



## Department Application Bronze and Silver Award



## ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

## ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

## COMPLETING THE FORM

**DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.**

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

## WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	This application	Silver
<b>Word limit</b>	<b>12,939</b> (including agreed additional 1000 words)	<b>12,000</b>
<i>Recommended word count</i>		
1. Letter of endorsement	606	500
2. Description of the department	452	500
3. Self-assessment process	1,009	1,000
4. Picture of the department	2,933	2,000
5. Supporting and advancing women's careers	7,035	6,500
6. Case studies	904	1,000
7. Further information	0	500

### Additional words

We applied for, and were granted, permission to use up 1000 additional words. The reasons for our request were that we are a large and diverse Faculty, with five Departments, with their own unique gender balance and issues, and we have also recently undergone a restructuring. This has made data analysis very complex and challenging. We present data on staff and students for the Faculty as a whole, and also by Department. We have tried to be as thorough as possible and have also analysed data for BME staff and students, and given data for professional/support staff also where it was available, even when this was not specifically requested. It would have been impossible to do justice to the analysis that we have undertaken within the original word limit and to represent the Faculty adequately. Confirmation that we were granted an additional 1000 words is copied on the following page.

We chose not to include any 'further information' in Section 7, as we felt we had done justice to our case in the rest of the submission and that the recommended 500 words would be better used in strengthening Section 5 'Supporting and Enhancing Women's Careers', giving that Section a final word total of 7,035 words.

Thus, word total for Sections 1 (Letter of Endorsement), 2 (Description of the Department), 3 (Self-assessment Process), 5 (Supporting and Enhancing Women's Careers) and 6 (Case Studies) is 10,006, leaving a potential 1,994 words for Section 4 (Picture of the Department).

Section 4 (Picture of the Department) finally totalled 2,933 words. Thus, we used 939 agreed additional words in this section.

AthenaSwan@ecu.ac.uk



Move to Inbox



More

1 of 39



**Athena Swan**

to Susan, Holly

4 Apr



Dear Susan,

Thank you for your email and the information provided for your request. We are happy to grant an additional 1000 words for the Faculty of Health and Life Sciences April 2018 submission. We ask that you include this email in your submission as confirmation and state where you have used the additional words.

I have copied the text we provide on our website below in case this is useful.

Best wishes,

Annie

### **Faculty applications**

Faculty applicants (i.e. an applying unit which is made up of component departments) are eligible for an additional word allowance of up to 1000 words. These applicants must present data for their component departments separately, and the additional word allowance is granted to allow them to analyse and reflect on any departmental or discipline-specific differences, and to demonstrate how Athena SWAN principles (and impact for Silver applications) are embedded in each constituent unit.

### **Annie Ruddlesden**

Equality Charters Adviser

E [annie.ruddlesden@advance-he.ac.uk](mailto:annie.ruddlesden@advance-he.ac.uk)

T +44 (0)207 269 6542

<b>Name of institution</b>	Oxford Brookes University	
<b>Department</b>	Faculty of Health and Life Sciences	
<b>Focus of department</b>	<b>STEMM</b>	
<b>Date of application</b>	30 <sup>th</sup> April 2018	
<b>Award Level</b>	<b>Silver</b>	
<b>Institution Athena SWAN award</b>	<b>Date:</b> April 2016	<b>Level:</b> Bronze
<b>Contact for application</b> <small>Must be based in the department</small>	Professor Susan Brooks	
<b>Email</b>	sbrooks@brookes.ac.uk	
<b>Telephone</b>	01865 483285 / 07812 440332	
<b>Departmental website</b>	<a href="https://www.brookes.ac.uk/hls/">https://www.brookes.ac.uk/hls/</a>	

#### 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

**Recommended word count: Bronze: 500 words | Silver: 500 words**

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

Athena SWAN Team  
Equality Challenge Unit  
First Floor  
Westminster Tower  
3 Albert Embankment  
LONDON SE1 7SP

30<sup>th</sup> April 2018

**Athena Swan Departmental (Faculty) Silver Award**

To Whom It May Concern:

I am delighted to give unconditional support to this application for an Athena SWAN Silver Award. Since joining the Faculty in September 2016, first as Associate Dean (Strategy) and then as PVC/Dean, it has been clear to me that there is real commitment to equality and the support for women's careers. This is the ethos that led to our 'Silver' award in 2014, a recognition of our work of which we are extremely proud.

As a woman in senior leadership, I have benefitted from the awareness-raising effects of the original Athena SWAN Charter. I was fortunate to have mentors and line-managers who recognised the importance of the Charter and supported my professional and personal development in a way that enabled me to build my desired career. Having benefitted positively myself, I am keen to support the Charter to the benefit of all in the Faculty I now lead. An environment that provides staff with the opportunity to develop careers in a way that suit their personal circumstances ultimately contributes to the effectiveness of our workforce.

Under my leadership, the Faculty will continue its strong support for Charter. Since my appointment, the SAT has reported every two months to the Faculty Executive Team (FET) and Athena SWAN and gender equality is a standing item on all appropriate Faculty and Departmental committee agendas. I will succeed as Chair of the SAT later this year.

As a result of the action plan developed during our previous application, there has been continued focus on structured support for career planning and development for academic and professional/support staff. For instance, the yearly Personal Development Review (PDR) now clearly links to career planning, including identification of leadership development. For research-active staff, PDR is linked to 5-year research plans, and takes into account routes to promotion. A significant number of staff have engaged in the research staff mentoring scheme. There has been significant investment in our early career researchers through a research fellowship scheme. The result is that we have an increased rate of progression of (predominantly women) researchers into

permanent academic posts, as well as an increase in the number of women academics who apply for promotion and are successful.

To strengthen the professional development opportunities for professional/support staff, we have introduced shadowing whereby staff can explore other (promoted) roles and, as a result of Athena SWAN focus group feedback, the University has joined HEaTED (Higher Education and Technicians' Educational Development network) and signed the Technician Commitment.

While there is clearly a very positive impact, particularly on the career development of women, since our previous award, for me the greatest impact is that of having a feeling in the Faculty of a 'safe space' that allows all staff to make life choices without having to sacrifice opportunities to build or develop a career. Currently, more women than men work part-time, yet promotion success does not differ between full-time or part-time staff, or men and women.

Members of FET have experience of making life choices, currently or previously experiencing caring responsibilities while developing a career. Many of us mentor/coach colleagues, acting as role models and providing insight from our personal experiences. That gender distribution in FET (66% female) reflects that of the staff and students across the Faculty is an enabler of respect for equality. I am proud to lead a Faculty and an Executive Team whose members take pride in promoting equality in its widest sense and who are committed to support the action plan proposed in this application.

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



Dr. Astrid Schloerscheidt

PVC/Dean Faculty of Health and Life Sciences

[606 words]

## **List of Abbreviations**

AESC, Academic Enhancement and Standards Committee

ACE, achievement, contribution, excellence

AD, Associate Dean

AHPD, (Department of) Applied Health and Professional Development

AS, Athena SWAN

BME, black/minority ethnic

%BME, percentage black/minority ethnic

BMS, (Department of) Biological and Medical Sciences

CROS, careers in research on-line survey

CV, curriculum vitae

EDI, equality diversity inclusion

F, female

%F, percentage female

FET, Faculty Executive Team

FOI, freedom of information

FPE, full person equivalent

FT, full-time

HEA, Higher Education Authority

HEaTED, higher education and technicians educational development

HESA, Higher Education Statistics Agency

HoD, Head of Department

HR, human resources

HS, healthcare studies

KIT, keeping in touch

KPI, key performance indicator

L/SL, lecturer/senior lecturer



M, male

%M, percentage male

MCPH, (Department of) Midwifery, Community and Public Health

NHS, National Health Service

OCSLD, Oxford Centre for Staff and Learning Development

OSNM, Oxford School of Nursing and Midwifery

OxINMAHR, Oxford Institute of Nursing, Midwifery and Allied Health Research

PDR, personal development review

PGT, postgraduate taught

PGR, postgraduate research

PHPD, (Department of) Psychology, Health and Professional Development

PL, programme lead

PSWPH, (Department of) Psychology, Social Work and Public Health

PT, part-time

PVC, Pro-Vice Chancellor

RDSC, Research Degrees Sub-Committee

RKEC, Research and Knowledge Exchange Committee

SAT, self-assessment team

SET/STEM, science, engineering, technology/science, technology, engineering, mathematics

SHS, (Department of) Sport and Health Sciences

SHSSW, (Department of) Sport, Health Science and Social Work

STEMM, science, technology, engineering, mathematics, medicine

UG, undergraduate

UoAs, units of assessment

VC, Vice Chancellor

WLP, workload plan

YF3Y, your first three years

## 2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The Faculty of Health and Life Sciences is one of four Faculties in the University. It was formed in 2011 during a University restructure, bringing together the School of Life Sciences with the School of Health and Social Care. It groups loosely around the topic of 'health'. 70% of our undergraduate (UG) students are women, across more than 60 degree programmes in topics including nursing, midwifery, physiotherapy, social work, psychology, biology, nutrition, biomedical sciences, environmental sciences and sports science/coaching; we also have 30 postgraduate taught (PGT) programmes in related subjects; and doctoral training programmes supporting postgraduate research (PGR) students in biomedical sciences and healthcare studies (Table 2.1).

Table 2.1 An overview of Departments by numbers of enrolled students<sup>1,2</sup>

Department	Students								
	Undergraduate			Postgraduate taught			Postgraduate research <sup>3</sup>		
	%M <sup>4</sup>	%F <sup>4</sup>	Total <sup>5</sup>	%M <sup>4</sup>	%F <sup>4</sup>	Total <sup>5</sup>	%M <sup>4</sup>	%F <sup>4</sup>	Total <sup>5</sup>
Biological and Medical Sciences (BMS)	39	61	685	54	46	28			
Midwifery, Community and Public Health (MCPH)	1	99	83	9	91	47			
Nursing	2	92	961	14	86	208			
Psychology, Health and Professional Development (PHPD)	46	54	885	12	88	414			
Sport, Health Sciences and Social Work (SHSSW)	33	67	775	19	81	201			
Faculty total	30	70	3,389	15	85	898	32	68	119

<sup>1</sup>The data do not include Foundation students based at our partner college (Section 4.1i);

<sup>2</sup>Student census date 1/12/17; <sup>3</sup>PGR students are not associated with specific Departments;

<sup>4</sup>%M= percentage male, %F = percentage female; <sup>5</sup>Data = full person equivalent

Since restructure, the departmental structure has evolved, in order to accommodate the formation of the Oxford School of Nursing and Midwifery (OSNM), which is a unique collaborative partnership with two local NHS Foundation Trusts. This partnership is a response to recent developments in the education funding for health and social care degree programmes as well as the need for innovative models of continuing professional development in the healthcare sector. The current department structure came into effect on 01/08/2017. Throughout this application, as historical student data are coded by the University to current departmental structures, student data are mapped to them; staff data are taken from HESA census date 31/07/17, and therefore are mapped to the department structures at that time-point (Figure 2.1).

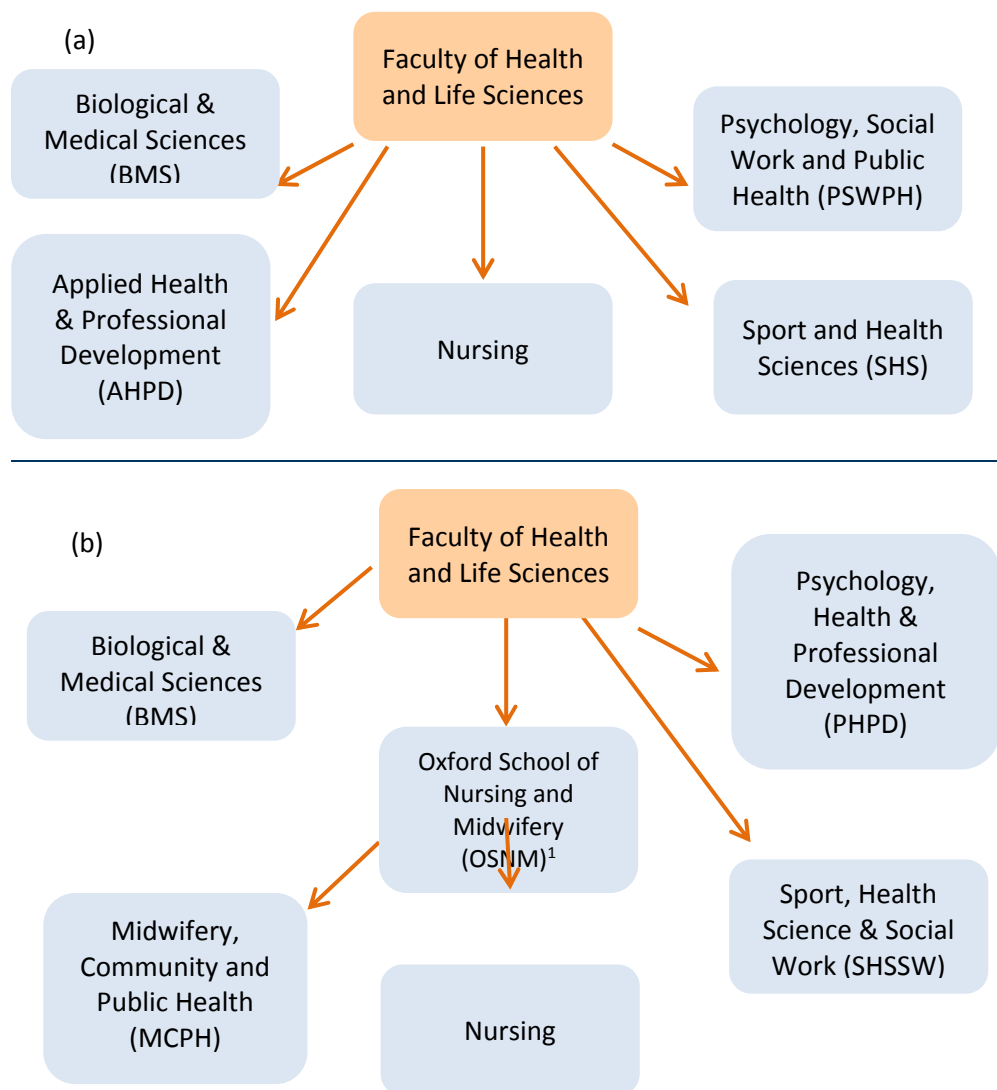


Figure 2.1 **Departments within the Faculty of Health and Life Sciences** (a) Until 31 July 2017; staff data are mapped to these structures (b) From 1 August 2017; student data are mapped to these current structures. <sup>1</sup>The OSNM, formed from Departments of Nursing, and Midwifery, Community and Public Health, is a partnership with the two local NHS Foundation Trusts in Oxford.

The Faculty is based at Headington Campus, Oxford, and the Joel Joffe Building, Swindon. We have a strong research profile in biomedical and translational research. A research centre, the Oxford Institute of Nursing, Midwifery and Allied Health Research (OxINMAHR), has been created as the focus of our growing healthcare research. A £25M building project at Headington, the Sinclair Building, is underway, providing new research/teaching laboratories and staff offices for BMS and PHPD.

The Faculty is headed by Dr Astrid Schloerscheidt, Pro-Vice Chancellor (PVC) and Dean, appointed 30/05/17, who is a member of the Vice-Chancellor's Group and chairs the Faculty Executive Team (FET). FET composition ([Table 2.2](#); see also [Table 5.26](#) for composition over time) is currently 66.6% female reflecting the overall gender balance of the Faculty ([Table 2.3](#)).

Table 2.2 Current composition and gender of Faculty Executive Team (FET)

FET member by job title	Gender
Pro-Vice Chancellor and Dean of Faculty (Chair)	Female
Associate Dean for Strategy and Development	Male
Associate Dean for Research and Knowledge Exchange	Male
Associate Dean for Student Experience	Male
Head of Finance and Business Development	Female
Head of Faculty Operations	Female
Director of the Oxford School of Nursing and Midwifery <sup>1</sup>	Male
Head of Department of Biological and Medical Sciences	Female
Head of Department of Nursing	Female
Head of Department of Psychology, Health and Professional Development	Female
Head of Department of Midwifery, Community and Public Health	Female
Head of Department of Sport, Health Sciences and Social work	Female
Total	8F/4M (66.6%F)

<sup>1</sup>Since 1 August 2017 when the School was formed

Each Head of Department (HoD) is supported by two or more programme leads (PLs; 12F/8M) who line-manage academic staff at lecturer/senior lecturer (L/SL) level. HoDs line-manage senior academic staff - readers, PLs and professors. Each Department has one or more research leads (4F/3M) who supports research group heads. Academic and research-only staff are associated with Departments, but professional/support staff and FET are cross-Faculty. 66.5% academic staff and 69.9% professional/support staff are

women. The gender balance of senior academic staff (readers/professors) does not differ from that of the Faculty as a whole (Fisher's exact test,  $P>0.9$ ).

Table 2.3 An overview of Departments by numbers of staff <sup>1</sup>

Department	Academic & Research-only Staff			Professional/Support Staff		
	%M	%F	Total <sup>2</sup>	%M	%F	Total <sup>2</sup>
Biological and Medical Sciences (BMS)	46.2	53.8	64	-	-	-
Psychology, Social Work and Public Health (PSWPH)	28.6	71.4	53	-	-	-
Sport and Health Sciences (SHS)	42.2	57.8	43	-	-	-
Nursing	19.0	81.0	66	-	-	-
Applied Health and Professional Development (AHPD)	34.3	65.7	34	-	-	-
Faculty Executive Team (excluding HoDs)	75	25	4	0	100	2
Whole Faculty	-	-	-	30.1	69.9	123
Totals	33.5	66.5	264	30.1	69.9	125

<sup>1</sup>Staff HESA census date 31/07/17; <sup>2</sup>Data = full person equivalent

[452 words]

### 3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team





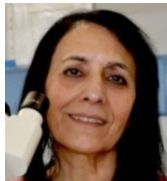


The self-assessment team (SAT) was originally established in 2013, following award of a University Athena SWAN (AS) 'Bronze' in 2012. Following our successful AS Departmental 'Silver' (2014), the SAT was refreshed with some serving members choosing to step down and new members being recruited. The team (Table 3.1) was selected from volunteers who responded to an e-mail call and was structured to ensure stratified representation across Departments, staff grades, and a range of work-life experience. We were also keen that the group should include members who were not UK-born, reflecting the diversity of Faculty staff. The SAT Chair is also a member of the University AS Steering Group, ensuring communication and continuity between AS initiatives and sharing of best practice. SAT members David Evans and Karen

Brockington are also FET members. SAT membership is acknowledged in workload planning and, for SAT members, has been part of annual appraisal discussions.

Members attend AS networking events (e.g., the Chair attended the AS best practice workshop at the Royal Society of Biology, 07/03/18) and keep up-to-date through e-mail alerts. The Chair and SAT member, Jane Butcher, have acted as an AS panel members. All staff undertake mandatory EDI and unconscious bias training.

Table 3.1 Faculty Athena SWAN Self-Assessment Team 2018

Name, gender and specific SAT Role		Current role (date appointed to current role), full- or part-time	Date joined Oxford Brookes and Athena SWAN-relevant experience not captured by role
Obrey Alexis (Male)		Senior Lecturer, Department of Nursing (2004) Full-time.	2003 Member of the Black, Asian and Minority Ethnic Advisory Group.
Christine Ashton (Female) Focus groups; promotion/ recognition issues for technical staff		Research Laboratory Technician, (2015) Full-time.	2004, Teaching Laboratory Technician, professional/ support services
Juliet Bostwick (Female)		Programme Lead, Department of Nursing (2005) Full-time.	1999, as part-time Lecturer Practitioner.
Karen Brockington (Female) Lead for professional/ support staff issues, and FET liaison		Head of Operations (2011) Full-time.	1979, as Administrator. Experience of promotion.
Susan Brooks (Female) Chair of SAT		Professor, BMS (0.5FTE); University Director of Researcher	1995, as SL. Recent experience of academic promotion.

		Development (0.5FTE).	
Jane Butcher (Female) Team Consultant and HR liaison		EDI Adviser (Staff), HR (2015) Full- time.	2015. Member of the University Race Equality Steering Group; University's Diversity Networks liaison
David Evans (Male) FET academic liaison		Professor, AD Research and Knowledge Exchange (2015) Full- time.	1992 as a Research Fellow. Experience of academic promotion
Tudor Georgescu (Male) Focus Groups		Research Grants Officer, professional/ support services (2015). Full- time.	2003, as an undergraduate, PhD 2009, joined professional/ support services 2015
Katja Graumann (Female) Case study		Lecturer, BMS (2015) Part- time (0.8FTE)	2002, as an undergraduate, PhD 2009, then Faculty 'tenure track' Fellow
Munira Kadhim (Female)		Professor, BMS (2007) Full- time.	2007. Active in supporting higher education in Kurdistan and Iraq
Verena Kriechbaumer (Female) Representing researchers		Vice Chancellor's Research Fellow (2017). Full-time.	2012, part of Faculty 'tenure track' Fellowship scheme.
Lauren Matheson (Female) Representing researchers		Postdoctoral Research Assistant (2014) MCPH. Part-time (0.5FTE)	2011, as PhD student

Sarah Owen (Female)		Senior Lecturer, PHPD (2013) Full-time.	2013
Agya Poudyal (Female) Secretary to the SAT		Office Administrator, professional/support services (2016) Full-time.	2016
Angela Robinson (Female) Staff Survey, Focus Groups		Research Manager, professional/support services (2010) Part-time (0.5FTE).	1998 after lengthy experience in industry.
Tim Shreeve (Male) Data analysis and presentation		Professor, BMS (2014). Full-time.	1985, as PhD student. Experience of promotion
Lesley Smith (Female) Staff Survey design and data analysis		Reader, Nursing (2013) Full-time.	2003, as post-doc 0.5FTE job share. FT since 2011. Experience of promotion.
Amy Snell (Female) Representing undergraduate student experience		Undergraduate student, Social Work, SHSW. Full-time.	2016
Alfred Veldhuis (Male) Representing postgraduate student experience		PhD student, PHPD. Full-time.	2014



Liz Westcott  
(Female)



Head of  
Department of  
Nursing (2005)  
Full-time.

Secondment  
from 1990;  
joined Brookes  
1998.  
Experience of  
promotion.

(ii) an account of the self-assessment process

Since achieving 'Silver' in 2014, the SAT met and formally reported to FET quarterly until February 2017. Since then, the full SAT met 10 times (Table 3.2), with team members meeting more frequently in smaller groups to follow up on agreed actions; e.g., focus group and staff survey planning and outcomes, data analysis, writing and reviewing parts of the draft submission.

Table 3.2 Faculty of Health and Life Sciences SAT Meeting Plan 2017-18

Date of meeting	Main themes
February 21, 2017	Workshop reviewing successful AS 'Silver' application examples
April 4, 2017	Discussion of outcomes of February workshop, Identifying challenges with data collection and analysis
May 22, 2017	Outcome of focus groups
June 20, 2017	Issues concerning BME and non-UK communities of staff, identification of Case Studies for the application
July 7, 2017	Preliminary staff data presentation and discussion. Review of questions for the Faculty Staff Survey. AS web-site update.
October 5, 2017	Agreeing timeline for submission. Data collection and analysis update
November 1, 2017	Staff survey response. Review of initial draft application
December 15, 2017	Ongoing data analysis. Draft application update
February 7, 2018	Analysis of staff survey results. Draft application update. Timeline for submission
April 12, 2018	Final review and agreement of submission

The Chair formally reported to FET meetings every 2 months during this time to ensure awareness of AS activities and equality issues at Faculty executive level. Dedicated web-pages, revised and relaunched during the self-assessment process (a 2014 AS action, see also Section 5.5i), communicate AS activities to the Faculty as a whole, provide links

to useful networking and funding opportunities aimed at women, and will feature a copy of this submission and action plan.

We were especially concerned to involve professional/support staff both in the SAT and in AS activities, such as focus groups and discussion fora. We ran focus groups with professional/support staff on both campuses; they were attended by 13F/5M participants (72%F; this staff group is 70%F). We also ran a series of 'AS think tank' meetings, to which all staff were invited by e-mail, and these were attended by both academic and professional/support staff, and of all grades (4 meetings, approx. 20 attendees each time, we did not keep attendance records). Two were open meetings where participants could raise issues around any topic; others were themed around maternity/childcare and support for career progression. SAT members held one-to-one meetings with individuals to explore issues that were identified during our analysis, and with maternity/paternity leave returners.

We conducted an on-line survey of all Faculty staff to gain insight into their views and experiences of career development, promotion and progression, workplace culture and flexibility. It was designed to reflect changes to the AS Charter framework with parallel questions for academic and professional/support staff with appropriate logic and routing through an overall package of 71 questions. The survey sought to build on the survey undertaken in 2014 for our first 'Silver' submission, and issues raised in focus groups and 'think tank' meetings helped to inform design of the questions. The survey was circulated on 16/10/17, with reminders, and closed on 27/11/17. There were 168 respondents (Table 3.3), an overall response rate of 43%. However, we recognise that male response rates are disappointing. 1:1 interviews indicate that this may be a result of male staff perception that (a) AS is concerned with women and therefore their views are not required (b) that equality is embedded and therefore there is little to comment upon.

Table 3.3 Response rates to 2014 and 2017 Faculty Athena SWAN staff surveys

	Male Academic	Male Professional/ support	Female Academic	Female Professional/ support	Other gender definition / prefer not to say	Total
Survey respondents 2014	38	-	82	-	-	120
Response rate 2014	39%	-	49%	-	-	46%
Survey respondents 2017	22	8	86	44	8	168
Response rate 2017	25%	21%	47%	51%	-	43%

We also considered Faculty data from the last University staff survey in 2014 and, to focus on the experiences of early career researchers specifically, data from CROS (the Vitae Careers in Research On-line Survey) 2017.

During the self-assessment process, the SAT was especially interested to understand how our long-term commitment to AS, actions already undertaken, and embedded policies and practice were impacting on staff experience, and where there were still improvements we could make.

All activities described above, in addition to lively discussion and debate at our meetings, have contributed to our understanding of gender equality and its promotion throughout the Faculty and has informed our action plan to address areas highlighted going forward.

We are grateful for the advice of two ‘critical friends’ who read drafts of our submission and gave us invaluable feedback: Caroline Dalton, Department of Biosciences and Chemistry, Sheffield Hallam University, and Rob Bell, Athena SWAN Coordinator, Imperial College London.

### (iii) plans for the future of the self-assessment team

Dr Astrid Schloerscheidt, PVC/Dean of Faculty since 30/05/17, will succeed as Chair. The SAT will continue to meet quarterly with an agreed schedule that includes a formal annual review and updating of the action plan. The group will ensure the AS webpages are updated and provide articles celebrating the achievements of all staff, and especially women, for inclusion in Faculty newsletters. Membership will be rotated with members normally serving for 2-3 years to enable participation of staff from across the Faculty and to ensure that no-one is over-burdened. Membership terms will be staggered to ensure continuity. We will continue to ensure that the SAT represents both full- and part-time academic and professional/support staff at all levels and across Faculty. The current SAT composition (12F:5M, 70.5%F) reflects the gender balance of the Faculty (66.5%F academic; 69.9%F professional/support staff) but an under-representation of staff from SHSSW, and we will seek to address this imbalance. We plan to work towards Athena SWAN ‘Gold’ in four years’ time.

### IMPACT

Actions from our 2014 action plan mean that since that time:

- The SAT has been a recognised group that reports to FET so that issues are discussed at senior level and resources approved as required.
- AS has been a standing item on Departmental and Research and Knowledge Exchange Committee (RKEC) meeting agendas to ensure effective communication to all staff.

## ACTIONS

- (1) SAT to keep Athena SWAN webpages updated and contribute items to Faculty newsletter promoting and celebrating successes of male and female staff.
- (2) SAT membership to be staggered to ensure continuity and members serving for 2-3 year terms. SAT to meet quarterly in November, February, May and September each year.
- (3a) SAT formally reports to FET quarterly.
- (3b) PVC/Dean of Faculty to succeed as SAT Chair.
- (4a) as action (1)
- (4b) Athena SWAN continues to be a standing item on all Departmental and RKEC meeting agendas, and away days.
- (4c) A question assessing staff awareness of AS to be included in the next AS staff survey in 2021.
- (4d) We will monitor the 'footfall' on the relaunched AS webpages.

[1009 words]

## 4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

Throughout this submission, we analyse professional/support staff data for the past three years, and student and academic staff data for a minimum of three years (where we had already performed analyses for our application for AS 'Silver' in 2014, we present these data for the past five or six years). All data are presented as full person equivalent (FPE).

### 4.1. Student data

If courses in the categories below do not exist, please enter n/a.

#### (i) Numbers of men and women on access or foundation courses

BMS runs a Foundation in Life Sciences programme with a partner college, which provides entry into degree courses for those with non-standard qualifications. Student numbers vary by year; there is no clear trend in the numbers of either men or women over time (Fisher's exact tests,  $P > 0.4$  in both cases), **Figure 4.1**.



**Figure 4.1 Number of males and females on foundation degrees at Abingdon and Witney College.** Numbers above bars represent total of both genders. Student numbers are given on the vertical axis.

#### (ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

Benchmark comparators are listed in [Table 4.1](#), but we recognise that there is an imperfect 'fit' between the particular subject areas covered by our Departments and the benchmarking data; e.g., we compare Nursing (approximately 90%F), with 'subjects allied to medicine', a broad subject mix including courses such as pharmacology, toxicology and medical technology that are more gender-balanced. This may, in part, explain why for some departments, we have a higher proportion of women than the benchmarks.

The numbers of men and women full-time (FT) and part-time (PT) undergraduates by Department are given in [Figures 4.2-4.6](#) and analysis summarised in [Table 4.2](#). PT student numbers are low in all Departments, are generally falling owing to a UK-wide change in funding for PT places in healthcare subjects, and no specific equality issues were identified. There are higher proportions of women than the benchmarks in MCPH, Nursing, PHPD, SHSSW. There has been a fall in numbers of FT males in SHSSW.

Table 4.1 National HESA 2016/17 benchmarking comparators for undergraduate, postgraduate taught and postgraduate research programmes

Department	UG and PGT student data benchmarked to	Benchmark		Benchmark	
		%F		%BME	
		UG	PGT	UG	PGT
BMS	Biological Sciences	62	70	19	16
MCPH	Subjects Allied to Medicine	80	76	25	20
Nursing	Subjects Allied to Medicine	80	76	25	20
PHPD	Subjects Allied to Medicine	80	76	25	20
SHSSW	Biological Sciences	62	70	19	16
Course code	Research student data Benchmarked to				
		PGR		PGR	
Biological & Medical Sciences	Biological Sciences	60		9	
Healthcare Studies	Subjects Allied to Medicine	61		13	

Table 4.2 Summary analysis of numbers of male and female full-time (FT) and part-time (PT) undergraduates by Department, 2012/13 to 2017/18. <sup>1</sup>F-tests; <sup>2</sup>Chi-squared tests

Department	Trend in FT student numbers over the time period <sup>1</sup>	Trend in PT student numbers over the time period <sup>1</sup>	Percentage female students over the time period	Benchmark percentage female	Our student population significantly different to benchmark? <sup>2</sup>
BMS	Numbers have increased, (P<0.001), but M:F ratio has not changed.	Numbers are low; more PT females than males; but PT female numbers declining (P<0.05)	58-61%	62%	No, (P>0.9)
MCPH	Numbers fluctuate but no detectable pattern and no total change over time (P>0.9)	Max 5% PT students, all female; PT route only chosen by one student after 2014/15 (in 2017/18)	99-100%	80%	Yes, higher than benchmark, (P<0.05)
Nursing	No change (P>0.8)	Decline in both male (not significant P>0.05) and female (P<0.05) PT students	91-92%	80%	Yes, higher than benchmark, (P<0.05)
PHPD	Numbers have increased, (P<0.01), but M:F ratio has not changed (P>0.05)	No change in male or female numbers (P>0.6)	71-77%	80%	Yes, higher than benchmark, (P<0.05)
SHSSW	Female student numbers have not changed (P>0.05); decline in male	Decline in both male (P<0.01) and female (P<0.01) PT students	62 to 67%.	62%	Yes, higher than benchmark, (P<0.05)

numbers  
( $P < 0.01$ )

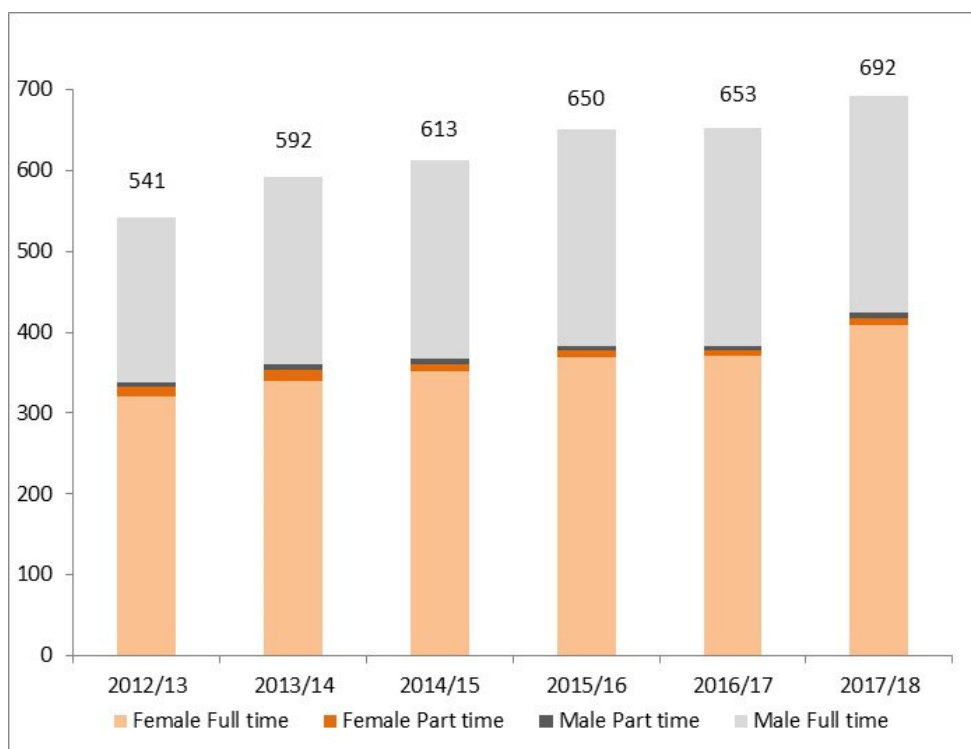


Figure 4.2 **Numbers of male and female FT and PT undergraduate students, Biological and Medical Sciences.** Numbers above bars represent total of both genders. Student numbers are given on the vertical axis.

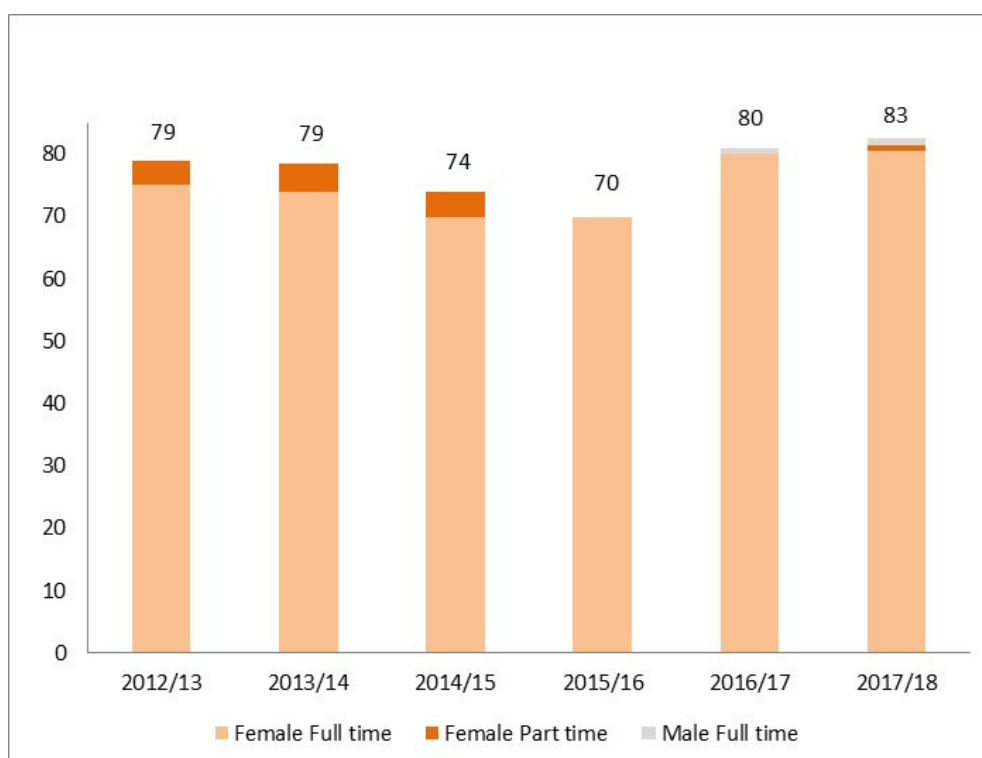




Figure 4.3 **Numbers of male and female FT and PT undergraduate students, Midwifery, Community and Public Health.** Numbers above bars represent total of both genders. Student numbers are given on the vertical axis.

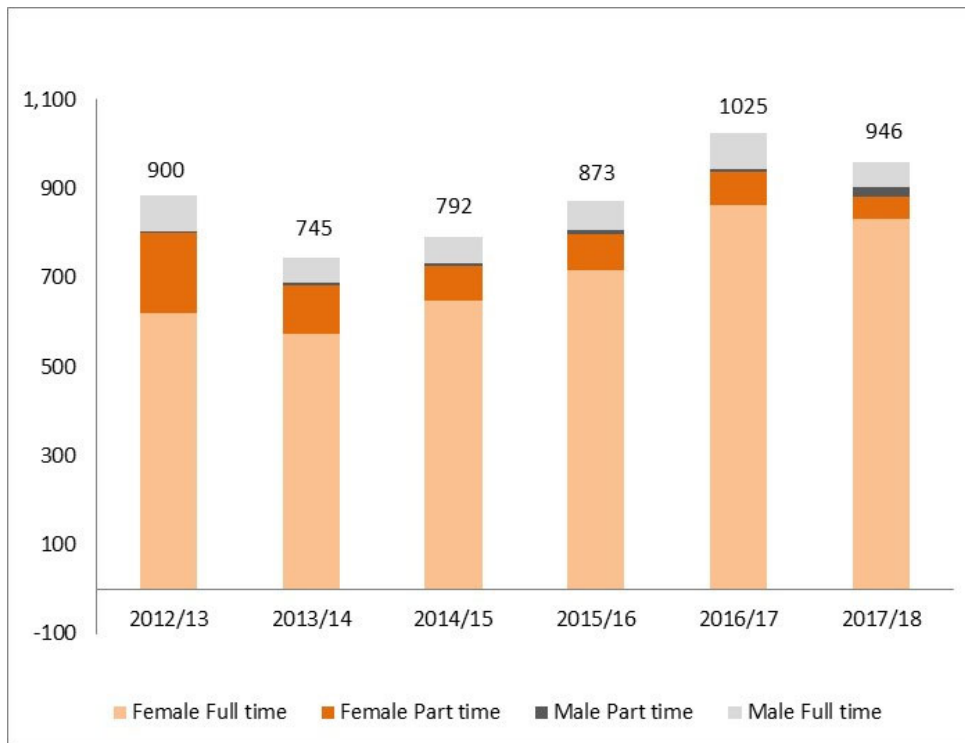


Figure 4.4 **Numbers of male and female FT and PT undergraduate students, Nursing.** Numbers above bars represent total of both genders. Student numbers are given on the vertical axis.

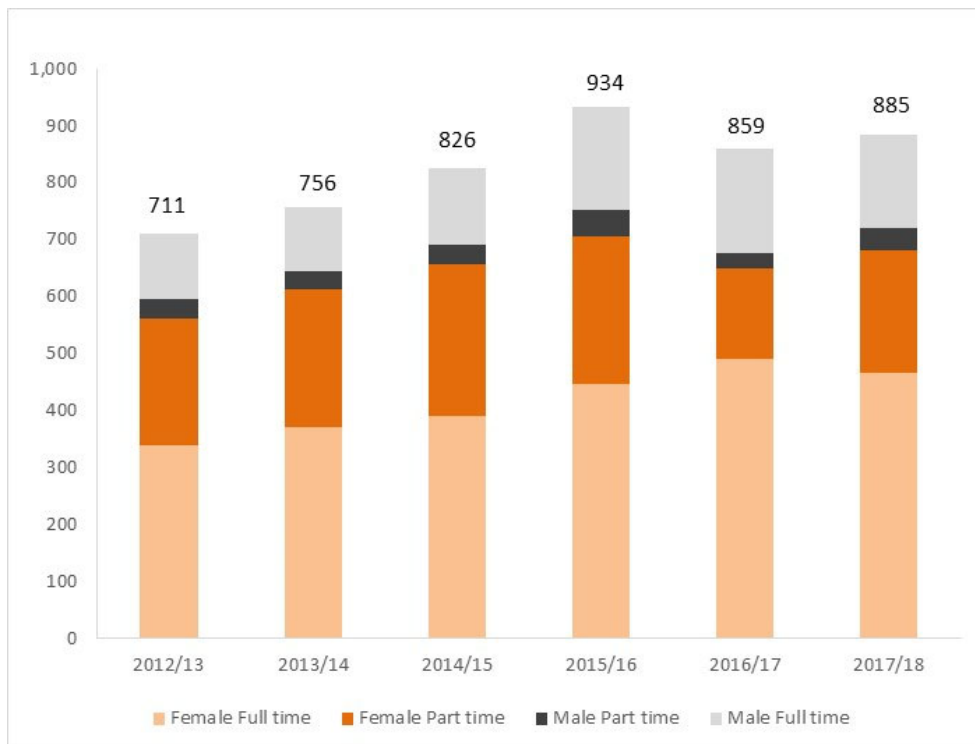


Figure 4.5 **Numbers of male and female FT and PT undergraduate students, Psychology, Health and Professional Development.** Numbers above bars represent total of both genders. Student numbers are given on the vertical axis.

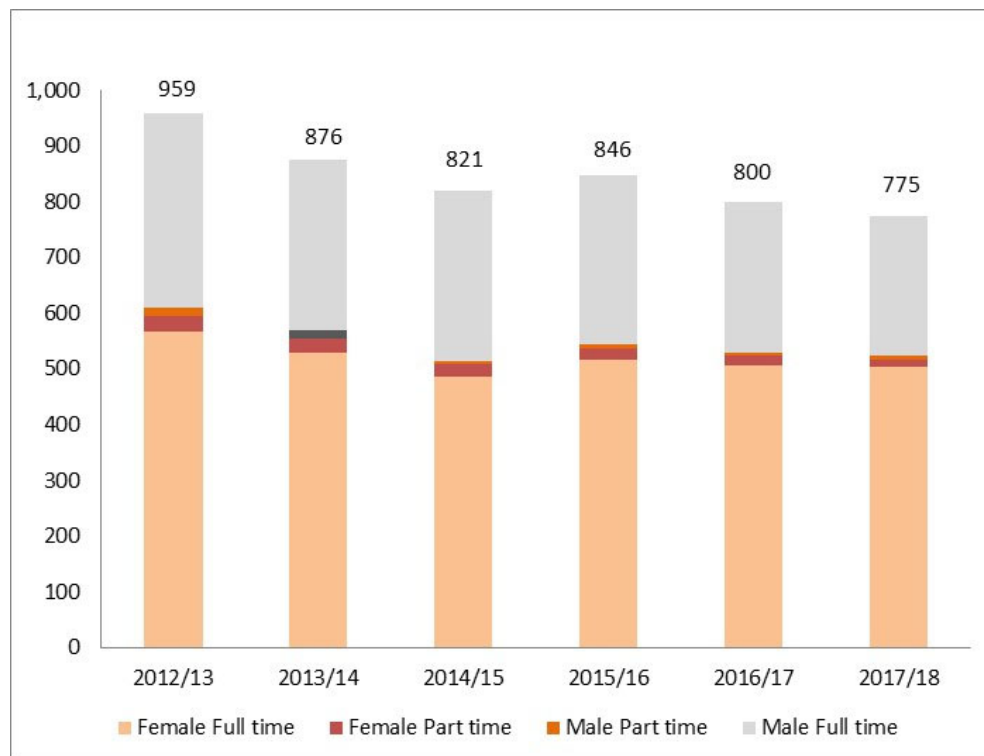


Figure 4.6 **Numbers of male and female undergraduate students, Sport, Health Sciences and Social Work.** Numbers above bars represent total of both genders. Student numbers are given on the vertical axis.

Actions from our 2014 AS submission mean that we ensure that our marketing materials, webpages and staff/student profiles at open days promote gender neutrality and we actively work to highlight men in promotional materials related to traditionally female-dominated subjects e.g., nursing (Figure 4.7-4.9). An example is our 'YouTube' video addressing preconceptions about "male nurses" (Figure 4.8). However, we acknowledge that we need to encourage more male students into MCPH, Nursing, SHSSW and PHPD.



Figure 4.7 Images from nursing degree webpages; featuring men and women undergraduates (left) and images of two male nursing students profiled on the same site (the other three profiles are of female nursing students).



Figure 4.8 Stills from our 'YouTube' video aimed at challenging preconceptions about nursing being a predominantly female occupation; this has been viewed >18,000 times since its launch in September 2015.

#### ACTIONS

(5a) Continue to ensure that publicity and marketing materials e.g., webpages, brochures, not only feature, but highlight, male students and staff, and that men and women staff and student guiders are visible at open days.

(5b) Develop and implement a strategy to increase male undergraduate numbers on MCPH, Nursing, SHSSW and PHPD programmes.

(6) Set up a working group to investigate reasons for the fall in numbers of male FT students in SHSSW. Develop and implement an action plan to address the issues.

The ethnicity of UG students by Department is given in [Table 4.3](#).

#### IMPACT

A 2014 AS action was to ensure that our marketing materials, webpages, staff/student presence at open days and outreach activities in schools reflect gender equality and diversity and promote the message that the Faculty is an inclusive environment nurturing undergraduates from all backgrounds ([Figures 4.7-4.9](#)).

This has impacted in an overall increase in the proportion of black/minority ethnic (BME) undergraduates since 2012/13, with significant increases in BMS, Nursing (especially) and PHPD.

Table 4.3 Ethnicity of undergraduate students in Faculty overall and by Department

	%BME undergraduates						Our student population significantly different to benchmark? <sup>1</sup>	Significant increase in %BME students over time? <sup>2</sup>
	2012/13	2013/14	2014/15	2015/16	2016/17	benchmark		
Whole Faculty	12	14	17	18	20	-	-	Yes, P<0.001
BMS	23	22	28	28	27	19	No, P>0.3	Yes, P<0.03
MCPH	9	7	4	6	6	25	Yes, lower, P<0.001	No, P>0.1
Nursing	11	13	18	25	30	25	No, P>0.5	Yes, P<0.03
PHPD	7	13	14	13	13	25	Yes, lower, P<0.001	Yes, P<0.03
SHSSW	9	11	11	13	12	19	Yes, lower, P<0.001	No, P>0.1

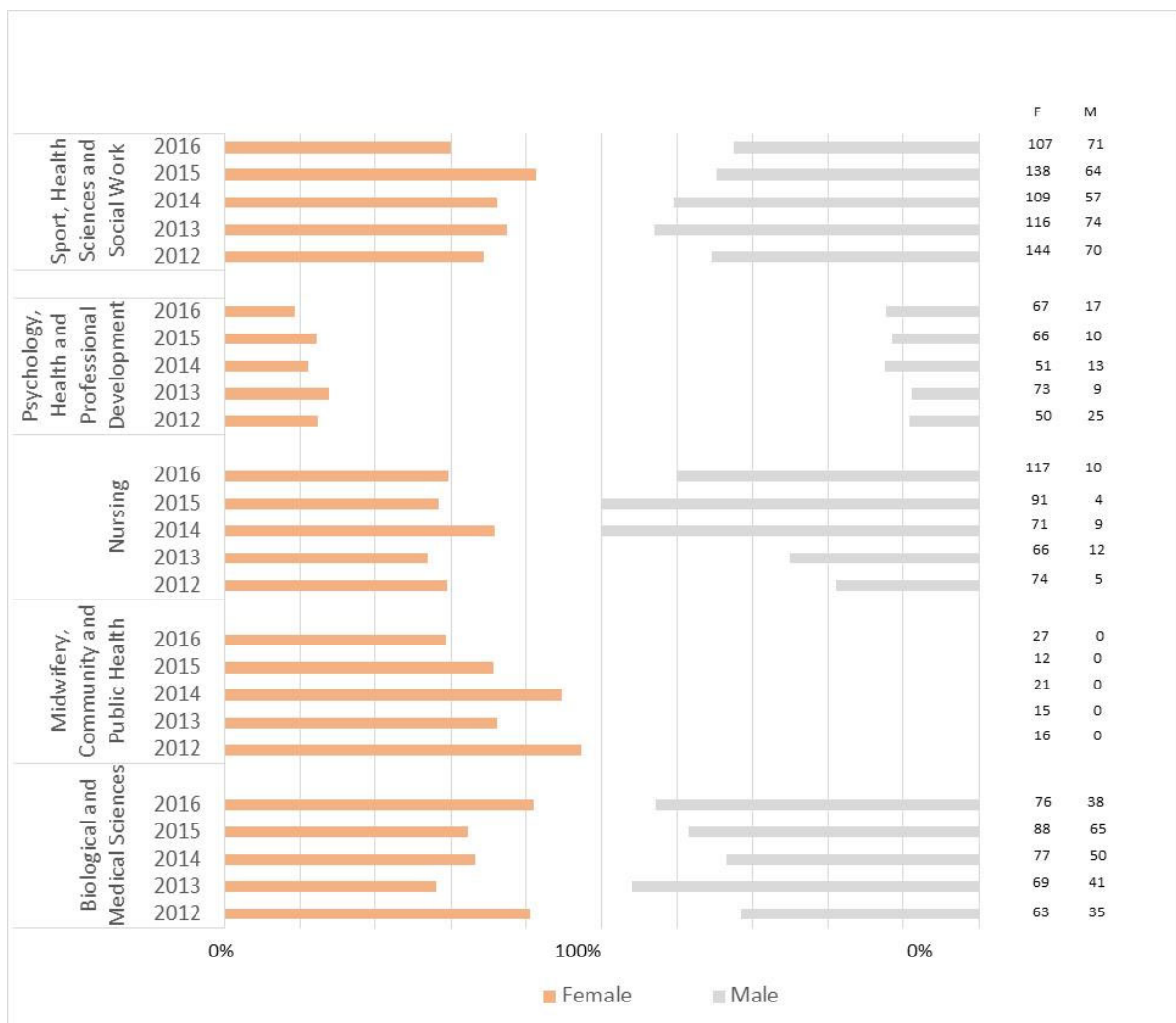
<sup>1</sup>Fisher's exact tests; <sup>2</sup>Chi-squared tests



## ACTION

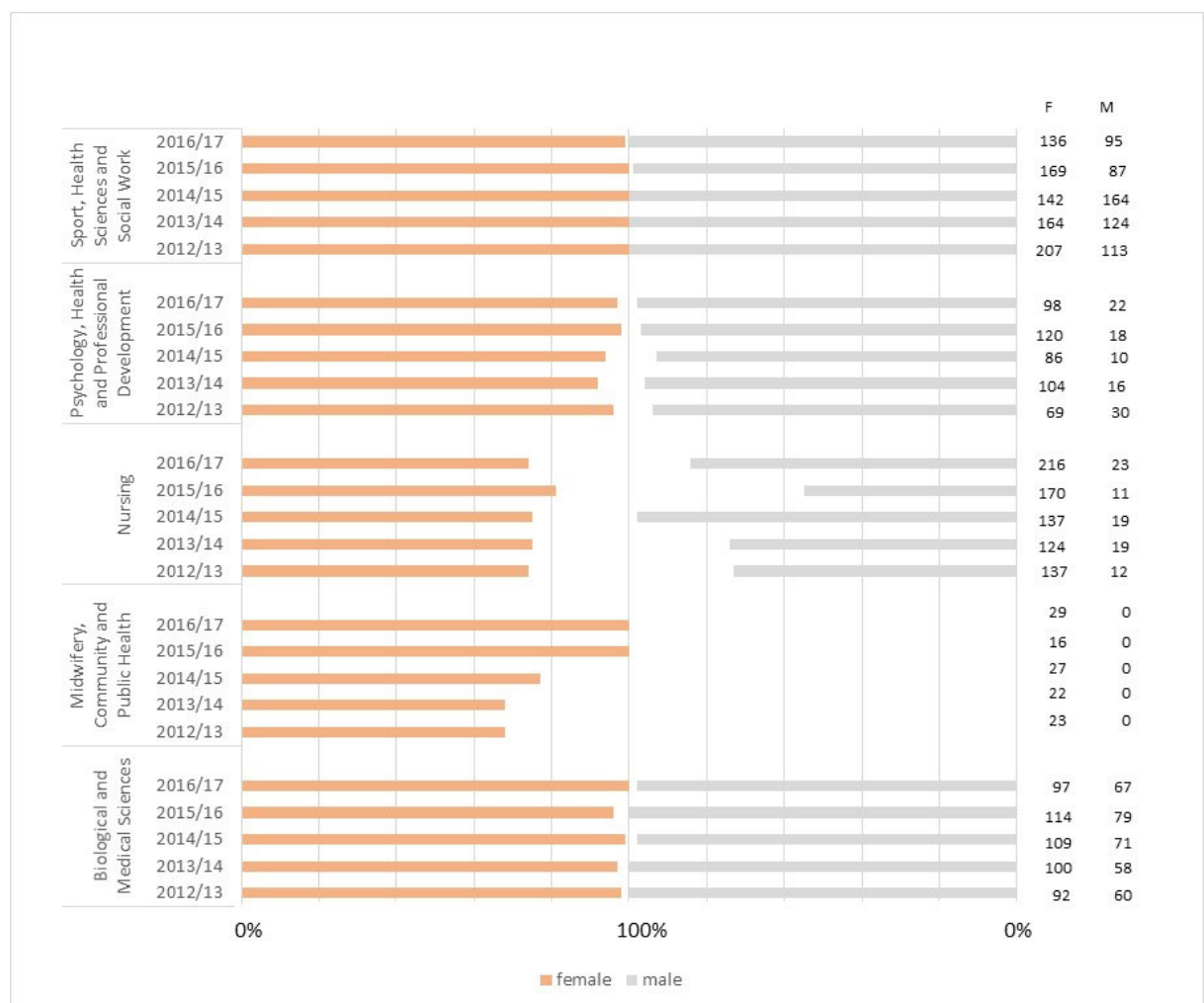
(7a) Continue to promote BME images in marketing materials, webpages etc. and staff and student guider presence at open days, with special emphasis on MCPH, PHPD and SHSSW.

The percentage of students gaining 1<sup>st</sup>/2(i) degrees are a standard 'key performance indicator' (KPI) for Universities; we present these data by Department, [Figure 4.10](#). There are no significant differences in the proportions of men and women graduating with 'good' degrees in any year within any Department, and no differences between these proportions between Departments (Fisher's exact tests,  $P > 0.5$  in all cases).



**Figure 4.10 The percentage of males and females gaining 1st or 2(i) class undergraduate taught degrees, by Department, for cohorts 2012/13-2016/17** (no males were due to complete in MCPH in the period under consideration). Numbers to the right of the bars indicate student numbers.

Completion rates of men and women by Department, [Figure 4.11](#), do not differ significantly within Departments between years (Fisher's exact tests,  $P < 0.1$ ). The completion rates overall in most years (excluding 2014/15 and 2016/17) in Nursing are lower than for BMS, PHPD and SHSSW (Chi-squared tests,  $P > 0.05$  in all years); but this affects men and women equally. Completion rates of women in MCPH differ between years (Chi-squared tests,  $P < 0.05$ ), and rose from those equivalent to those in Nursing to equivalent to other Departments in the most recent two years. We identified no equality issues in these data.



**Figure 4.11 Completion rates of male and female undergraduate students by Department, 2012/13-2016/17** (no males were due to complete in MCPH in the period under consideration). Numbers to the right of the bars indicate student numbers.

UG admission data are captured in [Table 4.4](#). Because we detected no gender-bias in any aspect of the data, for clarity, we provide overall summary data. There was no gender-bias in offers made to FT or PT applicants in BMS, Nursing, PHPD and SHSSW in



any year (Chi-squared tests,  $P > 0.3$  in all cases). In all years, there were very few male (FT or PT) applicants in MCPH. Following offers, men and women for both FT and PT modes were equally likely to accept places (Chi-squared tests,  $P > 0.1$  in all cases), and there was no gender-bias in enrolment following offer acceptance in any Department. Figures reflect the ratio of applicants to places, and student choice amongst institutions making offers to them. For PT students, offer, acceptance and conversion rates were consistently higher than for FT students, possibly reflecting PT students tending to make stronger applications, and to apply only for places at a University within their local travelling distance where they intend to study. None of these differences were gender-related. We are confident that there is no gender-bias at any stage of the student recruitment process.

Table 4.4 Summary data on the application to enrolment process for undergraduate FT and PT males and females, averaged over the period 2012/13-2016/17.

		Full Time					Part Time				
Department		Average no. applicants /yr	Average % of offers	Average % offers accepted	Average % of acceptances enrolling	Average no. enrolments	Average no. applicants /yr	Average % of offers	Average % offers accepted	Average % of acceptances enrolling	Average no. enrolments
BMS	F	844	88	47	35	120	4	86	94	88	3
	M	490	88	50	37	79	2	100	100	80	1
MCPH	F	541	10	87	69	31	24	92	99	87	19
	M	3	13	0			0				
Nursing	F	1939	29	78	59	260	255	97	100	94	231
	M	212	23	80	83	32	15	96	100	83	12
PHPD	F	1246	70	45	45	174	523	99	100	93	483
	M	479	49	56	59	77	93	98	100	96	87
SHSSW	F	1440	47	54	46	170	8	64	81	76	3
	M	921	53	44	38	82	2	71	90	40	1

## ACTION

(7b) Collect and monitor data on white versus BME student data regarding completion rates of proportions of students gaining 'good' degrees, and the application to enrolment process.

(iii) Numbers of men and women on postgraduate taught degrees

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

Numbers of students on PGT programmes, by Department, are given in **Figures 4.12-16** and analysis summarised in **Table 4.5**. We see fluctuations in proportions of FT/PT men and women in some Departments, but without clear pattern, and percentages of women overall has not changed over time. There are more women in MCPH, Nursing, PHPD and SHSSW than the benchmarks. As with UG programmes, we make every effort to ensure that marketing materials, webpages and staff/student profiles at open days promote gender neutrality and we actively work to promote men in marketing materials related to traditionally female-dominated subjects (described previously).

**ACTIONS**

(5a) Continue to ensure that publicity and marketing materials e.g., webpages, brochures, not only feature, but highlight, male students and staff and that men and women staff and student guiders are visible at open days.

(5b) Develop and implement a strategy to increase male PGT numbers on healthcare programmes in MCPH, Nursing, SHSSW and PHPD.



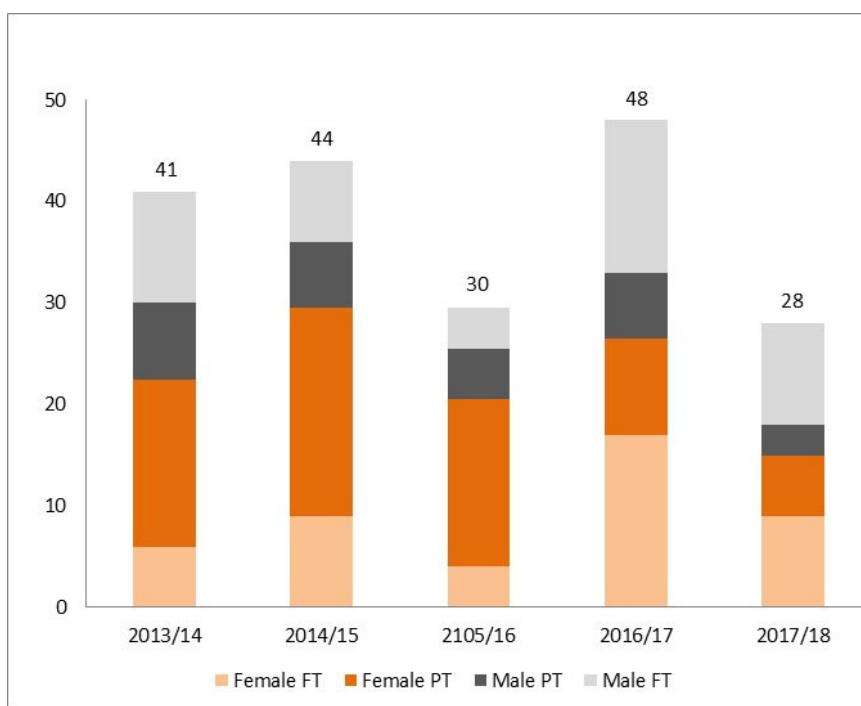


Figure 4.12 **Numbers of male and female FT and PT postgraduate taught students, Biological and Medical Sciences.** Numbers above bars represent total of both genders. Student numbers are given on the vertical axis.

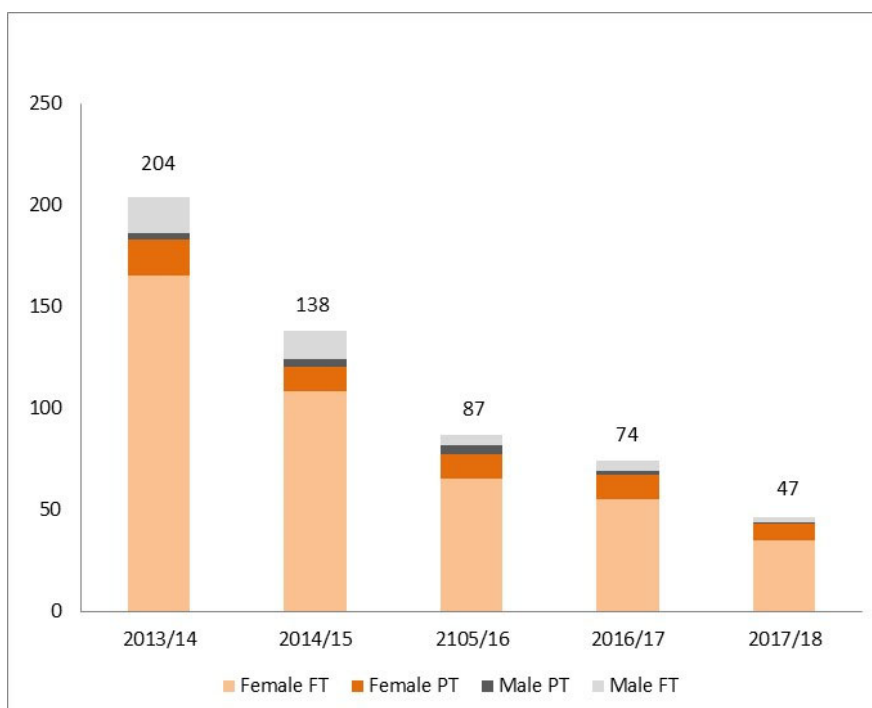


Figure 4.13 **Numbers of male and female FT and PT postgraduate taught students, Midwifery, Community and Public Health.** Numbers above bars represent total of both genders. Student numbers are given on the vertical axis.

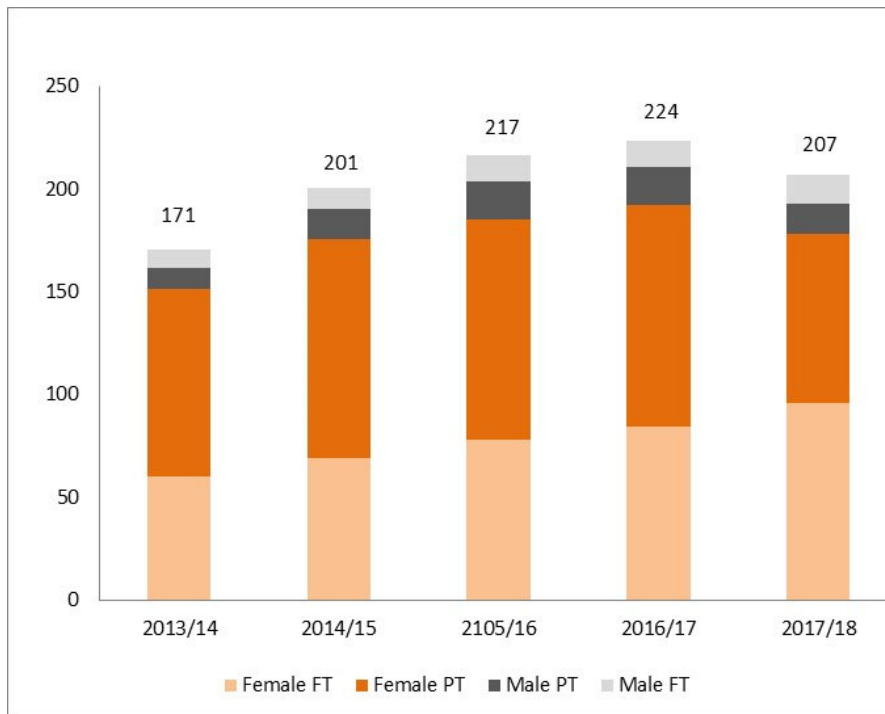


Figure 4.14 **Numbers of male and female FT and PT postgraduate taught students, Nursing.** Numbers above bars represent total of both genders. Student numbers are given on the vertical axis.

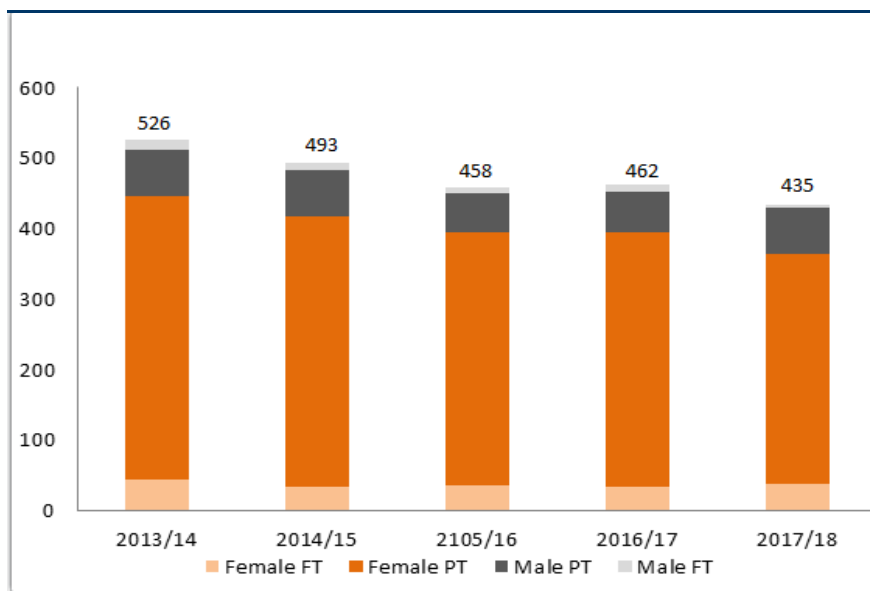


Figure 4.15 **Numbers of male and female FT and PT postgraduate taught students, Psychology, Health and Professional Development.** Numbers above bars represent total of both genders. Student numbers are given on the vertical axis.

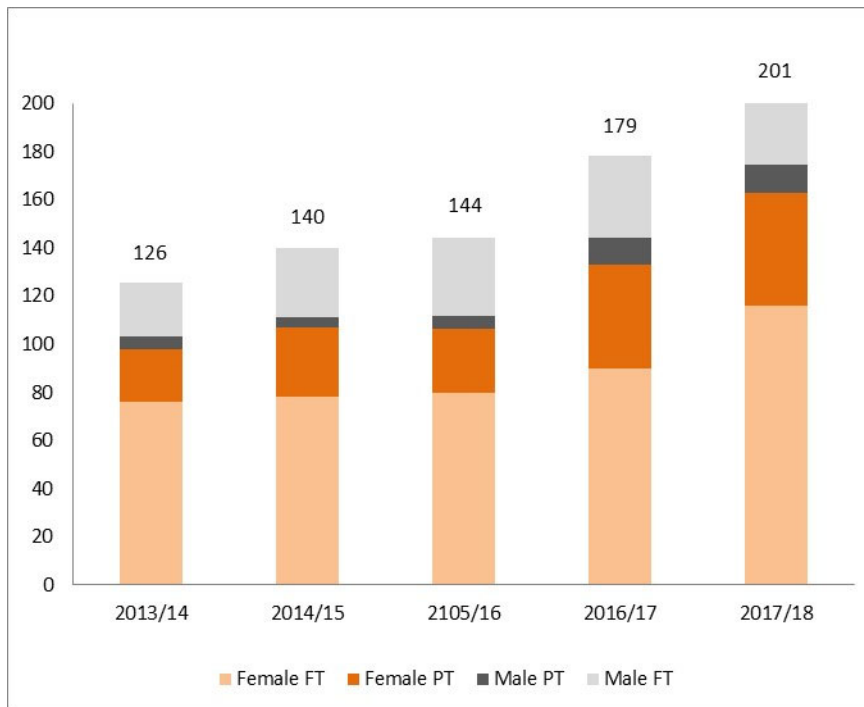


Figure 4.16 **Numbers of male and female postgraduate taught students, Sport, Health Sciences and Social Work.** Numbers above bars represent total of both genders. Student numbers are given on the vertical axis.

Table 4.5 Summary analysis of numbers of male and female full-time (FT) and part-time (PT) PGT students by Department 2012/13 to 2017/18

Department	Trend in FT student numbers over the time period <sup>1</sup>	Trend in PT student numbers over the time period <sup>1</sup>	Percentage female students over the time period	Benchmark percentage female	Our student population significantly different to benchmark? <sup>2</sup>
BMS	Numbers vary by year with no detectable trend (P>0.05)	Decline in female PT students, but an increase in female FT students giving no change in %F overall	average 61%	70%	No, (P>0.05)
MCPH	Numbers of males and females	Numbers of PT males and females	average 89%	76%	Yes, higher than

	have declined (P<0.01)	have declined equally (P<0.01)			benchmark, (P<0.05)
Nursing	Total numbers increased as a result of an increase in FT female students (P<0.01)	No change over time	average 88%	76%	Yes, higher than benchmark, (P<0.05)
PHPD	Decline in numbers of male FT students (P<0.01) but gender balance overall unchanged	Decline in numbers of female PT students (P<0.01) but gender balance overall unchanged	85% throughout	76%	Yes, higher than benchmark, (P<0.05)
SHSSW	Increase in FT females (P<0.05) but not FT males (P>0.05)	Increase in PT males (P<0.05) and female (P<0.05) numbers	average 76%	70%	Yes, higher than benchmark, (P<0.05)

<sup>1</sup>F-tests; <sup>2</sup>Chi squared tests

The ethnicity of students on PGT degrees is summarised in [Table 4.6](#). We identified no equality issues, and %BME students are strikingly higher in PHPD than the benchmark.

Table 4.6 The ethnicity of students on postgraduate taught degrees in Faculty overall and by Department

%BME postgraduate taught degree students								
	2013/14	2014/15	2015/16	2016/17	2017/18	benchmark	Our student population significantly different to benchmark <sup>1</sup> ?	Significant increase in %BME students over time <sup>2</sup> ?
Whole Faculty	40	39	40	38	39	-	-	No, P>0.5
BMS	23	26	22	22	29	16	No, P>0.8	No, P>0.5

MCPH	26	25	27	19	27	20	No, P>0.8	No, P>0.5
Nursing	18	19	21	24	25	20	No, P>0.8	No, P>0.5
PHPD	59	56	55	55	54	20	Yes, higher, P< 0.001	No, P>0.5
SHSSW	19	24	27	24	25	16	No, P>0.8	No, P>0.5

<sup>1</sup>Fisher's exact tests; <sup>2</sup>Chi squared tests

The percentage of students gaining merit/distinction masters degrees are a standard KPI for Universities; we present these data by Department, [Figure 4.17](#). There are no significant differences in these percentages by year, or between genders, within each Department (Fisher's exact test, P>0.7 in all cases). The percentage of both genders gaining 'good' degrees in PHPD is lower than for other Departments in all years (Fisher's exact tests, P<0.01); as both genders are affected equally, this is not an equality issue and is being investigated by the Department.

Completion rates for the period are between 98%-100%; we identified no equality issues in these data.

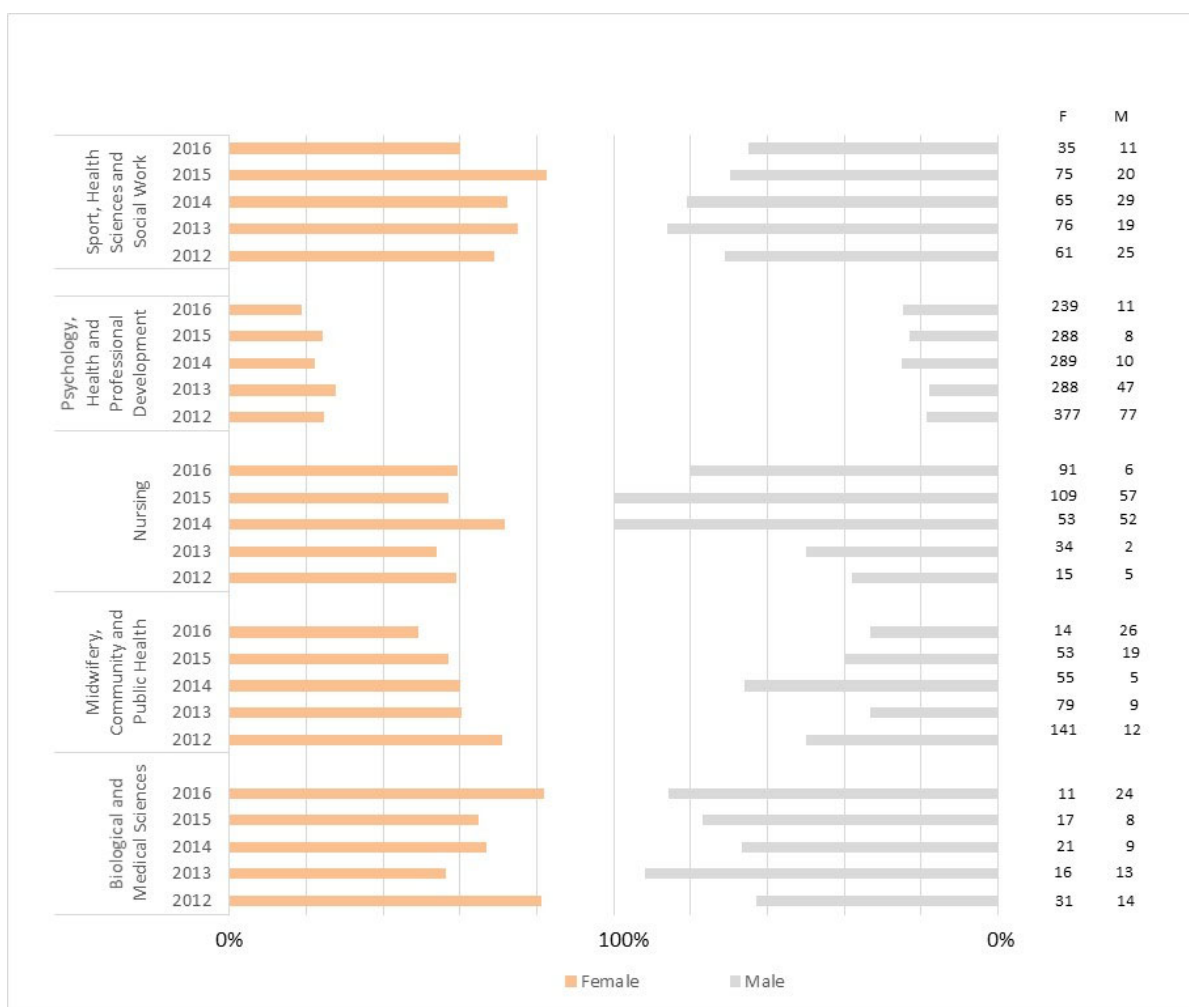


Figure 4.17 The percentage of males and females gaining merit/distinction PGT degrees, by Department, cohorts 2012/13-2016/17. Numbers to the right of the bars indicate student numbers.

### ACTION

(7c) Collect and monitor data on white versus BME student data regarding proportions of students gaining 'good' PGT degrees.

#### (iv) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

Research degrees are managed in doctoral programmes and data are captured against course codes; 90% of PGR students are classified as Biological and Medical Sciences (BMS) or Healthcare Studies (HS), with almost equal numbers on each. Both courses are female-dominated (Figure 4.18), with no significant differences in these proportions in any year, or between years (Fisher's exact tests,  $P > 0.9$ ).

## IMPACT

Within BMS, the gender ratio does not differ from the benchmark (Chi-squared test,  $P < 0.5$ ), but for HS, a growth area within Faculty (Section 5.1iv), and traditionally female-dominated subjects, there are more men than the benchmark (Chi-squared test,  $P < 0.001$ ). Our initiatives to attract more male students, at every level, to these programmes, a 2014 AS action, described previously, are having an effect.

Most research students are FT, with no significant differences between BMS and HS (data not shown), and no differences between yearly cohorts, either by course code or across Faculty (Fisher's exact tests,  $P > 0.8$ ).

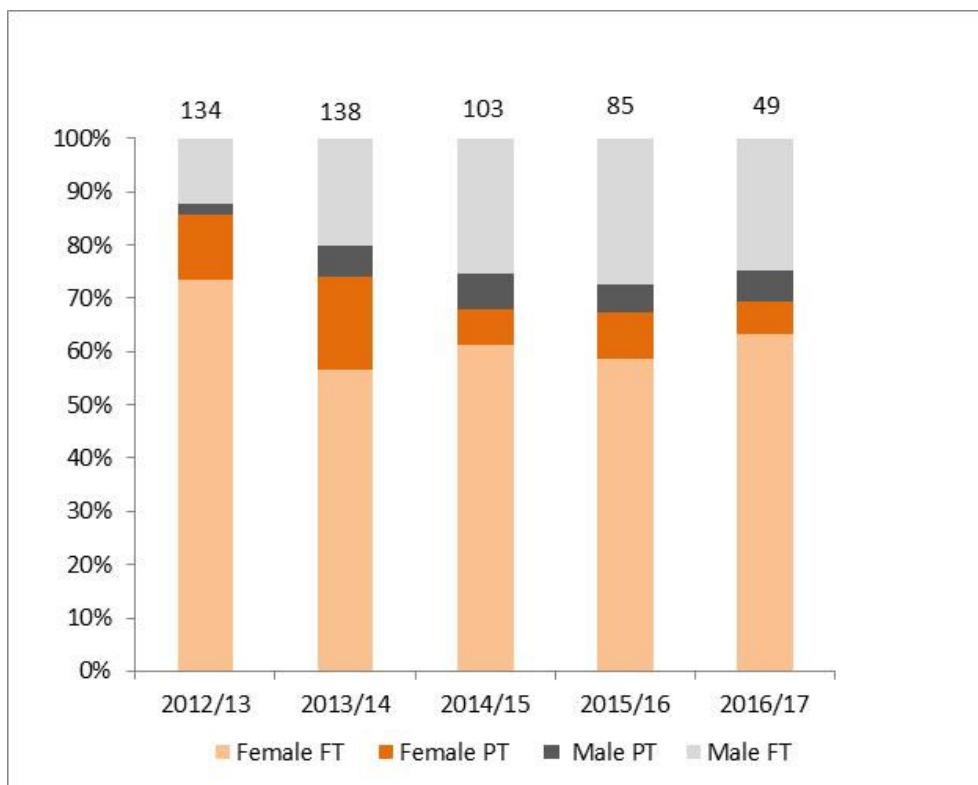


Figure 4.18 The percentage of female and male, FT and PT, PGR students, academic years 2012/13-2016/17. Numbers to the right of the bars indicate student numbers.

The ethnicity of PGR students is summarised in [Table 4.7](#). We identified no equality issues.

Table 4.7 Ethnicity of students on postgraduate research degrees

	%BME postgraduate research degree students						Our student population significantly different to benchmark <sup>1</sup> ?	Significant increase in %BME students over time? <sup>2</sup>
	2012/13	2013/14	2014/15	2015/16	2016/17	benchmark		
Whole Faculty	18	15	20	18	19	-	-	No (P>0.2)
Biological and Medical Sciences (BMS)	24	22	24	20	17	9	No (P>0.4)	No (P>0.2)
Healthcare Studies (HS)	10	6	8	21	22	13	No (P>0.4)	No (P>0.2)
Other courses <sup>3</sup>	-	14	20	10	14	-	-	-

<sup>1</sup>Fisher's exact tests; <sup>2</sup>Chi-squared tests; <sup>3</sup>Numbers are too small for statistical analysis

## IMPACT

We realised during our 2014 AS application that data on the application/selection process for PGR degrees was not logged centrally by the University and had not been recorded systematically at Faculty level. Since 2014, we have kept comprehensive records, which means that we are able to monitor the fairness of our recruitment/selection processes.

The recruitment pipeline for research degrees, by gender and ethnicity, is summarised in [Table 4.8](#). Although there is some variation in the percentage of women applying each year, the gender ratio of applicants does not significantly differ from parity in any year (Fisher's exact tests, P>0.4). In 2016/17 women were more likely to be shortlisted than men (Fisher's exact test, P<0.01), but not in other years (Fisher's exact test, P>0.7). There is no gender-bias in offers made to shortlisted candidates in any year (Fisher's exact tests, P>0.4). When ethnicity is declared, there is no evidence of bias in shortlisting or offers made in any year (Fisher's exact tests, P>0.5). We therefore identified no equality issues in these data.



For all PGR students due to complete in each of the years 2013/14-2016/17, 97% of students did so (only 3M/3F did not complete).

Table 4.8 The number of applicants and the success of applicants by gender and declared ethnicity applying for postgraduate research degree programmes for the period 2014/15-2016/17

	2014/15			2015/16			2016/17		
	Total number 187			Total number 143			Total number 102		
	%F	%M	%BME <sup>1</sup>	%F	%M	%BME <sup>1</sup>	%F	%M	%BME <sup>1</sup>
Number of applicants	60	40	10	66	34	22	44	56	22
% of applicants shortlisted	19	17	11	31	35	35	62	14	25
% of shortlisted offered	86	46	50	59	47	45	29	13	40

<sup>1</sup>In any year, about 80% of applicants declare ethnicity

(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

The pipeline to research degrees in BMS and HS is presented as a 3-year snapshot, **Figure 4.19**. For the BMS pipeline, in all years, the proportion women undertaking UG and PGR degrees are not significantly different (Chi-squared tests,  $P > 0.05$  in all cases). However, the proportions of PGT women were higher in 2014/15 and 2015/16 (Chi-squared tests by year,  $P < 0.05$ ). In 2016/17, there were no pipeline issues. The HS research degree pipeline was consistent between years, with no difference in the proportions of women taking UG and PGT courses, but smaller proportions of women taking PGR degrees, reflecting the different professional requirements of these disciplines. We identified no equality-related issues.

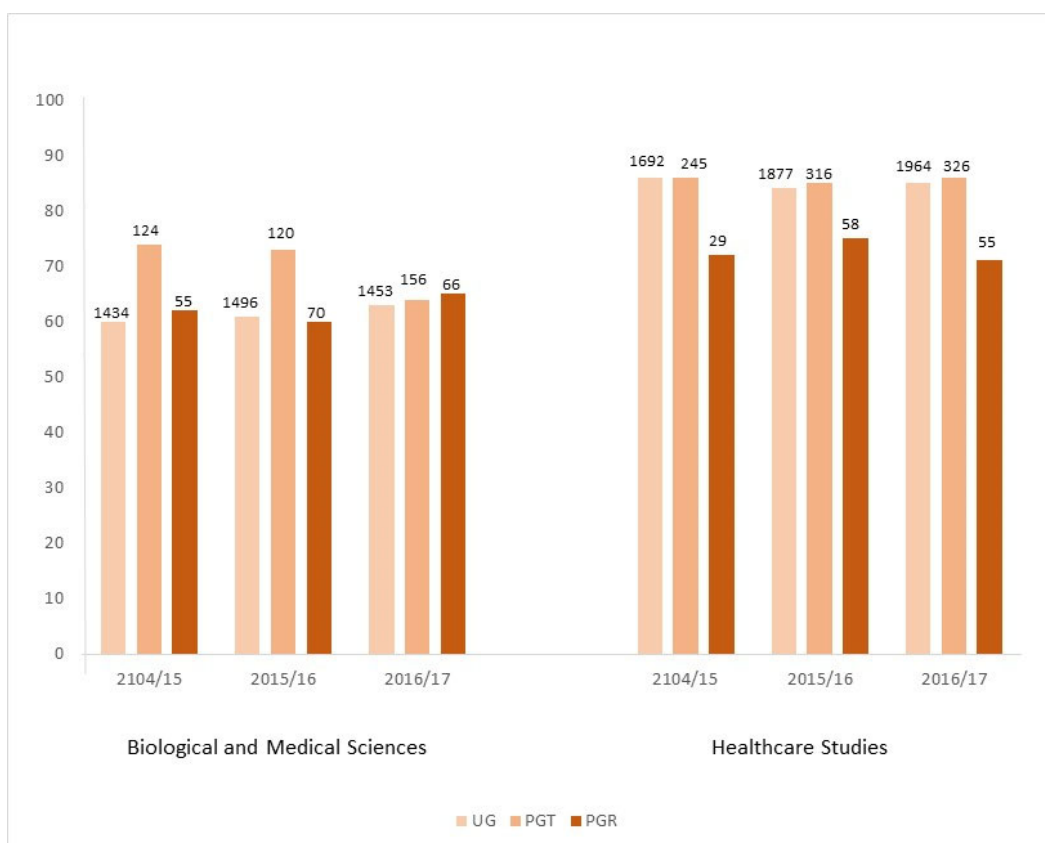


Figure 4.19 The percentage of women within the undergraduate to postgraduate research pipeline 2014/15-2016/17. Percentage female is given on the vertical axis. Numbers above bars represents total of both genders.

#### 4.2. Academic and research staff data

- (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

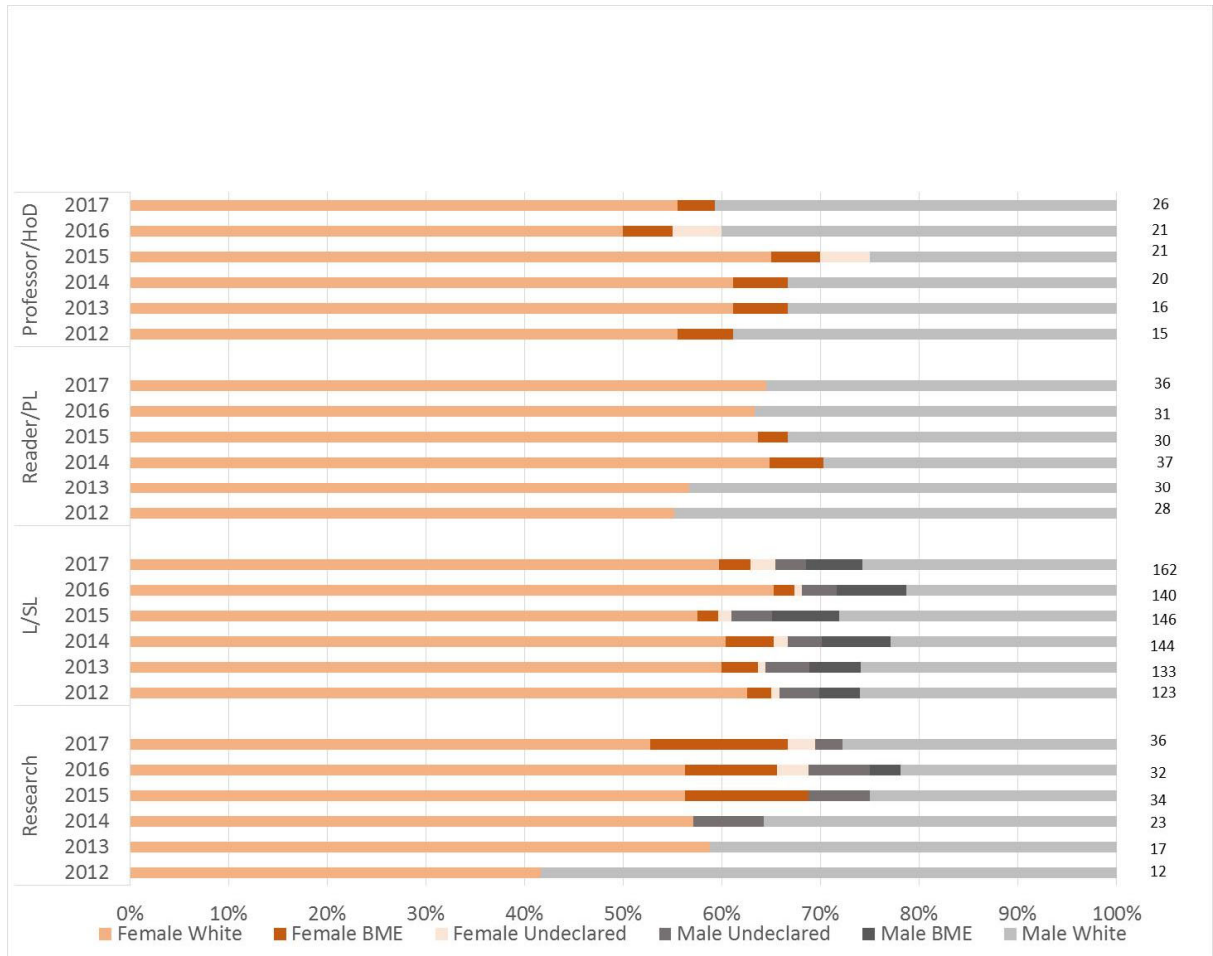
All academic contracts are research/scholarship/teaching, although different staff members have different workload plan (WLP) allocations for research and/or scholarly activity (Section 5.5v).

Analyses of staff by grade, contract function and gender for the period 2011/12-2016/17 are presented for the Faculty as a whole (Figure 4.20) and on a Departmental basis (Figures 4.21-4.25, Table 4.9).

Table 4.9 Summary of data analysis of percentage of female staff by Department in comparison to benchmarks

Department	% Female staff	Is percentage female staff significantly different to parity? <sup>1</sup>	HESA sector benchmark data 2016/17 (% female staff)	Is percentage female staff significantly different to the benchmark? <sup>2</sup>
BMS	56.1%	No, P>0.52	biosciences 56%	No, P<0.9
PSWPH	71.7%	Yes, more females, P<0.03	nursing and applied professionals 75%	No, P>0.7
SHS	59.1%	No, P>0.57	biosciences 56%	No, P<0.9
Nursing	77.2%F	Yes, more females, P<0.02	nursing and applied professionals 75%	Yes, higher P<0.01
AHPD	65.7%F	No, P>0.22	nursing and applied professionals 75%	Yes, lower P<0.02

<sup>1</sup>Fisher's exact tests; <sup>2</sup>Chi-squared tests



**Figure 4.20 Breakdown of academic staff, Faculty of Health and Life Sciences, by role, gender and ethnicity, academic years ending 2012-2017.** Figures to the right of the bars indicate total staff numbers.

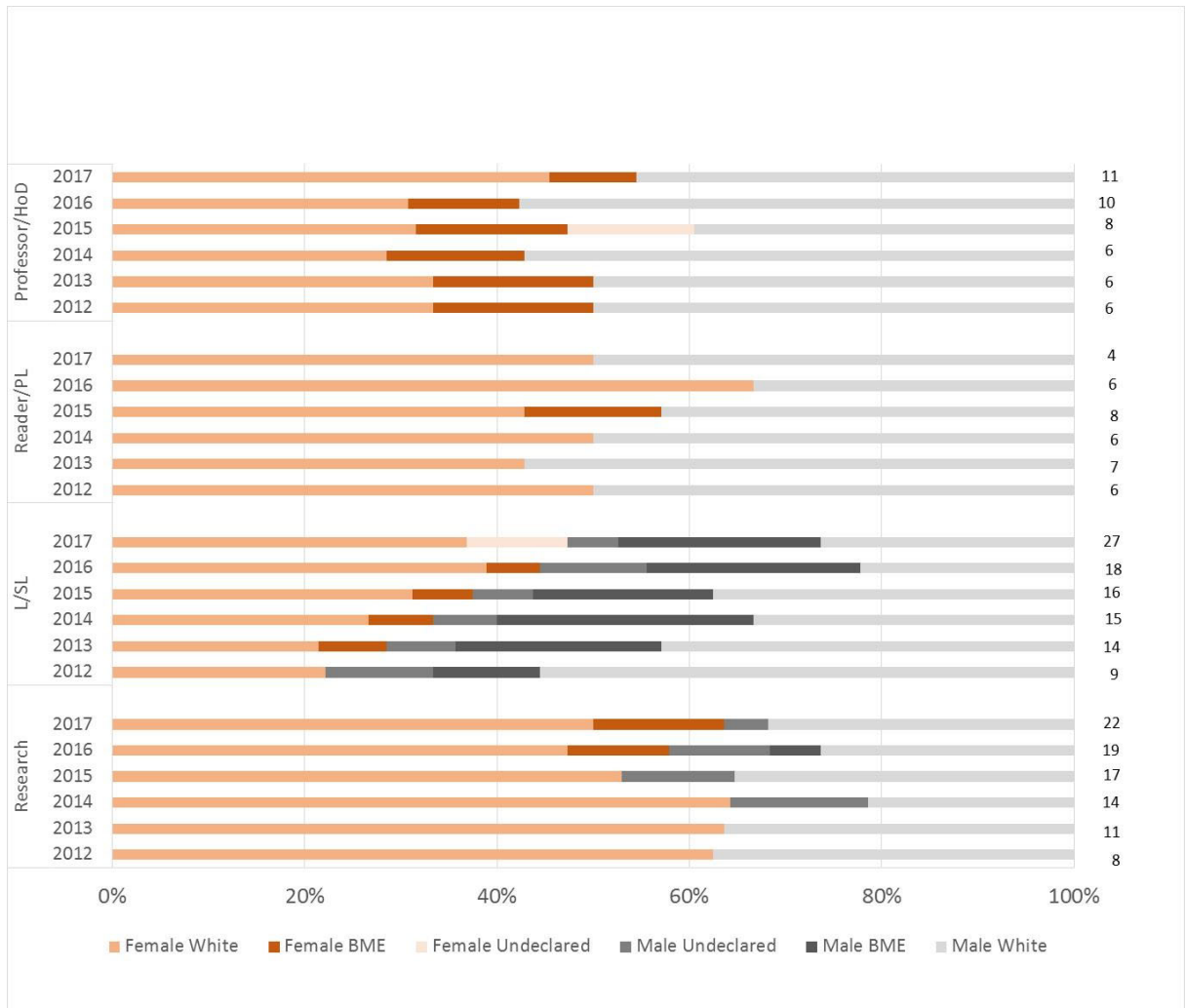


Figure 4.21 Breakdown of academic staff, Biological and Medical Sciences, by role, gender and ethnicity, academic years ending 2012-2017. Figures to the right of the bars indicate total staff numbers.

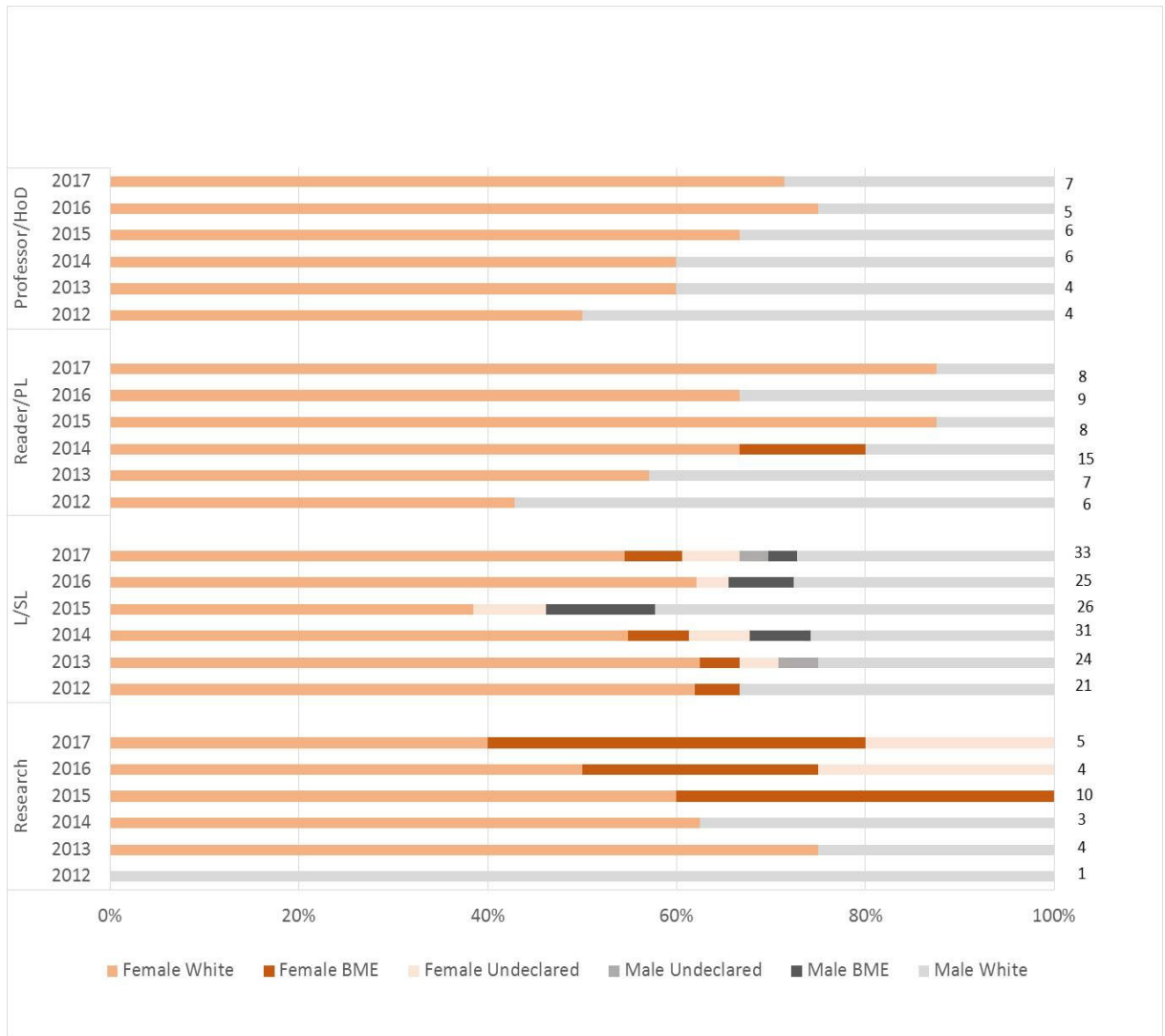
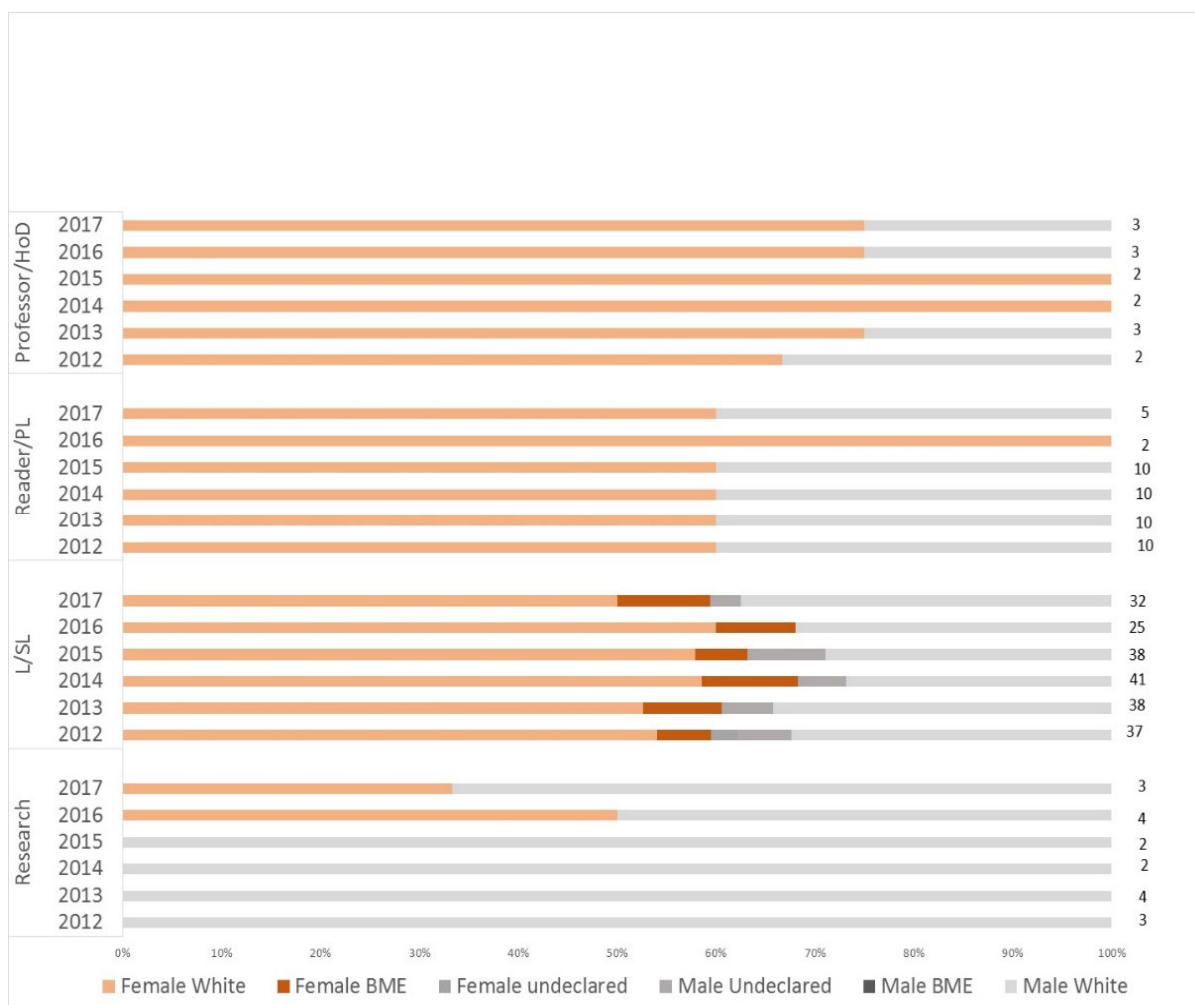
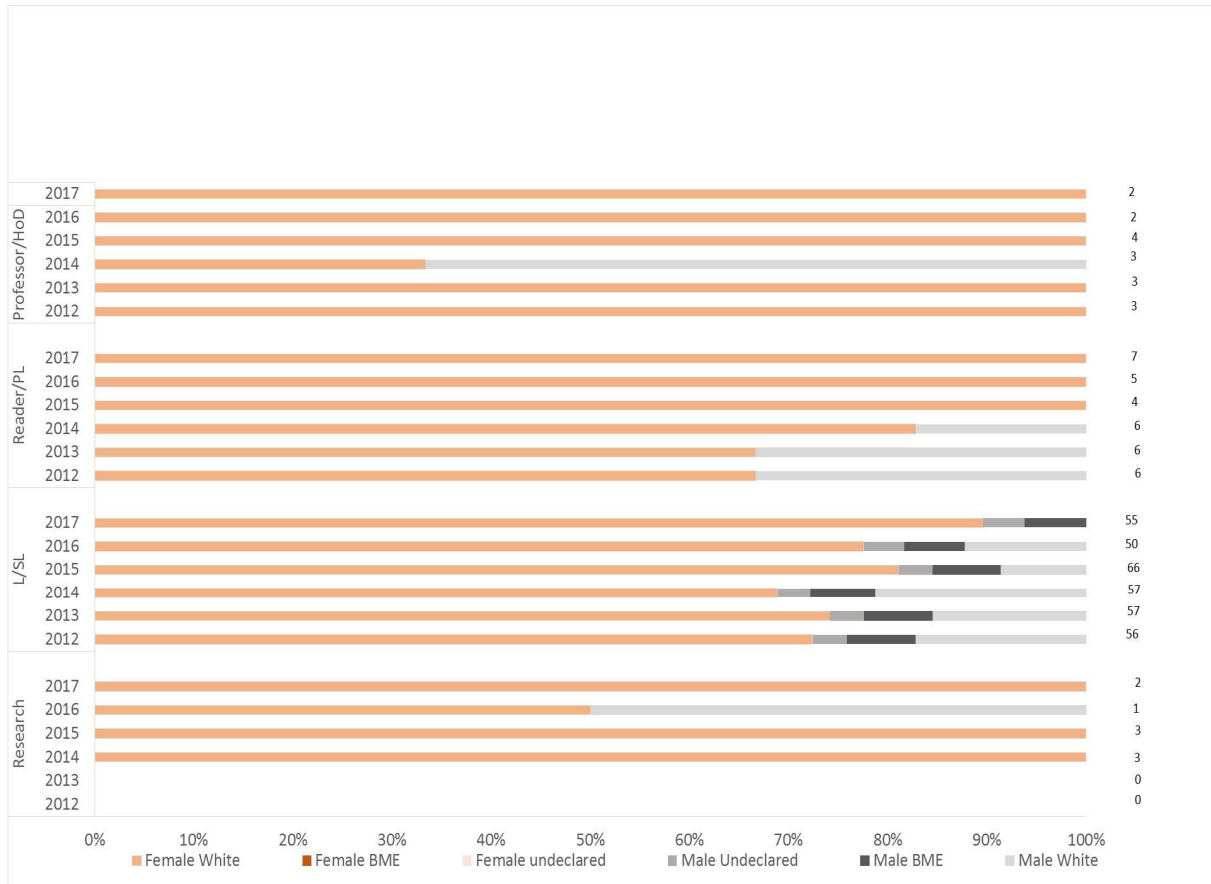


Figure 4.22 Breakdown of academic staff, Psychology, Social Work and Public Health, by role, gender and ethnicity, academic years ending 2012-2017. Figures to the right of the bars indicate total staff numbers.

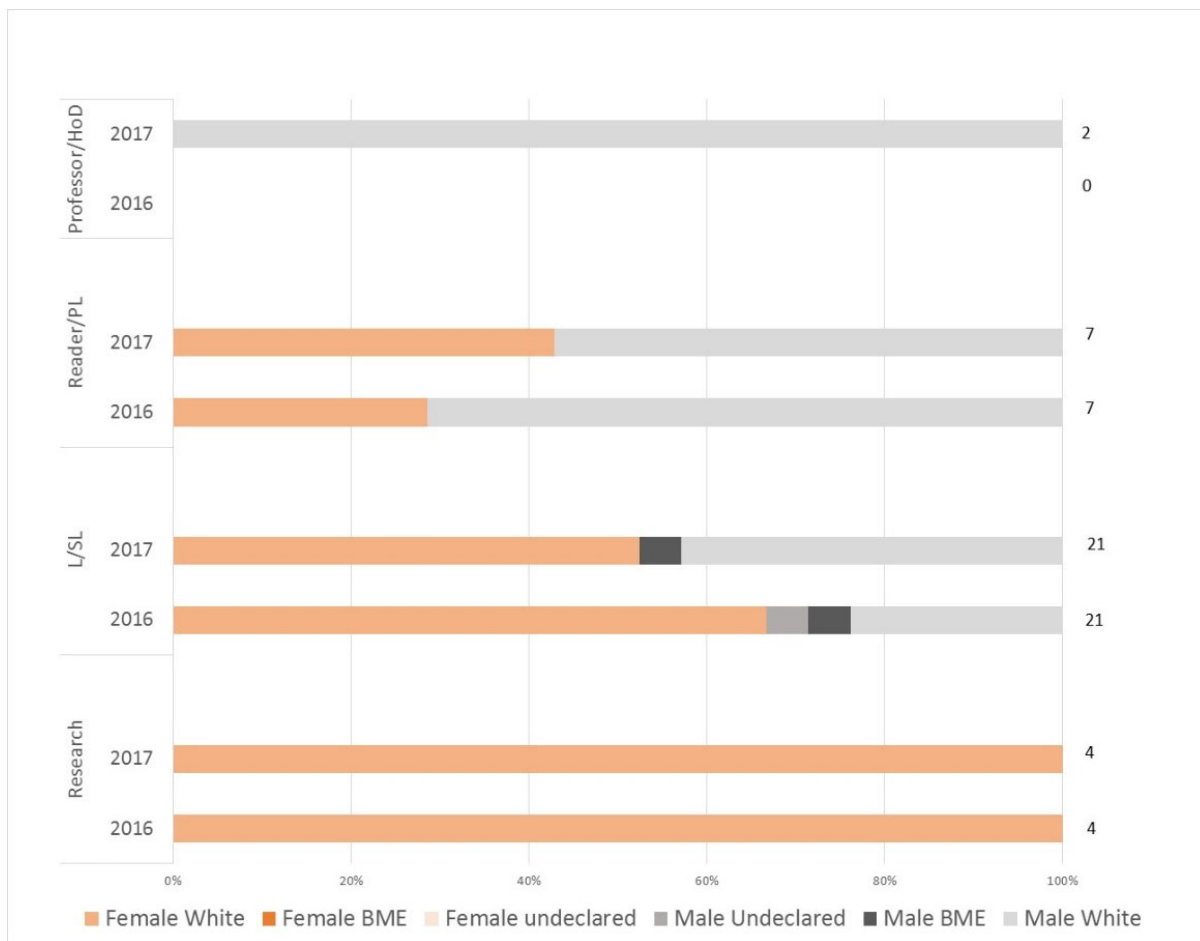


**Figure 4.23 Breakdown of academic staff, Sport and Health Sciences, by role, gender and ethnicity, academic years ending 2012-2017.** Figures to the right of the bars indicate total staff numbers.



**Figure 4.24 Breakdown of academic staff, Nursing, by gender and ethnicity, academic years ending 2012-2017.** Figures to the right of the bars indicate total staff numbers.





**Figure 4.25 Breakdown of academic staff, Allied Health and Professional Development, academic years ending 2016-2017.** Figures to the right of the bars indicate total staff numbers. Owing to restructuring ([Section 2](#)), this Department was in existence for 2 years only, and staff numbers are small.

For L/SL/reader/PL/professor/HoD, there are no significant changes in the ratio of men to women over time (F tests,  $P > 0.2$  in all cases) in any Department.

### IMPACT

Faculty-wide, there has been a steady increase over time (F test,  $P < 0.02$ ) in the number of researchers, and the proportion of women researchers (12 in 2012, approximately 40%; 36 in 2017, approximately 70%). There has also been an increase in number of open-ended posts at L/SL level (F test,  $P < 0.01$ ) from 123 in 2012 to 162 in 2017. Slight increases in total staff numbers at other grades are non-significant.

The percentage of women researchers now closely reflects the percentage of women PGR students, approximately 70% in each case, indicating solution to the 'leaky pipeline' we identified for this transition in 2014; we do not identify any other pipeline issues regarding academic staff.

These changes are the result of improved levels of grant income ([Section 5.3v](#)) supporting researchers, but also increased number of research fellows supported by Faculty and the Vice-Chancellor's research fellowship scheme, and an expansion of L/SL posts; both impacts of a 2014 AS action to support the career development of, particularly women, early career researchers into permanent academic positions (described in [Section 5.3iii](#)).

However, these positive changes are inevitably mostly concentrated in the more research-active Departments, BMS and PSWPH; our AS actions to address support for researchers in healthcare-related disciplines are described in [Section 5.1iv](#).

Analysis of data by Department highlights some potential concerns. Nursing is slightly more female-dominated than the benchmark and there are currently no men at reader/PL/professor/HoD level; although staff numbers at these grades are small. AHPD, a very small department and only in existence for 2 years, has fewer women than the benchmark. Only 3/9 staff at reader/PL/professor/HoD are women although, owing to small numbers, this difference is not statistically significant (Fisher's exact test,  $P > 0.6$ ). In SHS, there are few women researchers, but researcher numbers overall are minimal in this Department.

## ACTIONS

(8a) Work with our line managers to ensure they are aware of the importance of discussing promotion and career development opportunities with male staff in Nursing and female staff in AHPD, in particular.

(8b) Monitor the external recruitment and promotion data in these departments, especially, going forward to identify and address any emerging issues.

(9) Work to ensure that successes in supporting academic staff to win research grants and to support post-docs and early career researchers into permanent academic positions in BMS and PSWPH are reflected in other, currently less research-active, Departments.

Declared BME representation within the academic staff (8.5%) is marginally lower than that of national SET/STEM academics (10.3%) but is equivalent to that of the Biosciences (8.1%). Statistical analysis of BME representation by Department/grade cannot be undertaken because of low numbers within each group. However, it is noticeable that we have seen an increase in BME women L/SL in SHS, a striking increase in BME men L/SL in BMS, and increases in BME women researchers and BME men L/SLs in PSWPH since 2012. Having thus seen success in our policies to broaden the diversity of our staff profile through marketing/publicity materials and unbiased recruitment and selection processes ([Section 5.1i](#)), we will work, going forward, to support the career progression of all junior staff, but with a focus on BME staff, as it is noticeable that, currently, apart from senior BME women in BMS, there are no declared BME staff at reader/PL/HoD/professor grade. This was recognised as a University-wide issue during our 2016 University 'bronze' submission. We recognise the benefit of having a staff profile representative of our student population where, across Faculty, for example, 20% of our UG students are BME ([Section 4.1ii](#)).

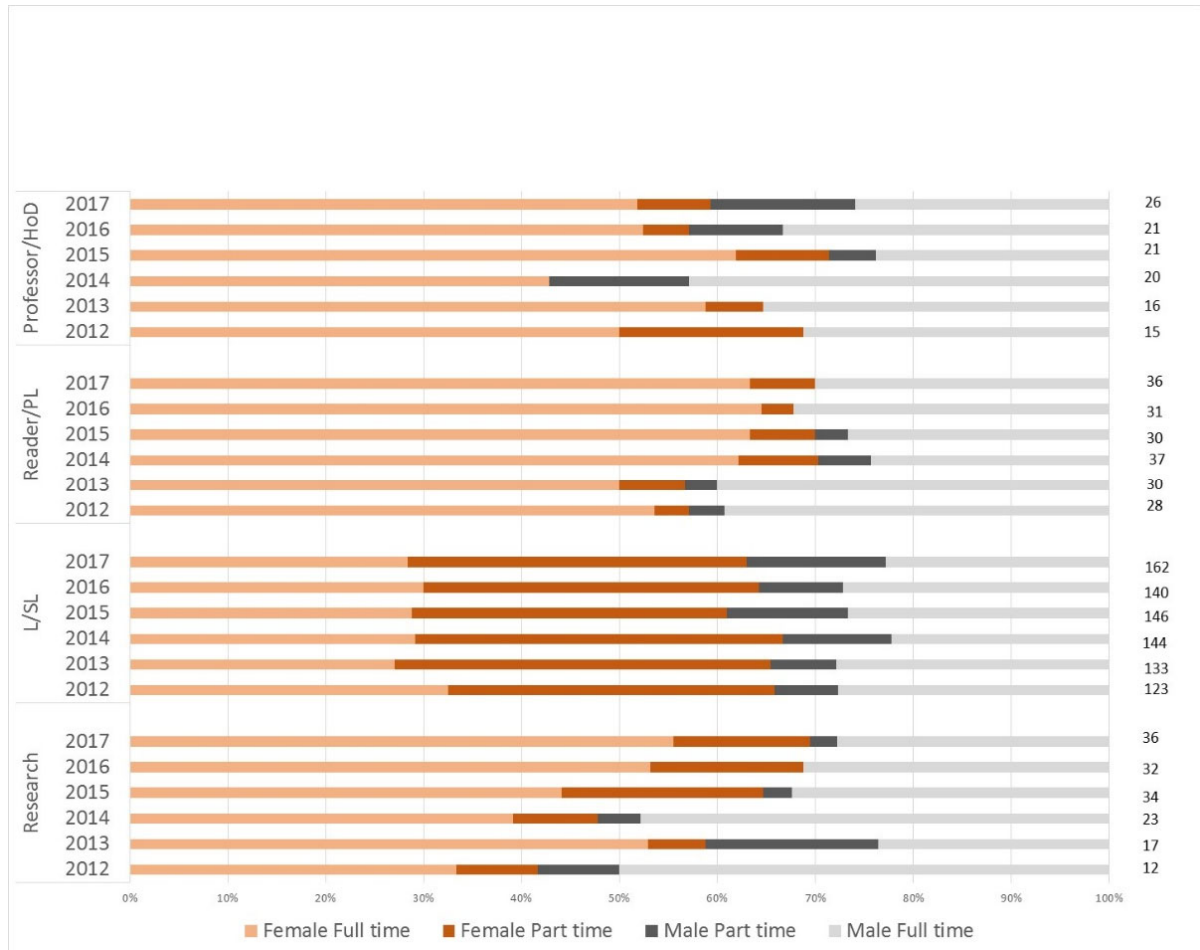
## ACTIONS

(10a) Organise focus groups to collect qualitative data on perceived barriers to BME staff progression to inform analysis.

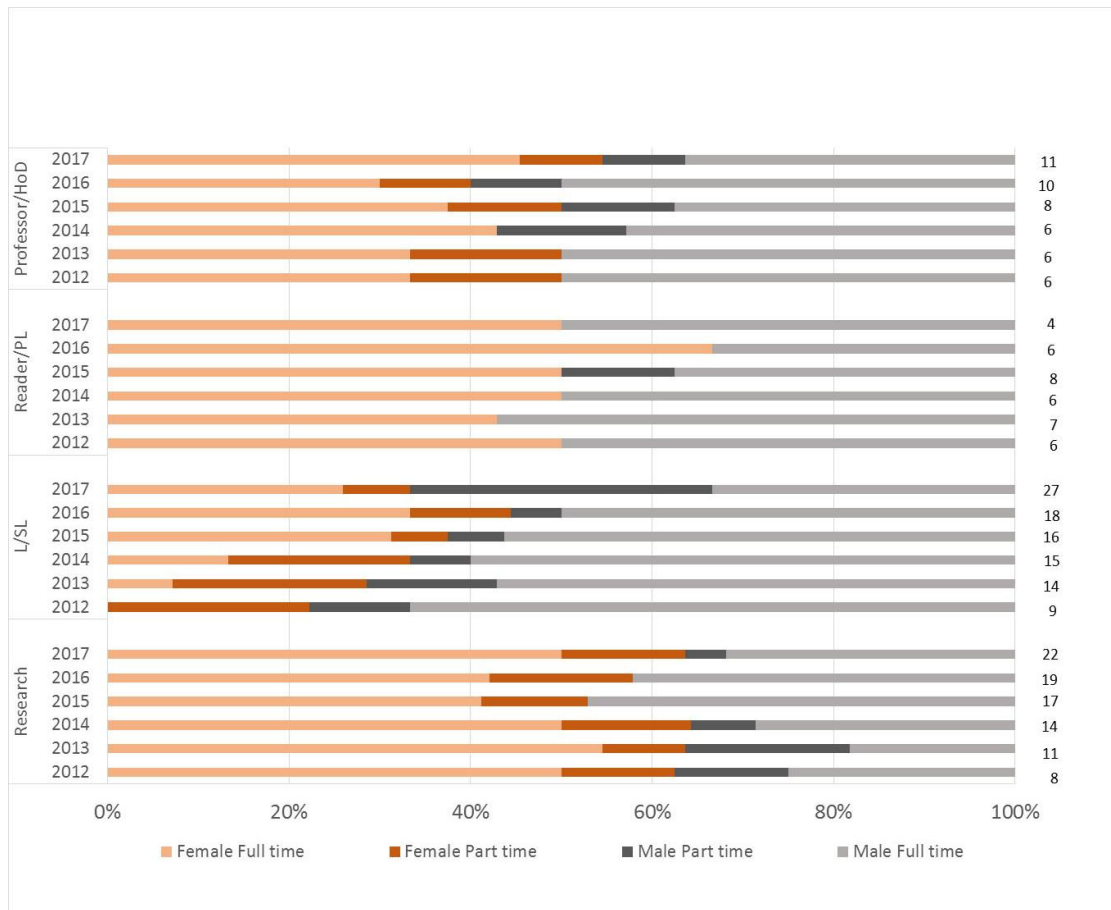
(10b) HR to determine further actions to support the career development of BME staff in different disciplines.

(10c) Feature BME role models within University Academic Promotion Roadshows, HR web pages and '*Parent Carer Academic*' booklet and launch event (May 2018).

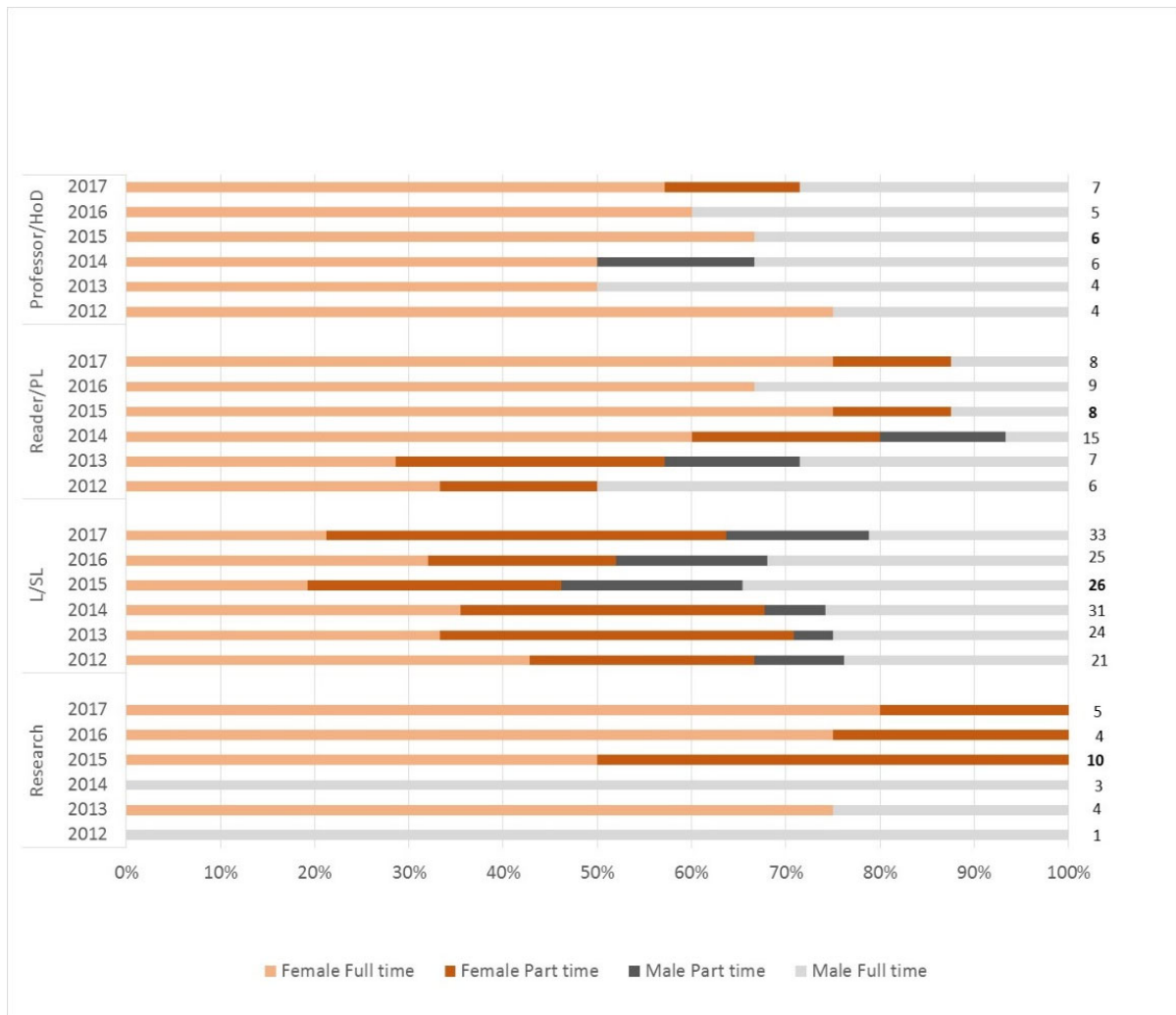
We were interested to look at the pipeline for PT versus full-time FT staff. At Faculty level (Figure 4.26), a high proportion of researchers, at the beginning of their careers and before they have had families, are FT. Similarly, a high proportion of staff at reader/PL/professor level, tending to be older with grown families, are FT. There are no gender differences in the proportion of FT:PT staff at these grades (Fisher's exact tests,  $P > 0.5$  in all cases). At the higher grades, where staff are PT, there is a tendency for them to be heading towards, or be in partial, retirement. There are a higher proportion of PT staff at L/SL level than at other grades, and a higher proportion of women PT staff (average 52%) than men (average 28%) at this level (Fisher's exact tests,  $P < 0.01$  in all years), reflecting the greater likelihood of women to choose the flexibility to work PT while having young families. At Department level (Figures 4.27-4.31), there is no difference in the proportion of men and women working PT in BMS, but a higher proportion of PT women in PSWPH, Nursing and SHS. Again, these differences reflect higher proportions of the total staff being at the L/SL grades in these Departments, with a tendency for more junior staff to be younger and have family/caring responsibilities. Careful analysis of promotion data (Section 5.1iii) reveals, however, that there are no significant differences in success of men versus women applicants at any level, or differences in the success of PT versus FT staff (Fisher's exact test,  $P > 0.66$ ), indicating that women choosing to work PT for all, or part, of their career are not disadvantaged.



**Figure 4.26 The percentage of male and female academics on full-time and part-time contracts in the Faculty of Health and Life Sciences, by role, for academic years ending 2012-17. Figures to the right of the bars indicate total staff numbers.**



**Figure 4.27 The percentage of males and females full-time and part-time contracts by grade, Biological and Medical Sciences for academic years ending 2012-17.** Figures to the right of the bars indicate total staff numbers. Overall, there is no significant difference between the genders in the proportion part-time workers (Fisher's exact tests,  $P > 0.25$  in all cases).



**Figure 4.28 The percentage of males and females on full-time and part-time contracts by grade, Psychology, Social Work and Public Health, for academic years ending 2012-17.** Figures to the right of the bars indicate total staff numbers. Overall, a greater proportion of females than males are part-time (Fisher's exact tests,  $P < 0.001$ ).

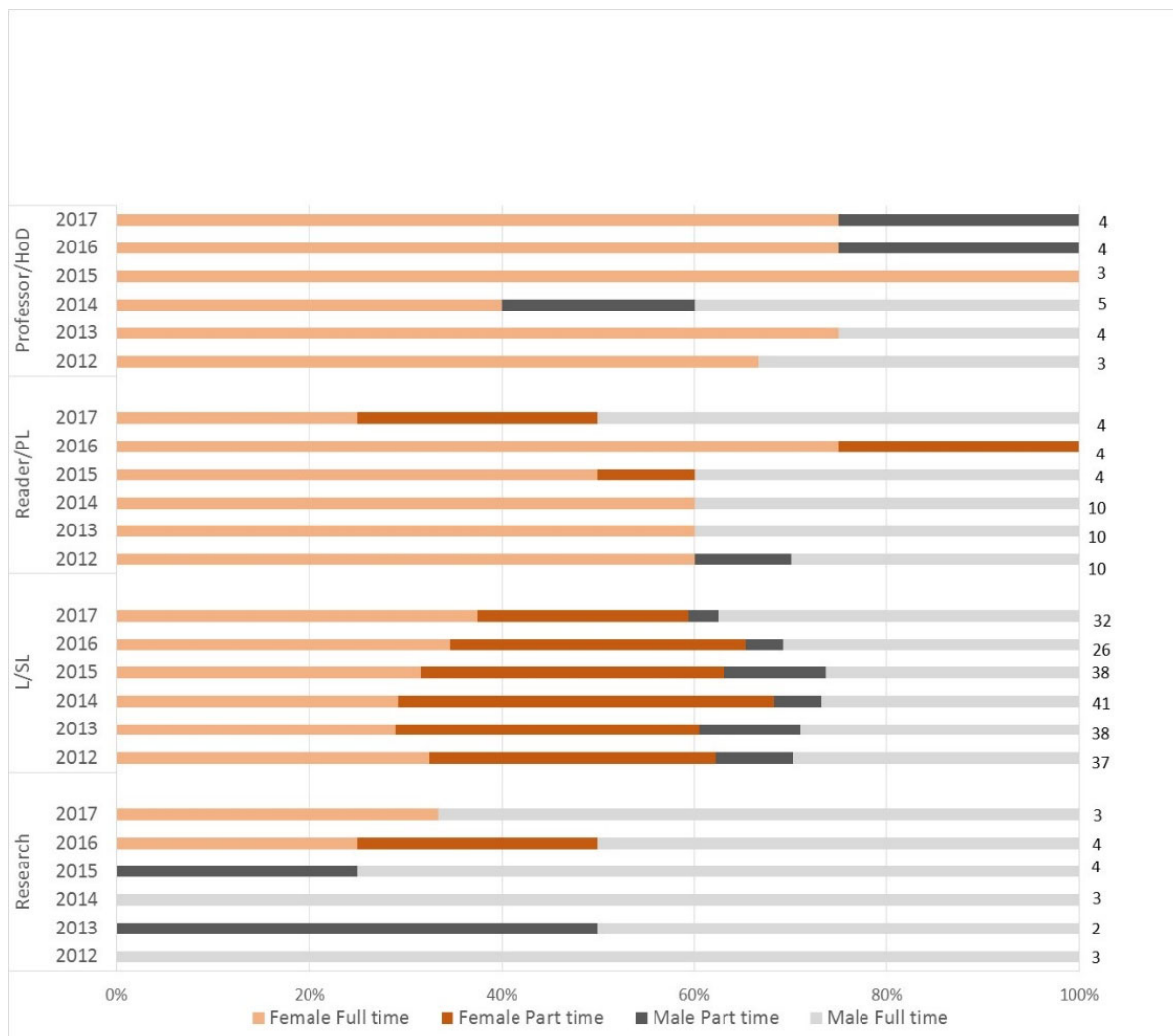
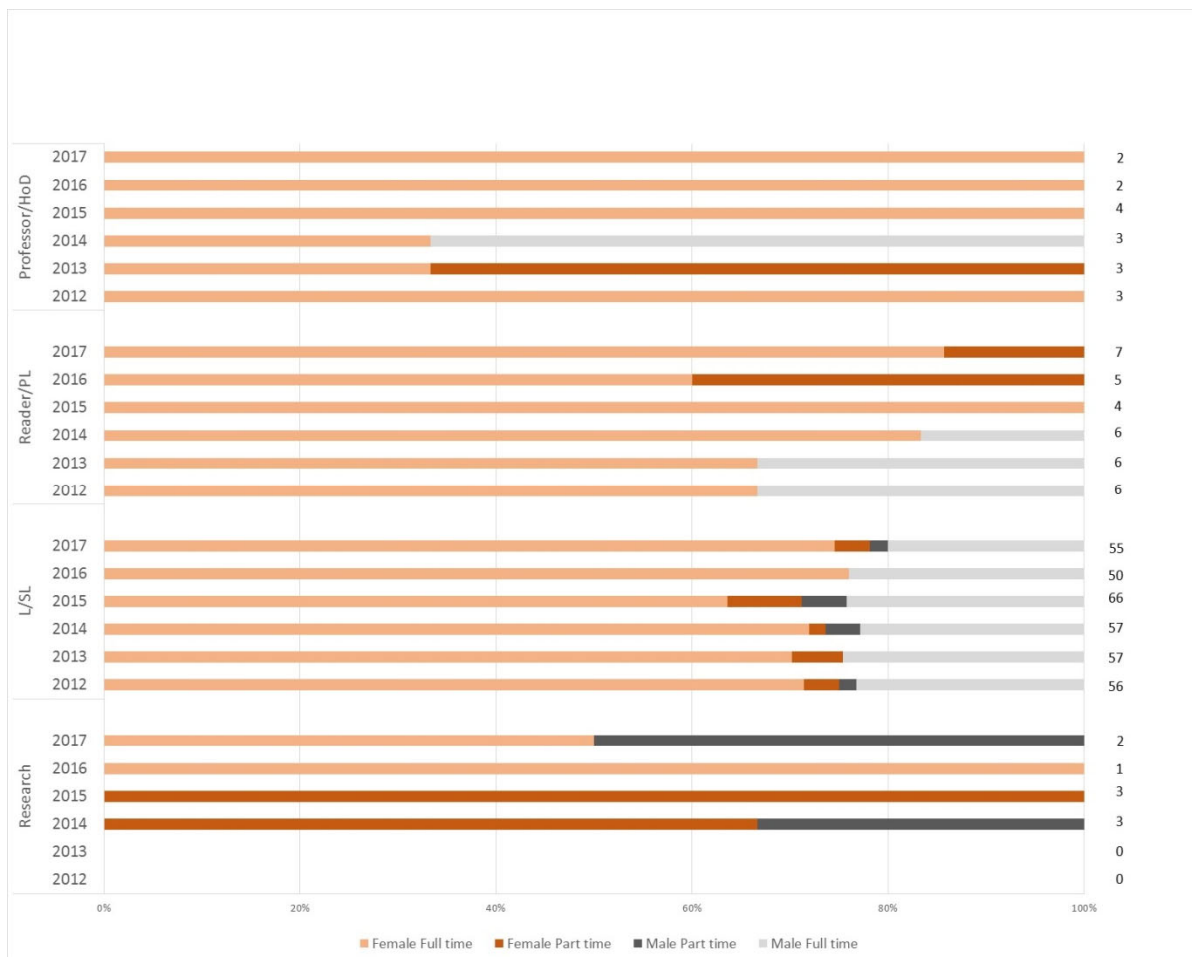
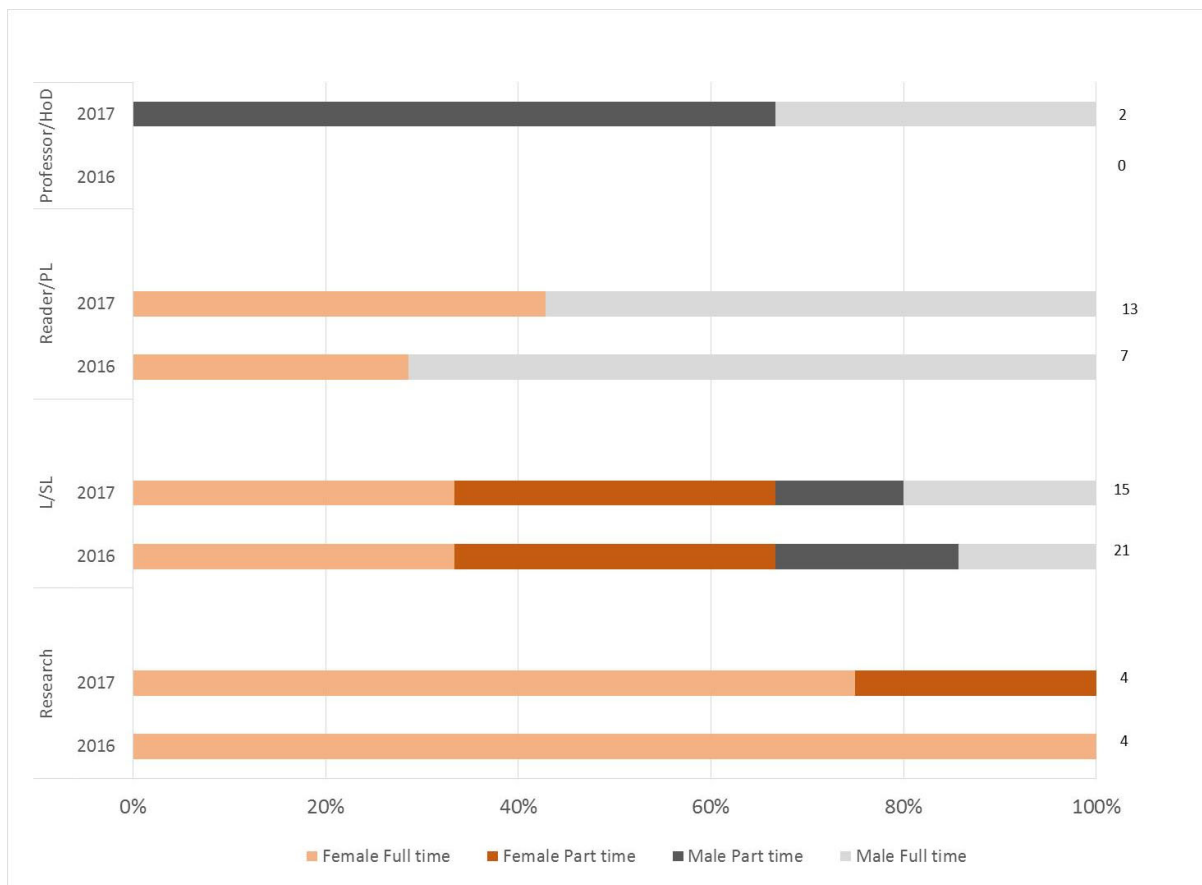


Figure 4.29 The percentage of males and females on full-time and part-time contracts by grade, Sport and Health Science, for academic years ending 2012-17. Figures to the right of the bars indicate total staff numbers. Overall, a greater proportion of females than males are part-time (Fisher's exact tests,  $P < 0.001$ ).





**Figure 4.30 The percentage of males and females on full-time and part-time contracts by grade, Nursing, for academic years ending 2012-17.** Figures to the right of the bars indicate total staff numbers. Overall, a greater proportion of females than males are part-time (Fisher's exact tests,  $P < 0.001$ ).



**Figure 4.31 The percentage of males and females on full-time and part-time contracts by grade, Applied Health and Professional Development for academic years ending 2016-17.** Figures to the right of the bars indicate total staff numbers. Owing to restructuring ([Section 2](#)), this Department was in existence for 2 years only. Staff numbers are too small for statistical analysis of the data.

#### **SILVER APPLICATIONS ONLY**

Where relevant, comment on the transition of technical staff to academic roles.

## IMPACT

While there are no formal mechanisms for technical, or other professional/support staff, to transition to academic roles, as a result of a 2014 AS action, we support them to obtain higher academic qualifications through the 'long course' fund (described [Sections 5.1iv, 5.3i](#)) such that they are eligible to apply for such roles within Brookes and externally. Currently, two professional/support staff members (1M/1F – [case study 1](#)) are studying PT for PhDs.

However, we have a highly skilled technical staff, many of whom are recruited already holding research degrees. Career aspirations of technical staff, as other staff, are discussed at personal development review (PDR) and development plans agreed and implemented ([Section 5.3ii](#)). Situations are considered on a case-by-case basis and staff can transition to a different contract type. As examples: the Facility Manager of our Bioimaging Unit was employed on a technician contract. Once in post, it became apparent that her skills and aspirations were more appropriate to an academic role and her contract was changed; a research fellow, established our 'Bio-innovation Hub' and, having developed skills outside the academic remit, transitioned to a professional/support contract as Bio-innovation Hub Manager ([Figure 4.32](#)).

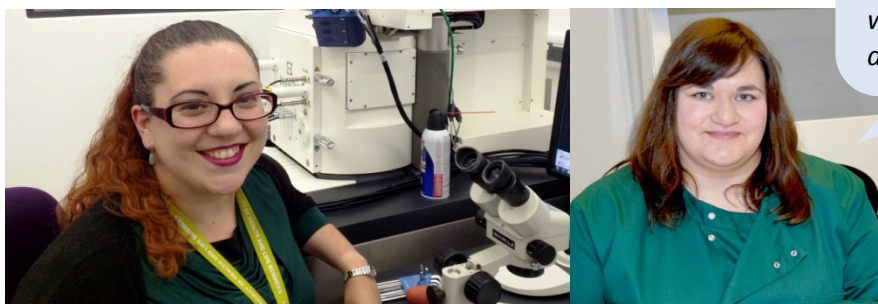


Figure 4.32 Dr Louise Hughes, left, the Facility Manager of our Bioimaging Unit and Dr Sarah Irons, right, our Bio-innovation Hub Manager, with her comment on her change from academic to professional/support contract.

## ACTIONS

(11a) Continue to support professional/support staff to study for higher degrees through the 'long course' fund.

(11b) Ensure that line managers of academic staff are aware of opportunities for them to transition to professional/support roles, facilitated through the PDR process.

(11c) Ensure that line managers of professional/support staff are aware of opportunities

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

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

Academic and research staff are employed on fixed-term and open-ended contracts. We have no zero-hours contracts. Data for Faculty as a whole are given in [Figure 4.33](#) and for individual Departments in [Figures 4.34-4.38](#); a summary of data analysis is given in [Table 4.10](#). We identified no gender-related issues regarding the use of open-ended and fixed-term contracts.

Inevitably, the percentage of fixed-term contracts is significantly greater at the researcher level than at other academic grades, reflecting the nature of grant funding to support these types of posts.

#### IMPACT

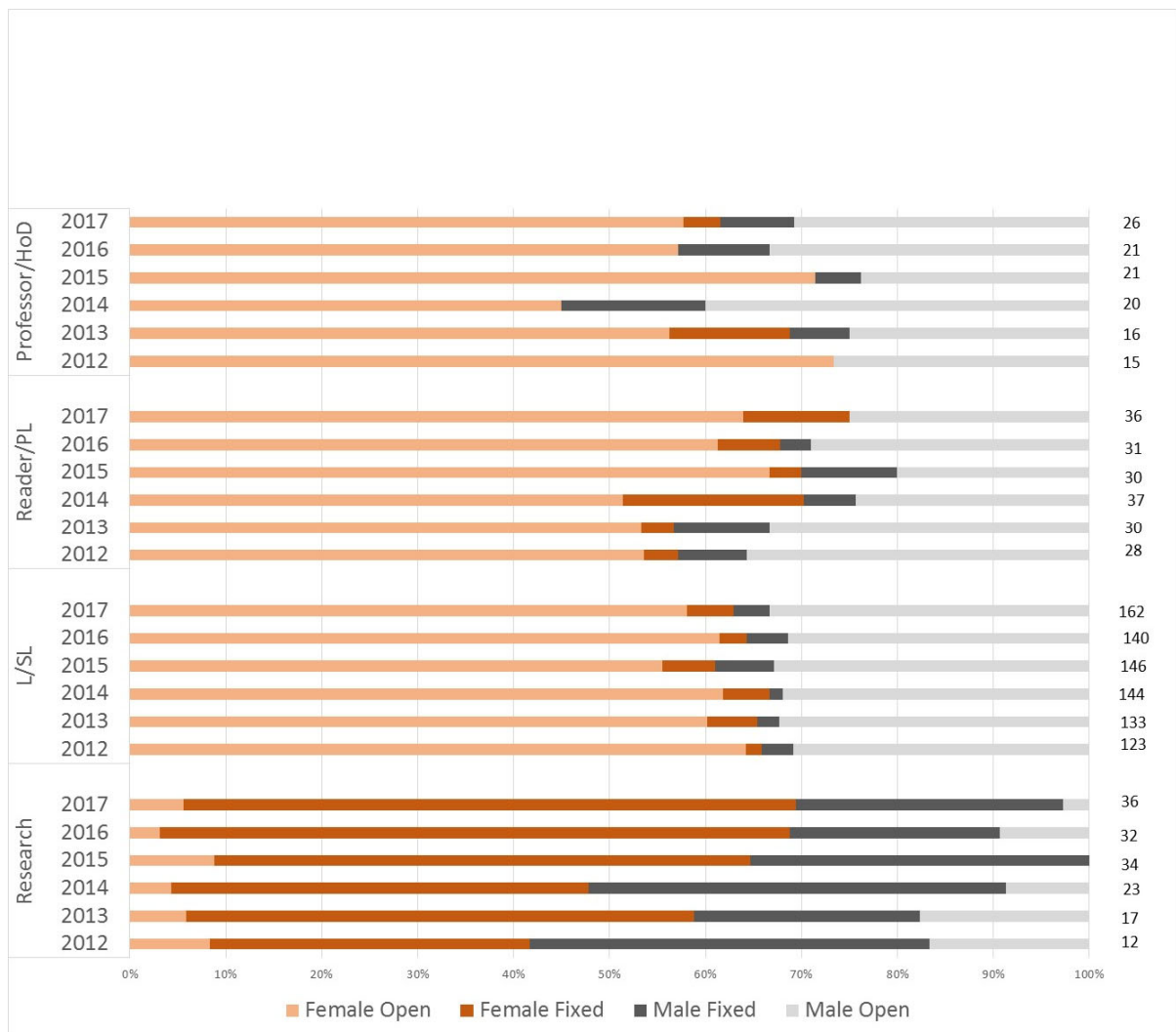
As already highlighted ([Section 4.2i](#)), our 2014 AS action to support research fellowships and the transition of researchers into permanent academic positions has led to an increase in the number of researchers, mostly women, on fixed-term grants, and an expansion in open-ended L/SL contracts.

However, these positive changes are inevitably mostly concentrated in the more research-active Departments, BMS and PSWPH and our AS actions to support researchers in healthcare-related disciplines are described in [Section 5.1iv](#).

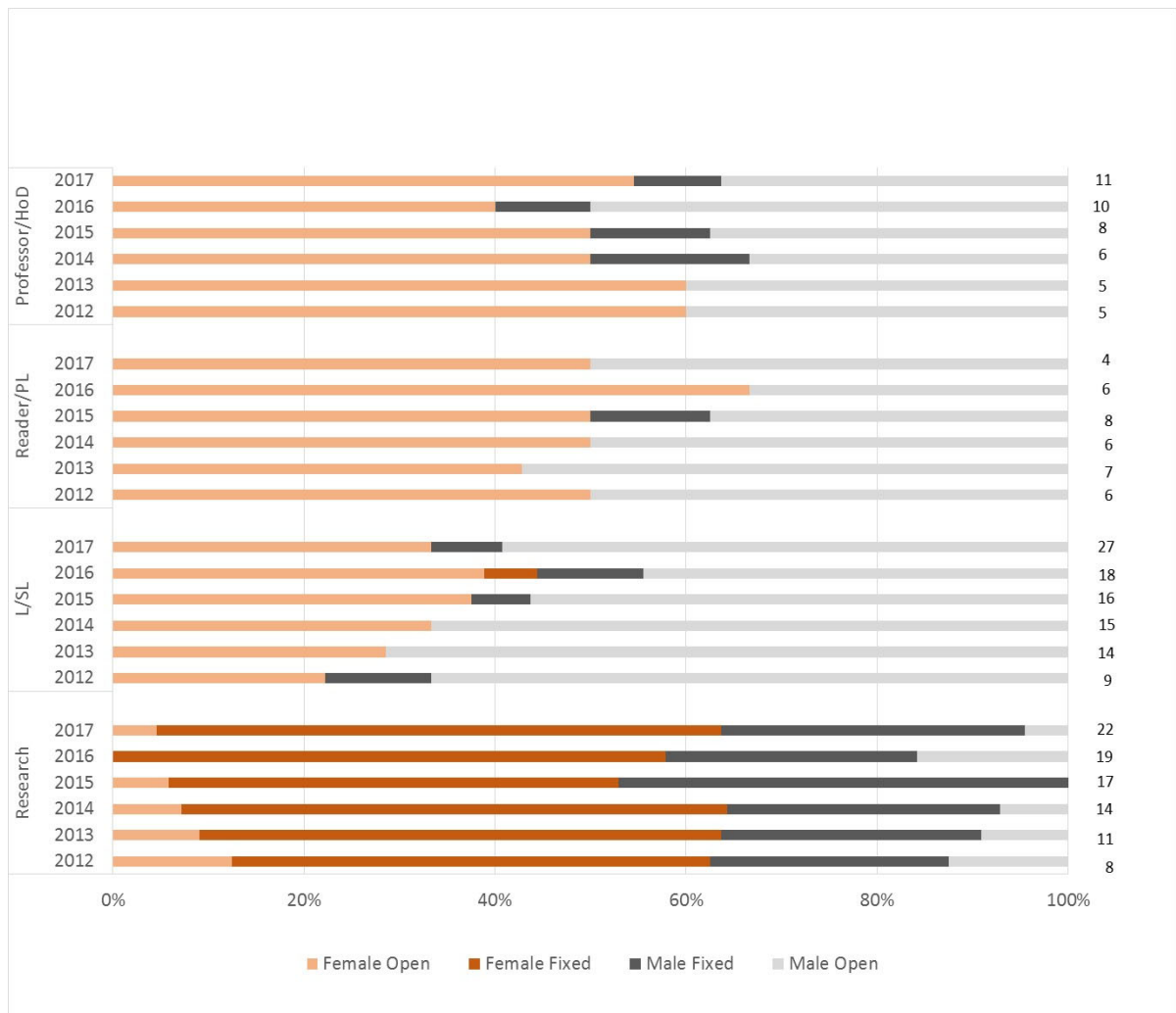
Table 4.10 Summary of data analysis regarding the proportions of male and female staff of different grades on fixed-term and open-ended contracts for the Faculty as a whole and by Department

	Differences in proportion of fixed-term contracts by grade <sup>1</sup> ?	Differences in proportion of fixed-term contracts by gender?
Whole Faculty	<p>Greater number of researchers on fixed-term contracts (<math>P &lt; 0.01</math> in all years)</p> <p>No differences between other grades (<math>P &gt; 0.6</math> in all years)</p>	No differences in any year ( $P > 0.9$ )
BMS	<p>Greater number of researchers on fixed-term contracts (<math>P &lt; 0.01</math> in all years)</p> <p>No differences between other grades (<math>P &gt; 0.6</math> in all years)</p>	No differences in any year ( $P > 0.9$ )
PSWPH	<p>Greater number of researchers on fixed-term contracts (<math>P &lt; 0.01</math> in all years)</p> <p>No differences between other grades (<math>P &gt; 0.6</math> in all years)</p>	No differences in any year ( $P > 0.9$ )
SHS	<p>Greater number of researchers on fixed-term contracts (<math>P &lt; 0.01</math> in all years)</p> <p>No differences between other grades (<math>P &gt; 0.6</math> in all years)</p>	No differences in any year ( $P > 0.9$ )
Nursing	<p>Greater number of researchers on fixed-term contracts (<math>P &lt; 0.01</math> in all years)</p> <p>No differences between other grades (<math>P &gt; 0.6</math> in all years)</p>	No differences in any year ( $P > 0.9$ )
AHPD	Statistical analysis not possible owing to small numbers of staff	Statistical analysis not possible owing to small numbers of staff
Comparison between Departments <sup>2</sup>	No difference at any grade ( $P > 0.8$ ); PHPD has slightly higher proportions of both men and women on fixed-term contracts at L/SL level than other Departments (not significant, $P > 0.2$ )	

<sup>1</sup>Fisher's exact tests; <sup>2</sup>pairwise comparisons, Fisher's exact tests

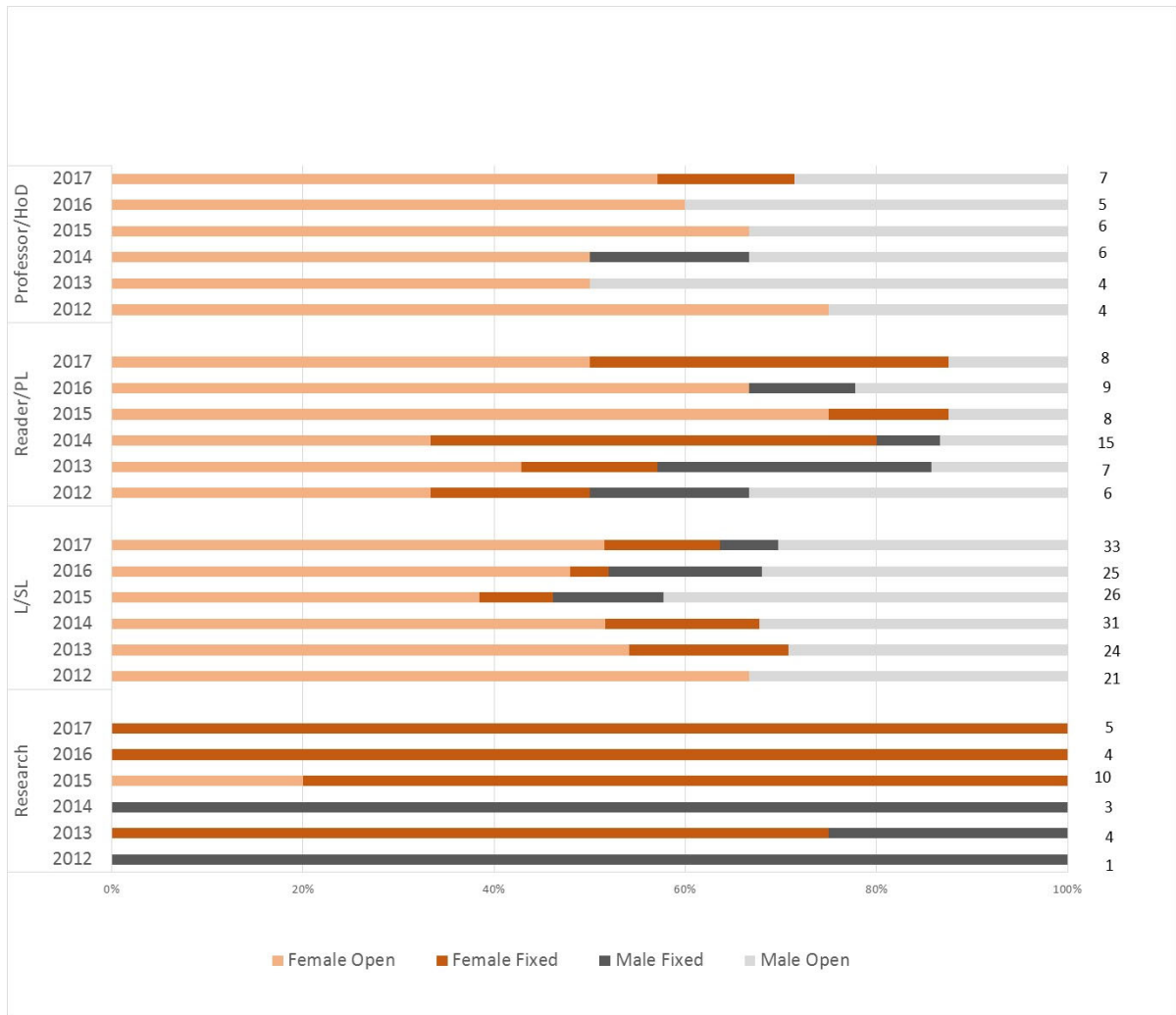


**Figure 4.33 The percentage of male and female academics on open-ended and fixed-term contracts in the Faculty of Health and Life Sciences, by role, for academic years ending 2012-17. Figures to the right of the bars indicate total staff numbers.**



**Figure 4.34 The percentage of males and females on open-ended and fixed-term contracts by grade, Biological and Medical Sciences academic years ending 2012-17.** Figures to the right of the bars indicate total staff numbers.





**Figure 4.35 The percentage of males and females on open-ended and fixed-term contracts by grade, Psychology, Social Work and Public Health, academic years ending 2012-17. Figures to the right of the bars indicate total staff numbers.**



Figure 4.36 The percentage of males and females on open-ended and fixed-term contracts by grade, Sport and Health Sciences, academic years ending 2012-17. Figures to the right of the bars indicate total staff numbers.

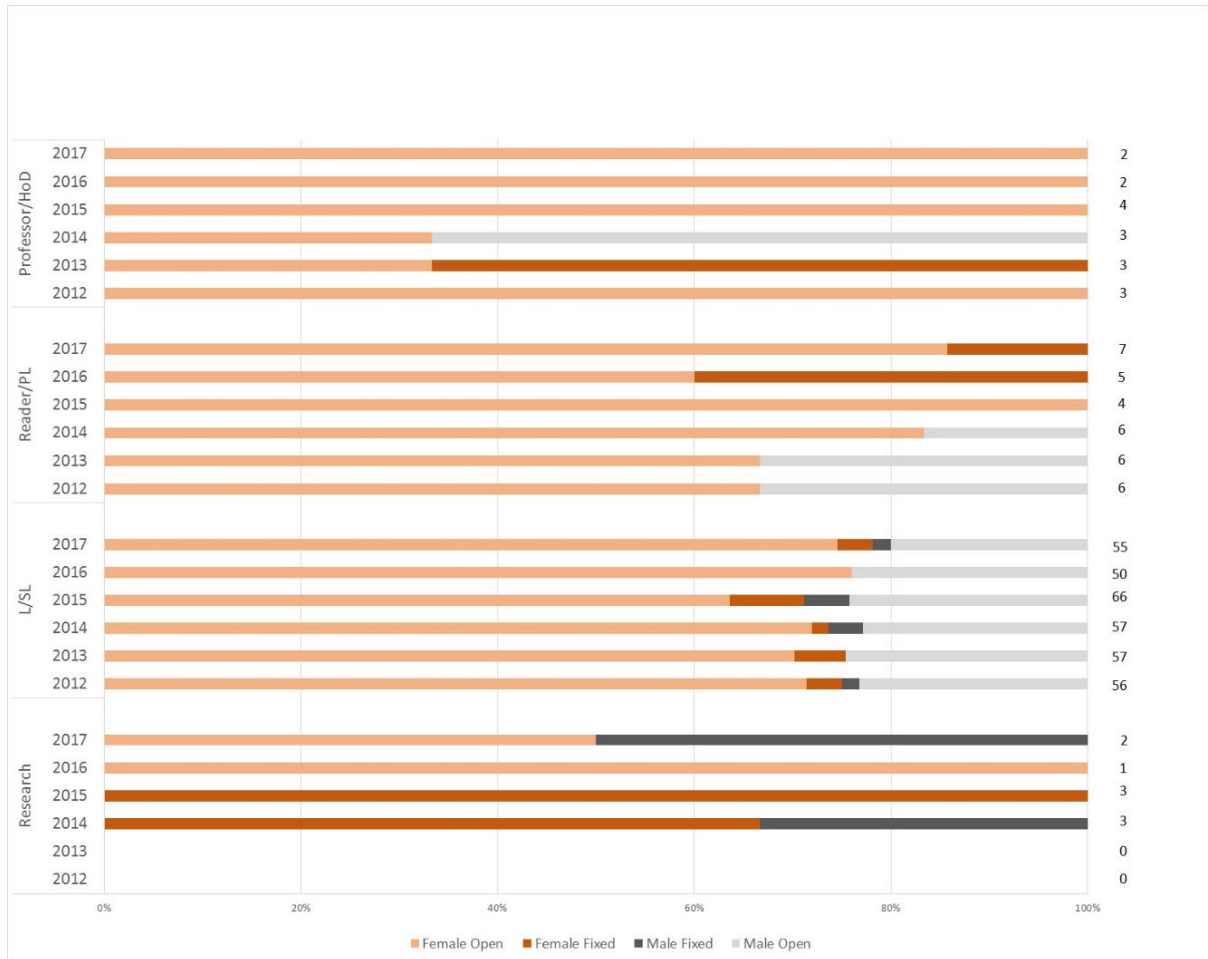
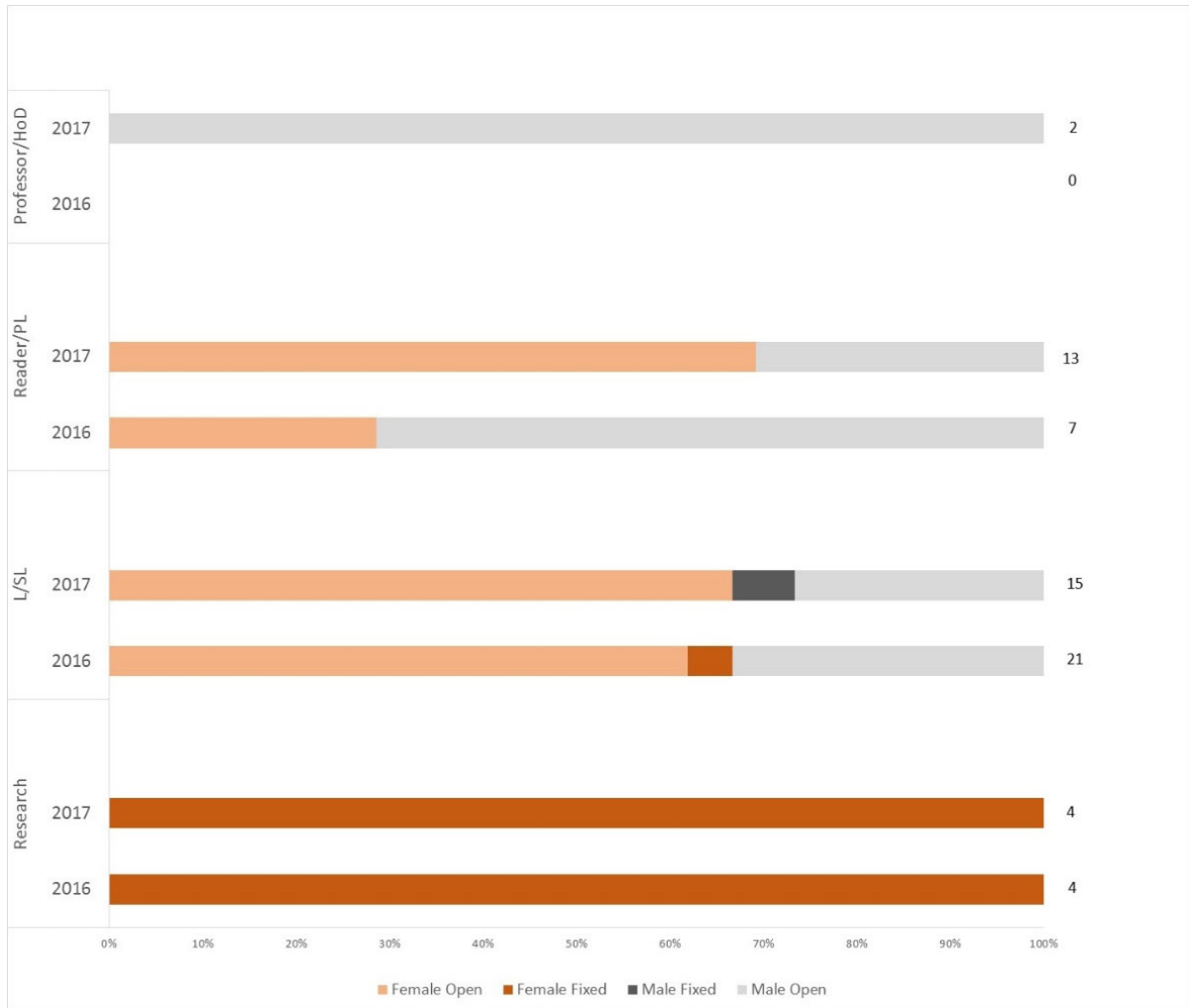


Figure 4.37 The percentage of males and females on open-ended and fixed-term contracts by grade, Nursing, academic years ending 2012-17. Figures to the right of the bars indicate total staff numbers.



**Figure 4.38 The percentage of males and females on open-ended and fixed-term contracts by grade, Applied Health and Professional Development, academic years ending 2016-17.** Figures to the right of the bars indicate total staff numbers. Owing to restructuring ([Section 2](#)), this Department was in existence for 2 years only.

## ACTION

(9) Work to ensure that successes in supporting academic staff to win research grants and to support post-docs and early career researchers into permanent academic positions in BMS and PSWPH are reflected in other, currently less research-active, Departments.

The University has a long-established redeployment scheme where staff coming to the end of a fixed-term contract register their interest and, should an appropriate position become available, are given first consideration.

## IMPACT

A 2014 AS action was to continue to invest in schemes to retain the best researchers, including support for research staff coming to the end of fixed-term contracts for a period of, usually, 3-9 months, while they are waiting to hear the outcome of pending grant bids. All bridging fund applications in the past 3 years have been approved ([Table 4.11](#); see also [Section 5.5viii](#) for example).

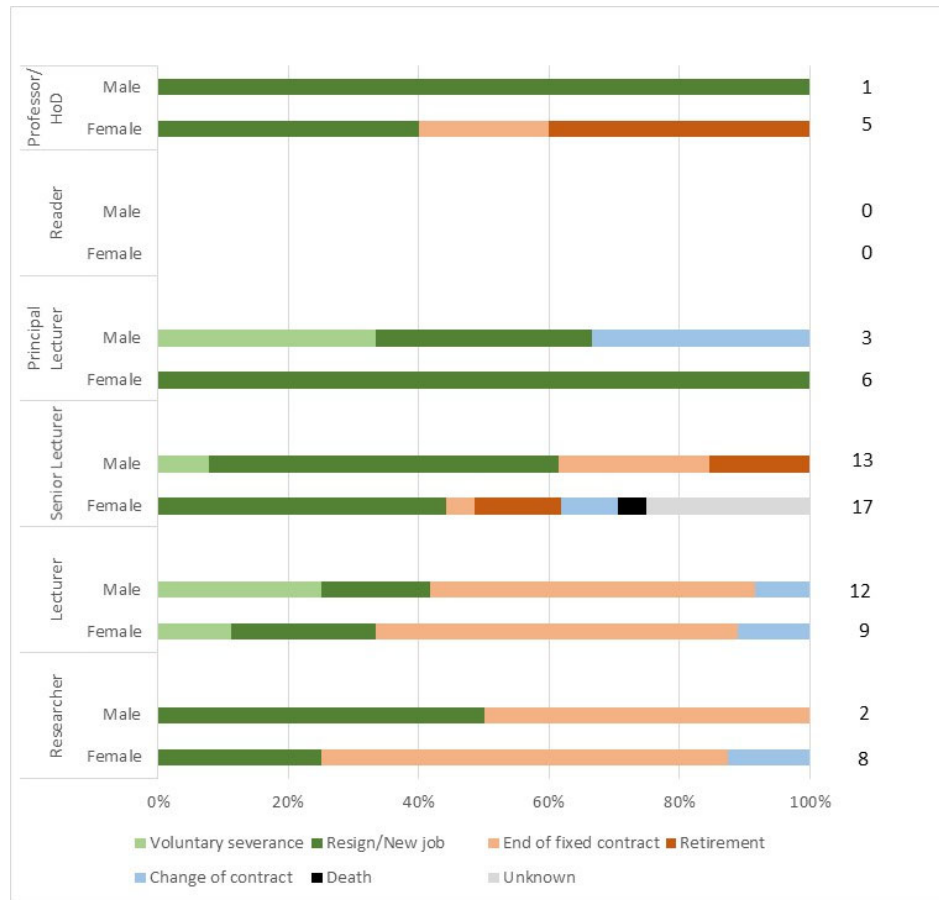
Table 4.11 Applications for bridging funds

Year	Applications received (gender)	Applications approved (gender)	Applications approved
2015-16	2(M)	2(M)	4 (100%)
2016-17	2(M)/3(F) (1 undeclared)	2(M)/3(F) (1 undeclared)	6 (100%)
2017-18	1(M)/(2F) (1 undeclared)	1(M)/(2F) (1 undeclared)	4 (100%)

### (iii) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

A breakdown of declared reasons for academic staff leaving employment are summarised in **Figure 4.39**.



**Figure 4.39 The percentages of declared reasons for academic staff leaving employment, Faculty of Health and Life Sciences, academic years ending 2014-17.** Figures to the right of the bars indicate total staff numbers. No leavers are recorded for readers during this period.

All leavers are invited to complete a leaver's questionnaire; they may also request an exit interview. Anything significant issues arising are passed to the Faculty HR business partner to follow up. 5-8% of academic staff left their post during this time period. When all grades are taken together, there is no difference in the reasons for leaving between men and women (Chi-squared test,  $P > 0.6$ ). When broken down by grade, the reasons for leaving cannot be statistically compared. The main reasons for leaving were resignation with a new post outside Brookes, or ending of a fixed-term contract. Unsurprisingly, owing to the larger proportion of staff on fixed-term contracts in these staff groups, the last reason was particularly prevalent amongst researchers and lecturers.

[2933 words]

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

## 5.1. Key career transition points: academic staff

### (i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Academic staff recruitment data, [Table 5.1](#), show that there was no bias in shortlisting or acceptances by gender or ethnicity at any grade in any year (Fisher's exact tests,  $P > 0.3$  in all cases) (see also [Section 4.2i](#), [Actions 10a-c](#)). There was no bias in offers by gender or ethnicity (Fisher's exact tests,  $P > 0.03$  in all cases) except for researchers in 2012 and 2017 when significantly greater proportions of women were made offers (Fisher's exact test,  $P < 0.05$  in both cases).

#### ACTION

(12) Carefully monitor data going forward and if differences are seen in proportions of offers to men and women (at any grade), undertake rigorous review of to ensure that they are genuinely a result of differences in the ability/suitability of candidates during that recruitment round, and if bias is detected, immediately develop and implement actions to address this.

Since 2012, the %BME applicants and shortlisted women has marginally increased.

University recruitment/selection policy requires a gender, and preferably, ethnicity, mix on interview panels. All staff involved attend mandatory training every three years, including unconscious bias. Recruitment webpages feature images/text reflecting a range of protected characteristics ([Figure 5.1](#)).



Figure 5.1 Images taken from current HR recruitment webpages

Table 5.1 The number of applicants by gender to academic posts by grade and year; percentage of males, females and declared BME or white candidates selected for shortlisting or offered posts from the shortlisted candidates<sup>1</sup>.

	2011/ 12 <sup>3</sup>	2012/ 13 <sup>3</sup>	2013/ 14 <sup>3</sup>	2014/15			2015/16			2016/17		
				Research	L/SL	Higher <sup>2</sup>	Research	L/SL	Higher <sup>2</sup>	Research	L/SL	Higher <sup>2</sup>
<b>Applications</b>												
<b>Total</b>	218	150	158	80	137	17	10	111	25	142	427	9
<b>%M</b>	66	60	47	46	45	76	50	50	56	46	51	67
<b>%F</b>	34	40	53	54	55	24	50	50	44	54	49	33
<b>% White<sup>4</sup></b>	68	71	67	61	70	75	60	48	72	42	45	55
<b>%BME<sup>4</sup></b>	32	29	33	37	26	25	40	38	21	58	53	45
<b>Shortlisting (as % of each gender or of ethnic group applying)</b>												
<b>%M</b>	38	34	37	21	33	72	100	26	36	38	41	100
<b>%F</b>	61	43	51	31	44	100	100	41	27	48	61	67
<b>% White<sup>4</sup></b>	37	34	36	33	43	85	100	38	48	26	28	100
<b>%BME<sup>4</sup></b>	29	28	34	28	25	100	100	26	25	26	21	0
<b>Offers (as % of each gender or of ethnic group shortlisted)</b>												
<b>%M</b>	11	21	19	14	24	40	20	24	80	0	20	0
<b>%F</b>	39	24	25	29	19	10	33	30	0	24	21	0
<b>% White<sup>4</sup></b>	23	22	24	22	17	27	33	22	20	26	24	0
<b>%BME<sup>4</sup></b>	22	26	29	25	25	0	0	37	0	11	10	-
<b>Acceptance (as % of each gender or of ethnic group made offers)</b>												
<b>%M</b>	83	100	100	100	100	100	100	100	100	0	71	-
<b>%F</b>	93	100	100	100	100	100	100	77	0	100	83	-
<b>% White<sup>4</sup></b>	94	100	100	100	100	100	100	77	100	75	78	-
<b>%BME<sup>4</sup></b>	67	100	100	100	100	0	0	100	0	100	100	-

<sup>1</sup>All statistical analyses of ethnicity have excluded those applicants who do not declare ethnicity. <sup>2</sup>Higher = PL, reader or HoD. <sup>3</sup>Data from this time period is not recorded by grade of post. <sup>4</sup> White% and BME% do not always constitute 100% as not all applicants declare their ethnicity.

## IMPACT

As highlighted in [Section 4.2i](#), our 2014 AS action to support research fellowships and transition of researchers into permanent academic positions has led to an expansion of permanent L/SL contracts. University-wide embedding of AS principles and emphasis on promoting ethnic diversity in recruitment publicity, and training of staff involved in recruitment, has impacted on an increased proportion of these posts being taken by BME



## (ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

All staff receive standard University and Faculty inductions. A cross-University working group reviewed and improved processes in 2014/15 and 2015/16, after surveys of all new-starters and their managers. A question on induction is in the 2018 University staff survey (currently underway).

Induction is supported by a 'new-starters' website (Figure 5.2), including resources for managers. Newly-appointed staff are supported through 'before you start' pages with information on contracts, parking/travel, relocation, and advice to those new to Oxford or the UK. All new-starters are offered a 'buddy'.



Figure 5.2 Images from the 'new starters' webpages for portals (a) Before you start (b) Your first day (c) Your first few weeks (d) Other useful information (e) Guidance for managers (f) Guidance for Buddies

On their first day, the line-manager introduces key policies and resources, including EDI policy, using a standard checklist. New-starters are introduced to senior management and to their daily contacts.

The mandatory University induction programme, ‘welcome to Brookes’, runs once a month to enable timely attendance. An overview of strategy, guiding principles and commitment to EDI are covered.

*‘Welcome to Brookes made me aware ...that we all have responsibilities to develop an environment that complies with the equality, diversity and inclusion policy’.*

Female focus group participant, researcher

New-starters have an initial PDR ([Section 5.3ii](#)) to agree short-term objectives. All academic/research staff receive Faculty induction, covering Faculty research and knowledge exchange strategy, grant costing, open access, data management, support for making grant applications, availability of training/development opportunities and staff contacts in both Faculty and wider University who support research. We have worked to improve this, and in our AS staff survey, 100% of respondents agreed that this was ‘useful’, compared to 55%F/33%M in 2014. However, focus group discussion revealed that researchers sometimes felt that they were not fully integrated into the wider academic community within Faculty, and this began at induction. We are addressing this by trialling a new-format group induction for researchers.

#### **ACTIONS**

(13a) Improve induction for newly appointed research-only staff, including group welcome induction sessions for researchers to meet their peers and Research Leads.

(13b) Ensure that research-only staff are invited to Departmental meetings and events to consolidate integration.

All academic/research staff are invited to the University-wide ‘your first three years’ (YF3Y) programme, encompassing three elements ([Table 5.2](#), where attendance is given).

We identified that not all staff are invited to the programme in a timely manner because of how contracts are coded by HR. This was recognised at University level and actions are in place to address this.

Table 5.2 Attendance at 'your first three years' programme for newly appointed research-active staff

Research activities									
Element 1: Research management				Element 2: Supervisor training			Element 3: Postgraduate certificate in teaching in higher education		
Academic year	M	F	Total	M	F	Total	M	F	Total
2012/13	5	7	13	4	7	11	13	32	45
2013/14	1	5	6	3	2	5	14	31	45
2014/15	0	4	4	3	8	11	16	12	28
2015/16	6	5	11	4	12	16	4	6	10
2016/17	4	8	12	5	11	16	9	8	17

### ACTION

(14) Work with HR to correctly identify staff to Faculty. These staff to be introduced to YF3Y programme at research induction and made aware of session dates and webpages. YF3Y co-ordinator to be informed of staff to be invited.

#### (iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Academic promotion data are given in [Table 5.3](#). Applications for promotion from researcher→lecturer are part of our tenure track fellowship scheme ([Section 5.3iii](#)). There was no significant difference in success of men and women applicants at any level, or differences in success of part-time versus full-time staff (Fisher's exact test,  $P>0.66$ ). At Departmental level, numbers are too small for statistical analysis but there is no obvious difference in the numbers of applicants, or success rates between Departments, or between genders.

Role profiles/promotion criteria are clearly signposted on HR webpages. Brookes has five promotion pathways ([Table 5.4](#)). Hence, staff without traditional research backgrounds (e.g., women from professional healthcare backgrounds), can equally apply for promotion. Regular 'promotion roadshows' explain these and advise on making well-evidenced applications. During 2012-14, one Faculty male was promoted to professor for enterprise and knowledge exchange; during 2015-17, one female was promoted to professor for academic leadership and one for professional achievement.

*"Promotions roadshow, a really positive experience; it clarified the process and I felt much more encouraged to apply."* Staff survey, woman academic

Table 5.3. Numbers of male and female applicants and success rates of these applicants for internal promotions, academic years ending 2012-2014 and 2015-2017.

Promotions	Academic years ending 2012-14				Academic years ending 2015-17							
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	Applicants <sup>1</sup>		Promoted <sup>1</sup>		Applicants				Promoted			
					FT	PT	FT	PT	FT	PT	FT	PT
Researcher to L and L to SL	1	5	1	5	11	4	13	0	6	4	12	0
Reader	3	3	2	3	2	0	3	0	1	0	0	0
Professor (all)	6	6	5	4	7	1	5	0	4	1	4	0
Level 1 Prof <sup>2</sup>	2	5	2	3	5	1	2	0	2	1	2	0
Level 2 Prof <sup>2</sup>	3	0	2	0	0	0	2	0	0	0	1	0
Level 3 Prof <sup>2</sup>	1	0	1	0	2	0	1	0	2	0	1	0
Level 4 Prof <sup>2</sup>	0	1	0	1	0	0	0	0	0	0	0	0

<sup>1</sup>For the period 2012-14, data are not broken down into FT and PT as analysis is from our previous (2014) AS submission and we did not consider FT/PT status when collecting data at that time. <sup>2</sup>Brookes has 4 levels for professor.

Table 5.4 The five Oxford Brookes pathways to promotion to reader and professor grades

Research achievement
Enterprise and Knowledge Exchange/Engagement
Teaching and Learning
Academic Leadership
Professional Achievement

Staff survey data indicate that mentoring is valued in supporting women in their promotion applications. Success rates for women applying for promotion to professor 2015-17 appear lower than for men (5/8 successful women, 4/5 successful men), but this is not statistically significant. We will work towards better supporting women, in particular, to make well-evidenced applications.

*"I was promoted; the mentorship scheme was an excellent source for putting my application together."* Staff survey, woman academic

## IMPACT

In our 2014 'Silver' application, we recognised that fewer women applied for promotion and addressed this by implementing a range of initiatives, including working with line managers to discuss promotion/development opportunities at PDR (Section 5.3ii), discussion at our twice yearly FET/PL away days, promotion of mentoring (Section 5.3iii) and encouraging staff to consider all promotion pathways. All line managers attend mandatory PDR training which includes the need to discuss work-life balance, and to encourage women, in particular, to apply for promotion.

Impact is seen in increased applications, and more successful applications, for researcher→lecturer, and lecturer→SL (both genders, especially women), and more to professor from women, in 2015-2017 compared to 2012-14.

In the AS staff survey, 73%F/100%M academic staff 'knew where to find information about promotion', compared to 41%F/54%M in 2014.

## ACTIONS

(15a) Work with our line managers (particularly PLs) to ensure they are aware of the importance of discussing promotion and career development opportunities with women staff in annual PDR, and encourage attendance at University promotion roadshows.

(15b) Work with our line managers (particularly PLs) to ensure they encourage staff to join informal or formal mentoring schemes, including the University research staff mentoring scheme, to help prepare them well for promotion.

(15c) All staff applying for promotion to professor, or to higher professorial grades, will be specifically offered a mentor who has already been successful and who can support them in preparing well-evidenced applications. Staff will have the option to request a mentor of the same gender as themselves.

(15d) Monitor application and success rates for promotion by gender and report to AS steering group for action if necessary.

Women aspiring to leadership are encouraged through PDR to undertake the Aurora leadership programme (also [Section 5.3i](#)). Since 2013/14, six have done so. A PL and researcher completing Aurora in 2013/14 have been promoted to HoD and SL, respectively. In 1:1 interviews they reported positively on the programme. In 2015/16-2016/17 Brookes ran an in-house leadership programme with 12 places available each year; 3F Faculty academics engaged in 2016/17. It is currently under review while a new staff appointment is being made.

Interviews with HoDs reveal a desire for clearer guidance around supporting/recommending staff to take part in Aurora, and in appropriate alternatives for those where Aurora is inappropriate, e.g., because of career stage.

### ACTIONS

(16a) Promote Aurora, and other leadership development opportunities such as Brookes leadership training, and mentoring for leadership, to line managers at FET/PL away days. Clarify guidance to HoDs and line managers on Aurora and other leadership development opportunities.

(16b) Continue to support women staff to engage with Aurora.

(16c) At annual PDR, line managers to consider if women staff are appropriate for Aurora, or for other leadership development activities. To encourage and support their engagement and encourage development of a portfolio of activities to work towards leadership. To support applications to the staff development fund if appropriate.

*'Promotions process is fair and transparent.....if I reach the necessary level, I'll be rewarded'.*

Staff survey, male academic

#### (iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

As staff are returned to several units of assessment (UoAs), and these do not 'map' to Departments, data are presented against UoA, [Table 5.5](#). All staff who were 0.2FTE or above on the census date, with a contract of research or research/teaching were

eligible. Without examining staff records individually, it is impossible to state what proportion of eligible staff were submitted. In preparation for the next REF, we will analyse WLP allocations for research by gender; staff with a WLP allowance of >320hr /year pro rata and deemed to be making a significant contribution to research will be returnable.

Table 5.5 Staff submitted to RAE2008 and REF2014 by unit of assessment and gender

<b>Research Assessment Exercise 2008</b>			
<b>UOA</b>	<b>M</b>	<b>F</b>	<b>Total</b>
14 Biological sciences	10 (66%)	5 (33%)	15
12 Allied health professions & studies	8 (45%)	10 (55%)	18
44 Psychology	8 (53%)	7 (47%)	15
Total staff submitted	26 (54%)	22 (46%)	48
<b>Research Excellence Framework 2014</b>			
<b>UOA</b>			
5 Biology	13 (56%)	10 (44%)	23
3 Allied health professions, dentistry, nursing and pharmacy	6 (50%)	6 (50%)	12
4 Psychology, psychiatry and neuroscience	6 (38%)	10 (62%)	16
Total staff submitted	25 (49%)	26 (51%)	51

In 2014, 51%F staff were submitted compared to 46%F in 2008; however, 66.5% of academic/research staff are women. Departments with the highest proportion of women (PSWPH 71.7%F; Nursing 77.2%F) are, however, the least research-intensive, as their focus is professional training/health pedagogy.

#### **ACTION**

(17) Systematically record and analyse WLP allocations for research by gender as part of planned REF audit (2018). Review any gender-bias in WLP that might emerge from monitoring.

## IMPACT

Integral to our 2014 AS action plan was a drive to increase research capacity in female-dominated health disciplines. We created a research institute, OxINMAHR, which unified research-active staff in Nursing, SHS, PSWPH and AHPD. We have invested significantly in these staff with around 15-20 staff being supported through the 'long course' fund (see also [Section 5.3i](#)) to study for research degrees at any time ([Table 5.6](#)). The fund, open to applications from all academic and professional/support staff, has increased from £50,000 in 2012/13 to £68,000 in 2016/17. All funds are spent annually.

Thus, we would expect to see an increase in research outputs in this area, reflected in a greater proportion of women submitted to future REFs.

Table 5.6 Academic staff supported through the 'long course' fund to study for further and higher degrees in nursing and health-related areas, 2012-2017<sup>1</sup>

	PhD		Professional doctorate		Masters		Total
	continuing	new	continuing	new	continuing	new	
2012/13	1F/3M	1F	3F/1M	2F	2F/1M	4F	18 (13F/5M)
2013/14	1F/2M	2F/2M	2F/2M	4F	2F/1M	2F/2M	22 (13F/9M)
2014/15	3F/3M	4F	5F/1M		3F/1M		20 (15F/5M)
2015/16	6F/2M	1F/1M	5F/1M		1M	3F	20 (15F/5M)
2016/17	5F/2M		4F	2F	1F/1M	1F/1M	17 (13F/4M)

<sup>1</sup>See also [Table 5.11](#)

## ACTIONS

(18a) Continue to support academic staff in nursing and health-related areas to undertake research degrees through the 'long course' fund.

(18b) At annual PDR, line managers to support staff in traditionally less research-intensive subject areas to undertake appropriate career development activities to support a career trajectory built on teaching/learning, scholarship and pedagogy.

(18c) Continue to support PhD students in nursing and health-related areas to complete their research degrees, including those recruited to the new Professional Doctorate in Nursing.

(18d) Ensure that research-active academic staff in nursing and health-related areas who have not already done so to undertake supervisor training (part of the YF3Y programme, [Section 5.1ii](#)) so that they can become research degree student supervisors.



## SILVER APPLICATIONS ONLY

### 5.2. Key career transition points: professional and support staff

#### (i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

#### (ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

#### (i) Induction

Standard University and Faculty induction applies to all staff (described in [Section 5.1ii](#)). For professional/support staff, in addition, bespoke Faculty inductions are also given dependent on job-role; e.g., for technical staff, a specialist induction including laboratory safety, induction into standard operating procedures etc. In our AS staff survey, 100% of respondents, including professional/support staff, agreed that their induction was 'useful'. All are offered a 'buddy'; highlighted in focus groups as a valued practice. Managers brief buddies using a 'guidance for buddies' web-resource ([Section 5.1ii](#)) to ensure a common approach.

#### (ii) Promotion

Promotion is achieved either by applying for a new role within Faculty or the wider University through open competition, applying for re-grading if the role changes, or through promotion to a more senior role externally. In focus groups, staff commented positively that it is viewed as an achievement and a positive outcome of Faculty investment in their career progression when they are successful in gaining promotion to a new role outside Brookes, as well as promotion within the organisation.

When staff reach the maximum for their grade, they can apply for an ACE (achievement, contribution, excellence) award, which adds an increment to salary ([Table 5.7](#)). While numbers are small, there are lower rates of women applicants from the eligible pool in each year, and lower success rates for women. We recognise that women may be more reluctant than men to put themselves forward, and have seen impact of our efforts in recent years to support women academic staff in promotion; we

plan to initiate similar approaches to encourage women professional/support staff, where eligible, to apply for ACE awards. From 2018, managers can nominate staff.

Table 5.7 Achievement, contribution, excellence (ACE) awards, applications and success rates by gender, professional/support staff, 2014/15-2016/17

Year	No. staff eligible to apply		No. applications (as a % of those eligible)		No. successful applications (as a % of those who applied)		Successful applications as a % of those eligible	
	M	F	M	F	M	F	M	F
2014/15	10	34	1(10%)	0(0%)	1(100%)	-	10%	0%
2015/16	11	32	2(18%)	2(6%)	1(50%)	1(50%)	9%	3%
2016/17	15	38	2(13%)	2(5%)	1(50%)	0(0%)	7%	0%

Career progression is supported via PDRs and regular meetings between individual and manager (Section 5.3ii). Teams are constructed so that each manager has a small number of staff, and time can be spent on each's development plans, career goals and in giving support for preparing an application or for promotion interview. The University has invested in coaching, and in February 2018 launched a coaching pool.

*'Opportunities exist for professional services staff if they want progression'* Staff survey, woman professional/support staff

## ACTIONS

(19a) Work with our line managers to ensure they discuss ACE awards with all eligible professional/support staff, but especially women and nominate staff who are eligible.

(19b) At annual PDR, line managers to consider if women staff, in particular, are appropriate for ACE awards and to support their applications.

(20a,b) Work with line managers to ensure that they discuss the availability of the new coaching pool coaches and their role, and encourage staff to train as coaches.

(20c) Publicise the new coaching pool in e-mail alerts and faculty newsletters.

We do not systematically record promotion applications/success rates for professional/support staff. From individual records and following the 2014/15 cohort over three years (Table 5.8), 4F(3FT/1PT) and 4M(1FT/3PT) staff (i.e. 8% of the cohort, 4M/4F) achieved promotion. Numbers are too small to draw firm conclusions, but the apparently higher promotion rates in PT men versus FT women warrants observation.

#### ACTION

(21) We will systematically record and monitor promotion application and success rates – for promotions to posts within the Faculty or elsewhere within the University.

Table 5.8 Status of the 2014/15 cohort of professional /services staff, by FT and PT status, at end of 2016/17

	Female	Male	Total
<b>Full time</b>			
Increase in grade over time	3	1	4
No change in grade over time	36	10	46
Decrease in grade over time	1	1	2
Left Employment	8	5	13
Total	48	17	65
<b>Part time</b>			
Increase in grade over time	1	3	4
No change in grade over time	17	7	24
Decrease in grade over time	1	0	1
Left Employment	7	1	8
Total	26	11	37
<b>Grand total</b>	74	28	102

### 5.3. Career development: academic staff

#### (i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

#### Training available to all staff, academic and professional/support

Training opportunities provided by the University complement Faculty-wide and discipline-specific training within Departments, and choices available to staff are extensive. Staff are kept informed through dedicated webpages, e-mail, newsletters, and through discussion with line-managers at PDR (Section 5.3ii). In the AS staff survey, 100% of respondents agreed that they were satisfied with training, learning and development opportunities.

For new-starters (Section 5.1ii/5.2i), mandatory training, including display screen equipment, EDI, health and safety, must be completed to satisfy probation. Mandatory training is also provided, for those it is applicable to, on information security awareness, PDR review, data protection/freedom-of-information, recruitment/selection. All staff also have access to a wide range of training opportunities, agreed on a bespoke basis at induction PDR and, thereafter, PDR annually (Section 5.3ii). All Faculties collate training needs based on PDR outcomes, which feeds into the development of central provision (Table 5.9).

Table 5.9 Examples of University-wide training and development provision

Agency	Examples of training on offer
Oxford Centre for Staff and Learning development (OCSLD) <sup>1</sup>	Pedagogic, personal, learning and teaching and leadership development
Library	Literature searching, databases, and reference management
Information Technology Services	Information Technology applications e.g., Access, Excel, File management, Photoshop, Powerpoint, Web writing
School of Engineering, Computing and mathematics	Statistics courses including SPSS, Matlab, nVivo, and bespoke advice on statistical analysis and application
Research and Business Development Office <sup>1</sup>	Grant bidding and administration of awards
Research Degrees Team <sup>1</sup>	Training and development for research degree supervision

<sup>1</sup>Also provide training in YF3Y programme (Section 5.1ii)

## IMPACT

Faculty provides a training programme for all. Until 2014/15, this was an annual 'staff development week'. In recognition of AS principles, embedded in Faculty culture, sessions have since been held at lunchtime to benefit those with childcare and other commitments, and on different weekdays to take account of those on fractional contracts, and alternate between campuses. The programme has been extended and now runs throughout semesters.

In 2014/15, 78 staff attended 15 events (F:M ratio 3:1). In the most recent analysis, 188 staff attended >30 events (F:M ratio 5:2).

Examples of diverse content are given in [Table 5.10](#). The programme co-ordinator monitors uptake and feedback to sessions and develops the programme annually in response.

Table 5.10 Some examples of content of the Faculty staff development programme

Marking with Grademark
Standing out: tips for ensuring impact from your publications
An introduction to 'LinkedIn'
An introduction to e-portfolios
Human factors in healthcare
Engagement projects
'Clicking' with your students
Vertical enhancement of statistics
How to support student dissertation writing
Setting up a 'Moodle' quiz: the basics
Immersive simulation
Communicating science through storytelling
Google drive and docs: file storage and collaboration
Cultural awareness and working with International students
An integrated approach to blended learning
Designing for the 'flipped' classroom
Writing and wellbeing
Listening to student's stories: impact on their identity and our teaching
Dementia awareness
Writing retreat: writing for impact
Using features in Google to manage e-mails
Craft to counter workplace stress
How to gain Twitter followers and employability skills in ten weeks

All staff can apply to the 'long course' fund (see also [Section 5.1iv](#)) for support to attend conferences, training courses or undertake part-time higher degrees. This is publicised through an annual e-mail call. A 2014 AS action was to increase research capacity in health disciplines, in particular, partly through supporting (mostly women) staff to study

for higher degrees through this route (see also [Section 5.4i](#)). Support during 2016/17 is captured in [Table 5.11](#).

Staff aspiring to leadership are encouraged to attend Aurora, in-house leadership training ([Section 5.1iii](#)), Springboard (women) or Navigator (men).

Springboard/Navigator are less popular with academic staff (2 Springboard attendees since 2012/13 only) than with professional/support staff ([Section 5.4i](#)).

Table 5.11 Summary of academic and professional/support staff support through the 'long course' fund 2016/17

	Staff category	Gender	Department
<b>Continuing support</b>			
MSc	Academic	F	Nursing
Professional doctorate	Academic	F	Nursing
PhD	Academic	M	SHS
PhD	Academic	M	AHPD
PhD	Academic	F	SHS
Professional doctorate	Academic	F	PSWPH
PhD	Academic	F	BMS
MPhil	Academic	M	PSWPH
Professional doctorate	Academic	F	Nursing
PhD	Academic	F	SHS
PhD	Academic	F	PSWPH
Professional doctorate	Academic	F	SHS
PhD	Academic	F	SHS
PhD	Academic	F	Nursing
PhD	Prof/Support	M	-
PCTHE <sup>1</sup>	Academic	F	BMS
<b>New courses</b>			
PCTHE	Academic	M	AHPD
MSc	Academic	M	AHPD

PCTHE	Academic	F	AHPD
Examination of the newborn	Academic	F	PSWPH
CIMA <sup>2</sup>	Prof/Support	M	-
Professional doctorate	Academic	F	SHS
MSc	Academic	F	Nursing
Professional doctorate	Academic	F	AHPD
Diploma in professional marketing	Prof/Support	F	-
PCTHE	Academic	M	Nursing
PCTHE	Academic	F	Nursing

<sup>1</sup>PCTHE = Postgraduate Certificate in Teaching in Higher Education; <sup>2</sup>CIMA = Chartered Institute of Management Accountants professional qualification

#### **ACTIONS** (see also **Actions 16a-c**)

(22a) Promote Aurora, in-house leadership programmes, Springboard and Navigator schemes to line managers at FET/PL away days to increase awareness of staff and their managers.

(22b) Run workshops where Aurora, Springboard and Navigator 'graduates' share their (positive) experience of the programmes.

(22c) E-mail campaign to publicise the programmes.

#### Additional training opportunities available to academic staff only

All newly-appointed academic/research staff are invited to 'YF3Y' programme (**Section 5.1ii**). A research web-portal presents all provision (University-wide and external) in an 'academic development framework' encapsulating research, leadership and teaching. Research-active staff are made aware of Vitae resources, including the 'researcher development framework' as a tool for planning training for personal/career development. The Careers Centre runs workshops and individual bespoke advice for contract researchers.

#### (ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

A long-established University-wide PDR scheme applies to all staff, providing a structured opportunity to discuss: (a) performance against objectives; (b) achievements, challenges, development/training needs; (c) work objectives, career aspirations; (d) workload/work-life balance. All complete a self-appraisal before initial PDR at induction ([Section 5.1ii](#)), and subsequently for six-monthly-interim and then annual PDRs. Career aspiration/promotion planning are discussed and a development plan agreed. Line-managers receive mandatory PDR training, highlighting support of women's careers. All new-starters are offered training to get the most from PDR ([Table 5.12](#)). At PDR, academic staff are encouraged to engage in mentoring ([Section 5.3iii](#)) and all staff are encouraged to embrace opportunities for development, leadership courses, committee membership, and project leadership, all as a result of previous AS actions. Staff are required to comment on their involvement in activities supportive of EDI issues. Staff survey results indicate that 90%F and 79%M academic/research staff reported having received a PDR in the past 12 months; 95%F/92%M reported it to be 'useful'.

Table 5.12 Uptake of PDR reviewee and reviewer training 2014/15-2016/17

	Academic staff		Professional/support staff	
	Male	Female	Male	Female
<b>PDR reviewee training<sup>1</sup></b>				
2014/15	2	2	1	7
2015/16	4	4	1	9
2016/17	4	10	2	9
<b>PDR reviewer training<sup>2</sup></b>				
2014/15	3	0	0	0
2015/16	2	1	1	1
2016/17	1	2	0	0

<sup>1</sup>training is offered to all, but engagement is voluntary; <sup>2</sup>training is mandatory for all PDR reviewers and engagement is monitored

## IMPACT

A 2014 AS action was to improve the PDR process to ensure that, for research-active staff, it links with 5-year research plans. In 2014, only 33%F/11%M staff reported having had a research discussion and finding it 'useful'. In our 2017 AS survey, of the 52%F/81%M staff who had already had their annual research discussion, 96%F/91%M reported it to be 'useful'.



### (iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

We are proud of our record of effective support for academic staff, especially postdoctoral researchers. The Faculty receives royalty income (£900K in 2017) which has enabled investment in a flagship 15-year fellowship programme to support career progression of (particularly women) staff from research students/post-docs into permanent academic appointments (Table 5.13). Katja Graumann (SAT member, case study 2) and Anne Osterrieder (Section 5.5viii, 2014 AS case study) were PhD students who, through this scheme, now hold permanent academic positions as lecturer and SL, respectively. Currently, we have 5 fellows (3F/2M) in the scheme.

#### IMPACT

We identified this in our 2014 AS submission as a priority area and committed to continue to invest in attracting/retaining the best researchers and providing them with pathways into permanent posts whenever possible.

- As discussed in Section 4.2i, this has resulted in increased numbers of researchers (12 in 2012, approximately 40%F; 36 in 2017, approximately 70%F), and increased numbers of permanent L/SLs (123 in 2012; 162 in 2017).
- Two previous fellows (1M/1F) are now professors; 7(6F/1M) are SLs.
- This scheme has been a beacon, adopted by the wider University in 2017 in the form of VC's fellowships.

Table 5.13 Research fellows supported to permanent academic posts through our tenure track scheme

Years	Female	Male	Total
Until 2014	9	4	13
2014-2017	6	1	7
	15	5	20

We recognise that, inevitably, this has benefitted mostly staff in our more research-active departments, BMS and PSWPH. Our efforts to enhance research capacity in other Departments are described in Section 5.1iv.

## ACTION

(23) Continue to ring-fence royalty income to invest in this scheme to support career development. Work to ensure that successes in BMS and PSWPH are reflected in other, currently less research-active Departments.

Researchers are invited to a biennial 'careers pathways event' (Section 5.3iv) and have support of the Careers Service. They receive annual PDR where career planning/promotion are discussed (Section 5.3ii), are encouraged to engage with mentoring (described below), have access to comprehensive training/professional development opportunities (Section 5.3i), including Faculty funding for external courses and conference attendance. In CROS 2017, 82% of respondents agreed that they were encouraged to engage in career development.

Academics pursuing promotion through the learning/teaching route can apply for Brookes Teaching Excellence Awards and are supported to work towards HEA fellowships (Table 5.14); 75% are awarded to staff in less-research intensive, female-dominated Departments within OSNM. University-wide 'promotion roadshows' clarify promotion criteria (Section 5.1iii).

Table 5.14 Academic staff applications/awards for Teaching Excellence Awards and HEA Fellowships, academic years ending 2015-2017.

Year	Brookes Teaching Excellence Awards				Senior and Principal Fellow of the HEA	
	Applied		Awarded		M	F
	M	F	M	F		
2014/15	0	0	0	0	0	1
2015/16	2	3	2	3	1	2
2016/17	0	3	0	3	0	2

Since 2016/17 there has been an annual, University-wide, competitive call for applications for 'research excellence awards' to support research-leave or pilot projects (23 awards; 5(3F/2M recipients) within Faculty.

By design, there are common management grades across Faculties/Directorates enabling development through secondments and interim posts (Table 5.15).

Table 5.15 Faculty academic staff taking secondments and interim posts to support career development, academic years ending 2014-17

Previous role	Interim or secondment role
Senior lecturers (6F and 1M)	Programme lead
Programme lead (F)	Head of Department <sup>1</sup>
Professor (F)	Head of Department
Head of Department (M)	Associate Dean for Research and Knowledge Exchange <sup>1</sup>
Head of Department (F)	AD Strategy & Development, Faculty of Business <sup>2</sup>
Associate Dean Student Experience (M)	Associate Dean Strategy and Development
Principal Lecturer Student Experience (F)	Associate Dean Student Experience

<sup>1</sup>One interim HoD (F) and Associate Dean (M) were permanently appointed to these positions after a competitive external recruitment process. <sup>2</sup>A HoD (F) used the experience of secondment to support a successful application for promotion at another university.

Academic/research staff are encouraged to engage with the University mentoring scheme, which complements widespread informal mentoring. Mentees are matched with a mentor from outside their Department to work on a particular challenge, e.g., application for promotion, grant bids. All have the option of requesting a 'match' with man/woman mentor; or with a mentor with experience of child- or other caring responsibilities. The scheme was formally reviewed in 2015 and feedback was overwhelmingly positive. We have an equal gender balance in mentors; mentees are 69% female, reflecting the gender balance in Faculty (66.5%F), [Table 5.16](#). Engagement with mentoring of any kind are given in [Table 5.17](#). Staff also have access to a newly-launched coaching scheme ([Section 5.2ii](#)).

## IMPACT

In our 2014 AS submission, we recognised the importance of mentoring in advancing the careers of women, in particular, and actioned to increase awareness of mentoring to support promotion/career development. We have seen an increase in the proportion of academic staff aware of the opportunities for mentoring from 69%F/70%M in the 2014 AS staff survey to 84%F/95%M in 2017. 34%F/41%M staff reported having been involved in mentoring and 100% of these found it useful.

Table 5.16 Engagement of Faculty staff in the University-wide research staff mentoring scheme

	Mentors* (M/F)	Mentees (M/F)	Total staff involved (M/F)
2013/14	7 (3/4)	9 (2/7)	16 (5/11)
2014/15	9 (3/6)	8 (1/7)	17 (4/13)
2015/16	13 (5/8)	8 (4/4)	21 (9/12)
2016/17	10 (4/6)	13 (3/9(1 <sup>1</sup> ))	23 (7/15(1 <sup>1</sup> ))
2017/18	6 (3/3)	13 (4/8(1 <sup>1</sup> ))	19 (7/11(1 <sup>1</sup> ))
Total		51(14/35(1 <sup>1</sup> ))	

<sup>1</sup> gender undeclared \*there were 25 (13F/12M) Faculty staff registered on the mentoring scheme database as potential mentors, but not all were 'matched' with mentees during this time period

Table 5.17 Responses by academic staff in the staff survey to the question 'have you taken part in any coaching or mentoring activity in the past 3 years?'

	Female (%)	Male (%)
Yes, as a mentor and mentee	8 (10%)	3 (14%)
Yes, I have been mentored/coached	15 (19%)	2 (9%)
Yes, I have acted as a mentor/coach	3 (4%)	4 (18%)
I'm not aware of any opportunities	12 (16%)	1 (5%)
No, and I would like to	29 (38%)	5 (23%)
No, and I wouldn't want to	10 (13%)	3 (14%)
Total	77	22

We acknowledge that some staff were unaware of opportunities for coaching/mentoring, some who had not engaged would like to, and some said they wouldn't wish to.

## ACTIONS

(24a) Work with our line managers (particularly PLs) to ensure they encourage all staff, especially males, and all professors, to join informal or formal mentoring schemes, including the University research staff mentoring scheme as mentors or mentees (see also [Action 15b](#)).

(24b) Run focus groups to understand why some staff report that they wouldn't wish to be involved in mentoring and devise an action plan to address any issues identified.

## IMPACT

To support research group leaders, in 2014 following analysis for our AS submission, the Faculty developed a 'managing research grants' guide to appointing/managing research staff and supporting their career progression, with a focus on the needs of women researchers. It will be adopted by other Faculties from 2018.

(iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

**IMPACT**

As discussed previously, our tenure track fellowship scheme (Section 5.3iii) has supported our PhD students, some of whom were undergraduates with us, into permanent academic positions in Faculty (e.g., case study 2).

Undergraduates are supported by a personal tutor who provides bespoke career advice. UG and PGT modules include career-related activities, and projects provide experience of research/scholarly activity relevant to academic careers. Doctoral training programmes (Section 4.1iv) include elements of academic practice, e.g., teaching/assessment, writing for publication, organising/presenting at conferences. The Careers Service provides careers workshops and bespoke advice to students at all levels. Significant Faculty royalty income is invested in supporting (usually 5-10) PhD studentships annually to encourage both Brookes UG/PGT students and external applicants into the first stages of an academic career (PGR student data are summarised in Section 4.1iv).

**IMPACT**

During the self-assessment process for our 2014 AS submission, our research manager was inspired to organise a University-wide 'careers pathways event', which, an AS action, has run biennially since, under her leadership. It is open to all PGR students/researchers. AS principles have strongly informed planning. Panel members, both men and women, speak frankly about balancing family life with an academic

Attendance at the careers pathways event increased by >20% between 2016 and 2018. Faculty registrant numbers remained steady and twice as many women as men attended (Table 5.18), reflecting the gender balance of this group (approximately two-thirds female). Feedback from the 2018 event was overwhelmingly positive; 95.7% attendees agreed that they would 'recommend it to others'.

Table 5.18 Faculty research student attendance at biennial 'careers pathways event'

Date <sup>1</sup>	Total registrants	Faculty research student registrants
January 2016	76	28 (7M/21F)
January 2018	97	24 (8M/16F)

<sup>1</sup>We did not systematically collect attendance data during its first year, 2014

## ACTION

(25) Increase awareness of the careers pathway event through intensive advertising campaign, including e-mail campaign to researchers, research students and their supervisors, posters and leaflets.

### (v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

The research and business development office provide bespoke advice, cost bids and oversee submission. All newly-appointed academic/research staff can attend 'YF3Y' programme (Section 5.1ii), including grant applications workshops. The University research web-portal (Section 5.3i) features a training calendar including events to support research-active staff in winning grants. The mentoring scheme (Section 5.3iii) offers the opportunity for mentees to be matched with a mentor who has achieved grant success.

Induction (Section 5.1ii) for research-active staff includes introduction to support available. We have a full-time grants officer who keeps staff informed of opportunities through e-bulletins, organises visits from funding bodies and facilitates Departmental 'grants labs' where researchers present their ideas for feedback from their peers. We run a 'grants panel' system where draft bids receive critical feedback prior to submission.

*"Critical feedback during 'grants lab' helped me to strengthen my proposal, contributing to its success". Male academic*

Research leads meet with staff to discuss 5-year plans, give 1:1 advice on proposed bids and advice/critical feedback on unsuccessful bids.

During 2017/18, two Faculty academics (1M/1F) initiated a series of Interdisciplinary workshops attracting researchers from the wider University (14M/12F) aimed at forging collaborations and submission of bids. This resulted in offered support for a PhD studentship from the PVC Research, and similar themed events will be rolled-out in other Faculties.

While the number of bids submitted have remained steady over the past three years (Table 5.19), and the proportion of bids submitted by male/female staff reflect the gender balance of Faculty (66.5%F), embedded support for bidding is reflected in

increased success over time and a large increase in grant income in 2016/17. This has resulted in a growing community of researchers ([Section 4.2ii](#)).

Analysis of the average amount bid for, and average grant win, reveals that men applied for larger grants in 2015/16 and 2016/17, but there was little difference between men and women in average grant win, and no obvious conclusions can be drawn from these data. Considering 2016/17 as a snapshot, we see that, inevitably, most grants were bid for, and won, by staff in our most research-active department, BMS ([Table 5.20](#)).

Table 5.19 Grant bids submitted and awarded, by gender of principal investigator, 2014/15-2016/17

	Bids submitted			Grants awarded		
	Number	Total Value	Average Value	Number	Total Value	Average Value
<b>2014-15</b>						
Female	71 (59%)	£7,746,594	£109,106	15 (88%)	£1,358,742	£90,582
Male	50 (41%)	£12,852,834	£257,056	2 (12%)	£385,900	£192,950
Total	121	£20,599,428		17	£1,748,860	
<b>2015-16</b>						
Female	76 (61%)	£9,984,740	£131,378	13 (62%)	£544,518	£41,886
Male	48 (39%)	£7,099,102	£147,897	8 (38%)	£387,259	£48,407
Total	124	£17,083,841		21	£931,777	
<b>2016-17</b>						
Female	69 (66%)	£8,899,079	£128,972	23 (74%)	£2,039,183	£88,660
Male	36 (34%)	£8,046,857	£223,523	8 (26%)	£630,897	£78,862
Total	105	£16,945,936		31	£2,670,080	

Table 5.20 Grant bids submitted and awarded, by gender of principal investigator, by Department, 2016/17

	Bids submitted					Grants awarded				
	total no. bids	male PI	female PI	total value	average value	total no. grants	male PI	female PI	total value	average value
BMS	52	29	23	£11,874,765	£224,052	12	7	5	£1,034,769	£86,231
PSWPH	18	4	14	£1,432,571	£79,587	4	0	4	£622,625	£5,2207
SHS	13	2	11	£5,571,901	£428,607	5	0	5	£622,687	£124,537
Nursing	19	1	18	£1,998,676	£105,193	9	0	9	£399,999	£10,589
AHPD	3	0	3	£504,396	£168,132	0	0	0	0	-
total	105	36	69							

## ACTION

(26) Monitor average size of grants bid for by men and women academic staff, and average grant win, and develop actions to address any imbalances that emerge.

## SILVER APPLICATIONS ONLY

### 5.4. Career development: professional and support staff

#### (i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

#### (vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

#### (ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.



(i) Training

Most training available to academic staff is offered equally to professional/support staff (Section 5.3i). In addition, there is a dedicated budget to support short courses/staff development/training for this group, Table 5.21. Line-managers need to support applications and justify the impact for the individual; it is unusual for an application to be refused. Training is diverse and includes e.g., conference attendance, leadership/management courses, training in laboratory techniques/safety issues, workshops around mental health/wellbeing. 13 women have been supported to attend Springboard and 3 to attend Aurora in the past 5 years; 2M staff attended Navigator since it was introduced in 2014.

*'We are notified of all the (staff development) courses that are run'* Focus group, woman professional/support

Professional/support staff can apply to the 'long course' fund (Sections 5.1iv, 5.3i). 8F/5M staff have received support since 2012/13. The range of training reflects what is appropriate for the individual's career aspirations, and include, for example, Diplomas (professional practice, marketing), BSc (accounting), MSc (biotechnology, digital media production) and PhD (see also Section 4.2i).

94%F/100%M professional/support staff reported being 'satisfied' with training and development opportunities offered. Around 30% of this group are men, but only 18.5% of training opportunities were undertaken by men; in focus groups some professional/support staff reported that they would like more information about training and the availability of funding to support their development.

Table 5.21 Support/professional staff supported to undertake training from Faculty staff development budget 2011-2017 by gender

Year	Female staff	Male staff	Total	%F/M
2011-12	47	5	52	90/10
2012-13	53	12	65	81.5/18.5
2013-14	40	5	45	89/11
2014-15	39	12	51	76.5/23.5
2015-16	49	11	60	82/18
2016-17	20	11	31	64.5/35.5
Totals	248	56	304	81.5/18.5

*'Training opportunities have relevance to my improving my ability to carry out my role and to further my career either at Brookes or another workplace'. Staff survey, woman professional/support*

## ACTION

(27) Work with our line managers to ensure they discuss opportunities for training and development, including access to the Faculty staff development budget, with all professional/support staff, but especially men.

We support the use of the University's 'career and personal development for professional service staff' website, which provides a range of career development resources.

### (ii) Appraisal/development review

The PDR process ([Section 5.3ii](#)) applies equally to academic and professional/support staff. Survey results indicate that 95.5% of professional/support staff have had a PDR in the past year; 98% agreed that it was 'useful'; in focus groups there was agreement that PDR was valued.

### (iii) Support given to professional and support staff for career progression

Professional/support staff do not have defined promotion pathways ([Section 5.2ii](#)). However, Faculty is committed to career development for all. All staff have regular 1:1 meetings with their line-manager and annual PDRs ([Section 5.3ii](#)) where career aspirations, personal/work objectives and training needs are discussed. Line managers help identify experiences and skills development that will position staff for future roles. Diverse opportunities to support career development/promotion are available ([Section 5.4i](#)). Other than courses, these include getting involved in/leading projects; acting as a 'buddy' ([Section 5.2i](#)); deputising for your manager; mentoring/coaching ([Section 5.2ii](#)); job-shadowing; and secondments. Involvement in professional bodies is encouraged. In the staff survey, 81%F/86%M professional/support staff reported that they were aware of these opportunities. 71%F/71%M were engaged in professional bodies. However, only 37.5%M/25%F professional/support staff reported that they had been encouraged to progress or seek opportunities for promotion.

*'I can discuss opportunities for career development and set goals for the next year' Staff survey, woman professional/support staff describing PDR*

*'There is a lot of progression for this role' Focus group, woman professional/support*

## ACTION

(28) Work with our line managers to ensure they discuss opportunities for training and development and support for career progression at PDR and encourage staff to progress and seek promotion opportunities.

## IMPACT

Career progression for technical staff was raised as an issue during an AS focus group. As a result, it was discussed at FET and the Vice-Chancellor's Group. The outcome was that the University has become a member of HEaTED (higher education and technicians educational development) and signed the 'technician commitment' in September 2017, which is benefitting technical staff across the University. Technical staff are applying for professional registration. Faculty technical staff ran a workshop to raise awareness of these opportunities (Figure 5.3); acting as a beacon to the rest of the University, with 24 attendees, 9M/15F, 5 of whom were from outside Faculty.



*"During an AS focus group, a colleague shared the idea of professional registration. As a result, some staff have now applied for it and we are running staff development sessions to promote this, not only to our own Faculty but across the University" Woman, technical staff*

Figure 5.3 Workshop organised by and run by technical staff to raise awareness of HEaTED, the 'technician commitment' and professional registration opportunities, January 2018

## ACTIONS

(29a) Monitor engagement of technical staff with HeATED and professional accreditation.

(29b) Faculty to lead the development an action plan to implement the 'technician commitment' at University level.

### 5.5 Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

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

Explain what support the department offers to staff before they go on maternity and adoption leave.

*"This (support prior to leave) was all fine. My line manager was helpful and HR really good"* Professional/support staff, mother

All staff have a meeting with their line manager and an HR specialist, who provide advice on options/support. Information is also on HR webpages. Discussion includes when to commence leave; length of leave; use of 'keeping in touch' (KIT) days; communication during leave; options for return to work. For academics, issues around maintaining momentum in their academic/research activity, e.g., supervision of PhD students, are also addressed and individually-tailored solutions agreed. Cover for absence is arranged through line-managers; either through a temporary appointment or through colleagues covering for absence (who, in the case of academic staff, receive WLP). For researchers, a no-cost extension to the grant is arranged. All mothers are entitled to maternity/adoption/shared parental leave regardless of length of service, to 11-weeks leave in addition to statutory ordinary/statutory additional leave, totalling 63-weeks. Annual leave may be taken in addition.

#### (iv) Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

Our priority is to allow staff freedom from work responsibilities while providing opportunity to remain in contact, and, for researchers/academics, to maintain scholarly activity if desired. All have a named contact. KIT days are voluntary and we do not systematically record their use. Access to University e-mail, internet and libraries are

maintained. Before return to work, line managers ensure that the returnee is fully informed of any changes which will affect their role.

*"All good. Smooth process. Would have liked to have done more work but having a baby put a stop to that!"*  
Academic staff, mother

*"Felt included, invited to work events and attended part of an away day"*  
Professional/support staff, mother

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

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Managers meet with all staff before return. A return-to-work checklist is provided. Staff have a return-to-work PDR (Section 5.3ii), at which objectives and support for resuming work and career development are discussed, including development opportunities, reduced hours, flexible working, home working. Job-sharing is available for all roles on request, and arranged by Faculty. For academic/research staff, a focus is support for resuming research. Cover may be arranged for some teaching. We have breastfeeding rooms and widespread baby-changing facilities. Brookes' nursery is rated 'outstanding' by Ofsted. Brookes offers childcare vouchers and a salary sacrifice scheme for nursery fees.

Faculty makes available an additional 10-days paid dependents leave to all staff on a planned or emergency basis; this can be used to cover for a partner's commitments.

AS principles guide our support for parents, which is nuanced on an individual basis, e.g., a lecturer was provided with research funds and prioritised for a Faculty-funded PhD student on her return to support her career trajectory.

*"Came back part-time. Manager has been good, flexible and supportive"*  
Professional/support staff, mother

*"When I had my daughter, my line manager .. put in place changes in work hours; I come in and leave earlier, so I can pick up my children from after-school club. I work one day a week from home - this allows me to walk them to school and allows my wife to develop her own career"* Academic, father

### IMPACT

Out of concerns raised in an AS focus group, the SAT lobbied the University to successfully negotiate a 15% discount to all University staff on children's summer camps.

#### (vi) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

### IMPACT

During our 2014 AS application, we realised that we did not record maternity data. We now keep good records (Table 5.22) which has allowed us to monitor our practices around supporting parents.

Overall, professional/support staff took longer maternity leave than academic/research staff. No contracts were terminated/not renewed during leave. All academic staff who took leave returned and remain in post, while 2/9 research-only staff and 5/7 professional/support staff returned for their statutory period and then left. We have no data on why they chose to leave and will monitor this situation going forward.

### ACTION

(30) Continue to monitor data on return to work after maternity leave and investigate the reasons for mothers choosing to leave Brookes after their statutory return period. Put actions in place to address any issues that arise.

Table 5.22 Maternity, paternity and shared parental leave data<sup>1</sup>

Staff Function and gender <sup>1</sup>	Number	Number still on leave	Average Duration	Number leaving	Returners in post at 6 months	Returners in post at 12 months	Returners in post at 18 months	Number on reduced hours
<b>Maternity leave<sup>3</sup></b>								
Research	9	1	7	2	6 <sup>2</sup>	4 <sup>3</sup>	4 <sup>3</sup>	1
Academic	17	5	8.5	0	12	12	12	1
Professional /Support	7	0	11	5	2	2	2	1
<b>Paternity and shared parental<sup>4</sup> leave</b>								
Research	2	0	0.5	0	2	2	2	0
Academic	8	0	0.5	0	8	8	8	0
Professional /Support	3	0	1.5	0	3	3	3	0
<b>Career breaks (women only)</b>								
Academic	2	0	13	0	2	2	2	0
Professional /Support	6	2	21	3	3	3	3	0

<sup>1</sup>Research and academics for period academic years 2011/12 to 2016/17, professional/support staff for 2014/15-2016/17. <sup>2</sup>One staff member had not been back in post for as long as 6 months at the time of analysis. <sup>3</sup>Three staff members had not been back in post for as long as 12 and 18 months, respectively, at the time of analysis. <sup>3</sup>One instance was adoption leave, but is classified as maternity leave for the purpose of this analysis ([case study 2](#)). <sup>4</sup>For female staff, our records do not distinguish maternity leave from shared parental leave as leave-takers are not asked to distinguish between them, so shared leave potentially appears as maternity leave. Grade of staff is not stated here as numbers are too small for analysis.

#### SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

These data are given in [Table 5.22](#) and discussed above.

#### (vii) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Data are given in [Table 5.22](#). Availability of all types of leave is signposted on HR webpages and promoted at recruitment/selection. Line-managers discuss options for paternity/shared parental leave with future parents. For men, few instances of leave are recorded and they take short periods, typically 2 weeks; only two fathers, both professional/support staff, took shared parental leave (3 and 4 months, respectively). This is likely to be an under-representation of eligible staff. In the AS staff survey, 14%M academics reported feeling 'uninformed' about paternity and 18% about shared parental leave. No male professional/support staff reported feeling 'uninformed' about these types of leave; however a mother in this staff group reported that she found the information on the HR website 'confusing' and 'aimed only at men', a sentiment echoed by an academic staff mother who took shared parental leave. Fathers who take leave report positively on the experience.

*"Very straightforward, all information was clearly available on-line. My line-manager knew all the details. HR was helpful and the process was very easy. My wife had a difficult labour. My line-manager allowed me an additional two-weeks holiday. I do not think it could have been done better"* Researcher, paternity leave-taker

*"Shared parental leave allowed my partner to bond with our baby"*  
Academic, mother

#### ACTIONS

(31) Work with our line managers to ensure they discuss opportunities for paternity and shared parental leave with all prospective parents, and especially academic staff.

(32) Report concerns to HR and liaise with them to improve information regarding shared parental leave.



#### (viii) Flexible working

Provide information on the flexible working arrangements available.

We have a long-established flexible working policy. Options include flexi-time, compressed hours, part-time, part-year, home working, purchase of additional annual leave and career breaks, all signposted on HR webpages. All jobs are open to job-share. Arrangements are discussed and agreed individually with line-managers and data on applications and approvals for flexible working, other than career breaks (Table 5.22), are not recorded centrally, an issue also recognised in the 2016 University AS 'Bronze' submission.

*'I had a major illness and had reduced hours during and post-treatment' Staff survey, woman professional/support*

Our staff survey indicates that 79%F/94%M academic staff (up from 71%F/84%M in 2014), and 71%F of both men and women professional/support staff agree that flexible working is easily available. It is accepted that academic staff occasionally work from home, and most choose to do so. Staff taking career breaks report positively on the experience (Figure 5.4).

#### ACTION

(33) We will record flexible working data more systematically at Faculty level to support the University AS action plan.



*"I'd decided to volunteer and work in Africa. (My manager) suggested a career break".*

Figure 5.4 Woman senior lecturer during her 8 month career break in Malawi

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

When this is temporary, cover is planned accordingly and arrangements are flexible according to individual circumstances; e.g., an SL who, after taking planned six-month maternity leave, had intended to return to work FT actually returned 0.8FTE, reduced to 0.4FTE, then took a career break when her baby became ill. She later returned at 0.4FTE increasing to 0.6FTE and 0.8FTE when appropriate. The Faculty's support, informed by AS principles, formed the basis of her inclusion as a case study in our 2014 AS submission (Figure 5.5). She has since been promoted to PL.



*"I work from home on set days to enable me to pursue my career and care for our daughter. Throughout my return to work .... flexible working, with an option to return to full-time when it is right for me, has provided me with reassurance"*

Figure 5.5 Helen Lightowler, one of our 2014 AS 'case studies' who, since being supported to return to work with staggered increases in her PT contract, has since successfully applied for promotion

Where staff opt to return part-time, and later wish to revert to full-time (e.g., when children start school), opportunity to transition depends on a vacancy or other opportunity arising; line managers work with the staff member to facilitate this.

## 5.5. Organisation and culture

### (i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

When the University achieved AS 'Bronze' (2012), Faculty already had an established culture of inclusivity and equality. It acted as a beacon to other Faculties by establishing its first SAT in 2013 and achieving AS 'Silver' in 2014. Since then, AS principles have become more firmly embedded; consideration of best practice is simply what we do.

Active consideration of gender and inclusivity is the norm. To give a few diverse, representative, examples: in its first year of operation, the Faculty held its senior staff away day in the half-term holidays. After feedback, we timetable key events outside school holidays. During the planning of the new Sinclair Building refurbishment (Section 2), we chose gender-neutral toilets. The research office ensures that the successes and endeavours of men and women staff and students are equally valued and promoted in quarterly Faculty newsletters, and the SAT provide content celebrating women's achievements and keeps the AS webpages updated (Table 5.23).

Table 5.23 'Footfall' on Faculty Athena SWAN webpages since they were launched in May 2014

Calendar year <sup>1</sup>	2015	2016	2017	2018 (until end of March)	lifetime of site (since May 2014)
Number of page views (internal and external) <sup>2</sup>	282	189	212	45	878

<sup>1</sup>While most data in this submission are given by academic year, the software supporting the webpages can only record footfall by calendar year.<sup>2</sup> From April 2018, our re-launched site is supported by software that will be able to distinguish internal and external 'visitors'.

That the Faculty is genuinely inclusive is reflected in the staff survey (Table 5.24) and focus group discussion.

*"I am impressed by how seriously the Faculty takes equality and diversity and how best practice is firmly embedded in the culture."* Staff survey, woman academic

*"One of things I value most is the strong ethos of equality and fairness embedded in the culture."* Staff survey, woman academic

Table 5.24 Percentage of staff who agree with statements in relation to the Faculty culture and working environment

Statement	Academic (F)	Academic (M)	Prof/Sup (F)	Prof/Sup (M)
'Open and friendly'	87	78	74	86
'Working culture is co-operative'	73	61	74	86
'I feel my opinions count'	69	56	66	86
'Line manager is supportive'	89	78	74	71
'There are positive visible role models for gender equality at senior levels'	71	83	71	86
'The culture is inclusive of all aspects of diversity'	76	84	76	86

*"Everybody is approachable"* Focus group, woman, professional/support

## ACTIONS

(34a) AS Steering Group will keep Athena SWAN webpages updated and contribute items to Faculty newsletter promoting and celebrating successes of all (see also [Action 1](#)).

(34b) Athena SWAN continues to be a standing item on all Departmental and RKEC meeting agendas, and away days (see also [Action 4b](#)).

(34c) We will monitor the 'footfall' on the AS webpages.

### (ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

The Faculty's annual strategic plan addresses implementation of HR policies and issues raised through the University staff survey (the current survey is underway), which also covers issues of equality, dignity at work, bullying and harassment.

Staff survey data ([Table 5.24](#)) revealed that 77-86% felt confident to raise concerns about harassment/bullying; however, some free-text comments indicated a level of equivocation, especially from women academic and professional/support staff as to whether the process always led to satisfactory actions.

Table 5.25 Responses in AS staff survey to the question 'How confident would you feel to raise any concerns about harassment or bullying?'

	Male Academics	Male Professional /Support	Female Academics	Female Professional/Support
Partially/Completely confident	14/18(78%)	6/7(86%)	55/71(77%)	28/35(80%)
Not all confident/Not very confident	4/18(22%)	1/7(14%)	16/71(23%)	7/35(20%)

Recently, the provision of staff harassment advisers has been agreed to provide a confidential signposting service on information/support, and will complement other University structures and reporting-lines. Faculty has nominated two women academics who have received full training (spring 2018) and it is hoped that their provision will help to address any concerns.

## ACTION

(35) Cascade information about staff harassment advisers and their role to all Faculty staff.

Staff with management responsibilities are kept informed and updated on HR policies through HR webpages and updates are highlighted at senior staff briefings. HR ensures that EDI is embedded in training (Sections 5.3i, 5.4i).

The Faculty HR business partner attends FET meetings and an HR representative attends professional services managers' meetings to update on policies, listen to feedback, ensure policies are applied, and meets with them regularly on a 1:1 basis.

### (iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

The gender balance of major Faculty committees is given in Table 5.25.

As most membership is either by role or rotating membership, and academic staff have WLP allowance, 'committee overload' has not been an issue. Moreover, whilst the gender balance of the committees has changed over time, in no year is there a significant difference from the gender balance of the Faculty as a whole (Fisher's exact tests,  $P > 0.99$ ), except AESC. A 2014 AS action was to address this and it now stands at 83%F. We will continue to monitor gender composition of all committees going forward.

## ACTION

(36) Monitor committee membership to ensure that appropriate gender balance is maintained wherever possible, but allowing that many committee posts are role-related.

Table 5.26 Gender balance of major Faculty committees 2011/12 to 2017/18.

**Faculty Executive Team (FET)<sup>1</sup>**

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
M	4	4	3	3	3	3	4
F	6	6	7	7	8	8	8
Total	10	10	10	10	11	11	12
% F	60%	60%	70%	70%	73%	73%	66%

Membership is role-related; in addition to staff captured here, PLs rotate at FET meetings and are involved in twice yearly FET/PL away days.

<sup>1</sup> this includes HoDs which are considered separately in the data given in [Table 2.2](#)

**Academic Enhancement and Standards Committee (AESC)**

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
M	6	5	6	7	8	6	3
F	12	11	12	11	10	12	15
Total	19	19	19	19	18	18	18
% F	40%	45%	50%	45%	56%	67%	83%

Membership is mostly role-related and consists of PLs; there are also elected student representatives, recruited through an email campaign, typically serving for 2 years

**Research & Knowledge Exchange Committee (RKEC)**

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
M	6	7	6	6	6	7	10
F	12	11	12	12	22	25	21
Total	18	18	18	18	28	32	31
% F	66%	61%	66%	66%	79%	78%	68%

Membership is mostly role-related; there are also elected PGR student and researcher representatives, recruited through an email campaign, typically serving for 2 years

**Research Degrees Sub-Committee (RDSC)**

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
M	4	4	3	3	9	9	6
F	8	7	9	9	8	8	11
Total	12	11	12	12	17	17	17
% F	66%	64%	75%	75%	47%	47%	65%

Membership is mostly role-related; there are also elected PGR student representatives, recruited through an email campaign, typically serving for 2 years

#### (iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Participation in influential external committees is encouraged as part of professional development, appears in promotion criteria to senior positions, and is recognised to benefit Faculty. It is discussed in PDR (Section 5.3ii). Involvement includes, Research Council grants panels, learned society committees, journal editorial boards, and specialist subject network committees.

#### IMPACT

In 2014, we recognised that fewer women were involved in influential external committees than men. An AS action was to work with line-managers to ensure that encouragement for career development activities, such as these, were discussed at PDR, particularly with women. This has been effective, and data (Table 5.27) indicate that since 2014, women academics have increased involvement in these prestigious activities such that participation rates are now much closer to that of their male colleagues.

Table 5.27 Academic staff reporting involvement in influential external committees<sup>1</sup>

Year	Males	Females
2014	78%	55%
2017	83%	71%

<sup>1</sup>Source = AS staff survey

#### ACTION

(37) Continue to work with our line managers (particularly PLs) to ensure they are aware of the importance of encouraging (especially women) staff to engage with prestigious external committees and discuss this at annual PDR.

#### (v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The University has a long-standing WLP model with tariffs for research/scholarship, teaching/assessment, pastoral care, committee membership, administration, outreach. Individual WLPs are agreed at PDR. The WLP review group, including trade union and Faculty representation, monitors its application and recommends changes. HoDs/PLs are responsible for ensuring that individual WLPs are agreed in line with University policy. New-starters receive WLP to participate in the 'YF3Y' programme ([Section 5.1ii](#)) and, negotiated on an individual basis, maternity leave returners have reduced teaching to support return to research. WLP is routinely monitored for gender-bias: the University AS SAT analysed allocations by gender in preparation for our 2016 'Bronze' award and found no bias. In our staff survey, 56%F/50%M staff agreed that the WLP was 'transparent' and 38%F/30%M agreed that it was 'fair'. These low figures are a concern. Free-text comments indicate that dissatisfaction is especially focussed amongst research-active staff, particularly in BMS, who perceive a disconnect between the demands placed on them by their teaching and by research. Our recent drive to link 5-year research plans more closely with PDR, where WLP is discussed and agreed, partially addresses this ([Section 5.3ii](#)).

#### ACTIONS

(38a) Run focus groups on both campuses to explore the issues underlying reported staff dissatisfaction with the WLP model, report findings to AD Strategy and Development for action.

(38b) Work with HoDs and PLs to ensure that the WLP is implemented efficiently and equitably, that WLPs are prepared in good time for discussion at annual PDR, link with 5-year research plans, and are shared amongst teams to ensure transparency.

#### (vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

Mindfulness of the working patterns of, especially, PT staff and those with caring responsibilities is embedded. Departmental/committee meetings are scheduled during core hours (10am-4pm) and on different weekdays to include those with fractional contracts. That staff valued this practice was highlighted in focus groups.

When day-long events which extend beyond core hours are planned, >1 month's notice is given and they are scheduled outside school holidays. Social events are held during core hours, commonly lunchtimes/afternoons.

This is not the case for the weekly BMS research seminar, currently held at 4-5pm. This time-slot results from staff requests, and many bring children to the post-seminar networking. Scheduling is reviewed annually and the recent appointment of several new academics with young families, who find the timing problematic, means that it will change in 2018/19.



#### (vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

71%F/83% academic and 71%F/86%M professional/support staff agreed in the AS staff survey that there are positive visible women role models. It is embedded practice that we actively consider gender balance of speakers/chairpersons at lectures, seminars and other events (Figure 5.6). As examples, high profile invited speakers at annual Faculty research lectures have been, in the last 5 years, 2014(F), 2015(M), 2016(M), 2017(F) and the 2018 nominations under consideration are 1M and 2F. However, we do not routinely collect data on this.

#### IMPACT

We initiated a tradition of annual AS lectures forming part of the University's public lecture series. The Faculty hosted lectures in 2015 and 2016; our other three Faculties hosted/will host 2017, 2018, 2019 lectures.

*'It's good to be working in an environment with so many positive female role models'*  
Staff survey, woman academic



Figure 5.6 'Expert panel' session at the 2018 Careers Pathways event featuring a woman Chair and gender-mixed panel

#### ACTIONS

(39) Co-ordinate with other Faculties to ensure the continuance of an annual Athena SWAN public lecture with a high profile external woman speaker, with our Faculty hosting the 2020 lecture.

(40) Collect data on the balance of men and women speakers and chairpersons at major Faculty events.

Webpages, publicity materials, brochures and newsletters (**Figure 5.7**) emphasise our inclusive ethos, in terms of gender and reflect our ambition to attract a greater proportion of male students into traditionally female-dominated programmes and students and staff from BME backgrounds (**Sections 4.1-4.2**).

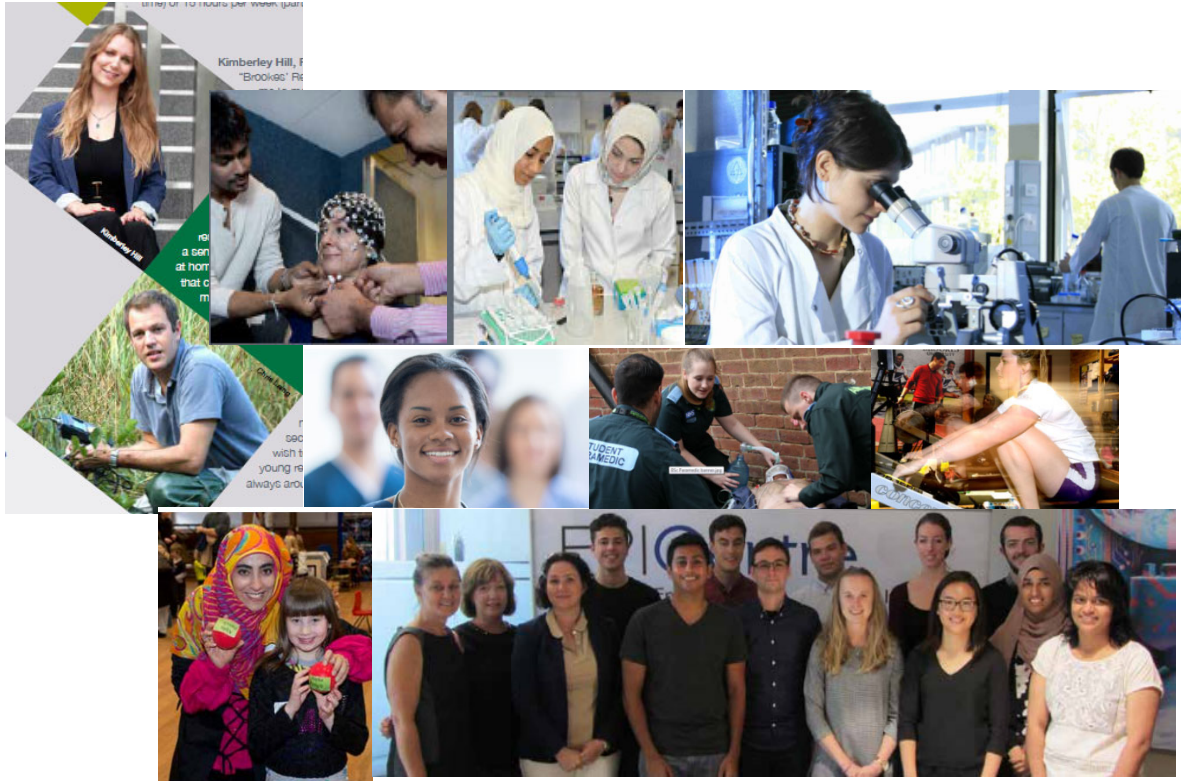


Figure 5.7 A selection of images from current Faculty webpages, brochures and newsletters showing staff and students and featuring a balance of genders and ethnicities

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

## IMPACT

In our 2014 AS submission, recognising that fewer women than men reported engagement, we actioned to encourage women, in particular, to take part in outreach activities as part of career development. Engagement in outreach noticeably increased from 61%M/45%F in 2014, to 72%M/72%F in 2017 (Table 5.28).

Guided by an awareness of AS principles, the Faculty outreach budget can be used to reimburse (child)care/travel expenses incurred; those engaging in significant outreach have WLP allowance. Focus group discussion revealed that staff don't always realise that it contributes to promotion criteria.

Table 5.28 Academic staff reporting involvement in outreach and public engagement activities<sup>1</sup>

Year	Male	Female
2014	61%	45%
2017	72%	72%

<sup>1</sup>Source = staff survey

As activities are widespread and diverse, and so many staff/students involved, it is impossible to provide comprehensive data, but representative examples, gathered from an e-mail survey, are given. One of these is 'soapbox science' (Figure 5.8). We do not collect data on number/gender/ethnicity of those attending outreach events.



Figure 5.8 'Soapbox science' where women speakers take to 'soapboxes' in urban streets to promote visibility of women in science and dispel stereotypes. Here, women undergraduates, research students and academic staff are 'soapboxing' and breaking public perceptions of stereotypical scientists in Oxford City Centre, 1 July 2017. Pictures taken from Faculty newsletter.

*'This .. is central to the values of the Faculty and its staff, both in reaching out to potential students and enthusing others about science'* Staff survey, male academic

## ACTIONS

(41) Continue to work with our line managers to ensure they are aware of the importance of encouraging all staff to engage with outreach and to discuss this at annual PDR.

(42) Run workshops on 'how to evidence and narrate your public engagement activities in your applications for promotions'.

(43) Collect data on staff/students involved in outreach events and of numbers/gender/ethnicity of those attending.

## IMPACT

Our 2014 AS action to invest royalty income in our tenure track fellowship scheme ([Section 5.3iii](#)) is exemplified by Anne Osterrieder's unique story, also demonstrating the Faculty's commitment to outreach (she was a 'case study' in our 2014 AS submission). As a post-doc, Anne became increasingly involved in outreach and during a period of bridging funding ([Section 4.2ii](#)) was allocated one day/week to do so. Continuing this, Faculty created a position of Research and Science Communication Fellow for Anne, part of our tenure track fellowship scheme ([Section 5.3iii](#)); in 2015, she was promoted to Lecturer, and in 2017 to SL in Biology and Science Communication. She coordinates a Faculty programme of public engagement activities ([Table 5.27](#)).

Anne was recognised with the Society for Experimental Biology's President's Medal of Education and Public Affairs, 2012; invited to the 2014 Women of the Year Lunch; and was nominated for a 'Brookes People Award'.

Table 5.29 Some examples of outreach and public engagement activities during 2016/17

Activity /event	Staff by grade and gender; students by gender
'Antibiotics Unearthed' school project sponsored by Microbiology Society (Figure 5.9)	SL(F), PhD student(M)
Festival of nature, lecture at Natural History Museum, London	SL(M)
Bird stall at Wild Fair, Oxford	3UG (1M,2F)
Festival of Ancient and Modern Science, Cheney School, Oxford	L(F), Prof/support(F), SL(M), 2 PhD students(1M/1F)
Tiger Picnic, Oxford Brookes University	Prof(M)
National Institute for Health Research, Oxford Biomedical Research Centre Open Day	SL(M), PhD student(F)
Curiosity Carnival (European Researchers Night)	Researcher(F), SL(F), PhD student(M), SL(M), PhD student(F)
Super Science Saturdays at Oxford Natural History Museum	Prof(M), 2SL(1F/1M)
Oxford Science week	Reader(M), SL(M), L(F), 5PhD students(all F), 2UG students(1M/1F)
Weekly BBC Radio Oxford ½ hour popular science programme	Prof (M)
<b>TOTAL</b>	<b>15M/18F</b>

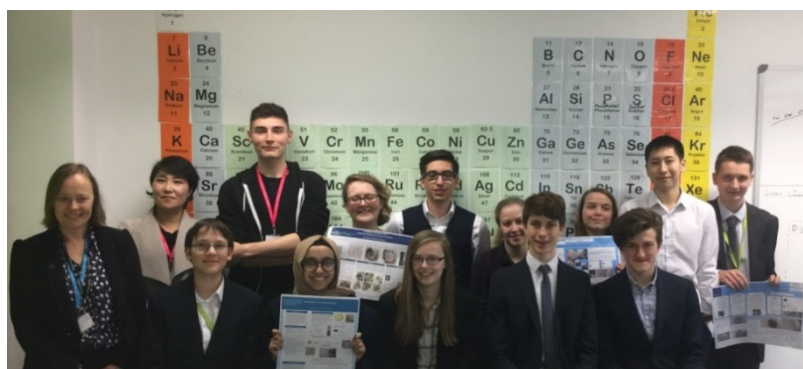


Figure 5.9 Dr Hee-Jeon Hong (SL) and Sam Connolly (PhD student), back row far left, with teacher (front, far left) and pupils from UTC Oxfordshire, a new school specialising in science and engineering, demonstrating their findings from a Microbiology Society-funded 'antibiotics unearthed' project to discover new antibiotic-producing organisms from the soil.



‘Science Bazaar’, an annual event for families, was developed by Faculty and now, celebrating its 10th anniversary, involves those engaged in science and technology from across the University. A large team of staff and students are involved (Table 5.30, Figure 5.10).

Table 5.30 Staff and students engaged in Science Bazaar<sup>1</sup>

	Staff	Students	Male	Female	Total
2016	27	38	25 (38%)	40 (62%)	65
2017	35	55	31 (35%)	59 (65%)	90
2018	39	97	49 (36%)	87 (64%)	136

<sup>1</sup>It is only in the past 3 years that we have systematically recorded staff and student involvement; data include all participants, some of whom are from the wider University



Figure 5.10 Images from the 10<sup>th</sup> annual ‘Science Bazaar’ in 2018; we estimate that there were 1,100-1,200 visitors in 2017 and 2000-2,100 in 2018.

In 2017, we launched a Public Engagement Network (PEN) as a means to support promote and connect researchers involved in, or interested in, public engagement. It links to the University Research and Knowledge Exchange Strategy, which highlights public engagement as a key aspect of our University impact and research profile. Last year, we introduced a ‘Jump Start’ award scheme, in which staff and PGR students can apply for £500 to fund a project (Table 5.31).

Table 5.31 Health and Life Sciences ‘Jump Start’ Award Scheme recipients 2016/17

Recipient	Project	Aim/Outcomes
Research Fellow (F)	Seminar at local health centre on introducing solid food to babies	Education for parents; greater involvement of fathers in ‘baby Lab’ psychology studies. Launch of ‘baby feeding network’ for parents
Research Fellow (F)	Launch of OxINMAHR patient and public involvement and engagement (PPIE) group	Engagement of hard to reach communities, who are under-represented in studies, and therefore policy, in health research
Lecturer (M)	Two one-day workshops for local athletes	Education about sports science and sports nutrition

[7035 words]

## SILVER APPLICATIONS ONLY

### 6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

#### Case Study 1: Milly Farrell, Research and Consultancy Support Officer

I began working for the Faculty in January 2014 as Research and Consultancy Support Officer. My role involves supporting and promoting the research and consultancy work of Faculty academics. My previous line of work was in social sciences research, so my move to Brookes was a big career change for me and I was concerned that I might miss having an active role in current research. Furthermore, as a member of professional /support staff, I expected my career development opportunities to be limited to those related to my job role, or potential career path in supporting academics at the University. So I presumed from the outset that I had left my life in active research behind me and that I'd now need to focus all my efforts on the new role I'd chosen. Fortunately, and to my genuine surprise, this did not prove to be the case, due to ongoing support from various members of staff across the University, who have been keen to nurture my interest in a research career in social sciences in addition to my role in support services.



In December 2014 the (then) AD Research in the Faculty, Professor Linda King, e-mailed me to say that she had heard from colleagues about my ambition to pursue a PhD and would be keen to support me in undertaking this at Brookes part-time, so as to continue my role in research and consultancy support. My line-managers were also enthusiastic about such a significant career development opportunity for me and calculated a way to reduce my working week to 4 days, so that I could dedicate a full working day to my new research studies. What should have made the prospect more complicated, was that my research interests are actually based in another Faculty; that of Humanities and Social Sciences, so it wasn't a simple matter. However, Professor King was completely committed to ensuring that this could happen.

I embarked on my part-time research degree in September 2015 and I am now coming to the end of my second year. I feel immensely grateful for the opportunity, which will essentially mainly benefit my own career ambitions, with the added bonus that I now feel totally loyal to the Faculty for all that they have done to support and nurture me. Earlier in 2017 I fell pregnant and felt concerned about the impact this might have on both my job in Faculty and my research studies, given that so many people had worked hard to ensure that both aspects could continue in tandem. However, any concerns I had about my pregnancy and maternity leave were soon allayed, as once again I had full support from my line managers and PhD supervisors. I have requested, and been granted, maternity leave for a full year from both studies and job, starting in August 2017 and maternity cover has been arranged for my Faculty role. I have also been assured that I will be supported in recommencing both with flexible hours if needed when I return in 2018. My career development experience in the Faculty has been immensely positive from the outset and I am so appreciative of all the effort that has gone into supporting me.

### **Case Study 2: Katja Graumann, Lecturer in Cell Biology and SAT member**

I came to Oxford Brookes University in 2002 to study for a BSc in Cell and Human Biology; I graduated with first class honours in 2005. I especially enjoyed my research project and I was encouraged to study for a PhD, which I also did at Brookes. During my PhD, my supervisor and I wrote a successful grant which enabled me to continue my research as postdoctoral researcher from 2008-2011. I received further Brookes-based higher education innovation fund money to carry on my postdoctoral research for a further 2 years. In 2013, I was supported to apply for, and won, a Leverhulme Trust Early Career Fellowship which lasted for 3 years and enabled me to establish an independent research group. In 2015, I was awarded a permanent position as Lecturer in Cell Biology.



My career progression from undergraduate to postgraduate student to post-doc, fellow and finally lecturer has been enabled by, and strongly supported by, my Department (BMS), Faculty, and most of all by my supervisor and mentor Professor David Evans (SAT member). While the Department and Faculty provided valuable training opportunities as well as funding, David has been a strong supporter of my research and has provided me with many opportunities. These included forging collaborations and assuming external responsibilities such as editorial roles and leadership of external groups/networks and conferences.

Throughout my career progression within the Faculty, I was also allowed flexible working hours as me and my partner were undergoing medical treatments to start our own family using IVF and surrogacy. We were finally successful, and in 2015 our daughter was born. Again, we received enormous support from the Faculty as I was granted one year full adoption leave despite there being no legal requirement for this. I



was also supported upon my return to work and was allowed to reduce my working hours to 0.8FTE to enhance my work-life balance and allow me to spend time with my daughter.

Throughout my professional career development and my personal journey to parenthood the Faculty, Department and, particularly, David Evans have strongly supported me at every step and have enabled me to have a successful and fulfilled career as well as a contented private life and a good work-life balance.

[904 words]

## 7. FURTHER INFORMATION

**Recommended word count: Bronze: 500 words | Silver: 500 words**

Please comment here on any other elements that are relevant to the application.

[0 words]

## 8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.



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## 8 ACTION PLAN

Action number	Issue identified	Action	Timescale	Responsibility	Success measures
Actions highlighted are priority actions					
<b>Actions relating to Section 3: Self Assessment Process</b>					
1	<p>While overall the response rate to the AS staff survey was 43%, there was a disappointing response from male academic (25%) and male professional /support (21%) staff. 1:1 interviews indicate that male staff perceive (a) AS to be concerned with women and therefore their views are not required (b) that gender equality is embedded in Faculty culture and therefore there is little to comment upon.</p> <p>See also Action 4a and 34b.</p>	AS SAT to keep Athena SWAN webpages updated and contribute items to Faculty newsletter promoting and celebrating successes of male and female staff.	From end of November 2018: standing item on SAT agenda at quarterly meetings in November, February, May and September. Webpages updated at least quarterly following each SAT meeting and good news stories reported to Faculty Newsletter Editor after each meeting.	Initially, Angela Robinson, SAT member, with responsibility being passed to new, named, SAT member as the group evolves over time.	<p>AS webpages are up to date and both AS webpages and Faculty newsletter celebrate the achievements of all staff with men, women, BME and LGBT members featured. Review of newsletter items shows approximately equivalent number of images of male and female staff to their proportion in faculty (approximately 2:1 F:M ratio) and of BME staff in higher proportion to their actual numbers amongst staff (currently 8.5%).</p> <p>Male response rate to AS survey in 2021 is approximately equivalent to that of female staff, and at least 40%.</p>
2	Need to be sensitive to the risk of over-burdening any SAT members; need to	SAT membership to be staggered to ensure continuity and members	Call for new SAT members and refreshing of SAT	SAT Chair	SAT meets quarterly, evidenced by meeting minutes.

	refresh the team and increase SHSSW representation. Need to continue our commitment to the AS Charter and to deliver on our Action Plan.	serving for 2-3 year terms. SAT to meet quarterly in November, February, May and September each year.	initiated in our November 2018 meeting. Review of group composition and refreshing composition annually at November meeting thereafter.		SAT includes at least 1/3 males reflecting gender balance of the Faculty as a whole and stratified membership reflecting staff grades and all Departments / professional/support staff Members normally serve for 2-3 years.
3a	Need to keep senior management informed and engaged with AS and to ensure that AS actions are appropriately resourced.	SAT formally reports to FET quarterly.	Embedded practice that is ongoing.	SAT Chair.	FET is informed of progress with AS actions and senior management provide resources or other support for specific actions, as the need arises, evidenced in FET minutes.
3b		PVC/Dean of Faculty to take over as SAT Chair	From November 2018, beginning at our first SAT meeting of the academic year.	PVC/Dean of Faculty	PVC/Dean of Faculty takes over as SAT Chair.
4a	Need to keep Faculty informed of progress with our AS action plan and raise awareness of Athena SWAN	As action 1.	As action 1.	As action 1.	As action 1.
4b	See also Action 1 and 34a-c.	Athena SWAN continues to be a standing item on all Departmental and RKEC meeting agendas, and away days.	Embedded practice that is ongoing.	HoDs and RKEC Chair	AS is a standing item on all Departmental and RKEC meeting agendas; AS issues reported in meeting minutes. AS is discussed at away days.

4c		A question assessing staff awareness of AS will be included in the next AS staff survey.	AS staff survey during 2021 in preparation for next AS submission.	AS SAT staff survey sub-group, to be appointed.	At least 75% of staff responding to the survey report that they feel informed about the Athena SWAN agenda.
4d		We will monitor the 'footfall' on the relaunched AS webpages	Annually, to be reported to the second AS SAT meeting of the academic year (February), beginning February 2019.	Initially, Angela Robinson, SAT member, with responsibility being passed to new, named, SAT member as the group evolves over time.	Analysis of 'footfall' on AS webpages indicates an increase in activity over time, reflecting improved interest and engagement in AS, and in comparison to pre-2018 figures.
<b>Actions relating to Section 4: A Picture of the Department</b>					
5a	We have fewer male undergraduate and postgraduate taught students in MCPH, nursing, SHSSW and PHPD than national benchmarks.	Continue to ensure that publicity and marketing materials e.g., webpages, brochures, not only feature, but highlight, male students and staff, and that men and women staff and student guiders are visible at open days.	SAT to review annually at first meeting of the academic year (November), starting academic year 2019/20 (as 2018/19 recruitment round is already well advanced) and raise concerns with FET if necessary.	SAT Chair.	Review of webpages and other marketing materials reveals that images of male students and staff are prominent. Men and women staff and student guiders are present at open days.
5b		Develop and implement a strategy to increase male PGT numbers on healthcare programmes in MCPH, Nursing, SHSSW and PHPD.	Working group to be formed October-December 2018; strategy development during academic year 2018/19 for	HoDs, Faculty Marketing Officer and working group (to be formed)	Increase in male UG and PGT student numbers in MCPH, OSNM, SHSSW and PHPD programmes such that they are not statistically different from national comparators.

			implementation during the 2019/20 recruitment round.		
6	There has been a decrease in male FT students in SHSSW meaning that the Department is more female-biased in terms of UG student numbers. The reasons for this are unclear.	Set up a working group to Investigate reasons for the fall in numbers of male UG students in SHSSW. Develop and implement an action plan to address the issues.	Working group to be formed October-December 2018, action plan development during academic year 2018/19 for implementation during the 2019/20 recruitment round.	HoD SHSSW and working group (to be formed)	Increase in male UG student numbers in SHSSW programmes such that they are not statistically different from national comparators.
7a	Our promotion of BME images in marketing materials, webpages etc. and staff and student guider presence at open days is reflected in an overall increase in the proportion of BME undergraduate students in BMS, Nursing and PHPD but, so far, not in MCPH or SHSSW. In MCPH, PHPD and SHSSW, the proportion of BME students is below the national benchmark comparators.	Continue to promote BME images in marketing materials, webpages etc and staff and student guider presence at open days, with special emphasis on MCPH, PHPD and SHSSW.	Survey of marketing materials, webpages etc. spring, annually starting 2019. Faculty Marketing Officer to report to SAT at May meeting annually, starting May 2019.	HoDs, Faculty Marketing Officer	Annual review of webpages and other marketing materials reveals that images of BME students and staff are prominent. BME staff and student guiders are present at open days.  Increase in BME UG student numbers in MCPH, PHPD and SHSSW programmes so that they are not significantly different to benchmark comparators (currently 33.2% for MCPH and PHPD, subjects allied to medicine; 28.6% for SHSSW, biological sciences).
7b	We did not analyse white versus BME student data regarding completion rates, proportions of students	Collect and monitor data on white versus BME student data regarding completion rates of	Data collected and analysed annually at the end of the academic year,	SAT Chair	Analysis reveals no ethnicity bias with regards to attainment of 'good' UG degrees, completion rates, or on the

	gaining 'good' UG degrees, or on the application to enrolment process. Neither did we analyse white versus BME student data regarding proportions of students gaining 'good' PGT degrees. While these data were not requested in this submission, we are concerned to monitor this data going forward.	proportions of students gaining 'good' UG degrees and the application to enrolment process.	beginning at the end of the next full academic year, October 2020; to be reported to the second AS SAT meeting of the academic year (February), beginning February 2021.		application to enrolment process, or attainment of 'good' PGT degrees, in any Department.
7c		Collect and monitor data on white versus BME student data regarding proportions of students gaining 'good' PGT degrees.			
8a	In Nursing, a female-dominated department, there are no men at reader/PL/professor/HoD level; in AHPD, although a small department, only 3/9 staff at reader/PL/professor/HoD are women.	Work with our line managers to ensure they are aware of the importance of discussing promotion and career development opportunities with male staff in Nursing and female staff in AHPD, in particular.	Discussion item at a dedicated workshop session during one of the twice-yearly FET/PL away days in 2018/19. Workshop to focus on good practice in PDR, including encouragement of mentoring, involvement in outreach and prestigious external activities, specific discussion of, and encouragement for, promotion.	PVC/Dean of Faculty, PLs and HoDs, cascading to line managers.	Analysis for our 2022 AS submission reveals an improvement in the career pipeline at reader/PL/professor/HoD level in Nursing (AHPD will no longer exist owing to restructuring) and no pipeline issues with regards to gender in any other Department.
8b		Monitor the external recruitment and promotion data in Nursing, especially, going forward to identify and	At the final quarterly SAT meeting of each academic year, beginning September 2019.	SAT Chair.	

		address any emerging issues (AHPD will no longer exist owing to restructuring).			
9	There has been an increase in numbers of researchers as a result of support given to staff in making grant applications. However, this is mostly concentrated in the most research-active Department, BMS. There has also been an increase in the proportion of L/SL as a result of our policy to support early career researchers into permanent academic positions. However, again this is mostly concentrated in more research-active departments, BMS and PSWPH.	Work to ensure that successes in supporting academic staff to win research grants and to support post-docs and early career researchers into permanent academic positions in BMS and PSWPH are reflected in other, currently less research-active, Departments.	See Actions 15a-d, 23, 24a,b.	See Actions 15a-d, 23, 24a,b.	See Actions 15a-d, 23, 24a,b.
10a	Other than senior women BME staff in BMS, there are no declared BME staff at reader/PL/HoD/Professor grade; while no firm conclusions can be drawn because staff numbers are low at these grades, this is a cause for concern and was recognised as a University-wide issue during our 2016	Organise focus groups to collect qualitative data on perceived barriers to BME staff progression to inform analysis.	As part of ongoing University AS Action Plan.	HR EDI Adviser (staff).	Clear diagnosis of the issues affecting BME staff career progression by gender and discipline by beginning of academic year 2019/20.
10b		HR to determine further actions to support the career development of BME staff in different disciplines.	As part of ongoing University AS Action Plan.	Director of HR	Actions agreed and implemented to improve career progression for BME staff e.g. through promotion criteria and career

	University 'bronze' submission.				development support by next University AS submission, April 2022.
10c		Feature BME role models within University academic 'promotion roadshows', HR web pages, and ' <i>Parent Carer Academic</i> ' booklet and launch event (May 2018)	As part of ongoing University AS Action Plan.	Director Centre for Diversity Policy Research and Practice, and Director of HR	Analysis of materials in promotion roadshows, HR webpages and ' <i>Parent Carer Academic</i> ' booklet confirm prominence of BME role models by the end of academic year 2019/20.
11a	There are barriers to technical or other Professional/Support staff transitioning to academic roles. One way in which we can support such transition is by supporting staff to undertake higher degrees.	Continue to support professional/support staff to study for higher degrees through the 'long course' fund.	E-mail promoting the 'long course' fund and inviting applications issued in February annually. Applications considered in May annually.	Associate Dean for Student Experience.	'Long course' fund, currently approx. £60,000/year, continues.  At least 2 members of professional/support staff funded to study for higher degrees at any time.
11b		Ensure that line managers of academic staff are aware of opportunities for them to transition to professional/support roles, facilitated through the PDR process.	Discussion item at a dedicated workshop session during one of the twice-yearly FET/PL away days in 2019/20. Workshop focus on raising awareness of staff development including opportunities for leadership development, coaching and mentoring, and transition to a professional/support role.	PVC/Dean of Faculty, PLs and HoDs, cascading to line managers.	AS staff survey in 2021 reveals that >80% of men and women academic and professional/support staff are aware that transition between contract types is possible. Evidence that staff have transitioned where appropriate.



11c		Ensure that line managers of professional/support staff are aware of opportunities for them to transition to academic roles, facilitated through the PDR process.	Discussion item at a dedicated workshop session during a scheduled professional/support staff away day during 2019/20. Workshop focus on raising awareness of staff development including the staff development budget, coaching, ACE awards, and transition to an academic role.	Head of Operations and line managers.	
<b>Actions relating to Section 5: Supporting and Advancing Women's Careers: 5.1 &amp; 5.2 key transition Points</b>					
12	While our recruitment statistics reveal no bias in shortlisting or acceptances by gender or ethnicity, in 2012 and 2017 only, a greater proportion of women than men were made offers.	Carefully monitor data going forward and if differences are seen in proportions of offers to men and women (at any grade), undertake rigorous review of to ensure that they are genuinely a result of differences in the ability/suitability of candidates during that recruitment round, and if bias is detected, immediately develop and implement actions to address this.	Annually, at the end of the academic year, beginning June 2019	Director of HR, HoDs,	Analysis of data reveals no bias in recruitment, or if bias is detected, we can report in our next AS submission in 2022 how we have (successfully) addressed any issues that we identified.

13a	Some research-only staff report that they feel that they are not fully integrated into the wider academic community within Faculty, and this begins at induction.	Improve induction for newly-appointed research-only staff, including group welcome induction sessions for researchers to meet their peers and Research Leads.	Following successful trials and improvements in response to feedback during academic year 2017/18, run Faculty group welcome induction for newly-appointed research-only staff in November and April annually, beginning November 2018. Follow up induction with focus groups/feedback on research staff perception of the process and further refinement of induction if necessary.	Research manager, Grants officer, Research engagement officer	Focus groups following induction reveal an improvement in research staff perception of both their induction and their feeling of being integrated into the wider Faculty.  In CROS 2019 and 2021, a higher percentage than sector average, preferably >80%, respondents (who are all research-only staff) report their induction to be 'useful/very useful'.
13b		Ensure that research-only staff are invited to Departmental meetings and events to consolidate integration.	From beginning of academic year 2018/19	Research leads, HoDs	Focus group discussion during the self-assessment process leading up to our 2022 AS submission reveals that research-only staff feel integrated into the wider academic community within Faculty.
14	Not all newly-appointed research-active staff are identified as being eligible	Work with HR to correctly identify staff to Faculty. These staff to be	Identified staff introduced to YF3Y at induction starting	Research Manager,	AS staff survey in 2021 reveals that >90% of research-active staff who have started since

	to attend 'Your First Three Years' (YF3Y) Programme, and are not invited in a timely manner, an issue also recognised at University level.	introduced to YF3Y programme at research induction and made aware of session dates and webpages. Newly-appointed University YF3Y co-ordinator to be informed of staff to be invited.	immediately; staff lists to be communicated to University YF3Y scheme co-ordinator in time for scheme inductions in June and November annually.	University YF3Y co-ordinator	academic year 2018-19 report having been invited to YF3Y programme. YF3Y attendance data indicates that >75% of those invited attend.
15a	Actions from our previous AS submission have resulted in an increase in academic staff, especially women, applying for promotion to Lecturer and SL grades, and a large increase in women applying for promotion to professor, and should be continued. All staff engaged in mentoring report finding it useful.	Work with our line managers (particularly PLs) to ensure they are aware of the importance of discussing promotion and career development opportunities with women staff in annual PDR, and encourage attendance at University promotion roadshows.	Discussion item at a dedicated workshop session during one of the twice-yearly FET/PL away days in 2018/19. Workshop to focus on good practice in PDR, including encouragement of mentoring, involvement in outreach and prestigious external activities, specific discussion of, and encouragement for, promotion.	AS SAT Chair, PVC/Dean to arrange discussion at away days. HoDs to cascade to line managers.	2021 AS Staff Survey shows that a high proportion of women staff, at least 75%, report that promotion and career development opportunities have been discussed with them at PDR.
15b		Work with our line managers (particularly PLs) to ensure they encourage all staff to join informal or formal mentoring schemes, including the University research staff mentoring scheme, to help prepare them well for promotion.  See also Action 24a.			Increased engagement with the mentoring scheme to >25 Faculty mentees annually, and increase male engagement so that it reflects F:M staff ratio in Faculty (2:1). Increase in the number of mentors in Faculty to at least 40, including all professors (currently we have 26 professors/HoDs) (see Action 15c).  2021 AS Staff Survey reveals an increase in the proportion of

					women staff who report engaging in formal or informal mentoring as mentees from 34% to 50%.
15c		All staff applying for promotion to professor, or to higher professorial grades, will be specifically offered a mentor who has already been successful and who can support them in preparing well-evidenced applications. Staff are offered the option to request a mentor of the same gender as themselves.	University-wide targeted call for more mentors at professor level in preparation for the annual call for applications to the research staff mentoring scheme in June 2019.	Research staff mentoring scheme co-ordinator.	Increase the number of mentors, especially women mentors, who are professors and can offer mentorship on promotion and support preparation of well-evidenced applications, with a target that all Faculty professors (both men and women) are mentors.
15d		Monitor application and success rates for promotion by gender and report to AS SAT for further action if necessary.	Annually in September, reporting to November AS SAT meeting.	SAT Chair, Director of HR	Men and women apply for promotion at all grades in proportions that reflect the F:M staff ratio in Faculty (2:1), and success rates in men and women are comparable.
16a	Some women engaging in Aurora have been promoted and report positively on the experience.  See also Actions 22a-c.	Promote Aurora, and other leadership development opportunities, such as Brookes leadership training, and mentoring for leadership, to line managers at FET/PL away	Discussion item at a dedicated workshop session during one of the twice-yearly FET/PL away days in 2019/20. Workshop focus on raising awareness of staff development	PVC/Dean of Faculty to arrange discussion at away days. HoDs to cascade to line managers.	The next AS Staff Survey in 2021 reveals that a high proportion of women staff, at least 75%, report that they are aware of opportunities to develop their leadership skills, including through the Aurora programme.

		days. Clarify guidance to HoDs and line managers on Aurora and other leadership development opportunities.	including opportunities for leadership development, coaching and mentoring, and transition to a professional/support role.		Faculty staff are engaged in Aurora and other leadership development opportunities at a higher rate than that seen in analysis for the current submission (we are reluctant to set targets as the Brookes leadership programme is currently unavailable while a staff appointment is taking place).
16b		Continue to support women staff to engage with Aurora and other leadership development opportunities through the staff development fund.	Ongoing	PVC/Dean of Faculty.	
16c		At annual PDR, line managers to consider if women staff are appropriate for Aurora leadership course, or for other leadership development activities such as Brookes leadership training, or mentoring for leadership. To encourage and support their engagement, and encourage development of a portfolio of activities to work towards leadership. To support applications to the staff development fund if appropriate.	At annual PDR from summer 2020 (following discussion at FET/PL away day).	HoDs and line managers	

17	We do not record and analysis data on staff, by gender, who are eligible to be returned to the REF.	Systematically record and analyse WLP allocations for research by gender as part of REF audit.  Review any gender bias in WLP that might emerge from monitoring.	REF audit summer 2018, then annually, following annual PDR round, October.	Research Leads	Records are up to date and complete to inform preparation for the next REF and our next AS application in 2022.  There is no gender bias in WLP allocations.
18a	Departments with the highest proportion of women staff, PHPD and Nursing, are the least research-intensive with a lower proportion of women academic staff returned to the 2008 RAE or the 2014 REF; for many staff in these departments, appropriate support for career development is around scholarship and health pedagogy rather than research.	Continue to support academic staff in nursing and health-related areas to undertake research degrees through the 'long course' fund.	E-mail promoting the 'long course' fund and inviting applications issued in February annually. Applications considered annually in May annually.	Associate Dean for Student Experience.	'Long course' fund, currently approx. £60,000/year, continues.  Continued support of the 16 (13F/3M) staff already undertaking research degrees; aim to support on average 2 new candidates annually, as appropriate to staff needs.
18b		At annual PDR, line managers to support staff in traditionally less research-intensive subject areas to undertake appropriate career development activities to support a career trajectory built on teaching/learning, scholarship and pedagogy where appropriate.	Discussion item at a dedicated workshop session during one of the twice-yearly FET/PL away days in 2018/19. Workshop to focus on good practice in PDR, including encouragement of mentoring, involvement in outreach and prestigious external activities, specific discussion of, and	PVC/Dean of Faculty to arrange discussion at away days. HoDs to cascade to line managers.	Data analysis for our next AS application in 2022 reveals no significant differences in promotion/career progression for staff in PHPD and Nursing in comparison to other Departments.

			encouragement for, promotion.		
18c		Continue to support PhD students in nursing and health-related areas to complete their research degrees, including those recruited to the new Professional Doctorate in Nursing.	Support of current PhD students in ongoing; the Professional Doctorate in Nursing welcomes its first intake in October 2018.	Postgraduate Research Tutors	>80% of research degree students complete successfully and in a timely manner (within 4 years for standard PhD and clinical PhD, within 6 years for Professional Doctorate).
18d		Ensure that research-active academic staff in nursing and health-related areas who have not already done so to undertake supervisor training (part of the YF3Y programme) so that they can become research degree student supervisors.	Review of research-active staff who have / have not undertaken supervisor training in time to report to Faculty research degrees sub-committee at its December 2018 meeting; invitation to those that have not done so to engage in the programme beginning January 2019 such that they are qualified to become involved in supervisory	Postgraduate Research Tutors; Director of Researcher Development; Head of Research Degrees Team.	All doctorally-qualified academic staff have undertaken supervisor training and are involved in supervisory teams of research students.

			teams by beginning of academic year 2019/20.		
19a	There is a lower rate of women professional/support applicants from the eligible pool in each year for ACE awards, and those women applying also have a lower success rate than their male counterparts.	Work with our line managers to ensure they discuss ACE awards with all eligible professional/support staff, but especially women, and nominate staff who are eligible.	Discussion item at a dedicated workshop session during a scheduled professional/support staff away day during 2019/20. Workshop focus on raising awareness of staff development including the staff development budget, coaching, ACE awards, and transition to an academic role.	Head of Operations and line managers	Successful applications for ACE awards as a % of those eligible is equivalent for men and women, and at least at current male levels of 10%.
19b		At annual PDR, line managers to consider if women staff, in particular, are appropriate for ACE awards and to support their applications.	At annual PDR from summer 2019	HoDs and line managers.	
20a	The University has recently invested in training a pool of coaches to support career development of all staff. Of	Work with line managers of academic staff to ensure that they discuss the availability of the	Discussion item at a dedicated workshop session during one of the twice-yearly FET/PL	PVC/Dean of Faculty to arrange discussion.	The next AS staff survey in 2021 reveals that a high proportion of staff, at least 75%, report that they are aware of the



	24 coaches, only 2, both women professional/support staff, are in Faculty.	coaches and their role, and encourage staff to train as coaches.	away days in 2019/20. Workshop focus on raising awareness of staff development including opportunities for leadership development, coaching and mentoring, and transition to a professional/support role.	HoDs to cascade to line managers.	availability of coaching for career progression.  Increase in the number of faculty coaches so that it is at least ¼ (as there are 4 Faculties) of the total coaching pool, and the proportion of women coaches is equivalent to that of women staff in Faculty (currently 65-70%).
20b		Work with line managers of professional/support staff to ensure that they discuss the availability of the coaches and their role, and encourage staff to train as coaches.	Discussion item at a dedicated workshop session during a scheduled professional/support staff away day during 2019/20. Workshop focus on raising awareness of staff development including the staff development budget, coaching, ACE awards, and transition to an academic role.	Head of Operations and line managers	
20c		Publicise the new coaching pool in e-mail alerts and faculty newsletters	Copy for faculty newsletter to be provided and email alert dispatched, December 2018	Chair of SAT	

21	We do not systematically record promotion applications and success rates for professional/support staff. When we track them, although numbers are too small for analysis, there is a tendency for women FT and for male PT professional/support staff to be more successful in achieving promotion and we need to understand if this is a real trend that should be addressed.	We will systematically record and monitor promotion application and success rates – for promotions to posts within the Faculty or elsewhere within the University.	Annually, in August, ongoing from end of academic year 2018/19	Head of Operations	Systematic data record for analysis at our next application for AS in 2022.
<b>Actions relating to Section 5: Supporting and Advancing Women's Careers: 5.3 &amp; 5.4 Career Development</b>					
22a	Few academic staff engage with Springboard and Navigator programmes  See also Actions 16a-c.	Promote Aurora, in-house leadership programmes, Springboard and Navigator schemes to line managers at FET/PL away days to increase awareness of staff and their managers.	Discussion item at a dedicated workshop session during one of the twice-yearly FET/PL away days in 2019/20. Workshop focus on raising awareness of staff development including opportunities for leadership development, coaching and mentoring, and transition to a professional/support role.	PVC/Dean of Faculty to arrange discussion at away days. HoDs to cascade to line managers.	Increase in the number of women academic staff engaging with Springboard and Navigator to, on average, 1 or 2 per year (in comparison to 2 in total for Springboard and none for Navigator between 2012/13-2016/17).

22b		Run workshops where Aurora, Springboard and Navigator 'graduates' share their (positive) experience of the programmes.	May 2019, in preparation for the summer PDR process.	Director of Researcher Development with Springboard and Navigator Co-ordinators	
22c		E-mail campaign to publicise the programmes	From May 2019, annually, in preparation for the summer PDR process.	Director of Researcher Development with Springboard and Navigator Co-ordinators	
23	<p>Our tenure track fellowship scheme has been successful in supporting, particularly women, early career researchers into permanent academic positions. This is especially noticeable in the most research-active departments BMS and PSWPH.</p> <p>See also Actions 9, 15a-d, 23, 26a,b.</p>	Continue to ring fence royalty income to invest in this scheme to support career development. Work to ensure that successes in BMS and PSWPH continue and are reflected in other, currently less research-active Departments	Ongoing	AD Research and Knowledge Exchange and research leads	During 2017/18-2020/21, 7 Fellows obtain permanent academic posts, in line with the 7 that obtained academic posts during 2012/13-2016/17; figures when analysed by Department reflect the proportion of researchers currently in post.

24a	Staff report that they find the research staff mentoring scheme useful and more women academics than men engage as mentees. However, in the staff survey, 16%F and 5%M academic staff were unaware of opportunities for coaching/mentoring; 38%F and 23%M academic staff who had not engaged would like to; 13%F and 14%M academic staff said that they wouldn't wish to.	As Action 15b.			
24b		Run focus groups to understand why some staff report that they wouldn't wish to be involved in mentoring and devise an action plan to address any issues identified.	During June-September 2019	Researcher Development Co-ordinator.	Clear understanding of potential negative perceptions of mentoring by end of 2018/19 academic year; actions to be put into place to address any issues during academic year 2019/20.
25	Feedback from research students who attend the bi-ennial careers pathways event is very positive. While attendance overall increased by >20% in 2018 in comparison to 2016, attendance by Faculty research students remained steady.	Increase awareness of the careers pathway event through intensive advertising campaign, including e-mail campaign to researchers, research students and their supervisors, posters and leaflets.	October-December 2019 in preparation for January 2020 event.	Researcher Development Co-ordinator.	Increase in attendance by Faculty research students so that they represent 25% of attendees (as there are 4 Faculties) at the 2020 careers pathway event; maintain gender balance of attendees reflecting that of this group (approximately two-thirds women).

26	Male academic staff apply for larger, on average , grants but there is little difference between men and women in average grant win. Patterns are not clear, but this is something we should monitor. Inevitably, we see a larger number of grants bid for, and won, in our most research-active Department, BMS. Increase in grant income has resulted in a growing body of researchers employed on these grants.	Monitor average size of grants bid for by men and women academic staff, and average grant win, and develop actions to address any imbalances that emerge.	Data is routinely collated for annual analysis by RKEC. From end of academic year 2018/19, RKEC to specifically analyse data for any gender imbalances and address issues that emerge.	Faculty Grants Officer to collate data. Chair of RKEC to lead analysis.	Data analysis for our next Athena SWAN application in 2022 reveals no difference in average bid amount or grant win between men and women academic staff.
27	Among professional/support staff, fewer men than women engage in training supported by the Faculty staff development budget.	Work with our line managers to ensure they discuss opportunities for training and development, including access to the Faculty staff development budget, with all professional/support staff, but especially men.	Discussion item at a dedicated workshop session during a scheduled professional/support staff away day during 2019/20. Workshop focus on raising awareness of staff development including the staff development budget, coaching, ACE awards, and transition to an academic role.	Head of Operations and line managers	Male: female ratio for staff supported by the Faculty staff development budget reflects gender balance amongst this staff group (currently 69.9% female; 301.1% male).
28	While there are numerous opportunities for training,	Work with our line managers to ensure they	As above	As above	2021 AS staff survey reveals that more than 50% of both

	development and support of career progression for professional/support staff and line managers should be discussing these issues with staff at PDR, only 37.5% of male and 25% of female Professional/support staff reported that they had been encouraged to progress or seek opportunities for promotion.	discuss opportunities for training and development and support for career progression at PDR and encourage staff to progress and seek promotion opportunities			male and female professional/support staff report that they have been encouraged to progress or seek opportunities for promotion.
29a	Technical staff are enthusiastic about new initiatives to support their career development including subscription to HeATED, support for professional accreditation and the University signing the Technician Commitment.	Monitor engagement of technical staff with HeATED and professional accreditation.	Informal 1:1 discussion with technical staff representatives annually starting April 2019. If engagement wanes, re-energise engagement through focus groups and staff workshops.	Head of Operations, Technical Services Manager	Focus groups with technical staff during the self assessment process for re-application for AS during 2021 reveal continued engagement in career development initiatives. At least 10% of technical staff are working towards, or have achieved, professional accreditation
29b		Faculty to lead the development an action plan to implement the 'Technician Commitment' at University level.	From beginning of academic year 2018-19	Head of Operations, Technical Services Manager	Working group in place by end of October 2019. Action plan in place for implementation by beginning January 2020.
<b>Actions relating to Section 5: Supporting and Advancing Women's Careers: 5.5 Flexible Working and Managing Career Breaks</b>					
30	Academic staff were more likely to return from maternity leave and	Continue to monitor data on return to work after	Data collection on return to work after maternity leave is ongoing as an	Line managers, AS SAT	Data is complete for our next AS submission in 2022. If specific reasons for leaving are

	continue in their careers at Brookes than research-only or professional/support staff. We have no data on why those who left chose to do so.	maternity leave and investigate the reasons for mothers choosing to leave Brookes after their statutory return period. Put actions in place to address any issues that arise.	embedded practice. SAT to monitor data annually at their May meeting. Line managers to ascertain reasons for staff leaving through 1:1 discussion whenever a maternity returner chooses to leave.		uncovered and can be addressed by Faculty, actions will have been taken.
31	Numbers of fathers taking paternity leave, or reporting that they are taking paternity leave are low. Very few fathers take shared parental leave and all are professional/support staff.	Work with our line managers to ensure that they discuss opportunities for paternity and shared parental leave with all prospective parents, and especially academic staff.	Discussion item during FET, PL and professional/support staff away days during academic year 2018/19	PVC/Dean of Faculty; PLs to cascade information to academic staff line managers (for academic staff) and Head of Operations (for professional/support staff)	2021 AS staff survey reveals that male staff are aware of, and do not report perceiving significant barriers to taking, paternity and/or shared parental leave, and that new fathers report having taken leave.
32	Mothers report that the information on the HR webpages about shared parental leave is unclear.	Report concerns to HR and liaise with them to improve information regarding shared parental leave.	Report concerns to HR immediately (May 2018); 1:1 interviews with shared parental leave takers going forward to gather data on their experience.	Chair of SAT, Director of HR, Alison Cross	In our preparation for AS renewal in 2022, 1:1 interviews with new parents (mothers and fathers) indicate that they found the information available to them through the HR webpages about shared parental leave to be clear.

33	Data on flexible working applications are not recorded centrally. This was also recognised as an issue in the University AS 'bronze' award application in 2016	We will record flexible working data more systematically at Faculty level to support the University action plan.	Directive sent to line managers before the beginning of academic year 2018/19.	Directive sent from PVC/Dean of Faculty. Line managers to collect data.	Data on flexible working is available to support our next AS application in 2022.
<b>Actions relating to Section 5: Supporting and Advancing Women's Careers: 5.6 Organisation and Culture</b>					
34a	The staff survey results indicate that the Faculty is perceived as a genuinely inclusive environment.	AS Steering Group will keep Athena SWAN webpages updated and contribute items to Faculty newsletter promoting and celebrating successes of all.	As Action 1, 4a.		
34b	There is a need to keep Faculty informed of progress with Actions and raise awareness of Athena SWAN	Athena SWAN continues to be a standing item on all Departmental and RKEC meeting agendas, and away days.	As Action 4b.		
34c		A question assessing staff awareness of AS will be included in the next AS staff survey.	As Action 4d.		
35	A very high proportion of staff (77-86%) felt confident to raise concerns about harassment/bullying; however, a level of	Cascade information about staff harassment advisers and their role to all Faculty staff.	E-mail alert May 2018 reinforced through agenda items at Departmental meetings	E-mail alert from PVC/Dean of Faculty. HoDs for	Responses to the 2021 AS staff survey reveal 80% or more of staff in all groups are aware of the identity and role of the Staff Harassment Advisers and



	equivocation, especially from women academics and professional/support staff was expressed as to whether the process always led to satisfactory actions. This issue may be addressed through the recent appointment and training of two new women Staff Harassment Advisers.		during the 2018-19 academic year.	Departmental meeting agendas.	feel confident to raise concerns about harassment/bullying; there are few or no free text comments raising concern about actions resulting from raising a concern.
36	We do not have a formal mechanism to monitor gender balance on Faculty Committees.	Monitor committee membership to ensure to ensure that appropriate gender balance is maintained wherever possible, but allowing that many committee posts are role-related.	To be considered during annual of review committee membership and terms of reference, which is a standing item for all committees at the first meeting of every academic year.	Chairs of Committees	As far as is practical, within the constraints of rules for committee membership (eg., role-related committee posts) committees have an equitable gender balance reflecting the gender balance of the community they represent.
37	Since 2014, women academic staff have increased involvement in prestigious external committees such that participation rates are now much closer to, but still slightly lower than, that of their male colleagues (83%M and 71%F).	Continue to work with our line managers (particularly PLs) to ensure they are aware of the importance of encouraging (especially women) staff to engage with prestigious external committees and discuss this at annual PDR.	Discussion item at a dedicated workshop session during one of the twice-yearly FET/PL away days in 2018/19. Workshop to focus on good practice in PDR, including encouragement of mentoring, involvement in outreach and prestigious external activities, specific discussion of, and	PVC/Dean of Faculty to arrange discussion at away days. HoDs to cascade to line managers.	AS Staff survey 2021 results indicate that male and female academic staff involvement in prestigious external committees is roughly equivalent, and at least 80% for both genders.

			encouragement for, promotion.		
38a	Staff survey results reveal that a high proportion of academic staff do not consider the WLP model, or its implementation, to be 'transparent' or 'fair'	Run focus groups on both campuses to explore the issues underlying reported staff dissatisfaction with the WLP model, report findings to AD Strategy and Development for action.	October-December 2018, following the summer PDR round.	Chair of SAT	Identified issues and actions to address them reported to AD Strategy and Development in time for action before the summer 2019 PDR round.
38b		Work with HoDs and PLs to ensure that the WLP is implemented efficiently and equitably, that WLPs are prepared in good time for discussion at annual PDR, link with 5-year research plans, and are shared amongst teams to ensure transparency.	During early summer 2019 PDR planning round, in time for PDRs in June/July, and annually thereafter.	AD Strategy & Development	In the 2021 AS staff survey >50% of staff report that they consider the WLP model 'transparent' and 'fair'
39	We were the first Faculty to host Athena SWAN public lectures in 2015 and 2016, a practice that has now been adopted by the wider University. Athena SWAN lectures are already provisionally planned (by other Faculties) for 2018 and 2019.	Co-ordinate with other Faculties to ensure the continuance of an annual Athena SWAN public lecture with a high profile external woman speaker, with our Faculty hosting the 2020 lecture.	We will host the AS lecture in 2020.	Faculty Research Engagement Officer.	Faculty host the 2020 AS lecture and by the time of our next AS submission (2022) the programme is established and continuing.

40	While it is embedded practice that we actively consider gender balance of speakers/chairpersons at lectures, seminars and other events, we don't routinely collect data on this.	Collect data on the balance of men and women speakers and chairpersons at major Faculty events.	Beginning academic year 2018/19.	SAT Chair.	We have good data on the balance of men and women speakers and chairpersons at major Faculty events to inform our 2022 AS submission.
41	72% of academic staff of both genders report involvement in outreach activities.	Continue to work with our line managers to ensure they are aware of the importance of encouraging all staff to engage with outreach and discuss this at annual PDR.	Discussion item at a dedicated workshop session during one of the twice-yearly FET/PL away days in 2018/19. Workshop to focus on good practice in PDR, including encouragement of mentoring, involvement in outreach and prestigious external activities, specific discussion of, and encouragement for, promotion.	PVC/Dean of Faculty to arrange discussion at away days. HoDs to cascade to line managers.	In the 2021 AS staff survey a similar, or higher, proportion of staff (>72%) of both genders report engagement in outreach.
42	While significant engagement in outreach activities is recognised in WLP, staff are sometimes unaware that it contributes to promotion criteria.	Run workshops on 'how to evidence and narrate your public engagement activities in your applications for promotions'	As part of staff development programme, annually from academic year 2018-19.	SL in Biology and Science Communication and, staff development programme co-ordinator.	>75% of workshop participants report in feedback that they feel more confident about evidencing their outreach activities in promotion applications.

43	While we have a vibrant programme of outreach events, we do not routinely collect data on staff involved or on numbers/gender/ethnicity of those attending.	Collect data on staff/students involved in outreach events and of numbers/gender/ethnicity of those attending.	Beginning academic year 2018/19.	SL in Biology and Science Communication.	We have good data on numbers/gender of staff and students engaged in outreach and of the numbers/gender/ethnicity of those attending events to inform our 2022 AS submission.
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