Athena
SWAN

ECU GENDER CHARTER

ECU EQUALITY CHARTERS

Institution Application
Bronze Award
Oxford Brookes University

Name of institution	Oxford Brookes University
Date of application	April 2016
Award Level	**Bronze**
Date joined Athena SWAN	2008
Current award	**Date: 2012** **Level: Bronze**
Contact for application	**Professor Linda King**
Email	laking@brookes.ac.uk
Telephone	01865 483241

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Word count Summary:

Section	Maximum	Actual
1	500	495
2	500	500
3	1000	955
4	2000	1987
5	5000	5424
6	500	495
7	500	137
Total	**10,000**	**9,993**

GLOSSARY OF ABBREVIATIONS USED IN DOCUMENT

ACP	Associate College Partnership
AD	Associate Dean
AL	Associate Lecturer
AHSSBL	Arts, Humanities, Social Sciences, Business & Law
AS (SAT)	Athena SWAN Self-assessment team
BME	Black & Minority Ethnic
CDPRP	Centre for Diversity Policy Research & Practice
CRSP	Contribution-related Salary Point
DTP	Doctoral Training Programme
ECR	Early Career Researcher
ECU	Equality Challenge Unit
EDI(AG)	Equality, Diversity & Inclusion (Advisory Group)
EIA	Equality Impact Assessment
FET	Faculty Executive Team
Fisher's	Fisher's Exact Test (statistical test)
FoB	Faculty of Business
FPE	Full person equivalent (Headcount)
GIRES	Gender Identity Research & Education Society
HEA	Higher Education Academy
HE(FCE)	Higher Education (Funding Council for England)
HESA	Higher Education Statistics Agency
HLS	Faculty of Health & Life Sciences
HoD	Head of Department
HR	Human Resources
HSS	Faculty of Humanities & Social Sciences
IiP	Investors in People
KPI	Key Performance Indicator
LGBT(+)	Lesbian, Gay Bisexual & Transgender (+ all diverse expressions of sexuality and gender identity)
OBI	Oxford Brookes International
OBU	Oxford Brookes University
OCSLD	Oxford Centre for Staff Learning & Development
PCTHE	Postgraduate Certificate in Teaching in Higher Education
PDRA	Post-doctoral research assistant
PGR	Post-graduate research student
PGT	Post-graduate taught student
PL	Principal Lecturer or Programme Lead (both grade 12)
PLSE	Principal Lecturer Student Experience
P&S	Professional & Support staff
PVC	Pro Vice Chancellor
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RENU	Research & Enterprise Network for Universities (41 members including OBU)
RF	Research Fellow
RKE	Research and Knowledge Exchange
RTC	Researcher Training Coordinator
SL	Senior Lecturer
SMT	Senior Management Team
STEMM	Science, Technology, Engineering, Maths & Medicine
SU	Student's Union
TDE	Faculty of Technology, Design & Environment
Trans*	Transgender and non-conforming gender identities including non-binary/non-gendered
UG	Undergraduate student
WLP	Work load planning
X^2	Chi-squared statistical test
FTY	Your First Three Years

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
Recommended word count: Bronze: 500 words | actual 495 words

Equality Charters Manager
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London WC2A 3LJ

<div align="right">April 2016</div>

Dear Ruth

Athena SWAN Institutional Bronze Award Application (under new 2015 charter)

I am pleased to endorse our application for an Athena SWAN Bronze award. During my time at Brookes, and especially since becoming Vice Chancellor in 2015, I have been impressed by the whole-hearted commitment of staff across the University to making equality an everyday reality for the whole community.

Equality, diversity and inclusion are core values for our 2020 strategy and are reflected in our guiding principles. It is a privilege to be part of this endeavour to take us further on our equality journey as one of the early applicants under the new AS Charter. For Brookes this makes perfect sense, as we have a long-standing commitment to advancing women not only in STEMM, but also across disciplines and Professional and Support staff. Women are well represented (compared with the sector) amongst the professoriate and senior staff. We are enthusiastic supporters of Aurora and participated in the pilot of the Race Equality Charter Mark. We recognise that equality for both men and women is important, and embrace this aspect of the new charter. At Brookes, we have been promoting men's participation in non-traditional areas, such as nursing, as was evidenced in our successful silver award for our Faculty of Health and Life Sciences (HLS).

I chair the University's EDI Advisory Group; the SAT chairs for Athena and Race Equality are both members. By ensuring that our Athena activities are co-ordinated through this group, we increase impact and are addressing areas of intersectionality through coordination of both action plans.

As an Aurora champion, I am delighted to have supported 51 emerging female leaders. I meet with Aurora participants (past and current), as well as role models and mentors, to share experiences and obtain feedback on how we can support their further development.
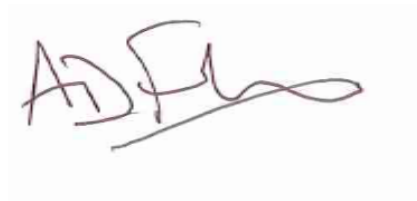
We have made good progress since 2012: HLS achieved a Silver award; we have raised the profile of EDI and appointed two advisers for staff and students; we have increased the percentage of female professors to 42%; and introduced academic promotion roadshows. I am also working towards broadening the diversity of our senior

committees by increasing the representation of BME members. We are currently making a number of senior appointments and I am taking particular care to ensure that we attract a diverse pool of candidates.

I am delighted that our new Chancellor, Katherine Grainger OBE, will follow in the footsteps of other distinguished female chancellors - Shami Chakrabarti and Helena Kennedy - as a role model and ambassador.

The leadership of our AS self-assessment process has been rigorous and achieved a high level of engagement across the University. I recognise that we still have a significant distance to travel, particularly at the intersection of gender with ethnicity, but I am confident our Action Plan presents a challenging but achievable set of measurable goals for embedding the new charter principles.

I confirm that the information presented (including qualitative and quantitative data) is an honest, accurate and true representation of our university.

Professor Alistair Fitt
Vice Chancellor

2. DESCRIPTION OF THE INSTITUTION
Recommended word count: Bronze: 500 words | actual 500 words

Oxford Brookes University (OBU) committed to the Athena SWAN (AS) charter in 2008 and achieved Institutional Bronze in 2012. In 2015, the Faculty of Health & Life Sciences (HLS) achieved a departmental Silver Award and our Faculty of Technology, Design & Environment (TDE) is re-applying for Bronze. During summer 2015, the Senior Management Team (SMT) took the decision to commit the University to the post-May Charter; confirmed, September 2015. At the same time, a refreshed university SAT was established to develop this Bronze award application.

OBU has 17,175 students (76% UG, 22% PGT, 2% research; 59% female) across four Faculties, 20 Departments and Oxford Brookes International (English Language) (**Figure 1, Table 1**), of which 8% are taught within an Associate College Partnership (ACP). Our student body is diverse – 17% BME, 30% mature, 32% from low-income families and 18% international from 140 countries. Since 2012, STEMM numbers on campus have grown by 2% (**Figure 2.1**) with Franchise/ACP proportions rising from 27% to 46% (**Figure 2.2**). Female STEMM numbers have risen at double the rate of their male counterparts (12% vs 6%) and BME STEMM students have increased by 35% since 2012. As part of our growth strategy, overall ACP numbers have tripled since 2008 to widen access to HE.

OBU has 757 Academic, 1540 Professional & Support (P&S) and 8 senior management staff (60% female, **Table 1**) and is housed across three campuses in Oxford with a satellite campus in Swindon. We feature in the Top 400 QS World rankings and Times Higher Top 200 most international universities 2016, in recognition of our growing global reputation. Nationally, OBU has developed a reputation for the outstanding quality of our student experience featuring in the upper quartile of institutions in both the 2015 Postgraduate Research Student Survey and National Student Satisfaction Survey.

Our teaching is underpinned by excellence in a focused research portfolio. In the 2014 Research Excellence Framework (REF), OBU was in the top ten universities for progress since RAE2008, based on Research Power (41% increase); 94% research was judged to be internationally recognised and 59% internationally excellent or world-leading. Research strengths include History, English, Architecture, Engineering, Business, Biosciences and Allied Health Professions.

OBU has a long-standing commitment to equality, diversity and inclusion (EDI), is host to the Centre for Diversity Policy Research & Practice (CDPRP), and holds Investors in People (IiP) Gold. The EDI Advisory Group (AG) is chaired by the Vice Chancellor (VC); EDI has a dedicated web presence and publishes a regular newsletter (pictured) promoting activities amongst all staff. In

February, we hosted events to support LGBT History Month, in March we celebrated International Women's Day and in the summer, we will host our annual AS Lecture, Science Bazaar and participate in Soap Box Science; in 2016, we will celebrate Black History Month and will host a RENU research leadership event for 41 participating universities. In 2015, the new VC established a PVC portfolio for the Staff Experience to lead on actions that recognise achievements and improve staff satisfaction.
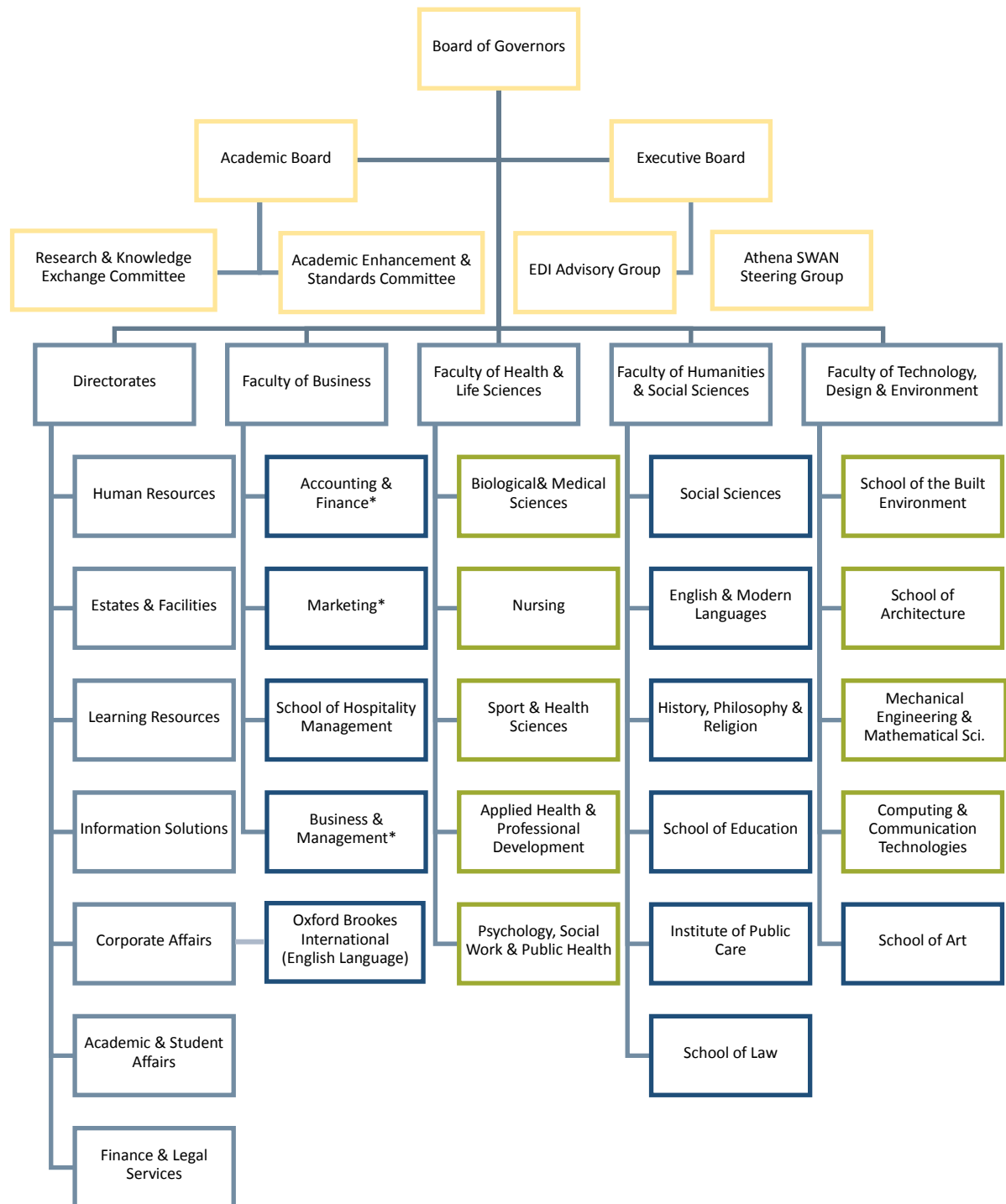

Figure 1. Organisational structure of Oxford Brookes University. Key: STEMM departments , AHSSBL departments ☐ and key committees ☐ relating to AS.

*These departments form the Business School.

Table 1. An overview of Faculties and Departments by numbers of students and staff[1]

Faculty	Department or School	STEMM or AHSSBL	Student FPE[2]			Academic Staff FPE[3]			Professional & Support Staff FPE		
			% M	% F	Total	% M	% F	Total	% M	% F	Total
Business FoB	Business & Manage.	AHSSBL	53	47	1,764	48	52	52			
	Account., Fin. & Econ.	AHSSBL	65	35	649	38	61	39			
	Marketing	AHSSBL	44	56	374	41	59	17			
	Hospitality Manage.	AHSSBL	28	72	473	47	53	15			
	Prof. & Support Staff	AHSSBL							28	72	97
	Research students	AHSSBL	37	63	79						
Humanities & Social Sciences HSS	Social Sciences	AHSSBL	45	55	815	54	46	39			
	English & Mod. Lang.	AHSSBL	30	70	467	35	65	26			
	History, Phil. & Relig.	AHSSBL	40	60	826	62	38	39			
	Education	AHSSBL	17	83	1,600	28	72	54			
	Institute Public Care	AHSSBL	26	74	268	29	71	24			
	School of Law	AHSSBL	37	63	583	53	47	19			
	Prof. & Support Staff	AHSSBL							28	72	92
	Research students	AHSSBL	33	67	119						
Technology, Design & Environment TDE	Built Environment	STEMM	74	26	698	70	30	44			
	Architecture	STEMM	44	56	697	55	45	33			
	Arts	AHSSBL	31	69	927	34	64	43			
	Computing & CT[4]	STEMM	87	13	450	71	29	21			
	Mech. Eng. & Maths[5]	STEMM	90	10	954	85	15	33			
	Prof. & Support Staff	STEMM							42.5	57.5	87
	Research students	STEMM	76	24	55						
	Research students	AHSSBL	45	55	31						
Health & Life Sciences HLS	Biol. & Medical Sci.	STEMM	36	64	973	57	43	44			
	Psych., SW & PH[6]	STEMM	13	87	713	33	67	51			
	Nursing	STEMM	10	90	994	23	77	56			
	Sport & Health Sci.	STEMM	40	60	886	42	58	57			
	App. Health & Pr. Dev.	STEMM	22	78	938	28	72	34			
	Prof. & Support Staff	STEMM							24	76	113
	Research students	STEMM	34	66	87						
OBI[7]	English Language	AHSSBL	49	51	237	24	76	17	26	74	38
	Exchange Students	AHSSBL	19	81	302						
Directorates	Human Resources								27	73	145
	Information Solutions								74	26	108
	Academic & Student Affairs								28	72	167
	Corporate Affairs								23	77	172
	Estates & Facilities Management								53	47	322
	Finance & Legal Services								36	64	75
	Learning Resources								24	76	123
	Total								39	61	1113
University totals **Total students: 17,175** **Total staff: 2,305**		STEMM	44	56	7,663	48	52	373	32	68	200
		AHSSBL	38	62	9,512	43	57	384	28	72	227
		Academic and P&S staff totals				46	54	757	37	63	1540
		SMT[8]				43	57	7	100	0	1
		TOTALS	**41**	**59**	**17,175**	**46**	**54**	**764**	**37**	**63**	**1541**

[1] Headcount/FPE (2015); M male, F female; [2]Undergraduate and Taught post-graduate unless indicated otherwise. [3]Includes staff on research-only contracts but excludes Associate Lecturers – see Table 4. [4]CCT, Computing & Communication Technology. [5]MEMS, Mechanical Engineering & Mathematical Sciences. [6]P,SW & PH, Psychology, Social Work & Public Health. [7]OBI, Oxford Brookes International (English Language). [8]Senior Management Team (excluding Director of Finance who is included in Directorates)

Figure 2.1. Total on campus students (weighted headcount): gender split by STEMM and AHSSBL

OXFORD BROOKES (ON CAMPUS)	STEMM - MALE	STEMM - FEMALE	AHSSBL - MALE	AHSSBL - FEMALE	Total students STEMM	Total students AHSSBL
2012/13	19% (2,997)	24% (3,788)	23% (3,538)	34% (5,337)	6785	8875
2013/14	19% (2,932)	25% (3,799)	23% (3,501)	34% (5,200)	6731	8701
2014/15	20% (2,973)	26% (3,842)	22% (3,233)	33% (4,971)	6815	8204
2015/16	20% (3,086)	25% (3,903)	21% (3,332)	34% (5,382)	6989	8714

Legend: ■ STEMM - MALE ■ STEMM - FEMALE ■ AHSSBL - MALE ■ AHSSBL - FEMALE

Figure 2.2. Total franchise/ACP students (weighted headcount): gender split by STEMM and AHSSBL

FRANCHISE (INCLUDING ACP)	STEMM - MALE	STEMM - FEMALE	AHSSBL - MALE	AHSSBL - FEMALE	Total students STEMM	Total students AHSSBL
2012/13	17% (247)	10% (145)	23% (336)	51% (751)	392	1087
2013/14	17% (281)	15% (247)	22% (364)	46% (769)	528	1133
2014/15	20% (305)	20% (312)	19% (296)	41% (635)	617	931
2015/16	22% (321)	24% (353)	17% (256)	37% (542)	674	798

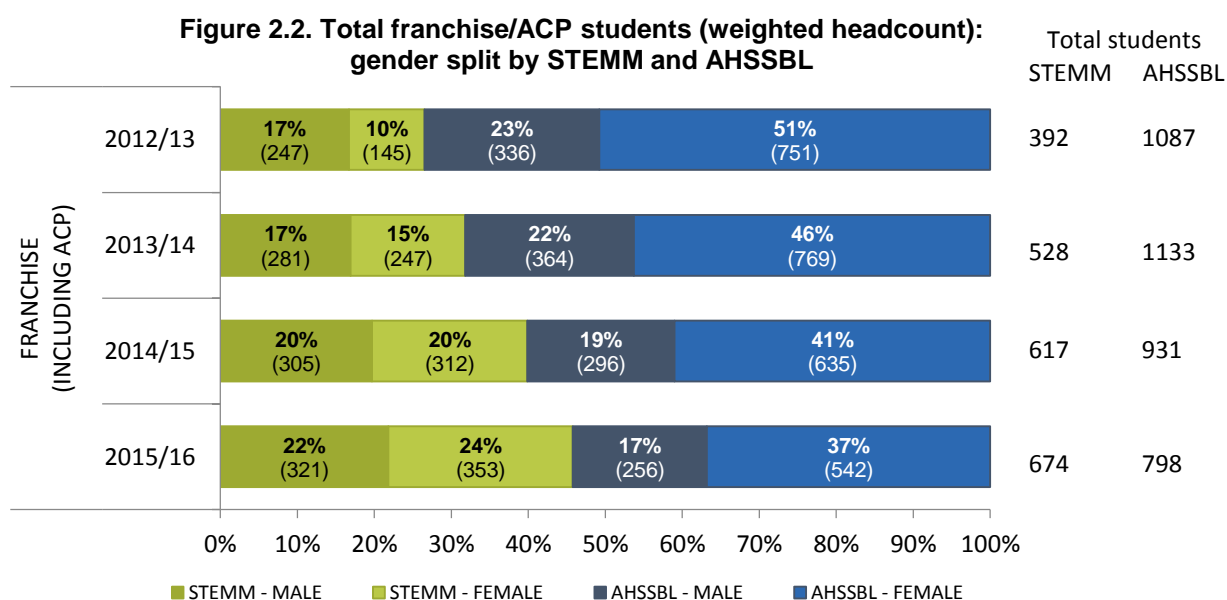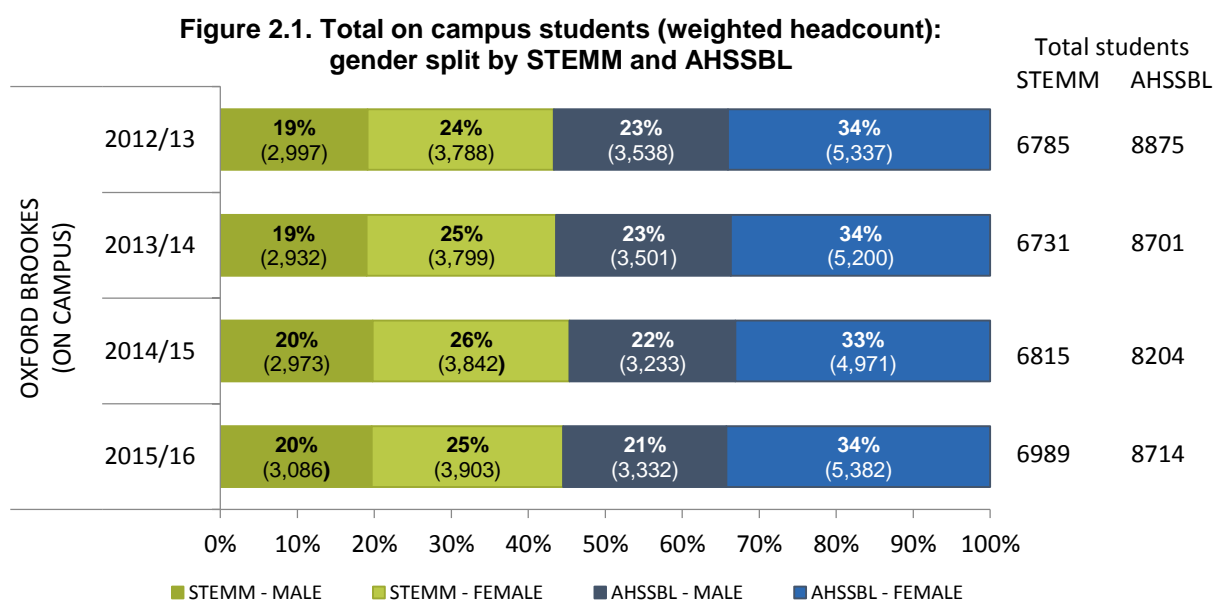Legend: ■ STEMM - MALE ■ STEMM - FEMALE ■ AHSSBL - MALE ■ AHSSBL - FEMALE

Figure 2. Student numbers by STEMM/AHSSBL on campus (2.1) or franchise mainly through an Associate College Partnership (ACP) (2.2) over the period 2012-13 to 2015-16.

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | actual: 955 words

(i) Description of the self-assessment team

Having decided to apply for a Bronze award under the post-May charter, we refreshed and expanded our existing self-assessment team (SAT) in September 2015. A decision was taken early on that this team (**Table 2**, page 15) would be larger to enable engagement across the institution and in particular with our two non-STEMM faculties who had not previously engaged with Athena SWAN. We constructed a matrix to ensure representation across disciplines (four Faculties and seven Directorates), seniority (from research students to senior staff), gender and ethnicity, and broad experience of careers and work-life balance (**Table 2**).

We publicised our decision to apply for a Bronze award across the institution and asked for volunteers to join the core team that comprised the Chair, Vice-Chair, AS Faculty Leads and EDI Adviser. Using our matrix to guide us, volunteers were invited to join and those not selected were contacted about joining the team in future or joining Faculty SATs. As **Table 2** indicates, we arrived at a SAT that met our initial objectives, except perhaps the gender balance was not as even as we would have liked. However, rather than do a recall for male volunteers at the expense of those who had already volunteered and contributed to our matrix of experiences, we agreed to address the gender and ethnicity balance in future Steering Group membership (**Action 1.1**).

(ii) An account of the self-assessment process

The new SAT is headed by Professor Linda King, PVC Research, who led the Faculty HLS Silver Award and original university SAT. She provides a direct link to the Senior Management Team (SMT) and reports to the EDIAG and Executive Board (**Figure 3**). She chairs the University Research & Knowledge Exchange Committee thus providing a strong connection to researcher training and mentoring, research students and the Concordat/HR Research Excellence Award.

Vice-Chair is the PVC Dean, Faculty of Humanities & Social Sciences (HSS), who has a cross-university portfolio for the Staff Experience and leads the University Charter Mark Group for Race Equality. Each of the four Faculty AS Leads is also represented; they either lead SATs in our STEMM faculties (HLS or TDE) or will establish Faculty SATs in our AHSSBL faculties (Business (FoB) and HSS), to ensure strong connection between the Faculty and the University SATs (**Figure 3**; **Priority Action 1.2**).

The SAT includes colleagues with expertise in qualitative and quantitative data analysis and expertise in equality, diversity and inclusion matters (HR EDI Adviser, a new role that we have invested in since 2012, and the Director of CDPRP; **Figure 4**). Faculty AS Leads have work load planning (WLP) allowances for their role and additional WLP time was provided for quantitative data analysis (Prof. Tim Shreeve, SAT member). All academic staff have WLP allowances for committee work in general.
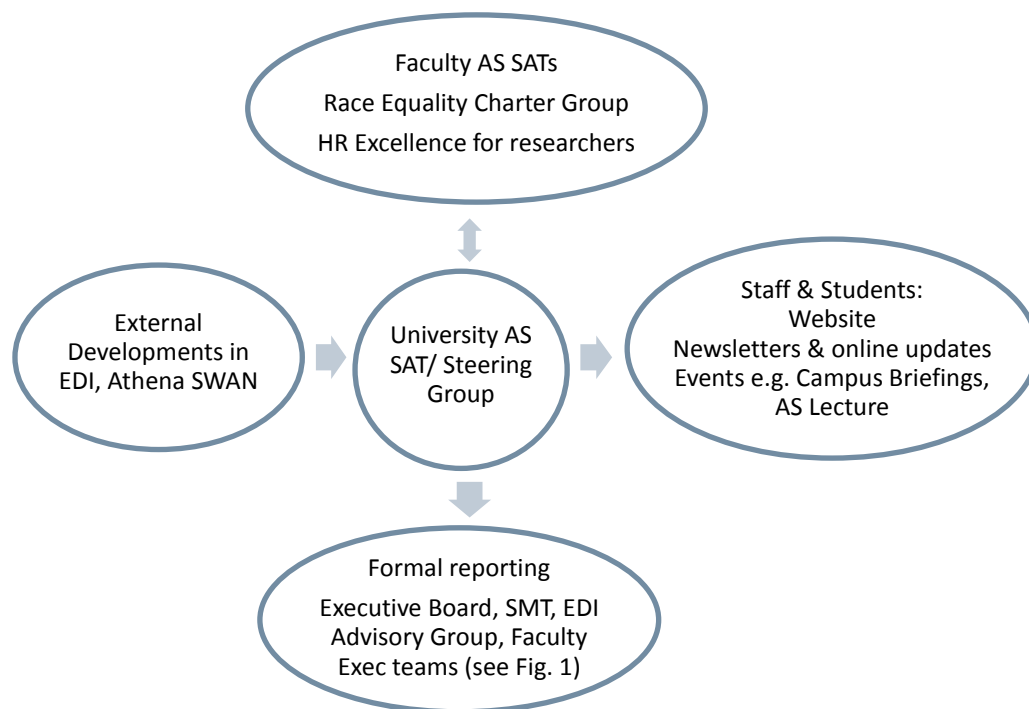
Figure 3. Relationship of Athena SWAN SAT (Steering Group) to other university groups. Formal reporting is via University committees as shown in **Figure 1**.

Figure 4. Work from the Centre for Diversity Policy Research and Practice formed an Impact Case Study in REF 2014. The study was based on research by CDPRP Director Prof. Simonetta Manfredi with colleague Prof. Lucy Vickers, School of Law (both SAT members).

Through CAPITA, we undertake a comprehensive, biennial Staff Survey, which achieves a good response rate (55%, November 2014; 62% female, 38% academic, 8% BME) with data that can be analysed by gender, ethnicity, department and staff group. It also includes specific questions about equality. Therefore, the SAT decided to use these data rather than undertake an AS-specific survey. This was primarily to ensure that data to support AS is embedded in our standard processes and procedures.

At the first meeting of the new SAT (**Table 3**, page 17), the team undertook a final review of progress made with the 2012 Action Plan and lessons learned. Analysis of the Staff Survey data at the second meeting led us to identify areas where we agreed

additional information was needed and consequently two cross-university focus groups were established – maternity/parental leave and career development. Two SAT members took responsibility for each, supported by colleagues in HR and Professor Tina Miller, an academic expert in matters relating to parenting. Data from the Staff Survey and focus groups have been incorporated into our analyses (as evidenced later) and Action Plan.

Following our experience of collating both qualitative and quantitative data to inform analysis and action planning, we will (continue to) work towards systematic recording of AS data through business-as-usual processes including strategic planning, annual reports and more clearly defined questions in the Staff Survey (**Priority Action 1.3**).

Two SAT working groups met between formal meetings: a data group to undertake staff data analysis and a writing group to draft sections of the submission (**Table 3**). The SAT engaged with AS networks and obtained external peer review feedback.

Regular updates of the work of the SAT and key data findings were made formally through reports to the EDIAG, Executive Board, Board of Governors and SMT meetings (through the Chair), as well as informally through news items in the EDI Newsletter, Senior Staff briefings and OnStream, our online fortnightly newsletter for all staff.

(iii)   Plans for the future of the self-assessment team

From autumn 2016, with the establishment of AS teams in each Faculty, the University SAT will become the Athena SWAN Steering Group with a smaller membership of approximately 16 to include Chair, Vice-Chair, Faculty AS Leads, HR Director, HR EDI Adviser, and representatives from Directorates, professoriate, academic staff, researchers and professional & support staff (**Action 1.1**).

The Steering Group will meet quarterly to review progress with the Action Plan, prepare reports for SMT, Executive Board and the EDIAG, support Faculty SATs and receive progress reports on their AS submissions and action plans.

The group will also:
- Coordinate promotion of AS activities and events across the institution (e.g. in 2017, the annual AS Lecture will align with International Women's Day and we will celebrate our 'role models' at a special event in May).
- Coordinate AS actions with those of other initiatives such as the Race Equality Charter, Concordat and HR Excellence in Research.
- Keep abreast of national and international developments in gender equality and diversity and their intersection with ethnicity.

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Actions relating to Athena SWAN SAT

Action 1.1 Establish an AS Steering Group to provide ongoing oversight for AS across OBU; use as an opportunity to increase diversity of staff representation with regard to male and BME colleagues. Rotate membership on a two-year cycle to engage with colleagues across the University.

PRIORITY Action 1.2 Establish Faculty SATs in HSS and FoB and support them to apply for Bronze awards. Continue to support SATs in HLS (Silver renewal) and TDE (Bronze re-application).

PRIORITY Action 1.3 Continue to improve systematic recording of AS data and refine questions to be used in future Staff Surveys to improve quality of data for analysis whilst raising awareness of gender/EDI issues across all staff groups.

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Table 2. The Oxford Brookes Athena SWAN Self-Assessment Team 2015-16

Name & SAT role[1]	Position	Career path and work-life balance (~20 words)
Professor Linda King* *SAT Chair (F)*	Pro Vice-Chancellor, (PVC) Research and Global Partnerships	Lecturer 1986, Professor 1998, Head of School 2004, Associate Dean Research 2011, PVC 2015. Full-time, dual career family, three children.
Professor Anne-Marie Kilday *SAT Vice-Chair (F)*	PVC Dean, Faculty HSS, PVC Staff Experience	Lecturer 2000, HoD History 2005, Assistant Dean 2008, PVC Dean 2012. Chair, Race Equality Action Group.
Professor David Evans* *Represent. ADs (M)*	Associate Dean Research, HLS	RS Research Fellow, SL, Reader and Professor. HoD, seconded 2015. Three children, dual career family.
Shabana Akhtar *Directorate Staff Data analysis (F)*	Assistant Director, Strategic and Business Planning	Planning Assistant, 2005. Promoted on 4 occasions; current role supports University's key strategic processes and driving evidence-based decision-making.
Professor Tim Shreeve* *Quantitative/statistical data analysis (M)*	Professor of Ecology, HLS	PhD at Brookes 1985, Lecturer 1991, Professor 2014 His partner is a Programme Lead in BMS, three children.
Dr Helen Packer *Represent. HoDs (F)*	HoD BMS, Faculty HLS	Joined as SL 2001, promoted PL 2011. Seconded to HoD 2015. Dual career family, one child.
Alison Cross *HR Policy (F)*	Director of Human Resources	Experience of HE and not-for-profit sector. Joined 2014. Full-time, dual career family, one child. Caring experience.
Dr Susan Brooks* *Research training & AS Lead Faculty HLS (F)*	Head DTP[2], HLS (0.5 FTE) University RTC[3] (0.5 FTE)	Joined as SL in Cell Biology, promoted to Reader in 2010. Dual career couple – both have elderly parents.
Angela Robinson* *Repres. Research Managers (F)*	Research Manager, Faculty HLS	Joined the University after working in industry and caring for elderly and disabled parents. Works part-time in a job-share
Dr Louise Grisoni *AS Lead FoB (F)*	AD RKE, Faculty of Business (FoB)	Joined 2011 as HoD, current role 2013. Two children, and caring responsibility.
Miloscz Miszczynski *Repres. PDRAs (M)*	ECR[4] (PDRA[5]), FoB	Joined March 2015. Lives with a partner
Professor Simonetta Manfredi *Qualitative data, Focus group lead (F)*	Director of the Centre for Diversity Policy Research and Practice, FoB	Senior Lecturer, 1992, Reader 2009, Professor 2013. Seconded Head, University Equality Action Group, 1998-2000. Single parent with one child. Moved from full-time work to part-time then resumed full-time.
Barbara Brown *Repres. PGR students (F) Focus group lead*	PhD research student, FoB	PGR 2014, now also Associate Lecturer. Background in Strategic Diversity Management and advising on good practice internationally. Two teenage sons.

Professor Lucy Vickers *AS Lead, Faculty HSS (F)* *Focus Group lead*	Professor of Law School of Law, HSS	Lecturer 1991, various promotions leading to Professor 2008. Four maternity leaves while at Brookes; children 8-20. Also managing care for elderly parents.
Dr David Aldridge *Represent. Programme Leads (M)*	Programme Lead Faculty HSS	Senior Lecturer 2010 after ten years in secondary schools. Programme Lead 2014. Three children 1-6. Completed PhD PT.
Dr Jason Danely *Representing SLs (M)*	Senior Lecturer, Faculty HSS	Joined in 2014. Two children (yr1 and yr3) and a third child due in Jan 2016.
Hamish Chalmers *Representing PGRs (M)*	PhD research student, HSS	Primary School Teacher 1997. PGR 2015. Dual career family, two daughters, 3 and 4, and elderly parents.
Helena Webster *AS Lead for TDE (F)*	AD Dean, Strategy/ Development, TDE	Lecturer 1991, promoted HoD/Reader 2002, Assistant Dean 2007, AD 2010, seconded 2014.
Dr Bridget Durning* *Representing SLs (F)*	Senior Lecturer, Faculty TDE	Promoted SL 2014. TDE Ethics Officer and Athena SWAN champion (faculty funded). Works 0.8 FTE, one child, dual career family.
Dr Emma Wragg *Represent. ECRs/ALs (F)*	ECR & AL TDE	Company solicitor 1992-2000. Associate Lecturer (AL) 2006, PhD at Brookes 2010. Two children.
Sally Wells *Repres. P&S staff (F)*	Head of Operations, Faculty TDE	Joined 2009 after 15 years in NHS. Promotions in HSS between 2011 and current role, 2015. Two children.
Jane Butcher *Equality &Diversity advice (F)*	Equality, Diversity and Inclusion Adviser (Staff), HR	Joined 2015, public and third sector equality projects and women in STEM initiatives. FT/PT, remote working and career break. Distance eldercare.

University Athena SWAN SAT 2015-16 Statistics

		Male	Female	Total
All members		6 (27%)	16 (73%)	22
Staff Category	Senior Staff (PVC & Associate Dean)	1(20%)	4 (80%)	5
	Professors/HoDs	1 (25%)	3 (75%)	4
	Academic (L, SL, PL, Reader)	2 (50%)	2 (50%)	4
	Researcher (PDRA, ECRF)	1 (50%)	1 (50%)	2
	PGR student	1 (50%)	1 (50%)	2
	Professional & Support	0	5 (100%)	5
Staff Category	Full time	6 (33%)	12 (67%)	18
	Part time[6]	0	4 (100%)	4
Dual Career Family	Yes	5 (33%)	10 (67%)	15
	No	1 (17%)	6 (83%)	7
Parental responsibilities[6]	Yes	5 (33%)	10 (67%)	15
	No	1 (17%)	6 (83%)	7
Other caring responsibilities[6]	Yes	2 (29%)	5 (71%)	7
	No	4 (27%)	11 (73%)	15
Discipline Category	Humanities & Social Sciences	3 (75%)	1 (25%)	4
	Technology, Design & Environment	0	4 (100%)	4
	Health & Life Sciences	2 (40%)	3 (60%)	5
	Business	1 (25%)	3 (75%)	4
	Directorates	0	3 (100%)	3
	Senior Management Team	0	2 (100%)	2

[1]Male (M), Female (F); [2]Doctoral Training Programme; [3]Researcher Training Coordinator; [4]Early Career Researcher; [5]Postdoctoral Researcher; [6]Either current or in recent past

Table 3. University Athena SWAN SAT Meeting time line

Date	September 2015	October 2015	November 2015	December 2015	January 2016	March 2016	April 2016
Purpose of Meeting	Introduction to post-May 2015 AS Charter. Final review of 2012-16 Action Plan & lessons learned. Role of SAT members. Engagement with wider colleagues. Establish data working group.	Review of statistical analysis of staff & student data and Staff Survey data. Agree focus groups. Decide on benchmarking.	Further analysis of staff data. Focus group planning.	Further analysis of student and staff data. Agree writing working group.	Focus group feedback and initial action planning. Intention to submit agreed and actioned.	SAT to consider draft of submission and Action Plan. Send out submission for peer review and feedback.	SAT to consider feedback, agree final draft of submission and Action Plan. Submit.

4. A PICTURE OF THE INSTITUTION

Recommended word count: Bronze: 2000 words | actual: 1987 words

4.1 ACADEMIC AND RESEARCH STAFF DATA

(i) Academic and research staff by grade and gender

The SAT initially analysed data to obtain an overview for 2014-15. The proportion of women at OBU is 60% (**Table 4**), compared with 54% nationally (HESA). Of 757 academic/research staff, 54% are female (45% nationally). There are more women than men in all staff groups except the Professoriate at 42% (23% nationally). Within Professional & Support (P&S) staff, women comprise 63% (**Table 4**) and within senior staff, 48% (page 50/51). The percentage of BME staff overall is 9.5% (**Table 4**), which is below the national benchmark (11.7%; see **Figure 4**).

Table 4. Gender and BME [in ()] profile of staff at Oxford Brookes 2014-15[1]

Category	Total number (BME)[2]	Male %	Female %	STEMM number (BME)[2]	Male %	Female %	AHSSBL number (BME)[2]	Male %	Female %
Professional & Support staff									
Faculties	427 (36)	30%	70%	200 (21)	32%	68%	227 (15)	28%	72%
Directorates	1113 (103)	39%	61%						
Total	**1540 (139)**	**37%**	**63%**						
Academic & Research staff									
Researchers	46 (7)	49%	51%	38 (6)	48%	52%	8 (1)	62%	38%
Lecturers	137 (21)	39%	61%	46 (5)	43%	57%	91 (16)	33%	67%
Senior Lecturers	368 (39)	39%	61%	193 (25)	42%	58%	175 (14)	37%	63%
Principal Lecturer/Reader	135 (4)	43%	57%	66 (3)	45%	55%	69 (1)	41%	59%
Professoriate	71 (8)	58%	42%	30 (7)	55%	45%	41 (1)	61%	39%
Total	**757 (79)**	**46%**	**54%**	373 (46)			384 (33)		
Associate Lecturer[3,4]	*369 (57)*	*49%*	*51%*	*251 (31)*	*55%*	*45%*	*118 (26)*	*33*	*67*
Total P&S and academic staff[4]	**2297 (218)**	**40%**	**60%**						
SMT[5]	8 (0)	50%	50%						
Total staff[4]	**2,305 (218)**	**40%**	**60%**						

[1]EDI Annual Report 2014-15: Employees (as FPE/head count). [2]where declared. [3]May hold more than one contract, therefore [4]ALs excluded from academic staff totals. [5]Senior Management Team excluding Director of Finance who is included within Directorates.

For data analysis, Principal Lecturer and Programme Lead are combined as PL (grade 12), as are all researcher grades. All data are FPE (headcount) and benchmarking data were obtained from HESA. SAT interpretation of quantitative data was aided by statistical analyses to identify significant differences; important when dealing with small numbers or multi-variate analyses.

We use 'BME' to denote all ethnicities other than white; thus it does not include minority white ethnic groups and non-British whites. We recognise the difficulties associated with aggregating multiple ethnic groups into a single category. We will

analyse differences for specific ethnic groups and gender within our race equality actions including separate consideration of UK and non-UK staff.

OBU academic grades are compared with the National Grade Structure (**Table 5**).

Table 5. OBU academic staff grade structure compared with National grade structure

Spine Point	Grades		OBU Grade		National Model Structure	
67		SS4 contribution				
66						
65		SS4 normal	Professor SS4			
64	SS3 contribution			Associate Dean SD[1] & Professor SS3		
63						
62						
62						
60	SS3 normal	SS2 contribution	Head of Department & Professor SS2 & Associate Dean SE[2]/RKE[3]			
59						
58						
57	SS1 contribution	SS2 normal		Professor SS1		
56						
55						
54						
53	SS1 normal					
52		Grade 12 contribution	Principal Lecturer & Programme Lead & Reader			
51						Grade 10 Ac 5
50						
49		Grade 12 normal				
48						
47	Grade 11 contribution			Senior Lecturer & Senior Research Fellow (to spine point 43)	Grade 9 Ac 4	
46						Grade 8 Ac 3
45						
44	Grade 11 normal					
43		Grade 10 contribution				
42						
41						
40		Grade 10 normal				
39						
38	Grade 9 contribution		Lecturer & Research Fellow			
37						
36						
35						
34	Grade 9 normal	Grade 8 contribution		Early Career Research Fellow & Associate Lecturers	Grade 7 Ac 2	
33						
32						
31		Grade 8 normal				
30						
29	Grade 7 contribution		Post-doctoral research assistant			Grade 6 Ac 1
28						
27						
26						
25	Grade 7 normal					
24						
23						

[1]Associate Dean (AD) Strategy & Development; [2]AD Student Experience; [3]AD Research & Knowledge Exchange

The gender balance of academic and research staff has not significantly changed from 2011-12 to 2014-15 (**Figure 4**), and whilst the percentage of male and female BME staff has increased, it is not significant. In comparison to both national and competitor groups, we have a greater percentage of female staff, but a slightly lower percentage of male and female BME staff (9.5% vs 11.7% nationally); this is being addressed through an EDI action plan and Race Equality Charter Mark planning.
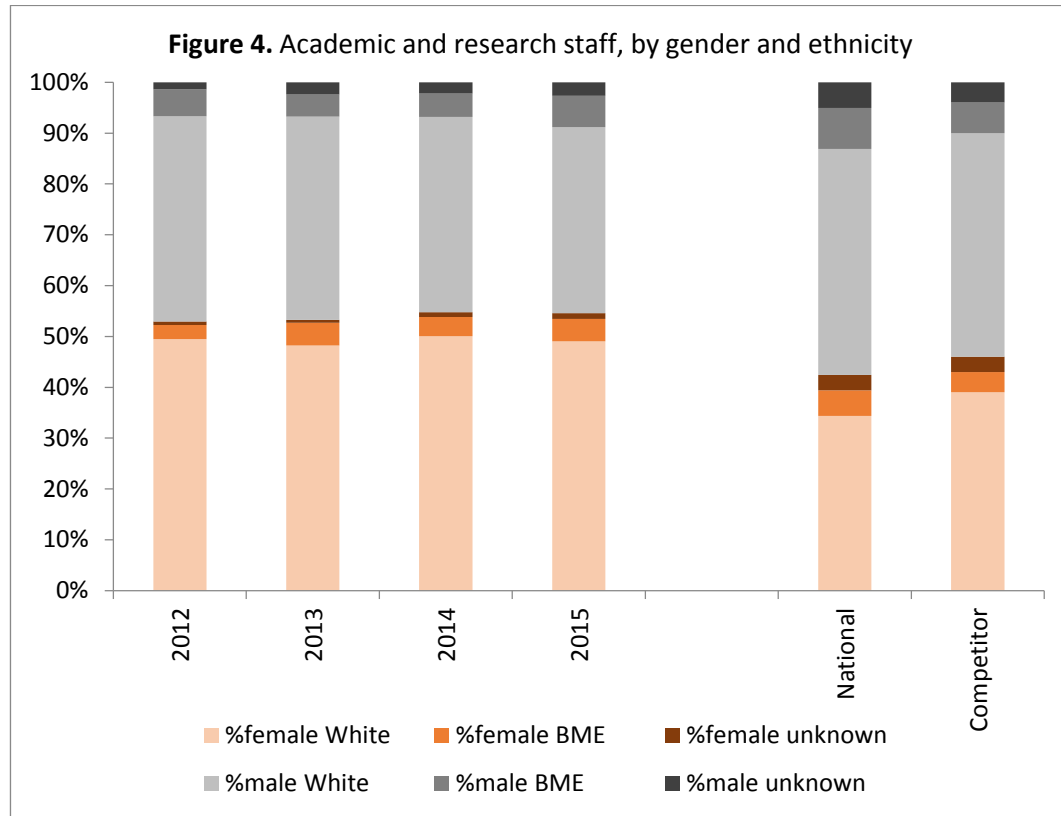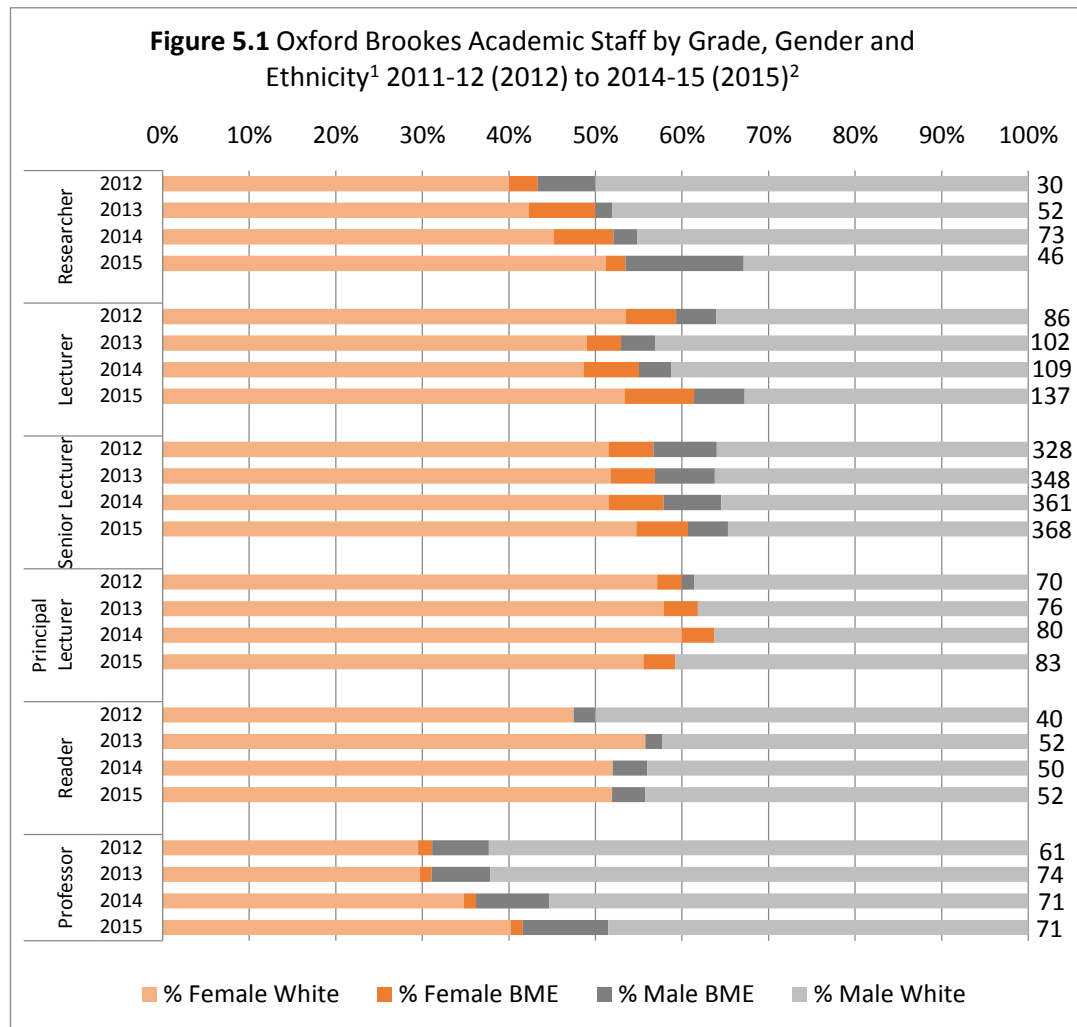
Figure 4. Academic and research staff, by gender and ethnicity

%female White	%female BME	%female unknown
%male White	%male BME	%male unknown

Figure 4. OBU academic and research staff by gender and by ethnicity (BME) over the period 2011-12 (2012) to 2014-15 (2015) and in comparison to national and competitor benchmarks (HEIDI, 2015). Our university 'competitor' set includes the Universities of Reading, Kent, Brighton, Portsmouth, Nottingham Trent and West of England.

Figure 5.1 presents our academic and research staff data by grade, gender and ethnicity from 2011-12 to 2014-15. Whilst there have been small variations in the gender balance of different roles overall (**Figure 5.1**), the differences observed within each grade over time are not significant (X^2, P>0.5 in all cases). There is no evidence of any 'pipeline leakage' for female academic staff except for the final stage between Reader/PL and Professor, however, female professors have increased since 2012 to 42%

Figure 5.1 Oxford Brookes Academic Staff by Grade, Gender and Ethnicity[1] 2011-12 (2012) to 2014-15 (2015)[2]

Legend: ■ % Female White ■ % Female BME ■ % Male BME ■ % Male White

(**Figure 5.1**).

Figure 5.1 Benchmark comparisons for 2014-15

HESA academic employment function	% Women			% BME Women (where declared)		
	OBU	Sector	Competitor Group[2]	OBU	Sector	Competitor Group[3]
Research only	51	47	48.5	5.8	8.3	6.6
Teaching & Research	54	40	45	5.2	4.4	4.2

[1]Staff with undeclared ethnicity (**see Figure 4**) have been removed from this analysis.
[2]Numbers at the end of each bar are FPE numbers of staff in that category.
[3]Universities of Reading, Kent, Brighton, Portsmouth, Nottingham Trent and West of England

In STEMM (**Figure 5.2**), there are no significant differences in the percentage of females between different grades over time (P>0.5 in all cases), indicating no evidence of a 'pipeline leakage'.

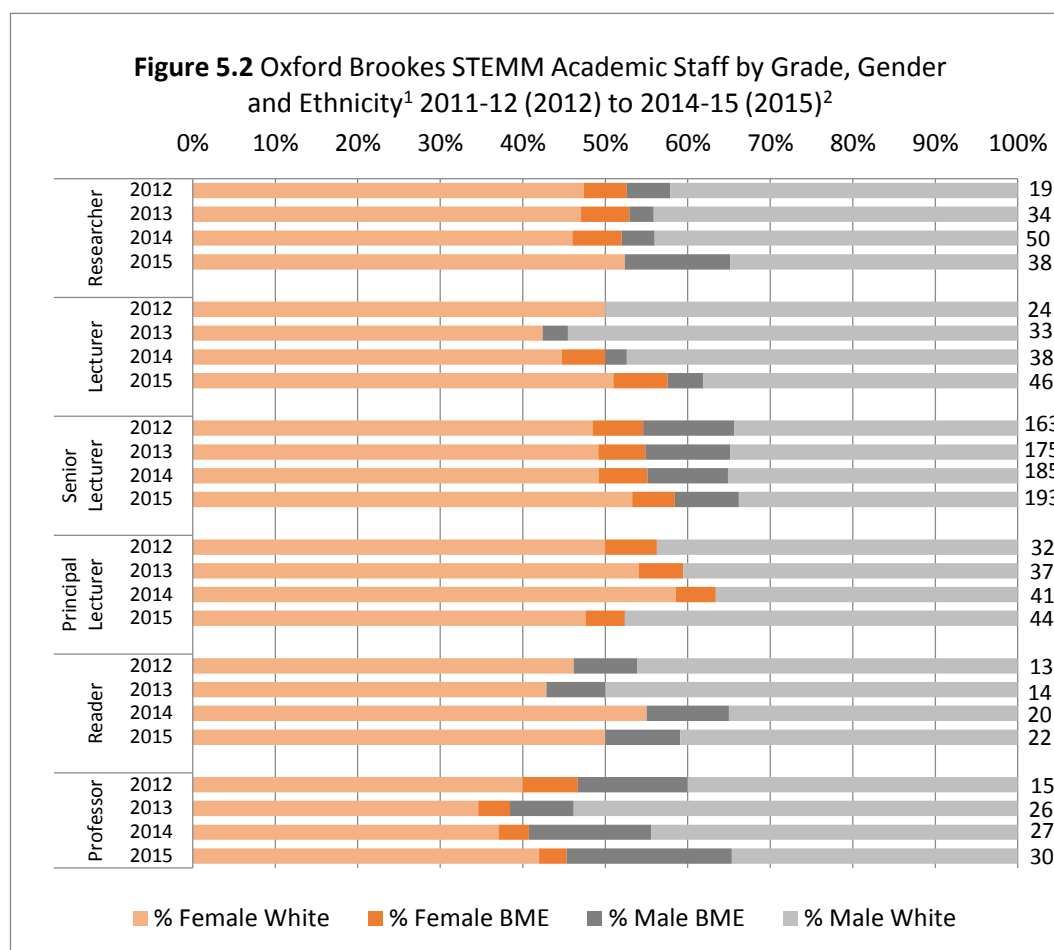**Figure 5.2** Oxford Brookes STEMM Academic Staff by Grade, Gender and Ethnicity[1] 2011-12 (2012) to 2014-15 (2015)[2]

Figure 5.2 STEMM benchmark comparisons for 2014-15

HESA academic employment function	% Women			% BME Women (where declared)		
	OBU	Sector	Competitor Group[1]	OBU	Sector	Competitor Group[3]
Research only	52	45.5	46	3.3	8.4	6.0
Teaching & Research	50	35	39	4.6	3.7	4.0

[1]Staff with undeclared ethnicity (**see Figure 4**) have been removed from this analysis.
[2] Numbers at the end of each bar are FPE numbers of staff in that category.
[3]Universities of Reading, Kent, Brighton, Portsmouth, Nottingham Trent and West of England

In AHSSBL (**Figure 5.3**), however, the gender balance at Professor/HoD/AD is male biased for all years in comparison to other grades (X^2, $P < 0.005$ in all cases). These data provide evidence of 'leakage' in the AHSSBL 'pipeline' at the final stage of career progression, although the number of female professors has increased over time (**Figure 5.3**). This accounts for the differences observed between Reader/PL and Professor/HoD/AD grades overall (**Figure 5.1**). We will investigate the reasons (including appointment and promotion routes) (**Action 2.1**), and require our AHSSBL

faculties to address this concern (**Priority Action 1.2**). The low percentage of AHSSBL female researchers compared to the sector is not significant due to very small numbers at OBU (**Figure 5.3**).
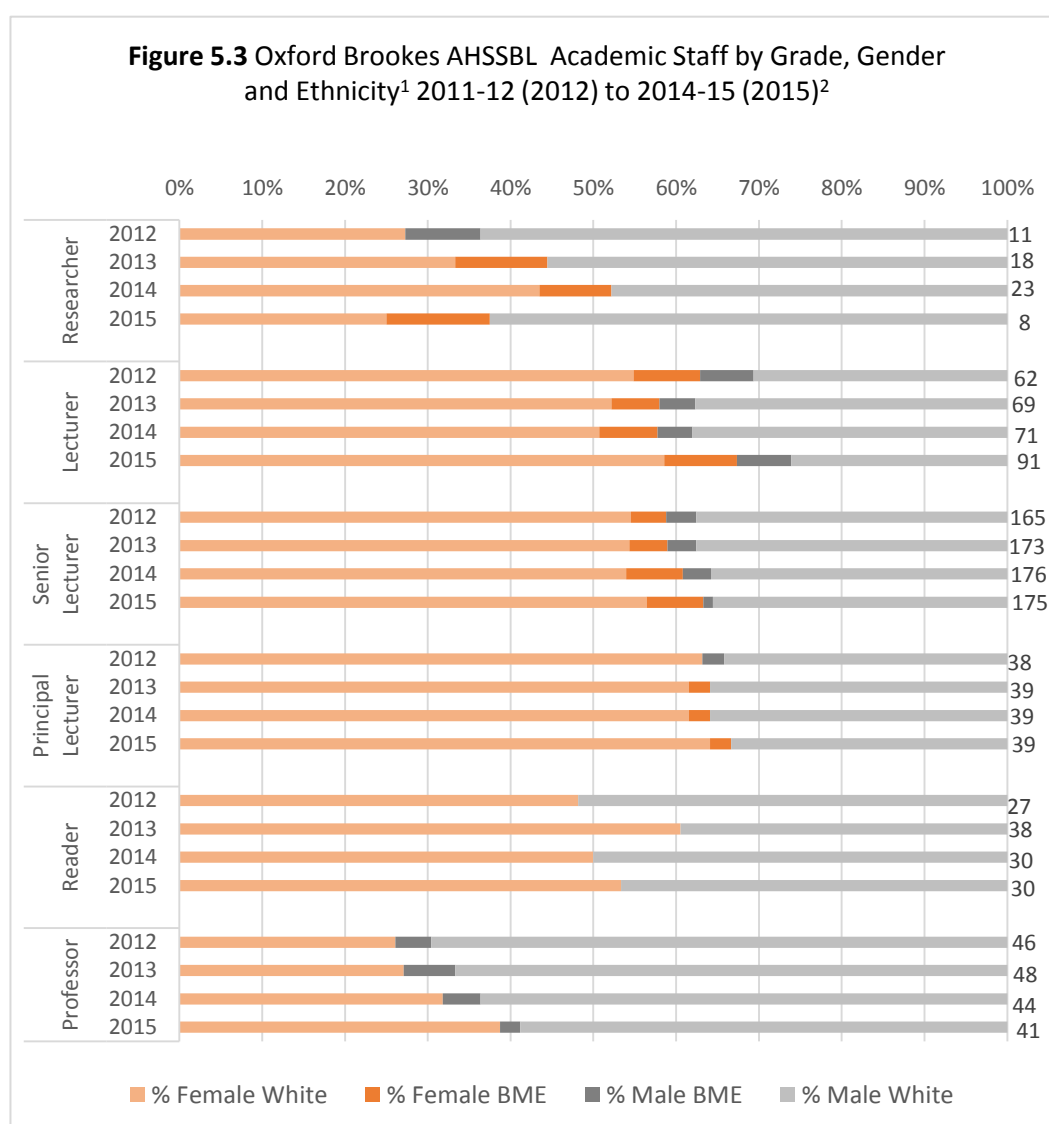
Figure 5.3 Oxford Brookes AHSSBL Academic Staff by Grade, Gender and Ethnicity[1] 2011-12 (2012) to 2014-15 (2015)[2]

% Female White   % Female BME   % Male BME   % Male White

Figure 5.3 AHSSBL benchmark comparisons for 2014-15

HESA academic employment function	% Women			% BME Women (where declared)		
	OBU	Sector	Competitor Group[1]	OBU	Sector	Competitor Group[3]
Research only	38	55	59.5	12.5	7.7	8.1
Teaching & Research	58	45.5	50	5.3	5.1	4.4

[1]Staff with undeclared ethnicity (**see Figure 4**) have been removed from this analysis.
[2] Numbers at the end of each bar are FPE numbers of staff in that category.
[3]Universities of Reading, Kent, Brighton, Portsmouth, Nottingham Trent and West of England

Figures 5.1 to **5.3** also analyse staff data by ethnicity (declared BME). Neither STEMM nor AHSSBL have compositions that differed from the relevant HESA sector benchmarks (X^2, $0.1 < P < 0.9$). The BME proportions in most grades are variable between years, and the proportions of BME staff at PL/Reader grades are lower than at other grades;

although the latter does not approach statistical significance (X^2, P > 0.2 in all cases), it is a concern. Our EDI Action Plan commits us to improve the workforce diversity; we will specifically investigate the low numbers and gender differences between BME female PLs and BME male Readers, and lower BME representation in AHSSBL (**Priority Action 2.2**).
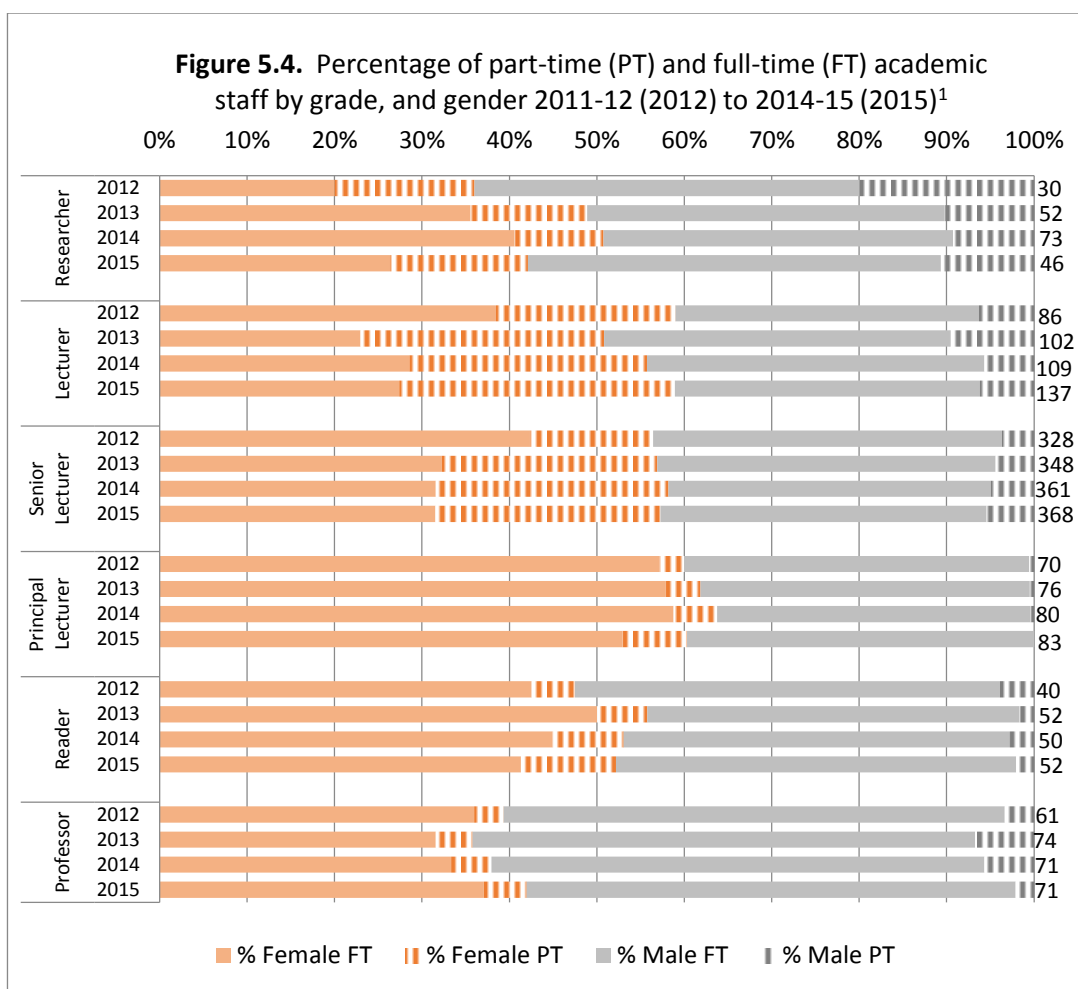
The overall academic gender balance in STEMM (**Figure 5.2**) and AHSSBL (**Figure 5.3**) did not differ significantly from national benchmarking (HESA) data (STEMM X^2 = 0.1, P>0.1; AHSSBL X^2 = 3.3, P>0.05), but differences were identified when we analysed the data at specific-subject levels. In HLS, the percentage of female academics in Applied Health & Professional Development (79%), Nursing (77%), Psychology, Social Work & Public Health (67%) and Sport and Health Sciences (60%) were greater than the sector benchmarks (X^2, P<0.01 in all cases). In TDE, Arts also had more females (64%) (X^2 = 4.7, P <0.05).

HLS are committed to continuing to encourage men to study nursing and health professions, as they recognise that in order to address the imbalance of academic staff, they need first to diversify the pool of graduating students (HLS Silver Action Plan; **Priority Action 1.2**). Whilst the percentage of female staff within TDE does not differ from benchmark averages at Faculty or subject-specific levels, Departments with a low percentage of female staff (CCT and MEMS; **Table 1**, page 10) are committed to increase the number of female students and staff (TDE Bronze re-application; **Priority Action 1.2**).

Analysis of staff data by contract type (part-time or full-time) and by gender (**Figure 5.4**, 25), over the period 2012-15, indicates that the proportion of part-time staff has not changed significantly within grades, either overall or within STEMM/AHSSBL (X^2, P > 0.2 in all cases).

There are more part-time females than males at SL grade (Fisher's P= 0.004), but not at any other grades in either STEMM or AHSSBL (Fisher's P >0.7). For both sexes, the proportion of part-time academics is significantly lower above the SL grade in both STEMM and AHSSBL (Fisher's P < 0.05 in all cases for each year).

This may indicate that it is more difficult to work part-time above SL grade, or for part-time staff to achieve promotion, leading to **Priority Action 2.3** to support career progression of part-time staff.
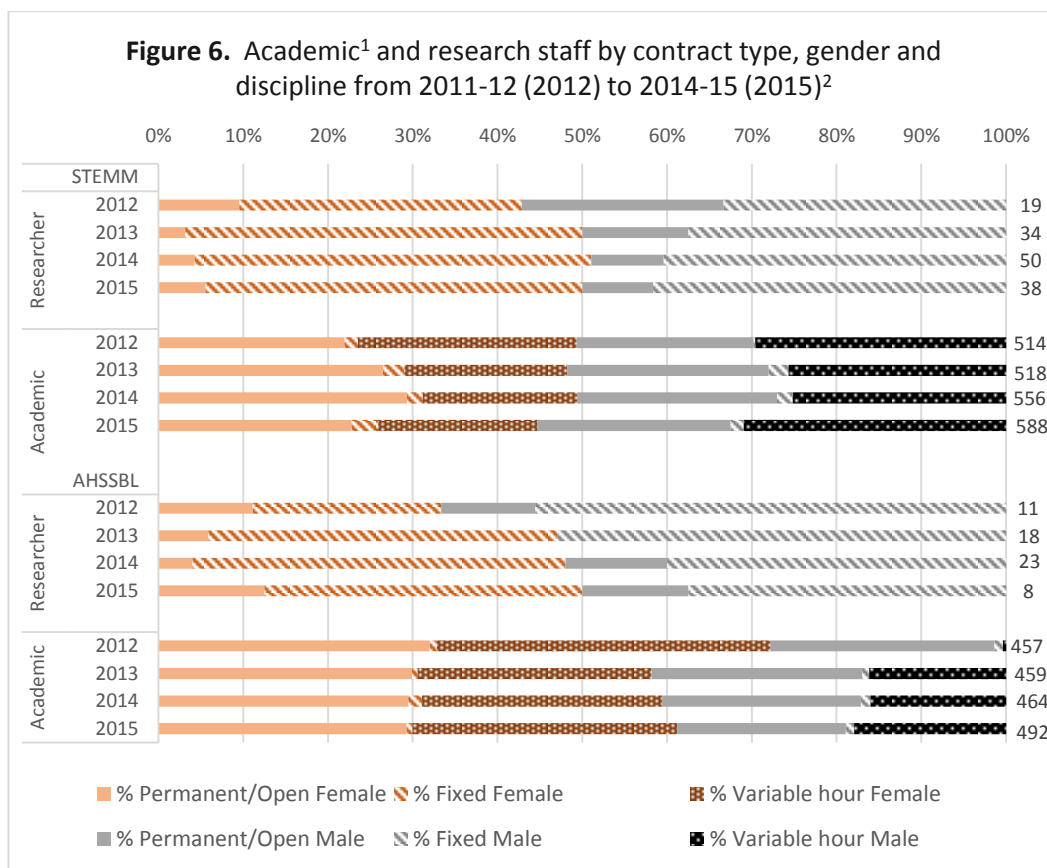
Figure 5.4. Percentage of part-time (PT) and full-time (FT) academic staff by grade, and gender 2011-12 (2012) to 2014-15 (2015)[1]

Legend: ■ % Female FT   ▥ % Female PT   ■ % Male FT   ▥ % Male PT

Researcher: 2012 = 30, 2013 = 52, 2014 = 73, 2015 = 46
Lecturer: 2012 = 86, 2013 = 102, 2014 = 109, 2015 = 137
Senior Lecturer: 2012 = 328, 2013 = 348, 2014 = 361, 2015 = 368
Principal Lecturer: 2012 = 70, 2013 = 76, 2014 = 80, 2015 = 83
Reader: 2012 = 40, 2013 = 52, 2014 = 50, 2015 = 52
Professor: 2012 = 61, 2013 = 74, 2014 = 71, 2015 = 71

[1]Numbers at the end of each bar are FPE numbers of staff in that category.

(ii)   Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Figure 6 illustrates the percentage of academic and research staff on permanent, fixed-term or variable-hour contracts (we do not use zero-hour contracts) by gender and discipline over the period 2011-12 to 2014-15. Most staff on fixed-term contracts are on research grades and there are no significant differences between the proportions for male and female, or STEMM and AHSSBL (Fisher's P > 0.9).

Amongst other academics, there are no differences in the proportions of AHSSBL males and females on different contracts ($X_{(2)}^2$ = 2.3 P >0.1) but amongst STEMM academics, a higher proportion of males than females are on permanent posts and proportionately more females than males are on variable-hours contracts ($X_{(2)}^2$ = 6.7 P > 0.05). Almost all staff on variable-hours contracts are Associate Lecturers (AL) who support teaching in professional-based disciplines such as Studio Demonstrators in Architecture (seconded from Professional Practices) or Practitioner Lecturers in Nursing seconded from the NHS (almost all female).

Figure 6. Academic[1] and research staff by contract type, gender and discipline from 2011-12 (2012) to 2014-15 (2015)[2]

[1]Associate Lecturers are included in staff numbers in this analysis.
[2]Numbers at the end of each bar are FPE numbers of staff in that category.

To address AL career progression, the OBU AL Policy (a response to our previous Action Plan) aims to ensure that ALs having undertaken at least 110 hours for two consecutive years will normally be offered a permanent fractional appointment at Lecturer level and can progress to SL. We will regularly review our AL Policy for gender disparities (**Action 2.4**).

All staff on fixed-term appointments (academic or research) are eligible to be considered for redeployment across the institution through a centrally-coordinated redeployment scheme, which ensures staff are considered for vacancies before they are released for external advertisement. In addition, central and faculty research funds are used to provide a bridge between researcher contracts, where grant funding announcements are awaited; this will continue (**Action 2.5**).

Fixed-term research fellows in HLS undertake a programme of career development, teaching and outreach/supervision to prepare them for making successful applications for permanent academic posts at OBU or elsewhere, enabling seven (5 female) to obtain permanent posts in the Faculty; we will roll out this good practice to support all Research Fellows (**Action 2.5**).

(iii) **academic staff by contract function and gender: research-only, research and teaching, and teaching-only**

Figure 7 analyses the number of academic and research staff by contract function, gender and discipline over the period 2011-12 to 2014-2015. Academic staff on research-only contracts comprise PDRAs, Research Fellows and Senior Research Fellows. The majority are employed on fixed-term contracts [4.1 (ii)] and all are encouraged to participate in our Researcher Training Programme to develop their careers in academia or elsewhere [5.3 (i)]. We will continue to support researchers using bridging funds and our redeployment scheme (**Action 2.5**).

OBU does not normally employ academic staff on teaching-only contracts with the exception of hourly-paid ALs, who are employed according to our AL Policy to ensure consistency across the institution, and English Language teachers within OBI (**Figure 7;** also **Table 1**, page 10). The gender balance of ALs does not differ from that of the permanent academic staff in either STEMM or AHSSBL (X^2, P>0.4 and P>0.2, respectively; **Table 4**, page 18).

Figure 7. Academic[1] and research staff by contract type (Research, Research and Teaching and Teaching-only), by gender and by discipline from 2011-12 (2012) to 2014-15 (2015)[2]
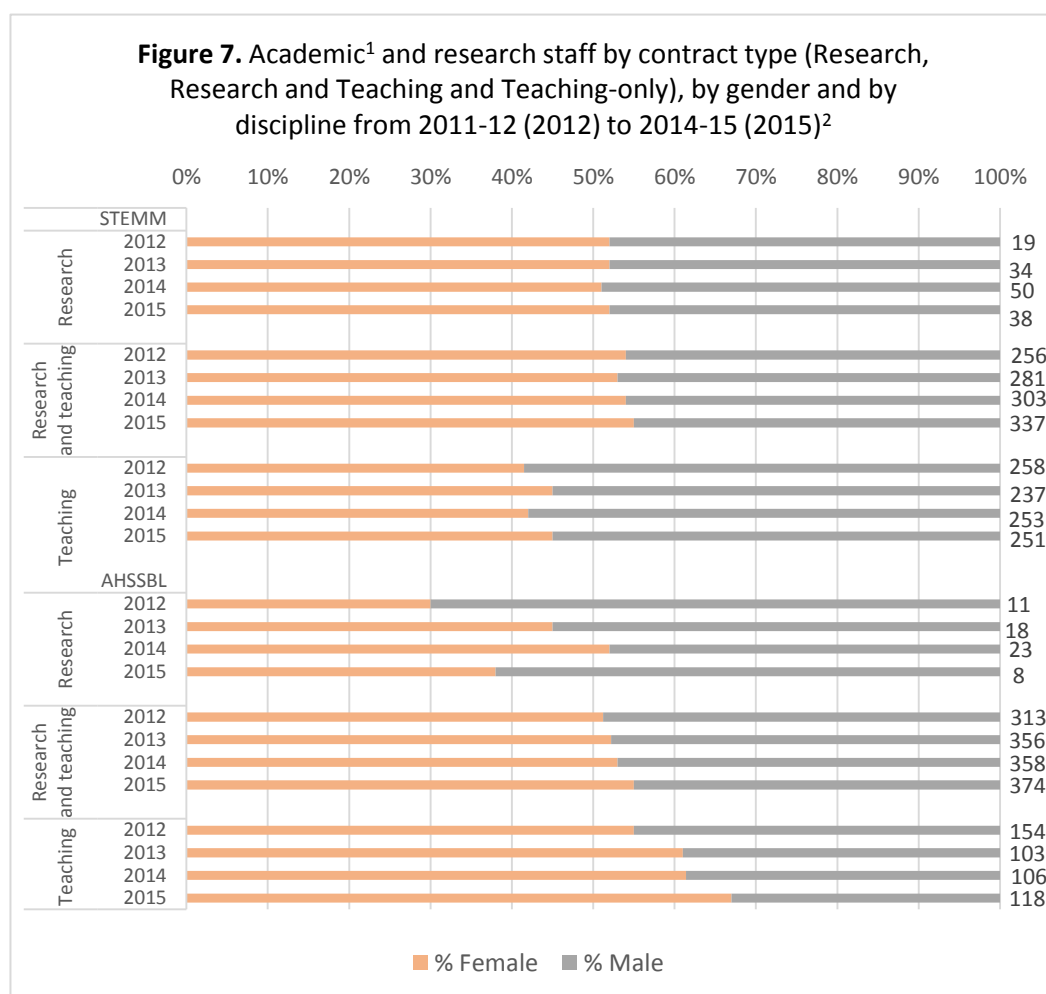
[1]Associate Lecturers are included in this analysis. [2]Numbers at the end of each bar are FPE numbers of staff in that category.

Almost all academic staff on L, SL, PL, Reader or Professor grades have contracts that define a contribution to teaching, research and/or scholarly activity and administration, although the balance of activities varies according to individual workload plans (WLP) and roles. WLP tariffs and policy are set and monitored centrally through the WLP Group and are managed by Deans, HoDs and Programme Leads within Faculties [see 5.1 (iv)]. All academic staff have a minimum tariff for scholarly activity with many staff (65%) also being awarded additional research tariffs in one of three bands [5.1 (iv)].

(iv)   Academic leavers by grade and gender

Research and academic staff leavers by grade and by gender, 2011-12 to 2014-15 (**Figure 8.1**, page 29), show that most leavers are from the Researcher and SL grades.

Most researchers are on externally-funded fixed-term contracts, with 6-18% of STEMM and 29-60% of AHSSBL researchers leaving per year; suggesting AHSSBL researchers are employed on shorter contracts. Numbers leaving the SL grade (the main academic grade) represent small percentages of that grade (3-12%) and correspond largely to movements to posts outside OBU and to retirement.

When the data are further analysed by discipline (STEMM **Figure 8.2**, page 30; AHSSBL, **Figure 8.3**, page 31), there are no statistical differences in the proportions of each gender that leave each grade in either STEMM or AHSSBL (Fisher's 0.2 < P > 0.8), except at Professorial level where a higher proportion of males (8-27%) than females have left (0-8%) (Fisher's P <0.05). This is largely due to retirement or movement to positions elsewhere.

Table 6 shows academic and research staff leavers by gender and by contract type (part-time vs full-time). There are no differences in the proportions of males and females leaving full-time posts in STEMM compared with AHSSBL (Fisher's P > 0.4 in all cases). Additionally, the turnover of males and females in full-time posts tends to be higher than for part-time for all grades except Professor, although the differences are not significant (Fisher's P > 0.4 in all cases). The relatively high turnover of male part-time professors is largely due to phased retirement, particularly in 2014.

Table 6. The number (FPE) and percentage turnover of full-time (FT) versus part-time (PT) leavers by grade and gender for the combined period 2012-15[1]

Contract type	Academic staff grade											
	Researcher		Lecturer		Senior Lecturer		Principal Lecturer		Reader		Professor	
	M	F	M	F	M	F	M	F	M	F	M	F
FT staff numbers	30	21	9	9	17	24	4	8	0	1	14	1
% FT staff turnover	44%	31%	11%	12%	2%	6%	5%	4%	0	1%	10%	1%
PT staff numbers	5	3	1	1	6	7	1	0	0	0	7	1
% PT staff turnover	25%	12%	2%	2%	3%	2%	4%	-	-	-	21%	3%

All leavers are invited to complete an exit survey, and any issues identified are followed up by interview. Not all staff (57%) give reasons for leaving, but where declared, 24% moved to other academic institutions, 7% retired, whilst the remainder moved out of employment (8% female, 3% male). We will improve the exit survey to include more questions related to equality and diversity including part-time and flexible working (**Action 2.6**).
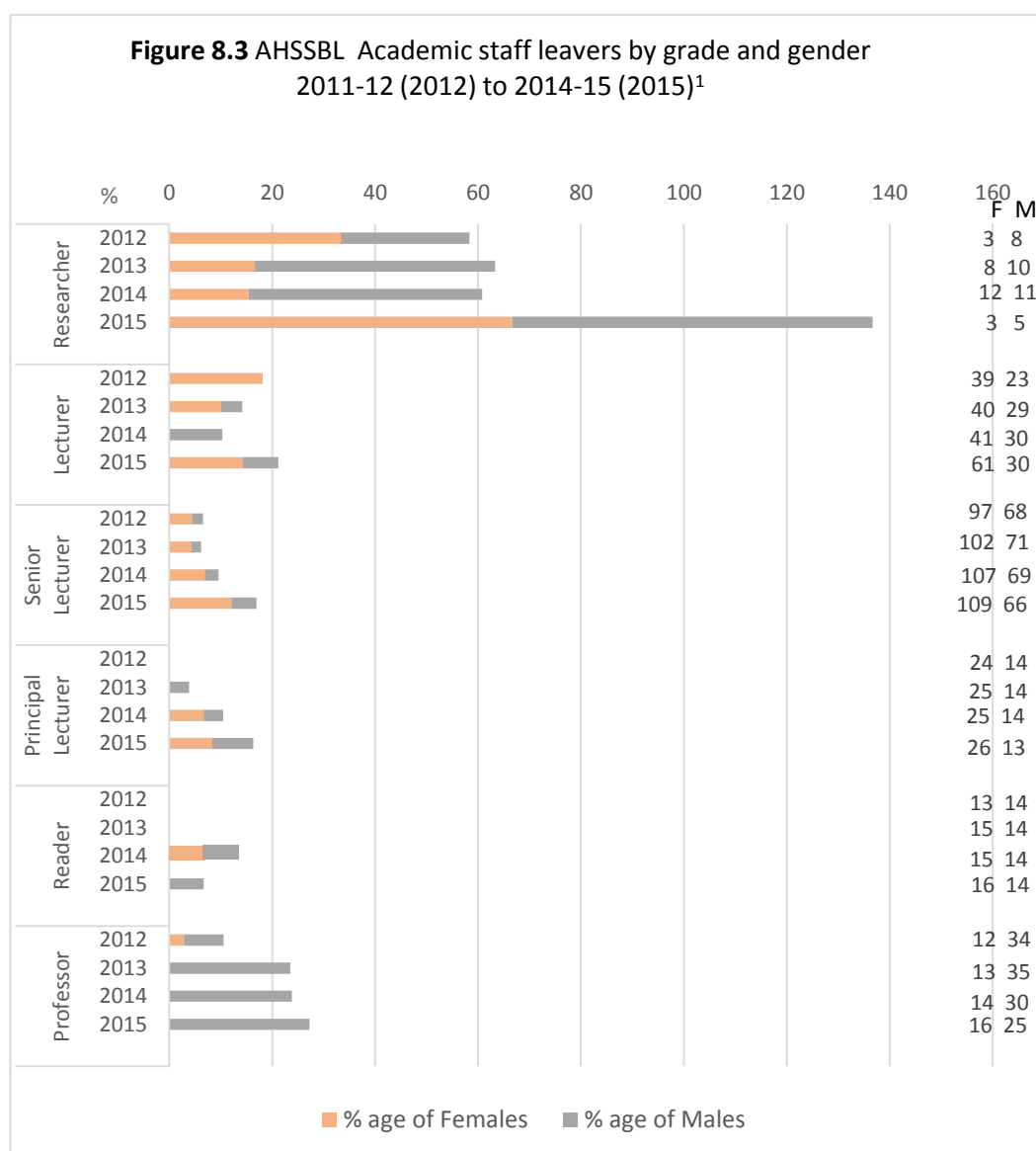

Figure 8.1 Academic staff leavers by grade and gender 2011-12 (2012) to 2014-15 (2015)[1]
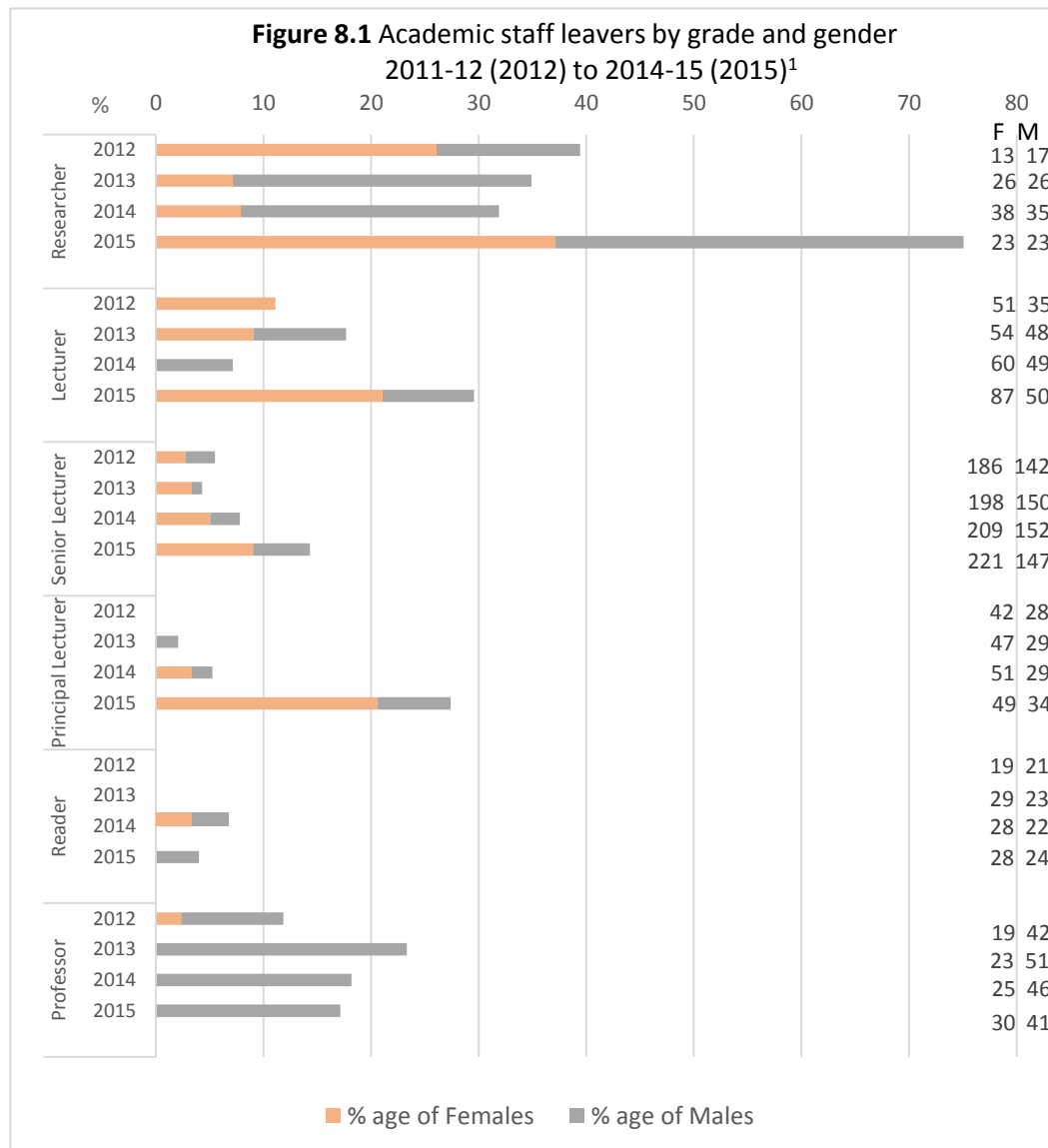
[1]Numbers at the end of each bar are FPE numbers of total staff by gender (M male, F female) in that category.

Figure 8.1. Percentage turnover of academic staff leavers by grade and gender 2011-12 to 2014-15. The percentages are the percent of each gender leaving (percentage turnover). The numbers stated are the total number of staff in each gender and grade.
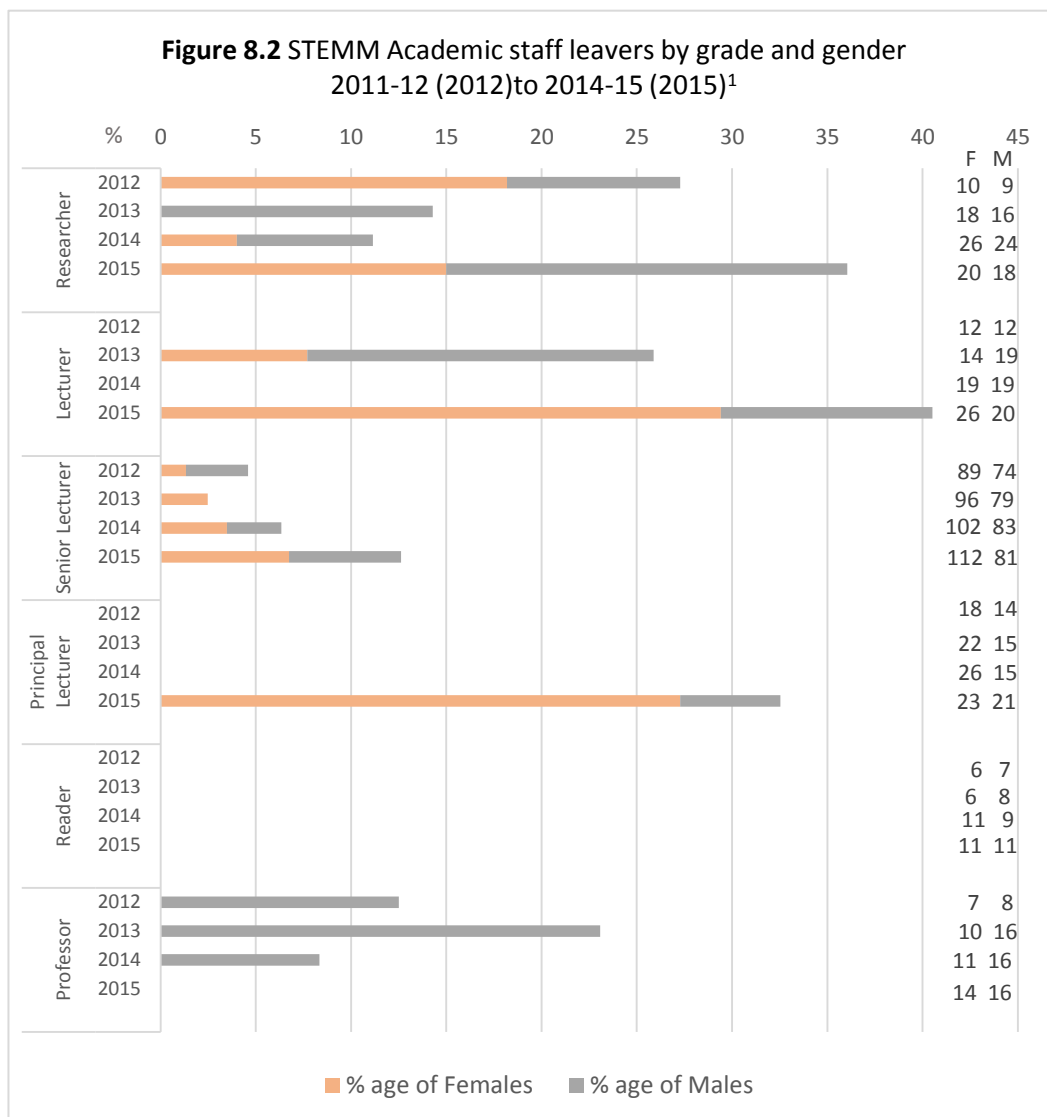
Figure 8.2 STEMM Academic staff leavers by grade and gender 2011-12 (2012)to 2014-15 (2015)[1]

[1]Numbers at the end of each bar are total FPE numbers of staff by gender (M male, F female) in that category.

Figure 8.2. Percentage turnover of STEMM academic staff leavers by grade and gender 2011-12 to 2014-15. The percentages are the percent of each gender leaving (percentage turnover). The numbers stated are the total number of each gender in each grade.

Figure 8.3 AHSSBL Academic staff leavers by grade and gender 2011-12 (2012) to 2014-15 (2015)[1]

[1]Numbers at the end of each bar are total FPE numbers of staff by gender (M male, F female) in that category.

Figure 8.3. Percentage turnover of AHSSBL academic staff leavers by grade and gender 2011-12 to 2014-15. The percentages are the percent of each gender leaving (percentage turnover). The numbers stated are the total number of each gender in each grade.

(v)   Equal pay audits/reviews

OBU conducts regular equal pay audits. The last audit (2013) found no significant gender pay gaps, but resulted in actions to increase awareness of our academic promotions process across all staff (such as improved webpage information and regular Academic Promotion Roadshows), as well as the introduction of our policy on the employment and progression of ALs. All actions have been completed. The next audit is underway and will report later in 2016, alongside a review of the impact of the AL policy. Any gender inequality highlighted in the 2016 Pay Audit or AL Policy review will be addressed in our action plan (**Action 2.7**).

Actions relating to Section 4.1 Academic and Research staff

Action 2.1 Investigate further the pipeline drop off between Reader/PL and Professor in AHSSBL – at University and at Faculty level - and put in place relevant actions; relates also to **Action 1.2**.

PRIORITY Action 2.2 Investigate further the discipline-specific BME differences highlighted in our data, especially in relation to Readers and PLs, through focus groups and the newly established BME staff forum. Put in place action plan and analyse for impact.

PRIORITY Action 2.3 Investigate further the barriers to progression above SL for part-time staff through the staff survey and focus groups, so that these can be addressed to support the career progression of part-time staff, e.g. through role models, promotion criteria and career development support.

Action 2.4 Regular review of the AL policy to ensure no gender bias in its application.

Action 2.5 Promote good practice for supporting Research Fellows (RF) to obtain permanent academic posts. Encourage RF to participate in the new Researcher Development Framework. Ensure bridging funds and redeployment opportunities are maintained.

Action 2.6 Introduce new questions on equality and inclusion into the exit survey.

Action 2.7 Implement actions arising from the 2016 Equal Pay Audit in relation to any identified inequality.

SECTION 4.2 SILVER AWARDS ONLY

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 5000 words | actual: 5403

5.1 KEY CAREER TRANSITION POINTS: ACADEMIC STAFF

(i) recruitment

Analysis of academic/researcher recruitment data by gender, grade and STEMM/AHSSBL over time provided complex data sets in which it was difficult to detect trends. To investigate gender or discipline-related differences in recruitment, aggregated data from 2012-15 were analysed (**Table 7**). *However, the individual data sets were subjected to full statistical analysis and no overall bias by gender, discipline or by grade over the years 2012 to 2015 was detected (Fisher's 0.2<P>0.9).*

There were no statistical differences between male/female applicants for researcher posts either overall or within STEMM/AHSSBL (Fisher's P> 0.6). Despite some variation in the gender proportions throughout the recruitment stages, these differences were not significant at any stage (Fisher's 0.2 < P < 0.8). Although more male applicants were shortlisted, more female candidates were successful after interview, so that overall there was no difference between male/female success rates. Nevertheless, we will investigate these differences further (**Action 3.1**).

Table 7. Recruitment statistics for the period 2011-12 to 2014-15[1]

Category	Applicants M = male F = female				Short-listed as % of gender applicants				Offers as % of gender short-listed				Offers as % of applicants	
	M	%M	F	%F	M	%M	F	%F	M	%M	F	%F	M%	F%
Researcher[2]														
Total 2012-15	351	52%	321	48%	154	44%	124	39%	56	36%	51	41%	16%	16%
STEMM 2012-15	127	51%	122	49%	51	40%	37	30%	23	45%	21	57%	18%	17%
AHSSBL 2012-15	224	53%	199	47%	103	46%	87	44%	33	32%	30	34%	15%	15%
Academic[3]														
Total 2012-15	631	56%	494	46%	114	18%	107	22%	39	34%	54	50%	6%	11%
STEMM 2012-15	215	58%	157	42%	49	23%	61	39%	21	43%	37	61%	10%	24%
AHSSBL 2012-15	416	55%	337	45%	65	16%	46	14%	18	28%	17	37%	4%	5%

[1] Headcount. [2] PDRA and Research Fellow. [3] Lecturer, SL, Reader/PL and Professor

For academic staff, more men than women applied for posts in both STEMM and AHSSBL (Fisher's P< 0.05 in both cases), but in STEMM a higher proportion of females were shortlisted (Fisher's P < 0.02) and offered posts in comparison with males. In contrast, the gender ratio of shortlisted to successful candidates was not significantly different from the applicant ratio in AHSSBL posts (Fisher's P > 0.5). Faculties will

investigate these differences further, for example, to ensure that there are no hidden subject-specific gender disparities (**Action 1.2**).

The Recruitment & Selection Policy (R&SP) requires a gender (and if practicable, ethnicity) mix on interview panels. All staff involved in recruitment must attend initial (one-day) training with mandatory refresher training every three years. We revised recruitment training (2015) to include unconscious bias and a specific briefing is provided to senior staff and Governors.

Recruitment webpages have been updated to ensure that images and text reflect EDI as well as arrangements to support work-life balance. Analysis of other webpages, however, show variability in the diversity of images used and in some cases this correlates with the under-representation of women (e.g. Mechanical Engineering & Maths) or men (e.g. Nursing) leading to **Action 9.8** [5.6 (x)].

CDPRP has carried out research into women's under-representation in senior roles in HE and developed a number of interventions employed at OBU. We use search firms for senior roles and insist that they find the widest possible pool of candidates; our data show good representation of women (48%) in senior posts (see page 50).

CDPRP is currently conducting research for HEFCE on the use of search firms for senior appointments in relation to diversity and gender; any recommendations from this study will be implemented (**Action 3.2**).

(ii) Induction

Staff attend a mandatory induction programme, which was revised following a consultative evaluation (2015). Hosted by a member of SMT, 'Welcome to Brookes' provides an overview of strategy, guiding principles and commitment to EDI. Attendance is monitored as part of probation (85% attendance, 2015).

OBU requires new staff to complete mandatory online EDI training. Recently, completion rates have reduced to 53%. In response to staff feedback, HR are reviewing the course, as part of a review of equality training, to improve quality and staff completion rates (**Action 3.3**). We have already increased information about our EDI Policy in the 'Welcome to Brookes' session, revised Recruitment training and improved the EDI web pages.

New academic staff have an initial Personal Development Review (PDR) with their line manager [5.3 (ii)] during induction, providing an initial opportunity to discuss career plans and personal development. They are also invited to attend our 'Your First Three Years' programme [5.3 (i)].

Since 2015, new P&S staff in Faculties and Directorates have been offered a 'buddy' or mentor to improve their induction experience; we will monitor the uptake and review to make improvements in 2016-17 (**Action 3.4**).

Actions relating to 5.1 (i) Recruitment and (ii) Induction

Action 3.1 Investigate reasons for gender imbalance in short-listing and interview stages in the recruitment of research staff. Ensure actions to redress are included in R&S guidance and training.

Action 3.2 Review and action as required any EDI-related recommendations arising from the CDPRP study on the use of search firms for senior staff appointments.

Action 3.3 Review and make changes to EDI training for new staff as part of induction and monitor uptake.

Action 3.4 Review and make changes, as required, to the mentor/buddy scheme for Professional & Support staff.

(iii) Promotion

OBU's academic career structure is shown in **Table 5** (page 19). Vacancies for academic management roles (Programme Lead, HoD and AD) are filled through competitive processes. Staff may apply for the title Reader or Professor through the annual promotion process. All grades, including Professor, comprise a defined number of pay bands; staff reaching the top can apply for contribution-related salary points (CRSP) (**Table 5**). A central review panel (50% female) considers applications for CRSP awards annually.

Promotion data over time have been aggregated to enable meaningful analysis by gender, discipline and ethnicity (**Tables 8.1** and **8.2**, pages 36-37). In future, we will also analyse rates of application for promotion in proportion to pools of eligible staff (**Action 4.1**). Lecturers can apply for SL 12 months after appointment, subject to a satisfactory PDR and matching duties against the HERA role profile. Applications are assessed by a panel of HR and Faculty representatives (60% female). All STEMM lecturers were successful (**Table 8.1**), while, full-time AHSSBL female staff were less successful; detailed analysis indicated that female staff in Business accounted for most differences. Senior FoB colleagues will be supported to redress the underlying reasons (**Action 4.2**).

Promotion to PL, PLSE, Reader or Professor is through application for a vacant position, or more commonly through the annual promotions round. A promotions panel chaired by the VC (2 male, 5 female, 2015-16) including external membership (female) considers applications against published criteria with external references.

OBU has developed five pathways to promotion to professor to reflect staff contributions to university goals. We believe these pathways have contributed to the strong representation of women in the Professoriate (42%, 2015-16):

- Research
- Teaching, Learning & Assessment
- Enterprise & Knowledge Exchange
- Professional Achievement
- Academic Leadership

Table 8.1. Promotion statistics to SL, PLSE or Reader by gender, ethnicity and discipline; part-time staff shown separately in ()

Combined data for 2011-12 to 2014-15 A Applied; S Successful			Lecturer to SL			SL to PL(SE)			SL to Reader		
			A	S	%S	A	S	%	A	S	%S
STEMM	Male	White	11 (1)	11 (1)	100 (100)	3 (0)	0 -	- -	4 (0)	2 -	50 -
		BME	2 (0)	2 -	100 -	0 (0)	- -	- -	3 (0)	1 -	33 -
	Female	White	2 (1)	2 (1)	100 (100)	5 (0)	3 -	60 -	8 (0)	4 -	50 -
		BME	1 (0)	1 -	100 -	0 (0)	- -	- -	0 (0)	- -	- -
AHSSBL	Male	White	16 (4)	13 (4)	68 (100)	4 (1)	2 (1)	50 (100)	17 (1)	9 (1)	53 (100)
		BME	0 (0)	- -	- -	0 (0)	0 -	- -	0 (0)	0 -	- -
	Female	White	10 (9)	5 (7)	50 (78)	4 (0)	1 -	25 -	13 (3)	6 (2)	46 (67)
		BME	2 (1)	2 (0)	100 (0)	2 (0)	0 -	0 -	2 (0)	1 -	50 -
All	Male		29 (5)	26 (5)	90 (100)	7 (1)	2 (1)	29 (100)	24 (1)	12 (1)	50 (100)
	Female		15 (11)	10 (8)	67 (73)	11 (0)	4 -	36 -	23 (3)	11 (2)	48 (67)
All	STEMM		16 (2)	16 (2)	100 (100)	8 (0)	3 -	38 -	15 (0)	7 -	47 -
	AHSSBL		28 (14)	18 (11)	69 (79)	10 (1)	3 (1)	30 (100)	32 (4)	16 (3)	50 (75)
All	White		39 (15)	31 (13)	79 (87)	16 (1)	6 (1)	38 (100)	42 (4)	21 (3)	50 (75)
	BME		5 (1)	5 (0)	100 (0)	2 (0)	0 -	0 -	5 (0)	2 -	40 -
All			44 (16)	34 (13)	77 (81)	18 (1)	6 (1)	33 (100)	47 (4)	23 (3)	49 (75)

About 33% SL were successful in their application for promotion to PLSE and 49% to Reader (**Table 8.1**). Although numbers for PLSE are too small to be statistically significant, it is clear that overall, the success rate is lower than for other promotion routes; this will be examined further and actions to redress put in place (**Action 4.3**).

There was no gender or ethnicity bias in promotion success to Professor S1 (49%) or S2-4 (67%) (**Table 8.2**). However, STEMM colleagues (male and female) appeared more likely to be promoted than AHSSBL colleagues at the S2-4 grades. More AHSSBL colleagues applied, suggesting that STEMM academics (male and female) may wait until they are more certain of meeting the criteria or that STEMM faculties are more cautious in recommending staff to submit applications; or it may also mean that criteria are more difficult to interpret in AHSSBL (**Action 4.4**). Of concern, although not significant due to small numbers, was the lack of success of part-time AHSSBL females for promotion to Professor, leading to **Actions 4.5** and **2.3**.

Table 8.2. Professorial promotion statistics by gender, ethnicity and discipline; part-time staff shown separately in ()

Combined data for 2011-12 to 2014-15 A Applied; S Successful			Reader/PL to Professor S1			Professor S1 to S2, S3 or S4		
			A	S	%S	A	S	%S
STEMM	Male	White	14 (0)	5 -	36 -	4 (0)	4 -	100 -
		BME	3 (0)	1 -	33 -	1 (0)	1 -	100 -
	Female	White	5 (0)	3 -	60 -	1 (1)	1 (1)	100 (100)
		BME	0 (0)	- -	- -	0 (0)	- -	- -
AHSSBL	Male	White	10 (0)	6 -	60 -	16 (0)	8 -	50 -
		BME	1 (0)	1 -	100 -	0 (0)	0 -	- -
	Female	White	16 (4)	8 (0)	50 (0)	8 (0)	6 -	75 -
		BME	0 (0)	- -	- -	0 (0)	- -	- -

All	Male		28 (0)	13 -	46 -	21 (0)	13 -	62 -
	Female		21 (4)	11 (0)	52 (0)	9 (1)	7 (1)	78 (100)
All	STEMM		22 (0)	9 -	41 -	6 (1)	6 (1)	100 (100)
	AHSSBL		27 (4)	15 (0)	56 (0)	24 (0)	14 -	58 -
All	White		45 (4)	22 (0)	49 (0)	29 (1)	19 (1)	66 (100)
	BME		4 (0)	2 -	50 -	1 (0)	1 -	100 -
All			**49 (4)**	**24 (0)**	**49 (0)**	**30 (1)**	**20 (1)**	**67 (100)**

For all promotion steps (**Tables 8.1 and 8.2**), there were no significant differences between the success rates of candidates from STEMM or AHSSBL or when analysed by gender or ethnicity or contract type (Fisher's $0.5 < P < 0.9$). Part-time staff success rates were variable but the numbers were small, which is also a concern (relates to **Action 2.3**).

The HR Director, VC and PVCs run regular 'academic promotion roadshows' to explain promotion pathways and provide advice on making effective applications. Speaking from personal experience of a long academic career at Brookes, the PVC (Research) explains the varied routes to promotion, including academic management, and how these can flex around family. Following the roadshows, an informal lunch allows networking with promotion panel members; feedback indicates this is well received. **Action 4.5** will consider how roadshows can promote part-time career progression more effectively.

All staff considering promotion are actively encouraged to seek a mentor [5.3 (iv)] and anecdotal evidence suggests most staff do this either formally or informally; we will gain more evidence of the use of mentors and their helpfulness (**Action 4.6**). Unsuccessful applicants are offered feedback from either the PVC Research or Student Experience.

No gender nor discipline-based pay-gap issues were detected as a result of our promotions; we consider this due to (1) use of defined pay scales with incremental pay bands up to and including Professors SS1-4, (2) no gender bias detected in our overall promotions pathways and (3) our five pathways to Professor.

Actions relating to 5.1 (iii) Promotion

Action 4.1 Analyse rates of application for promotion in proportion to pools of eligible staff to ensure no disparities within different groups of staff.

Action 4.2 HR to work with FoB senior staff to support colleagues applying for Senior Lecturer and, in particular, to ensure all those aspiring to this grade have suitable research plans.

Action 4.3 The promotions panel to investigate reasons for the relatively low success rate of applications for promotion to PLSE and consider whether criteria need further explanation during roadshows or on the HR website.

Action 4.4 The promotions panel and faculties to consider STEMM vs AHSSBL data for promotion to Professor and whether action should be taken, for example, to encourage more applications from STEMM or higher quality applications from AHSSBL.

Action 4.5 The promotions panel and faculty AS Leads to consider the part-time data on promotion success (the low numbers above Senior Lecturer) and particularly in relation to female AHSSBL staff applying for Professor, and whether roadshows, role models, promotion criteria and/or HR web pages could better promote career progression for part-time staff.

Action 4.6 CDPRP to undertake analysis on the effectiveness of mentoring (formal or informal) in relation to promotion success.

(iv)   Staff submitted to the Research Excellence Framework (REF) by gender

Slightly fewer women were returned in REF2014 than RAE2008 (**Table 9**), although the percentage of eligible female staff returned did not change. In contrast, the percentage of men increased from 35 to 39%. Although none of the changes observed were significant, we investigated further to ensure that REF 2020-21 does not reveal a trend for an increasing male but not female submission.

The gender differences are more acute in STEMM than AHSSBL, largely reflecting the very low number of research-active female staff in nursing and health disciplines, and the greater representation of men in engineering and computer sciences. HLS have established an Institute for Nursing Research and recruited a Professor of Nursing to enhance research leadership to increase participation in research; each year 5/6 members of staff are supported to study part-time PhDs. TDE are committed to increase the number of female staff submitted through their 'next ten' initiative **(Action 1.2).**

Table 9. Comparison of staff returned to RAE 2008 and REF 2014 by gender

[1]Source RAE Equality Impact Assessment OBU 2008; [2]Source REF EIA OBU 2014		2008 RAE[1]			REF 2014[2]		
		Number submitted	% of submitted staff	% of eligible staff	Number submitted	% of submitted staff	% of eligible staff
Female		109	45%	26.5%	125	42%	26%
Male		136	55%	35%	173	58%	39%
Total		245	100%	30%	298	100%	32%
Non-BME[3]		220	90	30%	265	89%	31%
BME		25	10	40%	33	11%	38%
STEMM	Female	nd	nd	nd	47	16%	22%
	Male	nd	nd	nd	93	31%	43%
AHSSBL	Female	nd	nd	nd	78	26%	29%
	Male	nd	nd	nd	80	27%	36%

[3]White and unknowns combined. nd = not determined

Our investigations into the gender disparity highlighted in REF2014 and RAE2008, and to make progress before REF2020, involved analysis of WLP allocations for research by gender (**Table 10**) as a proxy for future REF submission; staff in WLP bands A and B are predicted to be submitted. Of 232 members of staff receiving A or B tariffs, 50% were female. We will monitor the gender balance of staff in REF audits leading to submission (**Action 5.1**) and with the successful implementation of other actions, aim to have a more gender balanced REF 2020 submission.

Table 10. Research WLP allocations 2015-16 by gender and by discipline

Discipline	Category A (640 WLP units or more)			Category B (480 WLP units)			Category C (320 WLP units)		
	Total	% Male	% Female	Total	% Male	% Female	Total	% Male	% Female
STEMM	50	50	50	67	67	33	45	49	51
AHSSBL	48	33	67	67	43	57	43	51	49
Overall	98	42	58	134	55	45	88	50	50

Total A+B	232	50	50	**Total A + B + C**	320	50	50

> **Actions relating to 5.1 (iv) REF**
>
> **Action 5.1** Establish monitoring and review, at central and faculty level, WLP research allocations by gender and ethnicity as part of core strategic research planning and for REF 2020.

SECTION 5.2 SILVER ONLY

5.3 CAREER DEVELOPMENT: ACADEMIC STAFF

(i) Training

OBU offers training to all staff to support our strategic aims. Equality of opportunity and a 'coaching approach' to management inform our activities. Core training and development for academics are delivered by the Oxford Centre for Staff Learning & Development (OCSLD), our in-house training department, the Research & Business Development Office (RBDO), and the Graduate College. University Research Training is overseen by a Coordinator (0.5 FTE academic role) and SAT member. Central courses complement discipline-specific training within departments.

The SAT wanted to explore staff awareness and uptake of courses, and whether there were barriers to participation that may affect particular staff groups. A Training & Development focus group was established that reported to the SAT (**Table 3**, page 17); feedback has informed our analysis and action plans.

New academics/researchers are expected to attend 'Your First Three Years' (YFTY) programme comprising three strands (**Table 11**). More women than men attended research methods/management and PCTHE courses, whereas supervisor training was more gender balanced. Supervisor training was least well attended. We plan to integrate YFTY into an overarching Academic Development Framework (**Figure 9**), with the already well-developed Research strand reflecting Vitae, HR Excellence Award and Concordat good practice (**Action 6.1**).

For colleagues aiming at teaching-focused careers, OCSLD provide accredited pathways to all levels of the HEA Fellowships. Faculties collate training needs based on PDR outcomes, which feed into OCSLD. The male:female ratio of staff attending OCSLD courses 2012-2015 was 3:4.

Table 11. Registrations for 'Your First Three Years' Programme 2012 to 2015

Your First Three Years Programme	2012-13				2013-14				2014-15			
	%M	%F	Total	% of Eligible	%M	%F	Total	% of Eligible	%M	%F	Total	% of Eligible
Research methods & management	41%	59%	32	42%	32%	68%	31	48%	31%	69%	39	72%
PCTHE[1]	43%	57%	35	45%	47%	53%	43	66%	34%	66%	35	65%
Supervisor training	64%	36%	22	29%	50%	50%	24	37%	48%	52%	27	50%

[1] Postgraduate Certificate in Teaching in Higher Education

Figure 9. The Oxford Brookes Academic Development Framework (**Action 6.1**).

Staff (Academic and P&S) aspiring to leadership roles are encouraged to attend Aurora (women) or Springboard (women to grade 9), Navigator (men to grade 9), Top Management (men and women) and Leadership Foundation BME academic development programme. To date 51 women have participated in Aurora (28 academic, 23 P&S), and they have commented on the benefits to their "confidence, work-life balance, sense of belonging and increased collaboration". The VC holds regular meetings with each cohort to share experience and build networks. These schemes will be formally evaluated (**Action 6.2**).

Our focus groups confirmed that individual training needs are usually identified through PDRs, although a common concern was the difficulty of accessing training on certain days/times – particularly for part-time staff – leading to **Action 6.3**.

(ii)   Appraisal/development review

The PDR scheme provides a structured opportunity to discuss: (a) performance against objectives; (b) achievements, challenges and development needs; (c) work objectives and career aspirations; and (d) workload and work-life balance.

Staff who conduct PDRs undertake mandatory training in a coaching approach to review and all new staff are offered training to get the most from the PDR process. Of the 32 (50%) staff who returned PDR reviewer evaluations, 97% reported that the training met their needs 'well' or 'very well'.

The PDR scheme applies to all staff, including fractional and research-only, with the exception of hourly-paid staff and leavers within six months. In the Staff Survey, 82% (84% female) had had a PDR interview and 72% (76% female) found it 'useful'.

Focus group and SAT feedback indicated PDRs were not always held annually or were not held with line managers, making it difficult to discuss development needs. We recognise the need to improve the PDR experience, especially for academic staff, by better linkage with five-year research plans (**Action 6.4**).

(iii)   Support given to academic staff for career progression

Faculties with the Careers Centre run a biennial Researcher Careers Day for research-only staff and research students (an action from 2012). In 2016, 76 researchers (60% female; 63% STEMM) attended (**Box 1**). Care is taken to ensure that role models, speakers and session chairs have an appropriate gender balance (45% female, 2016); both male and female speakers spoke about balancing family life with an academic

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Box 1: Feedback from Researcher Careers Day January 2016

95% of attendees would recommend the event to others.

"Just to say thanks for a thought-provoking and very encouraging day. …. and perhaps more important – I am reminded that many of the barriers I set myself will be my own and not those of a prospective employer"

"I thought to be perfectly honest, it might be a waste of my time as I had decided a long time ago that I wanted to be an academic and that was all I was suited to, but I was surprised at how much it made me think about my potential suitability for more jobs after my PhD – and, for me, the panels were mostly useful and relevant. I hope you will be doing these kinds of events in the future as I think they are worthwhile for researchers"

"This was an excellent day, thank you very much. All the speakers and panels were entirely appropriate, useful and engaging to listen to. A lot of really useful information, advice and guidance was covered in the course of the day"

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career.

Careers provide individual advice including CV writing and interview practice for PDRAs. Faculties provide guidance for Principal Investigators on how to support the career development of their research staff, e.g. ensuring PDRAs have an annual PDR and take part in development/training activities.

Funds are used to support career development for research staff, e.g., investment in Early Career Fellowships to provide the first step as an independent researcher; internal PDRAs are encouraged to apply. There is an annual, competitive call for pilot project and travel funds to support staff research, and from 2016-17 a new competitive research-leave scheme. Faculties also invest in developing researchers, e.g. TDE invest in career planning for 'the next ten' - ten colleagues that have been identified as future Readers/Professors (40% female, 2015-16).

Academics pursuing promotion through the Learning & Teaching route may apply for Teaching Excellence Awards and are supported to work towards HEA Fellowships, however, we recognise more work is needed in this area (**Action 4.2)**. Each Faculty receives staff development funding according to FTE, which is used to support mandatory training, attendance at external courses and travel to conferences.

By design, there are common management grades across faculties and across directorates enabling us to provide opportunities for career development through secondments within and between faculties/directorates (18 academic and 86 P&S staff over 4 years; 72% female); e.g. an internal appointment to PVC Research enabled three staff (two female) to experience roles as AD Research, HoD and Programme Lead. Elsewhere, an AD from TDE (male) is seconded to another faculty, enabling two female colleagues to experience senior interim roles.

We offer a research mentoring scheme for all, from PDRAs to professors (action from 2012). Feedback is very positive (**Box 2**). The scheme, now in its third year, supports ~30 mentor-mentee matches each year (**Table 12**, page 44). Although numbers of mentors have increased steadily, in the current year mentee numbers declined, so we will publicise the scheme more intensively and through PDRs, especially to men in general and to women in TDE and FoB (**Action 6.5**); we will expand the scheme to support other routes to promotion supporting **Action 4.3**.

Mentees were asked if they would prefer a mentor of the same gender, and although only two requested this (1 female), feedback indicated that having a mentor who has experienced similar issues – which may be gender related – can be helpful (**Box 2**).

Box 2: Responses to Mentoring Scheme Feedback Survey

In response to the question *'how would you rate your experience of the mentoring relationship?'* from *1 'not at all positive'* to 10 *'very positive'* the average score was 8.4;

In response to the question *'to what extent did you / your mentee achieve their goals by the end of the mentoring period?'* from 1 *'not at all'* to 10 *'completely'*, the average score was 7.8.

When respondents reported less positive scores in answer to this question they invariably qualified their answers with reasons to explain their analysis. For example, *'affected by maternity leave rather than any problem with the programme'*.

'I was able to understand her issues as I've struggled with childcare/work-life issues myself'-mentor

'I asked for a same sex (female) mentor from a different department, which left me free to ask questions that otherwise would not have been appropriate or easy to air'

'the perspective of someone who had made that step a few years ago (was especially helpful)'

'a very positive experience which has enabled me to become a serious researcher .... hugely beneficial for my professional profile'

Table 12. Uptake of research mentoring scheme by gender and by discipline 2013-16

	2013-14					2014-15					2015-16				
	STEMM		AHSSBL		All	STEMM		AHSSBL		All	STEMM		AHSSBL		All
	M	F	M	F		M	F	M	F		M	F	M	F	
Mentors	7	6	3	9	25	14	8	4	12	38	16	11	9	13	49
Mentors % female		46%		75%	60%		36%		75%	53%		41%		59%	49%
Mentees	8	16	3	12	39	5	11	4	11	31	3	5	6	9	23
Mentees % female		67%		75%	72%		69%		73%	71%		63%		60%	61%

Actions related to 5.3 (i), (ii) & (iii) Training and Career Progression

Action 6.1 Integrate research, teaching and leadership training and development into a single Academic Development Framework. Publicise the Framework widely to support different career and promotion pathways, including an event in May 2017 to celebrate diverse role models and challenge gender stereotypes in caring roles - under the theme *Parent, Carer, Academic* (based on the Royal Society booklet: *Parent Carer Scientist*).

Action 6.2 Review academic leadership schemes such as Aurora to ensure staff are given the best possible opportunities to put training into practice.

Action 6.3 OCSLD and others providing training to consider the timing and location of training events to maximise participation of academic staff with particular emphasis on PT staff.

Action 6.4 Investigate why some staff do not have PDRs, whether any particular groups of staff are affected and improve the PDR experience for academic staff by better integration with 5-year research plans.

Action 6.5 Raise awareness of the research mentoring scheme, and target men generally and women in TDE and FoB in particular. Extend scheme to cover all promotion routes.

5.4 SILVER AWARDS ONLY

5.5 FLEXIBLE WORKING AND MANAGING CAREER BREAKS

(i)   Cover and support for maternity and adoption leave: before leave

OBU has a generous maternity leave scheme: 26 weeks' statutory, 26 weeks' additional and 11 weeks University maternity leave (63 weeks). The same entitlement applies to those who take Adoption Leave and Shared Parental Leave.

Feedback (Staff Survey) indicated that 94% (99% female) consider OBU maternity leave as 'good' or better. However, the SAT decided to use focus groups to improve our understanding of issues related to maternity/adoption leave and caring for young children and to see if previous actions had impact.

Feedback (**Box 3**) revealed the need to further simplify our policies and provide better guidance for staff/line managers on maternity, shared parental and adoption leave (**Action 7.1**).

Before going on maternity leave, temporary cover for absence is arranged through the line manager with duties being reallocated through WLP. Arrangements are made for 'Keeping in Touch' (KIT) days. For staff that supervise research students or who manage research teams, individually-tailored solutions are agreed including allocation to interim supervisors.

Feedback (**Box 3**), however, indicated that full cover was not always put in place or not always in time and this is an area for improvement (**Action 7.2**).

(ii)   Cover and support for maternity and adoption leave: during leave

Staff on leave are encouraged to stay in touch through KIT days and are consulted on changes that may affect their department while they are away. Feedback indicated that not all women liked KIT days; we will ensure that line managers explore a range of options for keeping in touch (**Action 7.2**).

Box 3
Maternity & Parenting Focus Group Feedback

"….. managers to be more aware of challenges facing parents in the (immediate) period on return to work" Academic AHSSBL colleague

"Lack of cover puts enormous pressure on my colleagues" Academic AHSSBL colleague

"I was really happy with my manager's response in responding to setting my work days so that I could organise childcare days at nursery. Balancing childcare with work has worked well" "There were issues with cover for the last 6 months of my maternity leave" Academic STEMM colleague

"I didn't have a proper re-introduction to work, so I hope AS could help set this as a standard for all new parents coming back after a long break – more training on new systems" AHSSBL P&S colleague

"Train line managers to behave positively – compulsory pre-meeting and WLP meetings" Academic AHSSBL colleague

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(iii)   Cover and support for maternity and adoption leave: returning to work

Managers are expected to meet with staff before they return to work from maternity or adoption leave and, once they return, to hold regular meetings to support return to work. These discussions include providing information and guidance on flexible working arrangements. We provide breastfeeding rooms and wide-spread baby changing facilities on each campus.

Focus group feedback highlights the need to improve our returnee checklist (**Action 7.1**) to reflect sector best practice and to do more to support female staff (especially academics) to resume their (research) careers after return. We will work with line managers to raise awareness of the issues facing returners and how they can be more supportive (**Priority Action 7.3**).

(iv)   Maternity return rate

The majority of academic/research staff who took maternity/adoption leave (**Table 13**) returned to work on the same FTE as they went on leave. However, a significant number of P&S staff reduced their FTE within 6 months of return (average reduction was 0.2 FTE). The length of maternity leave differed significantly between STEMM academic/researchers (mean 6.4 months), AHSSBL academic/researchers (8.7 months) and P&S staff (10.6 months) (Fisher's 8.78, P<0.001) with all three groups differing from each other (Tukey post-hoc tests, P <0.05). Focus groups suggested that research-active, female STEMM academics may take less maternity leave due to perceptions of a negative impact of longer breaks on their careers. Our **Priority Action 7.3**, to provide additional support to research active staff returning to work, should help to reduce this concern.

Table 13. Maternity and adoption leave returners 2012-2015

Year	Research	Academic	Professional & Support	Total	Reduced FTE on return	Non-return	% Return
2012-13							
STEMM	2	3	3	8	1 academic	0	100%
AHSSBL	1	4	0	5	1 academic 4 P&S	1	80%
Directorates	-	-	23	23	7	3	87%
2013-14							
STEMM	0	4	1	5	2 academic 1 P&S	0	100&
AHSSBL	1	10	11	22	0	1	95%
Directorates	-	-	24	24	0	2	92%
2014-15							
STEMM	3	4	4	11	1 P&S	0	100%
AHSSBL	0	5	4	9	1 P&S	0	100%
Directorates	-	-	19	19	6	4	78%

Feedback indicated that the main concerns of female staff returning to work were:

- lack of time

- loss of confidence - being able to meet previous own high standards

- perceived effect of going part-time on career progression

- senior roles seen as full-time only options.

Some of these concerns are reflected in our data; actions will address career progression for part-time staff (**Priority Action 2.3**), returners (**Priority Action 7.3**) and promote role models (**Action 6.1**).

Over the last three years, only one researcher's (externally-funded) contract ran out whilst on maternity leave. The faculty agreed to fund a contract extension to enable full maternity benefits to be accessed and to provide time after return to complete the project.

(v)   Paternity, shared parental, adoption, and parental leave uptake

Academic/research and P&S staff took 2 weeks (full pay) paternity leave (**Table 14**). All returned to work on the same FTE. Despite the short nature of the leave, Staff Survey results indicated that 97% agreed paternity leave was 'good' or better. Staff taking adoption or shared parental leave have the same entitlement as maternity leave [5.5 (i)].

Table 14 Paternity leave statistics 2012-2015

Year	Research	Academic	Professional & Support[1]	Total	Average length (weeks)	Reduced FTE on return	Non-return
2012-13							
STEMM	2	1	0	3	2	0	0
AHSSBL	0	1	0	1	2	0	0
Directorates			7	7	2	0	0
2013-14							
STEMM	0	1	1	2	2	0	0
AHSSBL	1	3	3	7	2	0	0
Directorates			10	10	2	0	0
2014-15							
STEMM	0	3	0	3	2	0	0
AHSSBL	0	6	2	8	2	0	0
Directorates			9	9	2	0	0

Actions to support 5.3 Maternity, Adoption, Paternity and Shared Parental Leave

Action 7.1 HR to review, simplify and disseminate policy and guidance including an improved return to work checklist. Continue to promote shared parental leave.

Action 7.2 HoDs and Directors to ensure that timely and complete cover is in place for those about to go on leave and explore the range of options for staying in touch in addition to KIT days.

PRIORITY Action 7.3 AS Steering Group to consider how best to support returners including flexibility of WLP, funded temporary relief or partial-relief from teaching, timetabling consideration, and consider what networks or buddy/mentor schemes could support returners better using good practice examples from elsewhere (e.g., Imperial's 'Babies & Bumps' network or Sheffield's 'Parent2Parent' scheme). Then work with line managers to raise awareness of issues and implement good practice.

(vi)   Flexible working

OBU operates a long-established and well-developed Flexible Working Policy, including:
- flexi-time
- compressed hours
- part-time
- part-year
- working from home
- all jobs advertised as open to job-share
- career breaks of up to two years (52 staff over 4 years; 67% female)
- purchasing additional annual leave

OBU has been at the forefront of progressive practice in this area through the research and best practice guidance developed by CDPRP. The Staff Survey confirmed that our flexible working arrangements were understood and used by staff of all levels:

- 22% (309) staff (26% female) requested flexible working in the previous two years with 91% (94% female) approved
- 74% staff (80% female) are happy with their current pattern of work

However, we recognise that we do not systematically and centrally record all approved flexible working arrangements so we have limited data to analyse by gender, ethnicity or by academic/P&S staff. We will address this (**Action 8.1**) whilst better promoting our flexible working policy (**Action 8.2**).

(vii)   Transition from part-time back to full-time work after career breaks

Most staff have to wait for a vacancy or other opportunity to arise to revert from part-time to full-time, although a phased return to full-time can be agreed in advance, where this is known at the outset. Feedback suggests that more could be done to enable staff to return to full-time. We will consider this (**Action 8.3**) in conjunction with other actions to support part-time career progression (**Priority Action 2.3**).

(viii)   Childcare

OBU's nursery is rated as outstanding by Ofsted (**Box 4**). It offers staff and students childcare for 54 children, aged 4 months to five years, and is located on the Headington Campus. OBU offers a salary sacrifice for nursery fees and childcare vouchers to help reduce the costs. There is not a long waiting list suggesting that provision is at about the right level for our Headington campus. However, as we develop at our Harcourt Hill campus, our Estates Strategy will consider the provision of a nursery at that site (**Action 8.4**).

Box 4: Nursery Provision (Focus Group follow up quote)

"I'm not sure I emphasised sufficiently how awesome our Nursery is. It really should not be underestimated how reassuring it is for a working parent to leave their child in a safe, nurturing environment and how this enables you to work productively without distraction because of that security. It also made me loyal to Brookes." AHSSBL academic

(ix)   Caring responsibilities

OBU has a formal policy for dependants and carers' leave, and applies a broad definition to 'carers', offering domestic care, dependant and emergency care leave (max. 10 days) in addition to annual leave. HR supports a monthly network meeting for carers (40; 87% female) to share experiences with support from Carers Oxfordshire. We host an online forum and are setting up an additional chat facility to provide a more informal and rapid response route to mutual support.

Actions to improve and support 5.5 Flexible Working and Caring Responsibilities

Action 8.1 Update and publicise better the flexible working policy to include examples of senior staff who work part-time or who have worked part-time after maternity leave, senior staff who have managed children and careers at Brookes (involving several SAT members), and staff who work flexibly to coordinate childcare. See also event in **Action 6.1**.

Action 8.2 Collect data on the uptake of flexible working arrangements through a question in future Staff Surveys and HR processes to understand more fully the uptake of arrangements.

Action 8.3 Investigate more fully issues relating to returning to full-time work and develop improved guidance for academic and P&S line managers.

Action 8.4 Ensure new Nursery provision is considered as part of the Harcourt Hill Campus planning.

5.6   ORGANISATION AND CULTURE

(i)   Culture

Since achieving AS Bronze (2012), we have done much to define our distinctiveness and have adopted a set of inclusive Guiding Principles that reflect our aspiration to work as a community of learning. We now recognise and celebrate our staff through the Brookes People Awards (**Box 5**). The first awards were made at the VC's inauguration in

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Box 5
Oxford Brookes Guiding Principles & People Awards
The Guiding Principles were launched as part of our 150th Anniversary celebrations:
- ✓ Generosity of Spirit
- ✓ Enterprising Creativity
- ✓ Connectedness
- ✓ Confidence

Staff Survey: 63% aware of Guiding Principles (soon after launch; to be improved to reach levels of those aware of our values (95%).

- ✓ Award categories linked to Guiding Principles
- ✓ >700 nominations for individual or team awards (2015)
- ✓ Colleague of the year award (female winner, 2015)
- ✓ Dedicated web pages to publicise nominees and winners
- ✓ Running again in 2016 and thereafter on a two-year cycle

2015.

OBU is recognised for providing an excellent student experience. We know we need to do more to recognise our staff; the Staff Survey overall satisfaction metric (82%) is lower than the sector average (86%). The new VC has committed to make improvements led by a PVC for Staff Experience, who has worked with colleagues to identify four key areas for action: recognition, cross-university communications, improved change management, stress and workloads (**Action 9.1**).

Since 2012, we have invested in two full-time EDI advisers (for staff and students). The institution is benefitting from increased awareness and engagement with EDI through improved web pages, a regular newsletter, greater promotion of events and networks e.g. BME and LGBT+. We will evaluate the impact of these appointments (**Action 9.2**).

(ii) HR policies

We embrace the spirit of equality legislation, aiming to go beyond compliance to positively encourage EDI. We are committed to developing policies, practices and procedures that actively promote equality and maximise the skills and personal development of our staff. As well as promoting gender equality, we participated in the ECU Race Equality Charter Mark pilot, have become a Stonewall Diversity Champion and hold IiP Gold.

We report annually on our EDI action plan and statistics. We monitor the application of our HR policies (e.g. bullying and harassment, grievance, capability and disciplinary) through the Staff Survey, HR annual KPIs and by monitoring numbers of incidents or referrals (55 over 2012-2015; 56% female, 25% academic staff).

All policies are promoted on the website and updates are highlighted at senior staff briefings. HR work closely with OCSLD so that EDI is embedded in training and development [5.3(i)].

(iii) Proportion of heads of school/faculty/department by gender

Of our 20 academic departments/schools, 10 are headed by women (50%); there are no significant differences between STEMM (5/9 female) and AHSSBL (5/11 female). PVC Deans are 50% female with one Dean of each gender heading up STEMM and AHSSBL faculties (**Table 15**). There is an Associate Dean male bias (8 vs 4) and lack of BME diversity (4%); current vacancies provide an opportunity to address this.

We will continue to monitor the data in light of new appointments and use secondment and interim posts for career development and succession planning [5.3 (iii)] (**Action 9.3**).

(iv) Representation of men and women on senior management committees

The SMT works through PVC Deans to Faculty Executive Teams (FET) and through the Registrar to Directorates (**Figure 10,** page 52). There is a bias towards men on all but HLS FET (**Table 15**). STEMM FETs reflect the gender balance of the faculties overall, but AHSSBL FETs do not (**Action 1.2**). Programme Leads sit on FETs, on a rotational basis, to provide opportunities for staff development. The common structure across Faculties facilitates career progression, succession planning and secondments [5.3 (iii)].

SMT comprises two men (VC and Registrar) and three women (PVC Student Experience, PVC Research and Director of Finance) plus four PVC Deans (50% female); overall 56% female. Four SMT members have been appointed in the last 15 months, using search firms to provide the widest pool of candidates; two men and two women were appointed, maintaining the gender balance at 56% female (**Table 16**).

Of the seven Directorates, five are headed by women including the Director of Finance who is part of SMT (**Table 1**, page 10). Thus overall, 48% senior staff are female.

Table 15. Faculty Executive Teams by role and gender (2015-16)

Role Key: M Male; F Female	Business		Humanities & Social Sciences		Health & Life Sciences		Technology Design & Environment		Total	
	M	F	M	F	M	F	M	F	M	F
PCV Dean	1	0	0	1	0	1	1	0	2	2
AD[2] Strategy & Development	1	0	1[1]	0	1[1]	0	0	1	3	1
AD Research & Knowledge Exch.	0	1	1	0	1	0	1	0	3	1
AD Student Experience	0	1	1	0	1	0	0	1	2	2
Head of Department	2	2	4	2	0	5[1]	4	1	10	10
Head of Operations[3]	1	0	0	1	0	1	0	1	1	3
Head of Finance[3]	1	0	1	0	0	1	1	0	3	1
FET total	6	4	8	4	3	8	7	4	24	20
FET gender split (%)	60%	40%	67%	33%	27%	63%	64%	36%	55%	45%
Gender split of academic staff (%)	44%	56%	43%	57%	27%	63%	62%	38%	46%	54%
Gender split of all faculty staff (%)	27%	63%	38%	62%	23%	67%	56%	44%	40%	60%

[1]One HoD vacancy; [2]Associate Dean; [3]Professional & Support Staff

Table 16. Gender balance of the Senior Management Team 2013-14 to 2015-16.

	2013-14 m:f	2013-14 % female	2014-15 m:f	2014-15 % female	2015-16 m:f	2015-16 % female
SMT	4:5	56%	4:5	56%	4:5	56%

(v)   Representation of men and women on influential institution committees

Influential committees (**Figure 10**) are supported by sub-committees working at Faculty level.   To provide greater engagement with university decision-making and development opportunities, Executive Board (EB) operates a Shadow EB in which colleagues, on a rotational basis, discuss the same agenda items as EB. All committees carry out an annual effectiveness review and in future this will include review of membership by gender and ethnicity (**Action 9.4**).

Whilst many positions on senior committees are *ex officio*, there are also formally elected Academic and P&S staff members on EB, Academic Board and Governors (**Table 17.1**). Students are represented on EB and Governors by the President of the Student's Union (SU) and on Academic Board by the elected officers of the SU. The Research & Knowledge Exchange Committee rotates membership of Departmental Research Leads (2) and Faculty research managers (1) per meeting. Whilst previous actions to improve the gender balance of influential committees has largely been successful (**Table 17.2**),

the same cannot be said for diversity overall. Hence, Academic Board has co-opted two BME staff to increase diversity. Likewise, Governors are actively seeking to increase the diversity of the Governing Body; from 2016-17, the Chair will be female.
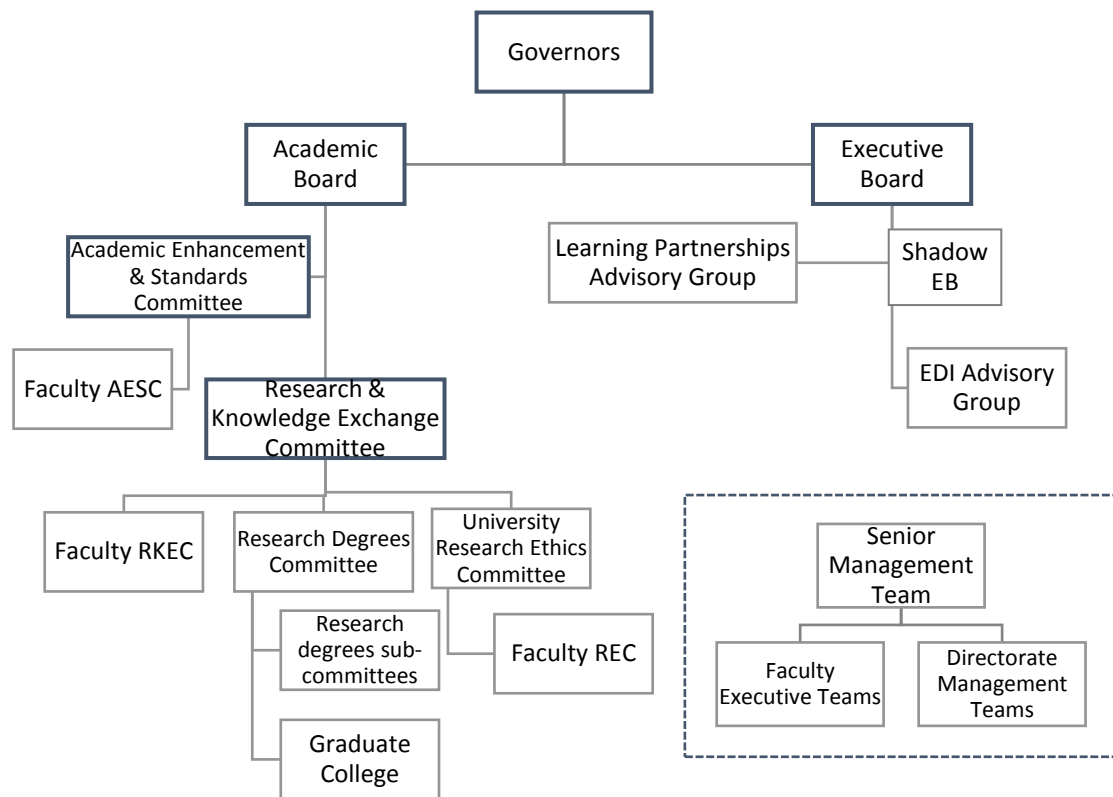

Figure 10.   University Committee Structure.   Influential committees shown outlined in bold. Senior management structures are included in the box.

Table 17.1. Composition of influential committees by staff grade[1], 2012-13 to 2015-16

Committee	2013-14					2014-15					2015-16				
	SU	AC	P	S	P&S	SU	AC	P	S	P&S	SU	AC	P	S	P&S
Executive Board	1	0	4	8	8	1	0	4	8	8	1	0	4	8	8
Governors[2]	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1
Academic Board	3	6	5	8	6	3	7	5	8	6	3	7	5	8	6
Research and Knowledge Ex.	2	4	5	1	5	2	4	5	1	5	2	4	5	1	5
Academic Enhancement and Standards	3	0	4	1	5	3	0	4	1	7	4	0	4	1	7
Promotions Panel	0	0	3	4	0	0	0	3	4	0	0	0	3	4	0

[1]SU = Student Union representatives; AC = Researcher/Lecturer/Senior Lecturer/Reader; P = Professor/HoD/Assoc. Dean; S = Senior Management Team (PVC Dean, PVC, VC, Registrar), P&S = Professional & Support staff. [2]Plus 9 Independent Governors

Table 17.2. Composition of influential committees by gender, 2012-13 to 2015-16

Committee M = male, F = female	2013-14		2014-15		2015-16	
	M : F	% female	M : F	% female	M : F	% female
Executive Board	10:10	50%	11:10	48%	11:10	48%
Academic Board	18:10	36%	15:14	48%	17:14	45%
Research and Knowledge Exchange[1]	7:8	53%	5:9	64%	5:9	64%
Academic Enhancement and Standards	8:5	38%	8:7	47%	8:8	50%
Promotions Panel	3:5	62.5%	2:5	71%	2:5	71%
Governors	8:5	38%	8:5	38%	8:5	38%

[1]excluding rotational membership

(vi)   Committee workload

University-level committees do not generally have issues with electing members from small pools of men or women. This issue is of more concern at faculty level (**Action 1.2**). WLP tariffs provide general allowances for committee work at university and faculty levels. There are some specific tariffs e.g. Research Ethics committee. Some committees rotate membership (e.g. RKE).

(vii)   Institutional policies, practices and procedures

Our committee structure (**Figure 10**) is the main mechanism through which we consult staff on changes to policies, practices and procedures. We have achieved good gender balance on our influential committees [5.6 vi], and also on the sub-committees that feed into decision-making.

The Staff Survey encourages staff to feedback on the impact of institutional policies, practices and procedures as does the Joint Staff Committee and new 'All Staff Forum'. The EDIAG has oversight of EDI matters and has developed guidance on the use of equality analysis for significant policy development and change. We aim to ensure this becomes more embedded in policy making (**Action 9.5**).

OBU publishes annual EDI reports (students and staff), which are considered by Executive Board and Governors.

(viii)   Workload model

OBU operates a formal and transparent WLP model for academic staff based on a notional 1600-hour full-time working year with published tariffs allocated for research/scholarship, individual teaching, pastoral care and administration. New staff receive WLP tariffs to participate in the YFTY programme [5.3 (i)].

Individual WLPs are discussed and agreed at the PDR, which provides an opportunity for a change in responsibilities, staff development and planning for research leave where applicable.

A central WLP Review Group, including trade union representation, monitors the application of the model and recommends changes for approval at Executive Board. Faculties manage the implementation of the WLP policy through HoDs and Programme Leads.

The Staff Survey identified concerns amongst mainly academic staff about workload, however, there was no associated gender bias. Faculties have actions plans in place to address concerns; the PVC Staff Experience has also identified this as a major action [5.6 (i)]. The WLP model is not monitored for gender bias, although the SAT analysed research allocations by gender [5.1 (iv)] and found no bias. The WLP Review Group will monitor for gender bias and consider tariffs to support staff returning from maternity leave (**Action 9.6**).

(ix)   Timing of institution meetings and social gatherings

Senior staff and managers are expected to hold key meetings within core working hours (10 until 4; as defined by the Flexible Working Policy) and on varying days of the week to enable those who work flexibly or part-time to attend. A similar approach is taken to training and other university events. Focus groups suggested this was not implemented consistently leading to **Action 6.3**.

(x)   Visibility of role models

As VC until 2015, Janet Beer was a vigorous EDI champion. Her successor is committed to continuing her legacy. We appreciate the significance of role models, taking care over the choice of our Chancellor, Katherine Grainger OBE. She follows in the footsteps of previous female chancellors (**Figure 11**).

Figure 11. Previous Chancellors Jon Snow (left), Shami Chakrabarti (second right; previously Director of Liberty) and Helena Kennedy QC (right) join new Chancellor Katherine Grainger (second left) to celebrate Oxford Brookes 150th Anniversary Celebrations in 2015.

We hold events for staff to network with senior colleagues, including Campus Briefings each semester, monthly Senior Staff Briefings, VC's news sharing, senior staff away-days (~100 staff). Following review, we will rotate future away-day attendance to maximise participation of Professors and Research/Programme Leads (**Action 9.7**).

We work hard to demonstrate diversity in the student and staff body through all communication channels, e.g. Open Lecture speakers (43% female 2014-15, 46% 2015-16) including Professor Katherine Smart (pictured), staff alumna, now Group Chief Brewer, SAB Miller plc (AS Lecture, 2015). Topics have included 'Flexible Working and Work Life Balance' and 'Business & Leadership; where are the women?'

The OBU website has undergone a significant redesign and we continue to ensure that the images, video content and student/staff profiles show a balance with regards to women and ethnicity (**Figure 12**).
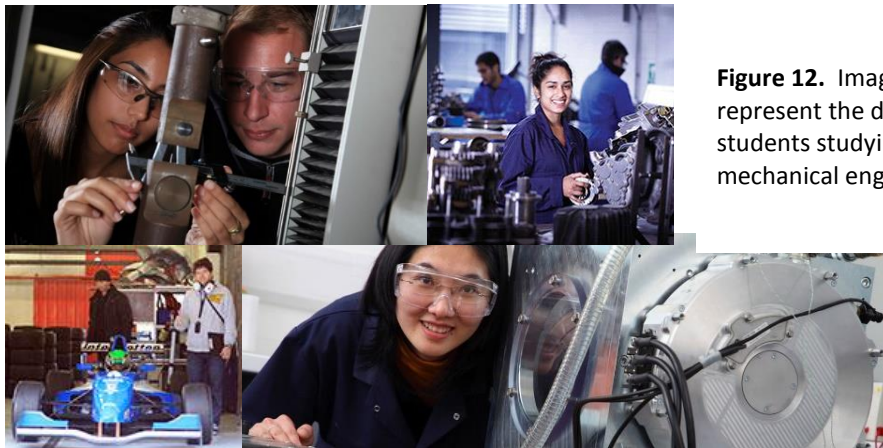
Figure 12. Images used to represent the diversity of students studying mechanical engineering.

With a new appointment dedicated to social responsibility, working with the new EDI Advisers, the Communication's team has:

- Updated branding, publicity and marketing guidance to include EDI best practice on use of language and images.
- Produced and promoted online guidance and examples of best practice webpages.
- Increased visibility of female role models in TDE (**Figure 12**), e.g. 'Lets Talk About STEAM[1]', 'Born to engineer' promotional video and an annual 'women in engineering' event (**Action 9.8**).
- Increased the visibility of role models in HLS Nursing & health departments, e.g., video 'Honest Q & A: male nurses' (**Action 9.8**).

We will celebrate the diversity of roles models (**Action 6.1**).

A formal process has been put in place for ongoing review of digital and printed and materials; We will monitor the impact of this process (**Action 9.9**).

[1]Science, Technology, Engineering, Arts and Mathematics

(xi) Outreach activities

BROOKES ENGAGE

Staff across the University participate in outreach and widening participation (WP) activities with local state schools but this is not formally recorded (**Action 9.10**). Our largest WP activity is 'Brookes Engage' (pictured) that involves P&S staff with academics from research students to Professors. In 2015-16, 60% of >1000 outreach participants were female. A Science Communication /Biology Lecturer (female) coordinates other outreach activities across the university, which helps to promote positive role models and to challenge stereotypes in STEMM in particular.

We take part in:

- Annual Brookes Science Bazaar (**Figure 13**).

- Oxford Science Festival

- Soap Box Science (new 2016)

- Outburst – this festival showcases research and expertise across OBU in a fun and stimulating manner.

- 'Visions of the future' at Pegasus Youth Theatre involving 8 PhDs/ECRs (75% female) organised jointly with the HSS Poetry Centre.

- Outreach Lecturers, e.g. Prof. Stewart Thompson's 'Picnic with Tigers', March 2016

We plan to establish a Public Engagement Unit to coordinate all outreach and WP activities and to encourage more men to take part (**Action 9.11**).

Figure 13. Images from Brookes Science Bazaar, which involves around 50 volunteers (staff and research students) in both STEMM and AHSBBL and attracts ~700 visitors (~50% children) each year. In 2013 72% of volunteers (58) were female, in 2014 80% (of 51) and in 2015, 67% (of 50). On the right, two members of staff from Biosciences (HLS) and the Poetry Centre (HSS) collaborated on poems about science.

(xii) Leadership

HLS achieved AS Silver (2015) and TDE will reapply for Bronze in 2016. The AS SAT chair and HR Director mentor the TDE SAT chair. AS champions for our AHSSBL faculties have been identified (members of the SAT). They will establish SATs with the aim of submitting for Faculty awards from 2018 supported by the AS Steering Group [3 (iii)]. Since the 2012 AS submission, the EDIAG has been reconstituted to give it a wider remit for coordinating and championing all our diversity work including AS and race equality.

Action to support 5.6 Organisation and Culture

Action 9.1 Monitor the impact of activities to raise awareness of EDI issues and staff experience via the 2017 Staff Survey.

Action 9.2 Evaluate the impact of the new EDI Advisers.

Action 9.3 Continue to monitor senior staff (SMT and FET) composition by gender and broaden diversity of senior teams.

Action 9.4 Ensure EDI in membership is reviewed as part of the annual committee effectiveness reviews.

Action 9.5 Ensure use of equality analysis is embedded in policy making and evaluate their effectiveness.

Action 9.6 Monitor WLP allocations for any gender bias and work with faculties to reduce bias, if detected. Recommend introducing tariffs for staff returning from maternity /adoption leave.

Action 9.7 Rotate membership of the senior management conference to permit more academic staff to attend.

Action 9.8 Increase visibility of under-represented groups in communications and on webpages (male role models in HLS and female role models in TDE).

Action 9.9 Monitor the impact of the review process for all institutional communications and marketing materials to ensure staff and student profiles and content of web and print media are balanced and reflect diversity of the OBU community.

Action 9.10 Record staff participation in outreach to monitor for gender bias.

Action 9.11 Establish a Public Engagement Unit to coordinate and promote outreach and WP activities across the University and monitor for impact; encourage more male staff to take part and continue to promote female role models.

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6   SUPPORTING TRANS PEOPLE

Recommended word count: Bronze: 500 words | actual 495 words

1   Current policy and practice

Our EDI policy and Dignity and Respect at Work policy make explicit reference to "gender reassignment" as a protected characteristic, and proactively address harassment, bullying and victimisation. In conjunction with AS and as a Stonewall Diversity Champion, we are working to make this commitment more visible, to increase awareness and confidence among the university community, and are actively developing a specific policy and resources.

During 2015-16 we took positive steps to raise the profile of transgender equality and gender identity inclusion:

- Development and support for the OBU Lesbian Gay Bisexual Transgender+ (LGBT+) staff forum (24 members) with assistance from HR and EDI staff adviser to promote the network, host regular meetings and events, and share information from Stonewall and the ECU.

- Informal dialogue with trans* colleagues on their experience of OBU's current practice to inform policy development.

- Celebrating LGBT History Month with events to engage LGBT+ staff, students and allies, a public lecture hosted by the PVC Staff Experience, and a special issue of the EDI Newsletter featuring Trans Equality development at OBU.

- Revision of the EDI webpages on "Gender Reassignment" to use the more inclusive terminology of "Transgender Equality and Gender Identity". The web pages host resources from ECU, Stonewall, Gendered Intelligence and GIRES.

- Awareness-raising session between HR and a local voluntary organisation, Oxford Friend, at which open trans* community representatives shared personal experiences to inform policy development and practical support.

- Discussion at AS SAT and EDIAG on the draft trans* policy, awareness-raising and changes in practice.

2   Monitoring

OBU includes optional monitoring of gender identity and trans* status for job applicants, using the ECU recommended question, which was also used in the 2014 Staff Survey.

Encouraging disclosure amongst existing staff is part of ongoing work to promote confidence in the benefits of gathering and analysing EDI data. Gender identity monitoring for students will be addressed together with the new policy (**Action 10.1**).

3   Further Work

We are developing specific policy and guidance on supporting trans* staff and students, and those who decide to transition and affirm their gender identity while at OBU. We will adopt a non-medicalised model and recognise self-declaration wherever possible. This is a complex and evolving area of equality practice: we are keen to learn from HE sector colleagues, the government and ECU (**Action 10.2**).

Training and development for key staff and stakeholders on gender identity and transgender issues is being taken forward by EDI advisers within the current review of EDI training (**Action 10.3**). We are also refreshing and expanding the existing network of Harassment Advisers and awareness of harassment based on diverse gender identity; gender non-conformity will be integral to this development (**Action 10.4**).

Actions related to 6: Supporting Trans People

Action 10.1 Encourage disclosure for existing staff and students to enable monitoring of data in future.

Action 10.2 Introduce a specific policy and guidance on supporting trans* staff and students; implement changes required for monitoring.

Action 10.3 Improve training and development for staff on gender identity and transgender issues and review impact.

Action 10.4 Ensure channels for reporting and support for harassment, for staff and students, are trans* inclusive and clearly communicated.

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7   OTHER INFORMATION
Recommended word count: Bronze: 500 words | actual: 137

Conclusion. Over the last 8 months, the new SAT has been on a journey that has engaged staff across the University with Athena SWAN. Initial examination of the data largely confirmed the impact of previous actions to improve the gender balance and career progression of STEMM women but also revealed areas where further progress is required. Use of academic rigour in statistical analysis of data revealed trends and some concerns that might otherwise have been hidden within complex data sets. From this emerged the priority areas of focus for our action plan, alongside a number of other supporting actions. Our action plan is ambitious, detailed and wide-ranging but has engagement from across the institution to ensure successful implementation and impact. Work with AHSSBL colleagues has been invaluable as they engage with Athena SWAN for the first time.

8   ACTION PLAN

Our Action Plan identifies five priority areas relating to:

- AS Steering Group to support applications for Faculty-level Athena SWAN awards

- Systematic collection of AS data embedded in the Staff Survey and strategic planning and HR processes

- Actions to support career progression of BME staff and continue to address gender issues

- Actions to support career progression of part-time staff

- Actions to improve support for staff returning from maternity or adoption leave.

Those responsible for actions are named, together with their job role, on the first occasion mentioned. Thereafter, only the job role is stated.

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**		
Actions relating to Section 3: Athena SWAN SAT							
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	Meet qrtly Annual Annual July 17	Linda King PVC Research Linda King AS Chair 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 n/a 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 **PRIORITY ACTION**	Improve systematic data collection and establish annual analysis of AS data including revised questions in future	To improve quality of EDI data for analysis and further embed AS within institutional monitoring processes.	• Datasets and analysis agreed as part of post-application AS review. • Questions for Staff Survey agreed.	Nov 16 Nov 16	Feb 17 Feb 17	AS Chair Alison Cross HR Director	• Comprehensive data plan in place to support all equality charter marks at University and Faculty leve • Robust systems in place to

				Start	End		
	Staff Surveys.		• 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.	May 17 Nov 16 Nov 16 Oct 16	Dec 17 Annual Feb 17 Feb 17	HR Director AS Chair Shabana Akhtar Deputy Director Strategic Planning Office HR Director	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 • FoB and HSS SATs to agree actions with oversight from AS Steering Group.	Sept 16 Jan 17 July 17	Dec 16 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 monitored through FoB and HSS AS Action Plans. • Increase in female professors to 45%.
2.2 **PRIORITY ACTION**	Investigate the BME/ gender, and BME STEMM/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.	• Focus groups to collect qualitative data to inform analysis. • Faculty AS SATs and HR to determine further actions to support the career development of BME staff in different disciplines.	Jan 17 May 17	Apr 17 July 17	Jane Butcher HR EDI Adviser (staff) Faculty AS Leads and Anne Marie Kilday (PVC), Race Equality	• Clear diagnosis of the issues affecting BME staff career progression by gender and discipline. • Actions agreed and implemented to improve career progression for BME staff e.g. through

			• Feature BME role models within Academic Promotion Roadshows, HR web pages and '*Parent Carer Academic*' Event May 2017 (see 6.1)	Nov 16	Annual	Charter Lead HR Director	promotion criteria and career development support. • Promotion of role models to highlight discipline-specific career progression for BME staff • BME staff promotion success rates to reflect that of non-BME staff.
2.3 **PRIORITY ACTION**	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 that appropriate actions can be put in place.	• Focus groups to collect qualitative data to inform analysis. • 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.	Jan 17 May 17 Nov 16 Sept 16	Apr 17 July 17 Annual Dec 16	HR EDI Adviser (staff) AS Steering Group Chair Director of HR Alistair Fitt VC Chair, Promotions Panel	• Clear diagnosis of the issues affecting part-time staff career progression. • 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	Biennial	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.
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).	Sept 16 Sept 17 July 18	July 17 Annual Annual	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.	Sept 16	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.	Jul 16 Sep 16 Jan 18	Jul 16 July 17 July 18	HR Director Alistair Fitt, VC Chair, Executive Board HR Director	• Continue to ensure that there are no unjustified pay gaps.

	Actions relating to Section 5: Supporting Women's Careers						
	Actions relating to Recruitment and Induction						
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 July 17	July 17 Nov 17	HR Director 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	Oct 16 July 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. • Monitor take-up rates.	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%.
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 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. • Integrate 5-year research plans with PDR (cf. Action 6.4). • Continue to provide developmental feedback to applicants and their line managers.	May 16 Sept 16 Sept 16 Sept 16	Annual Annual Annual Sept 17 Annual	HR Director HR Director AS Chair PVC Research HR Director	• 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. • PDR process linked to research plans in place.
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	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.	• 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	Jan 17 Nov 16 July 17	July 17 Annual Annual	Julie McLeod PVC Student Experience HR Director Rhona Sharpe	• 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

	explanation.		• for SLs seeking promotion to PLSE.			OCSLD Director	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.
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 July 16 July 17 Oct 17	July 17 July 17 Oct 17 Jul 18	PVC Research PVC Research HR Director HR Director	• All faculties able to provide accurate and constructive support for colleagues seeking promotion • Application and success rates across faculties are more consistent.
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	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	Oct 16 Oct 16 May 17	April17 April17 Oct 17	Faculty AS Leads PVC Research HR Director	• Proportion of part-time staff progressing beyond SL reflects that of full-time staff.

				Start	End		
	professor in AHSSBL.		PT academics, e.g. focus on 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.	• Run survey and focus groups to understand impact of mentoring on promotions success.	Oct 17	July 18	Director CDPRP	• If effectiveness proven, all applicants for promotion to be offered a mentor.
			• Review and revise approach to mentoring in light of findings.	July 18	Sept 18	AS Chair	• Improve applicant success rate (as defined in 4.3, 4.4 and 4.5).
			• Consider introducing EDI monitoring as part of promotions application.	May 17	Dec 17	HR Director	
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.	Sept 16	Dec 16 (then annual)	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.
			• Include gender and ethnicity within audits in preparation for REF 2020.	Sept 16	Annual	PVC Research	

Actions relating to Training and Career Progression							
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.	• Consult widely and agree framework. • Publicise framework. • Devise and implement development support. • Run event to promote diverse role models (*Parent, Carer, Academic*)	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	• New framework in place. • Staff Survey and course evaluations report all academic staff feel well supported in their career development, regardless of pathway.
6.2	Review impact of academic leadership schemes.	To evaluate effectiveness of our interventions (e.g. Aurora).	• Conduct survey and focus groups with participants and line managers. • Agree and implement recommendations.	June 17 Jan 18	Dec 17 Mar 18	Director CDPRP Valerie Fawcett Staff Developer	• Evaluations enable Oxford Brookes to focus investment on most effective interventions.
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.	• Review timings of training as part of annual planning. • Include part-time/full-time within analysis of course attendance.	May 16 Sept 16	Sept 16 Annual	Director OCSLD Director OCSLD	• Part-time staff are able to attend training, as assessed by attendance statistics.
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	Jan 17 July 17 Sep 17	Jun 17 Sept 17 July 18	HR Director PVC/Deans HR Director PVC Research	• Increase PDR completion rates to 90%, compared with 82% baseline (Staff Survey 2014).

			to explicitly link with research plans.				
			• Monitor staff engagement with PDR via Staff Survey.	Dec 17	Biennial	HR Director	
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.	Sept 16 Sept 17 Sept 17	Dec 16 Dec 17 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. .
Actions relating to Maternity, Adoption, Paternity and Shared Parental Leave *(" leave" below includes all forms of family leave)*							
7.1	Review, simplify and disseminate policy and guidance, including improved return to work checklist.	To ensure that all staff have clear information about leave and to assist in supporting return to work.	• Revise and simplify policies and guidance. • Improved return to work checklist. • Continue to promote shared parental leave.	Jan 17 Jan 17 Sept 16	Mar 17 Mar 17 Annual	HR Business Partner (EDI) (all actions)	• Staff feel supported when going on leave and on return to work • Assessed through Staff Survey and individual feedback. • Increased uptake of shared parental leave (from 3 per annum in 2015-16 to 6 by 2017-18).
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	Sept 17 Jan 17	Dec 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

			and guidance.				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', Sheffield 'Parent2Parent'). • Promote innovations in practice	Oct 16 Oct 16 Oct 17	Oct 17 Oct 17 Dec 17	AS Chair EDI Adviser (staff) EDI Adviser (staff)	• 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 place. • Revised guidance on WLP and family leave agreed.
	Actions relating to Flexible Working and Caring Responsibilities						
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 Jan 17	Dec 16 Mar 17	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.
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-	To ensure that moving to part-time after maternity leave (or other reasons)	• Collect data on part-time returners. • Review and amend Flexible	July 17 Jan 19	Dec 18 July 19	HR Business Partner EDI (all actions)	• Staff who so wish are better able to return to full-time working (as reported

	time work and develop guidance for line managers.	does not have long-term impact on career progression.	Working policy, if necessary, and provide guidance to line managers to facilitate resumption of full-time working.				through Staff Survey).
8.4	Consider nursery provision as part of Harcourt Hill campus development.	To ensure childcare provision on main campus sites.	• Ensure this requirement is explored in campus master planning	Jan 17	July 18	Paul Large Director of Estates Investment	• Adequate provision is in place for childcare at main campuses.
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	Mar 17 ongoing	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)	• 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 vacancies arise. • Develop succession plans for future vacancies.	July 16 On going	Annual 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%).

						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.	• Amend guidelines for committee effectiveness reviews.	Mar 17	June17	HR Director	• Revised review guidelines in place. • Maintain gender balance and increase diversity of committee membership as compared with 2016 baseline.
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.	• Review and revise guidance on equality analysis. • Promote and monitor application of equality analysis.	Sept 17 Jan 17	Dec 17 Annual	HR Business Partner (EDI) (all actions)	• All key decisions have included an equality analysis and this is evidenced in committee papers.
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.	• Analyse data on WLP allocations by gender. • Consider introducing WLP allocation for maternity/adoption leave returners.	Sept 17 Jan 18	Dec 17 Jan 18	Paul Inman Chair, WLP Review Group (all actions)	• Annual monitoring of WLP by gender in place. • WLP arrangements for maternity leave returners reviewed and agreed (cf. Priority action 7.3).
9.7	Rotate membership of Senior Management Conference to permit more	To increase academic exposure to strategic decision-making to promote career development.	• Review attendance in advance of annual conference.	Nov 17	Annual	Registrar	• Increase exposure to senior leadership, esp. for groups currently under represented • Review attendance by staff

	academics to attend.						group before each event.
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.	• All faculties to review and, if necessary, amend communications and webpages (TDE to include more female role models, HLS more men).	Mar 17	Dec 17	Joanne Carr Assistant Director of Comms. Managers	• All faculty communications and marketing materials include inclusive and diverse content and imagery.
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.	• Communications to review central communications and marketing materials and amend as necessary.	Mar 17	Dec 17	Assistant Director of Comms	• All our communications and marketing materials reviewed and include inclusive and diverse content and imagery.
9.10	Record staff participation in outreach to monitor for gender bias.	To ensure equitable workload for male and female staff.	• Agree monitoring arrangements. • Participation analysed by gender and ethnicity as part of annual planning.	May 17 Dec 17	Annual Annual	Alice Wilby Director of UK Recruitment and Partnerships	• Participation statistics show diversity of participants and no bias in terms of workload and gender.
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	July 17 ongoing Annual	PVC Research TBC Head of Unit	• Ensure that new unit supports and promotes diversity agenda and AS.

Actions relating to Section 6: Supporting Trans* People							
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	Annual Annual Apr 17 Apr 17	HR Director Gavin Barber, Head of Student Central 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* staff and students. Implement changes required to staff and student monitoring arrangements.	To promote awareness and confidence amongst staff and students of our trans* inclusive practice.	• Policy agreed and publicised. • Staff and student records/monitoring arrangements in place for trans* status and include gender neutral titles. • Review policy.	Sept 16 Feb 17 staff Sept 18 students Sept 18	Dec 16 Annual Annual Dec 18	HR Director HR Director Academic Registrar (vacancy) HR Director (staff) & Academic Registrar (students)	• Staff and students who transition at OBU feel well 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).
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	Dec 16 Annual	EDI Adviser (staff) Kanja Sesay EDI Adviser (students) Head of Well-being	• Staff report awareness and confidence via workshop evaluations.
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 Oct 16 Sept 17 May 17	Jun 17 Jun 17 Jun 18 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.

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