



Department Application Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	This Silver Application	Silver
Word limit	13,000	12,000 +1,000*
<i>Recommended word count</i>		
1. Letter of endorsement	476	500
2. Description of the department	435	500
3. Self-assessment process	482	1,000
4. Picture of the department	2,140	2,000
5. Supporting and advancing women's careers	7,869	6,500
6. Case studies	995	1,000
7. Further information	375	
TOTAL	12,772	

***Note:** We have been awarded 1000 extra words which have been used in sections 4 and 5.

Name of institution	University of Oxford	
Department	Nuffield Department of Orthopaedics Rheumatology and Musculoskeletal Sciences (NDORMS)	
Focus of department	STEMM	
Date of application	May 2018	
Award Level	Silver	
Institution Athena SWAN award	Date: April 2017	Level: Bronze
Contact for application <small>Must be based in the department</small>	Professor Andrew Carr	
Email	andrew.carr@ndorms.ox.ac.uk	
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Departmental website	https://www.ndorms.ox.ac.uk	

LIST OF ACCRONYMS

ARUK	Arthritis Research UK
BIMS	Botnar Research Centre Institute of Musculoskeletal Sciences
BRC	Botnar Research Centre
BRU	Biomedical Research Unit
DGS	Director of Graduate Studies
DPhil	Doctor of Philosophy
EDU	Equality and Diversity Unit
ERC	European Research Council
GSC	Graduate Studies Committee
HEI	Higher Education Institute
HEFCE	Higher Education Funding Council for England
HESA	Higher Education Statistics Agency
HoD	Head of Department
IT	Information Technology
KIR	Kennedy Institute of Rheumatology
KIT	Keep in touch days
MRC	Medical Research Council
MRes	Masters in Research
MSD	Medical Sciences Division
NDORMS	Nuffield Department of Orthopaedics, Rheumatology and Musculoskeletal Sciences
NIHR	National Institute for Health Research

OA	Osteoarthritis
OLI	Oxford Learning Institute
OxFEST	Oxford Females in Engineering, Science and Technology (a student-led society)
PDR	Personal Development Review
PGR	Post-Graduate Research
PGT	Post Graduate Taught
PhD	Doctor of Philosophy
PI	Principal Investigator
RoD	Recognition of Distinction Exercise
SAT	Self Assessment Team
T&O	Trauma and Orthopaedics

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: **Bronze: 500 words** | **Silver: 500 words**

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

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



Andrew J Carr DSc, MA, ChM, FRCS, FMedSci.

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andrew.carr@ndorms.ox.ac.uk

16th May 2018

Dear Dr Gilligan,

**Re. Athena SWAN Silver Application – Nuffield Department of Orthopaedics,
Rheumatology and Musculoskeletal Sciences, University of Oxford**

I have great pleasure in sending you this application, which represents a significant amount of hard work by a dedicated team from a wide variety of different roles and experiences.

Over the past five years the underlying principles of the Athena SWAN Charter have become enshrined within our strategic aims and overall mission. We have a dedicated equality and diversity officer who orchestrates the programme of activities defined by the Athena SWAN working group.

I have previously led the Department's successful applications for a Bronze award in 2013 and a Silver award in 2015. I have personally supervised the delivery of our previous action plans and the development of the new plan.

The Department has paid particular attention to encouraging and fostering leadership from people in senior roles to promote and support gender equality at all levels. We have undertaken regular surveys of staff and students. We hold regular social events to improve communication. We have introduced personal development reviews for all staff including academic and support staff. I expect all academic staff and senior managers to undertake training in mentoring and in understanding and reducing implicit bias and have done so myself.

We genuinely believe that the success of this Department is as a direct consequence of the way we foster, promote and support all members of the department. Through the personal development review process the senior team in the department can identify issues of concern and respond to these to ensure that we are retaining and recruiting a diverse range of talented staff from all backgrounds. In the past three years, we have focussed on improving our support for post-doctoral scientists, including a mentoring scheme. Over the past two years over 80% of all support and academic staff have found

the personal development review process to be useful. We now have clear evidence of improvement in the number of woman in senior roles within the department.

Over the last three years we have also improved the transparency of our leadership and committee structures, such that all staff have the opportunity to apply for positions of leadership in open competition and this process has contributed to improved equality across the department.

As a result of our efforts to support and promote women, the Kennedy Institute is now directed by Professor Fiona Powrie FRS and the Botnar Research Centre has a section directed by Professor Sallie Lamb FMedSci. We have also recruited Professor Eleanor Stride FREng to direct a major new building focussing on biomaterials.

We continue to face a number of challenges, in particular improving the number of female academic surgeons. This remains an issue nationally and internationally and we aim to be at the vanguard of improvement in this area.

I can confirm that the data presented in the application, both qualitative and quantitative is an honest, accurate and true representation of the Department.

Yours sincerely

A handwritten signature in dark blue ink, appearing to read 'Andrew Carr', with a stylized, cursive script.

Professor Andrew J Carr

Word count: 476/500

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

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



The Nuffield Department of Orthopaedics, Rheumatology and Musculoskeletal Sciences (NDORMS) is part of the University of Oxford's Medical Sciences Division (MSD). It consists principally of two research institutes: the Botnar Research Centre and the Kennedy Institute of Rheumatology. NDORMS also has teaching space in the Nuffield Orthopaedic Centre and the John Radcliffe Hospital. The co-location with NHS services puts the department in an excellent position, with basic science researchers working alongside clinician scientists. This substantially improves research capability, enables access for researchers to patients, and facilitates the interaction between clinical and basic science researchers, which is essential for successful translational research.

The department is governed by a number of committees, which report to the NDORMS Board. **See Figure 1.** The membership of these committees is open to all members of the department through advertisement and selection by a gender balanced committee.

NDORMS runs a globally competitive programme of research and teaching. We currently employ 410 staff (242 Female, 168 Male): 307 academic staff (171 Female, 136 Male), and 103 professional and support staff (71 Female, 32 Male). We also have 97 PGR students (DPhil / MSc Research) in the department (61 Male and 36 female). We have a grants portfolio worth £110 million, and an annual turnover in excess of £33 million.

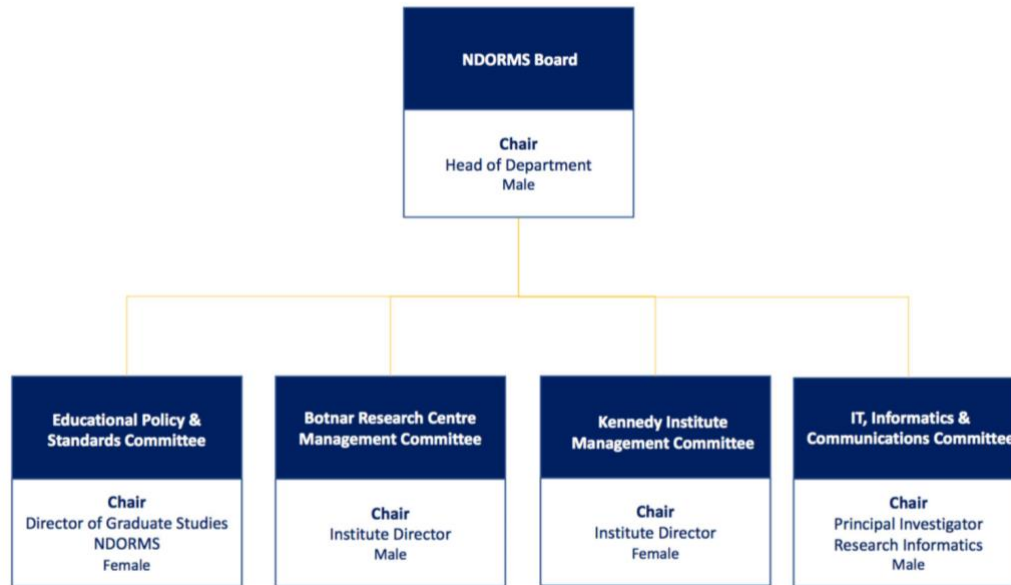


Figure 1. NDORMS Board and committees.

The department teaches orthopaedics, trauma, emergency medicine and rheumatology to all undergraduate clinical students (168 students/year), who are recruited centrally to the University's Medical School. We offer a part-time taught MSc in Musculoskeletal Sciences for 15 clinical trainees. NDORMS has a Director of Graduate Studies based in the Botnar Research Centre and a Director of Graduate Studies based in the Kennedy Institute.



Figure 2. Map of the Headington region of Oxford showing the location of the NOC, The Botnar Institute (Botnar) and the Kennedy Institute (KIR).

The Botnar provides world-class facilities for scientists in the field of orthopaedic and rheumatological research for approximately 200 research staff. It hosts the Oxford Clinical Trials Research Unit (OCTRU), the Centre of Statistics in Medicine (CSM) and the Centre for Myeloma Research. Funding to create a newly endowed Chair of Clinical Therapeutics was confirmed in December 2017. A Professor of Biomaterials (Prof Eleanor Stride, **Picture 7**) was appointed in 2017, who will be based in a new wing of the Botnar Research Centre building, opening in 2019.



Picture 1. Botnar Research Centre entrance.



Picture 2. Botnar Research Centre.

The Kennedy is an international centre of excellence focusing on understanding the causes and treatment of chronic inflammatory disease. The Institute houses approximately 190 researchers and clinical scientists working together in the areas of microbiome, immunology, inflammation and tissue biology and repair. The Kennedy physically transferred from London to Oxford in 2013 involving the TUPE transfer of 127 staff. The Athena SWAN framework has helped us to address the challenges associated with this move and to promote and foster a supportive and welcoming environment for all our staff not just those relocating from London.



Picture 3. Kennedy Research Institute.

Word count: 435/500

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

The Self-Assessment Team (SAT) comprises 14 members (8F, 6M) from a range of backgrounds and includes a mixture of men/women, early/late career researchers, academics, clinicians/basic scientists, parents, full-time/part-time staff, students and administrators.

Picture 4. SAT meeting, 2016/17.

Table 1. NDORMS Self-Assessment team members (8F/6M).

Name	Job title and SAT Role	Personal and Professional background
Andrew Carr Male	Head of Department and Chair of the SAT. Athena SWAN-Academic lead. Representing senior academics.	Academic surgeon
James Dunford Male	Senior Research Associate. Representing Senior Research Associates and Botnar Postdocs.	Flexible working hours; Full time academic career.
Wulf Forrester-Barker Male	NIHR BRU IT Manager Information systems developer. Representing IT team.	Supports colleagues finding appropriate ways to look after their collections of information and enjoys a flexible working pattern.
Dominic Furniss Male	University Research Lecturer-Welcome Trust Intermediate Fellowship. Representing Clinical Research Fellows.	Balances clinical and academic career.
Maria Granell Moreno Female	Department Equality and Diversity Advisor. SAT Coordinator since 2012.	Co-ordinating the Athena SWAN process since 2012. Works part-time.
Kim Midwood Female	Professor of Matrix Biology. Representing Kennedy Institute of Rheumatology Senior Research Fellows.	Full time academic career.
Clare Jarvis Female	Human Resources Manager Representing HR Team.	Joined NDORMS in September 2017. Works full-time.
Daniel Prieto-Alhambra Male	Associate Professor and NIHR Clinician Scientist Representing Epidemiology and Statistical Support.	Enjoying a full-time academic job.
Jodie Ririe Female	Deputy Human Resources Manager. Representing HR team.	Works flexible hours.

Name	Job title and SAT Role	Personal and Professional background
Catherine Swales Female	Representing Senior Clinical Research Fellows. Director of Undergraduate Studies.	Balances being a full time clinical academic working flexibly.
Roxanna Abhari Female	Representing DPhil students.	Enjoys flexible working hours.
Patrick Garfjeld Male	Representing DPhil students.	A clinician and DPhil student. Enjoys flexible working hours.
Natasha Whibley Female	Representing KIR Postdocs.	Full-time postdoctoral researcher.
Grace Le Female	Representing Personal Assistants.	Full-time programme manager, researcher and executive assistant working on global surgery projects (including Women in Surgery Africa).
In addition to the core team we have been advised and assisted by:		
Katherine Corr	Athena SWAN Advisor, Medical Sciences Division	
Adrienne Hopkins	Senior Equality Advisor, Equality and Diversity Unit	

(ii) an account of the self-assessment process

Our SAT was first established in November 2011, and led by our Head of Department. Academics, professional and support staff (PSS) and students were surveyed and data analysed in early 2012. We have also run surveys in 2014 (65% response rate), 2015 (50% response rate) and 2017 (60% response rate). We have employed a dedicated equality and diversity advisor since October 2012. We submitted our Bronze application in November 2013 and our Silver application in April 2015. Both applications were successful.

The SAT has met regularly on a termly basis, to ensure progress with the action plan. Our activities and the survey results have been shared with the department through the weekly news bulletin. We communicate identified challenges and the steps we are taking to address them.

Every member of the SAT represents a different group of staff in the department and information from SAT meetings is cascaded to the different teams and committees by

the SAT members. The SAT members are also Athena SWAN champions and encourage and support their teams when needed (i.e. encouragement to fill in surveys; reminder of social events; dissemination of new initiatives).

The SAT always invites to its meetings the MSD Athena SWAN advisor. A year before each submission the SAT selects 4 people from inside the team to form the “Core Athena SWAN team”. It always comprises the HoD, a senior academic, the Equality and Diversity advisor and the HR manager. The Core team meets between SAT meetings to discuss the application process and ensure progress on writing the application. The SAT reports back as an agenda item of the NDORMS Board. Two of our senior academics sit on the MSD Athena SWAN Steering group.

Members of the SAT meet termly with Athena SWAN coordinators from other departments to share experiences and good practices.

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

The SAT will continue to meet termly to discuss implementation and progress of the action plan.

The actions we implement and plan for the future will be led by the Head of Department, with support from the SAT. Our Athena SWAN application and Action Plan are always available on our website. Every action is led and monitored by a SAT member. Some of the actions also involve department members outside the SAT. The E+D advisor meets regularly with those leading the actions to ensure plans are being implemented and assessed. To further embed the Action Plan and Athena SWAN principles into the culture of the department we will create an Action Plan booklet. Membership of the SAT is reviewed annually and any vacancies on the team are advertised in our news bulletin. The action plan will be developed and improved based on new information from our annual staff surveys. See **action point S1,S2,S3**.

We aim to develop and improve a transparent self-examination process, with regular surveys; providing positive development and an open, supportive and family-friendly research environment.

ACTION POINT S1.

SAT will meet termly to discuss implementation and progress of action plan.

ACTION POINT S2.

The **experience staff/students survey** will run annually, and information on our silver action points will continue to be disseminated in the Bulletin. Increase the survey **response rate**.

ACTION POINT S3.

To promote **awareness of the Athena principles** and transparency of processes:

S3.1: development of a staff booklet

S3.2: expansion of our Athena SWAN webpages, covering our action plan/outcomes/impact

Word count: 482/1000.

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words.

4.1. Student data

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

N/A

(ii) Numbers of undergraduate students by gender

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

N/A

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

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

We aim to provide high quality training in research methodology for NHS clinicians in training grade posts in trauma and orthopaedics, and rheumatology. We encourage all our MSc students on this 2 year, part time taught course to undertake a period of full time research after the MSc and 25% of our graduates have done this. At its outset, the course was rheumatology-only, but then extended to include trauma and orthopaedics (T&O), and now this is by far the largest clinical specialty linked to the course. The disparity between the number of male and female candidates reflects the low proportion of female trauma and orthopaedic surgical trainees (<25%) in the UK. **Figures 3-4.**

With the appointment of Associate Professor Stephanie Dakin as Director of the MSc course in Autumn Term 2017 we have increased our efforts to balance the gender ratio and to attract more female candidates, but acknowledge that this will take time and relies on more females being attracted into T&O surgical training. Examples of our activities include adding the Athena SWAN Silver logo on all our promotional materials and advertising on female-led medical council websites and social media feeds. We continue to ensure all appointment panels for interviewing prospective students are gender balanced. In 2016, the proportion of academics teaching on the course was 62% male and 38% female. From September 2017, we have increased the number of female speakers invited to teach on the MSc. For the 2018 cohort, we intend to increase the number of female Academic Advisors for MSc students by 25%.



Picture 5. Associate professor Stephanie Dakin. MSc Director.

Strategy to increase the number of female candidates for Taught MSc

In addition to increasing the number of female academics contributing to both teaching and academic support for MSc students, we will implement a number of actions to increase the number of female candidates on the course. For 2020 and beyond (next student recruitment cycle) we aim for 30% of the student cohort to be female candidates. (see **action point S4**)

Action points to facilitate this include:

We aim to increase number of female applicants accepted on the Taught MSc by:

ACTION POINT S4.

S4.1 Add **testimonials from past female candidates** to the website and **produce podcasts by female NDORMS academics** promoting the course.

S4.2 Raise the **international profile** of our course and foster collaborative opportunities for speaker / student exchange.

S4.3 Advertisement campaign to commence in 2019 and beyond to raise awareness of the Taught MSc course amongst female rheumatology / orthopaedic candidates. Accomplished via a nationwide advertising campaign through numerous British Rheumatology and Orthopaedic Societies, and specifically targeting 'Women in Surgery' to promote the course.

S4.4 Invite representatives from female medical professional focus groups such as 'Women in Surgery' to speak on the course to share their professional experiences with future Taught MSc cohorts.

S4.5 Continue to ensure female academics have the opportunities to deliver taught content for orthopaedics and rheumatology, provide academic support for the student cohort, and are represented on recruitment panels.

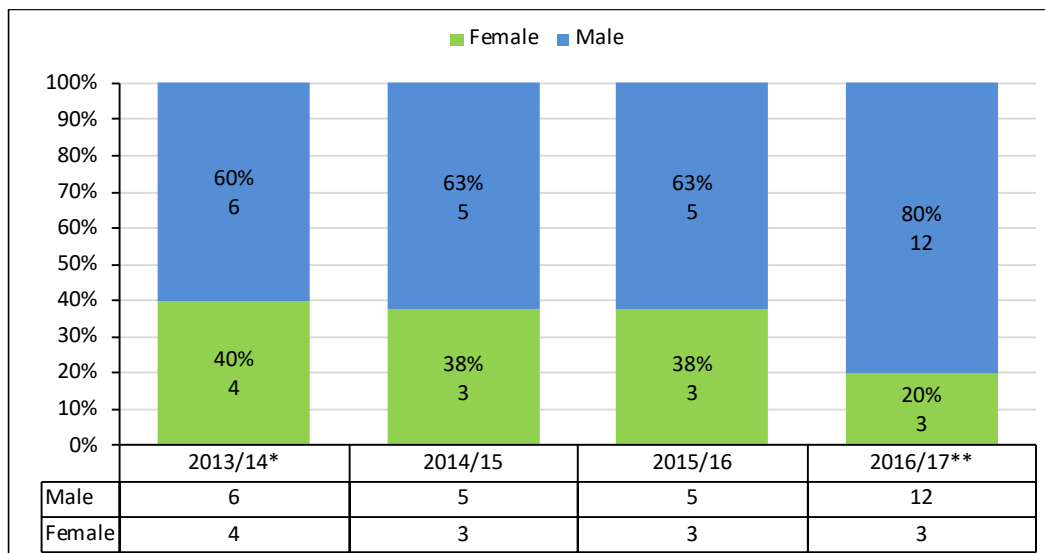
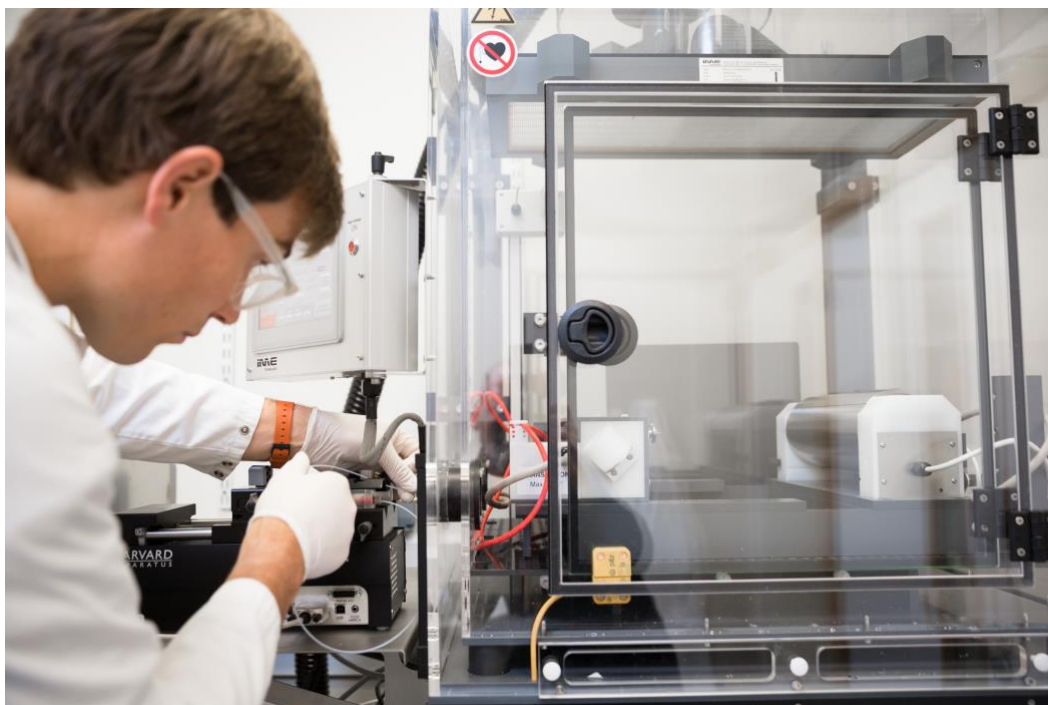


Figure 3. Students in the MSc in Musculoskeletal Sciences.

The MSc cohort intake years were 2013 * and 2016 **

* the course was restricted to rheumatology candidates

** the course was extended to include orthopaedic and trauma surgery candidates
(the planned 2015 intake was delayed to 2016)



Picture 6. DPhil student in NDORMS.

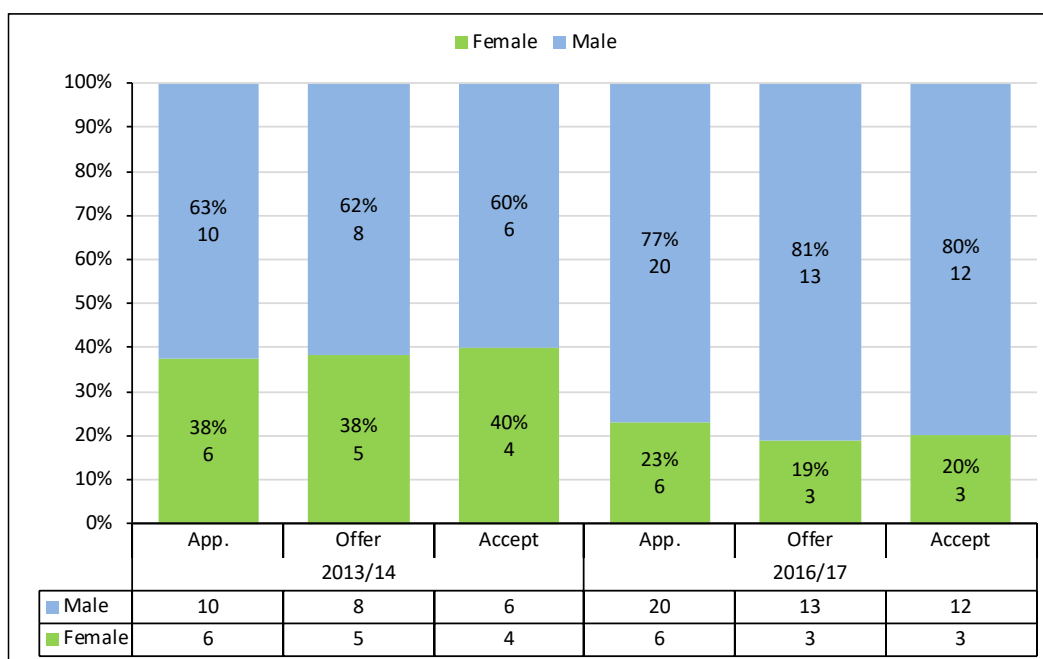


Figure 4. Students in the MSc in Musculoskeletal Sciences. Applications-offers-acceptances by year.

PGT programme students completion rates:

The Postgraduate biennial MSc taught programme has had four complete biennial cohorts. As indicated in Table 2 the total number of students on course has been small. 11 females and 27 males have completed the programme successfully. We will continue to monitor these data and act accordingly if necessary. The 2016-18* student cohort will complete in October 2018.

*there was a 6 month course delay between the 2013/15 cohort and the 2016/18 one.

Table 2. Outcome of the biennial MSc Taught Programme in Musculoskeletal Sciences since 2007/08

Cohort	Gender	Completed	Withdrawn	Failed	Total
2007/09	Female	1			1
	Male	7		3	10
2009/11	Female	4	1		5
	Male	2		1	3
2011/13	Female	2			2
	Male	13	1		14
2013/15	Female	4			4
	Male	5		1	6

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

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

The number of PGR students in the department has steadily increased from 45 in 2012/13 to 82 in 2016/17. Although the number of female PGR students has increased from 21 to 31, the number of male students has increased more rapidly, and the proportion of women has fallen from 47% to 38%.

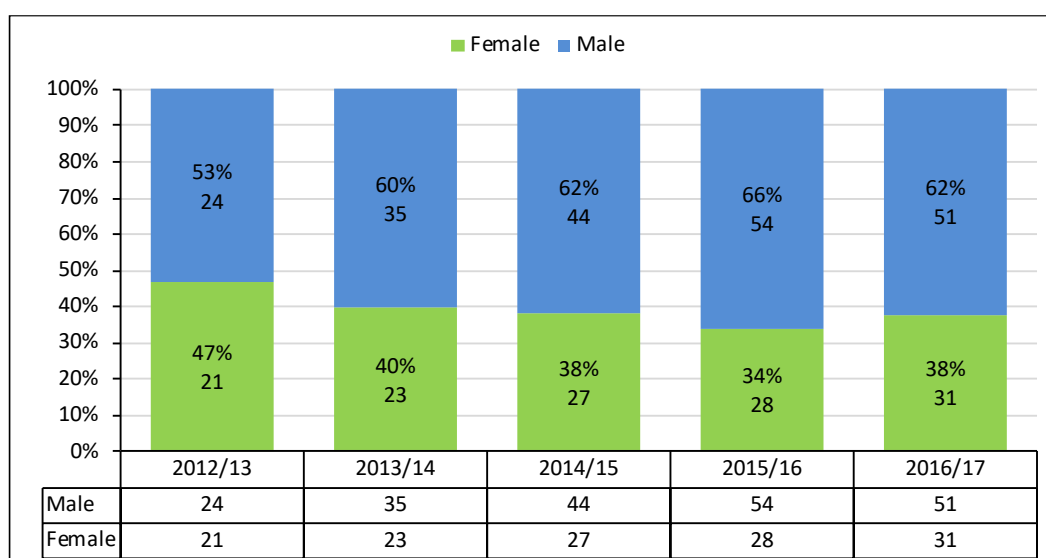


Figure 5. Students over time

Student Recruitment:

Trends vary by year, but typically women have represented around 40% of PGR applicants, and between 27-38% of acceptances. In 2017/18, women represented 60% of applicants and 69% of acceptances, although this appears to be driven by an unusually small number of male applicants.

The department has traditionally been focussed on T&O surgery and the very low proportion of female T&O trainees (<25%) influences the gender balance of available applicants.

The department makes significant efforts to avoid bias in its recruitment processes. All PGR research projects are advertised on our website. The interview panels are gender balanced, Botnar (3M/3F) and Kennedy (1M/1F). The panels rank the applications and then conduct interviews. This year we had more female applicants (49) than male (32). All panels have at least 1 member who has taken the online equality and diversity and implicit bias training. In order to increase diversity of the research within the

department in 2017/2018 we started a new degree of molecular and cellular medicine alongside the established degree of musculoskeletal sciences. See **action point S5**.

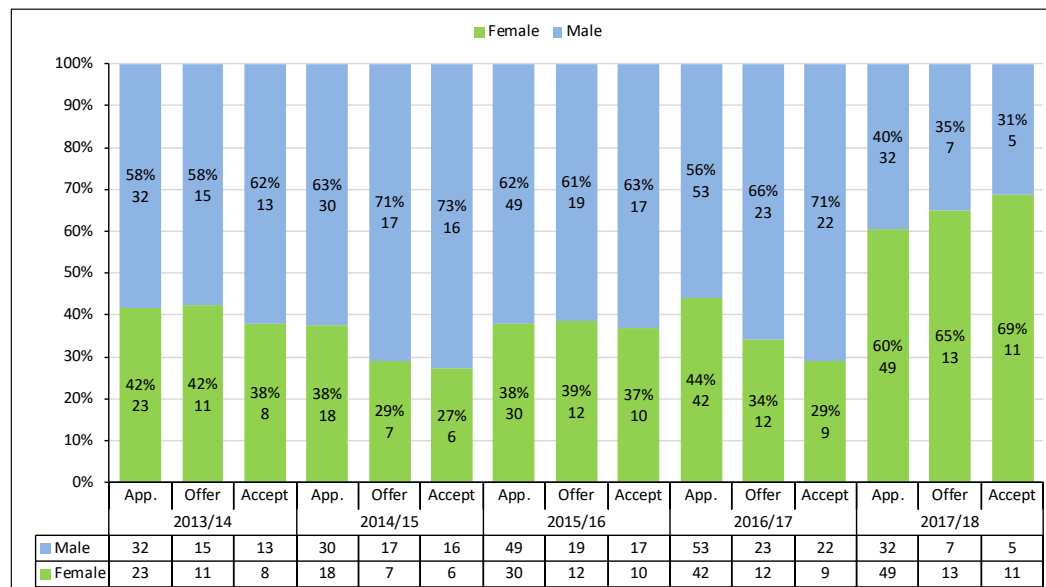


Figure 6. Student recruitment.

PGR students Completion rates:

Analysis of the data from all the post-graduate research students 2001 to date, indicate no evidence of any gender differences in thesis completion rates. Our graduate studies committee continues to monitor the success rate of PGR students.

We aim to have ALL 'student recruitment-panel members' trained in E+D and Implicit Bias.

ACTION POINT S5

S5. Implement recording and tracking of training on E+D and Implicit Bias for recruitment-panel members. We will invite them every year to attend these training courses. HoD and DGS will encourage them personally to attend.

(v) Progression pipeline between undergraduate and postgraduate student levels

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

Undergraduate medical students spend 8 weeks in the department during the 5th year of a 6-year training course. At the end of their medical degree, graduates apply for Foundation (postgraduate) training within the NHS. All our students are derived from the central medical school (which students entered via admission to the standard or graduate medical course), and application into postgraduate training is a national process across all medical and surgical specialities.

4.2. Academic and research staff data

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

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

The number of staff in academic posts was 307 (171 Female, 136 Male), in 2017. Undergraduate clinical medical student teaching is co-ordinated and delivered by clinical academic staff. Clinical teaching is delivered in the Oxford University Hospitals in conjunction with NHS clinical staff.

Our staff are a 50:50 mix of non-clinical research-only academics and clinical research/teaching/clinical service staff. The career pathways differ for the clinical and non-clinical staff (see below **figure 7 and 10**). We strive to provide high quality career support for all staff.

Overall the number of senior posts has increased from 7 in 2013 to 24 in 2017 with an overall equal distribution of men and women.

Non - Clinical Career pipeline.

This pipeline is shown in **Figure 7** and shows the progression through the different grades of post for non-clinical scientists.

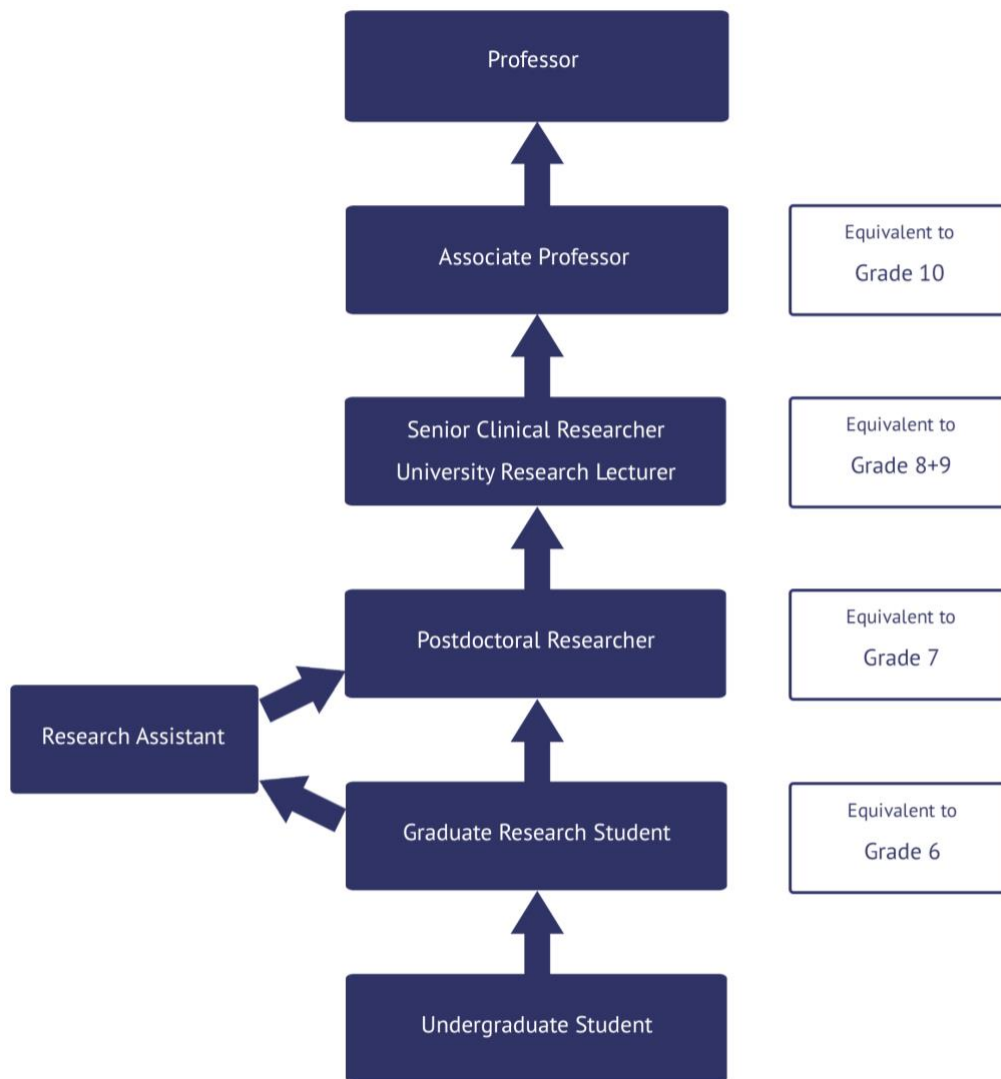


Figure 7: Overview of non-clinical the career pipeline at NDORMS.

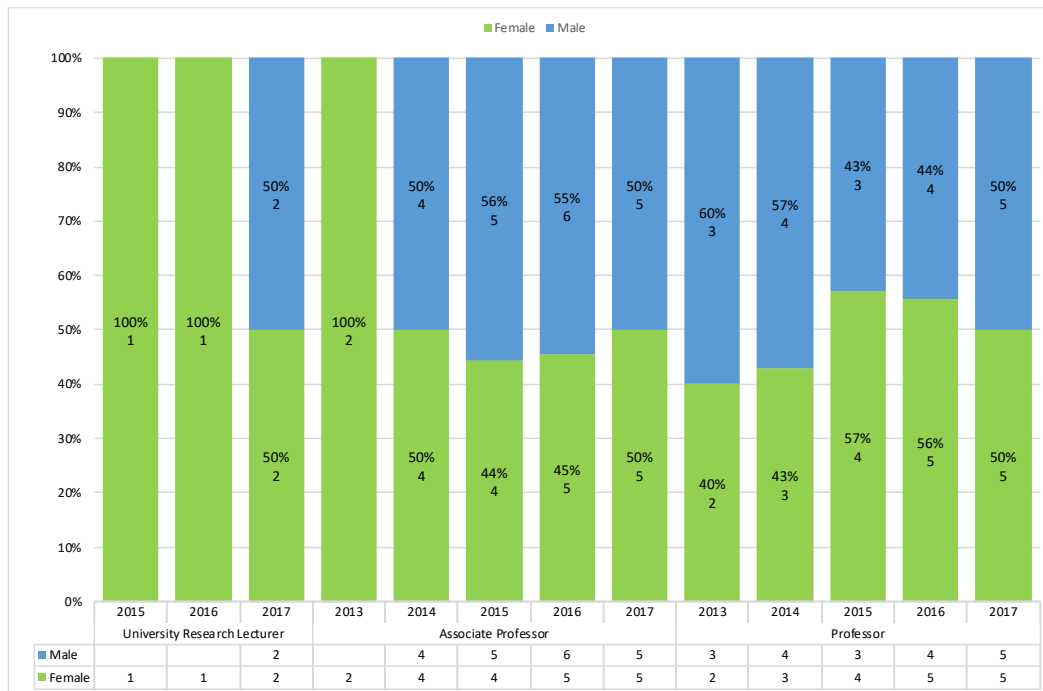


Figure 8. Non-clinical Academic staff, University Research Lecturer, Associate Professor and Professor.

We have benchmarked ourselves against other departments in the MSD. Our 50% female Professor and 50% female Associate Professor figures compare favourably with the divisional averages of 38% and 35% respectively.

The overall number of female grade 6-8 posts in NDORMS has increased between 2013 and 2017 (85 to 142 at grade 6/7 and 32 to 39 at grade 8). Females outnumber males in these grades.

At Grades 9 and above the total number of posts has remained the same but the proportion of females has increased from 35% to 65%. We believe the sustained increase in the proportion of females at the more senior grades reflects our commitment to supporting females through the Athens SWAN process.

The average %female Grade 6/7 for MSD is 58% and for NDORMS is 65%, for Grade 8 is 51% in MSD and 62% for NDORMS and for Grade 9/10 is 46% in MSD and 65% for NDORMS.

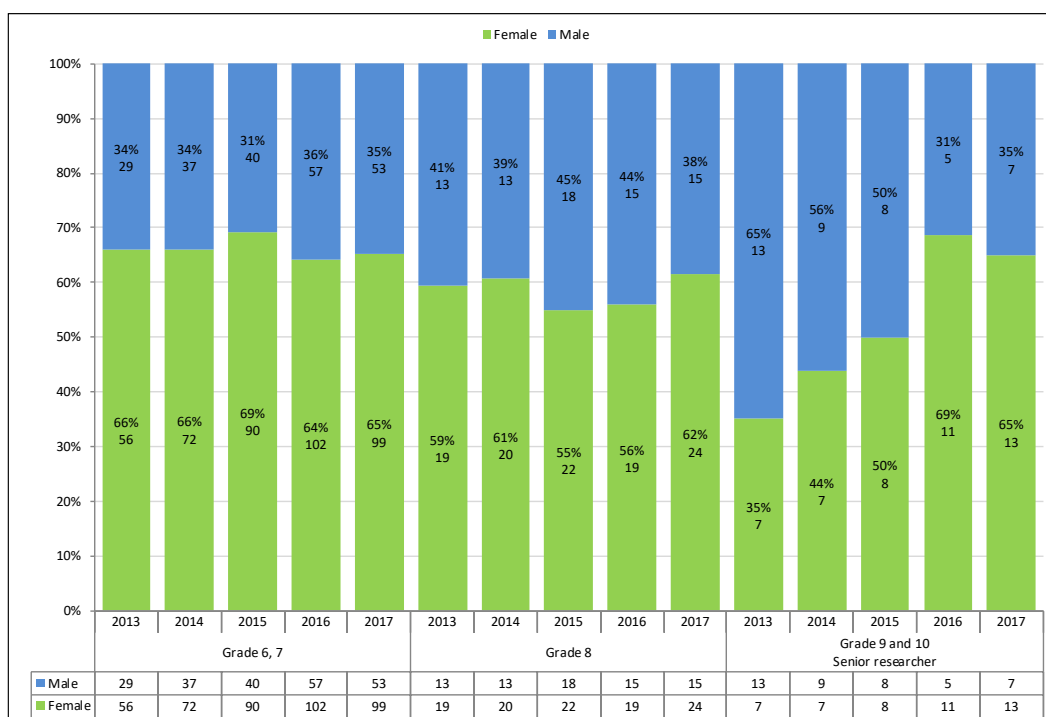


Figure 9. Non-Clinical Research staff Grades 6/7, 8 and 9/10 over time.

Academic Clinical Career pipeline: Figure 10

Clinical academic training requires interaction with the NHS and with the Postgraduate Training Deaneries. There is no set route for clinical academics to follow. The number of Academic Clinical Fellowships and Academic Clinical Lectureships is very limited for T&O and rheumatology.

The majority (>80%) of our senior clinical academic staff progressed through a combination of NHS training posts and out of training full time research funded by external grants.

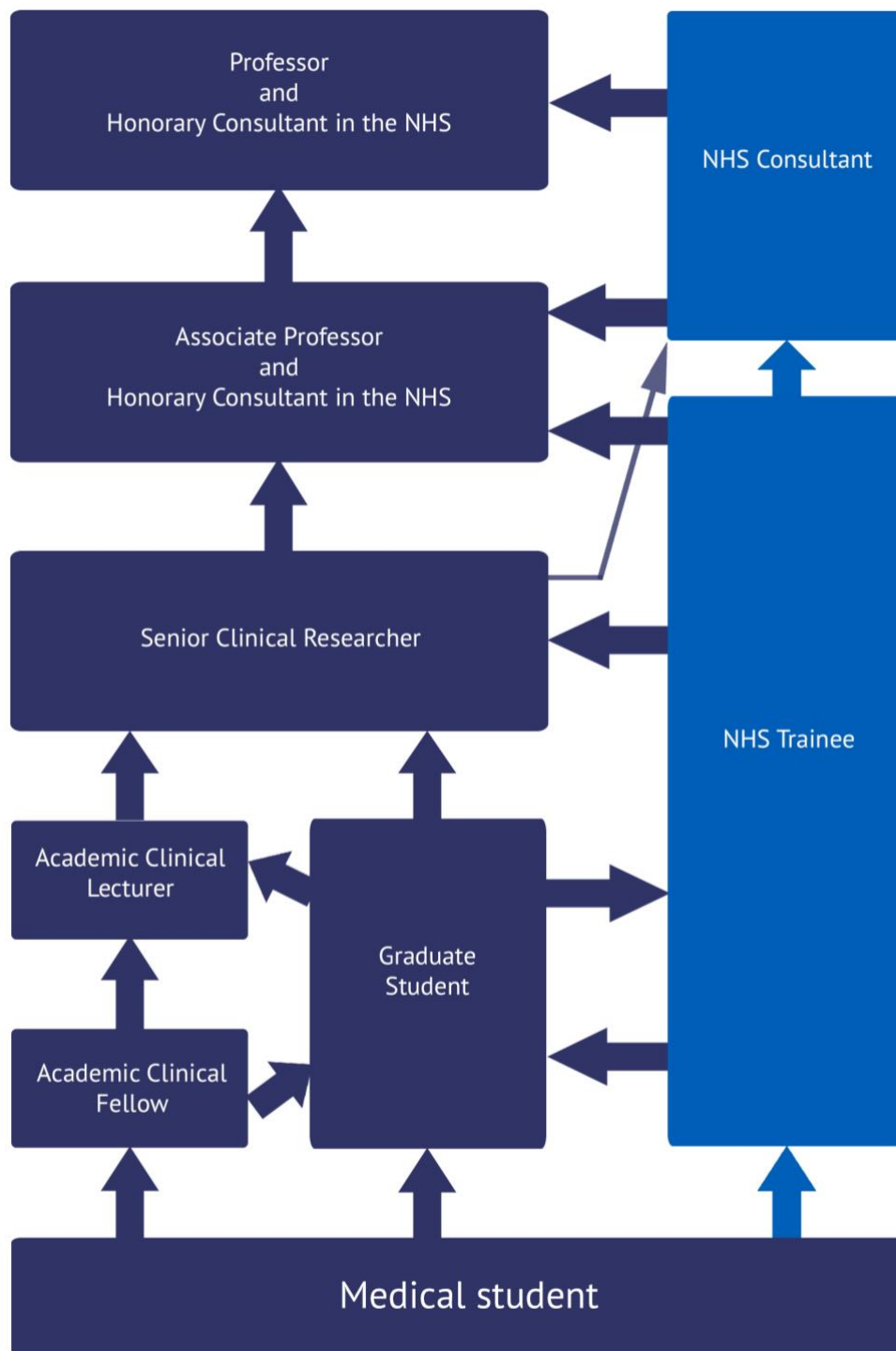


Figure 10: Overview of clinical career pipeline at NDORMS.

Influencing the gender balance of academic clinical staff has proved challenging, particularly in T&O. The national benchmark is that less than 5% of T&O consultants are female and less than 25% of trainees are female. These proportions are the same for most international benchmarks and for other surgical disciplines.

We have attempted to recruit more females into clinical academic surgical posts through a number of actions, listed below.



Picture 7. Professor Eleanor Stride joins NDORMS as the new Professor of Biomaterials.

By appointing:

- **Female Academic Surgeons as Visiting Professors.** We have appointed two female Professors.
- By instituting **annual lectures by prominent female surgeons.**
- By appointing **Female Academic Surgeons as mentors** for female surgical trainees. We have established an international network of female surgeons who act as mentors for our female trainees. Our female trainees are encouraged and funded to visit surgical centres with female surgical role models.
- For the Department's most recent appointment to an ACL in orthopaedic surgery members of the Athena SWAN SAT formed a **search committee specifically tasked with identify potential female candidates.**

The total number of senior clinical academic staff has increased from 22 in 2013 to 32 in 2017 but only 6 are females. The overall number of full Professors has increased from 2013 to 2017 (19 to 25). The number of female full professors has increased from 3 to 4, but the proportion of females has not changed.

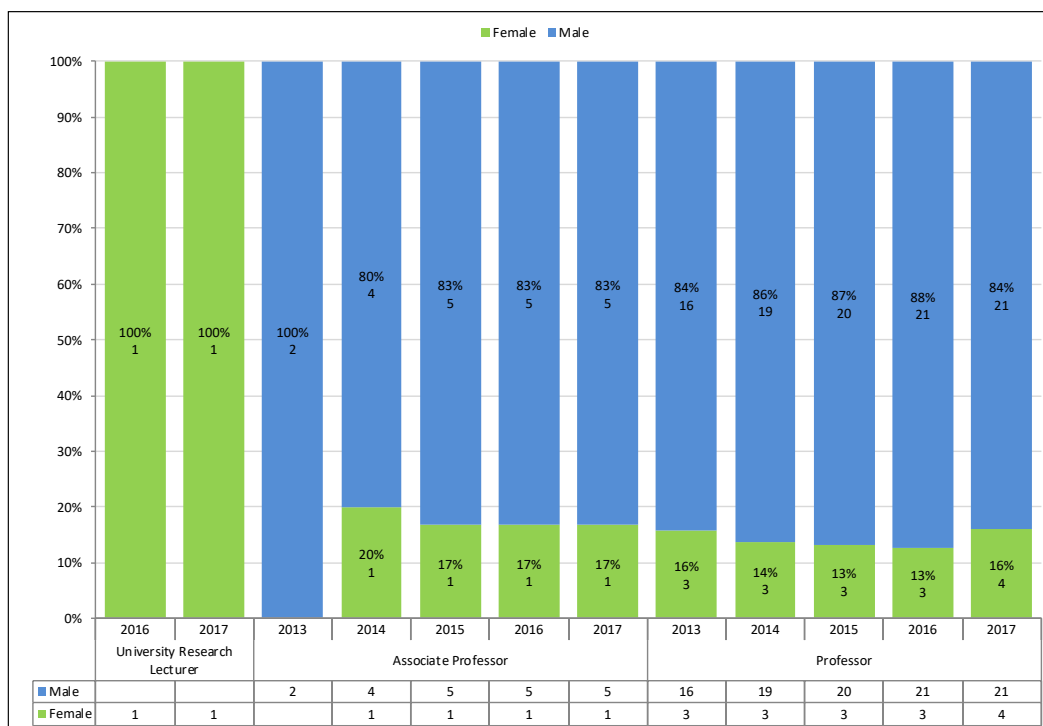


Figure 11. Clinical Academic Staff University Research Lecturer, Associate Professor and Professor over time.

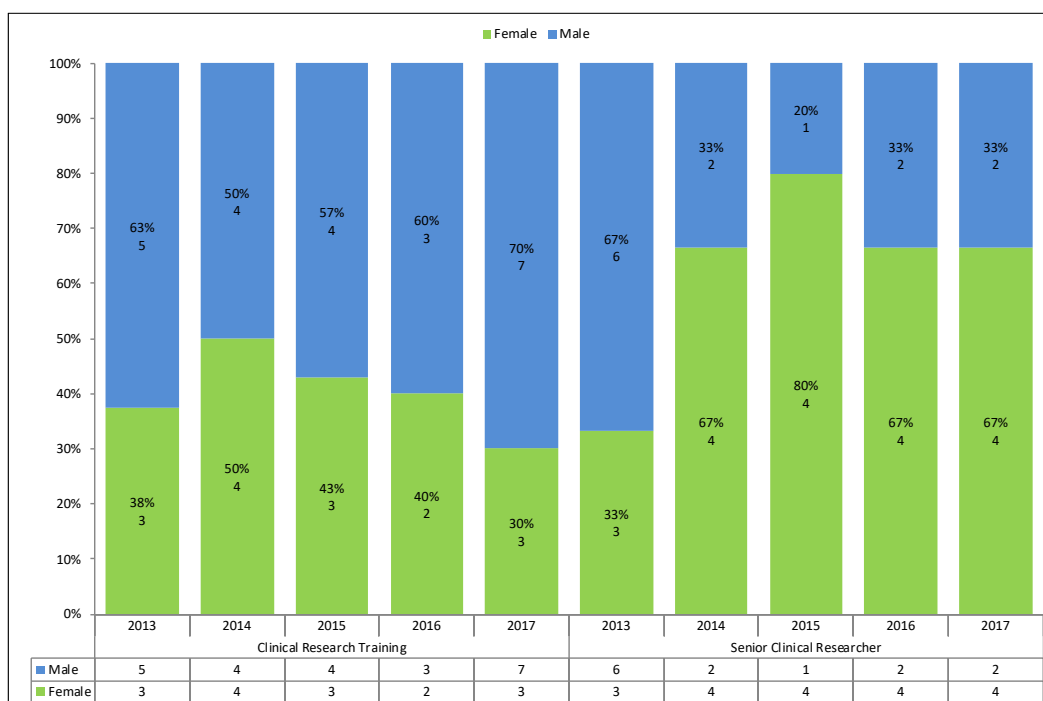


Figure 12. Clinical Academic Staff Clinical Research Training and Senior Clinical Researcher.

We aim to increase the number of Female Clinical Academics.

ACTION POINT S6.

S6. All female academic job vacancies will be recruited by search and appointments committees specifically required to look for suitable female candidates.

The Head of Department to be written to by the Chairman of the appointments committee if no female candidates have been short listed and consideration given to any further strategies that might attract suitable female candidates.

SILVER APPLICATIONS ONLY

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

This is not a career path in NDORMS, principally because we have very few technical staff in either the Kennedy or Botnar institutes. If a technical member of staff expressed a wish to undertake further study in their PDR this is a move that would be supported by the department.

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

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

ACADEMICS: by contract type over time. Single Role:

Full Professorial appointments are predominantly permanent contracts. We have a small number of fixed term externally funded appointments where the appointee has been awarded a Professorial title through the Recognitions of Distinction exercise, for example Wellcome Trust Principal Research Fellows.

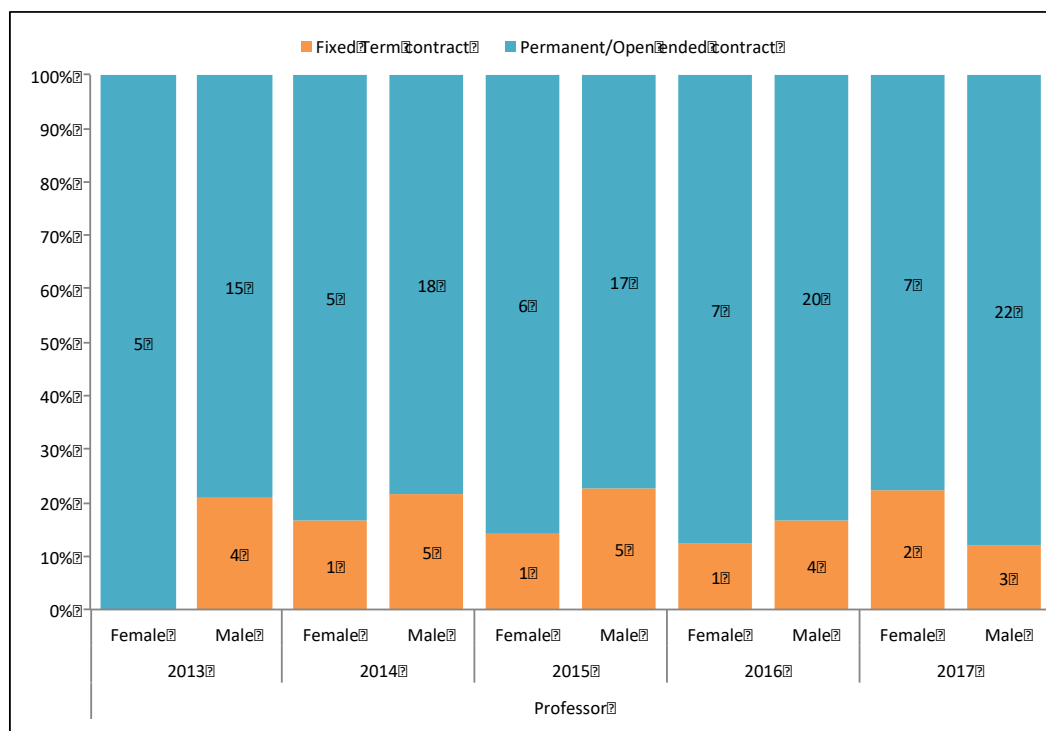


Figure 13. Professors by contract type.

The overall number of Associate Professors has increased significantly from 4 (2 male and 2 female) in 2013 to 16 (10 male and 6 female) in 2017, with 88% on permanent contracts.

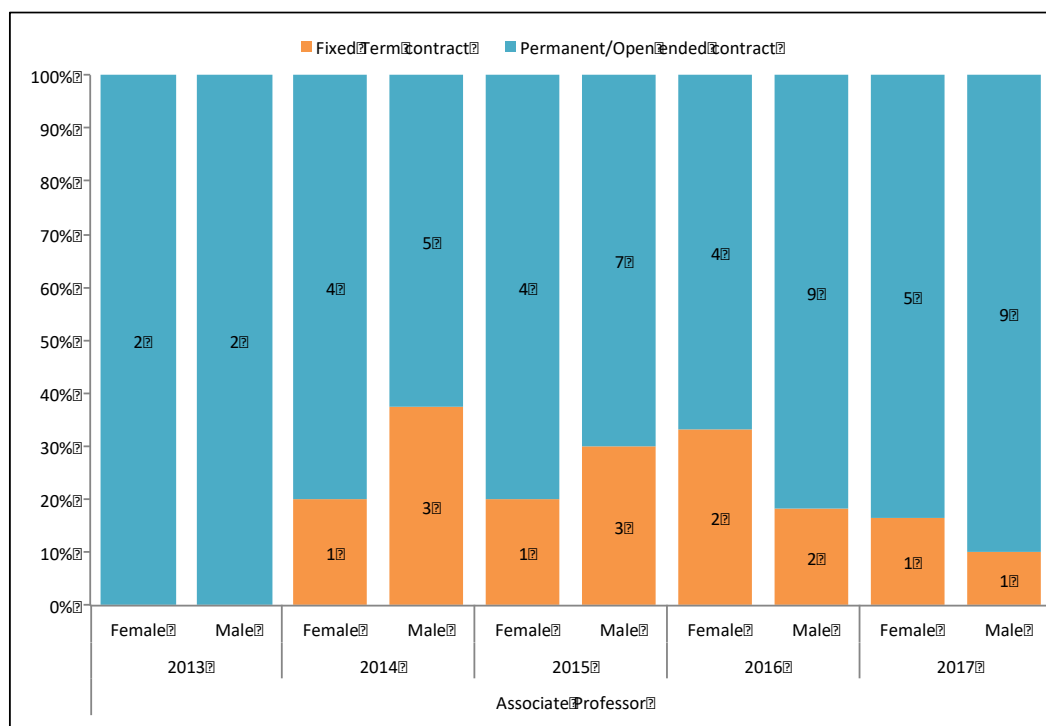


Figure 14. Associate Professor by contract type.

This increase has occurred through an Athena SWAN-enabled process of promoting Grade 8, 9 and 10 researchers into Associate Professor positions which are often associated with open-ended contracts. This largely explains why the number of permanent Grade 9 and 10 posts has reduced from 13 to 4 between 2013 and 2017 as the permanent post holders have been promoted. The number of fixed term Grade 9 and 10 posts has increased from 2 female and 5 male in 2013 to 10 female and 6 male in 2017.

We aim to increase number of open ended contracts.

ACTION POINT S7.

S7. Issue Associate professors with open ended externally funded contracts or permanent contracts whenever possible.

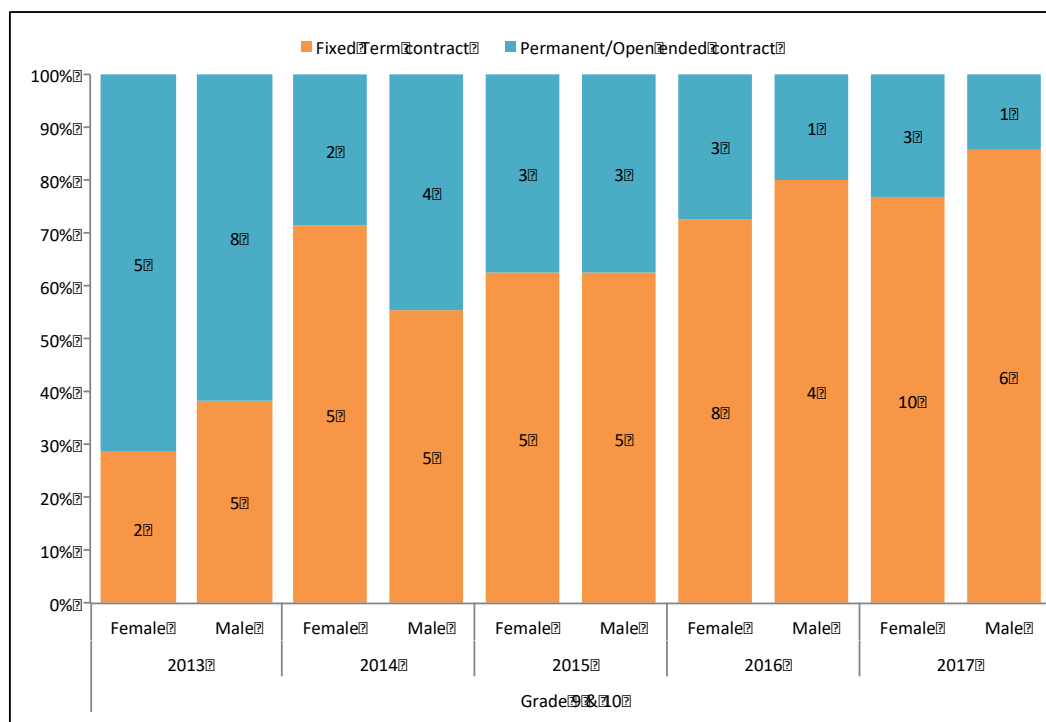


Figure 15. Grades 9&10.

The number of permanent Grade 8 posts has also reduced from 5 to 2. A small number of permanent Grade 8, 9 and 10 posts have also left the department during this period. The number of fixed term Grade 8 posts has also increased from 27 to 37 (23 female and 14 male).

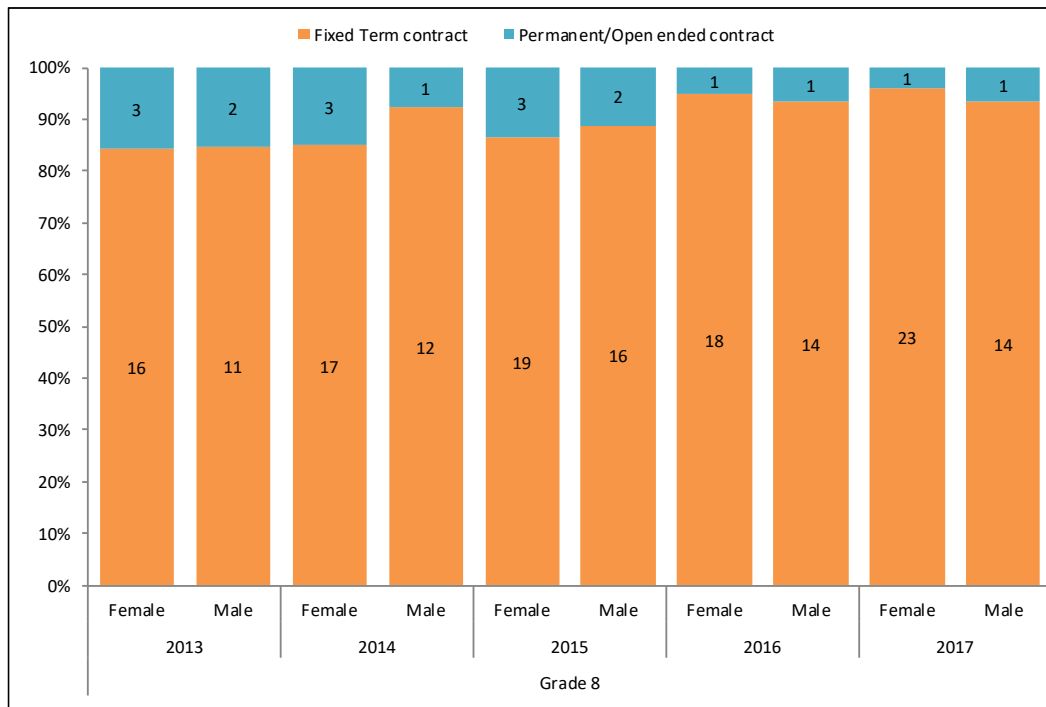


Figure 16. Grade 8.

Grade 6/7 posts have increased in number from 85 in 2013 to 152 in 2017. These posts are almost entirely fixed term. There are more females than males in these roles.

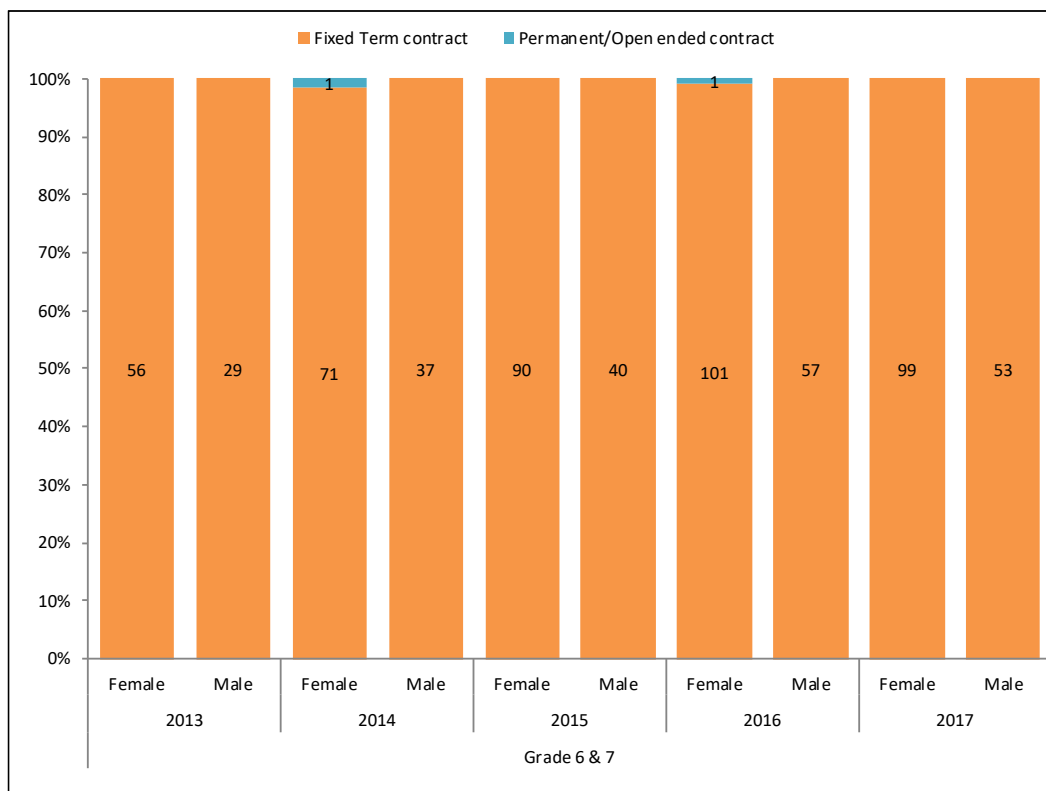


Figure 17. Grade 6&7.

Senior members of the department's HR team work closely with researchers nearing the end of fixed-term contracts. We allow time off to attend interviews or relevant training, and we specifically enquire whether they wish to be considered for redeployment. We offer guidance and advice on job search skills through the Careers Service. Meetings are always offered to discuss feedback from any unsuccessful applications made, with a view to improving chances of success.

In the majority of cases, we are able to either help the individual with redeployment within the University or they independently find work outside of the University. It is very rare that a researcher finishes the end of their fixed-term contract with no further employment. Due to the nature of the work, many of our clinical researchers choose to leave in line with their fixed term contracts in order to return to clinical training.

(iii) Academic leavers by grade and gender and full/part-time status

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

Academic Leavers Clinical Training Grades, Non-clinical Grades 6-10 and Professors.

The proportion of staff leaving NDORMS is low and stable (11% in 2015; 9.5% in 2016 and 10% in 2017).

After analysing our data it is clear that most of our leavers are at Grade 7 (40% of total leavers).

The gender breakdown of leavers mirrors the gender breakdown of SiP almost exactly. **(62%F:38%M vs. 65%F:35%M)**. Regarding reason for leaving the leaver reason profile broadly reflects our proportion of leavers by gender. There are no gender differences in reason for leaving. 90% of our academics said in the exit interviews they left for other posts and that the department has supported their development.

Exit interviews are offered to all leavers where the HR team actively seek to learn lessons from information shared both formally on the form and informally / verbally. The majority leave for career reasons and for further study, with a roughly even split overall for males and females. See **action point S8**.

Turnover for academic posts (Grade 8, 9 and 10) is very low.

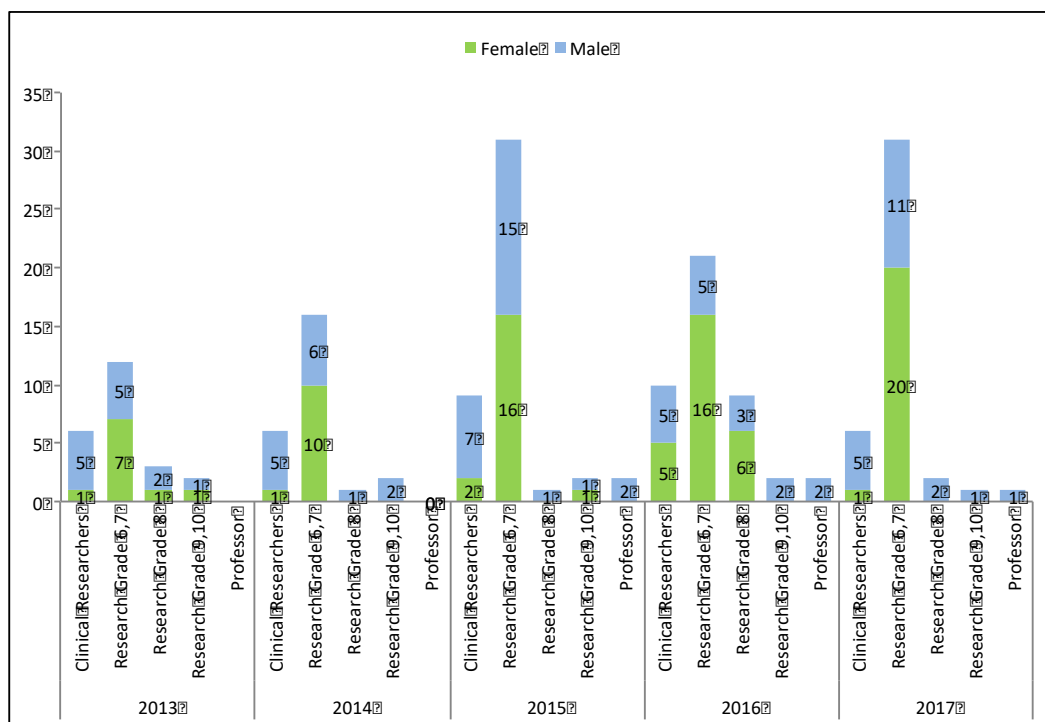


Figure 18. Staff turnover over years.

There is a steady turnover of staff in Clinical Training Grades who move to the NHS to complete their clinical training. Turnover is greatest for lower grade posts (6 and 7). More female grade 6 and 7 posts leave than males, which reflects a much greater proportion of females to males in these positions in the department (65%:35%).

We aim to improve understanding of motivations/reasons for people leaving the department.

ACTION POINT S8.

In our Exit interviews, add targeted questions to identify trends (if any) for staff moving on from the Department.

Word count: 2140/2000

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(i) Recruitment

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

Figures 19-20 show the break down data by gender for non-clinical Grade 6-7, and Grade 8 posts. The data show an overall increasing trend for females applying for, being interviewed and being appointed to these non-clinical academic positions.

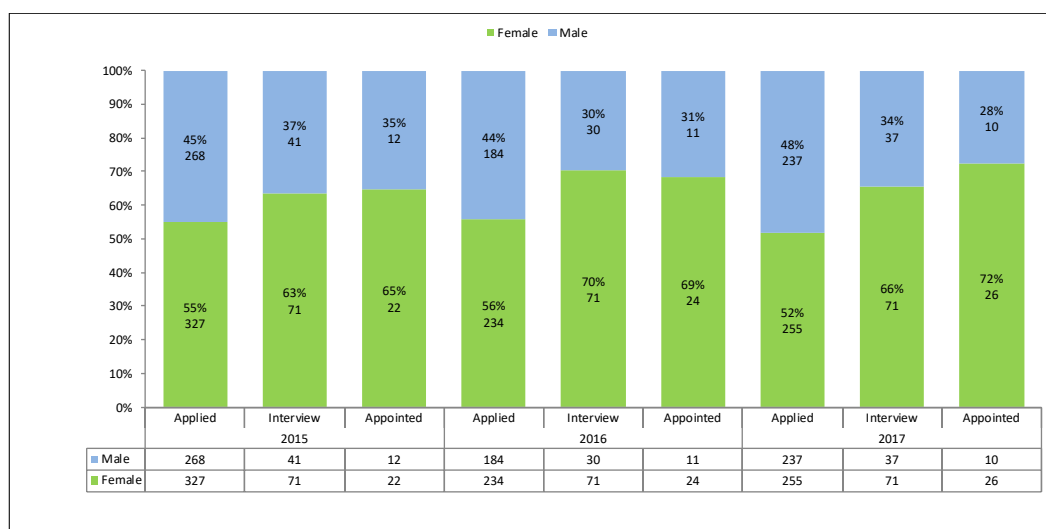


Figure 19. Recruitment Grades 6-7 positions (Non-clinical).

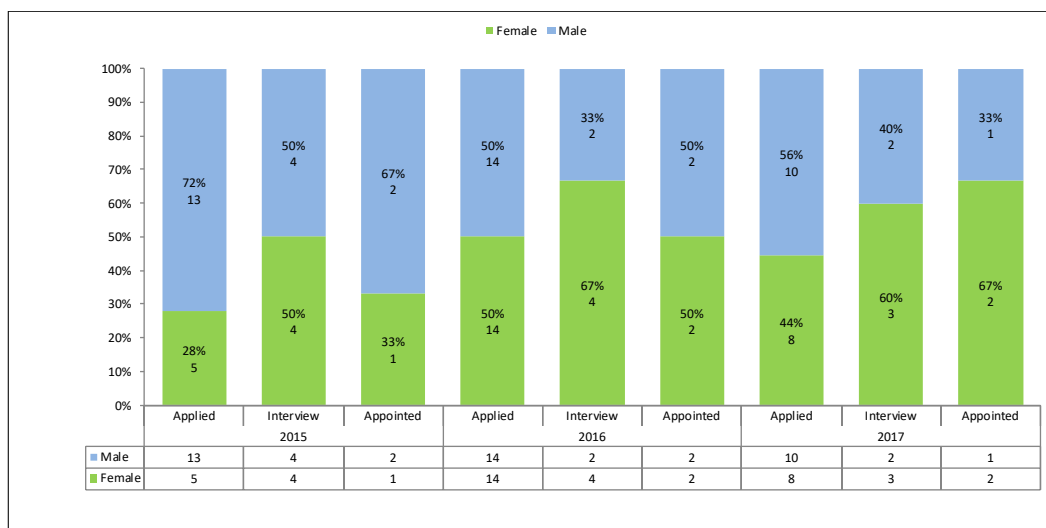


Figure 20. Recruitment Grade 8 positions (Non-clinical).

The graph in **Figure 21** shows that more males apply than females for higher grade roles, but that females enjoy a high success rate. The proportion does not change on short listing or appointment, suggesting that the imbalance is at application rather than appointment stage. Despite having a higher number of male applicants for these grades, 71% of appointments were women in the past 3 years (we did not appoint any in 2017).

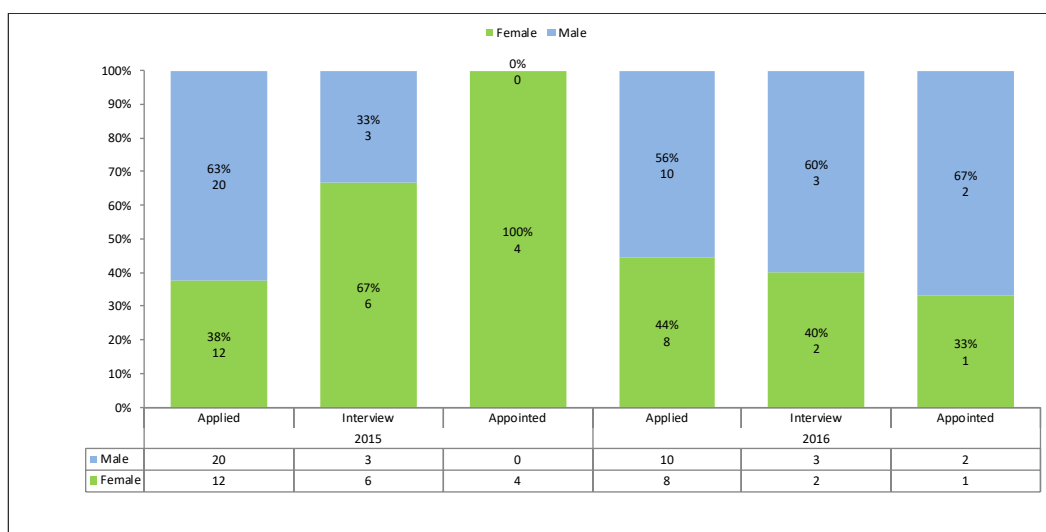


Figure 21. Recruitment to Grade 9&10 positions (Non-clinical).

Recruitment Clinical Academic staff:

Many clinical academics join NDORMS with their own funded fellowships, and therefore are not required to go through the recruitment process. The overall number of recruitments required for Clinical Academic staff is therefore relatively low. NDORMS uses the annual Recognition of Distinction Exercise to award the title of Associate

Professor to eligible staff, so only 1 Associate Professor was recruited to the department in the last 3 years. See **figure 22**.

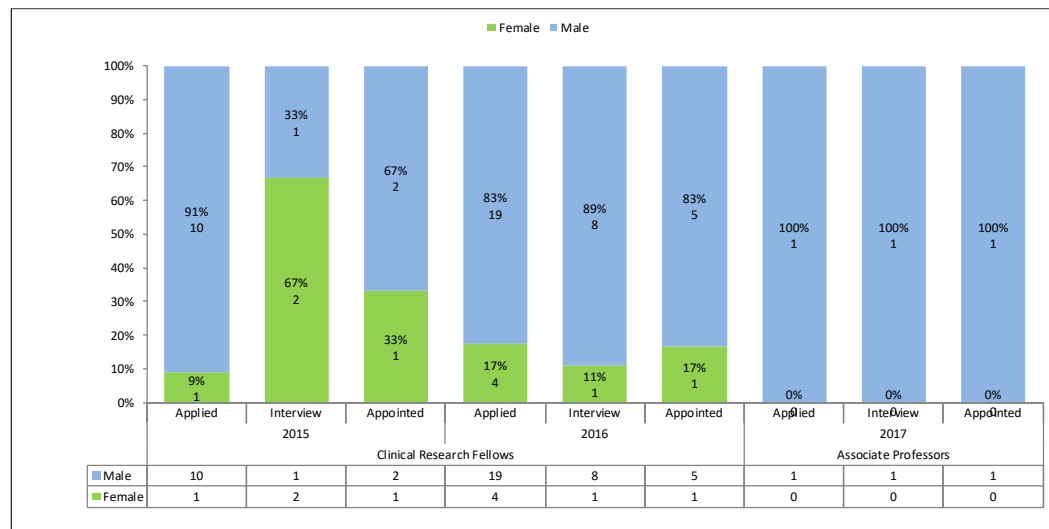
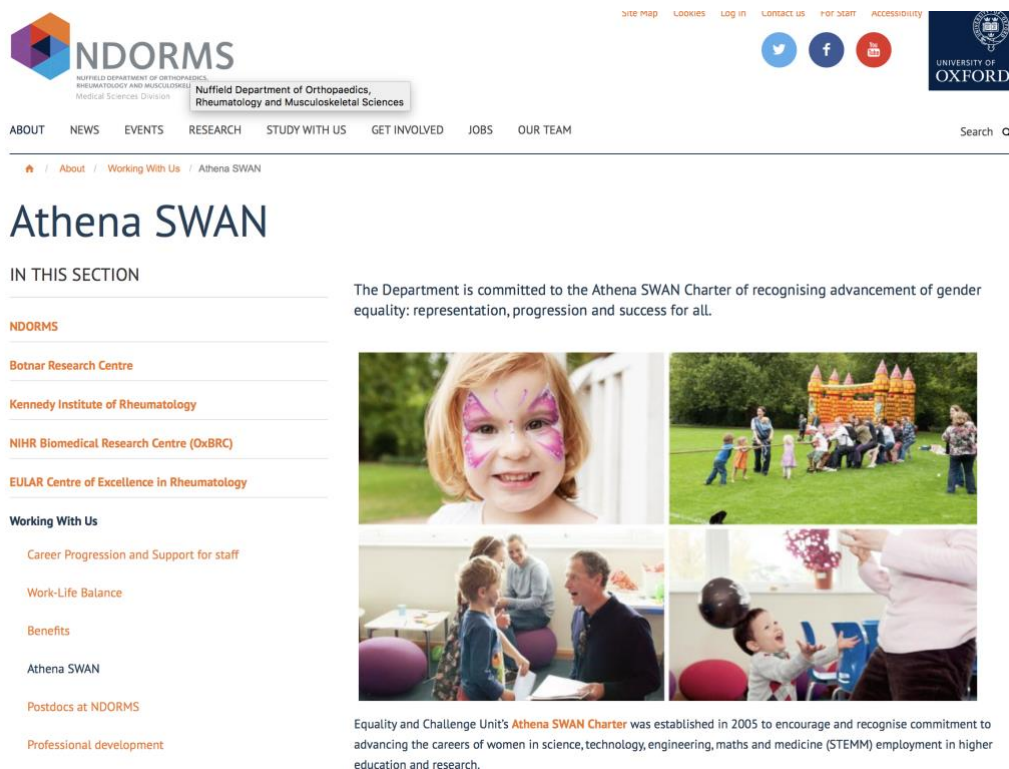


Figure 22. Clinical Research Fellows and Associate Professors Recruitment.

Recruitment Process

The department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply. Our job description templates highlight commitment to equal opportunities and the Athena SWAN charter, and uses language that is inclusive and welcoming. The Athena SWAN Silver logo is displayed prominently, and a whole page of our website is devoted to Athena SWAN activities/information. We also encourage those with caring responsibilities to apply for our posts by stating explicitly that where possible, part-time hours will be considered. Picture 8.



Picture 8. NDORMS Athena SWAN website section.



We pay particular attention to new posts and succession planning, ensuring that the search/appointment process identifies suitable female candidates. **We recruited Professor Fiona Powrie FRS to the Directorship of the Kennedy in 2014 and Professor Eleanor Stride FEng to the Professorship of Biomaterials at the Botnar in 2018.**

The University requires that all **chairs of recruitment panels are trained in equal opportunities**. In addition the department provides regular implicit bias training for all staff to ensure that recruitment is fair and transparent. The department ensures that there is **gender balance on every recruitment panel**. A member of HR staff is present at

every interview to advise on equal opportunities; in addition, during short-listing, HR staff check for any all male or all female short-lists and question the panel to ensure the process is fair.

(ii) Induction

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

NDORMS provides an induction programme for all staff on their first day of work. This includes face-to-face meetings with the HR Team, Information Governance Manager, IT Team and the Buildings and Facilities Team. The induction process also consists of more informal introductions over the first two weeks with the wider departmental team. The induction process provides guidance on staff training and development opportunities, both those available in the University as well as those specifically provided annually by NDORMS (ie, Difficult Conversations, Implicit Bias, PDR training, Anti Bullying & Harassment). All training opportunities are widely advertised and staff are encouraged to attend.

The challenges posed by the move of staff and their families to Oxford with the Kennedy Institute (KIR) in 2013 enabled us to focus on and significantly improve our welcome and integration information and support. These pages are regularly updated and well-maintained and are a focus for all newcomers. The original “Welcome committee” that was developed to smooth transition of staff from the KIR has expanded its remit as the “**Welcome and Events Committee**”, being responsible for a variety of different social events for all members of staff (see section 5.5 (i)). For the KIR move we created a “Welcome to Oxford pack” which has been developed and improved according to the annual new starters survey results. From summer 2018 it will be called **NDORMS Toolkit** and will be an interactive document for all new and existing staff/students.

In 2015 the **departmental website and weekly bulletin were developed** to provide new starters with improved information, and the ‘**communication induction process**’ was added to the induction meetings for all new staff.

This process is targeted to people’s roles, and for academic staff we focus on how they can use the website, modify their profile and work with the communications and outreach teams to best support their research. Everyone has a professional photograph taken, which is used on the department’s website and for their bio profile.

The **Working With Us** section (picture 9) of the department website is extensive, relevant and welcoming and specifically covers family-issues such as childcare, schools, flexible working options and parental leave options.

The effectiveness of the induction process has been reviewed annually since 2014 through a 'new starters survey'. The survey response rate is consistently around 80%, with very encouraging results (see below).



Picture 9. *Working with us* section-NDORMS website.

We cannot provide differences by gender and role on levels of satisfaction from our *new starters surveys*. We have made this an action point below for the next coming years.

IMPACT

In Survey **2014**:

76% of all staff agreed that the welcome pack and departmental induction were useful.

The **new starters survey** from 2015-2017 has shown an increasing response rate (78% to 88%) and consistently excellent responses in surveys:

“I would recommend NDORMS as a good place to work.”
(95% in 2015 - 99% in 2017)

“The welcome pack and departmental induction are useful.”
(88% in 2015 - 92% in 2017)

The surveys have also consistently demonstrated that new starters feel supported by their line manager/supervisor/team during Induction process.
(90-95% agreement from 2015-2017)

We aim to maintain levels of satisfaction of the Induction process for Academics. Capture any differences role/gender related.

ACTION POINT S9.

S9.1. From 2018 “New Starters Surveys” will capture any differences by role type and gender. We will ensure that induction is appropriate for all with a set 85% approval across the board

S9.2. From summer 2018: **NDORMS Toolkit.** The communications team, HR team and E+D advisor are working on an interactive document with useful information for new and existing staff and students.

(iii) Promotion

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

The University's annual **Recognition of Distinction (RoD) exercise** invites senior researchers to apply for the titles of University Research Lecturer, Associate Professor or Full Professor in appreciation of their substantial contribution to research, teaching and good citizenship. The titles are awarded through a staged departmental, divisional and central process that includes external international peer review. The benchmark is an equivalent level of attainment expected of such titles at other major research-intensive universities. The RoD process specifically considers equality and diversity and invites disclosure of relevant personal circumstances.

Every year members of the NDORMS Board liaise with the HR team to identify suitable candidates and encourage them to apply, e.g. through discussion at PDR. Those not yet eligible (and women in particular) are supported to develop the skills/experience they will need to make an application in the future.

Academics on University grades 6-10, who are not eligible or appropriate for the RoD exercise are included in the **Annual Reward and Recognition Scheme**. This rewards exceptional performance, significantly above that which might reasonably have been expected for an individual's grade. The award is either advancement to the next point on the incremental scale or payment of a lump sum to the value of one increment.

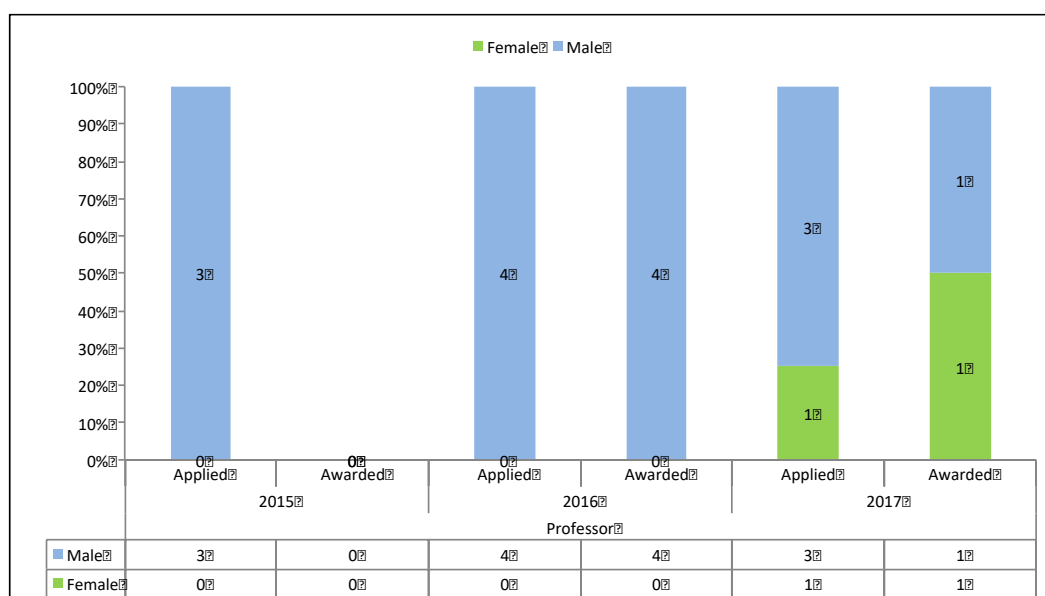


Figure 23. Professors. RoD.

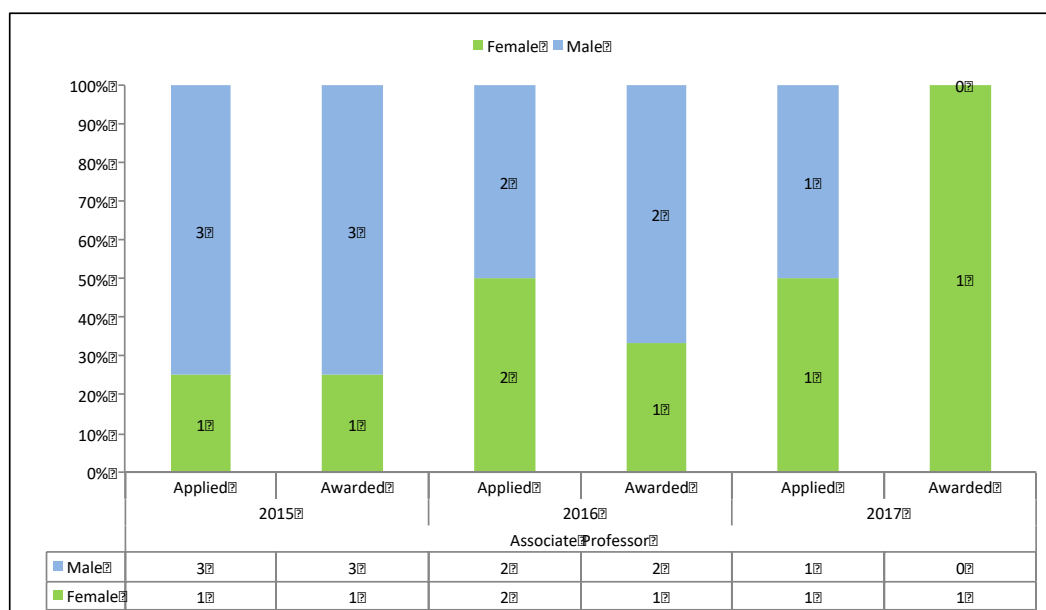


Figure 24. Associate Professor.

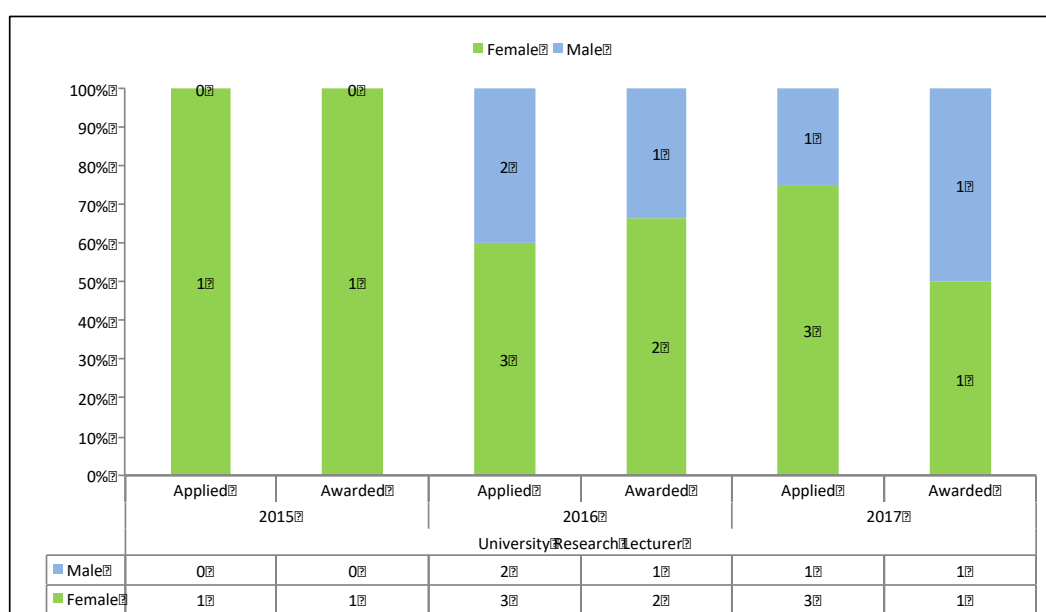


Figure 25. University Research Lecturer.

Staff whose role has grown such that they are required to work ‘above’ their grade can apply for their **post to be re-graded**. Every year the NDORMS board consider which members of staff may be suitable for re-grading. Staff are encouraged to discuss re-grading opportunities at their PDRs. We have therefore increased the number of staff successfully re-grading from 3 in 2013 to 16 in 2017.

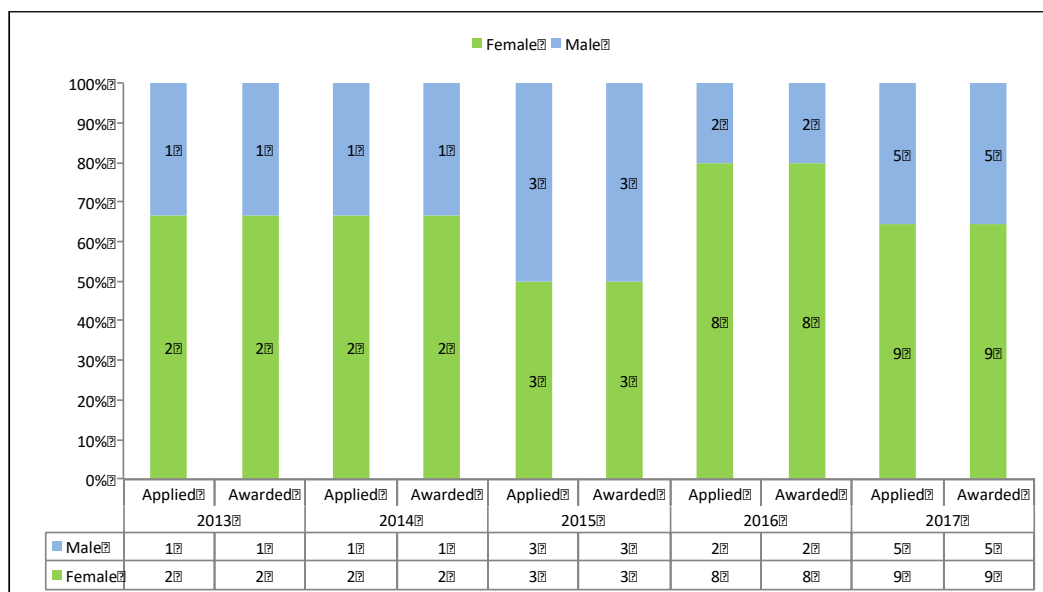


Figure 26. Promotion processes. Research. Re-grading.

IMPACT AND IMPROVEMENT OF AWARENESS IN CAREER OPTIONS AND PROCESS OF PROMOTION

- In **2012** survey overall **36%** of academic staff were clear about the promotion processes (33% of Female respondents /41% Male respondents were clear)
- In **2014** survey **44%** were clear (40%of F/49% of M respondents)
- In **2016** survey **51%** were clear (40% of F/60%of M respondents)

ACTIONS

We improved the communication through the departmental website and bulletin, plus organised *HR Clinics sessions* in both institutes.

IMPACT

In **2017** survey the overall proportion of staff who were clear about promotion processes has increased to **71%** (43% of F, 87% of M respondents) in 2017.

ACTION

We have reflected on the identified gender imbalance in this domain, and discussed options for improvement with our Athena SWAN committee. See **Action point S10**.

We aim to continuously increase the understanding/ transparency of promotion opportunities for academics (particularly female).

For all academics we aim to:

- Increase awareness on career options and processes for promotion
- Increase numbers feeling supported in their career progression

ACTION POINT S10

S10a. Run yearly **bulletin features**, covering different HR policies and processes with emphasis on issues identified in our regular surveys

S10b. Prepare **info sheets/FAQs** on these topics (e.g. RoD, re-grading guide – how and when), on the website and in printed form at PDR meetings.

S10c. HR will run **career advice ‘clinics’** every term.

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

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

In the RAE 2008 we submitted 3 females and 16 males. In the REF 2014 we submitted 12 females and 27 males. The principal reason for staff (9 males and 7 females) not

being submitted in 2014 was ineligibility because of being on short term externally funded contracts.

The department performed very well in the REF 2014 and was specifically commended for “excellence in musculoskeletal sciences and in orthopaedic surgical research”.

The proportion of female who have submitted between the REF 2008-2014 exercises has doubled from 16% to 35%.

Table 3. NDORMS REF 2008:

	F	M	Total
Not submitted	n/k	n/k	n/k
Submitted	3	16	19
Grand Total	3 (16%F)	16	19

Table 4. NDORMS REF 2014

	F	M	Grand Total
Not submitted	7	9	16
Submitted	12	27	39
Grand Total	19 (35%F)	36	55

We are actively preparing for the REF 2021. A gender-balanced committee of senior academics will perform mock assessments in 2018 and provide feedback and support to all prospective returnees. We are providing specific support to female staff from our senior female academics.

Key career transition points: professional and support staff

(i) Induction

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

PSS staff receive an identical induction to Academic staff, with the only difference being role specific training (apprentice, work, learn, develop, tailored University courses, at desk training) and individual induction with the direct line manager.

IMPACT AND IMPROVEMENT OF THE INDUCTION PROCESS

In Survey **2014**:

76% of all staff agreed that the welcome pack and departmental induction were useful.

The **new starters survey** from 2015-2017 has shown an increasing response rate (78% to 88%) and consistently excellent responses in surveys:

“I would recommend NDORMS as a good place to work”
(95% in 2015 - 99% in 2017)

“The welcome pack and departmental induction are useful”
(88% in 2015 - 92% in 2017)

The surveys have also consistently demonstrated that new starters feel supported by their line manager/supervisor/team during Induction process (90-95% agreement from 2015-2017).

We aim to maintain levels of satisfaction of the Induction process for Professional and Support staff. Capture any differences role/gender related.

ACTION POINT S9.

From 2018 “New Starters Surveys” will capture any differences by role type and gender. Ensuring that induction is appropriate for all with a set 85% approval across the board.

See Action point S9.1 and S9.2

(ii) Promotion

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

The main advancement opportunities for PSS are:

- **Re-grading** of current posts due to increased responsibility. In the last 3 years 12 female and 7 male professional/support staff were successfully re-graded. This split reflects the gender breakdown of this role category. The majority of re-grading requests were from full-time staff.
- **Securing a higher grade post through open recruitment**
- The Annual **Reward and Recognition scheme** aims to reward highly performing staff. The scheme consists of 2 elements; an **Awards for Excellence Scheme** (an annual exercise which recognises individual staff contributions to the work of the University) and a **Recognition Scheme** (for one-off, outstanding contributions at any time of the year). In the 2015 Scheme, line managers nominated 14 professional and support staff (11F, 3M), and all were successful. Following only 9 nominations (6F and 3M) being received in 2016, we improved promotion of the Scheme by weekly adverts in the Staff Bulletin as well as line managers' updates. As a result, this 2017 Scheme received a record number of 19 nominations (15F and 4M), and all were successful.

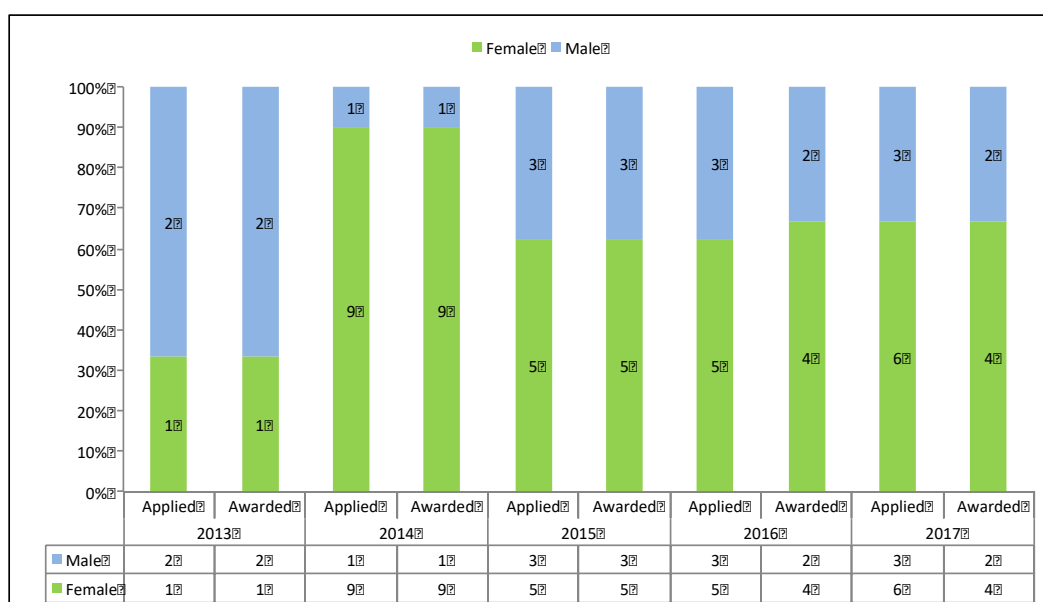


Figure 27. Promotion Processes. Professional and Support Staff.

We ensure that **promotion processes in the department are transparent**. All promotion opportunities are announced via our website and staff bulletin, increasing awareness of opportunities, and perception of fairness and transparency in the Department. Annual **Personal Development Reviews** are also effective at allowing staff to review their job

descriptions and openly discuss their career plans with their line manager, and offer a forum for discussions over re-grading processes.

Our survey reveals that the number of **PSS staff who are clear on the process of promotion and re-grading has increased from 44% in 2014 to 60% in 2016 and 66% in 2017, with no gender differences.**

“

I have gone through the regrade process for myself and as a line manager and the PDR provides the perfect starting point. The PDR process allows both the individual and their line manager to take a step back from the day to day work to review the how the role has developed over time. By looking over previous PDRs you can see the reviewee's progress and development which highlights how their role might have deviated from their job description over time.

- PSS survey 2017

We aim to continuously increase the understanding/ transparency of promotion opportunities for PSS.

ACTION POINT S10.

See Action Points S10 a, b, c.

5.2. CAREER DEVELOPMENT: ACADEMIC STAFF

(i) Training

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

The NDORMS HR team use role-specific induction to inform all staff (academic and PSS) about training requirements, and Departmental opportunities. During the inductions, HR highlight the **University's Training and Development webpage**, and the **Oxford Learning Institute website** to point out the various courses available.

All staff are given the **NDORMS Induction Checklist, IT courses booklet, access to in-house training courses** and links to where they can access training resources. See **action point S11**.

NDORMS in-house and face-to-face training:

Training in Implicit Bias, difficult conversations and PDR are offered annually to all staff in NDORMS. Our NDORMS E+D advisor is also an Implicit Bias training facilitator and contributes to the University-wide initiative to raise awareness and minimise impact of implicit bias.

“

Very useful; this training sends a message to all that the Department takes equality and diversity seriously! Thanks for organising it!

Table 5. Implicit Bias training. Number of staff attending in November 2017

Attendants	Female	Male	Total
PSS	13	6	19
Academics	14	13	27
TOTAL	27	19	46

90% attendees rated it as “excellent”.

The “**How to manage Difficult conversations**” course ran in November 2016 for 25 staff (PSS and Academics); 80% rated it excellent and the other 20% good.

“

Very useful; would like more training about how to manage difficult conversations.

- Feedback 2016

“

I think it was spot on. I loved the videos.

- Feedback 2016

“

It surpassed my expectations. I feel empowered to start diff conversations. I liked everything, it was very balanced. It was both helpful and useful.

- Feedback 2016

Table 6. PDR Training offered face to face in NDORMS to new Line Managers.

Year	Total Line managers	Male	Female
2015	7	3	4
2016	12	4	8
2017	9	5	4

We aim to strengthen our in-house trainings and raise awareness of implicit bias and to reduce impact of IB in the department. Empower our staff with communication tools.

ACTION POINT S11.

S11. NDORMS in-house training: Increase the frequency of training courses making them available to all staff, particularly line managers and appointment committee members.

S11a. Implicit Bias (IB) Training

S11b. How to manage Difficult conversations

S11c. PDR Training to reviewers and reviewees.

(ii) Appraisal/development review

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

Annual Personal Development Reviews (PDRs) were implemented in 2013 as a key Athena SWAN action. Originally a pilot scheme for only research/academic staff, it was extended to support staff in 2014 following outstanding feedback (85% staff reporting it was very useful for self-organisation and planning professional development needs). The role-specific (academic or PSS) PDR is designed to highlight and address obstacles to career progression, and a forum to discuss opportunities for promotion, grant writing/submission, co-supervision of graduate students, organisation of seminars and workshops, and particularly membership of external/(inter) national committees. Any

specific development needs are linked with training courses run by the Oxford Learning Institute. One specific section focuses on any concerns regarding workload allocation within the department and/or work:life balance. The process continues to evolve, informed by post-PDR feedback, to ensure it remains valid and relevant for each role. We appreciate that appraisal can also be a learned skill, and training is offered annually in the department for both reviewers and reviewees (see **Action Point S14** below).

IMPACT AND IMPROVEMENT OF PDR UPTAKE AND USEFULNESS OF THE PDR SCHEME

- In **2013** 77 academic staff had a PDR and **85%** of them found it useful
- In **2014** survey **70%** of total staff respondents had a PDR (71% of F/67% of M respondents) and **73%** found it valuable (81% of F/63% of M respondents)
- In **2016** survey **70%** academic respondents had a PDR (63% of F/80% of M respondents) and **82%** of them found it useful (84% of F/81% of M respondents).
- In **2017** survey **76%** academics respondents had a PDR (68% of F/ 85% of M) respondents and **78%** of them found it useful (72% of F/82% of M respondents).

IMPACT

In the past 2 years, approximately 80% of our academic staff-survey respondents find the PDR very useful.

Additionally, a 78% of academics (73% in 2016) feel that their manager supports them to think about their career development, with no gender disparity in this domain.

Each May, the month-long 'PDR season' is launched through our NDORMS Bulletin, highlighting PDR objectives, benefits and instructions, along with staff PDR feedback. All staff are reminded in our weekly Bulletin to set up their meeting, and PDR in-house training for both established and new reviewers is advertised.

Quotes from academics in the PDR survey/feedback include:

“

Be well prepared and fear not for your PDR. That's your opportunity to shine, celebrate your achievements and aim higher!

- Researcher, 2017 PDR round

“

PDR is a vital process that allows me to step back and gain some perspective. It allows more strategic planning to take place, and is often the source of valuable advice and practical help. Reflecting on positive achievements is an important part of both personal and team development. I strongly encourage everyone to take part in PDR - the results might just surprise you!

- Professor, 2017 PDR round

“

I have found the PDR scientifically and personally invigorating.

- Professor, 2016 PDR round

We aim to maintain and improve a high-quality PDR process that assists all staff in their personal development and increase PDR uptake.

ACTION POINT S12.

S12a. Increase the uptake of PDR by all staff by making PDR mandatory.

S12b. Improve tracking of PDR by HR department

S12c. Increase availability of PDR training to all staff, particularly line managers-reviewers (see Action Point S11.c).

(iii) Support given to academic staff for career progression

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

As part of our last Silver award we appointed 3 postdoctoral advisors (2F/1M) to provide support for postdocs in their career progression, developed a PostDoc Forum on the Weblearn intranet, and a 'PostDoc corner' in the NDORMS weekly bulletin to better co-ordinate and disseminate PostDoc relevant information. We have also joined the MSD divisional mentoring scheme, and established a new taught component of the NDORMS DPhil course to provide teaching opportunities for postdocs.

In 2016 the Postdoc advisors used focus groups to determine which aspects the postdocs felt could be improved, and we implemented these activities in response:

Advisors:

- We now have 7 advisors dedicated to postdoctoral staff (5F:2M, 1 clinical: 6 science). Advisors hold **termly drop in career clinics**, providing coaching on a range of issues including fellowship applications/interviews, the Recognition of Distinction process, teaching portfolios, moving into industry or overseas, and timing careers to fit with plans to start a family. The advisors developed a **new website for Postdocs** providing information on training courses, teaching opportunities and career development events.

Mentoring:

- NDORMS staff participation in the **MSD mentoring scheme** doubled from 2015 to 2016 (4 mentees (4F) to 8 mentees (7F:1M), and feedback has been positive. However, the single point of entry to this scheme in September limited staff access to formal mentoring, so in May 2017 we launched the **NDORMS mentoring scheme**. Volunteer mentors and mentees were recruited, trained, and we now have 5 mentees (2F:3M) and 9 mentors (4F:5M). All mentors reported being satisfied with the preparatory training provided, and a 75% (3/4) of the mentees declared they found the mentoring circle useful for their future career development. No gender differences were noted. **See Action point S13**. Our programme is designed to complement support from the MSD scheme, as well as University wide schemes including Pivot, Ad Feminam (2F attended in 2016-17) and the Academic Leadership Development Programme (2F attended in 2015 and 1F in 2016).

PostDoc visibility and social events:

- We have PostDoc representation on the **Divisional Research Staff Advisory Group (RSAG)**, which aims to improve information provided to PostDocs. NDORMS Associate Professor Afsie Sabokbar is now Divisional Director of Skills Training and Researcher Development.
- The **Oxford University Research Staff Society (OxRSS)** is an independent society for all research staff which campaigns for staff rights and improvements in training as well as providing social events and networking opportunities; the chair of this committee is a female NDORMS research staff member.
- We hold an annual **NDORMS Postdoc dinner** at St Hilda's College.
- **The Bulletin Postdoc's Corner** disseminates information about social events outside NDORMS.

“

It was a really good night, and thanks very much for organising it.

“

Great night. Great food!

“

Was a super night, great company and very tasty food!

“

It was lovely to experience dinner at the College.

Teaching opportunities:

- In 2017 we recruited 2 PostDocs to the Graduate Studies Committee (GSC) to ensure that Postdocs are represented in the planning of Departmental teaching. The new DPhil and MScT course directors are now also on GSC to ensure they are aware of the need for provide teaching opportunities for Postdocs and early career academics. The postdoc teaching engagement on the DPhil program in 2016 was good (39% young investigator speakers, of which 60% are female), and numbers increased in 2017 (51% young investigator speakers, of which 67% are young female). The biennial MScT had 19% Young Investigator speakers (with 36% young female) in the 2016-2017 academic years.

Postdocs at NDORMS

IN THIS SECTION

NDORMS

Kennedy Institute of Rheumatology

Botnar Research Centre

NIHR Biomedical Research Centre (OxBRc)

EULAR Centre of Excellence in Rheumatology

Working With Us

Career Progression and Support for staff

Work-Life Balance

Benefits

Athena SWAN

Postdocs at NDORMS

Professional development

Mentoring Scheme



We have over 100 postdocs at NDORMS, part of a thriving multidisciplinary team of 400 researchers. We are committed to providing postdocs with excellent research opportunities, as well as career support and professional development.

If you like to join our growing team as a Postdoc, please review our opportunities available [here](#). You can also find out about our current vacancies [here](#).

[Fellowship Opportunities](#) [Professional development](#) [Teaching at Oxford](#) [Advisors](#)

Picture 10. Postdoc section-NDORMS website.

Development of professional skills:

- NDORMS has an official policy offering all staff members 5 days per year to take up training opportunities.

NDORMS training events including:

- “Difficult conversations; why we avoid them, why we probably shouldn't!”.
- Inaugural NDORMS research career event: **Finding your own path in science.**

“

I did not know science writing gave so many choices.

“

Inspirational!

- Researchers' feedback-Nov 2016

Hosting events run by Careers staff at NDORMS:

- Including “Insights into Academia Careers: Progression, Diversity and Confidence”, “Interviews and Presentation Skills workshops”, Careers Service, “Too late to change direction?” Career Transitions workshop, “Find funding with The Research Professional Database”.

In Survey 2017, **78% of academics agree that their manager/supervisor supports them to think about their career development** (74% in 2016) and **76% of academics agree that the department has supported their career progression.**

We aim to increase support for Postdocs in career progression and to improve the co-ordination and dissemination of PostDoc relevant information.

ACTION POINT S13.

S13. To roll the scheme out for all PostDoc to have 1:1 access to a mentor.

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

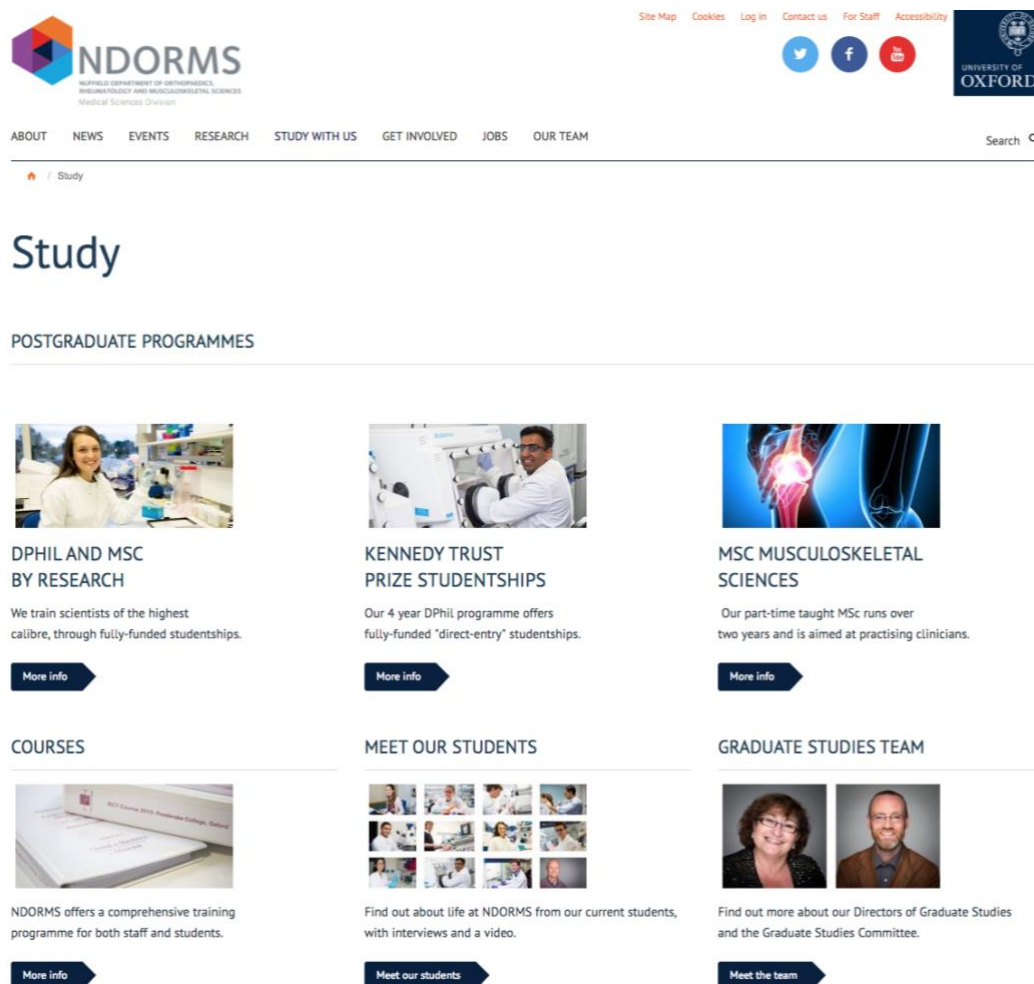
Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

Students have a range of support available to them, both within the department and through colleges. **From our 2017 student survey 98% of students would recommend working at NDORMS (vs. 95% in 2016).**

The **Directors of Graduate Studies meet individually with every student** and provide an approachable source of advice to all students. They support students on departmental issues (such as supervisor arrangements) as well as in career progression beyond the department. The students elect a new committee every year, which organises regular social events, funded by the department. Members of the student committee sit on all the major departmental committees including the Board, and every term the **Head of Department hosts a brunch for the elected Student Committee**. When any concerns are raised, plans are discussed for ways to improve student life and support.

The department is committed to providing **financial support to students by:**

- Allocating 10% of our HEFCE funding to hardship awards and shortfalls in scholarship funding.
- Fully funding places on University statistics courses
- Funding for travel to attend conferences



Picture 11. *Study with us* section-NDORMS website.

In our 2016 survey 79% of our respondent students believed that their primary supervisor supported them to think about their professional development and actively encouraged them to take up career development opportunities.

In our 2017 student survey, 100% of respondent students believe that their manager/supervisor values their contributions and 96% of them believe their manager/supervisor gives them helpful feedback. 98% of students would recommend working at NDORMS. No gender differences were seen in response to these questions.

“

Meetings with my supervisor are genuine exchanges of ideas, and I really felt these were beneficial to me as a scientist and the progress of the project. I got a real sense of ownership over how my project evolved, and my contributions to the direction was always valued and taken seriously.

- DPhil Student, Survey 2017

We provide students with **their own individual website profiles**, and give advice about profile writing.



Picture 12. We have a *Meet our students* section on the website *Meet our students* section –NDORMS website.

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

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

NDORMS offers a substantial assistance to academics applying to external funding bodies. The Department uses its **established team of 5 grants staff members (2M/3F)** to advertise funding opportunities, as well as the Departmental bulletin monthly/termly meetings and direct personal contact. We also help applicants to contact previous

successful applicants in the Department and the wider academic community. **Mock interviews** by previous successful applicants and staff who are members of funding panels are provided. In situations where a proposal has been rejected, our grants team are able to give support and advice to the applicant, including suggesting alternative funding streams.

“

Grants team are excellent - a real asset to the department!

- Academic, Survey 2017

In our 2017 survey to all research staff in NDORMS:

- regarding applications for **research grants**:
 - **83%** reported that they **felt supported** by the department
 - **85% felt well informed** of potential upcoming opportunities
- regarding applications for **research fellowships**:
 - **89%** reported that they **felt supported** by the department
 - **90% felt well informed** of potential upcoming opportunities

No gender differences were noted in all the above.

We aim to strengthen on going actions regarding information and application awards.

See **action point S14**.

The proportion of grants submitted by female researchers from NDORMS is steadily increasing from 30% in 2014/15 to 40% in 2016/17.

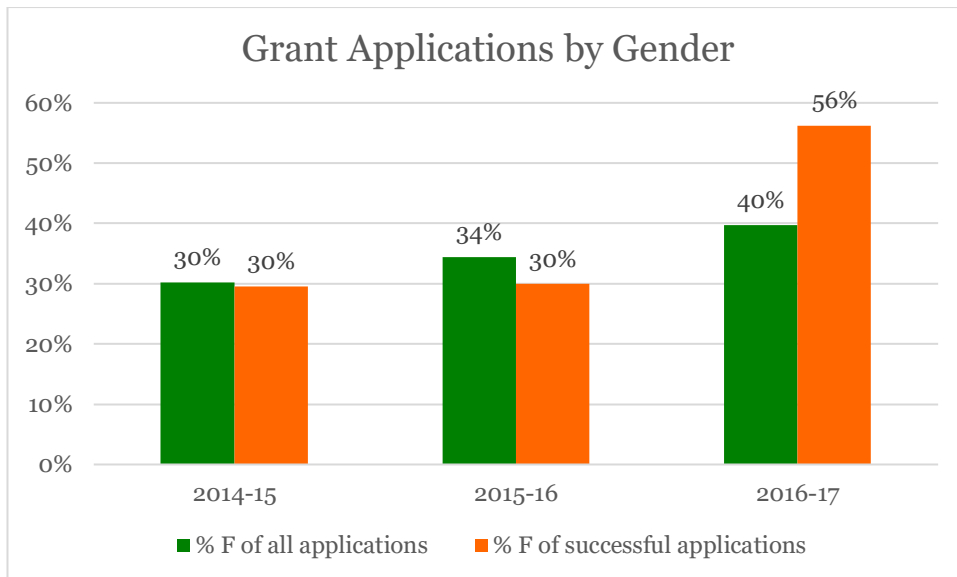


Figure 28. Percent of grants submitted by female researchers at NDORMS, and percent of successful grants led by female applicants in NDORMS in the financial years 2014-15 to 2016-17.

The success rates (proportion of submitted grants submitted that are awarded) is slightly higher in female (21.6%) than in male (18.0%) applicants.

The average amount awarded to successful female applicants from NDORMS has increased over time, from

- £332,500 in 2014-15 to
- £420,600 in 2016-17

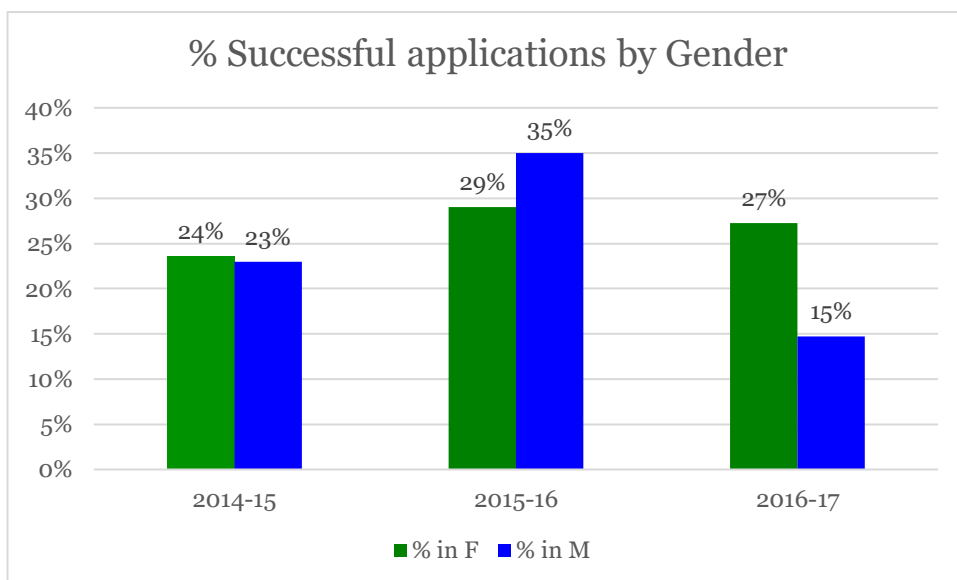


Figure 29. Success rates for NDORMS applicants stratified by lead applicant gender, in the financial years 2014-15 to 2016-17

We aim to provide high quality support to applicants for research grants and fellowships before, during and after the application-award process.
Strengthen on going actions regarding information and application awards.

ACTION POINT S14.

S14a. Increase the size of our grants team from 5 to 6 staff and relocate the team to the research institutes to increase day to day contact with researchers applying for grants.

S14b. Provide **training guidance and workshops for academics applying to funders** where we have lower success rates at present.

S14c. Provide **grant reviews by senior academics and run mock interviews** for fellowship candidates.

S14d. Invite key funders to visit the department and outline their funding strategy.

SILVER APPLICATIONS ONLY

5.3. Career development: professional and support staff

(i) Training

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

(vi) Appraisal/development review

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

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

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

Career development: professional and support staff

(i) Training

The in-house face-to-face training for professional and support staff is identical to academic staff. Please see section 5.3 (i). and **Action point S11.**

NDORMS uses a number of different methods of communication (weekly bulletin, HR induction, HR and line manager discussions) to encourage staff to pursue training/development opportunities, particularly the many courses available for those in University administration roles. The Department encourages PSS staff who are new to line management to enrol in management courses that are available through the Work, Learn, Develop programme. For those PSS staff in HR or accounting roles, the Department also encourages them to look into role-specific courses to enhance their professional skills such as CIPD (Chartered Institute of Personnel and Development) or AAT (Association of Accounting Technicians) courses. We also advertise the OLI (Oxford Learning Institute) Management courses to all staff via the Bulletin, as well as other development courses such as Springboard, Beacon and Taking Stock.

(vi) Appraisal/development review

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

Personal development Reviews for PSS:

PSS undergo the same PDR process explained in section 5.3 (ii). PSS have been included in the PDR process since 2014. In consultation with PSS, role-specific forms and training courses have been generated.

IMPACT AND IMPROVEMENT OF PDR UPTAKE AND USEFULNESS OF THE PDR SCHEME

- In **2014** survey **70%** of PSS respondents had a PDR and **73%** found it useful
 - In **2016** survey **65%** PSS had a PDR and **80%** found it useful
 - In **2017** survey **64%** PSS had a PDR and **76%** found it useful
- There were no gender differences

IMPACT

In the past 2 years between 75-80% of our PSS-survey respondents find the PDR very useful.

From 2016 to 2017 the proportion of staff feeling their manager supports them to think about their professional/career development marginally increased from 77% to 81%; 75% of support staff agree that the department has supported their career progression. No gender differences were seen in response to these questions.

We aim to maintain a PDR process that assists PSS in their personal development and increase uptake of PDR. See action point S12.

Quotes from our PSS from the PDR survey/feedback include:

“

To me, the PDR is an extremely valuable experience.

- Professional and support staff,
2016 PDR round

“

I value the opportunity, as a line manager, to receive feedback on whether I could provide more support and if any improvements are needed. I recommend that everyone takes up the offer to take part in the PDR process.

- Professional and support staff,
2017 PDR round

“

I would encourage all staff members to take this opportunity at least once a year.

- Professional and support staff,
2017 PDR round

MSD Mentoring for PSS:

PSS are also encouraged to take part in the MSD Mentoring scheme in 2015 (1F in 2015; 1F in 2016); applications are advertised in the weekly Bulletin.

We aim to maintain a PDR process that assists PSS in their personal development.

ACTION POINT S12.

S12. PDRs-PSS: Increase the uptake of PDR by all staff by making PDR mandatory.

Triggered every June since 2014. Annual PDR process every May/June. Special PDR section for PSS in the Bulletin to coincide with 'PDR season'; embed a supportive culture around PDRs in the Bulletin (announcing benefits, "top tips for your PDR", training opportunities).

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

We support staff in re-grading opportunities by offering them brief periods of "acting up" secondments in order to help them appreciate and/or prepare for their next role. Once the need for extra staff is established and approval is given, we restructure the teams to give opportunities for career development and recruit new staff into the lower grade to develop the next generation of PSS.

To promote a culture of inclusivity, a monthly PSS meeting for PSS was introduced in February 2014, consisting of short presentations by specific groups, including by academic researchers, on their work. This helps the PSS to understand the work of other groups and the research trajectory of the department, and to put their own work is put into context, with excellent feedback:

“

I feel... rooted in a sense of 'togetherness' at work that I did not feel before.

**- Researcher feedback
Meeting October 2017**

“

These meetings are a very good way of breaking down the naturally occurring barriers between admin support staff and researchers; it is an opportunity to meet in person and gain better understanding and appreciation of research work within fairly relaxed and informal setting.

- PSS feedback, April 2017

In our most recent survey **75% of support staff agree that the department has supported their career progression; 81% of support staff agree that their manager/supervisor supports them to think about their career development** (84% in 2016) (with no gender differences).

5.4. Flexible working and managing career breaks

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

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

The Department's HR team offers pregnant employees meetings to discuss issues around maternity, including the maternity/shared parental leave scheme, Keep In Touch days (see below), risk and workstation assessments, and answers any questions. Although this information is available electronically, we have found that women going on maternity leave (especially with their first child) prefer to meet in person.

Our 2016 staff survey demonstrated that **80% of respondents feel supported by the department before, during and after leave for caring responsibilities.**

Our 2017 survey showed that **71% of professional/support staff, and 100% of academics (with no gender difference) feel supported by the department before/while and after leave for caring responsibilities.**

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

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

The University offers the **most generous maternity package in the sector**, which includes 26 weeks of full pay, 13 weeks of Statutory Maternity Leave and up to 13 weeks of unpaid leave, such that staff should not have to return to work early for financial reasons. The family leave policies are the same for all staff, whether academic or PSS.

While staff are on maternity leave, NDORMS is usually able to fund maternity cover for research/teaching or change the project timelines so that they can resume working on a particular project on return.

As most funders do not cover maternity leave, **NDORMS' policy is to cover the costs of maternity pay**, allowing (in most cases) for the grant holder to apply for a no-cost extension to the grant for the length of the maternity leave. This initiative reduces anxiety whilst on leave and allows staff to continue directly with their projects upon their return.

An employee may do up to ten days of paid work during her maternity leave (**Keeping in Touch (KIT) days**). The Department supports employees taking KIT days as they allow women on maternity leave to come back for particular events such as conferences, training activities, team meetings, or simply to do a few days' work before they officially return.

Finally, we contact staff on maternity leave approximately one month before they are due to return, to offer discussions around their return to work e.g. flexible working applications and/or return on amended hours.

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

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

In order to protect the workload allocation of staff returning from maternity leave, NDORMS has a policy of offering returners a **6-month dispensation from teaching commitments**. When they do resume teaching they are able to stipulate times during the week when they are not available.

NDORMS supports staff opting for a **phased return**, and encourages staff to apply for the University's **Returning Carers' Fund** - a small grants scheme intended to support the return to research of women and men who have taken a break of at least 6 months for caring responsibilities. Nine female members of staff have been awarded funds via this route from 2014-2017.

Childcare remains the most crucial matter for staff returning from maternity leave. The University offers 468 full-time equivalent nursery places, a ratio of places to staff of 1:28, compared to a Russell Group average of 1:79. The University offers a salary sacrifice scheme for payment of nursery fees and reinvests all savings made on national insurance contributions into nursery provision. It also offers a **childcare voucher scheme** for all eligible parents.

The Department participates in the **University's Sponsored Places Scheme**, and we fund 5 staff members for priority places on the nursery waiting list.

The Department also promotes childcare support through the use of **My Family Care**, a specialist provider of family friendly employee benefits.

(iv) Maternity return rate

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

Maternity Return Rates

- 28 academic staff and 12 PSS staff have taken maternity leave in the past 3 years (2015-2017).
- 9 (8 academic, 1 PSS) are still on maternity leave and
- 28/31 returned to work (19 academic, 9 PSS),
- 3 (1 academic, 2 PSS) did not return to work.
 - 1 PSS moved back to her home country, and the other resigned to care for her young child full-time.
 - The researcher left in line with her fixed term contract because she chose to return to her home country to raise her child.

Fortunately, cases in which NDORMS is unable to extend contracts whilst a staff member is on maternity leave are very rare. The Department strongly supports staff whose contracts are due to expire, and every effort is made to either extend their contract or support them through the redeployment process.

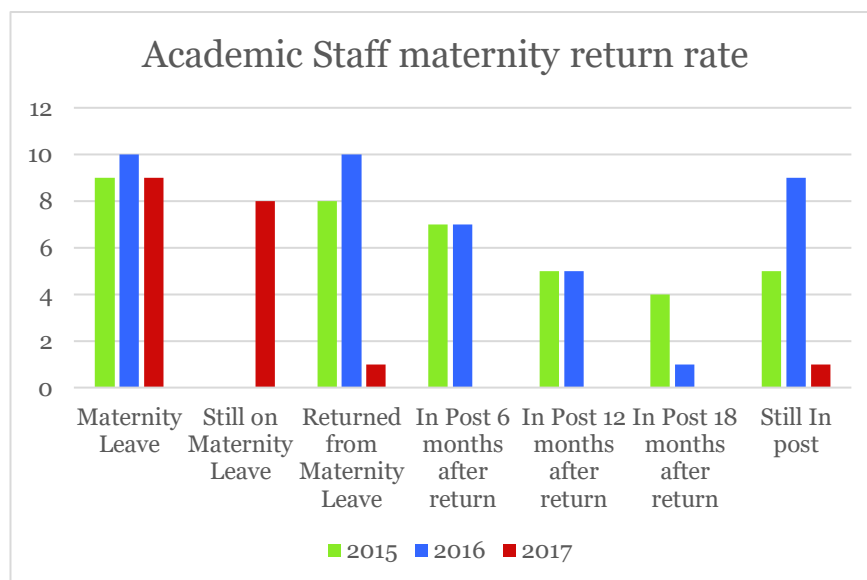


Figure 30. Academic staff maternity rates.

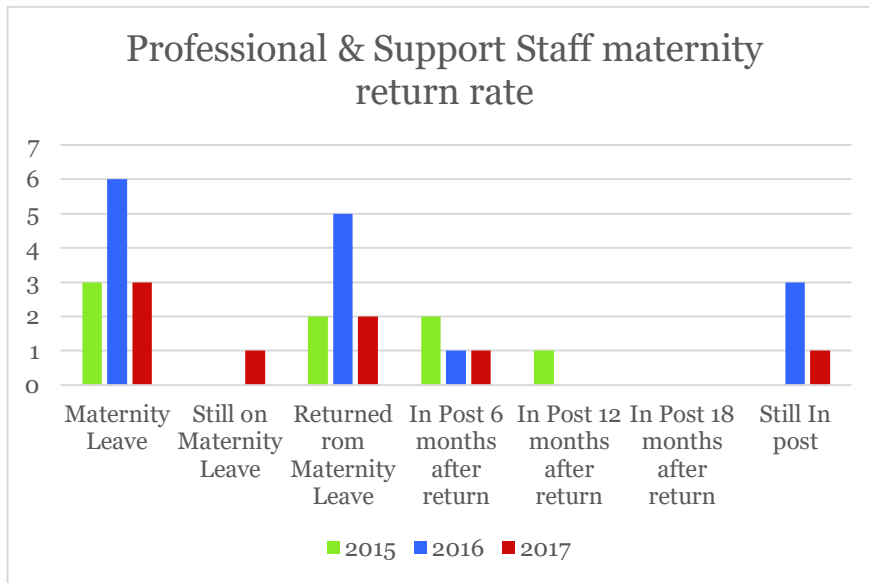


Figure 31. PSS maternity return rates.

SILVER APPLICATIONS ONLY

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

The number of women returning from maternity leave increased between 2015 and 2016, but the number staying in post for more than 6 months after returning declined slightly from 2015 to 2016, often for personal reasons (e.g moving to be near to (grand)parents). We do not have sufficient data for 2017 as many of those staff are either still on maternity leave or have only just returned.

It is also difficult to comment on the trends of women staying in post for 18+ months after returning from maternity leave, as we only have data for those who returned in the first half of 2016.

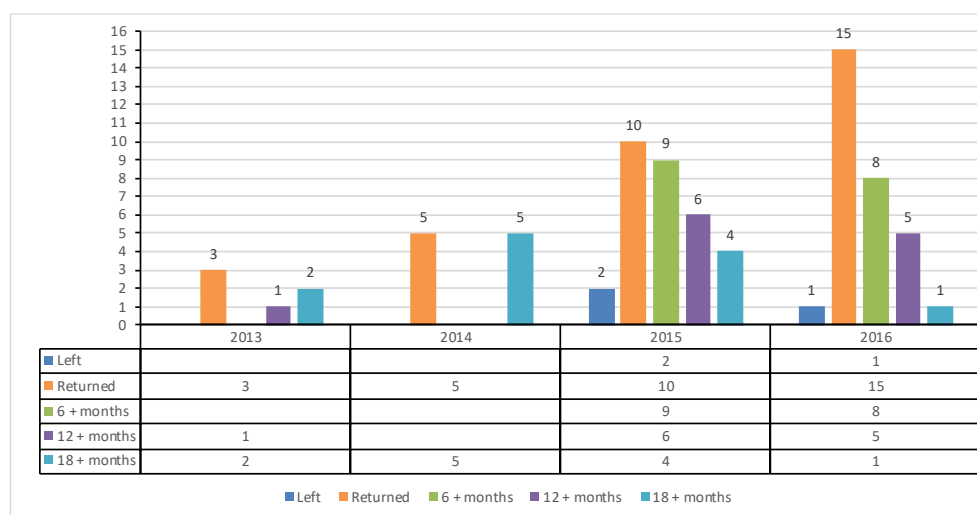


Figure 32. Maternity Return Rates 6, 12 and 18 months after returning.

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

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

In the last 3 years, 16 staff members (15 academics/researchers, 1 professional/support staff) have had paternity leave. Before 2015 we had very few requests for paternity leave (only 4 requests in 2014), but we believe that making information on paternity leave entitlements more accessible through various Athena Swan activities undertaken in the Department has had a positive impact. See **action point S15**.

- Fathers are encouraged to take time off work and to work flexibly for the first few months.
- The uptake of shared parental leave has been increasing
 - 0 applications in 2015.
 - 3 requests for SPL in 2016 (1F and 2M).
 - 3 (1F and 2M) in 2017.

“

I'm really glad to have had the opportunity to take shared parental leave. Having the time away from work meant we could spend a lot of quality time together. It has given me the opportunity to develop my relationship with our son.

- Father who took SPL

We aim to promote and encourage take-up of paternity leave and shared parental leave.

ACTION POINT S15.

S15. Keep this positive trend of paternity leave requests. From 4 requests in 2014 to 16 up to 2017.

(vi) Flexible working

Provide information on the flexible working arrangements available.

Flexible working is encouraged, and the ability to arrange working hours (whether part- or full-time) around core departmental hours to suit family commitments is accepted practice. We strongly believe that flexibility underpins the family-friendly atmosphere in the Department, and the Head of Department and other senior staff members support a strong culture of flexible working. There is a specific section in PDRs to discuss flexible working.

The table below shows the number of formal flexible working requests the Department has received in the last 3 years. In 2 cases, applications were partially approved (the employee and line manager came to an agreement regarding working pattern which worked for both the individual and the team).

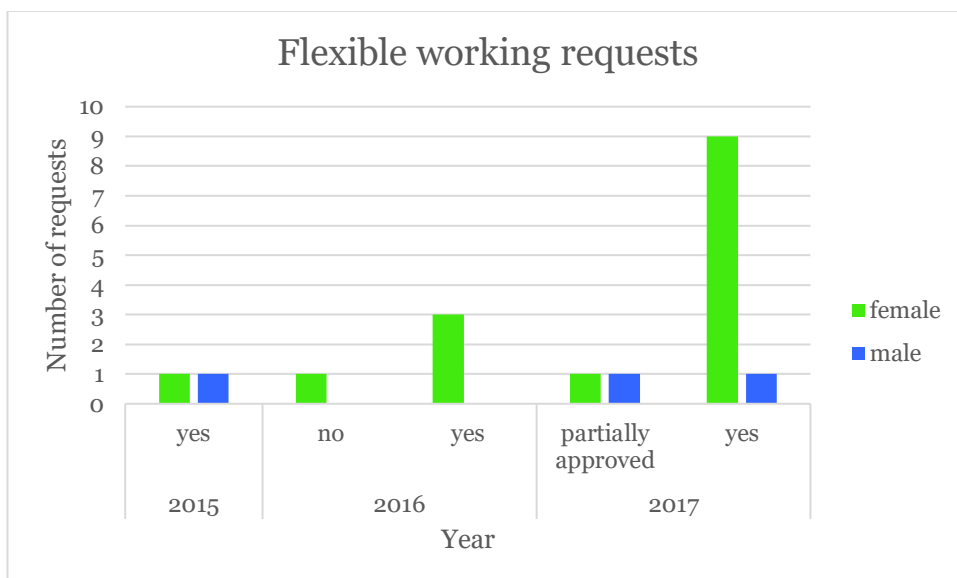


Figure 33. Details of Flexible Working Requests.

- The 2017 survey showed that 84% of professional/support staff and 79% of academics agree that the Department is supportive and flexible of unexpected/caring needs.
- 80% reported similar answers in the 2016 survey.
- 100% of academics agree that flexible working hours are readily available.
- No significant gender differences were noticed.

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

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

The Department policy is to support those wanting to increase their hours back up to full-time from part-time after career breaks.

For example, a female researcher joined the Department in July 2015 on her return from maternity leave at 0.4 FTE initially, increasing to 0.6 of FTE in September 2015, and 0.8 of FTE in October 2015.

Her testimonial is:

“

The Department really appreciate the difficult decisions and transitions when returning to work after maternity leave. I have returned to work at the Department after both of my children and we used slightly different return strategies each time. The first time I came back when my child was 9 months old and I started on 2 days a week and built up for 4 days a week over four months. With the second child we decided that I would use my keeping in touch days throughout the full year to stay on top of project administration and then return at 4 days a week. I genuinely feel that the Department has offered me every opportunity to make the transition from maternity leave to working life as easy as possible.

5.5. Organisation and culture

(i) Culture

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

The Athena SWAN charter principles are an intrinsic part of the culture and dialogue of the department, and an Athena SWAN standing item is on all committee agendas. Hierarchical structures are challenged and broken down through an **open-door policy and the visibility/accessibility of senior staff**, both academic and support. Athena SWAN is promoted in all our social meetings or national recognition events (LGBT history month, International Women's Day etc). From 2015

NDORMS has run a departmental International Women's Day event every 8th March (*"Wear something purple to work and join us for a slice of cake"-2015, "Pledge for parity"-2016, "Women who inspire you"-2017, "Women in NDORMS"-2018*).

“

The "Women in NDORMS" page on our web site is excellent. Whoever was responsible for that deserves a big pat on the back. Excellent!

Whilst the **weekly bulletin** remains the most efficient, effective and balanced system for sharing information (2017 data: 87% of staff and 95% of students find the bulletin useful), there is ample opportunity for cross-talk in social areas and at meetings.

Students in particular feel part of the department, being represented at each committee as well as the NDORMS board (see later section), and the **Head of Department has a dedicated meeting with the student committee over brunch** every term. While there are distinct communities (e.g. students, post-docs, support staff-with monthly admin meetings) which give each a sense of positive identity, there remains a fluidity between these groups such that all voices are heard and contribute to the culture of the department; **positive role-modelling by senior staff** of all varieties sustains a supportive dynamic trajectory and atmosphere.

The department remains family-friendly and welcoming, with **92% of staff feeling included in social or networking activities**. The “**Welcome and Events Committee**” is responsible for a variety of different social events for all members of staff (see table 7). Additional social regular activities have been implemented in 2017, which now include a monthly ‘NDORMS Board Games’ night, and free lunchtime Pilates & Tai Chi Qigong classes offered to all staff twice weekly. The social areas are attractive and busy and give opportunities for all staff to interact.

Table 7. On going events at NDORMS.

Event	Date and time	Purpose
Staff drinks	Monthly, Weekday evenings	Regular pub outings organized by NDORMS student committee for students and post docs
Mid-week brunches	Termly Weekday mornings	Regular brunches organized by the NDORMS student committee for all staff
NDORMS Easter Brunch	Annually Easter weekend	Family friendly brunch with children’s games and Easter egg hunt.
International lunch and quiz	Annually early December	Regular weekday lunch event designed to celebrate cuisines from all nationalities in the department, for all staff
NDORMS Christmas party	Annually mid December	Regular evening party with food, bar and music from the NDORMS band, for all staff!

Picture 13. Feedback and pictures from NDORMS Social events.

Picture 14. Feedback and pictures from NDORMS Social events.

Overall the culture of the department is highly positive, diverse and inclusive. **96% of support staff and 88% of academics would recommend working at NDORMS** (it was 91% of total staff in 2016). We will maintain this level of positive feedback through **Action point S16**.

Impact: staff feeling integrated and recommending NDORMS as a place to work

From our 2017 survey

- 78% of support staff and 81% of academics report feeling integrated into the department (it was 81% of total staff in 2016);
- 96% of support staff and 88% of academics would recommend working at NDORMS (it was 91% of total staff in 2016).

With no gender differences.

See **Action point S16**.

Impact: Transparency and visibility of management and decision making

In our 2016 survey

- 56% of academics and 66% of PSS agreed that management and decision making are clear and transparent

To address this, we have been increasing information in the bulletin since 2015.

In 2017, a similar proportion agreed

- 57% of academics and 68% of PSS (no gender differences)

Action: We now aim for improved evaluation of transparency in management and decision making. See **action point S17**.

We aim to strengthen the networking opportunities between NDORMS staff.

ACTION POINT S16.

S16. The '*Welcome and events committee*' will maintain a regular programme of **social and welcome events** to further develop NDORMS networking opportunities.

S16.1. To run a department away day with dinner for all senior clinical and non clinical academics in the department at Grade 9 and above, including senior Professional and Support Staff.

S16.2. To run a Post-doc and Clinical Research fellows away day and dinner for staff at grade 6 to 8 Including key Professional and Support Staff.

We aim to improve transparency and visibility of management decision making in the Department.

ACTION POINT S17.

S17. We will create a new senior management committee for the whole department. The *Visibility of the Management Committee will be ensured by* having clear terms of reference published on the Department website with an agenda and minutes available for all members of the Department to review. The committee will contain a balance of men and women, it will be chaired by the Head of Department and will comprise the Director of the Institutes, along with senior academics and senior professional and support staff.

(ii) HR policies

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

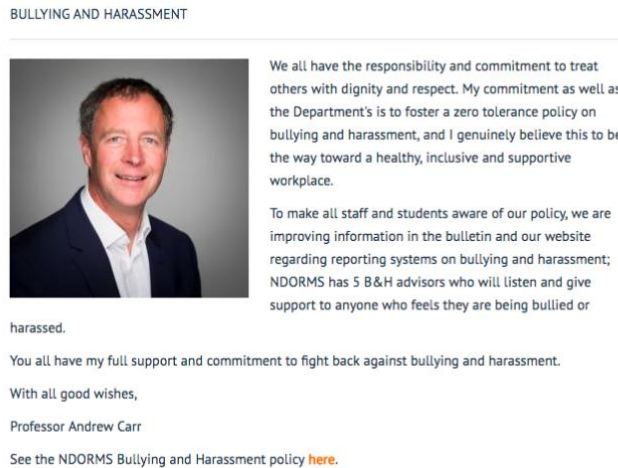
NDORMS employs professionally qualified (CIPD trained) HR staff to ensure that all HR processes within the Department meet current equality legislation. The HR Team also liaises regularly with other HR specialists within the University who can provide specific advice (ie, The Staff Immigration Team) particularly when complex cases arise.

We regularly review departmental policies and when required, develop new ones, such as flexible working, increased annual leave (over the Christmas break), emergency carers leave and increased support during probation. NDORMS ensures that all chairs of recruitment panels are trained in equal opportunities. We enhance this by:

- Providing annual implicit bias training.

- Ensuring HR staff attend interview panels to ensure fairness and consistency of policies.
- Encouraging line managers to undertake management courses through various mediums OLI, Lynda, and Work, Learn, Develop)

Bullying-Harassment:



Picture 15. NDORMS Website. Working with us section-support for Staff. Zero Tolerance statement from HoD.

In 2012 our first survey focussing on bullying and harassment revealed that 21% of staff had witnessed and 9% of staff had experienced bullying or harassment. We therefore appointed and trained five bullying and harassment officers (4F:1M) to provide support to staff, and a mechanism for raising concerns about unacceptable behaviour. In 2017 one of these officers was funded by the department to undergo specialist training in supporting victims of rape or other forms of sexual violence; another was funded to undergo training in "Introduction to Trans awareness".

Our **Anti-Bullying and Harassment Booklets and Posters** indicate the department's zero-tolerance of bullying and harassment and contains the contact details of the department's bullying and harassment advisors.

Since 2015 NDORMS marks the annual **Anti-Bullying week with special events** and reminds its staff about the booklets and procedures. Anti-Bullying-Harassment Training is organised and strongly recommended to all staff.

Our survey has demonstrated a positive impact of all these interventions, with a reduction in staff reporting that they have experienced or witnessed any form of bullying or harassment with no gender disparity in the results. In the last survey we have seen a slightly increase in the staff reporting to have witnessed or experienced B+H, we aim to reduce those percentages again from the next surveys (**figure 34**). We aim to

keep decreasing the percentage of staff reporting bullying or harassment to a minimum of respondents, see **Action point S18**.

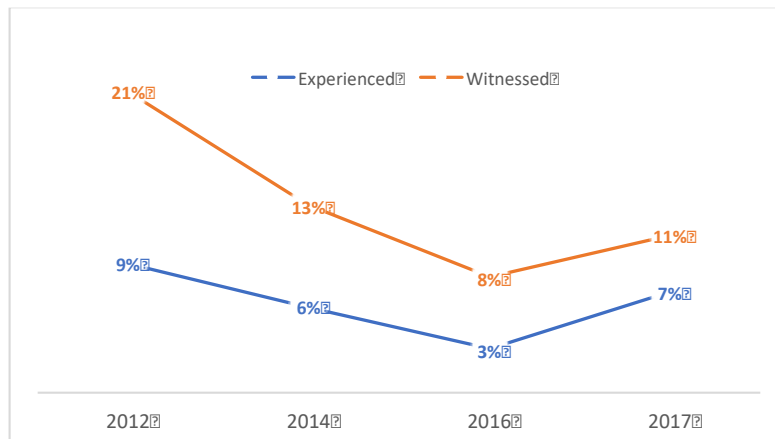


Figure 34. Data from our surveys regarding proportion of staff witnessing or experiencing bullying or harassment

We aim to engender a zero tolerance policy on bullying/harassment within the department.

ACTION POINT S18.

From 2018 we aim to reduce the proportion of staff witnessing to 7% and experiencing to 3%. And keep the decreasing trend to a minimum in 2022.

S18a. To train all our staff in anti-bullying and harassment. To have NDORMS staff as *Anti B+H champions* and *“Responsible bystander”*. Special emphasis on **Anti-Bullying week every November: Annual anti-B+H lectures and trainings across NDORMS staff and NDORMS B+H Booklets review and layout.**

S18b. We will double the number of anti Bullying and Harassment advisors from 5 to 10.

(iii) Representation of men and women on committees

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

The NDORMS committee structure is outlined in the figure below. Members are appointed after advertisement in the department bulletin, and applications are considered by a gender-balanced panel, including a senior academic from outside the department, to ensure a transparent and robust process. Terms are limited to three years to prevent individual overload and to widen participation.

Women are specifically encouraged to apply for membership committees by the HoD, aiming to ensure/maintain gender balance wherever possible. An important portion of the PDR is devoted committee representation.

We minimise both the number and duration of committee meetings, and ensure that committees generally convene once a term, within core working hours (10am to 3pm Monday to Friday).

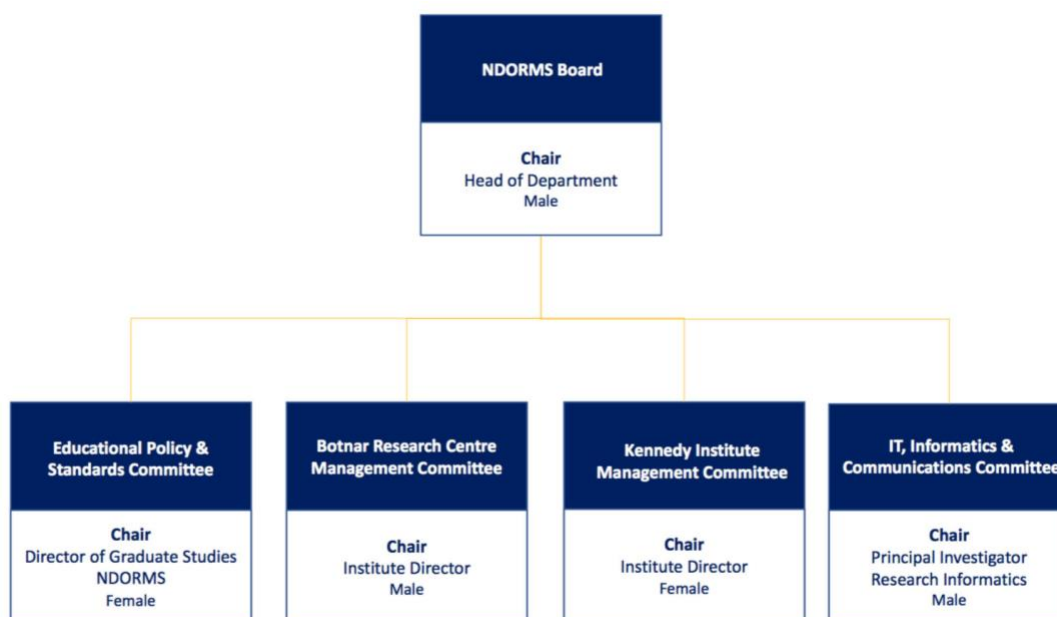


Figure 35. NDORMS Board and Committee Structure.

Table 8. Number of female-male representation on NDORMS committees

	Male	Female	Vacancies
NDORMS Board	4 (3 academic, 1 senior admin support)	4 (2 academic, 2 senior admin support)	1
Botnar Research Centre Management Committee	4 (4 academic,)	2 (1 academic, 1 senior admin support)	
Kennedy Institute Management Committee	3 (2 academic and 1 senior admin support)	3 (3 academic)	
IT, Informatics and Communications Committee	8	2	
Educational Policy & Standards Committee	7	7	

The NDORMS Board (the highest decision making committee in the department) shows good gender balance with 50% female representation. As a direct result of our Athena SWAN activities, we have also added student representation to this committee.

(iv) Participation on influential external committees

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

Participation in external committees is a distinct domain in the annual PDR, and individual development plans also emphasise external roles. We support and promote women to apply for specific committees; the HoD identifies and approaches women who are eligible to encourage them to apply, whilst avoiding committee overload.

In 2017 we undertook a dedicated survey of women employed at Grade 8 (senior postdoctoral fellow) or above, to investigate representation on decision-making committees *outside* the department; this received a 60% response rate.

- 77% of females sit on at least one extra-departmental committee,
 - 33% were external to the University
 - 23% sat on a University committee while
 - 19% sat on both.
- **Professor Fiona Powrie** appointed **Governor of the Wellcome Trust**

- **Professor Sally Lamb** appointed **Trustee of the medical charity Arthritis Research**
- **Professor Tonia Vincent** appointed **Director of the Arthritis Research UK Centre of Excellence in Osteoarthritis**
- **Prof Afsie Sabokbar** appointed as **Divisional Director of Skills Training and Researcher Development** (Medical Sciences).

(v) Workload model

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

Our first survey in December 2012 indicated that the majority of staff (76%) felt their own workload allocation was balanced and fair, but only 53% of staff felt that “their colleague’s posts are transparent, balanced and fair”. In 2013/2014 we therefore incorporated a workload allocation discussion as a specific part/domain of the PDR - to ensure all elements of an individual’s work are considered and balanced, and that any reduction in hours is spread equally across all elements. The repeat survey in 2014 demonstrated that the majority of staff continue to feel that their own workload was balanced and fair, with more females responding positively (81%F vs 75%M), but encouragingly an improvement was found with assessment of colleagues workload model being transparent and fair (63%).

As a result of this, NDORMS decided not to institute a definitive workload allocation model, but rather to continue to make it a focus of a more personal and individualised approach via the annual PDR process.

Our 2017 Survey results show **sustained improvement, with 86% of support staff and 81% of academics agreeing that their workload is reasonable** and 67% of support staff and 75% academics agreeing that there is a fair and transparent way of allocating work in the department. Once again no gender differences were detected.

(vi) Timing of departmental meetings and social gatherings

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

NDORMS policy stipulates that core working hours be 10am and 3pm Monday to Friday, but due to recognition that flexible-working staff often choose to be away from the

department on Mondays or Fridays, meetings are, where possible, held between Tuesdays-Thursdays. In addition, seminars, lectures and social events are held during these times and only during school term times. This policy is well-received in the department, as **73% of support staff and 88% of academics agree that meetings are scheduled to take caring responsibilities into account (2017 survey)**.

Our surveys have also demonstrated that flexible working hours are readily available, with no gender disparity. In 2016, **84% of support staff and 79% of academics felt that the department was supportive if staff need to respond to unexpected family needs at short notice**: The views of males and females were the same.

(vii) Visibility of role models

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



Picture 16. Women in NDORMS. IWD 2018.

The visibility of women in the department, at all career levels, has been improved by news updates on our website and internal staff bulletin. In addition, our **annual**

International Women's Day campaign highlights women in the department, giving insights into women's career paths and how they align it with their personal lives. We also work to ensure our website's imagery is strong and appealing, as well as representative of gender and age groups across all sections, including news items. See **action point S19**.

Our communications team is trained in 'equality and diversity in communications'. On the imagery side, we worked with our professional photographer to compile a collection of high quality images for the website, representing different aspects of the research and work we do, focusing on gender, age and ethnic balance.

From our **2017 Survey 95% of support staff and 92% of academics find the NDORMS website useful**. This positive response has been sustained for two years now, with 91% of PSS and 93% of academics stating this in 2016 Survey. There was no gender difference in either year.

We aim to strengthen our website's imagery and keep it inclusive as well as representative of gender, race, and age groups across all sections. To ensure our information is up to date, relevant and fresh.

ACTION POINT S19.

S19. To produce a video specifically on Athena principles and how we support family-friendly policies. We already have produced a video on Working at NDORMS, which is also available on our website, and features both men and women working in the department.

(viii) Outreach activities

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

Picture 17. NDORMS PE&Outreach events 2017/18.

In 2015 we appointed our Public Engagement and Outreach Officer, and through their activities we have been involved in a number of events with, for example, the Ashmolean Museum, the Oxfordshire Science Festival, and Oxford Open Doors. We also ran our work experience programme annually, and have hosted UNIQ* since 2016. In total there were 69 different members of staff or students who took part in a range of Outreach and Public Engagement (O&PE) activities over the course of 2017. Females were more likely to take part in activities aimed at the general public or families than they were to work with school students; there was no gender difference in school or non-school events.

Recognition of achievement

Staff who take part in O&PE events are routinely celebrated in our weekly newsletter, via our social media streams and on our website. From 2018, there will be a section of the annual Personal Development Review (PDR), to will allow staff to detail their O&PE activities throughout the preceding year. **Action point S20.**

Table 9. Total number of staff doing outreach broken down by staff grade.

	Male		Female		Total
Student	4	57%	3	43%	7
Grade 3-5	0	0	2	100%	2
Grade 6-8	23	42%	32	58%	55
Grade 9+	3	60%	2	40%	5
Total staff	30	43%	39	57%	69

Table 10. List of Events in 2017.

Events for adults/children out of school	Events for school students
Living Well Oxford	Work Experience Weeks
Hay Literary Festival	UNIQ Summer School*
Oxfordshire Science Festival	Target Oxbridge*
Super Science Saturday	SS Philip and James Science Evening
Headington Festival	

Sandhill School Fete	
Oxford Open Doors	* University schemes for widening participation.
Curiosity Carnival	
Brunel Careers Day (for undergraduates)	
NHS Trust AGM	
Full of Life	

Table 11. Details of Outreach Events Broken Down by Staff Grade

	Events for adults/children out of school					Events for school students				
	Male		Female	Total		Male		Female	Total	
Student	2	40	3	60	5	1	50	1	50	2
		%		%			%		%	
Grade 3-5	0	0%	2	100	2	0	0%	0	0%	0
				%						
Grade 6-8	13	33	26	67	39	14	52	13	48	27
		%		%			%		%	
Grade 9+	1	33	2	67	3	2	67	1	33	3
		%		%			%		%	
Totals	16	33	33	67	49	17	53	15	47	32
		%		%			%		%	

Table 12. Details of Outreach Events

	Male	Female	No of Participants	Type of School	
Work Experience	4	8	12	Secondary	Fee paying (1) Non fee paying (11)
UNIQ			30	Secondary	Non fee paying
Target Oxbridge			14	Secondary	Non fee paying
SS Philip & James			60	Primary	Non fee paying

We aim to improve participation in Outreach activities and to formally recognise staff participation in O&PE activities throughout the preceding year.

ACTION POINTS S20.

S20. There will be an O&PE activities section of the annual Personal Development Review (PDR) Form.

Word count: 7869/6500

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

Case study 1

Female Researcher

I started working at the Kennedy Institute as a Postdoctoral Researcher. My line manager and I routinely monitor the progress of my project as well as my career development through regular meetings and annual personal development reviews, and I also joined the divisional mentoring scheme as a mentee. These combine to ensure that I obtain essential qualifications that are important for a competitive CV, including management and teaching skills while keeping a healthy work-life balance. I am now in a position where I

plan to apply for fellowships and independent researcher positions and found it therefore very helpful to obtain further feedback and support from meeting with NDORMS Postdoc advisors.

During my pregnancy the department and my line manager were incredibly supportive and we early on organised my project in a way that allowed me to fully focus on lab work during my early pregnancy and spend more time on writing papers and data analysis during the end of my pregnancy, which I could also do from home. Information about maternity leave, payments and childcare were easily available on the NDORMS and university homepage and the HR staff took time to meet with me and explain me the details as well as undertake a risk assessment of my work.

When I came back from maternity leave, NDORMS awarded me a sponsored nursery place and I received a nursery place right at the time when I needed it in a nursery close to my work office. This was also helpful financially as HR provided guidance about the University salary sacrifice scheme and I therefore benefited from saving costs for nursery fees.

Returning to work full time has sometimes been challenging, but has been made easier by the department and my line manager who gave me the freedom to work from home when needed. I also had valuable support from my colleagues who helped finishing experiments when I unexpectedly had to pick up my little one from nursery or had experiments running longer than I was able to stay at work.

Informed by the NDORMS Bulletin about this possibility, I applied for the Oxford University Returning Carer's funding which supports the career of scientists after a maternity break and I got awarded money to attend a workshop in Europe by covering course fees, travel expenses as well as a babysitter taking care of my little one in the evening until my partner came home.

Altogether, the department is a great place to work, where I feel very well supported. It is a place where you experience that it is indeed entirely possible to have a fulfilled family life and pursue a successful career in academic research at the same time.

Word count: 495/500

Case study 2.

Male Associate Professor

I joined NDORMS as a Senior Clinical Research Fellow, when I decided to move from abroad to pursue a career in science. I have since worked in the Botnar Research Centre, where I have enjoyed an inclusive environment that has made my love for academic

research grow continuously. A year after I joined the Department, I was awarded a prestigious NIHR Clinician Scientist fellowship, which in time proved to be a career catalyst.

Although adding a busy and exciting career in research to clinical responsibilities is never easy, I have always felt supported by my department. Migration is one of the most stressful events in life. For a young family like ours, the lack of a social network has been challenging, for example in days of child sickness. Departmental policies were clear from my arrival, making me feel that my welfare (and that of my family) was important. I never had any difficulty to accommodate my work and family life balance: I worked from home when needed, and changed working hours as required when unforeseen circumstances occurred.

Few years later we had another child. The little one was a delight from the first day, but taking care of a baby in addition to caring for our older child was a challenge. Once again, my department proactively advised and supported me to enjoy both my family life and my increasingly busy academic career.

In parallel to all this, my career progressed at good pace. I was successful at delivering on the awarded programme of research, and at securing funding for new, exciting projects. The departmental grants team was most useful to prepare my applications for funding, supporting me both before submission and after the different awards were signed. In addition, personal development reviews (PDR) were formally implemented in the department. These reviews helped me focus on relevant training that proved instrumental for my career development, as well as on the most important and feasible funding streams for me and my research. All the support received from the departmental stakeholders and staff was instrumental to my success in achieving the agreed PDR objectives. Finally, I have always had excellent mentorship within the department, and I have recently been part of the recently set up mentoring circle at NDORMS.

Despite all my then growing family responsibilities, I had the support of my mentors and line managers to apply for the title of Associate Professor within the then recently set up Recognition of Distinction pathway. I successfully obtained this title.

Nowadays, I line manage a group of people within my research group. I will be delighted to support them in finding the best fit for their career and family-related needs. I have – now as a senior researcher and manager- received training from the university (Oxford Learning Institute) and from the department on line management skills, handling difficult conversations, and implicit bias.

Word count: 500/500

7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

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

COMMUNICATIONS in NDORMS

At NDORMS, we believe communication underpins a lot of our Athena SWAN work and how we embed its principles in our culture; it encompasses not only information dissemination, but also helps staff to identify what opportunities are available to them. In 2015, we redeveloped and launched our current website, aiming to showcase the excellence of our research and its impact on healthcare, but more crucially how the people who make it possible – our staff and students – are the heart of who we are and the true measure of our success.

In a pioneering move at the time, we gave everyone in the department a website profile (an individual profile page to showcase current responsibilities, career path, professional connections and publications (when relevant)). To deliver on this commitment and belief, we negotiated heavily with the company delivering our website to ensure students and admin staff were given equal profiles to research staff, ultimately leading the company to change their pricing structure to accommodate us.

To support our staff and students, we hired a professional photographer to take professional headshots, which are also made available for people to use as they see fit. This has become a permanent offer and the photographer visits the department two to three times a year to capture new starters and redo photos when people want an update.

At the time of the website redevelopment, our internal communications systems had already been setup – weekly bulletin and mailing lists – and we used these tools to inform and involve staff in the process of delivering a website which was fit for our researchers, our admin teams, and our students, with a focus on our multiple audiences. This enabled us to develop a platform which effectively showcases our research, research teams, and individual researchers/students, alongside an administrative support network that ranges from HR to grants and communications, informing both current and prospective staff/students on what is available to them, from training to flexible working and anything in between.

The website and bulletin are a permanent work in progress, and we review them on a regular basis for improvements and freshness. On both media, we showcase and profile the successes of our staff and students and actively seek opportunities to highlight women in the department.

Word count: 375/500

8. ACTION PLAN

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

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

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

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

NDORMS SILVER ACTION PLAN

MAY 2018

NDORMS Aims	Progress since 2015, Impact and areas for Improvement	Silver Action Points	Assessment-Measures of success	Time scale to Achievement	People Responsible
To develop and improve a transparent self-examination process, with regular surveys; providing positive development and an open, supportive and family-friendly research environment.	<p>We have termly meetings of the SAT.</p> <p>SAT Meetings: 3/3-14/6-31/10 in 2016 3/5-25/9-6/12 in 2017 31/1-26/2 in 2018</p> <p>The SAT has reviewed and updated the Silver action plan.</p>	S1. The SAT will continue to meet termly to discuss implementation and progress of action plan.	<p>Deadlines for Silver action plan will be monitored by the SAT.</p> <p>Members of the SAT will have specific responsibility for the individual actions.</p>	2018-2022	<p>Andy Carr (Head of Department-Chair)</p> <p>Catherine Swales (Head of Undergraduate Teaching)</p> <p>Clare Jarvis (Head of HR)</p> <p>Maria Granell (E+D Advisor)</p>
	<p>Results from surveys 2015-16-17 were shared within the department in our Bulletin.</p> <p>We need to improve the current survey response rate of 60%.</p>	S2. Run annual staff and student experience surveys. Increase the survey response rate	<p>We will increase the Survey response rate to 70-75%</p> <p>Silver action plan will be developed/improved according to new information/results from each survey.</p>	2020	<p>Andy Carr</p> <p>Jo Silva (Head of Communications)</p>
	<p>We need to further embed the principles of Athena SWAN in the workplace culture</p>	<p>S3.1 Develop a staff booklet regarding Athena SWAN</p> <p>S3.2 Expand our Athena SWAN webpages with details of our action plan outcomes and impacts.</p>	<p>In Survey 2018 to 2021, aim for >70% of awareness of the department Athena SWAN activities.</p>	Summer 2019 and review content every year	<p>Jo Silva</p> <p>Maria Granell</p>

NDORMS SILVER ACTION PLAN

MAY 2018

NDORMS Aims	Progress since 2015, Impact and areas for Improvement	Silver Action Points	Assessment-Measures of success	Time scale to Achievement	People Responsible
To Increase number of female applicants accepted on the taught MSc.	<p>With the appointment of Associate Professor Stephanie Dakin as Director of the MSc course in Autumn Term 2017 we have increased our efforts to balance the gender ratio and to attract more female candidates to the MSc course</p> <p>We acknowledge that this will take time and relies on more females being attracted into surgical training, particularly trauma and orthopaedics.</p>	<p>S4.1 Add testimonials from past female candidates to the website and produce podcasts by female academics promoting the course.</p> <p>S4.2 Raise the international profile of our course and foster collaborative opportunities for speaker / student exchange.</p> <p>S4.3 Advertisement campaign to commence in 2019 and beyond to raise awareness of the Taught MSc course amongst female rheumatology / orthopaedic candidates. Accomplished via a nationwide advertising campaign through numerous British Rheumatology and Orthopaedic Societies, and specifically targeting 'Women in Surgery' to promote the course.</p> <p>S4.4 Invite representatives from female medical professional focus groups such as 'Women in Surgery' to speak on the course to</p>	<p>Seek to double the number of female MSc candidates from 2 out 15 to 4.</p> <p>Testimonials added in 2019</p> <p>Joint symposium with the University of Toronto in 2020</p> <p>Exchange visits to international centres with female to begin in 2019.</p> <p>From cohort 2018-20 representatives from female medical professional focus groups such as 'Women in Surgery' to speak on the course.</p> <p>For the 2018 cohort, Increase the number of female Academic Advisors for MSc students by 25%.</p>	<p>Actions 2019-2020</p> <p>To see increase in female applicants in cohort 2020-22</p>	<p>Stephanie Dakin (Director of MSc course)</p> <p>Jo Silva</p>

NDORMS SILVER ACTION PLAN

MAY 2018

NDORMS Aims	Progress since 2015, Impact and areas for Improvement	Silver Action Points	Assessment-Measures of success	Time scale to Achievement	People Responsible
		share their professional experiences with future Taught MSc cohorts S4.5 Continue to ensure female academics have the opportunities to deliver taught content for orthopaedics and rheumatology, provide academic support for the student cohort, and are represented on recruitment panels.			
To increase the number of recruitment panel members trained in implicit bias	<p>We introduced implicit bias training in 2017. We ran 3 training sessions in 2017.</p> <p>Currently half of recruitment panel members have received training. Increase the number of recruitment panel members trained in implicit bias.</p>	<p>S5. Run 4 implicit bias training courses per annum.</p> <p>Implement recording and tracking of training on E+D and Implicit Bias for recruitment-panel members. We will invite them every year to attend these training courses. HoD and DGS will encourage them personally to attend.</p>	All panel members trained in implicit bias	By 2020	<p>Afise Sabokbar (Director of Graduate Studies) Steph Dakin Clare Jarvis</p> <p>Maria Granell</p>

NDORMS SILVER ACTION PLAN

MAY 2018

NDORMS Aims	Progress since 2015, Impact and areas for Improvement	Silver Action Points	Assessment-Measures of success	Time scale to Achievement	People Responsible
Increase the number of Female Clinical Academics	<p>We have increased the prominence of female clinical academics by organising lectures by high profile female clinicians, and appointing female clinical academics as visiting professors.</p> <p>We successfully recruited Dr Laura Coates in 2017 to an NIHR Senior Fellowship and Honorary Consultant post.</p> <p>We successfully recruited a Dr Salma Chaudhury to an Academic Clinical Lectureship in trauma and Orthopaedic Surgery (the first such appointment in the 80 year history of the department).</p>	<p>S6. All female academic job vacancies will be recruited by search and appointments committees specifically required to look for suitable female candidates.</p> <p>The Head of Department to be written to by the Chairman of the appointments committee if no female candidates have been short listed and consideration given to any further strategies that might attract suitable female candidates.</p>	From 17% in 2017 to 25% in 2021 of new Clinical Associate Professor appointments to be female	2021	<p>Andy Carr Prof Tonia Vincent (Director Osteoarthritis Centre of Excellence Kennedy) Prof Sallie Lamb (Director Centre for Statistics in Medicine and Oxford Clinical Trials Research Unit Botnar) Dr Laura Coates (NIHR Senior Clinical Fellow) Dr Catherine Swales Dr Salma Chaudhury (Academic Clinical Lecturer in Trauma and Orthopaedic Surgery)</p>

NDORMS SILVER ACTION PLAN

MAY 2018

NDORMS Aims	Progress since 2015, Impact and areas for Improvement	Silver Action Points	Assessment-Measures of success	Time scale to Achievement	People Responsible
To increase the number of open ended contracts for senior academic staff, particularly women.	<p>The Athena SWAN process has enabled the promotion of Grade 8, 9 and 10 researchers into Associate Professor positions. The impact has been to improve the status and recognition of senior academic staff.</p> <p>We need to further improve their recognition by increasing the number of senior academics on open ended contracts rather than fixed term contracts.</p>	<p>S7. Issue Associate professor position with open ended externally funded contracts* or permanent contracts whenever possible. * Action point rephrased after submission</p>	By 2022 to have 95-100% of Associate professors in open ended externally funded contracts	2020	<p>Andy Carr Fiona Powrie (Director of the Kennedy) Clare Jarvis</p>
To improve understanding of reasons for people leaving the department	<p>We have improved our understanding of why people leave the department. 90% of academics said they left for other post, and stated we have supported their development. The impact has been to improve our focus on opportunities for new parents. We offer exit interview to all staff (regardless their role) but not everyone chooses to have it.</p>	<p>S8. In our exit interviews, add targeted questions to identify trends (if any) for staff moving on from the Department.</p>	<p>Undertake exit interviews on all leavers.</p> <p>Track career paths of all leavers post departure.</p> <p>Analysis of new data reveal particular trends. These will be followed up by focus groups and new exit interview questions. Maintain the 90% left for other another post response and that we have supported their development.</p>	2019-2020	Clare Jarvis and HR team

NDORMS SILVER ACTION PLAN

MAY 2018

NDORMS Aims	Progress since 2015, Impact and areas for Improvement	Silver Action Points	Assessment-Measures of success	Time scale to Achievement	People Responsible
To keep this positive trend and increase levels of satisfaction of the Induction process for all staff, academic and PSS .	<p>We have undertaken annually new starter surveys since 2015.</p> <p>The proportion of staff who would recommend NDORMS as a good place to work has improved from 95% in 2015 to 99% in 2017.</p> <p>New staff who find the induction process useful has improved from 76% in 2014 to 92% in 2017.</p> <p>We wish to keep these positive results and improve according survey results our induction process further.</p>	<p>S9.</p> <p>S9.1. New Starter Surveys will capture any differences by role type and gender for satisfaction in the induction process.</p> <p>We will act on the analysis of the survey results by improving the induction process.</p> <p>S9.2. NDORMS Toolkit. The comms team, HR team and E+D advisor are working on an interactive document with useful information for new and existing staff and students.</p>	Achieve 95% satisfaction in the Departmental induction process for ALL staff.	<p>2020</p> <p>From summer 2018 the NDORMS Toolkit will be up in the website.</p>	<p>Jodie Ririe (Deputy Human Resources manager)</p> <p>Maria Granell</p> <p>Jo Silva</p>

NDORMS SILVER ACTION PLAN

MAY 2018

NDORMS Aims	Progress since 2015, Impact and areas for Improvement	Silver Action Points	Assessment-Measures of success	Time scale to Achievement	People Responsible
To continuously increase the understanding of promotion opportunities, particularly among female academic.	<p>Satisfaction with clarity regarding promotion processes has improved for PSS from 44% in 2014 to 66% in 2017; and for academics from 36% in 2012 to 71% in 2017.</p> <p>We would like to improve this further for academic and PSS.</p>	<p>S10. S10a. Run yearly bulletin features, covering different HR policies and processes with emphasis on issues identified in our regular surveys.</p> <p>S10b. Provide information sheets/FAQs on the website and in printed form at PDR meetings. Those info sheets will be role-specific.</p> <p>S10c. HR will run career advice 'clinics' for academics and PSS every term.</p>	<p>For academic women: increase rate from 43% to 50% in 2019 and up to 70% by 2021. By 2022 academics' levels of satisfaction with understanding of promotion process to 80% regardless gender.</p> <p>PSS: Increase by another 10% in 2019-20 survey. From 66% to 76% –being clear about processes of promotion. And to 80% in 2022.</p>	<p>2019 for the new bulleting features and information sheets</p> <p>by 2020 increase levels of satisfaction with clarity of the promotion process</p> <p>Start working on the materials Autumn 2018.</p> <p>HR Career advice 'clinics' in Michaelmas 2018 and run them every term in both institutes.</p>	<p>Jo Silva</p> <p>HR Team</p>

NDORMS SILVER ACTION PLAN

MAY 2018

NDORMS Aims	Progress since 2015, Impact and areas for Improvement	Silver Action Points	Assessment-Measures of success	Time scale to Achievement	People Responsible
To strengthen our in-house training and raise awareness of implicit bias and to reduce impact of IB in the department. Empower our staff with communication tools.	Since 2015 we have run in-house training in - How to Manage Difficult conversations - How to undertake personal development reviews - Implicit Bias We aim to increase the availability of the courses and to improve the content of the courses based on feedback.	S11. Increase the frequency and of training courses making them available to all staff, particularly line managers and appointment committee members: S11a. Implicit Bias (IB) Training S11b. How to manage Difficult conversations S11c. PDR Training to reviewers and reviewees.	All line managers undertaking personal development reviews will have received PDR training and how to manage difficult conversation training All appointment committee members will have received implicit bias training	Every November an IB workshop will be run in-house. Every Michaelmas term to offer an in-house ‘How to manage difficult conversations’ training. Annual in-house PDR training for new reviewers and reviewees before PDR season (to run in April-May). By 2021 ALL Academics and PSS line managers and committee members will have received those trainings.	Maria Granell Jodie Ririe Andy Carr

NDORMS SILVER ACTION PLAN

MAY 2018

NDORMS Aims	Progress since 2015, Impact and areas for Improvement	Silver Action Points	Assessment-Measures of success	Time scale to Achievement	People Responsible
To deliver a high quality PDR process that assists academic staff and PSS in their personal development.	<p>We introduced PDR for all staff in 2014.</p> <p>On average across the department 70% of staff have completed a PDR and this has not changed since we introduced PDR in 2014.</p> <p>Across the department satisfaction with the PDR process is 80% and is the same for all groups.</p>	<p>S12. Increase the uptake of PDR by all staff by making PDR mandatory.</p> <p>Improve tracking of PDR by HR department</p> <p>Increase availability of PDR training to all staff, particularly line managers-reviewers (see Action Point S11.c)</p>	<p>Achieve >90% uptake of PDR for all staff by 2022.</p> <p>In Surveys 2019 to 2022:</p> <p>Maintain academic and PSS levels of satisfaction with the PDR process over 80%.</p> <p>Around 80% of academics and PSS agree that their manager/supervisor supports them to think about their career development.</p>	<p>Annual PDR process every May/June. Special PDR section in the Bulletin to coincide with 'PDR season'; embed a supportive culture around PDRs in the Bulletin (announcing benefits, "top tips for your PDR", training opportunities).</p>	<p>Andy Carr Angela Truesdale (Head of Administration) Clare Jarvis</p>

NDORMS SILVER ACTION PLAN

MAY 2018

NDORMS Aims	Progress since 2015, Impact and areas for Improvement	Silver Action Points	Assessment-Measures of success	Time scale to Achievement	People Responsible
To increase support for Postdocs in their career progression, and to enable better co-ordination and dissemination of Postdoc relevant information	<p>In 2014 we created a post doctoral advisory group (3 advisors (2F/1M) led by Prof Kim Midwood. Now we have 7 advisors (5F/1M).</p> <p>Prof Afsie Sabokbar has been appointed as Divisional Head of Skills Training of researcher Development with special responsibility for postdocs</p> <p>We have:</p> <ul style="list-style-type: none"> -created a Postdoc webpage on the department site -established termly career clinics -run specific social and networking events for post docs -established as a departmental policy that all Postdocs have 5 days per year allocated to personal training <p>All 4 (100%) mentors reported being satisfied with the preparatory training provided, and a 75% (3/4) of the mentees</p>	<p>S13</p> <p>Roll out the NDORMS Mentoring scheme to include all Postdocs</p> <p>We currently have 59 postdocs in the Department</p> <p>We will need to identify and train a pool of 30 mentors to achieve this aim</p>	<p>All Postdocs to be part of the Departmental Mentoring Scheme</p> <p>Pool of 30 NDORMS Mentors trained by 2022.</p> <p>In surveys 2019-2022 maintain over 80% levels of satisfaction of support</p> <p>Assessment Mentoring scheme: PostDoc uptake of NDORMS, MSD and University wide mentoring will continue to be monitored and feedback obtained by survey.</p> <p>Results From Postdocs in staff survey and focus groups.</p> <p>Uptake of all the postdoc events and feedback</p>	<p>From Michaelmas 2018 NDORMS Mentoring scheme formally open to all PosDocs</p> <p>By 2022 all postdoc to be part in the departmental scheme</p>	<p>Kim Midwood. (Professor and PostDoc advisor)</p> <p>Afsie Sabokbar (Director of Graduate Studies and Divisional Head of Skills Training of researcher Development)</p> <p>Maria Granell</p>

NDORMS SILVER ACTION PLAN

MAY 2018

NDORMS Aims	Progress since 2015, Impact and areas for Improvement	Silver Action Points	Assessment-Measures of success	Time scale to Achievement	People Responsible
	declared they found the mentoring circle useful for their future career development. In 2017 survey: 78% of academics agree that their manager/supervisor supports them to think about their career development.				

NDORMS SILVER ACTION PLAN

MAY 2018

NDORMS Aims	Progress since 2015, Impact and areas for Improvement	Silver Action Points	Assessment-Measures of success	Time scale to Achievement	People Responsible
To provide high quality support to applicants for research grants and fellowships.	<p>We have increased our Departmental Grants team from 3 to 5 people since 2015.</p> <p>We submit over 300 grant applications per annum. Our average success rate has increased from 25% in 2015 to 33%. In 2018 The total value of the Departments grant portfolio has increased from £82mill In 2015 to £124mill in 2018</p> <p>Our industry funding has increased from £4mill in 2015 to £17mill in 2018</p> <p>Our success rate is greatest for specific funders NIHR and Wellcome Trust but we are less successful with the the research councils.</p> <p>Overall the survey shows over 80% satisfaction with support received by the departmental grants team with no gender differences.</p>	<p>S14a. Increase the size of our grant team from 5 to 6 and relocate the team to the research institutes.</p> <p>S14b. Provide training guidance and workshops for academics applying to funders where we have lower success rates at present.</p> <p>S14c Provide grant reviews by senior academics and run mock interviews for fellowship candidates</p> <p>S14d Invite key funders to visit the department and outline their funding strategy</p>	<p>Increase the success rate of submitted applications to the research councils to 20%</p> <p>-At least 80% of eligible for grants applications academics agreeing in next surveys (surveys 2020-2021) that the grants team is: accessible, supportive and advise them well (before, during and after awards)</p> <p>-Increase number of grant applications. In 2016-17 exercise we had 29 female applying (72 application between them) our target would be 40 female applying by 2022.</p>	<p>Summer 2019:new staff start and relocation of teams.</p> <p>Summer 2020 Survey to assess improvement.</p> <p>Training and fund courses for grants staff will be offered in their first year in the post.</p>	<p>Andy Carr</p> <p>Fiona Powrie</p> <p>Martin Holt and grants team</p>

NDORMS SILVER ACTION PLAN

MAY 2018

NDORMS Aims	Progress since 2015, Impact and areas for Improvement	Silver Action Points	Assessment-Measures of success	Time scale to Achievement	People Responsible
To promote and encourage take-up of paternity leave and shared parental leave	<p>Paternity leave increased from 4 in 2015 to 16 in 2017.</p> <p>Shared parental leave increased from 0 in 2015 to 3 in 2017</p> <p>We aim to improve information and support for new parents and to increase uptake of parental and shared parental leave</p> <p>We currently don't know how many new fathers we have in the department each year.</p>	<p>S15. Keep this positive trend of paternity leave requests. From 4 requests in 2014 to 16 up to 2017. To highlight information sheet regarding paternity and shared parental leave in website and Bulletin.</p> <p>To encourage new fathers to meet with members of the HR team to discuss options for paternity and shared parental leave: we will share experiences in the Bulletin.</p>	<p>Increase to 20 the uptake of paternity leave in 2022.</p> <p>In web page and bulletin highlighting information and stories on paternity and shared parental leave.</p>	2019 to start sharing stories in the Bulletin and website.	Jodie Ririe

NDORMS SILVER ACTION PLAN

MAY 2018

NDORMS Aims	Progress since 2015, Impact and areas for Improvement	Silver Action Points	Assessment-Measures of success	Time scale to Achievement	People Responsible
To strengthen the networking opportunities between NDORMS staff and keep levels of satisfaction with departmental inclusiveness.	<p>We have established a Welcome and Events Committee</p> <p>We have introduced a number of networking opportunities within the department including</p> <ul style="list-style-type: none"> Easter Brunch Christmas party International Christmas lunch Student Brunch <p>Our survey shows that over 85% of all staff feel integrated into the department and would recommend working in NDORMS This has not changed over time and there are no gender or staff group differences</p> <p>As the department has grown we have identified the need to increase networking opportunities for all staff and across our 2 institutes.</p>	<p>S16.The <i>'Welcome and events committee'</i> will maintain a regular programme of social and welcome events to further develop NDORMS networking opportunities.</p> <p>S16.1 To run a department away day with dinner for all senior clinical and non clinical academics in the department at Grade 9 and above, including senior Professional and Support Staff</p> <p>S16.2 To run a Post-doc and Clinical Research fellows away day and dinner for staff at grade 6 to 8 Including key Professional and Support Staff</p>	Positive feedback and turnout Annual away day and networking dinners. Events are run regularly, well publicised and attendance remains high (>100 people per event). Positive feedback from attendants and from surveys. Maintain at least 80-85 % levels of satisfaction with the events from 2019 survey to 2022.	Away days starting 2019	Jo Silva Tiya Muluzi (Communications Assistant) Natalie Ford (O&PE officer) Maria Granell Jodie Ririe

NDORMS SILVER ACTION PLAN

MAY 2018

NDORMS Aims	Progress since 2015, Impact and areas for Improvement	Silver Action Points	Assessment-Measures of success	Time scale to Achievement	People Responsible
To improve transparency and visibility of management decision making in the Department.	<p>We have established a departmental committee structure.</p> <p>In our 2016 survey 56% of academics and 66% of PSS agreed that management and decision making are clear and transparent</p> <p>In 2017, a similar proportion agreed 57% of academics and 68% of PSS</p> <p>We have identified that month to month management decision making requires improvement.</p>	<p>S17. Make available to the department the minutes of all committee meetings. Use the Departmental Bulletin to highlight key management decisions.</p> <p>We will develop this senior management committee for the whole department. The <i>Visibility of the Management Committee will be ensured by</i> having clear terms of reference published on the Department website with an agenda and minutes available for all members of the Department to review. The committee will contain a balance of men and women, it will be chaired by the Head of Department and will comprise the Director of the Institutes, along with senior academics and senior professional and support staff.</p>	<p>Improved evaluation of transparency in management and decision making in our annual surveys. We aim that F/M academics agree in 60-70% in 2020 survey and around 75-80% F/M academics in 2022 survey, with no gender imbalances.</p> <p>For PSS we aim for them to agree in 70% in 2020 and 80 % 2022 surveys.</p>	Set up by summer 2019	<p>Andy Carr Fiona Powrie Angela Truesdale</p>

NDORMS SILVER ACTION PLAN

MAY 2018

NDORMS Aims	Progress since 2015, Impact and areas for Improvement	Silver Action Points	Assessment-Measures of success	Time scale to Achievement	People Responsible
To engender a zero tolerance policy on bullying and harassment within the department.	<p>We have appointed and trained 5 Bullying and Harassment Officers. They receive annual refresher training.</p> <p>The NDORMS website includes a zero tolerance statement by the head of department</p> <p>We created information booklets which are available electronically and on all key noticeboards.</p> <p>We arrange information events during anti bullying week in November.</p> <p>In 2014-13% of staff and in 2017-11% of staff reported having witnessed bullying or harassment. In 2014-6% of staff and in 2017-7% of staff report having experienced bullying or harassment.</p> <p>We need to improve information and training and reduce the proportion of staff witnessing or</p>	<p>S18a. We aim to train all our staff in anti-bullying and harassment. To have NDORMS staff as Anti B+H champions and “Responsible bystander” and Special emphasis on Anti-Bullying week every November: Annual anti-B+H lectures and trainings across NDORMS staff and NDORMS B+H Booklets review and layout.</p> <p>S18b.We will double the number of anti Bullying and Harassment advisors from 5 to 10</p>	<p>Anti Bullying and Harassment training will be mandatory</p> <p>Reduce the proportion of staff witnessing B and H to 7%</p> <p>Reduce the proportion of staff experiencing B and H to 3% And keep the decreasing trend to a minimum in 2022.</p>	<p>By 2021 all staff trained in anti B+H By 2020 to have 10 B+H advisors.</p>	<p>Maria Granell</p> <p>5 NDORMS B+H advisors</p> <p>Communications team</p>

NDORMS SILVER ACTION PLAN

MAY 2018

NDORMS Aims	Progress since 2015, Impact and areas for Improvement	Silver Action Points	Assessment-Measures of success	Time scale to Achievement	People Responsible
	experiencing bullying or harassment.				
To strengthen our website's imagery and keep it inclusive as well as representative of gender, race, and age groups across all sections.	<p>We launched our website in October 2015 and since then it has included a section on Working with us, Athena SWAN, Career Progression and Work-life balance. We already have produced a video on Working at NDORMS, which is also available on our website, and features both men and women working in the department.</p> <p>From our 2017 Survey 95% of support staff and 92% of academics find the NDORMS website useful</p> <p>There was no gender difference.</p> <p>Feedback from staff has indicated that improved accessibility of our Athena SWAN programmes would be valued.</p>	<p>S19. To produce a video specifically on Athena principles and how we support family-friendly policies.</p> <p>We will feature both men and women working in the department.</p>	<p>From surveys 2018-2022 maintain this >90% of staff agreeing that the website is useful/representative of gender-race-age.</p> <p>Track clicks on the video</p>	2019-2021	<p>Jo Silva</p> <p>Andy Carr</p> <p>Maria Granell</p>

NDORMS SILVER ACTION PLAN

MAY 2018

NDORMS Aims	Progress since 2015, Impact and areas for Improvement	Silver Action Points	Assessment-Measures of success	Time scale to Achievement	People Responsible
To increase involvement of staff in outreach and public engagement activities and to formally recognise staff participation in O&PE activities throughout the preceding year.	<p>We have employed an outreach and public engagement office (from 2015).</p> <p>Our activities include</p> <ul style="list-style-type: none"> • School visits • Open days at the Botnar and Kennedy • Living well Oxford • Super Science Saturday • Oxford Open Doors • Cheltenham Science Festival • UNIQ summer school <p>In 2017 69 members of staff or students who took part in Outreach and Public Engagement (O&PE) activities over the course of 2017.</p> <p>There is scope for us to increase the number of staff involved particularly students.</p>	<p>S20. Include O&PE activities as a section of the annual Personal Development Review (PDR) Form.</p> <p>Specifically and support students to participate in these activities by providing training and</p>	Around 80 different members of staff or students taking part in Outreach and Public Engagement (O&PE) activities in 2020 and around 90 in 2022.	<p>From 2018 PDR round</p> <p>2020 and 2022 to increase staff and student participation in O+PE</p>	<p>Natalie Ford</p> <p>HR Team</p> <p>Maria Granell</p>