Athena SWAN Bronze Department award application

Name of university: University of Oxford

Department: Department of Oncology

Date of application: November 2013

Date of university Bronze SWAN award: 2010

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Abbreviation list:
AP Action Plan
AS Athena SWAN
CR-UK Cancer Research UK
CHC Cancer and Haematology Centre
CRF Clinical Research Fellow
DPhil Doctor of Philosophy, which is equivalent to a PhD
EC Department of Oncology Executive Committee
EMBO European Molecular Biology Organisation
HEFCE Higher Education Funding Council for England
HOD Head of Department
MRC Medical Research Council
MSD Medical Sciences Division
PDN Department of Oncology Post-doctoral Network
ORCRB Old Road Campus Research Building
OxFEST Females in Engineering Science and Technology
PDR Personal Development Review
PEM Public Engagement and Communications Manager
PGR Postgraduate research
PGT Postgraduate taught
ROD Recognition of Distinction
SAT Athena SWAN self-assessment team
TC Department of Oncology Training Committee
TUPE Transfer of Undertakings (Protection of Employment)
WIMM Weatherall Institute of Molecular Medicine
1. **Letter of endorsement from the head of Department: maximum 500 words (479 words)**

An accompanying letter of endorsement from the head of Department should explain how the SWAN action plan and activities in the Department contribute to the overall Department strategy and academic mission.

The letter is an opportunity for the head of Department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the Departmental mission.

**Department of Oncology**

Professor W. Gillies McKenna, MD, PhD, FRCR, FSB, FMedSci.
Head of Department
Director, Gray Institute for Radiation Oncology & Biology

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Sarah Dickinson
Senior Policy Adviser
Athena SWAN Charter
Equality Challenge Unit
7th Floor Queen’s House
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03 December 2013

Dear Ms Dickinson,

It is my great pleasure to endorse and give my full support to our application for a Departmental Athena SWAN Bronze Award.

We are a relatively new Department that links clinical medicine to basic and translational cancer research. We are at an exciting stage of development that offers a great opportunity to consolidate current procedures and develop new mechanisms for supporting women in Academic and Clinical Sciences both now and in the future. In setting clear goals and embedding a positive culture in the Department at this early stage of its life, we are confident that good practices will flourish as the Department grows.

The self-assessment exercise we have undertaken over the past 12 months provided the first opportunity to reflect on our achievements as well as to identify areas for improvement. We are proud that we have been successful in attracting, recruiting and retaining successful and influential female academics and clinicians, both at junior and senior levels, who can act as excellent role models for the large number of female students and research scientists who work in the Department. Examples of women scientists that have contributed to the reputation of the Department include Professor Ruth Muschel, Deputy Director of the Gray Institute, Professor Kate Vallis and Dr Val Macaulay,
both Senior Clinical Researchers, as well as Drs Nicola Sibson and Madalena Tarsounas, both CR-UK Senior Group Leaders.

We recognise that the representation of women in science and across all areas of expertise within the Department can only be achieved if we provide an environment conducive to the full development of the skills of our employees. To that end, we are working hard to improve mentoring support and training for all our staff, as well as to provide timely and constructive personal development reviews. In addition, my drop-in sessions, which take place once a month, have been giving me a welcome opportunity to engage with the whole community. While we have very positive representation of women at junior levels, we have clear goals to increase the number at senior levels and these are highlighted in our action plan.

I am delighted that through the Athena SWAN process we have formed a team of committed and enthusiastic individuals who I am confident will help to fuel and drive forward new ideas. Continuing the activity of the Athena SWAN self-assessment team, of which I am a member, will ensure improvement of the important work we have carried out so far in supporting and promoting the scientific careers of current and future female members of the Department.

The combined effect of actions within this team and supportive measures at institutional level has proved a key factor in driving long-term cultural changes, which will enhance the career opportunities and support not only for women and employees with family responsibilities, but for all members of our Department.

Yours sincerely,

W Gillies McKenna
2. The self-assessment process: maximum 1000 words (990 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 Department of Oncology was created in April 2011, bringing together three pre-existing cancer research-oriented Departments. In April 2012 the Head of Department (HOD), Professor Gillies McKenna, asked Dr Madalena Tarsounas to lead a Departmental bid for an Athena SWAN (AS) Bronze award. Together they selected the self-assessment team (SAT) and members were asked to participate by the HOD, who also serves on the committee.

The SAT was initiated in June 2012 as a core group working on consolidating databases and recording mechanisms and establishing staff lists. Additional members were chosen to include students, early- and mid-career, senior and clinical scientists and those on permanent and fixed-term contracts. Members represent each of the four sites of the Department and some having long-standing experience in managing administrative, clinical and research duties. Members of the SAT have experience with single and dual career households, childcare, including university childcare facilities, maternity leave, flexible working patterns, volunteering and community responsibilities.

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 SAT met on six occasions over a 6-month period. In January 2013 the SAT had a briefing from the Medical Sciences Division (MSD) AS Co-ordinator, who also provided guidance throughout the process. The decision was made to survey all staff and students for their views on Departmental organisation and culture. Much of the staff and student data were provided by central University of Oxford administration services. This greatly facilitated progress, as the SAT was able to spend more time reflecting on the data and formulating the action plan. The SAT also considered successful AS award submissions from both University of Oxford and other institutions.

At its first meeting, the SAT set out a provisional time-line to gather information, prepare the application and develop the action plan. The staff and student data were presented and discussed, allowing the SAT to build a picture of the Department and identify areas for improvement. From the outset, the panel acknowledged the importance of explicit and strong support for a family-friendly environment in the Department.

The survey and an outline of the AS process were sent to the whole Department in March 2013. Survey responses were analysed and discussed during the second panel meeting in June 2013. There were 221 responses to the survey (60% F, 40% M: Department: 55% F, 45% M). This response rate of 50% allowed for meaningful analysis of the survey results. The vast majority of responses, both female and male, indicated a high degree of satisfaction with the environment within the Department. Nevertheless, the survey also highlighted areas for improvement that were reviewed by the SAT, and have been
incorporated into the action plan. They have also been discussed with relevant members of staff and raised, where necessary at monthly Executive Committee (EC) meetings. The survey results were posted on the Department intranet and made available to all members of the Department in September 2013. This was communicated in an e-mail from Professor McKenna, who highlighted some of the steps that were being taken in response to the survey.
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 staff survey highlighted the importance of timely communication at all levels within the Department of on-going activities and new procedures. The SAT will therefore meet quarterly to evaluate progress towards the objectives of the Action Plan and to ensure that appropriate information is rapidly disseminated to the Department (AP 1.1). Sub-groups within the panel will meet more frequently, as required, to implement actions. We also aim to collect data currently not captured in University systems (e.g. flexible working requests; AP 2.1a). Pam Nieto and Professor McKenna will also report to the EC, and the SAT will report to the MSD Steering Group and Central University AS and Gender Advisory Group. The SAT found the staff survey extremely useful and agreed to repeat it in March 2014 to measure progress (AP 2.1b).

| ➔ The SAT will meet at least quarterly. Outcomes will be communicated to the relevant committees and staff groups (AP 1.1) |
| ➔ Collect data not captured in University systems (AP 2.1a) |
| ➔ Repeat the staff survey after 1 year, review results and determine what further action is necessary (AP 2.1b) |

3. A picture of the Department: maximum 2000 words (1839 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 Department of Oncology was founded in April 2011, bringing together three existing Departments (Gray Institute for Radiation, Oncology and Biology; Clinical Pharmacology and Medical Oncology). The Department is therefore very young as an entity and each of its three components came with its own culture, organisation and focus. This brings challenges for integration and a sense of belonging for staff, but it also raises significant opportunity for shaping the emerging culture and organisation in a way that adopts principles of best practice. Since its formation, a huge amount of resource has been put into establishing and aligning the fundamental operational aspects of the Department (e.g. finance, human resources, building facilities), as well as creating a website and intranet, such that research could continue uninterrupted. Excellent progress has been made and the Department has more recently been in a position to review and improve the non-operational aspects (e.g. training and development). It is also going through a period of expansion as it aims to embrace new areas in the field of radiation oncology.

The Department has established itself as a leading centre for Radiation Biology Research in the UK and worldwide thanks to its multidisciplinary research and state-of-the-art facilities. It has 410 members; 180 (61%) research staff (clinicians, physicists, molecular and cancer biologists, engineers, post-doctoral researchers, research assistants); 115 graduate students; 115 research support and administrative staff. The Department is exclusively research-oriented with 36 independent research groups. Research in the Department is funded exclusively from external sources (e.g. MRC, CR-UK, NIHR and other charities) and grants are awarded based on open competition. Part of the external funding is used to support core facilities (Imaging, Radiation Physics, Clinical Trials Unit,

Where applicable, a summary of action points, with reference to the Action Plan number, is provided in the outlined areas indicated by ➔.
Bioinformatics) to support research programmes within the Department. The Department is based in four buildings located in Headington in close proximity to each other: the Old Road Campus Building (ORCRB), Radiobiology Research Institute (RRI) and Cancer and Haematology Centre (CHC) on the Churchill Hospital site and the Weatherall Institute of Molecular Medicine (WIMM) on the John Radcliffe Hospital site (Figure 1).

![Figure 1: Map showing the relative location of the four buildings in which the Department of Oncology is based (Scale Bar: 100 m).](image)

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**

The Department does not run access or foundation courses.

(ii) **Undergraduate male and female numbers.**

The Department does not register any undergraduate students.

*Where applicable, a summary of action points, with reference to the Action Plan number, is provided in the outlined areas indicated by →.*
(iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:males 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.

![Figure 2: Number of students that have completed postgraduate taught courses](image)

The Department runs one postgraduate taught (PGT) course: the 1-year MSc in Radiation Biology. It has capacity to take up to 12 students per year. The course was started in 2009 and it is now well established. The ratio of males to females has become more equal with time, averaging 42% females and 58% males over its 4-year history (Figure 2). The national average for PGT courses in ‘Clinical Medicine’ is 70% female and 30% male. While ‘Clinical Medicine’ is our nearest benchmark, we recruit a large number of students from biological, engineering and physics disciplines and so ‘Clinical Medicine’ is not a direct comparator. The initial high number of male students was due to an Imaging training grant that attracted physicists and engineers (traditionally male-biased disciplines – national average for ‘Engineering and Technology’ PGT courses is only 22% female).

The MSc is part theoretical and part research-based, and provides a solid foundation for students going on to pursue a PhD programme. Each year, approximately 50% of the MSc students go on to undertake a DPhil, 25% enter professions such as medicine and 25% pursue other careers.

In September 2013 we applied to the HEFCE Postgraduate Support Scheme, which is a match-funded initiative designed to provide studentship funding for PGT students. If successful, this will provide four additional funded places which we will promote to Home/EU underrepresented groups, and women, with the opportunity to apply for further funding in competition with other Departments (AP 3.1d).

> Promote HEFCE-funded MSc places to under-represented student groups and women (AP 3.1d)
(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.

![Figure 3: Student intake for postgraduate research degrees.](image)

The Department of Oncology runs a postgraduate research (PGR) DPhil programme with approximately 100 registered students at any time. The projects are advertised on [www.findaphd.com](http://www.findaphd.com) and on the Department website. The numbers on course are relatively large but are subject to considerable year-on-year fluctuations, largely owing to the availability of funding. Nevertheless, the proportion of female students averaged 48% over the past 3 years (Figure 3). Given the diverse backgrounds of our students it is difficult to choose an appropriate national benchmark.

In summary, there is a good gender balance in the PGT and PGR courses, which will be monitored continuously by the Training Committee (TC) and SAT. Our aim is to maintain an approximate 50-50 balance. We will also collect destination data for PGT and PGR students in order to monitor the career choices of the students that have completed the course (AP 2.2).

→ Capture and record student destination data (AP 2.2)

*Where applicable, a summary of action points, with reference to the Action Plan number, is provided in the outlined areas indicated by →.*
(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.

Figure 4: Applications, offers and acceptances for female and male students enrolled in the PGT course in Radiation Biology.

Figure 5: Rate of offers and acceptances for the PGT course in Radiation Biology

As the MSc is a small course with relatively few students and variations in the number of applicants each year (Figure 4), we are unable to draw any conclusions on potential gender bias at this stage (Figure 5). However, we will continue to monitor trends and assess whether further actions are needed.
Where applicable, a summary of action points, with reference to the Action Plan number, is provided in the outlined areas indicated by →.
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Staff data

**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.

![Bar chart showing female to male ratio in academic and research staff](image)

**Figure 8:** Proportion of female to male academic staff and researchers in post in 2012 (DPhil student numbers displayed for comparison).

Figure 8 shows a snapshot of female and male academic and research staff in the Department in 2012. The majority of posts are externally-funded and on fixed-term contracts. All positions are externally advertised. The 'Professor' category includes six academics that have been awarded the title of Professor through the Recognition of Distinction (ROD) exercise (which involves an evaluation of academic performance by a panel of MSD experts), as well as six academics that were appointed to a statutory Professorship. 'Group Leader' refers to junior and senior principal investigators running their own independent research groups, ‘Post-doc’ to Grade 7 researchers holding a PhD qualification and ‘CRF’ to specialist registrars undertaking research degrees. Staff in the ‘Senior Post-doc’ category include appointed Core facility leaders and staff that have become University employees as a result of Transfer of Undertakings (Protection of Employment) (TUPE) from MRC and CR-UK core-funded units. There is no automatic career progression to ‘Senior Post-doc’ status.

Of the 151 academic and research staff employed in the Department at 31 July 2012, 42% are females (Figure 8). At postgraduate level, the percentages are balanced (approx. 50% women). This is mirrored at post-doctoral level where women represent over 50%. However, there is a disproportionately higher male representation at the senior academic grades.

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Figure 11: Proportion of female to male Senior Post-docs between 2010 and 2012.

Figure 12: Proportion of female to male Post-docs between 2010 and 2012.

The proportion of female to male at post-doc level is fairly equal (Figure 12), but at Senior post-doc level women are under-represented (Figure 11). Owing to the nature of research funding, there are few opportunities for Post-docs to progress their careers within the Department. The normal career progression route is to obtain a Research Fellowship, which facilitates transition to Group Leader position, and generally entails a move to a different University. However, efforts are made to retain talented individuals whose career would clearly benefit from continuation in the same Department, and support all post-docs to develop their careers.

→ Increase the number of women with the title of Professor (AP 4.2)
→ Increase the number of women in grade 9 and 10 independently-funded Group Leader and Fellowship positions (AP 4.3)
→ Improve our understanding of the issues affecting women’s career progression (AP 4.4)

(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

Academic leavers are generally very few. In the past 3 years we had 3 leavers, all male, who moved from Oxford to continue their research careers elsewhere. One in 2010 to a position in US grant administration, 2 in 2011, 1 to a directorship at the Karolinska Institute in Stockholm, 1 to a clinical post in Heidelberg, Germany.

Where applicable, a summary of action points, with reference to the Action Plan number, is provided in the outlined areas indicated by →.
CRFs are appointed in the Department for a period of 3 years, exclusively on fixed-term contracts. They spend three years out of programme from their clinical training in order to complete a DPhil. This is part of the recognised career path for academic clinical researchers. At the end of the fixed term, all CRF leavers (Figure 13) continued their clinical training.

![Figure 13: Turnover of females and males between 2010 and 2012 in CRF, Post-doc and Senior post-doc groups.](image)

Turnover of post-doctoral research staff is higher than any other category (Figure 13). Post-docs represent over 50% of the academic and research staff (Figure 8). The leavers in this category are mainly accounted for by end of fixed-term contracts, aligned with funding end date. They generally leave to secure further post-doctoral roles, science administration roles or faculty positions elsewhere. In the future, we will offer more support to Post-docs wishing to pursue independent research careers to move to different institutions, for example by hosting and encouraging attendance at careers events (AP 4.5b,c,d). At post-doctoral level, we observe that relatively fewer men are leaving (Figure 13). Although equal numbers of men and women are on fixed-term contracts, we have anecdotal evidence that women are more proactive in their career moves. Whilst we do not have a clear explanation for this pattern, we hope to be better informed by encouraging completion of exit questionnaires and conducting exit interviews (AP 4.4). We will continue to monitor the data and review any significant trends that appear.

At Senior post-doc level, the number of leavers is very small (Figure 13). Two of our Senior post-docs (1F, 1M) took up independent researcher positions at other universities.

- Expand knowledge of issues affecting women’s career progression by identifying trends from exit questionnaires (AP 4.4)
- Improve career development support for early-career researchers (AP 4.5b,c,d)

Where applicable, a summary of action points, with reference to the Action Plan number, is provided in the outlined areas indicated by ➔.
4. **Supporting and advancing women’s careers: maximum 5000 words. Key career transition points (4623 words)**

   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.

   ![Job application and success rates by gender](image1)

   **Figure 14: Job application and success rates by gender at Post-doc level between 2010 and 2012.**

   In the past 3 years there has been very little recruitment in all categories apart from Post-docs (0 Professors, 1 Group Leader, 2 Senior post-docs and 8 CRFs). In contrast, 43 Post-docs were appointed, thus we shall focus here on this category. Although slightly fewer women than men applied (Figure 14), women are more likely to be offered a position. We concluded that no further action is needed at the moment, but we will continue to monitor the data.

*Where applicable, a summary of action points, with reference to the Action Plan number, is provided in the outlined areas indicated by →.*
(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 University of Oxford does not have a formal promotions system. In the Department, a number of Group Leaders (8 out of 30) are core-funded by CR-UK and therefore undergo specific review processes (all junior CR-UK Group Leaders undergo an initial review after 7 years in post). If successful, they become senior Group Leaders and their progress is reviewed on a quinquennial basis. Of the four CR-UK Junior Group Leaders; 1F has successfully undergone initial review and two others are in progress (1F, 1M). Professor McKenna has provided substantial support with the process, in the form of interview practice and review of written research proposals. It has been noted that the CR-UK review panels are sometimes entirely composed of men. The HOD has raised this issue with CR-UK and continues to lobby for a gender balance on these review panels.

An additional level of promotion is conferment of the title Professor through the ROD exercise. So far one such promotion (a woman) took place in 2010. As described previously, there is a concrete plan to actively increase the number of women promoted to professorial level (AP 4.2).

> Increase the number of women with the title of Professor (AP 4.2)

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

The Department has a robust recruitment process, in line with University requirements, aiming to appoint high-quality candidates. We ensure a gender balance on shortlisting and interview panels, with at least one member who is recruitment-trained. To attract female applicants we include reference to equality of opportunity and staff benefits in the further particulars (e.g. details of maternity leave arrangements, University nurseries, school holiday play-schemes). Currently, a link to the AS website is included in the job description. In the future, reference to the Department’s commitment to AS will also be included in advertisements and further particulars, which we hope will encourage women to apply. We will also create a new section on our website to cover working in the Department of Oncology, and will outline our family-friendly and egalitarian practices (AP 7.1b).

> Create a new page on the Department website that highlights benefits of working in the Department of Oncology (AP 7.1b)
(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.

As previously shown (Figure 8), the number of women decreases significantly between the stage of Post-doc and Group Leader. Although there is limited internal progression, the Department is committed to supporting its post-docs through their career transitions. All research staff and students are encouraged to attend seminars and conferences to present their work: 82% of survey respondents (with no gender bias) confirmed they had such opportunities. These events provide great opportunities for professional networking and horizon-broadening.

![Figure 15: Invited external seminar speakers by gender between 2010 and 2012.](image)

The Department runs a widely-advertised external seminar series, coordinated by Dr Madalena Tarsounas, one of the Department’s senior Group Leaders. In 2011 and 2012 women speakers were increased to 30% (Figure 15) and in the future the organisers will aim to achieve about 50% women representation (AP 6.3). DPhil students and post-docs have the opportunity to meet informally with the speaker after the seminar during a Department-funded pizza lunch. They are encouraged to use this time to discuss the speakers’ career path, view on scientific issues of common interest and to explore personal future career opportunities. The lunch is chaired by a student/post-doc from the host laboratory, who ensures that everyone attending gets a chance to ask questions. Feedback from attendees has been strongly positive so far and we will therefore promote such opportunities more explicitly in the future. A good example of how these seminars can benefit women was the visit of Professor Mary Helen Barcellos-Hoff (Columbia University, USA) who presented her research and also spoke about careers for women in science during the lunch. All members of the Department were invited.

In September 2013 the Department held its second Symposium, and all research staff and students were encouraged to attend. As a prelude to the Symposium, a half-day funding workshop was held, consisting of a series of talks by personnel from major funding bodies and researchers who gave personal accounts of their career paths. Information about Fellowship schemes was provided and attendees had the opportunity to meet informally...
with the speakers at break times. One of the speakers was Gerlind Wallon, the eminent female Deputy Director of EMBO who is a great role model and advocate for Women in Science. The workshop was a great success and we aim to hold a similar event biannually (AP 4.6c).

In August 2012, a group of three post-doctoral researchers set up the Oncology Post-doctoral Network (PDN) to create a forum for all post-docs in the Department to communicate effectively with each other. The PDN has a dedicated e-mail address and a distribution list so that researchers can communicate with each other, and notices of events and funding opportunities can be disseminated in a targeted manner. In July 2013, the inaugural PDN Away Day took place. This was organised by the post-docs and included an initial address by Professor McKenna and a series of scientific talks from post-docs. A careers specialist ran a Q&A session, which was followed by the PDN AGM, at which all attendees were able to discuss ideas about how the PDN should be run. The day was very successful with over 50 post-docs (approximately 50%) in attendance. Professor McKenna has recently awarded the PDN a budget to support its on-going activities. The PDN has formed close links with the WIMM Post-doc Association who are currently running a Science Career Seminar Series. We plan to increase awareness of and grow the PDN by creating an intranet site and providing information about the PDN in the Staff Handbook (AP 4.7).

The Department recognises the importance of mentoring, particularly for women, and has joined the MSD mentoring scheme, set up across 6 clinical Departments to support post-doctoral and early career researchers. Professor McKenna has nominated 6 Group Leaders to act as mentors within this scheme. Peer mentoring circles of 5-6 post-docs will be formed with input from one senior mentor. Mentees will have the opportunity to choose gender-specific groups and discuss women-related issues.

The Department is committed to providing mentorship support to all research staff. There is a programme in place for Group Leaders, whereby junior Group Leaders are assigned mentors from within the Department, although this has not been consistently applied across the Department. A suitable and sustainable programme, in which female mentors may be chosen, will be discussed by the EC for implementation in the future (AP 4.5a).

As winning external funding is such an important part of a successful research career, the Department is keen to support its researchers in obtaining funding. We recently organised a session demonstrating the University of Oxford’s funding opportunities database ResearchProfessional.com, tailored to researchers in Oncology; we intend to repeat it annually (AP 4.6b). A grant application authorisation and review process supports all applicants with feedback from senior Group Leaders on their applications, prior to submission. As part of this process, women and men intending to apply for Fellowships have a discussion with Professor McKenna and he advises them on the options that might be best for them. However, the resource for training and assisting applicants on how to write grants, particularly Fellowships is limited. We therefore intend to create a new post dedicated to assisting researchers in this regard (AP 4.6d). As part of this initiative, we will provide support and encouragement to women to keep applying for Fellowships even if they are not successful the first time (AP 4.6a).

Several staff and students have also benefitted from relevant training courses available in Oxford or elsewhere. Links to training course providers are listed on the intranet. Some female Department members have attended the Oxford-based Springboard course (~2 per year in the last 4 years), which is designed specifically for women and focused on their

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personal and career development. Two Junior Group Leaders have attended EMBO lab management courses. Attendance at such courses will be built into the Departmental training plan (see Career development, Induction and Training).

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<td>Re-assess and improve the mentoring programme for Group Leaders (AP 4.5a)</td>
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<td>Improve future employment prospects for researchers, particularly women (AP 4.6)</td>
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<td>Increase the reach and influence of the PDN (AP 4.7)</td>
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<td>Enhance the presence of female academic speakers in Departmental seminar series (AP 6.3)</td>
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**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?

Appraisal and career development monitoring processes have been inconsistent, largely due to the fact that prior to the formation of the Department, the three constituent Departments had different practices in place. The administration is currently establishing a set of procedures for how these processes should be conducted. The survey provided an opportunity for the Department to take stock of its current status. Results showed that only one third of respondents had experienced a career development plan or discussion, although encouragingly, most of these had found the plan/discussion useful. Less than half (43%) of respondents were clear about the career options open to them. Only 25% of respondents found Departmental appointment and award processes clear and transparent. This was a cause for concern and it is clearly a major point for further action.

This feedback confirmed the necessity to implement an annual Personal Development Review (PDR) process for all staff in the Department, and this was launched in September 2013. The process was communicated to all staff by e-mail and posters and guidance documents were made available on the intranet. The forms were hand-delivered to line managers. Training sessions for reviewers and reviewees were run in the Department and these were well attended. A large number of review meetings took place during September and October 2013 and the reaction to the process has been very positive. All forms will be reviewed by the Personnel Manager and the Personnel Projects Specialist (a post created specifically to take forward initiatives such as PDR) to identify common issues and training requirements, which will be analysed by sex. They will also monitor participation in the scheme and we are aiming for 100% participation (AP 5.1). Through this process, staff will receive greater guidance on career development and increased opportunities to undertake training. As previously described, a small percentage of Department Group Leaders are core-funded by CR-UK and undergo specific review processes.

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<td>→</td>
<td>Enhance the benefits of research staff appraisal (AP 5.1)</td>
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</table>

*Where applicable, a summary of action points, with reference to the Action Plan number, is provided in the outlined areas indicated by →.*
(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?

All new staff members undergo a basic induction session on their first day, which covers practicalities. This was rated as quite useful by the majority of survey respondents. International staff are directed to www.internationalstaff.ac.uk, a website specifically for international staff joining UK Universities. Additional provision is dependent on the individuals’ circumstances and is inconsistent across the Department, although frequently includes a tour around the relevant areas of the workplace. The SAT identified a need for more comprehensive inductions for some staff groups and is currently reviewing the process. In particular, we will address inductions for new Group Leaders and senior staff, arranging meetings with key personnel, and providing information about training programmes, relevant Department policies (e.g. good research conduct) and resources for finding funding (AP 4.1a). A Department of Oncology Staff Handbook is being drafted. This includes details of University benefits (such as maternity/paternity/adoption leave, childcare provision and vouchers) as well as information about Department practices for flexible working, provision of dedicated space for nursing mothers, and of areas for prayer, the annual personal development review (PDR) process and the PDN. This will be made available to all staff at induction and on the intranet (AP 4.1b).

All new post-holders are subject to a probation period and interim-probation meetings are held to ensure objectives are being met. All registered graduate students attend an induction day, and receive continual training in their first year on a wide variety of areas (described below), including outreach and communication. These are co-ordinated with a college induction that provides additional orientation events.

Many staff and students have attended training courses and details of training events are typically circulated by e-mail. However, only 56% of survey respondents agreed that the Department is committed to training and developing them and only 61% were clear about the training and development opportunities available to them (no gender bias). Training provision was, therefore, highlighted as an area for action. We plan to compile a comprehensive HOD-endorsed programme of training opportunities with some mandatory and some optional courses targeted at different staff groups (AP 5.2). This will, in part, be informed by feedback from PDRs (AP 5.1b) and will include courses run both within and external to the University of Oxford, and those specifically aimed at women, such as ‘Springboard’. A series of in-house workshops will also be developed covering areas relating to topics such as work permits, people management, interpreting financial statements and managing budgets. Courses on unconscious bias, recruitment and selection training, bullying and harassment and managing diversity will be included. In compiling a comprehensive training programme, we will be able to raise awareness of existing training programmes and ensure training needs for both women and men are being met. It is also intended that it will enhance the management capabilities of Group Leaders and Core Heads (AP 5.3). In conjunction with this exercise, we will promote the University’s Staff Learning scheme as a source of financial support for learning activities (AP 5.2).

*Where applicable, a summary of action points, with reference to the Action Plan number, is provided in the outlined areas indicated by →.*
→ Improve induction process and tailor to different staff groups (AP 4.1a)
→ Provide a staff handbook to all new and existing staff members (AP 4.1b)
→ Assess training needs as part of the PDR process (AP 5.1b)
→ Devise a training programme tailored to research staff (AP 5.2)
→ Improve management capabilities of Group Leaders and Core Heads (AP 5.3)

(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.

Administrative support for students is provided by the Graduate Studies Manager and the Graduate Studies Assistant (both female), as well as the Directors of Graduate Studies (DGS) (1F, 1M), these individuals plus 5 senior academics (2F, 3M) form the Training Committee (TO) that supports all graduate students. In addition all research students have a thesis committee who provide specific support for their research. Pastoral support is provided informally by the members of the TC but formally by the students’ College Advisor. Students have choice initially when they select which supervisor they wish to work with, and then again who will constitute their thesis committee. In addition, we promote the OxFEST mentoring scheme (Females in Engineering Science and Technology) (www.oxfest.org/mentoring/) which provides females with the personal support of a more experienced individual.

All students are encouraged to give talks in the Department’s internal seminar series, and all present at the Oncology Student Symposium. Generic/career skills are provided by the Division www.medsci.ox.ac.uk/skillstraining and the Oxford Learning Institute www.learning.ox.ac.uk/, as well as the careers service www.careers.ox.ac.uk who routinely come to the Department to advise our students. Female students are encouraged to attend the Divisionally-run Springboard programme.

Going forward, we plan to produce a student handbook to be given to all students on joining the Department. This will provide general information about working in the Department, as well as details of student-related matters specific to the Department (AP 3.1a). The Department’s commitment to AS will be highlighted on the Departmental Graduate Studies webpage and on other sites where projects are advertised (AP 3.1b).

→ Distribute a student handbook to all students (AP 3.1a)
→ Highlight Department’s commitment to AS principles on the Oncology Graduate Studies webpage (AP 3.1b)
**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.

![Gender representation in internal committee memberships in 2012.](image)

Figure 16: Gender representation in internal committee memberships in 2012.

Figure 16 shows the male and female representation on the nine main Departmental decision-making committees active in 2012 and it is clear that women are well represented. We are only displaying data for 2012 as the Department has been in state of flux since its formation and the number and type of committees has been fluid. These committees are made up of senior academic, clinical and administrative staff. Depending on the nature of the committee, members are identified by role and seniority with a consideration for existing commitments. Appropriate representation of males and females is also sought. Committee membership is changed periodically, as new members of staff join the Department and as the Department’s aims and objectives are reviewed.

(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.

*Where applicable, a summary of action points, with reference to the Action Plan number, is provided in the outlined areas indicated by →.*
Where applicable, a summary of action points, with reference to the Action Plan number, is provided in the outlined areas indicated by →.
The vast majority of Post-doctoral researchers are on fixed-term contracts, which reflects the reliance on external funding for these posts. Likewise, all CRFs are on fixed-term contracts due to the nature of this training. The data in Figure 17 show that there is no link between gender and the type of contract issued and so no further action is required at this time.

Appointments are no longer made to permanent positions; as at 31 July 2012, there were 6 permanent Professorships (Figure 17), all of which were negotiated before the Department was established. There are also 2 permanent Group Leader and 9 permanent Senior Post-doc positions, which are all the result of TUPE transfers from MRC and CR-UK core-funded units.

Most Group Leaders and Senior post-docs have fixed-term contracts, reflecting the links with external funding. We exercise a robust end of fixed-term contract process whereby individuals are notified 6 months before their contract end date if no further funding is available. If funding is available, the contract is extended upon agreement between the post-holder and line manager. Otherwise, the Department actively tries to redeploy the post-holder to other positions within the University in discussion with the staff member.

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?

As shown above (Figure 16), women are well-represented on internal panels. In addition, women sit on external committees, such as the ECMC National Steering Committee, CR-UK New Agents Committee, CR-UK Training and Career Development Board, NC3Rs CRACK IT Review Panel, Yorkshire Cancer Research Scientific Advisory Committee and the ERA-net Transcan Scientific Evaluation Committee.

The Department supports membership of committees. We do not believe that committee overload is a problem but will continue to monitor the situation through PDR discussions.

(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.

Members of the Department perform work according to their specific contracts, which is closely monitored by their line management and actively managed and reviewed through the PDR process. Administrative tasks are rotated, e.g. the role of DGS is shared between three Group Leaders on a cyclical basis, and members of the EC are also rotated on a 1-, 3- or 5-year basis.

Where applicable, a summary of action points, with reference to the Action Plan number, is provided in the outlined areas indicated by →.
For senior clinical positions, duties are divided into Programmed Activities (PA, with 10 PAs equivalent to a full-time position). Activities include research, clinical work and administrative tasks and are time-tabled on a weekly basis, creating an explicit allocation against which workload can be gauged.

(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.

The Department does not have formal core hours as the nature of the work undertaken lends itself to flexible working. All of the buildings in which the Department is housed allow out-of-hours access, if this is required. Of the 30 Professors and Group Leaders within the Department, 9 (30%) are senior clinical researchers and meetings which involve them have to be scheduled around clinics. However, efforts are always made to consider the needs of all meeting attendees.

All regular open Departmental meetings are held within family-friendly hours:

- Internal seminars (student presentations) are held weekly at 12:00 and 12:30, depending on the location.
- External seminars (external speakers) are held every 1-2 weeks, between 11:00 and 14:00. These are followed by a student pizza lunch.
- Group Leader meetings and Core and Operations Heads meetings - are held quarterly at 10:30

The Department will ensure staff are aware of inclusive meeting etiquette and will provide guidance to managers (AP 6.1).

As the Department is large and based across several buildings, social gatherings are generally organised by constituent groups, at times appropriate to them.

\[\Rightarrow\] Ensure all managers are aware of the need to hold events at appropriate times (AP 6.1)

(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 Department operates an inclusive policy to try to ensure that all its members are informed about what is going on and are able to contribute fully to the Departmental culture. In February 2012, the Department intranet was launched as a resource that all members of the Department, regardless of role or location, can access to keep informed of University and Department policies, events, and useful information. This is continuously being developed.

Despite a largely positive view of working in the Department, only 41% of survey respondents agreed that the structures for management and decision-making are clear and transparent, 38% agreed that the Department consults them on decisions likely to
Where applicable, a summary of action points, with reference to the Action Plan number, is provided in the outlined areas indicated by →.

Promoting inclusive culture and sense of belonging to the Department of Oncology (AP 6.2)

> Improve communication, flow of information and feedback within the Department (AP 6.6)

> Reduce the amount of perceived bullying and harassment in the Department, particularly that reported by women (AP 6.7)

In 2012, the first Department of Oncology Christmas party took place. This was an evening event open to all staff, students and their partners and we plan to hold a similar event annually. We also plan to enter a team of women into the CR-UK Race for Life event in Oxford in June 2014 and make it a social occasion for participants and their colleagues, friends and families (AP 6.2). Participation at such events is celebrated in the News section of the Department website.

The survey revealed that 31% of respondents (36% of women and 24% of men) had witnessed bullying and harassment, and 16% of respondents had personally experienced bullying and harassment in the previous 12 months. This was a cause of great concern and was discussed at the EC meeting. It was decided that we would form a pastoral care group of three staff (men and women) in different geographic locations within the Department, who would be available for staff to talk to if they needed support or advice (AP 6.7). They would complement the support available through the University’s harassment advisor service. Our Graduate Studies Manager already assumes a similar role for students. Additionally, we will increase the number of harassment advisors within the Department as we currently only have one (female), and will introduce a mandatory training course for all staff, particularly managers, on bullying and harassment awareness (AP 6.7). We have anecdotal evidence from one of our Group Leaders that this has been successful in another UK research institute.

affect them, 39% agreed that information and knowledge are shared openly within the Department and 52% agreed that there is effective interaction between the administrative and research staff in the Department. This was an area of concern and therefore a key topic of discussion by the SAT, who identified that the difficulties could, in part, be a result of the split site and the Department now being much bigger than the three former Departments, which were largely each on a single site. The HOD holds monthly ‘open-door’ sessions, initiated in July 2013, to enable staff and students to discuss work issues of importance to them with Professor McKenna. Key staff from the administrative units (HR, finance, building facilities, graduate administration) have started to give short presentations at Group Leader meetings to bridge the gap between the research and administrative functions. For operational reasons (e.g. size of meeting rooms), large meetings are mainly held in ORCRB, but bikes are available for transportation between the different locations. To improve communication and flow of information within the Department we plan to establish a regular ‘Department Bulletin’ in which key information, such as new starters and leavers, changes to policies and processes, can be communicated to everyone. Professor McKenna will also deliver periodic seminars about the Department’s ethos, challenges, aims and objectives, to which all members of the Department will be invited (AP 6.6).
(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.

The Department has a full-time Public Engagement and Communications Manager (PEM), Dr Martin Christlieb, who manages a large portfolio of activities and enlists the help and participation of a growing number (126 to date) of staff and students within the Department for outreach events. Examples include science festivals (for the public), open days (for schools and colleges), lab tours (for schools, local groups, MPs), quarterly patient-engagement events, and workshops/courses/seminars (for school teachers and students and public engagement staff). All volunteers have the full support of their managers and 54% are female. The PEM runs an annual public engagement training course, which is very well attended by women (average 77% over 3 years; Figure 18). The PEM also runs a public course on “Cancer: An Introduction to Research in Oncology”, and leads a week-long Oncology course as part of the University’s UNIQ summer school. The latter is aimed at students in the lower-sixth from families where there is no precedent for University education. It has been successful in raising awareness of the multi-disciplinary nature of cancer research and the range of opportunities open to both young women and men.

![Bar chart showing attendance on the Public Engagement training course run by the Department of Oncology](image)

**Figure 18: Attendance on the Public Engagement training course run by the Department of Oncology**

In order to target women on undergraduate courses and encourage them to pursue careers in academic scientific research, we plan to run a ‘Women in Science’ seminar series for students registered at local Universities. Speakers will relay their own experiences and provide advice on possible career paths (AP 6.4).

Public engagement and outreach is formally recognised and encouraged by the Department during PDRs. The PEM position was created to lead this important area and assist researchers with activities. Contributions are celebrated on the Department website and in the quarterly newsletter.

- Run a ‘Women in Science’ seminar series for female undergraduates (AP 6.4)
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.

![Figure 19: The maternity return rate amongst research staff within the Department for the period 2008-2011. Maternity leave reported here commenced in the year range shown.](image)

Levels of maternity leave are consistently low (e.g. 4-6 per year, 4/62 women (6.5%) in 2012) with only two individuals over the past three years that did not return (Figure 19). Their decision was driven by personal circumstance (e.g. partners moving to a different part of the country). No further action is required at this stage, but levels will continue to be monitored.

(i) 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 Department, fathers-to-be and new fathers are encouraged to take time off work and to work flexibly for the first few months after birth. We had 3 statutory paternity leave requests in 2012. In general, additional paternity leave is managed through a mixture of family leave and annual leave as and when requested. New fathers and fathers-to-be are advised about paternity leave by the personnel team or Head of Administration. We will include details of maternity/paternity/adoption benefits, as well as childcare provision and vouchers in the Staff handbook and on the intranet (AP 7.2a).

Provide support for staff taking maternity or paternity leave (AP 7.2a)
(ii) **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.

### Professor

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<tr>
<th>Year</th>
<th>M Full Time</th>
<th>M Part Time</th>
<th>F Full Time</th>
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<td>2010</td>
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<td>2012</td>
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### Group Leader

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<th>F Full Time</th>
<th>F Part Time</th>
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### Senior Post-doc

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<td>2011</td>
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<td>2012</td>
<td>17</td>
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Where applicable, a summary of action points, with reference to the Action Plan number, is provided in the outlined areas indicated by →.
Post-doc

![Graph showing female and male representation in full-time and part-time positions within the Department between 2010 and 2012.]

**Figure 20: Female and male representation in full-time and part-time positions within the Department between 2010 and 2012.**

While the majority of academic and research staff in the Department of Oncology work full-time, there are a small number who have part-time contracts (Figure 20). Two of the three Professors with part-time contracts have contracts with other organisations for the remainder of their time. The third has chosen to reduce his hours to suit the stage he is at in his career. No Group Leaders are currently working part-time and the numbers amongst post-docs are few and so no distinction can be made between men and women.

No staff members are formally working flexibly, but there are a number of informal flexible working arrangements in place. How we track this going forward, particularly in the light of new legislation relating to flexible working will be discussed.

*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.*

1. **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 arrangements are principally informal, especially for academics who have a large degree of flexibility in the spread of their working hours and location of work and are common within the Department. For example post-doctoral researchers, through informal arrangements with their managers, balance the unusual working hours associated with some experimental procedures with home commitments.

Nevertheless, the survey results showed that only 41% of staff agreed that the Department’s arrangements for flexible and part-time working are transparent and fair. Improving awareness of these procedures amongst managers is an important point of action for the future. We will also use feedback from exit questionnaires to determine if there is a perceived lack of family-friendly practices in the Department and if so, we will address this accordingly (AP 7.1a).

→ Ensure managers are aware that the Department supports flexible working and use exit questionnaire feedback to monitor trends (AP 7.1a)

*Where applicable, a summary of action points, with reference to the Action Plan number, is provided in the outlined areas indicated by →.*
(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.

In order to ensure women’s research programmes are not disrupted, the Department provides funds to cover maternity leave replacement posts, when no such provision is available from the individual group research grants. Although we have not had any requests for adoption leave, the same principles would apply. Requests to work part-time or flexibly on return from maternity leave are accepted and accommodated on a mutually-agreeable basis.

When a woman notifies the Department of a planned maternity leave, she completes a Maternity Leave Plan and discusses it during a meeting with a member of the personnel team. The purpose of this meeting is to help the woman plan her departure and also to discuss options for her return to work. Any potential risks with laboratory procedures are identified and risk assessments are modified accordingly. To improve the provision for parents after the period of leave, the Department has a number of sponsored childcare places at the University nurseries, which enable parents to avoid long waiting lists. Parents with childcare responsibilities are given priority with parking permit allocations. We plan to develop guidelines for discussion between Group Leader and staff member planning an extended period of leave. These will include consideration of cover required while absent and ways to facilitate the return to work, such as utilising KIT days (AP 7.2b).

| Provide guidelines to Group Leaders about making appropriate arrangements with staff going on extended leave (AP 7.2b) |

5. **Any other comments: maximum 500 words**

*Please comment here on any other elements which are relevant to the application, e.g. other SET-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.*
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.

The action plan does not need to cover all areas at Bronze; however the expectation is that the Department will have the organisational structure to move forward, including collecting the necessary data.
<table>
<thead>
<tr>
<th>Action</th>
<th>Objective</th>
<th>Action already taken</th>
<th>Description of action planned</th>
<th>Responsibility</th>
<th>Timescale</th>
<th>Evaluation and success measure (impact indicator)</th>
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<tbody>
<tr>
<td>1</td>
<td>The Self-Assessment Process</td>
<td>1.1 Embed AS practices in departmental culture</td>
<td>The Oncology Athena SWAN Self-Assessment Team (SAT) will meet at least quarterly. Members will be assigned tasks to take forward. They will report progress to the panel and communicate to relevant staff groups</td>
<td>Head of Department</td>
<td>From Nov 2013</td>
<td>At least 4 SAT meetings held per year. Actions completed. AS is standing item on agendas for key meetings (Executive Committee, Post-doc Network, Group Leader meetings). Staff survey demonstrates awareness of AS activity (better practices embedded in department)</td>
</tr>
<tr>
<td>2</td>
<td>Baseline Data and Supporting Evidence</td>
<td>2.1 Collect better, more comprehensive data from which to make decisions</td>
<td>a. Collect data that are not captured in existing University systems, such as flexible working requests, regradings, grievances, attendance on training courses. Report data quarterly to the Head of Administration and Finance</td>
<td>Personnel Manager, Head of Administration and Finance</td>
<td>From Winter 2013</td>
<td>Data are suitable for analysis so trends can be highlighted (data will influence future process)</td>
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<td>b. Repeat Department survey after 1 year (Mar 2014). Review results and determine what further action is necessary</td>
<td>AS academic lead, Operations Manager</td>
<td>Spring 2014</td>
<td>Availability of survey data (better practices embedded in department)</td>
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<tr>
<td>2.2</td>
<td>Expand knowledge of female staff and student career trajectories and use this to inform improvements in Department processes to train and inform staff and students and promote talented individuals</td>
<td>Staff are given an exit questionnaire, which it is not compulsory to complete</td>
<td>Encourage completion of exit questionnaires and capture and record the data (including destination data) returned. If trends are apparent, carry out focused leaver interviews. On the basis of this, identify further actions, if necessary</td>
<td>Head of Department, Personnel Manager</td>
<td>From Winter 2013</td>
<td>Identification of trends and improved understanding of women’s career paths (provide better training/career support to retain women in science)</td>
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<tr>
<td>Action</td>
<td>Objective</td>
<td>Action already taken</td>
<td>Description of action planned</td>
<td>Responsibility</td>
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<td>Evaluation and success measure (impact indicator)</td>
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<td>3</td>
<td>PGT and PGR Students</td>
<td></td>
<td>a. Produce a student handbook containing useful information about the Department, key contact details and student-specific information</td>
<td>Director of Graduate Studies</td>
<td>For Oct 2014 intake</td>
<td>Handbook distributed to all new and existing students from Oct 2014 (students are well informed)</td>
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<td>b. Produce standard text highlighting Department support for AS for inclusion on Oncology Graduate Studies web page and in project details on ‘Findaphd.com’. Include AS logo and appropriate web links.</td>
<td>Director of Graduate Studies</td>
<td>From Dec 2013</td>
<td>Commitment to AS is clearly visible (increased number of female applicants for PGT and PGR programme)</td>
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<td>c. Introduce a part-time DPhil programme for students on-course</td>
<td>Director of Graduate Studies</td>
<td>From Oct 2014</td>
<td>Part-time DPhil programme in place. (increased number of women on PGR programme)</td>
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<td>d. Promote HEFCE-funded MSc places to Home/EU underrepresented groups and women</td>
<td>Director of Graduate Studies</td>
<td>From Oct 2014</td>
<td>HEFCE bid successful (Increased number of women on PGT programme)</td>
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<td>4</td>
<td>Appointments, Key Career Transition Points and Career Development</td>
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<td>a. Tailor inductions to different staff groups. Schedule meetings with relevant individuals (key academic/clinical staff, operational group heads) during first 2 weeks in post.</td>
<td>Personnel Manager, Group Leaders</td>
<td>Jan 2014</td>
<td>Greater percentage of survey respondents report that they have experienced a useful induction (staff feel more valued and able to work productively sooner after joining the department)</td>
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<td>b. Provide a Department of Oncology Staff Handbook to all existing staff and all new starters containing links to Department intranet.</td>
<td>Personnel Manager</td>
<td>Jan 2014</td>
<td>Greater percentage of survey respondents feel better informed (staff feel better informed and Dept. has a stronger identity)</td>
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<td>4.2</td>
<td>Increase the number of women at Professorial level</td>
<td>Assign to a member of administrative team the duty of coordinating an application for Professorship as part of the Recognition of Distinction exercise. Provide appropriate support and mentoring</td>
<td>Head of Department, Head of Administration and Finance</td>
<td>Jan 2014</td>
<td>Promote 2 women to Professor status at the next round of recognition of distinction awards</td>
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<td>4.3</td>
<td>Increase the number of women progressing to grade 9 and 10 independently-funded group leader positions and independent research fellowships, at Oxford or elsewhere</td>
<td>a. Advertise on the Oncology website that the Department encourages applications from independently-funded group leaders and junior researchers with Career Development Fellowships.</td>
<td>AS academic lead, Operations Manager</td>
<td>Spring 2014</td>
<td>Increased applications from women; Increased number of women in Grade 9 and 10 research posts; Increased number of women obtaining independent research fellowships (women are better represented at higher levels and act as role models to early career researchers)</td>
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<td>b. Identify which post-doctoral researchers are eligible to apply for Fellowships, and provide support for them to do so</td>
<td>Post-doctoral Network</td>
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<td>4.4</td>
<td>Improve our understanding of the issues affecting women’s career progression</td>
<td>Monitor closely women’s career progression and use the information from postdoctoral researcher exit questionnaires to understand the drivers for higher attrition rates amongst women. Identify additional actions, as necessary</td>
<td>Personnel Manager</td>
<td>Spring 2014</td>
<td>Data from exit interviews collected and used to inform decisions about further actions</td>
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<td>4.5</td>
<td>Improve career development support for female early career researchers</td>
<td>a. Re-assess and improve the mentoring programme for new group leaders, giving them the choice of male and female mentors</td>
<td>Executive Committee</td>
<td>Spring 2014</td>
<td>All new group leaders have a mentoring partnerships in place (improved job satisfaction leading to retention of talent in the field)</td>
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<td>b. Discuss with all post-docs (during personal development review and mentoring meetings) different career options: the benefits of moving-on and experiencing other research environments after completion of their projects in the Department; Mobility can be a pre-requisite for a successful scientific career; options available to individuals that decide to stay in Oxford</td>
<td>Mentors, Group Leaders</td>
<td>Initiated Autumn 2013</td>
<td>At least 75% of post-doc survey respondents report that they are clear about the career options open to them; increase attendance at career events by 25% (staff experience career development discussion and make more informed choices about their next career move, leading to improved job satisfaction and retention of talent in the field)</td>
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<td>c. Highlight and encourage attendance at career-related workshops organised by the University Careers Service and Oxford Learning Institute.</td>
<td>Mentors, Group Leaders</td>
<td>Winter 2013</td>
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<td>d. Hold careers talks at relevant departmental events (e.g. biannual Gray Symposium, annual Post-doctoral Network Away Day)</td>
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<td>4.6</td>
<td>Improve future employment prospects for researchers, particularly women</td>
<td>‘Women in Science’ section added to intranet. Includes links to relevant funding schemes</td>
<td>a. Encourage research staff, particularly women, to keep applying for Fellowships even if they are not successful the first time, with guidance from HOD and relevant academic personnel.</td>
<td>Head of Department</td>
<td>Ongoing</td>
<td>Increased number of successful Fellowship applications by women (comparative data is available in the Oncology Grants Database) (increased number of women in senior academic positions)</td>
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<td>First workshop run in September 2013</td>
<td>b. Run annual Oncology-focussed demonstration/training workshop on the University’s funding opportunities system ResearchProfessional.com</td>
<td>Operations Manager</td>
<td>From Sep 2014</td>
<td>Increased number of funding applications to a more diverse pool of sponsors (more researchers will hold</td>
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<td>4.7</td>
<td>Increase the reach and influence of the Oncology Post-doctoral Network (PDN)</td>
<td>The group was formed in Autumn 2012 and the first Post-doctoral Network away day was held in July 2013</td>
<td>a. Create an intranet site for the PDN and monitor number of hits on the pages.</td>
<td>Post-doctoral Network</td>
<td>Launch in Spring 2014</td>
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<td>b. Include information about the Oncology Post-doctoral Network in induction material and Staff Handbook so new starters can benefit from the beginning of their employment</td>
<td>Post-doctoral Network, Personnel Manager</td>
<td>Jan 2014</td>
<td>All post-docs are members of the PDN (staff feel better informed and Department has a stronger identity)</td>
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<td>5</td>
<td>5.1</td>
<td>Enhance the benefits of research staff appraisal</td>
<td>New department wide PDR scheme launched in Aug</td>
<td>a. Establish a well communicated, HOD-endorsed consistent annual research staff appraisal (PDR) process across</td>
<td>Head of Department, Personnel</td>
<td>From Sep 2013</td>
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<td>2013. Information provided by poster, e-mail and on intranet. Training courses for reviewers and reviewees held.</td>
<td>Question about completed training included in PDR form</td>
<td>b. Assess training needs as part of the PDR process by engaging in detailed discussion during the PDR meeting and subsequently recording training needs and identifying common requirements and trends to inform training provision.</td>
<td>Projects Specialist</td>
<td>From Sep 2013</td>
<td>Increased uptake of training (improved provision of training to improve staff satisfaction and career prospects)</td>
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<td>Links to training providers (e.g. Oxford Learning Institute) are provided on the intranet and e-mails circulated advertising events</td>
<td>Improve training provision for research staff</td>
<td>Links to training providers (e.g. Oxford Learning Institute) are provided on the intranet and e-mails circulated advertising events</td>
<td>Devise training programme tailored to research staff including mandatory and optional courses. Include Oxford University/Oxford Learning Institute course and external providers.</td>
<td>Executive Committee, Personal Manager, Personnel Projects Specialist</td>
<td>From Jan 2014</td>
<td>Record training course attendance and observe trends (staff are skilled-up and more motivated to perform well and remain in a scientific career)</td>
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<td>Promote the University’s Staff Learning Scheme as a source of financial support for relevant courses and other learning activities.</td>
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<td>5.3</td>
<td>Improve management capabilities of Group Leaders and Core Heads</td>
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<td>a. Devise training programme tailored to Group leaders including mandatory and optional courses. Examples include recruitment and selection training, bullying and harassment awareness, listening skills, people management, student supervision.</td>
<td>Group Leaders, Personal Manager, Personnel Projects Specialist</td>
<td>From Jan 2014</td>
<td>Improved feedback from research staff in survey on interactions with their group leader (staff are better supported, able to fulfill their potential and more likely to remain in a scientific career)</td>
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<td>b. Run in-house information/training sessions using expertise within the Department (e.g. budgeting, interpreting financial statements, understanding work permits).</td>
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<td>6</td>
<td>Organisation, Culture and Public Engagement</td>
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<td>6.1</td>
<td>Ensure all managers are aware of the need to hold meetings and events at appropriate times</td>
<td>The Departmental Internal and External Research Seminars are during lunchtime hours.</td>
<td>Provide guidelines to managers on ‘inclusive meeting etiquette’ (on the intranet) and follow this where practicable (while balancing other commitments, such as clinical duties)</td>
<td>Operations Manager</td>
<td>Ongoing and from Autumn 2013</td>
<td>Response to survey question on this subject (staff and students with caring responsibilities, particularly women, are not excluded from activities integral to their career development)</td>
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<td>6.2</td>
<td>Promote an inclusive culture and sense of belonging to the Department of Oncology</td>
<td>First Department-wide social event held in December 2012</td>
<td>Organise a Department of Oncology team of women for the annual Oxford CR-UK ‘Race for Life’ event; make it a social occasion for colleagues, friends and families</td>
<td>Public Engagement Manager, CR-UK LEAD Manager</td>
<td>Jun 2014</td>
<td>Team entered for Oxford Race for Life event in June 2014 (people have fun. The event boosts morale and promotes team work)</td>
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<td>Organise an annual Department of Oncology social event</td>
<td>Head of Department, Head of Administration and Finance</td>
<td>Annual, from 2013</td>
<td>Increased uptake of available tickets each year (staff &amp; students identify positively with the Department which becomes more cohesive)</td>
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<td>6.3</td>
<td>Enhance the profile of female academics</td>
<td>30% women speakers in 2012</td>
<td>The organisers of the seminar series will consider gender balance, in addition to scientific balance when programming the series.</td>
<td>Seminar organising group</td>
<td>Ongoing from Winter 2013</td>
<td>Achieve 50% women speakers by 2015 seminar series (provides encouragement to younger female scientists that they can reach senior positions)</td>
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<td>6.4</td>
<td>Reach out to undergraduate and sixth form students to promote women in science.</td>
<td>Funding secured from CR-UK. CR-UK LEAD to organise series</td>
<td>Run a ‘Women in Science’ seminar series targeted at undergraduate students studying at local Universities. Monitor success by asking for feedback forms to be completed.</td>
<td>Public Engagement Manager, CR-UK LEAD Manager</td>
<td>Spring 2014</td>
<td>Excellent attendance at seminars by undergraduate and sixth form students and positive feedback (increased UG applications from women for STEMM subjects)</td>
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<td>6.6</td>
<td>Improve communication, flow of information and feedback within the Department</td>
<td></td>
<td>HOD to deliver periodic seminars about the Department’s ethos, challenges, aims and objectives to which everyone in the department will be invited.</td>
<td>Head of Department</td>
<td>Autumn 2014</td>
<td>Positive feedback from staff (will promote cohesiveness and a greater sense of belonging to the Department of Oncology)</td>
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Quarterly Oncology Newsletter produced by Public Engagement Manager (since July 2011) is circulated to whole department

Establish a regular ‘Department Bulletin’ in which key information (e.g. new starters/leavers, changes to policies and processes) can be communicated to everyone. Consider the best medium for distribution and seek feedback once launched

Operations Manager | Summer 2014 | Launch bulletin by summer 2014 and use collected feedback to monitor success; Greater percentage of survey respondents report that they feel better informed (staff feel better informed and Department has a stronger identity) |
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<td>6.7</td>
<td>Reduce the amount of perceived bullying and harassment in the Department, particularly that reported by women</td>
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<td>Form a pastoral care group consisting of 3 individuals (2 female, 1 male) to act as an informal first point of contact for Oncology staff that need local, confidential support and advice. This will complement the service offered by the University’s harassment network.</td>
<td>Executive Committee, Operations Manager</td>
<td>Jan 2014</td>
<td>More positive survey responses to questions around bullying and harassment (issues will be addressed before escalation to formal grievances)</td>
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<td>Include a mandatory course on bullying and harassment awareness in the Department training programme for all staff and students</td>
<td>Head of Department, Personnel Manager</td>
<td>From Jan 2014</td>
<td>Numbers of individuals witnessing or experiencing bullying or harassment, particularly women (as reported in survey), will decrease year on year over the next 3 years (unacceptable behaviour is eliminated and the Department has a positive working environment)</td>
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<td>Flexibility and Managing Career Breaks</td>
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<td>7.1</td>
<td>Develop and enhance the family-friendly practices of the Department and promote a positive culture with outstanding female role models</td>
<td>a. Ensure managers are aware that the Department supports flexible working where practicable. Look at exit questionnaire feedback to ascertain if there is a perceived lack of family-friendly practices</td>
<td>Head of Administration and Finance</td>
<td>Ongoing from Winter 2013</td>
<td>A greater proportion of survey respondents report that the Department’s family-friendly practices are transparent and fair; positive feedback in exit questionnaires (staff will consider flexible working as an alternative to leaving employment)</td>
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<td>b. Create a new page on the Department website that covers working in the Department of Oncology and outlines our family-friendly and egalitarian practices</td>
<td>Head of Department, Operations Manager, Personnel Manager</td>
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<td>Draft staff handbook includes information on staff benefits (e.g. maternity/paternity)</td>
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<td>7.2</td>
<td>Provide support for staff taking maternity/paternity leave</td>
<td>Expectant mothers are asked to complete a maternity leave plan and are encouraged to use KIT days.</td>
<td>a. Include information in the Staff Handbook and on the intranet about available maternity/paternity benefits (both University and statutory), including pay, holiday allowance, KIT days, childcare options and childcare vouchers</td>
<td>Group Leaders, Personnel Manager</td>
<td>Jan 2014</td>
<td>All women express satisfaction with the support they receive to prepare for and return from maternity leave (women feel valued to return to work and continue their career path and staff who are on extended leave can be confident that their work is being managed appropriately while they are away).</td>
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<td>b. Provide guidelines to Group Leaders to have a discussion with staff members due to go on extended leave. This will provide information about what to consider and whether cover for the post is required during the period of absence</td>
<td>Group Leaders, Personnel team</td>
<td>Spring 2014</td>
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