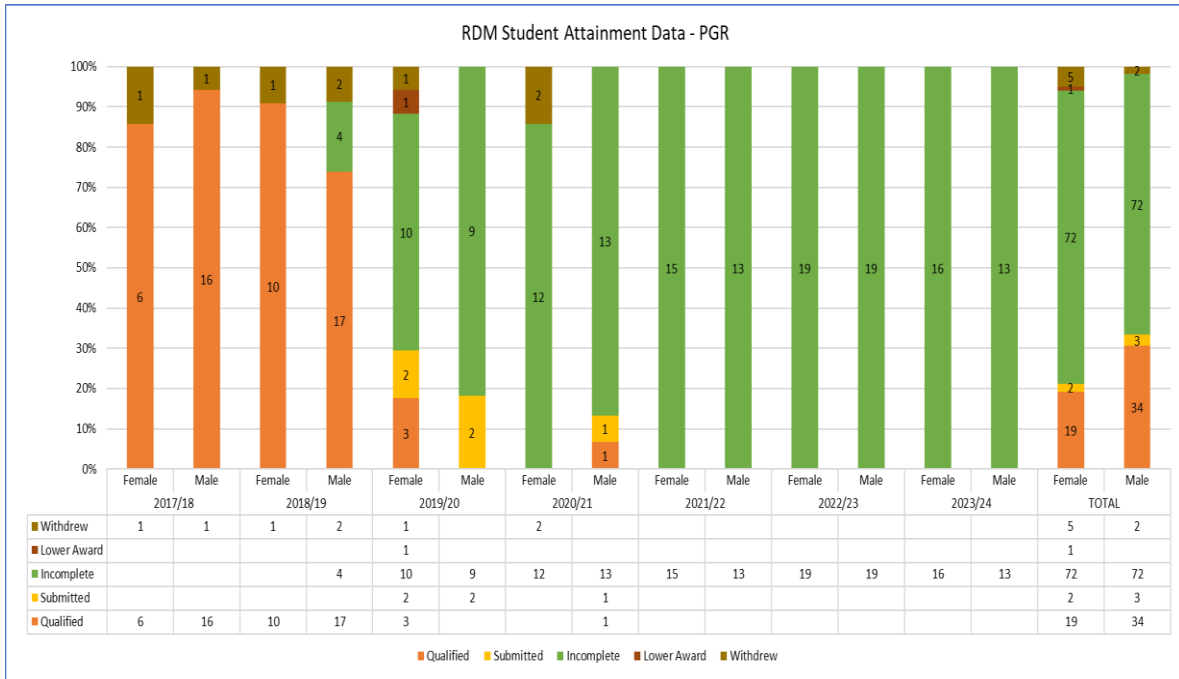*Figure 30 RDM students on course by year*

*Figure 31 RDM PGR student attainment data.*

| | 2017/18 | | 2018/19 | | 2019/20 | | 2020/21 | | 2021/22 | | 2022/23 | | 2023/24 | | TOTAL | |
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Withdrew | 1 | 1 | 1 | 2 | 1 | | 2 | | | | | | | | 5 | 2 |
| Lower Award | | | | | 1 | | | | | | | | | | 1 | |
| Incomplete | | | | 4 | 10 | 9 | 12 | 13 | 15 | 13 | 19 | 19 | 16 | 13 | 72 | 72 |
| Submitted | | | | | 2 | 2 | | 1 | | | | | | | 2 | 3 |
| Qualified | 6 | 16 | 10 | 17 | 3 | | | 1 | | | | | | | 19 | 34 |

## Staff in Post Overview (2023)

| Report Year 2023 | Female | Male | Total | % F | % M | % F BMk (MSD) |
|---|---|---|---|---|---|---|
| PSS | 157 | 50 | 207 | 76% | 24% | 71% |
| Researcher | 146 | 135 | 281 | 52% | 48% | 56% |
| Academic | 17 | 30 | 47 | 36% | 64% | 33% |
| Grand Total | 320 | 215 | 535 | 60% | 40% | 58% |

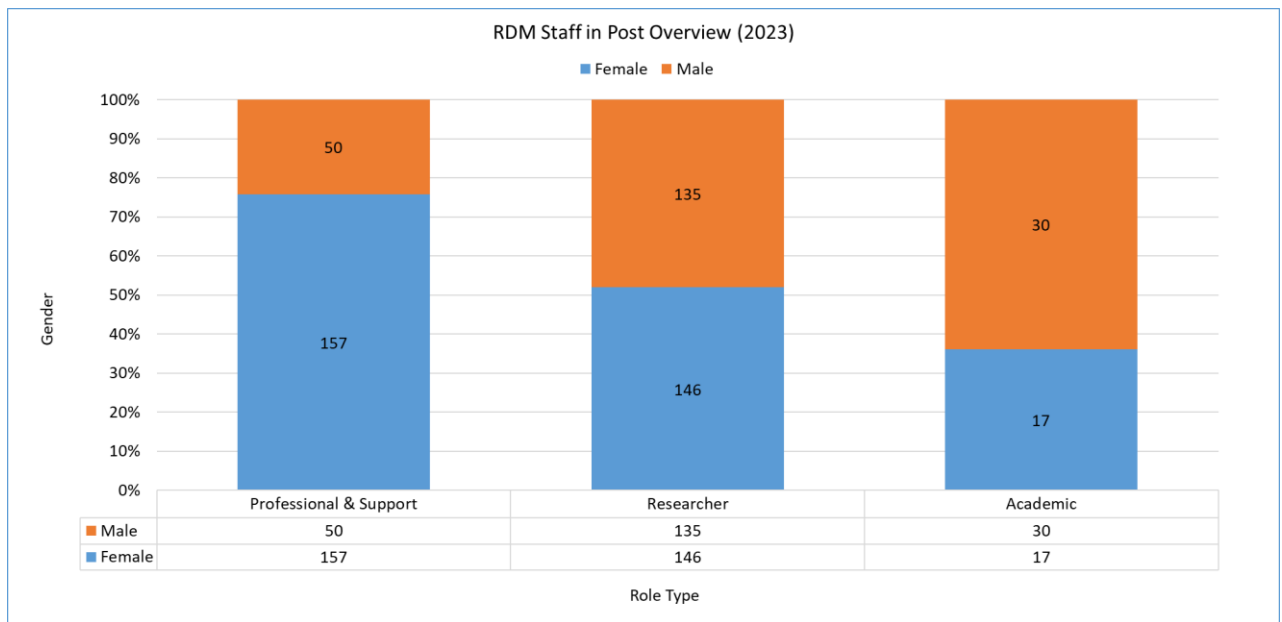*Table 28 RDM staff in post data as at the census point in July 2023.*



*Figure 32 RDM Staff in post data as at the census point in July 2023.*

## Staff in Post Overview (2018-2023)

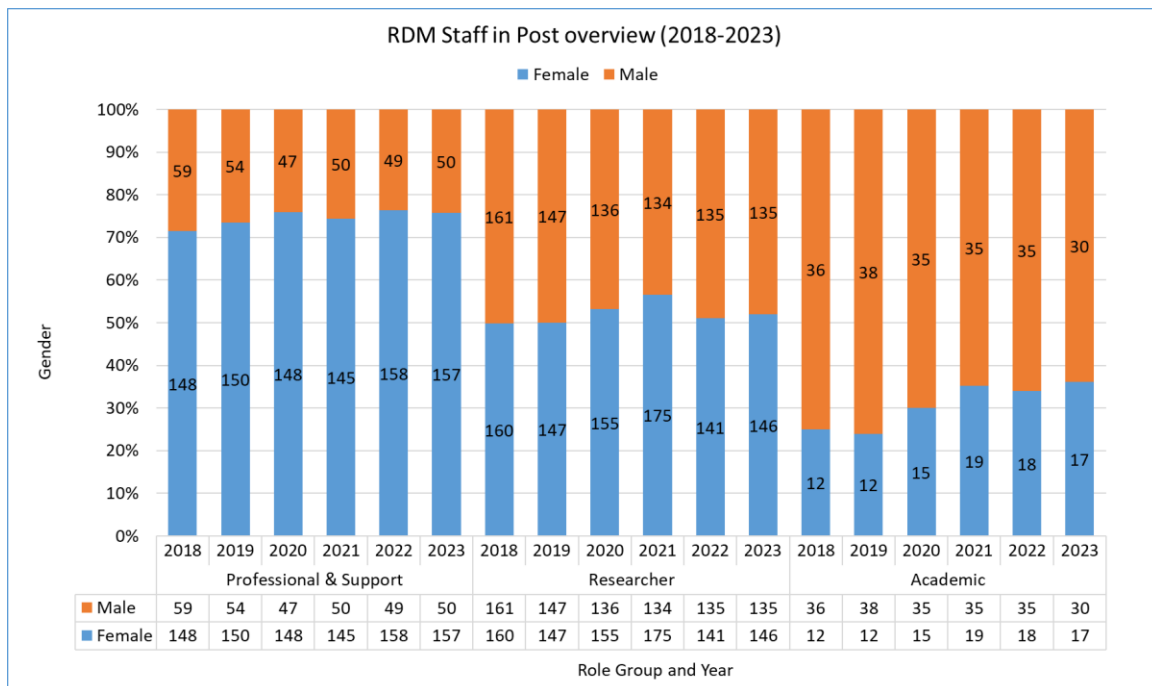| | Female | Male | Total | %F | %M |
|---|---|---|---|---|---|
| Professional & Support | | | | | |
| 2018 | 148 | 59 | 207 | 71% | 29% |
| 2019 | 150 | 54 | 204 | 74% | 26% |
| 2020 | 148 | 47 | 195 | 76% | 24% |
| 2021 | 145 | 50 | 195 | 74% | 26% |
| 2022 | 158 | 49 | 207 | 76% | 24% |
| 2023 | 157 | 50 | 207 | 76% | 24% |
| Researcher | | | | | |
| 2018 | 160 | 161 | 321 | 50% | 50% |
| 2019 | 147 | 147 | 294 | 50% | 50% |
| 2020 | 155 | 136 | 291 | 53% | 47% |
| 2021 | 175 | 134 | 309 | 57% | 43% |
| 2022 | 141 | 135 | 276 | 51% | 49% |
| 2023 | 146 | 135 | 281 | 52% | 48% |
| Academic | | | | | |
| 2018 | 12 | 36 | 48 | 25% | 75% |
| 2019 | 12 | 38 | 50 | 24% | 76% |
| 2020 | 15 | 35 | 50 | 30% | 70% |
| 2021 | 19 | 35 | 54 | 35% | 65% |
| 2022 | 18 | 35 | 53 | 34% | 66% |
| 2023 | 17 | 30 | 47 | 36% | 64% |

*Table 29 Staff in post data by year.*



*Figure 33 Staff in post data by year*

## Academic staff by grade and contract function

## RDM Academics (Clinical and Non-Clinical: 2018–2023)

| | Female | Male | Total | %F | %M | % F BMk (MSD) |
|---|---|---|---|---|---|---|
| Academic Clinical Lecturer & Tutor | | | | | | |
| 2018 | 2 | 5 | 7 | 29% | 71% | n/a |
| 2019 | 2 | 3 | 5 | 40% | 60% | 37% |
| 2020 | 6 | 3 | 9 | 67% | 33% | 46% |
| 2021 | 7 | 4 | 11 | 64% | 36% | 38% |
| 2022 | 6 | 4 | 10 | 60% | 40% | 40% |
| 2023 | 5 | 2 | 7 | 71% | 29% | 44% |
| Academic Associate Professor | | | | | | |
| 2018 | 2 | 1 | 3 | 67% | 33% | n/a |
| 2019 | 2 | 1 | 3 | 67% | 33% | 33% |
| 2020 | 2 | 1 | 3 | 67% | 33% | 41% |
| 2021 | 2 | 1 | 3 | 67% | 33% | 43% |
| 2022 | 2 | 1 | 3 | 67% | 33% | 38% |
| 2023 | 2 | 1 | 3 | 67% | 33% | 40% |
| Academic Titular Professor | | | | | | |
| 2018 | 8 | 19 | 27 | 30% | 70% | n/a |
| 2019 | 8 | 24 | 32 | 25% | 75% | 31% |
| 2020 | 7 | 21 | 28 | 25% | 75% | 31% |
| 2021 | 10 | 20 | 30 | 33% | 67% | 32% |
| 2022 | 10 | 19 | 29 | 34% | 66% | 33% |
| 2023 | 10 | 18 | 28 | 36% | 64% | 34% |
| Academic Statutory Professor | | | | | | |
| 2018 | | 11 | 11 | 0% | 100% | n/a |
| 2019 | | 10 | 10 | 0% | 100% | 13% |
| 2020 | | 10 | 10 | 0% | 100% | 10% |
| 2021 | | 10 | 10 | 0% | 100% | 8% |
| 2022 | | 11 | 11 | 0% | 100% | 8% |
| 2023 | | 9 | 9 | 0% | 100% | 11% |

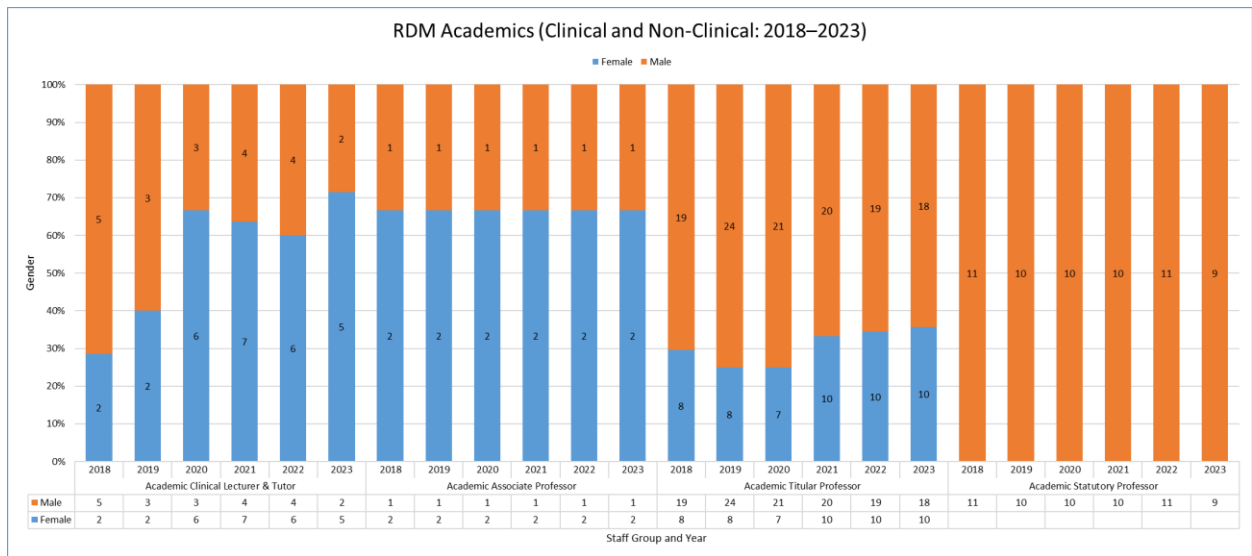*Table 30 RDM staff data showing all academic staff 2018-2023*

# RDM Academics (Clinical and Non-Clinical: 2018–2023)

Female ■ Male

| | Academic Clinical Lecturer & Tutor | | | | | | Academic Associate Professor | | | | | | Academic Titular Professor | | | | | | Academic Statutory Professor | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Male | 5 | 3 | 3 | 4 | 4 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 19 | 24 | 21 | 20 | 19 | 18 | 11 | 10 | 10 | 10 | 11 | 9 |
| Female | 2 | 2 | 6 | 7 | 6 | 5 | 2 | 2 | 2 | 2 | 2 | 2 | 8 | 8 | 7 | 10 | 10 | 10 | | | | | | |

Staff Group and Year

*Figure 34 RDM staff data showing all academic staff 2018-2023*

## RDM Academics (Clinical: 2018 – 2023)

| | Female | Male | Total | %F | %M | % F BMk (MSD |
|---|---|---|---|---|---|---|
| Academic Clinical Lecturer & Tutor | | | | | | |
| 2018 | 2 | 5 | 7 | 29% | 71% | n/a |
| 2019 | 2 | 3 | 5 | 40% | 60% | 33% |
| 2020 | 6 | 3 | 9 | 67% | 33% | 44% |
| 2021 | 7 | 4 | 11 | 64% | 36% | 33% |
| 2022 | 6 | 4 | 10 | 60% | 40% | 36% |
| 2023 | 5 | 2 | 7 | 71% | 29% | 44% |
| Academic Associate Professor | | | | | | |
| 2018 | 2 | 1 | 3 | 67% | 2 | n/a |
| 2019 | 2 | 1 | 3 | 67% | 2 | 22% |
| 2020 | 2 | 1 | 3 | 67% | 2 | 25% |
| 2021 | 2 | 1 | 3 | 67% | 2 | 25% |
| 2022 | 2 | 1 | 3 | 67% | 2 | 22% |
| 2023 | 2 | 1 | 3 | 67% | 2 | 29% |
| Academic Titular Professor | | | | | | |
| 2018 | 1 | 10 | 11 | 9% | 91% | n/a |
| 2019 | 1 | 11 | 12 | 8% | 92% | 19% |
| 2020 | 1 | 9 | 10 | 10% | 90% | 18% |
| 2021 | 3 | 10 | 13 | 23% | 77% | 19% |
| 2022 | 3 | 10 | 13 | 23% | 77% | 20% |
| 2023 | 3 | 10 | 13 | 23% | 77% | 20% |
| Academic Statutory Professor | | | | | | |
| 2018 | 0 | 10 | 10 | 0% | 100% | n/a |
| 2019 | 0 | 9 | 9 | 0% | 100% | 0% |
| 2020 | 0 | 9 | 9 | 0% | 100% | 0% |
| 2021 | 0 | 9 | 9 | 0% | 100% | 0% |
| 2022 | 0 | 9 | 9 | 0% | 100% | 0% |
| 2023 | 0 | 7 | 7 | 0% | 100% | 0% |

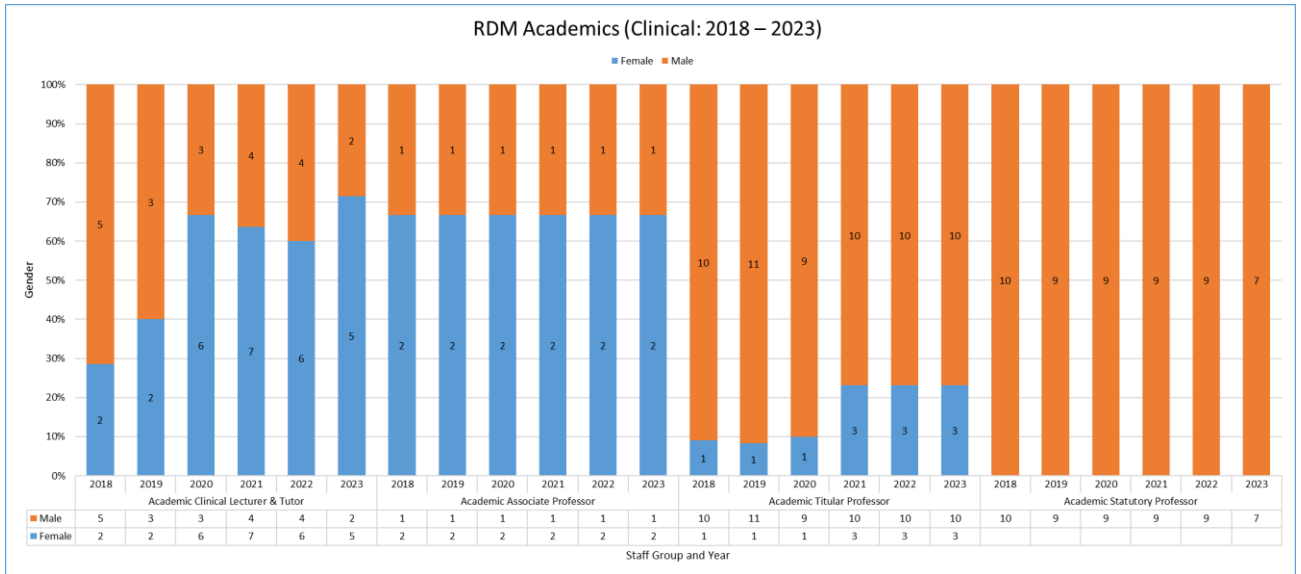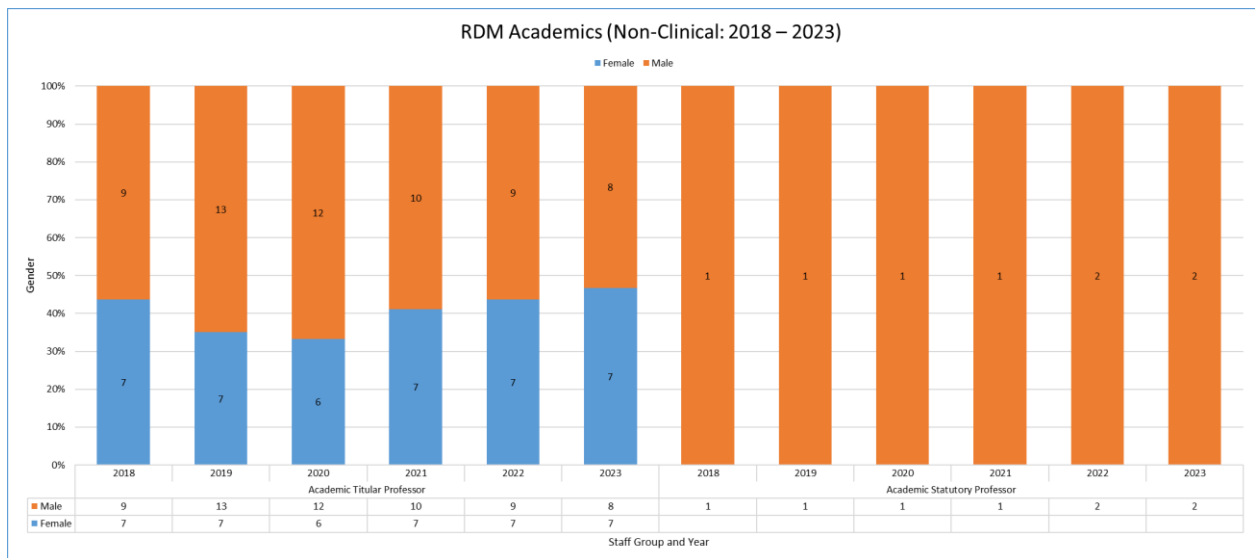*Table 31 RDM staff data showing clinical academic staff 2018-2023*

*Figure 35 RDM staff data showing clinical academic staff 2018-2023*

## RDM Academics (Non-Clinical: 2018 – 2023)

| | Female | Male | Total | %F | %M | % F BMk (MSD) |
|---|---|---|---|---|---|---|
| Academic Titular Professor | | | | | | |
| 2018 | 7 | 9 | 16 | 44% | 56% | n/a |
| 2019 | 7 | 13 | 20 | 35% | 65% | 38% |
| 2020 | 6 | 12 | 18 | 33% | 67% | 39% |
| 2021 | 7 | 10 | 17 | 41% | 59% | 39% |
| 2022 | 7 | 9 | 16 | 44% | 56% | 40% |
| 2023 | 7 | 8 | 15 | 47% | 53% | 41% |
| Academic Statutory Professor | | | | | | |
| 2018 | | 1 | 1 | 0% | 100% | n/a |
| 2019 | | 1 | 1 | 0% | 100% | 26% |
| 2020 | | 1 | 1 | 0% | 100% | 19% |
| 2021 | | 1 | 1 | 0% | 100% | 17% |
| 2022 | | 2 | 2 | 0% | 100% | 16% |
| 2023 | | 2 | 2 | 0% | 100% | 21% |

*Table 32 RDM staff data showing non-clinical academic staff 2018-2023*



*Figure 36 RDM staff data showing non-clinical academic staff 2018-2023*

## RDM Research Staff (Clinical: 2018 – 2023)

| | Female | Male | Total | %F | %M | % F BMk (MSD) |
|---|---|---|---|---|---|---|
| Clinical Researcher | | | | | | |
| 2018 | 11 | 24 | 35 | 31% | 69% | n/a |
| 2019 | 11 | 22 | 33 | 33% | 67% | 60% |
| 2020 | 12 | 20 | 32 | 38% | 63% | 58% |
| 2021 | 15 | 17 | 32 | 47% | 53% | 44% |
| 2022 | 15 | 19 | 34 | 44% | 56% | 47% |
| 2023 | 20 | 24 | 44 | 45% | 55% | 47% |
| Senior Clinical Researcher | | | | | | |
| 2018 | 4 | 7 | 11 | 36% | 64% | n/a |
| 2019 | 5 | 5 | 10 | 50% | 50% | 39% |
| 2020 | 9 | 6 | 15 | 60% | 40% | 38% |
| 2021 | 8 | 6 | 14 | 57% | 43% | 37% |
| 2022 | 8 | 6 | 14 | 57% | 43% | 37% |
| 2023 | 9 | 9 | 18 | 50% | 50% | 38% |

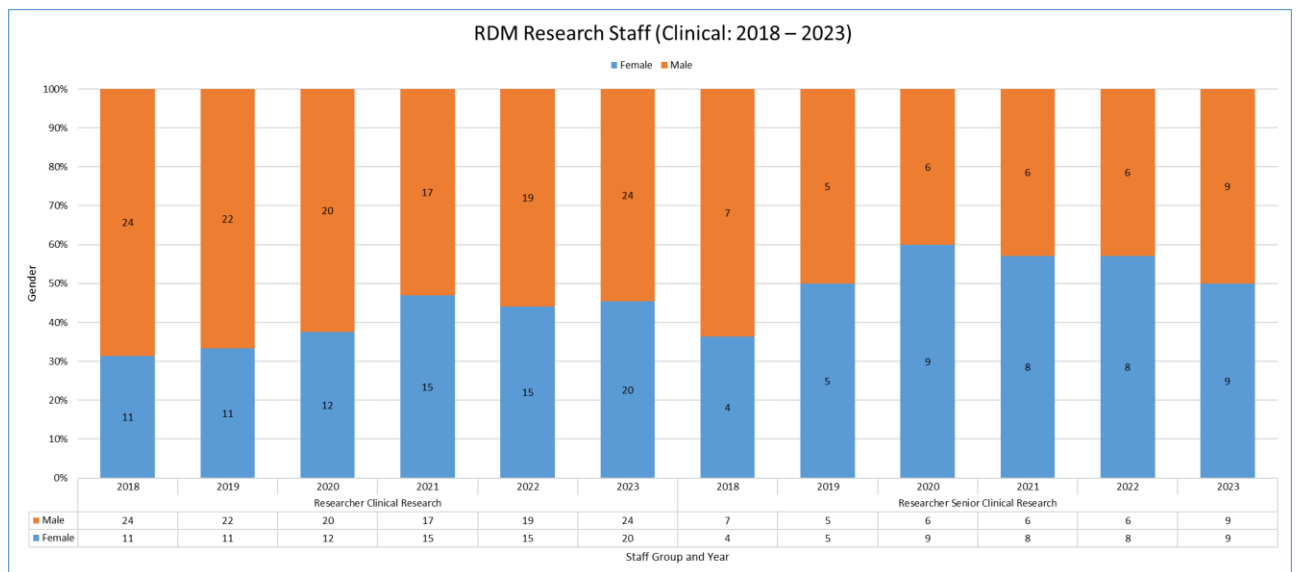*Table 33 RDM staff data showing clinical research staff 2018-2023*



*Figure 37 RDM staff data showing clinical research staff 2018-2023*

## RDM Research Staff (Non-Clinical: 2018 – 2023)

| | Female | Male | Total | %F | %M | % F BMk (MSD) |
|---|---|---|---|---|---|---|
| **Researcher Grade 6** | **185** | **47** | **232** | | | |
| 2018 | 35 | 10 | 45 | 78% | 22% | n/a |
| 2019 | 31 | 9 | 40 | 78% | 23% | 69% |
| 2020 | 35 | 10 | 45 | 78% | 22% | 70% |
| 2021 | 39 | 6 | 45 | 87% | 13% | 71% |
| 2022 | 23 | 7 | 30 | 77% | 23% | 72% |
| 2023 | 22 | 5 | 27 | 81% | 19% | 72% |
| **Researcher Grade 7** | **452** | **378** | **830** | | | |
| 2018 | 82 | 74 | 156 | 53% | 47% | n/a |
| 2019 | 75 | 69 | 144 | 52% | 48% | 53% |
| 2020 | 75 | 60 | 135 | 56% | 44% | 54% |
| 2021 | 86 | 62 | 148 | 58% | 42% | 53% |
| 2022 | 68 | 59 | 127 | 54% | 46% | 53% |
| 2023 | 66 | 54 | 120 | 55% | 45% | 54% |
| **Researcher Grade 8** | **123** | **138** | **261** | | | |
| 2018 | 22 | 23 | 45 | 49% | 51% | n/a |
| 2019 | 17 | 22 | 39 | 44% | 56% | 48% |
| 2020 | 17 | 22 | 39 | 44% | 56% | 49% |
| 2021 | 22 | 23 | 45 | 49% | 51% | 49% |
| 2022 | 22 | 24 | 46 | 48% | 52% | 50% |
| 2023 | 23 | 24 | 47 | 49% | 51% | 52% |
| **Researcher Grade 9, 10 and Senior researcher** | **35** | **117** | **152** | | | |
| 2018 | 6 | 21 | 27 | 22% | 78% | n/a |
| 2019 | 7 | 19 | 26 | 27% | 73% | 47% |
| 2020 | 6 | 18 | 24 | 25% | 75% | 47% |
| 2021 | 5 | 20 | 25 | 20% | 80% | 48% |
| 2022 | 5 | 20 | 25 | 20% | 80% | 48% |
| 2023 | 6 | 19 | 25 | 24% | 76% | 49% |

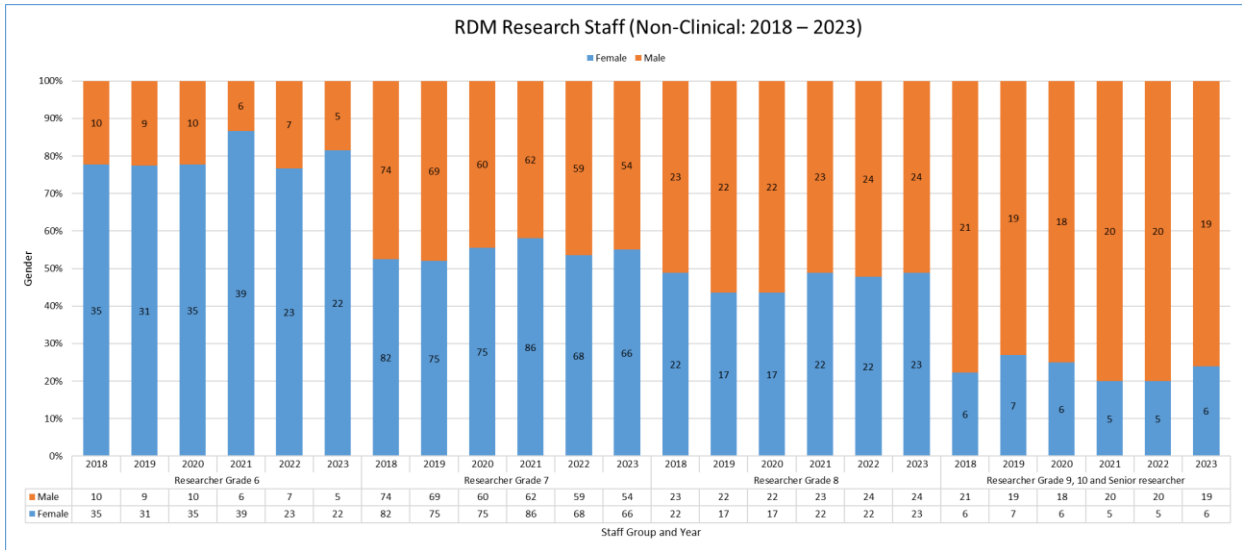*Table 34 RDM staff data showing non-clinical research staff 2018-2023*

Figure 38 RDM staff data showing non-clinical research staff 2018-2023

## Academic and Research Staff Contract Type (All: 2018 – 2023)

| | Permanent/ Open-ended | Fixed Term | Total |
|---|---|---|---|
| **Academic** | | | |
| 2018 | 35 | 13 | 48 |
| Female | 9 | 3 | 12 |
| Male | 26 | 10 | 36 |
| 2019 | 40 | 10 | 50 |
| Female | 9 | 3 | 12 |
| Male | 31 | 7 | 38 |
| 2020 | 37 | 13 | 50 |
| Female | 8 | 7 | 15 |
| Male | 29 | 6 | 35 |
| 2021 | 39 | 15 | 54 |
| Female | 10 | 9 | 19 |
| Male | 29 | 6 | 35 |
| 2022 | 40 | 13 | 53 |
| Female | 10 | 8 | 18 |
| Male | 30 | 5 | 35 |
| 2023 | 37 | 10 | 47 |
| Female | 10 | 7 | 17 |
| Male | 27 | 3 | 30 |
| | | | |
| **Researcher** | | | |
| 2018 | 42 | 279 | 321 |
| Female | 18 | 142 | 160 |
| Male | 24 | 137 | 161 |
| 2019 | 31 | 263 | 294 |
| Female | 14 | 133 | 147 |
| Male | 17 | 130 | 147 |
| 2020 | 30 | 261 | 291 |
| Female | 12 | 143 | 155 |
| Male | 18 | 118 | 136 |
| 2021 | 26 | 283 | 309 |
| Female | 10 | 165 | 175 |
| Male | 16 | 118 | 134 |
| 2022 | 24 | 252 | 276 |
| Female | 7 | 134 | 141 |
| Male | 17 | 118 | 135 |
| 2023 | 19 | 262 | 281 |
| Female | 5 | 141 | 146 |
| Male | 14 | 121 | 135 |

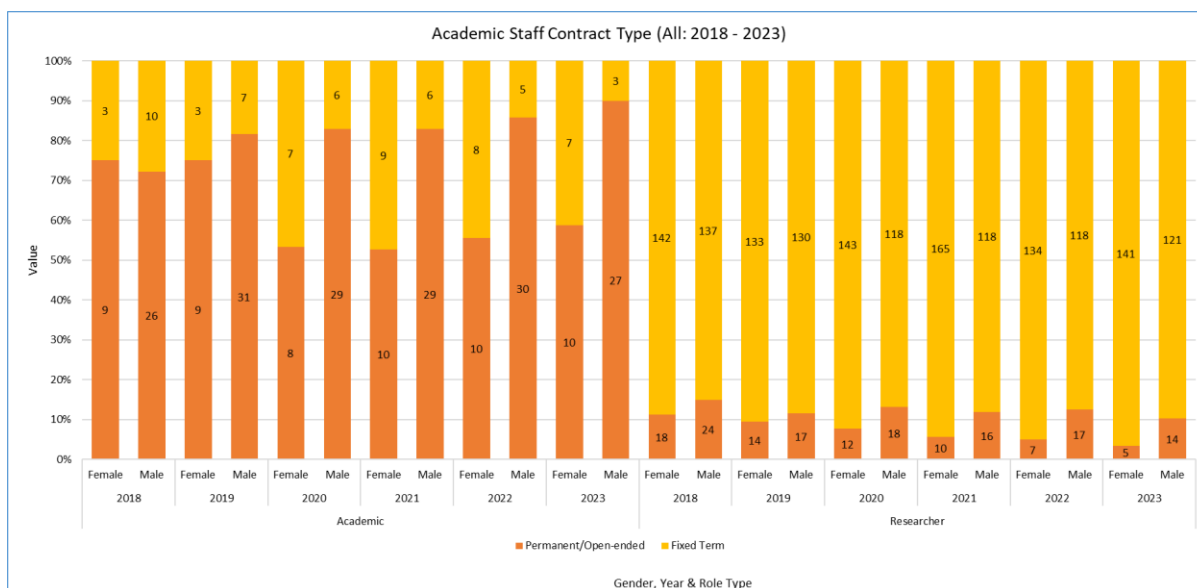*Table 35 RDM Academic and Research staff contract types 2018-2023*

*Figure 39 RDM Academic and Research staff contract types 2018-2023*

## Academic Staff Contract Type (Clinical: 2018 – 2023)

|  | Permanent/Open-ended | Fixed Term | Total |
|---|---|---|---|
| 2018 | 20 | 11 | 31 |
| Female | 3 | 2 | 5 |
| Male | 17 | 9 | 26 |
| 2019 | 21 | 8 | 29 |
| Female | 3 | 2 | 5 |
| Male | 18 | 6 | 24 |
| 2020 | 20 | 11 | 31 |
| Female | 3 | 6 | 9 |
| Male | 17 | 5 | 22 |
| 2021 | 23 | 13 | 36 |
| Female | 5 | 7 | 12 |
| Male | 18 | 6 | 24 |
| 2022 | 24 | 11 | 35 |
| Female | 5 | 6 | 11 |
| Male | 19 | 5 | 24 |
| 2023 | 22 | 8 | 30 |
| Female | 5 | 5 | 10 |
| Male | 17 | 3 | 20 |

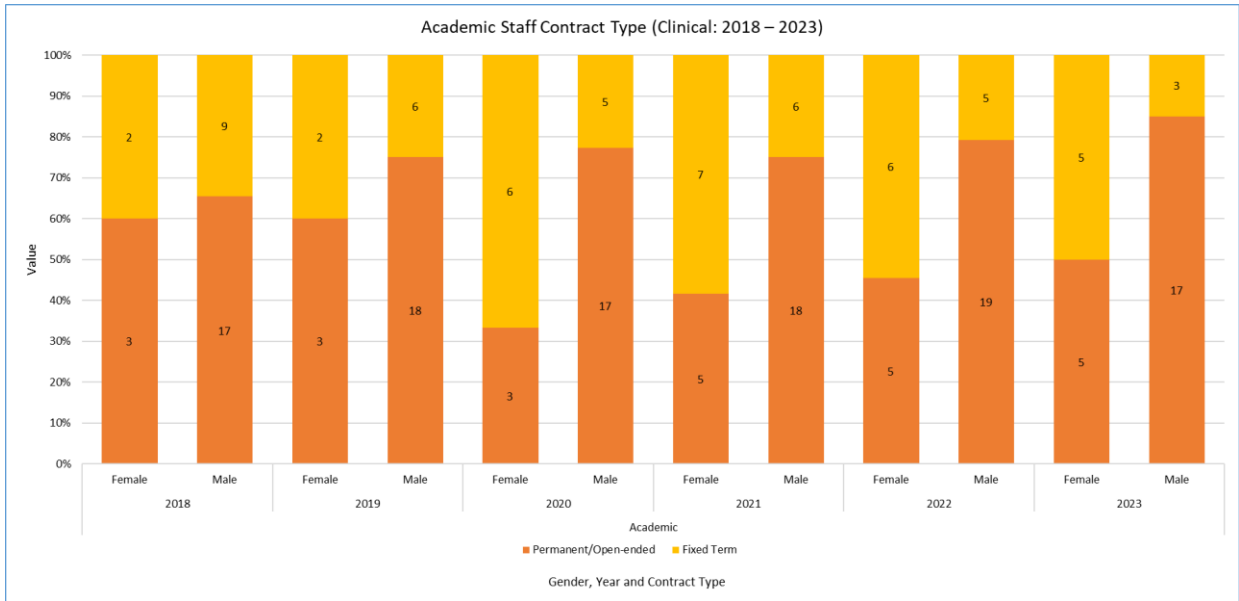*Table 36 RDM clinical academic staff contract types 2018-2023*

*Figure 40 RDM clinical academic staff contract types 2018-2023*

## Academic Staff Contract Type (Non-Clinical: 2018 – 2023)

|  | Permanent/Open-ended | Fixed Term | Total |
|---|---|---|---|
| Academic | 98 | 12 | 110 |
| 2018 | 15 | 2 | 17 |
| Female | 6 | 1 | 7 |
| Male | 9 | 1 | 10 |
| 2019 | 19 | 2 | 21 |
| Female | 6 | 1 | 7 |
| Male | 13 | 1 | 14 |
| 2020 | 17 | 2 | 19 |
| Female | 5 | 1 | 6 |
| Male | 12 | 1 | 13 |
| 2021 | 16 | 2 | 18 |
| Female | 5 | 2 | 7 |
| Male | 11 |  | 11 |
| 2022 | 16 | 2 | 18 |
| Female | 5 | 2 | 7 |
| Male | 11 |  | 11 |
| 2023 | 15 | 2 | 17 |
| Female | 5 | 2 | 7 |
| Male | 10 |  | 10 |

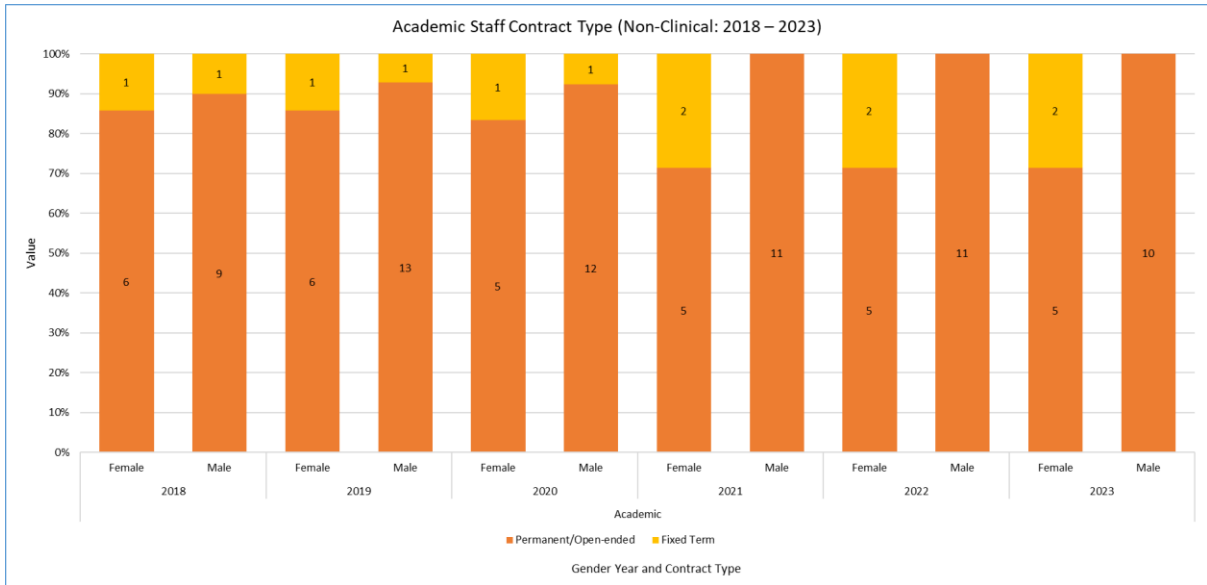*Table 37 RDM non-clinical academic staff contract types 2018-2023*

*Figure 41 RDM non-clinical academic staff contract types 2018-2023*

## Research Staff Contract Type (Clinical: 2018 – 2023)

| | Permanent/Open-ended | Fixed Term | Total |
|---|---|---|---|
| Researcher | 15 | 277 | 292 |
| 2018 | 2 | 44 | 46 |
| Female | 1 | 14 | 15 |
| Male | 1 | 30 | 31 |
| 2019 | 2 | 41 | 43 |
| Female | 1 | 15 | 16 |
| Male | 1 | 26 | 27 |
| 2020 | 4 | 43 | 47 |
| Female | 2 | 19 | 21 |
| Male | 2 | 24 | 26 |
| 2021 | 3 | 43 | 46 |
| Female | 1 | 22 | 23 |
| Male | 2 | 21 | 23 |
| 2022 | 2 | 46 | 48 |
| Female | | 23 | 23 |
| Male | 2 | 23 | 25 |
| 2023 | 2 | 60 | 62 |
| Female | | 29 | 29 |
| Male | 2 | 31 | 33 |

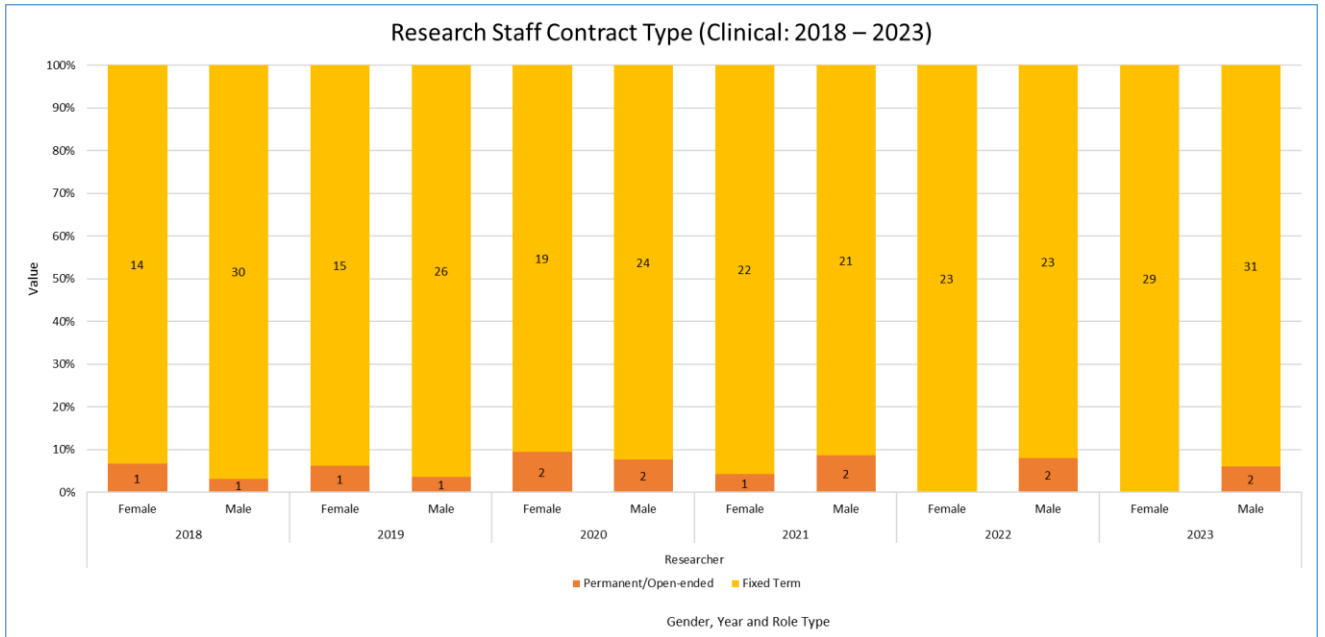*Table 38 RDM clinical research staff contract types 2018-2023*

*Figure 42 RDM clinical research staff contract types 2018-2023*

## Research Staff Contract Type (Non-Clinical: 2018 – 2023)

|  | Permanent/Open-ended | Fixed Term | Total |
|---|---|---|---|
| Researcher | 157 | 1318 | 1475 |
| 2018 | 40 | 233 | 273 |
| Female | 17 | 128 | 145 |
| Male | 23 | 105 | 128 |
| 2019 | 29 | 220 | 249 |
| Female | 13 | 117 | 130 |
| Male | 16 | 103 | 119 |
| 2020 | 26 | 217 | 243 |
| Female | 10 | 123 | 133 |
| Male | 16 | 94 | 110 |
| 2021 | 23 | 240 | 263 |
| Female | 9 | 143 | 152 |
| Male | 14 | 97 | 111 |
| 2022 | 22 | 206 | 228 |
| Female | 7 | 111 | 118 |
| Male | 15 | 95 | 110 |
| 2023 | 17 | 202 | 219 |
| Female | 5 | 112 | 117 |
| Male | 12 | 90 | 102 |

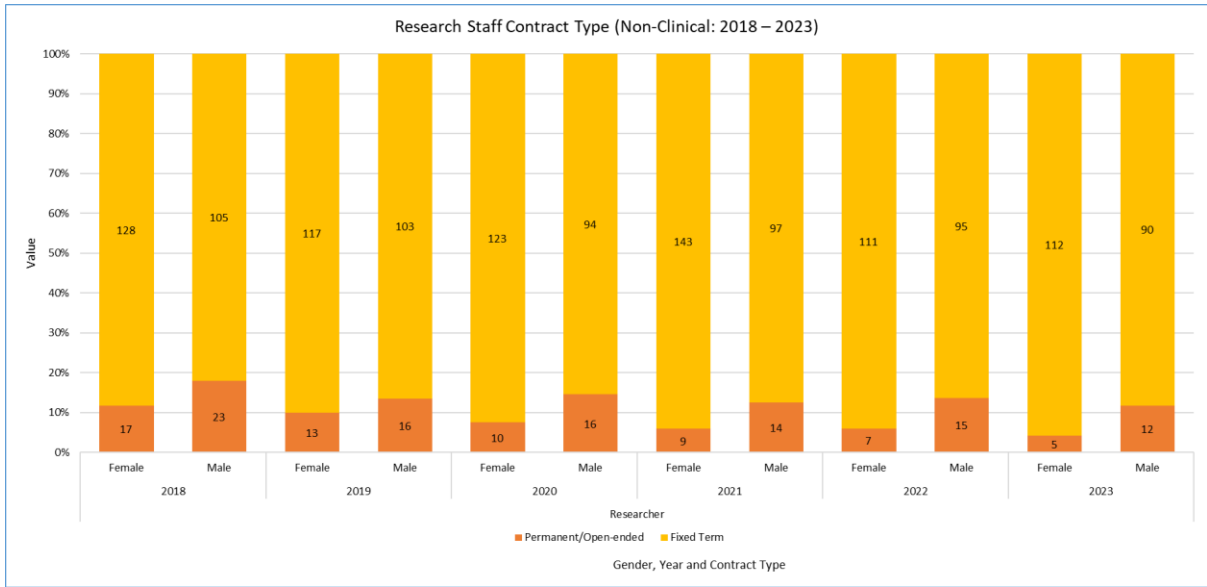*Table 39 RDM non-clinical research staff contract types 2018-2023*

111

*Figure 43 RDM non-clinical research staff contract types 2018-2023*

# PSS Contract Type (2018 – 2023)

| | Permanent/Open-ended | Fixed Term | Total |
|---|---|---|---|
| Professional & Support | 513 | 702 | 1215 |
| 2018 | 95 | 112 | 207 |
| Female | 66 | 82 | 148 |
| Male | 29 | 30 | 59 |
| 2019 | 95 | 109 | 204 |
| Female | 69 | 81 | 150 |
| Male | 26 | 28 | 54 |
| 2020 | 84 | 111 | 195 |
| Female | 63 | 85 | 148 |
| Male | 21 | 26 | 47 |
| 2021 | 83 | 112 | 195 |
| Female | 62 | 83 | 145 |
| Male | 21 | 29 | 50 |
| 2022 | 77 | 130 | 207 |
| Female | 58 | 100 | 158 |
| Male | 19 | 30 | 49 |
| 2023 | 79 | 128 | 207 |
| Female | 58 | 99 | 157 |
| Male | 21 | 29 | 50 |

*Table 40 PSS Contract Types 2018-2023*
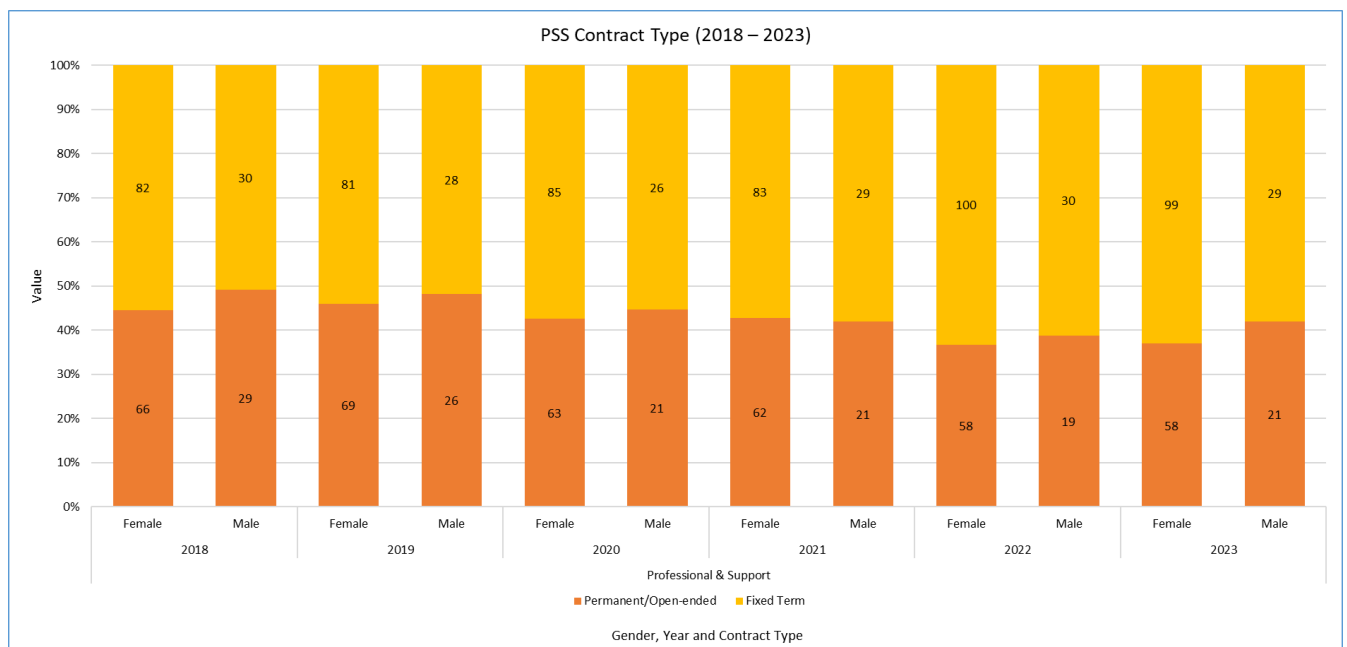


*Figure 44 PSS Contract Types 2018-2023*

## PSS Job Types (All: 2018 – 2023)

| | Female | Male | Total | %F | %M |
|---|---|---|---|---|---|
| ADMINISTRATION | 262 | 97 | 359 | | |
| 2018 | 44 | 17 | 61 | 72% | 28% |
| 2019 | 46 | 17 | 63 | 73% | 27% |
| 2020 | 47 | 15 | 62 | 76% | 24% |
| 2021 | 44 | 16 | 60 | 73% | 27% |
| 2022 | 38 | 16 | 54 | 70% | 30% |
| 2023 | 43 | 16 | 59 | 73% | 27% |
| PA/EA | 110 | | 110 | | |
| 2018 | 21 | | 21 | 100% | 0% |
| 2019 | 20 | | 20 | 100% | 0% |
| 2020 | 19 | | 19 | 100% | 0% |
| 2021 | 16 | | 16 | 100% | 0% |
| 2022 | 19 | | 19 | 100% | 0% |
| 2023 | 15 | | 15 | 100% | 0% |
| RESEARCH SUPPORT | 396 | 131 | 527 | | |
| 2018 | 62 | 22 | 84 | 74% | 26% |
| 2019 | 63 | 22 | 85 | 74% | 26% |
| 2020 | 62 | 19 | 81 | 77% | 23% |
| 2021 | 62 | 22 | 84 | 74% | 26% |
| 2022 | 74 | 22 | 96 | 77% | 23% |
| 2023 | 73 | 24 | 97 | 75% | 25% |
| TECHNICAL / OPERATIONAL / FACILITIES | 138 | 81 | 219 | | |
| 2018 | 21 | 20 | 41 | 51% | 49% |
| 2019 | 21 | 15 | 36 | 58% | 42% |
| 2020 | 20 | 13 | 33 | 61% | 39% |
| 2021 | 23 | 12 | 35 | 66% | 34% |
| 2022 | 27 | 11 | 38 | 71% | 29% |
| 2023 | 26 | 10 | 36 | 72% | 28% |

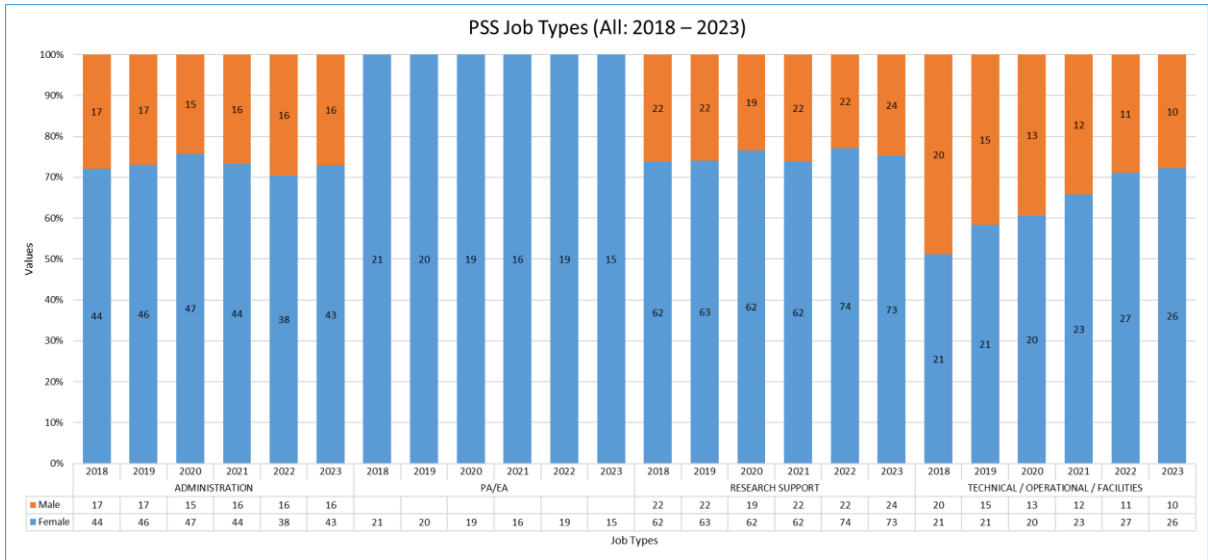*Table 41 RDM PSS Job Type (2018-2023)*

`



## PSS Job Types (All: 2018 – 2023)

| | ADMINISTRATION | | | | | | PA/EA | | | | | | RESEARCH SUPPORT | | | | | | TECHNICAL / OPERATIONAL / FACILITIES | | | | | |
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Male | 17 | 17 | 15 | 16 | 16 | 16 | | | | | | | 22 | 22 | 19 | 22 | 22 | 24 | 20 | 15 | 13 | 12 | 11 | 10 |
| Female | 44 | 46 | 47 | 44 | 38 | 43 | 21 | 20 | 19 | 16 | 19 | 15 | 62 | 63 | 62 | 62 | 74 | 73 | 21 | 21 | 20 | 23 | 27 | 26 |

*Figure 45 RDM PSS Job Type (2018-2023)*

115

## PSS Grades (2018 – 2023)

| | Female | Male | Total | %F | %M |
|---|---|---|---|---|---|
| 2018 | 148 | 59 | 207 | | |
| Grade 1-5 | 51 | 15 | 66 | 77% | 23% |
| Grade 6 | 41 | 12 | 53 | 77% | 23% |
| Grade 7 | 28 | 12 | 40 | 70% | 30% |
| Grade 8 | 18 | 18 | 36 | 50% | 50% |
| Grade 9, 10 & Senior | 10 | 2 | 12 | 83% | 17% |
| 2019 | 150 | 54 | 204 | | |
| Grade 1-5 | 52 | 14 | 66 | 79% | 21% |
| Grade 6 | 31 | 12 | 43 | 72% | 28% |
| Grade 7 | 34 | 12 | 46 | 74% | 26% |
| Grade 8 | 23 | 15 | 38 | 61% | 39% |
| Grade 9, 10 & Senior | 10 | 1 | 11 | 91% | 9% |
| 2020 | 148 | 47 | 195 | | |
| Grade 1-5 | 55 | 9 | 64 | 86% | 14% |
| Grade 6 | 31 | 10 | 41 | 76% | 24% |
| Grade 7 | 34 | 11 | 45 | 76% | 24% |
| Grade 8 | 18 | 14 | 32 | 56% | 44% |
| Grade 9, 10 & Senior | 10 | 3 | 13 | 77% | 23% |
| 2021 | 145 | 50 | 195 | | |
| Grade 1-5 | 54 | 11 | 65 | 83% | 17% |
| Grade 6 | 28 | 11 | 39 | 72% | 28% |
| Grade 7 | 36 | 9 | 45 | 80% | 20% |
| Grade 8 | 16 | 16 | 32 | 50% | 50% |
| Grade 9, 10 & Senior | 11 | 3 | 14 | 79% | 21% |
| 2022 | 157 | 49 | 206 | | |
| Grade 1-5 | 50 | 9 | 59 | 85% | 15% |
| Grade 6 | 40 | 13 | 53 | 75% | 25% |
| Grade 7 | 36 | 13 | 49 | 73% | 27% |
| Grade 8 | 20 | 10 | 30 | 67% | 33% |
| Grade 9, 10 & Senior | 11 | 4 | 15 | 73% | 27% |
| 2023 | 156 | 50 | 206 | | |
| Grade 1-5 | 51 | 9 | 60 | 85% | 15% |
| Grade 6 | 32 | 12 | 44 | 73% | 27% |
| Grade 7 | 35 | 16 | 51 | 69% | 31% |
| Grade 8 | 27 | 8 | 35 | 77% | 23% |
| Grade 9, 10 & Senior | 11 | 5 | 16 | 69% | 31% |

Table 42 RDM PSS Grades by year
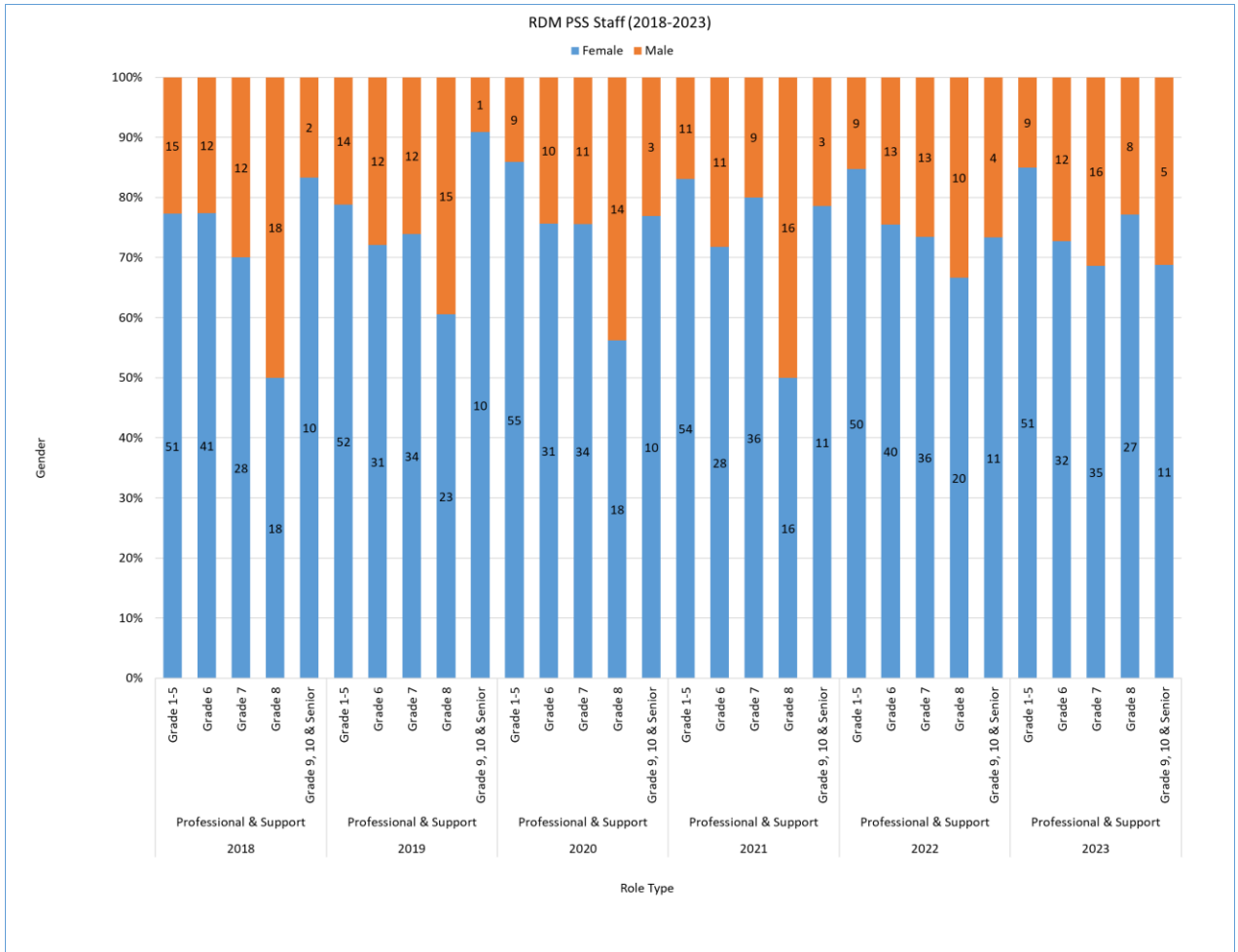
*Figure 46 RDM PSS Grades by year*

**Recruitment Data**

REDACTED FOR PUBLICATION

**Promotion**

REDACTED FOR PUBLICATION


# Appendix 3: Glossary

| | |
|---|---|
| **ACARES** | Academic and Research Staff |
| **ACP** | Academic Career Panel |
| **AHE** | Advance HE |
| **AP** | Action Plan (for Athena Swan) |
| **AProf** | Associate Professor |
| **AS** | Athena Swan |
| **BAME** | Black Asian and minority ethnic |
| **BM** | Divisional Business Managers |
| **BMK** | Benchmark |
| **CDC** | Career Development Committee |
| **CDR** | Career Development Review |
| **COP** | Community of Practice |
| **CV** | Curriculum Vitae |
| **CVM** | Cardiovascular Medicine |
| **DGS** | Director of Graduate Studies |
| **DH** | Division Heads |
| **DPhil** | Doctorate of Philosophy. PhD is known as the DPhil in Oxford. |
| **EDI** | Equality, Diversity and Inclusion |
| **EDIC** | Equality, Diversity and Inclusion Committee (in RDM) |
| **EDU** | University of Oxford Equality and Diversity Unit |
| **F** | Female |
| **FTE** | Full Time Equivalent (for a member of staff) |
| **GS** | Graduate Studies |
| **GSM** | Graduate Studies Manager |
| **HAF** | Head of Administration and Finance |
| **HOD** | Head of Department |
| **HR** | Human Resources |
| **IMD** | Investigative Medicine |
| **M** | Male |
| **MSD** | Medical Sciences Division |
| **NDCLS** | Nuffield Division of Clinical Laboratory Sciences |
| **NHS** | National Health Service |
| **OCDEM** | Oxford Centre for Diabetes, Endocrinology and Metabolism |
| **PDR** | Personal Development Review |
| **PI** | Principal Investigator(s) |
| **PNTS** | Prefer Not to Say |
| **Prof** | Professor |
| **PSS** | Professional Support Staff (equivalent to AHE 'PTO' category) |
| **R&R** | Reward and Recognition |
| **RA** | Researcher Association |
| **RAG** | Red, Amber, Green |

| | |
|---|---|
| **RBF** | Respectful Behaviours Framework |
| **RDM** | Radcliffe Department of Medicine |
| **RDMS** | Radcliffe Department of Medicine Strategic (team) |
| **SAT** | Self-Assessment Team |
| **SEND** | Special Educational Needs |
| **SLT** | Senior Leadership Team |
| **TOR** | Terms of Reference |
| **UAS** | University Administration Services |
| **UCU** | University and College Union |
| **URL** | University Research Lecturer |
| **WIMM** | Weatherall Institute for Molecular Medicine |