

Action Plan 30 Nov 2017 – 30 April 2023

Planned objectives which have been previously identified and acted upon, and are now part of our ongoing commitments =

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To enhance target directed action and ensure consistency of approach across NDM.	1.1	3 (iii)	18	Currently we have 5 ASSA teams, one for each of the 5 semi-autonomous Units.	a) To develop a centralised SAT team with representatives from all key Units across NDM.	To ensure consistency of approach across NDM and drive progress. Currently there is disparity between units on the regularity of meetings and progress on action plans.	Q1 2018 - HOD	At least 3 meetings every year. Improved consistency of approach across NDM, evidenced by the implementation of standardised initiatives whilst being sensitive to unit differences.
	1.2	3 (iii)	18		a) We will take the opportunity in developing a new merged SAT team to ensure a greater gender balance of members and ensure we maintain a mix of representatives from A&R and P&S staff groups, as well as a student representative.	We currently have 65 members across the 5 ASSA teams, with more females than males involved in the process (47F:18M)	Q1 2018 - HOD	Improved gender balance to 50%F:50%M Ensure representation from both A&R and P&S staff groups. Ensure at least one student representative.
	1.3	3 (iii)	18		a) To establish a formalised structure of working groups for specific projects, to report into the SAT team. b) Working groups will be gender balanced, with representatives from both P&S and A&R staff groups, and a student representative where appropriate.	To use key personnel with the appropriate skills and knowledge to ensure progress on specific time-limited projects and maintain breadth of involvement of staff across NDM.	Q2 2018 - AHOD	Establishment of working groups. Evidence of target directed action (eg. minutes of meetings). Ensure 100% compliance with the requirements of the NDM Working Group Policy with regards to

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								representation of staff and student groups.
	1.4	3 (iii)	18		a) A review of SAT team membership will be conducted annually to ensure that workload burden on current members is assessed, that opportunities for new/promoted staff are created and to get a fresh perspective on our approach.	To ensure changes to workload burdens are considered, and there is opportunity for membership fluidity.	Q4 2018, annually AHOD	Annual review conducted. Evidence of workload burden considered. Evidence of new membership.
	1.5	3 (iii)	18	We currently have a Departmental Athena Swan Communications Strategy.	a) To review and update the Departmental Athena Swan Communications Strategy to reflect the changes to the SAT team structure and process, ensuring an NDM Working Group Policy is developed and implemented.	To ensure the Departmental Athena Swan Communications Strategy remains accurate and useable.	Q3 2018 – EDIF and HHR	Updated Departmental Athena Swan Communications Strategy. NDM Working Group Policy developed.
To maintain meaningful consultation with the wider Department.	2.1	3 (iii) and 5.3 (i)	48 55	We have used the survey to monitor and evaluate the success of our initiatives and identify where further action may be required. Each survey has been designed to target specific areas under review. We have used interviews, focus groups and targeted surveys to draw feedback from our staff and students.	a) To continue to engage members of the Department with the Athena Swan process through consultation, seeking feedback and responding accordingly.	Our approach has always been data driven, and we need to ensure we maintain momentum in engaging our staff and students with the process, responding to feedback and advising of progress.	On-going – HHR and EDIF	Run staff surveys (2018 and 2021). Evidence of consultation (eg. interviews, focus groups, feedback requests, surveys). Staff and students to be advised of the findings of the surveys. Examples of adapted or developed practices on the basis of feedback received.

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	2.2	3 (iii)	16	We use a variety of mediums to keep our staff informed about our Athena Swan work across the Department, such as upcoming events, news items, courses and the initiatives being developed; including posters, leaflets, updates on our website, podcasts, e-mails, talks and a dedicated section within the NDM Newsletter, Spotlight.	a) Keeping members informed of progress, through a variety of mediums.		On-going – HHR and EDIF	Evidence of knowledge of Athena Swan (2018 and 2021 surveys). For example, we would expect to see an increase in the awareness of AS to 98% in 2018 (from 85% in 2013 and 97% in 2017). Growing body of publications to engage staff with Athena Swan (including podcasts and case studies). Track progress using Google Analytics.
Improve inductions for line managers, with an improvement in satisfaction ratings to 80% by Q4 2022.	3.1	5.1 (ii)	48	Targeted inductions have been developed for new line managers, including guidance on dealing with aspects such as flexible working requests, times to hold meetings, PDRs, recruitment and selection. Line Managers are offered specific training when they start in post and several courses are mandatory during the induction period: <ul style="list-style-type: none"> ● On-line Induction ● Challenging Behaviour ● Equality and Diversity ● Unconscious Bias ● Managing People 	a) We will conduct a targeted induction feedback survey for new staff 6 months following their start date, and implement any forward action following feedback, where appropriate. b) We will measure impact of the extended line manager induction sessions through our next staff survey by looking at self-rated confidence ratings by line managers across several areas of competency and comparing them to ratings given in the 2017 survey.	Targeted inductions for line managers have only been implemented in 2017, and so we do not have much in the way of feedback or extensive evidence of impact. We have some initial ideas of impact from competency ratings in the 2017 survey which we can use as a baseline measure moving forward.	Q4 2022 – ROM (handed over to Recruitment Team)	Evidence of satisfaction ratings (target of 80%) with the new manager's induction from the feedback survey, and examples of adaptations to the induction based on feedback where appropriate. Improved self-rated confidence ratings by line managers across several areas of competency in the staff surveys. For example, we would like to see an improvement from 63%F:69%M in measures of confidence in supporting their staff to

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								think about their careers to 70% with no gender differences.
	3.2	5.1 (ii)	48		a) A working group will be established to make recommendations on the content of a toolkit for managers.	Currently Line managers receive the same paperwork at induction as all other staff members. It would be helpful to obtain a view on what topic areas line managers feel they would need guidance on or resources available to them within a dedicated toolkit for managers.	Q2 2018 – WG established Q3 2019 – WG recommendations ASA and WG	An understanding of what line managers would like specific guidance on. Evidence of recommendations for the toolkit development.
	3.3	5.1 (i), 5.5 (vii) and 5.6 (vi)	48 74 84		a) Following the recommendations of the working group in 3.2, produce a toolkit for line managers with information and guidance to support the development of their people management skills, enhance their understanding and promote our initiatives e.g. understanding and explaining training opportunities, mentoring schemes, promotion process, conducting PDRs, flexible working requests.	A toolkit will need to be created by HR, on the basis of recommendations by the working group, as they have the knowledge and expertise to create the toolkit and are best placed to implement it across the whole Department.	Q3 2022 – HHR and L&D team	Development of a toolkit for line managers. Ensure 100% of all new line managers are given a toolkit from Q3 2022. Start distribution of the toolkit to existing managers to update knowledge and promote our values, with 100% of managers reached from Q3 2022.
Improve the evaluation aspect of the induction process, with improving and gender balanced	4.1	5.1 (i)	47	An NDM wide Induction Programme designed and implemented: <ul style="list-style-type: none"> • With tailored inductions by staff type. • With a new starters checklist. 	a) Establish an induction feedback survey for all staff 6 months after their start date. b) Ensure feedback is acted upon, where appropriate, to ensure continued development and improvement.	Induction checklists have a feedback mechanism inbuilt, but we rarely receive feedback on the induction process. We need to provide an effective method of evaluation for continued development and improvement.	Q4 2022 – ROM (handed over to Recruitment Team)	Establishment of an induction feedback survey. 100% of new staff will receive the feedback request with effect from Q4 2022.

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satisfaction levels by Q4 2022.				<ul style="list-style-type: none"> Progression through the grade mapped. Enhanced sections on workload monitoring, work/life balance, family friendly policies and practices, wellbeing support and services, career planning, training and development. 				<p>Evidence of an improving picture in induction satisfaction (baseline data to be captured at launch and data comparisons made thereafter).</p> <p>Gender balance in satisfaction ratings.</p>
	4.2	5.1 (ii)	47	<p>Individuals are only confirmed in post once the following courses have been completed:</p> <ul style="list-style-type: none"> On-line Induction Challenging Behaviour Equality and Diversity NDM Unconscious Bias Managing People (for line managers) 	a) We will continue to monitor compliance with mandatory induction training requirements.	We need to continue to ensure that staff are only confirmed in post following their probation period if the required training courses have been completed.	On-going - HROs	<p>Continued 100% compliance with induction training requirements.</p> <p>Evidence of impact through staff ratings on equality and diversity measures on the staff survey (2018 and 2020). For example 80% of staff feeling that values and expectations about the way people should behave in relation to each other are clearly communicated (55% in 2012, 72% in 2017) with no differences between the genders.</p>
Support line managers to facilitate career progression discussions, with evidence of a reduced gender gap in staff taking the opportunity to	5.1	5.3 (ii) and 5.4(i)	58 67	<p>Career progression discussions have been incorporated into many departmental processes and initiatives:</p> <ul style="list-style-type: none"> Information on support systems, resources and networks for career progression are detailed at 	a) A working group will be established to investigate the reasons for reported gender differences in experiences of the PDR process and propose action to address any imbalances found.	Findings from our 2017 survey indicate a gender difference in staff taking the opportunity to talk about their career development during their PDR (87%F:92%M), and perceived usefulness of the PDR process (65%F:74%M).	<p>Q2 2018 – WG established</p> <p>Q3 2019 – WG recommendations</p> <p>ASA and WG</p>	<p>A clearer understanding of the reasons for the gender differences in experiences of the PDR process.</p> <p>A list of recommendations on forward action to address any imbalances found, and action plan to be developed.</p>

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talk about their career development during their PDR (currently 87%F:92%M), and perceived usefulness of the PDR process (currently 65%F:74%M).	5.2	5.3 (ii) and 5.4(i)	58 67	<p>induction and in the induction booklets.</p> <ul style="list-style-type: none"> • Probation • Standardised set of questions around career development within the PDR (with links to resources) • One-to-one career sessions for NDM by the Careers Service • Career development podcasts and talks • Mentoring is now available for all staff groups, and a dedicated signpost page has been developed to help staff find the right scheme for them. • Career development website pages. <p>The HHR has started (2017) to use the Principal Investigators meetings as an opportunity to deliver further training.</p> <p>A brief introduction to the PDR process is now offered during HR inductions for new line managers.</p>	<p>The working group in 5.1 will also be tasked with:</p> <p>a) monitoring the success of initiatives put in place to support research and academic staff who are line managers in their confidence of their capabilities to conduct PDRs. Eg. the Principal Investigators meetings as an opportunity to deliver further training (2017) Eg. an introduction to the PDR process at induction for new line managers (2017)</p> <p>b) consider alternative action that can be taken to support this group in conducting PDRs.</p>	<p>67% of research and academic staff who are line managers feel confident in their capabilities to conduct probationary and Personal Development Reviews. This compares to 85% of non-research staff who are line managers. Given these groups have access to the same training and workshop opportunities, this suggest that further work may be needed to support this group in conducting PDRs. A working group needs to be developed to investigate this further.</p>	<p>Q2 2018 – WG established</p> <p>Q3 2019 – WG recommendations</p> <p>Q3 2022 – L&D – Management Toolkit</p> <p>Q1 2021 – HRR and L&D – line management training on PDR</p> <p>Q4 2022 – ROM - Mgmt induction and induction feedback survey</p>	<p>Establishment of a monitoring system for the success of:</p> <ol style="list-style-type: none"> 1. the Principal Investigators meetings as an opportunity to deliver further training 2. an introduction to the PDR process at induction for new line managers. <p>A list of recommendations on forward action to support research and academic staff who are line managers.</p> <p>Evidence of a reduced gap (currently 67%:85%) between research and non-research line managers in their confidence ratings in their capabilities to conduct probationary and Personal Development Reviews.</p>
	5.3	5.3 (ii)	58		<p>a) Review the current PDR process and support on offer in view of the findings of the PDR Working Group and implement any necessary changes.</p>	<p>A working group will be investigating the PDR process, and support that can be given to line managers. However, it is essential that these recommendations are drawn together and any necessary</p>	<p>Q2 2018 – WG established</p> <p>Q3 2019 – WG</p>	<p>An action plan developed and implemented, based on the findings of the working group (3.1 and 3.2).</p>

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						actions implemented in a cohesive approach.	recommendations Q1 2020 – establishment of implementation team (L&D) Q2 2020 – project implementation (HHR and L&D)	Evidence of a reduced gender gap in staff taking the opportunity to talk about their career development during their PDR (currently 87%F:92%M), and perceived usefulness of the PDR process (currently 65%F:74%M).
To improve the understanding of the redeployment process and the support available.	6.1	4.2 (ii)	38	<p>HR Teams and Business Managers/Unit Administrators write to offer a meeting for every person coming to the end of their fixed term contract, they provide support and advice, including helping them seek redeployment if desired.</p> <p>Personnel Services provide extensive online guidance on the redeployment process and the support available.</p>	<p>A working group will be established to</p> <p>a) investigate the best medium for a Departmental resource for those on fixed term contracts to better understand the process of redeployment, what staff should be considering, their options and the support available, to complement that already provided.</p> <p>b) establish what content should be included</p> <p>c) decide how to best publicise the resource</p> <p>d) ensure any recommendations are acted upon appropriately</p>	<p>In the 2017 survey, most staff didn't feel they knew enough to comment about the support given to individuals through redeployment (61%F:56%M).</p> <p>Open comments in the survey suggest that some clarity may be required here as some misconceptions were identified.</p>	<p>Baseline data in 2018 -EDIF</p> <p>Working Group during 2018</p> <p>Implement Q2 2022</p> <p>Re-survey 2023 - EDIF</p>	<p>The establishment of a central Departmental redeployment resource for those on fixed term contracts, to be provided to staff coming to the end of their fixed term contract, and to be made readily available to all staff.</p> <p>Improved clarity on the redeployment process and the support on offer (obtain baseline data in the 2018 survey, implement changes and resurvey). Our target is to see no gender differences in the perceived clarity of the process.</p>

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Ensure the continued review of fixed term contracts, moving staff onto open ended contracts where feasible.	7.1	4.2 (ii)	33	Regular reviews of fixed term contracts are conducted. Staff only remain on fixed term contracts where there is an objective justification for doing so.	a) Periodic Union review to ensure that there is no form of direct or indirect discrimination with the establishment of fixed term or open ended contracts.	We need to continue to ensure that no gender biases are being introduced to our review of fixed term contracts.	On-going - HHR	Periodic Union reviews. Data report on contract types on an annual basis. No gender biases identified in the types of contract issued.
Identification of leaver destinations and specific reasons for leaving.	8.1	4.2 (iii)	41	Face-to-face exit interviews have been established for all leavers, with an on-line version available for those unable to attend a face-to-face interview. Business Managers have access to the detailed leavers data for their units, to allow them to identify any unit specific areas that may require some additional focus to reduce turnover and retain talent wherever possible. Bi-annual leavers reports (April 2015 and April 2017) are completed and circulated to Units in order for overall trends across NDM to be identified	a) Bi-annual leavers reports will continue to be circulated to Business Managers. b) Action to be taken to reduce turnover where feasible.	We need to continue to monitor leavers feedback in order to better understand reasons for leaving and areas for improvement that can be addressed in the hope to retain talent, where possible.	On-going – BMs with reports from OT (Operations team)	Leavers data to continue to be monitored at Unit level. Reports to be circulated highlighting trends across NDM. Evidence of action taken to reduce turnover where possible.
Adapt the Unconscious Bias Training to ensure it meets the needs of our staff.	9.1	5.3 (i)	54	Unconscious Bias training is mandatory for all staff across NDM and information is included on our website and within the induction booklet.	a) Continue to roll out Unconscious Bias training to small groups of new starters within Units.	A new approach to Unconscious Bias Training has been piloted within our Trop Med Unit; with small groups of new starters. The pilot has been a great success and verbal feedback	On-going - ROM	Continued 100% compliance with Unconscious Bias training for new starters.

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						suggests that not only has the training been well received but that it has helped new starters to develop networks. This is now starting to be rolled out across the Department (from June 2017).		Continued 100% compliance with the unit based training scheme with small groups of new starters.
	9.2	5.3 (i)	54		a) Implement a feedback mechanism within the Unconscious Bias training, ensuring monitoring to evaluate success through the induction survey (AP4.1) and adapt training as required.	No formalised feedback process is currently in use with the unconscious bias training.	Q4 2022 - ROM	Ensure the induction feedback survey (AP4.1) contains data gathering on the Unconscious Bias training. Evidence of action following feedback, where appropriate.
Promote transparency in flexible working and work-life balance.	10.1	5.5 (vi)	73	<p>A website page has been developed, clarifying the process of requesting flexible working, including a downloadable application form and example case studies of impact.</p> <p>Understanding flexible working is part of the standard extended induction for all new line managers.</p> <p>Flexible working is promoted in mailouts, such as our Newsletter.</p> <p>Flexible working information now appears, or is discussed, as standard in formats and arenas including:</p>	<p>a) We will continue to expand our portfolio of flexible working case studies and publish them to enhance transparency and promote acceptance of flexible working practices.</p> <p>b) Promote acceptance of flexible working practices and enhance understanding of the options available through the management toolkit (AP3.3).</p> <p>c) Continue to hold family friendly events.</p>	We currently only have 2 published examples of flexible working case studies. To ensure a full representation of staff types and experiences we will need to expand our portfolio.	<p>Q4 2018 – new profiles to be published – BMs and EDIF</p> <p>Q3 2022 – Management Toolkit – L&D team.</p>	<p>We will have 5 additional case studies published during 2018.</p> <p>Section in the management toolkit (AP3.3) to be dedicated to flexible working.</p> <p>Our target is to maintain current flexible working numbers. For example, 65% of women and 75% of men feel they are able to work their standard hours at flexible times and 82% of women and 78% of men feel satisfied with their work/life balance.</p>

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				<ul style="list-style-type: none"> • Induction materials. • Performance Development Reviews, • Pre and Post maternity leave documentation and interviews, • Publication of case studies on website. <p>We have run family friendly events and open days.</p>				
Promote a positive culture, with outstanding role models, including the publishing of podcasts and profiles. Raising awareness of intersectionality .	11.1	5.6 (vii)	86	<p>Podcasts and profiles made available on our website:</p> <ul style="list-style-type: none"> • 20 Career Profiles (15 female and 5 male) • Work-life balance podcast. • 8 Women in Science podcasts. • Ada Lovelace day 2014 – 3 podcasts (In her Footsteps series) and 3 interviews. • Ada Lovelace day 2016 – 3 interviews. <p>There has been an improved ratio of female speakers at the NDM Seminar Series from 36% (16F:28M) for the period Oct 2009 – May 2014 to 50% (16F:16M) for the period June 2014 - June 2016.</p>	a) We will continue to publish examples of role models, particularly of senior females.	We need to ensure that momentum is maintained on the visibility of role models, particularly females are higher levels.	On-going HOD and HOU BMs for podcasts and case studies	<p>Maintain high levels of staff feeling they have good role models in the Department.</p> <p>Published examples of role models, particularly of senior females. For example, we would expect to see at least 5 more Women in Science Podcasts by 2021.</p> <p>50%F:50%M speakers at the NDM Seminar Series</p>
	11.2	5.6 (vii)	86	<p>82%F:85%M feel that there are good role models in the Department (2017 survey).</p>	a) We will expand our portfolio of podcasts, interviews and news stories to include staff in non-academic roles.	There is currently a lack of role models publicised for non-research roles.	Q1 2021 - BMs	At least 3 published examples of non-science based role models, particularly of senior females.

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	11.3	5.6 (vi)	84	In December 2016 the HoD and AHoD hosted a Support Staff Dinner at Balliol College in recognition and celebration of the services provided by all our P&S staff.	a) A staff dinner will be held in December 2017 to recognise and celebrate the work of P&S staff to the continued success of the Department. b) Consideration will be given to continuing this over the following years.	We will continue to hold events to recognise and celebrate the valued contributions of P&S staff.	Q4 2017 HoD and AHoD	At least 150 P&S staff in attendance at the Dinner in 2017. Evidence of on-going recognition events.
We will continue to monitor fellowship and grant success rates and respond accordingly, expanding our provision of support where needed.	12.1	5.3 (v)	64	Applicants are provided with bespoke support in application with peer review and interview preparation. Each of our Units has a dedicated grants team. NDM units complete a return which allows us to analyse and act upon data on fellowship success rates, support routes, awarding body feedback and top tips from previous applicants.	a) As this is a means to progress to more senior roles, we will continue to monitor fellowship success rates for gender balance and respond accordingly when needed.	Our grant application success rates have risen from 24%F:34%M in 2013/14 to 76%F:71%M in 2016/17. We need to ensure this momentum is maintained. For the period from 01 Jan 2015 to 30 June 2016 successful fellowship applications have been equal for men and women (F33%:M33%), which compares favourably when looking at the Oxford and UK benchmark data.	On-going – BMs Reports from Grants teams. Summary report by EDIF.	Continued gender parity on success of grant and fellowship applications. Identification of any areas for improvement and evidence of remedial action where needed.
	12.2	5.3 (v)	64	Fellowship data website page developed to provide anonymous 'top tips' from previous applicants and NDM wide success rates. We have publicized the newly developed MSD Researchers Toolkit - a set of webpages bringing together information about divisional and central resources and support services.	a) Track any gender differences in the financial size of grants and fellowships being applied for in reference to their success rates.	We need to ensure tracking of the financial level of awards being applied for by gender is an embedded practice. This needs to be fully explored to gain a fuller picture of our grant and fellowship success rates.	Q4 2018 – AHoD, DFOs and BMs	A system in place to monitor the size of awards applied for by gender. Our target is to have no significant gender differences between the financial size of grants and fellowships being applied for and their success rates.
	12.3	5.3 (v)	64		a) A working group will be established to explore the needs of our A&R staff in view of the support currently on offer, identify any gaps in provision and propose	Comments in our latest staff survey (2017) suggest some interest in further training and workshops around grant applications, specifically as a	Q2 2018 – WG established - EDIF	The identification of any gaps in the current provision of support on offer and an action plan in

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				Applications are followed up to discuss feedback, and in the case of unsuccessful applications to discuss the next steps and the support available for a successful next submission.	an action plan for further development.	way for DPhil students and early career Postdoctoral Scientists to gain insight and experience into the grant writing process.	Q3 2019 – WG recommendations Q4 2019 – establishment of implementation team Q2 2020 – project implementation - DFOs ROM for induction related recommendations	process for further development.
Promote transparency in workload evaluation, with the aim to maintain the current gender parity of satisfaction ratings in workload (85%) and work-life balance (80%).	13.1	5.6 (v)	82	<p>PDR form amended to include a set of questions about workload and work-life balance to facilitate open discussions.</p> <p>Induction booklets contain information about workload management and the OLI courses available, as well as details about part time or flexible working and stress reduction. Web tool self-help web page style information made available.</p>	<p>a) We will continue to monitor workload via our staff surveys and respond accordingly.</p> <p>b) MSD have a working group dedicated to a divisional workload model, and NDM will keep apprised of any developments in this area.</p>	Our most recent staff survey (2017) shows that most staff agreed that their workload is reasonable (85%, up from 63% in 2012). There were no differences between genders (85%F:84%M). 80% (up from 59% in 2012) of staff feel they are satisfied with the balance between their work and home responsibilities, and 84% feel there is a fair and transparent way of allocating work in their team/group. There are no gender differences in the time	<p>On-going – HHR</p> <p>Survey data monitoring – EDIF</p> <p>Strategy review based on data - HHR</p>	<p>Continued monitoring of workload (2018 and 2020 surveys).</p> <p>Our aim is to maintain the current gender parity of satisfaction ratings in workload (85%) and work-life balance (80%).</p> <p>Identification of any issues and evidence of forward action where appropriate (for example in the identification of any</p>

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				<p>We have conducted a review of the Departments work-life balance self-help webpage (June 2017).</p> <p>A review was conducted into the possibility of developing a more formalised workload model.</p>		<p>spent on research activities, and only slight variations were found across other activities.</p> <p>No gender differences were identified from the randomised on-line workload questionnaire (2014 and 2016).</p> <p>It is essential that we continue to monitor workload, and respond accordingly if any issues are identified.</p>		significant fluctuations in satisfaction of workload or work-life balance).
Improve the monitoring and reporting capabilities around PDRs from 2022, and improve uptake to 70% by 2023.	14.1	5.3 (ii)	58	<p>Unit HR teams monitor comments on PDR forms, and follow up as necessary (for example, by arranging training or sending additional guidance to the individual when needed).</p> <p>Conversations have taken place with those staff who opted out in previous years to encourage uptake and highlight the benefits of the PDR process.</p>	<p>a) Review how current PDR uptake figures are recorded across the different Units, and establish a workable standardised system to improve monitoring.</p> <p>b) Ensure PDR uptake is monitored by both gender and staff group.</p>	<p>Our uptake figures for PDRs across all staff have remained fairly stable, with a completion rate of 61% for 2012/14, 61% for 2014/15, 64% for 2015/16, 61% for 2016/17. Initial data suggests that uptake rates are generally higher for women, but uptake of PDRs have not been monitored by gender and staff group to date for all Units and so this data is currently incomplete. To get a better insight into our PDR completion rates and where additional focus may be required we need to understand who is taking the opportunity to complete a PDR.</p>	<p>Q4 2018 – standardised recording system using CORE HR - HROs</p> <p>Q1 2022 - Online PDR system implemented – L&D team.</p>	<p>A standardised system in place by Q4 2018 to monitor PDR uptake by gender and staff group, by year, across all Units to allow for data set comparison.</p> <p>Understanding of the detailed breakdown by gender and staff type of our PDR completion rates.</p>
	14.2	5.3 (ii)	58		<p>The PDR working group in 5.1 will also be tasked with:</p> <p>a) investigating the reasons for our lower than desired completion rates</p>	<p>Once we have a better understanding of the detailed breakdown by gender and staff type of our PDR completion rates we can ascertain what</p>	<p>Q1 2019 – recommendations to be completed ASA and WG</p>	<p>Our aim is to see improved PDR uptake figures (>61%). Our target is 70% by Q3 2023 (first on-line review period will be Q3 2022-Q3 2023).</p>

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					b) identify where improvements can be made and propose ways to increase the uptake of the PDR.	further work may be required to improve the uptake of PDRs.	Q3 2023 – PDR completion rates assessment – L&D team.	
	14.3				<p>Improve the perception of the PDR as a useful career development tool by:</p> <p>a) Encouraging senior sponsorship.</p> <p>b) Provide improved guidance about the benefits.</p> <p>c) Publish quotes or good practice examples.</p>	Open comments on surveys suggest that the perception of usefulness of the PDR could be improved. This in turn should improve uptake and engagement with the process, to ensure maximum effectiveness.	Q1 2022 – L&D team	Improvement in staff feeling that the PDR process is useful from F84%:85%M in 2018 to 90% with no gender differences by 2023 (next University survey following the implementation of the on-line PDR tool).
Assess the feasibility and benefits of running an NDM Coaching scheme to support staff development.	15.1	5.3 (iii)	60	Since March 2016 all staff groups, including professional and admin staff, have access to a Mentoring scheme.	a) Monitor success of pilot coaching programme.	We conducted a review of the mentoring arrangements in the early part of 2017, and found that most Units now publicised the many mentoring schemes available across the University.	Q3 2018	Establishment of a feedback system to monitor the success of the pilot scheme.
	15.2	5.3 (iii)	60	<p>We have developed and publicised a signpost page to help our staff and students find the right scheme for them.</p> <p>Mentoring is included in discussions and associated paperwork during induction and PDR.</p>	<p>A working group will be established to:</p> <p>a) Use the results of the pilot to ascertain the benefit of a coaching scheme for NDM.</p> <p>b) Explore how a coaching scheme could run and assess its feasibility eg. what staff groups and career stages would be included, how matches will be made, who will do the administration for the scheme, how impact will be measured.</p> <p>c) Consider the best way to publicise the scheme.</p>	<p>However, our 2017 survey shows that there are indications of differing experiences between men and women with the schemes available: 70%F:93%M found the mentoring scheme they were engaged with useful.</p> <p>During 2017 we established a pilot coaching programme within NDM. Initial verbal feedback is positive, but we need to monitor the success of</p>	<p>Q2 2018 – WG established - EDIF</p> <p>Q3 2019 – WG recommendations</p> <p>Q1 2020 – establishment of</p>	<p>The establishment of a working group.</p> <p>Documented evidence of an investigation into the feasibility and benefits of a coaching scheme for NDM, with reportable findings.</p> <p>Implementation of a coaching scheme, if suitable, with a feedback mechanism established to</p>

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					d) Design and implement a coaching programme for NDM, if suitable.	this pilot through a formal feedback process and depending on the results investigate the possibility of a Departmental wide scheme.	implmentati on team Q2 2020 – project implmentati on – L&D team.	allow for further development.
To continue to develop line management training	16.1	5.1(i) and 5.3 (i)	50 55	<p>We have developed a process to ensure that new and emerging line managers are provided with guidance to develop their understanding and skills in dealing with a variety of people management issues, in the form of a one-to-one extended induction session</p> <p>To capture current line managers the HHR is running training at Principal Investigator meetings and at Chief Operating Officer meetings for Overseas Units.</p>	<p>a) Develop a schedule of training for line managers at PI meetings, to complement the information provided in the manager’s toolkit (AP3.3).</p> <p>b) Ensure managers are fully briefed on University reward and recognition schemes.</p>	<p>Although we feel it is essential to retain flexibility regarding the content of these sessions depending on what the needs are at the time, we will establish a schedule of training for these sessions to allow for targeted forward planning on content, based on the findings from our Staff surveys.</p> <p>There were 5 nominations for the University merit schemes for A&R staff in 2016/17.</p>	Q1 2018 – AHOD, HOU and HHR	<p>The development of a schedule of training for PI meetings.</p> <p>Our target is to improve understanding and therefore applications to the monthly University merit schemes, with a view to increase applications from 5 (2016/17) to 10 (2019/2020) for A&R staff.</p>
Improve the transparency of decision making	17.1	5.6 (i)	77	<p>We have used the staff surveys to explore the details around the transparency of decision making processes, and have implemented steps to address those issues:</p> <p>The NDM governance page currently details the members of the NDM Management Committee.</p>	<p>A working group will be established to:</p> <p>a) identify the priority areas where improvements need to be made in transparency of decision making.</p> <p>b) explore how to address these key areas.</p> <p>c) make recommendations and develop an action plan.</p>	<p>Survey results suggest that further work needs to be done to address transparency of decision making at line manager level, within the Unit and at committee level.</p> <p>We need to further consider how we can address the issues around meaningful consultation (where appropriate) and clear</p>	Q1 2018 Working Group established - EDIF Q4 2020 implementa tion of changes – DFOs	<p>Working group established.</p> <p>Recommendations made and an action plan implemented.</p> <p>Improved survey results around transparency in decision making (2021). For example, 64% of</p>

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				A statement is published every term, within our Newsletter, on the issues under discussion within the NDM Management Committee. This is e-mailed to all staff and students.	d) ensure transparency in decision making is improved.	communication following decisions.		women and 67% of men feel their manager is good at consulting on decisions. We would like to see this improve to 70% with no gender differences by 2021.
	17.2	5.6 (i)	77	<p>The ORCRB have developed a new website page (finalised July 2017) on the governance of the Unit, with details about their committees and membership lists.</p> <p>Tropical Medicine Division has 3 Committees, all of which are listed on their website with a statement about the purpose of the committee and who the members are, including their job titles.</p>	a) The working group as detailed in 17.1 will be responsible for ensuring that all Units publish their committees, with membership lists and a general statement about the topics under discussion at each meeting (redacted as appropriate).	Although progress has been made, currently not all Units have published their committee membership lists on their websites, with a general statement when meetings occur about the subjects under discussion, as detailed in our previous action plan.	Q2 2021 - DFOs	<p>Published committee details for each Unit of NDM.</p> <p>Improved understanding of what committees there are within the Units (36%F45%M in 2017 to 48%) and the types of issues discussed (30%F38%M in 2017 to 40%), with a closed gender gap.</p>
	17.3	5.6 (i)	77	<p>The WTCHG publish their minutes from their monthly Group Representatives meetings on their website, and e-mail all staff and students when the new minutes are available.</p> <p>The details of the Awards for Excellence scheme are have been published on our website.</p>	a) Development of a centralised NDM signpost website page with details about NDM Governance and links to the Unit governance pages throughout NDM to help increase understanding about what committees there are.	<p>Survey results suggest that further work needs to be done to address transparency of decision making at committee level.</p> <p>The NDM governance page currently details the members of the NDM Management Committee. This could be developed further and relaunched to aid in the transparency of decision making structures.</p>	Q2 2022 with launch of new governance mapping document Implementation by DFOs	<p>Creation of a centralised NDM signpost website page.</p> <p>An improved number of views on Google Analytics from the existing Governance page (obtain baseline Dec 2017) to the new page.</p> <p>Improved understanding of what committees there are within NDM (23%F27%M in 2017 to 30%) and the types of issues discussed</p>

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								(23%F:29%M in 2017 to 30%), with a closed gender gap (2021 and 2023 surveys).
We will ensure action to facilitate a move towards a better gender balance in the BDI to 45%F:55%M by 2021.	18.1	4.2 (i)	27	n/a	a) As natural turnover occurs or the BDI expands we will ensure action is taken to facilitate a greater gender balance within the Unit.	The BDI is a new institute within NDM, which currently has greater numbers of men (35%F:65%M). Staff groups have joined via transfer from other Departments within the University and by TUPE transfer from those external to the University. As such they have not been through NDMs recruitment processes. In addition, the BDIs scientific focus is bioinformatic and statistical research, a STEMM area recognised as male dominated. As natural turnover occurs or the Unit expands, we will ensure action is taken to facilitate a greater gender balance within the Unit through fair recruitment and attraction processes.	By 2021 – BMs and HRO	Our initial target is to improve our gender ratio to 45%F:55%M by 2021.
Investigate the barriers for appointment to senior clinical posts overseas for women.	19.1	5.1 (i)	46	Interviews were conducted with expats during 2017, and a report on the findings produced.	a) A meeting with the COO's and Head of Finance is to be conducted to discuss the findings and develop and implement a specific action plan to investigate the barriers for appointment to senior clinical posts overseas for women.	We have identified the need to investigate the barriers for appointment to senior clinical posts overseas as females are under-represented within this group. We had 2 Senior Clinical Research posts go through recruitment from 2014-2017, 3 men applied and 2 men were appointed. Interviews were held during 2017 with female	Q4 2020 AHOD, DFO HOU and COOs	An action plan developed and implemented. Evidence of action to overcome barriers identified. Evidence of impact. For example, improved recruitment figures (from 2 men at the consultant grade for 2014-2017) or in

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						expats, and a meeting is planned to develop and implement a specific action plan to address any issues identified.		the absence of natural turnover evidence from repeated interviews about the reduction of barriers.
Increase the proportional representation of women with a professorial title.	20.1	4.2 (i), 5.1 (i) and 5.1 (iii)	30 45 49	Each year the HoD circulated a list of eligible staff to Units for consideration. Academic leads encouraged and supported individuals with their application, which we reviewed by the HoD before submission.	a) Increase the proportional representation of women with professor and associate professor titles.	The impact of our efforts to reduce barriers for women is demonstrated by our number of female professors increasing since 2012 (7 to 23). We need to continue to make progress in this area to increase the proportional representation of women with professorial title (currently 7%F: 15%M).	Q3-2022 – HoD, AHod, HHR and HoU	Increased proportional representation of women with a professorial title (currently 7%F: 15%M) to 15% by Q3 2022.
Continue to ensure recruitment processes are fair and guard against bias.	21.1	5.1 (i) and 5.3 (i)	43 55	All recruitment panels are recruitment and selection trained.	a) Continue to ensure that all recruitment panels are recruitment and selection trained.	We need to ensure that we continue with our recruitment and selection practices which are designed to minimise biases.	On-going – BMs, HRO and ROM	Maintain 100% compliance
	21.2	5.1 (i)	43	All recruitment panels are gender balanced where possible, or have representation where balance is not possible.	a) Ensure all recruitment panels are gender balanced.		On-going – BMs, HRO and ROM	Maintain 100% compliance
Encourage applications to underrepresented roles.	22.1	5.1 (i)	45	The HHR monitors all senior posts.	a) Continue to specifically monitor recruitment to senior positions to assess the impact of our strategies to attract more female applicants.	In addition to ensuring our practices guard against bias (21.1 and 21.2), we must also continue to monitor our recruitment exercises to assess who we are attracting and selecting to our roles, so we can respond accordingly when needed.	On-going – HHR, BMs, and ROM	Annual monitoring and evidence of responsive action where needed.
	22.2	5.1 (i)	43	Used several paid social media forums to target female applicants.	a) We will continue to use effective recruitment strategies to maximise the opportunity for gender parity of applications	We have piloted various different strategies and as a result will ensure the most effective methods are adopted	On-going – HHR, HROs and ROM	Evidence of effective recruitment strategies adopted.

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						as part of our approach to recruitment.		
Investigate the reasons for disproportionate representation of women at the senior research nurse grade.	23.1	5.1 (i)	45	We follow our normal recruitment processes for research nurse posts, and advertise in appropriate media.	a) Consult other departments on their recruitment strategies for research nurses to help us identify any barriers.	We have found that we are not attracting men to senior research nurse posts (grade 7). We need to investigate this further to identify if this is an issue across the University, and find out what other departments may be doing, if anything, to help address this.	Q4 2022 – ROM and HRR	Consultation with other Departments. Identification of any barriers, and evidence of responsive action taken where appropriate.
Ensure training, workshops and events are offered to aid career and professional development for all staff types.	24.1	5.3 (i) and 5.4 (i)	55, 60 and 66	2017 Programme of Training developed to offer targeted courses and training for all staff groups. Published Jan 2017, with the details of the courses throughout the year to allow for forward planning. Work-Life Balance Talks and Women in Science Talks	a) Run briefing sessions, workshops and events on personal & career development for all staff. Ensure sessions are targeted to different staff types where appropriate, to maximise relevance. b) Continue with Women in Science Talks. c) Working with POD, establish a course for P&S staff who want to progress to management roles but do not have staff currently reporting to them. d) We will continue to run a Careers workshop which will focus applying for jobs, optimising LinkedIn profiles, writing a CV, and competency based interviews.	We ran a very successful Programme of Training during 2017, which was developed from our survey data and action plan, to allow for individuals to better plan and schedule their in-house training. We ensured that different courses were targeted to academic or professional/support staff. We need to ensure that the programme is established for the coming year. Other career development events will continue to be held. Feedback has demonstrated the need to develop a short course for P&S staff who want to progress to management roles but do not have staff currently reporting to them. This is not currently available.	From Q1 2018, annually HRR before 2020. L&D team from 2020.	Evidence of sessions and events for all staff types across various career levels. Establishment of an annual Programme of Training. Establishment of a course for aspiring managers within the P&S staff group. To keep assessing and responding to training needs feedback through the staff surveys (2018 and 2021).

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				induction materials, through the PDR and on the departmental website.	programmes, all targeted at supporting women.	career progression and professional development, and will ensure the promotion of these schemes to encourage uptake.		Improved uptake (baseline stats and resurvey).
Continue to develop resources to support career development.	25.1	5.3 (iii) 5.4 (i)	59 66	<p>A consultant was engaged to establish a resource to support career development, specifically targeting early career researchers in helping them understand their career pathways and support available.</p> <p>A focus group with Postdoctoral Scientists has been conducted to review the resource.</p>	a) A working group will be established to identify where career resources may be further developed for both research staff and professional/ support staff.	A resource was developed to support the career development of researchers. A focus group was conducted to ascertain where further improvements could be made. The results from this focus group need to be acted upon. A working group needs to be established to see if any further work is needed in this area, and what needs to be developed to support professional/support staff.	<p>Q2 2018 – WG established - EDIF</p> <p>Q4 2019 – WG recommendations</p> <p>Q1 2020 – establishment of implementation team</p> <p>Q2 2020 – project implementation – L&D team</p>	<p>Implementation of improvements to the career resources pages, on the basis of feedback received.</p> <p>Development of resources for professional/support staff.</p>
Engage female staff in decision-making bodies, with a specific target to enhance representation on Departmental Level committees by	26.1	5.6 (iii)	80	Unit level committees have been reviewed, and where possible female representation has been improved. As a result, women holding seats on decision making committees has increased from 20% in 2014 to 48% in 2017.	<p>a) Regularly review the composition of our committees.</p> <p>b) Where gender balance does not exist, the Department is advocating the co-opting of more junior female staff onto senior committees to aid exposure and broaden perspectives.</p>	Although progress has been made in the representation of women on our decision making committees, membership of some of our most senior committees are by post held. In order to broaden the representation of women on these committees the Department is recommending a shadowing post. Whilst this	Q2 2021 – shadowing post development as part of governance review - Management team (AHD, DFOs and HOUs)	An improvement in the representation of women on decision making committees (currently 48% for Units and 23% for SMC), with a specific target to improve representation on Departmental Level committees by Q4 2022 to 50%.

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Q4 2022 to 50%.						may constitutionally need to be as a non-voting member, it will provide two benefits; exposure to senior management for career track female staff, and female scientist representation where there may currently be a critical underrepresentation. Unit Governance reviews to be checked and broadened to allow this to happen.		Creation of a shadowing post specifically for a senior female academic on Senior Management Committee.
Promote women in science through our outreach and public engagement activities.	27.1	5.6 (viii)	88	<p>Communications and Public Engagement Officers across NDM ensure the engagement of our staff in activities to promote science to the public and school aged children.</p> <p>We have an extensive portfolio of public engagement and outreach events, with a broad range of staff types and staff at different career levels taking part in activities.</p> <p>We sponsor many high profile events.</p>	a) Continue to engage in many activities to broaden access and to bring research to the community, including schools outreach (including state schools which are underrepresented in undergraduate admissions) and other public engagement activities aimed at promoting science careers and more specifically with the promotion of women in science	We need to continue to integrate Athena Swan with Outreach and Engagement strategies, and continue to develop the activities to include a broad range of female staff at different career stages.	On-going - PEO	Maintain breadth of staff types and career stages involved in our outreach and public engagement activities.
Actively tackle bullying and harassment, reducing incidence to 5% or less for men and women, closing the	37.1	n/a	n/a	<p>We have established Harassment Advisors in each unit of NDM.</p> <p>Bullying and harassment training has been offered at PI meetings, for managers.</p>	<p>a) A case review needs to be conducted to identify common areas or themes, and action to be taken as appropriate.</p> <p>b) The Head of HR will re-launch the Managers/PIs training sessions at already established meetings.</p>	We have seen an increase in the percentage of staff reporting that they have experienced harassment, including bullying, within NDM, from 6% in 2016 to 8% in 2018. This increase may be in part to	<p>Case Review – by Q1 2019 - HHR</p> <p>Review of HA training – Q3 2019 -</p>	<p>A case review is conducted and findings acted upon.</p> <p>Training sessions on B&H for managers to be re-established.</p>

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gender gap, by Q4 2025.				<p>NDM made several courses mandatory as part of the induction process; including challenging behaviour, equality and diversity, unconscious bias as well as managing people for new line managers.</p> <p>Launch of a Bullying and Harassment leaflet in Nov 2016 to help raise awareness and provide information on the support on offer.</p> <p>A website page was developed during the last Athena SWAN review period to make information more readily available to staff.</p>	<p>c) A review will take place for the Harassment Advisors (HA) training.</p> <p>d) Expand our Harassment Advisors (HA) from 18 to at least 20 by the end of 2019.</p> <p>e) A Poster will be developed detailing the contact details for all Harassment Advisors across NDM, for circulation and display within units of NDM.</p> <p>f) The Head of HR to develop a statement about NDM's handling of situations that arise to raise awareness of usual procedure and reassure staff that action is taken, as appropriate.</p> <p>g) To establish Mental Health Allies within NDM, to match the statutory number of Physical First Aiders.</p> <p>h) Coaching will be offered to further develop management skills and interpersonal skills.</p> <p>i) Consideration to be given to training and support around peer-to-peer bullying and harassment specifically.</p> <p>j) Consideration to be given to bystander training or active bystander guidance.</p>	<p>due our work around raising awareness.</p> <p>Looking by gender, we see an increase from 7% of female respondents in 2016 to 10% in 2018, whereas the percentage of male respondents who report having experienced harassment over the last year has remained stable at 5%.</p> <p>When looking at the 2018 figures by staff type, we can see a significant difference between the genders for the Academic and Research staff group (11%F:5%M) for those reporting they have experienced bullying or harassment over the last year. The majority of these respondents reported that this was from another colleague (58%F: 50%M).</p> <p><u>2021 survey data update</u> Our 2021 survey data suggest that 10% of respondents (58 out of the 577 who answered this question, out of the 1215 invited to participate) feel they have experienced bullying or harassment over the last year, which matches the overall percentage for the University. However, the number of formally reported cases is much</p>	<p>HHR and BMs</p> <p>Train additional HA – Q4 2019 – HHR and BMs</p> <p>Training sessions to be re-established by Q1 2021 – L&D team and HHR</p> <p>Poster to be launched by Q4 2019 - HRO</p> <p>Establish Mental Health Allies – Q1 2021 – HHR and BMs</p> <p>NDM to host the Oxford Mindfulness Centre to run a Mindfulness Course – Q4</p>	<p>Poster to be developed to raise awareness and highlight support structures.</p> <p>A review to take place for HA training, and changes implemented as appropriate.</p> <p>A statement to be developed about our Departmental approach to tackling situations as they arise to aid clarity and reassure staff of action.</p> <p>To establish Mental Health Allies within NDM, to match the statutory number of Physical First Aiders.</p> <p>Coaching established to aid development of skills.</p> <p>Our aim is to reduce our bullying and harassment figures in the long term, through continued action, with a target to reduce figures to 5% for men and women, closing the gender gap, by Nov 2023.</p>

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						lower. Survey data at the University level suggests that hesitation to report cases formally is often due to concern that no further action will be taken or perceived potential repercussions of reporting.	2018 – DoFO Reduced B&H figures by Q4 2023.	
Expand our reach of Athena SWAN beyond the Department to the wider community.	38.1	n/a	n/a	<p>NDM hosted talks, events and training are often open to all Departments across the University.</p> <p>We have held collaborative events where possible, for example, a careers event in 2017 with the Department of Statistics.</p> <p>In the last review period our NDM was invited to assist another department in the development of their AS website.</p>	<p>a) To take opportunities to collaborate when they arise.</p> <p>b) To support and/or host international events that may further the work of Athena SWAN.</p> <p>c) To provide financial support to events where possible and appropriate.</p>	The SAT felt that we are in the right position on our Athena Swan journey to share practice and make further impact beyond our Department.	Ongoing – All members of NDM	Evidence of collaborative events, partnerships, financial support offered, and running or being involved with actions of international influence.
Action to mitigate any negative impact of COVID-19.	39.1	n/a	n/a	None prior to pandemic emergency.	<p>a) Ensure government advice is followed to protect staff from exposure.</p> <p>b) Minimise the disruption to careers as far as possible, by prioritizing COVID-19 and career critical grants.</p> <p>c) Action to ensure job security and minimal financial loss for staff.</p> <p>d) Implement support measures for staff in their mental health and wellbeing (see AP 41.1)</p>	The Department has put staff and student health, wellbeing and continued development central to efforts to reduce any negative impact of COVID-19. This is of particular importance given early research suggests that negative effects from the pandemic environment may disproportionately effect women.	<p>Departmental strategy - HoD and AHoD</p> <p>Mental health and wellbeing initiatives – HHR and HROs</p>	<p>Measures adopted in response to Government advice to protect the wellbeing of staff and students.</p> <p>Positive responses to COVID-19 survey questions around action taken and support given during this time.</p>

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					e) COVID-19 impact data to be gathered to assess success of action taken and inform further action. f) Furlough data to be assessed by staff type, gender and reason to identify any trends to inform further action.		Prioritising COVID-19 and career critical grants – DoFO and GOs Data trend analysis – BMs and EDIF	Action plan developed to tackle those areas highlighted by staff feedback. Evidence of action to mitigate financial impact for staff. Publishing of mental health and wellbeing support resources and guidance. Measures in place to support continued career and professional development.
To ensure sufficient mechanisms are in place to support the mental health and wellbeing of all staff by Q1 2021. To see an improvement in staff feeling their mental health and wellbeing are adequately supported, to 65% by Q4 2023.	41.1	n/a	n/a	Occupational Health and Counselling services, offered for free to all staff, have been highlighted during induction and through on-line guidance. Referrals are made as appropriate. We established a mindfulness course for staff in 2018 with an external provider. This will continue to be offered to staff.	a) Launch a well-being website with guidance, support and resources (including link to menopause resources, free Care First counselling services, Occ health, peer-to-peer support). b) To offer externally provided Mindfulness Courses free to staff. c) To establish Mental Health Allies within NDM, to match the statutory number of Physical First Aiders. d) Promote and raise awareness of the services already provided across the University.	This target has been developed, in part, to support staff who are experiencing bullying and harassment (increasing reporting in survey data from 6% in 2016, 8% in 2018, to 10% in 2021 with disproportionate numbers being women), in recognition of the necessity to further support staff and make a positive change in our culture, and also in response to COVID-19 (literature suggesting increased mental health and wellbeing issues). <u>2021 survey data update</u> Our 2021 data suggests that the majority of individuals who self-	Mindfulness Course – annually from Q4 2018. Promotion of Togetherall – from Q3 2020. Mental Health Allies (MHA) – training to start Q4 of 2020 – MHA to be	Well-being website designed, tested and launched. Webpage views monitored, with additional promotion as required. Mindfulness course, with an external provider, established from 2018 onwards, free for NDM staff. Feedback to be monitored. Free, externally provided, Mental Health Allies training to start during 2020, and Mental Health Allies to be established

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						<p>report with mental ill-health (21%) are women (69% of those who report having mental ill-health).</p> <p>62% of respondents feel their health and wellbeing are adequately supported at work (60%F:65%M). This reduces to 51% for those who feel they have mental ill-health (49%F:52%M).</p>	<p>established in Q1 of 2021 – L&D team.</p> <p>Re-survey in 2023 - EDIF</p>	<p>across NDM by 2021. Feedback to be monitored.</p> <p>Promotion of University and NDM specific services through mechanisms such as induction and PDR.</p> <p>To see an improvement in staff feeling their mental health and wellbeing are adequately supported, (from 62% in 2021) to 65% by Q4 2023.</p>
<p>To implement activity to develop, enhance and support Inclusive Leadership within the Department by Q4 2022, and seek to tackle issues that have been raised by our staff in the 2021 University Staff Experience Survey and see improvements by Q3 2025.</p>	<p>42.1</p>			<p>No direct work on Inclusive Leadership has been implemented as yet.</p>	<p>a) To engage an external provider in supporting us to develop a clear vision and strategy for Inclusive Leadership within the Department.</p> <p>b) To implement training across our senior leaders.</p> <p>c) To embed Inclusive Leadership in our standard practices and procedures (eg. Job descriptions, Induction process, Line Management Toolkit)</p> <p>d) We will conduct a pre- and post-training survey to assess the success of the training, and identify any areas for improvement. As part of that assessment we will measure how well the training was received and implemented (eg content, accessibility, format), but also how the training is perceived to have impacted attendees through self-</p>	<p>We have seen a dip in 2021 in positive scores for the University Staff Experience Survey, across a number of areas, which relate to leadership, recognition and inclusion and an increase in bullying and harassment figures. We recognise the impact that Covid will have had on these results, and feel it is essential to put in place measures to try and tackle these issues, especially as the impact of Covid has been disproportionate. For example:</p> <p>a) Feeling Valued - There has been a significant drop in respondents feeling valued and recognised for the work they do, from 94% in 2018 to 70% in 2021, with the</p>	<p>Proposal submission – Q4 2021 – EDIF</p> <p>Quotes from external providers – Q4 2021</p> <p>Engage external provider – Q1 2022</p> <p>Senior Leader engagement and consultancy to develop</p>	<p>Post-training survey to demonstrate the initial impact of the training for those attending.</p> <p>To see an improvement in survey results from 2021. Snapshot at 2022 (NDM survey), 2023 (Uni survey) and 2025 (Uni survey).</p>

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					<p>assessment (deeper understanding and reflection) and intended changes in practice.</p> <p>e) We will use the University Staff Experience Survey to assess impact of the Inclusive Leadership training and supportive initiatives. The next University survey is scheduled to run in 2023, where we will be able to assess cultural change and the impact on staff by comparing to the 2021 data.</p>	<p>drop being greater for female staff (94% to 67%) than male staff (96% to 76%).</p> <p>b) Regular feedback - The percentage of respondents who feel they receive regular and constructive feedback on their work has dropped from 84% in 2018 to 52% in 2021. This is further reduced for those who work part time (to 40%).</p> <p>c) Expected behaviour - There has been a drop in the percentage of respondents who feel that clear expectations of behaviour are set, from 87% in 2018 to 63% in 2021.</p> <p>d) Communication - 50% of respondents feel communication in the department is open and effective. 55% of respondents feel senior leaders make the effort to listen to and communicate with staff.</p> <p>e) Being able to be themselves - 77% of respondents feel they are able to be themselves at work.</p> <p>f) Bullying and Harassment - Bullying and harassment figures have increased from</p>	<p>the vision and set the strategy (phase 1) – Q2 2022</p> <p>Training implemented across management (phase 2) – Q3 2022</p> <p>Re-survey 2023 and 2025 - EDIF</p>	

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						6% in 2016, 8% in 2018 to 10% in 2021. Female respondents are reporting higher levels of bullying and harassment across all survey years compared to their male colleagues (F14%:M5% for 2021).		
Students								
Ensure we maintain practices to facilitate the attraction and selection of a balance of genders to our MSc in International Health & Tropical Medicine.	28.1	4.1 (v)	20	All selection panel members receive mandatory recruitment and unconscious bias training, and all panels are gender balanced. Student ratio: 2015/16 68%F:32%M 2016/17 50%F:50%M 2017/18 44%F:56%M	a) Continue to monitor the MSc in International Health & Tropical Medicine for gender parity, ensuring that practices are in place to facilitate this. b) Monitor attainment in the MSc to ensure any differences identified are not attributed to gender bias.	The MSc needs to be monitored to ensure we attract both men and women to the course, and that our selection practices ensure equality.	On-going - GSM	Gender balanced selection panels. Selection panels are monitored for compliance to mandatory training (eg. recruitment and unconscious bias) Balanced intake to the MSc. Balanced attainment rate by gender, or satisfaction that any differences are not due to gender bias. Responsive action if required.
Establish a part time option for those completing a DPhil within the Department.	29.1	4.1 (v)	22	The Department hasn't previously admitted part-time students to the DPhil course.	a) With effect from the 2018/2019 academic year, part-time study will be available on the DPhil, allowing up to eight years to complete.	We have identified that we need to allow for more flexibility in our DPhil, breaking down a significant barrier to some individuals, by offering a DPhil on a part time basis.	Q4 2018 - DGS	The establishment of a part time DPhil course.
	29.2	4.1 (iv)	22		a) We will monitor uptake of the DPhil as a part time course to assess its success.	As this is a new offering, no monitoring is currently in place.	Q4 2018 - GSM	Monitoring of uptake.

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Monitor withdrawals of the DPhil to ensure there are no gender-related issues affecting degree completion.	30.1	4.1 (v)	22	Withdrawals from the DPhil are routinely monitored and action taken to try and retain students where possible.	a) We continue to monitor withdrawals of the DPhil to ensure there are no gender-related issues affecting degree completion. b) Responsive action to be taken where possible to retain students.	Withdrawals from the DPhil are rare, but we need to continue to monitor this data to ensure that no issues are developing.	On-going - GSM	Monitoring of DPhil withdrawals. Evidence of appropriate action taken to support those looking to withdrawal.
Monitor intake data for the DPhil to ensure our practices remain free from bias.	31.1	4.1 (v)	21	Our DPhil intake figures are monitored on an annual basis.	a) Monitor intake data for the DPhil to ensure our practices remain free from bias.	Our DPhil intake figures are generally gender balanced, but we will need to ensure we maintain monitoring on the DPhil to ensure there are no issues developing within the pipeline from undergraduate to postgraduate courses.	On-going - GSM	Data on intake reported on an annual basis. Gender balanced intake of students to the DPhil.
Improve accessibility to senior staff including informal access to the HoD, Deputy HoD and DGS.	32.1	5.3 (iv)	62	A number of Student Brunch sessions have taken place. Drop-in sessions have been publicised. Student representatives are part of the GSC. A new committee, the Graduate Studies Consultative Committee, was established in May 2017 to focus on and discuss student matters. It is comprised of both DPhil and MSc students, and the DGS and GSM attend to progress ideas through to action where appropriate.	a) Drop in sessions with the DoGS will be re-launched, expanded and developed based on the feedback received. b) Students will continue to be consulted through the GSCC, and ideas progressed through to action where feasible.	Student brunch sessions with the HoD and DGS weren't as well attended as hoped. As an alternative, and following feedback in our 2016 student survey we will expand and re-launch the drop in sessions to improve accessibility of senior staff to students.	Q1 2019 - DGS	Termly drop-in-sessions, to be run within core-hours. Improved survey results around accessibility to senior staff and understanding of what the sessions can be used for. Evidence of action following consultation, where feasible.
Continue to promote and	33.1	5.3 (iv)	62	Graduate Prizes are well advertised, and are open to	a) NDM Graduate Prizes in 2018 will be further expanded to include	We have made great progress in the expansion of the	Q1 2018 - DGS	Expansion of the number and type of awards.

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develop criteria for prizes to ensure a breadth of activities are recognised and celebrated.				manager, peer and self-nomination. Prize students have achievements advertised on NDM website.	aspects such as citizenship awards to recognise and celebrate these types of activities.	graduate prizes scheme, but further work can be done to recognise and celebrate a greater breadth of valued activities.		
	33.2	5.3 (iv)	62	Criteria has been broadened to include public engagement activities.	a) Prizes will continue to be monitored to ensure bias does not develop.	Prizes need to be continuously monitored to ensure gender biases do not develop.	On-going - GSM	Balanced awards by gender.
Increase awareness of career opportunities for students.	34.1	5.3 (iv)	62	Students are encouraged to attend all career development workshops, events and training sessions. We ran a series of collaborative careers events, to which our students were invited, as well as the Women in Sciences and Career Development talks.	a) A series of departmental Career Talks targeted specifically to students will be developed.	Our 2016 survey shows interest from our students for a set of targeted career development talks. This will further enhance the provision on offer.	Q2 2019 DGS and GSM	Positive feedback from the talks. Evidence of increased awareness of career opportunities for students through the survey. Our target is for 80% of our students to feel they are aware of the opportunities available to them (an increase from 73% in 2016).
Increase awareness of student family leave entitlements amongst supervisors.	35.1	5.3 (iv) and 5.4 (v)	62 71	Supervisors receive e-mail updates when changes occur to family leave policies.	a) A section on student entitlements regarding family leave will be developed for the student website specifically for supervisors and in the handbook for students.	Although supervisors receive updates on changes to policy, the student survey in 2016 has highlighted some need for clarity on what student's entitlements are.	Q2 2020 - GSM	Improvement in the survey around awareness of student family leave entitlements.
	35.2	5.3 (iv) and 5.5 (i)	61 69		a) Current training requirements for supervisors will be reviewed and developed in order to increase awareness of student family leave entitlements. b) Compulsory courses will be incorporated into the training period for new supervisors with monitoring to ensure 100%		Q2 2020 - DGS	A review of the current training. The establishment of a new schedule of training for supervisors. 100% compliance with new training requirements.

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					compliance of completion before their sign off as supervisors.			Improvement in the survey around awareness of student family leave entitlements.
To improve transparency of decision making for students	36.1	5.3 (iv)	62	A student newsletter is published bi-termly. Notifications to keep students informed are made via student reps, e-mail, the graduate student website pages and by letter.	a) Once a term a statement about the work of the Graduate Studies Committee will be published.	We have identified transparency of decision making as a key area for improvement through our staff and student surveys.	Q3 2018 - DGS	A statement to be published once a month about the work of the Graduate Studies Committee (from Q3 2018) and sent to students. Improved survey results around transparency of decision making.

KEY

AHD	-	Associate Head of Department
SAT	-	Athena SWAN Self-Assessment Team
BMS	-	Business Managers
DGS	-	Director of Graduate Studies
DHD	-	Deputy Head of Department
GSM	-	Graduate Studies Manager
HHR	-	Head of Human Resources
HOU	-	Heads of Unit (Academic)
HOD	-	Head of Department
HRO	-	Human Resource Officers
SNR	-	Senior Staff
PEO	-	Public Engagement Officers
WG	-	Working Group
ROB	-	Recruitment and On-boarding Manager
L&D	-	Learning and Development Team
DFO	-	Director of Finance and Operations
EDIF	-	Equality, Diversity and Inclusion Facilitator (formally ASC, Athena Swan Coordinator)