Human Resources
and
Equality & Diversity

Annual Report

August 2015 – July 2016*
(*updated where new data available)

Contents

The Context – Setting the Scene

August 2015 – July 2016

For 2015 – 2016, the HR Directorate set targets under eight work streams. The key highlights and points to note are shown below. Full details can be found in the HR annual report, available on Intrabrunel:

Manage workforce strategy

- The business partnering model increased traction with evidence of the model being adopted by the Deans and Professional Directorate heads. There was wide scale use of the 'HR Clinic' approach with business partners being visible in departments and providing early advice and intervention.

- The new PDR programme entered its second year with process improvement. A similar percentage to last year (c80%) engaged with at least part of the process.

- In the College of Health and Life Sciences, The Head of Staff Development achieved one to one development activity for all Heads of Department and Course Directors. Talent and succession planning, however, did not commence in other than small pockets of the organisation.

Develop and train staff

- The Staff Development Strategy Group (SDSG) was established and produced its first strategy document. Action planning commenced and will be formulated further in 2016-17.

- A Business Improvement Process was run for Compliance Training with 15 subject matter experts identified and new materials produced for both online and face to face programmes.

- Design and development of the new ASPIRE programme was completed for a launch in November 2016.

- The external coaching panel worked well with c 10 senior staff members completing coaching assignments to develop their strength areas or to transition them into new posts. This was supplemented with the launch of an internal coaching panel comprising coaches trained through the ILM programme in 2015.

- Equality and Diversity training has been highly successful with a number of bespoke workshops and modules delivered and new developments in the pipeline including Unconscious Bias.

Looking Back – 2015/2016: 2 of 4

Manage existing staff – operational HR

- The new HR structure was established in January 2016, with two team leader posts created to improve process and delivery. Improvements to the service for the Research Institutes was achieved and noted. Four posts were made redundant from the Directorate.

- The pulse survey with Capita - Brunel Voice – took place with increased response rates (from 59% to 62%) and small improvements in all key areas. Overall engagement remains low for our sector at 77% on the Capita model compared with 88% for the wider Higher Education sector. Action planning was variable with exceptional strength in certain areas and a distinct lack of engagement in others.

- The Equality and Diversity agenda remains strong and with high impact and received good feedback and assessment in the Brunel Voice survey. Additional accreditations as well as the introduction of new networks (Carers' network) have contributed strongly to the strategic agenda. Working with the Ministry of Defence on our reservists' strategy has positioned us as an award winner in the coming year.

- Following the organisation's failure to gain bronze level reaccreditation with Athena SWAN at first attempt, the whole approach to Athena SWAN was reviewed. This resulted in the establishment of a new Self-Assessment Team (SAT), increased centralised resource and a new programme of work. Ownership of Athena SWAN was transferred to the HR function.

- Following the changes to statutes in 2014, a new suite of HR policies was created and, following productive union consultation, implemented across the university, enabling a more harmonised, transparent and legally compliant approach across the university. In addition to this, a rolling programme of policy development and refresh was started and a number of new HR policies was launched.

- In preparation for the new university system for finance, HR and reporting (Project Tiger), a number of HR processes has been improved, documented and rolled out, including the removal of PL3s, a new recruitment approval process (REAP), compliant UKVI processes, a new electronic timesheet for temporary workers (students and staff), improved processes for honorary and visiting professors.

- UKVI compliance has remained the single biggest challenge and potential risk. Whilst the core processes have been improved and a new electronic timesheet implemented, cultural change and adherence to process remain the biggest barriers to achieve assurance.

Reward and recognition

- The Reward and Recognition project team was established and Hay Group appointed to work with Brunel. A paper was produced for Executive Board. The promotions process entered year 2 and became established, with an increase in the number of promotions and the proportion of women.

- The new 'Star Awards' recognition programme was created and the ceremony took place in February 2016.

- The changes to the USS pension benefits were implemented with nine staff information sessions held.

Manage the HR function

- The HR team met as a whole three times during the year and enjoyed a team building event in June that was much welcomed and appreciated. The team also helped run the 50th Anniversary Garden party, an event that generated much engagement and appreciation.

- Brunel Voice survey feedback now shows strong engagement from the HR team on nearly all key indicators.

- The procurement project was completed successfully for the new university systems for finance, HR and reporting. Project Tiger was approved for implementation in 2016-17. The HR team was prominent in its co-leadership of the procurement phase and was well represented on the Board and User Groups.

- There was a successful HR Policy audit. The team managed to improve on its audit action plan that was inherited in a poor position. All annual planning, reporting and risk management has been undertaken in line with requirements.

- The HR has been a pilot department for the new Cyber Security approach in the university and has been commended for its work and commitment.

- Budget control has been difficult within the Directorate as a number of university wide initiatives and compliance requirements have been hosted within HR.

Looking Back – 2015/16: 4 of 4

Recruit new employees

- A number of new senior academic and professional staff was appointed, including Heads of Departments (4), a new Chief Information Officer and a new Director of Academic Registry and Student Services. Initial work commenced on the establishment of posts at a senior level but this remains incomplete.

Organisational effectiveness

- Other than minor changes at Deputy Vice Chancellor level and reporting line changes within the resulting structure, little strategic planning or change to the organisation's structure has taken place. Post TxP there have been some essential individual changes and some use of settlement agreements to exit individuals where the relationship or structural dynamic has failed.

- The implementation of the long awaited Technical Services Structures and Roles Review (TSSR) commenced and significant progress was made during the year with Brunel technicians becoming members of HeATED.

External networking and sector influence

- The HR Directorate increased and improved its networking and ambassadorial role within both its function and the sector. The directorate was represented at the Annual HR Conference in Brighton in May, the UHR (M25) Group, the new S10 network, Equality and Diversity network groups and the CBI.
- In addition, in conjunction with the Head of Compliance, the HR team delivered training at a critical UCEA meeting on UKVI compliance.
- Brunel hosted a number of HR-related external events including the UHA Impact and Influence programme and the Equality and Diversity network.

Progress on actions from 2015-2016 report: 1 of 2

The schedule below shows the actions planned for HR in 2015/16 and progress made against them indicating either completion or work in progress.

• A new HR structure, implemented January 2016, to improve service delivery, workload management and increase capability	✓
• Investment in improved HR system functionality. This will lead to better data, greater insight, improved compliance and more robust action planning, specifically:	
o Athena SWAN reporting and submitting by departments for Athena Swan awards. Linking the equality and diversity objectives with the Athena SWAN action plan and the HR Excellent in Research framework	✓
o Greater analysis of protected characteristics and intersectional disadvantages	⚠
o Understanding the temporary workforce and evolving workforce planning to optimise resource effectiveness and ensure UKVI compliance	✓
o Implementation and roll out of Sickness Absence within MyView	✓
o Better cost tracking – recruit/advertising, legal, external training costs, agency spend	⚠
o Improved occupational health data and stress management / monitoring	⚠
• Developing our work in the family friendly arena. Improving the staff experience for Lesbian, Gay, Bisexual and Transgender staff	⚠

Progress on actions from 2015-2016 report: 2 of 2

• In conjunction with Hay Group, a review of total reward, with a focus on performance and recognition and to include equal pay audits and understanding the gender pay gap challenges	⚠
• A new Workload Allocation Model to underpin the Athena SWAN action plan and ensure fairness and parity across the University	⚠
• Ongoing investment into staff engagement through Brunel Voice and the pulse survey:	
o Focus on managing change (resilience and well being), leadership visibility and communication	✔
• Leverage of the new PDR; development planning and talent management, succession planning and focus on high potentials	⚠
• Embedding the PDR culture and addressing under-performance issues where identified	⚠
• Investment in Leadership and Management Development through a suite of development solutions:	
o New management development modules	⚠
o Re-launch of 'Aspire' programme for mid career staff	⚠
o Targeted development for leaders for individuals and teams	⚠

Looking Forward – 2016-2017: 1 of 2

The vision for the HR function 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.

By the end of the academic year 2016-2017, the **HR infrastructure and platform** will have been strengthened, specifically in the following areas:

- **HR policy framework** – a suite of modern, fair, and adaptable and compliant policies and associated documentation will be established and communicated well, with a clear programme of rolling revisions and modernisation in line with our values and equality and diversity strategy.

- **HR Systems and Management Information** – HR processes will be mapped and there will be ongoing investment in software development through the roll out of MyView, temporary workers' timesheets (Keystone) and the FSHR project, that will deliver a new integrated HR and Finance system in 2017. Increasingly effective and efficient HR processes exist - modelled upon Lean processes - to underpin the function, ensure compliance and support the University.

- **Organisational infrastructure** –an effective delivery model will be built for the University so that the structure of every College, Institute and Directorate is optimised for sustainable success. Support will be prioritised for strategic and portfolio reviews. Infrastructure enhancements will include a new timesheet solution for temporary workers and a new Workload Allocation Model (in pilot for 2017), ongoing implementation and support for the Academic Lifecycle and a review of hourly paid, atypical and fixed term contract staff.

Looking Forward – 2016-2017: 2 of 3

- **Training and development** – a modular based approach to compliance and mandatory training, to include new online delivery methods, will give assurance to the University and create a platform on which other skills and competencies can be built.

- **Staff Development Strategy** - this will be a key focus, with an emphasis on competent, collaborative and adaptable leadership, management skills, personal impact and team effectiveness. A new Staff Development Strategy will be launched by the Staff Development Strategy Group (SDSG), the 'ASPIRE' programme will be relaunched and a new leadership competency framework will be implemented. There will be significant focus and investment on the Athena Swan Action plan.

- **Performance reviews and career development –** the new PDR programme will be enhanced and developed to facilitate continuous improvement, allowing all staff to maximise their potential and contribute to the university's overall performance improvement. This will form the basis of a talent development programme which will be created in conjunction with outcomes from 5 above.

- **Employee and trade union engagement -** will continue to be a key focus, informed by Brunel Voice 2015 and 2016 action plans that will centre on improvement in managing change, communication, leadership and wellbeing, safe practices and mental health. Working through the SCC, the HR Directorate will continue to seek true collaboration, consultation and partnership with our recognised trade unions.

Looking Forward – 2016-2017: 3 of 3

- **Reward and recognition:** working with Hay Group, there will be a full review of the university's approach to reward and recognition, to ensure that recruitment and retention of talented staff is optimised and a culture of appreciation and recognition is nurtured. Furthermore, the university will undertake equal pay audits and gender monitoring.

- **HR team capability, development and customer service.** Ongoing investment in the capability, competence and confidence of the HR team, with investment in accredited learning for all staff as appropriate. The IIP project will be launched so that the HR Directorate can facilitate and enable the academic community to the best of its ability.
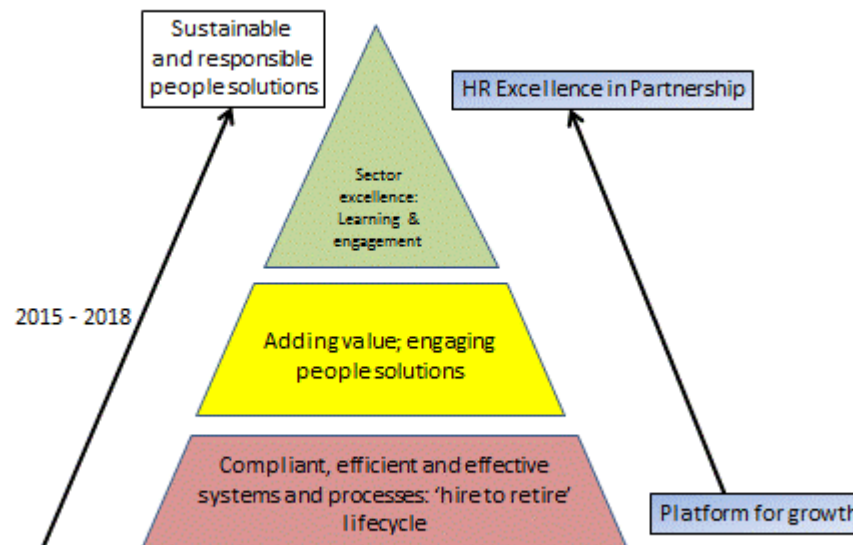
Post 2017, with an improved HR infrastructure, the HR team will work with colleagues to focus on talent and succession planning, so that Brunel's people agenda facilitates a sustainable future.

The Data

August 2015 – July 2016

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 2015/16 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

— ACADEMIC **▪▪ ACADEMIC (HP)** **▬ SUPPORT** **PROFESSIONAL** **RESEARCH**

1.1

Headcount - Aug 14 to July16
(Perm and Fixed Term / Not including Residencies staff)
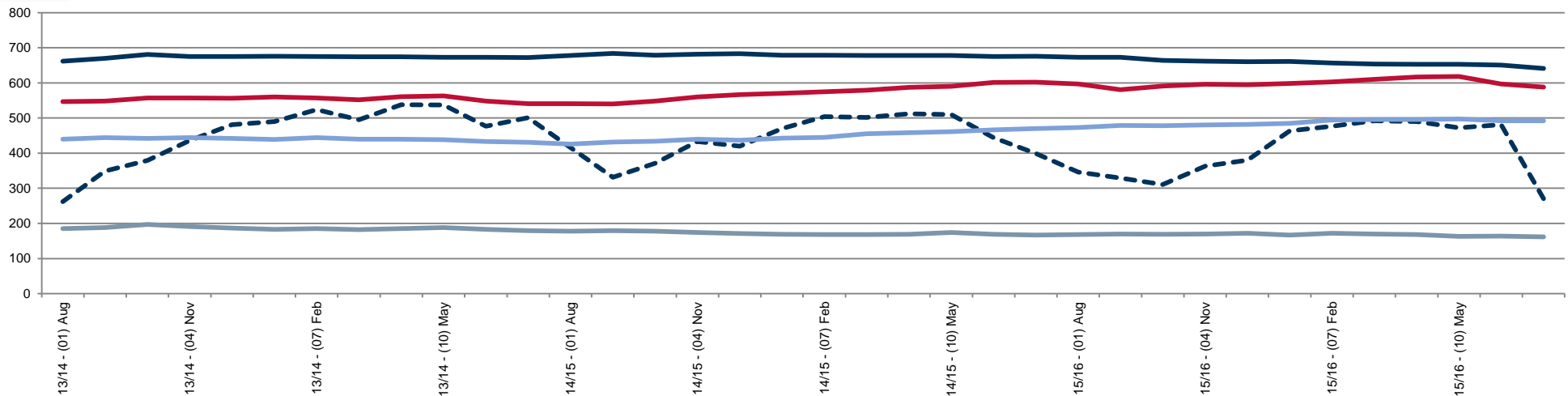
- Overall, over the past year (Jul15 vs Jul 16) there was a slight decrease in total staff numbers (2,314 vs 2,153). Change in employee composition are described below:

- There was a decrease in academic staff (676 to 641). This was due to a hold on academic recruitment particularly in CBASS and CHLS in 2016 as Deans planned for reorganisation and controlled costs.

- Increase in professional staff (470 to 492) which 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 ending down overall (602 to 588).

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 1.1-1.3 - comments

1.2

Headcount - Aug 14 to July16
(Residencies staff)

Legend:
- Ancillary
- Casual
- Clerical Admin
- Maintenance
- Miscellaneous
- Professional
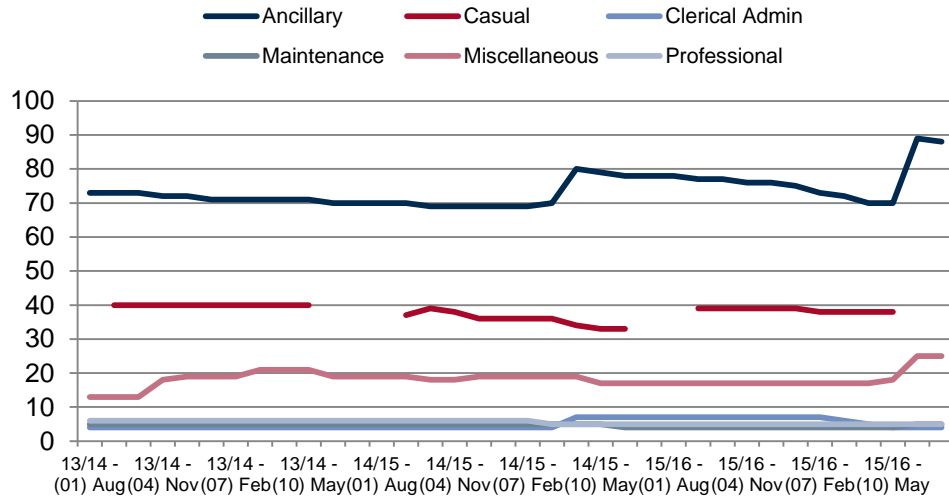
1.3

Headcount Hourly Paid Academic usage by College
Aug 13 to July16

	College of Business Art & Social Science	College of Eng, Design & Phys Sciences	College of Health & Life Sciences
■ 13/14	125.92	169.33	50.83
■ 14/15	139.42	195.58	49.67
■ 15/16	135.92	186.25	43.17
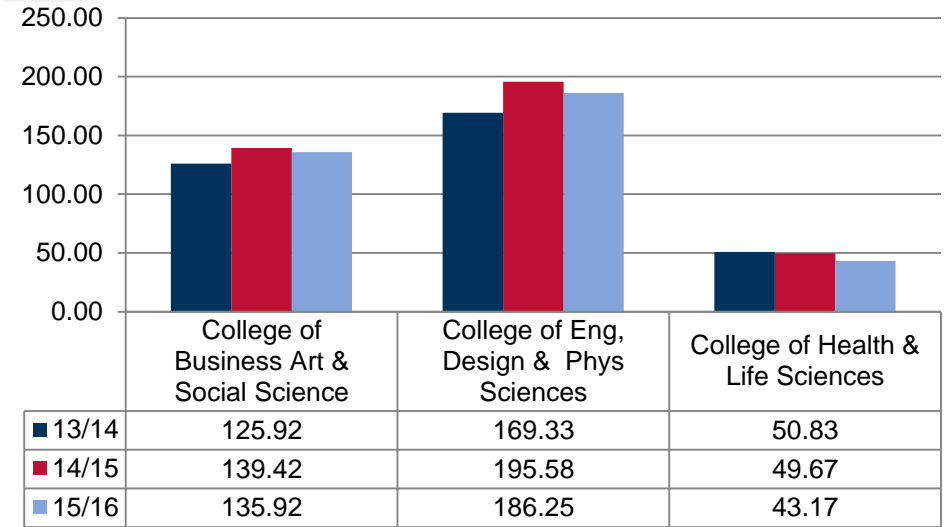
- Data for Residences Staff was not included in figure 1.1 but presented separately in figure 1.2. This shows an initial decline as vacancies were left unfilled pending a review of future needs. Following the review there was a period of recruitment activity to fill positions in time for the conference season and new academic year.

- Headcount of hourly paid academics decreased slightly within all three colleges in 15/16.

Key highlight

While Research staff numbers remain steady there are some fluctuations in numbers of other job types as the University achieves the optimum skills mix to achieve its future strategy.

Employee Composition – S10 Group

1.4a

Ratio of Academic : Non academic
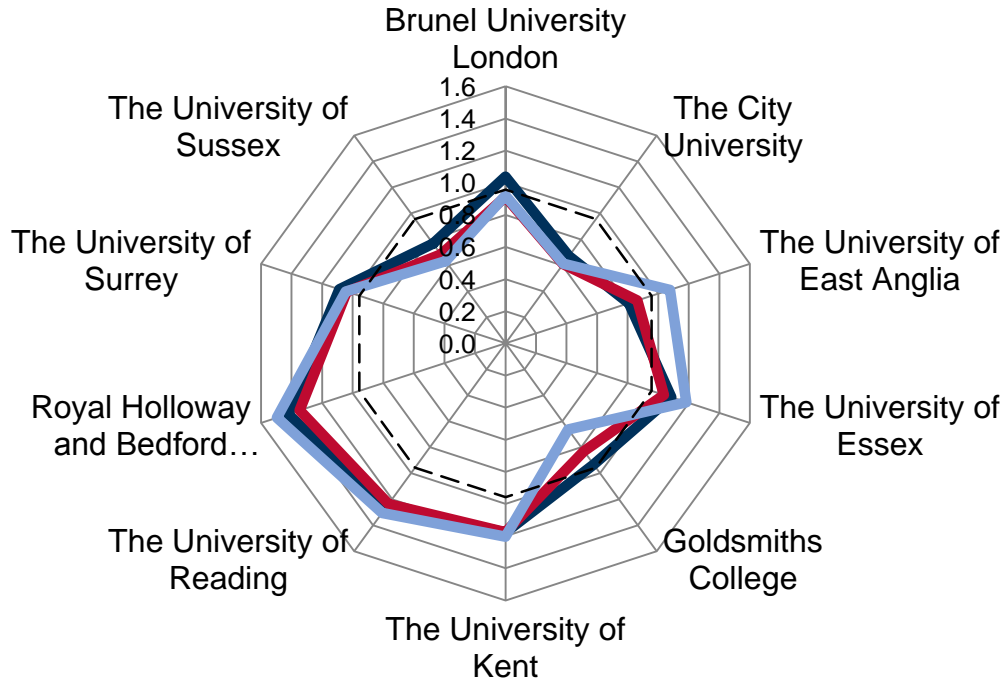
Legend: 2012/13 — 2013/14 — 2014/15 — BUL Avg.

Headcount (FPE)

1.4b Ratio of Academic : Support Staff
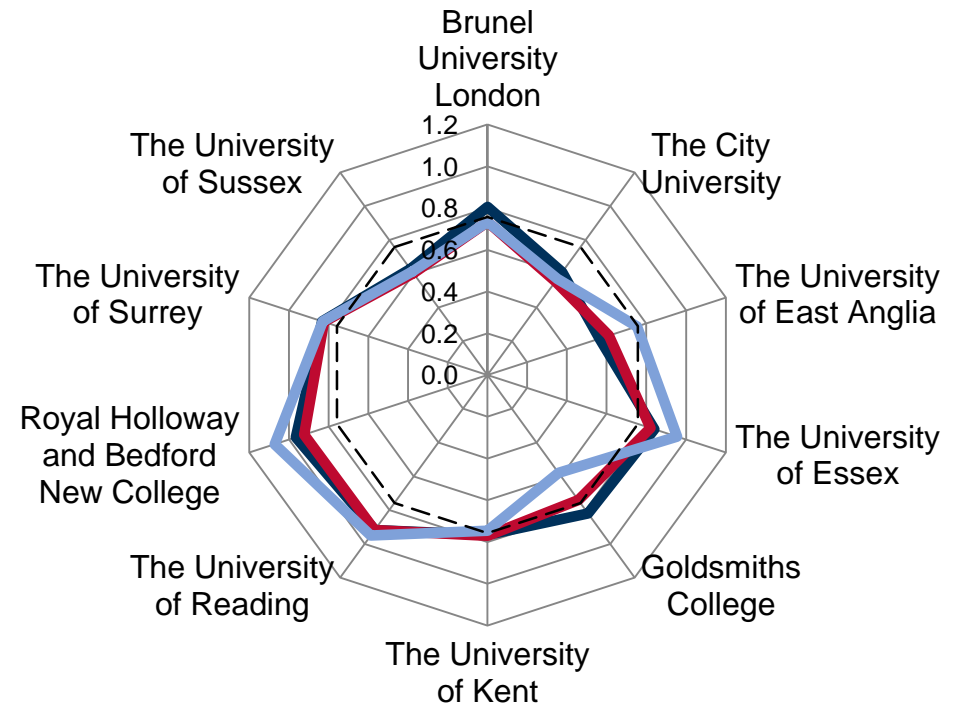
Data Source: HESA

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 – S10 Group

1.4c

Teaching only as a % of Academic Headcount (FPE)
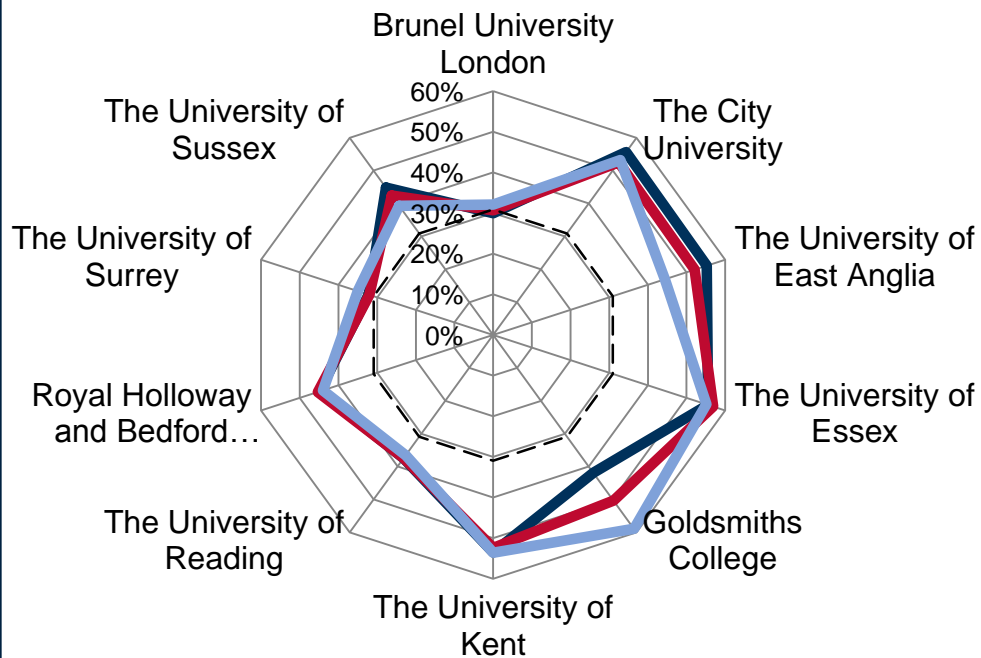
Legend: 2012/13 | 2013/14 | 2014/15 | – – – BUL Avg.

1.4d

Teaching only as a % of Academic (FTE)
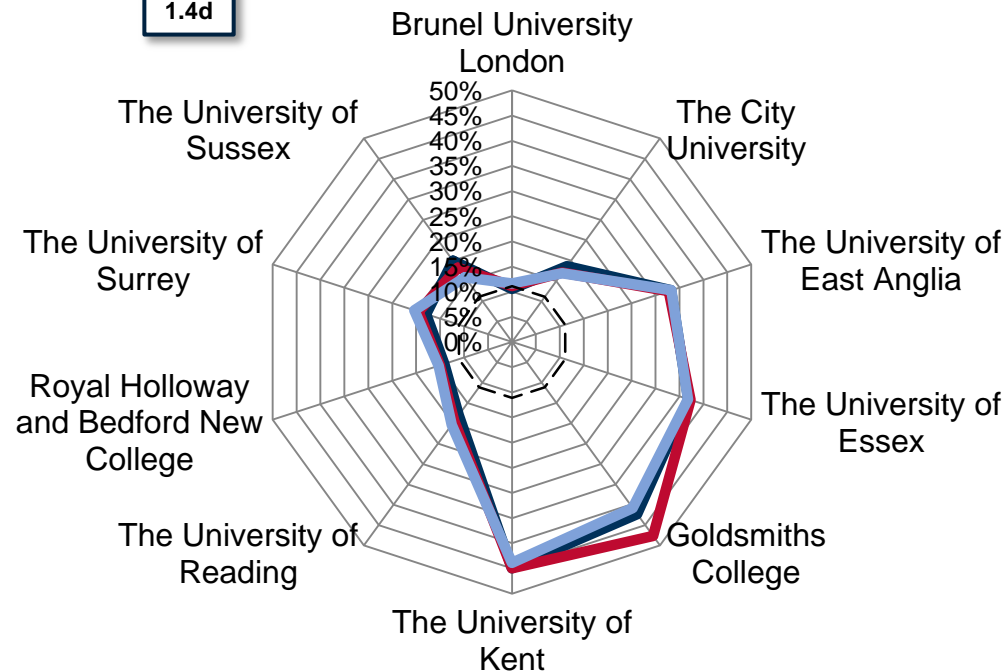
Key Question

BUL has a low percentage of staff 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 – S10 Group
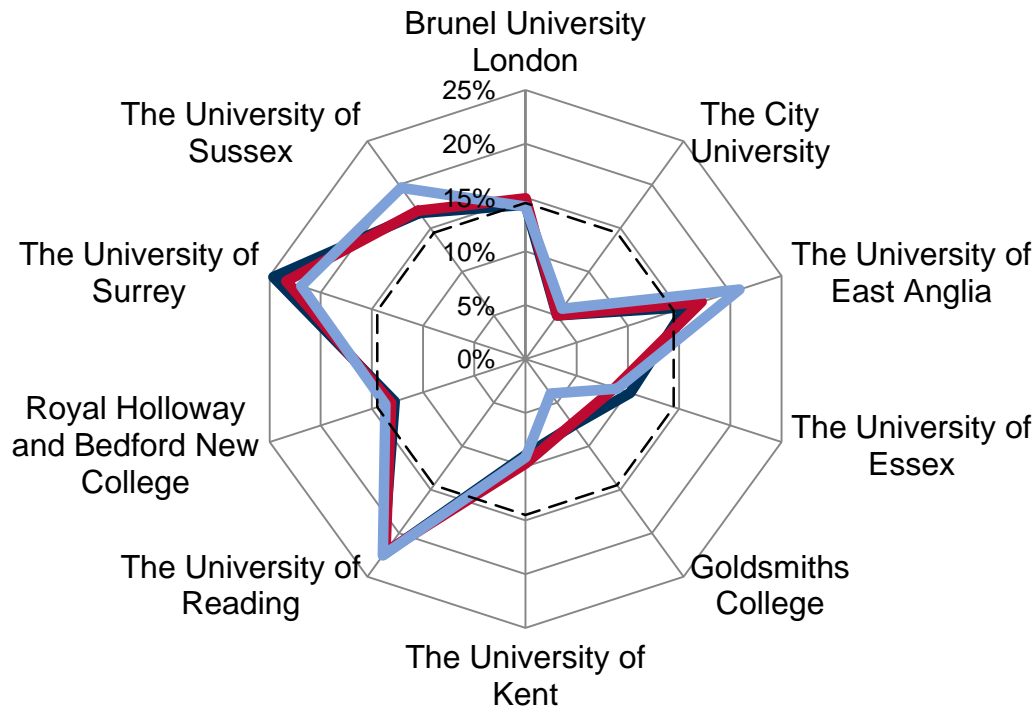
1. Employee Composition 1.4a-1.4e - comments

The employee composition data for BUL are remarkably unchanged year on year:

- The ratio of academic vs non-academic staff at BUL has been steady between 2012/13 and 2014/15, averaging 1:0.96 (see 1.4a).

- The ratio of academic vs support staff has also been steady between 2012/13 to 2014/15, averaging 1:0.76 (see 1.4b). Royal Holloway has the highest proportions of non-academic and support staff

- The percentage of academic staff on Teaching Only contracts averaged 31% between 2012/13 to 2014/15 (see 1.4c), although they only account for 11% of teaching time (see 1.4d). BUL is lower than any of the S10 group in terms of Teaching Only contracts.

- The percentage of academic staff on Research Only contracts averaged 14% between 2012/13 to 2014/15 (see 1.4e). Surrey has most, although this has reduced between 2012/13 and 2014/15.

- Between 2012/13 to 2014/15, on average 54% of BUL academic staff were on Teaching & Research contracts, more than any of our comparator HEIs

- On average between 2012/13 to 2014/15, 34% of academic staff with a teaching function *(on Teaching only or Teaching & Research contracts)* were on Fixed-term Part-time teaching only contracts, although they only account for 10% of teaching time.

Key Questions/ Highlight

Does the current skills and role mix align with BUL's strategic direction? Is our position in comparison with the other S10 institutions as expected?

1 Employee Composition

Ethnicity (All staff)
Aug 13 to July 16

	White	Asian	Black	Mixed	Other	Not Known
■ 13/14	72.28%	17.85%	4.38%	2.01%	2.54%	0.94%
■ 14/15	70.28%	18.79%	4.27%	2.46%	2.76%	1.43%
■ 15/16	68.95%	18.41%	4.45%	2.85%	3.06%	2.28%
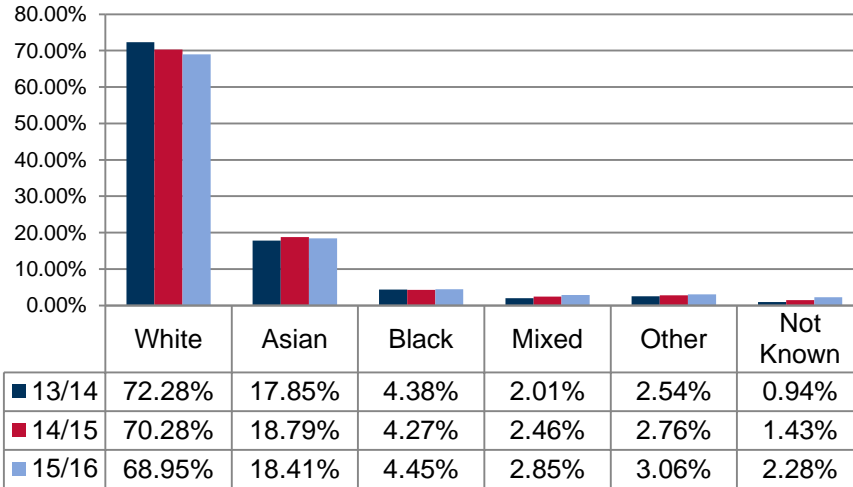
1.6

Disability (All staff)
Aug 13 to July 16

	Disabled	Not Disabled
■ 13/14	3.01%	96.99%
■ 14/15	3.07%	96.93%
■ 15/16	3.02%	96.98%
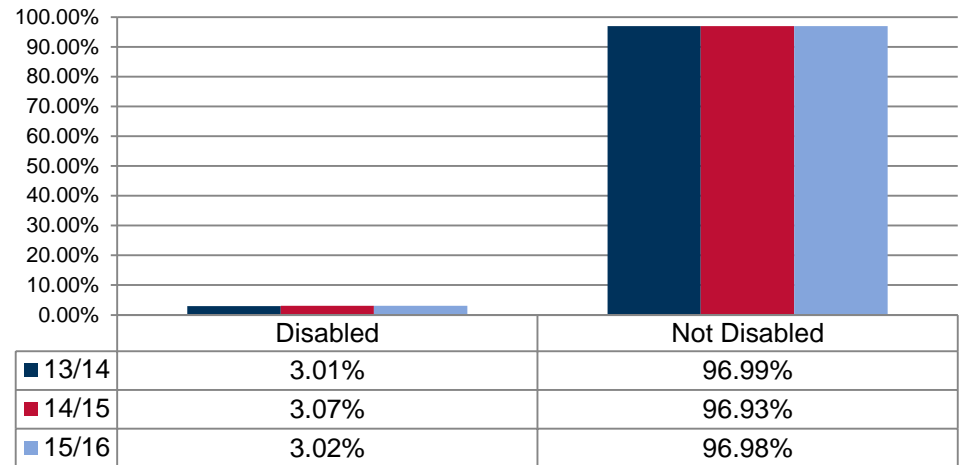
1.7

Gender (All staff)
Aug 13 to July 16

	Male	Female
■ 13/14	50.61%	49.39%
■ 14/15	49.21%	50.79%
■ 15/16	49.36%	50.64%
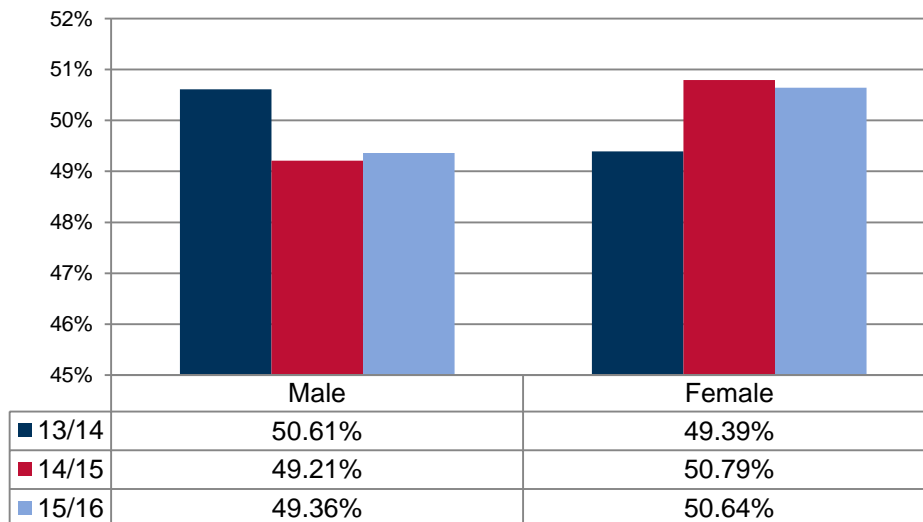
1.8

Age (All staff)
Aug 13 to July15

	16 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65+
■ 13/14	4.72%	22.09%	24.18%	25.25%	18.13%	5.63%
■ 14/15	4.93%	21.81%	23.10%	26.81%	17.65%	5.70%
■ 15/16	4.74%	21.05%	23.01%	26.76%	18.59%	5.85%
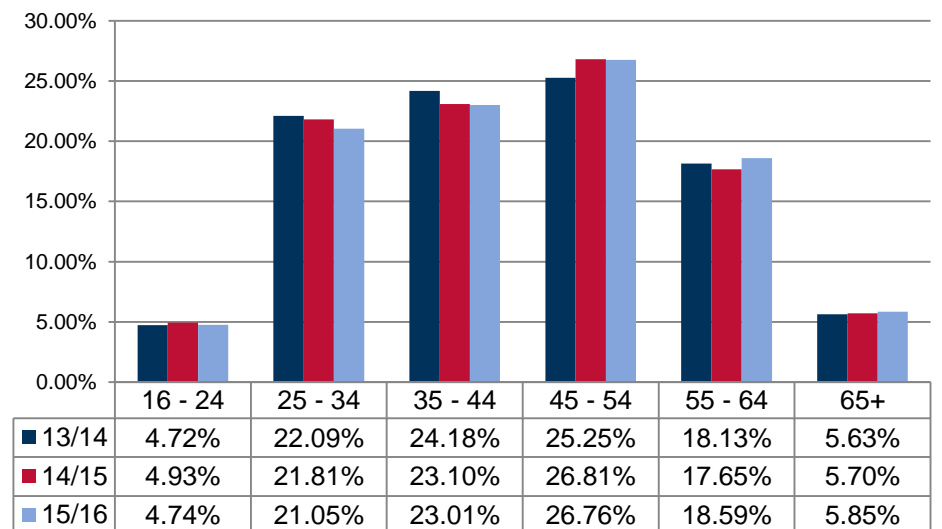
1. Employee Composition 1.5-1.8 - comments

Employee Composition

- There was a continued reduction in the percentage of white staff compared with Black and Minority Ethnic (BME) staff. Over a quarter of the staff at Brunel (29%) is from a BME background. This reflects Brunel's location in West London and it's international recruitment approach. Nationally in HE this is 8.5%. Staff working in HE nationally; have increasingly become more ethnically diverse, with the rise in Black and minority ethnic (BME) staff.

- 3% of staff report that they have a disability compared with 4.5% in HE

- There is a small increase in the 55 and over age groups

- Brunel's profile of 'younger' workers aged 34 and under is 26% which is slightly 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 54%.

Key Questions

- How do we better capture disability data?
- How are we preparing for the ageing workforce?
- How do we better capture data on sexuality, religion and ethnicity (where the 'not known' category has increased?

1 Employee Composition

1.9

Sexual Orientation (All staff)
Aug 13 to July 16

	Bi-Sexual	Gay	Heterosexual	Lesbian	Prefer Not to Comment	Not Declared
13/14	0.21%	0.38%	14.31%	0.17%	0.00%	84.93%
14/15	0.40%	0.48%	18.68%	0.29%	2.13%	78.01%
15/16	0.71%	0.61%	27.14%	0.28%	4.34%	66.92%
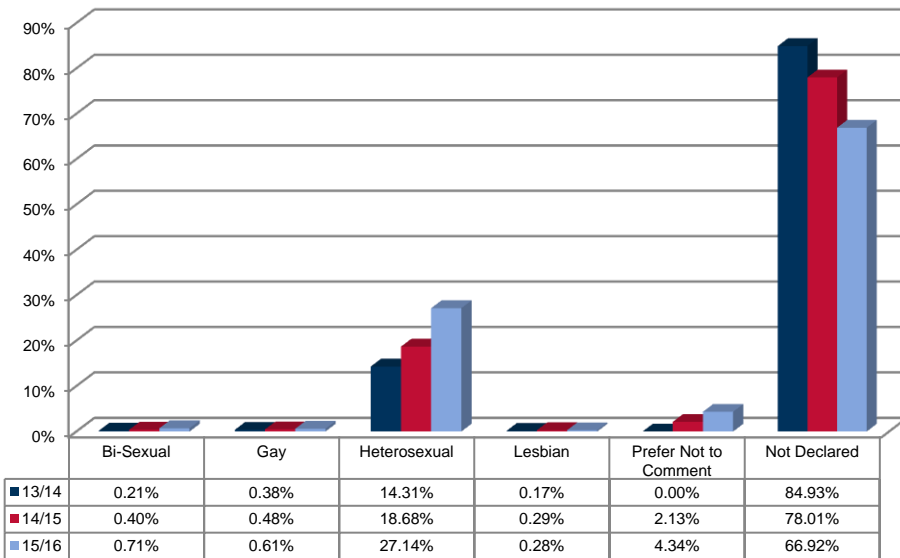
1.10

Religion / Belief (All staff)
Aug 13 to July 16

	Buddhist	Christian	Hindu	Judaism	Muslim	Sikh	Spiritualist	None	Other	No Comment	Not Declared
13/14	0.07%	7.64%	0.90%	0.17%	1.22%	0.59%	0.00%	6.77%	1.60%	0.00%	81.04%
14/15	0.26%	9.45%	1.36%	0.29%	1.58%	0.85%	0.00%	8.02%	1.58%	1.54%	75.06%
15/16	0.46%	11.86%	1.64%	0.18%	2.31%	0.96%	0.11%	11.25%	2.28%	4.67%	64.28%
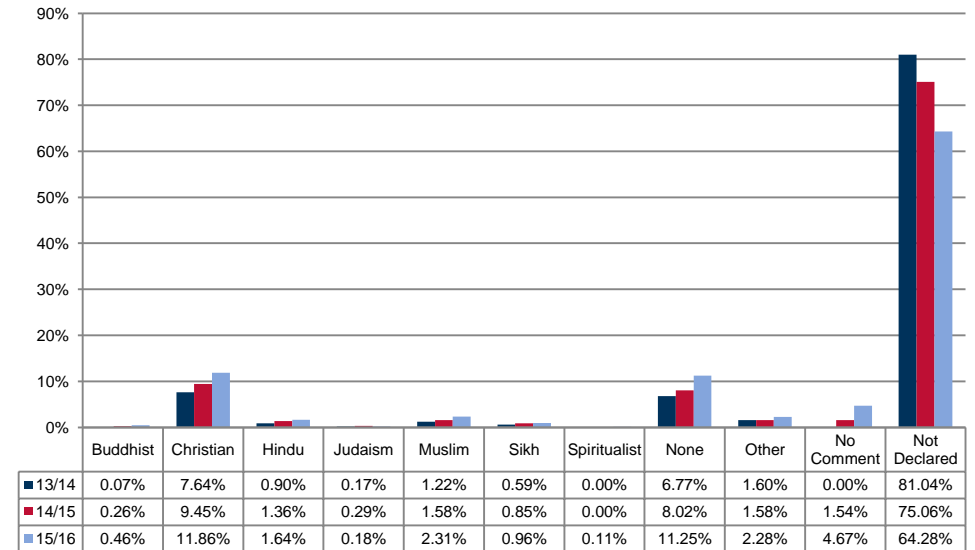
- The majority of staff do not declare their sexual orientation or religion/belief at Brunel. However the proportion of staff that are not declaring these characteristics has fallen year on year which demonstrates increasing confidence in declaring these characteristics. Stonewall, a gay rights charity that we are members of estimate that 5-7% of the UK population identity as LGBT.

- The Equality Act 2010 extended the number of protected characteristics to cover new areas including gender identity, religion and belief, and sexual orientation. Changes to the HESA staff record for 2012/13 allowed institutions to return this information on an optional basis. Because data is currently returned on a voluntary basis, there is not yet a national demographic picture of the HE staff population in relation to gender identity, religion and belief, or sexual orientation.

1 Employee Composition

Legend: Female, Male

1.11 Gender by Academic Grade
15/16 Academic Year

Categories (female right / male left): Professor, Reader, Senior Lecturer, Lecturer. Scale from 150 (male) to 150 (female).
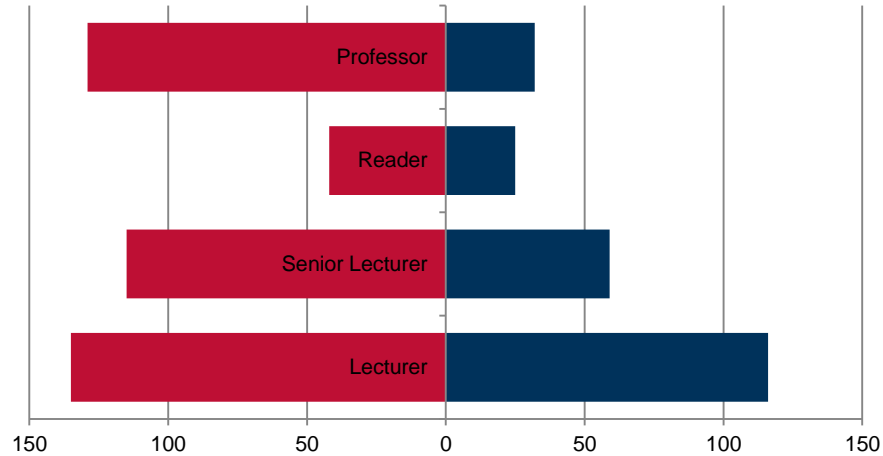
1.12 Gender by Professional / Support Grade
15/16 Academic Year

Grades: H6, H5, H4, H3, H2, S6, S5, S4, S3, S2, S1. Scale from 150 (male) to 200 (female).
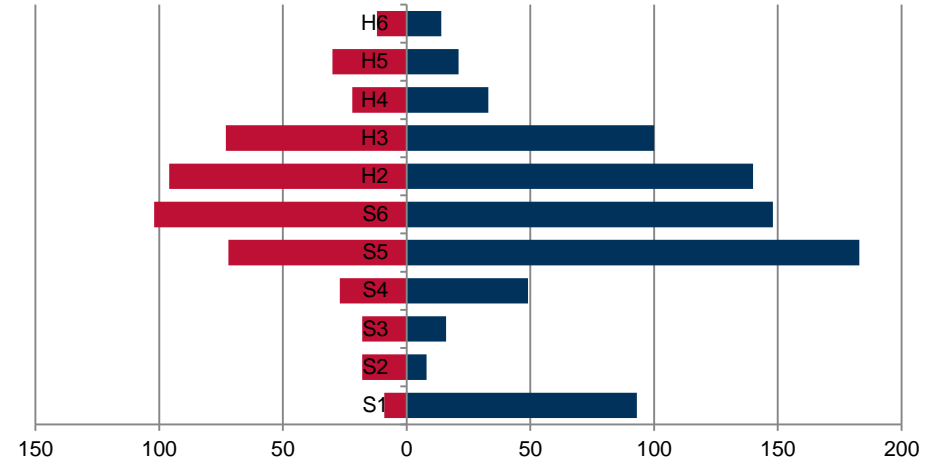
1.13 Gender by Research Grade
15/16 Academic Year

Categories: Senior Research Fellow, Research Fellow II, Research Fellow. Scale from 150 (male) to 100 (female).
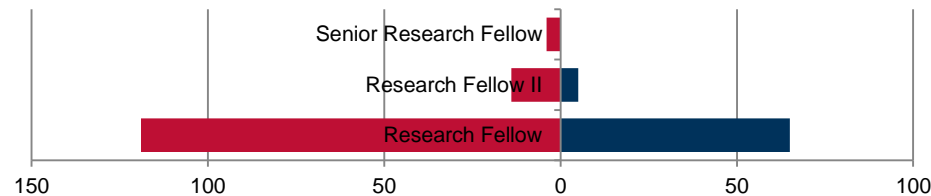
1.14 All Staff by Gender and College / Directorate
15/16 Academic Year

Directorate / College	Female	Male
Finance Directorate	44	17
Director of Planning	7	3
Director of Human Resources	28	2
Director of Estates	12	35
Director of Computer Centre	19	72
Director of Comms Marketing & Stdnt Rec	85	31
Director of Commercial Services	192	99
Academic Registrar & Student Services	219	77
College of Health & Life Sciences	228	138
College of Eng, Design & Phys Sciences	161	501
College of Business Art & Social Science	221	270

Key Question

Should there be a specific focus on promotion of women from lecturer to senior lecturer in 2017?

1 Employee Composition – Grade v Gender

- The proportion of women continues to decline the more senior the academic role. Nationally 23% (2014/15) of professors are women. At Brunel, female professors constitute 20%.

- Brunel has more women than men overall in the professional and support roles.

  o Women in professional and support roles make up the majority of staff in S4 - H3 roles

- For the group of staff on Research only contracts there is approximately double the number of male research fellows compared to female. As a 'feeder' group into more senior academic roles this is concerning.

- There is a low proportion of women in the College of Engineering, Design and Physical Sciences, Computer Centre and Estates. There is a low proportion of men in CHLS and some professional departments such as HR that have traditionally attracted more women.

Key Question

- How does the composition of women in College of Engineering, Design and Physical Sciences compare to the sector?

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

1.15 **Turnover (Total & Voluntary)** (all staff)

% Turnover: 8.16%, 8.03%, 10.19%, 14.52%, 13.76%, 10.11%, 14.83%

% Voluntary Turnover: 3.97%, 4.89%, 5.52%, 6.27%, 7.86%, 5.39%, 8.37%

Years: 09/10, 10/11, 11/12, 12/13, 13/14, 14/15, 15/16

— % Turnover — % Voluntary Turnover

1.16 **Voluntary Turnover by College / Directorate** ■13/14 ■14/15 ■15/16

- College of Business Art & Social Science
- College of Eng, Design & Phys Sciences
- College of Health & Life Sciences
- Academic Registrar & Student Services
- Director of Commercial Services
- Director of Comms Marketing & Stdnt Rec
- Director of Computer Centre
- Director of Estates
- Director of Human Resources
- Director of Operations
- Finance Directorate
- Other (small areas)

1.17 **Reason For Leaving** (all staff)

	Resignation	End of FTC	Retirement	Dismissal	Redundancy	Death	Ill Health	TUPE
■13/14	153	68	32	12	10	2	0	4
■14/15	109	59	29	19	0	1	0	0
■15/16	167	80	32	22	6	3	1	0

1 Employee Composition – 1.15 – 1.17

- Overall turnover was at 14.8% in 15/16, an increase of 4.7%. Voluntary turnover rose by 3% to 8.4%. This level of turnover was similar to Pre-TxP 13/14 levels

- The increase in turnover might be due to organisational change and uncertainty in the wake of restructures.

- UCEA data from 2013 shows that turnover across all HEI staff groups (8.3 per cent) is relatively low compared with the rest of the economy (12.7 per cent) and academic staff turnover was even lower at 7.5 per cent. (There is no comparable data for 2015 as information was presented differently in 2015 survey).

- Voluntary turnover from the College of Health and Life Sciences, Directorate of Communications Marketing and Student Recruitment (both affected by change during the period) and other small areas are disproportionately high;

  o In CHLS, there was voluntary severance in Social Work in addition to an increase in resignations to 32 from 17 resignations in 14/15.

  o Directorate of Communications Marketing and Student Recruitment was restructured - (14 resignations in 15/16)

  o Small areas that have seen an increase in voluntary turnover include BEEC (4 in 14/15 to 8 in 15/16) and Professional Development Centre (0 in 14/15 to 3 in 15/16)

Key Question

While some staff 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)

	White	Asian	Black	Mixed	Other	Not Known
13/14	51.61%	20.79%	5.02%	1.79%	2.15%	18.64%
14/15	64.19%	28.37%	3.26%	0.93%	0.47%	2.79%
15/16	66.34%	20.79%	4.62%	3.63%	3.63%	0.99%

1.19 Disability of Leavers (Perm & Fixed term)

	Not Disabled	Disabled	Information refused
13/14	95.70%	4.30%	0.00%
14/15	96.77%	2.30%	0.92%
15/16	97.08%	2.27%	0.65%

1.20 Age of Leavers (Perm & Fixed term)

	16 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65+
13/14	11.11%	28.67%	21.15%	17.56%	15.77%	5.73%
14/15	10.14%	33.64%	18.89%	15.67%	13.36%	8.29%
15/16	12.34%	27.60%	23.05%	15.91%	14.94%	6.17%
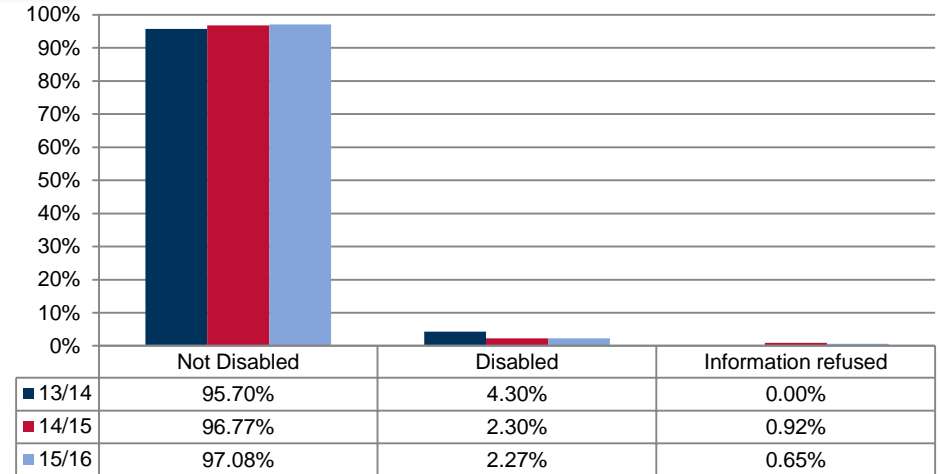
1.21 Gender of Leavers (Perm & Fixed term)

	Female	Male
13/14	45.88%	54.12%
14/15	48.85%	51.15%
15/16	52.92%	47.08%
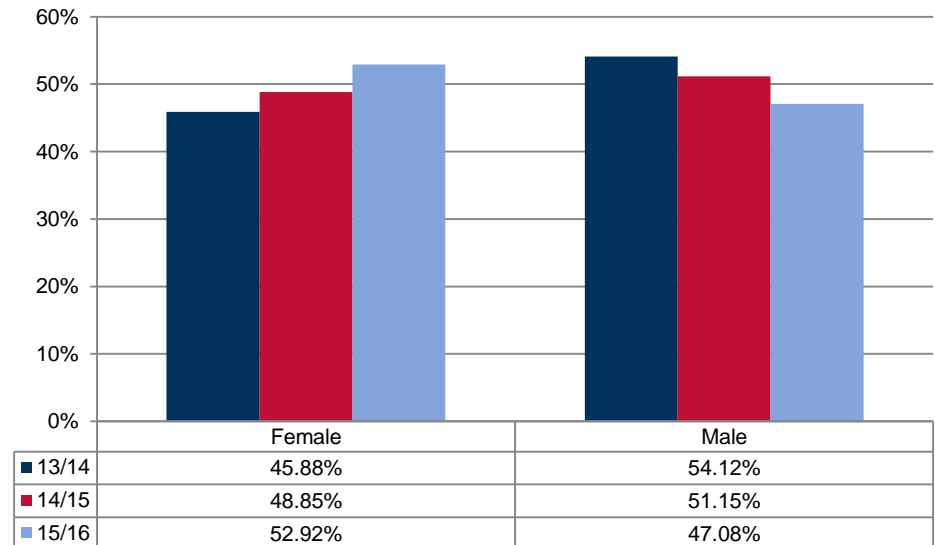
1.22 **Gender of Leavers by condition of Service** (Perm & Fixed term)

	Female Academic	Male Academic	Female Research	Male Research	Female Professional	Male Professional	Female Clerical	Male Clerical
13/14	11.74%	16.09%	9.57%	16.96%	16.09%	10.00%	14.35%	5.22%
14/15	8.47%	11.86%	10.73%	20.90%	13.56%	12.99%	18.08%	3.39%
15/16	13.67%	14.45%	10.16%	15.23%	14.06%	8.20%	19.14%	5.08%
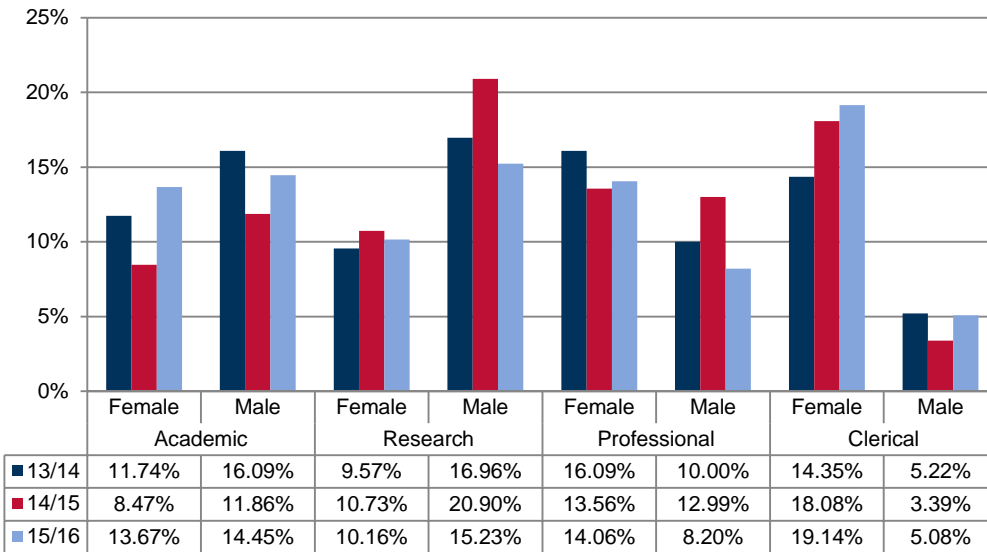
Key questions and highlights

- How many female lecturers leave?
- More needs to be done to increase the completion of exit interviews
- More sensitive analysis is required to understand why employees leave

- The proportion of Asian staff (7.6%) that left Brunel this year compared with last year decreased.

- The proportion of female leavers has been steadily increasing and rose by 4.1% from last year. This trend needs further investigation. The increase in female leavers was predominantly in the academic and clerical staff groups.

- The most notable category for age of leavers was 25-34 where the proportion of leavers reduced by 6% in comparison to the previous year

1 Employee Composition

1.22 Contract Type by year (Average headcount)

Fixed Term values: 736, 971, 919, 944, 983, 929
Permanent values: 1697, 1703, 1643, 1587, 1632, 1677

Years: 10/11, 11/12, 12/13, 13/14, 14/15, 15/16

— Fixed Term — Permanent
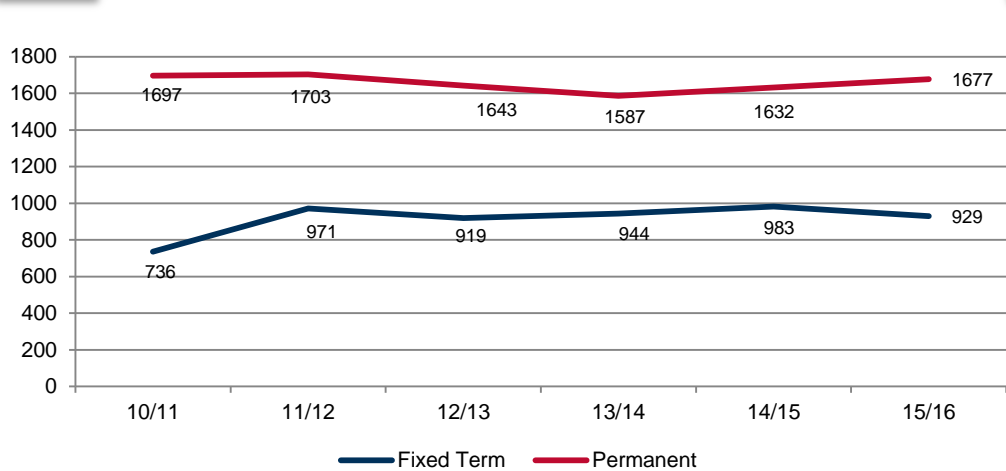
1.23 Contract Type by Job Type (Average headcount)

Categories: Academic, Professional / Support, Research, Academic Hourly Paid, Casual (each for 13/14, 14/15, 15/16)

■ Fixed Term ■ Permanent
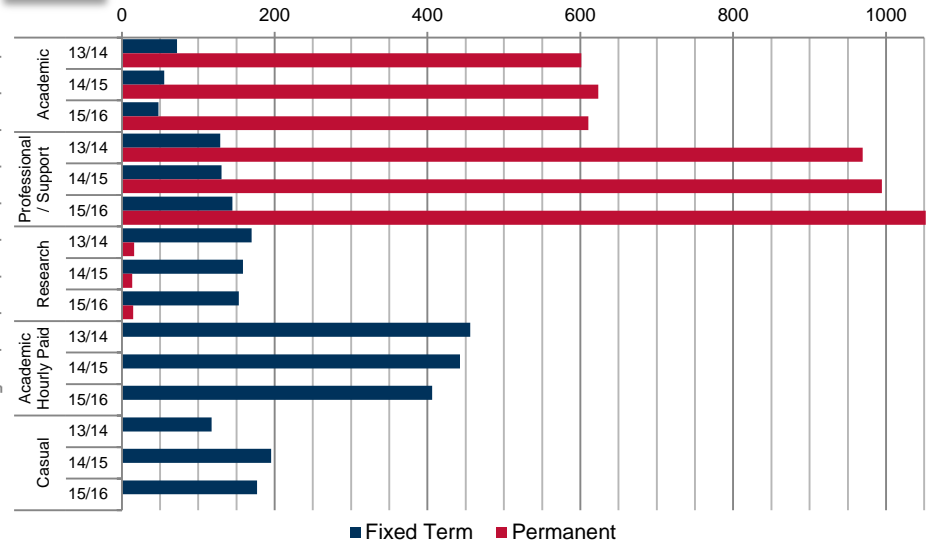
1.24 Contract Type by College / Directorate (average FTE)

	College of Business Art & Social Science	College of Eng, Design & Phys Sciences	College of Health & Life Sciences	Academic Registrar & Student Services	Director of Commercial Services	Director of Comms Marketing & Stdnt Rec	Director of Computer Centre	Director of Estates	Director of Human Resources	Director of Operations	Finance Directorate	Other (small areas)	#N/A	College of Business, Arts, and Social Sciences
■ Permanent	158.2	150.4	96.6	125.8	148.8	42.4	73.1	41.3	25.0	6.5	44.7	133.0	488.4	32.0
■ Fixed Term	24.3	76.5	28.4	17.5	12.4	5.8	1.5	0.4	2.0	0.4	3.4	48.7	142.3	5.7

■ Fixed Term ■ Permanent

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 36% 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 the15/16 academic year compared to both 13/14 to 15/16

  o A different trend was observed in Professional/Support job category were there has been a steady increase in the use of fixed term contracts.

  o 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 %

	UK	EU	Non-EU
13/14	73.94%	11.95%	14.11%
14/15	74.52%	12.28%	13.20%
15/16	73.56%	12.83%	13.62%
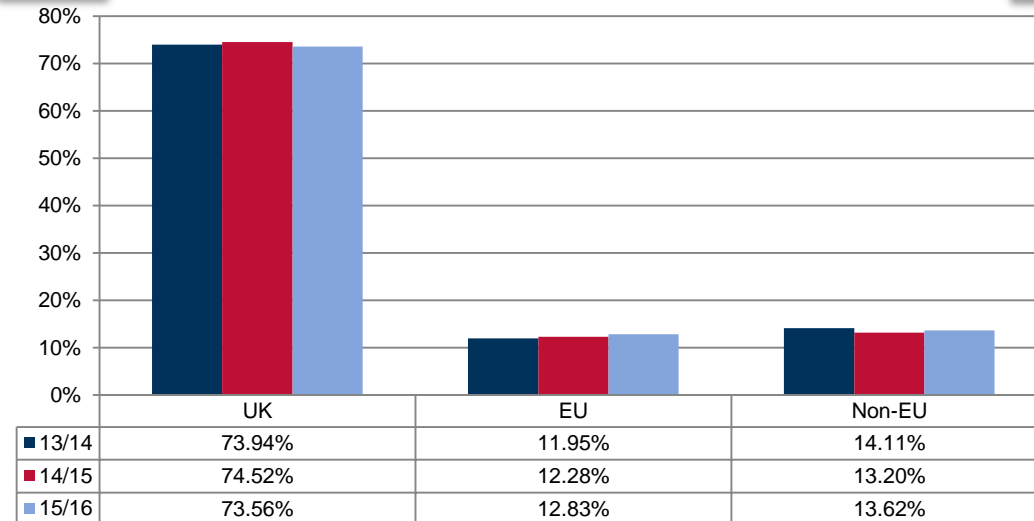
1.30 Certificate of Sponsorship Tier of employees (exc. Jobshop)

	TIER1	TIER2	TIER4	TIER5
13/14	10	65	14	1
14/15	2	80	13	4
15/16	2	83	14	4
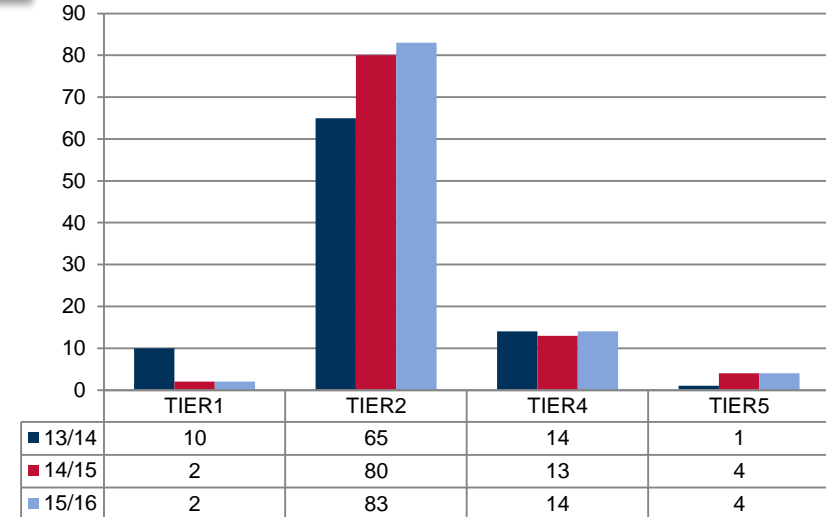
- The University Tier 2 sponsorship reflects our skills challenges. A majority of recipients of sponsorship are in the College of Engineering, Design and Physical Sciences.

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. Gender Pay Gap Analysis

2 Gender Pay Gap Analysis

2.1 Academic positions by gender

	Associate Lecturer	Lecturer	Senior Lecturer	Reader	Professor
Female	£33,336	£45,947	£54,496	£66,648	£75,020
Male	£35,533	£46,321	£55,211	£65,092	£91,922

2.2 Research positions by gender

	Researcher	Research Fellow II	Senior Research Fellow	Research Professor
Female	£35,515	£43,125		£90,234
Male	£35,126	£46,448	£55,592	£92,390

2.3 Professional positions by gender

	H2	H3	H4	H5	H6
Female	£36,866	£45,007	£50,321	£57,627	£89,221
Male	£36,993	£45,485	£50,736	£61,661	£107,569

2.4 Support positions by gender

	S1	S2	S3	S4	S5	S6
Female	£16,256	£17,324	£20,699	£21,164	£24,557	£29,046
Male	£17,598	£18,196	£21,914	£21,112	£24,714	£29,221

2 Gender Pay Gap Analysis

(Average male salary/FTE- Average female salary/FTE)/Average male salary/FTE

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

2.5 Academic positions by gender

	Associate Lecturer	Lecturer	Senior Lecturer	Reader	Professor
■ % Gap	6.18%	0.81%	1.29%	-2.39%	18.39%

2.6 Research positions by gender *

	Researcher	Research Fellow II	Research Professor
■ % Gap	-1.11%	7.16%	2.33%
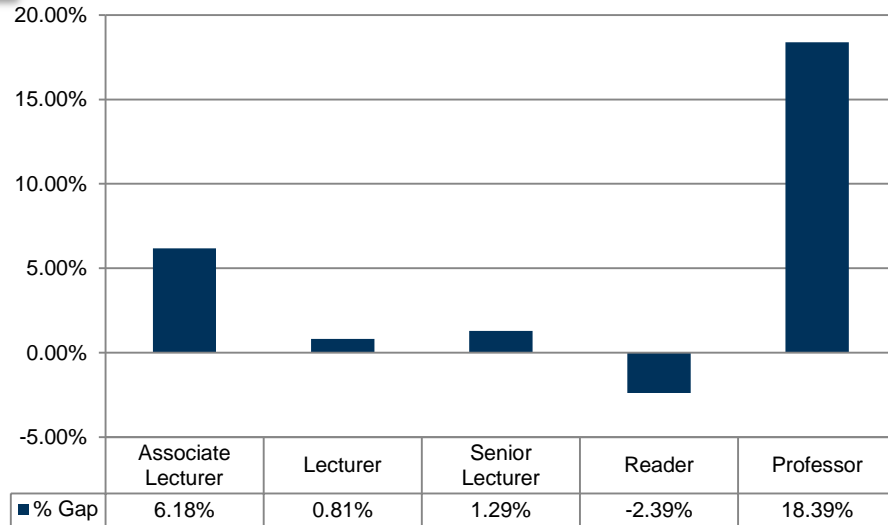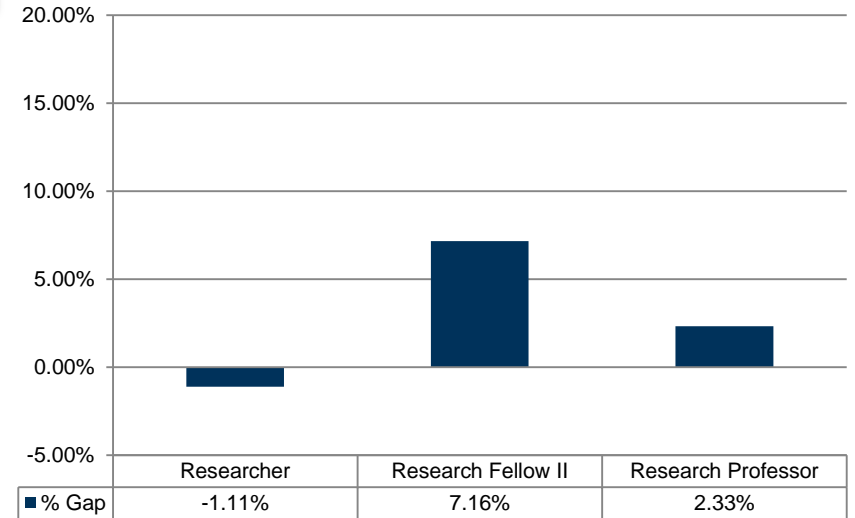
There is a 100% pay gap at Senior Research Fellow level as 100% of employee are males (n=4)

2.7 Professional positions by gender

	H2	H3	H4	H5	H6
■ % Gap	0.34%	1.05%	0.82%	6.54%	17.06%

2.8 Support positions by gender

	S1	S2	S3	S4	S5	S6
■ % Gap	7.63%	4.80%	5.55%	-0.24%	0.63%	0.60%
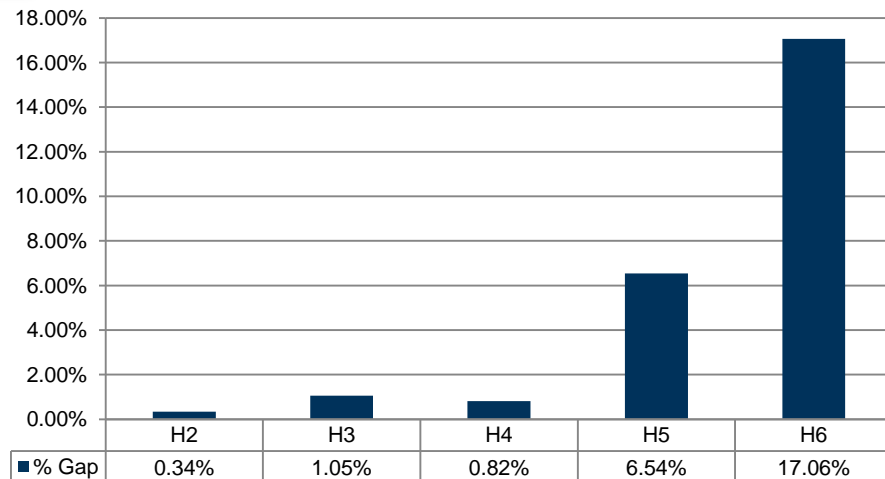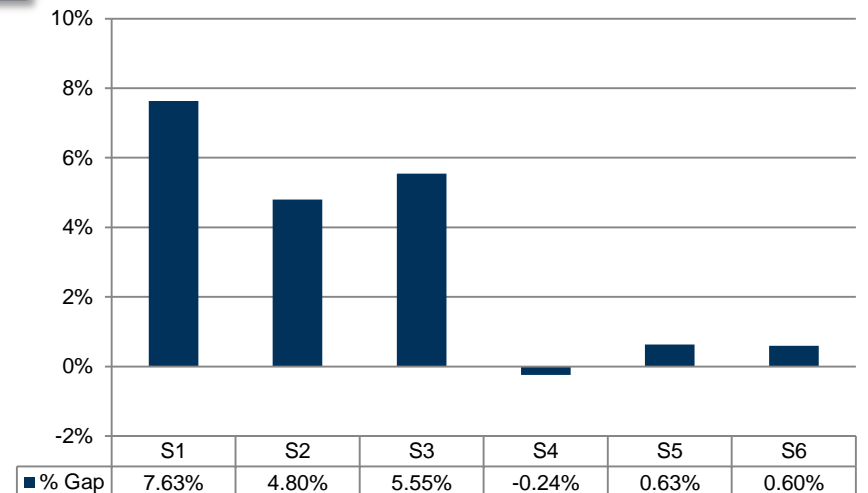
2. Gender Pay Gap Analysis

Charts 2.1 and 2.2 show there are smaller differences in the pay of men and women in all grades (apart from professor). 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 professors is relatively small, whereas the pay gap between academic professors is just under £17,000. The initial conclusion is that this gap could be explained by varying lengths of service, however this would need to be investigated further. There could be differentials in the salary when professors are appointed or instances of salary matching which should be explored.

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 £18,000.

3. Talent/Career Development

3 Talent / Career Development

3.1 | **% of eligible staff by gender at each stage of promotions**
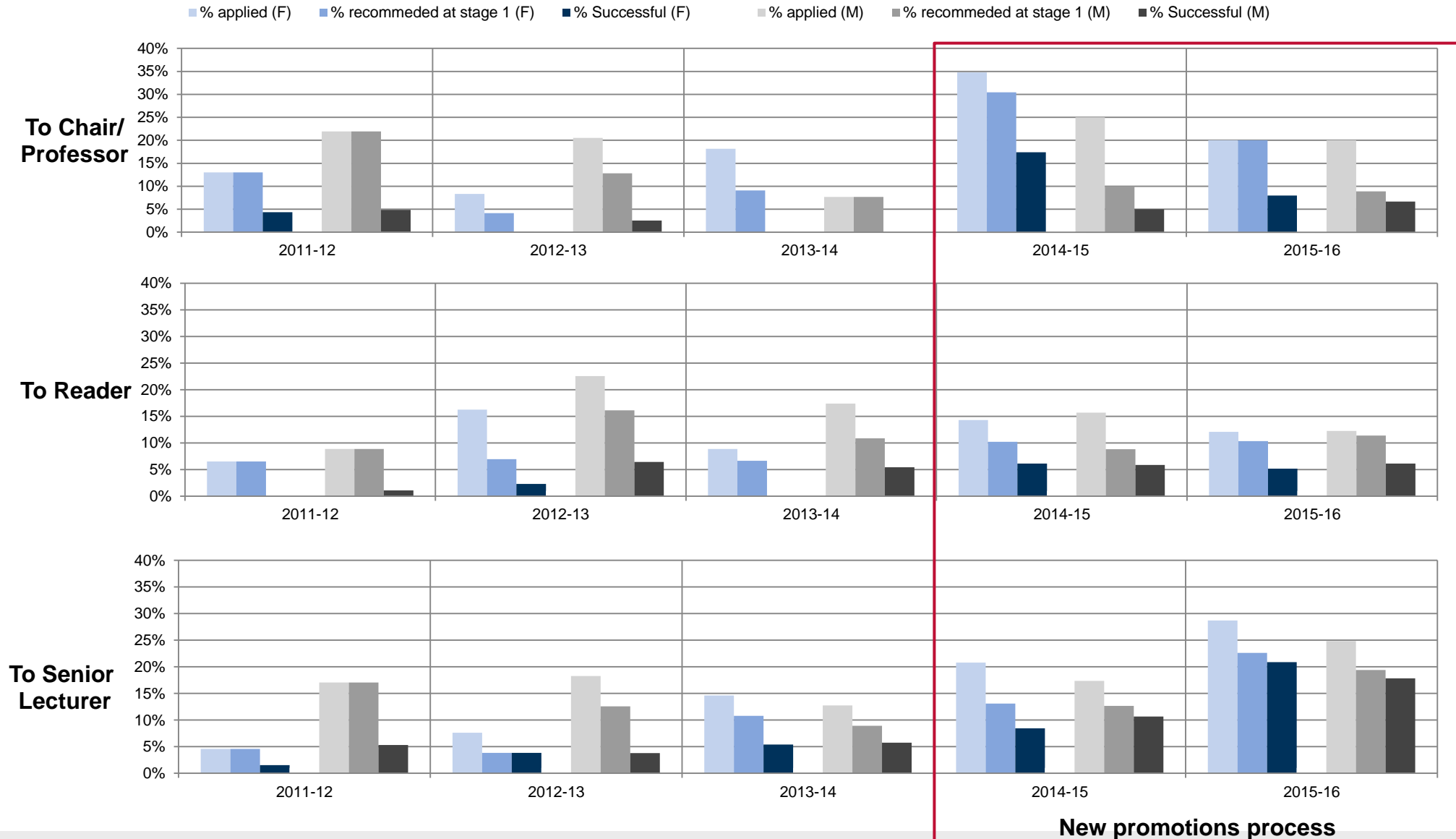
Legend: % applied (F) | % recommeded at stage 1 (F) | % Successful (F) | % applied (M) | % recommeded at stage 1 (M) | % Successful (M)

Rows: To Chair/Professor, To Reader, To Senior Lecturer

Years: 2011-12, 2012-13, 2013-14, 2014-15, 2015-16

New promotions process

3 Talent / Career Development

	% Applied/Recommended		% Recommended/Successful		% Applied/Successful	
	F	M	F	M	F	M
To Professor/Chair						
2011-12	100%	100%	33%	22%	33%	22%
2012-13	50%	63%	0%	20%	0%	13%
2013-14	50%	100%	0%	0%	0%	0%
2014-15	88%	40%	57%	50%	50%	20%
2015-16	100%	44%	40%	75%	40%	33%
To Reader						
2011-12	100%	100%	0%	13%	0%	13%
2012-13	43%	71%	33%	40%	14%	29%
2013-14	75%	63%	0%	50%	0%	31%
2014-15	71%	56%	60%	67%	43%	38%
2015-16	86%	93%	50%	54%	43%	50%
To Senior Lecturer						
2011-12	100%	100%	33%	31%	33%	31%
2012-13	50%	69%	100%	30%	50%	21%
2013-14	74%	70%	50%	64%	37%	45%
2014-15	63%	73%	65%	84%	41%	62%
2015-16	79%	78%	92%	92%	73%	72%

New promotions process

- This year has seen an increase in the proportion of women applying for, being recommended for and being successful in appointments to senior lecturer positions compared with last year. There was a decrease in the proportion of women applying for Professor positions compared with last year.

- In the last academic year we had 16 women on the external Aurora scheme and 14 women on the Brunel internal mentoring scheme. Nine women who participated in these schemes achieved promotion or other significant achievements.

- Qualitative data from female promotions workshops and the Professor and Readers Forum show that the biggest barriers to women progressing are lack of self belief, confidence and the impact of caring responsibilities for childcare and elderly relatives.

3 Talent / Career Development

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

Legend: % applied (BME) · % recommended at stage 1 (BME) · % promoted (BME) · % applied (White) · % recommended at stage 1 (White) · % promoted (White)

Rows: To Chair/Professor, To Reader, To Senior Lecturer

Years: 2011-12, 2012-13, 2013-14, 2014-15, 2015-16

New promotions process

3 Talent / Career Development

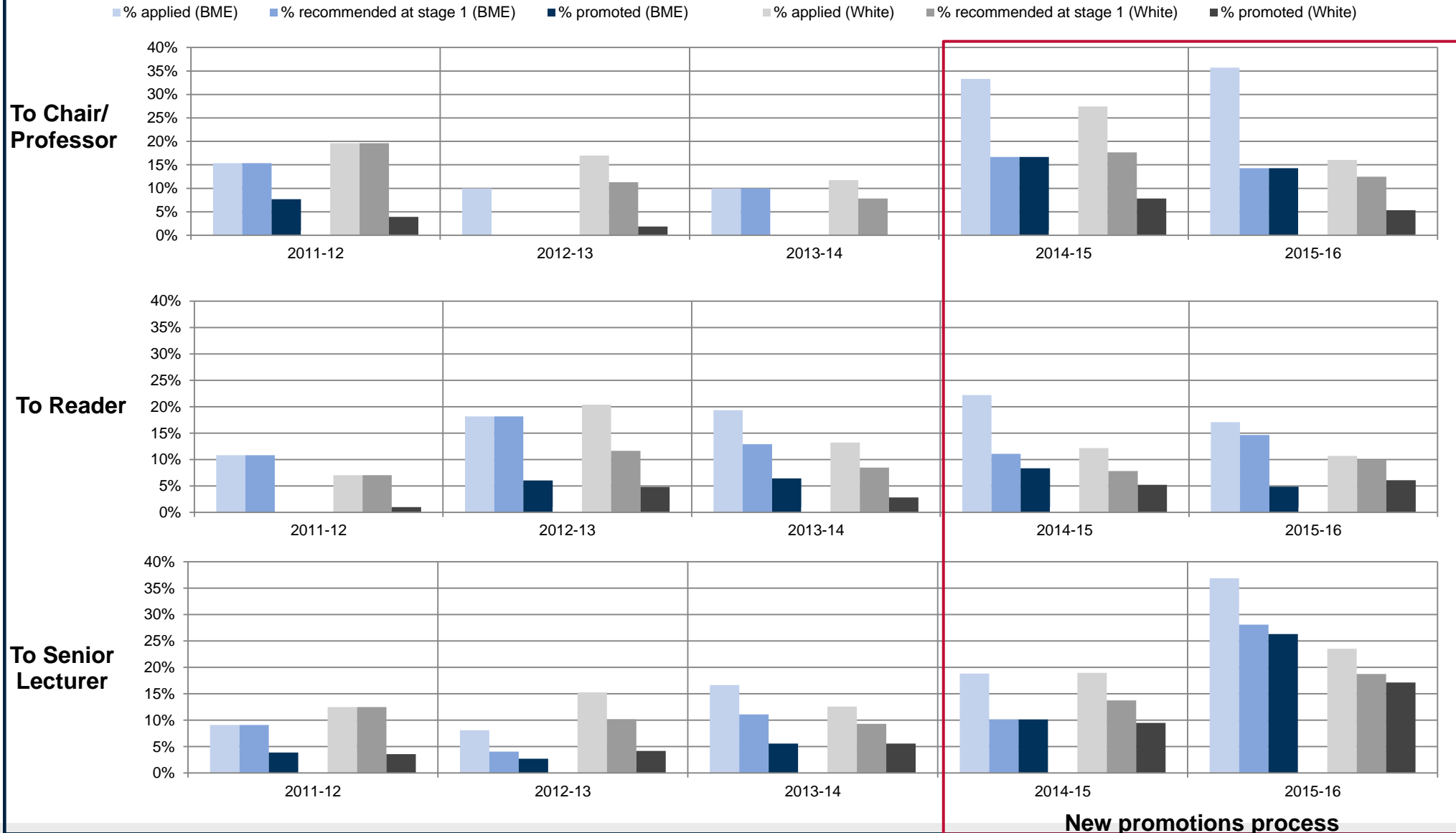|	% Applied/Recommended		% Recommended/Successful		% Applied/Successful	
	BME	**W**	**BME**	**W**	**BME**	**W**
To Professor/Chair						
2011-12	100%	100%	50%	20%	50%	20%
2012-13	0%	67%	0%	17%	0%	11%
2013-14	100%	67%	0%	0%	0%	0%
2014-15	50%	64%	100%	44%	50%	29%
2015-16	40%	78%	100%	43%	40%	33%
To Reader						
2011-12	100%	100%	0%	14%	0%	14%
2012-13	100%	57%	33%	42%	33%	24%
2013-14	67%	64%	50%	33%	33%	21%
2014-15	50%	64%	75%	67%	38%	43%
2015-16	86%	93%	33%	62%	29%	57%
To Senior Lecturer						
2011-12	100%	100%	43%	29%	43%	29%
2012-13	50%	67%	67%	41%	33%	27%
2013-14	67%	74%	50%	60%	33%	44%
2014-15	54%	73%	100%	69%	54%	50%
2015-16	76%	80%	94%	91%	71%	73%

New promotions process

- This year has seen an increase in the proportion of BME staff applying for and being successfully appointed to senior lecturer and professor roles.

- There has been a decrease in the proportion of BME staff applying and being promoted to be a reader. Therefore our talent initiatives should have a focus on senior lecturers to help them progress to the next level.

# **3** **Talent / Career Development –** Promotions

Key Highlights

- There has been a positive impact on promotions for academic staff using the new promotions criteria

- Next years report will include information on Professional and Support Staff who have moved up a grade

3 Talent / Career Development

PDR

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

College or Directorate	Started	Completed
Academic Registrar & Student Services	85 (81.7%)	62 (59.6%)
College of Business Art & Social Science	273 (78.4%)	147 (42.2%)
College of Eng, Design & Phys Sciences	245 (73.1%)	79 (23.6%)
College of Health & Life Sciences	184 (82.9%)	111 (50.0%)
Director of Commercial Services	58 (44.6%)	38 (29.2%)
Director of Communications, Marketing and Student Recruitment	77 (77.0%)	15 (15.0%)
Director of Estates	27 (100.0%)	14 (51.9%)
Director of Human Resources	26 (100.0%)	21 (80.8%)
Director of Information Services	111 (77.1%)	39 (27.1%)
Finance Directorate	37 (77.1%)	33 (68.8%)
Research Institutes	52 (85.2%)	20 (32.8%)
Other	130 (85.0%)	99 (64.7%)
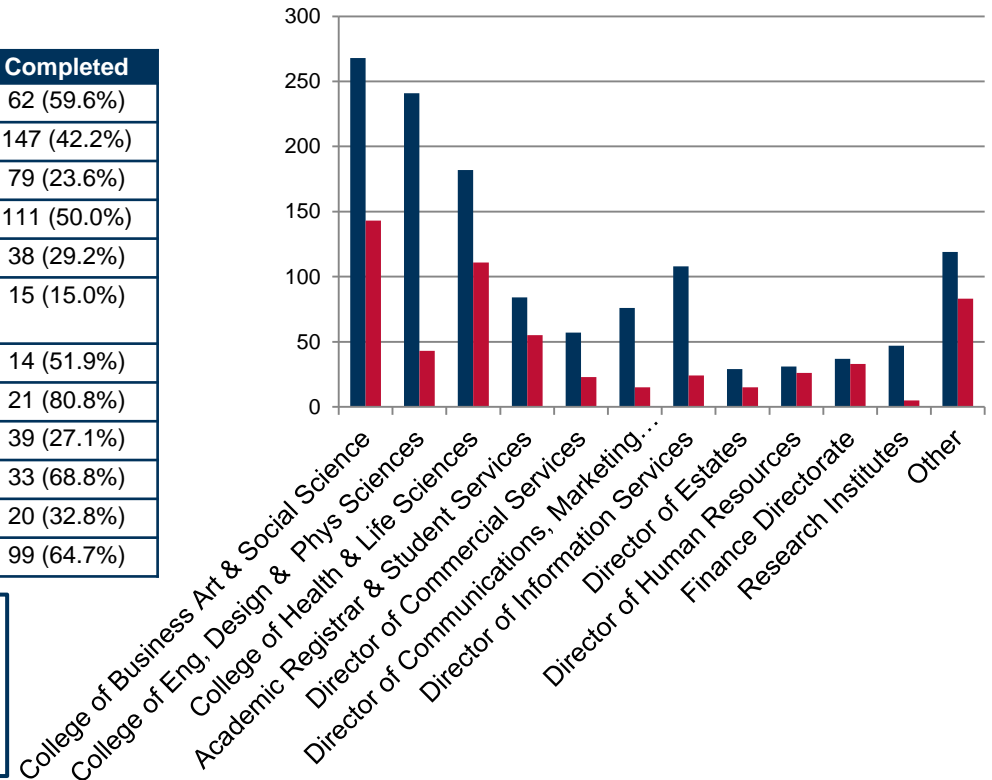
Key Question
How do we increase both the quality of and engagement with the PDR process?

- As at December 20th 2016 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

Brunel University London

3 Talent / Career Development

3.4 Training attendees by Ethnicity (15/16)

■ All Employees ■ Attendees
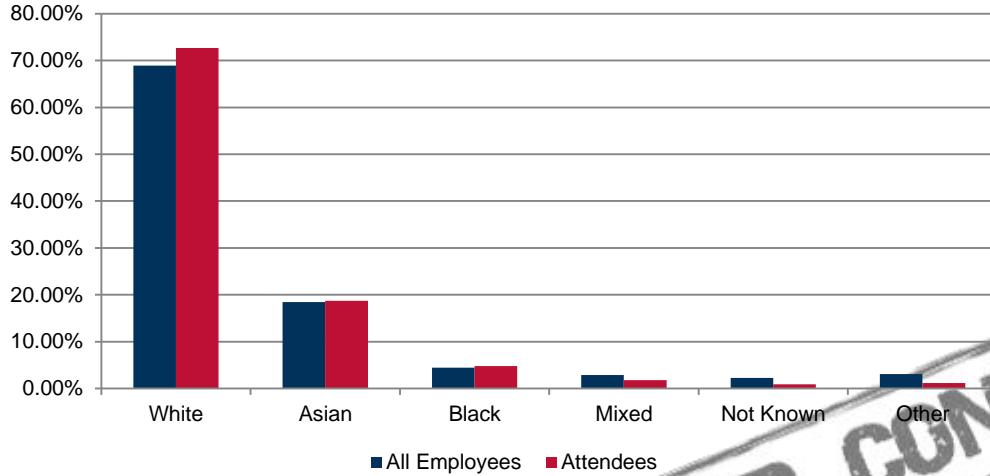
3.5 Training attendees by Disability (15 /16)

■ All Employees ■ Attendees
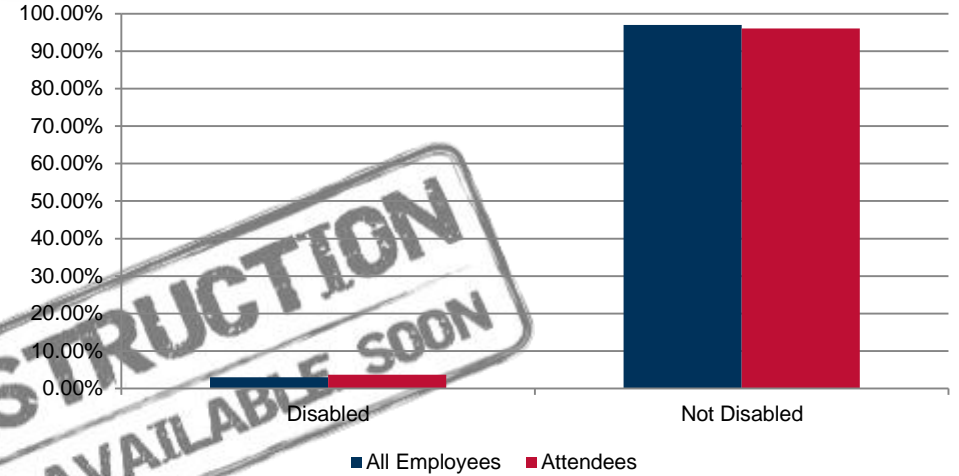
3.6 Training attendees by Gender (15/16)

■ All Employees ■ Attendees
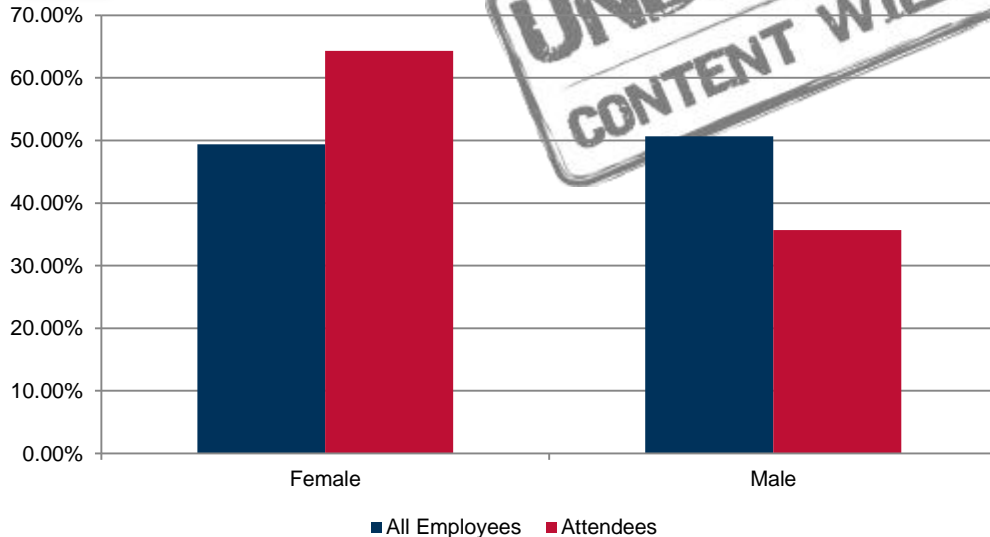
3.7 Training attendees by Age (15/16)

■ All Employees ■ Attendees

UNDER CONSTRUCTION
CONTENT WILL BE AVAILABLE SOON

Brunel University London   *only 14/15 data is available so a comparison has been made against all employees. Next year will have year on year comparisons

45
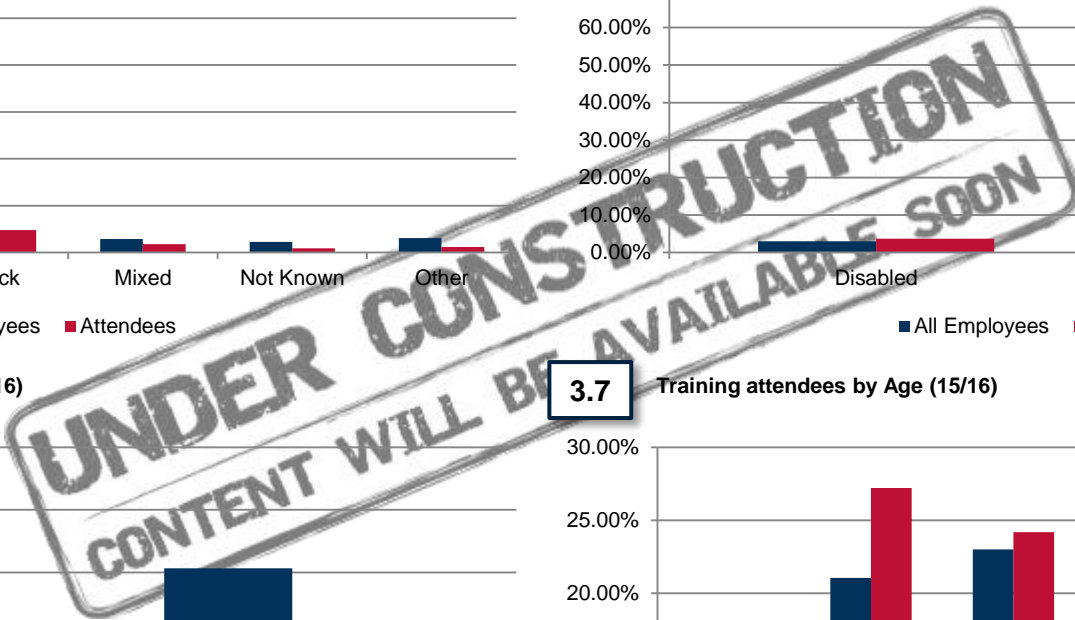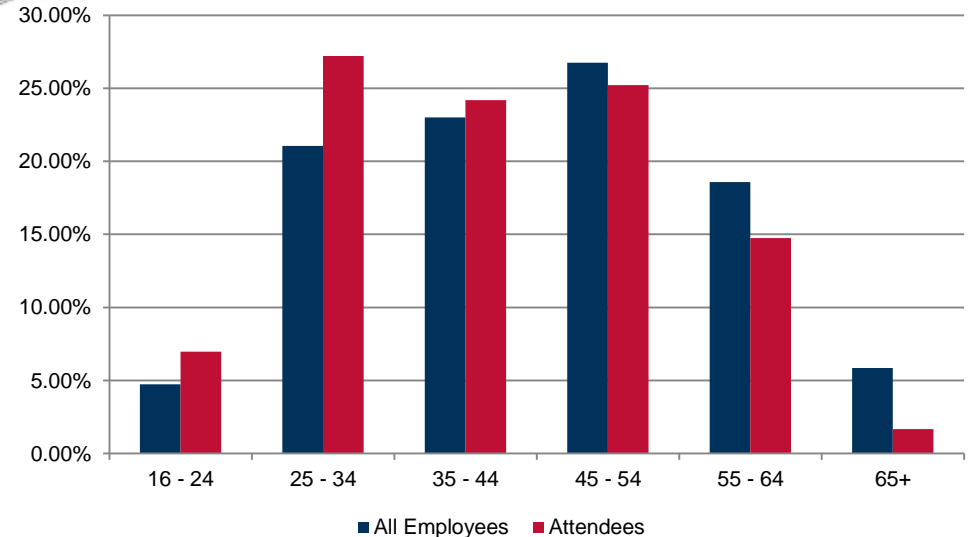
3 Talent / Career Development

Compliance Training

Approximate figures: training recording system under development

3.8   Compliance Training Completion rate by Directorate

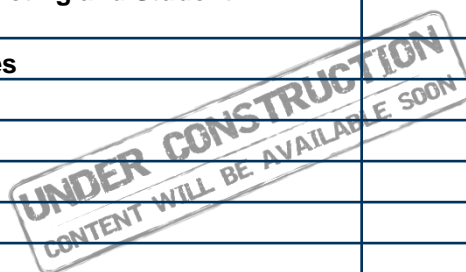|	Anti Bribery	Data Protection	Equality and Diversity	Environment	Health and Safety	UKVI
College of Business Art & Social Science	28%	11%	21%	1%	14%	16%
College of Eng, Design & Phys Sciences	11%	7%	23%	1%	9%	15%
College of Health & Life Sciences	27%	12%	27%	0%	8%	15%
Academic Registrar & Student Services	100%	97%	62%	59%	92%	58%
Director of Commercial Services	38%	19%	26%	4%	38%	21%
Director of Communications, Marketing and Student Recruitment	93%	60%	57%	65%	56%	62%
Directorate of Information Services	39%	35%	20%	8%	26%	5%
Director of Estates	29%	0%	19%	6%	4%	0%
Director of Human Resources	97%	65%	65%	68%	39%	68%
Finance Directorate	56%	27%	17%	0%	3%	7%
Research Institutes	33%	8%	36%	0%	32%	8%
Other	63%	38%	39%	22%	25%	32%
Total	**39%**	**23%**	**29%**	**11%**	**24%**	**21%**

• Compliance training completion rate as at 21st of December 2016 showed low levels 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)

	< 1 year	1 - 2 years	3 - 5 years	6 - 10 years	10 - 15 years	15+ years
13/14	107	187	243	588	281	314
14/15	189	190	271	544	280	306
15/16	161	296	234	515	299	330
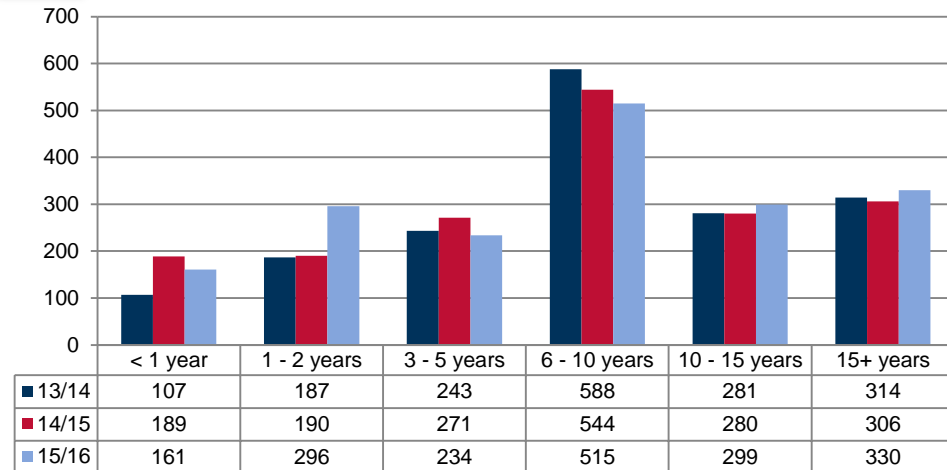
3.10 | Length of service (fixed term only)

	< 1 year	1 - 2 years	3 - 5 years	6 - 10 years	10 - 15 years	15+ years
13/14	647	337	101	50	13	11
14/15	538	234	99	40	13	15
15/16	531	298	84	36	13	11
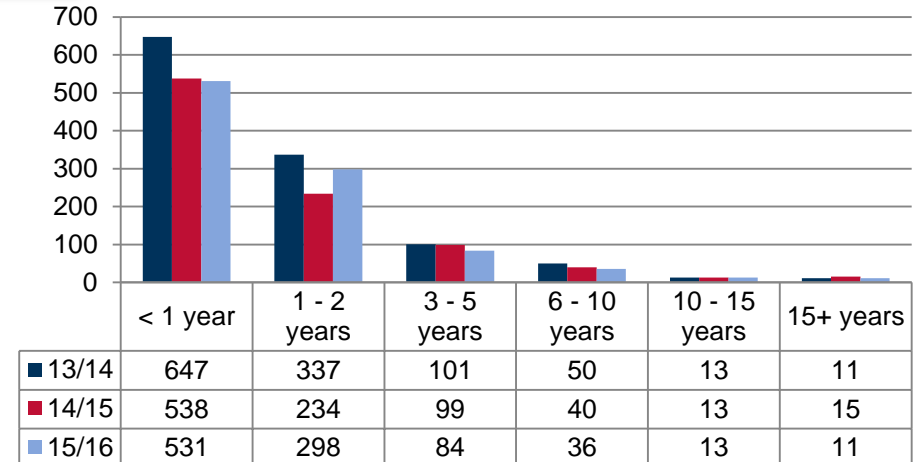
- Brunel employees are loyal with 1/3 of the permanent staff with >10 years' service. This does not demonstrate however whether they have job satisfaction

- 25% of permanent staff has less than 2 years' service; a reflection of the degree of change in the past two years

- Brunel will hold its first long service award ceremony on the 19th of January 2017 for 100 staff with over 25 years' service

- The majority of fixed term staff have between 1-5 years service

Brunel University London

47

3 Talent / Career Development

3.11 Headcount of employees aged 60+ by contract type

	Academic	Hourly Paid/Casual	Professional/Support	Research
13/14	103	84	153	23
14/15	93	66	152	10
15/16	89	71	164	9
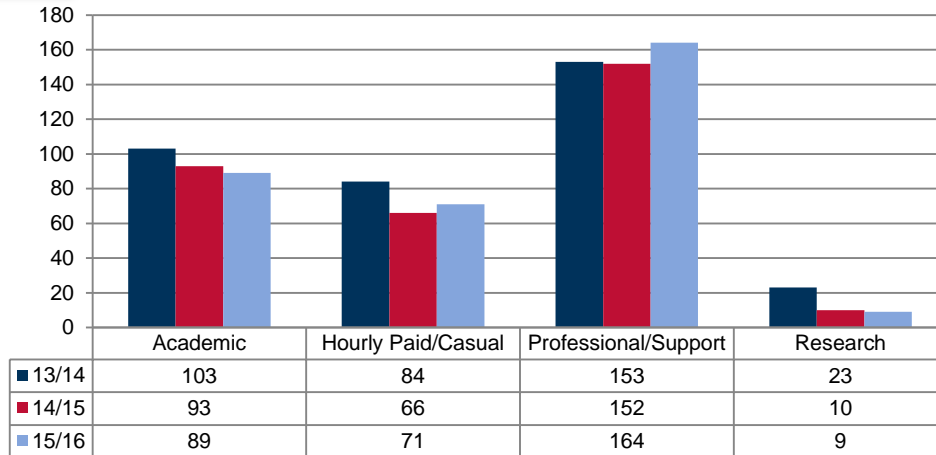
3.12 Average age of retirees by year

	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Total	62.84	63.10	64.80	60.83	62.47	63.97	63.28
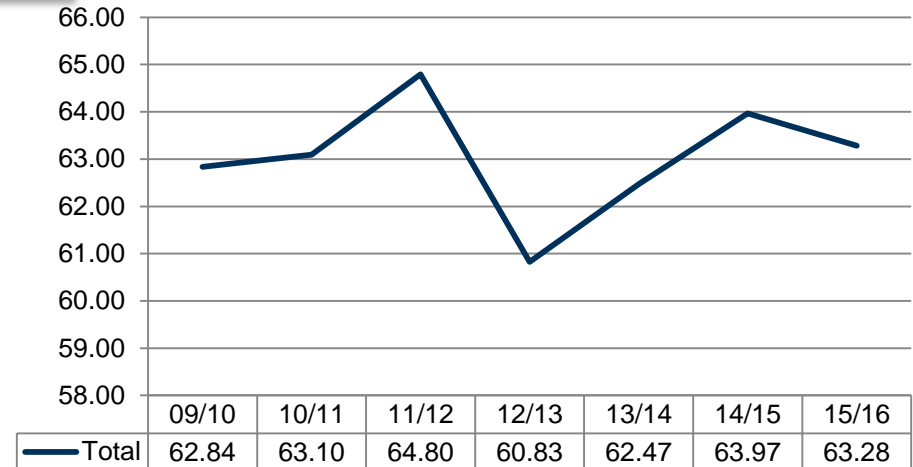
3.13 Course attendance for "Planning Ahead for Retirement" and "Mid Career Financial Planning"

	11/12	12/13	13/14	14/15	15/16
Career Planning for Support Staff					10
Mid Career Financial Planning	7	10	12	6	19
Planning Ahead for Retirement	5	9	11	10	11
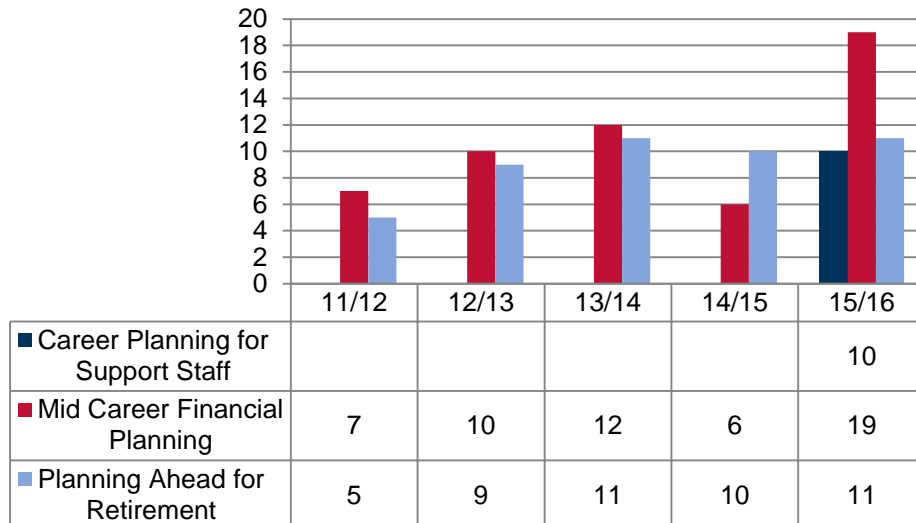
The ageing workforce profile illustrates the importance of investing in pre-retirement seminars and succession planning. The changes to the USS pension scheme will also create more discussions of flexible retirement.

Key Question
How can we better prepare our staff for retirement?

4. Talent Acquisition

4 Talent Acquisition

4.1 Applicants by month

Legend: Academic — Professional / Support — Research

4.2 Average applicants per vacancy

	Academic	Professional / Support	Research
13/14	25.41	21.19	12.47
14/15	20.95	20.12	13.41
15/16	16.93	17.51	17.88

4.3 Applicant age brackets

	16 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65+
13/14	782	2068	1147	583	231	12
14/15	660	2029	1202	667	211	14
15/16	625	1749	1103	619	198	21

4.4 Applicants by ethnicity

	White	Asian	Black	Mixed	Other	Info Refused	Unknown
13/14	2793	1392	325	273	116	57	26
14/15	2372	1695	471	218	211	28	25
15/16	2146	1421	439	225	216	29	22

4 Talent Acquisition

4.5 Applicants by disability

	Disabled	Not Disabled	Refused	Unknown
13/14	136	4456	36	354
14/15	144	4858	37	462
15/16	147	4329	38	368
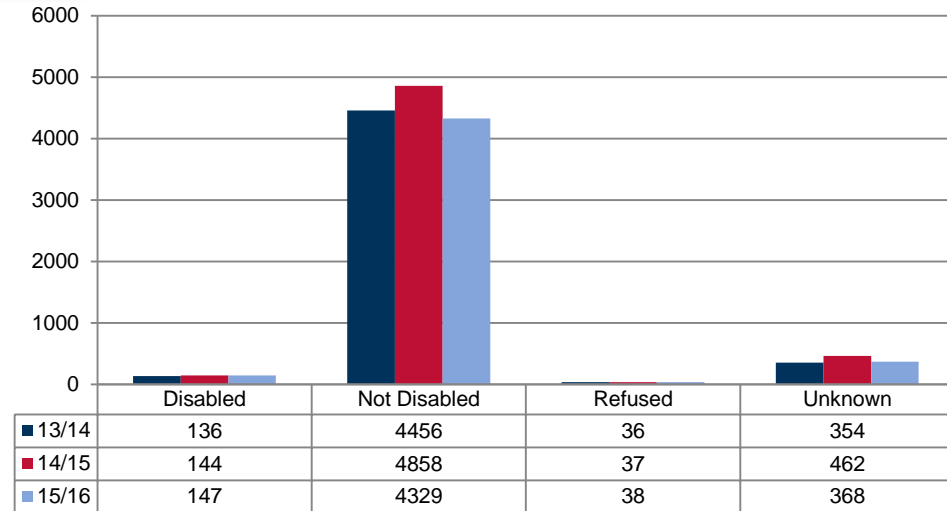
4.6 Average applicants by gender

	Female	Male	Unknown
13/14	2312	2450	220
14/15	2657	2618	226
15/16	2391	2298	193
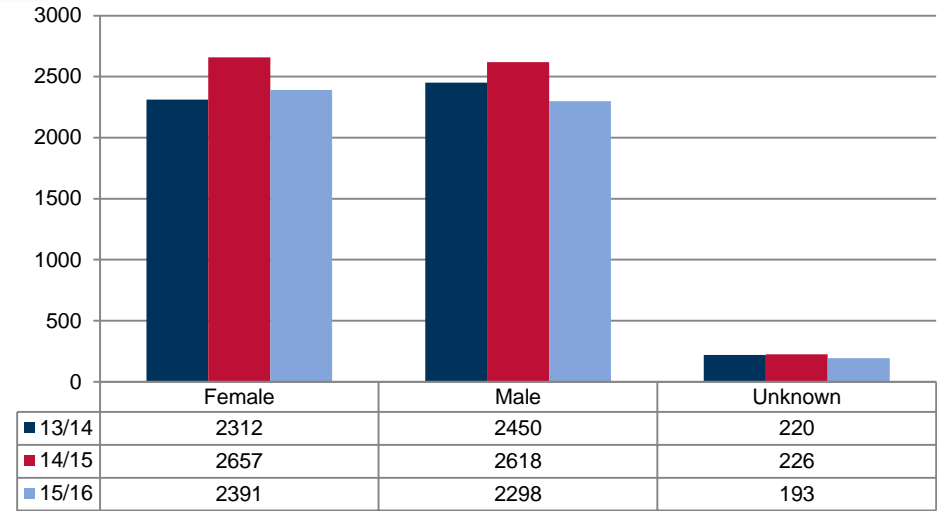
4.7 Applicants by sexual orientation

	Bi-Sexual	Gay	Heterosexual	Lesbian	No Comment
13/14	57	63	3313	23	1526
14/15	90	72	3763	18	1558
15/16	74	74	3420	21	1293
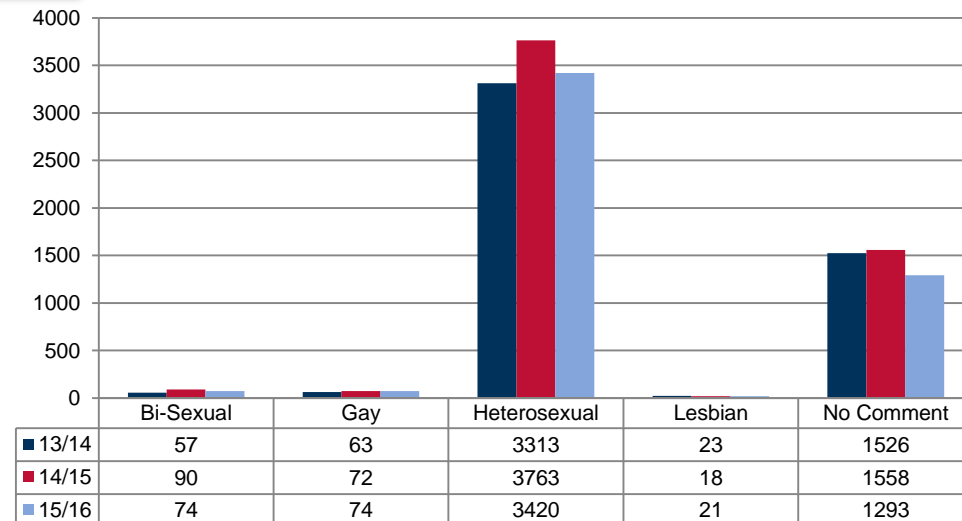
4.8 Applicants by Religion / Belief

	Buddhist	Christian	Hindu	Jewish	Muslim	None	Other	Sikh	Spiritualist	No Comment
13/14	69	1277	297	30	477	1218	98	103	16	1397
14/15	79	1539	415	24	559	1178	99	171	31	1406
15/16	72	1341	372	21	487	1138	89	123	33	1206
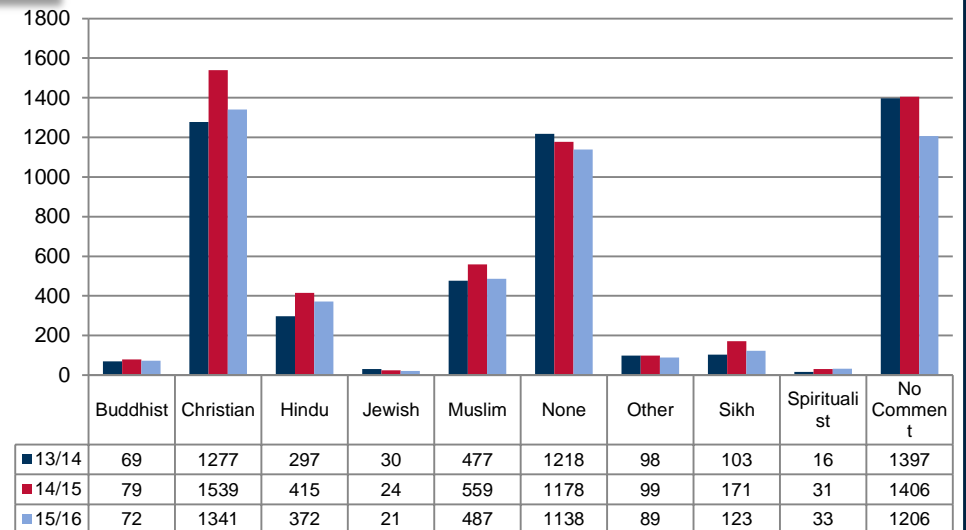
4 Talent Acquisition – Applicants

- The average applicants per vacancy has decreased slightly 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

- Collection of data by protected characteristics is improving as recruitment processes become 'slicker'. There is a diverse range of candidates applying for roles. The bulk of applications are made by people between the ages of 25-34

- However there remains a high proportion of non disclosures (no comments) for religion and sexuality compared with both the sector and market.

4 Talent Acquisition

4.9 Vacancies by month
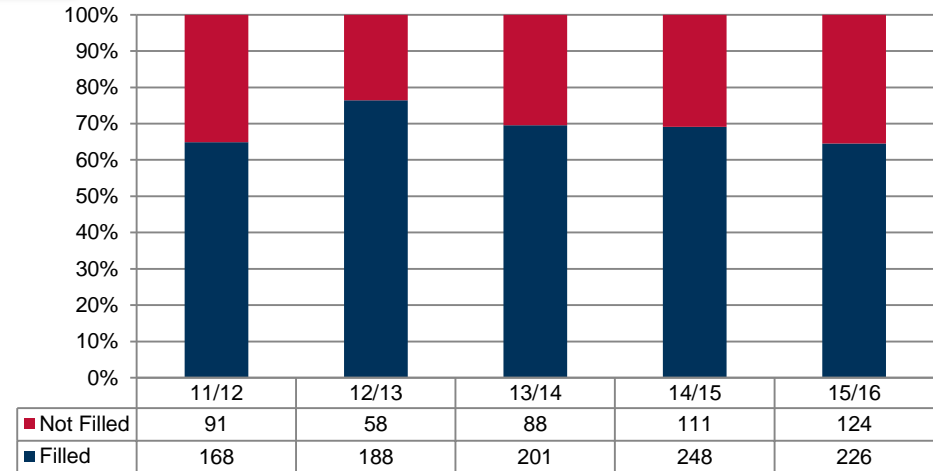

Legend: Academic — Professional / Support — Research
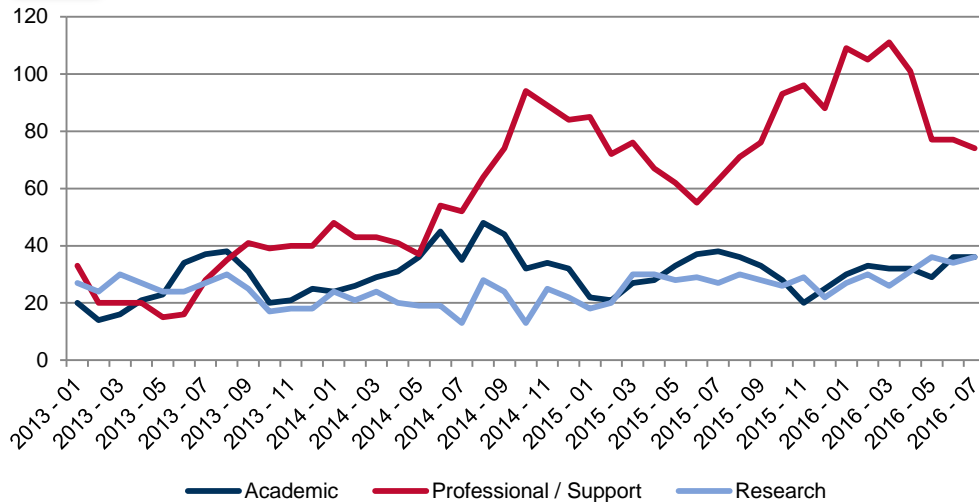
4.10 % of recruitments filled

	11/12	12/13	13/14	14/15	15/16
■ Not Filled	91	58	88	111	124
■ Filled	168	188	201	248	226

4.11 Average days taken to recruit

	Academic	Professional / Support	Research
■ 13/14	124.28	68.69	96.60
■ 14/15	178.71	83.77	103.00
■ 15/16	122.38	77.59	84.59
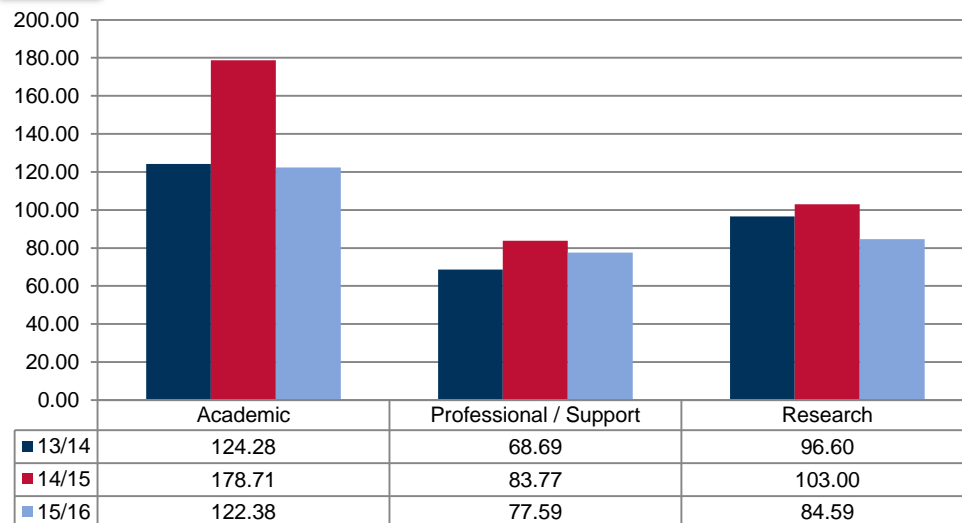
- This year has seen a significant increase in the volume of recruitment for professional staff compared with previous years, although it is now beginning to taper off
- There has been a reduction this year in the number of days taken to recruit staff, going back to levels similar to those in 2013/14
- Non approval of REAPs was used as a cost control exercise in 15/16 with managers needing to make robust business cases for recruitment

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	72%	73%	**No**
I feel part of the University	75%	70%	**Yes**
I feel valued by the University	58%	54%	**Yes**
I feel valued by students/other service users	85%	85%	**No**
I feel fairly paid for the work I do	66%	64%	**Yes**
The University's Senior Management Team manages and leads the University well (excludes 'don't know')	51%	67%	**Yes**
I feel the University delivers good quality service to students/service users	79%	85%	**Yes**
I feel proud to work for the University	80%	86%	**Yes**
The University is a good place to work	78%	88%	**Yes**
Would you recommend the University to a friend as a place to work? (excludes 'don't know')	74%	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	85%	92%	**Yes**
Do you know how to report accidents and incidents?	69%	69%	**No**
My team leader/line manager/immediate supervisor keeps me informed about things I should know about	78%	77%	**No**
Have you had an individual appraisal/performance development review (or Job Chat) in the last 12 months?	87%	83%	**Yes**
I am satisfied with my current level of learning and development	77%	73%	**Yes**
On the whole, communication in the University is effective	52%	55%	**Yes**
I am satisfied with the support I get from my immediate manager	80%	80%	**No**

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	77%	77%	**No**
Overall, I feel UNDULY stressed at work	29%	31%	**Yes**
Are you CURRENTLY being harassed or bullied at work	6%	5%	**No**
Have you felt discriminated against at work in the last 12 months?	13%	11%	**Yes**
I often think about leaving the University	42%	37%	**Yes**

- 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

For the second year of the externally hosted employee survey, the overall Response Rate of increased from 59% to 62% was credible.

The University was compared to 52 other HEIs surveyed in 2014 and 2015 in relation to being an Employer of Choice. When the Employer of Choice scores are ranked in descending order Brunel is placed in the lower quartile.

We remain 77% engaged as a workforce- no change from 2015 which is at the lowest quartile of the sector but still higher than the private sector.

There are six Brunel Voice Action groups each working on a theme identified as a need from the results. All groups have equality and diversity champions on the team:
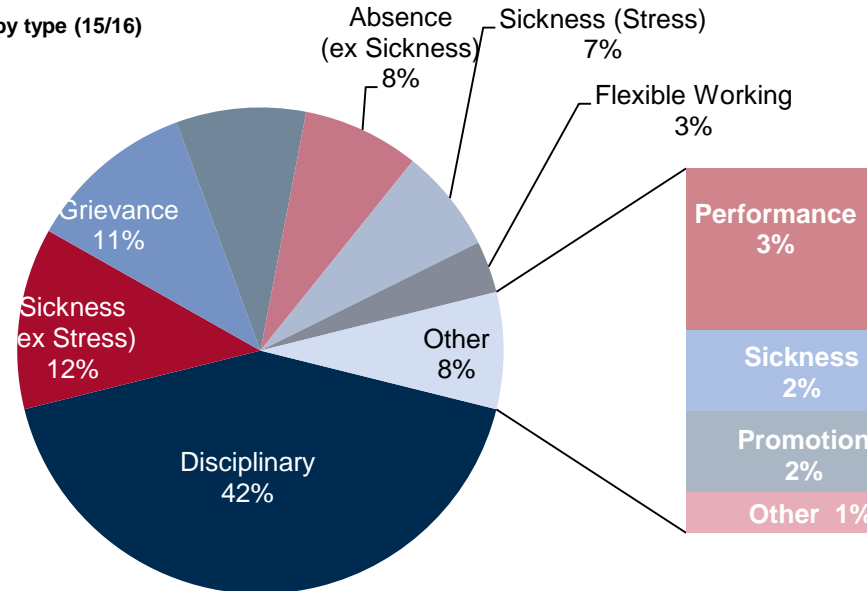
1. Leadership visibility& access

2. Greater appreciation, recognition & courtesy towards staff

3. Post TxP clarity on roles/responsibilities & review of re-organisation pressures

4. Reward and recognition

5. Committee Meetings

6. Process Improvement.

5 Employee Relations & Engagement

5.3 **Number of cases being managed by year**
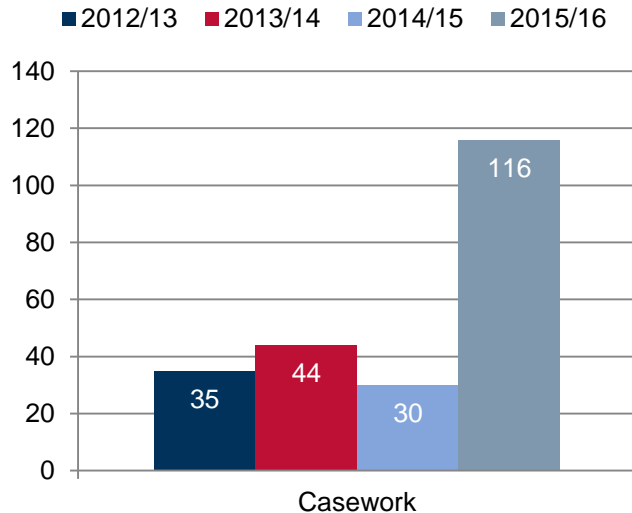

5.4 **% Casework by type (15/16)**

- The recording of 'informal' casework remains incomplete. Trends indicate that employee relations issues are increasing, with a huge jump from 30 cases last year to 116 cases this year. 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, an increase of 78% from last year. Eleven involved Dignity at Work, three involved harassment and bullying issues (two possibly racial) and two miscellaneous complaints.

- 87 members of staff utilised the counselling service, an increase of 32% from last year. The top 4 issues reported to the service were Anxiety (32%), Work Issues (29%), Relationships (non work) (21%) and Depression (18%).

5 Employee Relations & Engagement

Legal Fees / other costs

5.5 Legal fees & Tribunal costs

	13/14	14/15	15/16
Total Fees	£1,231,537	£843,948	£491,600
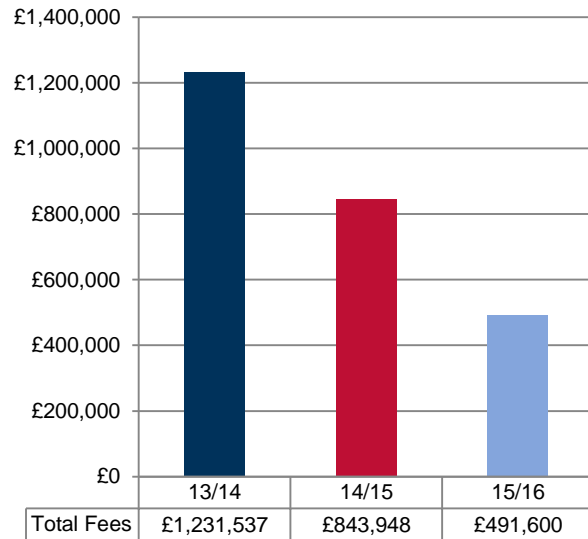
5.6 Settlement Agreements and Redundancy Payments

	13/14	14/15	15/16
Termination Payments	£295,915	£966,043	£582,240
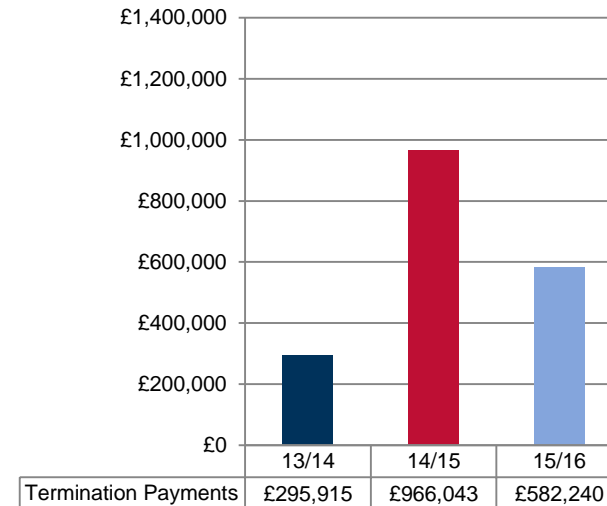
- This data set is a new inclusion in this report and warrants further analysis, as cost / investment is a key indicator of performance

- 13/14 and 14/15 had disproportionately high legal fees, due to a sensitive, complex and protracted legal case

- We engage earlier in casework with external legal advisers to try and avoid litigation

6. Employee Wellbeing

6 Employee Wellbeing

6.1 **Occupational Health referrals and reviews by directorate (Feb to July 2016)**

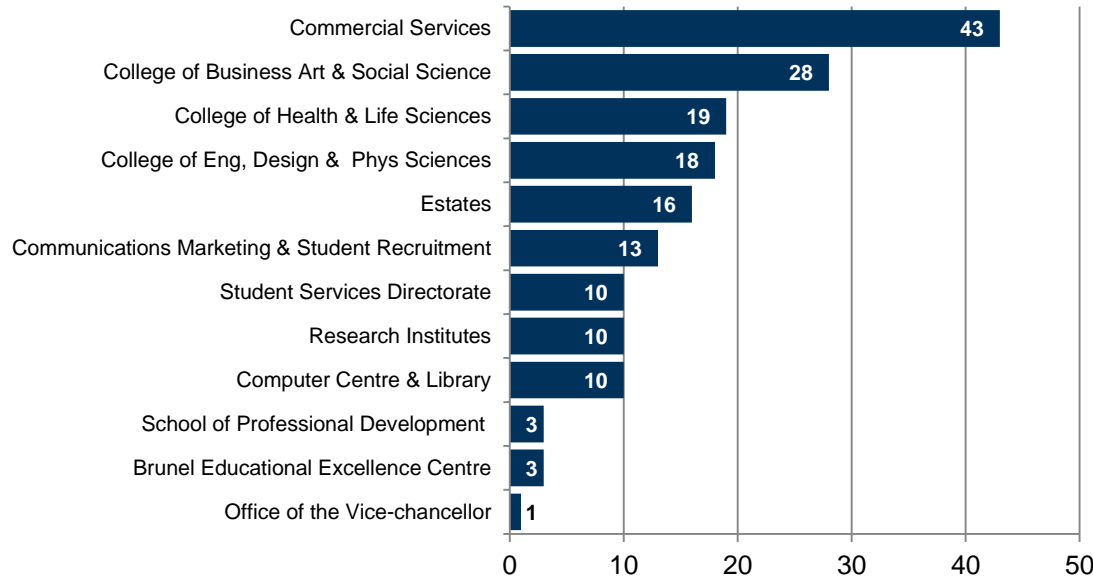| Directorate	Value
Commercial Services	43
College of Business Art & Social Science	28
College of Health & Life Sciences	19
College of Eng, Design & Phys Sciences	18
Estates	16
Communications Marketing & Student Recruitment	13
Student Services Directorate	10
Research Institutes	10
Computer Centre & Library	10
School of Professional Development	3
Brunel Educational Excellence Centre	3
Office of the Vice-chancellor	1

6.2 **Counselling usage by employees**

Employee Clients	87

Gender	% headcount
Male	30
Female	57

Top 4 Problem Presented	% headcount
Depression	18
Anxiety	32
Relationships (non-work)	21
Work Issues	29

- More women access Brunel's counselling services than men. This is a national issue. The vast majority of those referred for NHS counselling for anxiety and depression are women (two thirds).

- The University has a new provider for occupational Health referrals and reviews, therefore data was only available for 6 months.
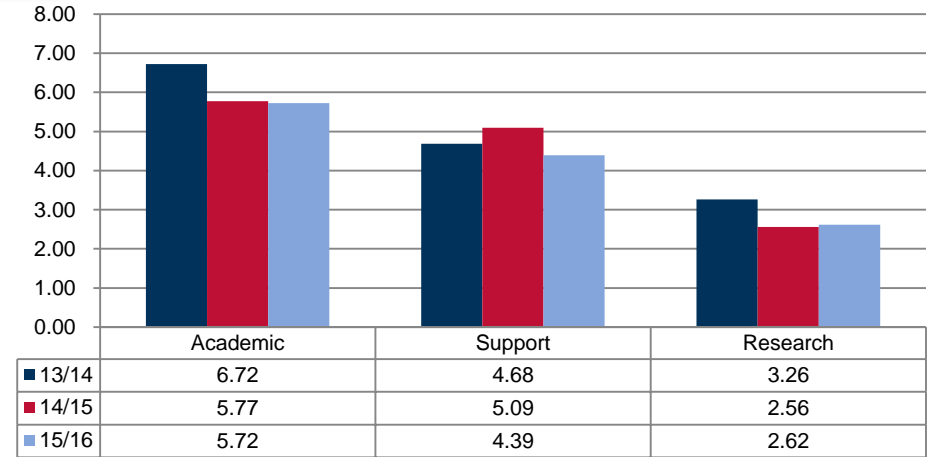
6 Employee Wellbeing

Sickness Absence

6.3 Average working days lost per employee

	Academic	Professional / Support	Research
13/14	2.06	8.78	0.83
14/15	2.12	8.97	0.35
15/16	2.15	7.10	0.44
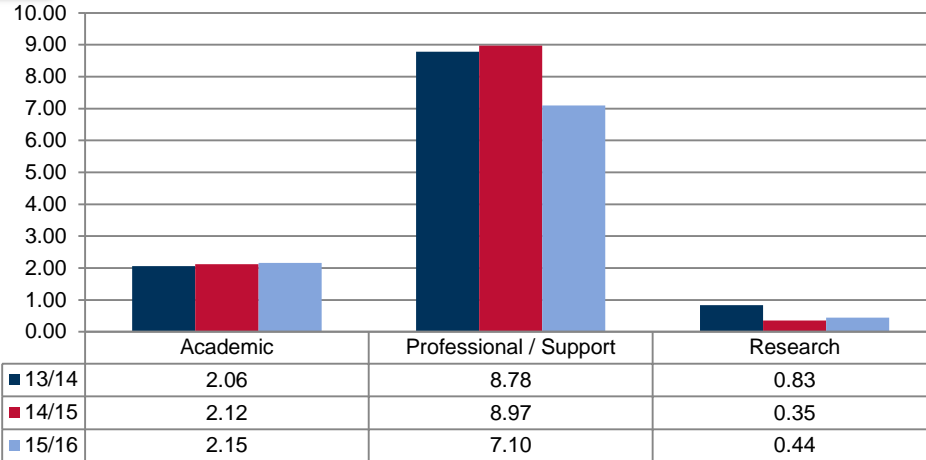
6.4 Average Working days per Absence

	Academic	Support	Research
13/14	6.72	4.68	3.26
14/15	5.77	5.09	2.56
15/16	5.72	4.39	2.62

6.5 Working days lost by reason

	Back problems	Cancer	Industrial Accident	Pregnancy related	Stress	Other
13/14	876	400	28	217	1353	1955
14/15	800	399	3	271	2036	1041
15/16	542	347	12	75	1111	562

Brunel University London
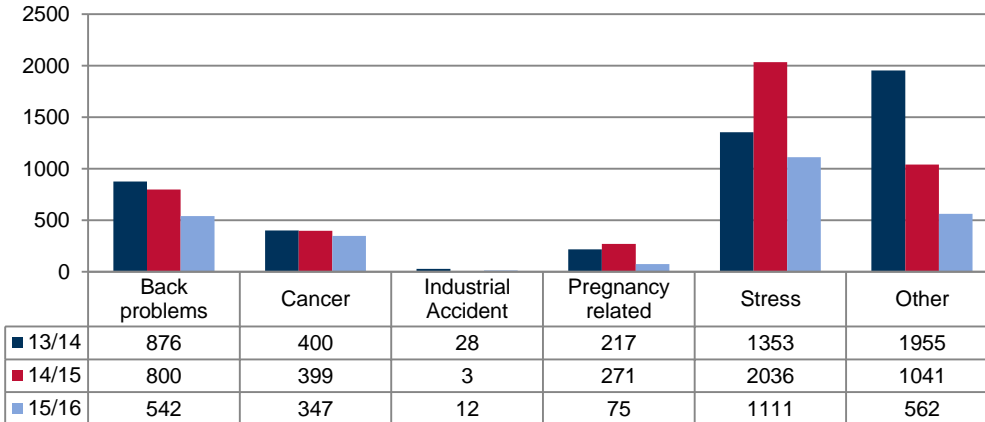
6 Employee Wellbeing – Sickness Absence

- The fifth UCEA survey report on sickness absence in the HE sector show that on average 6.0 days were lost per employee. At Brunel it's 2.15 days for academic staff, 7.10 days for professional/support staff and 0.44 days for research staff. The average working days lost therefore for all groups of employees is 3.23, which is lower than the HE average.

  - o The average working day lost per professional/support staff reduced by 1.9 days in 2015/16

  - o Although lower number of working days are lost per academic/research employees, this is probably a case of underreporting of short term illness. This is supported by the marked increase when they are analysed by average working day per absence.

- The UCEA survey also showed the average length of absence was 5.4 days. At Brunel the average is 5.72 for academic staff, 4.39 professional/support staff and 2.62 for research staff. The average for all groups of employees is 4.24 days which is lower than the HE average.

- The UCEA Workforce survey showed that the cost of absence per employee nationally was £669 per episode, compared with the CIPD estimate from 2016 of £835

- An attempt has been made to analyse sickness absence by reason, however due to current limitations in this method of reporting, the results presented are unlikely to be reliable. It is hoped this will be addressed and improved with implementation of Project Tiger.

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

S10 Universities: City University, University of East Anglia, University of Essex, Goldsmiths, University of Kent, University of Reading, Royal Holloway, University of Surrey, University of Sussex

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. **International Men's Day** was celebrated on 24th November 2015. Staff and students were able to nominate inspirational Brunel men. Twenty three nominees were celebrated at the event.

2. **Disability History Month** took place on 8th December 2015. This is an annual event, now in its fifth year, creating a platform to focus on the history of the struggle for equality and human rights for disabled people. The event also celebrated the University becoming a Stonewall Diversity Champion.

3. **Brunel's Carers Conference** - the first carer's conference at Brunel took place on the 20th of January 2016. The event was focused on inspiring positive change for students with caring responsibilities and was attended by staff and students.

4. **International Women's Day** - for the fifth year Brunel's Equality and Diversity Team led a celebration of International Women's Day with a lunchtime event in the Hamilton Centre on 10th March 2016.

5. **Equality and Diversity Short Story Competition** - The Equality and Diversity Team ran a short story competition for staff and students and held a prize giving ceremony in the Arts Centre in April 2015. There were twenty three entries with four prizes awarded.

6. **Brunel Equality and Diversity Conference 2016** – Brunel's First Equality and Diversity conference was hosted by Professor Lorraine De Souza and the Associate Deans for Equality and Diversity on the 20th of April 2016. The event showcased the latest research on Equality and Diversity from all three colleges.

7. **LGBT History Month** took place in February 2015. There was a session with a representative from Stonewall who gave a general session on LBGT issues, followed by a discussion over afternoon tea.

Appendix 2- Staff Network Group Annual Report

All staff network groups were asked for feedback on the PDR process. They also had input into the equality and diversity strategy and were consulted on a number of HR polices.

Women's Staff Network Group

- Brunel Voice – more space for open comments. Stress seems to be on the increase

- Condition of women's toilets in the lecture centre – separate staff and student toilets

- Toilet seats being stolen in St John's building

- Lack of hot water in the Elliott Jacques building

- More activities put on during lunchtime that are between 30-40 minutes. Less than an hour so people have the chance to move between buildings

- a bus to take staff into Uxbridge at lunchtime

- requirements to work on Saturdays and evenings and the impact on those with caring responsibilities – TOIL vs overtime payment

- Flexible working

- Female academics picking up more admin and pastoral roles

Appendix 2 – Staff Network Groups Annual Report

Ethnic Minorities Staff Network Group

- Held a staff development workshop, run by Rajinder Mann from the Network for Black and Asian Professionals. Topics included personal branding and a SWOT analysis

- For Brunel to sign up to the Race Equality Charter

- How Brunel is progressing in achieving their equality and diversity objectives (now outlined in the equality and diversity strategy)

- One of the co-chairs of the network sat on the Brunel Voice Working Group - Leadership, Visibility & Access led by Bill Leahy

Disability network

- Under-reporting of disability by staff – how can reporting be encouraged

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

- Better understanding and support for staff who have children with disabilities

Appendix 2 – Staff Network Groups Annual Report

Carers network (joint staff and students)

Relaunched this year. The issues raised included:

- staff felt that they were being well looked after by their Brunel line managers

- a need for a Carers Policy so there was an official policy which might be followed. The reliance on the goodwill of the line manager was worrying and they all expressed an element of guilt when at times of Caring crisis they have to leave suddenly and leave colleagues to cover for them

- The difficulty of going with loved ones to a hospital Consultant's appointment was highlighted

- It was apparent that the needs differ between Professional/Support Staff and Academics who have the freedom to manage their work hours

- Alongside this was the compassionate leave allowance when a family member has died "up to 10 days" again the line manager has the discretion as to the time allowed. One Carer stated that she recently had to go back to India following the death of her father and all that this entails

- It was suggested that Staff Development might run a course for Managers on Caring