



Human Resources and Equality & Diversity

Annual Report

August 2016 – July 2017

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The Context – Setting the Scene

August 2016 – July 2017

(Extracted from HR Directorate Rolling 3 Year Plan)

Highlights and Challenges – 2016/2017

For the year 2016/17, the performance of the HR Directorate, as a professional services directorate cannot be measured in isolation from the rest of the University. Whilst a number of KPIs can be attributed solely to the HR team, much of the delivery has been as part of inter-disciplinary and interdependent teams. The following **highlights and challenges of the 2016/17 year are summarised against the objectives set:**

1. HR Policy Framework: A programme of rolling policy revisions; improved policy communication; new policies have been developed for Flexible Working, Sabbatical Leave and Equality and Diversity. The pace of the roll out was slower than desired. This was mainly due to the volume of organisational change placing demands on the HR team and the unions.

2. HR systems and Management Information: The roll out of MyView for holiday scheduling; the development of TalentBank (timesheet – critical for UKVI compliance) for Brunel; the introduction of the new e-recruitment system. The Tiger programme suffered delays during 2017 and the process mapping for HR, while an improvement, has delivered short of early expectations. Data quality remains a major challenge.

3. Organisational infrastructure: Significant structural transformational change took place in 2017 in CBASS, CEDPS, Information Services, Student Services and Registry and Commercial Services. Work commenced on the Hourly Paid Lecturer complement and Atypical Worker management. The requirement by Tiger for establishments for each division been aided by a more disciplined approach to structural change.

4. Training and Development: The new modular based approach to compliance and mandatory training, which included new online delivery methods and a reporting suite, was a successful project, led by the Head of Staff Development. Compliance across the University has improved as a result and monitoring and management of risk has also increased.

5. Staff Development Strategy: The successful relaunch of ASPIRE, the introduction of a new Academic Leadership Programme, the launch of the Staff Development Strategy; designs in place for a new modular management development programme. The Leadership Competency Framework project remains in its initial stages and has fallen behind its original plan. There has been no University-wide development of the organisation's values framework although local workshops have taken place in certain directorates.

6. Performance reviews, career development and PDR: Momentum has been maintained; needs work on quality of the reviews and development planning; some areas addressing underperformance; a number of grievances and challenge as a result; no work has yet commenced on a formal approach to talent development within Brunel; the proposed Strategic Review of Organisational Capability Development in early 2018 will accelerate this.

7. Employee and Trade Union Engagement: A new online exit questionnaire developed; the second full employee engagement survey, Brunel Voice, was undertaken in 2017, relationships with the trade unions have been largely positive, proactive and mutually respectful; significant organisational restructuring; consultation and communication with the trade unions much improved through informal monthly meetings to complement the formal Staff Consultative Committee; Facility Time arrangements and recording processes in respect of the new Trade Union Act are now in place.

8. Reward and Recognition: The R&R project group has made significant progress: improvements to the recognition agenda (Star Awards and Long Service; launch of an Employee Assistance Programme and Employee Rewards Portal; improved pay benchmarking; improved reporting to Remuneration Committee and Executive Board; Pensions Information and Education Sessions; Pay Equality and Gender Pay Gap analysis; significant work has been done on the Research Incentive Scheme and Performance Standards for Academic Staff; an audit of employees working overseas has commenced; new policies for relocation and international workers commenced.

9. HR Team Capability, development and customer service: The recruitment of a Deputy Director of HR; improved employment relations, engagement and inclusivity; the quality of the business partnering team has been enhanced; the team leaders and operations model has been in place for a year and the capability and performance improvement is visible; the Operations team remains hampered by restrictive systems and processes and a high volume of HR administrative work; the use of internships within the Directorate; Staff Development has had a strong year; direction now needed from the Organisational Capability Strategic Review; the University relies more heavily on the HR Directorate for proactive advice and support; service levels struggling in terms of responsiveness and accuracy; investment from the VC's Strategic Fund to supplement resource was welcomed.

Whilst not articulated specifically within the 2016/17 plan, the following significant projects have been completed by the HR Directorate in conjunction with the project sponsors:

- Athena SWAN renewal and reaccreditation
- Disability Confident reaccreditation
- Researcher Concordat for HR Excellence successful audit
- Student worker compliance
- Digital lecture capture and online assessment
- Integration of Job Shop into the HR Directorate
- Leadership structure and senior hires
- Additional support for Payroll team in absence of permanent Payroll Manager and CFO
- Review of new IR35 regulations and introduction of new processes and guidance to ensure compliance
- Introduction of Departmental Administrator workshops
- HR Information Asset Inventory and cyber security pilot team
- Technician Review. All roles within the Job Family have been evaluated using HERA
- Introduction of employee assistance programme and reward portal

Looking forward

The vision for the HR Directorate within Brunel University London is to be a professional, consultative and proactive specialist function that optimises the working environment and working practices for an engaged and high performing, inclusive and diverse workforce. Within a modern and adaptable HR framework, leaders, individuals and teams will be supported to perform safely, effectively and collaboratively, to deliver great education for our students and high quality research.

Four key themes for HR - vision

A. Build a platform for growth and sustainability:

Post the implementation of Project Tiger, the HR operational platform will be integrated, compliant and service led.

B. Develop centres of excellence:

There will be five specialist areas of expertise: Talent, Careers and Succession; Reward and Recognition; Employment Engagement, Inclusion and Relations; Organisational Development.

C. Build on the HR Business Partnering Model:

The HRBP team will work in strategic partnership with their business areas where they will coach, advise and influence, with support from the centres of excellence.

D. Community impact and influence:

Every member of the HR team will have a 'reach out' sector, campus or community role as an ambassador for Brunel.

Deliverables – 2017/2018

A. Platform for growth and sustainability:

1. Project Tiger implemented April 2018
2. Job shop administration (student workers) assimilated into HR
3. Ongoing compliance and mandatory training quality, completion and monitoring
4. New solutions for temporary workers/ hourly paid staff
5. New organisational structure for HR post Tiger
6. Commitment of HR team to Athena SWAN

B. Centres of Excellence:

1. Pilot Talent and Succession and OD programmes (Aspire, Management Development, Academic Leadership, leadership competencies, talent acquisition and values)
2. Reward strategy and clear programme of work; compliance and reporting
3. Central policy unit for relations, engagement, inclusivity, equality, Athena SWAN

C. HR Business Partnering:

1. Clear business partnering model refreshed to ensure consistent leadership and support for academic and professional services areas
2. Career path opportunities for HRBP team for talent attraction and retention
3. Rotation of HR team roles and 'stepping stones' created within structure
4. Capability improvement
5. Strong consultation through networks, unions, staff ambassador programme

D. Community Impact and Influence:

1. Community impact and influence integrated into PDR for all team members
2. All direct reports of HRD to have a position of responsibility and to lead on a pan-University programme of work
3. Volunteering days and events for whole team



The Data

August 2016 – July 2017

Background

This report provides a statistical overview of Brunel University's performance from a Human Resources and Equality and Diversity perspective, with particular reference to the 2016/17 Academic Year.

Data used in this report were sourced from Brunel's HR system (Northgate ResourceLink). Where possible, Brunel's performance has been benchmarked against comparable Higher Education Institutions using the following sources:

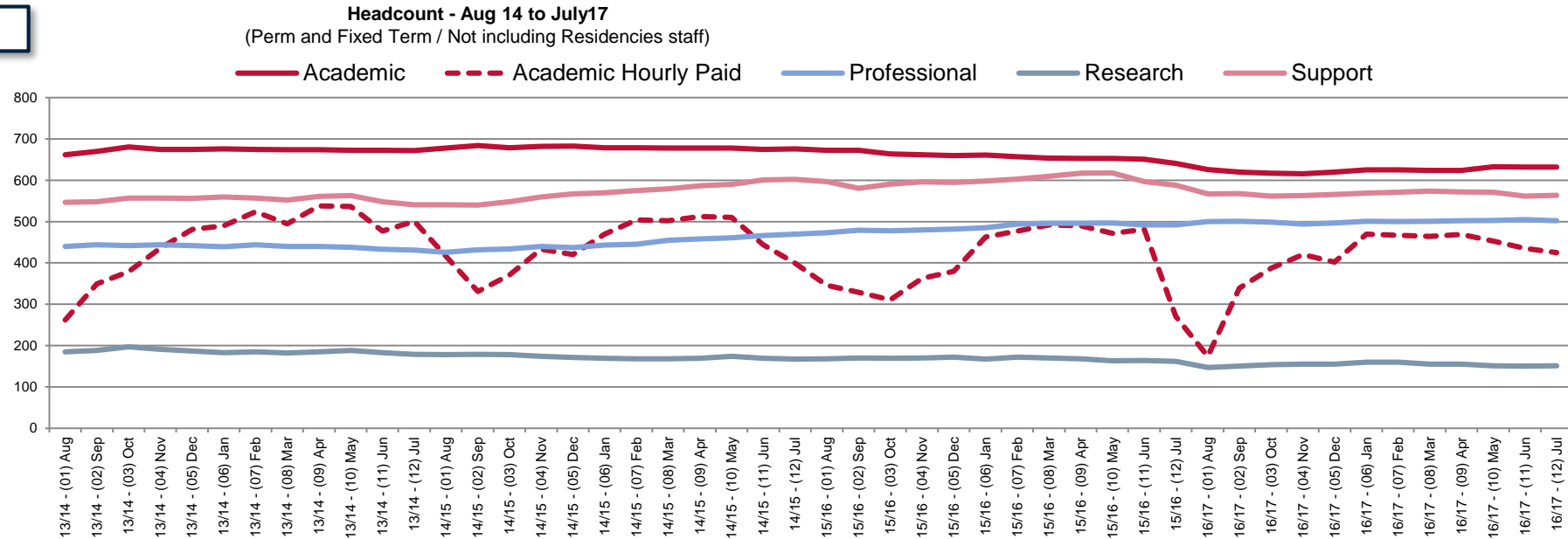
- > **HEIDI (Higher Education Information Database for Institutions)**
Online data store of summary HESA return data for all Higher Education Institutions
- > **UCEA (University & Colleges Employers Association)**
Higher Education Workforce Survey 2016
- > **CIPD website & HR management periodicals**
- > **Equality in Higher Education Statistical Report (Staff) 2016**

Additional Equality and Diversity data is also within the appendices.

1. Employee Composition

1 Employee Composition

1.1



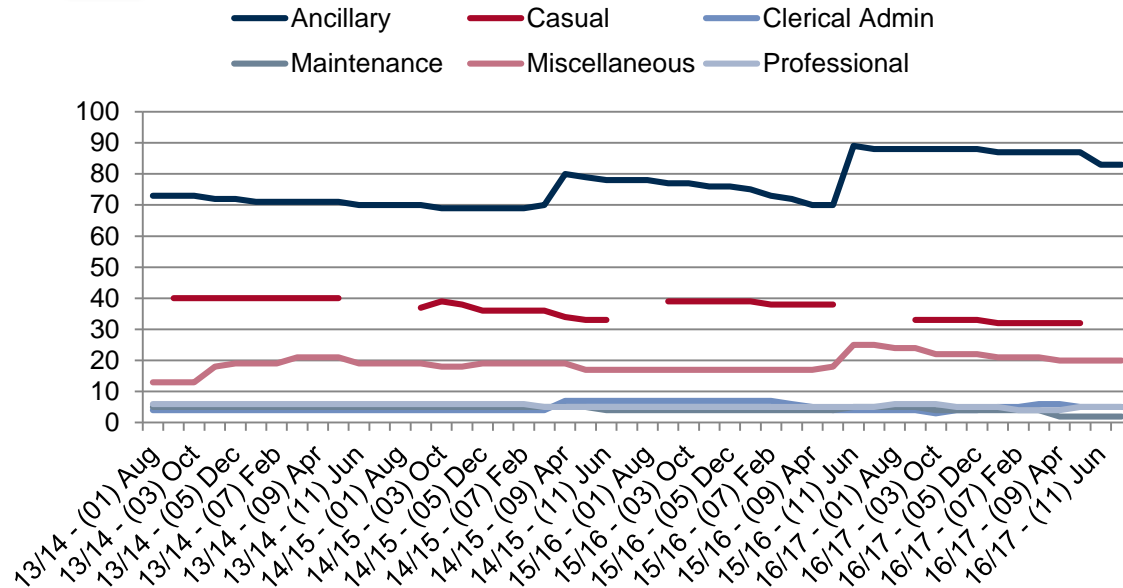
- For a year on year comparison (2015/16 vs 2016/17) there was a slight decrease in average staff numbers (2,319 vs 2,255).
- There was a slight decrease in the average number of academic staff (641 to 632). This was partly due to a university wide freeze on recruitment for 2016/17.
- The slight increase in professional staff (492 to 505) reflects the increased investment in the central departments as they restructure to modernise and professionalise services to strengthen the University's infrastructure.
- The number of support staff rose and fell over the course of the year with the July figure down overall compared to the previous year (588 to 564).
- UCEA +14% open-ended +4% in fixed term, +15% full-time, +4% part-time

Data Source: Northgate Snapshot. Staff were grouped by condition of service. “*Academic staff*” include Academics, Emeritus and Associates, Teaching Fellows/ Associate Teaching Fellows and Educational Academics. “*Academic (HP)*” represent Hourly Paid Academics. “*Support staff*” include Ancillary, Clerical and Related Administrative, Maintenance, Miscellaneous, Technical, Work Placements and Clerical Administrative staff on S grades. “*Professional*” are professional staff on H grades. “*Research*” are research staff on R grades.

1. Employee Composition

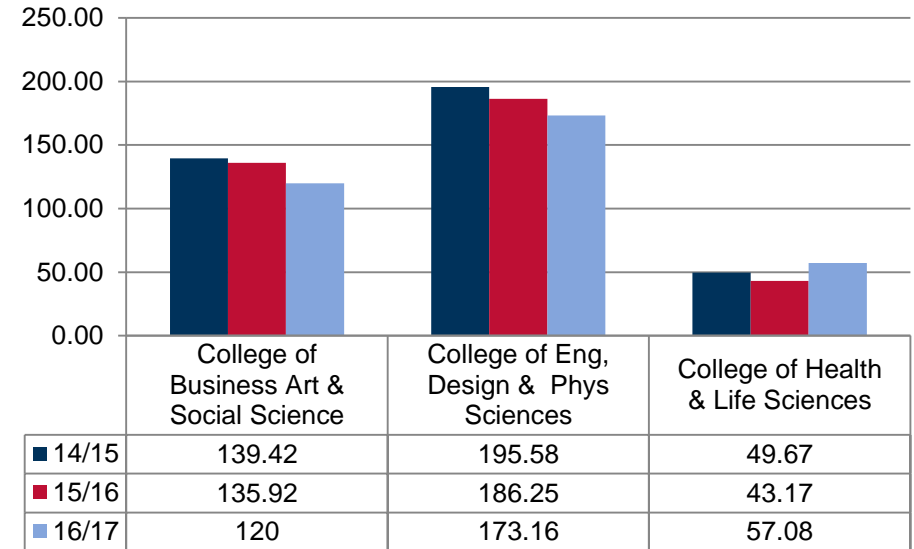
1.2

Headcount - Aug 14 to July17
(Residencies staff)



1.3

Headcount Hourly Paid Academic usage by College
Aug 14 to July17



Data for Residences Staff was not included in figure 1.1 but presented separately in figure 1.2.

- Headcount of hourly paid academics decreased slightly within CBASS AND CDEPS in 16/17.

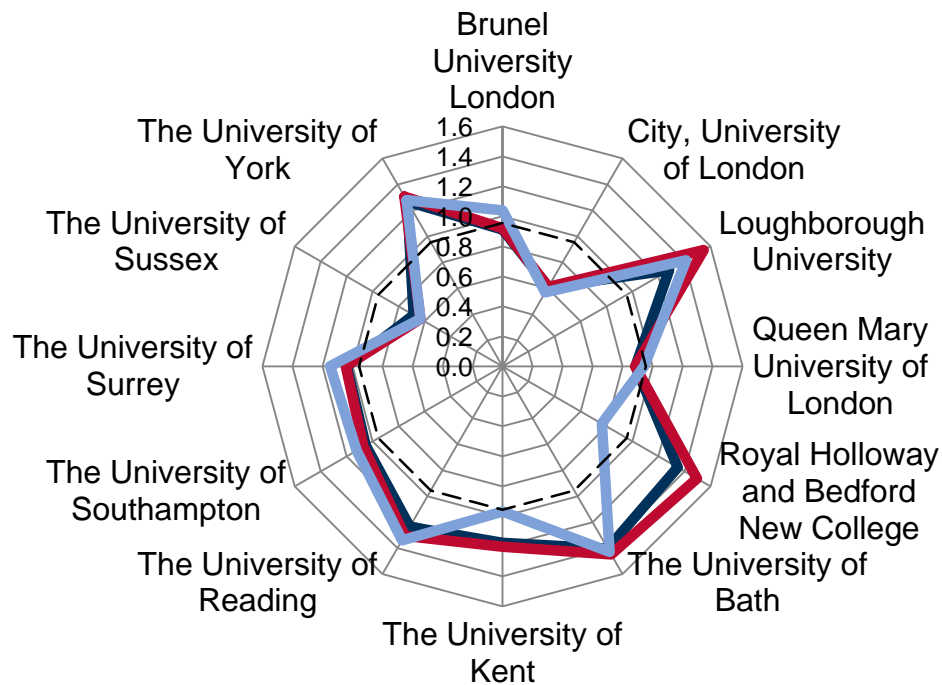
Key highlight

While externally funded Research employee numbers remain steady e.g. 182 staff in 2016, 182 staff in 2017 and 179 staff in 2018. There are some fluctuations in numbers of other job types as the University achieves the optimum skills mix to achieve its future strategy.

1 Employee Composition – BUL Comparator Group

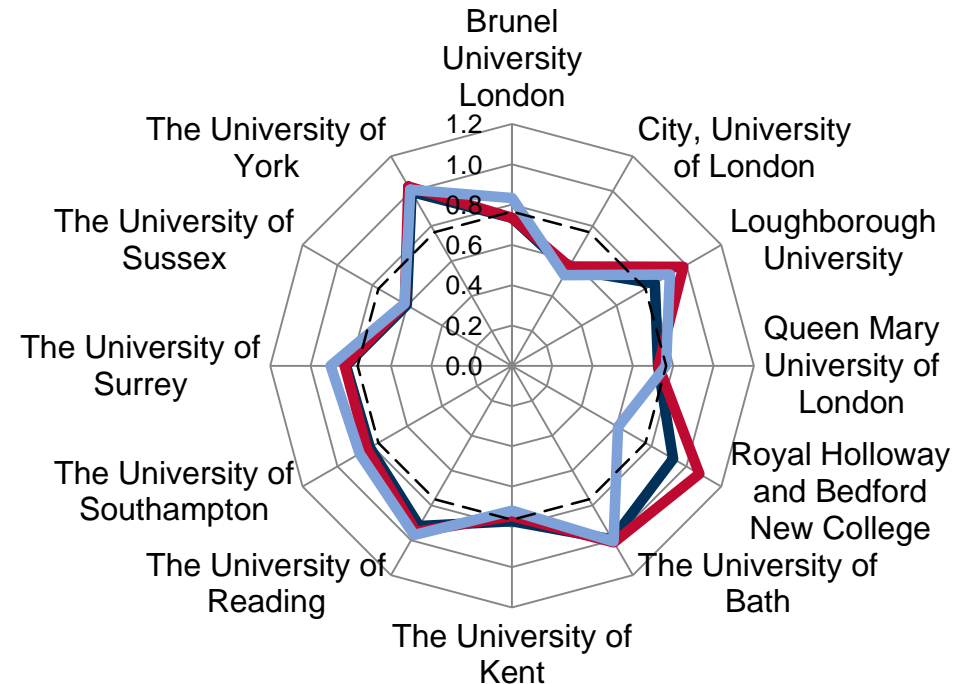
1.4a

Ratio of Academic : Non Academic



1.4b

Ratio of Academic : Support Staff



Data Source: HESA

Definitions

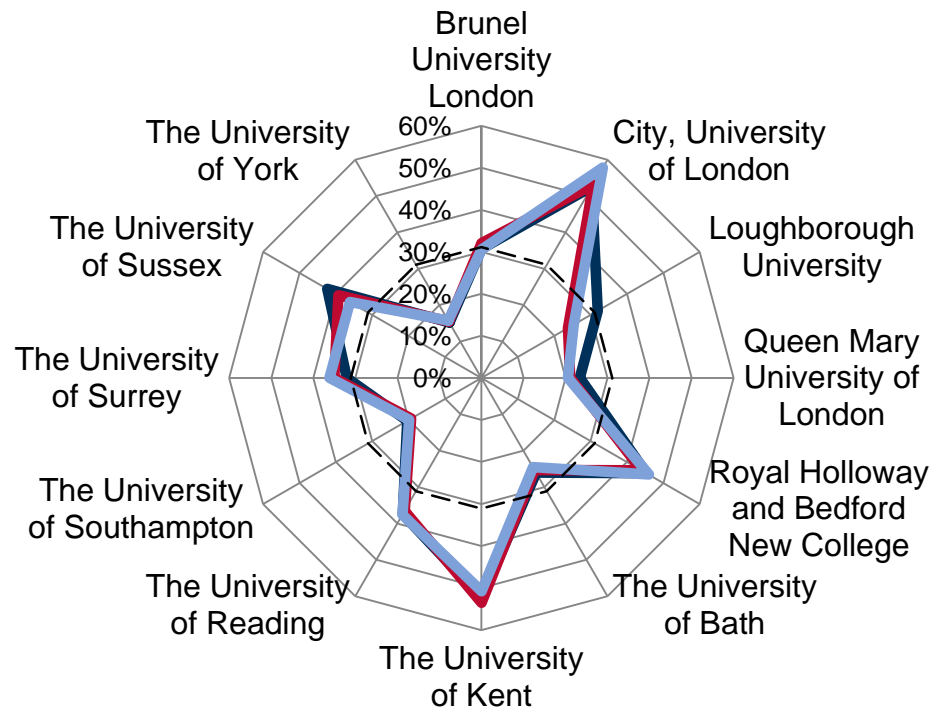
“Non Academic Staff” are defined as staff without an academic job function and includes all professional and support staff.

“Support Staff” are defined as staff on non-academic contracts who fall within major groups 1-4 of the ONS Standard Occupational Classification (SOC). They include: Managers, directors and senior officials; Professional occupations; Associate professional and technical occupations and Administrative and secretarial occupations.

1 Employee Composition – BUL Comparator Group

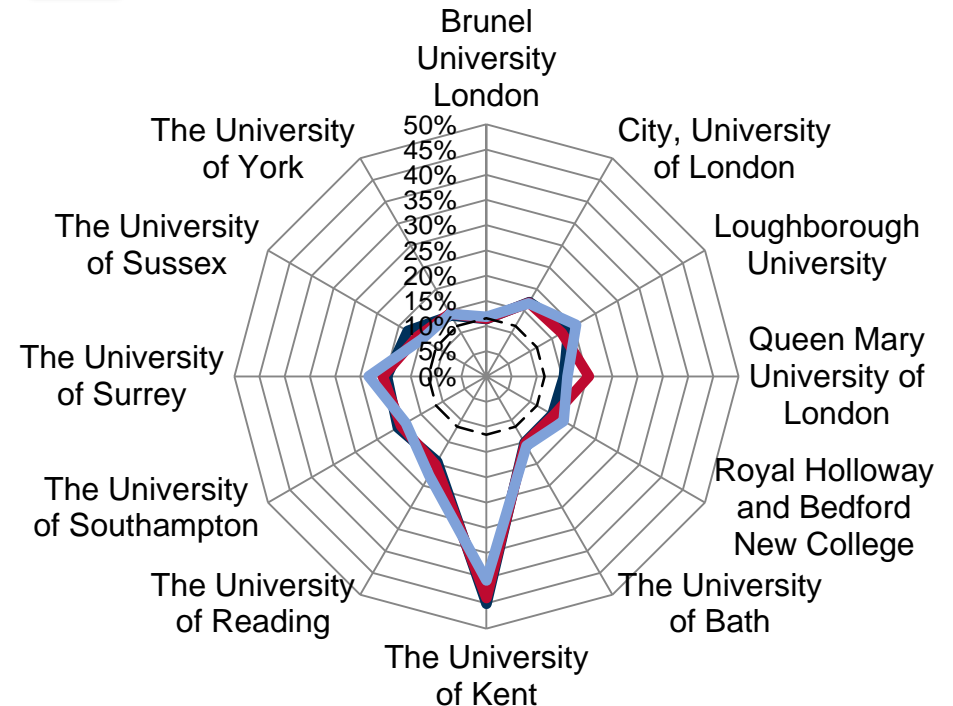
1.4c

Teaching only as a % of Academic (FPE)



1.4d

Teaching only as a % of Academic (FTE)



Key Question

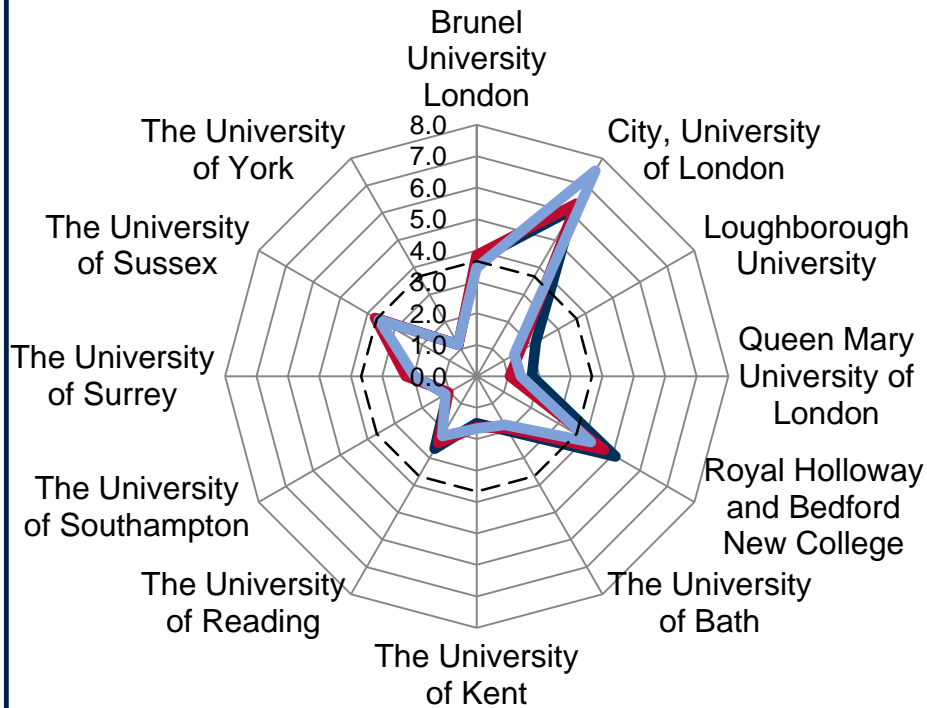
BUL has a low percentage of employees on teaching only contracts compared to a number of benchmark institutions. Does this model need to be reviewed or does it continue to fit with the University's strategic direction?

1 Employee Composition – BUL Comparator Group

2013/14 2014/15 2015/16 --- BUL Avg.

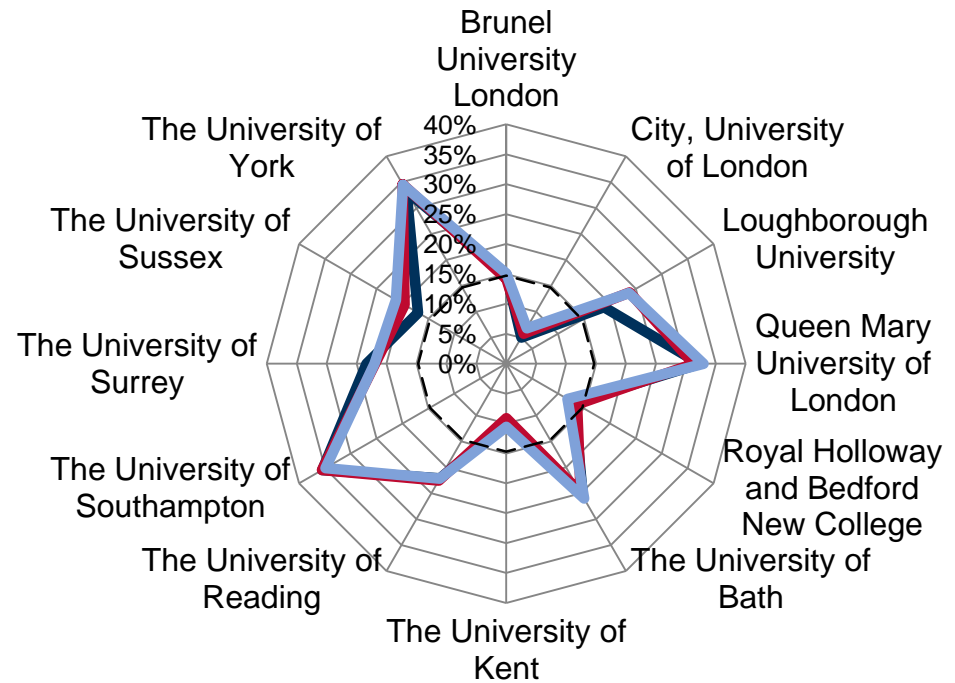
1.4e

Teaching only - Ratio of FPE : FTE



1.4f

Research only as a % of Academic (FPE)



1. Employee Composition 1.4a-1.4e - comments

The employee composition data are remarkably unchanged year on year:

- The ratio of academic vs non-academic staff (1:1.04) has increased in 2015/16, compared to the previous two years (average 1:0.92) (see 1.4a).
- The ratio of academic vs support staff (1:0.83) has also increased in 2015/16, compared to the previous two years (average 1:0.73) (see 1.4b). The University of Bath has for the past three years had a 1:1 ratio.
- The percentage of academic staff on Teaching Only contracts has remained steady averaging 31% between 2012/13 to 2015/16 (see 1.4c). Staff on teaching only contracts only account for 12% of academic FTE (see 1.4d). York and Southampton have a lower proportion of Teaching Only contracts, with 16% and 20% respectively.
- The percentage of academic staff on Research Only contracts averaged 15% between 2012/13 to 2015/16 (see 1.4f). Southampton has the highest average over the three years at 35%.
- Between 2012/13 to 2015/16, on average 53% of BUL academic staff were on Teaching & Research contracts, more than any of our comparator HEIs (no chart for this). For teaching only contracts there is quite wide variations in the FPE used to cover each FTE. The average for Brunel University is 3.67 FPE per FTE. For Southampton it is 1.08 but for City is 6.68.

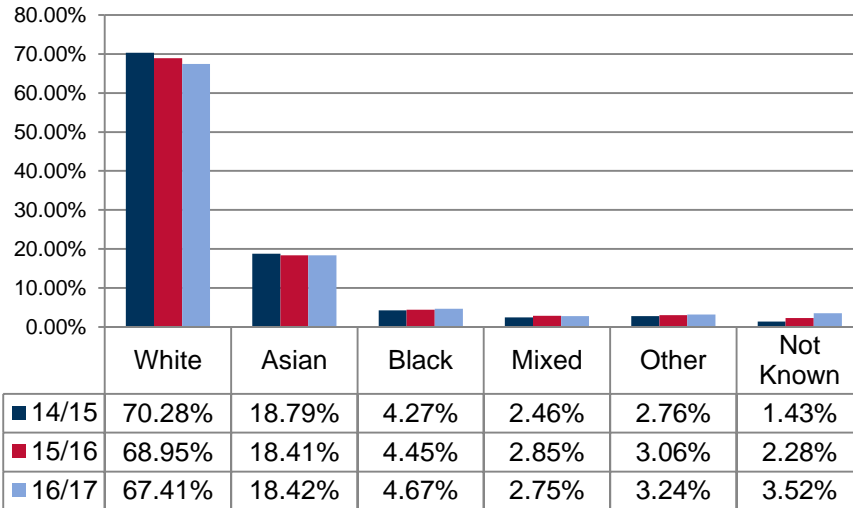
Key Questions/ Highlight

Does the current skills and role mix align with BUL's strategic direction? Is our position in comparison with the other Brunel Comparator Peer Group as expected?

1 Employee Composition

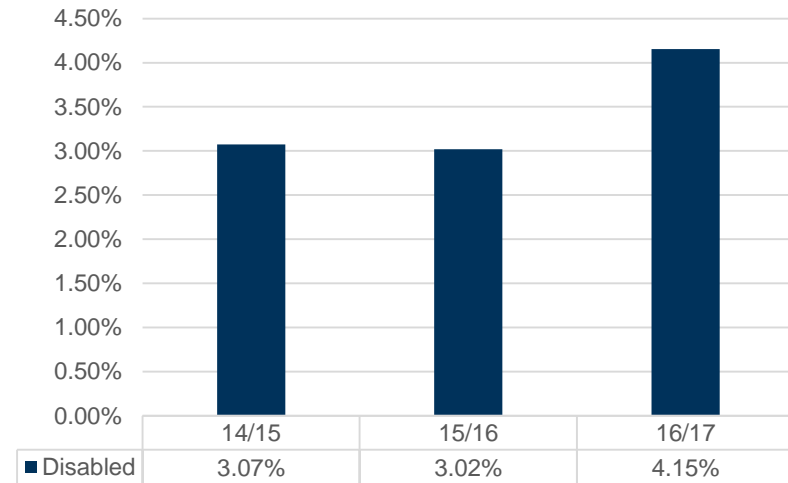
1.5

Ethnicity (All staff)
Aug 14 to July 17



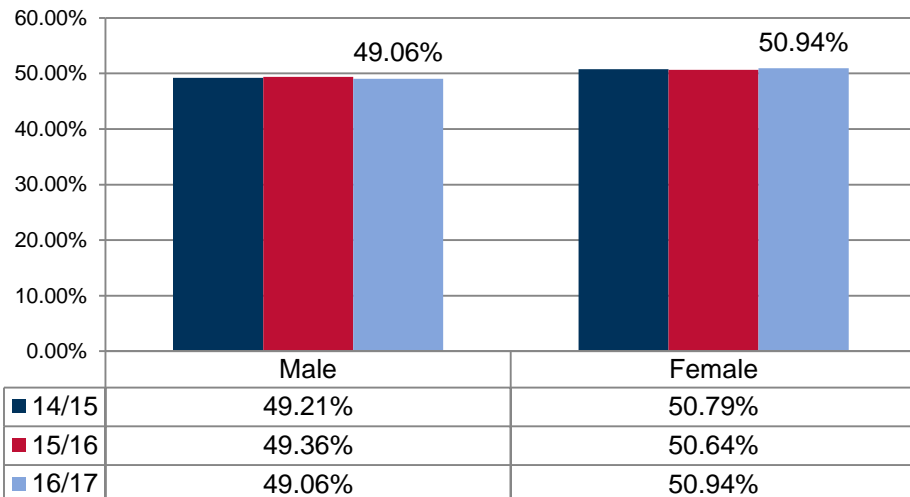
1.6

Disability (All staff)
Aug 14 to July 17



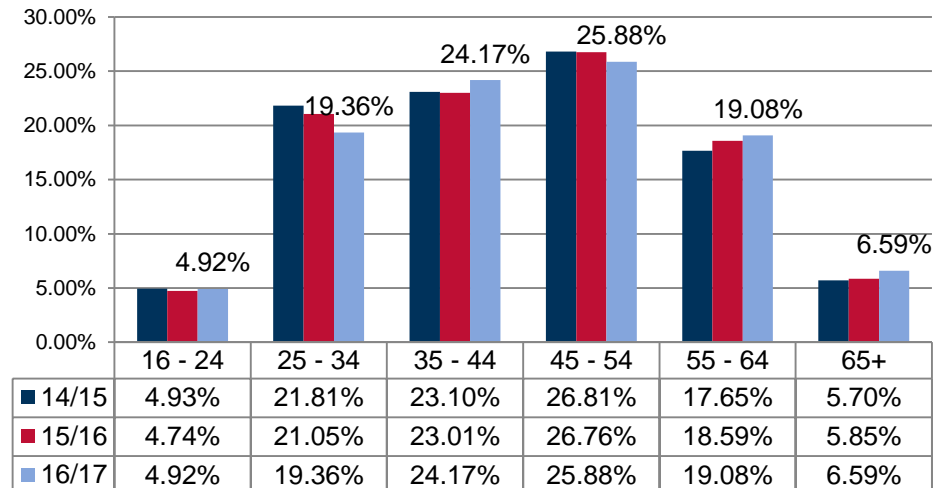
1.7

Gender (All staff)
Aug 14 to July 17



1.8

Age (All staff)
Aug 14 to July 17



1. Employee Composition 1.5-1.8 - comments

Employee Composition

- There has been a slight reduction in the percentage of white staff compared with Black and Minority Ethnic (BME) staff. Over a quarter of the staff at Brunel (29%) are from a BME background. Nationally in HE this is 8.9%.
- 4% of staff report that they have a disability which is an increase of 1% from last year and now more closely matches the national HE profile of 4.6%
- There is a small increase in the 55 and over age groups as well as 35-44
- Brunel's profile of 'younger' workers aged 34 and under is 24% which is lower than the HE national average of 32%.
- The gender ratio has remained stable at Brunel and remains at 51% female and 49% male. The national figure for women in HE is also the same as last year at 54%.
- UCEA Since 2005-6 academic staff 65+ increased 232%. Now 3.2% of academic staff.

Key Highlights

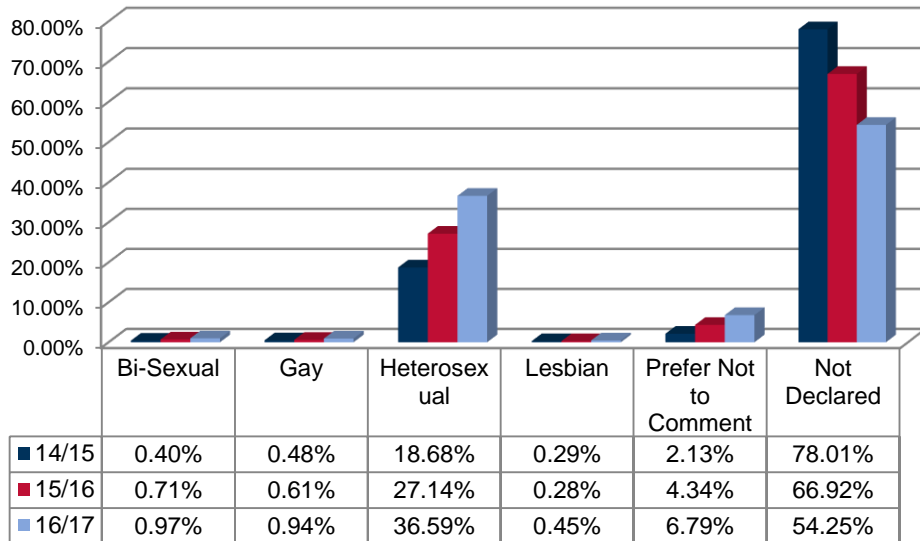
Our recent survey and focus on disability will help us focus on improving our support around reasonable adjustments across the UK, 17% of staff working in higher education were aged 30 and under

Staff working in higher education have increasingly become more ethnically diverse, with an increase in black and minority ethnic (BME) staff nationally

1 Employee Composition

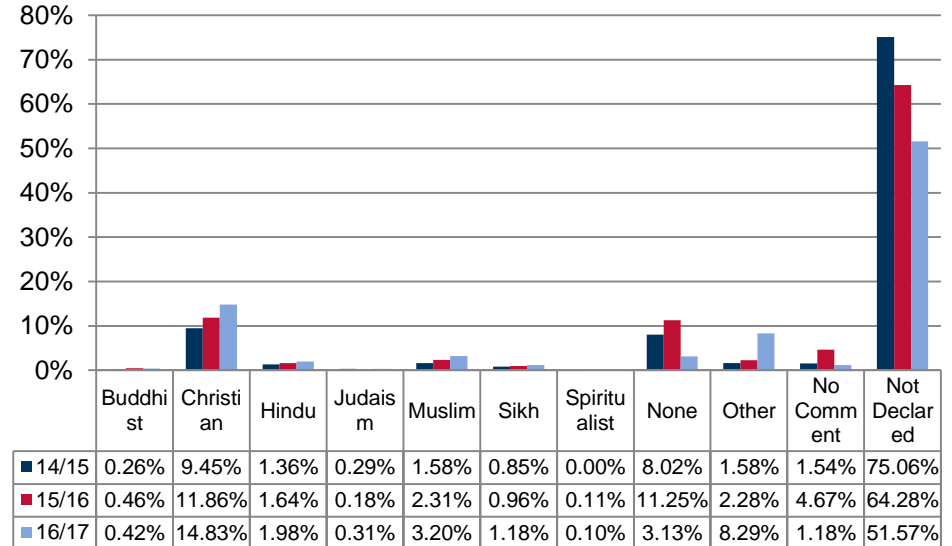
1.9

Sexual Orientation (All staff)
Aug 14 to July 17



1.10

Religion / Belief (All staff)
Aug 14 to July 17



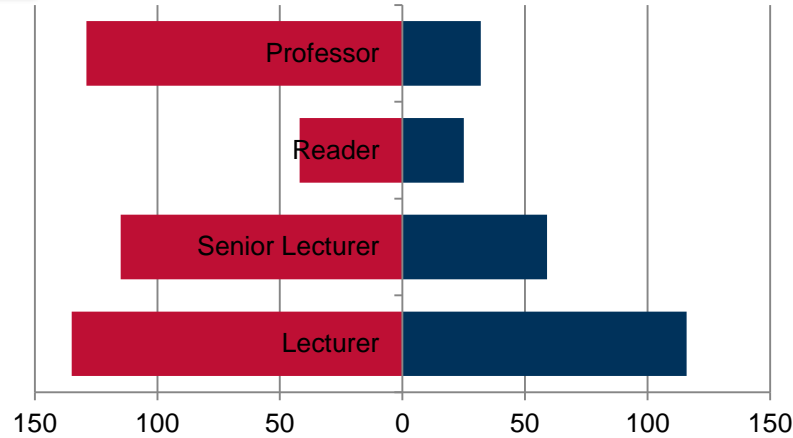
- The majority of staff do not declare their sexual orientation or religion/belief at Brunel, but this has now reduced to just over 50% from just under 80% in 2014. This demonstrates increasing confidence in declaring these characteristics. Nationally 13% of staff do not declare religion/belief and 15% do not declare sexual orientation.
- Data returns to HESA are currently voluntary on gender reassignment, religion and belief (or none), and sexual orientation, so there is not an accurate national demographic picture of the HE staff. 70% of institutions return data in these areas. Brunel will start to collate this data for staff next year.

1 Employee Composition

Grade v Gender

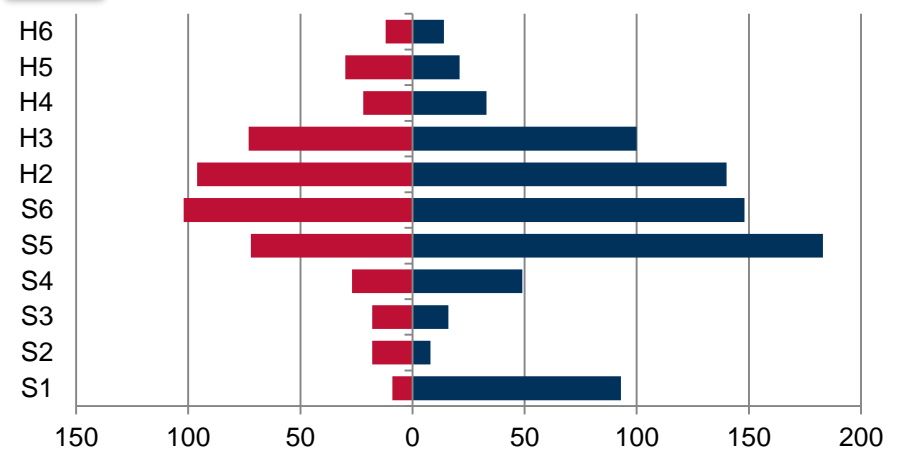
1.11

Gender by Academic Grade
16/17 Academic Year



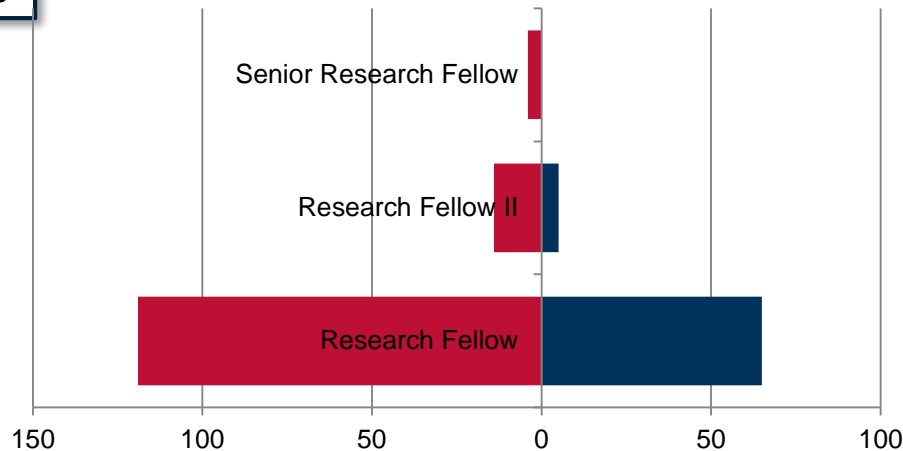
1.12

Gender by Professional / Support Grade
16/17 Academic Year



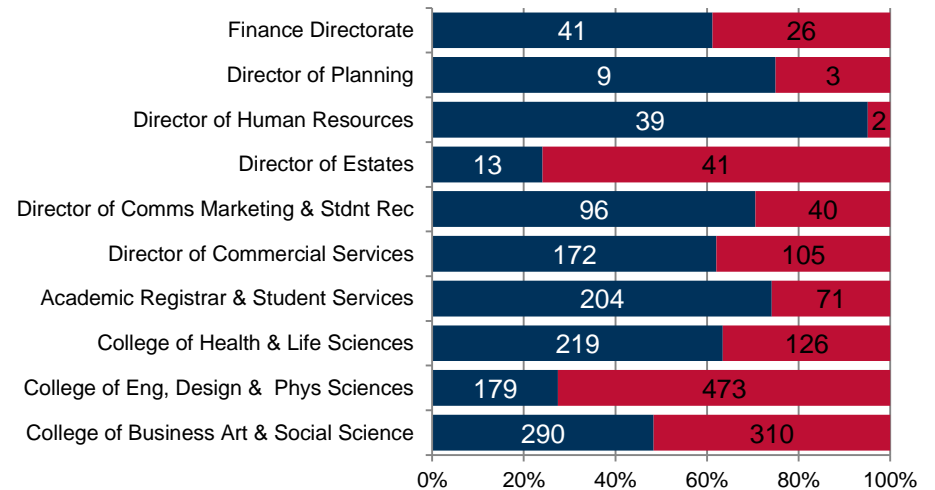
1.13

Gender by Research Grade
16/17 Academic Year



1.14

All Staff by Gender and College / Directorate
16/17 Academic Year



Key Question

Should there be a specific focus on promotion of women from lecturer to senior lecturer in 2018?

1 Employee Composition – Grade v Gender

- The proportion of women decline the more senior the academic role overall. However from reader to professorial grade there is an increase, although not to the same proportions men. Nationally 24% of professors are women. At Brunel, female professors constitute 20%.
- Brunel continues to have more women than men overall in the professional and support roles.
- For the group of staff on Research only contracts there continues to be approximately double the number of male research fellows compared to female. There are no women who are senior research fellows.
- The departments with the lowest proportions of women are the College of Engineering, Design and Physical Sciences and Estates. The highest proportions of women are in HR, Planning and Student Services.

Key Highlights

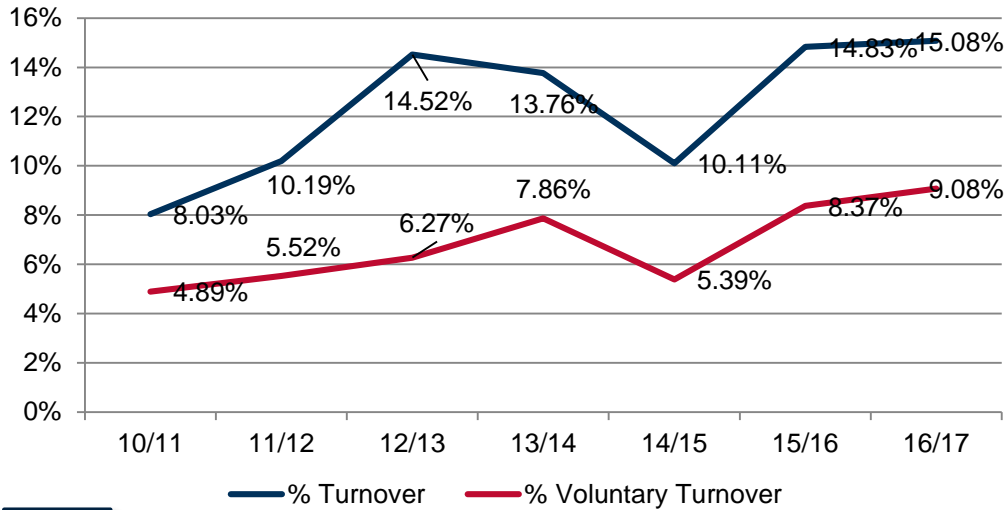
For both academic and professional and support staff, women were underrepresented in senior positions and overrepresented in junior positions.

Among professional and support staff nationally, there was a clear gender divide in many occupational groups, such as skilled trades occupations (80% men) and administrative and secretarial occupations (80% women).

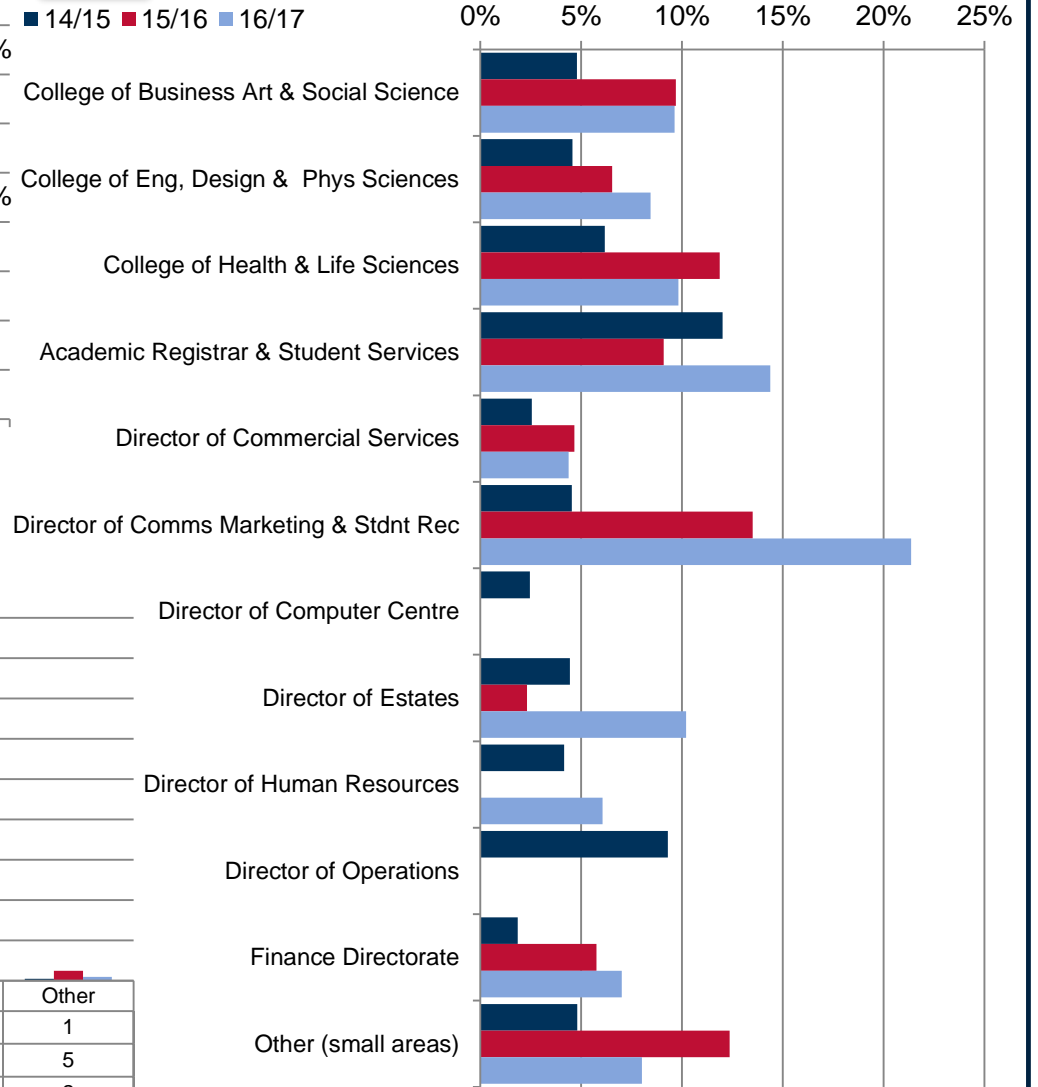
Proportion of staff in Figure 1.14 includes academic and non-academic staff in the college.

1 Employee Composition

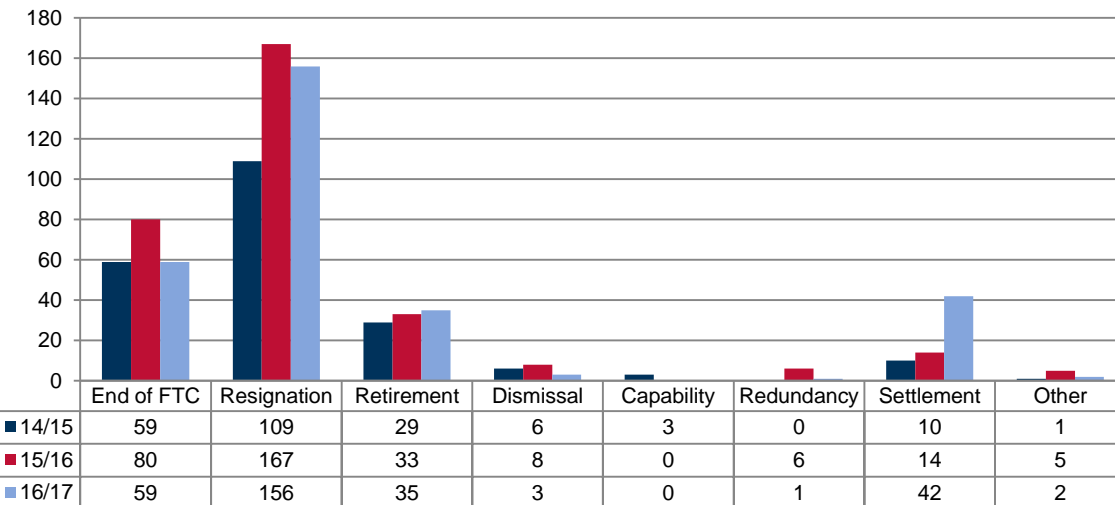
1.15 Turnover (Total & Voluntary) (all staff)



1.16 Voluntary Turnover by College / Directorate



1.17 Reason For Leaving (all staff)



1 Employee Composition – 1.15 – 1.17

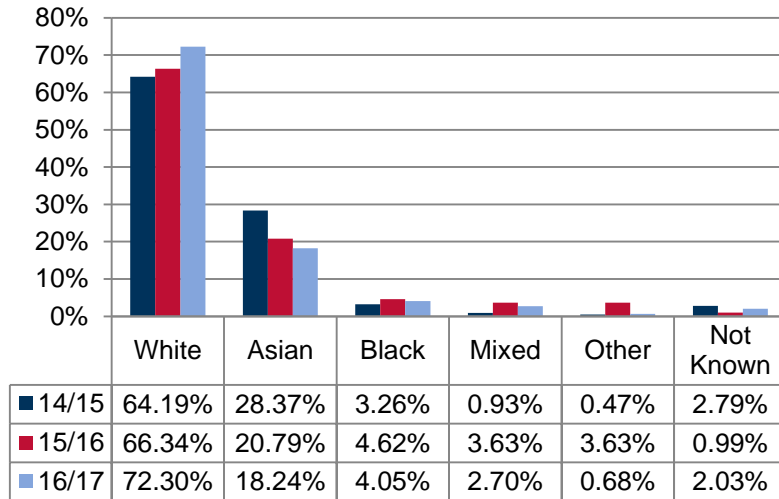
- Overall turnover was at 15.08% in 16/17, an small increase of 0.25%. Voluntary turnover rose by 0.7% to 9.1%, which is the highest to date.
- The increase in turnover might be due to continued organisational change and uncertainty in the wake of ongoing restructures.
- Voluntary turnover within the college of Engineering Design & Physical Science has increased year on year from 4.6% to 6.6% to 8.5%.
- Voluntary turnover from the Academic Register and Student Services, the Directorate of Communications Marketing and Student Recruitment and Estates Directorate show high levels of voluntary turnover compared to last year as part of ongoing restructuring.
 - UCEA benchmarks: Turnover for Professional Services 10.4%., Academic 7.9% (Voluntary 6.3% 4.4% respectively)

Key Question

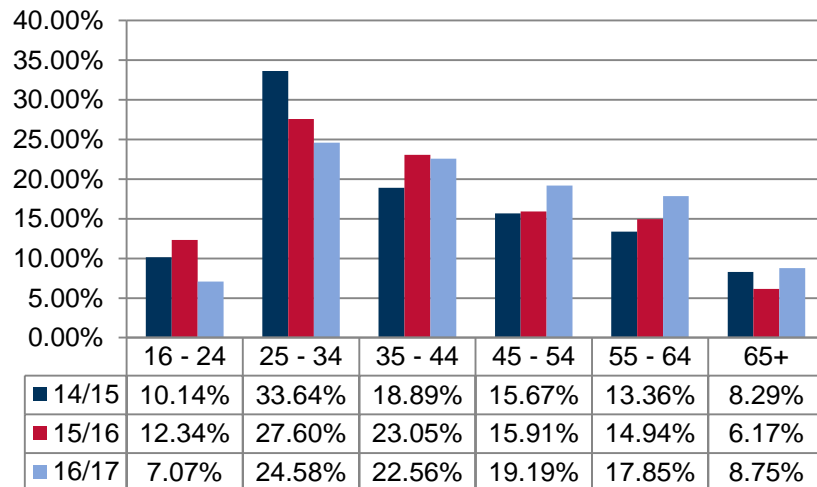
While some employees may decide to move on for positive reasons if they believe the change does not fit with their career plans, how do we ensure that key skills are not lost?

1 Employee Composition

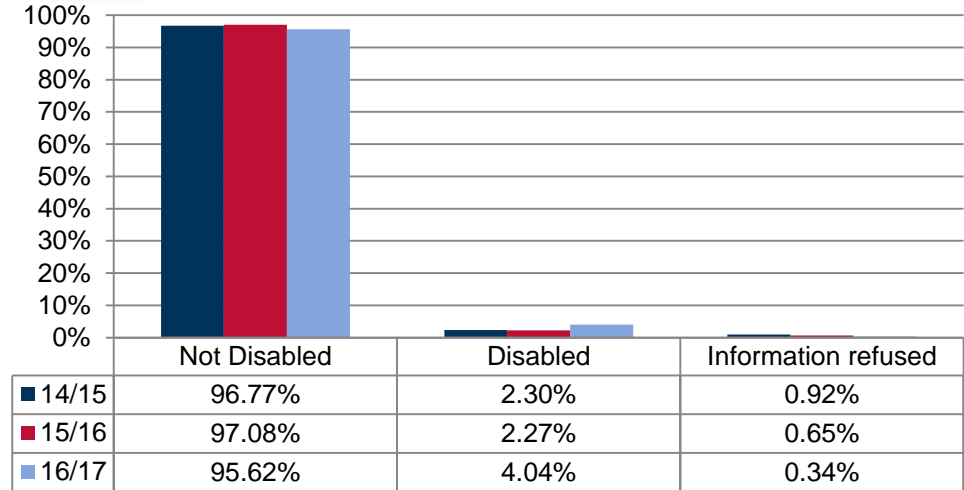
1.18 Ethnicity of Leavers (Perm & Fixed term)



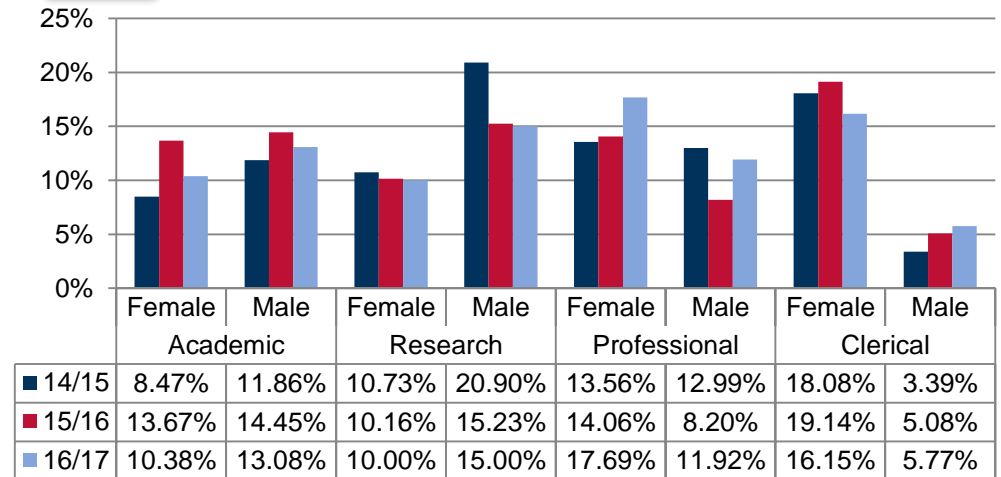
1.20 Age of Leavers (Perm & Fixed term)



1.19 Disability of Leavers (Perm & Fixed term)

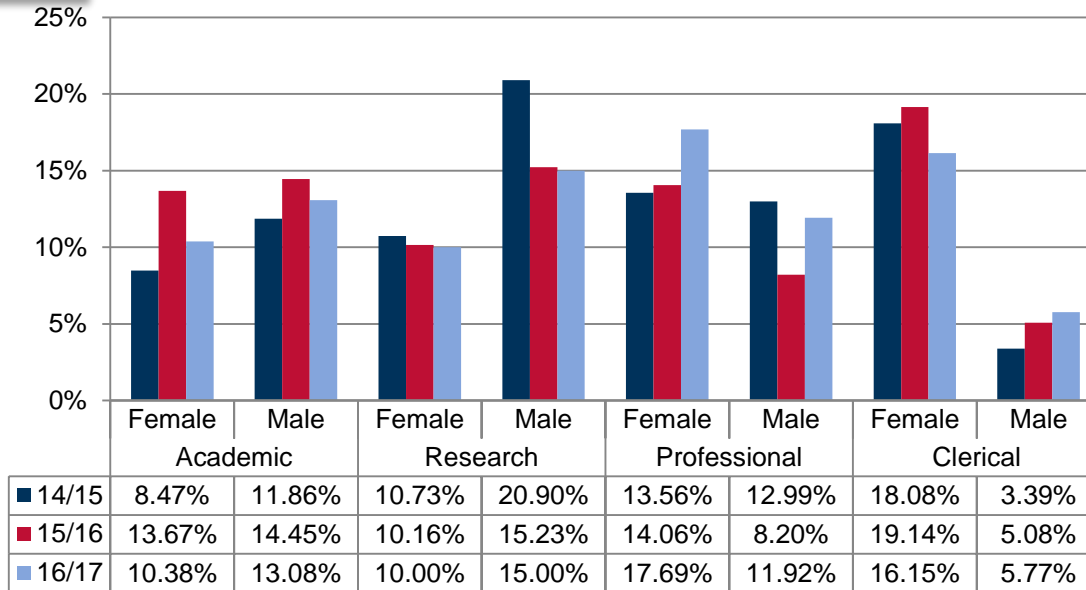


1.21 Gender of Leavers (Perm & Fixed term)



1 Employee Composition

1.22 Gender of Leavers by condition of Service (Perm & Fixed term)



Key highlights

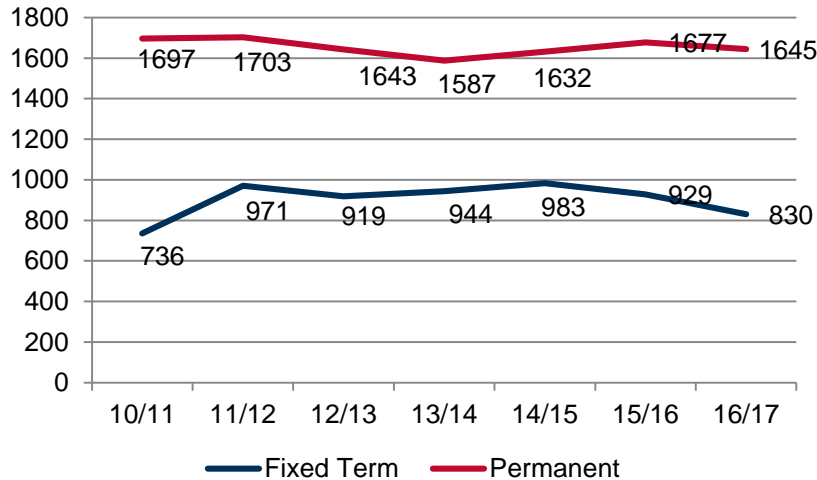
- We will monitor the engagement of Capita to see if this increases the completion of exit interviews

- The proportion of White staff (72%) that left Brunel has increased this year, as well as disabled staff (4%).
- The proportion of leavers for academic and research staff was lower this year. However there has been an increase in leavers in professional roles. It is higher for women than men, but there are more women overall in this grade. There was a slight increase in male clerical staff who left this year.
- There was a reduction in staff between the ages of 16-44 who left, versus an increase in staff aged 45 and over.

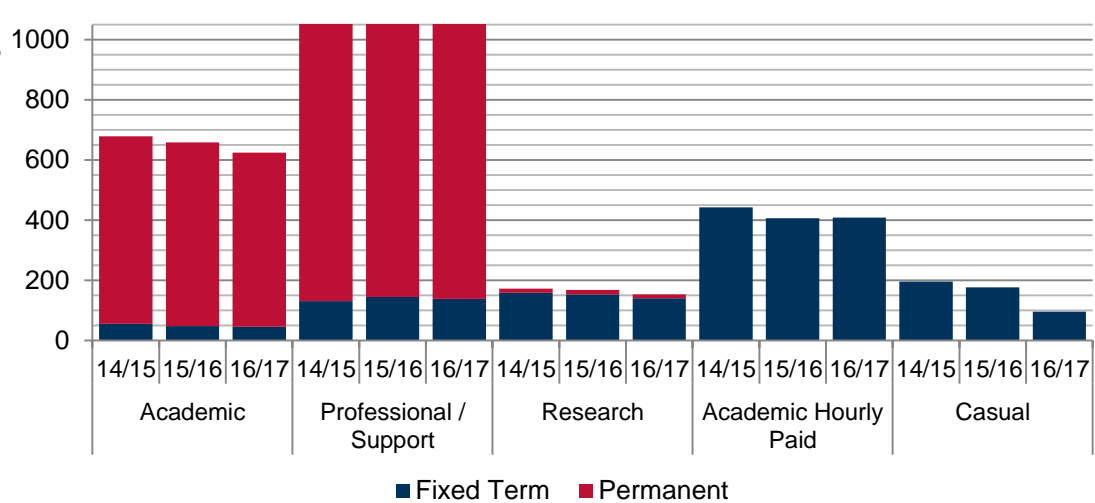
1 Employee Composition

Contract Type

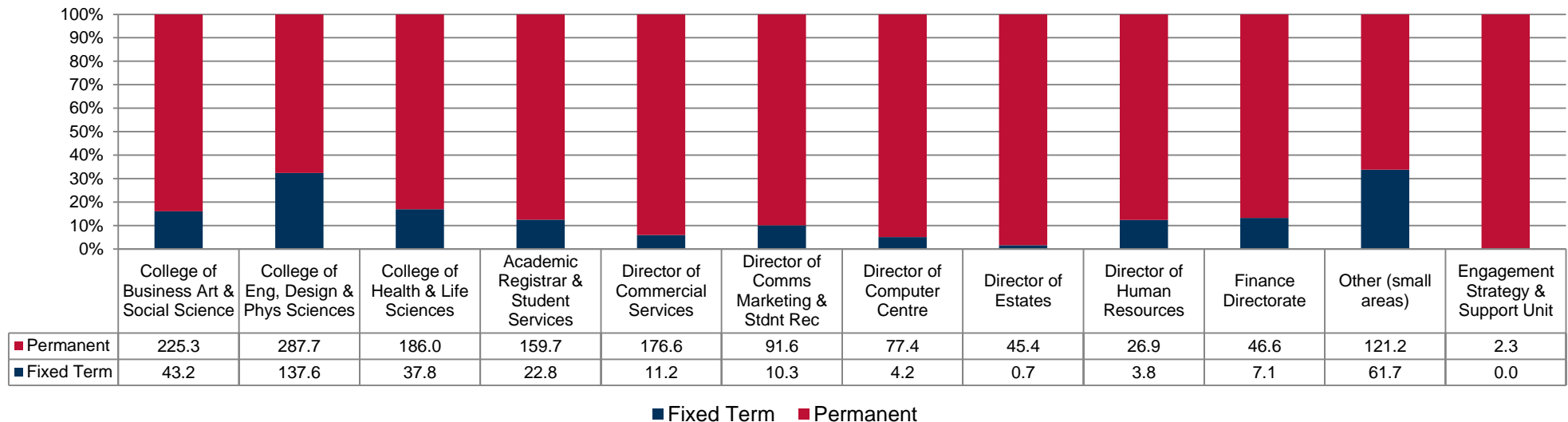
1.22 Contract Type by year (Average headcount)



1.23 Contract Type by Job Type (Average headcount)



1.24 Contract Type by College / Directorate (average FTE)



■ Permanent	225.3	287.7	186.0	159.7	176.6	91.6	77.4	45.4	26.9	46.6	121.2	2.3
■ Fixed Term	43.2	137.6	37.8	22.8	11.2	10.3	4.2	0.7	3.8	7.1	61.7	0.0

1 Employee Composition – comments on contract type

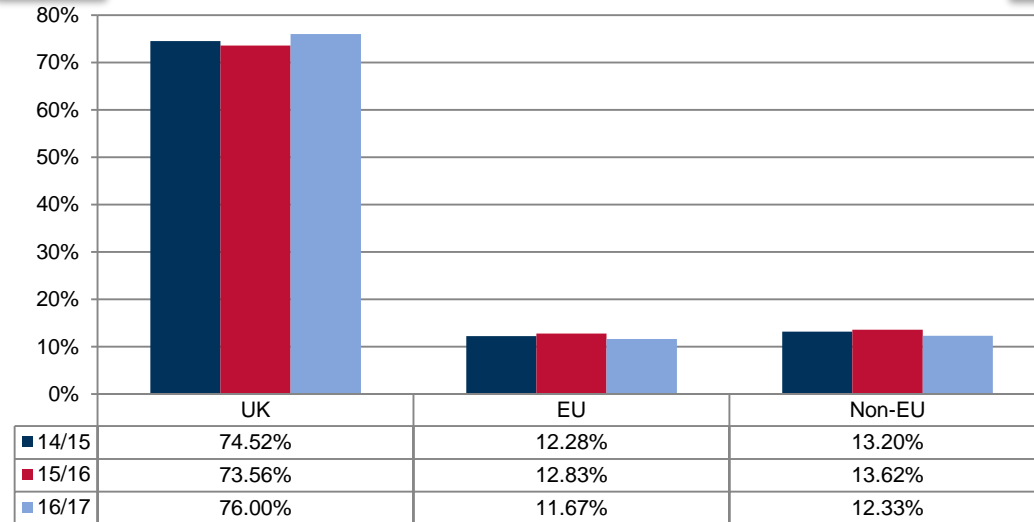
- The proportion of the workforce that is fixed term has risen overall from 30% in 2010/11 to 34% in 2015/16. This requires investigation. It could well be appropriate and reflective of an increase in research activity and short term change
- However, there was a slight decrease in the use of fixed term contracts in the 16/17 academic year compared to both 13/14 to 15/16
 - A different trend was observed in Academic Hourly Paid job category where there has been an increase in the use of fixed term contracts.
 - Departments such as the Directorate of Estates and Directorate of Computer Centre (now Information Services) make use of external contractors/consultants, a group not reflected in the current analysis of contract type.

Key Highlight

There is a need to include contractors and consultants in the analysis of contract type going forward to fully understand our employee composition profile.

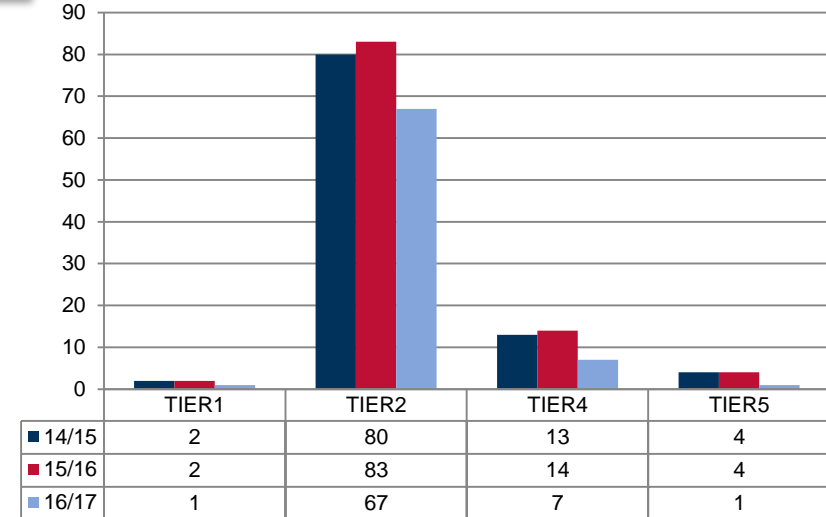
1 Employee Composition

1.29 International staff %



1.30

Certificate of Sponsorship Tier of employees (exc. Jobshop)



- The University Tier 2 sponsorship reflects our skills challenges. A majority of recipients of sponsorship are in the College of Engineering, Design and Physical Sciences, 65% over the three years.
- UCEA 30.5% of staff non-UK, 16.7% non EU, 9.5% Tier 5

Key Question

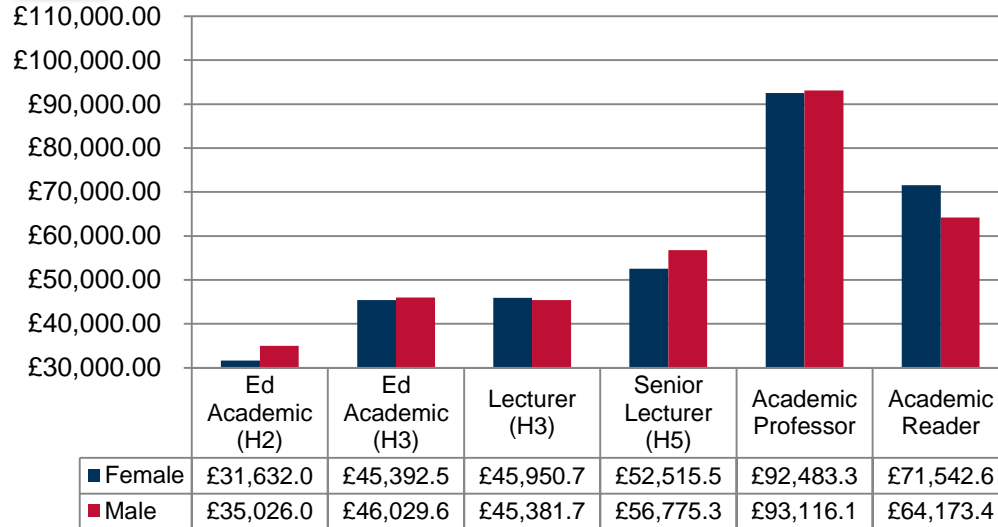
What impact will Brexit have on recruitment and retention of non-UK Staff? The CBI has reported a post Brexit labour and skills shortage.

2. Pay Equality

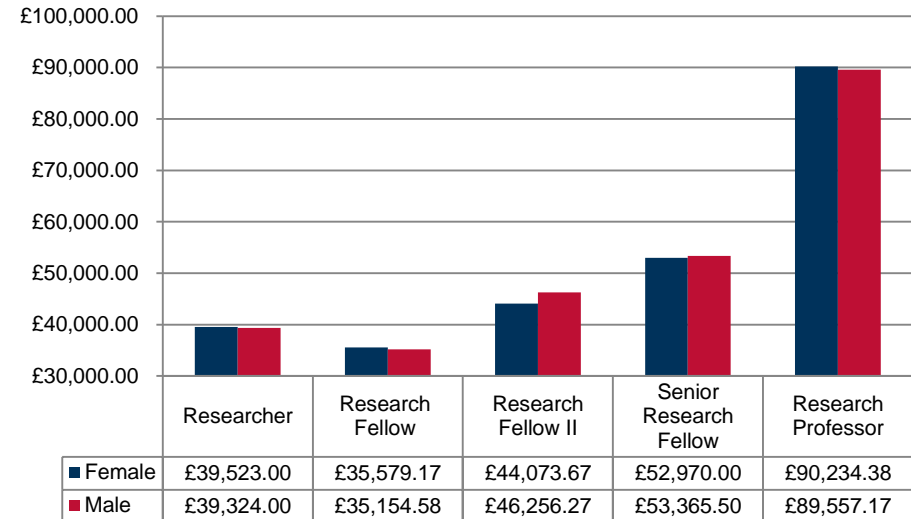
2 Equal Pay Gap Analysis

Average of Pay/FTE

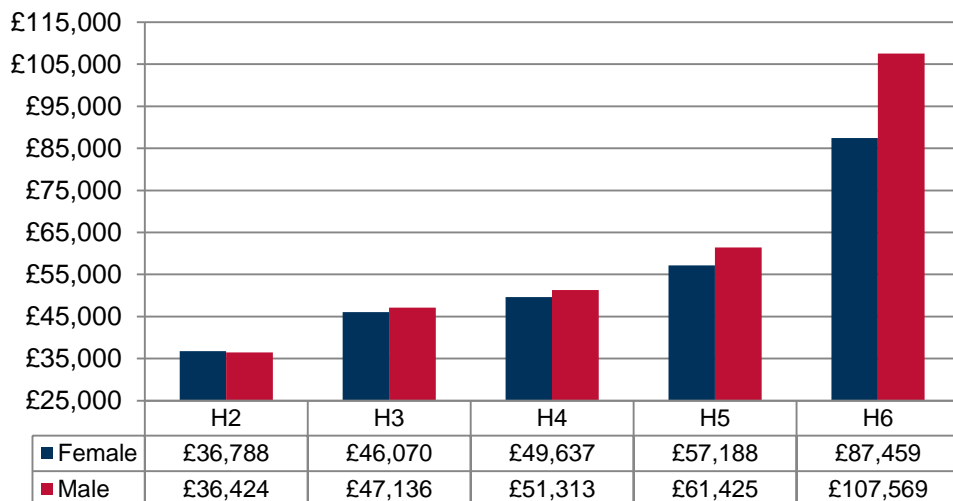
2.1 Academic positions by gender



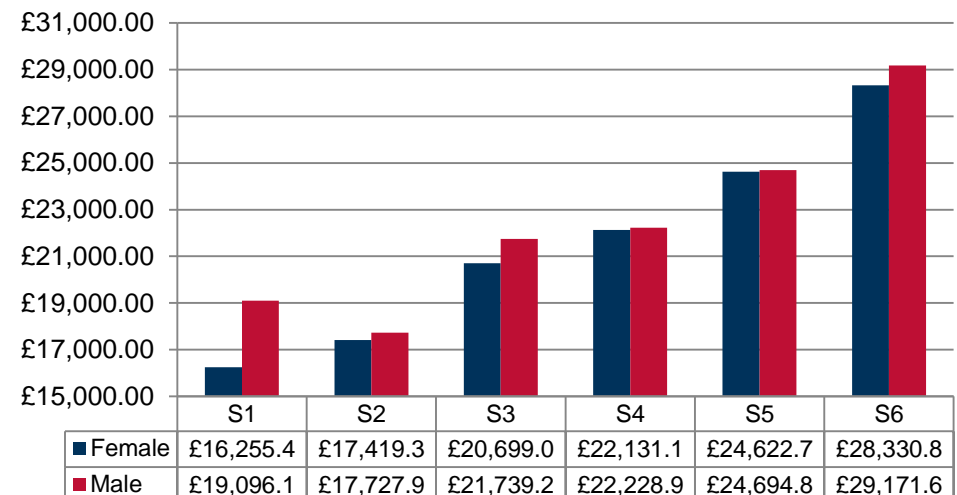
2.2 Research positions by gender



2.3 Professional positions by gender



2.4 Support positions by gender



2 Equal Pay Analysis

A positive percentage gap means there is a pay gap in favour of men

2.5 Academic and Research positions by gender:

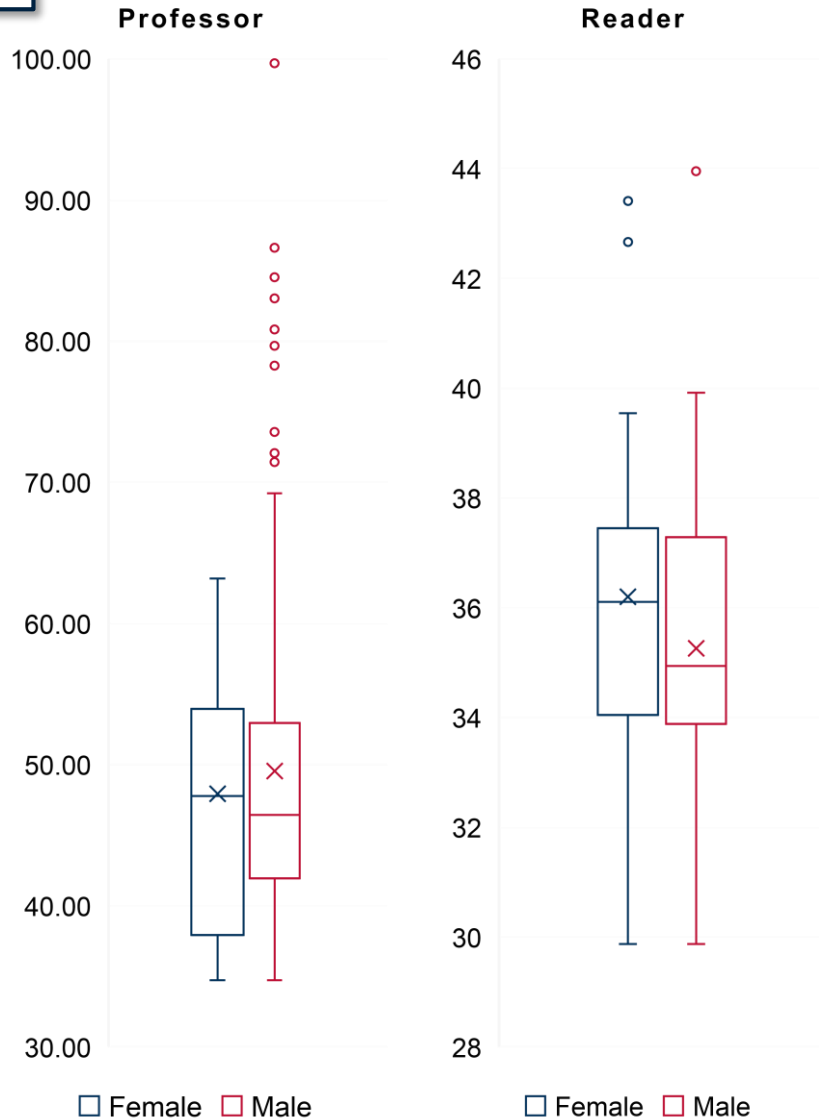
Academic and Research Position:	Average Female pay per hour	Average Male pay per hour	% Gap
Academic Professor	£47.78	£46.28	-£1.50
Educational Academic	£24.31	£25.05	£0.74
Lecturer	£25.78	£25.78	£0.00
Reader	£36.37	£34.94	-£1.43
Research Assistant	£17.58	£17.58	£0.00
Research Fellow	£19.78	£19.21	-£0.57
Research Fellow II	£25.78	£25.78	£0.00
Research Professor 1	£49.58	£47.49	-£2.09
Researcher	£21.61	£21.61	£0.00
Senior Lecturer	£29.01	£30.77	£1.76
Senior Research Fellow	£29.10	£29.88	£0.77
Teaching Fellow	£24.31	£28.16	£3.86

2.6 Support and Professional positions by gender:

Support and Professional Position:	Average Female pay per hour	Average Male pay per hour	%Gap
ACP	£ 47.78	£ 46.28	-£1.50
ACRE	£ 36.37	£ 34.94	-£1.43
FSNA	£ 20.55	£ 28.94	£8.39
H2	£ 19.78	£ 20.98	£1.20
H3	£ 25.78	£ 25.78	£0.00
H4	£ 28.16	£ 28.16	£0.00
H5	£ 29.88	£ 30.77	£0.89
H6	£ 45.02	£ 52.68	£7.66
R1	£ 19.78	£ 18.65	-£1.13
REP	£ 49.58	£ 47.49	-£2.09
S1	£ 8.95	£ 8.95	£0.00
S2	£ 9.56	£ 9.32	-£ 0.24
S3	£ 10.41	£ 10.41	£0.00
S4	£ 11.66	£ 11.66	£0.00
S5	£ 13.90	£ 13.90	£0.00
S6	£ 16.10	£ 16.58	£0.48

Equal Pay Gap - Academic Professors and Readers

2.7



The distribution of male professors is much more uneven than female professors, with a large number of highly paid outliers and the bottom half of the distribution is concentrated around £40 per hour which pulls down the median for men.

Similarly, for male readers the bottom half of the distribution is concentrated around £34 per hour. However the highest paid male reader is £40 per hour. There are a large amount of male readers on the lower pay scale and this is pulling down the median for men.

2 Equal Pay Analysis

Commentary:

There is only 1 female research professor whose hourly rate is higher than the median value for the 4 males.

Charts 2.1 and 2.2 show there are smaller differences in the pay of men and women in all grades (apart from H2 lecturers). However it is interesting to note that these differences occur right at the beginning of an academic career, where you may expect staff to start at the bottom of the salary scale.

Women Readers however have slightly higher pay than men.

The pay gap between research and academic professors is relatively small, however there are a number of highly paid professors who are men. The pay gap between professors has decreased since the initial analysis as a number of professors have left the University.

In the professional grades the pay gap between men and women is most stark at the highest grade at H6 where there is a difference of over £20,000. This is an increase of £2000, since the initial analysis.

3. Talent/Career Development

3 Talent / Career Development

Promotions

3.1

% of eligible staff by gender at each stage of promotions



3 Talent / Career Development

Promotions

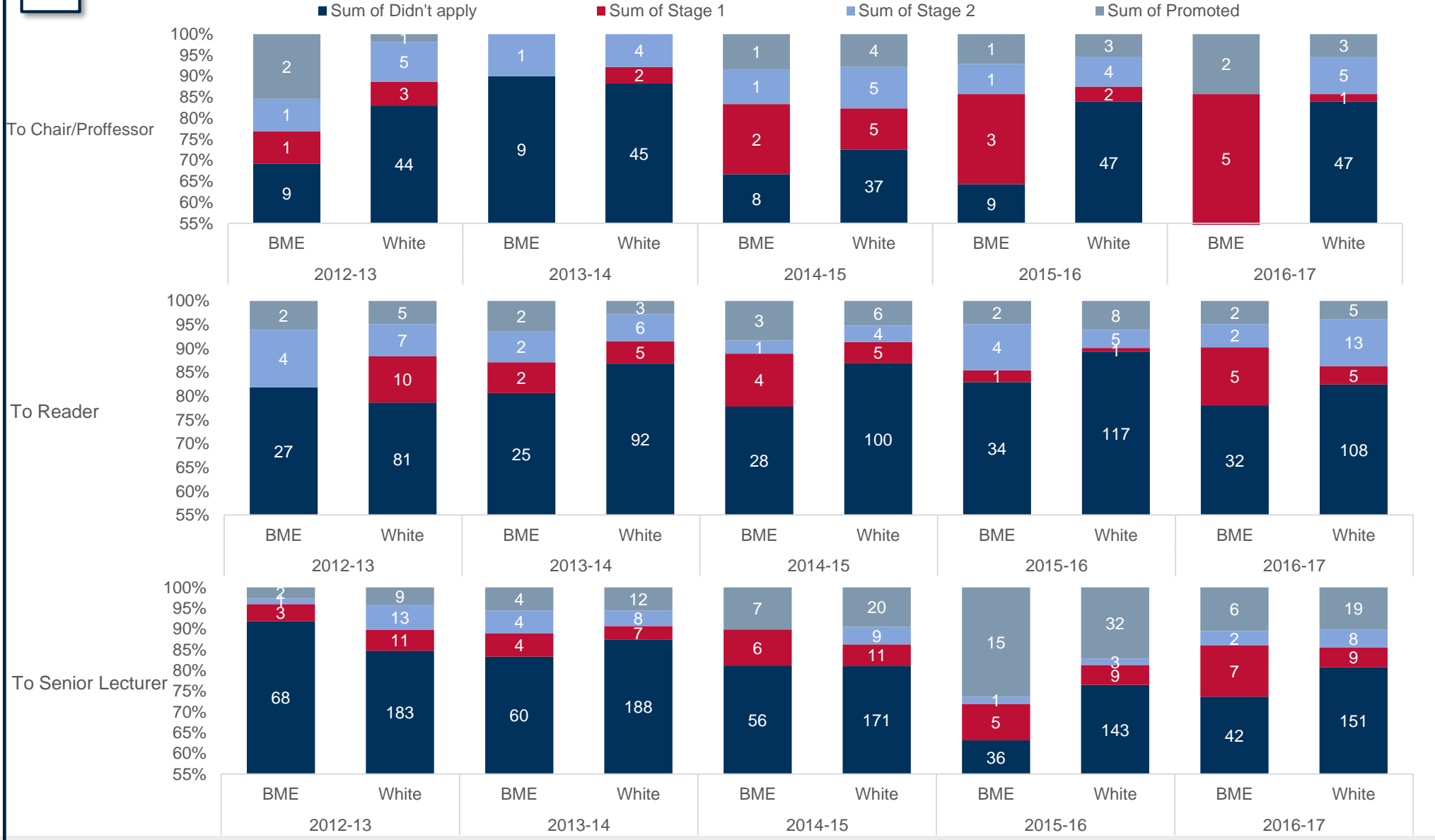
	Total Eligible	Total Applied	Total Recommended at Stage 1	Total Promoted	Total Eligible	Total Applied	Total Recommended at Stage 1	Total Promoted
	Female				Male			
To Professor/Chair								
2012-13	24	2	1	0	39	8	5	1
2013-14	22	4	2	0	39	3	3	0
2014-15	23	8	7	4	40	10	4	2
2015-16	25	5	5	2	45	9	4	3
2016-17	25	4	4	1	45	12	6	4
To Reader								
2012-13	43	7	3	1	93	21	15	6
2013-14	45	4	3	0	92	16	10	5
2014-15	49	7	5	3	102	16	9	6
2015-16	58	7	6	3	114	14	13	7
2016-17	58	12	10	4	114	20	12	3
To Senior Lecturer								
2012-13	131	10	5	5	159	29	20	6
2013-14	130	19	14	7	157	20	14	9
2014-15	130	27	17	11	150	26	19	16
2015-16	115	33	26	24	129	32	25	23
2016-17	115	17	12	9	129	34	23	16

- This year has seen an increase in the proportion of women applying for, being recommended for and being successful in appointments to reader positions compared with last year. However there was a decrease in the proportion of women applying for senior lecturer positions compared with last year.
- In the last academic year we had 20 women on the external Aurora scheme women. Four staff who participated in this and other diversity mentoring schemes achieved promotion or other significant achievements. This year we have five staff on the diversifying leadership programme (BME staff). This is the second highest cohort in the programme across all Universities participating. 35 Women participated in the Springboard and Fresh Steps programmes.

3 Talent / Career Development

Promotions

3.2 % of eligible staff by White/BME at each stage of promotions



3 Talent / Career Development

Promotions

	Total Eligible	Total Applied	Total Recommended at Stage 1	Total Promoted	Total Eligible	Total Applied	Total Recommended at Stage 1	Total Promoted
	BME				White			
To Professor/Chair								
2012-13	10	1	0	0	53	9	6	1
2013-14	10	1	1	0	51	6	4	0
2014-15	12	4	2	2	51	14	9	4
2015-16	14	5	2	2	56	9	7	3
2016-17	14	7	2	2	56	9	8	3
To Reader								
2012-13	33	6	6	2	103	22	12	5
2013-14	31	6	4	2	106	14	9	3
2014-15	36	8	4	3	115	15	10	6
2015-16	41	7	6	2	131	14	13	8
2016-17	41	9	4	2	131	23	18	5
To Senior Lecturer								
2012-13	74	6	3	2	216	33	22	9
2013-14	72	12	8	4	215	27	20	12
2014-15	69	13	7	7	211	40	29	20
2015-16	57	21	16	15	187	44	35	32
2016-17	57	15	8	6	187	36	27	19

- This year has seen an increase in the proportion of BME staff applying for professor and reader roles, although the proportion promoted remains the same as last year.
- Similar to women, there has been a decrease in the proportion of BME staff applying and being promoted to be a senior lecturer. Therefore our talent initiatives should have a focus on lecturers to help them progress to the next level.

3 Talent / Career Development – Promotions

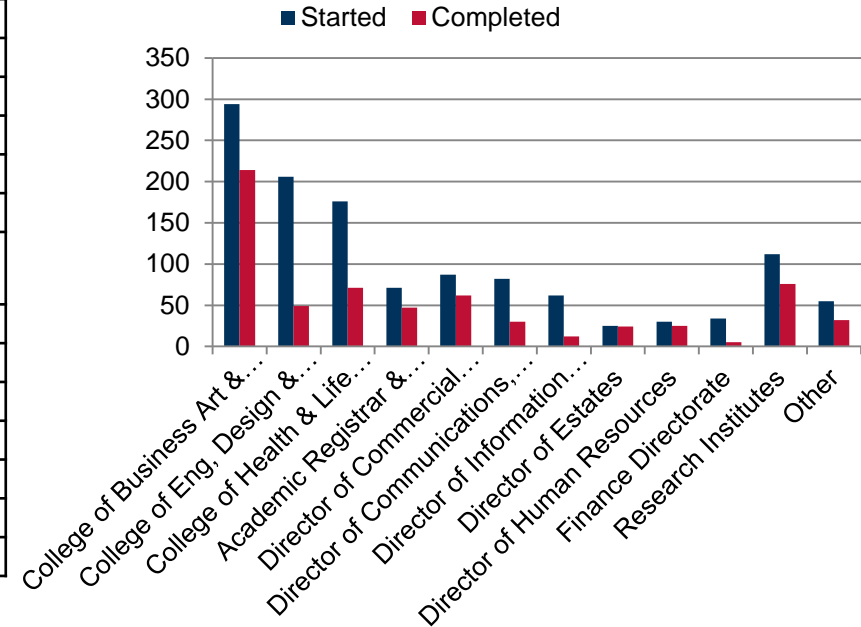
Key Question

For both female and BME academic employees , there is a reduced number of employees moving from lecturer to senior lecturer. Will this be addressed through the full implementation of the Academic Life Cycle or is further work needed to improve induction, probation, mentoring and development processes?

3 Talent / Career Development

3.3 % of employee PDRs started and completed by College / Directorate

College or Directorate	Started	Completed
College of Business Art & Social Science	294 (82.4%)	214 (59.9%)
College of Eng, Design & Phys Sciences	206 (64.4%)	49 (15.3%)
College of Health & Life Sciences	176 (85.0%)	71 (34.3%)
Academic Registrar & Student Services	71 (78.0%)	47 (51.6%)
Director of Commercial Services	87 (66.9%)	62 (47.7%)
Director of Communications, Marketing and Student Recruitment	82 (82.0%)	30 (30.0%)
Director of Information Services	62 (78.5%)	12 (15.2%)
Director of Estates	25 (100.0%)	24 (96.0%)
Director of Human Resources	30 (93.8%)	25 (78.1%)
Finance Directorate	34 (66.7%)	5 (9.8%)
Research Institutes	112 (80.6%)	76 (54.7%)
Other	55 (79.7%)	32 (46.4%)
Total	1234 (77.1%)	647 (40.4%)



Key Question

How do we increase both the quality of and engagement with the PDR process?

- As at December 20th 2017 and since the PDR year commenced on June 9th 2016, 77% of staff had engaged in PDR activity with 40% having completed the process. The overall engagement is similar to last year but there is a higher proportion of completions indicating more familiarity with the process.
- There is anecdotal evidence that there is an underreporting on PDR engagement, particularly in how many are completed, as a number of departments still use paper based PDRs

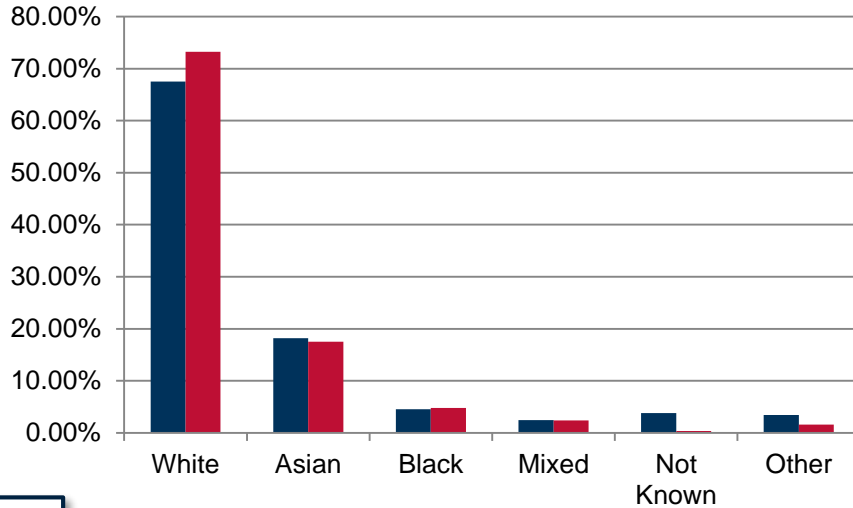
3 Talent / Career Development

Internal Training*

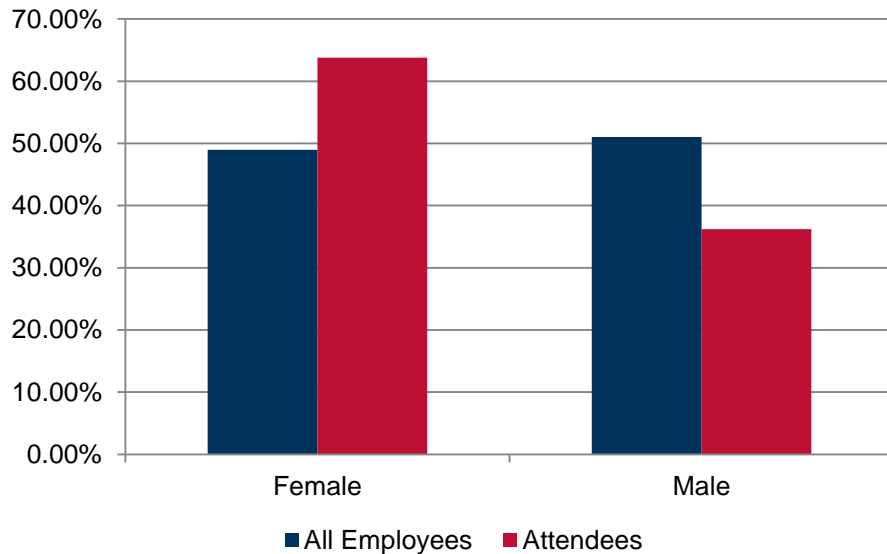
*Training recorded through Staff Development data does cover training provided by departments or through BEEC

3.4

Training attendees by Ethnicity (16/17)

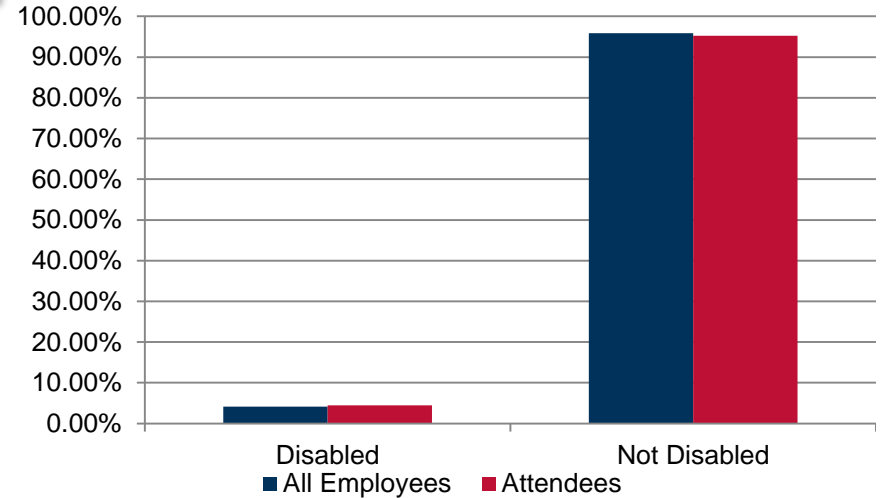


3.6



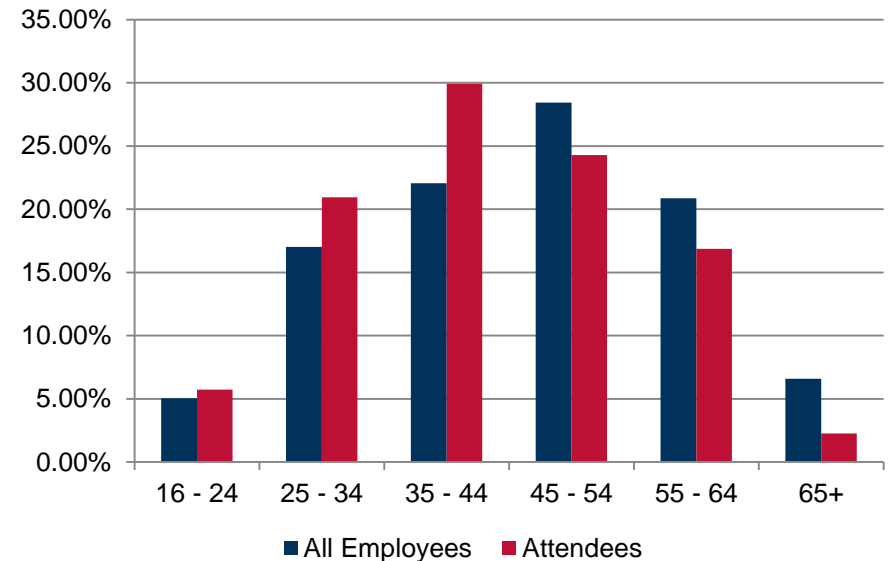
3.5

Training attendees by Disability (16/17)



3.7

Training attendees by Age (16/17)



3 Talent / Career Development – Internal Training

Key Highlights

There is a higher proportion of White employees who have attended training compared to the staff profile.

A higher proportion of women attend training than men.

Younger staff are more likely to attend training (16-44), than those over the age of 45.

3 Talent / Career Development

Compliance Training

Approximate figures: training recording system under development

3.8 Compliance Training Completion rate by Directorate

	% Anti-Bribery	% Data Protection	% Equally Different	% Environmental Sustainability	% Health and safety	% UKVI
College of Business Art & Social Science	44	17	32	32	33	22
College of Eng, Design & Phys Sciences	42	15	29	35	30	15
College of Health & Life Sciences	54	29	42	48	43	28
Academic Registrar & Student Services	66	37	49	54	57	41
Director of Commercial Services	53	28	68	67	52	28
Director of Comms Marketing & Stdnt Rec	93	51	79	81	67	69
Directorate of Information Services	60	22	31	33	44	17
Director of Estates	37	15	26	33	29	2
Director of Human Resources	100	68	82	92	87	74
Finance Directorate	44	17	27	19	20	10
Research Institutes	82	31	73	74	70	25
Other	59	24	50	46	48	39
University Average	61	30	49	51	48	31

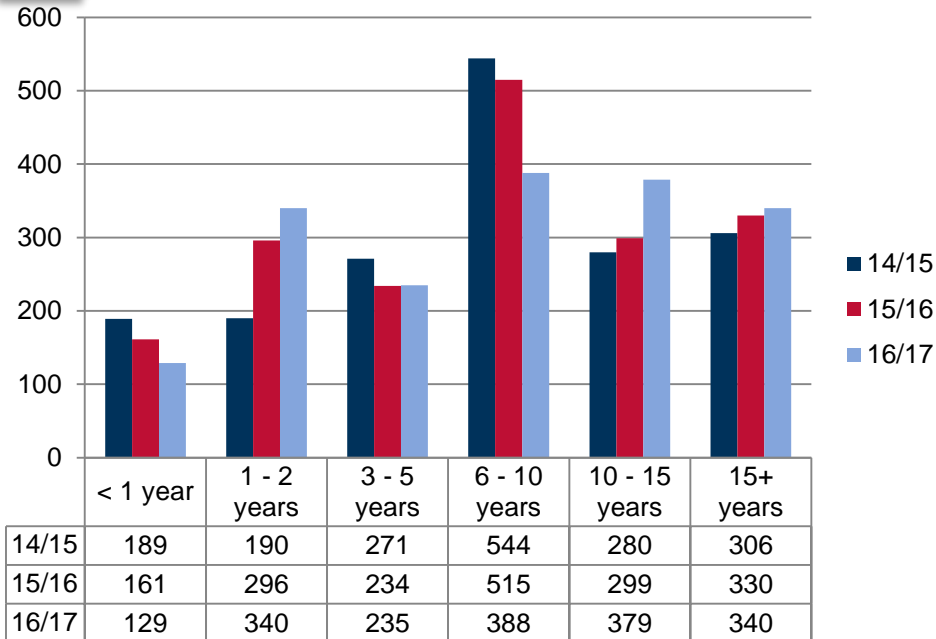
- Compliance training completion rate as at 18th of December 2017 showed an increase of compliance across the University*.

Compliance for Anti Bribery includes completing either the online Anti Bribery course or attending the face to face Bribery Act Briefing; Compliance for Data Protection includes completing both Data protection training sessions (Online AND Workshop or Refresher Workshop); Compliance for Equality and Diversity is attendance of Equality and Diversity workshop or refresher workshop; Compliance for Environment involves attending the face to face environmental sustainability session; Compliance for Health and Safety is completing two online Health and Safety workshops; Compliance for UKVI is attending the online session and one of the 2 face to face sessions (so either understanding tier 4 students rights' and UKVI: Understanding Tier 4 Students Rights or Employing Tier 4 Students). *Data for Prevent Training was unavailable at the time of reporting and has been excluded.

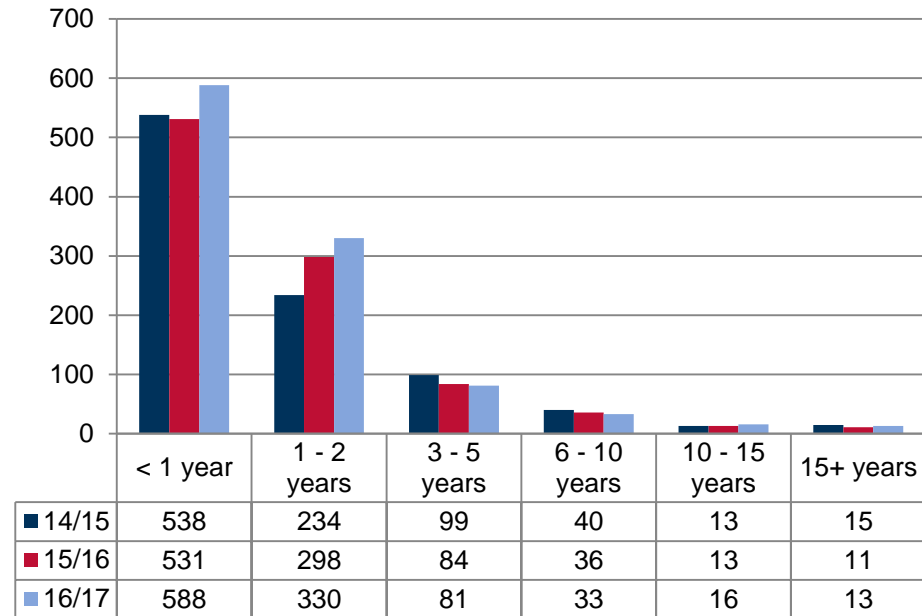
3 Talent / Career Development

Length of service

3.9 Length of Service (permanent only)



3.10 Length of service (fixed term only)



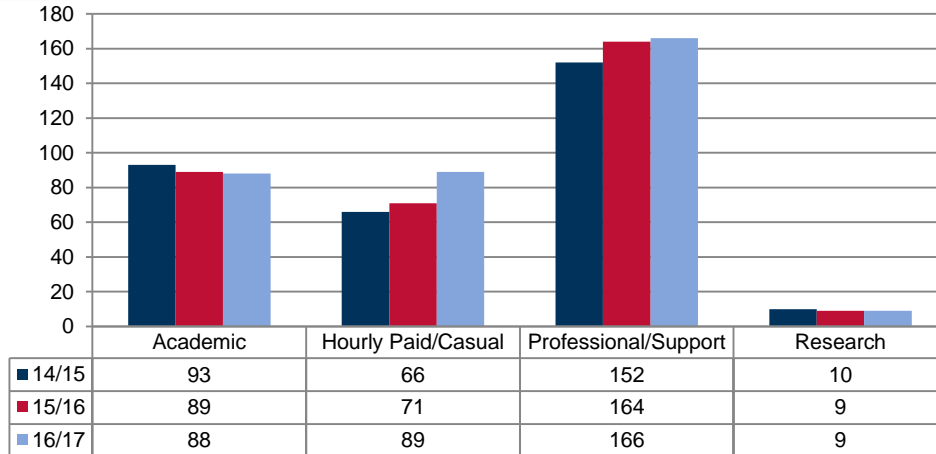
- Brunel employees continue to remain loyal with over 1/3 of permanent staff with >10 years' service. This does not demonstrate however whether they have job satisfaction
- 25% of permanent staff has less than 2 years' service; a reflection of that change is now becoming a constant within HE
- Brunel will hold its second long service award ceremony in April 2018 for staff with over 25 years' service
- The majority of fixed term staff have between 1-2 years service

3 Talent / Career Development

Retirement

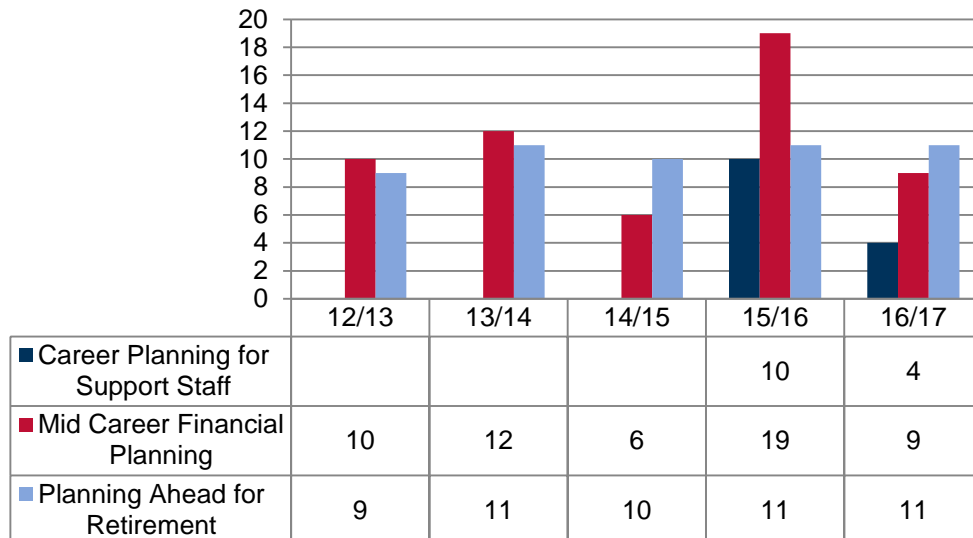
3.11

Headcount of employees aged 60+ by contract type



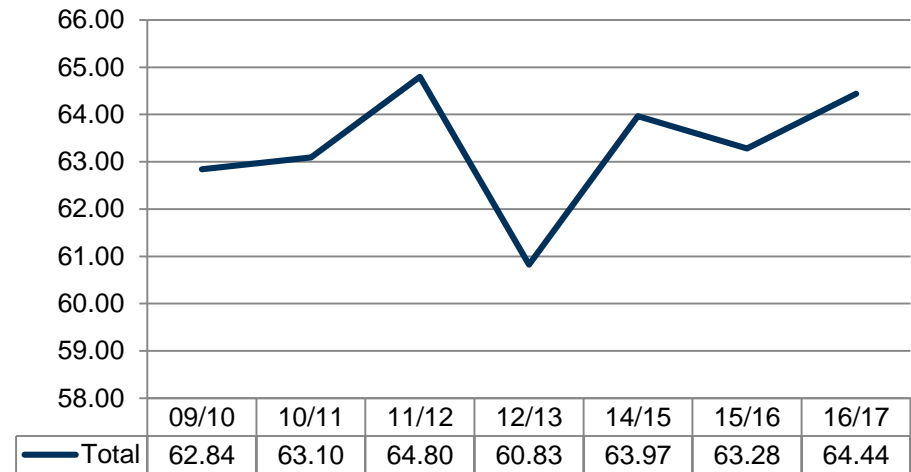
3.13

Course attendance for "Planning Ahead for Retirement" and "Mid Career Financial Planning"



3.12

Average age of retirees by year



The ageing workforce profile illustrates the importance of investing in pre-retirement seminars and succession planning. The changes to the USS pension scheme will also create more discussions of flexible retirement.

Key Highlights:

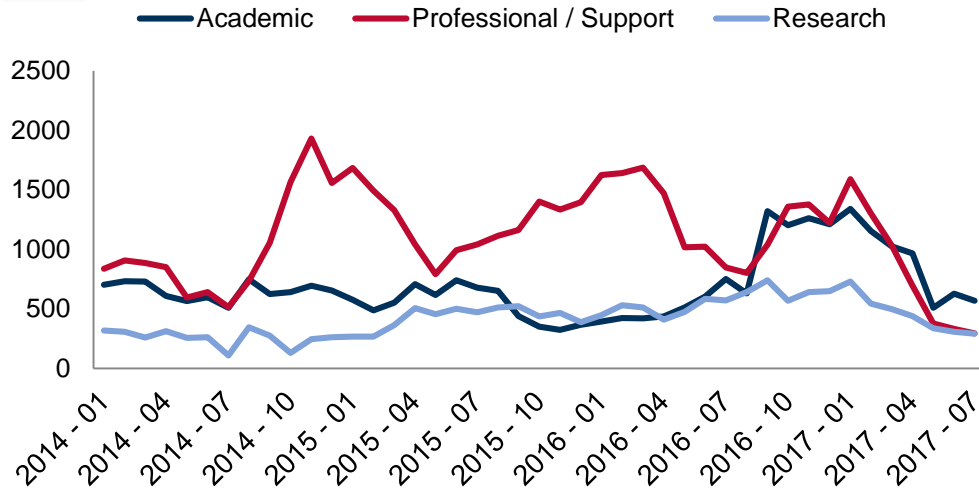
There has been an increase in the numbers of casual and professional staff who are over the age of 60 but a decrease in staff attending the career planning workshops.

4. Talent Acquisition

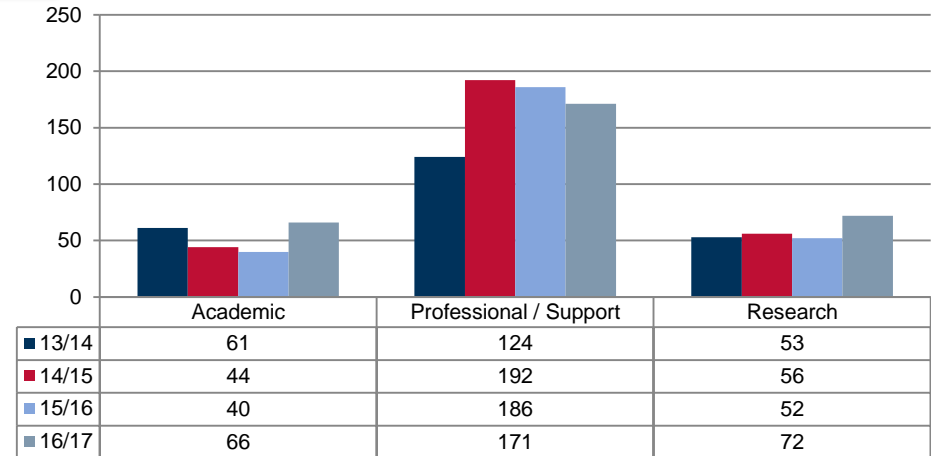
4 Talent Acquisition: 4.3&4.4, 4.1

Recruitment - Applicants

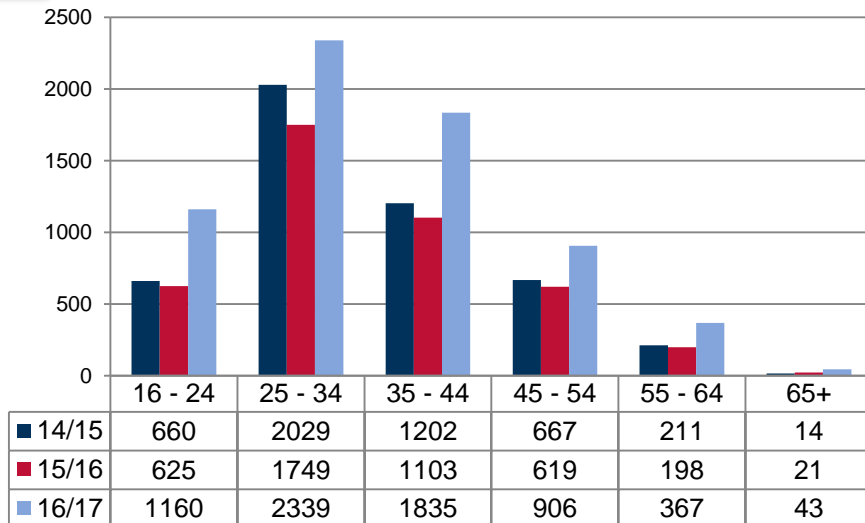
4.1 Applicants by month



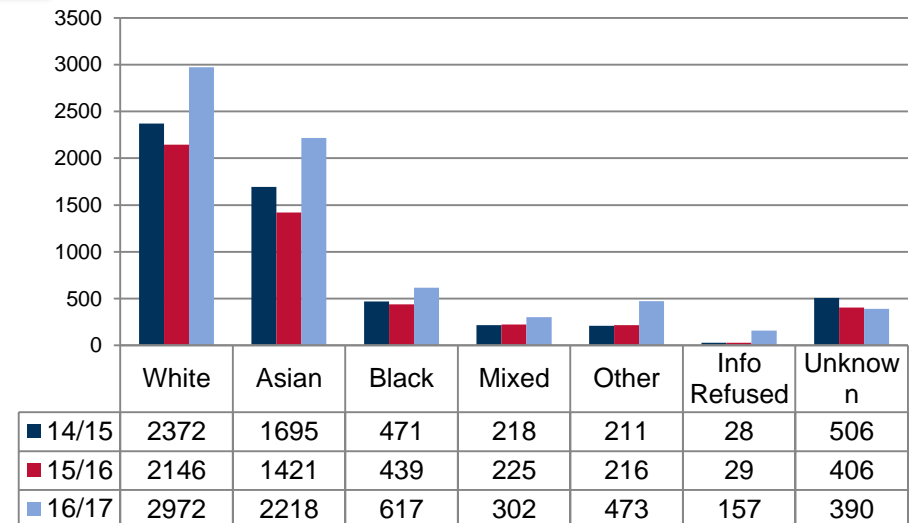
4.2 Average applicants per vacancy



4.3 Applicant age brackets



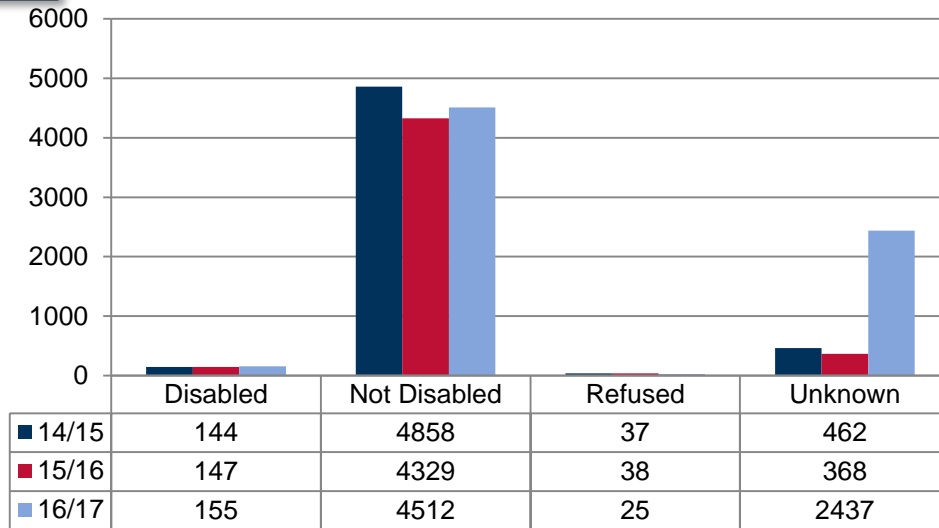
4.4 Applicants by ethnicity



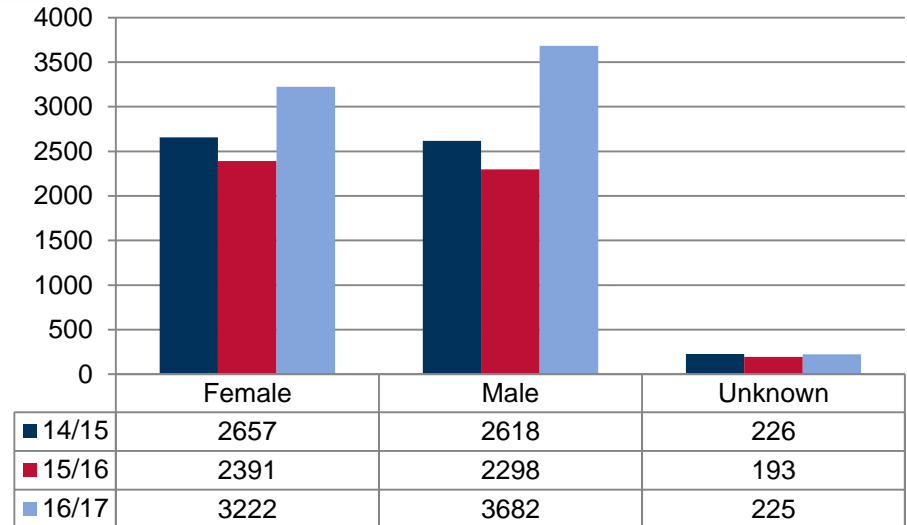
4 Talent Acquisition

Recruitment - Applicants

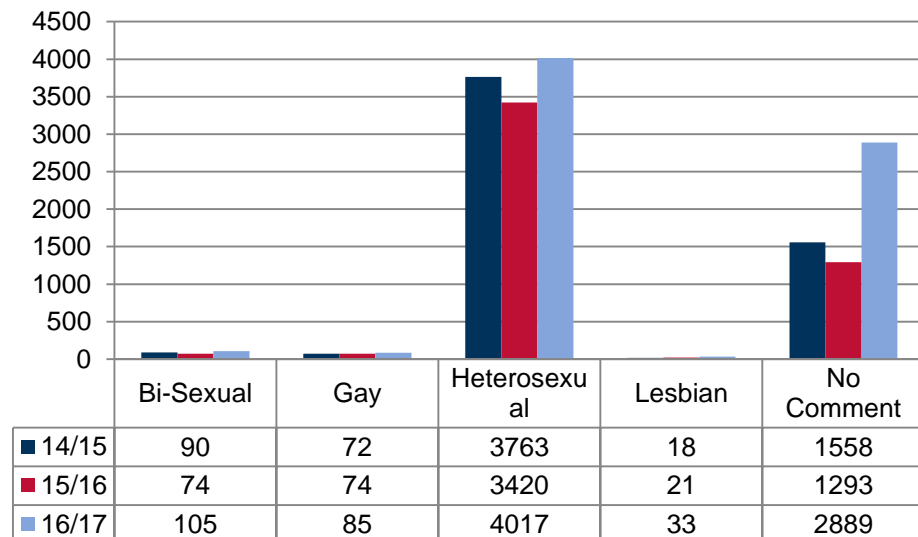
4.5 Applicants by disability



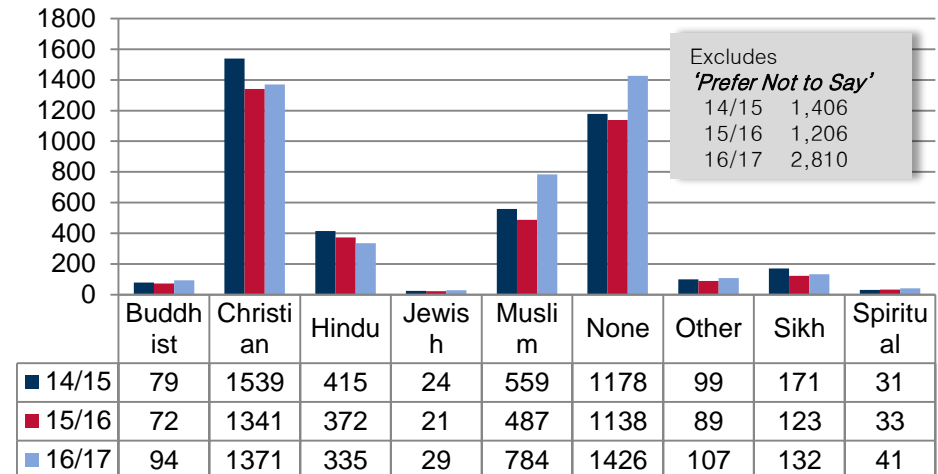
4.6 Average applicants by gender



4.7 Applicants by sexual orientation



4.8 Applicants by Religion / Belief



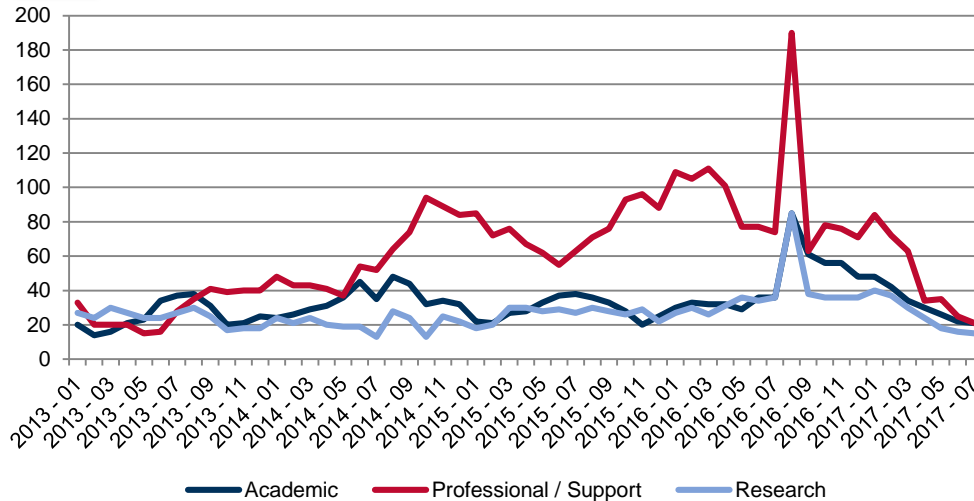
4 Talent Acquisition – Applicants

- The average applicants per vacancy continues to decrease for academic and professional/support staff, which may be an indicator of better sourcing and advertising rather than a reduction in the available labour market pool.
- There has been an increase in the average number of applicants for research vacancies.
- There continues to be a diverse range of candidates applying for roles. The bulk of applications continues to be made by people between the ages of 25-34.
- There has been a reduction in application rates overall, but this year there is a noticeable drop in female application rates.

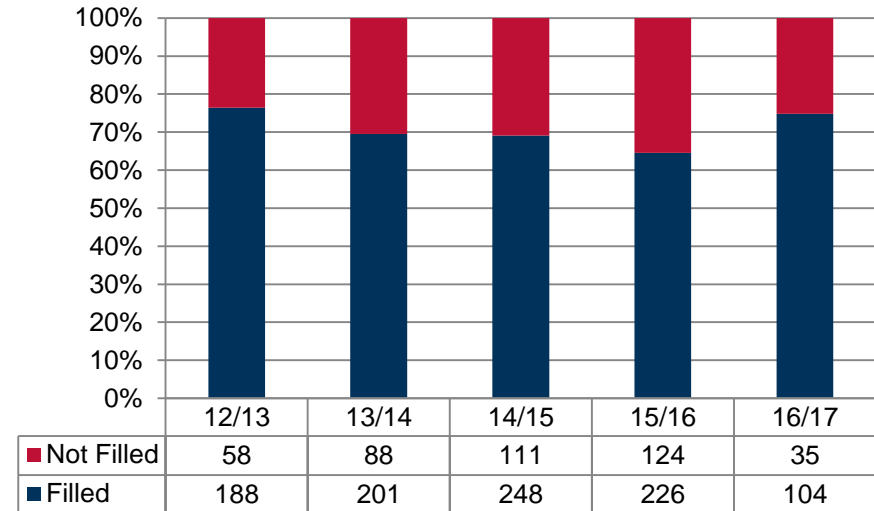
4 Talent Acquisition

Recruitment - Vacancies

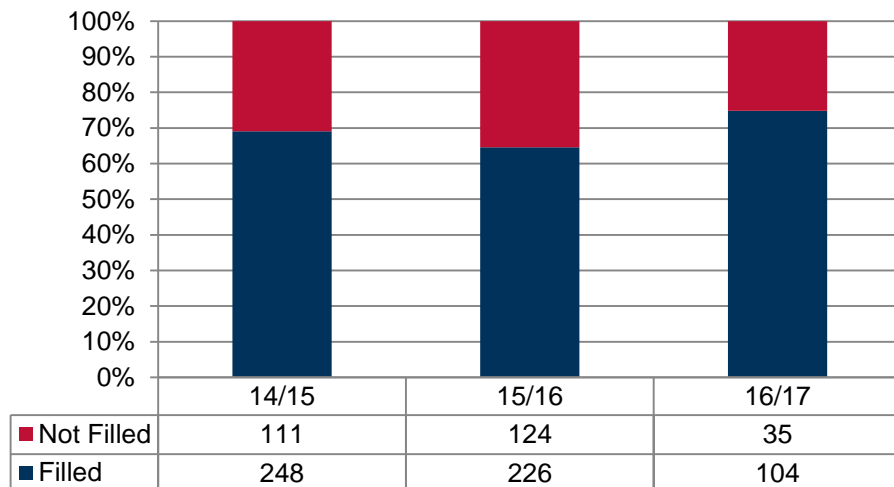
4.9 Vacancies by month



4.10 % of recruitments filled



4.11 Average days taken to recruit



- This year has seen a general decline in the volume of recruitment for all staff. However professional staff are recruited in greater numbers.
- There has been a lower proportion of roles that have not been filled this year.

5. Employee Relations & Engagement

5 Employee Relations & Engagement

5.1 Benchmark scores for Brunel Voice questions (higher score = better score)

Question	Brunel University London Agree %	HEI norm Agree %	Significant Difference
I am satisfied with my current role and level of responsibility	71%	75%	Yes
I feel part of the University	67%	75%	Yes
I feel valued by the University	52%	58%	Yes
I feel valued by students/other service users	81%	85%	Yes
I feel fairly paid for the work I do	63%	62%	No
The University's Senior Management Team manages and leads the University well (excludes 'don't know')	49%	71%	Yes
I feel the University delivers good quality service to students/service users	76%	88%	Yes
I feel proud to work for the University	77%	86%	Yes
The University is a good place to work	78%	87%	Yes
Would you recommend the University to a friend as a place to work? (excludes 'don't know')	67%	84%	Yes
My immediate manager helps me find a good work life balance	72%	70%	Yes
I feel safe and secure in my working environment	90%	93%	Yes
Do you know how to report accidents and incidents?	74%	70%	Yes
My team leader/line manager/immediate supervisor keeps me informed about things I should know about	78%	78%	No
Have you had an individual appraisal/performance development review (or Job Chat) in the last 12 months?	86%	82%	Yes
I am satisfied with my current level of learning and development	74%	74%	No
On the whole, communication in the University is effective	51%	57%	Yes
I am satisfied with the support I get from my immediate manager	80%	82%	Yes

5.2 Benchmark scores for Brunel Voice questions (lower score = better score)

Question	Brunel University London Agree %	HEI norm Agree %	Significant Difference
Generally, more could be done to help staff prepare for and cope with change	78%	78%	No
Overall, I feel UNDULY stressed at work	27%	30%	Yes
Are you CURRENTLY being harassed or bullied at work	7%	5%	Yes
Have you felt discriminated against at work in the last 12 months?	10%	10%	No
I often think about leaving the University	43%	35%	No

- Responses are significantly different when the University response are statistically different compared to responses from other HEIs. These results indicate a 'real' difference in the University to the sector and that difference is not attributable to factors such as response rate or size of HEI
- For ease of reference the statistically significant differences are shown in **green** where the difference is a better score than the median for the benchmark group, and in **red** where the difference is worse than median.

5 Employee Relations & Engagement – Brunel Voice

The overall response rate for the Brunel Voice survey is up slightly from the previous full survey from 59% to 61%

Notable changes between the 2017 and 2015 survey results are:

Improved:

- Work/life balance scores have improved slightly since 2015.
- Physical environment and wellbeing scores have increased in safety and incident reporting (this was a real concern in 2015).
- Significant increases in PDR take up and personal development planning and training.
- Work experience scores show a fall in bullying and stress levels against 2015 post TxP level.
- ‘My manager’ scores have all increased since 2015.
- Diversity and equality scores have all improved and this is a consistent strength area for us.
- Communication scores have improved since 2015 but are still too low. The lowest scores relate to communication between senior management and employees and between departments.

Deteriorated:

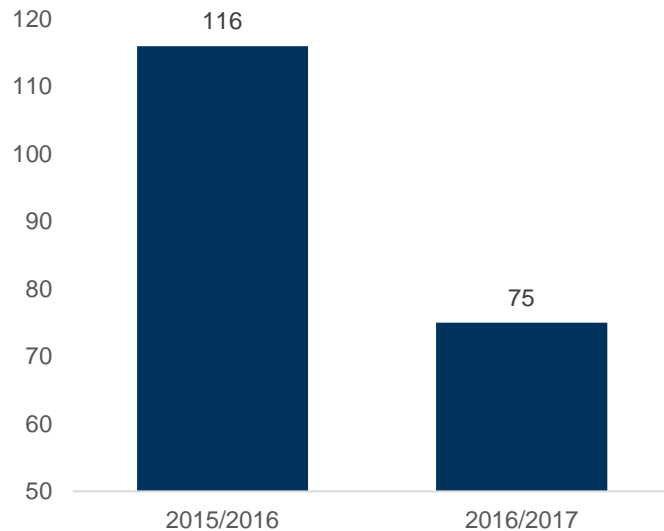
- Job satisfaction scores have deteriorated in relation to feeling part of the University, job security and feeling valued.
- Culture and values scores have fallen in terms of pride in the University and recommendations as a place to work or study.
- Leadership scores have fallen by 8% in leading the University well compared to the 2016 Pulse Survey, bringing us back to 2015 levels. Scores for a clear vision are down 2% since 2015.

No Change:

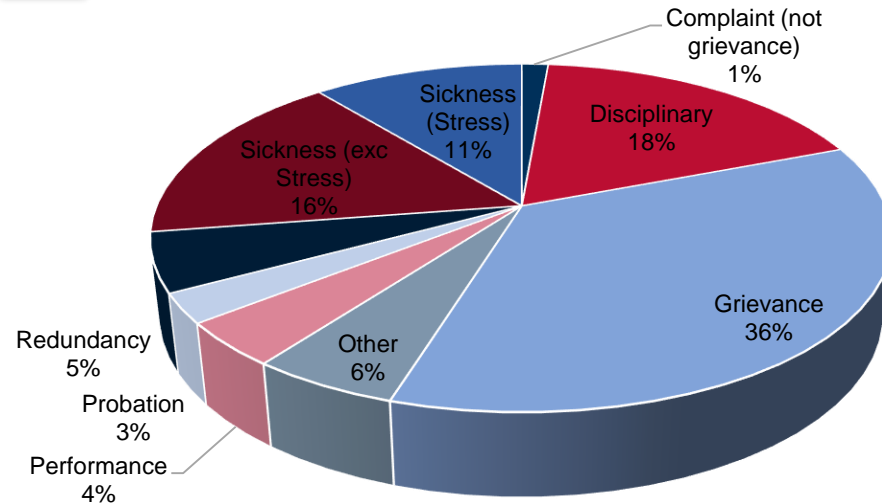
- Your role' scores are reasonably level, with a slight increase in satisfaction with current role and a small decrease in transparent work allocation
- Considering leaving scores show minimal variation.

5 Employee Relations & Engagement

5.3 Number of cases being managed by year



5.4 % Casework by type (16/17)

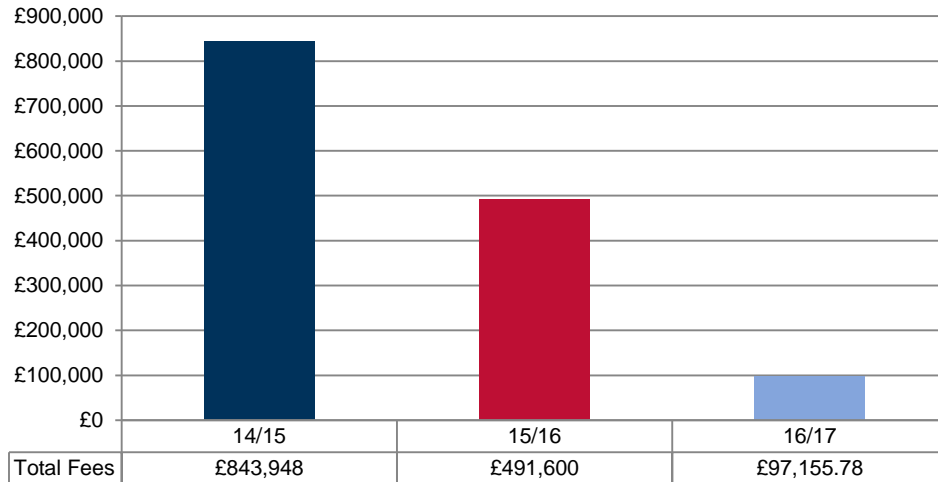


- The recording of 'informal' casework remains incomplete. Trends indicate that employee relations issues are decreasing, with a fall in cases being managed from 116 to 75 cases. The figures for 2015/16 was especially high as it included 37 disciplinary cases for non-completion of time sheets, arising from the introduction of the new timesheet in the system. The issues have been resolved and there is no such cases in 2016-17, and if these are removed from the 2015/16 figure the remaining cases total 79. The HR business partner model and the dignity at work policy is assisting with early intervention. As confidence in the new HR approach increases, line managers are now addressing long standing employee relations cases.
- Job shop UKVI working hours cases are included in disciplinary category.
- During the reporting period there were sixteen cases reported to the Anti-Harassment advisors, which is the same as last year. One was around disability, two around sexual harassment/homophobic comments, three around racial harassment and 10 were general Dignity at Work cases.

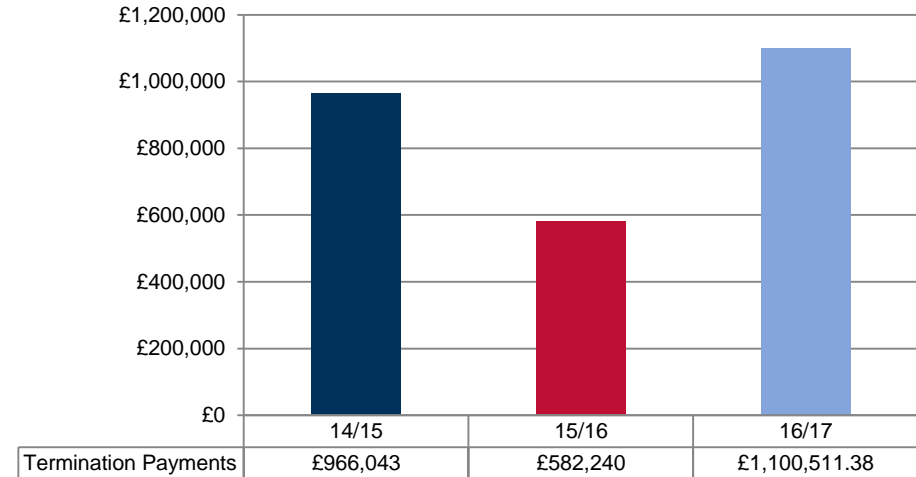
5 Employee Relations & Engagement

Legal Fees / other costs

5.5 Legal fees & Tribunal costs



5.6 Settlement Agreements and Redundancy Payments

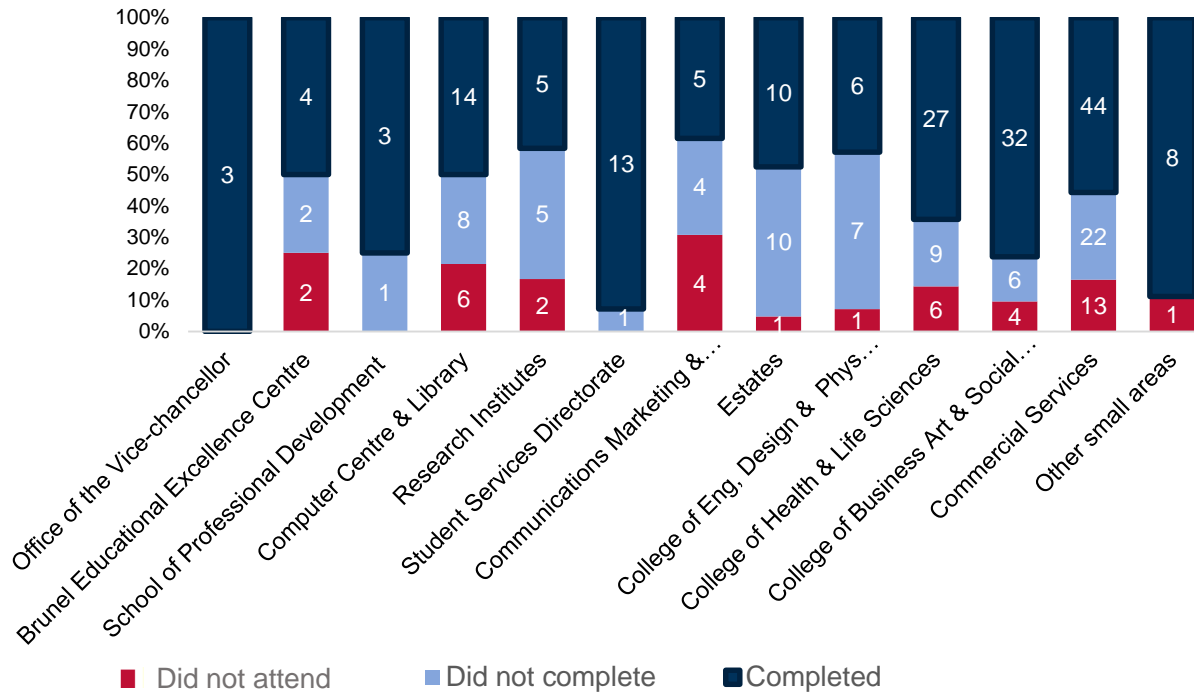


- 16/17 experienced a high number of settlement agreements for voluntary severance applications agreed as part of restructuring programmes in CMSR in September 2016 and a restructure in CBASS in July 17.

6. Employee Wellbeing

6 Employee Wellbeing

6.1 Occupational Health referrals and reviews by directorate (Aug to July 2017)



6.2 Counselling usage by employees

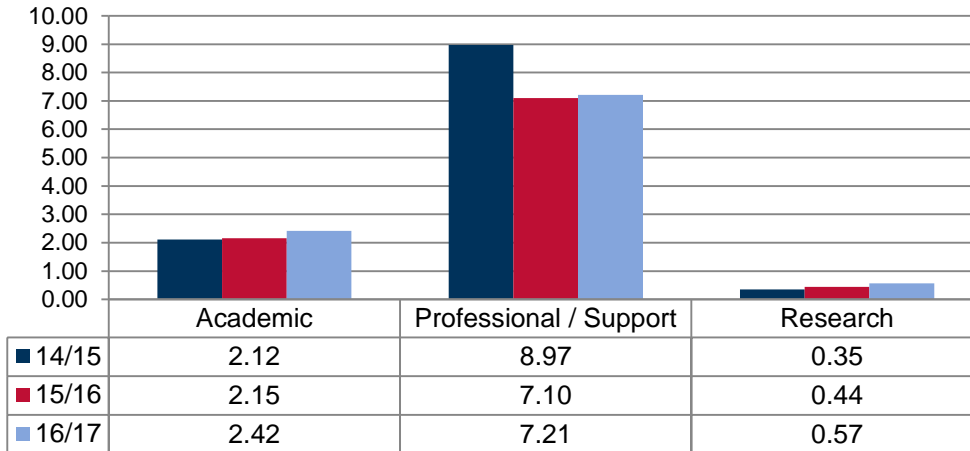
Employee Clients	174
Gender	
% headcount	
Male	32
Female	68
Top 4 Problem Presented	
% headcount	
Stress, depression, mental health and anxiety	40
Other musculoskeletal	23
Back or neck problem	9
Neurological	7

- Overall there has been an increase in Occupational Health referrals from 87 to 174.
- More women accessed Brunel’s internal counselling services than men. Mental health and musculoskeletal issues were the most frequent reasons for referrals.
- The University launched a new Employee Assistance Programme in 2017 which provides employees access to confidential counselling

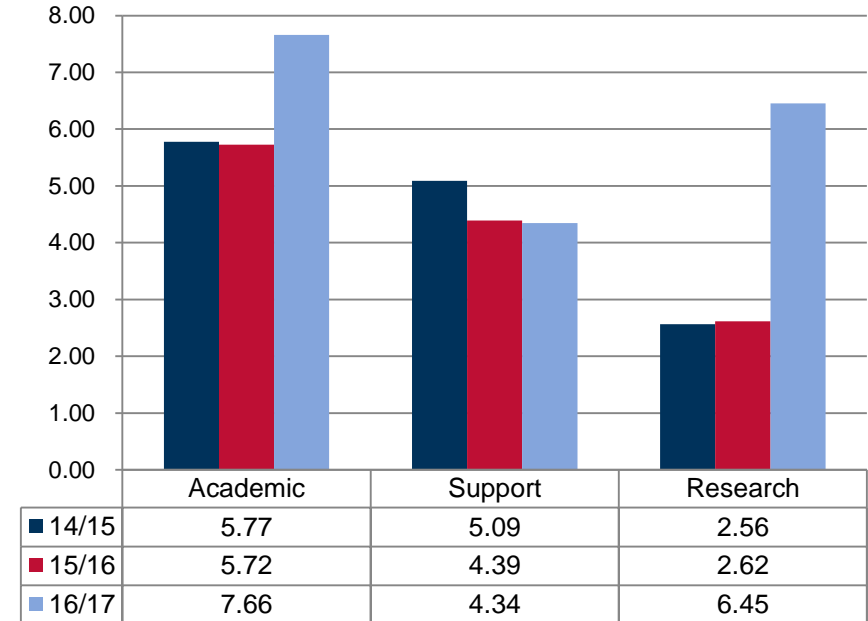
6 Employee Wellbeing

Sickness Absence

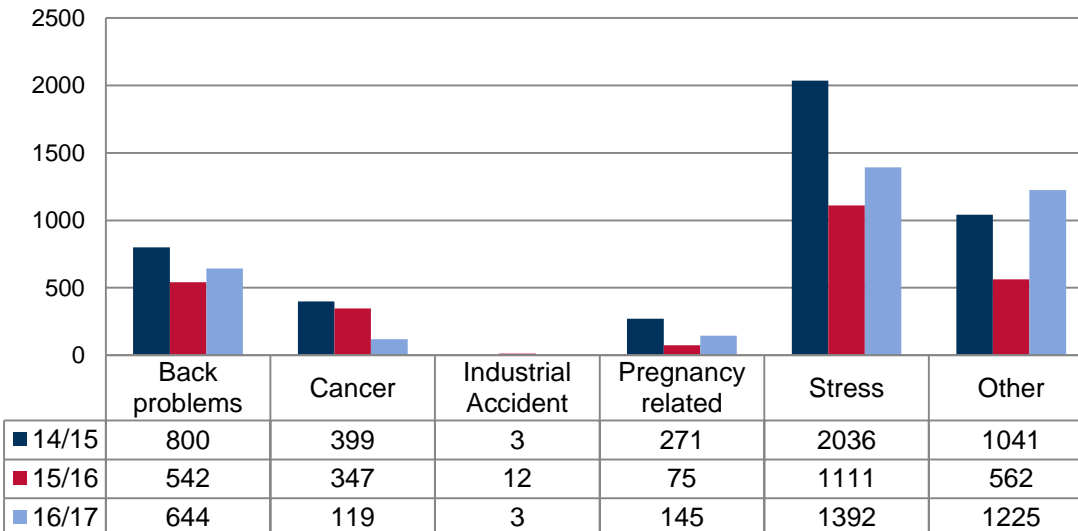
6.3 Average working days lost per employee



6.4 Average Working days per Absence



6.5 Working days lost by reason



- 'Other' is sickness that does not fall into a specific category.

6 Employee Wellbeing – Sickness Absence

- The sixth UCEA survey report on sickness absence in the HE sector show that on average 2.6 days were lost per employee. At Brunel it's 2.42 days for academic staff, 7.21 days for professional/support staff and 0.57 days for research staff. The average working days lost therefore for all groups of employees is 3.4, which is higher than the HE average. This may be a reflection of the increase in line managers using the My View system to record episodes of sickness absence, which may have been previously unreported.
 - The average working day lost per professional/support staff has reduced by 1.8 days since 2016.
 - Although lower numbers of working days are lost for academic/research employees, this is probably a case of underreporting of short term illness. Academic and research staff do have more days off when sick compared with professional staff.
- The UCEA survey also showed the average length of absence was 5.8 days. At Brunel the average is 7.66 for academic staff, 4.34 for professional/support staff and 6.45 for research staff. The average for all groups of employees is 6.15 days which is higher than the HE average. Length of absences have increased for academic and research staff, whilst they have gone down slightly for professional staff.
- Brunel has seen an increase in both average days lost and average length of absence over the past year although our figures are still lower than the sector average
- The UCEA Workforce survey showed that the cost of absence per employee nationally was £668 per episode.
- There has been an increase in staff experiencing back problems, pregnancy related illness and stress.



Appendices and background information

Definitions

Benchmark Categories:

Staff Numbers Headcount :

Excluding figure 1.4b within this analysis staff are categorised by condition of service as follows:

Academic: All lecturers, Senior Lecturers, Professors & Readers

Professional / Support: Professionals (All Non academic staff on H grades or spot salaries), Ancillary, Clerical & related administrative, maintenance, Miscellaneous, Technical and Miscellaneous

Research: All Research staff (inc. research assistants/fellows)

Support Staff' referred to in Fig 1.4b are defined as staff on non-academic contracts who fall within major groups 1-4 of the ONS Standard Occupational Classification (SOC). It therefore includes any staff on non-academic contracts who fall within Major groups 1-4

- Major Group 1: Managers, directors and senior officials
- Major Group 2: Professional occupations
- Major Group 3: Associate professional and technical occupations
- Major Group 4: Administrative and secretarial occupations
- Major Group 5: Skilled trades occupations
- Major Group 6: Caring, leisure and other service occupations
- Major Group 7: Sales and customer service occupations
- Major Group 8: Process, plant and machine operatives
- Major Group 9: Elementary occupations

BUL Comparator Group: City, University of London, Loughborough University, Queen Mary University of London, Royal Holloway and Bedford New College, The University of Bath, The University of Kent, The University of Reading, The University of Southampton, The University of Surrey, The University of Sussex, The University of York.

Total Turnover – (All Leavers / average employee headcount) x 100

Voluntary Turnover – (Voluntary Leavers / average employee headcount) x 100

Turnover cost – £8165

Average annual salary of leaver: £33,415

Average working days role vacant: 57

Cost of "cover" (33% of daily salary x vacant days): **£3,249**

Cost of recruitment (cost of advert + ~3hrs management time for shortlisting and interviews): **£266**

Training costs: ~2 days cost for 1 employee: **£300**

Loss of productivity: (50% productivity for first 50 working days) (0.5 x daily rate x 50): **£4,350**

Total Cost of turnover: £8165

Definitions

Leavers:

Voluntary Leavers categorised as:

Better Career Prospects, Changed Career Path, Death, Ill Health, Voluntary Resignation, Resignation due to Maternity reasons, Offered Better Remuneration elsewhere, By Mutual Agreement, Relocation, Study Leave, Better Training & Development Opportunities and Voluntary Severance

Non Voluntary Leavers categorised as:

Compromise Agreement, Dismissed, Dismissed Due to Capability, Early Retirement, Early Retirement in Managerial Interest, End of Contract, Funding Withdrawn, Ill Health Early Retirement, Normal Retirement, Probation Not Confirmed, Redundancy, Some Other Substantial Reason

***Average length of service leavers** - Total Length of Service for all Voluntary Leavers during period / total number of voluntary leavers*

***% Recent Recruitment Turnover** – Total Voluntary Leavers who were recruited within the last year divided by the number of new recruits (employed within the last 12 months) x 100*

Sickness Absence:

***Average sickness days per employee per annum** – Total number of working (Monday to Friday) days lost due to sickness absence (including long term) divided by the employee headcount*

***Average length of sickness absence period** – Total number of working days lost due to absence in the period (academic year) divided by the number of instances of absence (absence periods) in the period*

***% of absence which is long term** - Number of working days lost classed as long term (over 20 consecutive working days) divided by total number of working days lost due to sickness absence*

Daily absence cost –

CIPD average cost per employee per year (whole Inst): £835

Average absence rate: 2.8%

Cost / absence rate = £30,550 per year

Divide by 260 for daily rate = £117.50 per employee per day

Recruitment:

***Average Working days to fill vacancy** – Total number of working days (from vacancy notification to date of job offer) divided by total number of new recruits (excludes time taken for CRB checks etc)*

***Average Applicants per vacancy** – Total applicants divided by total vacancies*

Appendix 1 – Equality and Diversity Events

There were 7 main joint staff and student Equality and Diversity Events within the reporting period:

1. Black History Month was celebrated with a celebration of the life of Mary Seacole
2. Disability History Month was marked with a gala dinner, with external guest speakers from the Business Disability forum as well as alumni from Brunel.
3. Brunel's Carers Conference - on the 18th of January. The external charity Working Families were guest speakers.
4. International Women's Day - for the sixth year Brunel's Equality and Diversity Team led a celebration of International Women's Day with a lunchtime event in the Hamilton Centre on 8th March. The annual Athena SWAN lecture was held on the 12th December 2016.
5. LGBT History Month took place in February with a film screening and discussion. Stonewall facilitated a train the trainer session with staff from HR, Associate equality and Diversity Deans and other key contacts across the University.

Appendix 2- Staff Network Groups Annual Report

11 July 2018

All staff network groups were consulted on a number of HR policies.

Women's Staff Network Group

- Flexible working: how to apply, could this be added to job vacancies, possible flexi-time
- Timetabling – some lectures at unsociable hours which cause difficulties with childcare arrangements
- Gender pay gap – when will the report be published, how do we compare to other institutions, what are the reasons for the gap

Carers Staff Network Group

- Generally felt the University looked after them but felt there is a need for a Carer's policy so not reliant on good will of line managers
- Sometimes difficult to go to hospital appointments with loved ones
- Apparent the needs differ between support staff and academics who have the freedom to manage their work hours
- Annual leave – discrepancy in allowance for S and H grades, if annual leave is used up on hospital visits etc some staff do not get a proper break
- A carer's audit was suggested

Appendix 2 – Staff Network Groups Annual Report

Ethnic Minorities Staff Network Group

- Issues of access to training
- A feeling that BME staff tended to be employed as casual staff for longer periods
- A request for equality impact assessments to be carried out for all restructures
- A focus on BME staff and students mental health issues

Disability network

- To conduct a survey of staff both disabled and non-disabled to find out their experiences of reasonable adjustments