



Athena SWAN Silver department award application

Name of university: University of Oxford

Department: Nuffield Department of Orthopaedics, Rheumatology and Musculoskeletal Sciences

Date of application: April 2015

Date of university Bronze and/or Silver Athena SWAN award: Bronze award renewed November 2013

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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, abbreviated as PhD, Ph.D., DPhil
EDU	Equality and Diversity Unit. Oxford University
ERC	European Research Council
GSC	Graduate Studies Committee
HEI	Higher Educational Institute
HESA	Higher Education Statistics Agency
HoD	Head of Department
IT	Information and Technology
KIR	Kennedy Institute of Rheumatology
KIT	Keep in touch days
MRC	Medical Research Council
Mres	Masters in Research
MSD	Medical Science 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
PDR	Personal Development Review
PGR	Post-Graduate Research
PGT	Post Graduate Training
PI	Principal Investigator
RoD	Recognition of Distinction Exercise
SAT	Self Assessment Team

Note: We have been awarded 1000 extra words which have been used to explain our staff data in sections 3 (272 words) and 4 (552).

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17th February 2015

Dear Ms Dickinson

Athena SWAN Silver Application, Nuffield Department of Orthopaedics, Rheumatology and Musculoskeletal Sciences, University of Oxford

I am delighted to endorse the department's application for an Athena SWAN Silver Award. This application is the culmination of a lot of hard work by a dedicated team, representing a variety of different roles across the department. I led the department's application for a Bronze Award and continue to chair and lead the working group.

Over the past two years we have focussed on improving our support for gender equality in the department. The principals of the Athena SWAN charter have become embedded within our mission and our strategic aims. Our gender equality programme continues to be supported by a dedicated equality and diversity advisor. In addition, we have recruited both outreach and communications officers to further develop our strategy. I have personally supervised our action plan to ensure that the necessary progress is made to achieving our aims and objectives.

Our department is based both in the hospital environment and in two large research institutes. The staffing structure of the department is therefore complex with a variety of different career pathways, each with their own challenges and opportunities. I have paid particular attention to producing a family friendly work ethic and culture in the department, where both men and women appreciate and value a flexible workplace. It is our intention to allow all of our staff to lead a balanced and fulfilling life. A large part of our success in the recent past has come from initiatives led by men as well as women. It is encouraging to see that both genders can appreciate how this approach adds considerable value in the workplace.

It's been a reassurance to me to find that 75% of both men and women have found personal development reviews to be of value. Our recent survey also shows that there has been an increase in the perception of staff that there is a good representation of women in senior roles, with an increase from 58% in 2012 to 74% in 2014. There has also been a significant increase in the percentage of departmental staff who understand the aims and purposes of Athena SWAN from 53% in 2012 to 78% in 2014. I am delighted to find that a high proportion of department members feel they are treated fairly at work and that there is equal opportunity for men and women at all levels. There is still work to be done and in a clinical department focussing on surgery, there remains a poor representation of women in this area. We have been making progress with one female surgeon undertaking her higher degree in the department and one having successfully

been awarded a DPhil. The latter has subsequently moved on to an academic clinical fellowship in surgery.

Finally I wish to emphasise that this application for a silver award has my full support and that I will personally oversee the execution of the action plan presented in it and ensure that our commitments are achieved.

A handwritten signature in blue ink, appearing to read 'Andrew Carr', written in a cursive style.

Professor Andrew J Carr

Nuffield Professor of Orthopaedic Surgery

[489/500 words]

2. The self-assessment process: 511/1000 words

Describe the self-assessment process. This should include:

- a) A description of the self assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance

The team: The Self-Assessment Team comprises 17 members (9F, 8M) from a range of backgrounds and experience to reflect the diversity of the Department. The team contains a mixture of men/women, early/late career researchers, academics, clinicians/basic scientists, parents, full-time/part-time, students and administrators. The team is led by the Head of Department (HoD).

Table 1. Members of the Self-Assessment Team

Name	SAT Role	Personal and Professional background
Andrew Carr	Chair of the SAT	Head of Department and University Professor, balancing a full-time academic career with a family. He and his wife, also a full-time consultant/academic, have 4 children, one at school, two at university and one now working.
Cameron Brown	Representing Post Docs	University Research Lecturer, young academic, postdoctoral fellow, ARUK Career Development Fellow and father of a 2 year old boy, running a small laboratory- and computation-based research group.
James Dunford	Representing Senior Research Associates	Senior Research Associate. He works full-time and has three children, two school age and one under 1. His wife works part-time as a preschool assistant.
Claire Edwards	Representing non-clinical Associate Professors	Associate Professor, balancing a full-time academic career with a young family. She and her husband, also a full-time academic, have 2 children, one at primary school and one at nursery.
Wulf Forrester-Barker	NIHR BRU IT Manager Information systems developer.	In March 2011 he benefited from the Department's flexibility by dropping from full-time work to a four-day week.
Dominic Furniss	Representing Clinical Research Fellows	Welcome Trust Intermediate Fellow nearing the end of his training in Plastic and Reconstructive Surgery. He balances clinical, research and

		family commitments. He is married with three children aged between 5 and 11.
Maria Granell Moreno	Department Equality and Diversity Advisor	Co-ordinating the Athena SWAN Application since October 2012. Works part-time and is married to a full-time academic. They have a 4 year old son and a year old daughter. Took a period of maternity leave from February 2014 to October 2014.
Philippa Hulley	Director of Postdoctoral Training and representing non-clinical Associate Professors	Associate Professor who teaches in St Hilda's college as well as running a lab-based research group, serves the Department as Chair of Graduate studies committee, Director of Postdoctoral Training, Biological Safety officer.
Ed Hookway	Representing DPhil students	DPhil student since October 2012. Qualified physician. Former student representative on the NDORMS Graduate Studies Committee and Medical Science Division Graduate Joint Consultative Committee
Kim Midwood	Representing Kennedy Institute of Rheumatology staff and Senior Research Fellows	Professor and Arthritis Research UK Senior Research Fellow. Balances a full-time career with a young family, has one child aged 3 in nursery and is expecting her second child in April 2015. Has taken one period of maternity leave and will take a second this year. Partner is a full-time academic.
Chris Murphy	Deputy Director of Graduate Studies and Representing Kennedy Institute of Rheumatology	Full-time Associate Professor. His partner is a psychotherapist. They have 3 children, two at secondary school and the youngest at nursery.
Marzena Poiret	Representing HR Team	Personnel Manager. Working full-time, has taken maternity leave in 2011 and came back to full-time work, flexible hours. Has one child aged 4 years old.
Daniel Prieto-Alhambra	Representing Epidemiology and Statistical Support Responsible for the analysis and interpretation of Athena SWAN-related surveys data. Associate	NIHR Clinician Scientist and Senior epidemiologist. He completed his PhD in Epidemiology in 2011 and was recruited to NDORMS as a Senior Clinical Research Fellow. He balances clinical and academic work with his family life: father of a

	Professor.	boy aged 4 and 1-year-old girl.
Afsie Sabokbar	Director of Graduate Studies and representing Associate Professors	Director of Graduate Studies for NDORMS, MSc Programme Director & Associate Professor. Afsie and her husband, a full-time environmental consultant, have two children (aged 16 & 12). She has taken maternity and compassionate leave and works flexible hours to accommodate childcare.
Catherine Swales	Director of Undergraduate Studies and Representing Senior Clinical Research Fellows	Full-time Senior Fellow/Honorary Consultant in Rheumatology, Director of Undergraduate Studies for NDORMS, Associate Director of Clinical Studies for University of Oxford Medical school and Fellow in Clinical Medicine at St Hilda's College. Married to a clinical academic, she has had two periods of maternity leave while working for the Department. Both children attended the nursery on the NOC site and are now school-aged.
Linda Troeberg	Representing the Kennedy Institute of Rheumatology staff and Associate Professors	University Research Lecturer and Arthritis Research UK Career Development Fellow. She is single and has chosen not to have children.
Tonia Vincent	Representing the Kennedy Institute of Rheumatology and Senior Clinical Researchers	Professor of Musculoskeletal Biology and Consultant in Rheumatology. She is Director of the Arthritis Research UK Centre for OA Pathogenesis. She has one daughter age 10 and 5 step children (thankfully mostly grown up). She is married to a professional conductor.
In addition to the team we have been advised and assisted by:		
Bríd Cronin and Jennifer Anderson	Athena SWAN Advisors, Medical Sciences Division	
Trudy Coe	Head of Equality and Diversity Unit	
Adrienne Hopkins	Equality Advisor, Equality and Diversity Unit	

- b) an account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission

The self-assessment process began in November 2011. Staff and student data were analysed in February 2012 for gender balance and areas of attrition. Focus groups were formed to identify specific concerns. A survey was designed specifically for NDORMS and circulated to the Department in April 2012. Data from the departmental survey was analysed in June/July of 2012 and a number of immediate action points were implemented. In October 2012, an Equality and Diversity Advisor was appointed within the Department. Additional survey questions covering bullying and harassment were circulated in December 2012.

We submitted our Bronze application in November 2013 and have been implementing our action plan over the past two years. The SAT has met on a termly basis, to discuss the progress of the action plan. We aim to involve the whole Department and information regarding Athena SWAN and associated initiatives is circulated on a regular basis by email, newsletters and posters.

The original survey was refined to address specific action points and circulated to the Department in December 2014. There was a 65% response-rate to the survey across all sections of NDORMS, again with good representation from each staff grade. Responses from other targeted surveys (e.g. student survey) and focus groups have been incorporated into the analysis of the progression of the department. The Chairman of the SAT committee (HoD Andrew Carr) has met with external Department Heads who have already achieved Athena SWAN Gold awards in order to learn and improve our processes.

- c) Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.

The SAT will continue to meet termly to monitor and assess progress on the action plan, and to consider further mechanisms for improvement, mindful of our commitment to maintain a Silver award and ultimately submit for a Gold award. The SAT has put in place robust processes to scrutinise departmental policy and culture, and to promote gender equality at all stages of an individual's career within the Department. The action plan has clear timelines for delivery, specifies individual responsibilities and suggests mechanisms for assessing/identifying success. Regular focus groups will continue to be held to discuss the impact of specific action points, and information from these meetings will be fed back to the SAT by the appropriate SAT member(s).

The survey will be regularly reviewed to ensure it addresses all concerns, circulated to the Department annually and then analysed and discussed by the SAT to enable quantitative and qualitative assessment of the impact of the action plan, and to highlight further areas for development for the Department. Information will be disseminated to staff and students by members of the SAT, and updates will be posted on the departmental website. In addition, our termly NDORMS Athena SWAN newsletter and the Athena section in our weekly Bulletin are central to informing the Department of activities and progress.

Bronze Action Point achieved:

B1. SAT met termly and Bronze action plan was implemented. Significantly more people understand the purpose of the Athena SWAN Charter as compared to the results from the previous study (78% in 2014 vs. 53% in 2012, $p < 0.001$).

B2. Survey was circulated and completed by 65% of staff. The results from the 2014 survey inform this Silver bid

Silver Action Point and challenges identified:

S1. SAT will keep meeting termly to discuss the implementation and progress of the Silver action plan

S2. The survey will continue to be completed annually, and information will continue to be disseminated. A challenge is to revise the survey to ensure that all issues are addressed while ensuring it does not become too lengthy.

3. A picture of the department: maximum 2272/2000 words

- a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

The Nuffield Department of Orthopaedics, Rheumatology and Musculoskeletal Sciences (NDORMS) is part of the University of Oxford's Medical Sciences Division. It is the largest academic department of orthopaedics, rheumatology and musculoskeletal sciences in Europe and runs a globally competitive programme of research and teaching. We currently employ approximately 380 staff including 75 post-graduate students. The department has a grants portfolio worth £85 million, and an annual turnover in excess of £26 million.

The department was founded in 1937 as the Nuffield Department of Orthopaedic Surgery. It was restructured and renamed in 2008 to incorporate rheumatology and musculoskeletal sciences in order to more accurately represent the breadth and scope of academic activities undertaken. In August 2011, 124 KIR staff joined NDORMS, with the Institute physically relocating from London in June 2013 (see all the actions to welcome the KIR in "Action Points" 3-5, in section Induction and Training and Organisation and Culture, b) iv) Culture, and in the Action Plan).

The co-location with NHS services puts the department in an excellent position with basic researchers working alongside clinicians. This substantially improves research capability, improving access for researchers to patients, and facilitates the interaction between clinicians and basic scientists that is essential for successful translational research.

The department makes a significant contribution to the teaching of orthopaedic surgery, trauma, emergency medicine and rheumatology to undergraduate clinical students. There is also a substantial teaching activity related to the postgraduate education of DPhil students based in the department. The undergraduate teaching is organised in the department's offices and teaching facilities at the Nuffield Orthopaedic Centre (NOC) and

in space within the John Radcliffe Hospital. NDORMS has a full time Director of Graduate Studies based in the Botnar Research Centre and a Deputy Director of Graduate Studies based in the Kennedy Institute.



Figure 1. Map of the Headington region of Oxford showing the location of the NOC, BRC and KIR.

NDORMS has two research institutes (Kennedy and Botnar) and space within the Nuffield Orthopaedic Centre (NOC) and the John Radcliffe Hospital. The Undergraduate teaching, Thames Valley Clinical Research Network (in collaboration with the NOC), Oxford Orthopaedic Simulation and Education Centre and core administration team is housed at the NOC.

The Botnar Research Centre (BRC), on the NOC site, provides a unique setting in which basic science researchers, statisticians and clinical trials experts can interact with clinician scientists. The centre provides crucial access to patients and human samples. It is increasingly clear that translating new experimental medicines into successful treatments requires this type of environment. The centre provides facilities for approximately 200 research staff. The BRC is home to the NIHR Oxford Musculoskeletal Biomedical Research Unit (BRU) which is a partnership with the OUH NHS Trust.

The Kennedy Institute of Rheumatology (KIR) is world famous for its development of anti-TNF therapy for the treatment of the chronic debilitating disease, rheumatoid arthritis, which has improved the lives of millions of patients. The Institute carries out basic and clinical research in chronic inflammatory and degenerative diseases including arthritis, inflammatory bowel disease and cancer. Scientists in the institute have expertise in immunology, inflammation biology and tissue remodelling and regeneration. The Institute provides facilities for approximately 180 research staff comprising basic and clinician

scientists. (N.B. see “Action Points” 3-5 in section Organisation and Culture, b) iv) Culture and in the Action Plan).

NDORMS as a clinical research department funds research staff by competitively obtained research grants. Our research grant income in 2013-2014 was £15.4 million (dept. turnover £24.1 million) and estimated income for 2014-2015 is £17.3 million (dept. turnover £26.2 million).

- b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

Student data

- (i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract women to the courses.

Not applicable as the Department does not have any foundation courses.

- (ii) **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

We do not run an Undergraduate course within the department; however, members of the department contribute to the clinical training of students in the Medical School.

- (iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

The department runs a biennial part-time MSc taught programme in musculoskeletal sciences which is designed for orthopaedic and rheumatology trainees and/or those who wish to expand their basic/clinical knowledge in the field. The first cohort (in 2007/8) had only one female clinician (1/13 Table 2). In the second cohort there was a larger intake of 5 female rheumatologists/GPs (5/8). When the speciality of the course was altered to recruit orthopaedic surgeons as well as rheumatologists, the proportion of female students dropped to 2/16. This is not surprising given the continued (although improving) gender disparity in surgical specialities, including orthopaedics. Trauma and Orthopaedics has the lowest percentage of women in a surgical speciality with only 5% of consultants being female in 2012¹.

In the current cohort (2013/14) there are 3 female (1 in orthopaedics) and 7 male students (4 in orthopaedics). The course is due to re-start in 2016 and in order to increase the number of female attendees we will advertise the programme on the departmental website and other similar sites. We will encourage female candidates to apply.

¹ British Orthopaedic Association

Table 2. Numbers of students on the biennial part-time taught MSc in Musculoskeletal Sciences

Intake year	Female	Male	Total	% Female
2007/8	1	12	13	7.7%
2009/10	5	3	8	62.5%
2011/12	2	14	16	12.5%
2013/14	3	7	10	30.0%
Total intake	11	36	47	23.4%

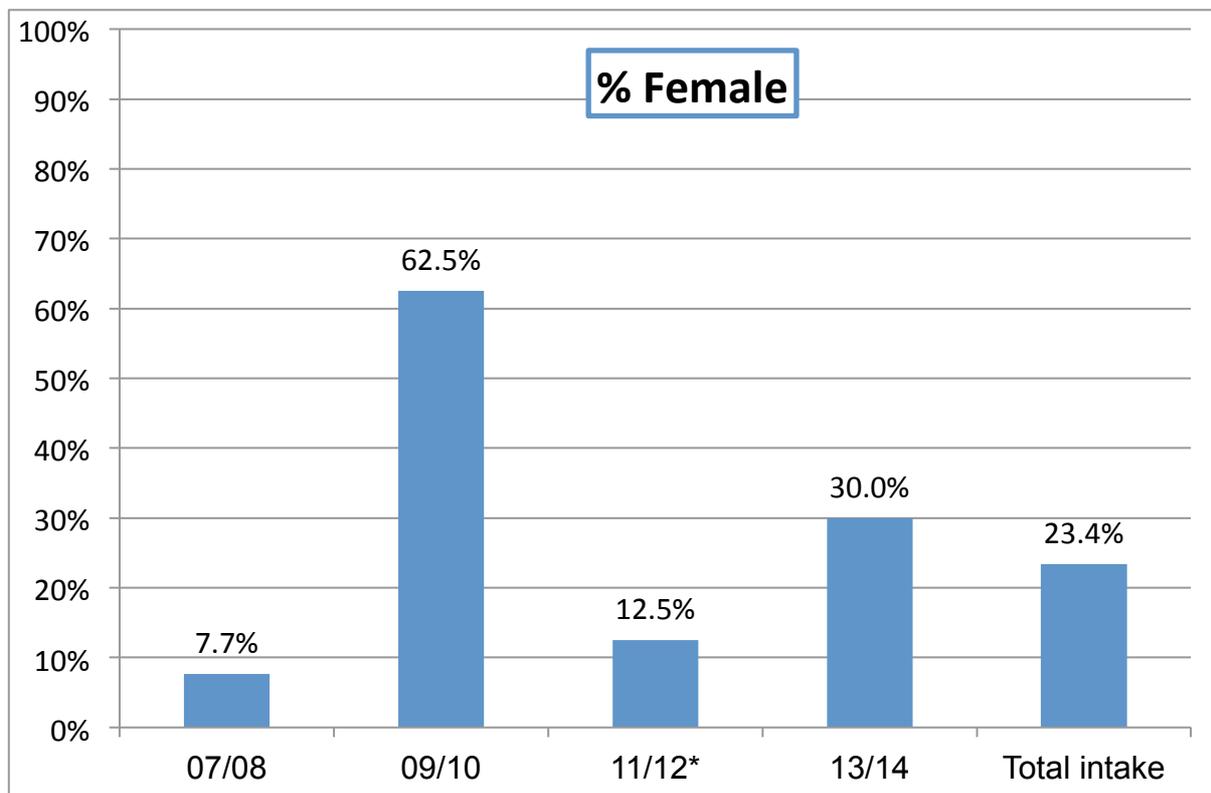


Figure 2. The proportion of female students on the part-time taught MSc in Musculoskeletal Sciences by intake year.

- (iv) **Postgraduate male and female numbers on research degrees – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.**

We have increased graduate student numbers from 40 to 75 in line with our strategy over the past 5 years (Table 3). Over the same period, the percentage of female graduate students has steadily increased from 38% to over 41%. The 2013/14 HESA data shows that 57% of postgraduate research students in 'Clinical Medicine' nationally are female.

To encourage clinical students into research, NDORMS hosts undergraduate medical sciences students for brief projects in their Final Honours School (i.e. final pre-clinical year), and the Director of Undergraduate Studies highlights the opportunities in our department during a symposium which all potential applicants attend. We have increased female supervisors of undergraduate research projects from 36% in 2012 to 54% in 2014.

Table 3. Numbers of students on Postgraduate Research Degrees by academic year

Academic Year	Female	Male	Total	% Female
2010/11	15	25	40	37.5%
2011/12	18	30	48	37.5%
2012/13	23	33	56	41.1%
2013/14	28	38	66	42.4%
2014/15	31	44	75	41.3%

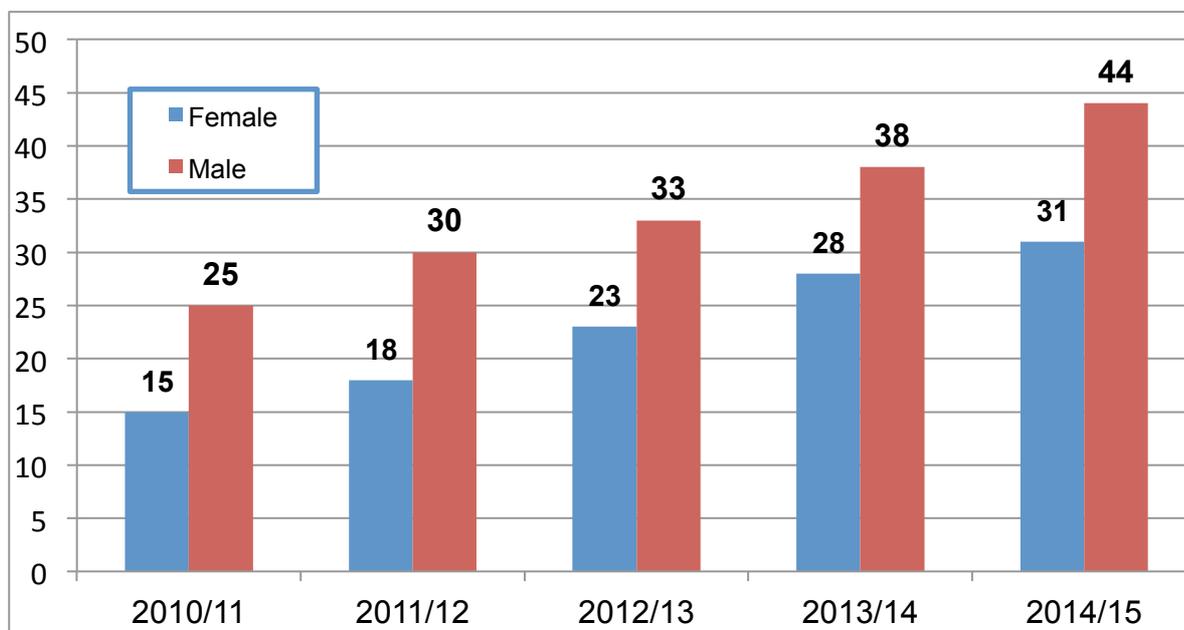


Figure 3. Numbers of students on Postgraduate Research Degrees by academic year.

- (v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.**

Table 4 shows the recruitment data for all cohorts of our MSc in Musculoskeletal Sciences. Over the history of the course, the success rates of female and male applicants are similar (55%F vs 63%M) bearing in mind our small numbers.

Table 4. Numbers of applicants, offers and acceptances to the MSc in Musculoskeletal Sciences by intake year. Overall success rates as a proportion of applications are also shown.

Intake Year	Female			Male		
	Applications (% of total)	Offers (% of total)	Accepts (% of total)	Applications	Offers	Accepts
2007	2 (12.5%)	2 (12.5%)	1 (7.7%)	14	14	12
2009	7 (38.9%)	6 (54.5%)	5 (62.5%)	11	5	3
2011	5 (18.5%)	2 (12.5%)	2 (12.5%)	22	14	14
2013	6 (37.5%)	5 (38.5%)	3 (30.0%)	10	8	7
Sum of all years	20 (26.0%)	15 (26.8%)	11 (23.4%)	57	41	36
Success Rate		75.0%	55.0%		71.9%	63.2%

Table 5 and Figure 4 show the recruitment data for our postgraduate research degrees from 2010-2014. 43% of applicants over this period were female but only 36.3% of offers were made to female candidates, although our numbers are small. Our recruitment procedures involve a standard interview by a panel of 4F/2M all of whom have had training in recruitment and selection, including a module on unconscious bias. We recognise that our data reveals that male students are more successful but the numbers are too small to draw firm conclusions.

Table 5. Numbers of applicants, offers and acceptances to Postgraduate Research Degrees by intake year. Overall success rates as a proportion of applications are also shown.

Intake Year	Female			Male		
	Applications (% of total)	Offers (% of total)	Accepts (% of total)	Applications	Offers	Accepts
2010	4 (28.6%)	2 (20.0%)	1 (11.1%)	10	8	8
2011	9 (40.9%)	6 (37.5%)	5 (45.5%)	13	10	6
2012	28 (57.1%)	9 (50.0%)	6 (46.2%)	21	9	7
2013	22 (40.0%)	10 (38.5%)	7 (35.0%)	33	16	13
2014	17 (37.0%)	6 (28.6%)	5 (26.3%)	29	15	14
Sum of all years	80 (43%)	33 (36.3%)	24 (33.3%)	106	58	48
Success Rate		41.3%	30.0%		54.7%	45.3%

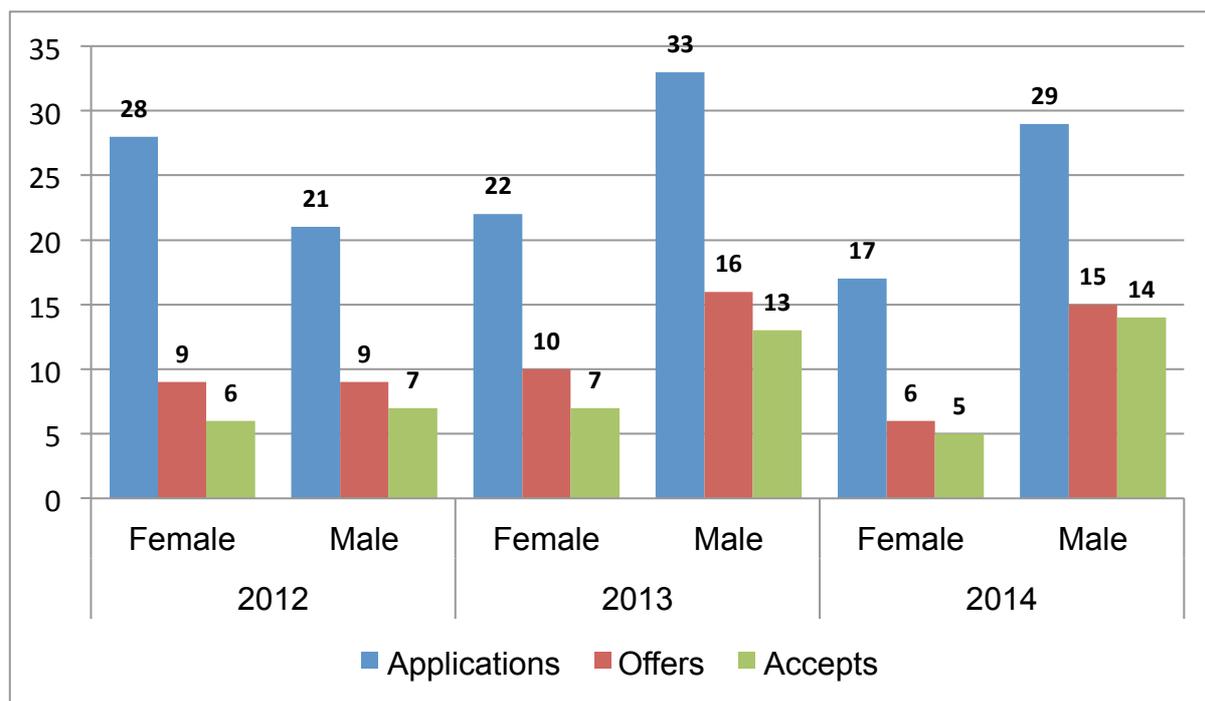


Figure 4. Numbers of applicants, offers and acceptances to Postgraduate Research Degrees by intake year for the last three years.

Bronze Action Point achieved:

B6. Increased recruitment of female PGR students to the Department over the past 5 years from 15 (37.5%) to 31 (41.3%) in 2014/15.

Silver Action Point and challenges identified:

S6. To continue to encourage female clinical trainees & PGR students to the Departmental research programmes (DPhil/PhD & MSc by research programmes), and post-graduate taught programme.

- (vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

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

Post-graduate taught programme: The Postgraduate biennial MSc taught programme has had two complete biennial cohorts; in 2007/08 & 2009/10. As indicated in Table 6 the total number of students on course has been small. 7 women and 23 men completed the programme successfully with 3 female and 2 male students awarded distinctions. We will continue to monitor these data and act accordingly if necessary.

Table 6. Outcome of the biennial MSc Taught Programme in Musculoskeletal Sciences since 2007/08 * Due to a misunderstanding in their fee status, 3 male and 1 female students withdrew from the course within the 1st term.

Cohort	Gender	Student Total	Distinction	Pass	Fail
2007/8	Female	1		1	0
	Male	12	2	7	3
2009/10	Female	5*	3	1	0
	Male	3*	n/a	n/a	n/a
2011/12	Female	2		2	
	Male	14		14	

Staff data

- (vii) **Female:male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent). Comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels

NDORMS has increased in size significantly; the number of staff in academic and academic-related posts (researchers, scientists, postdoctoral assistants and research

associates and fellows) has grown from 173 in 2012 to a total number of 207 in 2014. The main driver for this growth has been the high number of successful recruitments. We currently employ 26 clinical and 22 non-clinical academic staff.

The staff data supporting this application covers the last three years (July 31st Snapshot 2012-2014).

Non-clinical posts

Research staff (Non-clinical) in the Department are employed on grades 7 to 10. Grade 7 represents Postdoctoral Research Assistants and Research Associates who can progress (through the University regrading process or applying for external fellowships) to Senior Research Associates (grade 8) and Senior Research Fellows (grades 9 and 10).

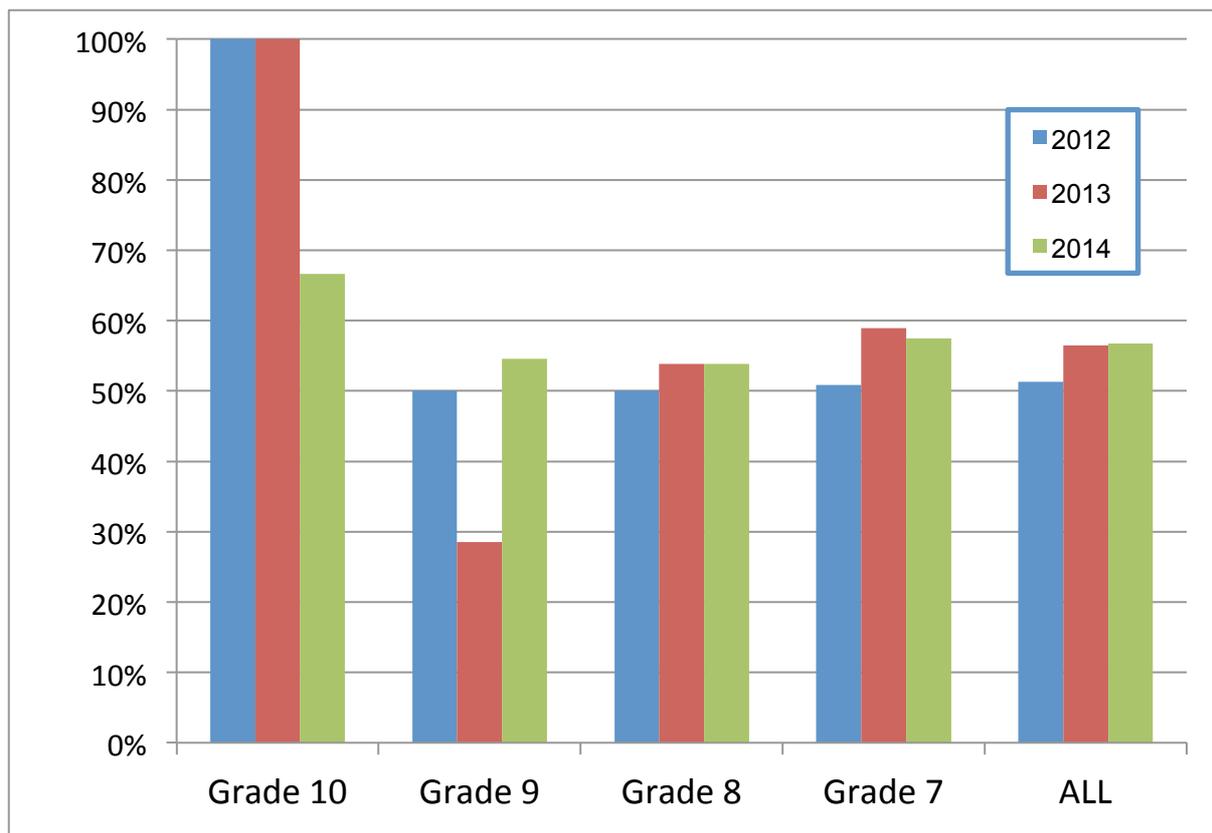
The number of staff in research non-clinical posts has nearly doubled to 134 since 2012. 70% of all researchers are grade 7 (the most junior of the non-clinical research grades) and 30% are grade 8 and above. We actively promote our supportive and well-balanced work environment and are proud to have been able to attract many women to our postdoctoral positions. We invite many student visitors to the Department and give them the opportunity to observe research and academic activities and discuss their ideas with our scientists. During these meetings the scientists offer their helpful career advice and encourage the students to apply for our postdoctoral positions. We have steadily increased female representation in non-clinical research positions since 2012 (see Table 7-Figure 5).

In 2014 57% of our postdocs were female, increased from 51% in 2012. There has also been an increase of females in senior research positions in the Department; within grade 8 and above 55% of appointments are held by women and 45% by men. The number of female Grade 9 researchers has increased from 1 in 2012 to 6 in to 2014.

Table 7. Number of staff employed on non-clinical grades (2012-2014)

Grade	Year	Female	Male	Total headcount	% women
Grade 10	2012	1	0	1	100.0%
	2013	2	0	2	100.0%
	2014	2	1	3	66.7%
Grade 9	2012	1	1	2	50.0%
	2013	2	5	7	28.6%
	2014	6	5	11	54.5%
Grade 8	2012	7	7	14	50.0%
	2013	14	12	26	53.8%
	2014	14	12	26	53.8%
Grade 7	2012	30	29	59	50.8%
	2013	43	30	73	58.9%
	2014	54	40	94	57.4%
ALL	2012	39	37	76	51.3%
	2013	61	47	108	56.5%
	2014	76	58	134	56.7%

Figure 5. Proportion of non-clinical research posts held by women (2012-2014)



There are two main categories of academic post at Oxford: Statutory Professor and Associate Professor (AP). In addition, some of our staff in the KIR continued in the position of Reader when they transferred to the department, though this is being phased out by the University. The Department currently has 22 tenured academics and demonstrates gender balance within the non-clinical academic staff (see Table 8 and Figure 6).

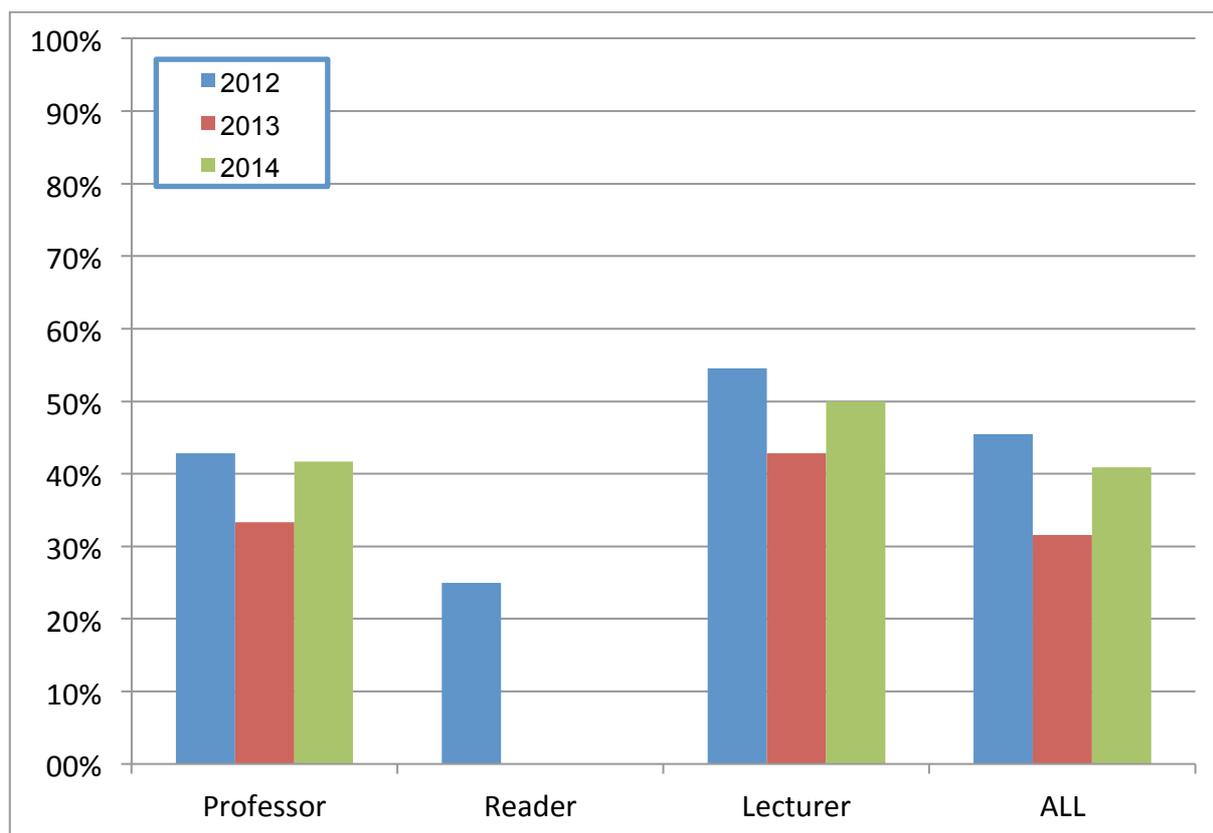
In addition to externally advertised academic appointments, the title of Professor is also awarded under the University's Recognition of Distinction Exercise (see Section 4a(ii)). The Department very actively supports applications for promotion from departmental staff and we are very pleased that the number of female Professors in the Department has increased from 3 in 2012 to 5 in 2014 (42% of non-clinical professorships in the Department are held by women).

In our staff survey 74% of staff said that there was good representation of women in senior roles compared to 58% in 2012.

Table 8. Number of staff employed in academic non-clinical posts (2012-2014)

Grade	Year	Female	Male	Total headcount	% women
Professor	2012	3	4	7	42.9%
	2013	3	6	9	33.3%
	2014	5	7	12	41.7%
Reader	2012	1	3	4	25.0%
	2013	0	3	3	0.0%
	2014	0	2	2	0.0%
Associate Professor (AP)	2012	6	5	11	54.5%
	2013	3	4	7	42.9%
	2014	4	4	8	50.0%
ALL	2012	10	12	22	45.5%
	2013	6	13	19	31.6%
	2014	9	13	22	40.9%

Figure 6. Proportion of non-clinical academic posts held by women (2012-2014)



Clinical posts

We are trying to address the underrepresentation of women in clinical academic posts. We recognise that orthopaedics, in particular, remains a male-dominated clinical career nationally and internationally² and that it is not possible to make a significant change in a short amount of time. However, we are committed to attracting more women to clinical positions and hope the actions and initiatives we have put in place will bring the desired results. We are in the process of recruiting for:

- three new Clinical Lecturer posts (two CL in Orthopaedics and one in Rheumatology);
- two new Associate Professorships/ Honorary Consultants in Orthopaedic Trauma Surgery.

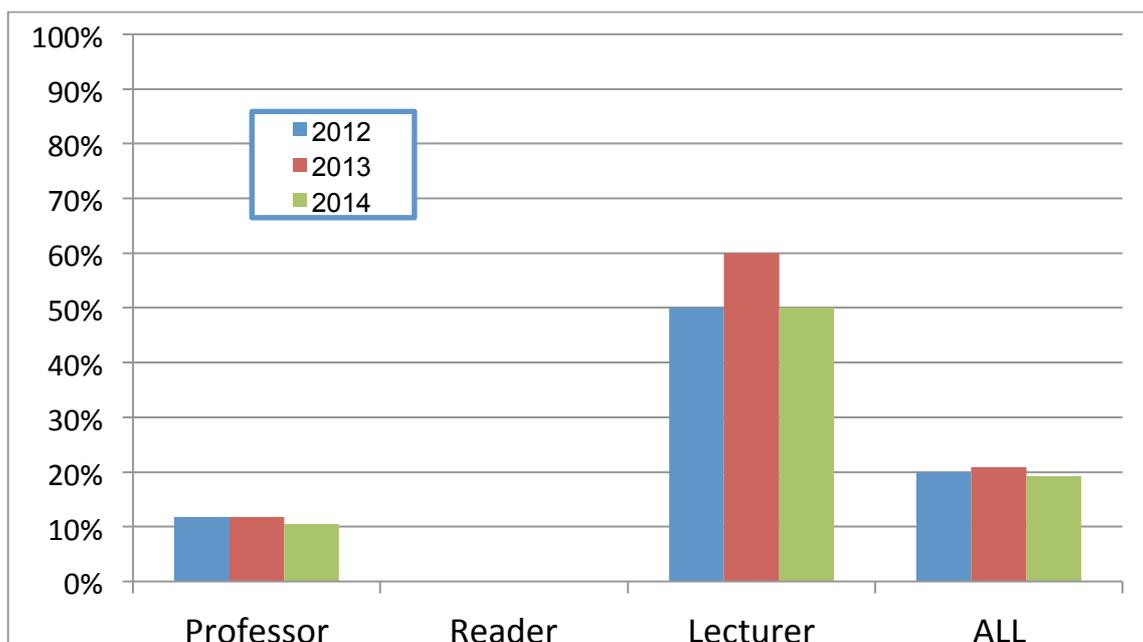
All paperwork associated with these posts (job description, adverts etc.) will carry the Athena SWAN logo, and will confirm our commitment to gender equality. Female staff who may be in a position to apply for these posts will be approached by the HoD, PIs or the DGS and encouraged to consider the posts. Promotion opportunities within the department feature as part of the PDR and this is another route to encourage female applicants.

Table 9. Number of staff employed in academic clinical posts (2012-2014)

Grade	Year	Female	Male	Total headcount	% women
Professor	2012	2	15	17	11.8%
	2013	2	15	17	11.8%
	2014	2	17	19	10.5%
Reader	2012	0	2	2	0.0%
	2013	0	2	2	0.0%
	2014	0	1	1	0.0%
Lecturer/ Associate Professor (AP)	2012	3	3	6	50.0%
	2013	3	2	5	60.0%
	2014	3	3	6	50.0%
ALL	2012	5	20	25	20.0%
	2013	5	19	24	20.8%
	2014	5	21	26	19.2%

² 2013 GMC report: The state of medical education and practice in the UK report: 2013

Figure 7. Proportion academic clinical posts held by women (2012-2014)

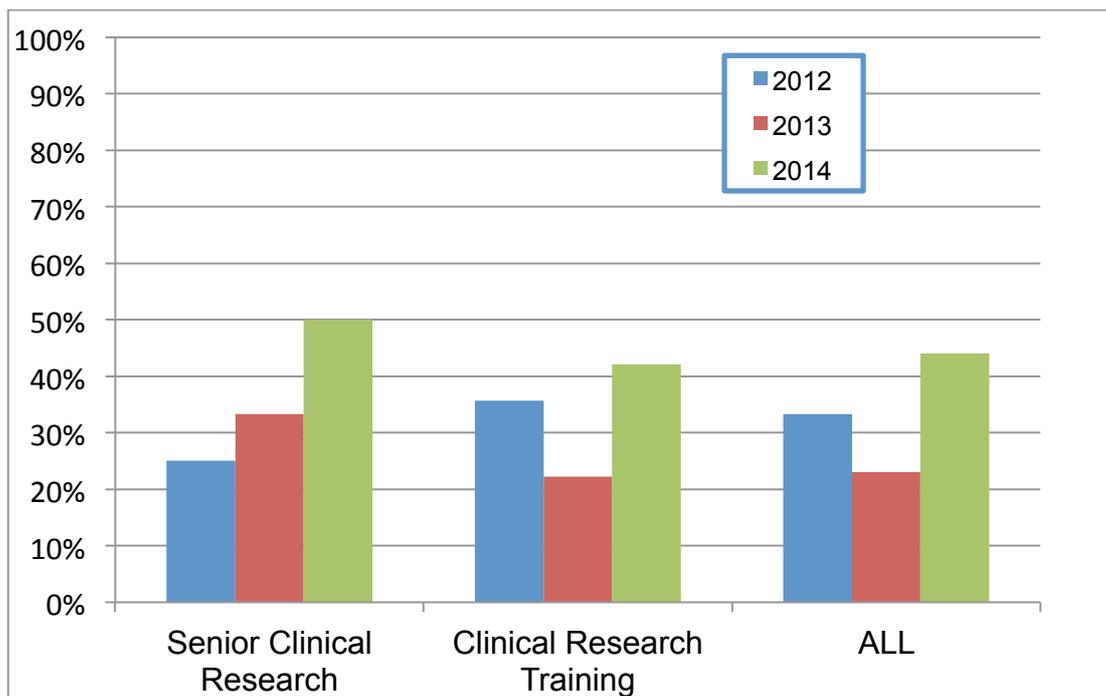


We continue to encourage female clinical trainees to apply for courses in Musculoskeletal Sciences and Rheumatology (MSc, PhD) by approaching them directly and all adverts/communications on the courses bear the Athena SWAN logo. There are also a number of women in the department, either undergoing or having completed the courses, who act as role models for more junior staff considering application. The HoD very actively encourages women to apply for senior posts and supports their promotions. We are thrilled that such initiatives are beginning to bear fruit as we now have 2 female Orthopaedic Clinical Researchers (one Academic Clinical Fellow, one DPhil) and a female Orthopaedic Consultant. In 2012, two Clinical Lecturers (female) were promoted to Senior Clinical Researcher/NHS Honorary Consultant posts in the Department. Although these numbers are small, they reveal an encouraging trend. There has also been an increase in female representation in the Clinical Research category, making us hopeful that an expanding pipeline will lead to more women in academic posts in future years. We are very pleased that in 2014, women represented 44% of clinical researchers and the number of women in Clinical Research Training posts has increased from 4 in 2013 to 8 in 2014. (Table 10 - Figure 8)

Table 10. Number of Clinical Researchers (2012-2014)

Grade	Year	Female	Male	Total headcount	% women
Senior Clinical Research	2012	2	6	8	25.0%
	2013	2	4	6	33.3%
	2014	3	3	6	50.0%
Clinical Research Training	2012	10	18	28	35.7%
	2013	4	14	18	22.2%
	2014	8	11	19	42.1%
ALL	2012	12	24	36	33.3%
	2013	6	18	26	23.1%
	2014	11	14	25	44.0%

Figure 8. Proportion of Clinical Researcher post held be women (2012-2014)



Bronze Action Point achieved:

B7. We continually monitor staff data to ensure there is balanced representation of men and women at all levels.

B8. Female students are actively encouraged to pursue musculoskeletal sciences/orthopaedics and we ensure there are female role models at lectures/seminars.

Impact:

Improved representation of women in non-clinical research positions; non-clinical: from 51% in 2012 to 57% in 2014, clinical: from 33% in 2012 to 44% in 2014; this has been positively commented by staff in the survey.

- *“Good representation of women in senior roles”.*
- *“In our Institute the leadership has women in high positions and this is great!”*
- *“I think there are a healthy number of senior roles occupied by women.”*
- *“Great department with supportive HoD. Real enthusiasm and practical support for change/ improvements around equality generally, not just gender-linked.”*

We have maintained recent growth in numbers of female students pursuing a clinical academic track.

Silver Action Point and challenges identified:

S7. Continue to support this positive trend and improve female representation in clinical positions. We will specifically identify female surgical leaders and role models and invite them to Oxford to participate in seminars on women in

surgery. Our target audience for this event will be final year medical students and foundation year doctors.

S8. For non-clinical academics, transparency of pay increases, promotions process and equivalency of tenure tracks need to be continuously developed.

(viii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

Turnover is low amongst academic staff. In the past three years 3 male Professors have retired, 4 APs (2F and 2M) and 2 Readers (1F and 1M) have left to take up posts outside the University of Oxford.

Research staff in the University are funded by research grants and are employed on fixed-term contracts. The length of the initial contract varies according to the staffing model in the grant, but the majority are 2-3 years.

In the last 3 years, 27 research staff grade 7 (15F and 12M) and 12 senior researchers grade 8 (5F and 7M) have left the Department mainly to take up fellowships and research positions at other institutions (e.g. University of Cambridge, University of Bath, Imperial College London). A small proportion went to work in industry or overseas. We now conduct exit interviews for all staff members leaving the Department. This allows us to monitor destination of leavers and understand motivations and reasons for leaving the Department. We have not observed any gender differences in these data. The number of leavers in the last 3 years was much higher to the previous years. This is because a significant number of the Kennedy Institute of Rheumatology staff (7F and 8M) who had transferred from London to Oxford in 2011, had found it very hard to commute and decided to find a job closer to their homes.

Clinical Researchers in training posts are mainly fixed-term one-year training positions. In the last three years 9 clinicians (6F, 3M) have returned to clinical training.

Table 11. Breakdown of the turnover of women and men at research and academic grades within the department between 2012-2014:

	2012	2013	2014
Headcount	173	177	207
Leavers	12	19	27

Bronze Action Point achieved:

B9. We now conduct exit interviews and monitor the destinations of leavers giving us an understanding of the reasons for staff choosing to leave the Department. (Exit interviews have been conducted for 95% of leavers) Feedback given by staff is taken into account when we recruit new staff members.

Silver Action Point and challenges identified:

S9. Further analysis of our leavers' data and to identify trends (if any) for staff moving on from the department

[2272/2000]

4. Supporting and advancing women's careers: maximum 5552/5000 words

Key career transition points

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
 - (i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

Recruitment: Academic Staff

In our recent global recruitment campaign for the Directorship of the KIR the search committee considered a short list of 5 high caliber candidates. The shortlist included **Prof Fiona Powrie FRS** and 4 men (2 from the UK, 1 from Europe, 1 from the USA). Initially Prof Powrie chose not to proceed with her application because of concerns regarding the burden of administrative work associated with such a prominent post. After interviewing the other candidates the opinion of the electoral board was that Prof Powrie was the best candidate for the post. The HoD met with her to discuss the support she would require to allow her to maintain and develop her research trajectory while directing a major research institute. Her final recruitment package included provision of a senior operations manager and an associated administration group. We also introduced increased flexibility in the timing of board and other administrative meetings and access to car parking to allow her to continue the school run. Prof Powrie took up the directorship role on October 1st 2014.

We have also recruited **Prof Sallie Lamb** (Co-Director of the Oxford Clinical Trials Research Unit and Kadoorie Professor of Trauma Rehabilitation) to join NDORMS. She is the first physiotherapist to have ever been made a statutory Professor at the University of Oxford. At the time of her recruitment she was working full time in Warwick as director of their clinical trial unit. As part of her recruitment package we set up a contract to allow her to work half her time in Oxford and half in Warwick for 4 years to allow her to complete a number of trials started in Warwick. During this period she also took time off on maternity leave. Prof Lamb became a full time NDORMS member of staff in March 2013.

In 2012, two males applied for and one male was appointed to an Associate Professorship.

Recruitment: Non-clinical Research Staff

Over the past 3 years we have recruited 55 women (44 at grade 7, 5 at grade 8, 6 at grade 9, and 1 at grade 10) and 39 men (27 at grade 7, 9 at grade 8, 1 at grade 9, and 1 at grade 10) to research positions in our Department.

Our recruitment data shows that we have increased the number of female applications to Grade 7 posts from 50% in 2012 to 55% in 2014. Recruitment at Grades 8-10 is more variable and is linked to the nature of the role: female candidates tend to apply more often for biology/chemistry related postdoctoral positions than for those that are physics and/or engineering related (Tables 12 and 13, Figures 9-10).

Table 12 Recruitment: Grade 7 Research Staff

Grade 7									
	2012			2013			2014		
	<i>F</i>	<i>M</i>	<i>%F</i>	<i>F</i>	<i>M</i>	<i>%F</i>	<i>F</i>	<i>M</i>	<i>%F</i>
Applied	52	52	50%	238	230	51%	149	121	55%
Shortlisted	24	9	73%	56	33	63%	40	28	59%
Appointed	8	4	67%	22	11	67%	14	12	54%

Figure 9. Recruitment: Grade 7 Research Staff % women

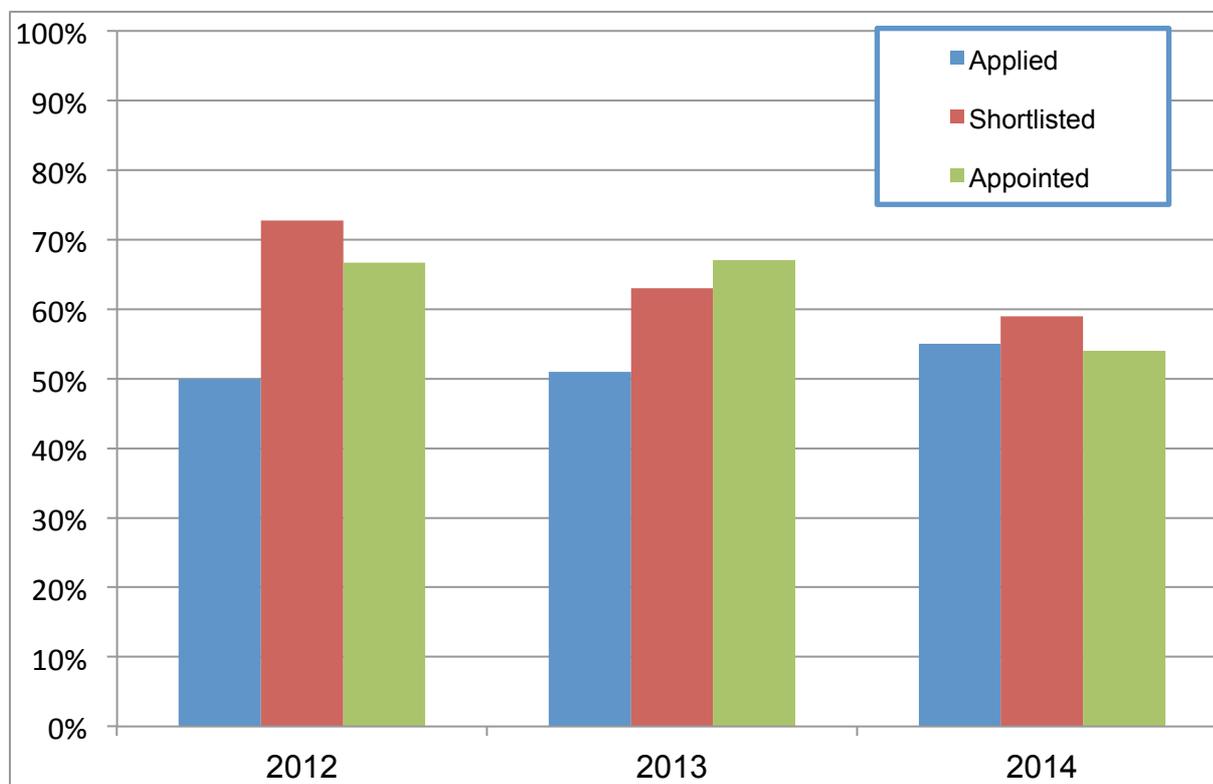
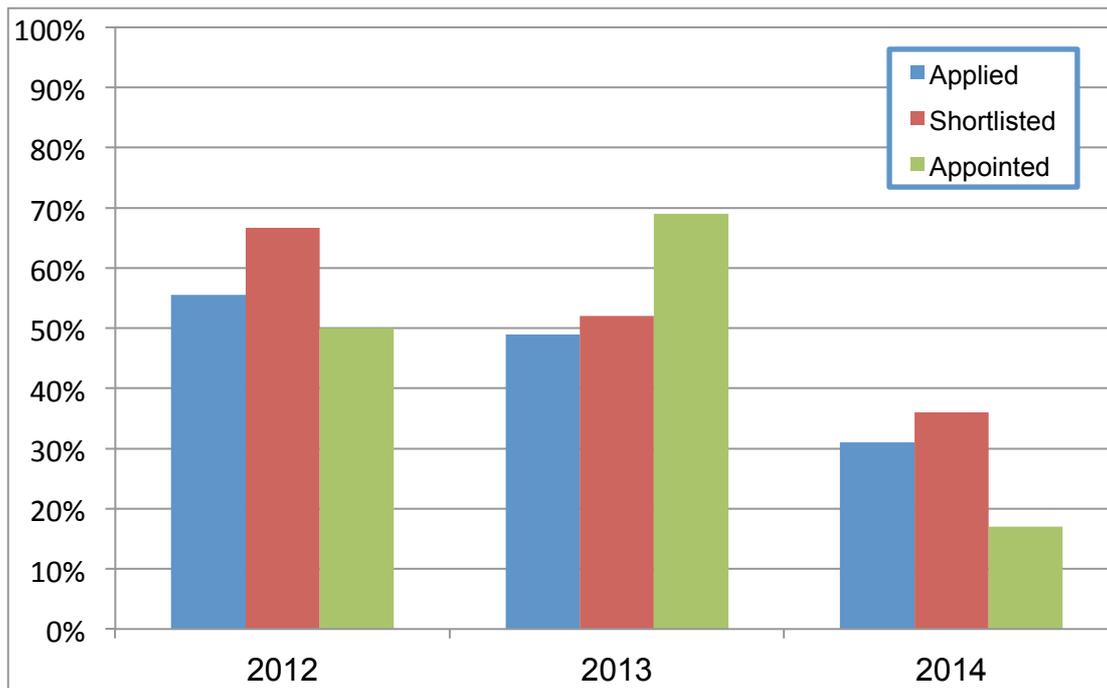


Table 13 Recruitment: Grade 8-10 Research Staff

Grade 8-10									
	2012			2013			2014		
	<i>F</i>	<i>M</i>	<i>%F</i>	<i>F</i>	<i>M</i>	<i>%F</i>	<i>F</i>	<i>M</i>	<i>%F</i>
Applied	5	4	56%	38	39	49%	13	29	31%
Shortlisted	2	1	67%	15	14	52%	5	9	36%
Appointed	1	1	50%	10	4	71%	1	5	17%

Figure 10. Recruitment: Grade 8-10 Research Staff % women



Recruitment: Clinical Research Staff

Although numbers are too small to draw firm conclusions, we are encouraged that over the last three years 43% of applicants (previously 16%), and 38% of appointees have been women. We saw a continued dominance of female representation at our most senior clinical research level, which is for Senior Clinical Researchers at consultant level. In 2014, we didn't have any advertised clinical research posts; however 50% of starters that year were female. These were candidates who were either named on a grant or awarded a fellowship. We hope to maintain and expand upon our improved and more balanced female:male ratio for our clinical research roles, which have traditionally featured a much stronger representation of men (Tables 14 and 15).

Table 14 Recruitment: Clinical Research Staff

Clinical Researcher in Training									
	2012			2013			2014		
	<i>F</i>	<i>M</i>	<i>%F</i>	<i>F</i>	<i>M</i>	<i>%F</i>	<i>F</i>	<i>M</i>	<i>%F</i>
Applied	2	8	20%	9	11	45%	N/A	N/A	N/A
Shortlisted	2	3	40%	3	7	30%	N/A	N/A	N/A
Appointed	1	3	25%	0	4	0%	3	3	50%

Table 15 Recruitment: Clinical Research Staff

Senior Clinical Researcher									
	2012			2013			2014		
	<i>F</i>	<i>M</i>	<i>%F</i>	<i>F</i>	<i>M</i>	<i>%F</i>	<i>F</i>	<i>M</i>	<i>%F</i>
Applied	N/A	N/A	N/A	4	1	80%	N/A	N/A	N/A
Shortlisted	N/A	N/A	N/A	4	1	80%	N/A	N/A	N/A
Appointed	1	2	33%	3	1	75%	N/A	N/A	N/A

Bronze Action Point achieved:

B10. We have surveyed graduate students on their perceptions/concerns regarding career progression and particular areas of concern will be taken forward in our Silver action plan.

B11. We have updated all our job descriptions, advertisements and our job vacancy website with additional information and departmental photographs to encourage applications from women and have seen an increase in applications to grade 7 posts from 50% in 2012 to 55% in 2014.

B12. We now have three Postdoctoral advisors using a single spreadsheet of detailing postdoc entry/exit dates. We identify postdocs in their 3rd year post PhD and invite them to discuss career/fellowship plans. A WebLearn based Postdoc forum provides contact details for our advisors and links to mentoring and training schemes, teaching opportunities, etc.

Silver Action Point and challenges identified:

S10a: The HoD will arrange for termly coffee mornings to discuss academic opportunities etc with the PGR and PGT students

S10b: Relevant information for the students will be made available on Divisional website

S10c: A career workshop for the final year & other research students will be organised.

- (ii) **Applications for promotion and success rates by gender and grade** – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

The main promotion opportunities for staff in the Department are:

- Award of a University title in the Recognition of Distinction Exercise (RoD);
- Regrading of current posts due to increased responsibility;
- Securing a new, higher grade post through open recruitment;
- Securing an externally-funded fellowship.
- Reward and Recognition scheme runs annually to reward highly performing staff.

We ensure that promotion processes in the department are transparent and all promotion opportunities are announced on our website and in the staff bulletin. The HoD also actively supports and encourages women to apply for senior roles. In addition to annual PDR, research staff have meetings with the HoD to discuss their career development opportunities.

Table 16 shows the titles awarded to members of NDORMS since 2012. The RoD is a promotion exercise run annually (since 2014) to confer the title of Professor. The exercise

is announced on our website, staff bulletin and in the University Gazette. Due to the exceptional circumstances of the KIR moving to Oxford, additional exercises were run in 2012 and 2013 to recognise the exceptional quality of staff moving from London. The University confers the title of Associate Professor (Grades 9, 10 since 2014) and University Research Lecturer (URL, Grade 8) on senior researchers. We review our staff annually against the strict criteria required which include: independent external funding, a track record of good publications, and contributions to the Department in teaching and administration. Applicants who are unsuccessful are provided with feedback on their application and encouraged to apply in future.

Table 16 Award of Titles of Professor, Associate Professor and University Research Lecturer. The 2014 results for Professorial titles are still pending. *1F who applied for AP in 2014/15 was awarded URL.

Professor						
	2012			2013		
	<i>F</i>	<i>M</i>	<i>%F</i>	<i>F</i>	<i>M</i>	<i>%F</i>
Applied	4	6	40.0%	2	4	33.3%
Successful	3	5	37.5%	1	3	25.0%
Associate Professor						
	2013/14			2014/15		
	<i>F</i>	<i>M</i>	<i>%F</i>	<i>F</i>	<i>M</i>	<i>%F</i>
Applied	4	5	44.4%	3	4	42.9%
Successful	3	5	37.5%	1	4	20%
University Research Lecturer						
	2013/14			2014/15		
	<i>F</i>	<i>M</i>	<i>%F</i>	<i>F</i>	<i>M</i>	<i>%F</i>
Applied	1	6	14.3%			
Successful	0	5	0.0%	1*		

In the last 3 years 10 female and 4 male researchers were successfully re-graded (100% success rate). In the 2015 Reward and Recognition scheme and line managers were invited to nominate their staff. We have received 13 nominations (12F, 1M), all successful. Our survey results show that we need to continue improving staff awareness of promotion opportunities; 44% of staff reported that they were clear about their career options and the process for promotions and regrading an increase from 36% in 2012). We aim to make it easier for staff to find the relevant information and continue developing dedicated areas on the intranet for this purpose.

Bronze Action Point achieved:

B13. Increased understanding/ transparency of promotion opportunities/re-grading by creating “Working at NDORMS” section on the website and discussions at personal development reviews. Data demonstrates an increase in staff understanding about career options, promotions and process for re-grading, and increase in the number of submitted (and successful) applications for re-grading. A significant increase in number of conferred titles of Professor, Associate Professor and University Research Lecturer in the last two years.

Silver Action Point and challenges identified:

S13. To continue improving staff awareness of promotion opportunities through PDR, intranet information and bulletin.

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

- (i) **Recruitment of staff** – comment on how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies

NDORMS ensures that all our recruitment and selection processes are compliant with the University’s equal opportunities policies. All of our recruitment documents feature the Athena SWAN bronze logo. Job descriptions have been expanded to highlight our staff benefits (including flexible working, maternity and paternity leave arrangements, University nurseries, a holiday play-scheme for school-age children and equality of opportunities) and the family-friendly, diverse nature of the department pertinent to potential female applicants. We have also tailored our Department’s job vacancy page to entice applicants to click through to our Family Friendly factsheet (outlines our family-friendly policies and schemes in an informal and easy-to-read format and is displayed on noticeboards, on our website, included in induction packs, and emailed to new-starters), Athena SWAN page, Staff Benefits page, and Department profile. We have added a phrase to our advert text welcoming applications from women and other under-represented groups.

It is compulsory for staff who chair recruitment panels to attend our recruitment training, however we also encourage all staff involved in recruitment to attend the training on offer and we periodically mention training opportunities in our Department’s weekly staff bulletin. These recruitment training initiatives are highlighted in our rigorous new-starter induction programme and we emphasise their importance. We continue to actively monitor our selection panels, and we ensure that all panels have at least one member of each gender and, where possible, completely balanced gender representation. We email all new academic and research staff our Department’s recruitment protocol document. These stringent processes ensure that all staff involved in recruitment are familiar with our equal opportunities policies and how these relate to all recruitment and selection processes.

Bronze Action Point achieved:

B14. Continued training for those on recruitment panels on: ‘Managing diversity: understanding and minimising the impact of stereotype and unconscious bias, (Oxford Learning Institute) and development of database of attendees.

In response to our action point in this area, and in collaboration with the Oxford Learning Institute and the Equality and Diversity Unit, we coordinated in-house training on equality and diversity and recognition of unconscious bias for PIs and Personnel staff members. 11 members of staff who are involved with recruitment have attended this training and are now familiar with our

equal opportunities policies.

Silver Action Point:

S14.Compulsory training for new starters whose role involves recruitment decisions.

- (ii) **Support for staff at key career transition points** – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

Postdoctoral career development: During the Athena SWAN bronze application process we identified three key areas of importance to the Postdoctoral community. These were:

1. Identifying Postdocs eligible for career development awards and actively encouraging and facilitating of their applications
2. Improving co-ordination and dissemination of relevant training opportunities
3. Enabling postdocs to teach

Our assessment highlighted a sudden expansion in Postdoctoral numbers with the move of the KIR, resulting in ineffective information transfer on training opportunities and career progression tracking. As a consequence we:

1. Identified the need for a 2nd KIR postdoctoral mentor/trainer to supplement Chris Murphy (KIR) and Philippa Hulley (Botnar).
2. Worked with the HR team to draw up a list of all postdocs in NDORMS, developed a mailing list and a letter of welcome to new Postdocs. New Postdocs are welcomed in the Department bulletin followed by the letter of welcome from the 3 Postdoc mentors. The letter links to the well-established NDORMS Postdoc Forum, an online resource with contact details of the Postdoc mentors, and details of relevant training opportunities such as; teaching on the NDORMS DPhil course, chairing the formal termly PGR presentation sessions and OLI and University provision. The Forum email list is used to disseminate information about Postdoc specific events e.g. a career talk from Prof Alan Silman (former Medical Director ARUK), combined with cake/coffee social.
3. The list of Postdocs is now in use by all 3 Postdoc mentors to assess the career stage and track each of the postdocs so that we can alert them when they hit critical Fellowship eligibility stages. In addition the gender and success rate of applicants is monitored.

In order to provide postdocs with opportunities to teach in house, we developed a new formal taught component for 1st year research students. This involves general orientation and ethics awareness lectures, a week of morning lectures introducing students to our main research areas, and a series of modules over 8 months offering specialist training and workshops e.g. “Biomedical grant-writing” or “Working in industry”. Postdocs (and senior DPhil students) are invited to teach on the new course and in 2013 Postdocs/senior

students delivered 17 of the 51 lectures (8F, 9M). In 2014 Postdocs/senior students delivered 24/56 lectures (9F, 15M).

Bronze Action Point achieved:

B15. Generated greater teaching opportunities for postdocs and early career fellows, put in place a new system to monitor Postdoc career progression and facilitate Fellowship applications

B16. An MSD pilot programme of peer mentoring circles, including NDORMS, was initiated in June 2013. A second round of the scheme was open in July 2014 and announced in the Bulletin. The percentage of women who agreed that mentoring is sufficiently available significantly increased from 39% in 2012 to 62% in 2014.

Silver Action Point and challenges identified:

S15. Track the success of the career progression monitoring system for Postdocs, track participation in teaching.

S16. Keep encouraging Post Docs and Early career researchers to join the scheme: publicising the benefits from the scheme

Career development

a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

Promotion and/or re-grading criteria take into account and give credit for pastoral, administrative, outreach and teaching work in addition to publications and grant income rather than simply whether an individual is REF “returnable”. Processes for re-grading are transparent, clear and available on the departmental website; staff can nominate themselves or be encouraged by their line manager. In support of this the 2014 survey indicated that staff either felt as or more informed than they had been previously regarding processes around promotion, and there was no gender disparity in terms of staff being made aware of and encouraged to apply for promotion opportunities. Indeed more women than men made successful applications for promotion within the department in 2014 (86%F vs 67%M).

The majority of staff felt that the department has supported their career progression, with more women responding positively than men (79%F vs 68%M).

Personal Development Reviews (PDRs) were formalised in April 2013 as the need was identified in the departmental survey. The scheme was designed in consultation with all levels of the department and with support from the HoD. A pilot group trialled the PDR scheme and provided feedback before the first round was completed in September 2013; a second round began in May 2014, with all PDRs completed by December 2014. It will now run annually. The PDR continues to highlight and address obstacles to career progression for individuals, but also aims to highlight opportunities for promotion, writing and submission of grants, co-supervision of graduate students, organisation of seminars and workshops, and membership of committees. The extensive array of training courses run by the Oxford Learning Institute is highlighted as part of the process, to address opportunities for specific development. There is also a section to discuss any concerns regarding workload allocation and/or work:life balance.

To ensure that the PDR is relevant and helpful to all levels of the department, a separate PDR-survey was circulated, and in March 2014 this data from the first PDR round was analysed. 95% of the pilot group responded (77), with 85% reporting that they found their PDR very useful for self-organisation and planning professional development needs. However, feedback also prompted further developments and improvements for the second round of the process, specifically a separate and more relevant form for administrative/academic support staff, a group who had felt the previous version did not address their needs adequately or appropriately. After each PDR, this brief survey is re-circulated to ensure the process remains fit for purpose.

Our last departmental survey demonstrates that 75% of the department find the PDR of value, with significantly more women than men (F: 81% vs M: 63%, $p = 0.03$) finding it helpful.

Since the PDR was instituted, there have been improvements in certain career development domains, such as female and male members of staff now feeling equally encouraged to be actively engaged in initiatives in the department/university (77% F vs 71% M) where in 2012 fewer women had felt this than men (63% F vs 75% M); in addition more women felt the department offered undergraduate teaching opportunities for basic scientists than previously (45% F in 2014 vs 26% F in 2012) with no negative impact on male perceptions of the same. However, the data does suggest that there is room for improvement for the department supporting and encouraging applications for college fellowships and other teaching opportunities - but reassuringly there is no gender disparity in this domain.

Quotes from the PDR-survey include:

- *'clear and very useful to encourage self-reflection'*
- *'it was a very useful exercise – it gives some space for discussion which is not simply about the next experiments.'*
- *'I think that it really helps to discuss recent achievements and define future aims and objectives with his own supervisor and set deadlines for them. This meeting provides also a great opportunity to identify skills that can be improved or new tasks/responsibilities that can be taken on.'*

Bronze Action Point achieved:

B17. Development, maintenance and improvement of the annual PDR

through iterative process

B18. Greater involvement of the postdoctoral scientists in teaching (with the help of senior colleagues in Division)

B19. Increase levels of equality and Diversity Training

Silver Action Point and challenges identified:

S17. Further PDR training and guidance for new and established reviewers (such as identifying training needs to support reviewee's career development), and further training for reviewees.

S18. PDR to continue to focus on teaching opportunities for post-docs inside the department; (rare) college fellowships to be advertised in a timely fashion on the bulletin

S19. To require all interview panel members and all departmental committee members to undergo equality and diversity training

(ii) **Induction and training** – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

The department has a long established record of induction for staff and students on their first day with face-to-face introduction from Buildings and Facilities team, the Director of Graduate Studies, Personnel and Health and Safety, along with Harassment Officers and Student Committee members. The Welcome Pages of the department intranet are extensive, relevant and welcoming and specifically cover family-issues such as childcare, schools, flexible working options and parental leave options. These were formed as part of the KIR move in 2013 and have been a particular success – they are regularly updated and well-maintained and a focus for all newcomers. Our survey demonstrated that the majority of staff (and more women than men) found the welcome pack and departmental induction useful (83%F and 68%M). As part of this induction, we highlight our links with the Oxford Learning Institute and its wealth of training/development opportunities. One specific programme that is advertised at this stage (and throughout the year on posters and the NDORMS bulletin) is the Leadership Development programme which covers specific topics such as confidence building, training on assertiveness and chairing meetings.

All formal inductions are supported by regular Welcome Events that occur through the year at core times and these are advertised with posters, Athena SWAN newsletters and prominently on the NDORMS bulletin. NDORMS is particularly proud of the networking opportunities in the department, both at the NOC and KIR sites. The social areas are attractive and busy – and opportunities for academic cooperation and collaboration are supported by lunchtime seminars which are informal, well-attended and offer opportunities for staff at all levels to present and discuss their work.

Equality and diversity training provided by the Oxford Learning Institute is highlighted with posters and bulletins. A modest proportion of staff have undergone formal training in equality/diversity and managing unconscious bias to date, and more women than men have had this training (37%F vs 27%M). Only a minority of staff feel that formal equality/diversity training would be useful, therefore a new action point has been introduced to improve awareness of the importance of training in equality and diversity issues.

From survey 2014: 77% of staff agrees on the question: *I am aware of training and development opportunities available to me.*



Figure 11. Updated Welcome Pack cover and survey comments about the Welcome Pack

Bronze Action Point achieved:

B4. Utility of welcome pack and experiences of KIR staff moving to NDORMS assessed. Welcome pack updated and new version distributed to all NDORMS staff. The moving committee developed a "Welcome Pack" in 2013 designed to support KIR staff in finding homes, and school and nursery places during relocation. KIR staff were surveyed in May 2014 to determine how their move went, assess the utility of the Welcome Pack and identify areas where more support is needed.

90% felt welcomed by NDORMS and 76% (83% of women) found the Welcome Pack useful. Suggestions to improve the Pack and the moving experience were collected. The Pack was improved in line with this feedback (e.g. information added for international recruits about NHS, national insurance, tax and visas, more comprehensive travel guides and maps added, contacts within the IT department added, plus tips on how to find the best places to live in Oxford) and the style improved. It is now sent out to all new starters with their offer letter.

B5. Perception of support from new staff joining NDORMS has been assessed. Data analysis revealed areas where NDORMS performs well and areas where we can improve.

(i) The large majority of new staff felt supported by NDORMS during their move to Oxford **(ii)** All staff (100%) would recommend NDORMS as a place to work and most feel that the move has enhanced their career progression **(iii)** Specific areas where

NDORMS can improve staff relocation to Oxford have been identified.

Silver Action Points and challenges identified:

S4. Distribute Welcome Pack to all new starters from Jan 2015 and improve based on new staff feedback.

S5a. Further assist new starters to find their way in the Department structure e.g. development of tree diagram of NDORMS organization and/or staff photo board and/or assignment of a specific point of contact or 'friendly face' to help/advise each new starter.

S5b. We aim to improve the clarity and transparency of the department's structure. We will place emphasis on contact people and points, mentoring and career support. We will build this philosophy and approach into our communications and IT strategy and plan.

(iii) **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

Students have a range of support opportunities open to them, both within the department and at divisional and college level and these are widely publicised in the Welcome Pack and on the intranet. At college level, each student has an advisor who, although in a similar academic field may not necessarily be in the same university department as the student. They are often excellent sources of mentorship, role modelling and advice. Within our department, the (female) Director of Graduate Studies provides an immediate source of support and advice to all students. We continue to strive to offer tutors of the same sex to students but this remains challenging, as we don't wish to overload the senior women in the department. In reality where it is felt it would be of real benefit to a particular student we are already able to provide this – and we continue our efforts with the OxFEST mentoring scheme.

A detailed survey for PGR & PGT students was conducted, with a 70% response rate. The majority of the students were happy with provision including; induction, supervision, seminars and workshops). However, three points were raised which are currently being addressed by the departmental GSC & DGS: (1) regular interaction with HoD and/or DGS to discuss their academic progress; (2) more effective dissemination of University & Divisional regulations and (3) career workshops for final year PGR students.

Organisation and culture

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
 - (i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

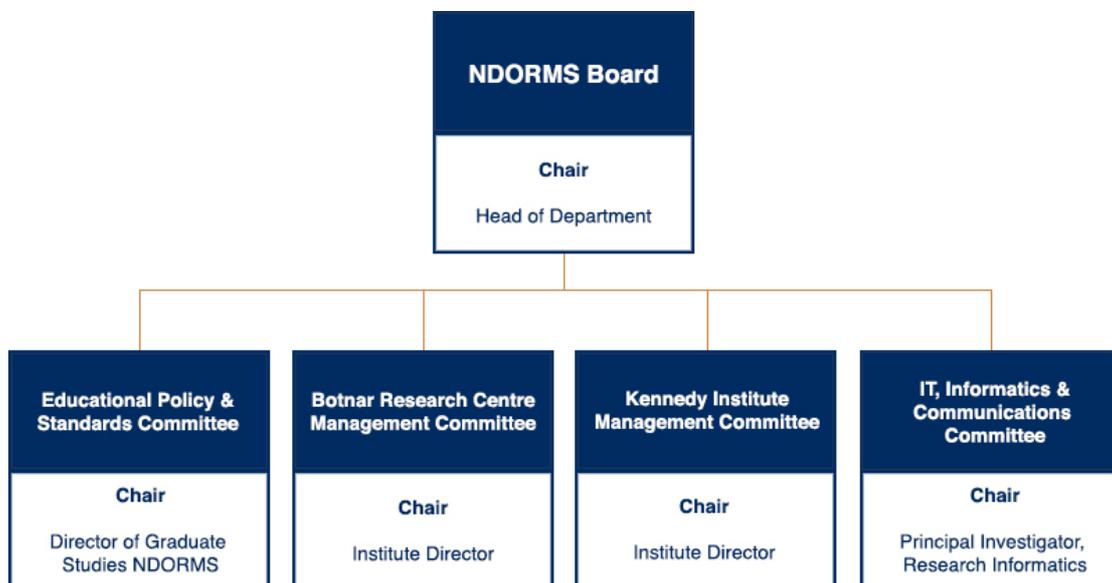
Table 17. Number male-female representation on committees.

	Male	Female	Vacancies
NDORMS Board	4 (3 academic, 1 admin)	4 (2 academic, 2 admin)	2
Botnar Research Centre Management Committee (It has sub, and sub-sub committees)	6 (3 academic, 3 admin support)	2 (1 academic, 1 admin)	
IT, Informatics and Communications Committee (mostly admin/support staff)	8	2	
Educational Policy & Standards Committee (also called Post-graduate studies committee)	7	7	

The NDORMS Board shows good gender balance with 50% female representation. The NDORMS Board is the highest decision making committee in the department.

The imbalance on the Botnar Committee is partly explained by the fact that currently only one of the section heads is a woman. The KIR management committee is in the process of being established.

Figure 12. NDORMS Committees



- (ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

All clinical and non-clinical academic staff (14F and 34M) are employed on permanent contracts. Research staff are funded by research grants and most of them (76 F and 58 M) are employed on fixed-term contracts. Since our last submission, the Department has started looking into possibilities of offering an open-ended contracts and moving research staff who have been employed on two or more successive fixed term contracts to open contracts.

Every effort is made to retain staff by extending contracts, particularly where a principal investigator has had a new grant funded or a new application is planned. The HR team monitor contract end dates and discuss the potential suitability for forthcoming posts with staff coming to the end of contract (six months in advance). In addition, the HoD and Finance Manager regularly review the Department’s budget as a whole, with a view to extending staff contracts where possible. Hence, most research staff remain in the Department beyond their initial contract. If further funding is not available to extend the contract, the HR team help the individual to find alternative employment within or outside the University.

Table 18. The breakdown of research staff on fixed-term and open-ended contracts within the department between 2012-2014:

	Fixed-term				Open-ended	
	F	% of F	M	% of M	F	M
2012	48	84.2%	45	77.6%	9	13
2013	58	85.3%	53	77.9%	10	15
2014	76	87.4%	58	82.9%	11	12

Bronze Action Point achieved:

B20. Improved retention of staff by offering open-ended contracts, where justified, to individuals who have been employed on two or more successive fixed term contracts to open contracts. There has been an increase in number of open-ended contracts offered in the Department. Currently, within research staff category 11 F and 12 M hold open-ended contracts. The HR team regularly reviews all staff with 6 months left on their contracts and discusses their potential match with forthcoming posts in the Department, as well as providing advice in terms of possible alternative employment. This system has been extended into an Exit Interview in order to assist data gathering on staff’s reasons for leaving and career destinations.

Silver Action Point and challenges identified:

S20. Continue this positive trend.

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

- (i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

All committees (Figure 12 above) are appointed by advertisement and election. The appointment of section heads is dealt with in the Committee’s Terms of Reference, which demonstrates that the appointment process is transparent. Women are encouraged to apply by the HoD, and applications to sit on committees are considered by a panel including a senior academic outside the department to ensure a transparent and robust process. We have kept the number of formal committees to a minimum and terms are restricted to ensure regular rotation (preventing overload) and widen participation.

Of the three sections in the Botnar, one is headed Professor Sallie Lamb, who will therefore sit on the committee. Women are also well represented on sub-committees within the Botnar – e.g. Philippa Hulley and Claire Edwards sit on the Lab Heads Committee, which is responsible for decision making and strategy within the laboratory section of the Institute.

Following the appointment of the Director of the KIR a similar process in setting up the Institute’s committees is being introduced.

We endeavour not to have more committee meetings than necessary, and the aim is for each committee to meet once a term, with sub-committees carrying on the work between-times. Committees are timetabled to suit flexible working hours and people with family and other responsibilities.

We undertook a separate survey (60% response rate) of women employed at Grade 8 (senior postdoctoral fellow) or above, regarding representation on decision-making committees *outside* the department. 77% of women were found to sit on either a University committee (23%), an external committee (35%) or both (19%).

- (ii) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual’s career.

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 the department instigated a workload allocation discussion as a specific part 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 women

responding positively (81%F vs 75%M); likewise 63% of the department feel their colleagues workload model is transparent, balanced and fair.

- (iii) **Timing of departmental meetings and social gatherings** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

We consider core working hours as 10am and 3pm Monday to Friday. There is recognition that staff who work part-time or at home often choose to be away from the department on Mondays or Fridays, and therefore, wherever possible, meetings are held between 10am-3pm Tuesdays-Thursdays. In addition, seminars, lectures and social events are held during these time slots and during school term times. Our surveys have demonstrated that flexible working hours are readily available, with no gender disparity (2014 data: 82%F vs 81%M agree). The department is regarded as supportive if staff need to respond to unexpected family needs at short notice (2014 data: 92%F and 89%M agree). The majority of staff do *not* feel under pressure to work anti-social hours, with the suggestion that women feel less pressured than men (83%F vs 74%M disagree).

- (iv) **Culture** –demonstrate how the department is female-friendly and inclusive. 'Culture' refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

The KIR move to NDORMS generated particular challenges and opportunities, which led to the establishment of the "Welcome Committee". Its remit has now changed as a "Welcome and Events Committee" but it remains very active. Following the popularity of a weekend Easter Brunch held in 2013 to greet KIR staff and their families, more events were organized (Table 19). Events were advertised by means of departmental mailing lists and posters put up around all buildings. The aims of these events were to welcome the KIR to Oxford and to provide opportunities for KIR staff to meet and ask advice from existing NDORMS staff in similar circumstances. For example, a dinner for students and post docs was held, along with two events specifically designed for staff with families; a second Easter Brunch and the inaugural NDORMS family sports day. The latter events took place at the weekend at a family friendly time, during term time to avoid disruption to holidays. Children were actively encouraged to attend, and activities and refreshments suitable for all ages were provided.

Table 19. Events organized to welcome KIR staff to NDORMS 2013 - 2014

Event	Date and time	Guest list	Purpose	Attendees
<i>Welcome to NDORMS party</i>	Tuesday September 10 th 2013, 4.30pm	All NDORMS staff	To welcome KIR staff and introduce them to fellow staff in NDORMS	~100 people
<i>Welcome to the Old Road Campus Party</i>	Friday September 13 th 2013, 4.30pm	All staff at all buildings on Old Road Campus	To welcome KIR staff and introduce them to fellow staff the surrounding departments	~150 people
<i>Welcome dinner</i>	Thursday, October 24 th 2013, 7pm	All NDORMS staff	Event organized by the student committee to greet KIR students and post docs	35 students and post docs
<i>KIR Christmas party</i>	Friday December 13 th 2013, 5pm	All NDORMS staff	Fancy dress, food and disco in the new building atrium	~100 people
<i>NDORMS Easter Brunch</i>	Saturday April 5 th 2014, 11am	All NDORMS staff	Family friendly brunch with children's activities including Easter egg hunt and drawing competition with prizes for all	106 people (64 adults, 42 children)
<i>NDORMS – NDS Sports Day</i>	Saturday September 20 th 2014, 11am	All NDORMS and NDS staff	Family friendly picnic with bouncy castle, face painting, giant soft play for younger children, rounders, football, tug of war for older children and adults	95 people (65 adults, 30 children)

All the NDORMS welcome events have been well attended. NDORMS staff were surveyed specifically to determine the success of these events. 87% of respondents attended one or more of the events above and 100% found them to be well organized, welcoming, friendly and 'thoroughly enjoyable' (**Figure 13, 14**).



" It's an *excellent* opportunity to meet new colleagues; would thoroughly recommend!"



" The event now has become *legendary* in our household, so much so, that I now cannot book to go away over Easter until we know the date, to avoid any clashes! "



" Makes people really feel *appreciated* - something that NDORMS is very good at. "

EASTER BRUNCH 2014



" A really *lovely* way to meet people outside my research group and their families!! "



Figure 13. Photos and survey comments about the 2014 Easter Brunch



" Thank you and all your team for arranging such *great day!* "



" I would like to thank the organisers for the *great job* and the head of both departments for making it possible. I believe these events help to *strengthen collaboration* between people within and between departments. "



" The fact that it was an event for *everyone* - adults and children, families and those who were there by themselves. "

SUMMER EVENT 2014



" My grandsons really *enjoyed it!* They fell asleep as soon as they got on the bus home. "



Figure 14. Photos and survey comments about the 2014 Sports Day

The department continues to be family-friendly and inclusive. Social events are scheduled for lunchtimes to allow those with caring responsibilities to attend, and a particular highlight is the departmental International Christmas Lunch where all members are asked to bring a dish from their native country, presently there are more than 30 nations represented across the department. We have an Easter Brunch, which is family friendly, with a very popular Easter egg hunt, and the artwork by the children who attend is displayed on noticeboards in the social areas, side-by-side with departmental notices and Athena SWAN factsheets. The Departmental Student Committee organises very popular monthly visits to the local pub and a termly Brunch. In the summer there is a departmental “Sports Day” for staff/students and their families.

There is a strong tradition of bringing cakes and cards for people who are leaving, taking parental leave, getting married – or simply to celebrate an individual’s particular achievements or long-standing service in the department. From this year NDORMS has implemented an International Women’s Day event in March (*‘Wear something purple to work and join us for a slice of cake’*) to celebrate the achievements of women while calling for greater equality; we had stories of iconic women scientists and a few facts on inequalities that still persist in modern day Britain on display and had our very own *purpleness* photo booth area.

Table 20. Regular NDORMS events 2015 onwards

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	NEW Family friendly brunch with children’s games and Easter egg hunt.
NDORMS – NDS Sports Day	Annually, Summer weekend	NEW Family friendly picnic with activities for children of all ages
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!

Our 2012 survey revealed that 21% of staff had witnessed bullying or harassment. These behaviours are not tolerated in any way, and as a result of this data four bullying and harassment officers (3F:1M, split across the Botnar and KIR site) have been trained and are responsible for providing support and a mechanism for raising concerns about unacceptable behaviour. This was communicated across the department with emails, notices and on the intranet. Posters indicating the department’s zero-tolerance of bullying and harassment and containing the contact details of the department’s bullying and harassment officers are prominently displayed. Our survey has demonstrated a positive impact of these interventions, with a reduction in staff reporting that they have experienced

(6% 2014 vs. 9% 2012) or witnessed (13% 2014 vs. 21% 2012) any form of bullying or harassment with no gender disparity in the results. In addition, these interventions have increased awareness amongst women of reporting systems, thereby eliminating the previous gender difference: in 2012 47% of women but 63% of men were aware of such procedures; in 2014 58% women and 60% men are aware of the reporting systems. We still aim to improve awareness of reporting procedures via the bulletin and website.

Bronze Action achieved (NB numbers match original Bronze Action Plan):

B3. Social events, designed to include as wide a range of staff and students as possible, were held throughout 2013-2014 to welcome KIR staff to NDORMS

Quotes from survey:

- *'NDORMS is the best employer I've come across; I find my workplace to be friendly and my work day to be incredibly positive and motivating. Thank you for making this department so fantastic!'*
- *'Great department with supportive HoD. Real enthusiasm and practical support for change/improvements around equality generally, not just gender-linked. Very family friendly and fun'*

B21. Appointment and training of 4 bullying and harassment officers in the department; development and improvement of awareness of support and reporting systems for those who witness or suffer bullying or harassment; further training sessions for departmental bullying and harassment officers. There has been a reduction in staff reporting that they have experienced (6% 2014 vs. 9% 2012) or witnessed (13% 2014 vs. 21% 2012) any form of bullying or harassment.

Silver Action Points and challenges identified:

S3a. Based on positive feedback, the Easter Brunch and Sports Day will become permanent fixtures and will be maintained specifically as family friendly events.

S3b. Events will be more widely publicized in the new departmental bulletin, in addition to e-mails and posters used previously.

S3c. The new *'Welcome and events committee'* will be maintained, incorporating the existing moving committee and expanding its scope to execute the actions above, maintain a regular programme of social and welcome events, and further develop NDORMS networking opportunities

S21. Improve information on bulletin and website regarding reporting systems on bullying and harassment

- (v) **Outreach activities** – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

Staff in NDORMS take part in a wide range of outreach activities including; public talks, school visits, science fairs (e.g. Brighton Science Festival), and hosting work experience students. The Department is committed to developing high quality outreach initiatives to engage a range of groups including school children, the local community and patients. We have recently appointed a part-time Outreach and Public Engagement Officer to support researchers wishing to do public and educational engagement and outreach.

The Department continues to provide one-week work experience placements for state school children in Key Stages 3-5 (ages 11-18). Since September 2013, 30 members of staff have been involved in the work experience scheme (14F, 16M) with placements for 16 children. This scheme has been highly successful and received an award for Best Work Experience from Oxfordshire County Council in 2013. At least nine school children who have taken part in the scheme since its inception in July 2012 have moved on to study medicine or biomedical sciences at university.

The Botnar Seminar Series takes place fortnightly, talks are open to members of the public as well as staff and are publicised to patient groups via the members list of the Oxford University Hospitals Trust. Since September 2013 seven of the talks in the Botnar Seminar Series have been given by NDORMS staff, four of whom are female.

NDORMS participated in the Oxfordshire Science Festival for the first time in March 2015 with an event at the Oxford University Museum of Natural History. The event incorporated a talk and an interactive stand. A male and a female DPhil student from the Department were at this stand to help people participate in a demonstration. The event was attended by 180 people.

The Department is seeking other public engagement opportunities and working to improve recognition of staff participation in outreach activities, starting with the development of an outreach page for the departmental website which will feature case studies of successful outreach. Case studies acknowledging participation in outreach will also be featured in the NDORMS weekly bulletin, which is sent out via e-mail to all staff within the department. The Outreach and Public Engagement Officer is working with researchers within the Department to develop a series of talks focused on a more general audience. The Communications team will disseminate and promote these events to maximise patient and public attendance.

Bronze Action Point achieved:

B22. The Department has recently appointed a part-time Outreach and Public Engagement Officer; the Department continues to provide one-week work experience placements for state school children

Silver Action Points and challenges identified:

S22a. To develop a series of talks focused on a more general audience

S22b. NDORMS will also be participating in the Oxfordshire Science Festival in 2016

S22c. The Department is working to improve recognition of staff participation in outreach activities.

Flexibility and managing career breaks

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

- (i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

15 of our academic and research staff have taken maternity leave in the past 3 years (2012-2014). 8 women returned to work (4 at 100% of time and 4 at part-time by choice), 4 are still on maternity leave, 1 moved back to her home country and 2 resigned to look after their young children.

- (ii) **Paternity, adoption and parental leave uptake** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

In the last 3 years, 13 staff members (1 academic, 9 researchers and 3 support staff) have had paternity leave. This is a significant increase from previous years. Before 2010 we had very few requests for paternity leave, we strongly believe that making information on paternity leave entitlements more accessible has had a positive impact on the number of paternities reported and taken.

In the Department, fathers-to-be and new fathers are encouraged by their managers and the Personnel team to take time off work and to work flexibly for the first few months. It is very common that additional leave is managed through a mixture of family leave and annual leave as and when required. The NDORMS website includes all the important information in relation to maternity, paternity, parental and adoption leave.

Our staff survey has shown that over 90% of respondents feel supported by the department before and after leave for carrying responsibilities.

- (iii) **Numbers of applications and success rates for flexible working by gender and grade** – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

Arrangements for flexible working are put in place based on an agreement between the individual and their line manager. The Department has implemented a formal procedure for applying for flexible working. In the last 3 years, we received 14 applications for flexible working (10 from women) and all the applications were successful. Recent specific examples of flexible working for family or other commitments include:

- A female researcher and female clinician requesting to reduce their working hours from full-time to 80%;
- A female researcher requesting to work four days in the office and one day from home;
- A male researcher requesting to reduce his working hours to 90%;
- A male researcher requesting to work four longer days in the office;
- A female researcher taking unpaid leave for personal/ health reasons.

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

Flexible working is encouraged and it is generally accepted that staff, with the agreement of their supervisors, will arrange working hours around the core hours of the Department to suit their family commitments. Staff who work part-time tend to have flexible working patterns such as spreading their working hours across long and/ or short days. We strongly believe that flexibility promotes the family-friendly atmosphere in the Department and we have a strong culture of flexible working, which is supported by the Head of Department and other senior staff members.

Any employee can make a request to work flexibly under the University's Flexible Working procedure and the Department always supports and tries to accommodate such requests.

The application procedure requires a staff member to complete a form which will then be considered by line manager and/or Head of Administration. Requests are reviewed taking many factors into consideration such as the reason for the request or the constraints of the job description. There is a very positive approach towards applications for flexible working. These requests are usually made to fit in within childcare arrangements or because of a long commute to work. Although there is a formal process of applying for flexible working, there are also informal flexible working arrangements between staff and line managers and over **80%** of staff reported working flexibly in our survey.

Bronze Action Point achieved:

B23. Improved provision of information relating to flexible working/provision of leave by increasing visibility/awareness of flexible working/maternity pack.

We promote flexible working by several mechanisms including:

- Family Factsheet - displayed on noticeboards, included in induction packs for new starters, emailed to new-starters and put on our website.
- Offer flexible working to women returning to work from maternity leave.
- Discussion at PDR meetings.

90% of women and 89% of men agree that the Department is supportive for unexpected family needs.

Quotes from the staff survey:

- *“Department is very family friendly and fun.”*
- *“The Department has been very supportive during my maternity.”*
- *“NDORMS is a fantastic work place, I had been supported during my maternity leave and after I have returned to work”.*

Silver Action Points and challenges identified:

S23a. Women returning to work after a period of maternity leave are to be given dispensation from teaching commitments

S23b. Staff with caring responsibilities/working part-time will be able to stipulate times during the week when they are not available to teach

- (ii) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

The University offer generous maternity leave which includes 26 weeks of full pay, 13 weeks of Statutory Maternity Leave and up to 13 weeks of unpaid leave. An employee may do up to ten days of paid work during her maternity leave (Keeping in Touch (KIT) days).

The Department's HR team invites pregnant employees for a meeting and provides information about the maternity leave scheme, promotes KIT days, arranges a risk assessment and workstation assessment, and answers any questions.

When staff take maternity leave, the Department normally advertises and fills for maternity cover or, if possible, changes the project timelines so that women could resume working on a project on return. With regards to teaching responsibilities, these are either covered by an employed temporary replacement or by colleagues. The Department also aims to provide an environment that reduces any potential complications from conflicting demands of work and child-care. This includes holding meetings and seminars within core hours or holding family-friendly events. In order to protect the workload allocation of staff returning from maternity leave, staff will be given dispensation from teaching commitments for 6 months if they so wish; when they do return to teaching they are able to stipulate times during the week when they are not available to teach (see Action Points below).

The University also offers a 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. The fund is open to members of academic and research staff employed by the University. NDORMS promotes this scheme by advertising it in the staff bulletin as well as directly approaching eligible staff. In 2014 2 females (1 researcher, 1 Clinician) applied for and were awarded funds to cover conference attendance.

An important matter for staff returning from maternity leave is childcare. The University has the highest level of childcare provision in the HE sector, with 390 places across 15 sites; four of these being designated University nurseries. 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.

[5552 words/5000 words]

5. Any other comments: maximum 444/500 words

Please comment here on any other elements which are relevant to the application, e.g. other STEMM-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

- **Communications within NDORMS:**

Our staff are at the heart of our ability to deliver on our mission and it is therefore essential that our workforce is well informed on what is happening in the Department, as well as feeling supported in their day-to-day work.

In June 2014, NDORMS appointed a Communications Officer, to coordinate and facilitate communications across the Department, in order to strengthen information-sharing, both internally and externally, and raise awareness of the Department's strategic aims and achievements. Following a series of formal and informal interviews with staff by the newly appointed Communications Officer, it was noted that internal communications needed improvement, mainly on the coordination of information to disseminate internally. To address this issue, a **Weekly staff bulletin** was developed.

'I just wanted to say congratulations on the staff bulletin, it looks great and I think it is really an important step. Very welcoming and inclusive.' Staff feedback.

The Weekly staff bulletin provides a central hub of information for the department and replaces previous ad-hoc communications and emails. The bulletin features departmental news; upcoming seminars and events, both internal and external; funding opportunities; training; awards; Athena SWAN; and a 'Focus on' section introducing different groups within the department, who's who in the team is and what they do, complete with a group shot. The bulletin has been well received and staff are keen to contribute with both content and feedback. Where possible, feedback is incorporated into subsequent issues of the bulletin (e.g. 'Current vacancies' section was added following feedback from staff). From our survey: 98% find the weekly NDORMS "Bulletin" to be useful for departmental information.

- **MSD Mentoring scheme:**

Medical Sciences established a programme of peer mentoring circles in 2014, which has been well received (82% of mentees would recommend the scheme to a colleague and 89% of mentors would recommend it to colleagues or postdocs they manage) and is now in its second year. The scheme involves the formation of peer mentoring circles comprising 3-4 early career researchers and 1 senior member of staff and aims to support the development of early career researchers across the Division by encouraging self-reflection, increasing networking opportunities through peer circles and providing access to senior staff members outside of the researchers' home department.

To date 8 of the 36 mentors (4M, 4F) and 23 of the 127 mentees (18F, 3M, 2 unknown) who have taken part in the scheme have been from NDORMS. The percentage of women in NDORMS who agreed that mentoring is sufficiently available significantly increased from 39% in 2012 to 62% in 2014.

[444words/500words]

6. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations **for the next three years**.

NB: The attached NDORMS Silver Action Plan includes the updated Bronze action points from the Bronze action plan and the impact they have made in the Department, as well as our silver action points and priorities as asked above.

7. Case study: impacting on individuals: maximum 1000 words [995 words/1000words]

Describe how the department's SWAN activities have benefitted **two** individuals working in the department. One of these case studies should be a member of the self assessment team, the other someone else in the department. More information on case studies is available in the guidance.

Case study 1: (456 words)

Professor Kim Midwood

I moved to NDORMS as a Senior Lecturer when the KIR joined the University of Oxford in 2011. Both my partner and I balance full time academic careers with a young family; our daughter is in nursery and I am expecting our second child in April 2015.

Balancing work and family: NDORMS working practices enable me to work flexible hours and to regularly work at home as required in order to fulfil childcare needs. Meetings and seminars are organized in the middle of the day, on days in the middle of the week, which enables me to fully participate in departmental life within my working hours. Car parking in Oxford is extremely limited but the allocation system prioritises those with caring responsibilities, enabling me to park directly on site, saving time in my commute and allowing me to leave promptly if emergencies arise. The maternity leave provided in NDORMS is generous in comparison to many other places, and HR staff took the time to arrange a face to face meeting to explain all the benefits available and to organize a personalized risk assessment for me.

Inclusive culture: There is no stigma in NDORMS about being a woman who wants to progress in her career and balance this with a family in my experience. In fact, there are many staff in the same position as me from whom to ask advice, and a number of family friendly events are organized to facilitate meeting these colleagues and their families; these have been both very enjoyable and useful! Moreover, many of the senior management, both male and female, have families of their own and have been very supportive of my position, as well as able to offer pertinent advice based on their own experiences.

Career progression: I run a research group comprising 4 post docs, 3 DPhil students and one Senior Technician, which has thrived since moving to Oxford with new collaborations and ideas. Very quickly after joining NDORMS I was given the opportunity to teach on a number of courses. I was also invited to apply to join Departmental committees and now sit on several including the NDORMS Graduate Studies Committee and the SAT; I also act

as a Mentor in the NDORMS mentoring scheme. These opportunities enabled me to become immersed in departmental life and contribute to the smooth running and development of NDORMS. In recognition of my achievements and contribution to the Department I was promoted to Professor in October 2014 through the Recognition of Distinction Exercise. The deadlines and requirements for this process were communicated to me well in advance by the Department Head, clear guidance on the application procedure was given and I received strong support from both administrative staff and senior management throughout.

Case study 2: (539 words)

Sarah Snelling:

I joined the department in 2004 as a DPhil student in Osteoarthritis genetics and functionality. Upon completion of my DPhil I was actively encouraged by both my supervisors and the department to apply for an Arthritis Research UK Foundation Fellowship which required me to change institutions. I felt supported and encouraged by:

- Meetings with Oxford supervisors and the group I hoped to work with in Norwich to discuss how the collaboration could work
- Reassurance that I was a suitable candidate (I was unsure if I was suitable, this initial contact was a great boost)
- Help to write the application (edits and discussions)
- Preinterview discussions both formal and informal
- A general and enthusiastic interest in me and my work

I was awarded the fellowship, hosted at the University of East Anglia, with NDORMS as a collaborator. My husband lived in Oxford throughout the fellowship period and NDORMS agreed that I could spend 50% time working in the department. The opportunity to work in Oxford and feel so supported by the department was a huge benefit both personally and academically. Throughout the fellowship NDORMS provided generous academic support and opportunities including student supervision, collaborative projects and grants. This allowed me to not only experience life at a different university but also grow within NDORMS.

In 2012 I was awarded an Arthritis Research UK Career Progression Fellowship hosted in NDORMS and with 50% of FEC provided by the department (a condition of the award). In order to support my growth as a researcher I was integrated within a multidisciplinary research team, providing me with laboratory support alongside the opportunity to expand my research interests and skillset. I continued to supervise project students and was also able to act as co-supervisor for a number of DPhil students with projects strongly aligned to my research interests.

I became pregnant with my first child and began maternity leave in August 2014. Throughout the pregnancy everyone I worked with was hugely supportive and enthusiastic about both my imminent parenthood and in helping me to make plans to maintain aspects of my research while on leave so that I could return to an active project. My fellowship was due to end in October 2014 and the department have agreed to financially support my role until March 2017 such that I can apply for further funding upon my return from maternity leave. I am taking 9 months leave and during this period have been using my KIT days to gain updates from students and colleagues and to provide guidance and support where needed. I have brought my son to work on each KIT day (as well as for various social

events) and he has been held or fed during meetings – we have no childcare available at this stage so this welcoming working environment has been essential. I feel fortunate to have this level of support and also to be surrounded by such positive role models (both male and female) as Dr Claire Edwards, Dr Catherine Swales, Dr Nikki Horwood, Dr Afsie Sabokbar, Dr Kassim Javaid and Prof Andy Carr who all have excellent careers and encourage and support a family and “non-work” life- I just hope my son grows up to be as fabulous as their kids are!

[995 words/1000words]

Silver Action Plan

NDORMS Priorities and Aims	Bronze Action achieved	Impact	Silver Action Point	People responsible	Timescale-Achievement	Assessment and Measure of success
Self-Assessment process						
<p><u>We aim:</u> To continue a transparent self-examination process, and to continue providing positive development and an open, supportive and family-friendly research environment.</p>	<p>B1. SAT met termly, Bronze action plan was implemented.</p>	<p>Significantly more people understand the purpose of the Athena SWAN Charter as compared to the results from the previous study (78% in 2014 vs. 53% in 2012).</p>	<p>S1. SAT will keep meeting termly to discuss implementation and progress of the action plan.</p>	<p>Andy Carr (HoD-Chair) Claire Edwards Catherine Swales Afsie Sabokbar Maria Granell</p>	<p>Termly</p>	<p>Deadlines for Silver action plan met by particular individuals/groups/SAT.</p>
	<p>B2. Survey was circulated with a 65% response rate.</p>	<p>The results of the 2014 survey inform this Silver bid.</p>	<p>S2. The survey will continue to be run annually, and information on our silver action points will continue to be disseminated in the Bulletin.</p>	<p>Wulf Forrester-Barker Dani Prieto SAT Committee Andy Carr</p>	<p>Annually</p>	<p>Silver action plan will be developed/improved according to new information for each survey.</p>
Pen Picture of Department (KIR move and settle into Oxford)						
<p><u>We aim:</u> To assist a smooth move for KIR staff and all newcomers to Oxford, and to support them with family and childcare issues, accommodation, transport, etc</p>	<p>B3. Social events, designed to include as wide a range of staff and students as possible, were held throughout 2013-2014 to welcome KIR staff to NDORMS.</p> <p>B4. Utility of welcome pack and experiences of KIR staff moving to NDORMS assessed. Welcome pack updated and new</p>	<p>(i) The large majority of new staff felt supported by NDORMS during their move to Oxford: <i>91% of respondents felt that their move to Oxford went well, although 32% felt NDORMS could make relocating to Oxford easier/others encountering issues unrelated to NDORMS.</i></p> <p>(ii) The timing of the weekend events worked well for staff with families. The large majority of KIR staff felt welcomed by NDORMS and all NDORMS staff appreciated the opportunity to meet colleagues:</p>	<p>S3a. The new 'Welcome and events committee' will be maintained, incorporating the existing moving committee and expanding its scope to maintain a regular programme of social and welcome events, and further develop NDORMS networking opportunities.</p> <p>Based on positive feedback, the Easter Brunch and Sports Day will become permanent fixtures and will be maintained specifically as</p>	<p>Welcome and events committee Jo Silva (Head of Communication s) Ellen Meek (Head of Outreach) Maria Granell (NDORMS Equality and Diversity Adviser)</p>	<p>Regular events throughout year, annual survey.</p>	<p>The 'Welcome and events committee' meets regularly and develop new initiatives for networking in the department. Events are run regularly, well publicised and attendance remains high (>100 people per vent).</p>

Silver Action Plan

NDORMS Priorities and Aims	Bronze Action achieved	Impact	Silver Action Point	People responsible	Timescale-Achievement	Assessment and Measure of success
	version distributed to all NDORMS staff.	<i>90% felt welcomed by NDORMS. 100% of staff surveyed would recommend NDORMS as a place to work and 94% felt that their work/ career progression had benefitted as a result of the move.</i>	family friendly events. Events will be more widely publicised in the new departmental bulletin, in addition to e-mails and posters used previously.			
	<p>B5. Perception of support from new staff joining NDORMs has been assessed. Data analysis revealed areas where NDORMS performs well and areas where we can improve.</p>	<p>(iii) The Welcome Pack provided useful informal information and personal points of contact for advice on childcare in Oxford not available elsewhere. In general the Welcome Pack was a useful and relevant resource:</p> <p><i>76% (83% of women) found the Welcome Pack useful. Specifically, the Welcome Pack helped staff navigate the Oxford school and nursery systems and clarified childcare benefits that Oxford offers.</i></p> <p>(iv) Specific areas where NDORMS can improve staff relocation to Oxford have been identified: 1) lack of clarity around departmental structure and who to contact for what purpose (i.e. finance, personnel, admin), (2) desire for formal mentoring and more opportunities for career support and (3) desire for improved IT access/assistance before and during the move.</p>	<p>S4. Distribute Welcome Pack to all new starters from Jan 2015 and improve based on new staff feedback.</p> <p>To assist new starters to find their way in the Department structure e.g. development of tree diagram of NDORMS organization and/or staff photo board and/or assignment of a specific point of contact or 'friendly face' to help/advise each new starter.</p>	<p>HR team</p> <p>Jo Silva (Head of Communication s)</p>	<p>Distribute to each new starter with offer letter, annual survey.</p>	<p>Regular surveys of new staff will monitor perception of welcome and support. A new survey was developed for the new staff and sent to all staff who joined NDORMS between January 2014 and June 2014. 37 out of 68 people surveyed responded (54%). We aim to improve on this and get a 70% response rate in the future.</p>
			<p>S5. We aim to improve the clarity and transparency of the department's structure. We will place emphasis on contact people and points, mentoring and career support. We will build this philosophy and approach into our communications and IT strategy and plan.</p>	<p>HR team</p>	<p>Immediate and ongoing</p>	<p>The survey for new starters shows that at least 70% of respondents agreeing that the structure of the department is transparent (by 2017).</p>

Silver Action Plan

NDORMS Priorities and Aims	Bronze Action achieved	Impact	Silver Action Point	People responsible	Timescale-Achievement	Assessment and Measure of success
Pen picture of department (student and staff data)						
<p><i>We aim:</i> To increase the departmental intake of female undergraduate and post-graduate research students; Increase retention of female researchers in the department; Improve understanding of motivations/reasons for people leaving the department</p>	<p>B6. Increased recruitment of female PGR students.</p>	<p>Data demonstrate a variable but sustained increase in recruiting female PGR students to the Department over the past 5 years from 15 (37.5%) to 31 (41.3%) in 2014/15.</p>	<p>S6. To continue to encourage female clinical trainees & PGR students to participate in departmental research programmes (DPhil & MSc by research programmes), and post-graduate taught programme (MSc taught). Involve female role models (including Prof Fiona Powrie FRS in the programme).</p>	<p>Afsie Sabokbar, Chris Murphy, Fiona Powrie, Andy Carr</p>	<p>Immediate and ongoing</p>	<p>Maintain gradual increase by further 5% in the proportion of female PGR students in the department in the next 2-3 years.</p>
	<p>B7. We continually monitor staff data in the Department to ensure there is balanced representation of men and women on research teams.</p>	<p>Improved representation of women in research positions non-clinical: from 51% in 2012 to 57% in 2014, clinical: from 33% in 2012 to 44% in 2014; this has been positively commented on by staff in the survey: <i>“Good representation of women in senior roles.”</i> <i>“In our Institute the leadership has women in high positions and</i></p>	<p>S7a. Continue to support this positive trend and improve female representation in clinical positions. S7b. We will specifically identify female surgical leaders and role models and invite them to Oxford to participate in seminars on women in surgery. Our</p>	<p>Andy Carr, Fiona Powrie HR team</p>	<p>a. Annual review b. From Autumn 2015</p>	<p>a. Staff data - improve female representation in clinical position by further 5% in the next 2 years. b. At least one event held annually. Positive feedback from attendees.</p>

Silver Action Plan

NDORMS Priorities and Aims	Bronze Action achieved	Impact	Silver Action Point	People responsible	Timescale-Achievement	Assessment and Measure of success
		<p><i>this is great!"</i></p> <p><i>"I think there are a healthy number of senior roles occupied by women."</i></p> <p><i>"Great department with supportive HoD. Real enthusiasm and practical support for change/improvements around equality generally, not just gender-linked."</i></p>	target audience for this event will be final year medical students and foundation year doctors.			
	B8. Active encouragement particularly for female students to pursue musculoskeletal sciences/orthopaedics by providing female role models at lectures/seminars	We have maintained recent growth in numbers of female students pursuing a clinical academic track.	S8. For non-clinical academics, transparency of pay rises, promotions process and equivalency of tenure tracks need to be continuously developed. We have excellent female role models in the department including both clinical and non-clinical Professors and senior academics (Fiona Powrie, Sallie Lamb, Tonia Vincent, Irina Udalova, Claudia Monaco, Kim Midwood, Catherine Swales, Afsie Sabokbar, Fiona Watt, Karen Barker) who will act as mentors and advisors to our female researchers and students.	Catherine Swales, HR team	Annual review	Survey and staff data.
	B9. We now conduct exit interviews and monitor the	Exit interviews have been conducted for 95% staff members (leavers).	S9. Further analysis on this data and identification of trends (if any) for staff	HR team and SAT committee	Annual	Analysis of data reveals any trends. These will be followed up by focus groups and new survey questions.

Silver Action Plan

NDORMS Priorities and Aims	Bronze Action achieved	Impact	Silver Action Point	People responsible	Timescale-Achievement	Assessment and Measure of success
	destination of leavers.	Better understanding of the reasons for staff to choose to leave the Department. Feedback given by staff is taken into account when we recruit new staff members.	moving on from the Department. Looking into designing and developing processes and policies which may help the Department to retain staff.	Andy Carr, Fiona Powrie		
Supporting and advancing women's careers						
<p><i>We aim:</i> To understand and address staff perceptions/concerns about career progression; To encourage female applicants for departmental posts; Encourage a fair and transparent selection and interview process through management of unconscious bias</p>	<p>B10. Survey graduate students on their perceptions/concerns re career progression; understand the drivers for lower rate of female applications for research posts; develop actions to respond to these, as necessary.</p>	<p>A detailed survey for PGR & PGT students was conducted, with a 70% response rate. The majority of the students were content and satisfied with the provisions that were provided during their PGR training (including the induction, supervision & number of departmental seminars & divisional workshops). However, three areas of improvement were identified and developed as Action Points 10 a-c and are currently being addressed by the departmental GSC & DGS: (1) regular interaction with HoD and/or DGS to discuss their academic progress; (2) more effective dissemination of University & Divisional regulations and (3) career workshops for final year PGR students.</p>	<p>S10a. The HoD has arranged for termly coffee mornings to discuss academic opportunities etc. with the PGR and PGT students</p> <p>S10b. University and Divisional regulations for the students is now widely available on Divisional and Departmental websites. Any new procedures/ information to be announced in the weekly bulletin.</p> <p>S10c. In May 2015 we will run a career workshop for research students with a special emphasis on the needs of final year students.</p>	<p>Andy Carr Marzena Poiret Afsie Sabokbar Chris Murphy</p>	<p>Annual review And from May 2015</p>	<p>a. Coffee mornings are held each term and well-attended aim for 75% students to attend.</p> <p>b. Student survey.</p> <p>c. Career workshop run feedback is positive.</p> <p>We will continue to undertake annual student surveys and monitor & act upon the feedback provided.</p>

Silver Action Plan

NDORMS Priorities and Aims	Bronze Action achieved	Impact	Silver Action Point	People responsible	Timescale-Achievement	Assessment and Measure of success
	B11. We have updated all our job descriptions, advertisements and our job vacancy website with additional information and departmental photographs to encourage applications from women.	We have seen an increase in applications from females from 52 (50%) in 2012 to 149 (55%) in 2014 at grade 7. Results in grade 8-10 are more variable year on year, for example in 2012 56% of applicants were female whereas in 2013 49% were female. In general we attract applications from females and males equally.	No new action point. Ongoing commitment	HR team	Ongoing	Sustain the current improved increase (55%) in female applications for grade 7 posts and increase % of female applicants for grade 8-10 posts.
	B12. Identify postdoctoral assistants eligible to apply for fellowships and encourage and support them to put their applications forward.	We now have three Postdoctoral advisors using a single spreadsheet of postdoc entry/exit (using confidential Access database in Personnel intranet area), WebLearn based Postdoc forum provides contact details for these advisors plus links to mentoring and training schemes, teaching opportunities etc, we identify postdocs from 3 rd year post PhD and have begun to personally invite them to discuss career/fellowship plans if they have not made use of open invitation.	No new action point. Ongoing commitment	HR team, Phillippa Hulley	Ongoing	Accurately track Fellowship applicant success rate with grants office, Identify male female ratio of those seeking advice vs those applying/succeeding with Fellowship applications, completing 1 st phase Oct 2016. On-going survey/staff data yet to demonstrate if the generation of postdoc advisors and career discussions have had the desired effect of retaining staff for fellowships
	B13. Increased understanding/transparency of promotion opportunities/regrading by	Increase in staff understanding of career options, promotions and process for re-grading, and increase in the number of submitted applications for re-grading:	S13. To continue to improve staff awareness of promotion opportunities through PDR, intranet information and bulletin.	Fiona Powrie and Andy Carr HR team Angela Truesdale (Head	Ongoing and annual	Survey data to show improvement from 44% to over 60% of staff understanding promotion process.

Silver Action Plan

NDORMS Priorities and Aims	Bronze Action achieved	Impact	Silver Action Point	People responsible	Timescale-Achievement	Assessment and Measure of success
	<p>creating “Working at NDORMS” section on the website and discussions at personal development reviews.</p>	<p>44% of staff reported that they were clear about their career options and the process for promotions and regrading, compared with 36% in 2012.</p> <p>A significant increase in number of Professorial titles in recognition of distinction over the last two years. Between 2012 and 2013, 12 staff members were awarded the Professor title. The results from 2014/2015 RoD exercise have not been announced yet.</p>		<p>of Administration)</p>		
	<p>B14. All members on recruitment panels to receive training on: ‘Managing diversity: understanding and minimising the impact of stereotype and unconscious bias (Oxford Learning Institute).</p>	<p>11 members of staff who are involved with recruitment have attended this training and are now familiar with our equal opportunities policies. The attendees ranged from all levels and disciplines in the department with equal gender representation. We continue to provide training (at least annually) for members of recruitment panels on managing diversity and unconscious bias; the regular sessions not only provide opportunities for new starters, but also refresher courses for more established staff members. We recognise the challenge of achieving 100% attendance, but we will capture data on this and hope to</p>	<p>No new action point; ongoing commitment</p> <p>S14.Compulsory training for new starters whose role involves recruitment decisions.</p>	<p>HR team Maria Granell</p>	<p>Ongoing and annual</p>	<p>Maintain database of attendees and maintain/ improve levels of Unconscious Bias training on recruitment panels from 11 to 40 by 2017/18</p>

Silver Action Plan

NDORMS Priorities and Aims	Bronze Action achieved	Impact	Silver Action Point	People responsible	Timescale-Achievement	Assessment and Measure of success
		gradually increase attendance rates over the next few years.				
	B15. Generated greater teaching opportunities for postdocs and early career fellows, put in place a new system to monitor Postdoc career progression and facilitate Fellowship applications	Postdocs (and senior DPhil students) are invited to teach on our new DPhil course. In 2013 Postdocs/senior students delivered 17 of the 51 lectures (8F, 9M). In 2014 Postdocs/senior students delivered 24/56 lectures (9F, 15M).	S15. Track the success of the career progression monitoring system for Postdocs, track participation in teaching.	HR team	Ongoing and annual	Good participation for postdocs in teaching in the department. At least maintain current levels teaching on this course. From the survey; increase the proportion agreeing that 'The Department supports and enables teaching, tutoring and supervision opportunities relevant to my field of study' from 65% in 2014 to 80% in 2017.
	B16. A MSD pilot programme of peer mentoring circles, including NDORMS, was initiated in June 2013. A second round of the scheme was open in November 2014 and announced in the Bulletin.	All of the mentees participating in the MDS programme were surveyed in June 2014 and 84% of respondents said that they would recommend the mentoring scheme to a colleague. When we asked all NDORMS staff about mentoring the % of women agreeing that mentoring is sufficiently available has significantly increased in the last two years (39% from 2012 survey to 62% from 2014 survey).	S16A. Keep encouraging Post Docs and Early career researchers to join the established scheme by publicising its benefits on our website and bulletin.	Andy Carr, Fiona Powrie, Afsie Sabokbar, Phillipa Hulley, HR team SAT committee	From autumn 2015	MSD and NDORMS Surveys showing that at least 90% agrees that Mentoring is available and useful. Positive feedback from NDORMS Mentors and Mentees involved.
Career Development						

Silver Action Plan

NDORMS Priorities and Aims	Bronze Action achieved	Impact	Silver Action Point	People responsible	Timescale-Achievement	Assessment and Measure of success
<p><i>We aim:</i> To maintain a PDR process that assists staff in their personal development; To help talented motivated individuals develop their teaching portfolio; To offer female students the option of a female tutor</p>	<p>B17. Development, maintenance and improvement of the annual PDR through iterative process.</p>	<p>PDR has been available across the whole department since April 2013.</p> <p>75% of the department find the PDR of value, with significantly more women than men (F: 81% vs M: 63%) finding it helpful.</p>	<p>S17. Further PDR training and guidance for new and established reviewers (such as identifying training needs to support reviewee's career development) and further training for reviewees.</p>	<p>HR team and SAT committee</p>	<p>Summer 2015</p>	<p>Increased numbers of PDR reviewers to spread workload more evenly across senior personnel; training of established reviewers to be able to address individual training concerns more specifically.</p> <p>90% of the department find the PDR of value.</p>
	<p>B18. Greater involvement of the postdoctoral scientists in teaching (with the help of senior colleagues in Division)</p>	<p>43% of young investigators now involved in departmental teaching (compared with 33% in 2013)</p>	<p>S18. PDR to continue to focus on teaching opportunities for post-docs inside the department; (rare) college fellowships to be advertised in a timely fashion on the bulletin</p>	<p>Andy Carr, Fiona Powrie, Phillippa Hulley</p>	<p>Annual and ongoing</p>	<p>Aim-maintain current excellent levels of in house postdoctoral teaching around 43% with equal male:female to ensure gender parity</p>
<p><i>We aim:</i> To improve the availability, uptake and awareness of equality and diversity within the department</p>	<p>B19. Increased levels of equality and Diversity Training</p>	<p>Improved awareness of equality and diversity issues within the department.</p> <p>A modest proportion of staff have undergone formal training in equality/diversity and managing unconscious bias to date, and more women than men have had this training (37%F vs 27%M)</p>	<p>S19.To require all interview panel members and all departmental committee members to undergo equality and diversity training.</p>	<p>Marzena Poiret Maria Granell HR team</p>		<p>All Committee and Panel members to have had Equality and Diversity training by June 2016.</p>
Organisation and Culture						
<p><i>We aim:</i> To have an organisation and culture that is fair, supportive to women and flexible;</p>	<p>B20. Improved retention of staff by offering open-ended contracts, where justified, to individuals who have been employed on</p>	<p>There has been an increase in number of open-ended contracts offered to researchers in the Department from 1F in 2012 to 4F and 3M in 2013/2014. Staff members are very pleased with</p>	<p>S20. Continue this positive trend.</p>	<p>Andy Carr Marzena Poiret and HR team</p>	<p>Annual and ongoing</p>	<p>Staff data - increase the number of open-ended contracts by 5% each year.</p>

Silver Action Plan

NDORMS Priorities and Aims	Bronze Action achieved	Impact	Silver Action Point	People responsible	Timescale-Achievement	Assessment and Measure of success
<p><i>To generate a collegiate and friendly atmosphere where family/caring responsibilities are supported;</i></p> <p><i>To engender a zero tolerance policy on bullying/harassment within the department</i></p>	two or more successive fixed term contracts to open contracts.	this new practice as open-ended contracts offer them more security.				
<p><u>We aim:</u></p> <p><i>To have a an organisation and culture that is fair, supportive to women and flexible;</i></p> <p><i>To generate a collegiate and friendly atmosphere where family/caring responsibilities are supported;</i></p> <p><i>To engender a zero tolerance policy on bullying/harassment within the department</i></p>	<p>B21. Developed and improved awareness of support and reporting systems for those who witness or suffer bullying or harassment; ran further training sessions for departmental bullying and harassment officers</p>	<p>We have appointed and trained 4 bullying and harassment officers in the department.</p> <p>There has been a reduction in staff reporting that they have experienced (6% 2014 vs. 9% 2012) or witnessed (13% 2014 vs. 21% 2012) any form of bullying and harassment.</p> <p>In 2012 47% of women but 63% of men were aware of support and reporting systems; in 2014 58% women and 60% men are aware of these</p>	<p>S21. Improve information on bulletin and website regarding reporting systems on bullying and harassment</p>	<p>Marzena Poret Maria Granell</p> <p>HR team and the 4 NDORMS bullying/harassment officers</p>	Immediate and ongoing	Demonstrate an increase in percentage of staff being aware of bullying and harassment reporting systems (data from survey) from 58% women and 60% men in 2014 to 70-80% men and women by 2017.
	<p>B22.The Department has recently appointed a part-time Outreach and Public Engagement Officer.</p> <p>The Department</p>	<p>The work experience scheme has been highly successful and received an award for Best Work Experience from Oxfordshire County Council in 2013.</p> <p>At least nine school children who have taken part in the scheme</p>	<p>S22a. To develop a series of talks focussed on a more general audience</p> <p>S22b. NDORMS to participate in the Oxfordshire Science Festival in 2016.</p>	<p>Ellen Meek (head of outreach), Jo Silva (head of communications)</p>	Immediate and ongoing	<p>a. We will run a series of public talks at the NOC focussed on a patient and public audience, we will run at least 6 talks in total.</p> <p>b. For Oxfordshire Science Festival 2016 we will be involved in two events at the festival (increasing from one event in 2015) and will double</p>

Silver Action Plan

NDORMS Priorities and Aims	Bronze Action achieved	Impact	Silver Action Point	People responsible	Timescale-Achievement	Assessment and Measure of success
	<p>continues to provide one-week work experience placements for state school children.</p>	<p>since its inception in July 2012 have now moved on to study medicine or biomedical sciences at university.</p> <p>Changing Bones was an event run by NDORMS as part of the Oxfordshire Science Festival. It was held at the Oxford University Museum of Natural History (OUMNH). The event was attended by 180 people and was made up of an interactive talk delivered by Dr. James Edwards' and a stand in the café area of the OUMNH where attendees could interact with exhibits from the OUMNH collection and an experiment to demonstrate the physical properties of bone.</p>	<p>S22c. The department is working to improve recognition of staff participation in outreach activities</p>			<p>the number of research staff and students involved from 3 participants in 2015 to 6 participants in 2016.</p> <p>c. To increase recognition of staff participation in outreach activities we will feature case studies of successful outreach in the NDORMS weekly bulletin and will develop an outreach page for the Departmental website.</p>
	<p>B23. Improved provision of information relating to flexible working/provision of leave by increasing visibility/awareness of flexible working/maternity pack.</p>	<p>Family Factsheet is given to all new staff and those expecting a family, and is prominently displayed on the departmental website.</p> <p>In our 2014 survey 85% (81% in survey 2012) of staff agreed that 'Flexible working hours are readily available' to them.</p>	<p>S23a. Women returning to work after a period of maternity leave are to be given dispensation from teaching commitments.</p> <p>S23b. Staff with caring responsibilities/working part-time will be able to stipulate times during the week when they are not available to teach.</p>	<p>HR Team and line managers. Marzena Poiret</p>	<p>Immediate and ongoing</p>	<p>a. The department/line manager will hold a meeting (and keep a record of it) to discuss teaching commitments with each member of staff returning to work from maternity leave.</p> <p>b. Data from staff survey</p>

Bronze Action Plan

NDORMS Priorities and Aims	Action points	People responsible	Timescale-Achievement	Measure of success
Self-Assessment process				
<p><i>We aim:</i> To continue a transparent self-examination process, and to continue providing positive development and an open, supportive and family-friendly research environment.</p>	<p>1. SAT will meet termly to discuss implementation and progress of the action plan</p>	<p>Andy Carr (HoD-Chair) Claire Edwards Catherine Swales Afsie Sabokbar Maria Granell</p>	<p>Termly until, at least, 2016 (or next renewal or application, then review)</p>	<p>Action plan is implemented to set deadlines and actions are updated following discussions</p>
	<p>2. NDORMS/KIR survey will be completed annually and data analysed by SAT</p>	<p>SAT</p>	<p>Annually</p>	<p>Response rate above 70% and evidence of improvement in specific areas addressed by action plan.</p>
Pen Picture of Department (KIR move to Oxford)				
<p><i>We aim:</i> To assist a smooth move for KIR staff and all newcomers to Oxford, and to support them with family and childcare issues, accommodation, transport, etc</p>	<p>Already achieved: Development of moving committee, welcome pack. KIR-specific Easter brunch</p>			
	<p>3. Further Welcome Event for new KIR staff and families</p>	<p>'KIR and NDORMS Welcome committee' /SAT</p>	<p>Termly from November 2013</p>	<p>Event is well attended and survey indicates satisfaction with event</p>
	<p>4. Review and update of Welcome Pack to ensure up-to-date and relevant; incorporate questions on ease of transition for new starters and Welcome Pack in survey</p>	<p>SAT/HR</p>	<p>Annual</p>	<p>Survey to demonstrate that the Welcome Pack is relevant and helpful and that new starters feel supported and welcomed. .</p>
	<p>5. Development of specific survey questions to monitor perceptions of welcome/support from NDORMS</p>	<p>SAT</p>	<p>Annual</p>	<p>Evidence of support during move to Oxford/highlight areas for improvement</p>
Pen picture of department (student and staff data)				
<p><i>We aim:</i> To increase the departmental intake of female under-graduate and post-graduate research students; Increase retention of female researchers in the department; Improve understanding of motivations/reasons for people</p>	<p>Already achieved: Award of Centre of Excellence from Arthritis Research UK</p>			
	<p>6. Increase recruitment of highly motivated and excellent female PGR students to the Department by advertising in Women in Science and other relevant websites.</p>	<p>Afsie Sabokbar, HR</p>	<p>Immediate and on going</p>	<p>Maintain and in longer term improve the number of female PGR students in the department to match 59% for Russell group universities (currently 52%)</p>

Bronze Action Plan

NDORMS Priorities and Aims	Action points	People responsible	Timescale-Achievement	Measure of success
<i>leaving the department</i>	7. To continue to monitor and ensure that there is balanced representation of men and women on research teams.	SAT, Afsie Sabokbar, Group Heads.	Biannual review	Survey data to demonstrate maintenance of current balanced gender representation within research teams
	8. Active encouragement particularly for female students to pursue musculoskeletal sciences/orthopaedics by providing female role models at lectures/seminars	Afsie Sabokbar, Catherine Swales	Immediate and on going	Maintain or increase recent growth (to 1 ACF and 1 DPhil) in numbers of female students pursuing a clinical academic track
	9. Provide exit interviews for all researchers; establish and analyse a database of researchers' destinations	HR	Immediate and on going; review biannually	Generation of data on destinations/better understanding of motivations or reasons for leaving the department
Supporting and advancing women's careers				
<p><i>We aim:</i></p> <p><i>To understand and address staff perceptions/concerns about career progression;</i></p> <p><i>To encourage female applicants for departmental posts;</i></p> <p><i>Encourage a fair and transparent selection and interview process through management of unconscious bias</i></p>	10. Survey graduate students on their perceptions/concerns re career progression; understand the drivers for lower rate of female applications for research posts; develop actions to respond to these, as necessary	SAT, Afsie Sabokbar and Phillipa Hulley	Annual	Greater understanding of students concerns re career progression Further actions identified
	11. Generate job descriptions and adverts that encourage women to apply for research and academic posts.	HR and Phillipa Hulley/Clare Edwards	Immediate and ongoing; review biannually	Improvement in numbers of women applying for research posts
	12. Identify postdoctoral assistants eligible to apply for fellowships and encourage and support them to put their applications forward.	Group Heads and Phillipa Hulley	Immediate and ongoing; review biannually	Increased retention of female researchers/increased application rate from female staff
	13. Increase understanding of promotions opportunities/re-grading (including RoD) by compiling relevant information on the website and discussion in PDR	HR	Website updated by November 2014 Annual PDR discussion	Number of hits on web pages; Increased retention of skilled and motivated personnel within the department; increased applications for promotion/re-grading

Bronze Action Plan

NDORMS Priorities and Aims	Action points	People responsible	Timescale-Achievement	Measure of success
	14. All members of recruitment panels to have undergone training on managing diversity and unconscious bias	HR	By November 2015	Number of interviewers trained (to be recorded on department database/training log)
	15. Hold focus group of undergraduates to discuss what could be done to attract more women to musculoskeletal research; develop further actions to respond to issues raised	Afsie Sabokbar, Catherine Swales	November 2015	Greater understanding of reservations/barriers for undergraduates informs future action to encourage female researchers.
	16. All PGR students to meet with supervisor in final year specifically to discuss career options	Afsie Sabokbar and Group Heads	Annual, from November 2014	Survey to demonstrate greater awareness of career options
	17. Increase awareness of University career opportunities by generating a separate section on the NDORMS website/noticeboard	SAT and HR/IT	By November 2014	Number of hits on web pages; Survey data to demonstrate greater understanding of opportunities for career progression within the university
Career Development				
<p><u>We aim:</u></p> <p>To maintain a PDR process that assists staff in their personal development;</p> <p>To help talented motivated individuals develop their teaching portfolio;</p> <p>To offer female students the option of a female tutor</p>	<p><u>Already achieved:</u></p> <p>Implementation of PDR across the whole department</p>			
<p><u>We aim:</u></p> <p>To maintain a PDR process that assists staff in their personal development;</p> <p>To help talented motivated individuals develop their teaching portfolio;</p> <p>To offer female students the option of a female tutor</p>	18. Maintenance and improvement of annual PDR through iterative process; further PDR training and guidance for reviewers (such as identifying training needs to support reviewees career development) Further PDR training will be offered to other members of the department to spread the workload evenly	SAT and HR	November 2014 and annual	Survey and feedback results on satisfaction/fairness/efficacy of PDR system; increased numbers of personnel completing training to be reviewers

Bronze Action Plan

NDORMS Priorities and Aims	Action points	People responsible	Timescale-Achievement	Measure of success
	<p>19. Improve the involvement of the post-doctoral scientists in teaching; monitor regularly with survey to ensure equality is maintained throughout.</p>	Phillipa Hulley	November 2014 and annual review as part of departmental survey	Maintain and in longer term aim to increase the level of postdoctoral scientist involvement in teaching
	<p>20. To set up links with OxFEST mentoring to provide the option of a female mentor for every female student</p>	Afsie Sabokbar and Phillipa Hulley	November 2014	Data from survey. Any female student wishing to have a female tutor is offered the opportunity
Organisation and Culture				
<p><u>We aim:</u> To have a an organisation and culture that is fair, supportive to women and flexible; To generate a collegiate and friendly atmosphere where family/caring responsibilities are supported; To engender a zero tolerance policy on bullying/harassment within the department</p>	<p>21. Improve retention of staff by offering open-ended contracts to individuals who have had four years or more of continuous service within the department, and increase staff awareness of this policy</p>	Andy Carr and HR	November 2015	Survey data on staff on the value and merit of open-ended contracts We will wish to understand if this move has improved career prospects and pathways for women in science
<p><u>We aim:</u> To have a an organisation and culture that is fair, supportive to women and flexible; To generate a collegiate and friendly atmosphere where family/caring responsibilities are supported; To engender a zero tolerance policy on bullying/harassment</p>	<p>22. Implement a system of application to departmental committees with 3 year review to prevent overload</p>	Andy Carr and HR	November 2014	Survey results: improvement in transparency of committee membership
	<p>23. Development of terms of reference for each committee, stipulating attention to gender/equality and diversity issues.</p>	Each committee lead	November 2014	Terms of reference published and available on intranet
	<p><u>Already achieved:</u> Appointment and training of 4 bullying and harassment officers in the department</p>			

Bronze Action Plan

NDORMS Priorities and Aims	Action points	People responsible	Timescale-Achievement	Measure of success
<i>within the department</i>	24. Develop and improve awareness of support and reporting systems for those who witness or suffer bullying or harassment; further training sessions for departmental bullying and harassment officers	CS, MG, AS and CM	November 2014	Survey results show greater awareness greater awareness of support/reporting systems. In the short term, increase in number of cases formally reported and dealt with. In the longer term reduced numbers of staff experiencing or witnessing bullying and harassment.
	25. Female representation from our department in UNIQ Biology Summer School to give more exposure to musculoskeletal subjects and to act as role models for potential applicants	Afsie Sabokbar	Summer 2016	Increase number of female undergraduates applying to do research projects in the department
	26. Improve provision of information relating to flexible working/provision of leave by increasing visibility/awareness of flexible working/maternity pack	HR	November 2016	Survey results: greater understanding of options on returning to work