



Gender Equality Plan

GEARING-Roles | Oxford Brookes University



Funded by the European Union's Horizon 2020 Research and Innovation programme (n°824536), *Gender Equality Actions in Research Institutions to traNsform Gender ROLES* (GEARING-Roles) launched in November 2018 and runs for five years until November 2023. The GEARING-Roles project brings together a multidisciplinary consortium of 10 academic and non-academic partners from across Europe. The aim of the project is to design, implement and evaluate **Gender Equality Plans (GEPs)** using a methodology of define, plan, act and check, as described in the GEAR tool.

The objectives of the project are to challenge and transform gender roles and identities within professional careers and work towards real institutional change. Specifically, the GEARING-Roles project focuses on women's career progression, leadership and decision-making, education and research, and the promotion of gender equality in research organisations and key stakeholders.

This Gender Equality Plan (GEP) is one of six being developed by the GEARING-Roles consortium for adoption within participating academic partners. At Oxford Brookes University, the GEP is generated and co-ordinated by the Centre for Diversity Policy Research and Practice but responsibility for the implementation of actions will be shared across the institution with support from senior leadership and faculty stakeholders.

The institution – Oxford Brookes University – commits to adopt and embed these actions as part of its commitment to Equality, Diversity and Inclusion across the dimensions of data monitoring and evaluation; governance; leadership; careers and recruitment; research and curriculum; work-life balance; and gender based violence and harassment. It does so in support of its wider efforts to achieve greater gender equality in the institution, as framed by the Athena Swan Charter. As such, the GEARING-Roles GEP will align, support and complement existing and future equality action plans, most commonly the Athena Swan initiatives at faculty and institutional level.



Dimension 1 - Data monitoring & evaluation

Objective	Action	Implementation				Responsibility	Monitoring & evaluation/targets and indicators
		2020	2021	2022	2023		
1.1 Systematic data collection and analysis to monitor gender and intersectional equality across all dimensions of the institution	Create Data Working Group	█	█	█	█	Jane Butcher, <i>EDI Adviser</i>	Key data stakeholders engaged. Agreement on requirements for gender, diversity and intersectional analysis of existing data sets. Scope addresses Staff and Student diversity data.
	Align data collection and analysis strategy with national datasets	█	█	█	█	Human Resources Jane Butcher, <i>EDI Adviser</i>	Data Working Group Terms of Reference covers benchmarking criteria and relevant national datasets, external/internal targets and frequency of analysis and reporting channels.
	Review existing Athena Swan surveys using gender plus approach	█	█	█	█	GEARING-Roles Jane Butcher, <i>EDI Adviser</i>	Core standard requirements of Athena Swan Institutional and Faculty Surveys established (link to Athena Swan Review recommendations for future surveys). Alignment/synergy with Race Equality Charter Surveys.
	Monitor impact assessment metrics by gender and intersecting inequalities e.g. REF, KEF	█	█	█	█	Linda King, <i>Pro Vice-Chancellor for Research and Global Partnerships</i> Human Resources	Equality Impact Assessments are embedded as regular review tool and extended to further areas of research lifecycle and quality assessment processes.



Dimension 2: Governance

Objective	Action	Implementation				Responsibility	Monitoring & evaluation/targets and indicators
		2020	2021	2022	2023		
2.1 Diagnostic of current position	Impact assessment of action plans from previous GEPs					Athena Swan Steering Committee (ASSC)	GEP is continuously informed and reviewed in light of progress on Institutional and Faculty Athena Swan (Gender) Action Plans and University Race Equality Action Plans.
	Monitor composition of existing committees					Linda King, <i>Pro Vice-Chancellor for Research and Global Partnerships</i> Athena Swan Steering Committee (ASSC)	Regular diversity monitoring of University and Faculty Committees and key strategy groups is reported to Athena Swan and Race Equality Steering Groups. Positive action to diversify representation and participation in committees and strategic developments is undertaken by Committee chairs.
2.2 Greater recognition of governance activities for staff	Recognition of governance activities e.g. committees, in workload planning					Linda King, <i>Pro Vice-Chancellor for Research and Global Partnerships</i>	Investigation of the impact of changes to WLP Framework on Committee diversity. Explicit recognition of Equality Charters as internal strategic change initiatives for WLP.
	Recognition of governance activities e.g. committees, as part of the Personal Development Review					Linda King, <i>Pro Vice-Chancellor for Research and Global Partnerships</i> Line managers	Ensure equity for Academic and Professional Services in terms of access to and recognition for contribution to University governance and active involvement in Equality Charters/Frameworks.
	Increase the profile of GEP initiatives and successes					Athena Swan Steering Committee (ASSC)	Establish regular communication via central newsletter and institutional level social media feeds.



Dimension 3: Leadership

Objective	Action	Implementation				Responsibility	Monitoring & evaluation/targets and indicators
		2020	2021	2022	2023		
3.1 Analysis of leadership development provision	Analyse impact/outcomes of mentoring programmes					GEARING-Roles Athena Swan Steering Committee (ASSC)	Survey and follow up interviews with participants of the central mentoring scheme and exploration of access to other mentoring/coaching initiatives to assess their impact on career progression/promotion.
	Evaluate impact of Aurora Women's Leadership Programme					GEARING-Roles	Survey and follow up interviews with Aurora Programme participants to assess individual and organisational impact on leadership development and career progression. (Inclusion of Line Manager perspectives where feasible).
3.2 Monitor promotion rates	Analysis of leadership career pipelines					Human Resources GEARING-Roles	Analysis of promotions applications and success rates by sex and ethnicity relative to eligible applicant pools and specific disciplines and pathways.
	Assess barriers and enablers to promotion					Human Resources GEARING-Roles	Focus groups with staff representatives across all faculties.
3.3 Support middle management in effecting gender change	Monitor and evaluate middle management responsibilities e.g. quantity and diversity of direct reports					Human Resources Oxford Centre for Staff and Learning Development	Developing training/resources with Oxford Centre for Staff and Learning Development.
	Systematise middle management process for gender equality change					Human Resources Oxford Centre for Staff and Learning Development	Developing training/resources with Oxford Centre for Staff and Learning Development.



Dimension 4: Careers & recruitment

Objective	Action	Implementation				Responsibility	Monitoring & evaluation/targets and indicators
		2020	2021	2022	2023		
4.1 Analysis of career structures for all staff	Analysis of career opportunity pipeline					Human Resources GEARING-Roles	Focus groups with staff representatives across all faculties.
	Monitor career opportunities and progression of early career staff					Human Resources GEARING-Roles Athena Swan Steering Committee (ASSC)	Quarterly assessment of ECR positions and opportunities to be discussed at faculty level meetings.
4.2 Increase career support for Associate Lecturers	Analyse career issues for Associate Lecturers to include understanding of portfolio vs precarious careers					GEARING-Roles	Focus group with Associate Lecturers across all faculties.
4.3 Increase opportunities for ECRs career development	Increase understanding of perceived barriers and enablers to promotion					GEARING-Roles Athena Swan Steering Committee (ASSC)	Focus group with ECRs across all faculties.
	Explore opportunities for scholarships or bridging grants for temporary ECRs					Linda King, <i>Pro Vice-Chancellor for Research and Global Partnerships</i>	Establish whether the HLS model of a tenure track fellowship scheme can be centralised and rolled out across all faculties, e.g. following the existing model of bridging grants.
	Promote existing mentoring programmes					Athena Swan Steering Committee (ASSC)	Review current communication strategy. Awareness of mentoring schemes/programmes measured in faculty Athena Swan Surveys.
	Reduce use of fixed-term contracts and consider replacement with open-ended contracts for contract researchers where appropriate					Linda King, <i>Pro Vice-Chancellor for Research and Global Partnerships</i>	Monitor equity in transitions from fixed term to open-ended contracts by sex and ethnicity.



Dimension 4: Careers & recruitment cont.

Objective	Action	Implementation				Responsibility	Monitoring & evaluation/targets and indicators
		2020	2021	2022	2023		
4.4 Support opportunities and transitions between professional services and academia	Raise awareness among PhD and ECR community of transition opportunities					Athena Swan Steering Committee (ASSC)	Review current communication strategy. Awareness of transition opportunities.
	Recognise practitioner pathways to senior academic roles					Athena Swan Steering Committee (ASSC) HLS Athena Swan SAT	Map HLS disciplines and professional practitioner pathways.
	Assess motivation and awareness of opportunities to move into academic roles amongst professional services staff.					Human Resources GEARING-Roles	Focus groups with staff representatives across all faculties.
4.5 Recruitment	Ensure diversity on all interview panels					Human Resources Recruitment Panel Chairs	Data on recruitment panel diversity is captured and included in monitoring of Recruitment and Selection processes.
	Mandatory E&D training for all interview panel members					Human Resources Oxford Centre for Staff and Learning Development GEARING-Roles	Training workshop
	Gender sensitive recruitment process					Human Resources Oxford Centre for Staff and Learning Development GEARING-Roles	Training workshop
4.6 Analysis of pay	Perform a decomposition analysis of pay by sex					GEARING-Roles	Outcomes influence specific actions to reduce Gender Pay Gap and analysis of ethnicity pay gap
	Monitor ACE awards by sex					Human Resources GEARING-Roles	Enhanced communications for ACE awards scheme. Increase in ACE award applications relative to eligible pools and relative success rates by diversity characteristics.
	Analysis of the relationship to working time					GEARING-Roles	Outcomes influence micro-interventions towards more sustainable work practices.



Dimension 5: Inclusive research & curriculum

Objective	Action	Implementation				Responsibility	Monitoring & evaluation/targets and indicators	
		2020	2021	2022	2023			
5.1 Awareness raising and knowledge development	Raise awareness and increase knowledge around inclusive research						Oxford Centre for Staff and Learning Development GEARING-Roles Athena Swan Steering Committee (ASSC)	Workshops for researchers, including dedicated focus on research managers and ECRs to develop gender inclusive competencies.
	Raise awareness and increase knowledge around developing an inclusive curriculum						Oxford Centre for Staff and Learning Development GEARING-Roles	Handbook on teaching and learning strategies for a gender inclusive curriculum.
	Creation of a gender research network						Linda King, <i>Pro Vice-Chancellor for Research and Global Partnerships</i>	Increase in research proposals and awards relating to gender and diversity and interdisciplinary collaborations, consider introduction of an incentive scheme.
5.2 Diagnostic of current position	Analysis of gender and intersectional awareness within existing teaching materials						Oxford Centre for Staff and Learning Development GEARING-Roles	Implement diagnostic at Faculty level using the gender inclusive curriculum checklist.
	Analysis of gender and intersectional awareness within existing research projects						Oxford Centre for Staff and Learning Development GEARING-Roles	Adapt or develop a gender inclusive research checklist, implement diagnostic at Faculty level.
	Identify courses where there is a significant gender imbalance in the student population, and discuss solutions						GEARING-Roles working with Faculty Athena Swan leads	Share innovative practice and lessons learned between faculties.
	Monitor commercialisation of research i.e consultancy, licenses, spinouts by sex						GEARING-Roles Research and Business Development Office	Monitor activity in commercialisation of research, and raise awareness of this model of academic activity
5.3 Mainstreaming gender	Extend existing award schemes to include and celebrate gender-sensitive research, teaching, etc.						Linda King, <i>Pro Vice-Chancellor for Research and Global Partnerships</i>	Showcasing of gender-sensitive research projects and teaching innovations, consider creation of an incentive scheme.



Dimension 6: Work-life balance

Objective	Action	Implementation				Responsibility	Monitoring & evaluation/targets and indicators
		2020	2021	2022	2023		
6.1 Increase awareness of existing provisions, policies and processes	Campaign to raise awareness of existing policies e.g. through social media, newsletters etc.					Human Resources	Measured in University Survey and Institutional and Faculty Athena Swan Surveys.
6.2 Identify areas for development	Assess ease of access and suitability of existing provisions, policies and practices					Human Resources GEARING-Roles	Focus group with staff representatives across all Faculties.
	Explore emerging practices of 'slow scholarship' and shorter working time					Human Resources GEARING-Roles Athena Swan Self-Assessment Team (ASSAT)	Focus groups with staff representatives across all faculties.



Dimension 7: Gender-based violence & harassment

Objective	Action	Implementation				Responsibility	Monitoring & evaluation/targets and indicators
		2020	2021	2022	2023		
7.1 Diagnostic of current position	Participation in UniSAFE project					UniSAFE	Explore becoming a case study for responses to gender-based violence as part of the UniSAFE project.
	Intersectional analysis of gender-based violence					UniSAFE	Participate in the UniSAFE institutional survey on gender-based violence.
7.2 Raising Awareness	Raise awareness of existing Harassment and Bullying Policy and Procedure					Human Resources and Student Services Wellbeing	Revised Harassment and Bullying Policy and Procedure and related report and support and communications resources developed.
	Extend existing 'it's not ok' campaign to staff					Athena Swan Self-Assessment Team (ASSAT)	Investigate solutions to support anonymous and named reporting of harassment and bullying for incidents relating to staff.
	Challenging attitudes campaign that explicitly addresses stereotypes					Athena Swan Self-Assessment Team (ASSAT)	Evaluation and success measures are integrated into design and delivery of the campaign.
	Consent education programme for students					Rachel Payne, <i>Principal Lecturer Student Experience, HSS</i>	Evaluation and success measures are integrated into design and delivery of the programme.