## Oxford Brookes Athena SWAN Bronze Award Action Plan

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</table>
| 1.1              | Establish an AS Steering Group with membership rotated every two years. | To replace the AS SAT and increase male and BME representation in membership. Meet quarterly. | • Steering Group to provide strategic oversight for AS at Oxford Brookes.  
• Annual Report to EDIAG and Executive Board.  
• Joint meetings with Race Equality SAT to determine approach to monitoring intersectionality issues.  
• Faculty SATs in place and working on AS submissions. | Sept 16  
Jan 17  
Jan 17  
Jan 17  
July 17 | Linda King  
PVC Research  
Linda King  
AS Chair  
AS Chair | • Steering group with diverse membership operating effectively.  
• Best practice in AS being shared and promoted.  
• Successful submission or renewal of Departmental AS awards in each Faculty. |
| 1.2 PRIORITY ACTION | Establish Faculty SATs in AHSSBL and continue to support SATs in STEMM | To lead on departmental AS award submissions in AHSSBL (FoB and HSS), TDE Bronze re-application (2016) and renewal in HLS (Silver, 2018). | • AS Bronze departmental submissions in FoB and HSS.  
• TDE Bronze re-application.  
• HLS Silver renewal. | Jan 17  
Nov 16  
Nov 17  
Dec 18  
May 18 | Louise Grisoni  
AS Lead FoB  
Lucy Vickers  
AS Lead HSS  
Helena Webster  
AS Lead in TDE  
Susan Brooks  
AS Lead in HLS | • AS Bronze achieved in HSS and FoB.  
• AS Bronze achieved in TDE.  
• AS Silver renewal achieved in HLS. |
| 1.3              | Improve systematic data collection and data for analysis and | To improve quality of EDI data for analysis and | • Datasets and analysis | Nov 16  
Feb 17 | AS Chair | • Comprehensive data plan in |
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| **PRIORITY ACTION** | establish annual analysis of AS data including revised questions in future Staff Surveys. | further embed AS within institutional monitoring processes. | agreed as part of post-application AS review.  
- Questions for Staff Survey agreed.  
- Run Staff Survey 2017.  
- Establish annual review of AS datasets to monitor progress and prepare for future renewals/applications.  
- Integrate data capture into strategic planning processes.  
- Review and amend data fields in Core HR system. | Nov 16 - Feb 17  
May 17 - Dec 17  
Nov 16 - Annual  
Nov 16 - Feb 17  
Oct 16 - Feb 17 | Alison Cross  
HR Director  
HR Director  
Shabana Akhtar  
Deputy Director  
Strategic Planning Office  
HR Director | place to support all equality charter marks at University and Faculty level  
- Robust systems in place to monitor progress with action plans.  
- Formal annual data reviews established (March each year)  
- Monitoring of intersectionality issues, especially relating to gender and race embedded in EDI practice. |

### Actions relating to Section 4: Academic & Research Staff

2.1 Investigate the career pipeline drop off between Reader/PL and Professor in AHSSBL disciplines  
To understand reasons for drop off so that actions can be put in place in either FoB, HSS and/or University-wide as appropriate.  
- Detailed analysis of existing data by department.  
- Focus groups to collect qualitative data in FoB, HSS and Arts | Sept 16 - Dec 16  
Jan 17 - July 17  
July 17 - Oct 17 | AS Leads in FoB and HSS (all actions) | Clear diagnosis of the issues resulting in pipeline leakage between Reader/PL and Professor in AHSSBL.  
- Agreed actions implemented and
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<td></td>
<td>- FoB and HSS SATs to agree actions with oversight from AS Steering Group.</td>
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<td>monitored through FoB and HSS AS Action Plans.</td>
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<td>2.2</td>
<td><strong>PRIORITY ACTION</strong> Investigate the BME/gender, and BME STEMM/AHSSBL differences in relation to promotion to PL and Reader.</td>
<td>To understand the reasons for the differential career progression issues identified so that appropriate actions can be put in place.</td>
<td>- Focus groups to collect qualitative data to inform analysis.</td>
<td>Jan 17</td>
<td>Jane Butcher HR EDI Adviser (staff)</td>
<td>• Clear diagnosis of the issues affecting BME staff career progression by gender and discipline.</td>
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<td>- Faculty AS SATs and HR to determine further actions to support the career development of BME staff in different disciplines.</td>
<td>Apr 17</td>
<td>Faculty AS Leads and Anne Marie Kilday (PVC), Race Equality Charter Lead</td>
<td>• Actions agreed and implemented to improve career progression for BME staff e.g. through promotion criteria and career development support.</td>
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<td>- Feature BME role models within Academic Promotion Roadshows, HR web pages and 'Parent Carer Academic' Event May 2017 (see 6.1)</td>
<td>May 17</td>
<td>HR Director</td>
<td>• Promotion of role models to highlight discipline-specific career progression for BME staff</td>
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<td>Nov 16</td>
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<td>• BME staff promotion success rates to reflect that of non-BME staff.</td>
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<td>2.3</td>
<td><strong>PRIORITY ACTION</strong> Investigate the barriers to progression above SL by part-time staff</td>
<td>To understand the reasons for lack of career progression by some part-time academics so that appropriate actions can be put in place.</td>
<td>- Focus groups to collect qualitative data to inform analysis.</td>
<td>Jan 17</td>
<td>HR EDI Adviser (staff)</td>
<td>• Clear diagnosis of the issues affecting part-time staff career progression.</td>
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<td>Apr 17</td>
<td>AS Steering</td>
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|                  |                          | that appropriate actions can be put in place. | • AS Steering Group and HR to determine what further actions should be put in place to support the career development of part-time staff.  
• Feature part-time role models within Academic Promotion Roadshows, HR web pages and ‘Parent Carer Academic’ Event (see 6.1).  
• Decision on whether promotions criteria should be clarified for part-time staff. | Nov 16 | Group Chair | • Actions agreed and implemented to improve career progression for part-time staff e.g. through promotion criteria and career development support.  
• Identification of role models to promote career progression for part-time staff.  
• Improved success rate of part-time staff for promotion - to levels of full-time staff success rate. |
| 2.4              | Regular review of the Associate Lecturer (AL) Policy as related to EDI. | To ensure no gender or ethnicity bias in the application of the AL Policy. | • Monitoring and review of AL Policy.  
• Report to Executive Board. | July 16 | Anne Marie Kilday PVC for Staff Experience | • Consistent and equitable application of the AL Policy across the institution.  
• Significant increase (>10%) in number of ALs who have transferred to permanent, fractional lecturer contracts from 2014 base line. |
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| 2.5              | Introduce a university-wide scheme to support career development of researchers aiming at permanent academic posts. | To build on best practice in different faculties and sector-wide to provide a career framework for research fellows (RF) and to support PDRA careers by providing bridging funds between grants and opportunities to apply for research fellowships. | • Convene a task and finish group to develop a RF scheme at Oxford Brookes.  
• Roll out the scheme as per 2020 University RKE Strategy.  
• Monitor the scheme annually through AS data collection and HR statistics (see 1.3). | Start: Sept 16  
End: July 17  
Annual: Sept 17  
Annual: July 18 | PVC Research  
PVC Research  
Susan Brooks, Research Training Coordinator | • A cross-university scheme in place that supports researcher career progression to permanent academic positions.  
• Retention and progression of Research Fellows to reflect that of best practice (50%). |
| 2.6              | Introduce new questions in the exit survey to support AS. | To understand better reasons for leaving that relate to EDI. | • Agree revised exit questionnaire and introduce from Jan 2017. | Start: Sept 16  
End: Jan 17 | HR Director | • Improved understanding of EDI-related reasons why staff leave the institution is captured for analysis.  
• Improved HR policies, if required. |
| 2.7              | Implement actions arising from 2016 Equal Pay Audit. | To ensure equitable and transparent pay arrangements for all staff. | • Report of Equal Pay Audit.  
• Executive Board agrees actions to address any inequalities identified.  
• Repeat audit in 2018. | Start: Jul 16  
Sep 16  
Jan 18  
Feb 17  
July 18  
July 17 | HR Director  
Alistair Fitt, VC Chair, Executive Board  
HR Director | • Continue to ensure that there are no unjustified pay gaps. |
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| **3.1**          | Investigate reasons for gender imbalance in shortlisting and appointment of research staff and identify actions to redress. | To ensure equal treatment of male and female applicants at shortlisting and at interview. | • Analyse shortlisting decisions and interview decisions by gender.  
• Review and revise Recruitment & Selection guidance and training in light of findings. | Jan 17 Jul 17 | HR Director | • Shortlisting and appointment decisions do not show any gender bias at any stage of recruitment. |
| **3.2**          | Review and action recommendations arising from CDPRP study on the use of search firms for senior appointments. | To promote an inclusive approach to, and increase the diversity of, senior appointments including governors. | • Study completed  
• Relevant actions reflected in Recruitment & Selection policy and practice | already started Dec 16 Jul 17 | Simonetta Manfredi Director CDPRP  
Director of HR | • Increased diversity (esp. BME) in OBU senior appointments to at least reflect that of the workforce overall (9.5%).  
• Appoint at least one BME Governor by 2018 to (3 vacancies in this time period). |
| **3.3**          | Review and make changes to EDI training for new staff. (cf Actions 9.1 and 10.3) | To increase awareness amongst staff of Brookes’ commitment to EDI. | • Conduct consultative review of EDI training.  
• Devise and agree new induction training.  
• Roll out new training. | May 16 Dec 16 | Elaine Dagnall HR Business Partner (EDI) (all actions) | • Ensure that all new staff have EDI training.  
• Staff Survey 2017 results show increase in awareness of EDI policy from 89% baseline to 95%. |
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| 3.4              | Review and make any changes to the buddy/mentor scheme for P&S staff. | To ensure all new P&S staff are well supported to develop their careers at Oxford Brookes. | • Include questions about buddy/mentor as part of end of probation review.  
• Monitor data on impact of buddies/mentors. | Sept 16  
Sept 17  
Dec 16  
Dec 17 | Alison Cumpsty  
HR Staff  
Developer (all actions) | • All staff who request a buddy/mentor have one.  
• Staff report buddy/mentor scheme is beneficial. |

**Actions relating to Promotion**

| 4.1              | Analyse rates of application for promotion in relation to pools of eligible staff to ensure no disparities within groups of staff. | To ensure that promotion application rates are proportionate to eligible pools. | • Annual analysis of promotions outcomes to include data on eligible pools.  
• Identify any imbalance in application rates.  
• Put in place actions to address any imbalance. | July 16  
July 16  
July 16  
Oct 16  
Dec 16 | HR Director  
(all actions) | • Application rates for promotions are proportionate to pools of eligible staff (men and women, BME and non-BME). |

| 4.2              | HR to work with Faculty of Business (FoB) to support colleagues applying for Senior Lecturer and ensure that all those who aspire to SL have suitable research plans. | To increase the proportion of AHSSBL staff who successfully apply for promotion to SL. | • HR to brief HoDs on promotions criteria.  
• Ensure FoB provide all lecturers with a mentor.  
• Monitor as part of promotions process. | May 16  
Sept 16  
Annual  
Annual  
Annual  
Annual  
Sept 17 | HR Director  
HR Director  
AS Chair  
PVC Research | • FoB success rates increase to reflect those of other faculties (to 80-90% success for men and women).  
• All new lecturers are assigned a mentor. |
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<td></td>
<td>• Integrate 5-year research plans with PDR (cf. Action 6.4).</td>
<td>Annual</td>
<td>HR Director</td>
<td>• PDR process linked to research plans in place.</td>
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</table>
| 4.3              | Promotions panel to investigate reasons for the relatively low success rate of applications for promotion to PLSE and consider whether criteria need further explanation. | To create a more equitable pipeline for promotion from SL to PLSE, and to Professor via the Learning and Teaching pathway; in comparison to routes via the research pathway. | • Analyse reasons why more applicants for PLSE are unsuccessful compared with for Reader.  
• Expand information on PLSE as part of academic promotions roadshows and include case studies.  
• Provide targeted support for SLs seeking promotion to PLSE. | Jan 17  
Nov 16  
July 17 | Julie McLeod  
PVC Student Experience  
Rhona Sharpe  
OCSLD Director | • Increase number of applications for PLSE and increase success rate to at least 50% (including women & BME).  
• Expanded briefing on PLSE within annual promotions roadshow.  
• Workshops or other support developed by OCSLD for SLs aspiring to PLSE.  
• Increased number of promotions to professor under Learning and Teaching pathway to at least one per year. |
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| **4.4** | Promotions panel and faculties to consider STEMM vs AHSSBL data for promotion to professor and whether action should be taken. | To achieve greater consistency in application and success rates between STEMM and AHSSBL disciplines. To consider whether differences observed reflect the need for more work to define criteria for AHSSBL disciplines. | • Analyse reasons why AHSSBL applicants are less successful.  
• Understand what factors determine STEMM colleagues to apply for promotion.  
• Review promotions guidance, and faculty and central support for applicants.  
• Roll out revised guidance and support; monitor impact. | July 16 | PVC Research | • All faculties able to provide accurate and constructive support for colleagues seeking promotion  
• Application and success rates across faculties are more consistent. |
| | | | | July 17 | HR Director | | |
| | | | | Oct 17 | HR Director | | |
| **4.5** | Promotions panel and faculty AS leads to consider part-time (PT) data on promotions success (esp. low numbers above SL generally) and females applying for professor in AHSSBL. | To improve career progression for part-time academic staff. | • Analyse department data on part-time staff career progression to grades above SL.  
• Analyse career progression to professor for PT women in AHSSBL departments.  
• Identify additional support for career progression for PT academics, e.g. focus on | Oct 16 | Faculty AS Leads | • Proportion of part-time staff progressing beyond SL reflects that of full-time staff. |
<p>| | | | | April 17 | PVC Research | | |
| | | | | May 17 | HR Director | | |</p>
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| 4.6             | Undertake analysis of the effectiveness of mentoring in relation to promotions success. | To evaluate the effectiveness of mentoring (formal and informal) for promotions success. cf. Action 6.5. | • Run survey and focus groups to understand impact of mentoring on promotions success.  
• Review and revise approach to mentoring in light of findings.  
• Consider introducing EDI monitoring as part of promotions application. | Oct 17  
July 18  
May 17  
May 17 | Director CDPRP  
AS Chair  
HR Director | • If effectiveness proven, all applicants for promotion to be offered a mentor.  
• Improve applicant success rate (as defined in 4.3, 4.4 and 4.5). |
| 5.1             | Establish monitoring of WLP allocations by gender and ethnicity, and review at central and faculty level as part of core strategic research planning and for REF 2020. | To mitigate potential risk of gender or ethnicity bias in strategic research contribution and REF 2020 submission. | • Include WLP allocation for research by gender and ethnicity as part of annual planning round, e.g. include within planning template.  
• Include gender and ethnicity within audits in preparation for REF 2020. | Sept 16  
Sept 16  
Sept 16 (then annual)  
Sept 16 | PVC Research  
PVC Research | • No gender or ethnicity bias in WLP research allocations and improved gender balance in REF2020 submission in relation to pool of eligible staff. |
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<td>6.1</td>
<td>Integrate research, teaching and leadership training into a single Academic Development Framework. (cf Action 9.6)</td>
<td>To foster EDI in career development and co-publicise all career pathways to promotion.</td>
<td>• Consult widely and agree framework. &lt;br&gt;• Publicise framework. &lt;br&gt;• Devise and implement development support. &lt;br&gt;• Run event to promote diverse role models (<em>Parent, Carer, Academic</em>)</td>
<td>May 16</td>
<td>PVC Research Res. Training Coordinator Rhona Sharpe Director OCSLD Res. Training Coordinator</td>
<td>• New framework in place. &lt;br&gt;• Staff Survey and course evaluations report all academic staff feel well supported in their career development, regardless of pathway.</td>
</tr>
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<td>6.2</td>
<td>Review impact of academic leadership schemes.</td>
<td>To evaluate effectiveness of our interventions (e.g. Aurora).</td>
<td>• Conduct survey and focus groups with participants and line managers. &lt;br&gt;• Agree and implement recommendations.</td>
<td>June 17</td>
<td>Director CDPRP Valerie Fawcett Staff Developer</td>
<td>• Evaluations enable Oxford Brookes to focus investment on most effective interventions.</td>
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<td>6.3</td>
<td>OCSLD and other training providers to optimise timing of training in relation to part-time staff.</td>
<td>To ensure part-time staff have equal opportunities to access training and development.</td>
<td>• Review timings of training as part of annual planning. &lt;br&gt;• Include part-time/full-time within analysis of course attendance.</td>
<td>May 16</td>
<td>Director OCSLD Director OCSLD</td>
<td>• Part-time staff are able to attend training, as assessed by attendance statistics.</td>
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| 6.4             | Increase proportion of staff who have annual PDR and improve effectiveness of process for academic colleagues by linking with research plans. | To ensure all staff have annual PDR, which is relevant to their needs. | • Analyse implementation of PDR to identify which staff do not regularly have one.  
• Identify actions to improve completion rates.  
• Amend PDR for academics to explicitly link with research plans.  
• Monitor staff engagement with PDR via Staff Survey. | Start: Jan 17  
End: Jun 17  
End: July 17  
End: Sep 17  
End: Dec 17  
End: Biennial | HR Director  
PVC/Deans  
HR Director  
PVC Research  
HR Director | • Increase PDR completion rates to 90%, compared with 82% baseline (Staff Survey 2014). |
| 6.5             | Raise awareness of research mentoring scheme, targeting male colleagues and women in TDE, in particular. Extend to cover all promotion routes. | To support academic career progression. Cf. Action 4.5. | • Promote research mentoring scheme across all faculties.  
• Extend mentoring to include all promotion routes.  
• Monitor engagement with mentoring. | Start: Sept 16  
End: Dec 16  
End: Sept 17  
End: Dec 17  
End: Annual | Res. Training Coordinator (all actions) | • Revised and extended mentoring scheme in place.  
• More than 80% staff applying for promotion state they have accessed either the academic mentoring scheme run centrally or a faculty equivalent. |
| 7.1             | Review, simplify and disseminate policy and guidance, | To ensure that all staff have clear information about leave and to assist | • Revise and simplify policies and guidance. | Start: Jan 17  
End: Mar 17  
End: Jan 17  
End: Mar 17 | HR Business Partner (EDI) (all actions) | • Staff feel supported when going on leave and on |

**Actions relating to Maternity, Adoption, Paternity and Shared Parental Leave** ("leave" below includes all forms of family leave)
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| 7.2              | Ensure timely and complete cover is in place for those going on leave and explore options for staying in touch. | To reduce anxiety for those going on leave and reduce workload increases for other colleagues. | • HR to reinforce with faculties and directorates, the need to put in place adequate cover.  
• Explore options other than KIT days for staying in touch and reflect in policy and guidance. | Sept 17 - Dec 17  
Sept 17 - Apr 17 | HR Director  
EDI Adviser (Staff) | • Staff (>80%) report that their work is adequately covered while they are away as reported through Staff Survey.  
• Policy and guidance updated to reflect best practices for keeping in touch. |
| 7.3 PRIORITY     | AS Steering Group to consider how best to support returners. | To ensure that staff are able to resume career progression following leave. | • Determine best options for supporting career progression on return (e.g. WLP, funded temporary relief from certain duties).  
• Establish networks buddy/mentor (e.g. Imperial ‘Babies & Bumps’. | Oct 16 - Oct 17  
Oct 16 - Oct 17  
Oct 17 - Dec 17 | AS Chair  
EDI Adviser (staff)  
EDI Adviser | • Staff report that leave has not had negative impact on career progression (assessed through periodic surveys of returners and EDI monitoring of promotions).  
• Well-attended networks in |
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<td></td>
<td>Sheffield ‘Parent2Parent’).</td>
<td></td>
<td>(staff)</td>
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<td>• Promote innovations in practice.</td>
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<td><strong>Actions relating to Flexible Working and Caring Responsibilities</strong></td>
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| 8.1 | Update and better publicise the flexible working policy and expand the range of case studies to include more diverse role models to challenge stereotypes. | To promote an inclusive and consistent approach to flexible work across all staff groups and at all levels. | • Revise the Flexible Working Policy and expand the range of case studies.  
• Promote the new policy widely. | May 16 - Dec 16 | HR Business Partner (EDI) (all actions) | • All staff have a good awareness of our Flexible Working Policy (as reported via Staff Survey).  
• Increase reported in satisfaction with pattern of work from 74% to 85% in Staff Survey 2017. |
| | | | | Jan 17 - Mar 17 | | |
| 8.2 | Collect data on the uptake of flexible working. | To evaluate impact of Flexible Working policy. | • Improve question on flexible working in 2017 Staff Survey (cf. 1.3).  
• Extend monitoring within HR database. | Jan 17 - July 17 | HR Business Partner EDI | • Comprehensive data captured in HR system.  
• Data show flexible working in practice across all parts and levels of the University. |
| | | | | | | |
| 8.3 | Investigate more fully issues relating to returning to full-time work and develop guidance for line managers. | To ensure that moving to part-time after maternity leave (or other reasons) does not have long-term impact on career progression. | • Collect data on part-time returners.  
• Review and amend Flexible Working policy, if necessary, and provide guidance to line managers | July 17 - Dec 18 | HR Business Partner EDI (all actions) | • Staff who so wish are better able to return to full-time working (as reported through Staff Survey). |
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<td>8.4</td>
<td>Consider nursery provision as part of Harcourt Hill campus development.</td>
<td>To ensure childcare provision on main campus sites.</td>
<td>• Ensure this requirement is explored in campus master planning</td>
<td>Jan 17 – July 18</td>
<td>Paul Large Director of Estates Investment</td>
<td>• Adequate provision is in place for childcare at main campuses.</td>
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### Actions relating to Organisation and Culture

| 9.1               | Monitor impact of activities to raise awareness of EDI and staff experience. | To ensure all staff are aware of and engaged with our commitment to promote EDI and staff experience. | • Agree EDI questions for Staff Survey to assist with AS monitoring.  
• Establish Staff Experience Steering Group.  
• Monitor via Staff Survey 2017 (see 1.3). | Jan 17 – June 17 | HR Business Partner EDI PVC Staff Experience | • Overall staff satisfaction as reported in Staff Survey increases from baseline 82% to sector median.  
• Staff awareness of EDI policy and practice increases from 89% to 95% in Staff Survey 2017. |
| 9.2               | Evaluate impact of EDI Advisers (staff and student) | To ensure investment in additional posts delivered planned benefits. | • Review impact of advisers in relation to key EDI objectives including contribution to AS and Race Equality Charters. | June 17 – July 17 | HR Director (staff) & Marion Casey Head of Wellbeing (students)  
HR Director (SMT) & Brendan Casey Registrar (Directors) | • Maximise impact of investment in posts  
• Ongoing funding for these posts is secured. |
| 9.3               | Continue to monitor senior staff (SMT and FET) composition by gender, and broaden diversity of senior team. | To ensure diversity of senior leadership. | • Annual monitoring of diversity of senior staff.  
• Proactively seek widest pool for applicants when | July 16 On going | HR Director Alistair Fitt (SMT) & Brendan Casey Registrar (Directors) | • Gender balance retained and ethnic diversity increases to at least reflect that of the workforce (9.5%). |
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<td>9.4</td>
<td>Ensure EDI in membership is reviewed as part of the annual committee effectiveness review.</td>
<td>To ensure diversity in decision-making bodies.</td>
<td>• Develop succession plans for future vacancies.</td>
<td>Mar 17 - June 17</td>
<td>PVC Deans (FETs)</td>
<td>• Revised review guidelines in place. • Maintain gender balance and increase diversity of committee membership as compared with 2016 baseline.</td>
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<td>9.5</td>
<td>Ensure use of equality analysis is embedded in policy-making and evaluate its effectiveness.</td>
<td>To ensure EDI is consciously considered in strategic decision-making.</td>
<td>• Amend guidelines for committee effectiveness reviews.</td>
<td>Sept 17 - Jan 17 Annual</td>
<td>HR Director</td>
<td>• All key decisions have included an equality analysis and this is evidenced in committee papers.</td>
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<td>9.6</td>
<td>Monitor Work Load Planning (WLP) allocations by gender to ensure there is no bias; and consider introducing specific allocations for staff returning from maternity/adoption leave.</td>
<td>To ensure equitable allocation of workload and assist those returning from maternity/adoption leave to resume career progression.</td>
<td>• Analyse data on WLP allocations by gender. • Consider introducing WLP allocation for maternity/adoption leave returners.</td>
<td>Sept 17 - Dec 17 Jan 18 - Jan 18</td>
<td>Paul Inman Chair, WLP Review Group (all actions)</td>
<td>• Annual monitoring of WLP by gender in place. • WLP arrangements for maternity leave returners reviewed and agreed (cf. Priority action 7.3).</td>
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<td>9.7</td>
<td>Rotate membership of Senior Management Conference to permit more academics to attend.</td>
<td>To increase academic exposure to strategic decision-making to promote career development.</td>
<td>• Review attendance in advance of annual conference.</td>
<td>Nov 17</td>
<td>Annual Registrar</td>
<td>• Increase exposure to senior leadership, esp. for groups currently under represented &lt;br&gt;• Review attendance by staff group before each event.</td>
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<td>Joanne Carr Assistant Director of Comms. Managers</td>
<td>All faculty communications and marketing materials include inclusive and diverse content and imagery.</td>
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<td>9.8</td>
<td>Increase visibility of under-represented groups in communications and on webpages.</td>
<td>To promote diverse and inclusive images to underpin AS and challenge stereotypes.</td>
<td>• All faculties to review and, if necessary, amend communications and webpages (TDE to include more female role models, HLS more men).</td>
<td>Mar 17</td>
<td>Dec 17 Joanne Carr Assistant Director of Comms. Managers</td>
<td>All faculty communications and marketing materials include inclusive and diverse content and imagery.</td>
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<td>9.9</td>
<td>Monitor the impact of the review process for all institutional communications and marketing to ensure they reflect diversity of Brookes community.</td>
<td>To promote diverse and inclusive image to underpin AS.</td>
<td>• Communications to review central communications and marketing materials and amend as necessary.</td>
<td>Mar 17</td>
<td>Dec 17 Assistant Director of Comms</td>
<td>All our communications and marketing materials reviewed and include inclusive and diverse content and imagery.</td>
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<td>9.10</td>
<td>Record staff participation in outreach to monitor for gender bias.</td>
<td>To ensure equitable workload for male and female staff.</td>
<td>• Agree monitoring arrangements.&lt;br&gt;• Participation analysed by gender and ethnicity as part of annual planning.</td>
<td>May 17</td>
<td>Annual Alice Wilby Director of UK Recruitment and Partnerships</td>
<td>Participation statistics show diversity of participants and no bias in terms of workload and gender.</td>
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| 9.11             | Establish Public Engagement Unit. | To coordinate and promote outreach and WP activities across University | • Agree terms of reference for Unit and resources.  
  • Set up Unit.  
  • Monitor impact. | Jan 17  
  Sept 17  
  Sept 18 | PVC Research  
  PVC Research  
  PVC Research | • Ensure that new unit supports and promotes diversity agenda and AS. |
|                  |                         |           |                            | Feb 17     | HR Director  
  HR Director  
  HR Director |                           | |
|                 |                         |           |                            | Mar 17     | HR Director  
  HR Director  
  HR Director |                           | |
| 10.1             | Encourage disclosure for existing staff to enable monitoring of data in future. Address gender identity monitoring for students with new policy. | To increase confidence to disclose trans* status (while ensuring confidentiality) to understand experiences and perceptions of staff and students to inform policy and practice. | • Annual reminder issued via staff portal to encourage disclosure.  
  • Student Central to put in place similar reminder.  
  • Include gender identity and trans* status monitoring question in staff survey.  
  • Include questions on perception of OBU approach to trans* inclusion in Staff Survey. | Nov 16  
  Nov 16  
  Feb 17  
  Feb 17  
  Feb 17  
  Feb 17  
  Feb 17 | HR Director  
  Gavin Barber, Head of Student Central  
  HR Director  
  HR Director  
  HR Director  
  HR Director  
  HR Director | • Increase proportion of staff and students who declare gender identity status so that this can be included in EDI monitoring.  
  • Staff Survey 2017 reports that >75% staff consider OBU to be trans* inclusive |
| 10.2             | Introduce a specific policy and guidance on supporting trans* | To promote awareness and confidence amongst staff and students of our approach to trans* inclusion | • Policy agreed and publicised. | Sept 16  
  Feb 17 | HR Director  
  HR Director | • Staff and students who transition at OBU feel well |
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| 10.3 | Introduce training and development for key staff on gender identity and trans* issues. | Increase awareness, confidence and capability of key staff in promoting trans* inclusion and supporting trans* colleagues and students. | • Address trans* inclusion in EDI training review and identify target group for more in-depth training, including Student Support Coordinators.  
• Run training workshop with target group annually. | Oct 16  
May 17  
Annual | EDI Adviser (staff)  
Kanja Sesay  
EDI Adviser (students)  
Head of Well-being | • Staff report awareness and confidence via workshop evaluations. |
|  | staff and students. Implement changes required to staff and student monitoring arrangements. | trans* inclusive practice. | • Staff and student records/monitoring arrangements in place for trans* status and include gender neutral titles.  
• Review policy. | staff  
Sept 18  
students  
Sept 18  
Dec 18  
Annual | Academic Registrar (vacancy)  
HR Director (staff) & Academic Registrar (students)  
EDI Adviser (staff)  
Kanja Sesay  
EDI Adviser (students)  
Head of Well-being | supported (as reported via staff survey and feedback from LGBT+ forum).  
• Trans* staff and students are able to be open and be themselves.  
• Student Support Coordinators, Well-being staff, Brookes Union and Student LGBT Society are able to support trans* students.  
• Line managers are able to support trans* staff and promote gender identity inclusion (assessed by Staff Survey). |
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| 10.4             | Ensure channels for reporting, and support for, harassment for staff and students are trans* inclusive and clearly communicated. Raise awareness of harassment based on gender identity with staff and students. | To ensure gender identity and transphobic bullying and harassment are reflected in harassment advisers support and communications. | • Network of staff harassment advisers expanded and publicised.  
• Student harassment policy and reporting channels communicated.  
• Establish monitoring of harassment and review use of harassment advisers.  
• Hold annual workshop for harassment advisers to consult on their experiences and improve practice. | Oct 16 - Jun 17  
Oct 16 - Jun 17  
Sept 17 - Jun 18  
May 17 - Annual | HR Partner (EDI)  
Head of Well-being  
Head of Well-being  
EDI Advisers (staff & student) | • Increased awareness of harassment policy and advisers is reported in 2017 Staff Survey (as compared to 2014).  
• Harassment advisers feel well supported as assessed via feedback in annual workshop.  
• Transphobic harassment is minimised and addressed effectively, where it occurs, as assessed via annual analysis of harassment data. |