Institution Application
Bronze and Silver Award

Brunel University London

ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

= an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities

= a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these

= the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommended word counts as a guide.

Institution application	Bronze	Silver
Word limit	**10,000**	**12,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the institution	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the institution	2,000	3,000
5. Supporting and advancing women's careers	5,000	6,000
6. Supporting trans people	500	500
7. Further information	500	500

Name of institution	Brunel University London	
Date of application	April 2017	
Award Level	**Bronze**	
Date joined Athena SWAN	2005 (Bronze Award 2012)	
Current award	**Date: April 2012**	**Level: Bronze**
Contact for application	**Lorraine De Souza** **Tamara Szucs**	
Email	lorraine.desouza@brunel.ac.uk tamara.szucs@brunel.ac.uk	
Telephone	+44(0) 1895 268755 +44(0) 1895 268285	

List of Abbreviations:

%w	Percentage women
AA&CE	Academic Affairs & Civic Engagement
A&R	Academic and Research
Aero.	Aerospace
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
ALC	Academic Life Cycle
APEX	Academic Practice and Professional Excellence
AS	Athena SWAN
BEEC	Brunel Educational Excellence Centre
BME	Black and Minority Ethnic
CBASS	College of Business, Arts and Social Sciences
CEDPS	College of Engineering, Design and Physical Sciences
CHLS	College of Health and Life Sciences
CMB	College Management Board
Comms	Communications
CPD	Career and personal development
CRC	College Research Centre
DVC	Deputy Vice Chancellor
E&D	Equality and Diversity
ECE	Electronic and Computer Engineering
ECR	Early Career Researcher
EDSD	Equality, Diversity and Staff Development
EIA	Equality Impact Assessment
Eng.	Engineering
EO	Equal Opportunities
EO & HR	Equal Opportunities and Human Resources
EO & HRC	Equal Opportunities and Human Resources Committee
EU	European Union
FTC	Fixed-term contract
FTE	Full-time equivalent
Gov.	Government
HEA	Higher Education Academy
HEI	Higher Education Institution
HoD	Head of Department
HR	Human Resources
HRC	Human Resources Committee
HS & SC	Health Sciences & Social Care
Info.	Information
Inst.	Institute
IoP	Institute of Physics
KIT	Keeping In touch
LBIC	London Brunel International College
LGBT+	Lesbian, Gay, Bisexual, Trans, Queer
MACE	Mechanical, Aerospace and Civil Engineering
MSc	Master of Science
PA	Personal Assistant
P&S	Professional and Support
PDP	Professional Development Plan
PDR	Professional Development Review
PG	Postgraduate
PGR	Postgraduates Research
PGT	Postgraduate Taught
Postdoc	Post Doctoral
PS	Professional Staff
PVC	Pro-Vice Chancellor
PVC (EDSD)	Pro-Vice Chancellor (Equality, Diversity, and Staff Development)

RAE	Research Assessment Exercise
RCIG	Researcher Concordat Implementation Group
REF	Research Excellence Framework
RI	Research Institutes
R&T	Research & Teaching
RSA	Research Staff Association
SAT	Self-assessment team
SMART	Specific, Measurable, Attainable, Realistic and Timely
SRI	Specialist Research Institutes
STEMM	Science, Technology, Engineering, Mathematics and Medicine
STEMNET	Science, Technology, Engineering and Mathematics Network
SWAN	Scientific Women Academic Network
T	Teaching
TEF	Teaching Excellence Framework
TxP	Transformational Change Program
UBS	Union of Brunel Students
UG	Undergraduate
VC	Vice Chancellor
VP	Vice President
WAM	Workload Allocation Model

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION
Recommended word count: Bronze: 500 words | Used: 567

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

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

Vice-Chancellor and President
Professor Julia Buckingham
BSc, PhD, DSc, FRSB, FRSA

Brunel University London
Kingston Lane
Uxbridge
UB8 3PH
United Kingdom

T +44 (0)1895 265189
F +44 (0)1895 273545
M +44 (0)7887 429 400
E julia.buckingham@brunel.ac.uk

www.brunel.ac.uk

Equality Charters Manager
Equality Challenge Unit
First Floor
Westminster Tower
3 Albert Embankment
LONDON SE1 7SP

28th April 2017

Dear Sir/Madam

I am pleased to endorse Brunel University London's renewal application for its Bronze Athena SWAN Award. I am proud that Brunel is one of the UK's most diverse universities, with staff and students from over 110 countries; 44% of our students come from underprivileged backgrounds and 69% are BME. With this profile, and given that the likelihood of intersectionality of gender with under-privilege and ethnicity impacting on equality of opportunity, the principles of Athena SWAN have crucial significance within Brunel.

I was disappointed that our 2015 Bronze renewal was unsuccessful but welcomed the feedback and opportunity to reapply. Last summer I redirected our approach, engaging directly with the Self-Assessment Team (SAT) as the Executive Sponsor and changing our governance to ensure reporting to and monitoring by both the Executive Board and Governing Body. I am pleased to say that I am strongly supported by our Council and senior team in this endeavour and their engagement with the Charter brings much benefit.

Our post-2014 structure organised us better for success and seeded a culture of responsible empowerment. We are now well-positioned to address, through local ownership and institutional oversight, the difficulties we had in progressing and monitoring our 2012 action plan. An important development was the creation of dedicated equality and diversity roles at Pro-Vice-Chancellor and Associate Dean level, which now give clear line of sight of the Athena SWAN principles and action planning at all levels within Brunel. Whilst stretching, I am confident that our new action plan is achievable and that we will drive meaningful change in institutional culture and practice, which is warmly welcomed following our major organisational change programme in 2014 and Brunel's first comprehensive staff engagement survey.

Investment in a new and integrated HR and finance system this year will give us much needed, improved quality data and insight that we can turn into action. Whilst our flexible working and parental leave policies are well respected, without strong analytical capability our monitoring and impact assessment falls short of what we need. There is further work to do to assess the impact of our new 'Academic Lifecycle', the framework that guides development for our academic staff. In particular, in relation to opportunities for women returning from a career break, it is critical that they maintain and develop their research portfolio, which is a core component of promotion for those on the combined education/research career track. We are conscious that we need to do still more to enable these individuals to succeed and achieve their full potential.

I believe renewing our Bronze award will give us an essential platform for our ambitious improvement programme. We know from our self-assessment that we fall short of the benchmark in certain areas. Developing and recruiting women into senior academic positions remain our biggest problems and this will take time to change. Our recent success in promotion to senior lecturer level does not yet extend to reader and professor levels and the national demographics are similar, which impacts on recruitment. If we are to aspire to a silver award for our next renewal, we need to focus through our action plans on leveraging the talent that exists both within Brunel and from the external market place to enable this and to deliver our strategic goals.

I am pleased to confirm that the information presented in the application is an honest, accurate and true representation of the institution.

Yours faithfully

Professor Julia Buckingham
Vice Chancellor and President
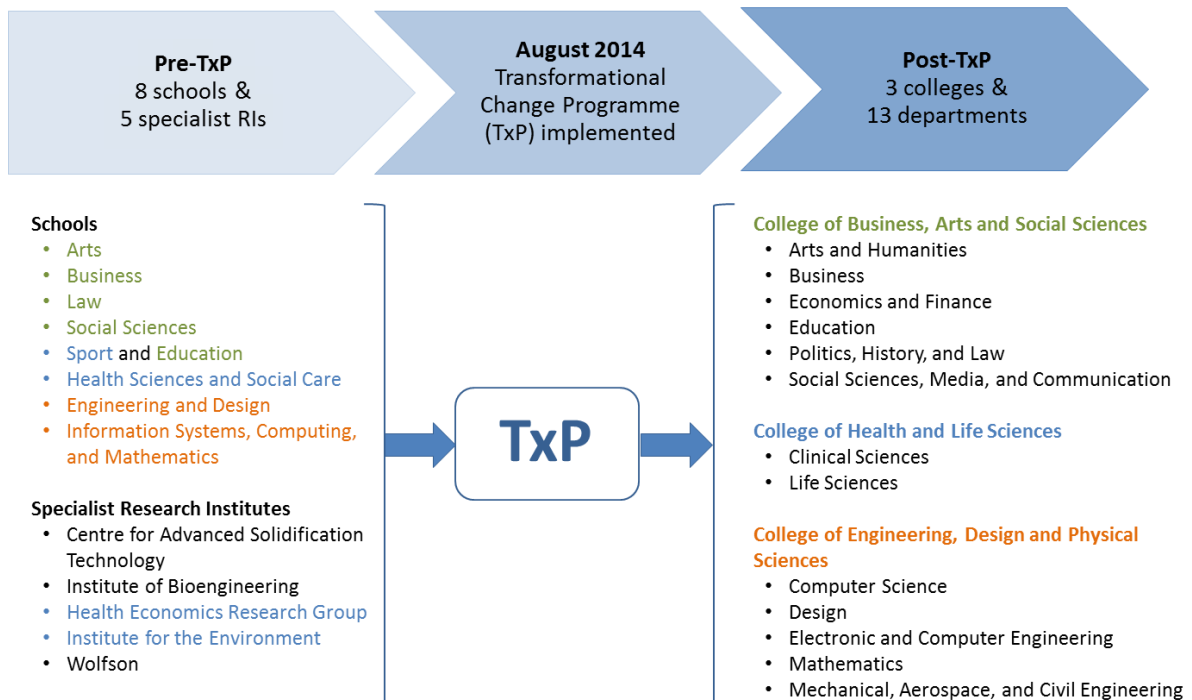
2. DESCRIPTION OF THE INSTITUTION

Recommended word count: Bronze: 500 words | Used: 1027

Please provide a brief description of the institution, including any relevant contextual information.

Brunel University London was founded by Royal Charter in 1966, and has evolved over time through strategic mergers into a multidisciplinary research-intensive technology university, based on a single campus in Uxbridge, West London.
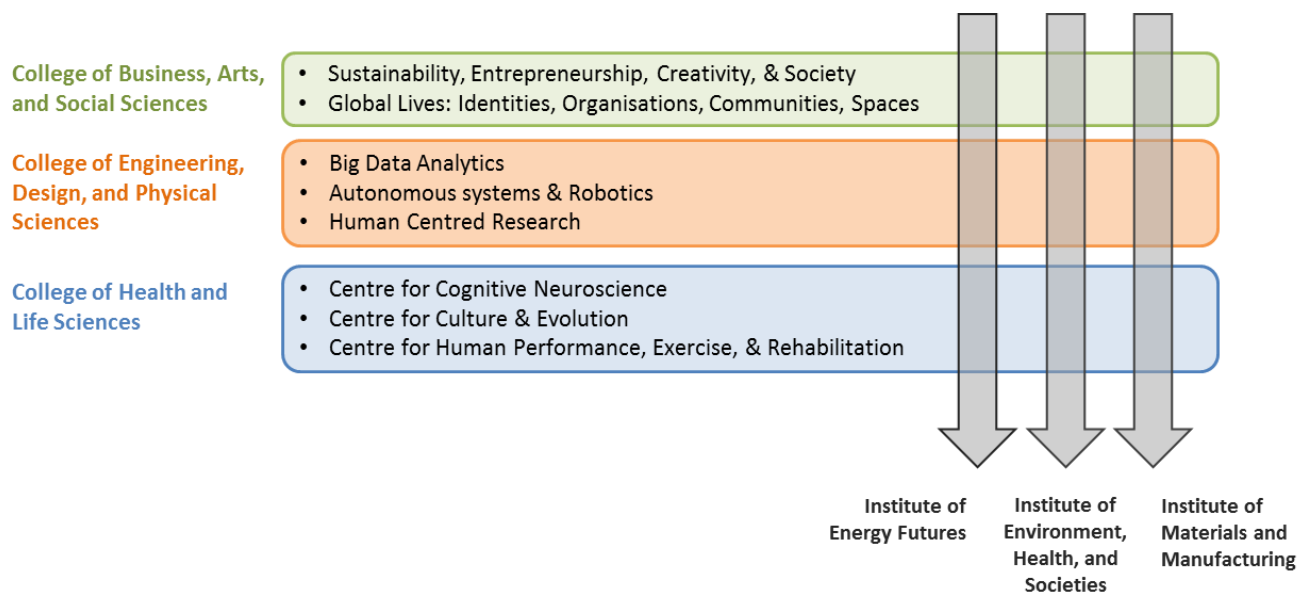
In 2013/14, we underwent significant organisational change ("Transformational Change Programme" or TxP), moving from 8 schools and 5 specialist research institutes (SRIs) to 13 departments (grouped in 3 colleges) and 3 interdisciplinary research institutes (RIs). All academic staff in schools and SRIs were transferred into the colleges and are now members of an academic department (**Figure 1**). The 3 RIs were created to build critical mass in key areas of interdisciplinary research across the colleges, whilst College Research Centres (CRCs) focus more on discipline-based research (**Figure 2**). In addition to the research-and-teaching and research-only career pathways, we introduced a teaching-only pathway in 2014/15 to further support our dual mission of research and teaching.

Figure 1 Organisational changes in 2014/15

Pre-TxP
8 schools &
5 specialist RIs

August 2014
Transformational
Change Programme
(TxP) implemented

Post-TxP
3 colleges &
13 departments

Schools
- Arts
- Business
- Law
- Social Sciences
- Sport and Education
- Health Sciences and Social Care
- Engineering and Design
- Information Systems, Computing, and Mathematics

Specialist Research Institutes
- Centre for Advanced Solidification Technology
- Institute of Bioengineering
- Health Economics Research Group
- Institute for the Environment
- Wolfson

TxP

College of Business, Arts and Social Sciences
- Arts and Humanities
- Business
- Economics and Finance
- Education
- Politics, History, and Law
- Social Sciences, Media, and Communication

College of Health and Life Sciences
- Clinical Sciences
- Life Sciences

College of Engineering, Design and Physical Sciences
- Computer Science
- Design
- Electronic and Computer Engineering
- Mathematics
- Mechanical, Aerospace, and Civil Engineering

Colour-coding denotes how pre-TxP Schools and SRIs were grouped to post-TxP Colleges.

Figure 2 College research centres and new interdisciplinary research institutes

College	Research centres
College of Business, Arts, and Social Sciences	• Sustainability, Entrepreneurship, Creativity, & Society • Global Lives: Identities, Organisations, Communities, Spaces
College of Engineering, Design, and Physical Sciences	• Big Data Analytics • Autonomous systems & Robotics • Human Centred Research
College of Health and Life Sciences	• Centre for Cognitive Neuroscience • Centre for Culture & Evolution • Centre for Human Performance, Exercise, & Rehabilitation

Institute of Energy Futures Institute of Environment, Health, and Societies Institute of Materials and Manufacturing

(i)   information on where the institution is in the Athena SWAN process

We joined the Athena SWAN (AS) Charter in 2005, achieving a Bronze Award in April 2012, appointing our first Equality and Diversity (E&D) Champion. In 2014 we created a Pro-Vice Chancellor for Equality, Diversity, and Staff Development (PVC EDSD) role, adding Associate Dean for E&D College roles in 2015. We have submitted 5 departmental applications since 2012, with 3 awarded (**Table 1**, page 10).

In 2015, we published a five-year E&D Strategy and Action Plan followed by our new institutional strategic vision (Brunel 2030) in November 2016, which further embeds E&D in our core values. To illustrate this ongoing work, we mapped our highest-level strategies and action plans to the AS principles (**Table 2**, page 11). In the next 4 years, we will systematically mainstream AS principles across Brunel policies and practices.

Our Bronze renewal in November 2015 was unsuccessful partly because we failed to demonstrate adequate impact from our 2012 Bronze Action Plan. Recognising this and assimilating the 2015 feedback, in the last 12 months we have increased focus on and resources for AS to make up for time lost during TxP (**Table 1**). We also secured stronger senior buy-in, subscribed to the expanded Charter, and reorganised our SAT to develop this resubmission (see **Section 3**). In the next 4 years, we will build on our flagship AS achievements (**Table 3**, page 12).

Table 1 Brunel's AS timeline and SAT milestones – 2005 to 2017

Dates	University AS activity	University SAT meets	Departmental AS activity	University business impacting AS
Dec 2005	Brunel joins Athena SWAN			
Oct 2011	First University SAT formed			
Dec 2011		SAT meets		
Jan 2012		SAT meets		
Feb 2012		SAT meets		
Mar 2012		SAT meets		
Apr 2012	University Bronze submitted	SAT meets		
Sep 2012	University Bronze successful			E&D Champion appointed
May 2013			Health Sciences & Social Care (HS & SC) SAT created	
Sep 2013			Mathematics SAT created	
Oct 2013	AS progress update to Equal Opportunities & HR Committee		Engineering & Design SAT created	
Nov 2013			HS & SC Silver submitted	
Jan 2014	AS action plan review			
Apr 2014			HS & SC Silver unsuccessful; Engineering & Design Silver submitted; Mathematics Silver submitted	
Aug 2014		SAT meets		TxP implemented
Sep 2014	AS action plan review	SAT meets	Engineering & Design Silver unsuccessful; Mathematics receives Bronze	PVC EDSD appointed
Oct 2014		SAT meets		
Jan 2015		SAT meets	Computer Science SAT created	
Feb 2015		SAT meets		
Mar2015		SAT meets		
Apr 2015		SAT meets		
May 2015		SAT meets		
Jun 2015		SAT meets		
Jul 2015		SAT meets		
Aug 2015	AS Coordinator appointed			College Associate Deans for E&D appointed
Sep 2015		SAT meets		
Oct2015		SAT meets		
Nov 2015	University Bronze renewal submitted	SAT meets		
Dec 2015		SAT meets		
Mar 2016		SAT meets	Life Sciences SAT created	
Apr 2016	University renewal unsuccessful		Computer Science Bronze submitted	
May 2016		SAT meets		
Jul 2016	SAT renewed & restructured	SAT meets		VC joins SAT as sponsor
Aug 2016	E&D Data Officer appointed	SAT meets		
Sep 2016			Computer Science Bronze successful	
Oct 2016		SAT meets		
Nov 2016		SAT meets	Life Sciences Bronze submitted	
Dec 2016		SAT meets	Clinical Sciences SAT created	
Jan 2017		SAT meets		
Feb 2017		SAT meets		
Mar 2017		SAT meets		
Apr 2017			Life Sciences Bronze successful	

Table 2 Brunel's institutional plans and principles, and how these map to the Athena SWAN principles

Athena SWAN principles	'Brunel 2030' Strategic Vision	Academic Life Cycle principles	Education Strategy	Research Strategy	Staff Dev. Strategy	E&D Strategy	E&D action plan	Concordat action plan
1. Academia reaches full potential by benefiting from talents of all	✓	✓	✓	✓	✓	✓	✓	✓
2. Advancing gender equality, particularly re the loss of women across the career pipeline and their absence from senior roles	✓	✓		✓				✓
3. Addressing unequal gender representation across academic disciplines and professional staff		✓		✓		✓		
4. Tackling the gender pay gap		✓					✓	
5. Removing obstacles faced by women, particularly at point of transition from PhD to sustainable academic career		✓						✓
6. Addressing negative consequences of using short-term contracts								✓
7. Tackling discriminatory treatment against trans people							✓	
8. Acknowledging that progress needs commitment from all, especially active leadership from senior staff						✓	✓	
9. Mainstreaming structural and cultural changes to advance gender equality (supporting individuals alone is not sufficient)		✓				✓	✓	
10. Considering the intersection of gender and other factors (race, in particular)								✓

Table 3 Athena SWAN related flagship achievements since 2012 Bronze

1.	Introduced the Athena SWAN Research Awards in 2013/14 for maternity leave returners. 11 awards made and £174,000 invested to date. (**Section 5**)
2.	Invested £81,000 in the Aurora programme, with 63 women completed to date and 18 enrolled this year. (**Section 5**)
3.	Introduced the Annual Athena SWAN Lecture in 2013/14, with 4 annual lectures delivered to date. (**Section 5**)
4.	Delivered the *Women in Engineering* scholarship and mentoring scheme in 2014/15, with a £1.5M award from HEFCE that funded 40 female PGT students on 19 Engineering MSc programmes (not detailed in submission as student-focused initiative).
5.	Created and launched the Academic Life Cycle principles in 2015/16, which provides our new framework for managing academic recruitment, probation, development, appraisal, and performance. (**Section 5**)
6.	Revised the academic promotion process and criteria to recognise broader staff contribution. Average overall success rate was 28% pre-revision, increasing to 54% post-revision. (**Section 5**)
7.	Revised and re-launched the appraisal / Professional Development Review process. (**Section 5**)
8.	Significant investment in staff resource for AS activities (**Section 2**): Sep 2014 – PVC for E&D and Staff Development – 0.5 FTE Aug 2015 – Associate Deans for E&D – 3 x 0.3 FTE (spending ~50% of time on AS activities) Aug 2015 – AS Coordinator – 0.6 FTE Aug 2016 – E&D Data Officer with AS data remit – 1 FTE

(ii)   information on its teaching and its research focus

Brunel's education and research has a strong focus on applied science and technology. We have particular strengths in engineering where we have built significant research mass in recent years. We pioneered work-based learning through engineering "sandwich" courses and research-led teaching and experiential work-based learning are core to our teaching provision today. Our success is evidenced by student employment outcomes (ranked 22nd for UK graduate salaries; Sunday Times Good University Guide 2016).

(iii)   the number of staff. Present data for academic and professional and support staff separately

(iv)   the total number of departments and total number of students

(v)   list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

For ease of reference, we provide data for 2(iii), 2(iv), and 2(v) together:

- In 2016/17, we have a total of 2563 staff (1266 A&R; 1297 P&S) (**Tables 4, 6 and 7**), including 482 hourly-paid staff (**Table 8**).
- We have 12579 students, in 13 academic departments (**Tables 5 and 6**).
- **Tables 6 and 7** show AHSSBL/STEMM departments with staff data.
- **Figure 3** (page 13) shows current organisation of academic units.

Figure 3 Brunel's academic organisation – AHSSBL and STEMM colleges, departments, and divisions
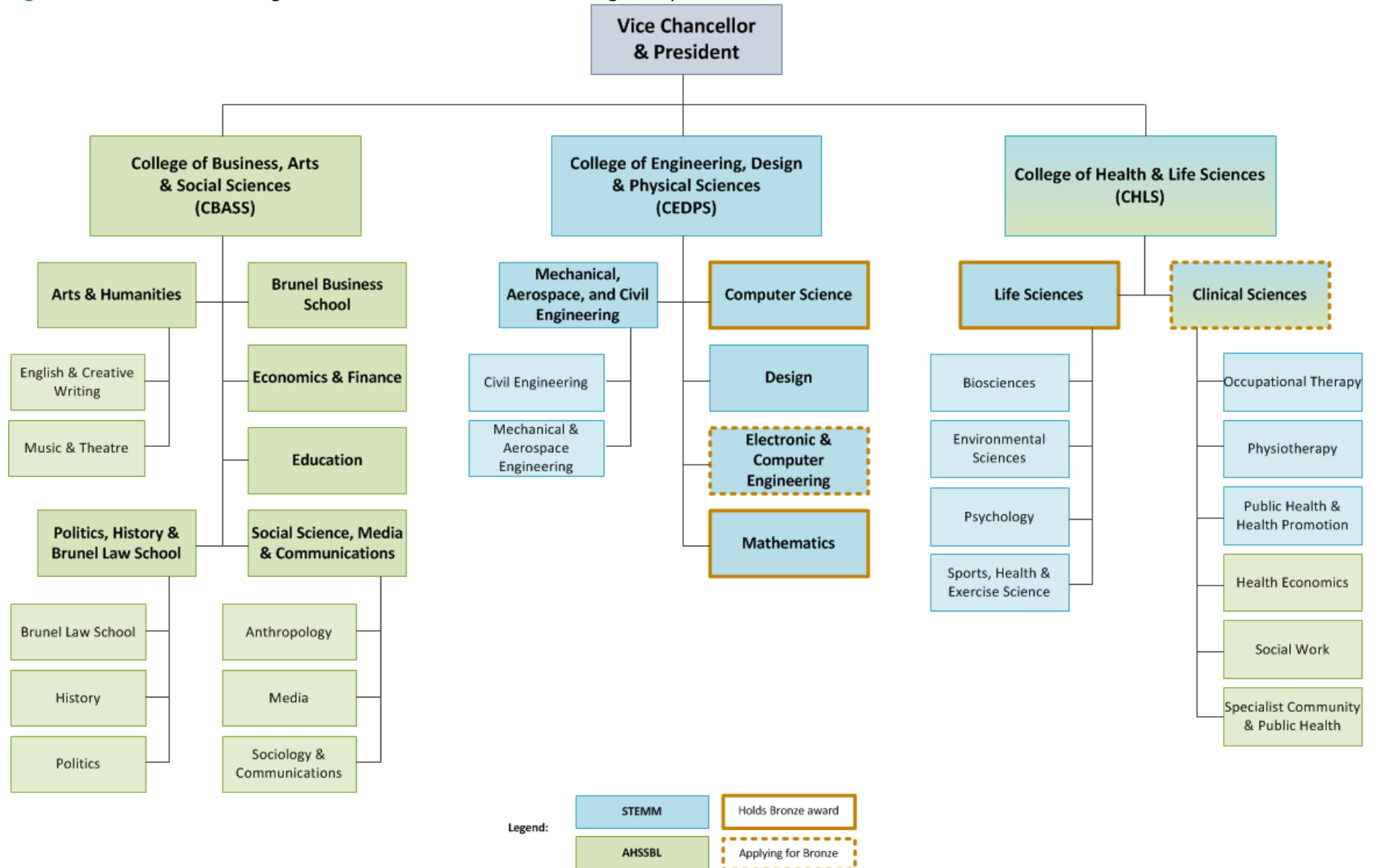
Table 4 Current snapshot of staff by gender and category (2016/17; headcount)

Staff categories	Total	%w	% all staff	Full-time		Part-time	
				Total	%w	Total	%w
Academic & research (A&R)							
Academics	583	35%	23%	530	33%	53	57%
Hourly-paid academics	482	45%	19%			482	45%
Researchers	163	36%	6%	134	31%	29	59%
Teaching-only academics	30	57%	1%	22	55%	8	63%
Teaching fellows	4	25%	0%	3	0%	1	100%
Emeritus and associates	4	0%	0%			4	0%
A&R total	**1266**	**39%**	**49%**	**689**	**33%**	**577**	**47%**
Professional & support (P&S)							
Professional staff	483	55%	19%	406	51%	77	81%
Clerical & admin staff	392	81%	15%	311	77%	81	95%
Casual staff	107	73%	4%	2	0%	105	74%
Ancillary staff	106	82%	4%	15	7%	91	95%
Technical staff	96	20%	4%	93	19%	3	33%
Miscellaneous staff	54	43%	2%	43	30%	11	91%
Maintenance staff	30	0%	1%	30	0%		
Work placements	29	34%	1%	29	34%		
P&S total	**1297**	**61%**	**51%**	**929**	**52%**	**368**	**85%**
Grand total	***2563***	***50%***	***100%***	***1618***	***44%***	***945***	***62%***

Table 5 Current snapshot of students by gender and category (2016/17; headcount)

Student categories	Total	%w	% all stud.	Full-time		Part-time	
				Total	%w	Total	%w
Undergraduates							
CBASS	4182	54%	33%	4172	54%	10	50%
CEDPS	3157	20%	25%	3157	20%	0	-
CHLS	1619	65%	13%	1590	65%	29	83%
LBIC	293	23%	2%	293	23%	0	-
UG total	**9251**	**43%**	**74%**	**9212**	**43%**	**39**	**74%**
Taught Postgraduates							
CBASS	1079	58%	9%	937	59%	142	53%
CEDPS	825	24%	7%	440	33%	385	15%
CHLS	380	77%	3%	305	78%	75	73%
LBIC	67	48%	1%	67	48%	0	-
PGT total	**2351**	**49%**	**19%**	**1749**	**55%**	**602**	**31%**
Research Postgraduates							
CBASS	376	47%	3%	282	48%	94	46%
CEDPS	481	30%	4%	395	32%	86	22%
CHLS	120	57%	1%	80	58%	40	55%
PGR total	**977**	**40%**	**8%**	**757**	**40%**	**220**	**38%**
Grand total	***12579***	***44%***	***100%***	***11718***	***45%***	***861***	***35%***

Table 6 Current snapshot of academic units by gender (2016/17; headcount)

Academic units		AHSSBL/ STEMM	Students		A&R staff	
			Total	%w	Total	%w
CBASS	Business School	AHSSBL	1839	47%	72	35%
	Politics, History & Law		1154	59%	55	36%
	Social Sciences, Media & Comms		728	64%	53	42%
	Economics & Finance		702	37%	28	25%
	Arts & Humanities		520	71%	42	38%
	Education		318	80%	18	72%
	PhD students		376	47%	N/A	
	CBASS total		**5637**	**54%**	**268**	**38%**
CEDPS	Mech., Aero. & Civil Eng.	STEMM	1694	12%	163	18%
	Computer Science		700	16%	49	29%
	Design		557	39%	25	32%
	Mathematics		521	33%	30	30%
	Electronic & Computer Eng.		510	24%	41	15%
	PhD students		481	30%	N/A	
	CEDPS total		**4463**	**22%**	**308**	**21%**
CHLS	Life Sciences	STEMM	1697	63%	103	42%
	Clinical Sciences	STEMM	159	94%	6	50%
		AHSSBL	143	85%	66	80%
	PhD students	STEMM	118	56%	N/A	
		AHSSBL	2	100%		
	CHLS total	**BOTH**	**2119**	**66%**	**175**	**57%**
London Brunel International College	Management	AHSSBL	234	29%	N/A	
	Economics		47	28%		
	Law		26	46%		
	Info. Systems & Computing	STEMM	30	10%		
	Engineering		22	9%		
	Environmental Sciences		1	0%		
	LBIC total	**BOTH**	**360**	**27%**		
Grand total		*AHSSBL*	*6089*	*54%*	*334*	*39%*
		STEMM	*6490*	*35%*	*417*	*27%*
		Total	*12579*	*44%*	*751*	*32%*

Table 7 Current snapshot of administrative units by gender (2016/17; headcount)

Administrative units		AHSSBL/ STEMM	P&S staff		A&R staff	
			Total	%w	Total	%w
SMT	Office of the Vice Chancellor	N/A	13	69%	15	33%
Institutes & Centres	Materials & Manufacturing	STEMM	35	29%	5	0%
	Environment, Health & Societies		18	78%	2	50%
	Energy Futures		5	60%	5	40%
	Experimental Techniques Centre		5	60%	3	33%
	Institutes total		**63**	**48%**	**15**	**27%**
Colleges	CBASS P&S staff	N/A	94	67%	N/A	
	CEDPS P&S staff		110	46%		
	CHLS P&S staff		61	70%		
	College P&S total		**265**	**73%**		
Directorates	Commercial Services	N/A	272	66%	N/A	
	Registry & Student Services		167	77%		
	Information Services		140	36%		
	Comms, Marketing, Student Rec.		104	68%		
	Finance		61	66%		
	Estates		47	26%		
	Professional Dev. Centre		43	79%		
	BEEC		32	66%	2	50%
	Human Resources		31	97%	N/A	
	Research, Support & Dev. Office		18	67%		
	Planning		11	73%		
	Gov., Information & Legal Office		11	64%		
	Research Inst. Central Support		8	88%		
	Graduate School		6	83%	1	100%
	Chief Operating Officer		3	67%	N/A	
	Engagement Strategy & Support		2	0%		
	Directorates total		**956**	**63%**	**3**	**67%**
Grand total			*1297*	*62%*	*33*	*33%*

Table 8 Current snapshot of hourly-paid staff
(2016/17; headcount; includes P&S staff)

	College / department	Total	%w
CBASS	Arts & Humanities	50	42%
	Education	34	79%
	Social Sciences, Media & Comms	28	43%
	Politics, History & Law	22	64%
	Economics & Finance	19	21%
	Brunel Business School	7	71%
	Brunel Arts	4	75%
	CBASS total	**164**	**52%**
CEDPS	Mech., Aero. & Civil Eng.	99	20%
	Electronic & Computer Eng.	34	21%
	Design	31	32%
	Computer Science	26	42%
	Mathematics	12	75%
	CEDPS total	**202**	**28%**
CHLS	Clinical Sciences	41	73%
	Life Sciences	24	46%
	CHLS Central Office	1	100%
	CHLS total	**66**	**64%**
Directorates	Registry & Student Services	26	65%
	BEEC	20	75%
	Graduate School	4	0%
	Directorates total	**50**	**64%**
Grand total		***482***	***45%***

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | Used: 676

Describe the self-assessment process. This should include:

(i)   a description of the self-assessment team

We organised our first institutional SAT in October 2011, leading to our April 2012 Bronze submission. We revised membership and activity in September 2014 to prepare our November 2015 renewal, and again in June 2016 for this resubmission. Incorporating previous panel feedback, SAT visibility and the governance structure were revised: the SAT became a subcommittee of the Equal Opportunities & Human Resources Committee (EO&HRC) and its activities are reported to both Executive Board and Council, with the VC attending SAT meetings as executive sponsor (**Figure 4**).

Figure 4 2016/17 SAT structure and governance
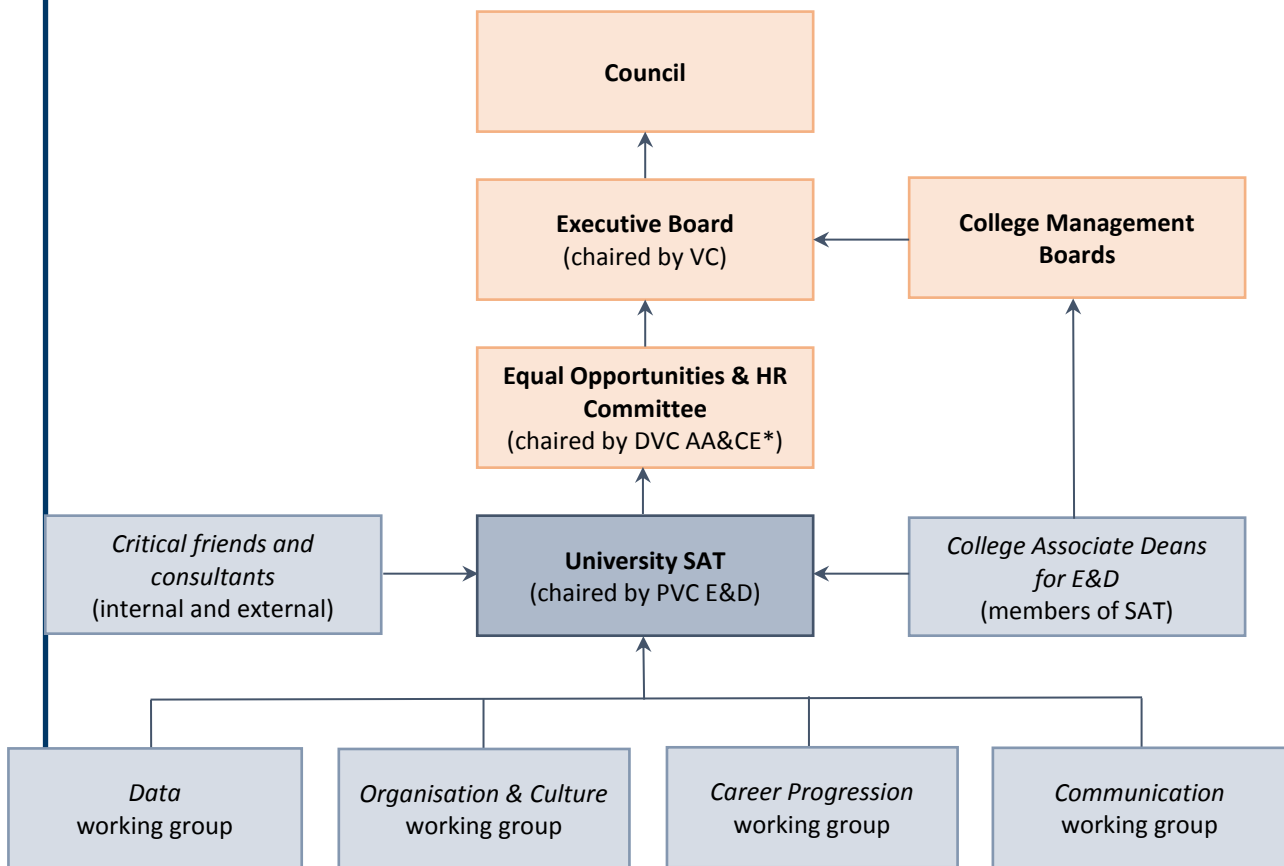
*Deputy Vice Chancellor (Academic Affairs & Civil Engagement)

The current SAT has 18 members (67% women), chaired by the PVC EDSD and co-chaired by the Director of Planning (**Tables 9 and 10**, page 19-20). Membership-selection falls into 3 categories: dictated by role, co-opted, and self-nominated/volunteer. Co-opted members were approached directly by the VC or were previous members; volunteers joined following a request for professional and support staff members.

Table 9 2016/17 SAT membership description

Name	Brunel position and SAT role(s)	Professional & personal experience relevant to AS
Sanchia Alasia	E&D Manager (for Staff) SAT member since 2014 Member of Organisation & Culture SAT working group	Member of EO & HR Committee Member of Research Concordat Implementation Group Dual career – Councillor for Barking & Dagenham Works part-time and flexibly
Nana Anokye	Senior Research Fellow (CHLS) SAT member since 2017	Deputy lead for Clinical Sciences SAT Member of Research Concordat Implementation Group
Julia Buckingham	Vice Chancellor & President SAT executive sponsor since 2016	Chairs the Executive Board Member of the EO & HR Committee and Council STEMM career aligned with family needs Supports elderly/sick parents
Survjit Cheeta	Associate Dean for E&D (CHLS) SAT member since 2016	Led successful Life Sciences Bronze submission (Nov 2016) Member of Clinical Sciences SAT Sat on an Athena SWAN assessment panel Shares parental responsibility for two young children
Joanne Cole	Associate Dean for E&D (CEDPS) SAT member since 2014	Member of the Electronic & Computing Engineering SAT Promotes STEMM to school children, particularly girls Honorary Secretary & Treasurer of Institute of Physics Women in Physics group IoP Diversity & Inclusion Committee member
Keith Coles	Head of Communications SAT member since 2016 Led the Communications SAT working group	Shares parental responsibility for two young children Took paternity leave at Brunel
Lorraine De Souza	Pro-Vice Chancellor (E&D and Staff Development) SAT chair since 2014 Member of drafting team	Chairs E&D Strategic Committee EO & HR Committee member Aurora champion Past carer experience
Ruaidhri Donnelly	Head of Planning (Education) SAT member since 2016 Member of two SAT working groups (Data; Organisation & Culture)	Manages staff taking maternity leave and working flexibly Past member of AS steering group at an external research institute
Jane Drysdale	Director of Human Resources (HR) SAT member since 2015 Member of Organisation & Culture SAT working group	EO & HR Committee member Single parent of two daughters 'First responder' for disabled parent
Paul Hellewell	Dean of the College of Health and Life Sciences SAT member since 2016	EO & HR Committee member Chair of Excellence Through Inclusion Committee at former HEI Shared parental responsibility for young children Took adoption leave for first child Supports elderly relative in shared home
Peter Hobson	Head of Department (Electronic and Computing Engineering in CEDPS) SAT member since 2014 Led the Career Progression SAT working group	STEMNET Ambassador Carer for chronically ill partner
Jurgita Malinauskaite	Associate Dean for E&D (CBASS) SAT member since 2016 Member of Organisation & Culture SAT working group	Two periods of maternity leave Single parent of two small children

Name	Brunel position and SAT role(s)	Professional & personal experience relevant to AS
Jean Meehan	HR Administrator and PA to SAT Chair SAT member since 2014	Member of original SAT for 2012 Bronze application Works compressed hours to care for grandson
Nicola Rogers	Principal Strategic Advisor to the VC SAT member since 2017 Member of Organisation & Culture SAT working group Member of drafting team	Executive Board member Shares parental responsibility for three young children Aurora mentor AS case study for departmental Silver award at former HEI
Rosa Scoble	Director of Planning SAT co-chair since 2016 Led the Data SAT working group	Senior responsibility for REF 2014 submission Aurora mentor Completed PhD at Brunel
Tamara Szucs	Athena SWAN Coordinator SAT member since 2015 Member of two SAT working groups (Data; Organisation & Culture) Member of drafting team	Co-led successful Computer Science Bronze submission (April 2016) Sat on Athena SWAN assessment panels Academic background in Gender Studies Works part-time and flexibly
Ceri Williams	Student Union Vice President for PG students SAT member since 2016	Former UG student, now completing MSc at CHLS Part-time professional staff member
Paul Worthington	Director of College Operations (CEDPS) SAT member since 2016 Led the Organisation & Culture SAT working group	Responsible for 100+ staff in CEDPS supporting STEMM teaching and research Mentors staff via the Brunel Mentoring Network

Table 10 Representation and diversity on 2016/17 SAT

		Total	% women*
All members		18	67%
Staff category**	Senior staff (PVC, Assoc. Dean)	29%	86%
	Professor/HoD	4%	-
	Academic (L, SL, Reader)	17%	75%
	Researcher	4%	-
	Student	4%	100%
	Professional & Support	42%	70%
Contract category	Full-time	89%	63%
	Part-time	11%	100%
Discipline category**	CBASS	5%	100%
	CEDPS	15%	33%
	CHLS	25%	60%
	Directorates	35%	71%
	Senior management	20%	75%
Dual-career family		44%	63%
Parental responsibility (current or recent)		39%	57%
Single parent		6%	100%
Other caring responsibility (current or recent)		44%	75%

*This column shows what % of the corresponding sub-category are women, e.g. for staff category, 100% of part-time staff are women.**The numbers in this category exceed the total number since some members have roles corresponding to multiple sub-categories.

(ii)   an account of the self-assessment process

The SAT met 29 times between October 2011 (inception) and April 2017 (resubmission) (**Table 1**, page 10). Between October 2011 and September 2014, the SAT met 5 times. During this time 3 pre-TxP departments applied for AS awards (HS & SC; ECE & Design; Mathematics). As academic units were reorganised during TxP, institutional oversight of AS work was not as rigorous as it should have been with limited follow-up on the 2012 Action Plan. However, actions were progressed by individuals (**Section 8 – 2012 action plan**, page 90) and new roles were introduced by TxP partly to progress AS activities (e.g. PVC EDSD, Associate Deans E&D).

In 2014, SAT membership and terms of reference were revised to reflect our new institutional structure, and again in 2016 in preparation for this resubmission, bringing together expertise in AHSSBL and STEMM, Human Resources, Planning, and academic/researcher experience. Since then, the SAT has met 24 times (details of meetings in **Table 11**).

Table 11 Details of SAT meetings 2014-2017

AYs and meetings		Main discussion points*
2014/15	9 meetings	− Progress of 2012 Action Plan; renewal process and data needs − REF submission and gender equality; feedback from Computer Science workshop; 2015 Brunel Voice employee engagement analysis − Feedback from researcher surveys; helping female students stay on courses − Identifying issues for statistical analysis; agreed qualitative methods; responsibility for renewal actions; drafting application − Presentation of institutional data; workload allocation project − Discussion of first draft and suggested actions
2015/16	7 meetings	− Staff survey analysis for AS; updated 2015 Action Plan − Exit questionnaire issues; promotion of AS on external website − SAT membership; implementation of 2015 Action Plan − SAT structure; timeline for departmental apps.; promoting AS at colleges; staff feedback from AS assessment panel − AS principles; terms of reference; resubmission project plan; working groups − Description of institution; 2016 Brunel Voice analysis; departmental SAT issues
2016/17	6 meetings	− Analysis of 2016 Brunel Voice employee engagement survey results; issues from departmental SATs; new issues from assessment panel; reports from SAT working groups − TxP organogram; Athena SWAN Lecture and Awards Day; membership in WISE − Benchmarking; links with Research Concordat; software to monitor action plan − Feedback on first draft of submission − Update from Maths SAT (renewal due Nov 2017) − Discussion of draft 2017 Action Plan

*Note: Recurring discussion points and standing agenda items are only mentioned once

For this resubmission, we set up 4 working groups (**Figure 4**, page 18) led by SAT members in August 2016. Additional members were openly invited via the VC's newsletter and some members were co-opted for specialised expertise. In December 2016 and January 2017, we ran three themed focus groups (carers and flexible workers, parental leave returners, and academic PDRs), and analysed 2015 and 2016 Brunel Voice employee engagement outcomes (*Brunel Voice*, **Table 12**, page 22). As our resubmission developed, SAT members were consulted on content and actions in three structured feedback rounds (December 2016, February 2017, March 2017). In addition,

we sought guidance from external advisors and experts within our wider community (**Figure 4**, page 18). The submission was drafted by the PVC EDSD, the Athena SWAN Coordinator, and the Principal Strategic Advisor to the VC, with input and sign off by the VC and the Director of HR.

Table 12 Completion rates of employee engagement surveys (*Brunel Voice*, 2015 and 2016)

		All staff	AHSSBL*		STEMM*	
			Women	**Men**	**Women**	**Men**
2014/15	Staff population	2314	39% (117)	61% (181)	34% (178)	66% (341)
	Survey response	59%	46% (67)	54% (78)	41% (120)	59% (175)
	Response within one gender		*57%*	*43%*	*67%*	*51%*
2015/16	Staff population	2278	37% (101)	63% (174)	34% (176)	66% (346)
	Survey response	62%	38% (59)	62% (97)	37% (111)	63% (192)
	Response within one gender		*58%*	*56%*	*63%*	*55%*

*Note: AHSSBL and STEMM figures show gender ratio and number of academic/research staff respondents only; "response within one gender" shows % of all academic women/men responding by AHSSBL/STEMM category.

Previous communication of our AS activities included the Annual Athena SWAN lectures (since 2014) (**Section 5**). The Associate Deans for E&D and emerging AS networks drive activity in colleges and departments. This is an area for improvement; we will develop a publicity strategy for the 2017 Action Plan to increase general AS awareness and engagement across Brunel (**Action 3.1**).

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

The SAT will meet quarterly to steer implementation; working groups will be adjusted into implementation teams and will meet bi-monthly. We will review SAT membership annually to ensure appropriate representation (increase AHSSBL, postdoc, and male academic representation) and mainstream AS knowledge (**Action 3.2**).

AS activity is now centrally resourced with an Athena SWAN Coordinator (0.6 FTE) and an E&D Data Officer (1.0 FTE). The work of the SAT is now embedded in our governance structure, reporting to the EO & HRC through the PVC (EDSD) and to College Management Boards (CMB) via the Associate Deans for E&D. A broader, more formal reporting cycle will be established to manage the implementation of the 2017 Action Plan (**Action 3.3**). The SAT will share best practice and advise departmental SATs, with 4 departmental renewals (all STEMM) and 11 new submissions (6 ASSHBL, 5 STEMM) planned until 2021 (**Table 13**, page 23). Our plans include engaging with the Race Equality Charter, linking that with our AS activity (**Action 3.4**).

Table 13 Planned Athena SWAN submissions in the next 4 years

Department	Level*	Start process**	Submission***
Mathematics	renewal	ongoing	Nov-17
Clinical Sciences	new	ongoing	Nov-17
ECE	new	ongoing	Apr-18
1st CBASS department	new	Sep-17	Nov-18
2nd CBASS department	new	Sep-17	Nov-18
Design	new	Feb-18	Apr-19
Computer Science	renewal	May-18	Apr-19
3rd CBASS department	new	Oct-18	Nov-19
4th CBASS department	new	Oct-18	Nov-19
MACE part 1	new	Oct-18	Nov-19
5th CBASS department	new	Mar-19	Apr-20
MACE part 2	new	Mar-19	Apr-20
6th CBASS department	new	Oct-19	Nov-20
Life Sciences	renewal	Dec-19	Nov-20
University	renewal	Mar-20	Apr-21

*Self-assessment time-scales: 14 months for new applications; 12 months for renewals; 14 months for University renewal **From beginning of month ***On last working day of month

Note: schedule of AHSSBL applications (=CBASS departments) subject to change as some minor departmental restructuring is expected.

4. A PICTURE OF THE INSTITUTION

Recommended word count: Bronze: 2000 words | Used: 1598

Contextual information for data in Section 4: Brunel has five academic and six research grades (**Table 14**).

Table 14 Brunel academic and research staff grades

Spine point	Pay grades			Academic grades			Research grades		
26	Grade R1						Research Assistant		
27									
28									
29									
30		Grade H2						Research Fellow I	
31									
32									
33									
34			Grade H3	Associate Lecturer	Lecturer				Research Fellow II
35									
36									
37									
38									
39									
40									
41									
42									
43									
44									
45									
46		Grade H5			Senior Lecturer			Senior Research Fellow II	
47									
48									
49									
50									
51									
N/A	Grade 5A			Reader	Professor		Research Reader		Research Professor
			Grade L2		DVC	PVC			

Note on data-provision and consistency: we identified areas of data gaps where information is not collected or is collected inconsistently (e.g.: flexible working, shared parental leave, recruitment panel gender ratios), and areas where data was available but required extensive manual cleansing before it was useable (e.g.: staff leavers, the promotions pipeline, training uptake). We will feed the identified data gaps into the scope and build of our new management information system (known as Project TIGER) (**Action 3.5**).

When significance is discussed in relation to data, we refer to statistical significance (calculated using ECU's data guidance and confidence interval calculator).

4.1. Academic and research staff data

(i) Academic and research staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

Since our 2012 Bronze, our staff profile had a stable period with no addition of major academic areas and the closure of a small area (Social Work UG provision). The number of academic staff (~82% of total faculty) has fallen by ~0.5%, while fluctuations in researchers were predominately driven by external funding (**Table 15**, page 26).

The female proportion is higher at Lecturer-level than at Researcher-grade, but despite some variation at individual grades, the overall picture shows female proportions falling with increasing seniority (albeit higher proportion at Reader-level than at Senior Lecturer) (**Figure 5**, page 27).

The pace of change is disappointing as the female proportion remained static at ~36% (with negligible annual variations), thus our 2012 Action Plan had limited impact on the pipeline (**Table 15**). Overall change within individual grades was also minimal, except for Lecturers (4% increase) and Professors (3% decrease) (**Table 15**).

For AHSSBL, Lecturer, Senior Lecturer, and Reader proportions remained static. The researcher fluctuations are not meaningful as total numbers are very low (<15) and contract-lengths are <12 months. However, we are concerned about the clear year-on-year decrease in female Professors (**Figure 6**, page 27). This is a combination of higher female turnover (15% v. 8% for men), partly accounted for by the closure of Social Work undergraduate provision in 2015/16 (departure of 3 female Professors) and lower job-offer acceptance by women (33% v. 86% for men, **Section 5.1(i)**, page 44). Acknowledging this, we will focus on improving retention and engagement at Reader grade following analysis of leaving reasons (**Action 4.1**).

For STEMM, the only notable change is at Lecturer grade, where proportions have been at approximate gender parity since 2013/14 (**Table 15, and Figure 7**, page 28). This is because female applicants have been significantly more successful at securing Lecturer posts (5% v. 1% for men) (detailed analysis in **Section 5.1 (i)**).

Drop-off points for women are STEMM Lecturer to Senior Lecturer and the STEMM and AHSSBL Reader to Professor transitions (**Figures 6 and 7**). This will be addressed through recruitment strategies to attract more female applicants, thereby expanding the starting population (actions in **Section 5.1(i)**) and building on recent promotion successes (actions in **Section 5.1(iii)**) (**Action 4.2**).

Benchmarking shows that our female proportions in AHSSBL (39%) and STEMM (34%) are below the 5-year sector averages (49% and 41%, respectively) (**Table 15**). This is because most STEMM staff (74%) are in engineering (22% national female representation) and large pockets of AHSSBL staff (46%) are in male-dominated disciplines (business, politics, and economics) (**Table 6**, page 15).

Table 15 Academic and research staff by grade and gender (2011/12 to 2015/16, headcount)*

		Total				AHSSBL				STEMM			
		Total	Men	Women	%w	Total	Men	Women	%w	Total	Men	Women	%w
2011/12	Researchers	131	80	51	39%	9	3	6	67%	122	77	45	37%
	Lecturers	317	185	132	42%	131	73	58	44%	186	112	74	40%
	Senior Lecturers	133	89	44	33%	60	34	26	43%	73	55	18	25%
	Readers	64	41	23	36%	25	14	11	44%	39	27	12	31%
	Professors	144	115	29	20%	61	47	14	23%	83	68	15	18%
	Totals	**789**	**510**	**279**	**35%**	**286**	**171**	**115**	**40%**	**503**	**339**	**164**	**33%**
2012/13	Researchers	145	90	55	38%	12	5	7	58%	133	85	48	36%
	Lecturers	308	175	133	43%	135	77	58	43%	173	98	75	43%
	Senior Lecturers	138	94	44	32%	57	32	25	44%	81	62	19	23%
	Readers	64	39	25	39%	25	13	12	48%	39	26	13	33%
	Professors	151	121	30	20%	61	48	13	21%	90	73	17	19%
	Totals	**806**	**519**	**287**	**36%**	**290**	**175**	**115**	**40%**	**516**	**344**	**172**	**33%**
2013/14	Researchers	155	97	58	37%	15	11	4	27%	140	86	54	39%
	Lecturers	306	166	140	46%	134	74	60	45%	172	92	80	47%
	Senior Lecturers	141	98	43	30%	62	35	27	44%	79	63	16	20%
	Readers	61	37	24	39%	23	13	10	43%	38	24	14	37%
	Professors	154	127	27	18%	65	53	12	18%	89	74	15	17%
	Totals	**817**	**525**	**292**	**36%**	**299**	**186**	**113**	**38%**	**518**	**339**	**179**	**35%**
2014/15	Researchers	165	103	62	38%	13	6	7	54%	152	97	55	36%
	Lecturers	289	155	134	46%	133	72	61	46%	156	83	73	47%
	Senior Lecturers	150	102	48	32%	66	38	28	42%	84	64	20	24%
	Readers	66	40	26	39%	22	12	10	45%	44	28	16	36%
	Professors	147	122	25	17%	64	53	11	17%	83	69	14	17%
	Totals	**817**	**522**	**295**	**36%**	**298**	**181**	**117**	**39%**	**519**	**341**	**178**	**34%**
2015/16	Researchers	141	93	48	34%	11	7	4	36%	130	86	44	34%
	Assoc. Lecturers	8	3	5	63%	2	2	0	0%	6	1	5	83%
	Lecturers	257	140	117	46%	110	62	48	44%	147	78	69	47%
	Senior Lecturers	173	116	57	33%	72	41	31	43%	101	75	26	26%
	Readers	68	44	24	35%	20	11	9	45%	48	33	15	31%
	Professors	150	124	26	17%	60	51	9	15%	90	73	17	19%
	Totals	**797**	**520**	**277**	**35%**	**275**	**174**	**101**	**37%**	**522**	**346**	**176**	**34%**

Benchmarking total female population	Sector 5-year average	Brunel 5-year average
All	45%	36%
AHSSBL	49%	39%
STEMM	41%	34%

*Due to the very small number of research staff (<20) at grades other than Research Associate/R1 and due their career trajectory being different from R1 researchers, researchers above the R1 grade are grouped with their respective academic grade (e.g.: Research Professors with Professors).

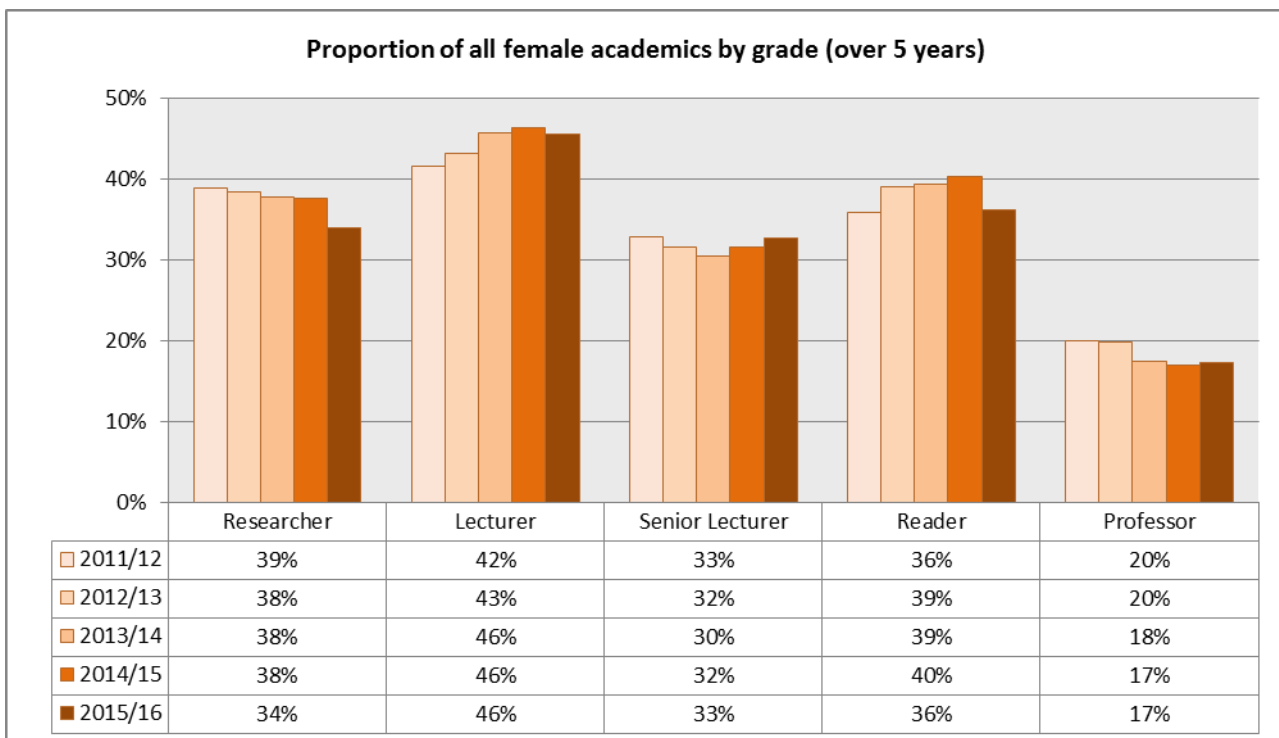**Figure 5** Career pipeline for women (2011/12 to 2015/16)

Proportion of all female academics by grade (over 5 years)

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
2011/12	39%	42%	33%	36%	20%
2012/13	38%	43%	32%	39%	20%
2013/14	38%	46%	30%	39%	18%
2014/15	38%	46%	32%	40%	17%
2015/16	34%	46%	33%	36%	17%

Figure 6 AHSSBL career pipeline for women (2011/12 to 2015/16)

Proportion of AHSSBL female academics by grade (over 5 years)

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
2011/12	67%	44%	43%	44%	23%
2012/13	58%	43%	44%	48%	21%
2013/14	27%	45%	44%	43%	18%
2014/15	54%	46%	42%	45%	17%
2015/16	36%	44%	43%	45%	15%
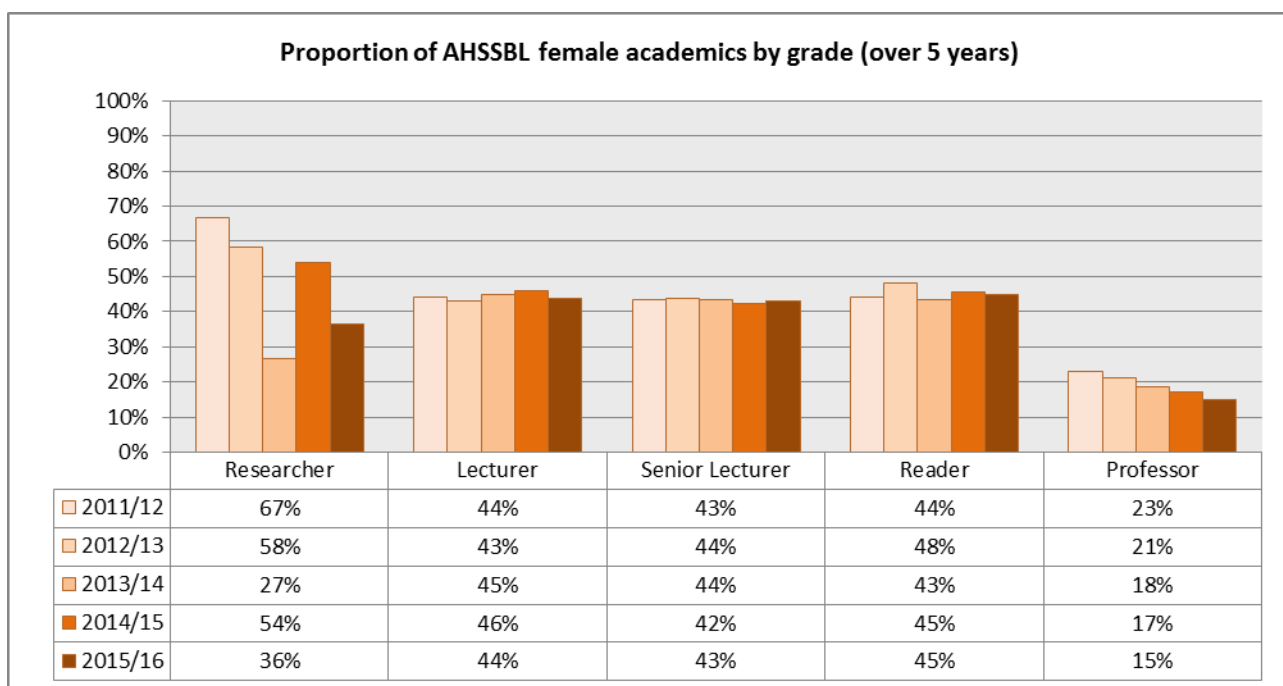
Figure 7 STEMM career pipeline for women (2011/12 to 2015/16)

Proportion of STEMM female academics by grade (over 5 years)

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
2011/12	37%	40%	25%	31%	18%
2012/13	36%	43%	23%	33%	19%
2013/14	39%	47%	20%	37%	17%
2014/15	36%	47%	24%	36%	17%
2015/16	34%	47%	26%	31%	19%
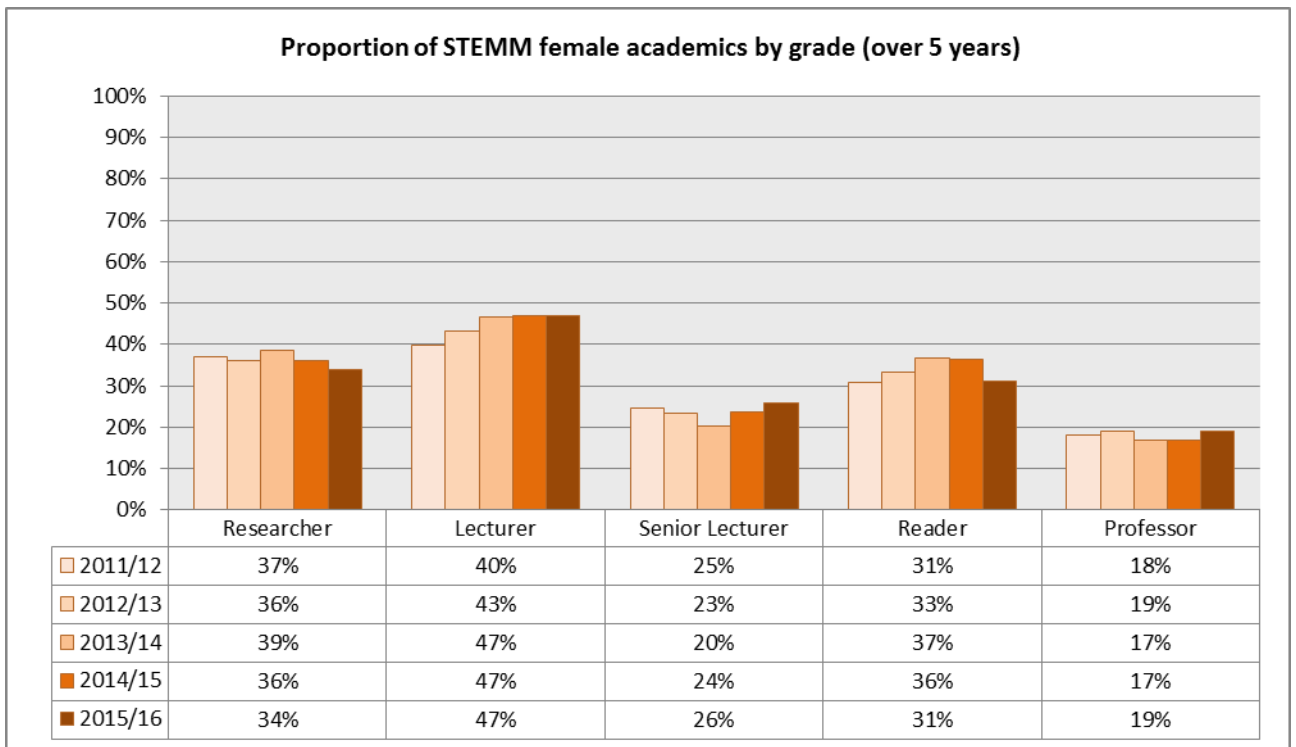
Intersectionality

We recognise that intersecting characteristics have a compounding E&D effect, and that comprehensive analysis is only possible through intersectional lens. Currently, our data collection works in E&D 'silos' (gender-only, race-only), limiting intersectional data provision. We will adjust HR and E&D data-recording and reporting to enable comprehensive analysis (**Action 4.3**).

Within these limitations, we were able to analyse our academic and research staff population by gender and race at grade-granularity. Overall and averaged across 5 years, we perform above the sector for both BME men and women (**Table 16**, page 29) with good representation of BME staff at Professor grade (**Table 17**, page 30). However, this is mostly due to high populations of BME men (predominantly Asian men, in CEDPS), while BME women are starkly underrepresented at all grades, especially at Reader and Professor grades (**Table 16**), with black women in particular completely absent from senior grades in all 5 years (**Table 17**). We will examine and address these issues through engagement with the Race Equality Charter principles (**Action** on page 22, Section 3(iii)).

Table 16 Academic and research staff by grade, White/BME category, and gender
(2011/12 – 2015/16; headcount)*

		Total	%BME	White men	White women	BME men	BME women
Researchers	2011/12	130	44%	27%	29%	34%	10%
	2012/13	145	39%	31%	30%	31%	8%
	2013/14	155	46%	27%	27%	35%	10%
	2014/15	165	47%	24%	29%	38%	8%
	2015/16	140	48%	27%	25%	39%	9%
Lecturers	2011/12	317	27%	42%	32%	17%	10%
	2012/13	308	26%	40%	34%	17%	9%
	2013/14	305	25%	40%	35%	14%	10%
	2014/15	288	24%	40%	36%	14%	10%
	2015/16	256	23%	39%	37%	15%	8%
Senior Lecturers	2011/12	133	25%	48%	27%	19%	6%
	2012/13	139	24%	49%	27%	19%	5%
	2013/14	141	22%	51%	27%	18%	4%
	2014/15	152	22%	51%	26%	17%	5%
	2015/16	174	24%	49%	26%	18%	6%
Readers	2011/12	64	17%	50%	33%	14%	3%
	2012/13	64	16%	48%	36%	13%	3%
	2013/14	61	15%	49%	36%	11%	3%
	2014/15	66	17%	47%	36%	14%	3%
	2015/16	68	18%	50%	32%	15%	3%
Professors	2011/12	144	25%	58%	17%	22%	3%
	2012/13	150	26%	58%	16%	22%	4%
	2013/14	153	26%	59%	14%	23%	3%
	2014/15	146	27%	59%	14%	24%	3%
	2015/16	149	30%	57%	13%	26%	5%

Benchmarking intersectionality	Sector 5-year average	Brunel 5-year average
White men	48%	44%
White women	38%	28%
BME men	8%	21%
BME women	6%	7%

*For the purposes of this preliminary analysis, we defined BME staff as all staff whose self-declared ethnicity is other than white.

Table 17 BME academic and research staff by grade, ethnicity, and gender (2011/12 – 2015/16; headcount)

		Total BME	Asian men	Asian women	Mixed men	Mixed women	Black men	Black women
Researchers	2011/12	57	70%	19%	4%	4%	4%	0%
Researchers	2012/13	57	72%	16%	2%	5%	5%	0%
Researchers	2013/14	71	65%	20%	10%	1%	3%	1%
Researchers	2014/15	77	65%	14%	13%	3%	4%	1%
Researchers	2015/16	67	66%	16%	10%	1%	4%	1%
Lecturers	2011/12	85	42%	26%	12%	8%	8%	4%
Lecturers	2012/13	80	45%	26%	13%	6%	6%	4%
Lecturers	2013/14	76	41%	32%	9%	7%	8%	4%
Lecturers	2014/15	68	40%	31%	13%	6%	6%	4%
Lecturers	2015/16	60	50%	27%	10%	7%	5%	2%
Senior Lecturers	2011/12	33	42%	15%	24%	6%	9%	3%
Senior Lecturers	2012/13	34	50%	18%	21%	3%	9%	0%
Senior Lecturers	2013/14	31	48%	13%	29%	3%	6%	0%
Senior Lecturers	2014/15	34	44%	18%	26%	6%	6%	0%
Senior Lecturers	2015/16	42	48%	21%	19%	2%	7%	2%
Readers	2011/12	11	45%	9%	36%	9%	0%	0%
Readers	2012/13	10	40%	10%	40%	10%	0%	0%
Readers	2013/14	9	44%	11%	22%	11%	11%	0%
Readers	2014/15	11	55%	9%	18%	9%	9%	0%
Readers	2015/16	12	50%	17%	25%	0%	8%	0%
Professors	2011/12	36	58%	6%	19%	8%	8%	0%
Professors	2012/13	39	56%	8%	21%	8%	8%	0%
Professors	2013/14	40	58%	5%	20%	8%	10%	0%
Professors	2014/15	40	60%	5%	18%	8%	10%	0%
Professors	2015/16	45	60%	7%	16%	9%	9%	0%

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

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

Most academics (~96% AHSSBL, ~93% STEMM) have permanent (open-ended) contracts. A small population of fixed-term academics are employed for specific projects, with no significant overall gender difference (**Table 18**, page 32). The proportion of STEMM fixed-term academics increased significantly in 2015/16; these are mostly senior academics, engaged to support major academic initiatives (development of new courses and research initiatives).

All AHSSBL and most STEMM researchers (~ 88%) are fixed-term as they are contracted on time-limited external funding (**Table 18**). The combination of fewer permanent research vacancies and higher turnover of female STEMM researchers prior to 2014/15 (see **Section 4.1(iv)**) reduced the earlier significant gender difference in STEMM fixed-term contracts (FTC) (**Table 18**).

Hourly-paid academics contribute to our teaching (**Table 19**, page 33), with ~33% being student teaching assistants and demonstrators, and professional practitioners. The remaining ~66% are (1) academics with a leadership role (Office of VC), who have a substantive permanent academic post but cover the additional role fixed-term, and (2) fixed-term covering for maternity, adoption or shared parental leave.

While currently there is no university-wide process to transition fixed-term researchers to open-ended contracts, we recognise that fixed-term contracting can have negative consequences for retention and progression, particularly for women. We will explore options for reducing FTCs whilst remaining financially sustainable (**Action 4.4**).

Table 18 Academic and research staff by contract type and gender
(2011/12 to 2015/16; headcount)

			Men			Women		
			Permanent	**Fixed-term**	**%FTC**	**Permanent**	**Fixed-term**	**%FTC**
AHSSBL	Academics	2011/12	158	7	4%	104	5	5%
		2012/13	158	10	6%	101	7	6%
		2013/14	165	8	5%	105	4	4%
		2014/15	170	5	3%	107	3	3%
		2015/16	160	5	3%	94	3	3%
		Average %			**4%**			**4%**
	Researchers	2011/12	0	6	100%	0	6	100%
		2012/13	1	6	86%	0	7	100%
		2013/14	0	13	100%	0	4	100%
		2014/15	0	6	100%	0	7	100%
		2015/16	0	9	100%	0	4	100%
		Average %			**97%**			**100%**
STEMM	Academics	2011/12	231	10	4%	109	4	4%
		2012/13	224	13	5%	115	5	4%
		2013/14	219	18	8%	116	5	4%
		2014/15	227	17	7%	118	5	4%
		2015/16	222	21	9%	119	10	8%
		Average %			**7%**			**5%**
	Researchers	2011/12	10	88	90%	11	40	78%
		2012/13	9	98	92%	9	43	83%
		2013/14	7	95	93%	7	51	88%
		2014/15	9	88	91%	6	49	89%
		2015/16	9	94	91%	6	41	87%
		Average %			**91%**			**85%**

Benchmarking contract type	Sector 5-year average	Brunel 5-year average
AHSSBL		
Permanent	46%	39%
Fixed-term	51%	40%
STEMM		
Permanent	37%	35%
Fixed-term	44%	32%

Table 19 Hourly-paid (zero-hour) academic staff
(2011/12 to 2015/16; headcount)

		All academic staff	Hourly-paid academics	% of all hourly-paid	Hourly-paid men	Hourly-paid women	% women
AHSSBL	2011/12	427	153	36%	74	79	52%
	2012/13	368	92	25%	46	46	50%
	2013/14	359	77	21%	37	40	52%
	2014/15	342	57	17%	26	31	54%
	2015/16	346	84	24%	42	42	50%
STEMM	2011/12	634	280	44%	212	68	24%
	2012/13	637	280	44%	192	88	31%
	2013/14	491	133	27%	88	45	34%
	2014/15	500	133	27%	88	45	34%
	2015/16	538	166	31%	114	52	31%

Note: This table only refers to academic staff; we do not contract hourly-paid researchers.

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

Comment on the proportions of men and women on these contracts and by job grade.

Analysis by grade would not yield useful insight for us as 95% of academic-graded staff are on research-and-teaching contracts and all research-graded staff are on research-only contracts. Most AHSSBL staff (94% on average) are on Research & Teaching (R&T) contracts; for STEMM, ~70% are R&T and ~30% are research-only (mostly externally-funded fixed-term contracts in CEDPS) (**Table 20**).

We found no recurring significant gender differences for research-and-teaching and research-only contracts (**Table 20**), and the proportion of women for each has been largely static since 2011/12, with the exception of research-only AHSSBL staff where small population and <12-month contracts cause fluctuations (**Table 20**).

We introduced an education-only pathway in 2014/15 that attracted a small but growing number of new staff as Associate Lecturers/Lectures/Senior Lectures (see **Section 5.1(i)**). Presently, women are significantly overrepresented in this new role in STEMM (**Tables 21**, page 35); while numbers are low, we will monitor this and action if necessary to avoid occupational gender segregation (action in **Section 5.1(i)**, page 43).

Table 20 Academic and research staff by contract function and gender, AHSSBL and STEMM (2011/12 to 2015/16; headcount)*

	AY	Contract function	Men	Women	Male distribution	Female distribution	Gender diff. significant?
AHSSBL	2011/12	R&T	165	109	96%	95%	no
		R	6	6	4%	5%	no
	2012/13	R&T	168	108	96%	94%	no
		R	7	7	4%	6%	no
	2013/14	R&T	173	109	93%	96%	no
		R	13	4	7%	4%	yes
	2014/15	R&T	169	108	93%	92%	no
		R	6	7	3%	6%	no
		T	6	2	3%	2%	no
	2015/16	R&T	155	93	89%	92%	no
		R	9	4	5%	4%	no
		T	10	4	6%	4%	no
STEMM	2011/12	R&T	241	113	71%	69%	no
		R	98	51	29%	31%	no
	2012/13	R&T	237	120	69%	70%	no
		R	107	52	31%	30%	no
	2013/14	R&T	237	121	70%	68%	no
		R	102	58	30%	32%	no
	2014/15	R&T	243	119	71%	67%	no
		R	97	55	28%	31%	no
		T	1	4	0%	2%	yes
	2015/16	R&T	236	118	68%	67%	no
		R	103	47	30%	27%	no
		T	7	11	2%	6%	yes

*Columns labelled "male distribution" and "female distribution" show the proportions of different contract functions within one gender (compare horizontally across genders within functions).

Table 21 Total academic and research staff by contract function
(2011/12 to 2015/16; headcount)*

		R&T	%w*	% staff on R&T	R-only	%w*	% staff on R	T-only	%w	% staff on T
AHSSBL	2011/12	274	40%	96%	12	50%	4%			
	2012/13	276	39%	95%	14	50%	5%			
	2013/14	282	39%	94%	17	24%	6%			
	2014/15	277	39%	93%	13	54%	4%	8	25%	3%
	2015/16	248	38%	90%	13	31%	5%	14	29%	5%
STEMM	2011/12	354	32%	70%	149	34%	30%			
	2012/13	357	34%	69%	159	33%	31%			
	2013/14	358	34%	69%	160	36%	31%			
	2014/15	362	33%	70%	152	36%	30%	5	80%	1%
	2015/16	354	33%	68%	150	31%	30%	18	61%	3%

Benchmarking contract function*	Sector 5-year average	Brunel 5-year average
AHSSBL		
Research & Teaching	45%	39%
Research-only	56%	41%
STEMM		
Research & Teaching	34%	33%
Research-only	46%	34%

Notes: Columns labelled "%w" shows what percentage of the total number of staff in each contract type were women (compare vertically across years). Columns labelled "% staff" show total staff distribution across the different contract functions (compare horizontally within a year and vertically across years). The teaching-only function is not benchmarked because the benchmark includes hourly paid staff, which we analysed separately.

(iv)   Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

539 academic/research staff left in total over the 5 year period (**Table 22**). The female proportion of total leavers (40%) broadly corresponded to average female proportion of population (36%). Most leavers were Researchers (45%) and Lecturers (31%) (**Table 22**). As ~90% of Researchers are fixed-term, we expected high turnover at this grade.

Most turnover was voluntary (54% total; 42% women) or due to FTCs (29% total; 39% women). We have limited understanding of reasons as exit questionnaire completion is low (21% all leavers; 55% voluntary leavers). We will appoint an external agency to improve completion (**Action 4.5**).

Table 22 Total academic and research staff leavers by grade and gender (2011/12-2015/16, aggregated)

	Total	Men	Women	%w
Researchers	241 (45%)	150	91	38%
Lecturers	167 (31%)	93	74	44%
Senior Lecturers	43 (8%)	24	19	44%
Readers	20 (4%)	11	9	45%
Professors	68 (11%)	48	20	32%
Total leavers	**539 (100%)**	**326**	**213**	**40%**

Main (known) reasons of voluntary leaving:
- better career prospects (44% total; 55% women)
- retirement (29% total; 32% women)
- relocation (8% total; 45% women)

64% of those who left for better career prospects were academics with <4 years of service, suggesting that lack of internal progression has not been a dominant issue.

When analysed by AHSSBL/STEMM, turnover differences were rarely statistically significant and show no consistently gendered pattern, although overall significantly more female STEMM Senior Lecturers left than men (9% v 3% respectively) (**Tables 23 and 24**, page 37-38). Due to incomplete central data on their leaving reasons, we will review this at department-level. A department-level review will be carried out to evaluate leaving reasons as central data is incomplete (**Action 4.6**).

Table 23 AHSSBL academic and research staff leavers by grade and gender (2011/12-2015/16; headcount)

		Total	Men	Women	%w	Male turnover	Female turnover	Gender diff. significant?
Researchers	2011/12	9	3	6	67%	22%	50%	no
	2012/13	11	1	10	91%	40%	30%	no
	2013/14	14	4	10	71%	27%	71%	yes
	2014/15	7	4	3	43%	17%	59%	no
	2015/16	6	2	4	67%	50%	50%	no
Lecturers	2011/12	15	9	6	40%	11%	9%	no
	2012/13	18	6	12	67%	7%	17%	no
	2013/14	25	15	10	40%	17%	14%	no
	2014/15	13	8	5	38%	10%	8%	no
	2015/16	28	12	16	57%	16%	25%	no
Senior Lecturers	2011/12	3	1	2	67%	3%	7%	no
	2012/13	8	5	3	38%	14%	11%	no
	2013/14	5	2	3	60%	5%	10%	no
	2014/15	2	2	0	0%	5%	0%	no
	2015/16	5	3	2	40%	7%	6%	no
Readers	2011/12	2	0	2	100%	0%	15%	no
	2012/13	2	2	0	0%	13%	0%	no
	2013/14	3	1	2	67%	7%	17%	no
	2014/15	1	0	1	100%	0%	9%	no
	2015/16	1	0	1	100%	0%	10%	no
Professors	2011/12	6	4	2	33%	8%	13%	no
	2012/13	6	3	3	50%	6%	19%	no
	2013/14	8	6	2	25%	10%	14%	no
	2014/15	3	2	1	33%	4%	8%	no
	2015/16	11	6	5	45%	11%	36%	yes
Grand total		*212*	*101*	*111*	*52%*	*n/a*	*n/a*	*n/a*

Table 24 STEMM academic and research staff leavers by grade and gender (2011/12-2015/16; headcount)

		Total	Men	Women	%w	Male turnover	Female turnover	Gender diff. significant?
Researchers	2011/12	25	20	5	20%	21%	10%	no
	2012/13	28	21	7	25%	20%	13%	no
	2013/14	40	29	11	28%	25%	17%	no
	2014/15	47	31	16	34%	24%	23%	no
	2015/16	54	35	19	35%	29%	30%	no
Lecturers	2011/12	12	7	5	42%	6%	6%	no
	2012/13	15	13	2	13%	12%	3%	yes
	2013/14	13	8	5	38%	8%	6%	no
	2014/15	10	5	5	50%	6%	6%	no
	2015/16	16	9	7	44%	10%	9%	no
Senior Lecturers	2011/12	4	2	2	50%	4%	10%	no
	2012/13	3	1	2	67%	2%	10%	no
	2013/14	4	2	2	50%	3%	11%	no
	2014/15	3	1	2	67%	2%	9%	no
	2015/16	5	4	1	20%	5%	4%	no
Readers	2011/12	1	1	0	0%	4%	0%	no
	2012/13	3	3	0	0%	10%	0%	no
	2013/14	3	3	0	0%	11%	0%	no
	2014/15	-	-	-	-	-	-	no
	2015/16	4	1	3	75%	3%	17%	no
Professors	2011/12	2	2	0	0%	3%	0%	no
	2012/13	10	10	0	0%	12%	0%	no
	2013/14	10	6	4	40%	8%	21%	no
	2014/15	6	5	1	17%	7%	7%	no
	2015/16	5	3	2	40%	4%	11%	no
Grand total		*323*	*222*	*101*	*31%*	*n/a*	*n/a*	*n/a*

(v)   Equal pay audits/reviews

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

HR conducted an initial scoping of average (mean) academic salaries in 2012/13. Although results had not been discussed at the time (this was an exercise by proactive staff, rather than formal management request), the SAT now analysed this. Differences were below 3% for Researchers to Readers; however there was a 6% pay gap in favour of male Professors (**Table 25**). This is concerning but not unexpected as the exercise did not consider time spent on grade.

Table 25 Equal pay audit (2012/13)

Grade	% of pay gap (basic salary)	% of pay gap (total salary)
Researchers	-0.48%	-0.45%
Lecturers	0.38%	0.64%
Senior Lecturers	0.54%	1.06%
Readers	-1.20%	-1.54%
Professors	6.25%	6.02%

Note: positive figures show gaps in favour of men, negative figures show gaps in favour of women. Total salary includes London allowance, harmonisation top-up, acting allowance, PVC's allowance, Head's allowance, Deputy Head's allowance, on-call allowance, shift allowance, ex-gratia, incentive payment, and market supplement.

While we have not conducted a full-scale audit since 2012/13, the SAT reviewed preliminary data produced in April 2017 in preparation for the gender pay reporting legislation (**Table 26**). We are cautious with interpretation as this preliminary data requires comprehensive investigation (**Action 4.7**).

Table 26 Preliminary equal pay audit (2016/17)

Grade	% of pay gap (basic salary)
Researchers	-1.11%
Assoc. Lecturers	6.18%
Lecturers	0.81%
Senior Lecturers	1.29%
Readers	-2.39%
Professors	5.69%

Note: positive figures show gaps in favour of men, negative figures show gaps in favour of women.

Since 2012/13, the differences have increased slightly for Lecturers, Senior Lecturers, and Readers, although these remained under 3%. The Associate Lecturer gap favouring women is not significant due to very small population size (<10). All gaps favour men, except for Readers, where mean female salary remains higher. We suspect this is due to

men progressing more quickly to Professor while women tend to spend more time as Reader. We suspect that the 5.69% Professor gap favouring men is caused by varying lengths of service. Further investigation is needed as this could also result from individual pay-negotiation at appointment or from instances of salary-matching, which men may experience more often. Our priorities are establishing reasons for (1) the gap favouring male Professors, (2) the gap favouring female Readers, and (3) the increasing gaps for Lecturers and Senior Lecturers (**Action 4.8**).

To complement our preliminary data, we analysed annual performance-related salary increases for Readers and Professors, and found no significant gender difference. These increments reward excellence by rating staff on a 1(lowest)-to-4(highest) scale against agreed criteria (teaching, research, leadership; external impact). Similar proportions of female and male Readers were at each rating (**Table 27**). For Professors (**Table 28**), there were similar proportions of women and men at each rating except for rating 4, where a higher proportion of women were scored than we would have expected (although the difference is not significant).

While we monitor Reader/Professor ratings by race as well, this is not currently combined with gender; as previously discussed, we will adjust data-collecting to enable intersectional analysis (**Action** page 28, Sec4.1 (i)).

Table 27 Performance rating of Readers by gender (2012/13-2014/15, cumulative)

Scale	Distribution of ratings	% women	Male distribution	Female distribution	Expected # of women	Actual # of women
4	7	43%	10% (4)	16% (3)	2	3
3	33	27%	59% (24)	47% (9)	11	9
2	20	35%	32% (13)	37% (7)	6	7
1	0	n/a	n/a	n/a	0	0
Totals	**60**	**32%**	**100% (41)**	**100% (19)**	**19**	**19**

Table 28 Performance rating of Professors by gender (2012/13-2014/15, cumulative)

Scale	Total per rating	% women	Male distribution	Female distribution	Expected # of women	Actual # of women
4	31	26%	21% (23)	44% (8)	4	8
3	48	13%	39% (42)	33% (6)	7	6
2	40	10%	33% (36)	22% (4)	6	4
1	7	0	6% (7)	0% (0)	1	0
Totals	**126**	**14%**	**100% (108)**	**100% (18)**	**18**	**18**

Staff perception of fairness is an important aspect of equal pay. Academic responses in Brunel Voice showed significant gender difference for Q1 (fairly paid for work) in AHSSBL and STEMM in 2015, which notably improved by 2016 (**Table 29**, page 41). Responses for Q2 (fairly paid v others in similar role) are only sought biennially. In 2015, AHSSBL women reported significantly lower agreement than men (no significant difference in STEMM); we will review this in the 2017 survey and action if necessary (**Action 4.9**).

Table 29 Brunel Voice results for questions relating to equal pay (2015 and 2016)

		AHSSBL		STEMM	
		Women	Men	Women	Men

Feel fairly paid for the work I do

		AHSSBL		STEMM	
2015	Agree	42%	58%	46%	58%
	Difference significant?	yes		yes	
2016	Agree	52%	51%	65%	63%
	Difference significant?	no		no	

Feel fairly paid in relation to other staff in similar role

		AHSSBL		STEMM	
2016	Agree	45%	65%	55%	63%
	Difference significant?	yes		no	

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 5000 words | Used: 6494

5.1. Key career transition points: academic staff

Our Academic Life Cycle (ALC) is a set of principles, developed with academics, to provide a holistic framework for recruitment, probation, development, appraisal, promotion, and performance (**Figure 8**), and is entwined with our efforts to support and advance women's careers.

The ALC describes our aspirations and how we envisage these will work in practice. Launched in 2015/16, the principles are now being turned into policy and practice. As pace of implementation varies across colleges, we will set up an implementation group to ensure consistency (**Action 5.1**).

Figure 8 Brunel's Academic Life Cycle envisaged
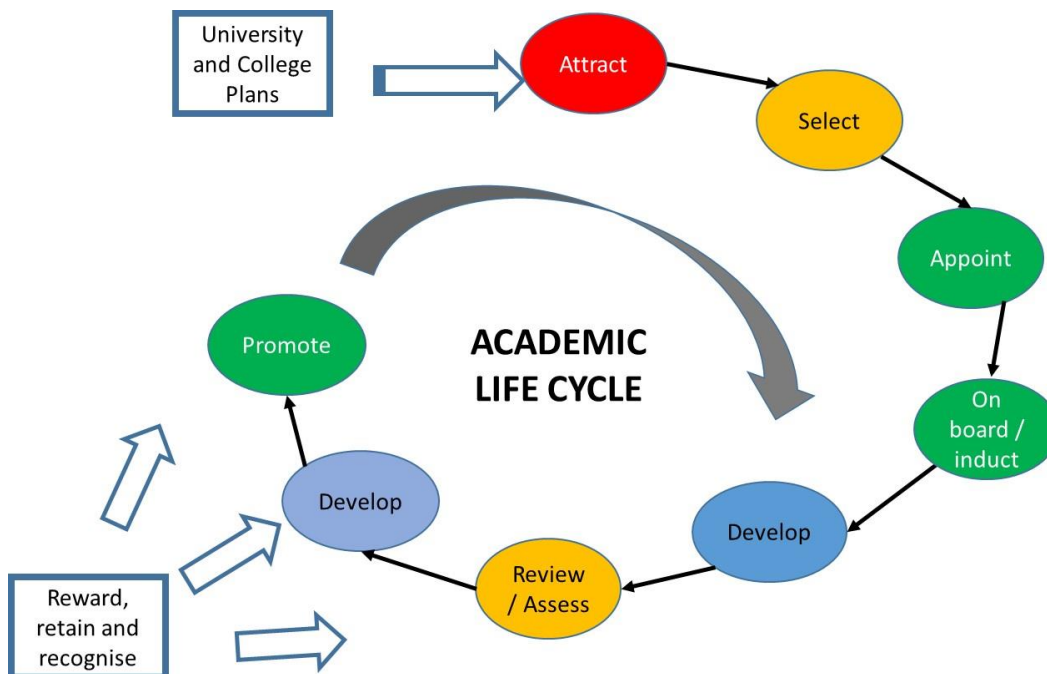
(i)   Recruitment

Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

Year-by-year analysis of recruitment by gender, grade, and STEMM/AHSSBL provided complex datasets, where statistical analysis did not uncover consistent gender bias. To investigate overall differences, we aggregated 5-year data by grade and contract function (**Tables 30 to 39**, pages 44-48).

Despite some variations throughout recruitment stages, overall success rates by gender were very similar. The exception is STEMM Lecturers, where female applicants were significantly more successful at all selection stages (shortlist and offer) (**Table 33**, page 46). We believe this contributed to increasing female STEMM Lecturer proportions from 42% to 46% since 2012.

While there was no significant difference in overall success at other grades, shortlisted female STEMM researcher applicants were significantly less likely to receive offers (**Table 30**, page 44). As this may have contributed to the decrease in our female STEMM researcher proportion from 37% to 34%, we will examine causes at College-level (**Action 5.2**).

In light of our decreasing female Professor proportions, we are concerned that female Professor interviewees appear less likely to accept offers (**Table 36**, page 47), and will review offer-decline reasons (**Action 5.2**).

Education-only (=teaching only) Lecturer posts attract significantly more women than R&T Lecturer posts, in AHSSBL and STEMM (**Tables 37-39**, page 48). We are cautiously optimistic about this, although will monitor that this does not lead to occupational gender segregation and will consider adapting education-only recruitment strategies to R&T posts to increase female applicant proportions (**Action 5.3**).

I. Recruitment of research-only staff

Table 30 Researchers* 5-year recruitment data (2011/12-2015/16)

AHSSBL Research Fellow (R1)				
Stages		**Men**	**Women**	**%w**
	Applications	390	461	54%
	Shortlisted	56	69	55%
	Offered	16	25	61%
	Appointed	9	15	63%
Success rates		**Men**	**Women**	**Diff. sig.?**
	Application to shortlist	14%	15%	no
	Shortlist to offered	29%	36%	no
	Offered to appointed	56%	60%	no
	Overall (application to appointed)	**2%**	**3%**	**no**
STEMM Research Fellow (R1)				
Stages		**Men**	**Women**	**%w**
	Applications	2601	1178	31%
	Shortlisted	389	204	34%
	Offered	200	75	27%
	Appointed	80	46	37%
Success rates		**Men**	**Women**	**Diff. sig.?**
	Application to shortlist	15%	17%	yes
	Shortlist to offered	51%	37%	yes
	Offered to appointed	40%	61%	yes
	Overall (application to appointed)	3%	4%	**no**

*Includes PG Research Assistants and Postdoc. Research Fellows.

Table 31 Research Fellows II 5-year recruitment data (2011/12-2015/16)

AHSSBL Research Fellows II				
Stages		**Men**	**Women**	**%w**
	Applications	28	15	35%
	Shortlisted	8	3	27%
	Offered	2	1	33%
	Appointed	2	1	33%
Success rates		**Men**	**Women**	**Diff. sig.?**
	Application to shortlist	29%	20%	no
	Shortlist to offered	25%	33%	no
	Offered to appointed	100%	100%	no
	Overall (application to appointed)	7%	7%	**no**
STEMM Researcher Fellows II				
Stages		**Men**	**Women**	**%w**
	Applications	87	21	19%
	Shortlisted	16	5	24%
	Offered	4	2	33%
	Appointed	3	1	25%
Success rates		**Men**	**Women**	**Diff. sig.?**
	Application to shortlist	18%	24%	no
	Shortlist to offered	25%	40%	no
	Offered to appointed	74%	50%	no
	Overall (application to appointed)	3%	5%	**no**

Table 32 STEMM Senior Research Fellow - 2015/16 only*

<table>
<tr><td colspan="2"></td><td colspan="4">STEMM Senior Research Fellows</td></tr>
<tr><td rowspan="5">Stages</td><td></td><td>Men</td><td>Women</td><td>%w</td></tr>
<tr><td>Applications</td><td>23</td><td>2</td><td>8%</td></tr>
<tr><td>Shortlisted</td><td>1</td><td>0</td><td>0%</td></tr>
<tr><td>Offered</td><td>1</td><td>0</td><td>0%</td></tr>
<tr><td>Appointed</td><td>1</td><td>0</td><td>0%</td></tr>
<tr><td rowspan="5">Success rates</td><td></td><td>Men</td><td>Women</td><td rowspan="5">Cannot be analysed for significance</td></tr>
<tr><td>Application to shortlist</td><td>4%</td><td>0%</td></tr>
<tr><td>Shortlist to offered</td><td>100%</td><td>0%</td></tr>
<tr><td>Offered to appointed</td><td>100%</td><td>0%</td></tr>
<tr><td>Overall (application to appointed)</td><td>4%</td><td>0%</td></tr>
</table>

*No posts prior to 2015/16; no AHSSBL posts since 2014/15

II. *Recruitment of research and teaching staff*

Table 33 Lecturers 5-year recruitment data (2011/12-2015/16)

AHSSBL Lecturers		Men	Women	%w
Stages	Applications	2014	1236	38%
	Shortlisted	141	107	43%
	Offered	52	42	45%
	Appointed	35	27	44%
		Men	Women	Diff. sig.?
Success rates	Application to shortlist	7%	9%	yes
	Shortlist to offered	37%	39%	no
	Offered to appointed	67%	64%	no
	Overall (application to appointed)	**2%**	**2%**	**no**
STEMM Lecturers		Men	Women	%w
Stages	Applications	1069	387	27%
	Shortlisted	107	69	39%
	Offered	25	31	55%
	Appointed	15	19	56%
		Men	Women	Diff. sig.?
Success rates	Application to shortlist	10%	18%	yes
	Shortlist to offered	23%	45%	yes
	Offered to appointed	60%	61%	no
	Overall (application to appointed)	**1%**	**5%**	**yes**

Table 34 Senior Lecturers 5-year recruitment data (2011/12-2015/16)

AHSSBL Senior Lecturers		Men	Women	%w
Stages	Applications	356	176	33%
	Shortlisted	52	23	31%
	Offered	14	7	33%
	Appointed	5	3	38%
		Men	Women	Diff. sig.?
Success rates	Application to shortlist	15%	13%	no
	Shortlist to offered	27%	30%	no
	Offered to appointed	36%	43%	no
	Overall (application to appointed)	1%	2%	**no**
STEMM Senior Lecturers		Men	Women	%w
Stages	Applications	372	82	18%
	Shortlisted	61	12	16%
	Offered	12	3	20%
	Appointed	4	2	33%
		Men	Women	Diff. sig.?
Success rates	Application to shortlist	16%	15%	no
	Shortlist to offered	20%	25%	no
	Offered to appointed	33%	67%	no
	Overall (application to appointed)	1%	2%	**no**

Table 35 Readers 5-year recruitment data (2011/12-2015/16)

AHSSBL Readers		Men	Women	%w
Stages		**Men**	**Women**	**%w**
	Applications	64	26	29%
	Shortlisted	10	11	52%
	Offered	1	2	67%
	Appointed	0	1	100%
Success rates		**Men**	**Women**	**Diff. sig.?**
	Application to shortlist	16%	42%	yes
	Shortlist to offered	10%	18%	no
	Offered to appointed	0%	50%	no
	Overall (application to appointed)	0%	4%	**no**
STEMM Readers				
Stages		**Men**	**Women**	**%w**
	Applications	70	21	23%
	Shortlisted	11	1	8%
	Offered	2	1	33%
	Appointed	1	1	50%
Success rates		**Men**	**Women**	**Diff. sig.?**
	Application to shortlist	16%	5%	yes
	Shortlist to offered	18%	100%	no
	Offered to appointed	50%	100%	no
	Overall (application to appointed)	**1%**	**5%**	**no**

Table 36 Professors 5-year recruitment data (2011/12-2015/16)

AHSSBL Professors		Men	Women	%w
Stages		**Men**	**Women**	**%w**
	Applications	218	108	33%
	Shortlisted	18	10	36%
	Offered	7	3	30%
	Appointed	6	1	14%
Success rates		**Men**	**Women**	**Diff. sig.?**
	Application to shortlist	8%	9%	no
	Shortlist to offered	39%	30%	no
	Offered to appointed	86%	33%	no
	Overall (application to appointed)	**3%**	**1%**	**no**
STEMM Professors				
Stages		**Men**	**Women**	**%w**
	Applications	195	38	16%
	Shortlisted	44	9	17%
	Offered	12	3	20%
	Appointed	6	1	14%
Success rates		**Men**	**Women**	**Diff. sig.?**
	Application to shortlist	23%	24%	no
	Shortlist to offered	27%	33%	no
	Offered to appointed	50%	33%	no
	Overall (application to appointed)	**3%**	**3%**	**no**

III. Recruitment of teaching-only staff

Table 37 Teaching-only Lecturers - 2014/15 to 2015/16 only*

AHSSBL teaching-only Lecturers				
Stages		Men	Women	%w
	Applications	7	19	73%
	Shortlisted	3	5	63%
	Offered	0	2	100%
	Appointed	0	1	100%
Success rates		Men	Women	Diff. sig.?
	Application to shortlist	43%	26%	no
	Shortlist to offered	0%	40%	no
	Offered to appointed	0%	50%	N/A
	Overall (application to appointed)	**0%**	**5%**	**no**

STEMM teaching-only Lecturers				
Stages		Men	Women	%w
	Applications	24	31	56%
	Shortlisted	7	14	66%
	Offered	0	5	100%
	Appointed	0	1	100%
Success rates		Men	Women	Diff. sig.?
	Application to shortlist	29%	45%	no
	Shortlist to offered	0%	36%	no
	Offered to appointed	0%	20%	N/A
	Overall (application to appointed)	**0%**	**3%**	**no**

*New career pathway; no posts prior to 2014/15

Table 38 Teaching-only Associate Lecturers - 2014/15 to 2015/16 only*

STEMM teaching-only Associate Lecturers				
Stages		Men	Women	%w
	Applications	3	16	84%
	Shortlisted	1	10	91%
	Offered	1	2	67%
	Appointed	1	2	67%
Success rates		Men	Women	Diff. sig.?
	Application to shortlist	33%	63%	no
	Shortlist to offered	100%	20%	no
	Offered to appointed	100%	100%	no
	Overall (application to appointed)	**33%**	**13%**	**no**

*New career pathway; no posts prior to 2014/15; no AHSSBL posts since 2014/15

Table 39 Teaching-only Senior Lecturers - 2014/15 to 2015/16 only*

STEMM teaching-only Senior Lecturers				
Stages		Men	Women	%w
	Applications	6	3	33%
	Shortlisted	1	1	50%
	Offered	1	1	50%
	Appointed	0	1	100%
Success rates		Men	Women	Diff. sig.?
	Application to shortlist	17%	33%	no
	Shortlist to offered	100%	100%	no
	Offered to appointed	0%	100%	no
	Overall (application to appointed)	**0%**	**33%**	**no**

*New career pathway; no posts prior to 2014/15; no AHSSBL posts since 2014/15

We recruit through advertisement, networks/professional associations, and executive search agencies for senior roles. We will review and adjust our advertising routes to increase applications from women where their share of applications is under 33% (STEMM Researcher, Lecturer, Senior Lecturer, and Professor, and STEMM and AHSSBL Reader) (**Action 5.4**).

Hiring managers customise HR job description and person specification templates to each vacancy. As disciplinary or technical discourse can add unintentional bias to this process, we will sample recent adverts for grades with high applicant gender difference (STEMM Senior Lecturers, Readers, and Professors, and AHSSBL Readers) and will ensure applicant packs highlight our family-friendly policies and E&D activities (**Action 5.5**).

Shortlisting and interview panels rate applications against essential and desirable competencies, and include departmental staff, a HR advisor, and an external member with subject-specific expertise. Recruiting staff must attend a two-day training with E&D and unconscious bias content and a refresher every three years, while panels should consist of at least one woman and one man. As we have insufficient compliance information on training-completion and panel-composition, we will implement robust monitoring (**Action 5.6**).

Shortlisted candidates give a short seminar in the department, with the HR advisor recording audience feedback for the interview process. While this allows broad student and staff input, we are aware that unconscious gendered/raced bias can influence feedback, therefore will review audience guidelines/briefing (**Action 5.7**).

(ii)   Induction

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

The ALC details the principles and processes for academic induction, providing a clear plan and embedding support (through a mentor and a 'buddy') from day one (**Table 40**).

Table 40 Induction processes for new academic staff (based on the Academic Life Cycle)

	First day	**First week**	**First month**	**First year**
Local induction	• Manager goes through induction checklist • Buddy assigned as short-term point contact for practical queries	• Regular meetings with manager to work through checklist • Manager discusses SMART objectives and PDP and explains links with probation process. • Mentor assigned for longer term career development		• Regular meetings with manager to discuss progress against objectives and identify support needed • Mentor relationship continues
Central induction	• Paperwork to be resolved with HR/Payroll	• Registering for attendance at *Welcome to Our World* (central induction), *Equally Different* (E&D training), and health and safety induction • Manager to arrange specific meetings with people outside department to meet individual needs		• New member of staff to feed back about their induction process and for the organisation to learn any lessons
Academic induction	• Manager to explain APEX process and agree attendance dates	• Manager arranges introduction to BEEC • Professional development needs identified and training arranged		

Table 41 Induction training uptake by grade and gender (2015/16 to 2016/17; no earlier data available)

Induction courses		**Total**	**% A&R**	**% women**	**% P&S**	**% women**
Welcome to Our World	2015/16	93	11%	50%	89%	72%
	2016/17	39	8%	67%	92%	75%
Equally Different	2015/16	151	24%	33%	76%	63%
	2016/17	212	20%	53%	80&	63%

The SAT reviewed central induction provisions and surveyed 28 recent joiners (A&S and P&S staff). Findings include:

- the central induction checklist is utilised locally, although with low effectiveness and applicability, particularly for A&R staff
- researchers would benefit from tailored local inductions and ECR-specific handbook
- *Welcome to Our World* half-day induction course (**Table 41**, page 50): despite mandated attendance within 3 months of joining, new staff often have to wait 6-9 months to attend due to quarterly dates
- the completion of other mandatory training is not always monitored
- staff moving to the UK from abroad would benefit from practical guidance not currently provided

Action 5.8 addresses these areas.

(iii)   Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

To reinforce a new performance culture and to allow more flexibility in accounting for disciplinary and career pathway differences, we recently reviewed and redesigned our promotions process (in two stages, 2014/15 and 2015/16). The new process is more streamlined and transparent, less bureaucratic, and better aligned with PDR timelines and teaching timetables.

The 2014/15 changes followed extensive consultation with stakeholders and were approved by the trade unions. Following the 2014/15 promotion outcomes, additional consultation (8 feedback sessions over 7 months) took place with senior staff, all HoDs, a number of division leads, Directors of College Operations, HR, College staff who administer the process, and trade unions, resulting in further iterative revision of the criteria for 2015/16. In 2017/18, our independent auditors will evaluate internal compliance with the new policy and process; we will review the outcomes for E&D/AS purposes (**Action 5.9**).

Senior Lecturer promotion data demonstrate a clear improvement, with applications being near gender parity since 2014/15 for both AHSSBL and STEMM (**Table 42**, page 53). This very positive development coincides with our promotion-process changes in 2014/15 and 2015/16 (STEMM female proportions show an earlier spike in 2013/14 partly due to unusually low male applications). While success rates fluctuated, we found no gendered patterns of significant difference (**Table 42**). With the further revision of criteria for the 2015/16 round, we are particularly pleased to see very high and almost identical success rates for men and women in AHSSBL and STEMM (**Table 42**).

As only one of 14 female applications to Reader was successful in the three years preceding 2014/15 (**Table 43**, page 53), we are delighted that in the last two years 43% of female Reader applications were successful (4 AHSSSBL; 2 STEMM). Similarly, while prior to 2014/15 only one of 9 female Professor applicants was promoted (**Table 44**, page 53), 46% of female Professor applicants were successful since the promotion changes (4 in AHSSBL; 2 in STEMM). As the starkest drop-off in our pipeline is at the Reader-to-Professor transition (36% to 17%; **Figure 5**, page 27), we will analyse these success rates annually (**Action 5.10**).

Table 42 Senior Lecturer promotion applications and success rates by gender (2011/12 -2015/16)

		Total	%w	Female apps	Successful	Male apps	Successful	Female success	Male success	Gender diff. significant?
AHSSBL	2011/12	13	15%	2	1	11	2	50%	18%	no
	2012/13	16	25%	4	4	12	3	100%	25%	yes
	2013/14	19	32%	6	3	13	7	50%	54%	no
	2014/15	18	44%	8	3	10	3	38%	30%	no
	2015/16	32	47%	15	11	17	12	73%	71%	no
STEMM	2011/12	22	18%	4	1	18	7	25%	39%	no
	2012/13	23	26%	6	1	17	3	17%	18%	no
	2013/14	20	65%	13	4	7	2	31%	29%	no
	2014/15	35	54%	19	8	16	13	42%	81%	yes
	2015/16	33	55%	18	13	15	11	72%	73%	no

Table 43 Reader promotion applications and success rates by gender (2011/12 -2015/16)

		Total	%w	Female apps	Successful	Male apps	Successful	Female success	Male success	Gender diff. significant?
AHSSBL	2011/12	4	75%	3	0	1	0	0%	0%	no
	2012/13	15	33%	5	0	10	3	0%	30%	no
	2013/14	9	44%	4	0	5	1	0%	20%	no
	2014/15	9	56%	5	1	4	1	20%	25%	no
	2015/16	10	60%	6	3	4	1	50%	25%	no
STEMM	2011/12	7	0%	0	N/A	7	1	N/A	14%	N/A
	2012/13	13	15%	2	1	11	3	50%	27%	no
	2013/14	11	0%	0	N/A	11	4	N/A	36%	N/A
	2014/15	14	14%	2	2	12	5	100%	42%	no
	2015/16	11	9%	1	0	10	6	0%	60%	no

Table 44 Professor promotion applications and success rates by gender (2011/12 -2015/16)

		Total	%w	Female apps	Successful	Male apps	Successful	Female success	Male success	Gender diff. significant?
AHSSBL	2011/12	3	67%	2	0	1	1	0%	100%	no
	2012/13	1	100%	1	0	0	0	0%	N/A	no
	2013/14	5	60%	3	0	2	0	0%	0%	no
	2014/15	7	71%	5	2	2	2	40%	100%	no
	2015/16	3	100%	3	2	0	0	67%	N/A	no
STEMM	2011/12	9	11%	1	1	8	1	100%	13%	no
	2012/13	9	11%	1	0	8	1	0%	13%	no
	2013/14	2	50%	1	0	1	0	0%	0%	no
	2014/15	11	27%	3	2	8	0	67%	0%	yes
	2015/16	11	18%	2	0	9	3	0%	33%	no

The Academic Life Cycle (**Section 4.1**, page 42) introduces an automatic promotion initiative for new Lecturers: if they have met all targets by the end of their 4-year probation/development period and standards have been set to the satisfaction of the College promotion panel, they will be promoted to Senior Lecturer. This is to address the Lecturer to Senior Lecturer progression-block (the first drop-off point for women in our career pipeline; **Figure 5**, page 27). Following the introduction of the workload allocation model (WAM) (when criteria can be effectively measured), all newly recruited Lecturers will be appointed under this initiative. To evaluate impact, we will track through longitudinal study the progression of new Lecturers; with first cohort expected to progress to Senior Lecturer in 2022/23 (**Action 5.11**).

Although recent promotion results are encouraging, we need to act proactively to enable progression to Reader and, particularly for women, to Professor. We will build a talent pool of newly promoted Senior Lecturers, with targeted development plans to sustain trajectory to Reader and Professor (**Action 5.12**).

Application rates show that the year-on-year increase in the proportion of eligible women applying to Senior Lecturer has reduced the earlier significant gender difference and that each year more eligible women applied for Professor than eligible men, with significant differences since 2013/14 (**Table 45**). While we will continue to encourage promotion-ready female Readers to apply for Professor, we will investigate the reasons for the lower male applications (**Action 5.13**).

Table 45 Promotion application rates by grade and gender (2011/12 - 2015/16)

		Eligible* women	Applied	Eligible* men	Applied	%applied	%applied	Gender diff. significant?
Senior Lecturer	2011/12	131	6	170	29	5%	17%	yes
	2012/13	101	10	136	29	10%	21%	yes
	2013/14	116	19	138	20	16%	14%	no
	2014/15	96	27	115	26	28%	23%	no
	2015/16	87	33	97	32	38%	33%	no
Reader	2011/12	46	3	90	8	7%	9%	no
	2012/13	41	7	87	21	17%	24%	no
	2013/14	43	4	84	16	9%	19%	yes
	2014/15	44	7	80	16	16%	20%	no
	2015/16	49	7	91	14	14%	15%	no
Professor	2011/12	23	3	41	2	13%	5%	no
	2012/13	21	2	33	1	10%	3%	no
	2013/14	20	4	36	2	20%	6%	yes
	2014/15	18	8	34	2	44%	6%	yes
	2015/16	17	5	42	3	29%	7%	yes

*All staff are eligible, minus those Lecturers who are on probation and completed less than 4 years of probation.

While success rates of full-time and part-time academics fluctuated, we found no statistically significant overall differences (**Table 46**).

Table 46 Promotion success by gender and full-time/part-time (2011/12-2015/16; aggregated data)

		Applied	Successful	Success rates
Senior Lecturer	f/t women	86	44	51%
	p/t women	9	5	56%
	f/t men	125	55	44%
	p/t men	11	8	73%
Reader	f/t women	26	6	23%
	p/t women	2	1	50%
	f/t men	72	24	33%
	p/t men	3	1	33%
Professor	f/t women	18	6	33%
	p/t women	4	1	25%
	f/t men	39	8	21%
	p/t men	0	0	N/A

The new 2015/16 criteria contain four equally-weighted categories:
- teaching, learning, and student experience
- research
- leadership, management, and collegiality
- external impact and markers of esteem

Promotion requirements for each level are specific and include key performance indicators for the four categories; the criteria and guidance notes are available online all year. In the main scheme (research-and-teaching, applicable to 95% of academics), applicants must demonstrate that they "excel" in three categories and are "active" in the fourth. In any category, applicants must meet three of the criteria to "excel" or one criterion to be "active". The criteria are cumulative, e.g. applicants can only "excel" in any Reader category if they also "excel" at Senior Lecturer grade.

Promotion intentions are discussed during annual PDR meetings with appraisers (see **Section 5.3(ii)**) who advise staff on their promotion-readiness and give guidance on development if not promotion-ready yet. Further discussions can be arranged with the HoD to ensure the identified development and preparation can be implemented.

Before the annual promotion round, central process-briefings are organised and email-advertised 4-6 weeks in advance; 4-5 different timings are offered to enable attendance). To increase female applications, we introduced annual women-only workshops in 2010/11 (led by senior female academics, with 'lessons-learnt' talks from promoted women (**Table 47**, page 56) who had previously been unsuccessful). Recent feedback shows the workshops are highly rated for help on writing strong applications and for increasing applicant confidence. Owing to their success, we will update the workshops in line with feedback and extend to all interested staff, with a view to positively impact promotion for men too (**Action 5.14**).

Table 47 Attendance statistics from the 2015 and 2016 women-only promotion workshops

	Total	**AHSSBL**	**STEMM**	**Successful applications**
2015	27	37%	63%	59%
2016	14	50%	50%	N/A applications in progress

Unsuccessful applicants receive written feedback on application strengths and limitations in all four categories and are offered a HoD meeting to encourage further discussion of development needs.

Gender pay gaps cannot arise via promotion as promoted staff move to the first spine point of their new grade. For existing Readers/Professors, salary increase is tied to annual performance rating (analysis in **Section 4.1(v)**, page 40). We have appointed a reward consultant to assist with pay equity following promotion/appointment.

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

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

Our RAE2008 threshold included nationally recognised (1*) research and allowed submission of 87% of eligible staff, albeit with significant gender differences in AHSSBL and STEMM (**Table 48**). Our REF2014 criteria required internationally recognised (2*) research, with 84% of eligible staff submitted (**Table 48**).

E&D actions included:
- unconscious bias training to those involved in output-evaluation and staff-selection
- centralised system to proactively identify staff who could benefit from output-reduction (e.g.: ECRs, part-time staff, maternity returners)
- centrally-managed process to determine appropriate output-reductions for staff affected by illness or disability, with publicity to encourage case-submissions from staff and with board-membership including E&D and ethics experts

The recruitment of high-performing AHSSBL female researchers since RAE2008 led to an increase in female AHSSBL submissions, reducing the earlier gender difference (**Table 48**). The increased threshold negatively impacted STEMM (particularly men; 9%) and significant gender difference remained due to decreased female STEMM submissions (55% of our RAE2008 health submission was rated 1* and below; improving this health research rating has been slow) (**Table 48**).

For REF2020, we will implement additional measures to reduce the difference between STEMM men and women (**Action 5.15**).

Table 48 REA2008 and REF2014 eligibility and submissions by gender

		RAE2008		REF2014	
		Women	Men	Women	Men
AHSSBL	Eligible	98	191	125	182
	Submitted	77	173	111	164
	%submitted	79%	91%	89%	90%
	Difference significant?	yes		no	
STEMM	Eligible	117	222	129	281
	Submitted	92	205	98	232
	%submitted	79%	92%	76%	83%
	Difference significant?	yes		yes	

5.3. Career development: academic staff

(i) Training

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

Academic/researcher training is provided by:
1. Brunel Educational Excellence Centre (BEEC) – academic training (**Table 49**)
2. Graduate School – researcher and PhD training **(Table 50**, page 59)
3. Staff Development – professional training (**Table 51**, page 59)

1. BEEC

Our Academic Practice and Professional Excellence (APEX) framework is aligned to national standards and is Higher Education Academy (HEA) accredited. Academics new to teaching and Graduate Teaching Assistants are required to complete training and obtain recognition as HEA Fellow/Associate Fellow, respectively. Experienced staff are supported to become HEA Senior/Principal Fellows. BEEC provisions (**Table 49**) are informed by workshop-feedback, changes in policy, and regular consultations with Vice-Deans Education and Directors of Learning & Teaching.

Table 49 Relevant BEEC training with academic/researcher uptake (2015/16 – 2016/16; no earlier data available)

	2015/16		2016/17*	
Workshops	**Total**	**%w**	**Total**	**%w**
Doctoral supervision workshops	76	42%	10	40%
Widening participation, inclusion and diversity	0	N/A	3	67%
Supervising student projects	4	50%	0	N/A
Chairing Board of Examiners & Panels of Examiners	32	41%	0	N/A
Research degree viva examinations	34	39%	13	23%
Becoming a member of Senate	4	50%	2	0%

*Incomplete data, year ends in August 2017

2. Graduate School

We are signatories of the Concordat for the Career Development of Researchers and gained the EU HR Excellence in Research award in 2011 for our Concordat activity. As the Concordat and AS activities overlap, we will ensure efficient coordination between the Research Concordat Implementation Group (RCIG) and the central AS team (**Action 5.16**). The RCIG and the Research Staff Association (RSA) inform Graduate School provisions for training and events (**Table 50**, page 59).

Table 50 Relevant Graduate School training with researcher uptake (2015/16 and 2016/17; no earlier data available)

Workshops	2015/16 Total	2015/16 %w	2016/17* Total	2016/17* %w
Working outside of academia	0	0%	16	69%
Finding your way through	14	43%	5	40%
Leadership skills for researchers				
Management skills for researchers	13	46%	12	58%
Researcher Development Series 2 (intermediate)	16	50%	38	37%
Researcher Development Series 3 (advanced)	16	50%	41	46%
Technical writing	24	43%	27	55%
Writing a research paper (STEMM)	16	50%	0	0%

*Incomplete data, year ends in August 2017

3. Staff Development

27 different courses across 8 themes have AS-relevance (**Table 51**). While there is no clear gender difference in uptake, we note the generally low attendance numbers and we will conduct an institutional-wide review of learning and development delivery (**Action 5.17**).

Table 51 Relevant Staff Development training with academic/researcher uptake (2015/16 and 2016/17; no earlier data available)

	2015/16 Total	2015/16 women	2015/16 %w	2016/17* Total	2016/17* women	2016/17* %w
Equality & diversity workshops	12	2	17%	71	8	11%
Project & finance management	15	9	60%	8	4	50%
Team Brunel workshops	36	12	33%	43	23	53%
Career development workshops	29	21	72%	19	17	89%
Line-management workshops	29	10	34%	4	1	25%
Personal effectiveness workshops	1	-	-	-	-	-
People management workshops	4	-	-	5	4	80%
Communication skills workshops	4	2	50%	-	-	-

*Incomplete data, year ends in August 2017

Staff Development manages ASPIRE, our in-house leadership development programme (relaunched in 2016/17), developing up to 40 staff per year (**Table 52**);

Table 52 2016/17 ASPIRE cohort statistics (no earlier data available)

Total	Academics	%w	P&S staff	%w
37	10	30%	27	62%

We have participated in Aurora since 2013/14, with 51 women completing to date (**Table 53**, page 60). We have an Aurora Network, with the VC hosting annual lunches for trainees, mentors, and alumni.

Table 53 Aurora mentee and mentor statistics (2013/14 – 2016/17)

	Mentees (all women)				Mentors			
	Total	Academic		P&S	Total	%w	Academics	P&S
		AHSSBL	STEMM					
2013/14	4	75%	0%	25%	no data			
2014/15	27	70%	19%	11%	24	71%	79%	21%
2015/16	32	28%	19%	53%	25	84%	60%	40%
2016/17	18	44%	6%	50%	16	81%	63%	37%

We attempted to gather uptake of conferences and external training, but the informal and de-centralised nature of these provisions made this impossible. We will implement a system to annually report on College funding of these activities (**Action 5.18**).

Training evaluation: BEEC runs surveys after events and adjusts material accordingly; the Graduate School collects feedback forms post-events and uses focus groups via the RSA (innovatively, its new system invites online feedback-completion before adding the training to staff records), and Staff Development evaluates training on paper forms. Non-standardised feedback collection/evaluation and local data-collection are an area for development; we will accommodate these in our new HR system (**Action 5.18**).

Brunel Voice results (2016) show a significantly higher proportion of STEMM men (83% v. 68% women) feel they have equal opportunity to develop (**Table 54**); we will monitor this in the 2017 Brunel Voice and action appropriately (**Action 5.17**).

Table 54 Brunel Voice responses relating to training and development

		AHSSBL		STEMM	
		Men	Women	Men	Women
Participated in training, learning or development by Brunel					
2015	Agree	58%	65%	57%	69%
	Diff. significant?	no		no	
2016	Agree	75%	85%	71%	80%
	Diff. significant?	no		no	
Satisfied with current level of learning and development					
2015	Agree	70%	74%	76%	63%
	Diff. significant?	no		yes	
2016	Agree	68%	67%	80%	71%
	Diff. significant?	no		yes	
Feel training and development help them do a better job					
2015	Agree	55%	62%	62%	63%
	Diff. significant?	no		no	
Feel like they are being given equal opportunities to develop					
2016	Agree	78%	72%	83%	68%
	Diff. significant?	no		yes	

(ii)   Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

Our institutional appraisal process was reviewed in October 2014 following consultations with the senior team, the EO & HRC, E&D networks, and trade unions. The new PDR was set up online in 2015 with the first annual PDRs commencing in October 2015.

Prior to the PDR – a uniform mandatory format for use by all staff –, multiple appraisal systems were in use, completion rates were low and progress monitoring was not centralised. The PDR facilitates increased reporting on staff engagement, but completion data is lacking. Our new HR system (launching in 2018) will have additional reporting capabilities for this; we will ensure AS-related PDR data provisions are incorporated (under **Action 5.20**).

Implementation of the new PDR process involved extensive internal communication. Half-day mandatory training sessions were completed by the majority of reviewers, while reviewees had the offer of optional training. Specialised training was provided to administrative staff supporting the process locally. Extensive staff feedback after the 2015 round led to adjustments for 2016 and 2017. We are now focusing on improving the quality of the PDR discussions to embed a culture of development and performance management.

PDR requires the reviewee to reflect on their previous year's performance and their personal and career development plan and to complete a self-assessment. The reviewer considers the reviewee's performance against the targets agreed the previous year, informed by information provided for the meeting. The reviewee's performance against targets and any developmental progress is discussed at the meeting before the documentation is completed jointly by the reviewee and the reviewer.

Promotion-readiness and work-life balance should also be discussed during the PDR, but we are currently unable to specifically capture data on these aspects due to the design of the form. We will incorporate these aspects in the documentation and amend and strengthen the section on personal and career development needs. Additional support/training will be provided to line-managers to enable productive discussions (**Action 5.21**).

Some key conclusions from the 2017 focus groups and from the HR PDR team that will be addressed are to:

- improve engagement with and support from the senior management and better align the PDR with Brunel's strategic vision
  Action 5.21: include web link to the strategic plan and the department's annual plan on the front of the PDR review form
- ensure the PDR review includes discussion of development as well as targets
  Action 5.21: modify the form to encourage discussions around, and a record of, promotion-readiness and work-life balance

- the timing of the PDR will impact on the data that can be provided to facilitate a useful discussion
  Action 5.21: look at the optimal time for the PDR process to be conducted, in light of promotion cycle

Brunel Voice shows that within AHSSBL and STEMM PDR completion rates in 2015 and 2016 were similar for men and women (**Table 55**). Although development is a component of PDR, only ~50% in STEMM and ~40% in AHSSBL received the training identified through PDR (**Table 55**). We will collect additional data in the 2017 Brunel Voice and will action if the trend continues (under **Action 5.18**).

Table 55 Brunel Voice responses relating to PDR

		AHSSBL		STEMM	
		Men	Women	Men	Women
Had PDR in last 12months					
2015	Agree	82%	82%	77%	78%
	Diff. significant?	no		no	
2016	Agree	77%	73%	83%	84%
	Diff. significant?	no		no	
Found PDR useful (2015 only)					
2015	Agree	44%	62%	47%	49%
	Diff. significant?	no		no	
Agreed objectives at PDR (2015 only)					
2015	Agree	67%	80%	66%	68%
	Diff. significant?	no		no	
Received training identified through PDR (2015 only)					
2015	Agree	37%	38%	53%	53%
	Diff. significant?	no		no	

(iii)   Support given to academic staff for career progression

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

1. The Brunel Research Initiative and Enterprise Fund (BRIEF) Awards provide time and funds (up to £15,000) for research activity for Lecturers in their first 3 years (**Table 56**).

Table 56 BRIEF Awards (2012/13 – 2016/17)

	Total				AHSSBL				STEMM			
	Total	Men	Women	%w	Total	Men	Women	%w	Total	Men	Women	%w
2012/13	9	4	5	56%	5	1	4	80%	4	3	1	25%
2013/14	13	6	7	54%	10	4	6	60%	3	2	1	33%
2014/15	**Scheme paused**											
2015/16	13	8	5	38%	3	0	3	100%	10	8	2	20%
2016/17	11	5	6	55%	3	1	2	67%	8	4	4	50%

2. The Research Leave Awards fund sabbaticals (one term to one year) for academics with more advanced research programmes; the funds can be used for any research-related activity (**Table 57**).

Table 57 Research Leave Awards (2012/13 – 2016/17)

	Total				AHSSBL				STEMM			
	Total	Men	Women	%w	Total	Men	Women	%w	Total	Men	Women	%w
2012/13	22	11	11	50%	11	6	5	45%	11	5	6	55%
2013/14	13	10	3	23%	8	7	1	13%	5	3	2	40%
2014/15	22	13	9	41%	14	8	6	43%	8	5	3	38%
2015/16	15	8	7	47%	10	3	7	70%	5	5	0	0%
2016/17	19	12	7	37%	12	7	5	42%	7	5	2	29%

3. We introduced the Athena SWAN Research Awards (2012 Action Plan) to support research-continuation after maternity leave. 11 competitively awarded awards since 2013/14 (£174,000 investment), 63% AHSSBL and 36% STEMM. Feedback is excellent, however application rates are low; we will review this initiative and adjust if necessary (**Action 5.22**) also see page 66.

4. Launched in 2016, the Women Readers and Professors Forum provides peer-support and succession-planning for senior academic leadership (3 meetings to date) (**Table 58**, page 64).

Table 58 Women Readers and Professors Forum statistics (2015/16 and 2016/17)

Meeting	Attendance statistics	Themes
May 2016	72% of all female Readers and Professors 19 Professors (53%) and 17 Readers (47%) 66% STEMM v 34% AHSSBL	Scoping meeting – needs identified: peer support and mentoring, how to get promoted, how to get onto committees
Oct 2016	54% of all female Readers and Professors 15 Professors (56%) and 12 Readers (44%) 70% STEMM v. 30% AHSSBL	Speaker: DVC Academic on promotion to Professor, and getting elected onto committees
Dec 2016	30% of all female Readers and Professors (timing close to winter break) 8 Professors (53%) and 7 Readers (47%) 60% STEMM v. 40% AHSSBL	Speaker: Director of HR on women in leadership and resilience

5. The well-established development programme for early career researchers and postdoctoral workers is due to be reviewed by the VC, who chairs the UK Concordat Strategy Group, with the view to broadening its scope and thereby maximising career opportunities for individuals.

6. Brunel Mentoring Scheme (launched 2016/17): currently low uptake from academics as mentors and mentees; we will work to expand the network to academics (under **Action 4.2**).

7. Peer-to-peer support: the *Research Life* podcast series, led by three Brunel ECRs (2 women), feature discussions with experienced researchers on themes relevant to ECRs. 20 podcasts since 2014 with 16 interviewees (44% women); total view-count of 1510.

5.5. Flexible working and managing career breaks

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

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

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

Covering for parental leave is by employing fixed-term temporary staff (in directorates) and by reallocating workload to existing staff (in academic departments). We will align departmental practice with directorate practice by introducing guidance/policy (**Action 5.23**).

There are no central funds for maternity leave cover, with costs covered locally; however requests for cover are normally approved. We will ring-fence/allocate funds for fixed-term teaching cover (**Action 5.23**) and will monitor workload-reallocation through the WAM (once rolled out) (**Action 5.23**).

Feedback from the November and December 2016 parental/carer focus groups suggests varying levels of support, with some praising local management, while others report lack of appropriate support and inconsistent application of policies. We will refresh our parental leave policies and prepare a pre-leave checklist to address local inconsistencies (**Action 5.23**).

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

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

During maternity/shared parental leave, staff can use up to ten keeping-in-touch (KIT) days and twenty shared-parental-leave-in-touch (SPLIT) days. We do not hold central records on use (data is dispersed across Colleges and Payroll), but focus groups said this is used in various ways (contacting team, attending key business meetings or training, completing short projects, teaching classes requiring academic expertise), and with varying success (some report mutual agreement with proactive manager, others were not informed of resource or were expected to meet manager/team priorities). We will prepare appropriate guidance and publicity to increase awareness and consistency on using KIT/SPLIT, and will implement a recording/evaluating system (**Action 5.23**).

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

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

While we have no central policy on returner workload, however some departments operate a practice of reducing teaching allocations to assist in re-establishing research activities. We do not hold data on where and how this is applied. We will investigate local practices and extend the ALC principles of allocating reduced teaching load for new Lecturers to parental leave returners (**Action 5.23**).

After our successful 2012 Bronze, we introduced the Athena SWAN Research Award scheme, a competitive application-based award of up £15,000 (maximised at 3 awards a year), to support maternity leave returners and staff taking more than 4 months of parental leave in re-establishing their research activities. Applications are accepted for up to 1 year upon return, and are open to fixed-term contract staff as well (subject to their contract running or being renewed for the duration of the award). Since 2013/14, we awarded 13 awards (investment of £174,000). We will now evaluate impact and efficacy and, if necessary, adjust the scheme to maximise overall impact (under **Action 5.22** page 63).

There is no specific monitoring in place for tracking progression and wellbeing of staff returning from maternity leave; any issues would be raised and addressed via HR. We will implement 3-month and 6-month review meetings with returners, and explore the feasibility of providing coaching/mentoring (**Action 5.23**).

(iv)   Maternity return rate

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

Over the 5-year period, a total of 6% (10 staff) did not return from maternity leave, 20% (2) of those were academic staff who did not return in the last 2 years and the remaining 80% were P&S staff (**Tables 59-61**). While we have confirmed that none were the result of contract-termination while on leave, we do not routinely track returners and will implement reporting for this (**Action 5.24**).

Table 59 Summary of maternity leave and return rates – academic staff*

	# maternity leave	# immediate returns	# non-returners	Immediate return rate	%returners at Brunel 6 months	%returners at Brunel 12 months	%returners at Brunel 18 months
2011/12	5	5	0	100%	100%	80%	100%
2012/13	10	10	0	100%	90%	80%	80%
2013/14	5	5	0	100%	100%	100%	80%
2014/15	5	4	1	80%	100%	-	-
2015/16	11	5*	1	-	-	-	-

*5 due to return in 2016/17. Blanks cells represent categories that cannot be calculated as the entire cohort has not fulfilled the criteria being measured.

Table 60 Summary of maternity leave and return rates – research staff

	# maternity leave	# immediate returns	# non-returners	Immediate return rate	%returners at Brunel 6 months	%returners at Brunel 12 months	%returners at Brunel 18 months
2011/12	4	4	0	100%	75%	75%	75%
2012/13	4	4	0	100%	100%	100%	100%
2013/14	1	1	0	100%	100%	0%	0%
2014/15	2	2	0	100%	100%	50%	0%
2015/16	3	3	0	100%	33%	0%	0%

Table 61 Summary of maternity leave and return rates – professional & support staff*

	# maternity leave	# immediate returns	# non-returners	Immediate return rate	%returners at Brunel 6 months	%returners at Brunel 12 months	%returners at Brunel 18 months
2011/12	32	29	3	91%	90%	86%	76%
2012/13	22	20	2	91%	85%	75%	75%
2013/14	22	19	3	86%	89%	89%	84%
2014/15	19	19	0	100%	89%	-	-
2015/16	25	15*	0	-	-	-	-

*10 due to return in 16/17. Blanks cells represent categories that cannot be calculated as the entire cohort has not fulfilled the criteria being measured.

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

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

We offer two weeks of paternity leave: the first week at full pay and the second week at statutory pay. As only staff choosing to take their paternity leave can be recorded, we have no data on the uptake percentage; we will investigate effective data-capture methods (**Action 5.25**).

The average number of days taken suggests that staff take a shorter period of leave than they are entitled to (**Table 62**, page 68); comments in departmental AS surveys show this may be due to financial considerations. We will consider upgrading the leave provision to 2 weeks' of full pay (**Action 5.25**).

For A&R staff, 90% of paternity leave is taken by Researchers, Lecturers, and Senior Lecturers (**Table 63**, page 68), while for P&S staff, 34% of the leave is taken by men on S grades and 66% by men on H grades (**Table 64**, page 68).

Table 62 Paternity leave taken by contract function

		Total	Academic	Research	P&S	Average # of days
2011/12	AHSSBL	5	4	0	1	8.8
	STEMM	13	9	2	2	7.9
	Other	7	0	0	7	8.6
2012/13	AHSSBL	7	5	0	2	7.9
	STEMM	9	3	5	1	7.4
	Other	19	0	0	19	22.5*
2013/14	AHSSBL	9	7	0	2	8.2
	STEMM	14	9	4	1	8.9
	Other	8	0	0	8	46.0*
2014/15	AHSSBL	2	2	0	0	9
	STEMM	6	3	1	2	8.3
	Other	13	0	0	13	8.2
2015/16	AHSSBL	1	1	0	0	13
	STEMM	10	7	1	2	7.1
	Other	17	0	0	17	11.5

*Excluding staff with extended leave due to personal circumstances, "Other" category in 2012/13 and 2013/14 would have been 9.2 and 15 respectively

Table 63 Paternity leave taken by academic and research staff by grade*

Grade	2011/12	2012/13	2013/14	2014/15	2015/16	Total (Grade)
Researcher	2	5	3	1	1	12
Lecturer	10	3	11	1	3	28
Senior Lecturer	3	2	1	4	4	14
Reader	0	1	2	0	0	3
Professor	0	2	2	0	1	5
Total (Year)	**15***	**13**	**19**	**6**	**9**	62

*1 instance of paternity leave by hourly-paid academic in 2011/12

Table 64 Paternity leave taken by professional and support staff by grade*

Grade	2011/12	2012/13	2013/14	2014/15	2015/16	Total (Grade)
S1	0	1	0	0	1	2
S2	0	0	0	0	0	0
S3	0	1	2	0	0	3
S5	4	1	0	1	0	6
S6	0	4	2	2	5	13
H2	3	5	3	4	7	22
H3	2	5	2	4	3	16
H4	1	2	0	4	0	7
H5	0	1	1	0	2	4
Total (Year)	**10**	**20**	**10**	**15**	**18**	73

*1 instance of paternity leave by hourly-paid casual support staff in 2012/13

We recently introduced a shared parental leave (SPL) policy that matches the extra level of provision (6 months full pay) of our maternity policy so as not to disadvantage staff on either scheme. We are recognised by Working Families as an SPL pioneer, and were highly commended by the Employers Network for Inclusion & Equality in 2015 for our SPL policy. There were 3 instances of SPL in 2015/16 (3 women) and there are 3 current instances of SPL (2 women, 1 man).

Adoption leave instances are very few; there were 2 instances between 2011/12 to 2015/16 (1 female P&S staff and 1 male Senior Lecturer).

(vi)   Flexible working

Provide information on the flexible working arrangements available.

We recognise flexible working as job sharing, working from home, part-time hours, compressed hours, flexible hours, and annualised hours. Following our 2014 policy revision, all staff with 6 months' of continuous service can formally apply for temporary or permanent flexible working. Ineligible staff can make an informal request to line-managers.

Our formal policy defines the request process, decision-timescales, acceptable reasons for rejection, and the appeals process. Comprehensive guidelines for managers are provided. Recent feedback (focus group, Dignity at Work complaints, and Brunel Voice; **Figure 9**, page 70) points to lack of managerial confidence when assessing requests, which causes difficulty for both staff and managers. We will revise/produce line-manager guidance, including example cases of reasonable requests (**Action 5.26**).

We promote the formal policy annually (VC's weekly newsletter in National Work-Life Week). The policy is due for review in 2017 in consultation with HR, unions, and staff networks. We will incorporate focus groups outcomes (**Table 65**) and address the issue of recording recently highlighted by an external audit (not all requests are recorded so uptake data is not available), and we will also consider recent research that suggests staff, particularly women, may prefer local informal arrangements to formal agreements (**Action 5.26**).

Table 65 Flexible working and parent/carer focus group results (Nov & Dec 2016)

Positive comments	Areas to improve
PT and flexible workers offered same development opportunity as FT staff	Meeting timings do not always consider caring responsibilities
Good awareness of family-friendly policies and flexible working policy well-written	Delays in flexible working request system and lack of consistency in evaluating applications
Those who received local re-induction after maternity leave found the process useful	Culture of presentism prevents remote working as flexible working arrangement

Brunel Voice shows AHSSBL women perceiving significantly lower support than men, while in STEMM staff perceive significantly higher (and increasing) support for flexible working, with no significant difference (**Table 66**, page 70). We will identify local best practice in STEMM and recommend/adapt to AHSSBL departments (**Action 5.26**).

STEMM women report significantly lower satisfaction with work-life balance than STEMM men and they also report significantly less satisfaction with manager support for good work-life balance (**Table 66**). AHSSBL staff report lower satisfaction than STEMM (but no gender difference) for both satisfaction (statistically significant) and support (not significant) (**Table 66**). We will monitor these results in the 2017 Brunel Voice, and analyse at College/department level to pinpoint areas for targeted support (**Action 5.26**).

Table 66 Brunel Voice responses relating to flexible working

		AHSSBL		STEMM	
		Men	Women	Men	Women
Flexible working is supported in my department					
2015	Agree	62%	55%	83%	77%
2015	Diff. significant?	no		no	
2016	Agree	68%	53%	85%	80%
2016	Diff. significant?	yes		no	
I have a good work-life balance (2015 only)					
2015	Agree	44%	40%	61%	48%
2015	Diff. significant?	no		yes	
My manager helps me find a good work-life balance (2015 only)					
2015	Agree	43%	34%	58%	43%
2015	Diff. significant?	no		yes	

Figure 9 Comments on flexible working practices from Brunel Voice 2016

"The university proved extremely supportive in terms of flexible working, and more broadly supporting parents of young children."

"Senior managers [should be] more open to flexible working. There are pockets of good practice [...] and other areas where no flexible working is approved at all, or managers are very sceptical about it."
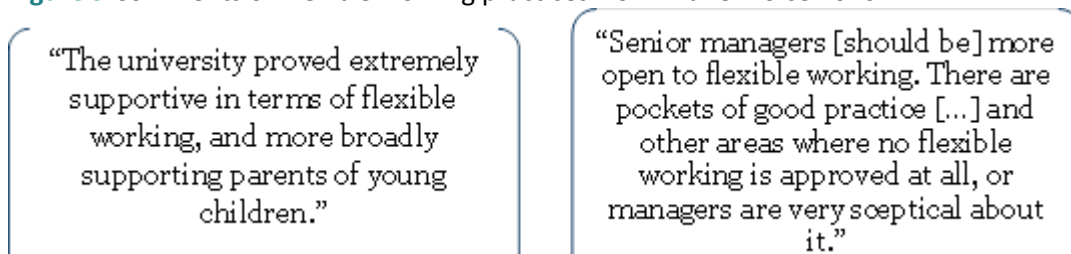
(vii)   Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

We have limited information on the level and quality of support staff receive while transitioning back to full-time work, and recent feedback suggests that staff can get 'stuck' as part-time when they return from parental leave. We will add relevant guidance to parental leave policies (**Action 5.27**).

(viii) Childcare

Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

We do not have a campus nursery and currently have no plans to provide one as we would struggle to maintain this provision. We consulted staff in 2014/15 on nursery provisions and while increased childcare provision was identified as a need, preference was for support closer to home, rather than on-campus. Discounted childcare is available (for children under 5 years) for staff and students at five local providers.

Childcare vouchers are available through salary sacrifice (uptake increased by ~40% since our 2012 Bronze application) (**Table 67**). Provisions are promoted on the HR webpages. New staff are informed via induction packs and by line-managers (prompted by the induction checklist). HR held a seminar in July 2015 on the governmental changes, with FAQs uploaded to the intranet.

Table 67 Childcare voucher uptake

	# using childcare vouchers	# of all staff	% of all using vouchers
January 2012	136	2,603	5.2%
January 2013	152	2,514	6%
January 2014	169	2,454	6.8%
January 2015	186	2,473	7.5%
January 2016	201	2,795	7.2%

(ix) Caring responsibilities

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

Although policies are available on the intranet and promoted to new staff within induction packs, awareness is low.

Our parental leave policy includes provision for "reasonable unpaid leave" for staff with adult dependants. Carers can also access two days of paid emergency leave per year, however feedback from the carer network suggests staff and managers are not aware or assume annual leave needs to be used (**Action 5.28**).

We launched a staff network for carers in 2016 to enable peer-support and networking, and we are linking up with other local networks (Hillingdon Carers and Carers Trust Thames).

5.6. Organisation and culture

(i) Culture

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

We have six HR-supported and peer-facilitated staff networks that meet termly to discuss equality and diversity issues, with the facilitators returning anonymous feedback to the E&D Manager:

- Access and Disability Network
- Carers' Network
- Ethnic Minority Network
- LGBT+ Network
- Spirituality and Communities Network
- Women's Network

Table 2 (page 11) maps out how our most important strategies and plans map onto the charter principles, with upcoming reviews of these providing an opportunity to further mainstreaming the AS principles.

(ii) HR policies

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

Annual reporting on HR and E&D policy issues are discussed by the EO & HR Committee. Quantitative and qualitative analysis compares current to previous year reports with commentary on progress on previous actions and new issues arising. HR holds monthly meetings with the trades unions to identify reports of poor or inconsistent processes, share good practice, and develop joint solutions.

We ensure all managers' knowledge of HR policies and practices is current through one-to-one development programmes. The Colleges have dedicated HR support to roll out policies and inform senior managers, augmented by advice surgeries for line-managers. New HoDs receive dedicated HR support including coaching and mentoring.

Face-to-face equality training is mandatory for all, with compulsory refreshers triennially. Line managers receive reports on staff completing E&D training. Dignity at work training is offered to all managers and staff. New policies are promoted via the VC's weekly newsletters and HR slots at boards and committees.

We have institution-wide Anti-Harassment Advisors providing advice and attending mediation meetings. HR Business partners assist with all cases for consistency.

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

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

Table 68 Heads of Departments and Deans of Colleges by grade and gender (2014-15 – 2016/17)

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Professor		2	15%	11		3	21%	11		3	25%	9
Reader			0%	1			0%	1		2	67%	1
Senior Lecturer			-			1	100%				0%	1
Total		2	14%	12		4	25%	12		5	31%	11

Women lead five (38%) of our 13 departments and all three College Deans are men; overall, 31% of HoD/Deans are women (**Table 68**). This has been steadily increasing in the last 3 years as a result of female HoDs being appointed. Although men currently head 62% of departments/colleges, analysis of our TxP appointments shows that women were proportionately more successful than men in attaining HoD posts.

Deans are recruited through (external) advertisement and via executive search partners. The E&D policies and practices detailed by the partner proposals are evaluated against our appointment criteria for executive search agencies. Candidates are pre-screened by the partners and then a panel of internal and external assessors oversee selection and appointment. For HoD posts, we first look to recruit internally (by advertisement and competitive application), and only recruit externally if no suitable internal candidates are identified. The HoD term of office has recently been reviewed, and increased from 3 to 4 years.

As women have been underrepresented on all Dean/HoD longlists, we will agree a system of case-by-case longlist 'quotas' for underrepresented groups with our executive search partners (**Action 5.29**).

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

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

Figure 10 Senior management and other influential committees (2016/17)

*Joint Senate/Council committee
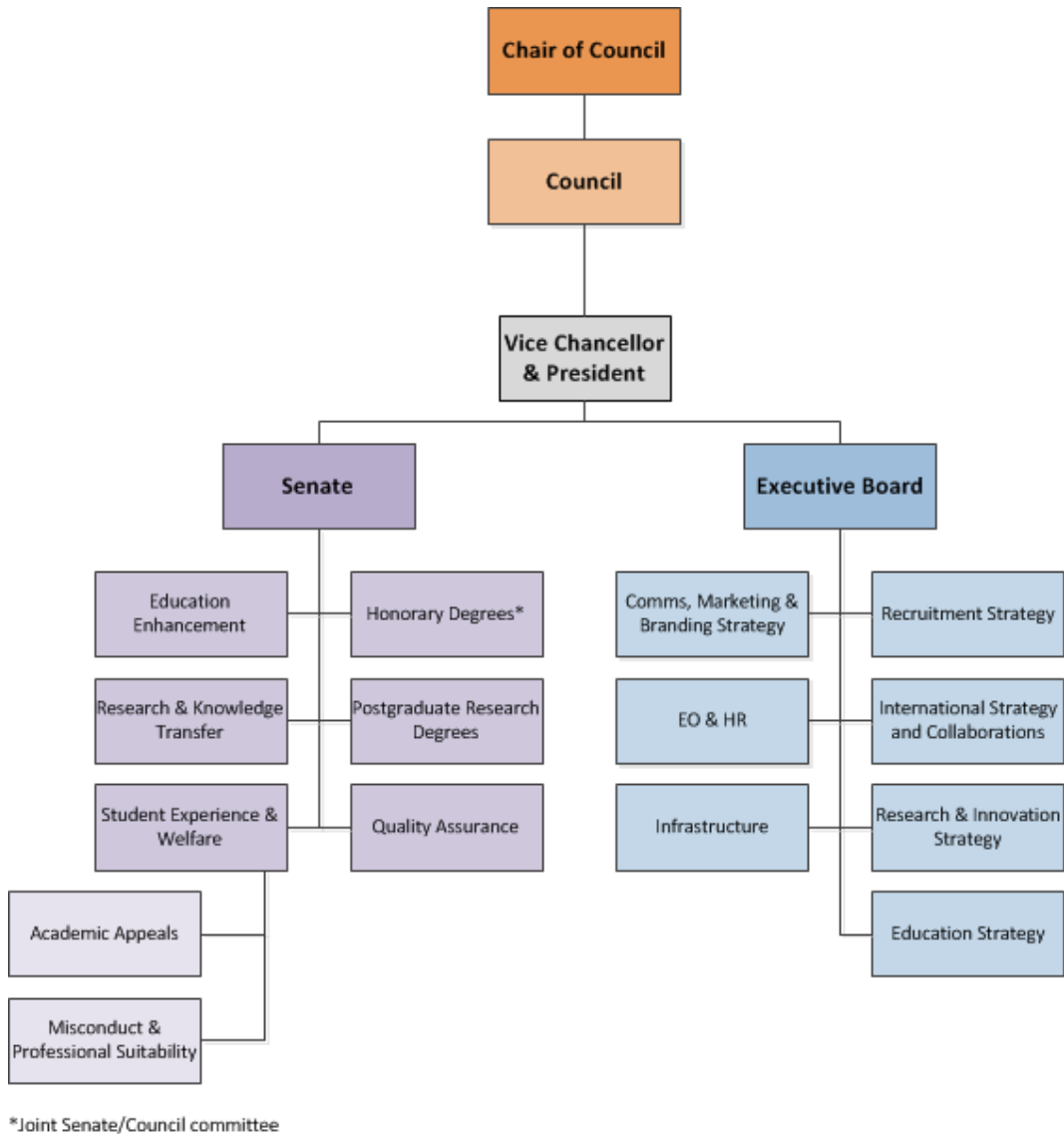
Figure 10 gives an overview of Brunel's executive and influential committees. The **Executive Board** (chaired by the Vice-Chancellor, with ex-officio membership) is Brunel's senior management team (**Table 69**, page 75). The Board was formed 3 years ago (TxP-changes), with a stable year-on-year female representation (40%) and a female chair. Matching the staff profile, women are better represented among P&S members (63%) than academic members (25%). While co-opting is not practiced, members can nominate a deputy to attend in their absence.

Table 69 Executive Board

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)		*Prof*				*Prof*				*Prof*		
Academic members	12	3	25%	9	12	3	25%	9	12	3	25%	9
Professor	11	2	18%	9	12	3	25%	9	12	3	25%	9
Reader	1	1	100%		0		-		0		-	
Senior Lecturer	0		-		0		-		0		-	
Lecturer	0		-		0		-		0		-	
Research Fellow	0		-		0		-		0		-	
Professional Service members	8	5	63%	3	8	5	63%	3	8	5	63%	3
Director grade	7	4	57%	3	7	4	57%	3	7	4	57%	3
Other PS grades	1	1	100%		1	1	100%		1	1	100%	
Student members	0		-		0		-		0		-	
External/lay members	0		-		0		-		0		-	
Total members	**20**	**8**	**40%**	**12**	**20**	**8**	**40%**	**12**	**20**	**8**	**40%**	**12**

We also examined Executive Board sub-committee representation (**Figure 10**, page 74). 4 of these (**Table 70, 71, 73, and 74**, page 75-77) show balances within or very close to the 40%-to-60% gender balance band that we feel we can aim for at this point in our AS journey. However, we are concerned about the decrease in the already low female representation on the International Strategy & Collaborations (**Table 72**, page 76) and Infrastructure Strategy Committees (**Table 75**, page 77), and we will explore ways of diversifying membership (**Action 5.30**).

Table 70 Education Strategy Committee (Executive Board sub-committee)

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)		*0*		*Prof*		*0*		*Prof*		*0*		*Prof*
Academic members	10	6	60%	4	9	6	67%	3	11	6	55%	5
Professor	3	1	33%	2	3	1	33%	2	3	1	33%	2
Reader	2	1	50%	1	1	1	100%	0	4	2	50%	2
Senior Lecturer	4	3	75%	1	4	3	75%	1	3	2	67%	1
Lecturer	1	1	100%	0	1	1	100%	0	1	1	100%	0
Research Fellow	0	0	-	0	0	0	-	0	0	0	-	0
Professional Service members	9	8	89%	1	8	8	100%	0	8	6	75%	2
Director grade	6	6	100%	0	6	6	100%	0	5	4	80%	1
Other PS grades	3	2	67%	1	2	2	100%	0	3	2	67%	1
Student members	2	0	0%	2	2	0	0%	2	2	0	0%	2
External/lay members	3	2	67%	1	2	2	100%	0	2	2	100%	0
Total members	**24**	**16**	**67%**	**8**	**21**	**16**	**76%**	**5**	**23**	**14**	**61%**	**9**

Table 71 Research and Innovation Strategy Committee (Executive Board sub-committee)

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)				*Prof*				*Prof*				*Prof*
Academic members	8	3	38%	5	8	3	38%	5	8	3	38%	5
Professor	8	3	38%	5	8	3	38%	5	8	3	38%	5
Reader	0		-		0		-		0		-	
Senior Lecturer	0		-		0		-		0		-	
Lecturer	0		-		0		-		0		-	
Research Fellow	0		-		0		-		0		-	
Professional Service members	2	1	50%	1	2	1	50%	1	2	1	50%	1
Director grade	2	1	50%	1	2	1	50%	1	2	1	50%	1
Other PS grades	0		-		0		-		0		-	
Student members	1		0%	1	1	1	100%		1	1	100%	0
External/lay members	0		-		0		-		0		-	
Total members	**11**	**4**	**36%**	**7**	**11**	**5**	**45%**	**6**	**11**	**5**	**45%**	**6**

Table 72 International Strategy and Collaborations (Executive Board sub-committee)

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)				*Prof*				*Prof*				*Prof*
Academic members	11	1	9%	10	11	1	9%	10	11	1	9%	10
Professor	8	1	13%	7	8	1	13%	7	8	1	13%	7
Reader	1	0	0%	1	1	0	0%	1	1	0	0%	1
Senior Lecturer	2	0	0%	2	2	0	0%	2	2	0	0%	2
Lecturer	0		-		0		-		0		-	
Research Fellow	0		-		0		-		0		-	
Professional Service members	4	4	100%	0	4	4	100%	0	5	4	80%	1
Director grade	3	3	100%	0	3	3	100%	0	4	3	75%	1
Other PS grades	1	1	100%		1	1	100%		1	1	100%	
Student members	1	0	0%	1	1	0	0%	1	1	0	0%	1
External/lay members	0		-		0		-		0		-	
Total members	**16**	**5**	**31%**	**11**	**16**	**5**	**31%**	**11**	**17**	**5**	**29%**	**12**

Table 73 Equal Opportunities & HR Committee (Executive Board sub-committee)

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)		*Prof*				*Prof*						*Prof*
Academic members	5	2	40%	3	5	2	40%	3	4	2	50%	2
Professor	0		-		0		-		0		-	
Reader	0		-		0		-		0		-	
Senior Lecturer	0		-		0		-		0		-	
Lecturer	0		-		0		-		0		-	
Research Fellow	0		-		0		-		0		-	
Professional Service members	2	1	50%	1	2	1	50%	1	2	1	50%	1
Director grade	0		-		0		-		0		-	
Other PS grades	0		-		0		-		0		-	
Student members	0		-		0		-		0		-	
External/lay members	3	0	0%	3	3	1	33%	2	3	2	67%	1
Total members	**10**	**3**	**30%**	**7**	**10**	**4**	**40%**	**6**	**9**	**5**	**56%**	**4**

Table 74 Communications, Marketing and Branding Strategy Committee (Executive Board sub-committee)

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)				Dir				Dir				Dir
Academic members	2	0	0%	2	2	0	0%	2	1	0	0%	1
Professor	2		0%	2	2		0%	2	1		0%	1
Reader	0		-		0		-		0		-	
Senior Lecturer	0		-		0		-		0		-	
Lecturer	0		-		0		-		0		-	
Research Fellow	0		-		0		-		0		-	
Professional Service members	7	4	57%	3	6	3	50%	3	11	5	45%	6
Director grade	5	2	40%	3	5	2	40%	3	10	4	40%	6
Other PS grades	2	2	100%		1	1	100%		1	1	100%	
Student members	1		0%	1	1		0%	1	1		0%	1
External/lay members	4	1	25%	3	5	2	40%	3	5	2	40%	3
Total members	**14**	**5**	**36%**	**9**	**14**	**5**	**36%**	**9**	**18**	**7**	**39%**	**11**

Table 75 Infrastructure Strategy Committee (Executive Board sub-committee)

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)												
Academic members	3	0	0%	3	3	0	0%	3	6	0	0%	6
Professor	3		0%	3	3		0%	3	6		0%	6
Reader	0		-		0		-		0		-	
Senior Lecturer	0		-		0		-		0		-	
Lecturer	0		-		0		-		0		-	
Research Fellow	0		-		0		-		0		-	
Professional Service members	7	2	29%	5	10	3	30%	7	8	2	25%	6
Director grade	5	1	20%	4	7	2	29%	5	8	2	25%	6
Other PS grades	2	1	50%	1	3	1	33%	2	0		-	
Student members	1		0%	1	1		0%	1	1		0%	1
External/lay members	0		-		0		-		0		-	
Total members	**11**	**2**	**18%**	**9**	**14**	**3**	**21%**	**11**	**15**	**2**	**13%**	**13**

Table 76 Recruitment Strategy Group (Executive Board sub-committee)

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)												prof
Academic members	0	0	-	0	0	0	-	0	4	0	0%	4
Professor	0		-		0		-		4		0%	4
Reader	0		-		0		-		0		-	
Senior Lecturer	0		-		0		-		0		-	
Lecturer	0		-		0		-		0		-	
Research Fellow	0		-		0		-		0		-	
Professional Service members	0	0	-	0	0	0	-	0	6	4	67%	2
Director grade	0		-		0		-		5	3	60%	2
Other PS grades	0		-		0		-		1	1	100%	
Student members	0		-		0		-		1		0%	1
External/lay members	0		-		0		-		0		-	
Total members	**0**	**0**	**-**	**0**	**0**	**0**	**-**	**0**	**11**	**4**	**36%**	**7**

Membership of the **College Management Boards** (CMB) which report to Executive Board via the Deans, is drawn from academic (Senior Lecturer and above) and P&S staff in each College, dictated by roles (**Table 80**, page 79). The **CBASS CMB** (AHSSBL) has had near gender parity since 2015/16 (one academic woman joining) (**Table 77**, page 78),

surpassing College female representation (38% A&R, 69% P&S; **Table 6-7**, page 15-16). In comparison, the **CDEPS CMB** (STEMM) shows lower female representation (25% average) due to fewer female academic members (21% average), although we note the 2016/17 increase, when 2 women replaced 2 men (**Table 78**). Membership is broadly reflective of College female representation (21% A&R, 46% P&S; **Table 6-7**). The **CHLS CMB** (mixed AHSSBL/STEMM) has high academic female representation (73% average) that surpasses overall College female representation (57% A&R women, 70% P&S women; **Table 6-7**), although this improved in 2015/16, when an academic man replaced an academic woman (**Table 79**).

While disciplinary population differences and low numbers skew individual College data, overall CMB membership (38% A&R women; 73% P&S women) is representative of overall population (38% A&R women, 63% P&S women; **Table 6-7**).

As our career progression measures (ALC, new PDR process, and promotion criteria) show impact, we expect CMB representations to gradually move towards gender parity. This is our first concerted effort at reviewing this data; we will now implement a mechanism of regular collection and analysis by gender and race (**Action 5.31**).

Table 77 College Management Board for College of Business, Arts, and Social Sciences (CBASS)

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)												
Academic members	12	3	25%	9	13	4	31%	9	13	4	31%	9
Professional Service members	8	6	75%	2	8	6	75%	2	8	6	75%	2
Student members	0		-		0		-		0	0	-	0
External/lay members	0		-		0		-		0	0	-	0
Total members	**20**	**9**	**45%**	**11**	**21**	**10**	**48%**	**11**	**21**	**10**	**48%**	**11**

Table 78 College Management Board for College of Engineering, Design, and Physical Sciences (CEDPS)

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)												
Academic members	10	2	20%	8	12	2	17%	10	12	3	25%	9
Professional Service members	3	1	33%	2	3	1	33%	2	3	2	67%	1
Student members			-				-				-	
External/lay members			-				-				-	
Total members	**13**	**3**	**23%**	**10**	**15**	**3**	**20%**	**12**	**15**	**5**	**33%**	**10**

Table 79 College Management Board for College of Health and Life Sciences (CHLS)

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)												
Academic members	8	6	75%	2	9	7	78%	2	9	6	67%	3
Professional Service members	4	3	75%	1	4	3	75%	1	4	3	75%	1
Student members	0		-		0		-		0		-	
External/lay members	0		-		0		-		0		-	
Total members	**12**	**9**	**75%**	**3**	**13**	**10**	**77%**	**3**	**13**	**9**	**69%**	**4**

Table 80 College Management Boards

	CBASS				CEDPS				CHLS				Total University			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)																
Academic members	13	4	31%	9	12	3	25%	9	9	6	67%	3	34	13	38%	21
Dean (Chair)	1		0%	1	1		0%	1	1		0%	1	3	0	0%	3
Vice-Dean Education	1	1	100%		1		0%	1	1	1	100%		3	2	67%	1
Vice-Dean Research	1		0%	1	1		0%	1	1	1	100%		3	1	33%	2
Vice-Dean International	1		0%	1	1		0%	1	1		0%	1	3	0	0%	3
Associate Dean (Student Welfare)	1		0%	1	1		0%	1	1		0%	1	3	0	0%	3
Associate Dean (Quality Assurance)	1		0%	1	1	1	100%		1	1	100%		3	2	67%	1
Associate Dean (Equality & Diversity)	1	1	100%		1	1	100%		1	1	100%		3	3	100%	0
N x Heads of Department	6	2	33%	4	5	1	20%	4	2	2	100%		13	5	38%	8
Professional Service members	8	6	75%	2	3	2	67%	1	4	3	75%	1	15	11	73%	4
Director of College operations	1	1	100%		1		0%	1	1		0%	1	3	1	33%	2
College Education Manager	1		0%	1	0		-		0		-		1	0	0%	1
College Research Manager	1	1	100%	0	0		-		0		-		1	1	100%	0
College Services Manager	1		0%	1	0		-		0		-		1	0	0%	1
College Projects Officer	1	1	100%	0			-		1	1	100%		2	2	100%	0
HR representative	1	1	100%	0			-		1	1	100%		2	2	100%	0
Finance representative	1	1	100%		1	1	100%		1	1	100%		3	3	100%	0
Marketing representative	1	1	100%		1	1	100%				-		2	2	100%	0
Total members	**42**	**10**	**48%**	**11**	**30**	**5**	**33%**	**10**	**26**	**9**	**69%**	**4**	**98**	**24**	**24%**	**25**

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

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

In addition to the Executive Board, Brunel's most influential committees are the Council and the Senate (and sub-committees). The Council is responsible for Brunel's strategic direction, while the Senate deals with academic matters.

Council has had a female chair for the last 5 years, and its female membership has increased from 33% (2014/15) to 43%, driven by the near gender parity for external/lay members (**Table 81**, page 80).

Table 81 Council

	Total	2014-15				2014-16				2016-17		
		Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)	Total	N/A				N/A				N/A		
Academic members	7	**2**	29%	5	7	2	29%	5	5	1	20%	4
Professor	6	1	17%	5	6	1	17%	5	5	1	20%	4
Reader	1	1	100%		1	1	100%		0		-	
Senior Lecturer	0		-		0		-		0		-	
Lecturer	0		-		0		-		0		-	
Research Fellow	0		-		0		-		0		-	
Professional Service members	3	**1**	33%	2	3	1	33%	2	2	1	50%	1
Director grade	1			1	1			1	1		0%	1
Other PS grades	2	1	50%	1	2	1	50%	1	2	1	50%	1
Student members	1	**0**	0%	1	1	0	0%	1	1	0	0%	1
External/lay members	13	5	38%	8	11	5	45%	6	13	7	54%	6
Total members	24	8	33%	16	22	8	36%	14	21	9	43%	12

21 of the 51 **Senate** members are elected, with the remainder being ex-officio (21), chairs of sub-committees (2), co-opted (1), and Student Union representatives (the President+5) (**Table 82**, page 81). Academic (6 per College) and researcher (3 across all Colleges) representation) is elected by College staff for a 2-year term (renewable once). As we have no system in place to ensure diverse Senate nominations, we will implement proactive encouragement measures (**Action 5.32**).

Female academic Senate representation has increased since 2014/15 (37% to 42%), although overall representation is lower (39%) due to male overrepresentation in student-elected officers of the Union of Brunel Students (UBS) (17% women in 2015/16 and 2016/17) (**Table 82**). This year, the VC and the UBS piloted the Women in Leadership training for students (with the VC, Chair of Council, and female Council members as speakers), leading to gender parity for next year's UBS officers and the first female president since 2010. The UBS will embed this training into their annual work.

There is gender parity for elected Senate members this year, improving the previous 36% average (**Table 82**). 6 of the 8 sub-committees of Senate (**Figure 10**, page 74), demonstrate 40%-to-60% female representation levels (**Tables 84, 85, 86, 87, 89, 90**, page 81-83), with the remaining 2 having representation just outside of this band (63%; 39%; **Table 82-83**, page 81). This is our first concerted effort at reviewing this data; we will now implement a mechanism of regular data-collection and analysis by gender and race (**Action 5.32**).

Table 82 Senate

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)		*Prof*		*0*		*Prof*		*0*		*Prof*		*0*
Academic members	41	15	37%	26	42	15	36%	27	43	18	42%	25
Professor	23	7	30%	16	21	6	29%	15	23	7	30%	16
Reader	3	2	67%	1	3	1	33%	2	4	3	75%	1
Senior Lecturer	9	4	44%	5	9	4	44%	5	9	4	44%	5
Lecturer	6	2	33%	4	6	2	33%	4	4	2	50%	2
Research Fellow	0	0	-	0	3	2	67%	1	3	2	67%	1
Professional Service members	0	0	-	0	0	0	-	0	0	0	-	0
Director grade	0	0	-	0	0	0	-	0	0	0	-	0
Other PS grades	0	0	-	0	0	0	-	0	0	0	-	0
Student members	4	1	25%	3	6	1	17%	5	6	1	17%	5
External/lay members	0	0	-	0	0	0	-	0	0	0	-	0
Total members	**45**	**16**	**36%**	**29**	**48**	**16**	**33%**	**32**	**49**	**19**	**39%**	**30**
Senate (ex-officio vs. elected)												
Ex-officio members (inc student membership)	26	9	35%	17	28	9	32%	19	29	9	31%	20
Elected members (inc co-opted members)	19	7	37%	12	20	7	35%	13	20	10	50%	10
Total members	**45**	**16**	**36%**	**29**	**48**	**16**	**33%**	**32**	**49**	**19**	**39%**	**30**

Table 83 Quality Assurance Committee (Senate sub-committee)

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)		*Prof*				*Prof*				*Prof*		
Academic members	12	6	50%	6	12	6	50%	6	11	7	64%	4
Professor	3	1	33%	2	3	1	33%	2	2	1	50%	1
Reader	3	3	100%	0	3	3	100%	0	3	3	100%	0
Senior Lecturer	4	2	50%	2	4	2	50%	2	3	2	67%	1
Lecturer	2	0	0%	2	2	0	0%	2	3	1	33%	2
Research Fellow	0		-		0		-		0		-	
Professional Service members	3	1	33%	2	4	1	25%	3	4	3	75%	1
Director grade	1	0	0%	1	1	1	100%	0	1	1	100%	0
Other PS grades	2	1	50%	1	3	0	0%	3	3	2	67%	1
Student members	1	0	0%	1	1	0	0%	1	1	0	0%	1
External/lay members	0		-		0		-		0		-	
Total members	**16**	**7**	**44%**	**9**	**17**	**7**	**41%**	**10**	**16**	**10**	**63%**	**6**

Table 84 Research & Knowledge Transfer Committee (Senate sub-committee)

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade				*Prof*				*Prof*				*Prof*
Academic members	8	4	50%	4	8	4	50%	4	8	4	50%	4
Professional Service	1	1	100%	0	1	1	100%	0	1	1	100%	0
Student members	0		-		0		-		0		-	
External/lay members	0		-		0		-		0		-	
Total members	**9**	**5**	**56%**	**4**	**9**	**5**	**56%**	**4**	**9**	**5**	**56%**	**4**

Table 85 Education Enhancement Committee (Senate sub-committee)

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)		*Prof*		*0*		*Prof*		*0*		*Prof*		*0*
Academic members	11	4	36%	7	11	3	27%	8	10	4	40%	6
Professor	3	2	67%	1	2	1	50%	1	1	1	100%	0
Reader	2	1	50%	1	1	0	0%	1	1	0	0%	1
Senior Lecturer	3	0	0%	3	3	0	0%	3	5	1	20%	4
Lecturer	3	1	33%	2	5	2	40%	3	3	2	67%	1
Research Fellow	0	0	-	0	0	0	-	0	0	0	-	0
Professional Service members	8	5	63%	3	7	6	86%	1	5	5	100%	0
Director grade	5	4	80%	1	5	4	80%	1	3	3	100%	0
Other PS grades	3	1	33%	2	2	2	100%	0	2	2	100%	0
Student members	2	0	0%	2	3	0	0%	3	3	0	0%	3
External/lay members	0	0	-	0	2	1	50%	1	1	0	0%	1
Total members	**21**	**9**	**43%**	**12**	**23**	**10**	**43%**	**13**	**19**	**9**	**47%**	**10**

Table 86 Student Experience and Welfare Committee (Senate sub-committee)

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)				*SL*				*SL*				*SL*
Academic members	4	1	25%	3	4	1	25%	3	4	0	0%	4
Professor	0		-		0		-		0		-	
Reader	0		-		0		-		0		-	
Senior Lecturer	3		0%	3	3		0%	3	4		0%	4
Lecturer	1	1	100%		1	1	100%		0		-	
Research Fellow	0		-		0		-		0		-	
Professional Service members	6	6	100%	0	9	8	89%	1	10	9	90%	1
Director grade	0		-		0		-		0		-	
Other PS grades	6	6	100%		9	8	89%	1	10	9	90%	1
Student members	3	1	33%	2	2		0%	2	2		0%	2
External/lay members	0		-		0		-		0		-	
Total members	**13**	**8**	**62%**	**5**	**15**	**9**	**60%**	**6**	**16**	**9**	**56%**	**7**

Table 87 Postgraduate Research Degrees Committee (Senate sub-committee)

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)												
Academic members	17	7	41%	10	16	7	44%	9	12	6	50%	6
Professor	8	3	38%	5	5	2	40%	3	4	2	50%	2
Reader	4	1	25%	3	4	1	25%	3	3	2	67%	1
Senior Lecturer	5	3	60%	2	6	3	50%	3	5	2	40%	3
Lecturer	0		-		1	1	100%	0	0		-	
Research Fellow	0		-		0		-		0		-	
Professional Service members	2	2	100%	0	5	4	80%	1	5	4	80%	1
Director grade	0		-		1	1	100%	0	3	2	67%	1
Other PS grades	2	2	100%	0	4	3	75%	1	2	2	100%	0
Student members	2	0	0%	2	3	2	67%	1	2	1	50%	1
External/lay members	0		-		0		-		0		-	
Total members	**21**	**9**	**43%**	**12**	**24**	**13**	**54%**	**11**	**19**	**11**	**58%**	**8**

Table 88 Academic Appeals Committee (Senate sub-committee)

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)		SL						SL				SL
Academic members	13	3	23%	10	15	5	33%	10	42	14	33%	28
Professor	3	1	33%	2	4	2	50%	2	7	1	14%	6
Reader	3	2	67%	1	3	2	67%	1	6	4	67%	2
Senior Lecturer	4	0	0%	4	5	1	20%	4	19	6	32%	13
Lecturer	3	0	0%	3	3	0	0%	3	10	3	30%	7
Research Fellow	0		-		0		-		0		-	
Professional Service members	3	2	67%	1	2	1	50%	1	4	4	100%	0
Director grade	0		-		0		-		0		-	
Other PS grades	3	2	67%	1	3	1	33%	2	4	4	100%	0
Student members	0		-		0		-		0		-	
External/lay members	0		-		0		-		0		-	
Total members	**16**	**5**	**31%**	**11**	**17**	**6**	**35%**	**11**	**46**	**18**	**39%**	**28**

Table 89 Misconduct and Professional Suitability Board (Senate sub-committee)

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)												
Academic members	19	5	26%	14	16	5	31%	11	14	5	36%	9
Professor	8	2	25%	6	6	1	17%	5	5	1	20%	4
Reader	2	2	100%	0	2	2	100%	0	2	2	100%	0
Senior Lecturer	4	1	25%	3	4	1	25%	3	4	1	25%	3
Lecturer	5	0	0%	5	4	1	25%	3	3	1	33%	2
Research Fellow	0		-		0		-		0		-	
Professional Service members	2	2	100%	0	2	1	50%	1	2	2	100%	0
Director grade	0		-		0		-		0		-	
Other PS grades	2	2	100%	0	2	1	50%	1	2	2	100%	0
Student members	4	1	25%	3	4	0	0%	4	4	0	0%	4
External/lay members	5	3	60%	2	6	5	83%	1	6	4	67%	2
Total members	**30**	**11**	**37%**	**19**	**28**	**11**	**39%**	**17**	**26**	**11**	**42%**	**15**

Table 90 Honorary Degrees Committee (joint Senate and Executive Board sub-committee)

	2014-15				2015-16				2016-17			
	Total	Women	%w	Men	Total	Women	%w	Men	Total	Women	%w	Men
Gender of Chair (& grade type)		1 (Prof)	100%			1 (Prof)	100%			1 (Prof)	100%	
Academic members	11	4	36%	7	12	4	33%	8	8	3	38%	5
Professor	10	3	30%	7	12	4	33%	8	8	3	38%	5
Reader	1	1	100%	0	0	0	-	0	0	0	-	0
Senior Lecturer	0	0	-	0	0	0	-	0	0	0	-	0
Lecturer	0	0	-	0	0	0	-	0	0	0	-	0
Research Fellow	0	0	-	0	0	0	-	0	0	0	-	0
Professional Service members	3	2	67%	1	3	2	67%	1	3	2	67%	1
Director grade	1	0	0%	1	2	1	50%	1	2	1	50%	1
Other PS grades	2	2	100%	0	1	1	100%	0	1	1	100%	0
Student members	1	0	0%	1	1	0	0%	1	1	0	0%	1
External/lay members	4	1	25%	3	4	2	50%	2	4	2	50%	2
Total members	**19**	**7**	**37%**	**12**	**20**	**8**	**40%**	**12**	**16**	**7**	**44%**	**9**
* Proposed 2016/7 membership - awaiting final sign-off by the Chair of Council as at Feb-17												

(vi)   Committee workload

Comment on how the issue of 'committee overload' is addressed where there are small numbers of men or women and how role rotation is considered.

'Committee overload' for underrepresented groups had not been systematically considered prior to our self-assessment; our membership analysis suggests that overload may be an issue at CEDPS (small number of women) and CHLS (small number of men). Following the implementation of our central workload model, we will put in place committee workload audits for E&D purposes (**Action 5.33**).

(vii)   Institutional policies, practices and procedures

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

Our Equality Impact Assessment Group (chaired by the PVC EDSD) reviews draft policies and procedures, while staff consultation is facilitated via staff and student networks. All HR policies have dates specified for review, renew, and refresh, with the E&D team having input into development. Since 2015 impact is systematically measured in biennial staff surveys and interim-year pulse-checks (since 2016), providing quantitative data by gender that the E&D team evaluates and reports to the SAT. Qualitative data on impact is routinely gathered from the networks and fed back anonymously to the E&D Manager.

(viii)   Workload model

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

Existing WAMs are local and discipline-based, with varying levels of transparency. Workload is explicitly considered in PDRs and the promotion criteria, while local allocations are agreed by staff discussions. The local models are not routinely monitored for gender bias.

To increase transparency and fairness, development of an institutional WAM began in 2015/16 and is now in iterative implementation. The WAM has four categories of work (teaching; research and scholarship; leadership and management; external engagement), mirroring promotion criteria (**Section 5.1(iii)**). Each category has a number of activities, defined in consultation with academics in three pilot departments (Clinical Sciences, Mathematics, Business School), expert advice, and sector norms.

During implementation, the WAM will be reviewed quarterly; once implemented, we expect to evaluate/review six monthly for three years (while the model embeds), with annual reviews thereafter. We will pair these reviews with annual EIAs by departments

to identify local issues and central data-analysis for Athena SWAN purposes (**Action 5.34**).

(ix)   Timing of institution meetings and social gatherings

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

Most internal events are during the working day, with at least 2-week notice (where possible), including the VC's early afternoon all-staff addresses. In response to feedback, public lectures and debates were brought forward from 19:00 to 17:00 (2015/16), this year's staff garden party started at 2pm, and this year's Annual Athena SWAN Lecture was moved from the evening to lunchtime. Some of our events are filmed for sharing via our YouTube channel. However, focus group feedback suggests that part-time, parent, carer, and flexible workers are not always considered. We will disseminate guidance on best practice, e.g. using Doodle polls before scheduling group-meetings and events (**Action 5.35**).

(x)   Visibility of role models

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

Publicity materials

We had not routinely monitored gender balance in publicity materials prior to this self-assessment, therefore the SAT carried out two reviews to establish baselines;We examined the images used in our 2017 UG and PG prospectuse (important publications where balanced representation is essential). Whilst UG images showed near parity, men were overrepresented in our PG prospectus (**Table 91**). We also reviewed the gender balance in Brunel news articles (published on external website and mirrored on intranet), concluding that although our images showed gender parity, the stories themselves showcased more men than women. For articles on academic and research activities only, 55% featured men only, 36% featured women only, and 9% featured both (**Table 92**, page 86). We will update our communications, marketing, and events strategy with E&D targets and implement annual data-collection (**Action 5.36**).

Table 91 Representation of men and women in 2017 student prospectuses

	Who is featured in image?	
Prospectus level	men	women
Undergraduate	51%	49%
Postgraduate	53%	47%

Table 92 Representation of men and women in Brunel news articles (2013/14 to 2016/17)

	Who is featured in article?		
Staff type	only men	only women	both
All staff	39%	37%	24%
Only academics & researchers	55%	36%	9%

The Annual Athena SWAN Lecture

We introduced our Annual Athena SWAN Lecture in 2013/14, with 4 high-profile STEMM female academic speakers since then (**Table 93**). Anecdotal feedback is overwhelmingly positive, although staff and student engagement remains low (~5% of all staff). In 2016/17, we changed from an evening lecture to a lunch-time event to maximise inclusivity, with the keynote speech followed by short research presentations by ECR STEMM women. As engagement has not improved, we will review the original rationale and target audience (**Action 5.37**).

Table 93 List of Annual Athena SWAN Lectures (2013/14 to 2016/17)

year	speaker	institution	discipline
2013/14	Professor Dame Nancy Rothwell	President and Vice-Chancellor, University of Manchester	Medicine
2014/15	Professor Karen Holford	Pro-Vice Chancellor, Cardiff University	Engineering
2015/16	Professor Philippa Reed	Professor of Structural Materials, University of Southampton	Engineering
2016/17	Professor Dame Athene Donald	Master of Churchill College, Cambridge	Physics

Public lectures

The Events team records speakers at corporate events, such as inaugural lectures and public debates. Despite a 3-fold increase over 3 years, the proportion of female speakers remains low (**Table 94**); we will collate and introduce a list of potential female speakers from relevant disciplinary areas (**Action 5.38**).

Table 94 Speakers at inaugural lectures and public debates by gender (2013/14 to 2015/16)

year	# events	male speakers	female speakers	% women
2013/14	9	8	3	27%
2014/15	13	15	5	25%
2015/16	7	18	9	33%

Honorary graduates

While the regulations governing the honorary graduate selection process do not specifically note equality considerations, an annual criteria-based call for nominations is sent to all staff. The nominees are rated and selected (criteria-based) by the Honorary Degrees Committee (**Figure 10**, page 74), who report outcomes to both Senate and Council. Gender balance is considered at selection but is not currently addressed at nominations; our 3-year data shows that while there has been a decrease in the

percentage of women nominated by staff, the percentage recommended by HDC is always equivalent to or exceeds the nominated percentage (**Table 95**). The VC, DVCs, Deans, and the Academic Registrar undertook preparatory work this year by proactively considering potential candidates and, where appropriate, considering establishing a wider relationship that may lead to a nomination. We expect that this approach will have a positive impact on the gender balance of nominations.

Table 95 Honorary graduate statistics (2013/14 to 2015/16)

	Stages	Total	% women
2013/14	Nominated by staff	17	59%
	Recommended by HDC	12	58%
2014/15	Nominated by staff	25	24%
	Recommended by HDC	14	36%
2015/16	Nominated by staff	21	19%
	Recommended by HDC	14	29%

(xi)   Outreach activities

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

Our outreach activities fall into two categories: student recruitment-focused and public engagement. Recruitment-focused outreach targets Year 9-13 pupils, with emphasis on Year 12. Recently we have started to focus on a range of sixth forms and FE colleges in Brunel's catchment area. Participant uptake, but not gender, is recorded. (**Table 96**). Academic and student staff join with the professional staff in the Student Recruitment team, contributing subject-specific content where required. Student staff are drawn from an ambassador pool (currently 26 UG and PGT students, 54% women; **Table 97**, page 88). No data has been collected on the participation of academic staff in central outreach as this is driven by availability and willingness. Similarly, public engagement oriented outreach is predominantly driven by proactive academic staff and is organised locally by departments, with limited central data collection. To enable future analysis, we will implement systematic data collection (**Action 5.39**).

Table 96 Participant uptake of central outreach (2013/14 - 2015/16)

	Grand totals		Off-campus visits		On-campus visits	
	Events	**Students**	**Visits**	**Students**	**Visits**	**Students**
2013/14	338	49,803	229	47,021	109	2,782
2014/15	231	29,632	202	27,929	29	1,703
2015/16	193	17,027	149	14,836	44	2,191

Table 97 Outreach student staff pool by College and gender (2016/17)

College	Total	% women
CBASS	2	50%
CEDPS	20	55%
CHLS	4	50%

(xii) Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.

The SAT agreed a timeline of departmental submissions, with 4 renewals (all STEMM) and 11 new submissions (6 ASSHBL and 5 STEMM) planned in the next 4 years (**Table 13**, page 23). Departmental management teams will incorporate AS applications into their annual plans and assisted by College Deans, the PVC EDSD, and the central E&D team will adopt a local project management approach (**Action 5.40**). CEDPS departments that hold AS awards (Mathematics, Computer Science) and are preparing applications (ECE) recently formed a College AS champion network; we will foster similar networks in CHLS and CBASS as Brunel-wide AS experience develops.

Supporting and monitoring departmental activity is now a standing item of the SAT's agenda. The PVC EDSD and College Associate Deans for E&D provide institutional and College leadership and championing, and the SAT will act as critical friends to applications. The appropriate Associate Deans, the E&D Manager, the Athena SWAN Coordinator, and the E&D Data Officer currently advise and contribute to SAT work in the Mathematics, Clinical Sciences, and ECE departments, and will do so for future applications. Incorporating learning from recent applications, the E&D team will develop a toolkit and practical guidance, and HR and Planning will develop a standardised data-report for departmental use (**Action 5.40**).

6. SUPPORTING TRANS PEOPLE
Recommended word count: Bronze: 500 words | Used: 132

(i)   Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

(ii)   Monitoring

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

(iii)   Further work

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

Details for Sections 6(i)-6(iii) are presented below.

While our E&D policies automatically include sex and gender identity as protected characteristics, the SAT recognised that this is not sufficient to tackle the discriminatory treatment often experienced by trans* and non-binary people. We will introduce targeted policy and guidance, and will monitor effectiveness in staff surveys and with our staff and student LGBT+ networks (**Action 6.1**).

We joined Stonewall in February 2016, who delivered LGBT+ awareness training in November 2016 to 21 key staff (**Table 98**). We will explore options for regularly offering similar trainings to address inappropriate and/or negative attitudes (**Action 6.1**).

Table 98 Participant make-up at Stonewall LGBT+ training

HR	29% (6)
E&D team	33% (7)
Staff from other service departments	38% (8)

Further initiatives identified by the SAT as necessary include increasing institutional awareness and use of trans* and non-binary inclusive language (e.g. in publications and policies), and expanding our gender-neutral designated campus facilities (2 GN toilets at present) (**Action 6.1**).

7. FURTHER INFORMATION
Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

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

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

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

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

Brunel University London – 2017 Bronze Renewal Action Plan

Action	Issue identified (section and page)	Actions to address the issue	Responsible Role	Completion date	Success criteria/outcome
3. Self-Assessment Process					
3.1	Need for improved communication of general AS activities Section 3 (ii), page 22	a. Establish AS as a standing item on CMB agendas	College Associate Deans E&D	August 2017	AS added as standing item to CMB & DMB agendas Webpage created; regular maintenance assigned to an owner and 1st annual programme of events agreed > 50% positive response to tailored questions in 2019 Brunel Voice survey re awareness and understanding > 80% of new starters aware of Athena SWAN in post induction survey
		b. Introduce AS SAT updates at Department Management Boards (DMB) where SATs are already in place	AS SAT Representatives	August 2017	
		c. Create and manage an Athena SWAN intranet page, to include a routinely updated Diverse Brunel events page	E&D Manager (Staff)	Sept 2017	
		d. Establish an annual AS-related events programme	E&D Manager (Staff)	Dec 2017	
3.2	**Priority action 1** Need to review structure of SAT post-submission Section 3 (iii), page 22	a. Establish quarterly meetings of the SAT	PVC (EDSD)	June 2017	Provisional SAT dates scheduled for award validity period Agreed terms of reference in place and membership agreed for implementation teams, reporting this to EO&HR Committee SAT membership is >40% men, ~30% AHSSBL academics, ~30% P&S staff, and >2 researchers SAT publish process for reviewing SAT membership and Chair role
		b. Adjust working groups to become implementation teams with appropriate business continuity and succession planning	PVC (EDSD)	June 2017	
		c. Review SAT membership annually to ensure appropriate representation, including consideration of broader student membership	PVC (EDSD)	June 2017	
		d. Introduce transparent system for annual SAT membership review including Chair rotation	PVC (EDSD)	June 2017	

Action	Issue identified (section and page)	Actions to address the issue	Responsible Role	Completion date	Success criteria/outcome
3.3	**Priority action 2** AS Action Plan implementation needs to be systematically tracked and reported Section 3 (iii), page 22	a. Review action plan at quarterly SAT meetings	PVC (EDSD)	From Sept 2017	Action plan review meetings diarised for award validity period AS reporting included in relevant committee annual plans/schedules Reports delivered on time and approved by relevant committee
		b. Establish cycle of reporting to EO & HR Committee (twice a year)	PVC (EDSD)	First report in Apr 2018	
		c. Establish annual cycle of reporting to senior groups (Executive Board and Council)	PVC (EDSD)	First report in Sept 2018	
3.4	Aspiration to link AS activity with the Race Equality Charter Section 3 (iii), page 22	a. Scope the content and requirements of the Race Equality Charter	E&D Manager (Staff)	Dec 2017	Report produced on Race Equality Charter requirements and feasibility/application timeline for Brunel One holistic Action Plan sitting within the University's 4Action (or other similar system as appropriate) integrating Athena SWAN, Race Equality Charter and Research Concordat in HR Excellence Plan to contain accreditation-specific and common strategic goals clearly identified
		b. Present findings to SAT	PVC (EDSD)	Mar 2018	
		c. Develop submission plans and incorporate into AS Action Plan	E&D Manager (Staff)	July 2018	

Action	Issue identified (section and page)	Actions to address the issue	Responsible Role	Completion date	Success criteria/outcome
3.5	**Priority action 3** Current data for AS analysis and monitoring is incomplete and often requires manual cleansing Section 3 (iii), page 24	a. Incorporate specific data requirements into scope and build of project TIGER	DVC (Education & International) as senior lead for Project TIGER	Oct 2017	Design and build of TIGER completed with Athena SWAN-specific functionality
		b. Set up automatic AS reporting feature within new HR system	Project TIGER team	May 2018	Automatic AS reporting available from HR system
		c. Implement a schedule of annual AS data cleansing	E&D Data Officer	May 2018	Data cleansing schedule in place
4. Picture of the Institution					
4.1	**Priority action 4** Year on year decline in AHSSBL female professor numbers Section 4.1 (i), page 25	a. Focus on improving retention and engagement at Reader grade through analysis of leaver reasons	DVC (AA&CE)	Sept 2019	Female Professorial leaving reasons identified; if these are systemic issues (rather than individual), then measures in place to prevent
		b. Hold focus groups with Readers and Professors to identify engagement and retention issues	HoDs		Decline in female Professor numbers is arrested and actions for HoDs and Deans in place to address outcomes from focus groups
		c. Explore exact reasons why female Professors left and where they moved to	DVC (AA&CE)		
		d. Ensure exit interviews are carried out with relevant staff	HoDs		
		e. Make changes to working environment and practices in line with outcomes of focus groups	DVC (AA&CE)		

Action	Issue identified (section and page)	Actions to address the issue		Responsible Role	Completion date	Success criteria/outcome
4.2	Apparent inability for certain groups of female academic staff to progress to the next grade

Section 4.1 (i), page 25 | a. | Identify specific recruitment strategies to attract more female applicants to roles where female applicant proportion is <33% | PVC (EDSD) | Oct 2018 | Have an agreed policy in place for diverse long lists with all recruitment sources (agencies, search and advertising)

Common issues identified from within focus groups and action learning sets established for female academics

All female Senior Lecturers have a mentor that has undertaken specific training to be able to advise on promotions and career development |
| | | b. | Through dialogue with focus groups, explore exact reasons why female academic staff may be negatively impacted | PVC (EDSD) | Jan 2019 | |
| | | c. | Investigate potential to expand the number of academic mentees and mentors in the Brunel Mentoring Network to support female academic staff | PVC (EDSD) | Dec 2017 | |
| **4.3** | Our AS data collection is insufficient to allow intersectional analysis

Section 4.1 (i), page 28 | a. | Put in place annual intersectional report (combining gender and race) | HR Ops Manager | August 2020 | Reporting in place, with robust data produced

Proportion of staff with full disclosure of diversity data achieves 75% by 2020

Diversity data collected retrospectively for existing staff to enable sufficient volume for intersectional reporting |
		b.	Communicate importance of sharing diversity data as part of Athena SWAN communication (Issue 3.1)	HR Ops Manager	August 2020	
		c.	Conduct full audit of Project TIGER capability to allow staff to disclose and update personal data through "self-service"	HR Ops Manager	August 2020	
		d.	Extend diversity data collection method for all new starters to existing staff	HR Ops Manager	August 2020	
4.4	Negative consequences of short term and hourly-paid contracts for Research staff	a.	Explore options for reducing fixed term contracts (FTC) whilst remaining financially sustainable and explore options for converting fixed-term contracts to permanent where possible and where funding pipeline is strong	Director of HR (Employment Policy, Relations and Engagement Specialist)	December 2018	Options have been explored and an appropriate way forward to reduce FTCs has been identified

EO&HR Committee receives report detailing outcome of explorations |

Action	Issue identified (section and page)	Actions to address the issue		Responsible Role	Completion date	Success criteria/outcome
	Section 4.1 (ii), page 31					
		b.	Report findings and recommendations to EO & HR Committee	PVC (EDSD)	June 2018	
4.5	Low completion rate of exit questionnaires, leading to limited understanding of reasons for staff leaving Section 4.1 (iv), page 36	a.	Appoint an external agency to support this activity	Director of HR	Sept 2017	Agency appointed and conducts exit interviews Ultimate aim of exit interview completion increasing from 21% to 60% of all leavers by Dec 2019 kept under review by HR Confidential feedback to Deans and Directorate Heads on leaver reasons and trends for improvement action. Annual account of data in HR and E&D report and annually reviewed by EO & HR Committee
		b.	Review, discuss and approve subsequent outcomes	Director of HR	Dec 2017	
		c.	Complement external agency with improved leaver processes and follow up post TIGER implementation	Director of HR	January 2018 onwards	
		d.	Feedback quantitative and qualitative trends to EO & HR Committee	Director of HR	June 2018	
4.6	Significantly more female than male STEMM Senior Lecturers left between 2011/12 and 2015/16	a.	Task Department SATs to review reasons (relates to need to resolve Issue 4.5 above)	College Associate Deans E&D	June 2018	Departments report Senior Lecturer leaving reasons to EO&HRC Annual report from survey company on leaver reasons includes sections on Snr Lecturer
		b.	Specific focus on senior lecture leaver reasons	College Associate Deans E&D	June 2018	

Action	Issue identified (section and page)	Actions to address the issue	Responsible Role	Completion date	Success criteria/outcome
	Section 4.1 (iv), page 36	c. Work with external survey provider to consider one to one telephone follow up by survey company	College Associate Deans E&D	Sept 2017	Completion of exit interviews increases from 21% to 60% of all leavers by Dec 2019
4.7	**Priority action 5** The University has not conducted a full scale pay audit since 2012/13 Section 4.1 (v), page 39	a. Complete and analyse a comprehensive equal pay audit in 2017/18 and annually thereafter	Jointly between Director of HR and Director of Planning	April 2017 to August 2020; (annually)	Audit carried out, with report via EO & HR Committee to Executive Board and Remuneration Committee Measurable gaps of 5% or more are proactively addressed and action plans exist that reduce the gap for those in comparable roles to no more than 5% by 2020
		b. In addition to mandatory (statutory) reporting requirements, focus on specific roles and interrogate data further as needed	Jointly between Director of HR and Director of Planning	April 2017 to August 2020; (annually)	
4.8	Preliminary 2016/17 equal pay audit indicated notable actual male/female staff pay gaps of concern at various academic grades Section 4.1 (v), page 40	a. Utilise full scale 2017/18 pay audit data to identify current pay gaps, particularly between male and female Associate Lecturers and Professors	DVC (AA & CE)	August 2020	Reasons identified for pay gaps at Professor, Reader, Senior Lecturer, and Lecturer grades Pay gaps at Professor closing with gap of <5% achieved by 2020 Reward review completed and published. Action plans exist that include pay gap action where positive action needed
		b. Conduct reward review and create options for taking positive fair action to address pay gaps	Director of HR (Reward Specialist)	August 2020	
4.9	Significant differences in perception of fair and equal pay between male	a. Review this in Brunel Voice 2017 staff survey	Director of HR (Reward Specialist)	August 2018	In Brunel Voice 2019 fair pay questions, % of academic staff who agree is >60% for men and women in

Action	Issue identified (section and page)	Actions to address the issue	Responsible Role	Completion date	Success criteria/outcome
	and female AHSSBL academic staff Section 4.1 (v), page 40	b. Link to reward review proposed in response to Issue 4.8 above	Director of HR (Reward Specialist)	August 2018	both AHSSBL and STEMM
5. Supporting and Advancing Women's Careers					
5.1	**Priority action 6** Levels and pace of implementation of the ALC vary across Colleges Section 5.1, page 42	a. Set up a central ALC Implementation Group to ensure cross-College consistency	DVC (AA&CE)	Sept 2017	Reports to evidence workload monitoring reviewed at Executive Board annually
		b. HR Business Partner team to focus on consistent alignment of ALC processes across Colleges	Director of HR	Dec 2017	
		c. HoDs to be surveyed around Departmental approaches to ALC a policy and practice application and oversight	Director of HR	June 2018	
		d. WAM model built to accommodate relevant reports, which will be acquired and analysed to identify areas of inconsistency	Jointly between DVC (AA&CE) and Director of Planning	Sept 2019	
5.2	A range of issues relating to recruitment of female STEMM Lecturers, Professors and Researchers Section 5.1 (i), page 43	a. Review STEMM Researcher leaver data by College and identify specific pool of female Researcher leavers	Jointly between Deans and HR Business Partners	Dec 2018	Pool of STEM female Researchers identified, with possible systemic reasons investigated Reasons for why female professors declined offers are identified, and new actions proposed if warranted
		b. Review reasons for professorial applicant offer / decline	DVC (AA&CE)	Dec 2018	
		c. Collate the experience of recruiting managers who have held appointment conversations with female professorial applicants	DVC (AA&CE)	Dec 2018	

Action	Issue identified (section and page)	Actions to address the issue	Responsible Role	Completion date	Success criteria/outcome
		d. Meet with all recruitment suppliers to agree partnership working and sourcing strategy for this issue	DVC (AA&CE)	Dec 2018	
5.3	Significant over representation of women in STEMM on teaching-only contracts Section 5.1 (i), page 43	a. Implement annual monitoring of teaching-only contract data as part of SAT meetings	DVC (AA&CE)	Dec 2017	Data on teaching-only academics available by gender and regularly reviewed by the SAT Clear understanding of teaching only career choice All teaching only women in STEMM have development plan documented which enables route to become research active as required
		b. Run focus group with teaching-only women in STEMM to ascertain reasons for their career choice	DVC (R&I)	Dec 2017	
		c. Subject to b. consider plan to support women to become research active and convert to full academic contracts	Jointly between DVC (AA&CE) and Director of HR	Aug 2018	
5.4	Potential to widen the applicant pool for academic appointments Section 5.1 (i), page 49	a. Review and where possible adjust our advertising sources (for both open advertising and search) to increase applications from underrepresented groups, particularly women in STEMM disciplines	Director of HR	June 2018	A flexible and modern advertising, search and sourcing strategy is created, communicated and delivered that includes the use of multi-media and multi-channel solutions A flexible, attractive and market competitive international recruitment and relocation package is launched Proportion of women on long list increases year on year between 2017 and 2020
		b. Review international recruitment strategy and international mobility relocation package (subject to UKVI constraints)	Director of HR	June 2018	
		c. Consider use of incentives to attract women into the applicant pool	Director of HR (Reward Specialist)	June 2018	

Action	Issue identified (section and page)	Actions to address the issue	Responsible Role	Completion date	Success criteria/outcome
5.5	Potential for unconscious bias in staff recruitment processes Section 5.1 (i), page 49	a. Review recent job adverts for grades with high applicant gender difference	Head of HR Operations	August 2017	Job adverts reviewed for language; HR templates adjusted if needed; guidance provided to departments on AS best practice for creating Job Descriptions and Person Specifications The post recruitment applicant survey shows that applicants are much more aware of Brunel's range of supportive HR policies; link to policies included in E-Recruitment tool (Project TIGER) All Chairs of staff Recruitment Panels to have undertaken the relevant interview and selection training workshops by the end of 2017 Elements of the recruitment application and selection process are anonymised with appropriate system changes implemented such that protected characteristics are not disclosed and equality is optimised
		b. Ensure applicant packs highlight our family friendly policies and E&D activities	E&D team (HR)	Sept 2017	
		c. Review training compliance data to identify recruiting managers not formally trained (see Issue 5.5)	Staff Development team	Sept 2017	
		d. Post-TIGER implementation, review options for anonymising initial parts of the application process so that unconscious bias is minimised	Director of HR	June 2018	
		e. Create a link to HR policies via post TIGER E-Recruitment tool for applicants	HR Ops Manager	June 2018	
5.6	Insufficient information on staff recruitment panels and training to ensure compliance	a. Introduce a system for recording and monitoring training completion for recruitment panel members	HR Ops Manager	Apr 2018	Monitoring system in place with recruitment compliance data readily available for audit

Action	Issue identified (section and page)	Actions to address the issue	Responsible Role	Completion date	Success criteria/outcome
	Section 5.1 (i), page 49	b. Implement the recruitment principles of the Academic Life Cycle (e.g. HR representation on panel, appropriate gender balance on panel, external panel member for senior posts) into policy and practice	HR Ops Manager	June 2018	A cadre of fully trained panel chairs exists with refresher training every 3 years Recruitment and selection training part of mandatory compliance training suite for all Panel chairs and members
		c. Utilise the data to identify those at Departmental level requiring compliance training, ensuring they complete training	HoDs	Dec 2017	
5.7	Potential for unconscious bias influencing feedback from seminar audiences during staff recruitment Section 5.1 (i), page 49	a. Undertake a review of audience (staff and student) guidelines / briefing	DVC (AA&CE)	Dec 2018	Review completed, with guidance updated if necessary Training records available to evidence Chair compliance Post introduction of E-Recruiter (Project TIGER), positive feedback from 75%+ of candidates as to their recruitment experience
		b. Ensure Chair of staff and student panel undertake full recruitment workshop training, incl. Unconscious Bias	DVC (AA&CE)	Dec 2018	
5.8	A range of issues relating to staff induction and support processes Section 5.1 (ii), page 51	a. Review and consolidate existing new starter information into a single page on the intranet	Director of HR	Dec 2017	Local induction presentation is sufficiently flexible to recognise different academic and professional staff requirements Positive engagement with induction programme revealed by 75%+ of new starters in post-induction survey
		b. Refresh University induction checklist following discussion with line-managers and recent new starters	Directors of College Operations	Dec 2017	

Action	Issue identified (section and page)	Actions to address the issue	Responsible Role	Completion date	Success criteria/outcome
		c. Ensure Colleges have a local induction presentation in place for new starters, to be delivered during HoD / line manager introductory meetings	Directors of College Operations	Dec 2017	Staff who relocate internationally are suitably attracted, retained and motivated by their overall package as evidenced by their overall post-induction survey and one to one meeting with HR

Data from survey post-induction reported to EO&HR Committee |
		d. Ensure new starters have timely access to the 'Welcome to our World' training and migrate key aspects of this workshop online	Head of Staff Development	Dec 2018	
		e. Raise awareness of the "Creating Effective Induction Plans" training for line managers (link to need to deliver on Issue 3.1)	Directors of College Operations	Dec 2017	
		f. Scope and review the differing requirements and support mechanisms required by international staff moving from overseas	Director of HR	Dec 2017	
		g. Update the removal expenses policy to reflect international staff requirements	Chief Financial Officer	Jun 2018	
		h. Review international recruitment strategy and international mobility relocation package to maximise recruitment in a global talent pool (subject to UKVI constraints)	Director of HR	Jun 2018	
		i. Implement post-induction survey for all new starters	Director of HR	Jun 2018	
		j. Ensure new international staff members meet with HR 12 months post hire	HoDs	Jun 2018	

Action	Issue identified (section and page)	Actions to address the issue		Responsible Role	Completion date	Success criteria/outcome
5.9	Review the outcomes of an independent audit to evaluate the University's compliance with academic staff promotion policies and procedures Section 5.1 (iii), page 52	a.	Respond to outcomes of audit findings, revising and updating the policies and procedures to enhance the experience and align practice to the Academic Life Cycle	DVC (AA&CE)	Dec 2017	All requirements of audit are satisfied and management response is complete – audit actions closed
		b.	Review findings for E&D / AS purposes	DVC (AA&CE)	Completion date for actions in line with audit report	
5.10	Concern around the Reader-to-Professor transition statistics Section 5.1 (iii), page 52	a.	Analyse these success rates annually	DVC (AA&CE)	Apr 2019	If poor success rate trend persists, Action Plan created with an additional focus on preparing Snr Lecturer staff for successful progression
		b.	Hold 1-2-1 meetings with successful candidates to review process	DVC (AA&CE)	Oct 2019	
5.11	Need to assess impact of ALC automatic promotion route on the academic pipeline for female academic staff Section 5.1 (iii), page 54	a.	Track the career progression of lecturers appointed under the ALC "automatic promotion" route vs the pre-ALC scheme	Jointly between Director of HR and DVC (AA&CE)	Dec 2020	An evaluation report on the longer term impact on the academic pipeline of female academic staff to be presented to EO&HR Committee
5.12	Positively influence the gender ratio of staff promoting to Reader and Professor level Section 5.1 (iii), page 54	a.	Create a talent pool of newly promoted Senior Lecturers	Jointly between Director of HR and DVC (AA&CE)	July 2019	The action learning set will become self-directed from August 2019
		b.	Agree targeted development plans that will sustain their promotion trajectory though to Reader and Professor	Jointly between Director of HR and DVC (AA&CE)	July 2019	

Action	Issue identified (section and page)	Actions to address the issue		Responsible Role	Completion date	Success criteria/outcome
		c.	Create a coach-led action learning set for this cohort for peer coaching	Jointly between Director of HR and DVC (AA&CE)	July 2019	
5.13	Consistently lower application rates from male Readers applying for promotion to Professor Section 5.1 (iii), page 54	a.	Undertake further analysis to understand why eligible male academic staff are not applying for promotion to Professor	DVC (AA&CE)	July 2018	SAT provided with a clearer understanding of the differences in application rates Year-on-year increase in eligible male academic staff applying for promotion to Professor from the 2018/19 promotion round Refreshed promotions workshops in place for 2018/19 round
		b.	Present proposals to address the issues to the SAT	DVC (AA&CE)	Dec 2018	
		c.	Consider revision to promotion workshops in light of findings	DVC (AA&CE)	March 2018	
5.14	High success rate of existing women-only academic promotion workshops Section 5.1 (iii), page 55	a.	Update these workshops in line with feedback	PVC (EDSD)	Sept 2017	Future workshops continue to evolve following analysis of feedback Female applicants continue to be positively impacted by these workshops despite the potential inclusion of male colleagues
		b.	Expand the women-only workshops to all interested staff, to positively impact promotion for men (linked to the need to resolve Issue 5.13)	DVC (AA&CE)	Nov 2017	
5.15	**Priority action 7** Concern over STEMM female academic staff being the least likely to meet the university's REF criteria Section 5.1 (iv), page 57	a.	Establish a group to investigate issues and prepare recommendations to address this	DVC (Research & Innovation)	Dec 2019	Actions from group review implemented Male/female workload balance is fair and equitable in STEMM departments as evidenced by WAM
		b.	Ensure workload within academic Departments is fairly balanced to enable sufficient investment in research by women	Department Directors Research	June 2020	

Action	Issue identified (section and page)	Actions to address the issue	Responsible Role	Completion date	Success criteria/outcome
5.16	Manage the overlap of Concordat for the Career Development of Researchers with Athena SWAN action plans Section 5.3 (i), page 59	a. Ensure efficient communication and coordination between the Research Concordat Implementation Group and the AS team through regular dialogue and sharing of plans b. AS Coordinator and HR representative to participate in both AS SAT and Concordat working group	Jointly between PVC (EDSD) and Director of HR	Dec 2019	Combine and link Action Plans AS Coordinator and HR representative common to both AS SAT and Concordat working group Clarity of actions and timing for delivery; no duplication or omissions
5.17	Overall academic staff participation rates for Staff Development training are low Section 5.3 (i), page 59	a. Conduct an institution-wide review of learning and development delivery	DVC (Education & International)	Dec 2019	Targeted, relevant training and coaching delivery for academic staff is well received and aligns with PDR development plans and the ALC From the pilot, every academic experiences one stretching personal development experience away from their core discipline during the period of measurement Reporting is on a more holistic suite of training experience, not just traditional 'classroom' training
		b. Define and, if necessary, re-classify 'training' experience to include menu of choices for self-development that can be recorded	Head, Staff Development		
		c. Investigate alternative models for organisational development that would tailor delivery to needs and job families	Director of HR		
		d. Alternative models of staff training delivery to include digital and multi-media	Head , Staff Development		
		e. Selected Department(s) to pilot introduction of a "stretching learning experience" which reflects learning away from their core discipline	HoDs for selected department(s) to be identified as pilot		
5.18	No central collation of institutional training needs data	a. Devise a process that captures staff training undertaken with BEEC, Graduate School, RSDO, Colleges and Institutes	DVC (Education & International) as senior lead for TIGER	Apr 2019	Every staff member has a single, centralised, Staff Development record that reflects Brunel training wherever

Action	Issue identified (section and page)	Actions to address the issue	Responsible Role	Completion date	Success criteria/outcome
	Section 5.3 (ii), page 60 Section 5.3 (ii), page 62	b. Implement a system to annually report on College funding of external development activities	DVC (Education & International)	Sept 2018	it takes place Staff are more readily able to discuss training, personal and professional development with line manager during PDR conversations Colleges able to access PDR training needs data in 4 weeks of completion If trend of only ~50% academic staff in STEMM and ~40% in AHSSBL receiving training requested through PDR continues, establish group to take further action
		c. Develop the PDR Personal and Career Development Plan document so that it readily provides training needs data at Department and College level	Web Technical Manager (Information Services) and PDR Coordinator (HR)	Initial capability by July 2017	
		d. Use Brunel Voice 2018 staff survey to collect additional data on staff actually receiving training identified through PDR	Director of HR	August 2018	
5.19	Statistical differences in satisfaction levels and opportunities to develop between different academic groups Section 5.3 (i), page 60	a. Use Brunel Voice 2017 staff survey to collect additional data and monitor	Director of HR	Aug 2019	Satisfaction levels for men and women are equalised Departmental reports show frequency of training opportunity given to men and women is aligned
		b. Start to build and monitor equality of opportunity for training, conferences, seminars and events at Department level	Deans of Colleges	Aug 2019	
5.20	PDR engagement and completion reporting is currently lacking Section 5.3 (ii), page 61	a. Discuss development of short-term enhancements for current online system with Information Services	Director of HR	Sept 2017	Current system enables Line Managers and Counter Signatories to easily view "real time" PDR engagement and completion activities Future appraisal module in new HR/Finance system provides Line Managers and Counter Signatories with a useful range of functionality

Action	Issue identified (section and page)	Actions to address the issue	Responsible Role	Completion date	Success criteria/outcome
		b. Incorporate specific PDR management and completion data requirements into scope and build of project TIGER	DVC (Education & International) as senior lead for Project TIGER	Sept 2018	and enhanced PDR reporting capability
5.21	Requirement to improve the quality of the PDR discussions to embed a culture of development and performance management Section 5.3 (ii), page 61	a. Further explore, analyse and communicate the benefits for staff in undertaking PDR Reviewer or PDR Reviewee training	Head of Staff Development	Dec 2018	Uptake in PDR-related training by 10% year-on-year Increase in PDR completion rates for eligible staff from 81% in 2016 to 95% in 2020 Links to College and Planning pages included in PDR document area All new academic appointments to leadership and management positions complete 1-2-1 skills coaching with a member of Staff Development / HR Business Partner within first 3 months of appointment Within first 12 months of appointment, the same group attend fundamental management skills workshop programme PDR discussions take place at the most appropriate time in the year to add significant value to the academic promotion process 10% year-on-year increase in the number of staff reporting in Brunel
		b. Include appropriate links to relevant plans held in IntraBrunel	Web Technical Manager	June 2017	
		c. Ensure PDR Reviewers are well placed to address Reviewee's personal and professional development needs	HoDs	June 2019	
		d. Incorporate specific reference to promotion readiness and work/life balance discussions in the PDR document and supporting documentation	Web Technical Manager (Information Services) and PDR Coordinator (HR)	Dec 2017	
		e. Review the optimal time for the PDR process to be conducted, in light of the academic promotion cycle	Director of HR	Dec 2017	

Action	Issue identified (section and page)	Actions to address the issue	Responsible Role	Completion date	Success criteria/outcome
					Voice that PDR is of quality and use in their development
5.22	Application rates for Athena SWAN Research Awards are low despite excellent feedback from awardees Section 5.3 (iii), page 63	a. Review the effectiveness and suitability of Athena SWAN Research Awards	DVC (Research & Innovation)	July 2018	Clear marketing, publication and PR for those who have been successful Following a review, Athena SWAN Research Awards are refreshed and refocused to become more effective, visible and relevant in supporting staff returning from lengthy periods of leave
		b. Promotion of and recognition for those who successfully receive Athena SWAN Research Awards	PVC (EDSD)	Dec 2018	
5.23	**Priority action 8** Variable and inconsistent support for staff when taking maternity and adoption leave Section 5.5 (i) – (iii), page 65-66	a. Promote wider awareness of relevant policies with staff, including the development of a pre-leave checklist and a simple maternity and adoption leave flowchart	Snr HR Business Partners in conjunction with HoDs	Dec 2017	Staff taking leave are routinely involved in workload / phased return / KIT discussions with Line Managers before, during and after leave Improvements to the communication of policies is improved through linkage to successful delivery on Action 3.1
		b. Train Line Managers to undertake meaningful discussions and make viable plans for staff leave arrangements	College Associate Deans E&D / HR	July 2018	
		c. Allocate specific funds at University level for fixed-term hourly paid teaching cover	Chief Financial Officer	August 2018	This ring-fenced funding is fully utilised to cover maternity leave SAT to present KIT/SPLIT take-up data to EO&HR Committee A minimum of 4 new and expectant mother rooms are established and made available across campus by December 2018
		d. Monitor maternity leave workload-reallocation through the WAM	HoDs	Following WAM roll-out	
		e. Communicate the opportunities for staff to remain in contact with Departments through KIT/SPLIT days, recording data on take-up and effectiveness	HoDs	July 2018	

Action	Issue identified (section and page)	Actions to address the issue	Responsible Role	Completion date	Success criteria/outcome
		f. Consider wider rollout of on-campus rest rooms for new and expectant mothers (CHLS initiative)	DVC (AA & CE) / Director of Estates	June 2018	Feedback from Returner's Network used to create policy evolution and improvement
		g. Scope the potential for a Returner's Network to be established on campus	PVC (EDSD)	June 2018	Obtain positive feedback throughout maternity / adoption process and on return to workplace so that practice improvement can be assimilated and enhanced
		h. Explore feasibility of providing a coach or mentor for returnees	DVC (AA & EE)	June 2018	
		i. Implement 3 and 6-month review meetings for returners to meet line manager	HoDs	Dec 2017	
		j. Monitor the effectiveness of workload reduction as well as evaluating the outcomes and uptake and experiences staff who select a phased return	HoDs with HR Business Partners	Dec 2019	
5.24	No routine tracking of maternity leave returners Section 5.5 (iv), page 66	a. Implement interim mechanism for binary reporting on maternity leave returners	Director of HR	Dec 2017	SAT able to present interim data to EO&HR Committee
		b. Incorporate specific data requirements into scope and build of project TIGER	DVC (Education & International)	Dec 2018	Automated functionality of TIGER, supported by information from Departments, allows for more effective tracking
5.25	Parental pay policies and guidelines are unclear, potentially leading to low levels of take-up Section 5.5 (v), page 67	a. Investigate effective data-capture methods	PVC (EDSD) Departments	July 2018	SAT to present take-up data to EO&HR Committee
		b. Record and analyse the number of parental leave instances (applications and uptake)	HR Ops Manager	Dec 2019	Between 2017 and 2020, instances of recorded enquiries and take-up of parental leave increase above the

Action	Issue identified (section and page)	Actions to address the issue	Responsible Role	Completion date	Success criteria/outcome
		c. Consider 2 weeks of full pay provision, update and simplify the policies and guidelines, followed by campus-wide communication	Director of HR	Sept 2017	baseline
5.26	**Priority action 9** A range of concerns around the understanding and implementation of flexible working arrangements Section 5.5 (vi), page 69-70	a. Revise Flexible Working policy in 2017, to include guidance on remote working ("culture of presentism") and timing of local meetings (to be more inclusive)	Director of HR	Dec 2017	Flexible Working policy revised and issued Presentations on flexible working best practices given to VC's lunch meeting, CMBs and Chief Operating Officer's Directorate All flexible working requests documented Flexible workers flagged in Project TIGER system and WAM
		b. Implement system to accurately record flexible working requests and success rates	Director of HR	June 2018	
		c. Deliver manager training to increase confidence in handling requests	Staff Development	July 2018	
		d. Investigate reasons why staff, particularly women, may prefer local / informal to formal agreements	Director of HR	July 2018	
		e. Advertise flexible working arrangements (linking to Issue 3.1) on both the intranet and external HR staff recruitment pages	Director of HR	Dec 2017	
		f. Identify areas of best practice in STEMM Departments for possible adoption in AHSSBL departments	HR Business Partners	Dec 2017	
		g. Use Brunel Voice 2017 staff survey to monitor work-life balance satisfaction rates between STEMM men and women	Director of HR	August 2017	

Action	Issue identified (section and page)	Actions to address the issue	Responsible Role	Completion date	Success criteria/outcome
		h. Ensure academic working patterns are agreed as part of ALC	DVC (AA & EE)	Dec 2017	
5.27	Concern that staff can find it difficult to transition from part-time to full-time employment following career breaks Section 5.5 (vii), page 70	a. Undertake further work to evidence this and understand the reasons	E&D Manager (Staff)	Mar 2018	Focus groups / surveys carried out with parental leave returners Guidance developed and publicised to staff and line-managers
		b. Develop and implement guidance to support staff in successfully transitioning back to full-time employment and disseminate proactively in updated parental leave policies	Jointly between Director of HR and HoDs	Sept 2018	
5.28	Opportunity to enhance support to staff with caring responsibilities Section 5.5 (ix), page 71	a. Routinely promote the Parental Leave and Special Leave policies, including paid emergency leave for carers	HR Business Partners	Sept 2017	General raising of awareness of appropriate policies amongst staff and managers evidenced through Brunel Voice staff survey Experience of caring to be included in mentoring network categories Recommendations presented to EO & HR Committee for consideration Existing carers are made aware of wider support available to them Carers flagged in Project TIGER system and WAM on a voluntary basis
		b. Review suitability of unpaid leave provision and consider some paid provision	Director of HR	July 2018	
		c. Advertise support and information available from the Working Families website and include Brunel's Carer's Network	Carers Network Coordinator	Sept 2017	
		d. Include Caring as one of specialist areas in Brunel Mentoring Network	Head, Staff Development	Dec 2017	
		e. Implement voluntary register of carers that are available for buddying / mentoring	Director of HR	July 2018	
		f. Promote Brunel's Carer's Network campus-wide	Director, Communications, Student Recruitment	Sept 2017	

Action	Issue identified (section and page)	Actions to address the issue		Responsible Role	Completion date	Success criteria/outcome
				and Marketing		
5.29	Women have been underrepresented on all Dean/HoD long lists Section 5.6 (iii), page 73	a.	Agree a system of case-by-case longlist 'quotas' for underrepresented groups with our executive search partner	DVC (AA & EE)	August 2018	All longlist female candidates are also shortlisted during pilot period Develop an internal cadre of suitably qualified and prepared female applicants All internal female applicants identified through succession planning apply for vacant posts and are interviewed
		b.	Trial a 12-month period of shortlisting all female applicants to these appointments			
		c.	Improve succession planning internally			
5.30	Need to diversify membership on the International Strategy & Collaborations and Infrastructure Strategy Committees Section 5.6 (iv), page 75	a.	Explore ways of diversifying membership to increase female representation	Academic Registrar	August 2018	Female representation on these committees increased to 40% on International Strategy Collaborations and 25% on Infrastructure Strategy Committee
5.31	No regular data collection and analysis mechanism in place to monitor diverse CMB membership Section 5.6 (iv), page 78	a.	Implement a mechanism of regular collection and analysis of CMB membership data by gender and race	E&D Data Officer	October 2019	Data presented to EO&HR Committee Year-on-year progress towards CMB representation demonstrating gender parity
5.32	Opportunity to improve diverse representation	a.	Implement proactive encouragement measures to ensure diverse nominations	Academic Registrar	July 2019	Improvement in diversity as represented on Senate and its sub-

Action	Issue identified (section and page)	Actions to address the issue	Responsible Role	Completion date	Success criteria/outcome
	on Senate and its sub-committees Section 5.6 (v), page 80	on Senate as required			committees Senate receives an annual report on committee membership broken down by gender and race Capture of committee membership data included in Project TIGER and WAM
		b. Implement a mechanism of regular collection and analysis of Senate sub-committee membership by gender and race	E&D Data Officer	October 2019	
		c. Incorporate specific data requirements into scope and build of project TIGER	DVC (Education & International)	April 2018	
		d. Committee membership discussed at PDR, with workload allocations taken into consideration	HoDs	June 2018	
5.33	Need to improve consideration for "committee overload" for underrepresented groups Section 5.6 (vi), page 84	a. Put in place committee workload audits for E&D purposes	E&D Manager (Staff)	July 2019	Centralised reporting of general University committee membership to EO&HR Committee Committee membership incorporated into WAM
		b. WAM model built to accommodate committee membership under Collegiality	Director of Planning	July 2019	
		c. Put in place committee workload audits for E&D purposes in order to identify and mitigate "committee overload" for under-represented groups	E&D Manager (Staff)	July 2019	
5.34	WAM will require further monitoring post-implementation Section 5.6 (viii), page 85	a. WAM to be evaluated and reviewed to assess for fairness and transparency every 6 months over initial 3 year period with annual reviews thereafter	Jointly between Director of Planning and DVC (AA&CE)	3 years from formal introduction	WAM evaluation and reporting presented to Executive Board 6 monthly then annually Workload allocation incorporated into PDR design and discussions
		b. Workload allocation to feature in PDR discussions	Deans	Dec 2017	

Action	Issue identified (section and page)	Actions to address the issue	Responsible Role	Completion date	Success criteria/outcome
		c. WAM to be subject of an Equality Impact Assessment by departments and the University on an annual basis	HoDs	6 months prior to launch	
		d. Put in place committee workload audits for E&D purposes in order to identify and mitigate "committee overload" for under-represented groups	E&D Manager (Staff)	On anniversary of launch	
5.35	Improve consideration for part-time, parent, carer and flexible workers when planning staff-related events Section 5.6 (ix), page 85	a. Disseminate guidance on best practice for scheduling group-meetings and events	Director, Communications, Marketing and Student Recruitment (CMSR)	Sept 2017	Recording and sharing of key events in place and "click-through" monitored Results of Carer's Network survey actioned and addressed
		b. Vary timings of events throughout the calendar so that same events take place at different times to maximise attendance	Director, CMSR	Sept 2018	
		c. Record key events and presentations for asynchronous viewing at the convenience of staff	Director, Information Services	Sept 2017	
		d. Carer's Network to survey members for optimisation of event scheduling	Carer's Network Coordinator	Sept 2018	
5.36	Internal and external publicity materials are not routinely monitored for gender balance Section 5.6 (x), page 85	a. Update the communications, marketing and events strategy with E&D targets	Director, CMSR	Dec 2017	Internal and external publicity materials exhibit more appropriate gender balance Updated image bank provides an increased number of 50/50% gender images over a 3-year period
		b. Phase out old publicity materials over a 3-year period	Director, CMSR	Apr 2020	
		c. Implement a system of annual data	E&D Manager (Staff)	Mar 2018	

Action	Issue identified (section and page)	Actions to address the issue	Responsible Role	Completion date	Success criteria/outcome
		collection to monitor the gender ratios in publicity materials			
5.37	Need to improve staff and student engagement with the Annual Athena SWAN Lecture

Section 5.6 (x), page 86 | a. Review the original rationale and target audience for this initiative | DVC (AA & CE) | Sept 2017 | A 35% increase in participation (in attendance and online) |
| | | b. Consider changing the format and/or timing, e.g. to a conference or debate | Director, CMSR | Dec 2019 | |
| 5.38 | Disproportionately low proportion of female speakers at Public Lectures

Section 5.6 (x), page 86 | a. Collate and introduce a list of potential female speakers from relevant disciplinary areas into the overall public lecture series | Events team, CMSR | January 2018 | Demonstrate a year-on-year improvement of the proportion of female speakers at these events |
| 5.39 | No regular data collection and analysis mechanism in place to monitor academic staff contribution to and participant uptake of outreach activities

Section 5.6 (xi), page 87 | a. Implement a mechanism of regular collection and analysis of outreach participation by gender and race | Jointly between Departments and Student Recruitment team | Sept 2018 | Reports presented to the SAT for initial consideration

Project TIGER and WAM to incorporate outreach activity tracking |
		b. Consider including outreach activities for recognition as a University award	Director of HR (Reward Specialist)	Dec 2017	
		c. Encourage completion of this data by staff as part of Project TIGER personal data set	Jointly between HR Business Partners and HoDs		
		d. Outreach activity data to be included in WAM calculations	DVC (AA & CE)	Sept 2018	
5.40	**Priority action 10**
Extending encouragement for	a. Incorporate AS applications into department plans	Jointly between PVC (EDSD) and Deans	Dec 2020	75%+ of planned new submissions are successful over next 4 years

Action	Issue identified (section and page)	Actions to address the issue	Responsible Role	Completion date	Success criteria/outcome
	departments to apply for AS awards Section 5.6 (xii), page 88	b. Utilise a local project management approach to AS application planning	College Project Officers		Each department's application and renewal (Bronze or Silver) becomes "business as usual" during each academic year
		c. Expand the AS champions network across all 3 Colleges	College Associate Deans E&D		
		d. Develop a toolkit and practical guidance	The E&D team		
		e. Develop a standardised data-report for departments	Jointly between HR and Planning		
6.	**Supporting Trans People**				
6.1	E&D policies currently not sufficient to tackle the discriminatory treatment experienced by trans* and non-binary people Section 6 (i) – (iii), page 89	a. Introduce targeted policy and guidance, increasing institutional awareness	PVC (EDSD)	Dec 2019	Policy and guidance drafted; communicated to staff and students; made available on website Annual LGBT+ awareness incorporated into Staff Development programme; training part of standard Staff Development course list Policies identified for review, reviews carried out, and recommendations implemented Gender-neutral facilities part of new building plans
		b. Monitor effectiveness in staff surveys and with staff/student LGBT+ networks	HoDs		
		c. Explore training options for addressing inappropriate/negative attitudes	Staff Development		
		d. Review key publications and policies to introduce trans* and non-binary inclusive language	Director of HR		
		e. Consider ways to expand our gender-neutral designated campus facilities	Director of Estates		
		f. Deliver LGBT+ training to all leaders and managers	Staff Development		

2012 Bronze Action Plan – progress tracking and 2017 follow-up

Ref	Description of action	Status at 2012 and plans for 2015	Responsibility	Timeline	Progress tracking and 2017 follow-up
1. Enhancing communication and promoting 'Women in SET' initiatives					
1.1	Advertise various HR policies and associated benefits effectively: a. Maternity b. Flexible Working c. Academic promotion scheme d. Childcare vouchers, Family Tax / Working Tax credits	**Current status:** Policies available via intranet but signposting and organisation of information could be improved. **Planned action:** Policies should be easy to find, read, and understand. Consult with staff re signposting, labelling, organisation of information and navigation. Implement workable outcomes.	Head of HR, Diversity Manager	Summer to Autumn 2012	<mark>**Partially completed:**</mark> Maternity policy still not always easy to understand; not consistently applied across institution. New flexible working policy launched in 2014, with low formal uptake and not yet consistently applied across institution. Academic promotion process revised; annual call to all via email, all-staff process briefs and women-only workshops in place. Family-friendly benefits page created on new intranet, and awareness-raising workshops with childcare voucher provider organised in 2014 and 2015. **Follow-up in 2017 Action Plan:** **Action 5.23** Variable and inconsistent support for staff when taking maternity and adoption leave **Action 5.25** Parental pay policies and guidelines are unclear, potentially leading to limited take-up **Action 5.26** A range of concerns around the understanding and implementation of flexible working arrangements

1.2	Events a. Annual Athena SWAN lecture. b. Internal and external promotional material featuring events led by, featuring or attended by SET women.	**Current status:** Public lectures are a standard feature in the Brunel calendar and include SET and non-SET, male and female presenters. **Planned action:** a. Introduce Athena SWAN lecture as an annual public lecture for 2012-13. b. Promotional material features research activity rather than gender or personal narratives.	PVC Research and PVC Strategy, Development & External Affairs, Director of External Affairs	AY 2012-13	**Partially completed:** Inaugural Athena SWAN lecture held in January 2014, with three further lectures held since then. Female alumni and staff in SET areas have been featured in the alumni magazine. Several have won awards and have been invited as speakers for Brunel events. **Follow-up in 2017 Action Plan:** **Action 5.37** Need to improve staff and student engagement with the Annual Athena SWAN Lecture **Action 5.37** Disproportionately low proportion of female speakers at Public lectures
1.3	Enhance internal communication of Women in SET initiatives.	**Current status:** Results of 2011 staff survey suggest that intranet needs improvement. We established a project team to create an intranet to communicate news and events effectively, and that is easy to search and personalise. **Planned action:** Schools and SRIs to be asked to identify case studies and success stories for publication in print and web formats.	Director People Services, Head of HR, Diversity Manager, Director of External Affairs	AY 2012-13	**Partially completed:** A central Athena SWAN page now exists, although it needs updating. CEDPS and CHLS have set up their own Athena SWAN pages, CBASS to set up webpages in 2017. **Follow-up in 2017 Action Plan:** **Action 3.1** Need for improved communication of general AS activities
1.4	Promote support and benefits for Women in SET as part of recruitment practice.	**Current status:** Support and benefits for staff offered by the University is communicated by HR in recruitment documentation. **Planned action:** Explicit communication of benefits / support to be included on HR recruitment web pages, in recruitment documentation, at interview and during local induction.	Head of HR, Diversity Manager, Head of Staff Development	Aug 2012 to Dec 2012	**Partially completed:** External recruitment pages now have a list of benefits of working at Brunel, although this is only provides very high-level information and is not targeted at women. **Follow-up in 2017 Action Plan:** **Action 5.2** A range of issues relating to recruitment of female STEMM Lecturers, Professors and Researchers **Action 5.4** Potential to widen the applicant pool for academic appointments
2. Returning to work				
2.1	Explore implementation of	**Current status:**	PVC Research,	Jun 2012	**Fully completed:**

	research awards for those returning from maternity leave	Research awards currently exist for early-career researchers, with funding awarded based on merit of proposal. **Planned action:** Consult with Head of HR / Diversity Manager to determine feasibility. If feasible, create publicity campaign with clear guidance and criteria – awards and campaign to be signed off by EO & HR Committee.	Planning team	to Jan 2013	In 2013/14, we introduced our Athena SWAN Research Award scheme. 3 awards of up to £15,000 each are available annually and on a competitive basis to staff returning from more than 4 months of parental leave. The awards can be used for buying out teaching time, research trips or conferences, employing research support, and purchasing equipment. 11 awards have been awarded to date. This is now 'business as usual' and has been extended to returners from shared parental leave. **Further developed in 2017 Action Plan:** **Action 5.22** Application rates for Athena SWAN Research Awards are low despite excellent feedback from awardees
2.2	Review support for re-integration into the workplace following maternity leave	**Current status:** Line-managers are responsible for local induction and re-induction in Schools/SRIs. Support material and workshops exist but tend to focus on induction only. **Planned action:** Create material and briefings for line-managers to help them support the re-integration of staff returning from leave.	Head of HR, Head of Staff Development	Aug 2012 to Mar 2013	**Partially completed:** The induction guidance/checklist was reviewed to cover the needs of parental leave returners. Additionally, in 2015/16 we succeeded in nominating 3 mother's rooms on campus, to accommodate staff who recently returned from maternity leave. **Follow-up in 2017 Action Plan:** **Action 5.23** Variable and inconsistent support for staff when taking maternity and adoption leave **Action 5.24** No routine tracking of maternity leave returners
2.3	Feedback on local induction / re-induction	**Current status:** Local induction is overseen by Schools / SRIs. Formal feedback mechanisms do not exist at present. **Planned action:** Develop evaluation strategy, and support Schools / SRIs in implementation.	Head of HR, Diversity Manager, Head of Staff Development	Jul 2012 to Jul 2013	**Partially completed:** Online survey developed alongside focus groups on the induction process in 2013. Results reported to EO & HR Committee, with induction checklist/guidance produced as a result. **Follow-up in 2017 Action Plan:** **Action 5.8** A range of issues relating to staff induction and support processes
3. Practical childcare support					
3.1	Commission a review of the childcare needs of Brunel staff	**Current status:** While feedback from the 2012 AS survey	SAT and Diversity Manager	Oct 2012 to May	**Fully completed:** Staff feedback through focus groups with two departments

				2013	suggested some level of support for an on-site nursery. In 2013, we evaluated feasibility, and concluded that we cannot sustain a campus nursery at present and that we will keep this under review. The holiday activities/clubs were extended to include non-sport activities (art/craft) and have an optional extended (earlier and later) optional start/finish time. This is now 'business as usual'.
	so that solutions can be created that are fit for purpose	suggests that pre-school childcare facilities would be welcomed, staff indicate that childcare solutions for school holidays would add significant value. Holiday activities/clubs are delivered by the Sports Centre and start no earlier than 10am which is not practical for many parents on campus. In addition, a wider range of activities could be considered, not just sport. **Planned action:** a. SAT to undertake review of childcare support currently available, childcare problems and needs of Brunel staff, and potential solutions to address childcare issues. b. Collate finding and produce proposal for consideration by EO & HR Committee.			
4. Career development					
4.1	Raise awareness of the academic promotion scheme	**Current status:** A promotion scheme exists for academic and research staff. Promotion criteria are the same for SET and non-SET, male and female staff and is based on merit. Career plans are discussed at appraisal with Lecturers and Senior Lecturers. Feedback from the 2012 AS survey suggests that improvements in awareness of promotion criteria and a greater focus on career planning at appraisal is needed. **Planned action:** a. Make web-based promotion information easy to find and navigate. b. Give more than 2 weeks' notice for attendance at promotion workshops. c. Discuss career plans at appraisal at all levels (currently implemented for Lecturers and	Head of HR, Vice Principal, PVC (Student Experience & Staff Development), Head of Staff Development	Jul 2012 to Oct 2013	**Completed:** The promotion process was substantially revised in 2014/15 and 2015/16. All information is now available on the intranet, and the DVC AA&CE delivers annual promotion briefings to which all academic staff are invited via email 6 weeks in advance. The new annual PDR process accommodates a career-planning discussion, however we have limited information on whether this actually takes place for all staff. **Further developed in 2017 AP** **Action 5.20** PDR engagement and completion reporting by HR is currently lacking **Action 5.21** Requirement to improve the quality of the PDR discussions to embed a culture of development and performance management

		Senior Lecturers). d. Supplement women-only promotion workshops with annual roadshow to raise awareness of criteria and career planning.			
4.2	Enhancing opportunities for career planning and identifying professional development needs of academic staff	**Current status:** Appraisal schemes exist for probationary academic staff, lecturers and senior lecturers. Recent revisions of the scheme now include discussion of career plans for lecturers and senior lecturers. Probationary reviews tend to focus on the probationary period and are limited in providing a platform for discussion of career planning. Professors and Readers participate in a performance-related pay scheme that is limited in identifying professional development needs. **Planned action**: a. Consider the probationary review scheme and identify how developmental and career planning support might be positively reinforced throughout the scheme. b. Identify PDR opportunities for Profs and Readers. c. Submit proposal to EO&HR Committee on enhancing developmental support for probationary academics, Readers and Professors.	Head of HR, Head of Staff Development, Vice Principal, Union reps	Sep 2012 to Sep 2013	<mark>**Partially completed:**</mark> In 2014/15, we introduced a revised and standardised PDR process for all staff. Uptake was ~65% in 2015, increasing to ~80% in 2016. The quality of PDRs appears to be uneven, and participation from research staff appears to be lower than from academic staff. In 2014/15, we developed a set of principles that we call Academic Life Cycle, with the aim of systematically developing and promoting new Lecturers to Senior Lecturers within 4 years of them joining Brunel. We are now in the process of putting these principles into practice, so it is too early to evaluate impact. In 2015/16, we launched a peer-support network for female professors and readers, aimed at identifying and addressing career development needs. **Follow-up in 2017 Action Plan:** **Action 5.20** PDR engagement and completion reporting via HR currently lacking **Action 5.21** Requirement to improve the quality of the PDR discussions to embed a culture of development and performance management **Action 5.1** Levels and pace of implementation of the ALC vary across Colleges
4.3	Career support and development for research staff	**Current status:** We have held the HR Excellence in Research (Concordat) Award since 2011. There is a corresponding action plan and programme of events, including coaching and	Director of the Graduate School	Every 2-4 years	<mark>**Fully completed:**</mark> We retained our Concordat award in 2013 and again in 2015, the next review is due in 2017. Researchers were surveyed on career support and development via CROS and PIRLS in 2013 and 2015. We redeveloped our PDR scheme, making it

		networking. **Planned action**: a. Continue implementing the Concordat action plan. b. Monitor engagement of contract research staff and principal investigators. c. Develop a researcher appraisal scheme.			mandatory for all staff, including researchers. **Further developed in 2017 AP** We identified a need for closer cooperation between the Concordat Implementation Group and the AS SAT. CROS and PIRLS suggest a number of areas where we can improve career support, and the results suggest that not all researchers participate in PDRs. **Action 5.20** PDR engagement and completion reporting by HR is currently lacking
4.4	Provide support for Subject Leaders when dealing with workload allocations	**Current status:** Workload allocation is normally conducted at subject area level. Feedback suggests that in some instances the process and outcome of workload distribution across subject areas is not transparent. **Planned action**: Establish best practice in workload allocation across subject areas. Deliver briefings to subject leaders to support awareness of transparency issues and alternative methods of workload distribution.	Head of HR, Head of Staff Development	Sep 2012 to Mar 2013	<mark>Fully completed:</mark> We held two workshops with subject leaders in spring 2013 to gain views and experiences of allocation. This feedback has been incorporated into the ongoing Workload Allocation Model (WAM) project that will deliver an institution-wide WAM. **Further developed in 2017 AP:** **Action 5.34** WAM will require further monitoring post-implementation
5. Implementing policies					
5.1	Review implementation of flexible working policy	**Current status:** Awareness of the policy is limited; it is often interpreted as 'working from home'. This suggests limited awareness and ineffective promotion of the formal policy. **Planned action**: Develop implementation plan to accommodate legislative requirements that will be introduced Oct 2012. Review implementation against the expectations	Head of HR, Diversity Manager, SAT	Oct 2012 to Nov 2013	<mark>Fully completed:</mark> We updated our 2009 policy in 2014, simplified the forms, and produced new line-manager guidelines. The policy is now well-known by staff. **Further developed in 2017 AP:** **Action 5.26** A range of concerns around the understanding and implementation of flexible working arrangements

		specified in the plan.			
5.2	Support implementation of policy though regular briefings / online material	**Current status:** HR policies are available in web format. Briefings exist for some policies but not for all. **Planned action**: Extend actions from 5.1 to include all policies that impact women in SET.	Head of HR, Diversity Manager, Head of Staff Development	August 2012 to May 2013	**Fully completed:** Bespoke training has been developed for departments on all new policies. HR Business Partners hold surgeries in the Colleges for policy matters, and senior staff are briefed on new policies as and when needed at the VC's bi-weekly lunches.
5.3	Ensure role and purpose of AS SAT is maintained	**Current status:** The SAT has been established. Immediate purpose is to conduct institutional self-assessment for Bronze application. **Planned action:** a. If Bronze is secured, team members should contribute to the implementation of the action plan and be responsible for regular review of progress. b. Role and purpose of the team should be reviewed on an annual basis.	PVC Research	Summer 2012	**Partially completed:** Implementation of the 2012 action plan was uneven and relied on individual initiative and awareness of action-holders. First review of membership only took place in Sep 2014. Since Sep 2014, the SAT has been regularly meeting and action plan progress has been reviewed more systematically. **Follow-up in 2017 Action Plan:** **Action 3.2** Need to review structure of SAT post-submission **Action 3.3** AS Action Plan implementation needs to be systematically tracked and reported
6. Data monitoring					
6.1	Develop robust and meaningful analysis of exit questionnaires and interviews to be reported to the EO & HR Committee	**Current status** Exit interview forms are completed by some employees and returned to HR for analysis. **Planned actions**: a. Requirement to complete exit interview forms, with follow-up interviews where appropriate, to be reinforced by HR. b. Review exit questionnaire and guidance offered for conducting interviews. c. Develop online briefing material for line-managers. d. Collate and analyse data annually to be reported to EO & HR Committee.	Head of HR	Sep 2012	**Partially completed:** The exit interview process was re-developed in 2014, so that all leavers are now given questionnaires, alongside the HR team calling each leaver to offer a face-to-face interview. Outcomes are recorded, and included in the annual EO&HR report. **Follow-up in 2017 Action Plan:** **Action 4.5** Low completion rate of exit questionnaires, leading to limited understanding of reasons for staff leaving

Brunel University London – 2017 Bronze Renewal Action Plan

Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
Section 3 – Self-Assessment Process					
3.1	Need to improve University communication of AS activities Section 3 (ii), p. 22	a. Add Athena SWAN as standing item to CMB agendas and to DMBs where SATs are already in place	Associate Deans (E&D) and department SAT leads	Start: Aug 2017 End: Oct 2017	CMB & DMB minutes show regular discussions of AS business.* *SAT monitoring*: May 2018, May 2019, May 2020
		b. Create an Athena SWAN intranet page, to include deposit of successful applications and a routinely updated Diverse Brunel events page	E&D Manager (Staff)	Start: Dec 2017 End: Apr 2018	Key stakeholders are aware of new central webpage; successful AS submissions and annual programme of E&D events available to Brunel community; regular maintenance assigned to an owner. *SAT monitoring*: May 2018, May 2019, May 2020
	2021 success criteria for AP 3.1: >50% of respondents to 2019 Careers in Research Online Survey (CROS) report "some understanding of AS" and <10% report "never heard of AS" (2015 baseline: 35% and 20%). *SAT monitoring*: Feb 2020				
3.2	**Priority action 1** Need to review structure and operation of the SAT after April 2017 submission Section 3 (iii), p. 22	a. Schedule termly SAT meetings in advance the beginning of each academic year (meetings in Oct, Feb, May)	E&D Manager	Start: Sep 2017 End: Oct 2017	SAT meetings scheduled by beginning of each academic year to take place at least 3 times a year and monthly in last 12 months of award validity. *EO & HR Committee monitoring*: Nov annually
		b. Adjust 2016/17 working groups into implementation teams with appropriate business continuity and succession planning	PVC (EDSD)	Start: Sep 2017 End: Nov 2017	Action plan work-streams established and allocated to implementation teams; implementation team memberships revised. *EO & HR Committee monitoring*: Dec 2017
		c. Introduce annual membership review (including chair-rotation) to increase engagement from men, CBASS academics, researchers, and the student body	PVC (EDSD)	Start: Sep 2017 End: Sep 2020	Membership review process detailed in 2017/18 SAT terms of reference. Annual membership reviews take place every July. *EO & HR Committee monitoring*: Oct/Nov annually
	2021 success criteria for AP 3.2: Termly SAT meetings take place every year, yielding relevant discussions and effective actions and progress against action plan; membership is >35% men, ~30% AHSSBL academics, ~30% P&S staff, >2 researchers, with UG and PG student representation				

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
3.3	**Priority action 2** AS Action Plan implementation needs to be systematically tracked and reported Section 3 (iii), p. 22	a. Schedule termly action plan review meetings in advance at the beginning of each academic year (meetings in Oct, Feb, May), with updates to relevant quarterly SAT meetings	PVC (EDSD)	Start: Sep 2017 End: Sep 2020 (annually in Sep)	Action plan review meetings take place every October, February, and May; outcomes actioned at relevant quarterly SAT meetings. *EO & HR Committee monitoring*: Nov annually
		b. Establish twice-a-year cycle of reporting to EO & HR Committee	PVC (EDSD)	First report in Oct 2018	EO & HR Committee appraised of action plan delivery progress every six months (April and Oct), with opportunity to steer if necessary
		c. Establish annual cycle of reporting to senior groups (Executive Board and Council)	PVC (EDSD)	First report in Apr 2018	Senior management appraised of action plan delivery progress every year, with opportunity to steer if necessary. First report in April 2018.
	2021 success criteria for AP 3.3: 85% of planned actions delivered on time or are under way as planned by Apr 2020				
3.4	Need to link AS activity to potential engagement with the Race Equality Charter Section 3 (iii), p. 22	a. Scope the requirements of the Race Equality Charter and decide if/when to apply	E&D Manager (Staff)	Start: Oct 2017 End: Jan 2018	Report delivered to EO & HR Committee on the Race Equality Charter requirements and on the delivery/monitoring overlapping with Athena SWAN, with REC feasibility and application timeline proposed for Brunel. *SAT monitoring*: Feb 2018
	2021 success criteria for AP 3.4: decision made on when to formally commit to the Race Equality Charter and application project plan approved				
3.5	**Priority action 3** Current data for AS analysis and monitoring is incomplete, not integrated, often requires cleansing Section 3 (iii), p. 24	a. Incorporate specific AS data requirements into scope and build of project TIGER (which delivers Brunel's new HR system)	DVC (Education & International) as senior lead for Project TIGER	Start: Oct 2017 End: Nov 2017	Athena SWAN-specific functionalities accommodated within project TIGER, enabling improved data collection in the new HR system. *SAT monitoring*: Feb 2018
		b. Set up automatic AS reporting feature within new HR system to enable delivery of annual data reports	Project TIGER team	Start: Nov 2017 End: Apr 2018	Automatic AS reporting available from new HR system. *SAT monitoring*: May 2018

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
		c. Introduce a schedule of annual AS data cleansing and an annual reporting cycle	E&D Data Officer	Start: Jan 2018 End: Jun 2018 (first report in Oct 2018)	High-quality annual reports delivered to the University SAT and departmental SATs from Oct 2018 onwards. *SAT monitoring*: Oct 2018
	2021 success criteria for AP 3.5: data for AS analysis improved in availability, quality, and usability; to be established by delivering a mid-term draft renewal application by Sep 2019. *EO & HR Committee monitoring*: Oct/Nov 2019. *SAT monitoring*: Oct 2019				
Section 4 – Picture of the Institution					
4.1	**Priority action 4** Year on year decline in AHSSBL female Professor numbers Section 4.1 (i), p. 25	a. Identify exact population movements of female AHSSBL Professors since 2012 by tracking promotion, recruitment, and leaver changes within one unified piece of analysis	DVC (AA&CE)	Start: Dec 2017 End: Jun 2018	Exact reasons for past reduction in female AHSSBL professoriate are definitively identified. *SAT monitoring*: Oct 2018
		b. Identify any engagement and retention issues through focus group(s) with AHSSBL Readers and Professors and propose effective action(s) to address any newly identified issues	HoDs and DVC (AA&CE)	Start: Jun 2018 End: Jun 2019	Current and emerging issues that could negatively impact the female AHSSBL professoriate are identified and mitigating actions introduced. *SAT monitoring*: Oct 2019
	2021 success criteria for AP 4.1: Proportion of female AHSSBL professors >15% every year, and reaches 19% by 2021 (baseline from previous Bronze applications: 23% in 2012, 15% in 2015/16)				
4.2	Population drop-off points for female academics at AHSSBL and STEMM Reader to Professor and at STEMM Lecturer to	a. Identify any progression-related reasons for drop off by analysing "time at grade" by gender for AHSSBL Readers, STEMM Readers, and STEMM Lecturers	DVC (AA&CE)	Start: Jul 2017 End: Jul 2018	Average time at grade by gender is established, with the outcomes used to drive consultation via focus groups with relevant affected groups (see 4.2.g). Any systemic issues identified via focus groups to be assessed and mitigated by Dec 2020. *SAT monitoring*: Oct 2018

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
	Senior Lecturer Section 4.1 (i), p. 25	b. Address recruitment-related reasons for female academic drop off by identifying and introducing effective strategies to increase female applicant ratio	PVC (EDSD)	Start: Oct 2017 End: Oct 2018	Recruitment strategies researched and implemented. *SAT monitoring*: Feb 2019
	2021 success criteria for AP 4.2: Proportion of each affected female academic population increased by >3 percentage points (2015/16 baseline: AHSSBL Professor 15%; STEMM SL 26%; STEMM Professor 19%)				
4.3	AS data collection is insufficient to allow intersectional analysis Section 4.1 (i), p. 28	a. Conduct capability audit of new HR system and update as needed to allow staff to disclose and update personal data through "self-service"	HR Ops Manager	Start: Nov 2017 End: Nov 2017	HR system capability is confirmed to be in place. *SAT monitoring*: Feb 2018
		b. Introduce an annual intersectional data report (combining gender and race in the first instance)	E&D Data Analyst	Start: Jan 2018 End: Aug 2018	First report delivered to the EO & HR Committee by Oct 2018. *SAT monitoring*: Oct 2018
	2021 success criteria for AP 4.3: Gender-and-race data analysis can be carried out to same granularity as done for gender in sections 4.1(i)-(iv) and 5.1(i)-(iii) of 2017 AS application				
4.4	Need to counter the negative consequences of short-term and hourly-paid contracts for researchers Section 4.1 (ii), p. 31	a. Identify those fixed term contracts (FTC) where total contract duration is beyond 3 years (mainly externally funded postdoctoral researchers), and investigate reasons for lack of career progression for these researchers	Deputy Director of HR	Start: Jul 2018 End: Dec 2018	Rolling FTC contracts identified and reported to the EO & HR Committee. Mentoring/shadowing programme put in place to support researchers on these contracts in achieving independent grant-funded work. *SAT monitoring*: Feb 2019
		b. In consultation with the Executive Board and the Research Staff Association, identify and implement feasible and financially sustainable solutions to reduce number of FTC contracts (as identified by sub-action	PVC (EDSD)	Start: Oct 2018 End: May 2019	Appropriate solutions identified and implemented. *SAT monitoring*: Oct 2019

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
		4.4).			
	2021 success criteria for AP 4.4: All recurring FTC contracts that can reasonably be transformed into open-ended contracts (subject to funding) are actioned by HR (no baseline available; in 2015/16 FTC figures were 91% of male and 87% of female STEMM researchers, and 100% AHSSBL of researchers).				
4.5	Low completion rate of exit questionnaires, leading to limited understanding of reasons for staff leaving Section 4.1 (iv), p. 36	a. Appoint an external agency to support this activity with view to increase uptake of exit questionnaires	Deputy Director of HR	Start: Sep 2017 End: Nov 2017	Agency appointed and conducts confidential exit interviews; annual reporting to EO & HR Committee. *SAT monitoring*: Feb 2018
		b. Review questionnaire responses and identify and implement any appropriate follow-up actions	Deputy Director of HR	Start: Nov 2018 End: N/A – ongoing business as usual	Year-on-year increase in exit interview completion No of exit questionnaires completed reduce to be in line with sector average monitored by E&HR committee in annual report. *SAT monitoring*: Feb 2019 and Feb 2020
	2021 success criteria for AP 4.5: Completion rate of exit questionnaires increases from 21% to >60%				
4.6	Between 2011/12 and 2015/16 the turnover for female STEMM Senior Lecturers was higher than for male STEMM Senior Lecturers Section 4.1 (iv), p. 36	a. Analyse historical Senior Lecturer leaving reasons to establish any trends, and monitor whether female Senior Lecturers still leave in larger proportions than men (cf. new data from AP 4.5)	AS Coordinator	Start: Oct 2017 End: Oct 2018	Report on past patterns and relevance to newly collected data delivered to SAT. *SAT monitoring*: Feb 2019
		b. Collect any locally available data from departments on leaving reasons of 10 male and 9 female STEMM Senior Lecturers who left in last 5 years (relates to need to resolve issue of AP 4.5 above)	College Associate Deans E&D	Start: Mar 2018 End: Sep 2018	Individual departmental data collated and reported to SAT, with any systematic gender issue highlighted. *SAT monitoring:* Oct 2018
	2021 success criteria for AP 4.6: No significant gender difference between male and female STEMM Senior Lecturer turnover				

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
4.7	**Priority action 5** The University has not conducted a full scale pay audit since 2012/13 Section 4.1 (v), p. 39	a. Complete and analyse a comprehensive equal pay audit in 2018/19, and subsequently introduce an annual reporting cycle	Jointly between Director of HR and Deputy Director of HR	First annual report in Apr 2019	Audit carried out by Feb 2019, with reporting via the EO & HR Committee to Executive Board and the Remuneration Committee. *SAT monitoring*: May 2019
	2021 success criteria for AP 4.7: Comprehensive annual pay gap reporting process established, with reports issues once a year				
4.8	Preliminary 2016/17 equal pay audit indicated notable male/female pay gaps at certain academic grades Section 4.1 (v), p. 40	a. Compare 2017/18 analysis with previous smaller scale audits (2012/13 and 2016/17) and implement appropriate follow-up actions to reduce any unjustified gaps	DVC (AA&CE)	Start: May 2018 End: Jan 2019	Reasons identified and if necessary actioned for pay gaps in three priority areas: (1) gap favouring male Professors, (2) gap favouring female Readers, and (3) growing gaps at Lecturer and Senior Lecturer levels. *SAT monitoring*: May 2019, May 2020, Feb 2021
	2021 success criteria for AP 4.8: Statistically significant gaps of 5% or more are proactively addressed with view to reduce to <3% by 2021				
4.9	Significant differences in perception of fair and equal pay between male and female AHSSBL academic staff Section 4.1 (v), p. 40	a. Deliver a staff communication campaign on the outcomes and follow-up actions arising from the 2017/18 equal pay audit	Director of CMSR	Start: May 2018 End: Sep 2018	Communication messages delivered via multiple platforms, targeting academic and research staff in particular. *SAT monitoring*: Oct 2018
		b. Monitor equal pay perceptions in 2017 and 2019 Brunel Voice (question featured bi-annually), and if needed collect additional data via focus groups / interviews with female academic staff	Director of HR	Start: Sep 2017 End: Oct 2019	Changes in equal pay perceptions reported annually to SAT; focus groups / interviews carried out in addition (if Brunel Voice figures show no improvement). *SAT monitoring*: Oct 2017, Oct 2019
	2021 success criteria for AP 4.9: 2019 Brunel Voice survey shows >65% agreement with fair pay question is for both male and female academics (2016 baseline: AHSSBL men 65%, AHSSBL women 45%, STEMM men 63%, STEMM women 55%)				

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
Section 5 – Supporting and Advancing Women's Careers					
5.1	**Priority action 6** The Academic Life Cycle principles (inc. automatic promotion scheme) not yet implemented Section 5.1, p. 42	a. Convert Academic Life Cycle principles into policies or, where relevant, update existing policies, and communicate to colleges and departments for implementation	DVC (AA&CE) and Deputy Director of HR	Start: Sep 2017 End: Dec 2018	New/updated policies approved by Executive Board; colleges and departments aware of changes. *SAT monitoring*: Feb 2019
		b. Periodically audit whether new/updated policies are consistently applied across colleges and departments and report to SAT when requested	HR Business Partners	Start: Mar 2019 End: Aug 2019	SAT satisfied that new/updated policies consistently applied across the University. *SAT monitoring*: Oct 2019
	2021 success criteria for AP 5.1: Number of new lecturers appointed under 'automatic progression' policy of Academic Life Cycle available and reported to SAT by Oct 2020				
5.2	A range of issues relating to the recruitment of female STEMM Researchers, Lecturers, and Professors Section 5.1 (i), p. 43	a. Identify if the current disproportionately low offer rate for female STEMM Researcher applicants is related to discipline/area by analysing the STEMM Researcher interview-to-offer data by gender and by college/department	Deans and HR Business Partners	Start: Sep 2017 End: Dec 2018	Reasons for current offer data disparity identified and, if these were gender-related, follow-up actions put in place. *SAT monitoring*: Feb 2019
		b. Review reasons for lower acceptance rates of female professorial applicants (inc. comparing offers of male and female applicants) over the past 5 years, and identify any consistent trends	DVC (AA&CE)	Start: Sep 2017 End: Dec 2018	We established why 67% of offered female professorial applicants did not accept job offer (v only 37% of offered male professorial applicants); follow-up actions put in place if warranted. *SAT monitoring*: Feb 2019

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
		c. Identify if the current disproportionately low offer rate for male STEMM Lecturer applicants is related to discipline/area by analysing STEMM Lecturer interview-to-offer data by college/department	DVC (AA&CE)	Start: Sep 2017 End: Dec 2018	Reasons for current offer data disparity identified and, if these were gender-related, follow-up actions put in place. *SAT monitoring*: Feb 2019
	2021 success criteria for AP 5.2: Reasons for gender disparities at STEMM Researcher, STEMM Lecturer, and AHSSBL and STEMM Professor grade recruitment identified and, if necessary, mitigating actions put in place so - no statistically significant gender difference in aggregated 4-year data				
5.3	Significant over representation of women in STEMM on teaching-only contracts Section 5.1 (i), p. 43	a. Implement annual monitoring of teaching-only contract data (specifically reported to SAT annually)	DVC (AA&CE)	Start: Sep 2017 End: Dec 2017	Data on teaching-only academics is available by gender, monitored annually by the SAT, and follow-up actions put in place if necessary. *SAT monitoring*: Feb 2018, Feb 2019, Feb 2020, Feb 2021
		b. Run focus group with academics who converted from research-and-teaching career path to teaching-only path (17 men and 15 women) to ascertain reasons for change in career path	DVC (AA&CE)	Start: Dec 2017 End: Jul 2018	We gain a clear understanding of academics' teaching-only career choice (currently, majority of teaching-only contracts converted from teaching-and-research). *SAT monitoring*: Oct 2018
	2021 success criteria for AP 5.3: The SAT is confident that the current female overrepresentation on STEMM teaching-only path is not gender-related, and that the teaching-only conversion in general is a positive career choice for our academics, as opposed to a fall-back position.				
5.4	Need to widen the applicant pool for all STEMM grades and for ASSHBL Reader vacancies Section 5.1 (i), p. 49	a. Identify (through desk-research, focus groups, and discussion with head hunters) effective measures to increase the proportion of female applications to vacancies at these grades	Director of HR	Start: Dec 2018 End: Jun 2019	Effective measures identified and adopted. *SAT monitoring*: Oct 2020
		b. Review and adjust our advertising avenues (open advertising and executive search) to increase applications from underrepresented groups, particularly women in	Director of HR	Start: Dec 2017 End: Jun 2018	A flexible and modern strategy is created for advertising, search, and sourcing; communicated and delivered by use of multi-media and multi-channel solutions. *SAT monitoring*: Oct 2019

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
		STEMM disciplines			
		c. Review new staff relocation policy to ensure we are market competitive	Director of HR	Start: Dec 2017 End: Jun 2018	Market competitive relocation policy is launched. *SAT monitoring*: Oct 2019
	2021 success criteria for AP 5.4: 3% point increase in applications from women at these grades				
5.5	Local practices of job descriptions/person specifications may have contributed to high gender imbalance of applicants to all STEMM vacancies and to ASHBL Reader vacancies Section 5.1 (i), p. 49	a. Review recent job adverts for grades with high gender difference in application numbers	Head of HR Operations	Start: Oct 2017 End: June 2018	Job adverts sampled for gender-neutral language; guidance provided to colleges and departments on E&D best practice for creating job descriptions and person specifications. *SAT monitoring*: May 2018
		b. Update central templates for job descriptions and person specifications with guidelines on gender-neutrality and with information/signposting on family-friendly policies and E&D activities	E&D team	Start: Dec 2017 End: Jun 2018	HR templates adjusted as appropriate and changes communicated to colleges and departments. *SAT monitoring*: Oct 2018
	2021 success criteria for AP 5.5: The SAT is confident that central recruitment documentation and local practices promote gender equality				
5.6	Insufficient information on gender balance on staff recruitment panels and compliance with mandated training Section 5.1 (i), p. 49	a. Introduce a system for recording and monitoring mandatory training completion for recruitment chairs (in the first instance, then consider extending to all panel members).	HR Ops Manager	Start: Dec 2017 End: Jun 2018	Recording/monitoring system in place; training compliance data readily available for audit. *SAT monitoring*: Oct 2018
		b. Analyse training compliance data to identify recruiting managers / panel chairs not formally trained and address any gaps (cf. Issue 5.5)	HR Ops Manager	Start: Sep 2017 End: Dec 2017	Process in place to verify all staff recruitment panel chairs complete relevant training(s) prior to chairing a panel. *SAT monitoring*: Feb 2018

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
		c. Ensure the recruitment-related policies stemming from ALC principles are consistently implemented (e.g. HR representation and appropriate gender balance on panel, external panel member for senior posts)	Deputy Director of HR	Start: Dec 2017 End: Jun 2018	Random sampling of recruitment practices demonstrate compliance with new policies; results of sampling reported annually to SAT. *SAT monitoring*: Oct 2018, Oct 2019, Oct 2020
	2021 success criteria for AP 5.6: Robust data on gender balance and training compliance of recruitment panels is available so that the SAT is able to analyse and comment on this.				
5.7	Potential for unintentional bias to influence feedback from seminar audiences (staff and students) during the academic recruitment process Section 5.1 (i), p. 49	a. Conduct a review of audience (staff and student) guidelines and briefing and update in line with E&D if necessary	DVC (AA&CE)	Start: Dec 2017 End: Jun 2018	Review completed, with documentation updated if necessary and rolled out to colleges/departments. *SAT monitoring*: Oct 2018
		b. Introduce a system for ensuring that the chairs of staff and student panels undertake recruitment training and training to counter/address unconscious biases	DVC (AA&CE)	Start: Dec 2017 End: Jun 2018	Training records readily available and regularly audited for compliance. *SAT monitoring*: Oct 2018
	2021 success criteria for AP 5.7: The SAT is confident that potential unintentional bias in local staff and student feedback during academic recruitment is effectively countered.				
5.8	A range of issues relating to staff induction processes Section 5.1 (ii), p. 51	a. Consolidate existing new starter information into a single user-friendly page on the intranet	Director of HR	Start: Jan 2018 End: Jul 2018	Post-induction survey shows >85% agreeing that online information is useful and comprehensive. *SAT monitoring*: Oct 2018 and Oct 2019 (first annual survey report)
		b. Refresh central University induction checklist, in consultation with line-managers and recent new starters	Directors of College Operations	Start: Jan 2018 End: Jul 2018	Updated induction checklist communicated to colleges/departments. Post-induction survey shows >85% agreeing induction checklist is useful to them. *SAT monitoring*: Oct 2018 and Oct 2019 (first survey report)

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
		c. Ensure all three colleges deliver a local induction presentation and/or handbook for new starters	Directors of College Operations	Start: Jan 2018 End: Jul 2018	College presentations and/or handbooks are available online. *SAT monitoring*: Oct 2018
		d. Ensure new starters have timely access to the 'Welcome to our World' training and migrate key aspects of this workshop online	Head of Staff Development	Start: Jan 2018 End: Jul 2018	New staff are able to complete central induction training within 4 months of joining the University. Post-induction survey shows >85% agreeing that central training is informative and good time-investment. *SAT monitoring*: Oct 2018 and Oct 2019 (first annual survey report)
		e. Provide local guidelines for line-managers on creating and delivering effective induction plans; ensure these are regularly updated and available online	Directors of College Operations	Start: Dec 2017 End: Sep 2018	Local inductions are of high quality and uniformly customised within each area. Post-induction survey shows >85% agreeing that local induction is relevant and effective. *SAT monitoring*: Oct 2018 and Oct 2019 (first annual survey report)
		f. Scope the differing requirements and support mechanisms required by new staff moving from overseas, and introduce appropriate documentation or training	Director of HR	Start: Dec 2017 End: Sep 2018	Induction is responsive to specific needs of new staff moving from overseas. Impact of action qualitatively demonstrated/evaluated in post-induction survey. *SAT monitoring*: Oct 2018 and Oct 2019 (first annual survey report)
		g. Introduce a post-induction survey for all new starters and provide annually collated and analysed results	Director of HR	Start: Dec 2017 End: Jun 2018	Survey is set up and automated to go out to each new member of staff 6 months after their start date; results collated and delivered to the EO & HR Committee annually. *SAT monitoring*: Oct 2018 (survey introduced) and May 2019 (first annual survey report)
	2021 success criteria for AP 5.8: Comprehensive improvements /updated to the current induction system; annual reports of automated new starter surveys show >85% agreeing that the overall process is useful, comprehensive, and relevant; new issues arising from the surveys addressed with follow-up actions.				
5.9	Review the outcomes of the upcoming independent audit of	a. Respond to outcomes of audit findings, revising and updating the policies and procedures as necessary	DVC (AA&CE)	Start: Dec 2017 End: Jun 2018	All requirements of audit are satisfied and management response is complete; audit actions closed. *SAT monitoring*: Oct 2018

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
	the new promotion policies and processes Section 5.1 (iii), p. 52	b. Review findings for E&D / AS purposes and feed back to DVC (AA&CE)	E&D Manager (Staff)	Start: Dec 2017 End: Jun 2018	E&D considerations addressed from promotion audit. *SAT monitoring*: Oct 2018
	2021 success criteria for AP 5.9: Same as individual sub-action outcomes.				
5.10	Need to ensure Reader-to-Professor promotion success rates do not drop again Section 5.1 (iii), p. 52	a. Introduce a distinct piece of annual analysis of Reader-to-Professor promotion success rates	DVC (AA&CE)	Start: Feb 2018 End: Jul 2018 (first annual analysis delivered)	Analysis prepared and delivered annually to the EO & HR Committee. If female success rates drop disproportionately, follow-up actions introduced. *SAT monitoring*: Oct 2018, Oct 2019, Oct 2020
	2021 success criteria for AP 5.10: No (unexplained) statistically significant difference between male and female Reader-to-Professor promotion success rates; aggregated promotion success rates for women comparable to 2014-2016 baseline of 46%				
5.11	Need to assess long-term impact of ALC automatic promotion route on Lecturer progression Section 5.1 (iii), p. 54	a. Compare the career progression of new Lecturers appointed under the ALC "automatic promotion" route vs Lecturers progressing under the pre-ALC scheme by analysing average time at grade	Jointly between Director of HR and DVC (AA&CE)	Start: Sep 2019 End: Sep 2020	Time-at-grade analysis delivered to EO & HR Committee on progression of Lecturers pre-ALC and progression of new Lecturers under the ALC scheme. *SAT monitoring*: Oct 2020
	2021 success criteria for AP 5.11: Impact of the new promotion scheme under the Academic Life Cycle is established, with specific focus on ensuring equal opportunity for female Lecturers				
5.12	Need to proactively support qualified Senior Lecturer progression to Reader and qualified Reader progression to Professor Section 5.1 (iii), p. 54	a. Establish average progression timelines by completing a time-at-grade analysis for Senior Lecturers and Readers by gender, and put follow-up actions in place if necessary	Jointly between Director of HR and DVC (AA&CE)	Start: Oct 2017 End: Mar 2018	Analysis delivered to EO & HR Committee and (if necessary) follow-up actions initiated. *SAT monitoring*: May 2018

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
	2021 success criteria for AP 5.12: Average progression timescales (SL-to-Reader and Reader-to-Professor) established, with any gender difference analysed, explained, and if necessary actioned				
5.13	Consistently lower application rates from male Readers to Professor promotion Section 5.1 (iii), p. 54	a. Complete quantitative and qualitative analysis to establish whether eligible and qualified male Readers are delaying application for promotion to Professor (and if yes, why)	DVC (AA&CE)	Start: Jun 2018 End: Jan 2019	Results of analysis and recommended actions delivered to the EO & HR Committee. If necessary, mitigating actions initiated. *SAT monitoring*: Feb 2019
	2021 success criteria for AP 5.13: No (unexplained) statistically significant difference in male and female application rates for Reader-to-Professor promotions				
5.14	Due to its success, women-only promotion workshops should be offered to all as best practice Section 5.1 (iii), p. 55	a. Update and expand the workshop to all interested staff to positively impact promotion for men (particularly linked to the need to address Issue 5.13)	DVC (AA&CE)	Start: Sep 2017 End: Dec 2017 (then annually)	Workshop available (with aim to provide for 2017/18 promotion round) and uptake comparable to popularity of women-only workshops. Continual evaluation through staff feedback and promotion application and success rates. *SAT monitoring*: Feb 2018, May 2019, May 2020
	2021 success criteria for AP 5.14: Promotion workshops available to all, offering practical guidance on how to create high quality applications. Success and relevance of workshops evaluated through analysis of application and success rates of attendees.				
5.15	**Priority action 7** Concern over the representation of STEMM female academic staff in the next REF Section 5.1 (iv), p. 57	a. Perform an early gender impact assessment (GIA) on the possible consequences of the new REF guidance and action any issues to ensure that women and their outputs are fairly represented in the 2020 submission	DVC (Research & Innovation)	Start: Nov 2017 End: Jun 2018	Outcome of GIA reported to the Research Strategy Committee and to the EO & HR Committee, and feed into REF submission plans, including any follow-up actions. *SAT monitoring*: Oct 2018
	2021 success criteria for AP 5.15: Difference in REF submissions between STEMM men and women have reduced (2014 baseline: 76% women v 83% men submitted)				

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
5.16	Need to better manage the overlap of Concordat and Athena SWAN action plans Section 5.3 (i), p. 59	a. Ensure efficient communication and coordination between the Research Concordat Implementation Group (RCIG) and the SAT through sharing of plans	Jointly between PVC (EDSD) and Director of HR	Start: Sep 2017 End: Dec 2017	Concordat and Athena SWAN action plans are cross-referenced where necessary. *SAT monitoring*: Feb 2018
		b. Delegate the AS Coordinator and/or a HR representative to participate in both the RCIG and the SAT	PVC (EDSD) and Director of HR	Start: Dec 2018 End: Mar 2018	AS Coordinator and/or HR representative participating in the work of the SAT and the RCIG. *SAT monitoring*: May 2018
	2021 success criteria for AP 5.16: Athena SWAN and Concordat activity aligned, with effective oversight via Planning software for action plan reporting				
5.17	Staff Development training uptake is low from academic and research staff Section 5.3 (i), p. 59	a. Conduct an institution-wide review of learning and development delivery, and use the results to introduce a revised programme of training and coaching	DVC (Education & International)	Start: Oct 2017 End: Aug 2018	A revised programme of targeted and relevant training and coaching delivery in place for academic and research staff by the start of the 2018/19, with appropriate communication and signposting. *SAT monitoring*: Feb 2019
		b. Define and, if necessary, re-classify 'training' to include a wider array of self-development (e.g. conference attendance, public engagement) and provide a system for recording	Head of Staff Development	Start: Jan 2018 End: Jul 2018	A system in place that enable all staff development activities to be recorded, and with an appropriate reporting feature. *SAT monitoring*: Feb 2019
		c. Investigate alternative models for organisational development that would tailor delivery to specific needs and job families	Director of HR	Start: Jun 2018 End: Dec 2018	Alternative models identified and proposals submitted for University-wide discussion/consultation. *SAT monitoring*: Feb 2019
		d. Expand currently available face-to-face training delivery to alternative models (including use of digital and multimedia)	Head of Staff Development	Start: Dec 2017 End: Jun 2018	A more holistic suite of training experience (not just traditional 'classroom' training) in place by the start of the 2018/19 academic year; multi-modal delivery options increases uptake from academic and research staff. *SAT monitoring*: Feb 2019 and Feb 2020
		e. Selected department(s) to pilot introduction of a "stretching learning experience" which reflects learning away from their core discipline	HoDs for selected department(s)	Start: Dec 2017 End: Dec 2018	In pilot department(s), every academic and research staff experiences one stretching personal development experience away from their core discipline. *SAT monitoring*: Feb 2019

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
	2021 success criteria for AP 5.17: 2019 Brunel Voice shows that training uptake is >80% for all academic categories (2016 baseline: 75% for AHSSBL men, 85% for AHSSBL women, 71% for STEMM men, 80% for STEMM women); satisfaction with learning and development is >75% (2016 baseline: 68% for AHSSBL men, 67% for AHSSBL women, 80% for STEMM men, 71% for STEMM women), and >70% feel training and development help them do a better job (2015 baseline: 55% for AHSSBL men, 62% for AHSSBL women, 62% for STEMM men, 63% for STEMM women)				
5.18	No central collation of data on University-wide training uptake (including training identified via PDRs) and staff feedback on training

Section 5.3 (ii), p. 60 and Section 5.3 (ii), p. 62 | a. Develop a central system that captures all training undertaken with Staff Development, BEEC, the Graduate School, RSDO, and in colleges and institutes, and include central capture of staff feedback on training | DVC (Education & International) | Start: Dec 2018 End: Jun 2019 | System in place that ensures every staff member has a centralised development record that reflects all training regardless of where it is delivered. Feedback-collection is standardised and is available for central evaluation. *SAT monitoring*: Oct 2019 |
		b. Develop a system to annually report on College funding of external development activities	DVC (Education & International)	Start: Dec 2018 End: Jun 2019	System in place and annual reports reviewed by College Management Boards and Staff Development. *SAT monitoring*: Oct 2019
		c. Develop the 'PDR Personal and Career Development Plan' document to enable reporting on training needs at department and college level and for comparison with actual training uptake	Web Technical Manager (Information Services) and PDR Coordinator (HR)	Start: Jan 2018 End: Jul 2018	All colleges are able to access and plan with staff training needs data within 4 weeks of the University-wide PDR completions. *SAT monitoring*: Feb 2019
	2021 success criteria for AP 5.18: The SAT is satisfied that data collection on training needs, training completion, and feedback on training is sufficiently robust, centralised, and readily available for analysis by gender and, where possible, race.				
5.19	Significant gender differences in staff perceptions on being given equal opportunities to develop

Section 5.3 (i), p. 60 | a. Compare Brunel Voice 2017 staff survey outcome to 2015 responses, and analyse by college/department to pinpoint specific areas for concern | Director of HR | Start: Oct 2017 End: Mar 2018 | Report detailing any specific areas of concern and suggested follow-up actions presented to the EO & HR Committee. *SAT monitoring*: May 2018 |
| | | b. If significant difference persists between STEMM men and women in Brunel Voice 2018, audit departmental training data and run focus groups to uncover causes | Deans of CEDPS and CHLS | Start: Sep 2018 End: Apr 2019 | Causes of persistent difference in perception uncovered, with the EO & HR Committee initiating follow-up actions. *SAT monitoring*: May 2019 |

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
**2021 success criteria for AP 5.19:** Gender difference reduced for STEMM in perceptions of equal opportunity to develop (2016 baseline: STEMM men 83%, STEMM women 68%)				
5.20	Data on PDR utake is currently limited Section 5.3 (ii), p. 61	a. Incorporate specific PDR engagement and completion data requirements into project TIGER (delivering new HR system), and introduce annual report on uptake	DVC (Education & International)	Start: Oct 2017 End: Mar 2018 (first annual report May 2019)	Appraisal module in the new HR system provides line managers with a useful range of functionality and an enhanced PDR engagement reporting capability. PDR uptake by gender reported to EO & HR annually. *SAT monitoring*: May 2018 and May 2019
**2021 success criteria for AP 5.20:** SAT satisfied that the data and its reporting on PDR uptake (by gender) is sufficient for the purposes of AS analysis				
5.21	Requirement to improve the quality of the PDR discussions to embed a culture of development and performance management Section 5.3 (ii), p. 61	a. Identify reasons for low level uptake of training for PDR reviewers and reviewees, and communicate the benefits of undertaking this training	Head of Staff Development	Start: Dec 2017 End: Jun 2018	Uptake in PDR-related training increases by >10 percentage points year-on-year, and feedback forms show high staff satisfaction with the training. *SAT monitoring*: May 2019 and May 2020
		b. Add specific reference to promotion readiness and work/life balance discussions to the PDR document and supporting documentation	Web Technical Manager and PDR Coordinator	Start: Dec 2017 End: Jun 2018	PDR documentation updated by the start of the 2018 PDR cycle, and random sampling at the completion of the cycle shows these discussions take place. *SAT monitoring*: Oct 2018 and Feb 2019
		c. Review (and if necessary change) the optimal timeframe for the PDR process, in light of the timing of the academic promotion cycle	Director of HR	Start: Jan 2018 End: Jul 2018	PDR discussions timed to take place at the most appropriate time in the year to aim staff preparation and planning for the academic promotion process. *SAT monitoring*: Oct 2018
		d. Use the 2018 Brunel Voice survey to monitor whether staff receive the training identified in PDRs, and initiate follow-up actions if needed	Director of HR	Start: Apr 2018 End: Sep 2018	Trend in staff receiving training agreed as part of PDR is monitored and actioned if figures are <70% for any AS staff group. *SAT monitoring*: Oct 2018 and Oct 2019
**2021 success criteria for AP 5.21:** Brunel Voice 2019 and/or 2020 (depending on when questions are included) show >90% of academic and research staff (by gender) found their PDR useful; >90% agreed a personal development plan as part of their PDR; >80% received the training identified in their PDR				
5.22	Application rates for the Athena SWAN Research Awards are low and impact of needs evaluation	a. Review the effectiveness and continued suitability of the current Athena SWAN Research Awards system, and make recommendations for change	DVC (Research & Innovation)	Start: Jan 2018 End: Jul 2018	Report on recommendations to refresh and re-launch presented to Research Strategy Committee, with changes agreed in time for the 2018/19 academic year. *SAT monitoring*: May 2018 and Oct 2018

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
	Section 5.3 (iii), p. 63				
	2021 success criteria for AP 5.22: SAT confident that the Athena SWAN Research Awards continue to be fit for purpose in meeting development and progression needs of staff returning from longer term career breaks (maternity leave, shared parental leave, and adoption leave)				
5.23	**Priority action 8** Variable and inconsistent support for staff when taking maternity and adoption leave Section 5.5 (i) – (iii), p. 65-66	a. Promote wider awareness of the relevant leave policies, introduce a pre-maternity leave checklist and develop a user-friendly maternity, paternity, shared parental leave, and adoption leave flowchart	Senior HR Business Partners in conjunction with HoDs	Start: Jun 2018 End: Dec 2018	Focus group in 2020 shows higher staff and line manager awareness of relevant policies and demonstrate consistency in application. Newly introduced leave checklist and flowcharts are reported as useful and clear. *SAT monitoring*: Oct 2018, Oct 2019, Oct 2020
		b. Deliver line manager training on undertaking meaningful discussions and making viable plans for staff leave arrangements	College Associate Deans E&D / HR	Start: Jun 2018 End: Jun 2019	Line manager training delivered; focus group in 2020 with staff taking maternity, shared parental, and adoption leave show that viable leave and return plans have been put in place. *SAT monitoring*: Feb 2019, Oct 2019, Oct 2020
		c. Allocate specific funds at University level for fixed-term hourly-paid teaching cover of maternity leaves	Chief Financial Officer	Start: Dec 2017 End: Jun 2018	Ring-fenced funding is available and utilised to cover maternity leaves and balance workloads. *SAT monitoring*: Oct 2018
		d. Promote the use of KIT/SPLIT days, communicating the process prior to staff leaving, and record data on uptake and effectiveness	HoDs and HR Business Partners	Start: Jul 2018 End: Dec 2018	KIT/SPLIT uptake data and effectiveness of its use reported to the EO & HR Committee annually. *SAT monitoring*: Feb 2019 and Feb 2020
		e. Increase the number of on-campus rest rooms for new and expectant mothers (roll-out CHLS initiative)	DVC (AA & CE) / Director of Estates	Start: Jan 2019 End: Dec 2020	A minimum of 2 new and expectant mother rooms are established and made available across campus. *SAT monitoring*: May 2019 and May 2020

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
		f. Scope the potential and need for a Returners' Staff Network or a buddy/mentoring system to be established	PVC (EDSD) and DVC (AA & EE)	Start: Dec 2019 End: Jun 2020	Scoping exercice completed via staff consultation and recommendations reported to the EO & HR Committee, with follow-up actions initiated. *SAT monitoring*: Feb 2020 and Oct 2020
		g. Introduce review meetings for returners to meet line manager 3 months and 6 months after returning from leave	HoDs	Start: Jan 2018 End: Jul 2018	Review meetings taking place and reported to HR; line managers obtain feedback from returners to inform good practice. *SAT monitoring*: Oct 2018
		h. Consult with staff and use WAM data to evaluate the consistency and effectiveness of workload reduction for staff upon return, and the uptake and outcomes of phased return from leave	HoDs with HR Business Partners	Start: Jul 2019 End: Jul 2020	Evaluation outcomes and recommendations for further actions reported to the EO & HR Committee, with further actions initated if necessary. *SAT monitoring*: Oct 2019 and Oct 2020.
	2021 success criteria for AP 5.23: The SAT is satisfied that the specific issues raised in 2016 staff consultations have been effectively addressed, with the 2020 staff consultation demonstrating improved processes, consistency, and staff satisfaction.				
5.24	No routine tracking and analysis of maternity leave returners Section 5.5 (iv), p. 66	a. Incorporate specific data requirements into scope of project TIGER (delivering new HR system)	DVC (Education & International)	Start: Dec 2017 End: Jun 2018	The new HR system has an automated functionality to address this, supported by regularly collected information from departments. *SAT monitoring*: Oct 2018
		b. Introduce annual analysis of maternity, paternity, shared parental leaves, and adoption leaves and returners	Director of HR	Start: Jun 2018 End: Dec 2018 (first report Jan 2019	Annual report delivered to the EO & HR Committee and follow-up actions initiated if reports indicate returner women leaving academic career pathways. *SAT monitoring:* Feb 2019 and Feb 2020
	2021 success criteria for AP 5.24: Routine tracking of maternity leave returners in place by Jul 2018; annual analysis of report available from Jan 2019.				
5.25	Paternity leave pay policies and guidelines are unclear, potentially leading to low levels of take-up Section 5.5 (v), p. 67	a. Update and simplify the policies and guidelines, followed by campus-wide communication	Director of HR and Director of CMSR	Start: Jun 2018 End: Dec 2018	Paternity leave policies and guidelines simplified with updates widely communicated to all staff. *SAT monitoring*: Feb 2019
		b. Evaluate financial impact of introducing 2 weeks of full pay provision for paternity leave, and if feasible introduce and communicate	Chief Financial Officer and Director of HR	Start: Jun 2018 End: Dec 2018	Financial evaluation completed and if provision is extended, average number of days for paternity leave per year is >11 days. *SAT monitoring*: Feb 2019 and Feb 2020

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
		extended provision			
	2021 success criteria for AP 5.25: The SAT is statisfied that the specific issues raised in 2016 staff consultations have been effectively addressed and with the 2020 staff consultation demonstrating positive feedback from paternity leave returners.				
5.26	**Priority action 9** A range of concerns around the understanding and implementation of flexible working arrangements Section 5.5 (vi), p. 69-70	a. Revise flexible working policy to include guidance on remote working (addressing "culture of presentism") and timings of local meetings (to be more inclusive)	Director of HR	Start: Dec 2017 End: Dec 2018	Flexible working policy revised and approved. Presentations on flexible working best practices and implementation delivered at VC's lunch meeting, CMBs and Chief Operating Officer's Directorate. *SAT monitoring*: Feb 2019
		b. Deliver line manager training to increase confidence in handling and accurately recording flexible working requests and arrangements	Head of Staff Development	Start: Dec 2017 End: Dec 2018	Training delivered, with guidance prepared and made available online for reference. *SAT monitoring*: Feb 2019
		c. Investigate reasons why staff, particularly women, may prefer local informal arrangements to formal agreements	Director of HR	Start: Jul 2018 End: Dec 2018	Reasons identified and mitigating actions put in place where necessary. *SAT monitoring*: Feb 2019
		d. Advertise the flexible working on offer at Brunel on both the intranet and external HR staff recruitment pages	Director of HR	Start: Jul 2018 End: Dec 2018	Information and guidelines on flexible working arrangements are readily accessible to staff and to potential staff applicants. *SAT monitoring*: Feb 2019
		e. Identify areas of best practice in STEMM departments (based on Brunel Voice 2017) and if needed adopt in AHSSBL departments	HR Business Partners	Start: Dec 2017 End: Dec 2018	Brunel Voice 2019 and/or 2020 (depending on when questions are included) show >75% agree in all AS staff groups that flexible working is supported, with no significant gender difference (2016 baseline: AHSSBL men 68%, AHSSBL women 53%, STEMM men 85%, STEMM women 80%). *SAT monitoring*: Feb 2019, Feb 2020, Oct 2020
	2021 success criteria for AP 5.26: The SAT is satisfied that the issues highlighted in the 2016 flexible working focus group have been effectively addressed and the 2019/2020 Brunel Voice survey figures show improvement as per outcome of sub-action e. above.				

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
5.27	Concern that staff can find it difficult to transition from part-time to full-time employment following career breaks (e.g. maternity leave) Section 5.5 (vii), p. 70	a. Identify and interview parental leave returners who experienced phased PT-to-FT transitioning to determine and address any specific issues	E&D Manager (Staff)	Start: Jun 2018 End: Jan 2019	Any issues/barriers identified and mitigating actions proposed to inform guidelines (5.27b below). *SAT monitoring*: May 2019 and May 2020
		b. Implement guidance to support staff in successfully transitioning back to full-time employment and communicate within updated leave policies (cf. AP 5.23)	Jointly between Director of HR and HoDs	Start: Jun 2018 End: Jan 2019	Guidance developed and publicised to all staff and line-managers. *SAT monitoring*: May 2019
		c. Update Brunel Mentoring Network mentor profiles with information on prior experience of part-time working and carer experience	Head of Staff Development	Start: Dec 2017 End: Jun 2018	Staff looking for mentoring can access mentors with experience of changing work patterns and balancing work and carer responsibilities. *SAT monitoring*: Oct 2018
		**2021 success criteria for AP 5.27:** 2020 focus group with maternity leave returners demonstrates clear and effective support for staff transitioning back to full-time work pattern.			
5.28	Opportunity to enhance support to staff with caring responsibilities Section 5.5 (ix), p. 71	a. Introduce cycle of promotion/awareness raising of special leave policies, including paid emergency leave for carers, to both staff and line-managers	HR Business Partners and Director of CMSR	Start: Jun 2018 End: Dec 2018	HR data on use of special leave demonstrates increased awareness; 2020 focus group with carers shows that staff and line managers are aware of and use provisions effectively. *SAT monitoring*: Feb 2019 and Feb 2020
		b. Review suitability of current unpaid leave provision and if feasible introduce some paid leave provisions to support carers	Director of HR	Start: Jan 2019 End: Jun 2019	Proposal delivered to the EO & HR Committee, with recommendations made to Executive Board. Paid provisions introduced if feasible. *SAT monitoring*: Oct 2019 and Oct 2020
		c. Introduce cycle of promotion/awareness raising of the support and information available from the Working Families website and the University's Carers' Network	Carers Network Coordinator	Start: Dec 2017 End: Jun 2018	2020 focus group with carers shows high awareness of Working Families (and their support rated as useful and effective); attendees at Carers' Network events and mailing list membership increases. *SAT monitoring*: Feb 2019 and May 2020
		**2021 success criteria for AP 5.28:** The SAT is satisfied that the issues highlighted in the 2016 carers focus group have been effectively addressed, and the 2020 focus group shows positive improvements.			

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
5.29	Women have been underrepresented on all Dean/HoD long lists Section 5.6 (iii), p. 73	a. Agree a system of case-by-case longlist 'quotas' for underrepresented groups with our executive search partner	DVC (AA & EE)	Start: Jun 2018 End: Dec 2018	Longlist quotas agreed and reported to the EO & HR Committee. *SAT monitoring*: Feb 2019
	2021 success criteria for AP 5.29: Representation of women on each executive search longlist is >35%				
5.30	Need to find ways to diversify membership on the International Strategy & Collaborations and Infrastructure Strategy Committees Section 5.6 (iv), p. 75	a. Explore innovative and creative ways of diversifying membership to increase female representation/engagement with the work of these committees	Academic Registrar	Start: Jun 2018 End: Jun 2019	Mechanisms to diversify membership agreed and implemented. *SAT monitoring*: Oct 2019
	2021 success criteria for AP 5.30: Female representation on the International Strategy and Collaborations Committee is >35% and >25% on the Infrastructure Strategy Committee				
5.31	No regular data collection and analysis mechanism in place to monitor diversity of CMB memberships Section 5.6 (iv), p. 78	a. Implement annual collection and analysis of CMB membership data by gender and race for reporting and follow-up actions if needed.	E&D Data Analyst	Start: Dec 2017 End: Jun 2018	Report presented annually to the EO & HR Committee, with follow-up actions initiated if necessary. *SAT monitoring*: Oct 2018, Oct 2019, Oct 2020.
	2021 success criteria for AP 5.31: The SAT is satisfied that the diversity of CMB membership annually monitored and mitigating actions are initiated as necessary.				
5.32	Opportunity to improve diversity of representation of nominated (i.e. not ex-officio) members on Senate and its sub-committees	a. Report on diversity of Senate nominations annually and implement follow-up actions as necessary	Academic Registrar	Start: Dec 2017 End: Dec 2020	Annual review of membership diversity, and actions in place to improve the diversity of nominated members. *SAT monitoring*: Feb 2018, Feb 2019, Feb 2020

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
	Section 5.6 (v), p. 80				
	2021 success criteria for AP 5.32: The SAT is satisfied that Senate nominations are as diverse as possible and that Senate diversity is reviewed annually with appropriate actions introduced if necesssary.				
5.33	Need to improve consideration for "committee overload" for underrepresented groups Section 5.6 (vi), p. 84	a. Introduce an annual centralised reporting on all University committee memberships by gender and race	E&D Manager (Staff)	Start: Dec 2017 End: Jun 2018	Annual report delivered to the EO & HR Committee for review and follow-up actions initiated if necessary. *SAT monitoring*: Oct 2018
		b. Ensure that the workload allocation model accommodates allocation of committee membership under 'Collegiality'	Director of Planning	Start: Dec 2017 End: Jun 2018	Committee membership incorporated into WAM. *SAT monitoring:* Oct 2018
		c. Introduce committee workload audits in order to identify and mitigate "committee overload" for any under-represented groups	E&D Manager (Staff)	Start: Jun 2018 End: Dec 2018	Annual report delivered to the EO & HR Committee for review and follow-up actions initiated if necessary. *SAT monitoring*: Feb 2019
	2021 success criteria for AP 5.33: The SAT is satisfied that staff members at risk of committee overload are identified and mitigating actions put in place as needed.				
5.34	WAM (workload allocation model) will require further monitoring post-implementation Section 5.6 (viii), p. 85	a. Introduce an annual evaluation of WAM data by gender to ensure fairness and transparency	Director of Planning and DVC (AA&CE)	Start: Jan 2019 End: Sep 2019	Evaluation and any issues reported to the Executive Board annually. *SAT monitoring*: Oct 2019
		b. Introduce annual local Equality Impact Assessments (EIAs) in departments and the University-level	HoDs and E&D Manager (Staff)	Start: Jan 2020 End: Jun 2020	Results of EIAs reported to the EO & HR Committee for review and follow-up actions initiated if necessary. *SAT monitoring*: May 2020 and Oct 2020
	2021 success criteria for AP 5.34: The SAT is statisfied that workload allocation based on our new model is egalitarian and trandsparent. 2020 Brunel Voice results on workload show >70% agree in all staff group that their department has clear and transparent workload allocation (2016 baselines: STEMM men 54%, STEMM women 37%, AHSSBL men 55%, AHSSBL women 43%)				

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
5.35	Improve setting of timings for staff-related events that are not always accessible to part-timers, parents, carers, and flexible workers Section 5.6 (ix), p. 85	a. Disseminate guidance on best practice for scheduling local meetings and events in inclusive ways	E&D Manager (Staff) and Director of CMSR	Start: Jan 2019 End: Jun 2019	Guidance distributed; impact measured via feedback from the Carers Network. *SAT monitoring*: Oct 2019 and Oct 2020
		b. Introduce system of identifying and recording key annual University events and presentations for online viewing post-event	Director of Information Services	Start: Jan 2018 End: Sep 2018	System in place to identify and prompt recording of key University events, with recording made accessible on the intranet within 5 days of the event date. *SAT monitoring*: Feb 2019
	**2021 success criteria for AP 5.35:** Staff consultation with the Carers' Network show positive improvement in inclusive timings of events and accessibility of key events.				
5.36	Internal and external publicity materials are not routinely monitored for gender balance Section 5.6 (x), p. 85	a. Update the communications, marketing and events strategy with explicit E&D targets in terms of representation and inclusivity	Director of CMSR	Start: Jan 2018 End: Jun 2018	Communications strategy incoporates specific attention to E&D and is adhered to in practice. *SAT monitoring*: Oct 2019 and Oct 2020
		b. Introduce annual evaluation of representation of men and women in internal and external publicity materials	E&D Manager (Staff)	Start: Jun 2018 End: Jun 2019	Results of annual evaluation reported to the EO & HR Committee, and follow-up actions initiated if needed. *SAT monitoring:* Oct 2019
	2021 success criteria for AP 5.36: Internal and external publicity materials exhibit 50:50 gender balance (2017 baseline for news articles: 55% academic/researcher men v 36% academic/researcher women)				
5.37	Need to improve staff and student engagement with the Annual Athena SWAN Lecture Section 5.6 (x), p. 86	a. Review the rationale and target audience, and propose alternative content, delivery, and timings based on sector 'best practice' and feedback from academic and research staff	DVC (R&I) and Director of CMSR	Start: Oct 2017 End: Mar 2018	Findings and recommendations reported to SAT, with changes implemented in time for the 2018/19 academic year. *SAT monitoring*: May 2018, May 2019, May 2020
	2021 success criteria for AP 5.37: Attendance numbers increase by 50 percentage points for 2018/19 and 2019/20 annual events (2017 baseline: ~90 attendees)				

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
5.38	Low proportion of female speakers at public lectures Section 5.6 (x), p. 86	a. Collate and introduce a list of potential female speakers from relevant disciplinary areas, for consideration at College and University events.	Deans and Director of CMSR	Start: Dec 2018 End: Jun 2019	Potential female speakers list is created and regularly refreshed, with Colleges and central events team finding it useful. *SAT monitoring*: Oct 2019, Oct 2020
	2021 success criteria for AP 5.38: Proportion of female speakers at inaugural lectures and public debates is >40% (2016 baseline: 33%)				
5.39	No regular data collection and analysis in place to monitor academic contribution to and participant uptake of outreach and external engagement activities Section 5.6 (xi), p. 87	a. Implement a mechanism of regular collection and analysis of outreach and external engagement activities by gender (of staff and participants)	HoDs and Student Recruitment team	Start: Jul 2018 End: Jan 2019	Analysis of outreach and external engagement data by gender delivered to the EO & HR Committee annually for review. *SAT monitoring*: May 2019 and May 2020
		b. Ensure that outreach/external engagement data is available for review by gender from the staff workload calculations	DVC (AA & CE)	Start: Dec 2017 End: Jun 2018	Staff workload spent on outreach and external engagement activities is available by gender. *SAT monitoring*: Oct 2018
	2021 success criteria for AP 5.39: Data by gender available on outreach and external engagement staff workload and participation.				
5.40	**Priority action 10** Need to encourage and support departments in applying for and retaining AS awards Section 5.6 (xii), p. 88	a. Incorporate planned AS submissions into college and department annual plans	Deans and HoDs	Start: Dec 2017 End: Jun 2018	AS submissions and renewal dates clearly articulated in annual plans and progress against these plans is reported to the SAT. *SAT monitoring*: Oct 2018
		b. Use a local project management approach to AS submission preparation (roll-out CHLS approach)	College Project Officers	Start: Dec 2017 End: Dec 2018	Local project plans are created, communicated, and approved in line with college plans for submissions. *SAT monitoring:* Feb 2019, Feb 2020, Feb 2021
		c. Ensure all departments nominate an AS lead who can then participate in local AS champions networks (roll-out CEDPS approach)	College Associate Deans (E&D)	Start: Jan 2018 End: Dec 2018	All departments have nominated AS champions (academic leads) and can participate in informal AS networks via their college. *SAT monitoring*: Feb 2019, Feb 2020, Feb 2021
		d. Develop a central toolkit and practical guidance for preparing AS submissions and retaining awards	E&D team	Start: Jan 2018 End: Jul 2018	Toolkit and guidance available on the intranet; AS leads report positive feedback regarding relevance and usefulness. *SAT monitoring*: Oct 2018

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Action Point (AP)	Issue identified (section and page)	Actions to address the issue	Responsible roles	Timeframes	Outcomes of actions
		e. Develop a standardised data report for all departments	HR and Planning	Start: Oct 2017 End: Mar 2018	Standardised departmental data report and timeframe for reporting submitted to SAT and communicated to departments. *SAT monitoring*: May 2018 and Oct 2018
2021 success criteria for AP 5.40: >75% of planned new submissions are submitted in line with the University plan, and >85% are successful in the next 4 years					
Section 6 – Supporting Trans* and Non-Binary People					
6.1	E&D policies currently may not be sufficient to tackle discriminatory treatment and attitudes experienced by trans* and non-binary people Section 6 (i) – (iii), p. 89	a. Introduce targeted policy and guidance, in consultation with the student/staff LGBT+ networks	PVC (EDSD)	Start: Jan 2018 End: Sep 2018	New policy and guidance communicated to staff and students and made available on intranet and external facing E&D website. *SAT monitoring*: Oct 2018
		b. Monitor the application and effectiveness of new policy via the staff/student LGBT+ networks	Deans	Start: Sep 2019 End: Jan 2020	Feedback from staff networks shows positive reception and consistent application, with follow-up actions addressing any issues raised. *SAT monitoring*: May 2020
		c. Explore training options for addressing inappropriate/negative attitudes in this area, and deliver to all leaders and managers (in the first instance)	Staff Development	Start: Jan 2018 End: Sep 2018	Recommendations on all-staff training options reported to the EO & HR Committee; training delivered to senior staff and line managers. *SAT monitoring*: Oct 2018
		d. Review key publications and policies with aim of introducing trans* and non-binary inclusive language	Director of HR	Start: Jan 2018 End: Sep 2018	Any policies not already gender-inclusive are updated, with new policies already incorporating consideration for gender neutrality. *SAT monitoring*: Oct 2018
		e. Explore ways for expanding gender-neutral designated campus facilities, and implement in consultation with the student/staff LGBT+ networks	Director of Estates	Start: Jan 2018 End: Sep 2018	Report on ways to expand facilities to address LGBT+ needs to the EO & HR Committee, with feasible plan in place for implementation of recommendations. *SAT monitoring*: Oct 2018
2021 success criteria for AP 6.1: Feedback from student/staff LGBT+ networks and an independent review by Stonewall shows relevant policies and practices meet the needs of trans* and non-binary staff and students and foster inclusivity and acceptance.					

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