



## Athena SWAN Bronze department award application

**Name of university:** Oxford Brookes University

**Department:** Faculty of Technology, Design and Environment

**Date of application:** November 2016

**Date of university Bronze and/or Silver SWAN award:** 2016 Bronze

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Athena SWAN **Bronze Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

### Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

## **Table of Contents**

List of Acronyms	3
1. Letter of endorsement from the PVC/Dean of Technology, Design and Environment	4
2. The self-assessment process	5
3. A picture of the department	9
4. Supporting and advancing women's careers	26
5. Any other comments	48
6. Action Plan	49
Email from ECU granting an extra 1000 words for this application	62

## List of Acronyms

ACP	Associate College Partnership
ADRKE	Associate Dean Research and Knowledge Exchange
ADSD	Associate Dean Strategy and Development
ADSE	Associate Dean Student Experience
Architecture	School of Architecture
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AS	Athena SWAN
BE	School of the Built Environment
CCT	Department of Computing and Communication Technologies
ECU	Equality Challenge Unit
EDI	Equality, Diversity and Inclusion
FTE	Full Time Equivalent
HEA	Higher Education Academy
HESA	Higher Education Statistics Agency
JACS	Joint Academic Coding System
MEMS	Department of Mechanical Engineering and Mathematical Sciences
OBI	Oxford Brookes International (the University's International Office)
OBU	Oxford Brookes University
OCSLD	Oxford Centre for Staff and Learning Development
PGR	Postgraduate Research
PGT	Postgraduate Taught
QR	Quality related research funding
REF	Research Excellence Framework
SAT	Self Assessment Team
STEMM	Science, Technology, Engineering, Mathematics and Medicine
TDE	Faculty of Technology, Design and Environment
UG	Undergraduate
WLP	Workload Planning

## **1. Letter of endorsement from the head of department: maximum 500 words (499 words)**

The Faculty of Technology Design and Environment has performed well under my leadership since 2011 and is regarded within the University as a model of improved accountability and academic performance. We are recruiting the largest number of students across the university, have the highest value of consultancy and contract research, have seven of our eleven subject areas performing in the upper quartile of the sector, and increased year-on-year NSS scores for all departments. It has been a truly transformational experience.

One of the disappointments of the past five years however was the unsuccessful application to Athena SWAN for a Bronze Award in 2014. Every challenge also presents itself as an opportunity, and the unsuccessful bid has enabled the Faculty to engage more deeply with the Athena SWAN process, including making a substantial contribution to the recent successful University application for a Bronze Award. This application uses the pre-May 2015 format to build on our original submission, and whilst this means that analysis of the AHSSBL disciplines within the Faculty are not included, these staff and students will very much be part of the ongoing engagement that is needed to deliver the enclosed Action Plan.

I fully acknowledge that within the Faculty there are subjects where there is significant under-representation of women. Particularly concerning to me is that compared to an already low sector benchmark, Oxford Brookes has lower female representation in disciplines such as Mechanical Engineering and Built Environment. However, I am pleased to see that in some STEMM disciplines within the Faculty we are much closer to achieving a gender balance and have made more progress than is generally the case across the sector, notably in the School of Architecture.

The University's work on Athena SWAN has resulted in enhancements to academic leadership programmes, mentoring and secondments and I have ensured that staff from across the Faculty are supported by ring-fencing staff development budgets to nurture and grow that talent. We now see a very strong representation of female staff at Principal Lecturer level, and the recent success of a female member of staff promoted to Associate Dean has presented us with a great role model. Unfortunately, a weakness in the volume and quality of female successors at a very senior level has resulted in all four Heads of Department now being male.

Recognising the importance of building a pipeline of future talent, I have led a project to establish a new University Technical College in Swindon to prepare young men and women to gain employment in Engineering. There is no underestimating the challenges of changing attitudes amongst school age girls and female students about their career options, and this project has gone some way to opening up early career development.

I am proud of the work of the SAT team and the willingness of wider Faculty to engage in developing this application. I am fully committed to building on our momentum and excited by the prospect of seeing further positive changes in the coming months and years.

Paul Inman MA FRSA

**Pro Vice Chancellor and Dean of Technology, Design and Environment**

## 2. The self-assessment process: maximum 1000 words (1096 words) [+96 words]

Describe the self-assessment process. This should include:

- a) A description of the self assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance.

The Faculty of Technology, Design and Environment's Self-Assessment Team (SAT) was established in November 2015, taking a fresh approach following an unsuccessful Athena SWAN submission in 2014. A diverse team of participants was assembled from across the Faculty, drawn from undergraduate, PGT, PGR and staff populations (in both academic and professional service roles) and from across the spectrums of career stage and level, gender, sexuality and work-life experiences. Details of the seventeen SAT members can be found in Tables 2.1 and 2.2. The initial SAT membership included more women than men, perhaps because of the gender advocacy interests of members, and more men will be encouraged to participate when new members are sought to enhance the gender balance.

The SAT was chaired by the Faculty's ADSD, who led the development and engagement work of the SAT, and who stands ready to implement the recommendations. The Chair was supported in this initiative at a high level by the Faculty's Executive team, including the PVC/Dean. We decided to again use the pre-May 2015 Athena SWAN process for this application as continuity in process and consolidation of lessons learned are important aspects of our engagement with Athena SWAN. The Action Plan will lead to positive impact across the Faculty and we will include the entire Faculty in future Athena SWAN applications.

Each member of the SAT was tasked with drawing information from, and reporting back, to specific groups within the Faculty, hence ensuring broad representation and engagement with students and staff on matters relating to access and opportunities for women in the Faculty. Members of the SAT were tasked with contributing relevant data analyses to the report, and through regular meetings, collectively scrutinised and sense-checked the contributions of colleagues. The Chair coordinated this process and wove the elements into a coherent narrative.

**Table 2.1: Self Assessment Team Membership November 2015 - November 2016**

Name/ Gender/SAT Role/ Reporting Constituency	Faculty position	Career Path and work-life experience
<b>Dr Henry Abanda (M):</b> School/Department representative (Built Environment) Reports to: School Management Group, Brookes Africa Forum (staff and students)	Senior Lecturer in Real Estate + Construction	Joined as PGR student 2007, appointed Lecturer in 2013 and Senior Lecturer in 2014. Married with two young children. Responsible for school run. Volunteers teaching children his African dialect and French.
<b>Nadhira Abdul Halim (F):</b> PGT Student Rep (School of Architecture) Reports to: UG+PGT students in the School of Architecture	PGT student in Applied Design in Architecture	Joined as UG student in 2010. Spent post-graduating year working in an Architecture practice in Borneo, Malaysia. Started PGT programme in 2014. Married in 2015. Partner FT UG student and Barista. Works as a part-time Student Support Worker.
<b>Shahrazad Amouzad (F):</b> Post graduate Research Student Reports to: Faculty PGR students	PGR student	UG and PG degrees in Iran. Worked as an Urban planner and English teacher in Iran. Moved to UK in 2012 with partner and started a PhD at Oxford Brookes University in 2014.
<b>Jane Butcher (F):</b> Equality, Diversity + Inclusion (EDI) advice Reports to: Human Resources, EDI Adviser (students), HE Equality Diversity and	EDI Adviser (staff), Human Resources	Joined 2015. Background gender equality and diversity in the public and third sectors, particularly Women in STEM/SET. Worked FT and PT with experience of remote and home working. Lesbian. Cares for elderly parent who lives in

Inclusion Advisory Group.		Sheffield.
<b>Prof Georgia Butina Watson (F):</b> <i>Professor and Chair of the University Postgraduate Research Degrees Committee</i> Reports to: University Postgraduate Research Degrees Committee	Professor of Urban Design	Formerly Head of the Department of Planning. Phased retirement in 2015. Husband is self-employed as a Principal Director of an Oxford-based educational and careers company.
<b>Gordana Collier (F):</b> <i>School/Department representative (Mechanical Engineering and Mathematical Sciences - MEMS)</i> Reports to: MEMS Management Group, MEMS Alumni	Principal Lecturer in MEMS	Joined OBU as Principal Lecturer in 2014. Previously R&D Engineer, then Technical Manager in large international company until 1998 and then academic at Kingston University. Active on professional accreditation panels. Married, with two boys (20 + 13). Family caring responsibilities shared.
<b>Prof Nigel Crook (M):</b> <i>School/Department representative (Computing and Communication Technologies - CCT)</i> Reports to: CCT Management Group	Head of Department of CCT	Joined OBU 1985 as a Research/Teaching Assistant. Lecturer, 1988, Reader, 2003. Postdoctoral Research Assistant at Oxford University 2008-11. Re-joined OBU 2011, promoted to Professor in 2016. Married with five children (5 through to 22). Partner works part-time.
<b>Jess Dowdy (F):</b> <i>UG student representative (Built Environment)</i> Reports to: Students	Final year of BSc Construction Project Management	Joined OBU in 2012. Industrial placement year in London + short-term work placements in Dubai and Australia. Working 1 day a week during final year for a ground works contractor. Committed member of the Oxford Brookes Ladies Lacrosse Team.
<b>Dr Bridget Durning (F):</b> <i>School/Department representative (Built Environment)</i> Reports to: University Athena SWAN SAT. School of Built Environment Management Group	Senior Lecturer in Environmental Assessment and Management	Joined OBU in 2000. Promoted to Senior Lecturer 2014. Previously worked in environmental consultancy and local government planning. Works 0.8FT. One child (18). Dual career family. Trustee of Cheney School Academy Trust.
<b>Valerie Fawcett (F):</b> <i>Staff Development Consultant</i> Reports to: Colleagues in Oxford Centre for Staff and Learning Development (OCSLD)	Consultant in OCSLD	Built up own consultancy business over last 20 years following the birth of a daughter. Prior to consultancy worked as commissioning editor in educational publishing.
<b>Faye Mitchell (Transgender F):</b> <i>Faculty Equality and Diversity Advisor (students)</i> Reports to: Department CCT Management Group, CCT students, EODC Network	Principal Lecturer in CCT	Joined OBU 1998 as Lecturer. 2002 Senior Lecturer, 2012 Principal Lecturer. Transitioned from M to F 2002-3. Poly family (3 F) with 3 children (22, 23+24- two live at home). Two F and two children are disabled and require support. Works flexi time to help with family commitments.
<b>Krisztina Negyokru (F):</b> <i>Administrative support to SAT</i> Reports to: Support colleagues	Programme Administrator	Joined OBU in 2011. Relocated from Hungary to the UK in 2008. Previously worked for the Hungarian Ministry for Finance. Now works 0.7FTE. Married with two children (11+8). Partner works FT at OBU and regularly travels abroad. Parents share childcare.
<b>Prof Ray Ogden (M):</b> <i>Vice Chair of SAT</i> Reports to: Faculty Research and Knowledge Exchange Committee, Faculty Executive	Associate Dean Research and Knowledge Exchange	Joined OBU in 1997 as Senior Lecturer. Promoted to Reader then Professor in 2000. Previously worked in private practice and at Bath University. Married with two children (11+13).
<b>Helen Tanner (F):</b> <i>Faculty Research Manager</i> Reports to: Early career and contract researchers; PGR students.	Research Manager	
<b>Dr Igea Troiani (F):</b> <i>School/Department representative (Architecture)</i> Reports to: School of Architecture Management Group	Senior Lecturer In Architecture	Joined OBU as Senior Lecturer in 2005. Grew up in Australia and worked as an architect and academic. Now practices with partner. Married with two children (18+11). Partners share childcare.

<b>Helena Webster (F):</b> <i>Chair of Faculty SAT – until August 2016</i> Reports to: Faculty Executive Group, University Athena SWAN SAT.	Associate Dean Strategy and Development	Joined OBU in 1997 as Senior Lecturer. Reader, 2002, Associate Dean Academic, 2010. Seconded to Associate Dean Strategy and Development 2014. Previously practicing architect. F partner (Rabbi). Elderly parents live close by. Works at home one day a week to work on major projects.
<b>Prof Sean Wellington (M):</b> <i>Chair of Faculty SAT – from September 2016</i> Reports to: Faculty Executive, University Athena SWAN SAT.	Associate Dean Strategy and Development	Joined OBU as Associate Dean Strategy and Development in June 2011, has since held three interim appointments within the University. Promoted to Professor in 2016. Previously worked as a design engineer and academic. Separated with two children (19+20), both at university. Governor of Abingdon & Witney College.
<b>Dr Emma Wragg (F):</b> <i>Early Career Researcher</i> Reports to: Early Career Researchers and Associate Lecturers/Researchers	Associate Lecturer/Early Career Researcher	Joined OBU as Associate Lecturer in 2006. PhD, 2010, academic contract 2016. Previously company/commercial solicitor in London and Cyprus. Married with two children (18+12).

**Table 2.2: Self Assessment Team Membership Statistics**

		M	F	TOTAL
<b>All members</b>		3 (18%)	14 (82%)	17
<b>Staff Category</b>	Senior Staff (Assoc. Deans)	1(50%)	1 (50%)	2
	Professors/HoDs	1 (50%)	1 (50%)	2
	Academic - Dept Reps (L, SL, PL, Reader)	1 (20%)	4 (80%)	5
	Researcher (ECRF)	0 (0%)	1 (100%)	1
	Students (PGR, PGT, UG)	0 (0%)	3 (100%)	3
	Professional & Support	0	3 (100%)	3
	Full time	3	6	9
	Part time/Associate	0	5	5
<b>Dual Career Family</b>	Yes	3 (20%)	12 (80%)	15
	No	0 (0%)	2 (100%)	2
<b>Parental responsibilities</b>	Yes	3 (33%)	6 (67%)	9
	No	0 (0%)	8 (100%)	8
<b>Other caring responsibilities</b>	Yes	1 (25%)	3 (75%)	4
	No	2 (15%)	11 (85%)	13

*b) an account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission.*

The full Faculty SAT met eight times between November 2015 and November 2016, and a core SAT group, consisting of Jane Butcher, Dr Bridget Durning and Helena Webster, all with workload time dedicated to the project, met twelve times to follow up on agreed actions (Table 2.3). The Chair used the initial meeting to introduce the SAT to the Athena SWAN initiative and to one another, and review feedback from the unsuccessful application in November 2014. The Chair also drew on the support of Sue Chaudhuri, Strategic Planning Analyst from the University's Strategic and Business Planning Office and Valerie Fawcett, Consultant from the Oxford Centre for Staff Learning and Development, as expert advisers from outside the Faculty to help facilitate understanding around gender issues and bring a critical perspective to discussions. Each meeting had an assigned purpose, but there was also scope and flexibility within the meetings to raise emerging issues for planning and discussion, for example a discussion about barriers to research career development by discipline, highlighting external initiatives and good practice.

Running alongside these meetings were initiatives to engage with staff in the Faculty around the Athena SWAN agenda, and raise the profile of the SAT and the work being undertaken. These included:

- An awareness-raising event for the Faculty with 50 attendees (guest speaker Sandi Rhys Jones OBE), and launching a booklet featuring role models and career development information (*Advancing Women in Technology, Design and Environment*) to coincide with International Women's Day (8 March 2016);
- Launching new Faculty Athena SWAN webpages;
- Sending regular updates to the Faculty's Executive Group and monthly e-newsletter to all members of the Faculty;
- Designing a shared spreadsheet to record examples of inclusive teaching, role models, gender-focused research, links with external organisations, outreach activities, etc.

**Table 2.3: SAT Meeting Schedule, November 2015 to October 2016**

1-Nov 2015	2-Dec 2015	3-Feb 2016	4-March 2016	5-May 2016	6-June 2016	7-July 2016	8-November 2016
Athena SWAN intro, communications strategy. Review of feedback from Nov 2014 TDE AS application	SAT Profiles/ Women in TDE Event planning. Good practice examples. Website	Student data analysis -1 <sup>st</sup> iteration. TDE Event planning Staff Survey and interviews	Student data- 2 <sup>nd</sup> iteration & Action. TDE event review	Student data- 3 <sup>rd</sup> iteration & Actions. OBU/ECU Diversity in Engineering Project	Staff data- 1 <sup>st</sup> iteration. Outreach discussion	Staff data-2 <sup>nd</sup> iteration & actions	Review of draft submission document/ action plan

Student data from all levels of study and STEM disciplines were assembled, analysed and scrutinised by the SAT to understand the strengths and weaknesses of the Faculty in relation to gender equality. The student data available to the SAT and presented in this application relate to academic years and have a census date of 1 December, hence the data for 2014/15 have a census date of 1 December 2014. Staff data have a census date of 31 July.

The student benchmark figures employed throughout this document have been derived from HESA JACS Level 3 data. Two of our departments comprise subjects from two different JACS Level 3 subjects: BE (K2 Building and K4 Planning (urban, rural & regional) and MEMS (H3 Mechanical Engineering and G1 Mathematics). In both cases overall benchmark figures have been calculated for the department based on the proportions of students in each subject area. Where appropriate we have discussed significant features at the level of individual subject or programme of study.

The SAT commissioned a Faculty STEM gender breakdown of the most recent University Staff Survey (November 2014; academic staff response rate 45% with 47% female and 53% male). The survey consisted of 191 questions including many that aligned with the SAT agenda including questions about work-life balance, development, stress, and working conditions. In addition, the Chair of the Faculty SAT carried out individual, in depth, semi-structured interviews with all SAT members to better understand the disciplinary cultures within the various parts of the Faculty, as well as discussing data trends. The Chair also used this opportunity to gather ethnographic information about SAT members' individual careers.

- c) *Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.*



The SAT will meet at least quarterly from November 2016 with an agenda that includes implementing new gender-related activities, monitoring progress against the action plan (and updating as necessary), enhancing and updating of the website, and planning an annual International Women's Day Event. The SAT will continue to report to the Faculty's Executive Group and University Athena SWAN Steering Group as well as disseminate its activities through the Faculty's Athena SWAN webpages and e-newsletter. At the first post-application meeting, the SAT will consider where additional expertise and representation is necessary within the SAT in order to maximise its effectiveness [Action 1]. Areas for consideration include the need to achieve a better gender balance and also engage colleagues from the School of Arts (AHSSBL) and ensure full representation from professional and support staff as part of our planned engagement with the May 2015 Athena SWAN process.

SAT membership will be rotated on a staggered cycle with members normally serving for two years to enable participation from across the Faculty and provide continuity. New members will receive all relevant documentation to enable them to participate fully, and will meet with the Chair 1:1 at their commencement to facilitate induction.

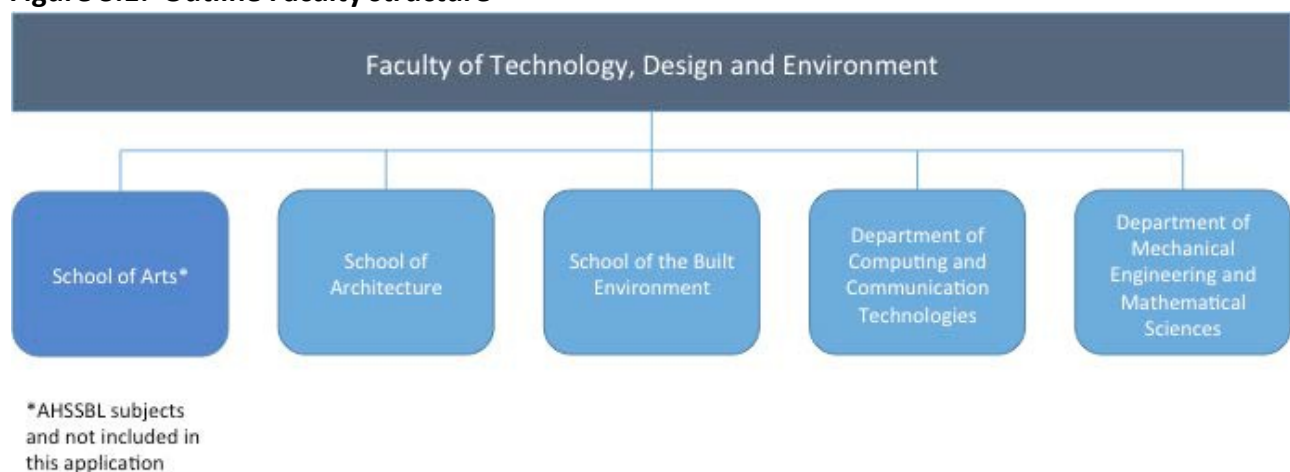
**ACTION 1: Revise SAT membership to achieve better gender balance and commence our planned engagement with the May 2015 Athena SWAN process**

### 3. A picture of the department: maximum 2000 words (2881 words) [+881 words]

- a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

The Faculty of Technology, Design and Environment (TDE) was formed in 2011, initially with six academic departments. The Department of Real Estate and Construction and the Department of Planning merged to form the School of the Built Environment in 2015 and the Faculty now has five departments/schools offering a wide range of STEMM and AHSSBL subjects (Figure 3.1).

**Figure 3.1: Outline Faculty structure**



The use of the term 'school' or 'department' is stylistic and conveys no difference in status or organisational structure. For simplicity, the term 'department' will be used throughout this document.

The Faculty is led by Paul Inman, Pro-Vice Chancellor and Dean, who is a member of the University's Senior Management Team and chairs the Faculty Executive which comprises the five

Heads of Department, three Associate Deans, Head of Finance and Planning, Faculty Head of Operations and HR Business Partner. Each Head of Department is supported by two or more Programme Leads (Principal Lecturer/Reader scale) who line manage academic staff at Lecturer/Senior Lecturer (L/SL) level. Programme Lead positions are permanent and appointed through a competitive recruitment process. Each department has a Research Lead who supports Research Group heads, who in turn line manage contract research staff.

The Faculty is based on two of the three OBU campuses in Oxford. CCT and MEMS are located at the Wheatley campus, approximately 5 miles from the Headington campus that is home to Arts, Architecture and BE. A regular bus services connects the two sites.

The Faculty has a very strong student-centred ethos, evidenced by 8 out of the 16 UG programme level results being in, or within, 5% of the upper quartile for overall satisfaction in the 2016 National Student Satisfaction Survey. The Faculty also benefits from an excellent and rapidly developing research environment. All members of academic staff receive scholarship allowances of 160 hours within their annual workload plan and, based on the quality of their research, can receive additional allocations that increase their personal research time to 320, 480 or 640 hours for the most highly performing researchers.

The total number of on campus STEMM students in the Faculty was 2944 in 2015 (Table 3.1). Each department offers a range of undergraduate, postgraduate taught and postgraduate research degrees. In addition, BE, CCT and MEMS offer one year Level 3 Foundation Programmes as part of their widening participation strategies, and CCT and MEMS manage a number of two year Foundation Degree programmes that are delivered by ACP college partners.

**Table 3.1: Summary of STEMM on-campus students and academic staff (2015) (FTE)**

Department or School	On Campus Students + (%) (Fdn + UG + PGT + PGR)			Academic Staff + (%)		
	M	F	Total	M	F	Total
School of the Built Environment (BE)	680 (74%)	243 (26%)	923	30 (67%)	15 (33%)	45
School of Architecture (Architecture)	317 (43%)	398 (57%)	715	17 (49%)	18 (51%)	35
Computing and Communication Technologies (CCT)	399 (86%)	66 (14%)	465	19 (76%)	6 (24%)	25
Mechanical Engineering and Mathematical Sciences (MEMS)	740 (88%)	101 (12%)	841	22 (76%)	7 (24%)	29
Senior Staff				5 (74%)	2 (26%)	7
<b>FACULTY STEMM TOTALS</b>	<b>2136 (73%)</b>	<b>808 (27%)</b>	<b>2944</b>	<b>93 (66%)</b>	<b>48 (34%)</b>	<b>141</b>

- b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*

#### **Student data**

- (i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract women to the courses.*

The Faculty offers three foundation courses: Foundation Built Environment, Foundation Computing and Foundation Engineering. All three programmes are designed to encourage

applicants with a broad range of prior qualifications and successful students are guaranteed progression to their chosen undergraduate degree programme within their field of study. Progression to BA (Hons) Architecture and BA (Hons) Interior Architecture from Foundation Built Environment is additionally subject to interview and presentation of a design portfolio. While benchmark data for these Level 3 programmes are not readily available, we believe there is scope to increase female representation across all our foundation programmes (Table 3.2). We have already launched a number of specific initiatives (see Box 1), however further work is planned [Action 2].

**ACTION 2: Update our subject specific marketing plans and increase marketing activities that attract female students to foundation programmes**

**Table 3.2: Students enrolled on foundation programmes**

Department	Year	Female	Male	Total	% Female	Benchmark % Female
BE	2015/16	15	52	67	22%	Not Available
	2014/15	16	49	65	25%	
	2013/14	7	49	56	13%	
	2012/13	11	36	47	23%	
CCT	2015/16	5	43	48	10%	
	2014/15	7	42	49	14%	
	2013/14	9	37	46	20%	
	2012/13	3	36	39	8%	
MEMS	2015/16	14	50	64	22%	
	2014/15	12	63	75	16%	
	2013/14	4	78	82	5%	
	2012/13	9	73	82	11%	

- (ii) ***Undergraduate male and female numbers – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.***

While female participation in Architecture is significantly above benchmark, women are less well represented in BE and MEMS, with both areas below benchmark (Table 3.3). Responding to analysis in the 2014 Athena SWAN application, we have already taken a number of actions to increase the number of female students across the Faculty (Box 1).

**Box 1**

**Examples of Faculty initiatives to increase the number of female students**

- A review of all marketing material (print and digital) to ensure diversity in the images, student and staff profiles that we use to promote the study opportunities available in the Faculty. We also take care to ensure diversity in the group of staff and student ambassadors deployed to support open days and other recruitment events, and routinely monitor gender balance at such events.
- We support a range of events in schools, including UTC Swindon (OBU is a co-sponsor of the UTC which has specialisms in Engineering with Business and Entrepreneurship) and Oxford Academy (again, OBU is a sponsor). Through all these events we take care to utilise positive female STEMM role models.
- Since 2014 we have hosted an annual event for National Women in Engineering Day. The

2016 event was a challenge day held at the Wheatley campus and attended by 120 school students. We have committed to again host an event in 2017 (23 June – International Women in Engineering Day).

- We actively support and encourage student nominations for the Annual Women in Property Awards and students from BE have won this prestigious national award in 2014 and 2015. We widely publicise these successes and profile successful female students and alumnae on our websites and in printed materials.

**Table 3.3: Full-time undergraduate student numbers**

Department	Year	Female	Male	Total	% Female	Benchmark % Female
Arch	2015/16	238	158	396	60%	-
	2014/15	225	162	387	58%	46%
	2013/14	231	172	403	57%	45%
	2012/13	211	183	394	54%	44%
BE	2015/16	126	482	608	21%	-
	2014/15	120	431	551	22%	30%
	2013/14	116	425	541	21%	28%
	2012/13	102	411	513	20%	27%
CCT	2015/16	42	285	327	13%	-
	2014/15	52	237	289	18%	15%
	2013/14	59	243	302	20%	14%
	2012/13	59	258	317	19%	15%
MEMS	2015/16	78	521	599	13%	-
	2014/15	75	549	624	12%	24%
	2013/14	72	573	645	11%	24%
	2012/13	70	566	636	11%	24%

We are, however, ambitious to achieved a sustained increase in the number of women joining our programmes [**Action 3**]. The Mechanical Engineering portfolio at OBU has particular strengths in Automotive and Motorsport Engineering, areas that have found less favour with female students given the relatively low representation of women in these industries. We have recognised this issue and secured funding from ECU for a project in the ‘Increasing diversity: recruiting students from underrepresented groups’ initiative with a particular focus on increasing the number of female students studying our Mechanical Engineering programmes [**Action 4**].

**ACTION 3: Update our subject specific marketing plans for BE, CCT and MEMS and increase marketing activities that attract female students to UG programmes**

**ACTION 4: Complete our ECU funded project ‘Increasing diversity: recruiting students from underrepresented groups’**

Many of our programmes are available for part-time study but are not actively marketed as such and hence the Faculty has relatively few students enrolled on part-time programmes (Table 3.4). For example, a full-time student may elect to complete their degree by part-time study if they take full-time employment during the course of their studies, perhaps being employed by their industrial placement provider. As the numbers of part-time students are relatively small, the percentages must be treated with some caution, however the proportions of Female part-time students are comparable with full-time programmes. It is expected that initiatives to increase

Female representation on full-time programmes will be similarly reflected in part-time enrolments so no separate action is proposed at this time.

**Table 3.4: Part-time undergraduate student numbers**

Department	Year	Female	Male	Total	% Female	Benchmark % Female
Arch	2015/16	11	7	18	61%	-
	2014/15	14	7	21	67%	35%
	2013/14	13	11	24	54%	35%
	2012/13	7	9	16	44%	34%
BE	2015/16	2	25	27	7%	-
	2014/15	5	25	30	17%	39%
	2013/14	6	42	48	13%	41%
	2012/13	11	43	54	20%	35%
CCT	2015/16	6	17	23	26%	-
	2014/15	5	30	35	14%	18%
	2013/14	4	25	29	14%	17%
	2012/13	2	24	26	8%	18%
MEMS	2015/16	3	60	63	5%	-
	2014/15	2	60	62	3%	6%
	2013/14	0	51	51	0%	6%
	2012/13	0	43	43	0%	6%

- (iii) **Postgraduate male and female numbers completing taught courses – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.**

The percentage of women on Architecture PGT programmes has been increasing and is now above benchmark, however there is some variability in the figure for BE and this has fallen below benchmark. CCT and MEMS are both below benchmark (Table 3.5). This pattern highlights a need to strengthen marketing and recruitment activities that target female PGT students across all our programmes [Action 5], recognising additionally that 63% of our full-time PGT students come from outside the EU and hence online marketing is particularly important. In common with many universities, we make substantial use of agents in the recruitment of international students and will work with OBI to target key marketing messages via our agents [Action 6].

**ACTION 5: Update our subject specific marketing plans and increase marketing activities that attract female students to PGT programmes**

**ACTION 6: Work with OBI to convey key recruitment messages aimed at female applicants via our international agents**

**Table 3.5: Full-time postgraduate taught student numbers**

Department	Year	Female	Male	Total	% Female	Benchmark % Female
Arch	2015/16	135	127	262	52%	-
	2014/15	132	126	258	51%	46%
	2013/14	126	121	247	51%	52%
	2012/13	119	132	251	47%	49%
BE	2015/16	48	55	103	47%	-
	2014/15	59	74	133	44%	50%
	2013/14	63	35	98	64%	52%
	2012/13	48	50	98	49%	46%
CCT	2015/16	6	27	33	18%	-
	2014/15	6	30	36	17%	26%
	2013/14	10	45	55	18%	23%
	2012/13	9	48	57	16%	22%
MEMS	2015/16	3	67	70	4%	-
	2014/15	3	73	76	4%	13%
	2013/14	2	52	54	4%	12%
	2012/13	6	44	50	12%	13%

Part-time PGT programmes, some available via flexible and online learning, are aimed at professionals in employment. The numbers of part-time students are relatively small in CCT and MEMS and hence the percentages must be treated with some caution, however there is variability in the recruitment of female students to all our part-time PGT programmes (Table 3.6) and we will review our marketing material and activities to better target female professionals [Action 7].

**ACTION 7: Update our website and other marketing materials to highlight part-time PGT study opportunities and foreground profiles of female part-time students and alumnae**

**Table 3.6: Part-time postgraduate taught student numbers**

Department	Year	Female	Male	Total	% Female	Benchmark % Female
Arch	2015/16	8	14	22	36%	-
	2014/15	21	11	32	66%	35%
	2013/14	10	18	28	36%	65%
	2012/13	20	21	41	49%	45%
BE	2015/16	50	61	111	45%	-
	2014/15	42	37	79	53%	48%
	2013/14	34	37	71	48%	44%
	2012/13	24	41	65	37%	46%
CCT	2015/16	3	16	19	16%	-
	2014/15	5	15	20	25%	26%
	2013/14	8	23	31	26%	23%
	2012/13	3	26	29	10%	22%
MEMS	2015/16	0	14	14	0%	-
	2014/15	2	14	16	13%	13%
	2013/14	4	5	9	44%	12%
	2012/13	3	7	10	30%	13%

- (iv) **Postgraduate male and female numbers on research degrees – full and part-time –** comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

Female Postgraduate Researchers are under-represented in all subject areas and this is a concern that has been usefully highlighted by the Athena SWAN process (Table 3.7). We have already started to review and refresh marketing material for PGR programmes, for example we have started to update our website, and this imbalance has been highlighted to PGR Tutors and others involved in the recruitment and selection of Postgraduate Researchers [**Action 8**].

**ACTION 8: Design and implement a PGR marketing plan emphasising the various modes of study available, including new virtual open day content that is designed to explain to women the benefits of studying at Oxford Brookes University (modes of study, support available etc.) and show profiles of alumnae and current Postgraduate Researchers**

**Table 3.7: Postgraduate research student numbers**

Department	Year	Female		Male		Total FTE	% Female	Benchmark % Female
		FTE	PT FTE	FTE	PT FTE			
Arch	2015/16	5	3	20	13	25	20%	-
	2014/15	10	3	18	6	28	36%	45%
	2013/14	12	6	18	6	30	40%	40%
	2012/13	12	3	18	6	30	40%	43%
BE	2015/16	7	4	25	15	32	22%	-
	2014/15	12	4	21	8	33	36%	43%
	2013/14	14	7	20	7	34	41%	39%
	2012/13	15	6	20	8	35	43%	40%
CCT	2015/16	4	1	11	7	15	27%	-
	2014/15	1	1	14	6	15	7%	34%
	2013/14	3	1	14	4	17	18%	24%
	2012/13	2	1	25	7	27	7%	24%
MEMS	2015/16	2	0	15	7	17	12%	-
	2014/15	2	1	19	9	21	10%	19%
	2013/14	2	0	18	6	20	10%	18%
	2012/13	2	0	19	9	21	10%	17%

- (v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees –** comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

In all departments other than Architecture there are more applications for undergraduate programmes from men than women, however the ratio of Applications : Offers is higher for women applicants in all subject areas. Regrettably, however, the ratio of Offers : Accepts is higher for male applicants (Table 3.8). Female applicants in general have higher UCAS tariff scores than male applicants and it is hypothesised that female applicants are more likely to decline the place offered at OBU in favour of a university with higher entry requirements (and better standing in university league tables). OBU is actively seeking to increase entry tariff for all subject areas.



**Table 3.8: Applications, offers and acceptances for undergraduate programmes**

Department	Year	Female					Male				
		Applications	Offers	Accepts	Applications: Offers	Offers: Accepts	Applications	Offers	Accepts	Applications: Offers	Offers: Accepts
Arch	2015/16	615	337	159	55%	47%	475	218	110	46%	50%
	2014/15	704	272	155	39%	57%	589	178	105	30%	59%
	2013/14	659	289	172	44%	60%	541	193	115	36%	60%
	2012/13	626	256	149	41%	58%	559	169	111	30%	66%
BE	2015/16	239	199	67	83%	34%	740	560	252	76%	45%
	2014/15	240	175	120	73%	69%	629	409	283	65%	69%
	2013/14	205	135	79	66%	59%	649	416	284	64%	68%
	2012/13	190	130	90	68%	69%	599	379	276	63%	73%
CCT	2015/16	135	123	63	91%	51%	794	702	322	88%	46%
	2014/15	127	102	50	80%	49%	824	594	264	72%	44%
	2013/14	120	81	42	68%	52%	677	403	202	60%	50%
	2012/13	102	72	43	71%	60%	657	427	197	65%	46%
MEMS	2015/16	234	219	84	94%	38%	1387	1231	664	89%	54%
	2014/15	233	198	71	85%	36%	1283	941	459	73%	49%
	2013/14	252	198	63	79%	32%	1327	956	496	72%	52%
	2012/13	205	165	74	80%	45%	1275	933	529	73%	57%

Similarly for postgraduate taught programmes, the ratio of Applications : Offers is higher for women applicants, but the ratio of Offers : Accepts is lower for women applicants and further work is required to understand the reasons for this behaviour (Table 3.9) [Action 9]. We will conduct further work to better understand the decision making process (the University conducts an annual decliners' survey) and ensure our 'conversion activities' between application and decision better target female applicants [Action 10].

The Faculty awards a number of scholarships for postgraduate taught programmes and the SAT has examined statistical data that demonstrates a very strong record of success by female applicants. For example in 2015/16 the success rate for female scholarship applicants was 26% compared to 13% for men.

**ACTION 9: Investigate further the reasons why fewer women applicants than men accept the place offered at Oxford Brookes University**

**ACTION 10: Review conversion activities and material to better target female applicants, for example to ensure news stories, student and staff profiles include more female role models**

**Table 3.9: Applications, offers and acceptances for postgraduate taught programmes**

Department	Year	Female					Male				
		Applications	Offers	Accepts	Applications: Offers	Offers: Accepts	Applications	Offers	Accepts	Applications: Offers	Offers: Accepts
Arch	2015/16	406	265	160	65%	60%	389	235	144	60%	61%
	2014/15	432	223	140	52%	63%	437	220	144	50%	65%
	2013/14	377	234	155	62%	66%	406	220	132	54%	60%
	2012/13	372	217	146	58%	67%	403	208	151	52%	73%
BE	2015/16	286	230	131	80%	57%	357	245	188	69%	77%
	2014/15	329	255	146	78%	57%	401	295	192	74%	65%
	2013/14	302	245	137	81%	56%	328	234	140	71%	60%
	2012/13	284	229	113	81%	49%	318	215	115	68%	53%
CCT	2015/16	67	49	28	73%	57%	233	162	77	70%	48%
	2014/15	85	64	26	75%	41%	251	171	110	68%	64%
	2013/14	74	51	37	69%	73%	295	203	112	69%	55%
	2012/13	97	71	26	73%	37%	370	253	134	68%	53%
MEMS	2015/16	20	13	4	65%	31%	284	219	130	77%	59%
	2014/15	21	12	8	57%	67%	305	220	125	72%	57%
	2013/14	18	13	4	72%	31%	284	183	92	64%	50%
	2012/13	30	24	13	80%	54%	221	161	84	73%	52%

It has been less easy to obtain applications, offers and enrolment data for postgraduate research due to the way such applications are received and considered by the Faculty. A potential applicant may make direct contact with a member of academic staff to discuss a possible research degree topic and this may or may not result in a formal application, while some formal applications are



highly speculative and have clearly been sent to a number of universities. In the past two years the Faculty Research Office has put systems in place to record and track PGR enquiries and applications, hence we only have data for 2014/15 and 2015/16 and this is aggregated at Faculty level due to the comparatively low numbers involved (Table 3.10).

**Table 3.10: Applications, offers and acceptances for postgraduate research programmes**

Department	Year	Female					Male				
		Applications	Offers	Enrolments	Applications: Offers	Offers: Enrolments	Applications	Offers	Enrolments	Applications: Offers	Offers: Enrolments
ALL	2015/16	93	23	15	25%	65%	151	41	29	27%	71%
	2014/15	28	15	7	54%	47%	92	24	12	26%	50%

Over the two years we received a total of 121 applications from women, enrolling 22 students (18%) and 243 applications from men, resulting in 41 enrolments (17%). Application numbers in 2015/16 were unusually high as the Faculty offered a number of 150<sup>th</sup> Anniversary Scholarships (named to commemorate the origins of the University in the Oxford School of Art, founded in 1865).

We also have detailed data for the 150<sup>th</sup> Anniversary Scholarship awards. In total we received 60 applications from women, with 9 scholarship awards and 65 applications from men resulting in 5 scholarship awards. Hence the success rate for women was 15% compared to 8% for men.

On the basis of these data, there appears to be no imbalance in the selection of research degree candidates, however we will continue to monitor these data annually to ensure our marketing interventions to increase the number of applications from women.

- (vi) ***Degree classification by gender – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.***

As can be seen in Table 3.11, at the undergraduate level female students generally outperform men, however there are notable exceptions in Architecture (all years reported) and CCT (2014/15).

**Table 3.11: Undergraduate degree classification by gender**

Department	Year	Female					Male				
		1st	2:1	2:2	3rd	Good Degree	1st	2:1	2:2	3rd	Good Degree
Arch	2014/15	7	37	24	1	64%	18	22	8	1	82%
	2013/14	13	31	16	0	73%	16	21	9	3	76%
	2012/13	7	28	11	0	76%	10	45	6	1	89%
BE	2014/15	9	21	2	0	94%	14	76	31	3	73%
	2013/14	1	21	7	0	76%	18	63	47	2	62%
	2012/13	4	14	7	0	72%	15	53	38	1	64%
CCT	2014/15	4	4	6	1	53%	20	24	15	1	73%
	2013/14	4	12	5	1	73%	22	32	22	2	69%
	2012/13	2	9	1	1	85%	17	29	26	1	63%
MEMS	2014/15	3	10	3	2	72%	37	61	27	2	77%
	2013/14	4	10	5	0	74%	40	48	21	3	79%
	2012/13	4	6	2	0	83%	29	52	26	2	74%

For Architecture programmes, women under-perform both in terms of the proportion of graduates achieving a 'good degree' (First or Upper Second Class Honours) and the proportion obtaining First Class Honours. These differences were statistically significant in 2014/15 (Chi-Square  $p=0.0034$ ). The School of Architecture is aware of this issue and has already taken action to revise the criteria used to assess Design portfolios. Design is a subject with a significant impact on degree classification, and one where it was perceived that female students in the discipline generally were less likely to achieve at First Class Honours level. A new approach and criteria have been introduced for the Design portfolio assessment for Year 1 only from 2013/14 and all years from 2015/16. This has had a significant impact on student attainment, with 85% of female

graduates obtaining a good degree, compared to 76% for male graduates in 2015/16. We will repeat this approach to marking in 2016/17 and check this pattern continues over time [Action 11].

We have also disaggregated the data for the Department of Computing and Communication Technologies and found that the reduction in 'Good Degree' completions was in due to a reduction in the proportion of female graduates from BSc (Hons) Information Technology Management for Business achieving First Class or Upper Second Class Honours, and this coincided with a curriculum change that increased the amount of computer programming. Data for 2015/16 show that 60% of female students from the Department obtained a Good Degree compared to 75% for male graduates. It should be noted, however, that only 10 women graduated from the Department in 2015/16 and hence the statistic must be treated with some caution. The pattern of female student performance, particularly for BSc (Hons) Information Technology Management for Business, requires further attention [Action 12].

**ACTION 11: Embed revisions to criteria and practice for assessment of design portfolios and carefully monitor student attainment rates by gender**

**ACTION 12: Review the BSc (Hons) Information Technology Management for Business computer programming modules to identify if there are any elements (syllabus, teaching, learning and assessment) that might account for male students outperforming females**

Table 3.12 shows that there are no significant or sustained differences in the patterns of achievement by female and male postgraduates, however we will continue to monitor this carefully, in particular for Architecture where it may be appropriate to apply the good practice developed for the assessment of undergraduate design portfolios.

**Table 3.12: Postgraduate taught degree classification by gender**

Department	Year	Female				Male			
		Distinction	Merit	Pass	Good Degree	Distinction	Merit	Pass	Good Degree
Arch	2014/15	18	34	31	63%	21	30	21	71%
	2013/14	15	32	18	72%	15	39	15	78%
	2012/13	28	56	19	82%	21	38	23	72%
BE	2014/15	9	35	18	71%	10	24	9	79%
	2013/14	14	29	13	77%	6	32	18	68%
	2012/13	9	41	15	77%	8	27	31	53%
CCT	2014/15	4	4	2	80%	13	11	16	60%
	2013/14	3	4	1	88%	17	17	13	72%
	2012/13	5	3	2	80%	18	29	21	69%
MEMS	2014/15	2	2	0	100%	23	23	7	87%
	2013/14	4	0	1	80%	16	17	4	89%
	2012/13	2	0	3	40%	20	23	14	75%

To investigate any imbalance in the outcomes of research degree examinations we have examined data for the academic years 2012/13 to 2014/15. Over this period a total of 45 candidates were examined (13 female). Examination outcomes by gender are shown in Table 3.13 and demonstrate that 46% of female research degree candidates were awarded the degree or awarded the degree subject to minor amendments, compared to 72% for male candidates. The differences between these patterns of attainment are not statistically significant (Chi-Square  $p=0.2298$ ), however the sample size is small and this analysis does suggest a potentially complex issue that requires further attention [Action 13]. We will also introduce routine monitoring of research degree examination outcomes by gender [Action 14].

**ACTION 13: Further investigate the outcomes of research degree examinations by gender and progress any action(s) required**

**ACTION 14: Introduce analysis by gender in the routine monitoring of postgraduate researchers**

**Table 3.13: Research degree examination outcome by gender, 2012/13 – 2014/15**

	(a)	(b)	(c)	(d)	(e)	(f)
Female	0 (0%)	6 (46%)	5 (38%)	2 (15%)	0 (0%)	0 (0%)
Male	3 (9%)	20 (63%)	8 (25%)	1 (3%)	0 (0%)	0 (0%)

Note:

1. The University's Research Degree regulations allow the following outcomes from the examination process:
  - a) the candidate is awarded the degree;
  - b) the candidate be awarded the degree subject to minor amendments being made to the thesis;
  - c) the candidate be awarded the degree subject to major amendments being made to the thesis;
  - d) the candidate be permitted to re-submit for the degree and must be re-examined with an oral examination;
  - e) the candidate be not awarded the degree and be not permitted to be re-examined; or
  - f) in the case of a PhD examination the candidate is awarded the degree of MPhil subject to the presentation of the thesis being amended to the satisfaction of the examiners.

#### **Staff data**

- (vii) ***Female:male ratio of academic staff and research staff – researcher, lecturer, senior lecturer, reader, professor (or equivalent). Comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels***

On 31 July 2015, TDE employed 141 STEMM academic (34% female), a figure that has been constant over the three-year dataset (Figure 3.2). The School of Architecture employs the largest proportion of female staff (50%), while CCT and MEMS employ the smallest proportion (24%).

**Figure 3.2: STEMM academic staff by department and gender**



Although female representation is higher than sector benchmarks in all subject areas (Table 3.14), we are committed to increasing female representation, particularly in CCT and MEMS. Analysis identified that the key to this is attracting more female job applications, for example by growing our female PGR pipeline [Action 8], and improving our ability to attract female applicants [Action 15].

**Table 3.14: TDE female staff representation compared to sector average by HESA cost centre**

OBU department	% female staff	HESA cost centre	Sector average
Architecture	50%	123: Architecture, built environment and planning	32%
Built Environment	33%		
CCT	24%	121: IT, systems sciences & computer software engineering	22%
MEMS	24%	120: Mechanical, aero & production engineering	16%
		122: Mathematics	22%

Source: ECU statistical report 2015

The SAT recognised the need to be more ambitious about influencing the pipeline at an early stage through outreach to address the shortage of school-aged girls choosing to study STEMM subjects (see Organisation and Culture below). As well as running events, such as National Women in Engineering Day, the SAT discussed how gender images more generally influence girls' career aspirations and study options [Action 16]. This was thought to be particularly relevant for motorsport. The Faculty will therefore proactively seek to raise awareness of Athena SWAN and gender equality in the sectors in which we work [Action 17].

**ACTION 15: Undertake research amongst recent new starters to understand what influenced their decision to apply and where they obtained information. This will enable us to identify**

**targeted action to ensure our recruitment materials are more attractive to women**

**ACTION 16: Strengthen and focus our outreach work in areas of lower female representation**

**ACTION 17: Work through our industry connections to encourage discussion about advancing gender balance and addressing under-representation**

Table 3.15 shows how OBU academic grades compare with the national grade structure.

In the following charts all researcher roles are grouped. Senior Staff and Professors are shown separately according to primary function, e.g. an Associate Dean who is a professor is counted as Senior Staff. In the statistical analysis Senior Staff and Professors have been grouped together.



**Faculty Publication – Launched on International Women's Day 2016**

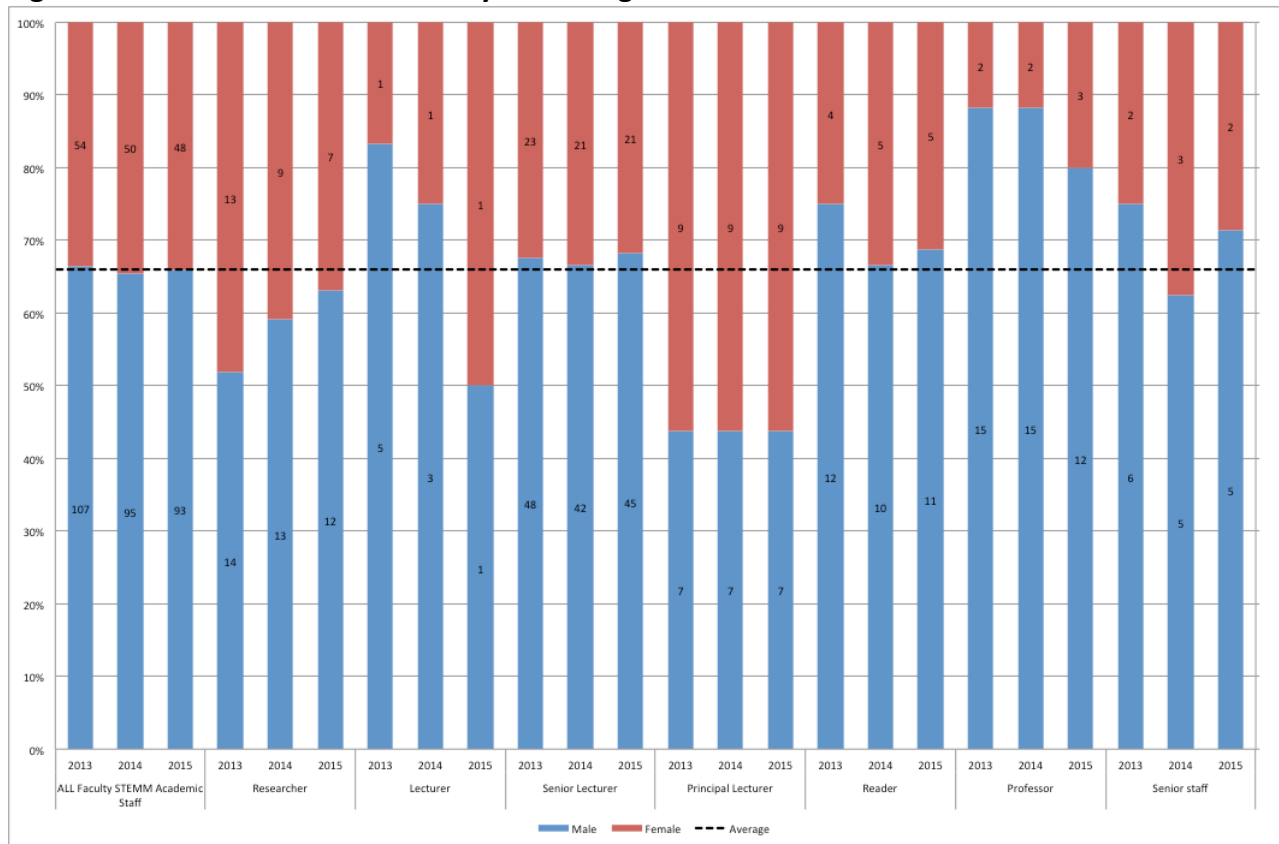
**Table 3.15: OBU academic staff grade structure compared with National grade structure**

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

<sup>1</sup>Associate Dean (AD) Strategy & Development; <sup>2</sup>AD Student Experience; <sup>3</sup>AD Research & Knowledge Exchange

Our analysis of the data by grade (Figure 3.3) found no statistically significant differences (Chi-Square  $p=0.3946$ ) for 2015. That said, we are concerned about the recent drop in female researcher numbers. This reflects recent changes in the current research portfolio, with new projects being in areas with lower female representation. This again reinforces [Action 8] to strengthen our female PGR pipeline.

**Figure 3.3: STEM academic staff by role and gender**



There is a large pool of female Principal Lecturers and we want to see more female colleagues progress to Professor or senior management positions. OBU has five professorial pathways:

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

These provide helpful alternative progression routes for staff with a substantial contribution to their discipline but without a traditional research background. We will support female staff to build the necessary skills and evidence portfolios to take advantage of these opportunities (see also section 4.a.ii below).

Senior Staff posts are fixed in number and filled through competitive recruitment. The Faculty actively seeks other opportunities (e.g. secondment and interim appointments) to provide career development. For example, the secondment of a senior male colleague to another faculty enabled two female colleagues to cover senior roles on an interim basis. One has since been appointed to the role after a recruitment exercise and been awarded the title of Professor under the Academic Leadership pathway. The other has retired.



Despite very small data sets we identified some department-specific challenges and we will work directly with the relevant head of department to investigate these and identify actions:

- Architecture - there are currently no male Principal Lecturers [**Action 18**].
- CCT – there are currently no female staff on research grades, no female readers and only one female Professor [**Action 19**].

**ACTION 18: Investigate the reasons why there are no male Principal Lecturers in Architecture**

**ACTION 19: Investigate why there are no female researchers, readers and only one professor in MEMS**

Hourly-paid Associate Lecturers (ALs) are generally industry experts brought in to ensure the currency of our professionally-orientated programmes. Although numerous (Table 3.16), they typically contribute only a small number of hours: those working more than 110 contact hours over two years are offered the opportunity to transfer onto a permanent fractional contract. Over the last three years the percentage of female ALs in the Faculty (28%) was slightly below the percentage of female academics (34%). This reflects lower levels of female representation in the corresponding professions, e.g. women in Architecture 25% (ARB Annual Report 2015). There is a preponderance of male ALs in MEMS which will be examined [**Action 20**].

**ACTION 20: Investigate the increase in male Associate Lecturers in the Department of MEMS**

**Table 3.16: Number and % of Associate Lecturer contracts by gender and department, 2013-15 (headcount)**

Department	2013			2014			2015		
	F	M	Total	F	M	Total	F	M	Total
Architecture	19 (29%)	47 (71%)	66	23 (32%)	50 (68%)	73	30 (33%)	61 (66%)	91
BE	12 (29%)	30 (71%)	42	16 (38%)	26 (62%)	42	10 (33%)	30 (66%)	40
CCT	2 (12%)	15 (88%)	17	4 (17%)	19 (83%)	23	4 (18%)	18 (82%)	22
MEMS	5 (38%)	8 (62%)	13	5 (36%)	9 (61%)	14	3 (18%)	14 (82%)	17
<b>Faculty STEM Total</b>	38 (30%)	98 (70%)	136	48 (32%)	104 (68%)	152	47 (28%)	122 (72%)	169

(viii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

There were 54 academic leavers 2013-2015: female staff turnover averaged 11% compared to 13% male (Table 3.17). The difference is not statistically significant (Chi Square  $p=0.6764$ ).



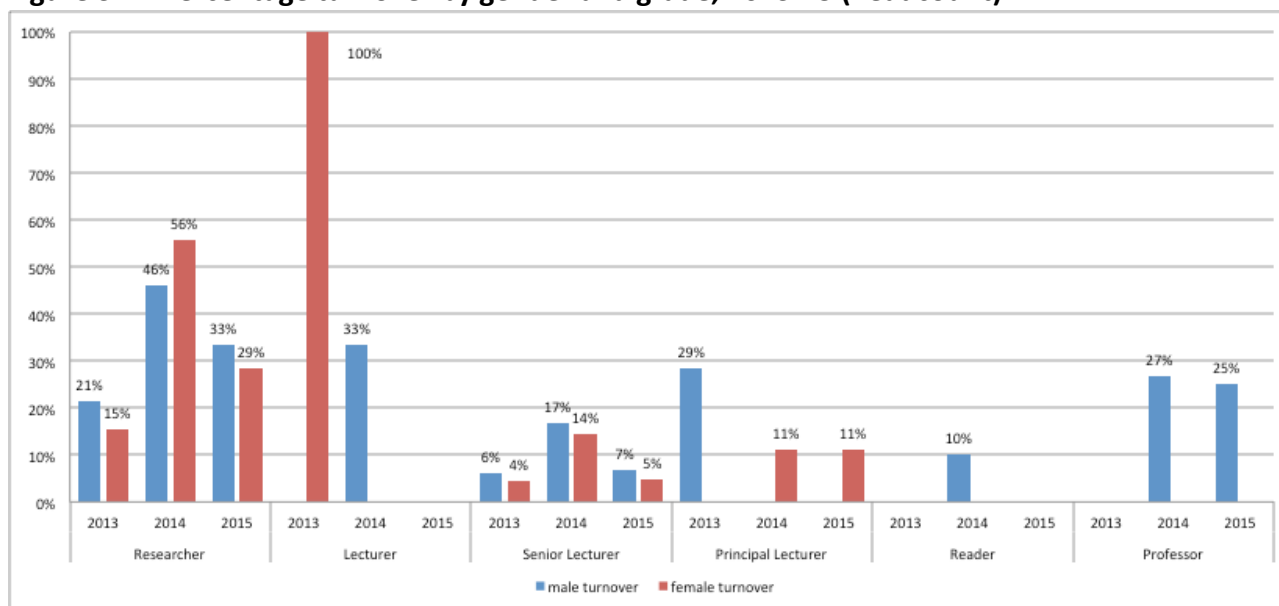
The largest number of leavers (22) is from the researcher grades, reflecting the fact that many researchers are employed on externally funded fixed-term contracts. OBU has robust procedures in place, which are followed by the Faculty, to assist staff approaching the end of a fixed-term contract to secure on-going employment (e.g. redeployment register, support to secure permanent academic positions, support to apply for further funding, bridging funding to cover gaps between research grants).

Within each grade there were no significant differences in turnover by gender (Figure 3.4).

**Table 3.17: Number of leavers and % turnover by gender 2013-15 (headcount)**

	Leavers		Staff		Turnover rate	
	Female	Male	Female	Male	Female	Male
2015	4	10	48	93	8%	11%
2014	9	19	50	95	18%	20%
2013	4	8	54	107	7%	7%
Grand Total	17	37	152	295	11%	13%

**Figure 3.4: Percentage turnover by gender and grade, 2013-15 (headcount)**



Analysing turnover by department showed that a higher proportion of female than male staff in MEMS had left the University (Table 3.18). We investigated whether female staff were more likely to leave for voluntary reasons (e.g. career development) by looking at data gathered from exit surveys. This confirmed that there are no significant differences between male and female staff, with 37% of women citing voluntary reasons compared to 35% of men.

**Table 3.18: Number of leavers and % turnover by gender and department, 2013-15 (headcount)**

	2013-2015					
	No. of leavers		No. of staff		Turnover	
	Female	Male	Female	Male	Female	Male
Architecture	5	8	55	56	9%	14%
Built Environment	3	10	46	95	7%	11%
CCT	4	10	22	60	18%	17%
MEMS	5	9	22	68	23%	13%

#### **4. SUPPORTING AND ADVANCING WOMEN'S CAREERS: maximum 5000 words (4765 words)**

##### **Key Career Transition Points**

- a) *Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*
  - i. ***Job application and success rates by gender and grade*** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

Figure 4.1 shows that the proportion of job female applicants fell from 48% in 2013 to 26% in 2015. At the same time, the number of male applicants for each vacancy increased (12.9 to 26.5), while female applications fell from 12.1 to 9.4.

We have already taken a number of actions to improve TDE's attractiveness to prospective female employees, including:

- *Review of website images and language* to achieve a better gender balance.
- *Introduction of female-friendly content* - adding a link to Athena SWAN on the Faculty home page (Figure 4.2) to promote materials such as 'Advancing Women in Technology, Design and Environment' which profiles female staff and students in the Faculty.
- *Use of networks to encourage female applications* - a network connection between Gordana Collier, Principal Lecturer, and the ADSD about a vacancy resulted in a female appointment.

Clearly, there is more to do to increase applications from women. We will consult staff and applicants to understand what influenced their application decisions to develop and implement an advertising and attraction strategy [Action 15], alongside boosting our internal pipeline [Action 8].

Figure 4.1: Number and % of job applications by role and gender 2012-2015

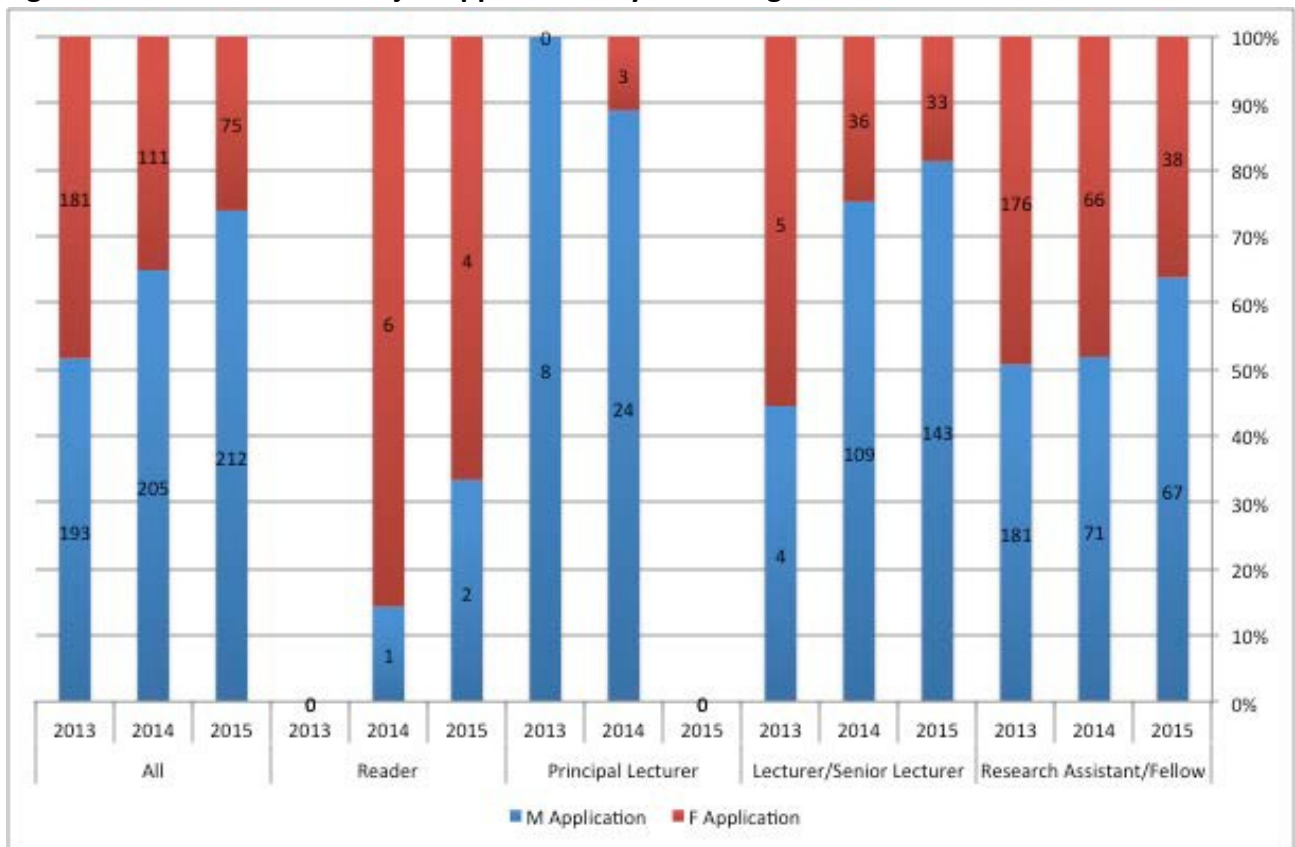
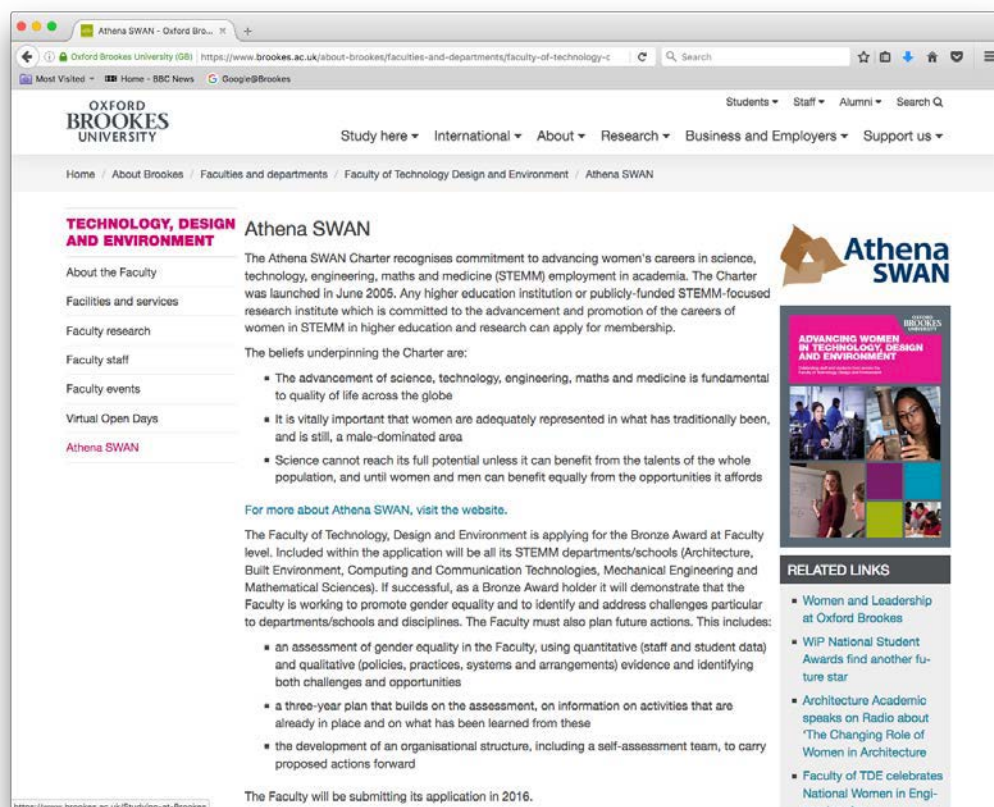


Figure 4.2: Faculty Athena SWAN webpage



Analysis of recruitment data for 2013-2015 showed that the overall success rate for female applicants was slightly higher than males (4.1% versus 3.4%). There were no statistically significant differences between the proportions of male and female applicants either at shortlisting or appointment (Chi-Square  $p=0.8580$ ). The key challenge, as discussed above, is to increase the number of female applicants.

**Table 4.1: Job application success rates by gender and grade, 2013-2015**

Role	Year	Application		Shortlisted		Appointed		% Success Rate	
		M	F	M	F	M	F	M	F
Research Assistant/Fellow	2015	67	38	20	9	2	1	3.0%	2.6%
	2014	71	66	17	8	3	1	4.2%	1.5%
	2013	181	176	34	48	7	6	3.9%	3.4%
Lecturer/Senior Lecturer	2015	144	33	38	9	5	0	3.5%	0.0%
	2014	109	36	19	8	3	3	2.8%	8.3%
	2013	4	5	2	2	0	1	0.0%	20.0%
Principal Lecturer	2015	0	0	0	0	0	0	-	-
	2014	24	3	15	2	0	2	0.0%	66.7%
	2013	8	0	2	0	1	0	12.5%	-
Reader	2015	2	5	1	3	0	1	0.0%	20.0%
	2014	1	6	0	0	0	0	0.0%	0.0%
	2013	0	0	0	0	0	0	-	-
All	2015	213	76	59	21	7	2	3.3%	2.6%
	2014	205	111	51	18	6	6	2.9%	5.4%
	2013	193	181	38	50	8	7	4.1%	3.9%

- ii. **Applications for promotion and success rates by gender and grade** – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

Promotion is through the annual promotions round or, less commonly, competitive recruitment to an advertised vacancy. The promotion criteria and process are published and supplemented by regular promotions roadshows run by HR and members of the central promotions committee (2M, 5F). Progression from Lecturer to Senior Lecturer is managed by HR by matching against the HERA role profiles. Promotions to PLSE, Reader and Professor are determined through a central annual promotions exercise. All unsuccessful applicants are given detailed face-to-face feedback and offered a mentor to support future applications.

Between 2013 and 2015, 36 faculty promotion applications were made (13F, 23M) (Table 4.2). Female staff were as likely as male staff to apply for promotion. The success rate for female staff was lower than for men (31% versus 43%), although the difference is not statistically significant (Fisher's Exact  $p=0.5013$ ).

**Table 4.2: Applications for promotion and outcome by gender, 2013-2015**

2012-2015 Totals		Promotion Pool	Applications	% Applying for Promotion	Successful Applications	% Success Rate
All roles	M	240	23	10%	10	43%
	F	116	13	11%	4	31%
	ALL	356	36	10%	14	39%

The data by grade (Table 4.3) highlighted some differences:

- Female staff are more likely than men to apply for a promotion from Senior Lecturer to either Reader or Principal Lecturer (9.2% versus 1.5%).
- Male staff are more likely to apply for promotion to, or within, the professorial grades.

**Table 4.3: Applications for promotion and outcomes by gender and grade, 2013-2015**

	Promotion Pool		Applications		% Applying for Promotion		Successful Applications		% Success Rate	
	M	F	M	F	M	F	M	F	M	F
2012-2015 Totals										
Lecturer to Senior Lecturer	9	3	5	3	55.6%	100.0%	4	2	80.0%	66.7%
Senior Lecturer to Principal Lecturer	135	65	2	3	1.5%	4.6%	0	1	0.0%	33.3%
Senior Lecturer to Reader			2	6	1.5%	9.2%	1	1	50.0%	16.7%
Reader/Principal Lecturer to Professor	54	41	11	1	20.4%	2.4%	2	0	18.2%	0.0%
Professor Grade Increase	42	7	3	0	7.1%	0.0%	3	0	100.0%	N/A

In 2015/16, the faculty encouraged more promotion applications with many staff attending the promotion roadshows. The success rate was disappointing and we recognise that we need to strike a balance between encouraging ambition and providing realistic support to ensure candidates are fully prepared and the strongest possible applications are submitted [Action 21].

This analysis has highlighted areas which will need particular attention to improve the career prospects of female staff:

- Improving the quality of applications from female Senior Lecturers, especially for Reader roles [Action 22]
- Understanding and addressing the factors that are deterring female Principal Lecturers/Readers from applying for promotion to Professor [Action 23].

**ACTION 21: Review the support provided to staff considering promotion to strike a better balance between encouragement and support and providing constructive critical appraisal of readiness**

**ACTION 22: Provide more targeted support, particularly for female Senior Lecturers, to address evidence gaps in their applications drawing on feedback from the academic promotions committee**

**ACTION 23: Investigate and address the reasons for the lower volume of female applications to Professor**

b) *For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*

- (i) **Recruitment of staff** – *comment on how the department's recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university's equal opportunities policies*

OBU has robust Recruitment and Selection policies (R&S). All staff participating in recruitment must complete a mandatory one-day university R&S course (which includes unconscious bias training) and a mandatory refresher every three years.

33 TDE staff attended R&S training between 2013 and 2015 (14F/19M). TDE also encourages newly trained staff to sit on interview panels and be involved in shortlisting to gain experience from senior colleagues.

Chairs of interview panels follow central guidance to ensure consistency of approach and to provide information on flexible working and work-life balance, University nursery facilities, and wider benefits of working at the University. All panels have an appropriate gender-balance.

- (ii) **Support for staff at key career transition points** – *having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.*

The small dataset did not lend itself to identifying attrition points. This section therefore explores the broad support offered to staff at key career transition points, namely:

- being new to academia
- making independent grant applications
- taking on line management for the first time
- moving into a senior position.

*Your First Three Years* is a development programme designed to support staff who are new to Higher Education or have limited experience in teaching or research. There are three elements:

- training in research and winning research funding
- training in research management and supervision
- the Postgraduate Certificate in Teaching in Higher Education.

TDE allocates hours within the workload plan to protect time for this development (480 hours or one and half days per week).

The Postgraduate Certificate in Teaching in Higher is accredited by HEA and all participants receive a mentor to support the development of their teaching practice. We deliver a PSF Pathways programme to support staff to achieve HEA Senior or Principal Fellowship. Two of the three Principal Fellows in the Faculty are female. We also have two National Teaching Fellows, both female.

All research-active staff are allocated to one of the Faculty's existing research groups to provide peer support and share understanding of Faculty and discipline-specific arrangements. The Faculty Grants Panel is particularly useful to early career and less experienced academic staff as it provides feedback and mentoring on research grant proposals. In CCT a fortnightly Research Incubator session is run by three female staff to support grant and paper-writing.

Support is provided to new line managers, including essential management skills and an introduction to key HR processes. A two-day course covers some of the challenges faced by new line managers, such as delegation and engagement.

TDE has made a significant commitment to support aspiring female leaders. We have sponsored 16 women via the Aurora programme, as well as Springboard. Two Faculty Executive members are also Aurora role models/mentors. Aurora participants meet regularly as a group, with the Vice-Chancellor, to share their experiences and strengthen networking.

We will continue to support applications to the Aurora Programme [**Action 24**].



*“Springboard gave me the space to think about what I want and need from my job. In these early stages... it was good to have this time of reflection and to be taught tools to help me achieve my maximum potential”*

**MEMS staff member (female)**

*“The experience has improved my ability to carry out responsibilities in my current role” “Following discussions with my mentor I have taken actions to positively enhance my career development”*

**Aurora participants**

Mentoring and coaching are central to our staff development approach. There is a university-wide Researcher Mentoring Scheme of which TDE is an active member (Table 4.4). Within these overall figures there has been greater uptake within Architecture. Only one female CCT staff member has taken up mentoring and no female MEMS staff.

**Table 4.4: TDE involvement in Brookes research mentoring scheme**

	2013		2014		2015	
	Female	Male	Female	Male	Female	Male
Mentors	0	5	1	7	2	9
Mentees	6	7	4	4	4	1

Feedback about mentoring from participants is positive. Work is needed to raise awareness and expand use of the existing scheme [[Action 25](#)].

The University Athena SWAN action plan identified the need to re-energise the mentoring scheme and extend it to beyond research roles. TDE will actively support the launch of the extended scheme, and identify how it can support the career challenges for female staff in TDE [[Action 26](#)].

Staff in more senior roles are encouraged to attend the monthly Heads of Department/Senior Staff meeting to develop their networks and wider understanding of the University. The Faculty also supports senior staff to attend external development programmes, for example one Associate Dean recently completed the Leadership Foundation for Higher Education’s Top Management Programme (TMP).

**ACTION 24: Support up to six women per year to attend the Aurora Women in Leadership programme and mentor/support their career development on completion**

**ACTION 25: Actively encourage staff, particularly female Senior Lecturers, to engage with the university mentoring scheme**

**ACTION 26: Design a communications plan to promote the refreshed University/Faculty mentoring offers for academic staff**

## Career development

- For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

- (i) **Promotion and career development** – *comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?*

OBU has five promotions pathways to professor. Female career progression was discussed at focus groups involving the SAT and the Aurora workshops. Input was also taken from Professor Simonetta Manfredi, the Director of the Brookes Centre for Diversity Policy Research and Practice. While the pathways offer a progressive alternative to a traditional research route, reservations were expressed that these opportunities might be constrained by other challenges – primarily workload. This was a particular concern for part-time (female) colleagues. The discussions also recognised that time pressures can be self-made, with some women sharing the difficulties they face in adopting a ‘good enough’ approach to administrative roles. Part-time career progression was identified in the university Athena SWAN action plan; TDE will actively engage in this work [Action 27]. The Faculty Executive also agreed that future departmental QR funding could support sabbatical leave as a way of protecting research time to address under-representation [Action 28].

A key tool for career development is Personal Development Review (PDR), which involves an annual and interim review. As well as career aspirations, the scheme provides a structured opportunity to discuss:

- performance against objectives
- achievements, challenges and development needs
- work objectives
- involvement in outreach, pastoral support and administration
- workload and work-life balance.

Reviewers undertake mandatory training and all new staff are offered training on how to get the most from PDR. The TDE staff survey results highlighted a need improve the usefulness of PDR discussions and to ensure that agreed training needs are addressed Table 4.5).

**Table 4.5: Staff Survey November 2014 - aggregated agreed/strongly agreed percentages for questions related to the PDR Process**

QUESTION	OBU	TDE STEM ACADEMICS M	TDE STEM ACADEMICS F
Q7-1 Have you had a Personal Development and Review (PDR) in the last 12 months?	82	79	83
Q7-2 Was the PDR meeting useful to you?	72	57	68
Q7-3 Did you agree clear objectives?	84	83	92
Q7-4 Did you agree training and development requirements?	78	59	72
Q7-5 Is the agreed training and development activity happening?	53	46	28
Q7-6 Has your line manager supported you in accessing the training and development activities?	69	56	56

In May 2016 the Faculty worked with an organisational development consultant to develop and run PDR briefings with the aim of improving the quality and consistency of reviews (Figure 4.3).



**Figure 4.3: Agenda for Faculty PDR briefing**

Academic staff (33) Facilitated by Neil and Helena	
<b>Introduction</b>	
1/ Reviewees feedback to reviewers prior to the next PDR round.	
2/ PDR key observations	
3/ The academic variation when the reviewer is not a line manager	
4/ Academic professional development what's available	
	<ul style="list-style-type: none"><li>• <a href="#">Continuing personal and professional development framework</a></li><li>• PETAL</li><li>• Academic pathways</li><li>• Athena Swan</li><li>• Research</li><li>• <a href="#">Developing the next generation of researchers and academics</a></li></ul>
5/ Key TDE Learning and development themes (linked to L&D plan and TDE Operating plan)	
6/ A <a href="#">Professional dialogue</a> (coaching) style conversation	
7/ Discussing WLP (using new TDE guidance notes)	
8/ How reviewees request training within TDE	

We regard PDR workshops as crucial to enabling our managers to support career discussions and workshops will run annually from 2017 [**Action 29**].

In addition to PDR, research-active staff have individual meetings with the relevant department Research Lead to review personal research plans. These discussions provide an opportunity to review medium and long-term research goals and identify any development needs.

The Faculty is now bringing together the PDR reviewers and the Research Leads for research-active staff to better align objective setting and development opportunities. This will be strengthened by the new Brookes Academic Development Framework (Figure 4.4) which integrates research, teaching and leadership development within a single framework. The Faculty will actively promote this framework on its launch [**Action 30**].



**Figure 4.4:** The Oxford Brookes Academic Development Framework

Building the skills and experience to gain a promotion is supported through:

- Opportunities to bid for internal faculty/department development budgets
- Access to the Research Fellows Scheme (bidding for up to £20k for 'buy-out' from teaching)
- Access to Teaching Excellence Awards and support to work towards HEA Fellowship

- Support to bid for external opportunities, such as Leverhulme, Royal Society, L’Oreal Women in Science, Daphne Jackson Fellowships
- Internal and external leadership programmes – Springboard, Navigator and Aurora
- Access to a mentor.

Broader careers information and advice is available through the biennial Researcher Careers Day. This event is run jointly by faculties and the Careers Centre: the 2016 event was attended by 76 researchers (60% female). Speakers and chairs are chosen to represent diverse backgrounds and experiences, where possible. TDE will continue to encourage staff to take part in the Researcher Career Days and promotions roadshows.

**ACTION 27: We will actively engage in University-led work to address career progression for part-time academics, applying the lessons locally within the Faculty**

**ACTION 28: Sabbatical leave will be supported by Faculty QR funds to protect research time to address under-representation**

**ACTION 29: Run annual PDR workshops for reviewers to improve the consistency and effectiveness of PDRs and ensure all agreed individual staff development is delivered**

**ACTION 30: Actively promote engagement with the new University Academic Development Framework (due 2016/17) to support female career development**

- (ii) **Induction and training** – *describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?*

The University provides a comprehensive induction programme, which includes a mixture of formal training (e.g. university policies on flexible working, leadership, PDR, staff development fund, recruitment & selection, equality & diversity, mentoring) and informal networking. This is supplemented by department-based induction activities (teaching, processes, etc.). Line managers hold initial PDRs with new staff and complete an induction checklist, which is tailored to suit the individual, at the end of probation. In future we will include Athena SWAN and EDI in our faculty induction [**Action 31**].

All new research-active academic staff are supported through a comprehensive induction process by the Research Lead, including: research planning, orientation, networking and collaboration, resourcing, university research systems and processes; as well as research training opportunities.

Core training and development for academics are delivered by the Oxford Centre for Staff Learning & Development (OCSLD), our in-house training department. The University’s Research and Business Development Office runs regular seminars around research/consultancy project- funding for all research-active staff. The Graduate College runs regular sessions to support and enhance the skills of doctoral supervisors. The Oxford Brookes Information Systems team provides training in the use of research software packages (e.g. SPSS, NVivo, ArcGIS, and advanced Microsoft Excel).

**ACTION 31: Include Athena SWAN and EDI in Faculty induction**

- (iii) **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

The University revised its Personal Tutor scheme in 2012 (led by a senior member of the Faculty) and the Academic Adviser Policy now provides an enhanced and equitable service to all students. Students are allocated an Academic Adviser on enrolment, who provides academic and career planning support through to the completion of their programme. Students can request a change of Academic Adviser through their personal information portal without having to give a reason. All Academic Advisers are required to complete an Online Training programme and a face-to-face workshop. Academic Advisers are allocated WLP hours to undertake their duties and are provided with support materials via Academic Adviser webpages and a management dashboard. The Faculty made significant efforts to ensure that all new and existing Academic Advisers were trained in 2013.

All taught students are supported by a team of faculty student support coordinators (all currently female) who are available to assist students with academic or pastoral issues throughout the working day; as well as the University Careers Service which provides in-course sessions and a drop in service.

All our taught programmes have research methods and research project/dissertation modules, through which students learn about research and what it is like to be a researcher. Many of our programmes also contain 'core' research-led project-based modules.

The majority of our PGT programmes align with the specialisms of our research groups and PGT students are taught by research-active staff. This provides PGT students with a window into the world of research.

PGR students benefit from a network of support from across the Faculty and University. Research students work under the supervision of a Director of Studies and at least one other adviser, and every effort is made to accommodate requests for a female personal tutor. Leadership for research student admissions and progression is held by departmental Postgraduate Research Tutors (4 out of 7 are female), who provide induction for all new research students. It is our recent practice to 'embed' PGR students physically and intellectually in one of the Faculty's existing research groups. These groups provide collegiality, mentoring, resources and the opportunity for research collaborations.

A new faculty doctoral training programme was recently launched to provide general and discipline-specific training according to research students' needs, as well as fostering better support networks through social events and networking opportunities.

At university level, the Graduate College coordinates a programme of research student training events, and the Careers Service provides support to research students and early career researchers concerning academic careers. Every two years the faculties collaborate to run a careers event for all research students, with sessions run by staff and doctoral alumni covering both academic and non-academic career opportunities.

## Organisation and culture

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
  - (i) **Male and female representation on committees** – *provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.*

The Faculty structure directly aligns with the academic governance arrangements of the University. The key strategic planning and decision-making committee is Faculty Executive (FEC), chaired by the PVC/Dean (Table 4.6). Most of the members are *ex officio*. Appointment to Faculty Executive posts is through a competitive recruitment. Other than short-term secondments to cover periods of absence, these are permanent appointments (we do not have a system of rotation). Five of the eight male members of Faculty Executive in 2015/16 are heads of department, however there is no statistically significant difference between the proportion of female members on FEC and the proportion of female STEMM academic staff in the Faculty (Chi-Square  $p=0.9568$ ).

The Faculty committee structure (Table 4.7), which is mirrored across all faculties, consists of the Academic Enhancement and Standards Committee (AESC) with its Collaborative Partnership sub-committee and the Research and Knowledge Exchange Committee (RKEC) with its Postgraduate Research sub-committee. Each committee has a clear reporting line to the equivalent 'parent' university committee.

The terms of reference for each committee set out its membership: the majority of posts are *ex officio*. However, some committees have 'alternates' and staff who would like committee experience as a form of staff development can fill these posts. Since 2015, Faculty Executive has allowed observers and this proved popular with academic/research and professional services staff. The majority of observers to date were female. We have introduced a system of alternates for RKEC and RDSC from 2016/17.

With the exception of Faculty Executive, all committees include student representation.



**GORDANA COLLIER – PROGRAMME LEAD IN MEMS**

**Table 4.6: Membership of Faculty Executive**

Role	Post Holder	2013/14		2014/15		2015/16	
		F	M	F	M	F	M
PVC/Dean of Faculty	Paul Inman		*		*		*
Associate Dean Strategy and Development	Professor Sean Wellington		*				
	Helena Webster			*		*	
Associate Dean Student Experience	Helena Webster	*					
	Professor Alison Honour			*		*	
Associate Dean Research and Knowledge Exchange	Professor Ray Ogden		*		*		*
Head of Department, School of Architecture	Matt Gaskin		*		*		*
Head of Department, School of Arts	Professor Alison Honour	*					
	Angus Phillips				*		*
Head of Department, Computing and Communication Technologies	Professor Nigel Crook		*		*		*
Head of Department, Planning	Professor Georgia Butina-Watson	*		*			
Head of Department, Real Estate and Construction	Professor Joseph Tah		*		*		
Head of Department, School of the Built Environment	Professor Joseph Tah						*
Head of Department, Mechanical Engineering and Mathematical Sciences	Professor Gareth Neighbour		*		*		*
Head of Finance and Planning	Leslie Henderson		*		*		*
Head of Operations	Sue Bartlett	*		*			
	Sally Wells					*	
HR Business Partner	Elaine Dagnall	*		*		*	
Total		5	8	5	8	4	8
% Total		38	62	38	62	33	67

**Note:**

1. Professor Sean Wellington was seconded to another faculty in 2014/15 and 2015/16.
2. The departments of Planning and Real Estate and Construction merged in 2015 to form the School of the Built Environment.

**Table 4.7: Representation on Faculty committees****Faculty Executive**

Year	Female	Male	Total	% Female
2015/16	4	8	12	33%
2014/15	5	8	13	38%
2013/14	5	8	13	38%

**Academic Enhancement & Standards Committee**

Year	Female	Male	Total	% Female
2015/16	14	14	28	50%
2014/15	15	14	29	52%
2013/14	14	13	27	52%

**Collaborative Provision Sub-Group**

Year	Female	Male	Total	% Female
2015/16	14	5	19	74%
2014/15	Not Applicable - established in 2015/16			
2013/14				

**Research and Knowledge Exchange Committee**

Year	Female	Male	Total	% Female
2015/16	11	11	22	50%
2014/15	10	13	23	43%
2013/14	11	12	23	48%

**Research Degrees Sub-Committee**

Year	Female	Male	Total	% Female
2015/16	7	11	18	39%
2014/15	7	8	15	47%
2013/14	8	8	16	50%

- (ii) ***Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.***

The Faculty only employs academic or research staff on temporary contracts where there is an objective justification (e.g. research grant, temporary need). The use of fixed-term contracts has fallen from 19% (30) in 2013 to 11% (16) in 2015 (Table 4.8). All staff on fixed-term contracts are eligible to be considered for redeployment across the institution which ensures staff are considered for vacancies before they are released for external advertisement. In addition, central and Faculty research funds are used to provide a bridge between contracts where grant funding is awaited.

**Table 4.8: Staff on temporary and permanent contracts**

2015		Senior Staff	Professor	Reader	Principal Lecturer	Researcher	Senior Lecturer	Lecturer	Total & (as % of all Female or Male academic staff)
F	Permanent	2	3	5	9	2	20	1	42 (88%)
	Temporary					5	1		6 (12%)
M	Permanent	5	12	11	7	2	45	1	83 (89%)
	Temporary					10			10 (11%)
2014									
F	Permanent	3	2	5	9	2	20	1	42 (84%)
	Temporary					7	1		8 (16%)
M	Permanent	5	13	10	7	3	42	2	82 (86%)
	Temporary		2			10		1	13 (14%)
2013									
F	Permanent	2	2	4	8	2	22	1	41 (76%)
	Temporary				1	11	1		13 (24%)
M	Permanent	6	12	12	7	4	46	3	90 (84%)
	Temporary		3			10	2	2	17 (16%)

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

- (i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

There are five Faculty decision-making committees and the proportion of female members has tended to exceed the overall proportion of female academic/research staff in the Faculty (34%) in all but the Faculty Executive. For 2015/16:

- Faculty Executive: 33% female representation
- Academic Enhancement and Standards: 50% female representation
- Collaborative Partnerships: 74% female representation
- Research and Knowledge Exchange: 50% female representation
- Research Degrees: 39% female representation

All staff are encouraged in their PDRs and by their line managers to extend their experience by joining faculty and university-wide committees, groups and projects. The PDR process also gives an opportunity to identify potential ‘committee overload’ and adjust workloads when necessary.

The majority of university committees are populated by *ex officio* members so there is limited scope for our female staff to gain committee experience unless they are the relevant post-holder. However, the University runs a ‘shadow’ Executive Board to give other staff first-hand experience of executive decision-making at University-level.

The PVC/Dean and Associate Deans represent the Faculty on University-level committees. The Board of Governors and Academic Board have elected staff members and currently one female and one male member of the Faculty are staff governors. One female academic is an elected

member of Academic Board. We also have one male academic on the Professorial Promotions Committee who is able to provide invaluable advice to staff applying for promotion.

The time for staff to attend committees is expressly built into individual workload plans.

- (ii) **Workload model** – *describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.*

The University operates a formal and transparent workload planning framework (WLP) for all academic staff. This adopts a notional 1600-hour working year (full-time) to enable calculation of time allocated to research and/or scholarship, individual teaching and other academic roles such as administration (including defined tariffs for specific roles such as Research Lead, Postgraduate Research Tutor, Academic Advisor, membership of Research Ethics Committee, Module Leadership), pastoral care, outreach activities, research student supervision, etc. The University WLP Review Group, is chaired by the PVC Dean TDE and includes representatives from the academic community, HR and trade union. It reviews the application of the model and recommends changes to the tariffs in the light of experience or changing needs. As part of the University Athena action plan, the WLP Group will in future monitor WLP allocations by gender.

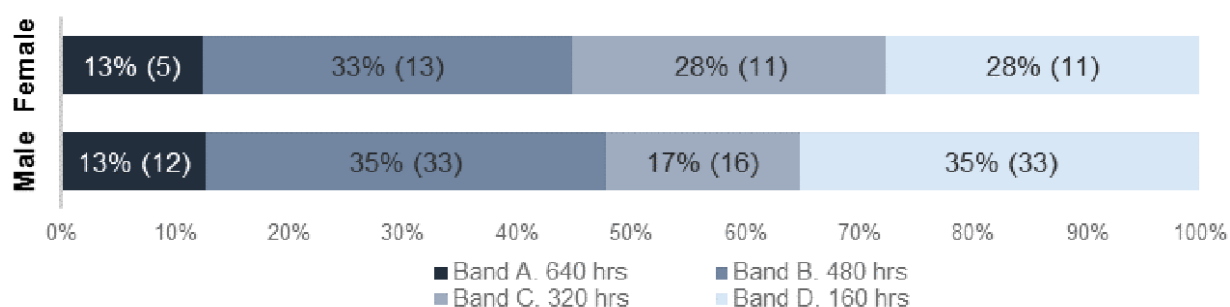
Each individual's WLP for the coming academic year is normally discussed and agreed shortly after the spring PDR round, to provide staff with an opportunity to discuss any changes they would like to their current roles, as well as development opportunities and career plans (OBU does not operate a system of rotation for senior positions).

The research hours component of WLPs is determined by Research Leads, in consultation with the head of department and ADRKE, following the annual PDR meetings. Research Leads allocate staff to one of four bands (A to D) for research and scholarship, based on research performance against the university criteria for each band. Band D is the minimum level and applicable to all academic staff, while bands A, B and C all require demonstrable progress toward inclusion in a future Research Excellence Framework exercise. All new members of academic staff receive an enhanced tariff of 480 hours as part of the First Three Years programme.

The SAT examined the distribution of research hours by gender for 2015/16 and found there were no statistically significant differences between the proportions of female and male academics in each of the research tariff bands (Chi-Square  $p=0.5558$ ) (Figure 4.5). This reinforces our hypothesis that we need to do more to encourage and support female staff to seek promotion [**Actions 21, 22, and 23**].



**Figure 4.5: Hours allocated to FT academic staff, split by gender, for research workload planning by tariff bands 2015/16**



- (iii) **Timing of departmental meetings and social gatherings** – *provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.*

There is an annual schedule of themed open staff meetings, for example strategic planning consultation, repeated on each campus. These meetings are held during core working hours, usually around noon. The Faculty also holds an annual all staff Development Day.

Departmental staff meetings are normally held once or twice semester, usually held at lunchtime. The Department of Computing and Communication Technologies holds weekly coffee mornings at 11am.

All programmes hold formal annual Away Days to which Associate Lecturers are invited, and paid, to attend.

Faculty and departmental meetings do not start before 9am and afternoon meetings normally start at 2pm. Social gatherings are held at lunchtime whenever possible to enable those working flexibly to attend.

The University uses Google Calendar so staff can input their core working hours. Meetings are planned using the calendar so that there is a notification to the organiser if the meeting is scheduled outside any of the attendees' core working hours. This arrangement is an efficient and effective way of keeping meetings within individual staff working hours.

- (iv) **Culture** – *demonstrate how the department is female-friendly and inclusive. 'Culture' refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.*

OBU has a long-established reputation for being student-centred and for promoting gender equality and social justice. In 2015 the University adopted a set of inclusive Guiding Principles that reflect our aspiration to work as a community of learning (Box 2).

The Faculty Senior Team works hard to promote a gender-neutral ethos of enterprising creativity, innovation and cross-disciplinary collaborative working. The Faculty also operates a system of distributed leadership: all staff are encouraged to exercise leadership and personal initiative within their area of responsibility, and to make the fullest possible contribution to achievement of the Faculty's strategic aims.

We have taken a number of actions to improve communications within the Faculty, addressing a concern highlighted in the 2014 staff survey. New initiatives include the launch of all staff e-newsletter to update faculty members on important developments and celebrate the successes of our students and staff.

**Box 2**  
**Oxford Brookes University**  
**Guiding Principles**

Generosity of Spirit

Enterprising Creativity

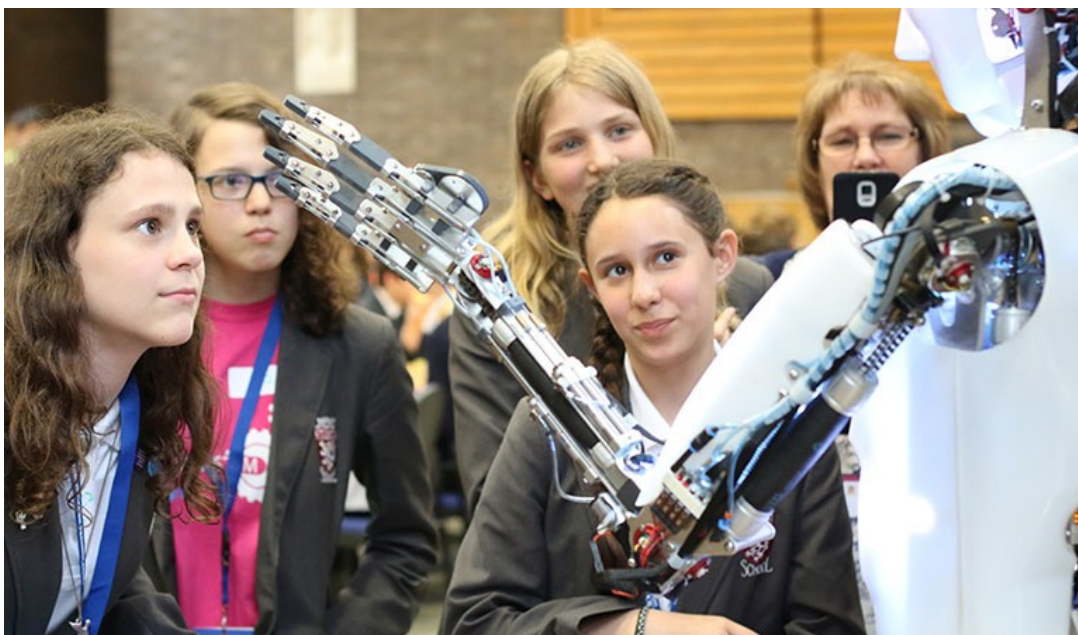
Connectedness

Confidence

Staff in the Faculty were recognised in the Brookes People Awards, for example Dr Ye Xu (F) and Peter Dent won the team award for 'Enterprising Creativity' and Sally Wells, Head of Operations, won the individual award for 'Confidence'.

- (v) **Outreach activities** – *comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.*

The Faculty is heavily engaged in outreach and the promotion of STEM subjects to female students. It was instrumental in the development of the Brookes 'Women in Technology and Engineering Compact' in 2013, which pledged to encourage more girls and women to study STEM subjects. We also supported the establishment of, and co-sponsor, a University Technical College, UTC Swindon.



**WOMEN IN ENGINEERING DAY 2016**

**Table 4.9: MEMS Programme of Outreach Activities, 2015/16**

Date of Outreach	Name of activity	No. Girls	Year Grp	Description of Activity
30/06/15	Smallpiece Trust Motorsport Residential	12	10	Four-day residential course incl. hands on STEM activities
30/06/15	Oxford High School visit	50	11, 12	Two senior academics + MRes female student visited all-girls school, holding a stand, talking about their work and science & engineering
06/11/15	Brookes Live Event Stand	NA	NA	BrookesLive event: OBR showcasing their latest car Formula Student team promoting Engineering (incl. female members)
09/01/16	First Lego League for Oxfordshire	10	8	Global science and technology challenge for teams of students to encourage an interest in real world issues and develop key skills that are crucial for their future careers.
14/01/16	Autosport Exhibition Stand	NA	NA	Formula Student team (incl. female members) represented the University.
16/01/16	UTC Swindon Open Day (Saturday)	NA	Potential students	Formula Student team in attendance; Open Day promoting Engineering (incl. female student members)
25/02/16	UTC Swindon College visit to Department	5	UTC students	UTC Swindon students visit department (following model used for Cherwell School in the past)
16/03/16	UTC Silverstone Open Day	NA	Potential students	Formula Student team in attendance; Open Day promoting Engineering (inc. female members, students and staff)
21/04/16	Swindon College Open Day	NA	Potential students	Formula Student team in attendance; Open Day promoting Engineering (inc. female members, students and staff)
08/05/16	Faraday Challenge Day	15	8	Students research, design and make prototype solutions to genuinely tough engineering problems. At each event teams compete to win a prize for themselves and a trophy for their school.
23/06/16	Women in Engineering Day Event	50	10, 11, 14	A one-day event for students from local schools hosted at Brookes. The day consisted of challenge workshops and tours of the facilities.
04/07/16	SCIENTIA	80	12, 13, 14 or 1st yr college	Two-day residential event consisting hands-on STEM related lectures, workshops, team building and social activities.
09/07/16	Brookes Science Bazaar, Wheatley Campus	NA	Ages 5-12	Opportunity for the public to meet researchers and enjoy a free day of fun-filled summer science activities.
27/09/16	UTC Swindon Open Day	NA	Potential students	Formula Student team in attendance; Open Day promoting Engineering (inc. female student members)
21/10/16	UTC Swindon Open Day	NA	Potential students	Formula Student team in attendance; Open Day promoting Engineering (inc. female student members)

The University has a central UK Recruitment and Partnership team (UKR&P), which runs University-wide UK recruitment activities (e.g. Open Days and Applicant Days, HE fairs, visiting UCAS Fairs, organising outreach events). It has a strong remit for widening participation of under- represented groups. Last year the team launched Brookes Engage - a programme of generic and

subject-specific workshops designed to support local sixth formers make a successful transition to university. Faculty academics contributed workshops for the programme in Computer Technology and Mathematics.

The UKR&P works with departments to develop subject-specific annual Outreach Plans, such as the one for MEMS (Table 4.9). We are particularly proud of our three-day SCIENTIA residential programme and our Women in Engineering Day events, which attract significant numbers of female students.

From August 2016, the UKR&P had four new posts to work with each Faculty to design and implement outreach plans. The TDE post will work closely with the ADSE and the Outreach Co-ordinators in each department. The priority will be to support subject areas where UG female participation is below the sector norm (Engineering, Built Environment). We have already planned two important new projects:

- Increasing the number of female students studying mechanical engineering (part of the Equality Challenge Unit 'Increasing Diversity: recruiting students from under represented groups' project);
- Working with the 'Dare to be Different' initiative (founded by former Formula 1 test driver Susie Wolff) to increase female engagement in motorsport.

Staff participation in outreach activities is recognised in the WLP tariffs, as well as promotions criteria.

### Flexibility and managing career breaks

a) *Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*

- (i) **Maternity return rate** – *comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.*

The University has a generous maternity leave scheme: 26 weeks' statutory, 26 weeks' additional and 11 weeks university maternity leave (441 days). In the 2014 staff survey, 92% of TDE academic staff rated maternity entitlement as good. Two female staff took maternity leave between 2013 and 2015, taking 251 and 363 days respectively (Table 4.10), and returning to the same FTE. The university average is 210 days.

**Table 4.10: Numbers of staff taking and returning from maternity leave**

YEAR	Number taken leave	Number of Days	Number returned Y/N
2015	0	NA	NA
2014	1	363	Y
2013	1	251	Y

- (ii) **Paternity, adoption and parental leave uptake** – *comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.*

Staff are entitled to two weeks' Paternity Leave on full pay. Adoption and Shared Parental Leave offer the same leave entitlement as Maternity leave. There has been one instance of adoption leave and no records of staff taking either paternity or parental leave.

The University Athena SWAN Action Plan has an action to publicise Shared Parental Leave: this will require a Faculty-specific emphasis and approach [**Action 32**].

**ACTION 32: Promote awareness, and highlight the benefits, of Shared Parental Leave**

- (iii) ***Numbers of applications and success rates for flexible working by gender and grade – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.***

There were nine formal requests for flexible working and six for career breaks over the last three years from both men and women. Many academics enjoy earlier or later starts or occasional working from home that are not formally recorded. These informal arrangements allow all staff a high degree of flexibility in the way they organise their working life which is particularly beneficial to those with children or other caring duties.

Formal flexible working requests have largely involved staff requesting condensed hours because of regular caring responsibilities. 78% of these requests came from male staff (Table 4.11) indicating an increase in shared caring responsibilities.

**Table 4.11: Applications from academic/research staff for Flexible Working by gender 2013-2015\***

Year	Number of Applications	
	F	M
2015	0	1 (Senior Lecturer)
2014	1 (Senior Lecturer)	3 (1 x Reader, 2 x Senior Lecturer)
2013	1 (Senior Lecturer)	3 (2 x Prof, 1x Senior Lecturer)
<b>TOTAL</b>	<b>2</b>	<b>7</b>

\* All applications were approved

A question will be included in the next staff survey to capture better data on informal flexible working arrangements. TDE responses will be reviewed by the SAT when these are available [**Action 33**].

Career breaks have been taken by both male and female staff, albeit in small numbers (Table 4.12).

**Table 4.12: Applications from academic/research staff for Career Breaks by gender 2013-15\***

YEAR	No. Career Breaks	No. Career Breaks	Average number of months
	F	M	
2015	1	1	8
2014	0	0	NA
2013	2	2	6
<b>TOTAL</b>	<b>3</b>	<b>3</b>	<b>6.6</b>

\* All applications were approved

**ACTION 33: Review data from next staff survey to understand the use of informal flexible working and any differences by gender, grade or department**

b) For each of the areas below, explain what the key issues are in the department, what steps *have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*

(i) **Flexible working** – *comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.*

The University operates a long-established and well-developed Flexible Working Policy that includes provision for:

- flexi-time
- compressed hours
- part-time
- part-year
- working from home
- all jobs advertised as open to job-share
- career breaks of up to two years
- purchasing additional annual leave

As noted above, many staff enjoying flexible working arrangements but do so on an informal basis. Centrally held data is available in relation to part-time staff and this shows that there is a high level of part-time working particularly amongst female staff (Table 4.13). 40% of all female staff in 2015 worked part-time.

**Table 4.13: Part-time working by gender**

		Female		Male	
		#	%	#	%
2015	Full-time	27	60.0%	71	77.2%
	Part-time	18	40.0%	21	22.8%
2014	Full-time	27	58.7%	69	73.4%
	Part-time	19	41.3%	25	26.6%
2013	Full-time	32	64.0%	76	73.8%
	Part-time	18	36.0%	27	26.2%

Looking at the data by grade (Table 4.14) does suggest that, with the exception of Principal Lecturer, part-time working is utilised in all grades and roles. It is pleasing to see that 9 of the part-time Readers are female (64% of all female Readers). This suggests that flexibility in work pattern is not a barrier to female staff progressing to Reader. In sharp contrast there is a very low proportion of Principal Lecturers or either gender working part-time. This will be explored with Heads of Department as part of a workshop to promote the benefits of flexible working and ensure that there is a shared understanding of the value of flexibility and how flexible arrangements can be successfully managed [**Action 36**].

The staff survey results showed that 71% of TDE staff were happy with their current work pattern, which was slightly lower than the university average (76%). Whilst there will always be challenges in balancing the needs of the University and individual work preferences, we aim to increase the level of satisfaction.

**Table 4.14: Part-time working by grade and gender, 2013-2015**

	All staff #	Part time #	% Working part time
Professor	49	13	26.5%
Reader	47	11	23.4%
Principal Lecturer	48	1	2.1%
Senior Lecturer	200	79	39.5%
Lecturer	12	1	8.3%
Researcher	68	23	33.8%

In March 2017, TDE will host the Athena SWAN Lecture from Karen Mattison MBE, Director of the Timewise Foundation, to highlight examples of combining part-time and flexible working with successful career progression [Action 34].

The University is updating the flexible working policy to include examples of senior staff who have worked part-time or have managed caring responsibilities and a career. The Faculty will deliver communications to support the launch of the policy and will supplement this with faculty case studies. We will ensure line managers are well briefed and understand how flexible arrangements can be successfully managed [Action 35 & 36].

**ACTION 34: Host annual Athena SWAN event – the 2017 lecture will be given by Karen Mattison MBE, Director of Timewise Foundation and will address flexible working**

**ACTION 35: Identify TDE female role models with experience of part-time and flexible working, parenting and caring responsibilities to be used in conjunction with communications to launch the revised maternity, parental leave and flexible working policies**

**ACTION 36: Hold a specific briefing for Heads of Department and line managers in TDE on the benefits of flexible working arrangements and how to manage these arrangements effectively**

- (i) **Cover for maternity and adoption leave and support on return – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.**

Feedback confirmed that, in addition to providing line managers with clear guidance, we should support them to apply those arrangements to individual situations. The value of peer support for returners was also highlighted. Improving the central guidance and creating support networks (such as a returners buddy scheme) are actions within the university Athena SWAN action plan. In the meantime, the Faculty will identify an experienced line manager from another faculty to provide mentoring/buddy support for the next maternity/adoption leave [Action 37].

**ACTION 37: Assign a peer mentor to support line managers and staff to manage return to work from maternity or adoption leave successfully**



## 5. Any other comments: maximum 500 words (135 words)

### Athena SWAN Application

We were granted an additional 1000 words for this application (see Appendix 2) and this allowance has been used as follows:

Section 2: 96 words

Section 3: 881 words

Total: 977 words

### Future Estate Developments

Following the University decision in 2014 to withdraw from the Wheatley Campus, we established a group to develop a vision for the Faculty's estate, aligned with its Strategic Goals, which would enable the co-location of all its departments.

The vision that emerged was for a new building on the Headington Campus that brings our specialist teaching facilities (workshops, labs, studios, etc.) under one roof. This building has been termed 'The Cathedral of Making'.

Bringing together the creative activities from all departments would support the Faculty's ethos of enterprising creativity and cross-disciplinary working as well as creating a more gender-balanced environment.

## 6. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations **for the next three years**.

**The action plan does not need to cover all areas at Bronze; however the expectation is that the department will have the organisational structure to move forward, including collecting the necessary data**

**Faculty of Technology, Design and Environment Athena SWAN Action Plan**

Reference	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome
SECTION 2							
ACTION 1	Revise SAT membership to achieve better gender balance and commence our planned engagement with the May 2015 Athena SWAN process	There is a need to: i. achieve a more balanced gender representation ii. include representation from the School of Arts iii. increase representation from professional and support staff	Quarterly or more frequent meetings of TDE AS SAT	Nov 2016	On-going	Sean Wellington, ADSD and Chair of TDE Athena SWAN SAT	SAT with diverse membership drawn from across the Faculty operating effectively Effective contribution to the work of University AS Steering Group
			Annual review of SAT membership	Jul 2017	On-going		
			Source student and staff quantitative data for the entire Faculty (including School of Arts and professional and support staff)	Sep 2017	Nov 2017		
			Analyse extended data set and identify action(s) required	Nov 2017	Dec 2017		
			Establish focus groups and promote engagement with School of Arts and professional and support staff	Nov 2017	Jan 2018		
SECTION 3							
ACTION 2	Update our subject specific marketing	Under- representation of	Development of enhanced marketing	Sep 2018	Aug 2019	Rhiannon Lassiter, Faculty Marketing	Female student representation above

Reference	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome
	plans and increase marketing activities that attract Female students to foundation programmes	female students on all three foundation programmes within the Faculty	plans and activities			Manager	UG benchmarks
ACTION 3	Update our subject specific marketing plans for BE, CCT and MEMS and increase marketing activities that attract female students to UG programmes	Under- representation of female UG students in BE, CCT and MEMS	Development of enhanced marketing plans and activities	Jan 2017	Dec 2018	Rhiannon Lassiter, Faculty Marketing Manager	Female student representation above UG benchmarks
ACTION 4	Complete our ECU funded project 'Increasing diversity: recruiting students from underrepresented groups'	Under- representation of female students studying UG Mechanical Engineering programmes in MEMS	Evidence gathering report produced for ECU  Action plan developed and implemented	Sep 2016  Jan 2017	Dec 2016  Dec 2017	Alice Wilby, UK Recruitment and Partnerships Director Sean Wellington, ADSD	Female student representation above UG benchmarks
ACTION 5	Update our subject specific marketing plans and increase marketing activities that attract female students to PGT programmes	Under- representation of female students studying full-time PGT programmes	Development of enhanced marketing plans and activities	Sep 2017	Aug 2018	Rhiannon Lassiter, Faculty Marketing Manager	Female student representation above PGT benchmarks
ACTION 6	Work with Oxford Brookes International to convey key recruitment	Under- representation of female students studying full-time	Dissemination of key messages to international agents	Sep 2017	Aug 2018	Rhiannon Lassiter, Faculty Marketing Manager Suzanne Mowat,	Female student representation above PGT benchmarks

Reference	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome
	messages aimed at female applicants via our international agents	PGT programmes				Head of International Student Recruitment, Marketing and Development	
ACTION 7	Update our website and other marketing materials to highlight part-time PGT study opportunities and foreground profiles of female part-time students and alumnae	Under- representation of female students studying part-time PGT programmes	Launch of revised websites  Enhancement of printed material	Nov 2016  Nov 2016	May 2017  Oct 2017	Rhiannon Lassiter, Faculty Marketing Manager	Female student representation above PGT benchmarks
ACTION 8	Design and implement a PGR marketing plan emphasising the various modes of study available, including new virtual open day content that is designed to explain to women the benefits of studying at Oxford Brookes University (modes of study, support available etc.) and show profiles of alumnae and current Postgraduate Researchers	Under- representation of female Postgraduate Researchers	Development of PGR marketing plan  Development and launch of new virtual open day material	Nov 2016  Nov 2016	May 2017  May 2017	Rhiannon Lassiter, Faculty Marketing Manager Helen Tanner, Faculty Research Manager	Female student representation above PGR benchmarks

Reference	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome
ACTION 9	Investigate further the reasons why fewer women applicants than men accept the place offered at Oxford Brookes University	Ratio of Offers : Accepts lower for female applicants than for men	Analysis of decliner survey data	Nov 2016	May 2017	Rhiannon Lassiter, Faculty Marketing Manager Shabana Akhtar, Strategic Planning Manager	Qualitative and quantitative data available to inform the further targeted development of conversion activities
ACTION 10	Review conversion activities and material to better target female applicants, for example to ensure news stories, student and staff profiles include more female role models	Ratio of Offers : Accepts lower for female applicants than for men	Review and enhancement of existing activities  Development of possible new activities based on the analysis of Action #9	Nov 2016  Jun 2017	May 2017  Nov 2017	Rhiannon Lassiter, Faculty Marketing Manager	Improved ratio of Offers : Accepts for female applicants
ACTION 11	Embed revisions to criteria and practice for assessment of design portfolios and carefully monitor student attainment rates by gender	For Architecture programmes, women under-perform both in terms of the proportion of graduates achieving a 'good degree' (First or Upper Second Class Honours) and the proportion obtaining First Class Honours	Monitor impact over time of revised criteria and approach to assessment of Design portfolios	Sep 2016	On-going	Jane Anderson, UG Programme Lead for Architecture	Attainment of female graduates at least comparable to that of men
ACTION 12	Review the BSc (Hons) Information Technology Management for Business computer	Reduction in the proportion of female students achieving	Review of programming modules Seek approval for programme	Sep 2016  Sep 2017	Aug 2017  Apr 2018	Peter Marshall, UG Programme Lead for CCT	Attainment of female graduates at least comparable to that of men

Reference	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome
	programming modules to identify if there are any elements (syllabus, teaching, learning and assessment) that might account for male students outperforming females		modifications (if appropriate)				
ACTION 13	Further investigate the outcomes of research degree examinations by gender and progress any action(s) required	Some evidence (not conclusive) that female research degree candidates perform less well at examination than men	Review of statistical data and consideration by Faculty RDSC	Jan 2017	Dec 2017	Ray Ogden, ADRKE and Chair of Faculty Research Degrees Sub Committee Helen Tanner, Faculty Research Manager	Analysis completed and action(s) identified
ACTION 14	Introduce analysis by gender in the routine monitoring of postgraduate researchers		Annual reporting to Faculty RDSC routinely includes analysis by gender	Sep 2017	On-going	Ray Ogden, ADRKE and Chair of Faculty Research Degrees Sub Committee Helen Tanner, Faculty Research Manager	Evidence no gender imbalance in the outcomes of research degree examinations
ACTION 15	Undertake research amongst recent new starters to understand what influenced their decision to apply and where they sought information. This will enable us to take more targeted action to ensure our market	We need to increase the number of female applicants for jobs  Qualitative feedback will enable us to take targeted action to ensure our market presence is more attractive to females	Plan and undertake the research, agreeing questions, run focus groups etc.  Review and summarise the findings and develop recommendations  Discuss findings and	Jan 2017  May 2017  Jun 2017	Apr 2017  Jun 2017  Jul 2017	Faculty AS Lead Jane Butcher HR EDI advisor (staff) Rhiannon Lassiter, Faculty Marketing Manager	Increase number of female job applications to 40% by 2018 and 50% by 2020  Improved applicant information on Working in TDE

Reference	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome
	presence is more attractive to females		agree next steps  Develop and implement actions	Aug 2017	On-going		
ACTION 16	Strengthen and focus our outreach work in areas of lower female representation	Increase the number of potential female applications to either study or work at OBU requires us to influence the pipeline.	Discuss Athena Swan analysis and actions with UK Recruitment and Partnership team  Identify new and/or strengthened outreach activity  Secure Faculty approval and resources within 17/18 budget  Deliver activities	Nov 2016  Jan 2017  Mar 2017 (thereafter annually)  Sept 2017	Dec 2016  Apr 2017  Jun 2017  On-going	Alison Honour, ADSE	Increase number of female application to study in MEMS, CCT by 20%  New and/or enhanced outreach initiatives
ACTION 17	Work through our industry connections to encourage discussion about the principles of achieving gender balance and addressing under- representation	Gender images influence girls' career aspirations and their study options. OBU has strong professional networks which can be used to influence change	Agree and develop approach and key messages to promote increased gender diversity with industry/professional representatives e.g. round table breakfast/lunch.  Develop and implement a communications plan	Sep 2017  Nov 2017	Oct 2017  On-going	Alison Honour, ADSE Rhiannon Lassiter, Faculty Marketing Manager	Increased awareness of gender equality in targeted industry /professions  Actions taken by industry/professions in regard to gender diversity  Increase in female applications to study STEMM subjects
ACTION 18	Investigate the reasons why there	Although this application focuses	Undertake research to identify reasons	Dec 2016	Mar 2017	Matt Gaskin, Head of the School of	Increase number of male PLs in



Reference	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome
	are no male Principal Lecturers in Architecture	on female under- representation, the data highlighted other imbalances that we wish to understand	for the current lack of male PLs  Identify and implement actions to achieve a more even gender balance across all grades	April 2017	Sep 2017	Architecture Elaine Dagnall, HR Business Partner	Architecture
ACTION 19	Investigate why there are no female researchers, readers and only one professor in MEMS	Building female research talent and future role models within MEMS is important	Undertake research to identify reasons for the current weaknesses in female research pipeline  Identify and begin to implement actions to increase female research activity	Dec 2016  Mar 2017	Mar 2017  Jun 2017	Head of Department of MEMS Elaine Dagnall, HR Business Partner	At least 1 female researcher and 1 female reader by 2020
ACTION 20	Investigate the increase in male Associate Lecturers in the Department of MEMS	Data showed a recent increase in the proportion of male ALs in MEMS	Review recent recruitment data and information  Identify how practices can be adapted to recruit female professional engineers	Apr 2017  Jun 2017	Jun 2017  Sep 2017	Head of Department of MEMS Elaine Dagnall, HR Business Partner	Increase proportion of female Associate Lecturers in MEMS to 35% (2014 figure)
<b>SECTION 4</b>							
ACTION 21	Review the support provided to staff considering promotion to strike a better balance	TDE is committed to supporting the progression of female staff and wishes to increase	Review the outcome of the 2015/16 promotions round.  SAT discussion and	Nov 2016  Jan 2017	Jan 2017  Apr 2017	Elaine Dagnall, HR Business Partner  Sean Wellington,	Increase proportion of successful female applications to 40%  Success rates for

Reference	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome
	between encouragement and support and providing constructive critical appraisal of readiness	the proportion of successful applications	development of recommendations  Implement new arrangements	Jun 2017	On-going	ADSD and Chair of TDE Athena SWAN SAT  Heads of Department	female application to Reader match average for all grades
ACTION 22	Provide more targeted support to help staff, particularly female Senior Lecturers, address evidence gaps in their applications drawing on feedback from the academic promotions panel	The data showed six female Senior lecturers had applied for promotion but only one was successful	Review promotions feedback to identify any key themes.	Nov 2016	Jan 2017	Elaine Dagnall HR Business Partner.	Success rates for female promotion applications from Senior Lecturers match average for all grades
			Work with OCSLD and HR to develop local actions such as development sessions or focussed coaching/mentoring support.	Jan 2017	Jun 2017	Valerie Fawcett, Staff Developer	
			Implement agreed actions	Jun 2017	On-going	Heads of Department	
ACTION 23	Investigate and address the reasons for the lower volume of female applications to Professor	Female staff are less well represented at Professor than at Reader or Principal Lecturer	Hold a consultative workshop for female Principal Lecturers and Readers across TDE to explore promotion pathways and identify any additional support required. Seek input from the PVC Research & Global Partnerships	Feb 2017	Mar 2017	AS Lead with Jane Butcher, HR EDI advisor (staff)	Increased number of female applications to professor.  Increase in number of female STEM professors in TDE to 4 by 2018 (currently 3)

Reference	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome
			Develop recommendations	Mar 2017	May 2017	Sean Wellington, ADSD and Chair of TDE Athena SWAN SAT	
			Agree and implement action plan	Jun 2017	Jul 2017	Sean Wellington, ADSD and Chair of TDE Athena SWAN SAT	
ACTION 24	Support up to six female staff per year to attend the AURORA Women in Leadership programme and mentor/support their career development on return	TDE AURORA alumnae identified benefits of attending the programme	Ring-fence Faculty budget  Invite expressions of interest	Mar 2017 (thereafter annually)  June 2017 (thereafter annually)	On-going  Sally Wells, Faculty Head of Operations	Faculty Executive	New AURORA cohort recruited annually
ACTION 25	Actively encourage staff, particularly female Senior Lecturers, to engage with the University mentoring scheme	Female SLs are applying for promotion but less successfully than men. Focus groups identified softer skill challenges which will be addressed through mentoring (See also Action #26)	Review current number and availability of mentors/mentees and status of existing mentoring arrangements  Plan and deliver internal communications to encourage involvement in mentoring	Nov 2017   Mar 2017	Feb 2017   Jul 2017	Faculty AS Lead Susan Brooks, University Research Co-ordinator  Faculty AS Lead Rhiannon Lassiter, Faculty Marketing Manager	Increase the number of TDE staff engaged in mentoring
ACTION 26	Design a communications plan	Focus groups identified mentoring	Prepare local communications and	Jul 2017	Sep 2017	Faculty AS Lead Susan Brooks,	Double the number of staff involved in

Reference	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome
	to promote the refreshed University/Faculty mentoring offers for academic staff	as a positive tool for supporting female career development (See also Action #25)	plan to recruit new mentor/mentees in line with extended scope of the scheme  Deliver communications  Monitor engagement with mentoring	Oct 2017  Jan 2018 (thereafter annually)	Dec 2017  On-going	University Research Co-ordinator  Rhiannon Lassiter, Faculty Marketing Manager  Faculty AS Lead	mentoring - mentors and mentees  Teaching staff involved in mentoring as both mentors and mentees within first year of launch
ACTION 27	We will actively engage in University- led work to address career progression for part-time academics, applying the lessons locally within the Faculty	Focus groups identified 'time' as a challenge to career progression, especially for part- time staff. A specific action concerned with part-time career progression is identified in the University Athena SWAN action plan	Nominate a TDE representative to work with the University AS steering group  Discuss findings at Faculty Executive and develop response.  Deliver TDE actions	May 2017  Nov 2017  Jan 2018	Oct 2017  Nov 2017	Faculty AS Lead  Sean Wellington, ADSD and Chair of TDE Athena SWAN SAT  Faculty AS Lead	Increased proportion of part-time staff in grades 9/10 and above  Successful promotion applications from part-time female staff
ACTION 28	Sabbatical schemes will be supported by Faculty QR funds to protect research time to address under- representation	Focus groups identified 'time' as a challenge to career progression	Develop guidelines for inclusion of sabbatical schemes in QR spending plans (including criteria for eligibility)	Jan 2017	Apr 2017	Ray Ogden, ADRKE Heads of Department	Evidence of successful use of sabbatical funding to support female staff
ACTION 29	Run annual PDR workshop for reviewers to improve the consistency and	PDR is a key tool in development and career discussions	Work with OCSLD to deliver a PDR workshop held in May 2017 and	Feb 2017	May 2017 (thereafter annually)	Faculty AS Lead OCSLD Staff Developer	Workshop delivered  Improved PDR ratings in the staff survey

Reference	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome
	effectiveness of PDRs and ensure all agreed individual staff development is delivered	Staff survey feedback indicated a need for improvement	thereafter annually				
ACTION 30	Actively promote engagement with the new University Academic Development Framework (due 2016/17) to support female career development	Feedback identified a need to better align PDR and Personal Research Planning. The new Academic Development Framework will provide a systematic way of achieving this integration	Determine how the holistic framework will be used in the Faculty  Communicate/brief research leads/PDR reviewers on these changes	Sep 2017	Oct 2017	Faculty Executive Sean Wellington, ADSD and Chair of TDE Athena SWAN SAT	Improved feedback in staff survey questions relating to development.
				Nov 2017	May 2018	Elaine Dagnall, HR Business Partner Ray Ogden, ADRKE	
ACTION 31	Include Athena SWAN and EDI in Faculty induction	To signal the Faculty commitment to gender equality from the start of employment	Work with EDI advisor to revise Faculty induction materials  Launch new induction materials	Mar 2017	Jun 2017	Sally Wells, Faculty Head of Operations Jane Butcher, HR EDI advisor (staff)	EDI and Athena Swan clearly evident in faculty induction guidance.
				Jul 2017			
ACTION 32	Promote awareness, and highlight the benefits, of Shared Parental Leave	Staff are currently not taking up shared parental leave	Plan and deliver Faculty communications	Mar 2017	Jun 2017	Elaine Dagnall, HR Business Partner Sally Wells, Faculty Head of Operations	Increased awareness and understanding of parental leave  Increased uptake of parental leave amongst relevant staff
ACTION 33	Review data from next staff survey to understand the use	A proportion of flexible working is informal and	Analyse the enhanced data to identify actions(s)	Feb 2018	Jun 2018	Faculty AS Lead Jane Butcher HR EDI advisor (staff)	Actions taken to address any gender imbalances identified

Reference	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome
	of informal flexible working and any differences by gender, grade or department	therefore not monitored  Changes planned for the 2017 staff survey will improve data capture so that any aspects requiring action can be identified	required  Agree and implement actions	Jul 2018		Faculty Executive Sean Wellington, ADSD and Chair of TDE Athena SWAN SAT	in the use of informal flexible working  Improvement in satisfaction rating in the 2017 staff survey to 75%, rising to 80% by 2020
ACTION 34	Host annual Athena SWAN event – the 2017 lecture will be given by Karen Mattison MBE, Director of Timewise Foundation and will address flexible working	Celebrate publicly the Faculty's commitment to the Athena SWAN principles  Promote positive attitudes towards flexible working and the opportunities to combine this with career progression	Organise and promote the event  Run the Event	Nov 2016  Mar 2017 (thereafter annually)	Feb 2017	Faculty AS Lead	Annual Athena SWAN event takes place  Note - the Faculty will also continue to host an annual outreach event on International Women's Day but this is considered 'business as usual'
ACTION 35	Identify TDE female role models with experience of part- time and flexible working, parenting and caring responsibilities to be used in conjunction with communications to launch the revised maternity, parental leave and flexible	Concerns were voiced that working flexibly to support care commitments, or working part-time can limit career progression  The planned review and better publication of the OBU policy offers an	Identify role models, capture and document their stories.  Develop and deliver communications plan  Promote new policies including local case studies	Jan 2017  Jan 2017  Mar 2017	On-going  Feb 2017  Apr 2017	Faculty AS Lead Jane Butcher HR, EDI advisor (staff)	All staff have a good awareness of our flexible working policy reported by the 2017 staff survey  Improvement in satisfaction with working pattern score to 75% in 2017, progressing to 80% by 2020

Reference	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome
	working policies	opportunity to raise awareness within TDE					Increased number of part-time staff at Principal Lecturer or above
ACTION 36	Hold a specific briefing for Heads of Department and line managers in TDE on the benefits of flexible working arrangements and how to manage these arrangements effectively	The line manager plays a key role in the availability and success of flexible working arrangements.	Plan a specific Heads of Department/line manager discussion group relating to flexible working including a review of staff survey data  Document and share principles for prompting flexible working in TDE	Mar 2017  April 2017	April 2017  Jul 2017	Faculty AS Lead Elaine Dagnall, HR Business Partner	Increased confidence in line managers about flexible working options and how to manage them effectively.  Increased satisfaction with working pattern as measured in staff survey 2019 (benchmark 2017)
ACTION 37	Assign a peer mentor to support line managers and staff to manage return to work from maternity or adoption leave successfully	TDE has limited experience of managing return to work after maternity or adoption leave. Staff feedback highlighted the important role the line manager plays in the quality of the experience	Discuss and agree proposal with faculties and directorates  As required, ensure a 'buddy' is provided	Nov 2016	Jan 2017	Elaine Dagnall, HR Business Partner  As required	Improved feedback from female returners about the quality of the arrangements during their maternity leave and on their return



From: **Athena Swan** <[AthenaSwan@ecu.ac.uk](mailto:AthenaSwan@ecu.ac.uk)>  
Date: 14 October 2015 at 13:48  
Subject: RE: Query regarding use of pre May 2015 template for re-submission on previously unsuccessful application  
To: Bridget Durning <[bdurning@brookes.ac.uk](mailto:bdurning@brookes.ac.uk)>

Dear Bridget,

Thank you for your email, and I apologise for the late response.

Yes, you can still apply using the pre-May 2015 form in the November 2016 round. This is the last round the pre-May forms can be used, from April 2017 all applications must be using the post-May 2015 forms and process.

Based on the information given in the Athena SWAN submission and on your university website, we would be happy to grant the Department of Technology, Design and Environment an extra 1000 words for their application. The additional words can be used throughout the application, but it should be made clear where they have been used in the word count at the end of each section. Also, 1000 words are counted for where you are over the standard word limits of sections (being under the word limit in any other section does not mean that you have further words available). Please include a copy of this email with the application confirming the additional word allowance.

If you have any questions or would like any further clarification, please do not hesitate to ask.

Kind regards, Kate

**Kate Greene**  
Equality Charters Officer

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