

## Oxford Brookes University – Institutional Athena SWAN Bronze Award – April 2016 - Action Plan

Oxford Brookes Athena SWAN Bronze Award Action Plan							
Reference Action	Planned Action/Objective	Rationale	Key outputs and milestones	Time frame		Person Responsible (inc, job title)	Success criteria and outcome
				Start	End		
<b>Actions relating to Section 3: Athena SWAN SAT</b>							
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.	<ul style="list-style-type: none"> <li>Steering Group to provide strategic oversight for AS at Oxford Brookes.</li> <li>Annual Report to EDIAG and Executive Board.</li> <li>Joint meetings with Race Equality SAT to determine approach to monitoring intersectionality issues.</li> <li>Faculty SATs in place and working on AS submissions.</li> </ul>	Sept 16	Meet qrtly	Linda King PVC Research	<ul style="list-style-type: none"> <li>Steering group with diverse membership operating effectively.</li> <li>Best practice in AS being shared and promoted.</li> <li>Successful submission or renewal of Departmental AS awards in each Faculty.</li> </ul>
1.2 <b>PRIORITY ACTION</b>	Establish Faculty SATs in AHSSBL and continue to support SATs in STEM	To lead on departmental AS award submissions in AHSSBL (FoB and HSS), TDE Bronze re-application (2016) and renewal in HLS (Silver, 2018).	<ul style="list-style-type: none"> <li>AS Bronze departmental submissions in FoB and HSS.</li> <li>TDE Bronze re-application.</li> <li>HLS Silver renewal.</li> </ul>	Jan 17	Dec 18	Louise Grisoni AS Lead FoB Lucy Vickers AS Lead HSS Helena Webster AS Lead in TDE Susan Brooks AS Lead in HLS	<ul style="list-style-type: none"> <li>AS Bronze achieved in HSS and FoB.</li> <li>AS Bronze achieved in TDE.</li> <li>AS Silver renewal achieved in HLS.</li> </ul>
1.3	Improve systematic data collection and	To improve quality of EDI data for analysis and	<ul style="list-style-type: none"> <li>Datasets and analysis</li> </ul>	Nov 16	Feb 17	AS Chair	<ul style="list-style-type: none"> <li>Comprehensive data plan in</li> </ul>

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<b>PRIORITY ACTION</b>	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. <ul style="list-style-type: none"> <li>• Questions for Staff Survey agreed.</li> <li>• Run Staff Survey 2017.</li> <li>• Establish annual review of AS datasets to monitor progress and prepare for future renewals/ applications.</li> <li>• Integrate data capture into strategic planning processes.</li> <li>• Review and amend data fields in Core HR system.</li> </ul>	Nov 16	Feb 17	Alison Cross HR Director	place to support all equality charter marks at University and Faculty level <ul style="list-style-type: none"> <li>• Robust systems in place to monitor progress with action plans.</li> <li>• Formal annual data reviews established (March each year)</li> <li>• Monitoring of intersectionality issues, especially relating to gender and race embedded in EDI practice.</li> </ul>
				May 17 Nov 16	Dec 17 Annual	HR Director AS Chair	
				Nov 16	Feb 17	Shabana Akhtar Deputy Director Strategic Planning Office	
				Oct 16	Feb 17	HR Director	
<b>Actions relating to Section 4: Academic &amp; Research Staff</b>							
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.	<ul style="list-style-type: none"> <li>• Detailed analysis of existing data by department.</li> <li>• Focus groups to collect qualitative data in FoB, HSS and Arts</li> </ul>	Sept 16 Jan 17 July 17	Dec 16 July 17 Oct 17	AS Leads in FoB and HSS (all actions)	<ul style="list-style-type: none"> <li>• Clear diagnosis of the issues resulting in pipeline leakage between Reader/PL and Professor in AHSSBL.</li> <li>• Agreed actions implemented and</li> </ul>

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			<ul style="list-style-type: none"> <li>FoB and HSS SATs to agree actions with oversight from AS Steering Group.</li> </ul>				monitored through FoB and HSS AS Action Plans. <ul style="list-style-type: none"> <li>Increase in female professors to 45%.</li> </ul>
2.2 <b>PRIORITY ACTION</b>	Investigate the BME/ gender, and BME STEM/AHSSBL differences in relation to promotion to PL and Reader.	To understand the reasons for the differential career progression issues identified so that appropriate actions can be put in place.	<ul style="list-style-type: none"> <li>Focus groups to collect qualitative data to inform analysis.</li> <li>Faculty AS SATs and HR to determine further actions to support the career development of BME staff in different disciplines.</li> <li>Feature BME role models within Academic Promotion Roadshows, HR web pages and 'Parent Carer Academic' Event May 2017 (see 6.1)</li> </ul>	Jan 17  May 17  Nov 16	Apr 17  July 17  Annual	Jane Butcher HR EDI Adviser (staff) Faculty AS Leads and Anne Marie Kilday (PVC), Race Equality Charter Lead HR Director	<ul style="list-style-type: none"> <li>Clear diagnosis of the issues affecting BME staff career progression by gender and discipline.</li> <li>Actions agreed and implemented to improve career progression for BME staff e.g. through promotion criteria and career development support.</li> <li>Promotion of role models to highlight discipline-specific career progression for BME staff</li> <li>BME staff promotion success rates to reflect that of non-BME staff.</li> </ul>
2.3 <b>PRIORITY ACTION</b>	Investigate the barriers to progression above SL by part-time staff	To understand the reasons for lack of career progression by some part-time academics so	<ul style="list-style-type: none"> <li>Focus groups to collect qualitative data to inform analysis.</li> </ul>	Jan 17  May 17	Apr 17  July 17	HR EDI Adviser (staff)  AS Steering	<ul style="list-style-type: none"> <li>Clear diagnosis of the issues affecting part-time staff career progression.</li> </ul>

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		that appropriate actions can be put in place.	<ul style="list-style-type: none"> <li>AS Steering Group and HR to determine what further actions should be put in place to support the career development of part-time staff.</li> <li>Feature part-time role models within Academic Promotion Roadshows, HR web pages and '<i>Parent Carer Academic</i>' Event (see 6.1).</li> <li>Decision on whether promotions criteria should be clarified for part-time staff.</li> </ul>	Nov 16	Annual	Group Chair  Director of HR	<ul style="list-style-type: none"> <li>Actions agreed and implemented to improve career progression for part-time staff e.g. through promotion criteria and career development support.</li> <li>Identification of role models to promote career progression for part-time staff.</li> <li>Improved success rate of part-time staff for promotion - to levels of full-time staff success rate.</li> </ul>
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.	<ul style="list-style-type: none"> <li>Monitoring and review of AL Policy.</li> <li>Report to Executive Board.</li> </ul>	July 16	Biennial	Anne Marie Kilday PVC for Staff Experience	<ul style="list-style-type: none"> <li>Consistent and equitable application of the AL Policy across the institution.</li> <li>Significant increase (&gt;10%) in number of ALs who have transferred to permanent, fractional lecturer contracts from 2014 base line.</li> </ul>

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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.	<ul style="list-style-type: none"> <li>• Convene a task and finish group to develop a RF scheme at Oxford Brookes.</li> <li>• Roll out the scheme as per 2020 University RKE Strategy.</li> <li>• Monitor the scheme annually through AS data collection and HR statistics (see 1.3).</li> </ul>	Sept 16 Sept 17 July 18	July 17 Annual Annual	PVC Research PVC Research Susan Brooks, Research Training Coordinator	<ul style="list-style-type: none"> <li>• A cross-university scheme in place that supports researcher career progression to permanent academic positions.</li> <li>• Retention and progression of Research Fellows to reflect that of best practice (50%).</li> </ul>
2.6	Introduce new questions in the exit survey to support AS.	To understand better reasons for leaving that relate to EDI.	<ul style="list-style-type: none"> <li>• Agree revised exit questionnaire and introduce from Jan 2017.</li> </ul>	Sept 16	Jan 17	HR Director	<ul style="list-style-type: none"> <li>• Improved understanding of EDI-related reasons why staff leave the institution is captured for analysis.</li> <li>• Improved HR policies, if required.</li> </ul>
2.7	Implement actions arising from 2016 Equal Pay Audit.	To ensure equitable and transparent pay arrangements for all staff.	<ul style="list-style-type: none"> <li>• Report of Equal Pay Audit.</li> <li>• Executive Board agrees actions to address any inequalities identified.</li> <li>• Repeat audit in 2018.</li> </ul>	Jul 16 Sep 16 Jan 18	Jul 16 July 17 July 18	HR Director Alistair Fitt, VC Chair, Executive Board HR Director	<ul style="list-style-type: none"> <li>• Continue to ensure that there are no unjustified pay gaps.</li> </ul>

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<b>Actions relating to Section 5: Supporting Women's Careers</b>							
<b>Actions relating to Recruitment and Induction</b>							
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.	<ul style="list-style-type: none"> <li>Analyse shortlisting decisions and interview decisions by gender.</li> <li>Review and revise Recruitment &amp; Selection guidance and training in light of findings.</li> </ul>	Jan 17 July 17	July 17 Nov 17	HR Director HR Director	<ul style="list-style-type: none"> <li>Shortlisting and appointment decisions do not show any gender bias at any stage of recruitment.</li> </ul>
3.2	Review and action recommendations arising from CDRP 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.	<ul style="list-style-type: none"> <li>Study completed</li> <li>Relevant actions reflected in Recruitment &amp; Selection policy and practice</li> </ul>	already started Dec 16	Oct 16 July 17	Simonetta Manfredi Director CDRP Director of HR	<ul style="list-style-type: none"> <li>Increased diversity (esp. BME) in OBU senior appointments to at least reflect that of the workforce overall (9.5%).</li> <li>Appoint at least one BME Governor by 2018 to (3 vacancies in this time period).</li> </ul>
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.	<ul style="list-style-type: none"> <li>Conduct consultative review of EDI training.</li> <li>Devise and agree new induction training.</li> <li>Roll out new training.</li> </ul>	May 16	Dec 16	Elaine Dagnall HR Business Partner (EDI) (all actions)	<ul style="list-style-type: none"> <li>Ensure that all new staff have EDI training.</li> <li>Staff Survey 2017 results show increase in awareness of EDI policy from 89% baseline to 95%.</li> </ul>

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			<ul style="list-style-type: none"> <li>Monitor take-up rates.</li> </ul>				
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.	<ul style="list-style-type: none"> <li>Include questions about buddy/mentor as part of end of probation review.</li> <li>Monitor data on impact of buddies/mentors.</li> </ul>	Sept 16 Sept 17	Dec 16 Dec 17	Alison Cumpsty HR Staff Developer (all actions)	<ul style="list-style-type: none"> <li>All staff who request a buddy/mentor have one.</li> <li>Staff report buddy/mentor scheme is beneficial.</li> </ul>
<b>Actions relating to Promotion</b>							
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.	<ul style="list-style-type: none"> <li>Annual analysis of promotions outcomes to include data on eligible pools.</li> <li>Identify any imbalance in application rates.</li> <li>Put in place actions to address any imbalance.</li> </ul>	July 16 July 16 July 16	Oct 16 Oct 16 Dec 16	HR Director (all actions)	<ul style="list-style-type: none"> <li>Application rates for promotions are proportionate to pools of eligible staff (men and women, BME and non-BME).</li> </ul>
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.	<ul style="list-style-type: none"> <li>HR to brief HoDs on promotions criteria.</li> <li>Ensure FoB provide all lecturers with a mentor.</li> <li>Monitor as part of promotions process.</li> </ul>	May 16 Sept 16 Sept 16 Sept 16	Annual Annual Annual Sept 17	HR Director HR Director AS Chair PVC Research	<ul style="list-style-type: none"> <li>FoB success rates increase to reflect those of other faculties (to 80-90% success for men and women).</li> <li>All new lecturers are assigned a mentor.</li> </ul>

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			<ul style="list-style-type: none"> <li>Integrate 5-year research plans with PDR (cf. Action 6.4).</li> <li>Continue to provide developmental feedback to applicants and their line managers.</li> </ul>		Annual	HR Director	<ul style="list-style-type: none"> <li>PDR process linked to research plans in place.</li> </ul>
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 p Professor via the Learning and Teaching pathway; in comparison to routes via the research pathway.	<ul style="list-style-type: none"> <li>Analyse reasons why more applicants for PLSE are unsuccessful compared with for Reader.</li> <li>Expand information on PLSE as part of academic promotions roadshows and include case studies.</li> <li>Provide targeted support for SLs seeking promotion to PLSE.</li> </ul>	Jan 17 Nov 16 July 17	July 17 Annual Annual	Julie McLeod PVC Student Experience HR Director Rhona Sharpe OCSLD Director	<ul style="list-style-type: none"> <li>Increase number of applications for PLSE and increase success rate to at least 50% (including women &amp; BME).</li> <li>Expanded briefing on PLSE within annual promotions roadshow.</li> <li>Workshops or other support developed by OCSLD for SLs aspiring to PLSE.</li> <li>Increased number of promotions to professor under Learning and Teaching pathway to at least one per year.</li> </ul>



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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.	<ul style="list-style-type: none"> <li>Analyse reasons why AHSSBL applicants are less successful.</li> <li>Understand what factors determine STEMM colleagues to apply for promotion.</li> <li>Review promotions guidance, and faculty and central support for applicants.</li> <li>Roll out revised guidance and support; monitor impact.</li> </ul>	July 16	July 17	PVC Research	<ul style="list-style-type: none"> <li>All faculties able to provide accurate and constructive support for colleagues seeking promotion</li> <li>Application and success rates across faculties are more consistent.</li> </ul>
				July 16	July 17	PVC Research	
				July 17	Oct 17	HR Director	
				Oct 17	Jul 18	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.	<ul style="list-style-type: none"> <li>Analyse department data on part-time staff career progression to grades above SL.</li> <li>Analyse career progression to professor for PT women in AHSSBL departments.</li> <li>Identify additional support for career progression for PT academics, e.g. focus on</li> </ul>	Oct 16	April17	Faculty AS Leads	<ul style="list-style-type: none"> <li>Proportion of part-time staff progressing beyond SL reflects that of full-time staff.</li> </ul>
				Oct 16	April17	PVC Research	
				May 17	Oct 17	HR Director	

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			PT in academic promotions roadshows, promotions criteria, HR web site, role models.				
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.	<ul style="list-style-type: none"> <li>Run survey and focus groups to understand impact of mentoring on promotions success.</li> <li>Review and revise approach to mentoring in light of findings.</li> <li>Consider introducing EDI monitoring as part of promotions application.</li> </ul>	Oct 17  July 18  May 17	July 18  Sept 18  Dec 17	Director CDPRP  AS Chair  HR Director	<ul style="list-style-type: none"> <li>If effectiveness proven, all applicants for promotion to be offered a mentor.</li> <li>Improve applicant success rate (as defined in 4.3, 4.4 and 4.5).</li> </ul>
<b>Actions relating to REF</b>							
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.	<ul style="list-style-type: none"> <li>Include WLP allocation for research by gender and ethnicity as part of annual planning round, e.g. include within planning template.</li> <li>Include gender and ethnicity within audits in preparation for REF 2020.</li> </ul>	Sept 16  Sept 16	Dec 16 (then annual)  Annual	PVC Research  PVC Research	<ul style="list-style-type: none"> <li>No gender or ethnicity bias in WLP research allocations and improved gender balance in REF2020 submission in relation to pool of eligible staff.</li> </ul>

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<b>Actions relating to Training and Career Progression</b>							
6.1	Integrate research, teaching and leadership training into a single Academic Development Framework. (cf Action 9.6)	To foster EDI in career development and co-publicise all career pathways to promotion.	<ul style="list-style-type: none"> <li>Consult widely and agree framework.</li> <li>Publicise framework.</li> <li>Devise and implement development support.</li> <li>Run event to promote diverse role models (<i>Parent, Carer, Academic</i>)</li> </ul>	May 16 Sept 17 Oct 16 May 17	Jan 17 Annual Annual Biennial	PVC Research  Res. Training Coordinator  Rhona Sharpe Director OCSLD Res. Training Coordinator	<ul style="list-style-type: none"> <li>New framework in place.</li> <li>Staff Survey and course evaluations report all academic staff feel well supported in their career development, regardless of pathway.</li> </ul>
6.2	Review impact of academic leadership schemes.	To evaluate effectiveness of our interventions (e.g. Aurora).	<ul style="list-style-type: none"> <li>Conduct survey and focus groups with participants and line managers.</li> <li>Agree and implement recommendations.</li> </ul>	June 17 Jan 18	Dec 17 Mar 18	Director CDPRP  Valerie Fawcett Staff Developer	<ul style="list-style-type: none"> <li>Evaluations enable Oxford Brookes to focus investment on most effective interventions.</li> </ul>
6.3	OCSLD and other training providers to optimise timing of training in relation to part-time staff.	To ensure part-time staff have equal opportunities to access training and development.	<ul style="list-style-type: none"> <li>Review timings of training as part of annual planning.</li> <li>Include part-time/full-time within analysis of course attendance.</li> </ul>	May 16 Sept 16	Sept 16 Annual	Director OCSLD  Director OCSLD	<ul style="list-style-type: none"> <li>Part-time staff are able to attend training, as assessed by attendance statistics.</li> </ul>

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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.	<ul style="list-style-type: none"> <li>Analyse implementation of PDR to identify which staff do not regularly have one.</li> <li>Identify actions to improve completion rates.</li> <li>Amend PDR for academics to explicitly link with research plans.</li> <li>Monitor staff engagement with PDR via Staff Survey.</li> </ul>	Jan 17  July 17  Sep 17  Dec 17	Jun 17  Sept 17  July 18  Biennial	HR Director PVC/Deans  HR Director  PVC Research  HR Director	<ul style="list-style-type: none"> <li>Increase PDR completion rates to 90%, compared with 82% baseline (Staff Survey 2014).</li> </ul>
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.	<ul style="list-style-type: none"> <li>Promote research mentoring scheme across all faculties.</li> <li>Extend mentoring to include all promotion routes.</li> <li>Monitor engagement with mentoring.</li> </ul>	Sept 16  Sept 17  Sept 17	Dec 16  Dec 17  Annual	Res. Training Coordinator (all actions)	<ul style="list-style-type: none"> <li>Revised and extended mentoring scheme in place.</li> <li>More than 80% staff applying for promotion state they have accessed either the academic mentoring scheme run centrally or a faculty equivalent. .</li> </ul>
<b>Actions relating to Maternity, Adoption, Paternity and Shared Parental Leave ("leave" below includes all forms of family leave)</b>							
7.1	Review, simplify and disseminate policy and guidance,	To ensure that all staff have clear information about leave and to assist	<ul style="list-style-type: none"> <li>Revise and simplify policies and guidance.</li> </ul>	Jan 17  Jan 17	Mar 17  Mar 17	HR Business Partner (EDI) (all actions)	<ul style="list-style-type: none"> <li>Staff feel supported when going on leave and on</li> </ul>

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	including improved return to work checklist.	in supporting return to work.	<ul style="list-style-type: none"> <li>Improved return to work checklist.</li> <li>Continue to promote shared parental leave.</li> </ul>	Sept 16	Annual		return to work <ul style="list-style-type: none"> <li>Assessed through Staff Survey and individual feedback.</li> <li>Increased uptake of shared parental leave (from 3 per annum in 2015-16 to 6 by 2017-18).</li> </ul>
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.	<ul style="list-style-type: none"> <li>HR to reinforce with faculties and directorates, the need to put in place adequate cover.</li> <li>Explore options other than KIT days for staying in touch and reflect in policy and guidance.</li> </ul>	Sept 17 Jan 17	Dec 17 Apr 17	HR Director EDI Adviser (Staff)	<ul style="list-style-type: none"> <li>Staff (&gt;80%) report that their work is adequately covered while they are away as reported through Staff Survey.</li> <li>Policy and guidance updated to reflect best practices for keeping in touch.</li> </ul>
7.3 <b>PRIORITY</b>	AS Steering Group to consider how best to support returners.	To ensure that staff are able to resume career progression following leave.	<ul style="list-style-type: none"> <li>Determine best options for supporting career progression on return (e.g. WLP, funded temporary relief from certain duties).</li> <li>Establish networks buddy/mentor (e.g. Imperial 'Babies &amp; Bumps',</li> </ul>	Oct 16 Oct 16 Oct 17	Oct 17 Oct 17 Dec 17	AS Chair EDI Adviser (staff) EDI Adviser	<ul style="list-style-type: none"> <li>Staff report that leave has not had negative impact on career progression (assessed through periodic surveys of returners and EDI monitoring of promotions).</li> <li>Well-attended networks in</li> </ul>

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			Sheffield 'Parent2Parent'). <ul style="list-style-type: none"> <li>Promote innovations in practice</li> </ul>			(staff)	place. <ul style="list-style-type: none"> <li>Revised guidance on WLP and family leave agreed.</li> </ul>
<b>Actions relating to Flexible Working and Caring Responsibilities</b>							
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.	<ul style="list-style-type: none"> <li>Revise the Flexible Working Policy and expand the range of case studies.</li> <li>Promote the new policy widely.</li> </ul>	May 16 Jan 17	Dec 16 Mar 17	HR Business Partner (EDI) (all actions)	<ul style="list-style-type: none"> <li>All staff have a good awareness of our Flexible Working Policy (as reported via Staff Survey).</li> <li>Increase reported in satisfaction with pattern of work from 74% to 85% in Staff Survey 2017.</li> </ul>
8.2	Collect data on the uptake of flexible working.	To evaluate impact of Flexible Working policy.	<ul style="list-style-type: none"> <li>Improve question on flexible working in 2017 Staff Survey (cf. 1.3).</li> <li>Extend monitoring within HR database.</li> </ul>	Jan 17	July 17	HR Business Partner EDI	<ul style="list-style-type: none"> <li>Comprehensive data captured in HR system.</li> <li>Data show flexible working in practice across all parts and levels of the University.</li> </ul>
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.	<ul style="list-style-type: none"> <li>Collect data on part-time returners.</li> <li>Review and amend Flexible Working policy, if necessary, and provide guidance to line managers</li> </ul>	July 17 Jan 19	Dec 18 July 19	HR Business Partner EDI (all actions)	<ul style="list-style-type: none"> <li>Staff who so wish are better able to return to full-time working (as reported through Staff Survey).</li> </ul>

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			to facilitate resumption of full-time working.				
8.4	Consider nursery provision as part of Harcourt Hill campus development.	To ensure childcare provision on main campus sites.	<ul style="list-style-type: none"> <li>Ensure this requirement is explored in campus master planning</li> </ul>	Jan 17	July 18	Paul Large Director of Estates Investment	<ul style="list-style-type: none"> <li>Adequate provision is in place for childcare at main campuses.</li> </ul>
<b>Actions relating to Organisation and Culture</b>							
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.	<ul style="list-style-type: none"> <li>Agree EDI questions for Staff Survey to assist with AS monitoring.</li> <li>Establish Staff Experience Steering Group.</li> <li>Monitor via Staff Survey 2017 (see 1.3).</li> </ul>	Jan 17  June 17	Mar 17  ongoing	HR Business Partner EDI  PVC Staff Experience	<ul style="list-style-type: none"> <li>Overall staff satisfaction as reported in Staff Survey increases from baseline 82% to sector median.</li> <li>Staff awareness of EDI policy and practice increases from 89% to 95% in Staff Survey 2017.</li> </ul>
9.2	Evaluate impact of EDI Advisers (staff and student)	To ensure investment in additional posts delivered planned benefits.	<ul style="list-style-type: none"> <li>Review impact of advisers in relation to key EDI objectives including contribution to AS and Race Equality Charters.</li> </ul>	June 17	July 17	HR Director (staff) & Marion Casey Head of Wellbeing (students)	<ul style="list-style-type: none"> <li>Maximise impact of investment in posts</li> <li>Ongoing funding for these posts is secured.</li> </ul>
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.	<ul style="list-style-type: none"> <li>Annual monitoring of diversity of senior staff.</li> <li>Proactively seek widest pool for applicants when</li> </ul>	July 16  On going	Annual  On going	HR Director  Alistair Fitt (SMT) & Brendan Casey Registrar (Directors) &	<ul style="list-style-type: none"> <li>Gender balance retained and ethnic diversity increases to at least reflect that of the workforce (9.5%).</li> </ul>

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Reference Action	Planned Action/Objective	Rationale	Key outputs and milestones	Time frame		Person Responsible (inc, job title)	Success criteria and outcome
				Start	End		
			vacancies arise. <ul style="list-style-type: none"> <li>Develop succession plans for future vacancies.</li> </ul>			PVC Deans (FETs)	
9.4	Ensure EDI in membership is reviewed as part of the annual committee effectiveness review.	To ensure diversity in decision-making bodies.	<ul style="list-style-type: none"> <li>Amend guidelines for committee effectiveness reviews.</li> </ul>	Mar 17	June 17	HR Director	<ul style="list-style-type: none"> <li>Revised review guidelines in place.</li> <li>Maintain gender balance and increase diversity of committee membership as compared with 2016 baseline.</li> </ul>
9.5	Ensure use of equality analysis is embedded in policy-making and evaluate its effectiveness.	To ensure EDI is consciously considered in strategic decision-making.	<ul style="list-style-type: none"> <li>Review and revise guidance on equality analysis.</li> <li>Promote and monitor application of equality analysis.</li> </ul>	Sept 17  Jan 17	Dec 17  Annual	HR Business Partner (EDI) (all actions)	<ul style="list-style-type: none"> <li>All key decisions have included an equality analysis and this is evidenced in committee papers.</li> </ul>
9.6	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.	To ensure equitable allocation of workload and assist those returning from maternity/adoption leave to resume career progression.	<ul style="list-style-type: none"> <li>Analyse data on WLP allocations by gender.</li> <li>Consider introducing WLP allocation for maternity/adoption leave returners.</li> </ul>	Sept 17  Jan 18	Dec 17  Jan 18	Paul Inman Chair, WLP Review Group (all actions)	<ul style="list-style-type: none"> <li>Annual monitoring of WLP by gender in place.</li> <li>WLP arrangements for maternity leave returners reviewed and agreed (cf. Priority action 7.3).</li> </ul>



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9.7	Rotate membership of Senior Management Conference to permit more academics to attend.	To increase academic exposure to strategic decision-making to promote career development.	<ul style="list-style-type: none"> <li>Review attendance in advance of annual conference.</li> </ul>	Nov 17	Annual	Registrar	<ul style="list-style-type: none"> <li>Increase exposure to senior leadership, esp. for groups currently under represented</li> <li>Review attendance by staff group before each event.</li> </ul>
9.8	Increase visibility of under-represented groups in communications and on webpages.	To promote diverse and inclusive images to underpin AS and challenge stereotypes.	<ul style="list-style-type: none"> <li>All faculties to review and, if necessary, amend communications and webpages (TDE to include more female role models, HLS more men).</li> </ul>	Mar 17	Dec 17	Joanne Carr Assistant Director of Comms. Managers	<ul style="list-style-type: none"> <li>All faculty communications and marketing materials include inclusive and diverse content and imagery.</li> </ul>
9.9	Monitor the impact of the review process for all institutional communications and marketing to ensure they reflect diversity of Brookes community.	To promote diverse and inclusive image to underpin AS.	<ul style="list-style-type: none"> <li>Communications to review central communications and marketing materials and amend as necessary.</li> </ul>	Mar 17	Dec 17	Assistant Director of Comms	<ul style="list-style-type: none"> <li>All our communications and marketing materials reviewed and include inclusive and diverse content and imagery.</li> </ul>
9.10	Record staff participation in outreach to monitor for gender bias.	To ensure equitable workload for male and female staff.	<ul style="list-style-type: none"> <li>Agree monitoring arrangements.</li> <li>Participation analysed by gender and ethnicity as part of annual planning.</li> </ul>	May 17 Dec 17	Annual Annual	Alice Wilby Director of UK Recruitment and Partnerships	<ul style="list-style-type: none"> <li>Participation statistics show diversity of participants and no bias in terms of workload and gender.</li> </ul>

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				Start	End		
9.11	Establish Public Engagement Unit.	To coordinate and promote outreach and WP activities across University	<ul style="list-style-type: none"> <li>Agree terms of reference for Unit and resources.</li> <li>Set up Unit.</li> <li>Monitor impact.</li> </ul>	Jan 17 Sept 17 Sept 18	July 17 ongoing Annual	PVC Research  TBC Head of Unit	<ul style="list-style-type: none"> <li>Ensure that new unit supports and promotes diversity agenda and AS.</li> </ul>
<b>Actions relating to Section 6: Supporting Trans* People</b>							
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.	<ul style="list-style-type: none"> <li>Annual reminder issued via staff portal to encourage disclosure.</li> <li>Student Central to put in place similar reminder.</li> <li>Include gender identity and trans* status monitoring question in staff survey.</li> <li>Include questions on perception of OBU approach to trans* inclusion in Staff Survey.</li> </ul>	Nov 16 Nov 16 Feb 17 Feb 17	Annual Annual Apr 17 Apr 17	HR Director  Gavin Barber, Head of Student Central HR Director  HR Director	<ul style="list-style-type: none"> <li>Increase proportion of staff and students who declare gender identity status so that this can be included in EDI monitoring.</li> <li>Staff Survey 2017 reports that &gt;75% staff consider OBU to be trans* inclusive</li> </ul>
10.2	Introduce a specific policy and guidance on supporting trans*	To promote awareness and confidence amongst staff and students of our	<ul style="list-style-type: none"> <li>Policy agreed and publicised.</li> </ul>	Sept 16 Feb 17	Dec 16 Annual	HR Director  HR Director	<ul style="list-style-type: none"> <li>Staff and students who transition at OBU feel well</li> </ul>

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Reference Action	Planned Action/Objective	Rationale	Key outputs and milestones	Time frame		Person Responsible (inc, job title)	Success criteria and outcome
				Start	End		
	staff and students. Implement changes required to staff and student monitoring arrangements.	trans* inclusive practice.	<ul style="list-style-type: none"> <li>Staff and student records/monitoring arrangements in place for trans* status and include gender neutral titles.</li> <li>Review policy.</li> </ul>	staff Sept 18 students  Sept 18	Annual  Dec 18	Academic Registrar (vacancy)  HR Director (staff) & Academic Registrar (students)	supported (as reported via staff survey and feedback from LGBT+ forum). <ul style="list-style-type: none"> <li>Trans* staff and students are able to be open and be themselves.</li> <li>Student Support Coordinators, Well-being staff, Brookes Union and Student LGBT Society are able to support trans* students.</li> <li>Line managers are able to support trans* staff and promote gender identity inclusion (assessed by Staff Survey).</li> </ul>
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.	<ul style="list-style-type: none"> <li>Address trans* inclusion in EDI training review and identify target group for more in-depth training, including Student Support Coordinators.</li> <li>Run training workshop with target group annually.</li> </ul>	Oct 16  May 17	Dec 16  Annual	EDI Adviser (staff) Kanja Sesay EDI Adviser (students)  Head of Well-being	<ul style="list-style-type: none"> <li>Staff report awareness and confidence via workshop evaluations.</li> </ul>

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				Start	End		
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.	<ul style="list-style-type: none"> <li>• Network of staff harassment advisers expanded and publicised.</li> <li>• Student harassment policy and reporting channels communicated.</li> <li>• Establish monitoring of harassment and review use of harassment advisers.</li> <li>• Hold annual workshop for harassment advisers to consult on their experiences and improve practice.</li> </ul>	Oct 16	Jun 17	HR Partner (EDI)	<ul style="list-style-type: none"> <li>• Increased awareness of harassment policy and advisers is reported in 2017 Staff Survey (as compared to 2014).</li> <li>• Harassment advisers feel well supported as assessed via feedback in annual workshop.</li> <li>• Transphobic harassment is minimised and addressed effectively, where it occurs, as assessed via annual analysis of harassment data.</li> </ul>
				Oct 16	Jun 17	Head of Well-being	
				Sept 17	Jun 18	Head of Well-being	
				May 17	Annual	EDI Advisers (staff & student)	