Athena SWAN: Bronze and Silver institution application

Contents

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

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

Name of institution	The Open University
Date of application	November 2020
Award Level	Bronze
Date joined Athena SWAN	2012
Current award	Date: 2016 Level: Bronze
Contact for application	**REDACTED**
Email	**REDACTED**
Telephone	**REDACTED**

LIST OF ACRONYMS

AER	Annual Effectiveness Review
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AL	Associate Lecturer
APD	Academic Professional Development
APPLAUD	Accrediting and Promoting Professional Learning and Academic Development
AQGC	Academic Quality and Governance Committee
AS	Athena SWAN
ASPC	Academic Staff Promotions Committee
AWM	Academic Workload Management
BAME	Black, Asian, and Minority Ethnic
BBC	British Broadcasting Corporation
CDSA	Career Development and Staff Appraisal
CROS	Careers in Research Online Survey
CSR	Core Systems Replacement
CV	Curriculum Vitae
EA	Equality Analysis
EDI	Equality, Diversity and Inclusion
EDISG	Equality, Diversity and Inclusion Steering Group
E&I	Engineering and Innovation
FASS	Faculty of Arts and Social Sciences
FBL	Faculty of Business and Law
FPE	Full Person Equivalent
FTC	Fixed Term Contract
FTE	Full-Time Equivalent
GDPR	General Data Protection Regulation
GESG	Gender Equality Steering Group
HE	Higher Education
HEA	Higher Education Academy (now Advance HE)
HEIDI	Higher Education Information Database for Institutions
HESA	Higher Education Statistics Agency
HE-BCI	Higher Education-Business and Community Interaction (survey)
HoS	Head of School
HWSC	School of Health, Wellbeing and Social Care
IET	Institute of Educational Technology
KiT	Keeping in Touch
LGBT+	Lesbian, Gay, Bisexual and Transgender
LMS	Learning Management System
MI	Management Information
MLC	My Learning Centre
M&S	School of Mathematics and Statistics
NSS	National Student Survey
OU	The Open University
PIRLS	Principal Investigators and Research Leaders Survey
PS	People Services
P&S	Professional and Support (staff)
PVC	Pro-Vice-Chancellor
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RH	Resourcing Hub
RoI	Republic of Ireland
RSI	Recruitment, Selection and Interviewing

SAT	Self-Assessment Team
SBS	Staff Barometer Survey
SL	Senior Lecturer
SMP	Shared Management Practices
SPLiT	Shared Parental Leave in Touch
SPS	School of Physical Sciences
STEM	Faculty of Science, Technology, Engineering and Mathematics
STEM	Science, Technology, Engineering and Mathematics
STEMM	Science, Technology, Engineering, Mathematics and Medicine
T&D	Talent and Development
ToR	Terms of Reference
UB	Unconscious Bias
UCU	University and College Union
VCE	Vice-Chancellor's Executive
WELS	Faculty of Wellbeing, Education and Language Studies
YASS	Young Applicants in Schools Scheme

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1. Letter of endorsement from the head of institution [449 words]

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

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

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

Professor Tim Blackman

Vice-Chancellor

The Open University
Walton Hall
Milton Keynes
United Kingdom
MK7 6AA

Tel +44 (0) 1908 654008
REDACTED

26 November 2020

Dear **REDACTED**

I am writing to convey my unequivocal support for the Athena SWAN charter and for this submission.

I took up post as Vice-Chancellor of The Open University in October 2019 with a commitment to equality, diversity and inclusion, and a vision to place this agenda at the heart of the University's strategy and plans. Recent restructuring has slowed the progress we would have liked to have seen. To bring about real and lasting change, I have created a new role of Dean for Equality, Diversity and Inclusion, reporting to me, with **REDACTED** joining my office on 1 December 2020. Gender equality will be one of her key priorities and she will work with me in further embedding Athena SWAN across the institution, particularly through the implementation of the Action Plan contained in this submission.

The OU was founded in 1969 with the mission to be open to people, places, methods and ideas. That mission embodies our commitment to equality, diversity and inclusion. Our current Chancellor, Baroness Martha Lane Fox, is a great ambassador for this cause, championing efforts towards diversity within the IT sector and keen to see the OU create impact too.

Since our last award we have:

- ☐ Created more transparent criteria for academic promotions which recognise excellence in teaching as well as research;
- ☐ Committed to move our large Associate Lecturer cohort from fixed term to permanent contracts in 2021, facilitating their integration into the academic community;
- ☐ Implemented measures to support staff during the pandemic including up to 45 days contingency leave for those with caring responsibilities.*

We are committed to expanding the reach of Athena SWAN across all parts of the University and embedding good practice to enable us to gain a Silver award:

- ☐ Six out of seven STEM schools have Athena SWAN awards and we plan that all Schools across all Faculties will have applied by 2023. We commit to provide additional staff resource to support this.
- ☐ Women are better represented at the OU than across the sector but are less well represented at Professor level than other roles. We are committed to reducing the barriers to women's progression to professorial level, for example, by improving support needs for staff before, during and after maternity leave;
- ☐ Regional academics – who are predominantly female – will be fully supported to enable their participation in career development activities.

With my Executive team, our Council, Chancellor and colleagues, I confirm that we will champion gender equality and the Athena SWAN principles. I can also confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution.

Yours sincerely,

Professor Tim Blackman
<u>Vice-Chancellor</u>

*20 COVID words
[Section 1: 449 words]

2. Description of the institution [652 words]

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

Please provide a brief description of the institution, including any relevant contextual information. This should include:

(i)   Information on where the institution is in the Athena SWAN process   [271 words]

The Open University (OU) gained its first Institutional Bronze award in April 2013 which was renewed in 2016. All Faculties are now engaged with Athena SWAN (AS) (Figure 2.1). Figure 2.1 shows current award status and we aim for:

- all Schools to have applied for awards by 2023;
- current Bronze STEM Schools to have applied for Silver awards by 2023;
- AHSSBL Schools to have an AS Bronze award by 2024.

Figure 2.1: Map of Schools and Faculties in Athena SWAN journey
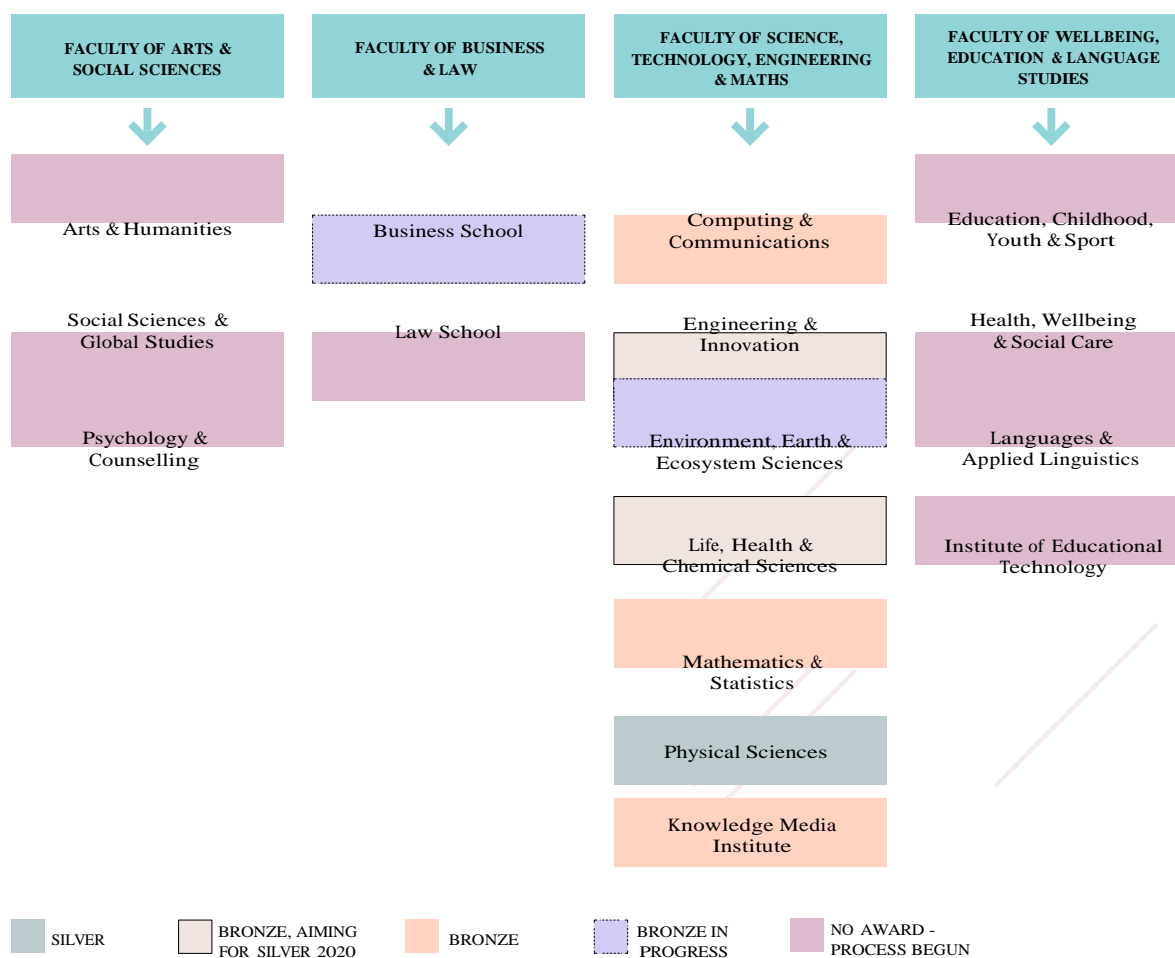
We have developed an indicative timeline (Figure 2.2) and will provide support (Action 3.7) to achieve this.

Figure 2.2: Timeline for School submissions 2020-2023 (subject to planning and resources)

	APR 2020	NOV 2020	APR 2021	NOV 2021	APR 2022	NOV 2022	APR 2023	NOV 2023
AHSSBL SCHOOLS								
Arts & Humanities							BRONZE	
Social Sciences & Global Studies					BRONZE			
Psychology & Counselling			BRONZE					
Business School						BRONZE		
Law School					BRONZE			
Institute of Educational Technology				BRONZE				
Education, Childhood, Youth & Sport								BRONZE
Health, Wellbeing & Social Care						BRONZE		
Languages & Applied Linguistics								
STEM SCHOOLS								
Environment, Earth and Ecosystem Sciences		BRONZE						
Physical Sciences			SILVER					
Computing & Communications			SILVER					
Engineering & Innovation		SILVER						
Mathematics & Statistics				SILVER				
Life, Health & Chemical Sciences		SILVER						
Knowledge Media Institute				SILVER				

BRONZE   SILVER

The OU experienced considerable disruption in 2017/18 with major changes to organisational structure and staff roles. This situation has since stabilised with new leadership and, although many successes have been achieved, the changes led to some delays in implementing the 2016 Action Plan, hence the decision to apply for Bronze renewal. New processes and governance ensure AS work is embedded in the new structure (see Section 3.i).

The OU operates across the UK and Ireland, with offices in Milton Keynes (main campus), Nottingham, Manchester, Edinburgh, Cardiff, Belfast and Dublin (Figure 2.3).

Figure 2.3: Open University locations across the UK and Ireland

AS work, which People Services (PS) oversees, aligns with a University strategic objective, 'Fostering a dynamic and inclusive culture'. AS principles have been integrated into the OU's Equality, Diversity, Inclusion (EDI), Wellbeing, and Access and Participation strategies, embedding the AS ethos across the entire institution.

The Pro-Vice-Chancellor (PVC) Students is the institutional sponsor of all EDI strategies; she chairs the University's Equality, Diversity and Inclusion Steering Group (EDISG), and oversees the entire equality agenda, including participation in equality charters. The Deputy Vice-Chancellor is the OU's Gender Champion and AS sponsor. A new Dean for EDI (appointed in August 2020) will support AS within her portfolio.

(ii)   Information on its teaching and its research focus [128 words]

The OU is the largest university in the UK, delivering flexible, distance education across the UK, Ireland and internationally.[1] In 2019 the OU celebrated 50 years of opening up education to all, with two million alumni across 157 countries. We are in the top 20 of all UK universities in the National Student Survey (NSS) and recognised globally as experts in learning technologies.

The OU combines open access with research excellence. In 2018/19 the University received £13.6 million of external research grant income and £10 million Research England Quality-Related grant funding, producing world-leading innovative research and enterprise that ranks in the top third of UK universities (REF 2014). Research spans all disciplinary areas of the University, and STEM has the largest amount of research income.

[1] By headcount (HESA).

(iii) The number of staff. Present data for academic and professional and support staff separately [80 words]

In 2018/19 the University employed 8,702 staff: 1,076 Academic and Research and 3,547 Professional and Support (P&S) staff (Table 2.1). There were also 4,079 Associate Lecturers (ALs) tutoring on temporary contracts on a module-by-module basis (see Guidance Notes).

Data are by headcount from 1 August-31 July annually and analysed by STEM (we do not offer Medicine), AHSSBL and Nursing. We separate Nursing, as Nursing staff are not in the STEM Faculty and the high proportion of female academics would skew the data.

Table 2.1: OU staff count by gender 2018/19

STAFF TYPE	FEMALE	MALE	TOTAL	%FEMALE
All Academic and Research staff	576	500	1076	53.5%
All Professional and Support staff	2357	1190	3547	66.5%
Associate Lecturers	2349	1730	4079	57.6%
TOTAL	**5282**	**3420**	**8702**	**60.7%**

(iv) The total number of departments and total number of students [147 words]

Figure 2.4: Structure of the OU by Faculty, School and Unit

CENTRAL UNITS (NON-ACADEMIC UNITS)

PROFESSIONAL SERVICES

- Academic Services
- Audit
- Business Development Unit
- CIO Portfolio
- Development Office Estates
- Finance and Business Services
- Learner and Discovery Services
- Marketing and Communications
- Office of the Vice-Chancellor
- People Services
- PVC (Students)
- Research, Enterprise and Scholarship
- Strategic Change
- Strategy Office
- The Model Office
- The Open University in Ireland
- The Open University in Scotland
- The Open University in Wales
- Union Offices
- University Secretary's Office

FACULTY OF SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

- Faculty Administration
- Knowledge Media Institute
- School of Computing and Communications
- School of Engineering and Innovation
- School of Environment, Earth and Ecosystem Sciences
- School of Life, Health and Chemical Sciences
- School of Mathematics and Statistics
- School of Physical Sciences

FACULTY OF ARTS & SOCIAL SCIENCES

- Faculty Administration
- School of Arts and Humanities
- School of Social Sciences and Global Studies
- School of Psychology and Counselling

FACULTY OF WELLBEING, EDUCATION & LANGUAGE STUDIES

- Faculty Administration
- Institute of Educational Technology
- School of Education, Childhood, Youth and Sport
- School of Health, Wellbeing and Social Care
- School of Languages and Applied Linguistics

THE FACULTY OF BUSINESS AND LAW

- Faculty Administration
- The Open University Law School
- The Open University Business School

The OU has four Faculties, comprising 14 Schools and two Institutes (Figure 2.4).

In 2018/19 it had 128,433 students: 118,509 undergraduates, 9,780 taught postgraduates and 144 research postgraduates (Table 2.2).

Nursing resides in the School of Health, Wellbeing and Social Care (HWSC) in a non-STEMM faculty (WELS). Therefore, in Table 2.2 and Table 2.3, Nursing figures appear under AHSSBL to reflect the University's structure.

Table 2.2: Total number of students* in STEM and AHSSBL 2018/19

	SCHOOL / SUBUNIT	NO. OF TOTAL STUDENTS	% FEMALE STUDENTS
STEM	• Knowledge Media Institute • School of Computing and Communications • School of Engineering and Innovation • School of Environment, Earth and Ecosystem Sciences • School of Life, Health and Chemical Sciences • School of Mathematics and Statistics • School of Physical Sciences	57,945	50%
AHSSBL	• Institute of Educational Technology • School of Arts and Humanities • School of Education, Childhood, Youth and Sport • School of Health, Wellbeing and Social Care (HWSC) • School of Languages and Applied Linguistics • School of Social Sciences and Global Studies • School of Psychology and Counselling • The Open University Business School • The Open University Law School	75,976**	70%

* Numbers are higher than quoted above because UG and PGT students are counted here for each module they are studying each year.

** Of these, 1,749 are nursing students (in HWSC), of which 83% are female.

To comply with Scottish Funding Council requirements, the OU in Scotland's Gender Action Plan aims to achieve a greater gender balance in certain subject areas and address critical imbalances (≥75%). Given that the OU's curriculum applies across the whole of the UK and Ireland, this approach has been adopted across the University.

(v) List and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately [26 words]

Table 2.3 outlines STEM and AHSSBL schools:

Table 2.3: Staff in STEM and AHSSBL Schools 2018/19*

	SCHOOL / SUBUNIT	NO OF ACADEMIC AND RESEARCH STAFF	% OF FEMALE ACADEMIC AND RESEARCH STAFF	NO OF PROFESSIONAL AND SUPPORT STAFF	% OF FEMALE PROFESSIONAL AND SUPPORT STAFF	NO OF ASSOCIATE LECTURERS	% OF FEMALE ASSOCIATE LECTURERS	NO OF TOTAL STUDENTS	% FEMALE OF TOTAL STUDENTS
STEM	Faculty Administration (Deanery)	R	R	R	R	1302	43%	57945	50%
	Knowledge Media Institute	R	R	R	R				
	School of Computing & Communications	R	R	R	R				
	School of Engineering & Innovation	R	R	R	R				
	School of Environment, Earth & Ecosystem Sciences	R	R	R	R				
	School of Life, Health & Chemical Sciences	R	R	R	R				
	School of Mathematics & Statistics	R	R	R	R				
	School of Physical Sciences	R	R	R	R				
AHSSBL	Faculty Administration (Deanery, Faculty Office, Professional Services & Research Directorate)	R	R	R	R	3233	65%	75976	70%
	Institute of Educational Technology	R	R	R	R				
	School of Art History, Classical Studies, English & Creative Writing,	R	R	R	R				
	School of Education, Childhood, Youth and Sport	R	R	R	R				
	School of Health, Wellbeing and Social Care	R	R	R	R				
	School of History, Religious Studies, Sociology, Social Policy & Communication	R	R	R	R				
	School of Languages and Applied Linguistics	R	R	R	R				
	School of Politics, Philosophy, Economics, Development and Geography	R	R	R	R				
	School of Psychology & Counselling	R	R	R	R				
	The Open University Business School	R	R	R	R				
	The Open University Law School	R	R	R	R				

* These figures may differ from departmental submissions as they are based on contractual data rather than current work allocation.

3. The self-assessment process [837 words]

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

Describe the self-assessment process. This should include:

(i)   Description of the self-assessment team [85 words]

The Self-Assessment Team (SAT) has **REDACTED** of Academic, Research and Professional and Support staff across a range of grades from Schools, central units, nation offices and trades unions and with experience of flexible/part-time working, parental leave and promotions (Table 3.1). There are also student representatives. The Chair is **REDACTED**; several of the academic members are Chairs of their Schools' SATs. Other members were sought and nominated to reflect expertise in various University functions. AS is included in members' workload allocation.

Table 3.1:
O U SAT
membership

REDACTED

(ii)   An account of the self-assessment process [5**45** words]

The SAT was established in March 2019 as a Task and Finish Group of the Gender Equality Steering Group (GESG), with formal Terms of Reference (ToR). It communicated via face-to-face and virtual meetings, and through a designated email address and mailing list. The SAT met monthly between March 2019 and November 2020 (virtually during COVID-19) with sub-meetings for specific parts of the submission and Action Plan. [3 COVID words]

The current GESG was established in 2016 with formal ToRs (revised in 2020) based on the 2015 AS principles. GESG reports directly into EDISG and Research Committee (a GESG member is co-opted onto the latter), ensuring direct links to the Vice-Chancellor's Executive (VCE) and Senate, and facilitating input to University strategy and governance processes (Figure 3.1).

Figure 3.1: SAT reporting structure
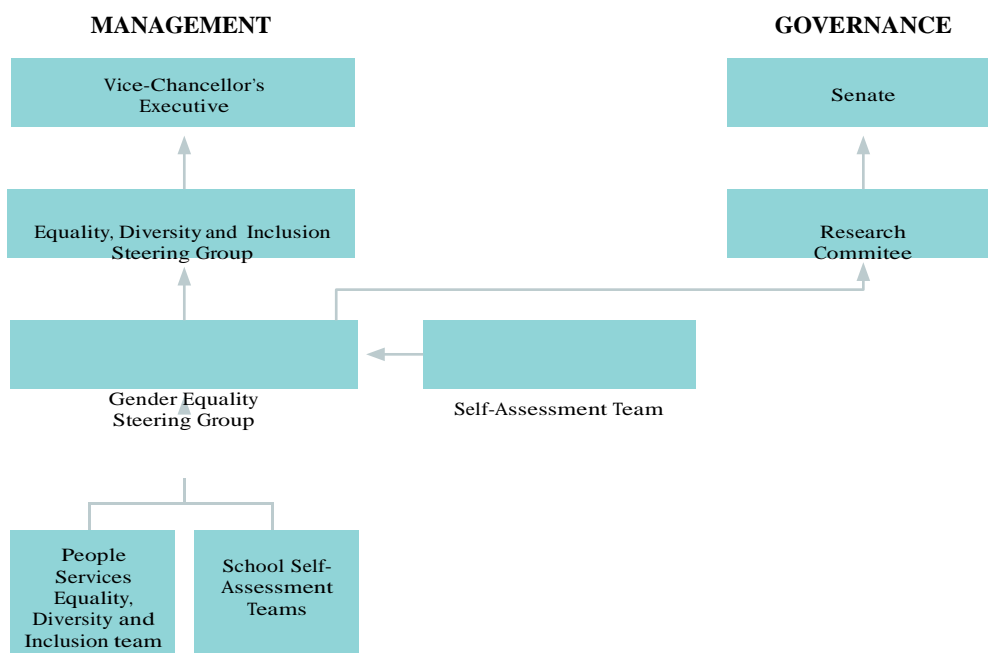
All SAT members were involved in preparing the submission by:

• Commenting on and analysing data;
• Formulating the Action Plan;
• Sharing good practice between Schools;
• Contributing to content for staff consultation;
• Contributing to the submission and Action Plan.

Internal staff were seconded to Academic Lead and Project Officer posts in the EDI team to support the submission.

Quantitative data were sourced from databases for 1 August - 31 July annually by headcount, except for promotions data, which is collected in calendar years, and pay gap data which is taken as a snapshot in March each year. We found gaps in data on flexible working and types of leave (e.g. for caring purposes), outreach, training and development, and senior management teams/committees, and which we have highlighted in the relevant sections in this submission. These gaps were due to changes in systems and personnel during restructuring and have limited our analyses in these areas. We have undertaken a gap analysis of absent data and have a full list of requirements which will be recorded in future through:

• OU's Core Systems Replacement (CSR) project which will create a more streamlined, cloud-based data infrastructure to enable more robust data capture and reporting.
• Working with relevant Units outside the scope of CSR to improve processes to record specific data (Action 3.1).

We appointed an EDI Data Analyst in October 2020 to create, monitor and analyse AS datasets (Action 3.2).

ACTION 3.1:

Ensure the new CSR system (and Units not within its scope) record routinely and consistently all data required to monitor gender and other intersectional characteristics.

ACTION 3.2:

Provide specific Athena SWAN staff and student datasets which will inform future Institutional and School submissions and enable SATs to review datasets on an ongoing annual basis.

Benchmarking was undertaken using Advance HE Statistical Reports and HESA/HEIDI FPE databases. We also reference NSS data (Section 5.6 (i)).

Internal consultation informed the submission (Table 3.2).

Table 3.2: Internal University consultation

Table REDACTED due to presence of numbers under 5

We aim to improve response rates to future AS staff surveys (Action 3.3).

External consultation was also undertaken:

- **REDACTED** gave expert advice and critically reviewed our submission.
- Advance HE undertook a remote development review of the submission and provided feedback.

The submission and Action Plan were reviewed by members of EDISG and VCE and signed off by the Vice-Chancellor.

OU AS work is publicised on the EDI section of the OU website. We produced case studies of staff members and articles for the OU's intranet news page to publicise AS work and promote the AS staff survey. No comprehensive plan to publicise AS to staff and students exists, so we will rectify this (Action 3.3).

ACTION 3.3:

Raise the profile of the OU's Athena SWAN work across the University.

(iii)   Plans for the future of the self-assessment team [207 words]

AS work will continue through the GESG, which will meet three to four times a year and establish an annual cycle of business to include:

• Monitoring the Action Plan;
• Reviewing updated datasets as they become available;
• Reviewing new reports and recommendations for action as they are produced;
• A formal annual review of the Action Plan (Action 3.4) where completed actions will be signed off, ongoing actions will be updated, and, as appropriate, new actions will be added. The updated Action Plan will then be published;
• An Annual Efficiency Review to review ToR, membership, role rotation, appointment of Chair and workload (Action 3.5).

The GESG will agree the timetable for a Silver award (Action 3.6).

ACTION 3.4:

Undertake a formal annual review of the Action Plan and report to VCE and Senate.

ACTION 3.5:

Establish and undertake an Annual Efficiency Review of the GESG.

ACTION 3.6:

Begin work on a Silver Institutional award with a timetable for submission agreed at the 2021 annual review of the Action Plan.

The EDI team will support the implementation of the Action Plan. To do this, fixed term resource for two years has been secured for an Academic Lead, Development Officer and EDI Data Analyst (the latter has already been appointed). However, permanent resource is vital to implement the institutional Action Plan, develop a Silver submission, support School submissions and ultimately embed AS throughout the OU (Action 3.7; Action 3.8).

The GESG, in collaboration with Units, will support School submissions by ensuring support is available to meet submission timelines (Figure 2.2; Action 3.7), reviving the Champions Network to enable sharing of good practices and experiences (Action 3.9), and running data workshops (Action 3.10).

ACTION 3.7:

Ensure support is in place for all Schools making Athena SWAN submissions in line with agreed timetables.

ACTION 3.8:

Gain permanent resource to support and mainstream the work of Athena SWAN, to embed Athena SWAN principles across the University as 'business as usual'.

ACTION 3.9:

Hold at least three meetings per year of the Athena SWAN Champions Network.

ACTION 3.10:

In collaboration with Academic Professional Development (APD), run 'Data Analysis for Equality and Diversity' workshops 1-2 times per year to support Schools monitor and analyse data for School submissions.

[Section 3: 8**37** words]

4. A picture of the institution [1870 words]

Recommended word count: Bronze: 2000 words | Silver: 3000 words

4.1 Academic and Research staff data [1870 words]

(i) Academic and Research staff by grade and gender [8**66** words]

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

The OU has Central and Regional Academics, a distinction which is explained in the Guidance Notes accompanying this submission. Academic teaching and research roles include: Lecturer, Senior Lecturer (Central and Regional), Reader (being phased out) and Professor. Research staff include Post-Doctoral Research Assistants, Research Associates and Research Fellows. Data on ALs are not included in this section as they are not currently employed as academic staff (see Guidance Notes).

The key issues that emerge from the data are:

• Although women are less well represented at Professor level than other roles, women are better represented at the OU than across the UK.

• In common with the rest of the sector, Researchers are predominantly on fixed term contracts (FTC). The proportion of female Researchers is decreasing, which we will address (Section 5.1).

Table 4.1: All Academic and Research staff by grade, gender and year 2014/15-2018/19

TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

31

Figure 4.1: Proportion of all Academic and Research staff who are female by year and grade 2014/15-2018/19
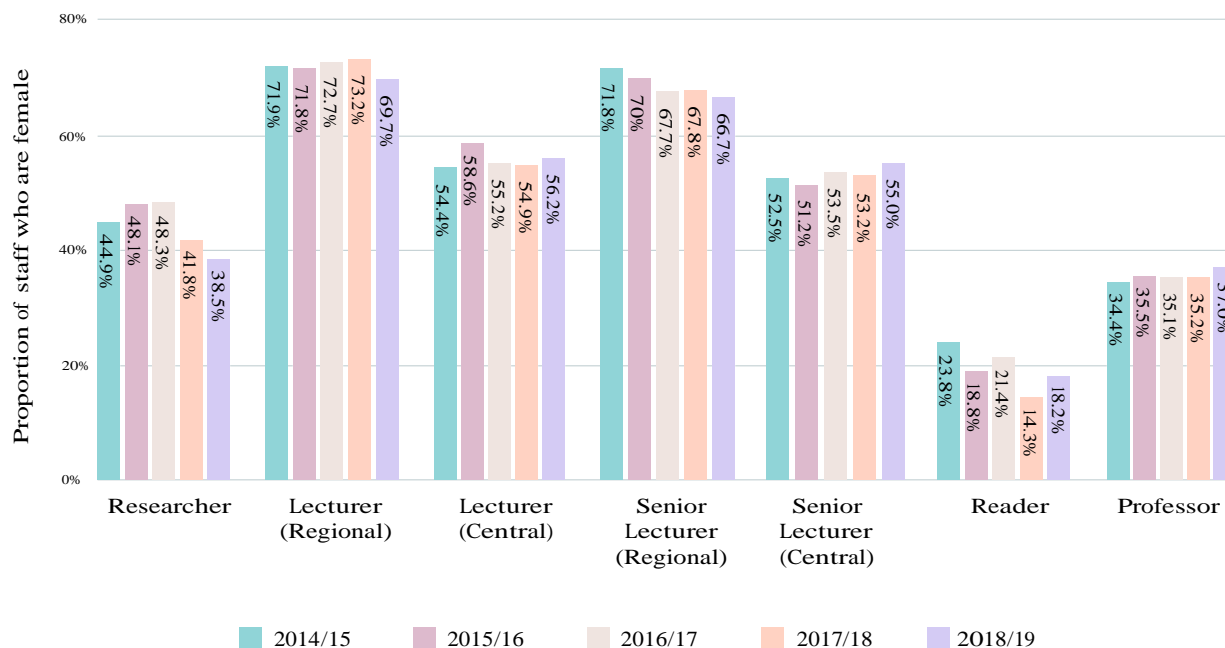
Data in Table 4.1 and Figure 4.1 show that female representation varies by grade and that there is a clear "leaky pipeline" in respect of women's representation at more senior grades:

• Relative to the representation at SL level, women are under-represented at Professorial level (37%).

• Around 70% of Regional Lecturers and SLs are women, although the trend shows this is becoming more gender equal over time. An internal study of staff in regional academic roles showed these were particularly attractive to women because (a) they are teaching focused and (b) do not require relocation and provided a pathway back into academic careers following a career break.[2]

• Around 56% of staff at Central Lecturer and SL are women. As with regional posts, the gender balance is similar at both levels.

• Women are less well represented among Researchers (39% in 2019).

• Women are least well represented at Reader level.

These data – and those below for STEM and AHSSBL – show there is a need to support the progression of women to professorial level, encourage external female applicants to apply for advertised senior roles, and investigate the recruitment of Researchers (Section 5.1).

[2] Herman, C., & Hilliam, R. (2018). The Triple Whammy: Gendered Careers of Geographically Marginalised Academic STEM Women. International Journal of Gender, Science and Technology, 10(1), 171-189.

STEM

Table 4.2: All STEM Academic and Research staff by grade, gender and year 2014/15-2018/19

YEAR	GENDER	RESEARCHER	LECTURER (REGIONAL)	LECTURER (CENTRAL)	SENIOR LECTURER (REGIONAL)	SENIOR LECTURER (CENTRAL)	READER	PROFESSOR	TOTAL STAFF

TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Figure 4.2: Proportion of STEM Academic and Research staff who are female by year and grade 2014/15-2018/19
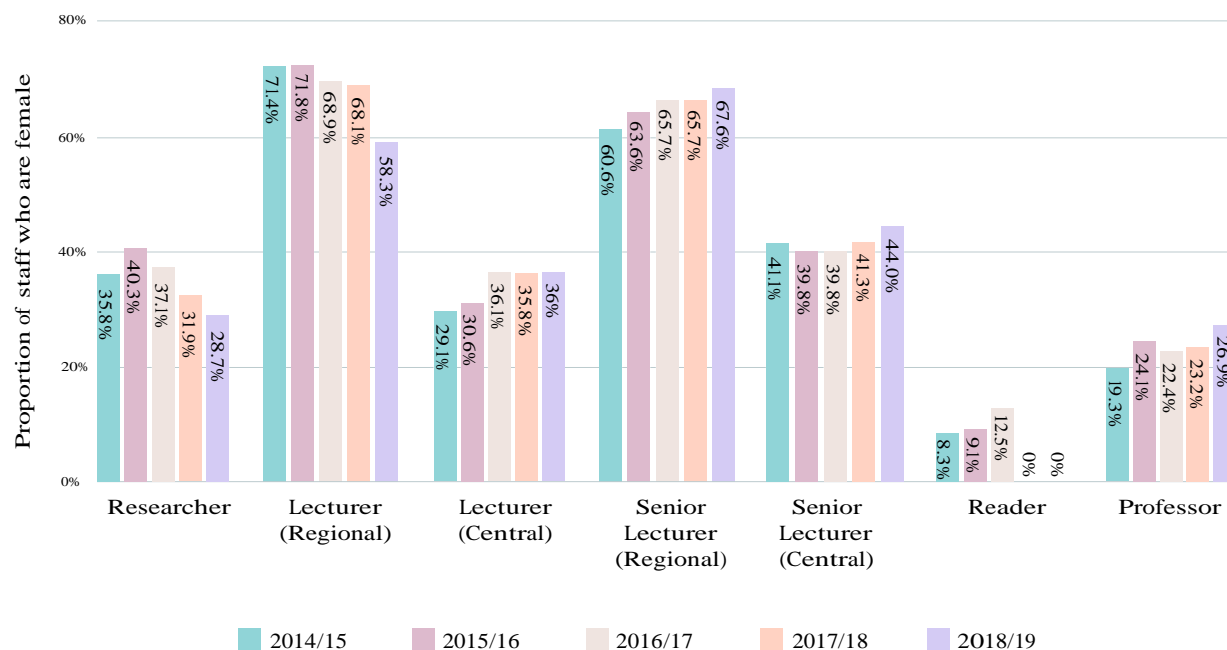
The STEM data (Table 4.2; Figure 4.2) show that:

- There is a 'leaky pipeline' from SL to Professor, mirroring the institutional trend.
- There are higher proportions of women in STEM academic roles at the OU than in the UK.
- In line with the OU data, women are under-represented among Professors when compared to men (Table 4.2). However, representation improved eight percentage points over five years, higher than the UK STEM benchmark in 2018 (20%).
- Women are less well represented in Central Lecturer and SL roles.
- Although women are better represented among Regional Lecturers, representation has fallen in part because women are being promoted to SL level at a higher rate than men (Section 5.1) therefore women's representation at SL level has increased. This may be because these women have been in Lecturer roles longer and therefore have achieved criteria for promotion later. We will investigate this disparity as part of the promotions review.
- Women are under-represented among Researchers (Section 5.1; Action 5.1.4).

AHSSBL

Table 4.3: All AHSSBL Academic and Research staff by grade, gender and year 2014/15-2018/19

TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Figure 4.3: Proportion of AHSSBL Academic and Research staff who are female by year and grade 2014/15-2018/19
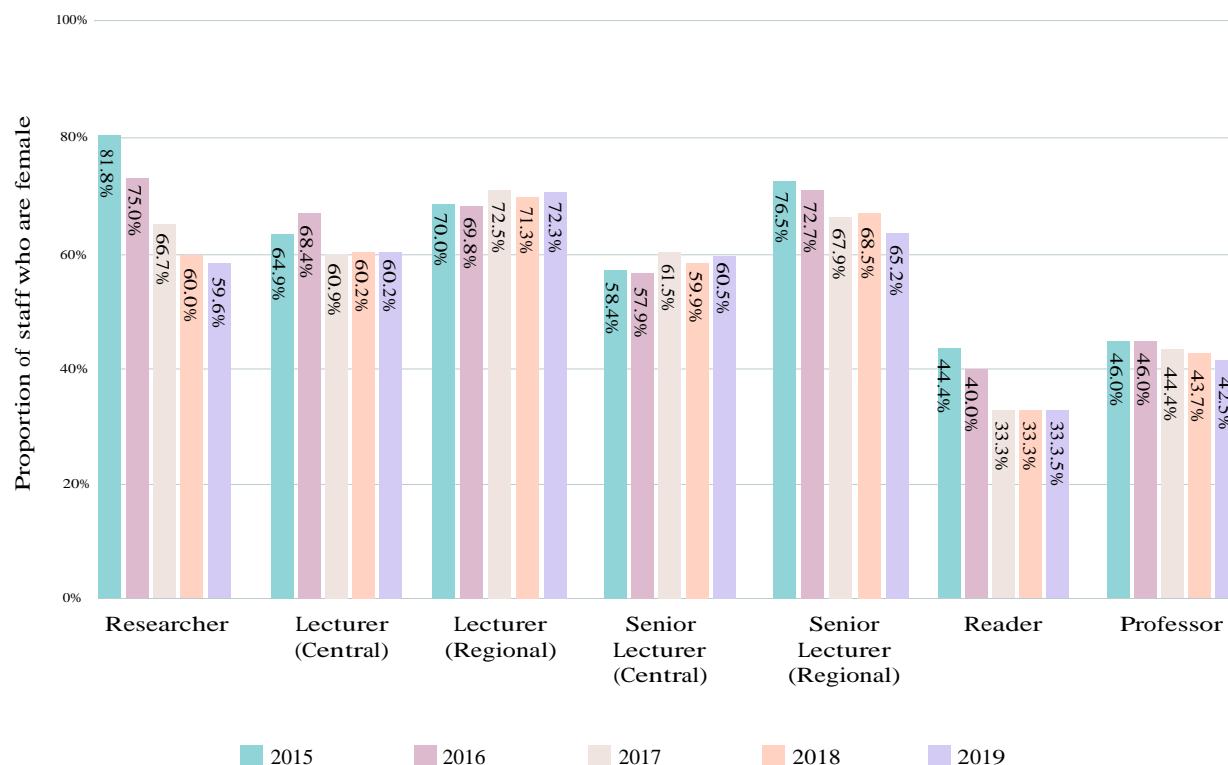
The AHSSBL data (Table 4.3; Figure 4.3) show:

- Women's representation has fallen from 64% to 60% over five years but women are better represented in AHSSBL than at UK level (50%).

- Women are less well represented at professorial level than at SL (Regional and Central) level, but above the UK level (32%).

- As at institutional level, there is a higher representation of women among Regional than Central Academics. However, proportions of female Regional SLs are declining, indicating that women are either leaving or not getting promoted.

- Women are well represented among Central Lecturers and SLs, although representation at Central Lecturer level has declined five percentage points over five years.

- Female representation is falling between Regional Lecturer and SL level. Representation of women at SL level is also falling over time due to lower promotion success than STEM. This issue is addressed in the Promotions Review (Section 5.1 (iii)).

Nursing   Table 4.4: All Nursing Academic and Research staff by grade, gender and year 2014/15-2018/19

* Calculated using Advance HE statistical reports by extracting 'Nursing and allied health professions' from SET figures and used throughout this application.

TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Figure 4.4: Proportion of Nursing Academic staff who are female by year and grade 2014/15-2018/19
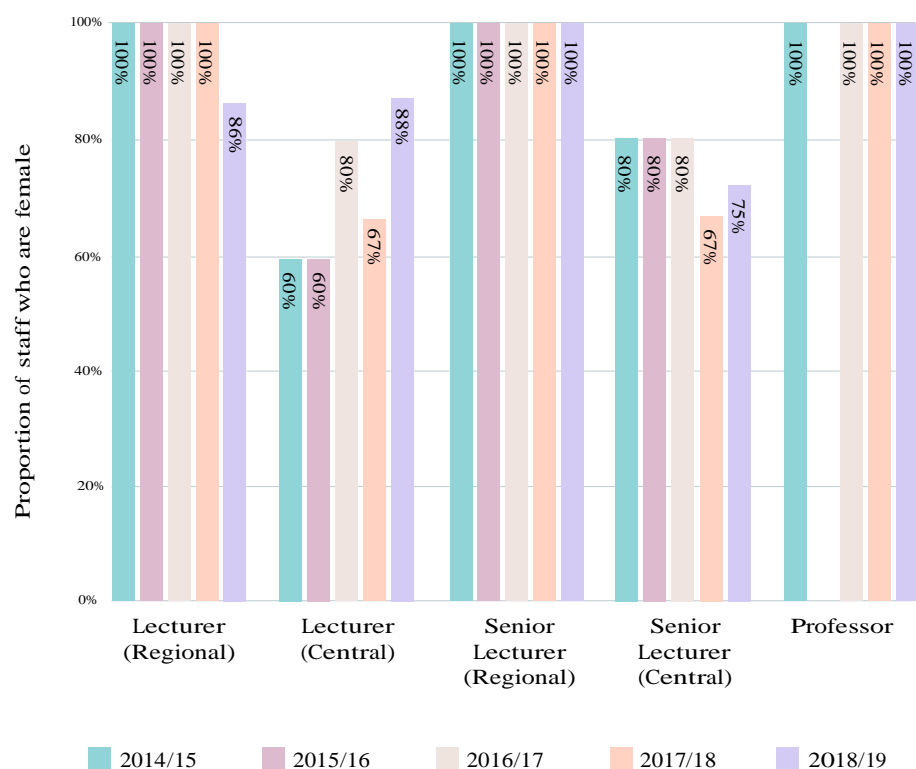
The Nursing data (Table 4.4; Figure 4.4) show:

- Overall numbers of staff are low, with most women in Regional Lecturer posts, who tend to have worked previously in local clinical practice.
- Women's representation is high overall, and above UK average (Table 4.4). Recent recruitment in Northern Ireland resulted in the appointment of three male Regional Lecturers.
- There are no Nursing Researchers.

With such low numbers there are no actions suggested. Nursing sits within HWSC and these issues will be examined in more detail in their School AS submission (Figure 2.2).

Intersectionality

Data below show the breakdown of staff by ethnicity and gender.

- In STEM, 14% of staff self-identify as BAME, 10% of women and 16% of men.
- In AHSSBL, 10% of staff self-identify as BAME, 8% of women and 12% of men.
- In Nursing, 5% of staff self-identify as BAME (all are women).

Table 4.5: STEM Academic staff by gender, ethnicity and year, with UK benchmark (UK-domiciled BAME) 2014/15-2018/19

TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Table 4.6: AHSSBL Academic staff by gender, ethnicity and year, with UK benchmark (UK-domiciled BAME) 2014/15-2018/19

TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Table 4.7: Nursing Academic Staff by gender, ethnicity and year, with UK benchmark (UK-domiciled BAME) 2014/15-2018/19

TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

There are no significant differences between the overall ethnic breakdown of STEM and AHSSBL. BAME staff are less well represented in both areas (χ2: STEM p=0.09, AHSSBL p=0.06). BAME staff are less well represented in nursing, albeit with low numbers. Examination of data by grade showed no significant differences in women's representation.

BAME staff are significantly less well represented at the OU in STEM and AHSSBL than in the sector overall (Action 4.1).

ACTION 4.1:
Link to work of Race Equality Charter to ensure greater synergy between AS and strategies to address BAME under-representation at the OU.

(ii)   Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender [327 words]

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

The OU does not use zero hours contracts. Academic staff are not employed on teaching-only contracts (ALs, who are currently employed on temporary tuition contracts will move to permanent fractional contracts in 2021).

Data below show the proportions of academic teaching and research, and research only staff on FTCs by STEM/AHSSBL/Nursing.

Table 4.8: STEM: All Academic and Research staff, by contract type, gender and year 2014/15-2018/19

GENDER	CONTRACT	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2017/18 UK BENCHMARK	2018/ 19
Female	Fixed term	48	50	36	32	18,490	35
	Permanent	121	122	128	127	23,220	127
	% Fixed term	28%	29%	22%	20%	44.3%	22%
Male	Fixed term	86	72	58	61	23,690	64
	Permanent	191	181	177	174	41,610	176
	% Fixed term	31%	28%	25%	26%	36.3%	27%

Table 4.9: STEM: Teaching and Research staff by contract type, gender and year 2014/15-2018/19
TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Table 4.10: STEM Research-only staff by contract type, gender and year 2014/15-2018/19
TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Data for STEM (Tables 4.8 - 4.10) show:

• A lower proportion of staff in STEM are on FTCs than at UK level, and a lower proportion of women than men are on FTCs (Table 4.8).
• For teaching and research staff (Table 4.9), the proportion of women on FTCs increased to 6% in 2018/19, but for men fell from 15% in 2015/16 to 3% in 2018/19.
• Proportions of Researchers on FTCs are decreasing (83% in 2018/9), but there is no consistent or substantial gender disparity (Table 4.10).

Table 4.11: AHSSBL: All Academic and Research staff by contract type, gender and year 2014/15-2018/19

GENDER	CONTRACT	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2017/18 UK BENCHMARK	2018/ 19
Female	Fixed term	60	53	59	53	14,535	41
	Permanent	324	317	318	312	33,075	337
	% Fixed term	16%	14%	16%	15%	30.5%	11%
	Fixed term	21	18	37	39	12,175	53

Male	Permanent	195	189	199	204	34,610	220
	% Fixed term	10%	9%	16%	16%	26%	19%

Table 4.12: AHSSBL: Teaching and Research staff by contract type, gender and year 2014/15-2018/19

GENDER	CONTRACT	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19
Female	Fixed term	39	32	30	30	21
	Permanent	318	311	311	305	329
	% Fixed term	11%	9%	9%	9%	6%
Male	Fixed term	17	11	24	24	19
	Permanent	193	187	194	199	215
	% Fixed term	8%	6%	11%	11%	8%

Table 4.13: AHSSBL: Research-only staff by contract type, gender and year 2014/15-2018/19

TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Data for AHSSBL (Tables 4.11 - 4.13) show that:

- Overall proportions of staff on FTCs is increasing for men, and although proportions vary for women over the last five years, FTCs decreased in 2019 to 11%. Proportions are below the UK average (Table 4.11).
- For teaching and research staff, proportions on FTCs have fallen recently but are notably higher than the STEM figures (Table 4.12). AHSSBL schools have several short-term government/grant-funded projects.
- Although numbers of research staff in AHSSBL are smaller than those in STEM, overall, around 72% are on FTCs. There are no clear gendered patterns (Table 4.13).

Table 4.14: All Nursing Academic and Research staff by contract type, gender and year 2014/15-2018/19
TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

The proportions of Nursing staff (Table 4.14) on FTCs rose to over 40% in 2017/18 but fell to 15% in 2018/19, which is in line with the UK average. Numbers of men are too small to enable gender comparisons.

The use of FTCs is not gendered; most research staff are on FTCs due to short-term project funding, with more researchers in STEM.

After four years of continuous employment, staff on FTCs automatically transfer to permanent status. An FTC Working Group meets quarterly to review MI data, including from the OU's Concordat Steering Group, monitoring the use of the FTC policy and generating actions, and which will provide reports for GESG (Action 4.2).

A review of the FTC policy (which is in progress) will ensure the appropriate and limited use of FTCs, and continuity of employment.

ACTION 4.2:
GESG to receive regular reports on the work of the FTC Working Group.

(iii)   Academic staff by contract function and gender: research-only, research and teaching, and teaching-only [138 words]

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

Table 4.15: STEM staff by contract function, gender and year 2014/15-2018/19

GENDER	CONTRACT	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2017/18 UK BENCHMARK	2018/ 19
Female	Research-only	48	50	33	29	19,075	29
	Teaching & research	122	122	144	130	13,205	133
	% Research-only	28%	29%	19%	19%	59%	18%
Male	Research-only	86	74	56	62	23,295	72
	Teaching & research	191	179	179	173	30,490	168
	% Research-only	31%	29%	24%	26%	43%	30%

STEM data (Table 4.15) show:

• Over a five-year period, proportions of women and men on research-only contracts were stable but lower than the UK average.
• Men (~30%) are more likely than women (~18%) to be on research-only contracts.
• As noted above, we must attract and increase female Researchers in STEM (Section 5.1; Action 5.1.4).

Table 4.16: AHSSBL staff by contract function, gender and year 2014/15-2018/19

GENDER	CONTRACT	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2017/18 UK BENCHMARK	2018/ 19
Female	Research-only	27	28	34	29	3,620	28
	Teaching & research	362	342	342	340	23,540	339
	% Research-only	7%	8%	9%	9%	13%	8%
Male	Research-only	6	8	19	21	2,670	19
	Teaching & research	209	189	219	226	26,550	221
	% Research-only	3%	4%	8%	9%	9%	8%

In AHSSBL (Table 4.16):

• The number and proportions of staff on research-only contracts is much lower than in STEM.
• Women are more likely to be on research-only contracts than men.
• Proportions of staff on research-only contracts are broadly in line with the UK average.

With no Researchers in Nursing, we cannot make comparisons between Nursing contract functions.

As seen earlier (Table 4.1), most Regional Academics are women. Their contracts specify less time for research than Central Academics, which may affect progression. Work in the promotion review (Section 5.1 (iii)) has focused on providing better career progression for Regional Academics.

(iv) Academic leavers by grade and gender [3**42 words**]

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

Table 4.17: All Academic and Research Leavers and Leaving Rates by career path, gender and year 2014/15-2018/19

CAREER PATH		2014/ 15		2015/ 16		2016/ 17		2017/ 18		2018/ 19	
		F	M	F	M	F	M	F	M	F	M
Research-only	Staff	75	92	77	83	69	74	59	82	57	91
	Leavers	13	26	17	23	28	30	29	23	57	22
	Leaving Rate	17%	28%	22%	28%	41%	41%	49%	28%	42%	24%
Teaching & Research	Staff	497	404	481	380	490	399	491	400	517	408
	Leavers	51	42	48	43	45	18	40	30	64	45
	Leaving Rate	10%	10%	10%	11%	9%	5%	8%	8%	12%	11%

Overall (Table 4.17):

- Research staff are more likely to leave than teaching and research staff, as the majority are externally funded.
- Research staff leaving rates vary from year to year but there are no clear gendered patterns.
- There are no gendered patterns in the rates for teaching and research staff.

Table 4.18: STEM Leavers and Leaving Rates by career path, gender and year 2014/15-2018/19

CAREER PATH		2014/ 15		2015/ 16		2016/ 17		2017/ 18		2018/ 19	
		F	M	F	M	F	M	F	M	F	M
Research-only	Staff	48	86	50	74	33	56	29	62	29	72
	Leavers	6	16	8	19	21	26	14	20	11	13
	Leaving Rate	13%	19%	16%	26%	64%	46%	48%	32%	38%	18%
Teaching & Research	Staff	122	191	122	179	131	179	130	173	133	168
	Leavers	6	21	11	19	6	7	8	13	14	19
	Leaving Rate	5%	11%	9%	11%	5%	4%	6%	8%	11%	11%

Table 4.19: AHSSBL Leavers and Leaving Rates by career path, gender and year 2014/15-2018/19
TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Data show (Tables 4.18 - 4.19):

- Most leavers are based in STEM.
- In STEM and AHSSBL research-only staff are more likely to leave than teaching and research staff. Leaving rates vary greatly from year to year and there are no statistically significant gendered patterns in individual years. However, in STEM, women have been more likely to leave for three consecutive years.

- Leaving rates for teaching and research staff vary between 5% and 11% in STEM, and 3% and 11% in AHSSBL, with no significant or consistent gendered patterns.

Table 4.20: Reasons for leaving for STEM Academic and Research staff by grade, gender and year 2014/15 to 2018/19 combined

TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Table 4.21: Reasons for leaving for AHSSBL Academic and Research Staff by grade, gender and year 2014/15 to 2018/19 combined

TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Data for STEM (Table 4.20) and AHSSBL (Table 4.21) show that:

- Around 56% of STEM and 71% of AHSSBL research-only staff leave at the end of their contracts, and most of the others resign before the end of their contracts. There are no significant gendered patterns.
- In STEM, 43% of teaching and research leavers retired. Around 23% were made redundant / took severance (a voluntary severance scheme ran in 2018/19), 21% resigned, and around 11% left at the end of a temporary contract.
- In AHSSBL, retirement rates of teaching and research leavers are lower at about 21%. 41% resigned and 29% left due to (voluntary) severance. Patterns are similar for women and men.

The higher leaving rates for women than men among STEM research-only staff need consideration. Although there are no gendered patterns in the leaving reasons, leaving destinations will be investigated (Action 4.3). Due to the small numbers of Nursing staff leavers it is not possible to identify any trends.

Staff who leave the University are invited to take part in a survey. The resulting data are not broken down by Academic and Research staff groups to address why those staff are leaving but this will be available from 2020.

ACTION 4.3:

Investigate leaving destinations of STEM research-only staff by gender.

(v) Equal pay audits / reviews [19**7** words]

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

Our most recent Equal Pay Review (2018) focussed on intra-grade pay differences. Salaries by gender within academic grades appear to be in line with the overall median for each grade. The top three priorities from this review are to:

• Undertake further equality analysis in base pay;
• Undertake further equality analysis in awards pay;
• Review office holder allowances.

For Academic and Research staff overall, the mean gender pay gap has fallen (Table 4.22) and across all roles is within 5% tolerance (Table 4.23). The increase from 3.3% in 2018 to 7.9% in 2019 was due to higher numbers of 'atypical' staff (e.g. invigilators and script-markers) paid in March when the data snapshot was taken.

Table 4.22: OU Academic and Research staff overall pay gaps 2017-19.

YEAR	PAY GAP OF MEAN SALARIES	PAY GAP OF MEDIAN SALARIES
2019	4.2%	5.0%
2018	6.2%	4.8%
2017	7.4%	5.7%

Table 4.23: Academic and Research staff median FTE salary pay gap 2018

ROLE	MEDIAN FTE SALARY		PAY GAP %
	FEMALE	MALE	
Professor	£74,498	£77,151	4%
Senior Lecturer (Central)	£58,089	£58,089	0%
Senior Lecturer (Regional)	£58,089	£59,828	3%
Lecturer (Central)	£45,892	£45,892	0%
Lecturer (Regional)	£46,578	£47,263	1%
Researcher	£37,345	£36,261	-3%

Our Gender Pay Gap report (2019) showed there are more women than men in lower paid roles within Academic and Professional Services in 2018, which is a key contributor to the pay gap. Work is already underway to address this, including:

• Improving the representation of women in senior roles;
• Improving managers' capability to recruit, manage and develop staff;
• Interview panellists will undertake Recruitment, Selection and Interviewing training;
• Reviewing promotion processes for senior posts;
• Supporting applications to Advance HE's Aurora programme;
• Reviewing increments and progression to discretionary spinal points.

[Section 4: 187**0** words]

5. Supporting and advancing women's careers [6664 words]

Recommended word count: Bronze: 5000 words | Silver: 6000 words

5.1 Key career transition points: academic staff [1697 words]

(i)   Recruitment [694 words]

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

The Resourcing Hub (RH) in PS has responsibility for recruitment and selection, although operational aspects like shortlisting and interviews are conducted locally with RH support. RH meets with the recruiting Unit to discuss role requirements, timelines and interview schedule, following procedures in line with EDI policies set out in the 'Guide to Effective Recruitment and Selection'.

90% of recent appointees confirmed that their interview panels comprised at least one woman and one man (Figure 5.1.1). In future we will require this for all panels (Action 5.1.1).

Figure 5.1.1*: Staff survey 2019 responses from Academic and Research staff appointed in the last five years on the make-up of interview panels

The interview panel for my current role included a mix of genders, with at least one woman and one man.
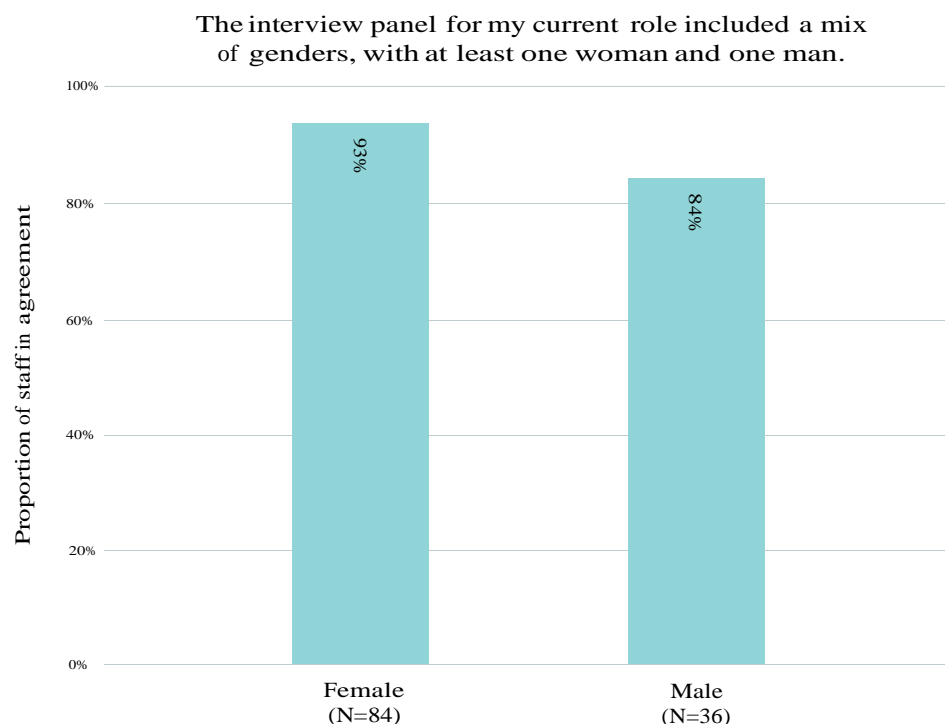
Academic and Research staff

* Unless stated otherwise, for all staff survey data, N does not equal sample size, but number represented by the %

ACTION 5.1.1:

Ensure fair interviewing and selection by adopting good practice on gender balance in panels with all recruitment panels to include at least one woman and one man.

Guidance recommends that panel members complete online Unconscious Bias (UB) and 'Recruitment, Selection and Interviewing' (RSI) training. Since introduction of these courses in 2017, completion rates have increased (Tables 5.1.1 - 5.1.2). The OU Equality Scheme's target is for ALL panel members to have received RSI training by 2022 (including a UB component), which should contribute towards higher completion rates.

Table 5.1.1: 'Unconscious Bias' training completion rates by recruitment panel members (Academic and Research staff) by gender and year 2017-2019

YEAR	MALE		FEMALE	
	NO	%	NO	%
2017	4	1%	9	2%
2018	22	4%	38	6%
2019	27	5%	36	6%

Table 5.1.2: 'Recruitment, Selection and Interviewing' training rates by recruitment panel members (Academic and P&S staff on panels for academic recruitment) by gender and year 2017-2019

YEAR	MALE		FEMALE	
	NO	%	NO	%
2017	15	2.2%	35	2.9%
2018	39	5.8%	62	5.1%
2019	36	5.7%	87	7.5%

Figure 5.1.2: Staff survey 2019 responses from Academic and Research staff appointed in the last five years on whether job adverts reflect the diversity of the OU

When I applied for my current role at the OU, the job advert reflected the diversity of the institution.

Academic and Research staff
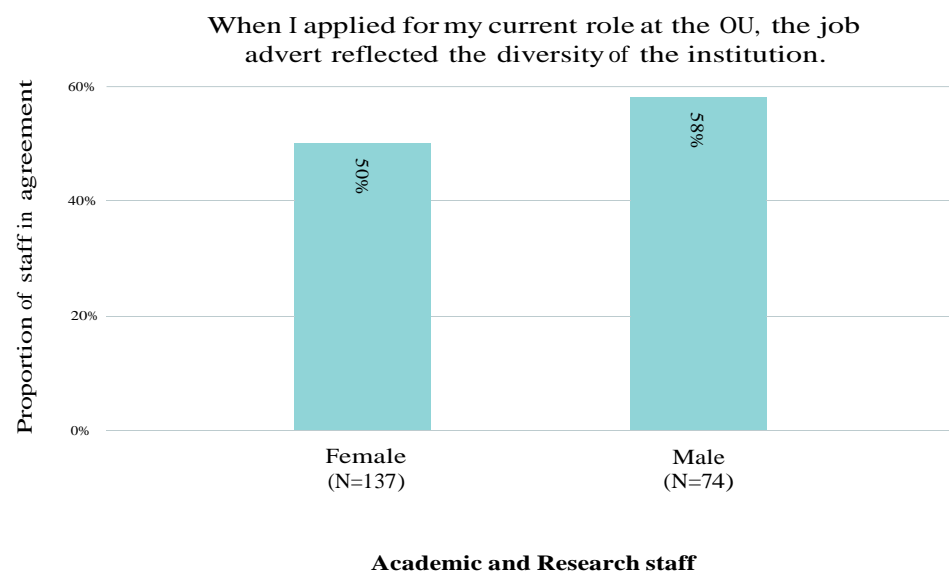
Women were less likely to feel that job advertisements reflected the diversity of the institution than men (Figure 5.1.2).

The University now uses fewer criteria in job descriptions to encourage women to apply and offers interviews by video conference. The University's recently approved Recruitment Diversity Strategy aims to increase the diversity of the candidate pool to redress under-representation where identified. Current good practice from AS Schools (e.g. advertising through sector women's networks) will contribute to this.

Men are more likely than women to consider that the OU undertakes recruitment and selection fairly and transparently (Figure 5.1.3). We will investigate this discrepancy further to make improvements (Action 5.1.2).

Figure 5.1.3: Staff survey 2019 Academic and Research staff responses on whether the OU undertakes recruitment and selection fairly and transparently

From what I have seen, the OU undertakes recruitment and selection fairly and transparently.

Female (N=216): 78%
Male (N=117): 90%

Academic and Research staff
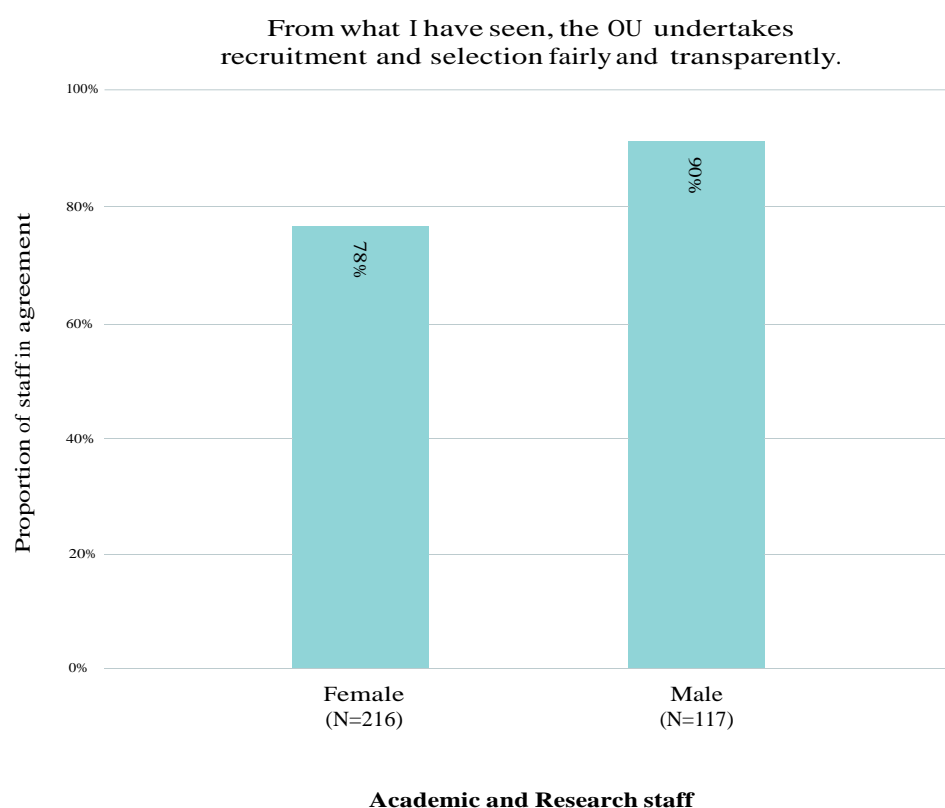
ACTION 5.1.2:

Run a series of focus groups to understand gendered differences in perception of fairness and transparency in recruitment and selection and make improvements accordingly.

The University previously kept full recruitment data for one year (GDPR compliance policy). In 2019 it made changes to anonymise data to enable gender reporting for up to two years.

Academic and Research Staff:

In general female applicants are more successful than males with women both being more likely to be shortlisted and when shortlisted, more likely to be made an offer. The proportion of applicants who are female tends to fall with increasing seniority of advertised post (Tables 5.1.3-5.1.5).

Table 5.1.3: STEM Academic and Research staff: applications, shortlisting, offers and appointments by gender and year 2017/18 to 2018/19

YEAR	GENDER	APPLIED	SHORTLISTED	OFFERED	APPOINTED	SHORTLISTED: APPLIED	OFFERED: SHORTLISTED	APPOINTED: OFFERED	APPOINTED: APPLIED
	Female	125	58	25	24	46%	43%	96%	19%
2017/18	Male	325	89	22	21	27%	25%	95%	6%
	% Female	28%	39%	53%	53%				
	Female	156	39	15	15	25%	38%	100%	10%
2018/19	Male	379	72	23	19	19%	32%	83%	5%
	% Female	29%	35%	39%	44%				
	Female	281	97	40	39	35%	41%	98%	14%
Overall	Male	704	161	45	40	23%	28%	89%	6%
	% Female	29%	38%	47%	49%				

Table 5.1.4: AHSSBL Academic and Research staff: application, shortlisting, offers and appointments by gender and year 2017/18 to 2018/19

YEAR	GENDER	APPLIED	SHORTLISTED	OFFERED	APPOINTED	SHORTLISTED: APPLIED	OFFERED: SHORTLISTED	APPOINTED: OFFERED	APPOINTED: APPLIED
	Female	352	117	40	39	33%	34%	98%	11%
2017/18	Male	462	76	19	19	16%	25%	100%	4%
	% Female	43%	61%	68%	67%				
	Female	795	155	34	34	19%	22%	100%	4%
2018/19	Male	695	84	15	15	12%	18%	100%	2%
	% Female	53%	65%	69%	69%				
	Female	1147	272	74	73	24%	27%	99%	6%
Overall	Male	1157	160	34	34	14%	21%	100%	3%
	% Female	50%	63%	69%	68%				

Table 5.1.5: Nursing Academic and Research staff: application, shortlisting, offers and appointment distribution by gender and year 2017/18 to 2018/19

		APPLIED	SHORTLISTED	OFFERED	APPOINTED
	% Female	71%	58%	64%	64%

TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Data show (Tables 5.1.3 - 5.1.5):

- Among applicants for academic roles, 29% in STEM, 50% in AHSSBL and 71% in Nursing were women, reflecting representation in these areas.
- In all areas, overall women are more successful than men: in STEM and AHSSBL the differences are significant (χ^2, $p<0.01$).
- Women were significantly more likely than men to be shortlisted in STEM and AHSSBL (χ^2, $p<0.01$), whereas the opposite is true in Nursing.
- In all three areas, shortlisted women are more likely than men to be offered a post.

Teaching and Research Staff:

Table 5.1.6: STEM Teaching and Research staff: application, shortlisting and appointments by grade, gender and year 2017/18 to 2018/19 combined

TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Recruitment data for STEM by grade (Table 5.1.6) highlight the differences noted in the overall data:

- Women make up between 26% and 34% of applicants by grade in STEM.
- Overall women applicants are more likely than men to be successful for all categories of appointment.
- For Lecturer grades, women are significantly more likely to be shortlisted than men. (Central: χ^2, $p<0.01$, Regional: χ^2, $p<0.01$). The reason for this is unclear (Action 5.1.3).
- Offer rates for women are higher than for men but the differences are not significant.

ACTION 5.1.3:

Investigate reasons why women are more likely to be shortlisted for STEM roles than men at Lecturer level and implement any actions emerging from the data.

Table 5.1.7: AHSSBL Teaching and Research staff: application, shortlisting, offers and appointments by grade, gender and year 2017/18 to 2018/19 combined

TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Where numbers of applications are high, overall AHSSBL data patterns are similar when broken down by grade (Table 5.1.7):

- In all cases except for Regional SLs, women are more likely to be shortlisted than men, significantly so at Lecturer level (χ^2, $p<0.01$).
- Among shortlisted candidates, except at professorial level, women are more likely to be made offers than men, but not with significant differences.

Table 5.1.8: Nursing Teaching and Research staff: application, shortlisting, offers and appointments by grade, gender and year 2017/18 to 2018/19 combined

TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

- When split by grade, women represent ~70% of applicants for Central and Regional Lecturer posts in Nursing, but men are more likely to be shortlisted, albeit with low numbers (Table 5.1.8).

Researcher Recruitment:

Table 5.1.9: STEM Research staff: application, shortlisting, offers and appointments by gender and year 2017/18 to 2018/19

YEAR	GENDER	APPLIED	SHORTLISTED	OFFERED	APPOINTED	SHORTLISTED: APPLIED	OFFERED: SHORTLISTED	APPOINTED: OFFERED	APPOINTED: APPLIED
	Female	62	25	10	9	40%	40%	90%	15%
2017/18	Male	164	51	16	14	31%	31%	88%	9%
	% Female	27%	33%	38%	39%				
	Female	35	13	6	6	37%	46%	100%	17%
2018/19	Male	86	31	12	9	36%	39%	75%	10%
	% Female	29%	30%	33%	40%				
	Female	97	38	16	15	39%	42%	94%	15%
Overall	Male	250	82	28	23	33%	34%	82%	9%
	% Female	28%	32%	36%	39%				

Table 5.1.10: AHSSBL Research staff: application, shortlisting, offers and appointments by gender and year 2017/18 to 2018/19

TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

- The proportion of female applicants for research roles in STEM (Table 5.1.9) reflects that for teaching and research roles (28%), however in AHSSBL (Table 5.1.10) the proportion of women applying for research roles is 60%, slightly less than that for teaching/research.
- Women are more likely to be shortlisted and appointed than men in STEM, but there is no difference between women and men in AHSSBL.

No data is available for research roles in Nursing as there were no applications.

Women are well represented among applicants and appointees for AHSSBL posts but less so for STEM (Tables 5.1.9 - 5.1.10). Female representation within researchers fell between 2015/16 and 2018/19 (Section 4.1(i)), therefore positive action is needed to increase the proportion of female applicants (Action 5.1.4).

ACTION 5.1.4:

Introduce positive action to increase the proportion of female applicants for Researcher roles.

(ii)   Induction [203 words]

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

PS provides an induction checklist to all managers, covering University policies and setting out expectations. New employees receive a centrally produced 'Starter Welcome Pack' and are directed to complete the 'Open Insights' online induction course. At present, completion rates are not collected for 'Open Insights'; we will collect this in future (Action 3.1). Schools are responsible for tailoring induction to School-specific processes.

93% of survey respondents starting in the last five years stated they completed an induction (Figure 5.1.4), with women finding this a more valuable experience than men (Figure 5.1.5).

Figure 5.1.4: Staff survey 2019 responses on whether Academic and Research staff appointed in the last five years were given an induction

I was given an induction to my current role and School/Unit.

Academic and Research staff
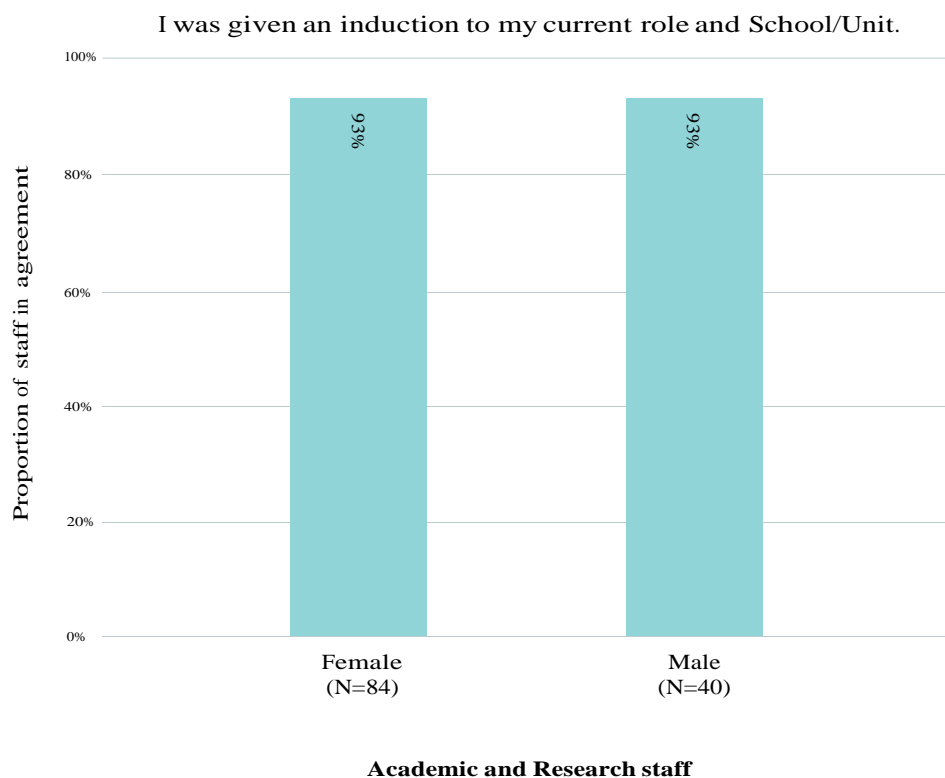
Figure 5.1.5: Staff survey 2019 responses on whether Academic and Research staff appointed in the last five years felt the induction process was useful to understand their roles

The induction process was useful to understand my current role.

Academic and Research staff
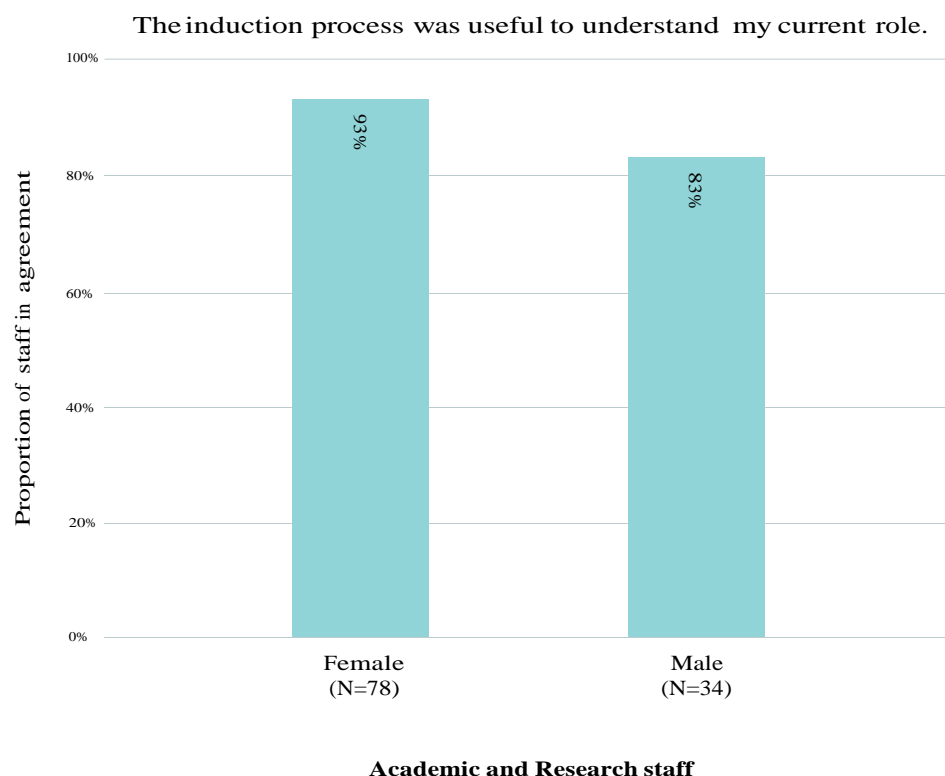
In February 2020, PS piloted an OU Welcome Event in Milton Keynes to complement local inductions and to provide an overview of the OU and the student experience.

The University is introducing a single "onboarding" process and toolkit in 2021 to engage staff prior to joining and linking regular reviews to the probation process over the first 90 days. The University has not previously collected data to review effectiveness of induction, but this will happen with the new onboarding system.

In response to COVID-19, RH and Talent and Development (T&D) teams in PS created 'remote onboarding guidance' for managers to ensure new starters were supported and welcomed into the organisation. Lessons from this will inform the onboarding toolkit.
[38 COVID words]

(iii)   Promotion [737 words]

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

The Academic Staff Promotions Committee (ASPC) has responsibility for quality assurance of academic promotions and includes two members with specific responsibility for Equality & Diversity. Promotions to SL are decided within each Faculty by a Faculty Promotions Group. Promotions to Professor are first considered at Faculty level and, if the criteria are met, considered by the University's ASPC which makes the final decision.

Academic staff can choose one of four promotion profiles (independently of their contract) and can choose a different profile for a subsequent promotion.

- Research and teaching;
- Research;
- Teaching;
- Knowledge exchange.

Applicants must provide evidence that they meet the criteria for their chosen profile and the academic leadership criteria specified for that level as well as evidence of impact or public engagement.

Promotion submissions include a statement from candidates, alongside a statement from their Head of School/Dean and an individual circumstances form (if relevant). Referees receive the candidate statement and CV and provide comments against each of the criteria. The individual circumstances form covers situations such as parental leave and caring responsibilities. The University recently approved inclusion of a new section in this form to take account of the adverse effects of COVID, especially on women's careers. [25 COVID words]

The current promotion scheme was introduced in 2015 and, to provide continuity, ran alongside the old criteria for 2015 and 2016, making data for these two years atypical. A concern was that men were using the new scheme more than women (giving a high number of male promotions in 2015) but this has since improved, especially at SL level. Many Regional Academics used the last opportunity in 2016 to submit cases under the old scheme (which had separate criteria for regional roles). Detailed data on promotions are below (Tables 5.1.11 - 12).

TABLES REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Key points are:

- Submission rates for part-time staff are lower than for full-time staff.
- Submission rates for Regional Academics are significantly lower than for Central Academics.
- There are relatively low numbers of submissions from Researchers probably because many are at early career stage, often on FTCs.
- Submission rates for women are significantly lower than for men at professorial level but not at SL level.
- There are no notable gender differences in success rates for these different groups of staff.

There are significant differences in the proportion of staff promotions across Faculties. Since 2017, the administration of promotion to SL has been devolved to Faculties. Practices within individual Schools and Faculties for development and consideration of promotion cases vary considerably. Focus groups highlighted good practice in Schools holding Athena SWAN awards, e.g. annual reviews of CVs and mentors to support staff through the promotion process. The University ASPC and STEM Faculty Promotions Group both have a member with specific responsibility for EDI, but other Faculties do not. Therefore, we will embed EDI scrutiny and good practice throughout the promotions process (Action 5.1.5).

ACTION 5.1.5:

Embed EDI scrutiny and good practice at all stages of the promotions process.

In 2018, STEM (following input from the GESG) provided more detailed guidance for cases from Regional Academics, resulting in improved submissions and success for this staff group at SL level. The improving results for STEM Regional Academics, compared to other Faculties, are shown below.

Figure 5.1.6: STEM Central and Regional Academic Promotions to Senior Lecturer: percentage of pool promoted by gender and year 2015-19

FIGURES REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Differences between Faculties persist at professorial level, with the gender gap being of concern across the University, and only two professorial promotions for Regional Academics (Figures 5.1.8 - 5.1.9).

FIGURES REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

GESG was involved in discussions regarding the introduction of the 2015 promotion scheme and has continued to review data (when available) and flag areas in need of improvement, including those raised in the report of an AS survey of Regional Academics in STEM.

Concerns about Regional Academics, the gender gap at professorial level and the lack of transparency of the new teaching profile, led to a review carried out in 2018/19 with extensive consultation (including focus groups) and advice from external academic and HR consultants. The Promotions Review Implementation project team has recommended that the process of review should be ongoing. The GESG is represented on the Steering Group overseeing the implementation and evaluation of the Review's recommendations (Action 5.1.6). Senate recently approved proposals from the group covering revisions to the criteria (with illustrative examples for both Central and Regional Academics) and new processes and guidance to ensure consistency and best practice across the organisation.

A priority is to improve the progression of women to professorial level, but this may take some years to show impact. Many women, especially Regional Academics, are using the new teaching profile, but better guidance is needed, and time required to achieve the required criteria (Action 5.1.7).

ACTION 5.1.6:

Ensure that the recommendations of the Academic Promotions Review are implemented alongside a process of continuous reflection, review and improvement around promotions processes.

ACTION 5.1.7:

Improve visibility and understanding of the teaching profile for academic promotions.

(iv) Staff submitted to the Research Excellence Framework (REF) by gender
[63 words]

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

In 2008 and 2014, a lower proportion of eligible women were submitted than men across STEM and AHSSBL subjects but with a greater disparity in STEM (Table 5.1.13).

Table 5.1.13: Staff submitted to the RAE 2008 and REF 2014 by gender and STEM/AHSSBL

	FEMALE			MALE		
	NUMBER SUBMITTED	NUMBER ELIGIBLE	% OF THOSE ELIGIBLE WHO WERE SUBMITTED	NUMBER SUBMITTED	NUMBER ELIGIBLE	% OF THOSE ELIGIBLE WHO WERE SUBMITTED
REF 2014						
STEM	51	141	36%	118	233	51%
AHSSBL	127	404	31%	116	259	45%
RAE 2008						
STEM	38	155	26%	122	314	39%
AHSSBL	150	449	33%	139	328	42%

Our REF 2014 Code of Practice included provision for individuals whose circumstances had limited their capacity to produce the number of outputs required. Use of this provision was slightly higher than the UK benchmark (Table 5.1.14).

Table 5.1.14: Proportion of individuals submitted with reductions in outputs for REF 2014 with UK benchmark

REASON	OU	UK BENCHMARK 2014[3]
Maternity / Paternity / Adoption Leave	5%	4.6%
Part-time / secondment / career break	7%	6%

[3] Derived from https://www.ref.ac.uk/2014/equality/edapreport/

[Section 5.1: 1697 words]

5.3 Career development: Academic Staff [967 words]

(i)   Training [381 words]

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

The University's APD programme offers:

• Research and scholarship skills training via themed workshops, drop-in sessions and events (face-to-face and online), aligning with the Vitae Researcher Development Framework aimed at early career researchers, and the Faculty Scholarship Centres.

• Skills for specific roles such as Research Supervisor and Module Team Chair. We do not have complete data to identify any gender patterns but will collect this in future (Action 3.1).

Higher proportions of women complete APD courses than men, although this data is not recorded by grade (Table 5.3.1; Action 3.1). A revised role-based approach to training via a new Learning Management System (LMS) in 2022 aims to increase participation (Action 5.3.1).

ACTION 5.3.1:

GESG to advise Talent and Development as part of transition to new Learning Management System.

Table 5.3.1: Academic and Research staff who have completed at least one APD course by gender from 2016/17-2018/19

GENDER	N	% OF OVERALL ACADEMIC/ RESEARCH STAFF
Female	90	15%
Male	50	10%

Training is advertised on the APD website and via Faculties, and recordings and slides are available. Course evaluation surveys are reviewed by APD and facilitators. New training is developed using evaluation results, requests for new courses, reviews of training programmes and consideration of the Concordat, and Vitae's Careers in Research Online Survey (CROS) and Principal Investigators and Research Leaders (PIRLS) surveys.

T&D offers training and resources in equality and diversity, management, leadership, and other opportunities linked to career progression. 'Equality Essentials' online training was mandated in 2020, which we will evaluate (Action 5.3.2).

ACTION 5.3.2:

Evaluate effectiveness of Equality Essentials in terms of embedded learning and understanding of EDI issues.

Management and leadership modules are available on My Learning Centre (MLC) – the OU's online staff training portal. New 'Shared Management Practices' (SMP) training was available to all line managers from 2019. Initial figures show very low participation by academic staff (Table 5.3.2). We will investigate the reasons for this and develop plans to meet academics' management/ leadership training needs (Action 5.3.3).

Table 5.3.2: Academic staff who are line managers, who have completed Shared Management Practices (SMP) from January 2019-January 2020 by gender

GENDER	TOTAL NUMBER OF ACADEMIC LINE MANAGERS	NUMBER OF ACADEMIC LINE MANAGERS COMPLETING SMP	COMPLETION NUMBERS AS PROPORTION OF ALL ACADEMIC LINE MANAGERS
Female	200	10	5%
Male	192	5	2.6%

ACTION 5.3.3:

Explore reasons for low academic participation in Shared Management Practices and develop plans to meet training needs of academics in management and leadership.

Feedback is elicited for all T&D courses and used to inform future training.

The OU has taken part in Advance HE's Aurora Programme for seven years and has the highest number of participants in the UK (30 places per year).

Scholarship Centres in each Faculty co-ordinate scholarship of teaching and learning activity and offer APD events to support this.

Faculties/Schools organise APD training in topics related to career development, management, CDSA and promotion.

Most staff are kept up to date on training opportunities (Figure 5.3.1). The majority agree that training they receive helps them develop (Figure 5.3.2), but this is less so for women at the mid-career stage i.e. between 6-15 years at the OU (Figure 5.3.2; Figure 5.3.3) (Action 5.3.4).

ACTION 5.3.4:

Make training and career development more relevant and impactful for mid-career female academics.

Figure 5.3.1: Staff survey 2019 responses on whether staff are kept up to date about training opportunities by gender

I feel that I am kept up-to-date about training opportunities.

Academic and Research staff
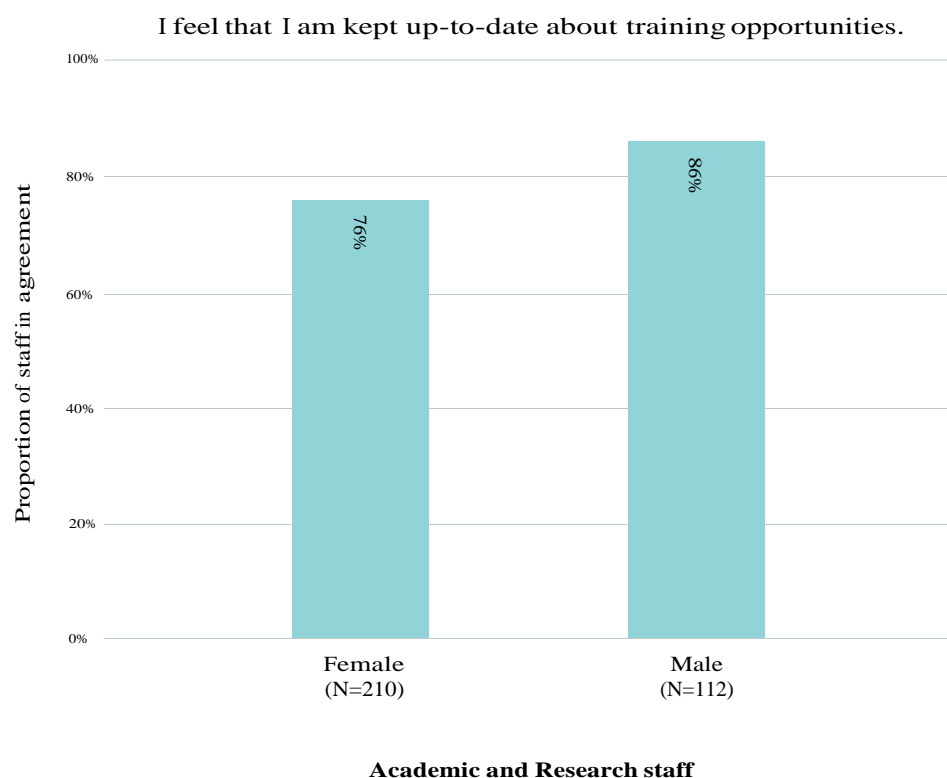
Figure 5.3.2: Staff survey 2019 responses on whether training helps staff develop by gender

The training I receive at the OU helps me develop.

Academic and Research staff
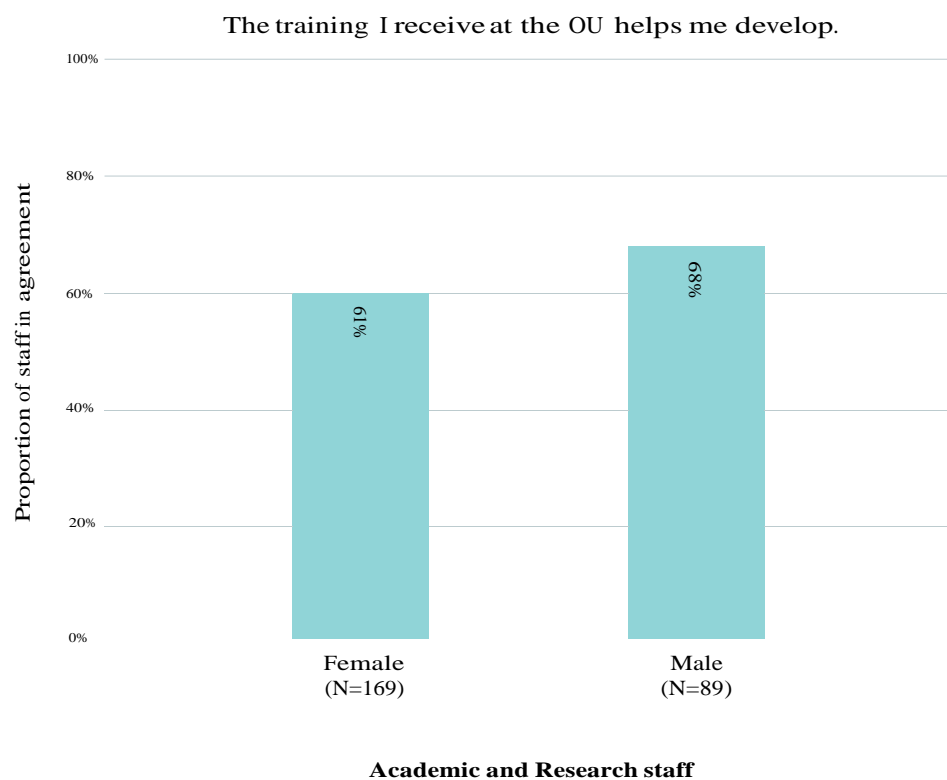
Figure 5.3.3: Staff survey 2019 responses on whether training helps staff develop by time employed and gender

The training I receive at the OU helps me develop.

	Agree	Neither agree nor disagree	Disagree
Female (N=90)* — Up to 5 years	70%	21%	9%
Male (N=43)* — Up to 5 years	70%	19%	12%
Female (N=102)* — 6 to 15 years	52%	24%	25%
Male (N=35)* — 6 to 15 years	69%	23%	9%
Female (N=60)* — 16 to 25 years	63%	27%	10%
Male (N=34)* — 16 to 25 years	71%	24%	6%
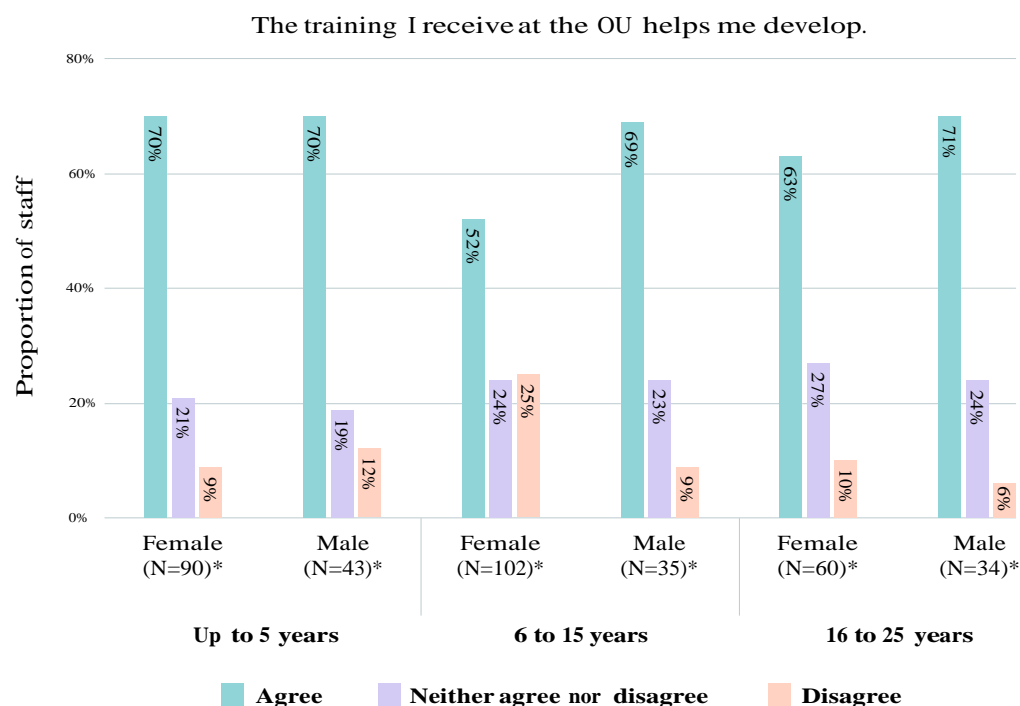
* N = total respondents in each category

The most common request in survey responses was for leadership and management training (Action 5.3.3).

(ii)   Appraisal/development review [244 words]

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

The OU operates a mandatory annual Career Development and Staff Appraisal (CDSA) process. Staff receive feedback on their performance against previously set objectives, and then identify new objectives. Training and development needs are identified and CDSAs are the primary mechanism for discussing career development. Participation is mandatory for academic promotions.

Regular meetings between appraiser and employee should take place afterwards to monitor progress, but feedback shows these take place inconsistently. A CDSA improvement project will address this (see below).

Policy, guidance and 'how to' guides for CDSAs are available on the intranet. Training for appraisers/appraisees exists, covering preparing for a CDSA, setting objectives, and giving/ receiving feedback. Some Schools mandate this training as good practice.

A high proportion of academic staff survey respondents have an annual CDSA; some less regularly (Figure 5.3.4). CDSA completion records are not held centrally but this will be addressed through CSR and the implementation of an online system in 2022. STEM have good practice as they already implemented an online system in 2018, recording CDSA activity and ensuring completions.

Figure 5.3.4: Staff survey 2019 responses on how often Academic/Research staff have a CDSA by gender

I have a CDSA with my line-manager/appraiser.

* N = total respondents in each category

Only about half of female academics, and nearly 60% of male academics across the OU find the CDSA process useful (Figure 5.3.5).

To increase participation, usefulness and develop appraiser skills, a University-wide CDSA improvement project began in 2020, which includes a GESG representative. Its first output was a revision of guidelines to support CDSA conversation during COVID. There is also a shorter form in response to feedback. [14 COVID words]

Figure 5.3.5: Staff survey 2019 responses on whether Academic/Research staff find CDSA process useful by gender

I find the CDSA process useful.

Proportion of staff in agreement

Female (N=136): 49%
Male (N=73): 57%
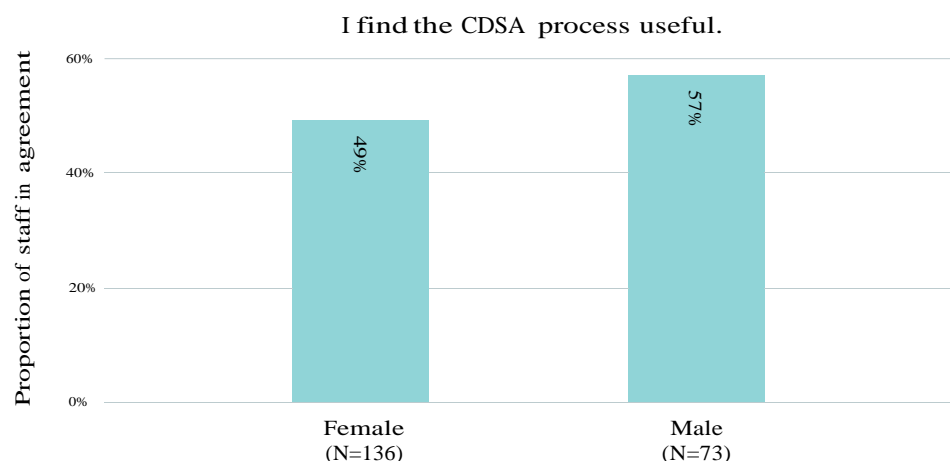
Academic and Research staff

(iii)   Support given to academic staff for career progression [342 words]

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

Faculties and Schools have responsibility for academic career progression, supported by Research, Enterprise and Scholarship (RES), APD and T&D.

In 2019 the OU retained the European Commission HR Excellence in Research Award, demonstrating our commitment to implementing our Concordat Action Plan. APD provides specific events for early-career researchers (Section 5.3 (i)).

The APPLAUD programme (Accrediting and Promoting Professional Learning and Academic Development), offers support and mentoring to academic staff to gain HEA Fellowships (up to Senior level). These are included as supporting criteria in academic promotion profiles. Women have been less likely to participate in APPLAUD than men, but more likely to achieve Fellowships (Tables 5.3.3 - 5.3.4). We will investigate and address the reasons for this in a new version of the scheme launching in 2021 (Action 5.3.5).

ACTION 5.3.5:

Investigate gender difference in APPLAUD participation and success.

Table 5.3.3: Academic participants in APPLAUD programme by gender and year 2015/16-2018/19

YEAR	GENDER	N
2015/16	Female	32
	Male	72
2016/17	Female	51
	Male	79
2017/18	Female	36
	Male	55
2018/19	Female	27
	Male	59

Table 5.3.4 Academic staff who have gained HEA Fellowships by gender and year 2015/16-2018/19
TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

* Fellowship applications do not need to be made within the same year's programme cohort.

T&D offers career development workshops and a coaching service. Academic participation in coaching is low (Table 5.3.5) therefore we will address this (Action 5.3.6).

Table 5.3.5 Academic and Research Staff use of coaching service by gender and year 2016/17-2018/19

TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

ACTION 5.3.6:

Increase academics' awareness and uptake of coaching service.

Mentoring takes place in various contexts across the University but is not recorded to enable reporting on gender breakdown. Although high proportions of academics stated the OU provided them with the opportunity to be a mentor/mentee (Figures 5.3.6 - 5.3.7) (e.g. STEM mentors are assigned to all new staff), we recognise the OU needs a comprehensive approach to mentoring, therefore a mentoring scheme will be enabled through our new CSR system (Action 5.3.7)

ACTION 5.3.7:

Develop a University-wide approach to mentoring and ensure access to mentoring for all academic and research staff.

Figure 5.3.6: Staff survey 2019 responses on whether the OU provides staff with the opportunity to be a mentor by gender

The OU provides me with the opportunity to be: a mentor.

Academic and Research staff
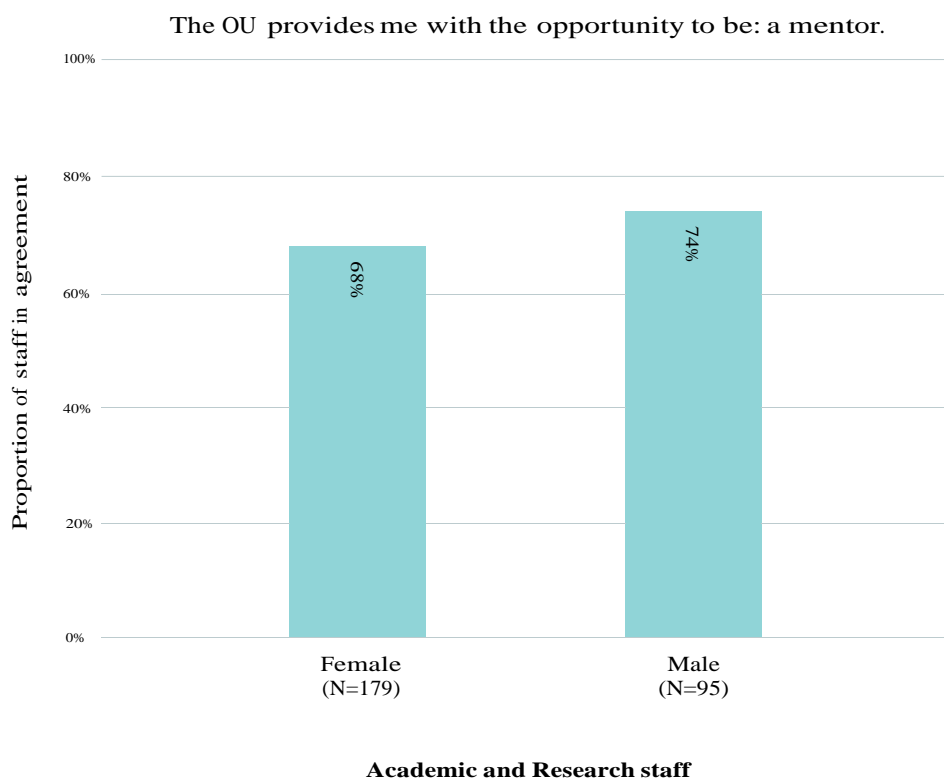
Figure 5.3.7: Staff survey 2019 responses on whether the OU provides staff with the opportunity to be a mentee by gender

The OU provides me with the opportunity to be: a mentee.

Academic and Research staff
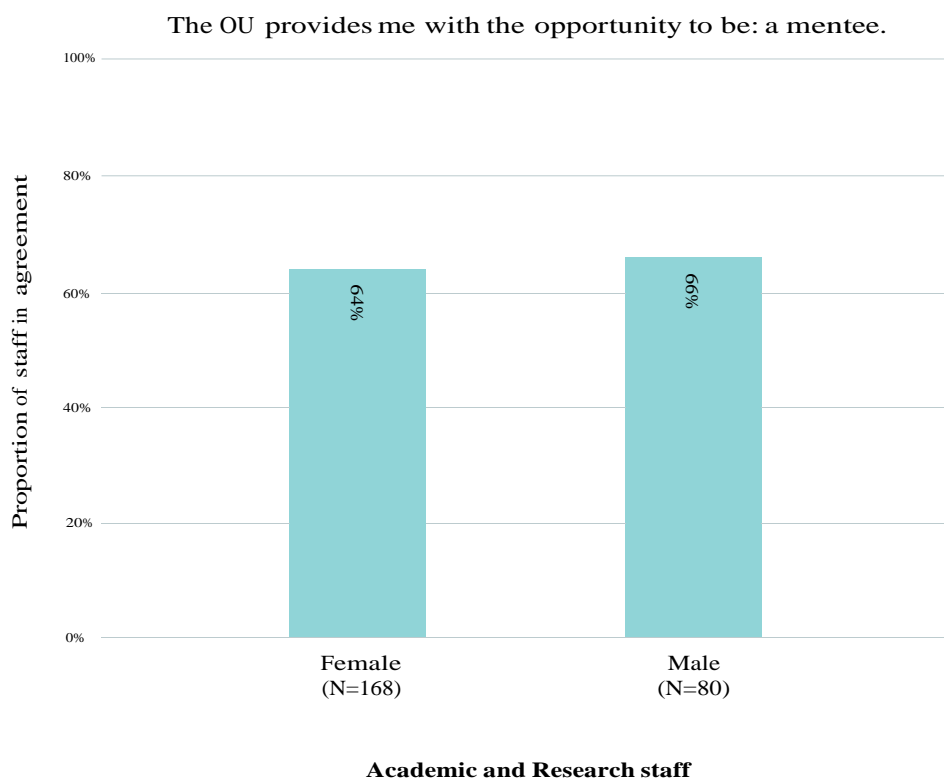
Academic men agree more than women that they have development opportunities (Figure 5.3.8). However, mid-career women are less likely to agree than other groups (Figure 5.3.9), which is in line with the training data (Figure 5.3.3) and will be addressed (Action 5.3.4).

Consultation revealed that excessive workload and lack of time prohibit Academics' participation in career development initiatives (particularly Regional Academics, who are predominantly female). Research in STEM showed that Regional Academics require administrative support and robust cover arrangements to create time for career development activities (Action 5.3.8).

ACTION 5.3.8:

Improve administrative support for Regional Academics to enable participation in career development activities.

Figure 5.3.8: Staff survey 2019 responses on opportunities to develop within my role by gender

There are opportunities for me to develop within my role.

Academic and Research staff
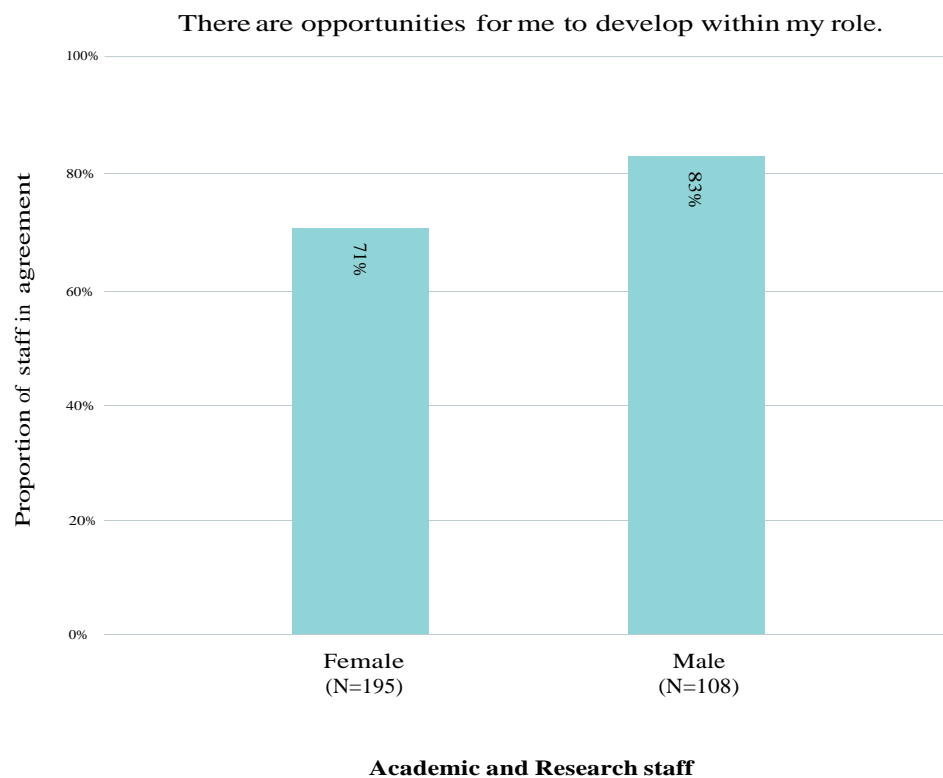
Figure 5.3.9: Staff survey 2019 responses on whether there are opportunities to develop by time employed and gender

There are opportunities for me to develop within my role.

Legend:
- Agree
- Neither agree nor disagree
- Disagree

Categories:
- Up to 5 years: Female (N=90)*, Male (N=43)*
- 6 to 15 years: Female (N=102)*, Male (N=35)*
- 16 to 25 years: Female (N=60)*, Male (N=34)*

Values:
- Female (Up to 5 years): 76%, 16%, 9%
- Male (Up to 5 years): 84%, 7%, 9%
- Female (6 to 15 years): 58%, 19%, 24%
- Male (6 to 15 years): 83%, 9%, 9%
- Female (16 to 25 years): 85%, 7%, 8%
- Male (16 to 25 years): 85%, 3%, 12%

* N = total respondents in each category

A lower proportion of women than men feel development opportunities are advertised fairly and transparently (Figure 5.3.10). In 2020, RH implemented a new Expressions of Interest process to ensure transparent recruitment and selection for development opportunities.

Figure 5.3.10: Staff survey 2019 responses on whether work-related opportunities for development are advertised fairly and transparently by gender

Work-related opportunities for development e.g. secondments or additional responsibilities, are advertised fairly and transparently.

Proportion of staff

- 80%
- 60%
- 40%
- 20%
- 0%

Female (N=275)* 52% 27% 21%

Male (N=128)* 63% 26% 12%

Academic and Research staff

■ Agree ■ Neither agree nor disagree ■ Disagree
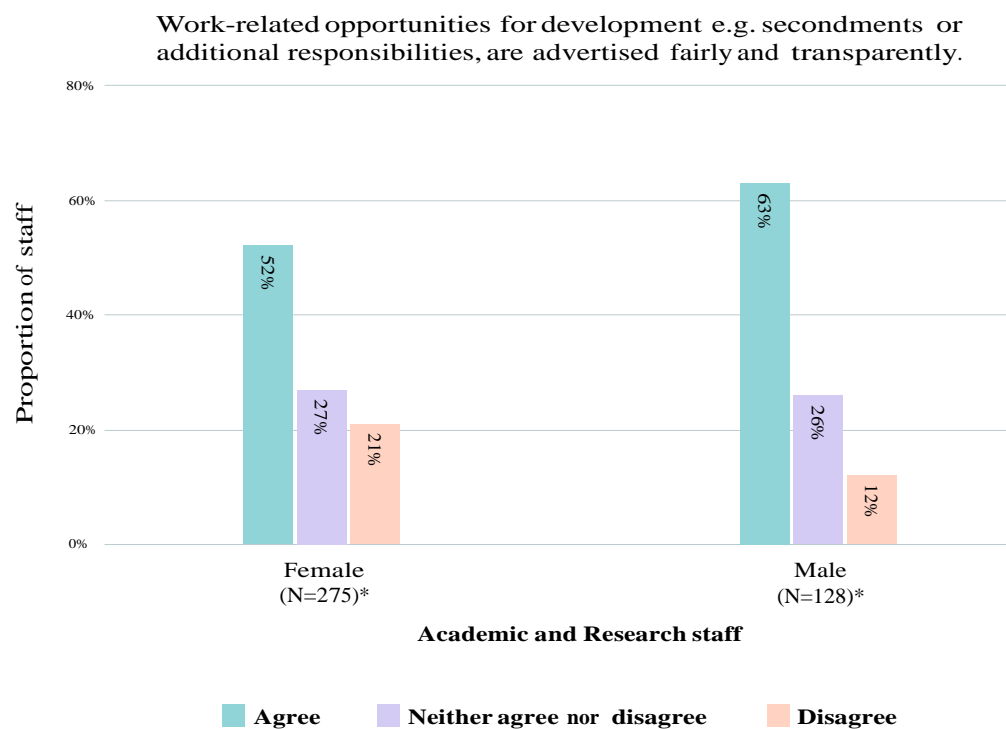
* N = total respondents in each category

[Section 5.3: 967 words]

5.5 Flexible working and managing career breaks [1897 words]

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

(i) Cover and support for maternity and adoption leave: before leave [259 words]

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

The University provides an enhanced maternity and adoption package for staff on permanent and fixed term contracts. Guidance is available on the staff intranet for managers and employees. When staff notify their manager, a meeting should take place to go through the maternity checklist, addressing issues before, during and after leave (with specific items for academic/research staff, e.g. research extensions and supervision arrangements).

Adoption leave follows similar guidelines.

Since 2016 we have:

• Introduced an online Parental Leave and Childcare Benefits Portal providing links to all family-friendly policies and resources in response to staff feedback;
• Made available parental transition coaching for staff before and after parental leave;
• Implemented Breastfeeding Guidance;
• Created maternity leave FAQs online.

In the staff survey, 24 Academic staff and 71 Professional and Support staff indicated that they had taken maternity leave in the last 3 years. Of these, just 29% of Academic staff and 32% of P&S staff agreed that the support they received met their needs while most were neutral in their responses (Figure 5.5.1; Action 5.5.1).

In 2019 E&I established a 'buddy' scheme to advise and support women prior to maternity/ adoption leave. We will establish this in other Schools, and for staff taking paternity leave (Action 5.5.2).

While good practice does exist, staff consultation indicated that policies and guidelines are not implemented consistently by managers (Action 5.5.3).

Figure 5.5.1: Staff survey 2019 responses on whether support before maternity leave met respondents' needs by role type

Before maternity leave, did the support you received meet your needs?

Academic and Research staff (N=24)*

P&S staff (N=71)*

- Agree
- Neither agree nor disagree
- Disagree
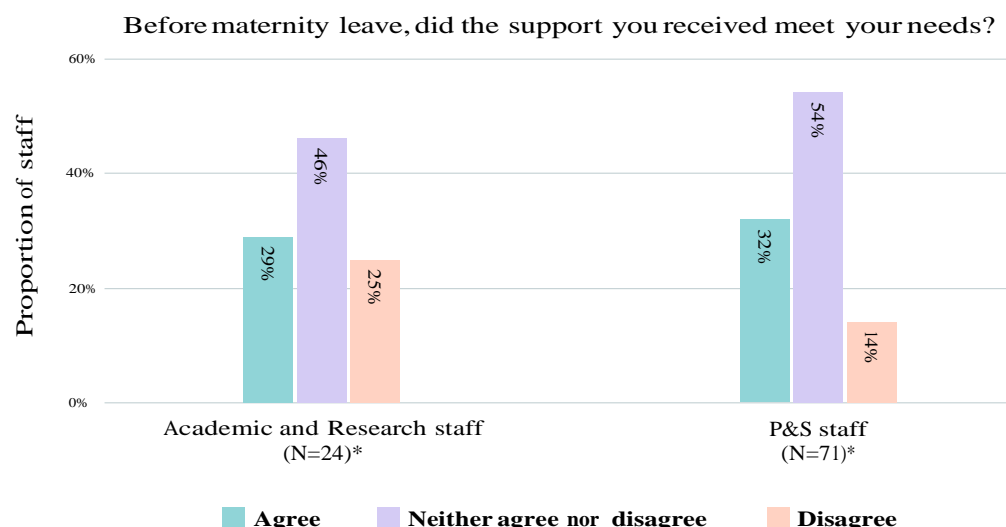
* N = total respondents in each category

Discussion groups demonstrated mixed responses on how easy it was to access parental leave information, with some staff finding policies difficult to understand (Action 5.5.3). Gaps in policies and support for staff experiencing miscarriage and infertility/IVF were also identified (Action 5.5.4).

ACTION 5.5.1:

Investigate and improve support needs for staff before, during and after maternity leave

ACTION 5.5.2:

Develop the 'buddy' scheme for staff taking maternity/adoption leave in all Schools and extend it to those taking paternity leave.

ACTION 5.5.3:

Improve consistency of use and understanding of parental leave policies.

ACTION 5.5.4:

Create policies and support to address wider pregnancy-related issues such as miscarriage and (in)fertility issues and fertility treatments.

(ii) Cover and support for maternity and adoption leave:
during leave [181 words]

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

Maternity and adoption leave are generally covered through an FTC, redistribution of work among team members, or on occasion, acting arrangements.

Employees can use up to 10 Keeping-in-Touch (KiT) days voluntarily, paid for by the University. We do not currently record these or Shared Parental Leave in Touch (SPLiT) days (see (iv)) but will do in future (Action 3.1).

Discussion groups revealed that staff felt satisfied with the level of contact they had had while on maternity leave. While there are pockets of good practice, not all staff on maternity leave received invitations to work-related social events. We will address how this is done in future (Action 5.5.1).

Prior to return to work, it is expected that managers agree with the employee their return, including workload, flexible arrangement and additional support required.

Figure 5.5.2: Staff survey 2019 responses on whether support during maternity leave met respondents' needs by role type

During maternity leave, did the support you received meet your needs?
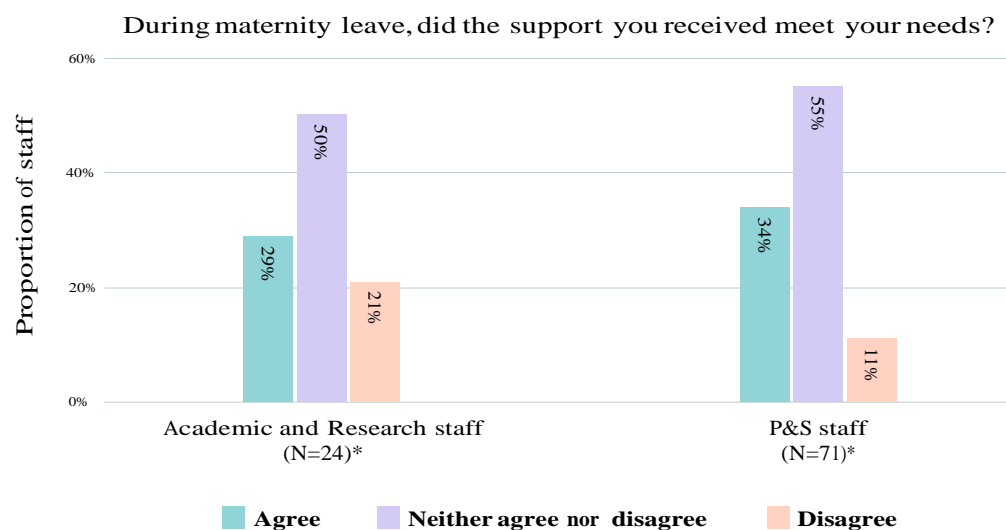
* N = total respondents in each category

Around a third of Academic and P&S staff agreed that the support they received during maternity leave met their expectation with the majority neutral (Figure 5.5.2; Action 5.5.1).

Managers should arrange a re-induction, ensure specific requirements are in place, and have regular meetings to review arrangements and identify support required.

(iii) Cover and support for maternity and adoption leave:
       returning to work [166 words]

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

29% of Academic and 25% of P&S staff agreed that the support they received after maternity
leave met their expectations (Figure 5.5.3). Most P&S staff were neutral in their responses,
but 33% of Academic staff reported that the support did not meet their needs. Of the 93 staff
that answered all three survey questions, 72 selected the same response for each question
which suggested that a number were probably not discriminating between support before,
during and after maternity leave. Overall, only 18 staff (19%) agreed that support met their
needs throughout (Action 5.5.1).

Figure 5.5.3: Staff survey 2019 responses on whether support after maternity leave support met respondents'
needs by role type

After maternity leave, did the support you received meet your needs?

	Agree	Neither agree nor disagree	Disagree
Academic and Research staff (N=24)*	29%	38%	33%
P&S staff (N=69)*	25%	58%	17%
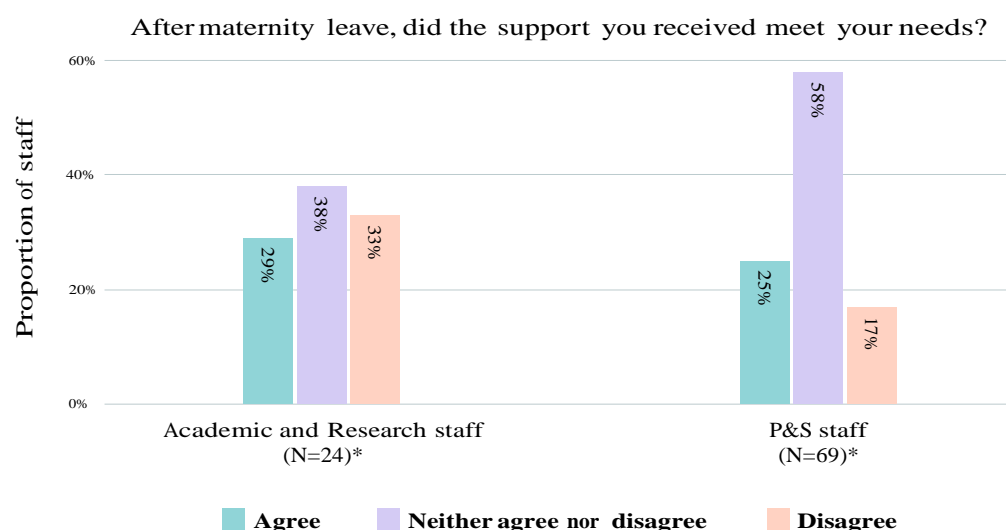
* N = total respondents in each category

Discussion groups revealed mixed experiences of informal good practice and formal
application of policy which we will improve (Action 5.5.3). Staff consultation also revealed
a gap in existing policy for academic maternity returners to enable their research to be
resumed. We will address this issue (Action 5.5.5).

If a staff member's FTC contract expires during maternity/adoption leave they are offered
an alternative post, or if externally funded, they may be entitled to a contract extension.

ACTION 5.5.5:

Improve opportunities for career development for staff returning from parental leave.

(iv) Maternity return rate [36 words]

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

Return rates are high (Table 5.5.1). Only two female researchers between 2014/15 and 2018/19 did not return as their contracts ended during leave (Table 5.5.2). Reasons for non-return of professional and support staff were resignation, end of FTC and severance (Table 5.5.3).

TABLES REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Paternity, shared parental, adoption, and parental leave uptake [200 words]

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

The University provides an enhanced paternity package. Information is available on the intranet. Additional paternity leave was subsumed into Shared Parental Leave in 2015 enabling UK-based staff to share up to 50 weeks' leave and up to 37 weeks of shared parental pay.

Staff can take up to 18 weeks of unpaid Parental Leave to care for a child. Our systems do not record this therefore we cannot comment on uptake (Action 3.1). For staff in Republic of Ireland (RoI) with a statutory entitlement to 26 weeks' parental leave, we agree unpaid leave on a case by case basis.

Although more P&S than Academic staff take all forms of leave (Table 5.5.4), the rates are approximately equal. Feedback also revealed that staff felt paternity leave was inadequate to fulfil caring responsibilities. We will investigate enhancing our paternity leave package to better support new parents (Action 5.5.6).

26 people took Shared Parental Leave between 2014/15 and 2018/19. Each parent can take up to 20 SPLiT days.

TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

The OU implemented a Parental Bereavement Leave Policy in 2020, in response to legislation, enhancing the statutory requirement by providing two weeks' full pay as a day-one right; this is also offered to all Ireland staff where no statutory entitlement exists.

ACTION 5.5.6:

Investigate extension of enhanced paternity leave package.

(vi) Flexible working [626 words]

Provide information on the flexible working arrangements available.

The 2014 Agile Working Policy sets out the formal process for staff. In addition, staff can informally work flexibly on an ad-hoc basis at their manager's discretion. The guidance and policy are available online, alongside manager and employee 'how to' guides. Although no formal training is provided, advice is available from PS (Action 5.5.7). The staff survey showed high levels of awareness of the policy (Figure 5.5.4). Relatively small proportions of Academic staff have requested formal changes to their working arrangements; higher proportions of P&S staff have requested formal changes with 27% of female P&S staff successfully gaining a change. Female P&S staff have lower levels of confidence than male P&S staff that formal requests for agile working will be considered fairly. Academic staff have high levels of confidence overall that formal agile working requests would be considered fairly (Figure 5.5.5).

Figure 5.5.4: Staff survey 2019 responses on awareness of the agile working policy by gender and role type

I am aware of the OU's agile working policy.

Proportion of staff in agreement

- Female (N=209): 76%
- Male (N=92): 72%

Academic and Research staff

- Female (N=607): 89%
- Male (N=164): 84%
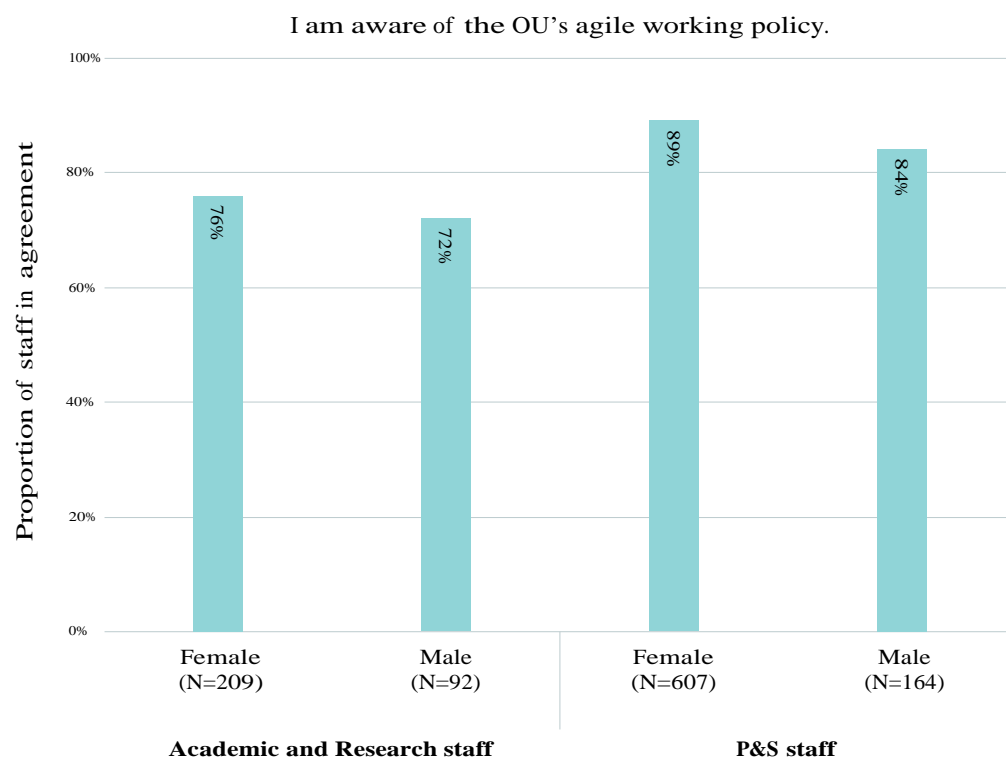
P&S staff

Figure 5.5.5: Staff survey 2019 responses on requests for flexible working by gender and role type

Proportion of staff in agreement

	Academic and Research staff		P&S staff	
	Female (N=261)*	Male (N=124)*	Female (N=672)*	Male (N=194)*
I applied and granted	11%	7%	27%	14%
I applied not granted	1%	0%	1%	2%
Confident fair	81%	89%	63%	77%
Not considered fairly	7%	4%	8%	7%

■ **I applied for a formal flexible working arrangement and it was granted.**

■ **I applied for a formal flexible working arrangement and it was not granted.**

■ **I am confident if I applied for formal flexible working arrangements, my request would be considered fairly.**

■ **If I applied for a formal flexible working arrangement, I believe that my request would not be considered fairly**

* N = total respondents in each category

Significantly more P&S staff have had agile working requests approved than Academic/ Research staff (Table 5.5.5); academic contracts allow more flexibility than support roles so formal agile working approval is not usually necessary. While women are more likely to request agile working there is no analysis of types of request to inform comment (Action 3.1).

Table 5.5.5: Agile working request approvals by role type, gender and year 2014/15-2018/19

TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Table 5.5.5 shows very high agile working approval rates. Feedback suggests that this is because some requests are not submitted formally, for example where an informal conversation with their manager indicates requests will be declined. Staff have reported that some managers have a limited understanding of the policy and often favour those with childcare responsibilities as having 'valid' reasons. To address this, and to ensure parity for all staff, we will undertake a review of formal agile working (Action 5.5.7).

Future requests will be submitted via an online system (through CSR) which will enable better reporting of agile working application and success rates.

P&S staff are less able to take advantage of flexible working and feel less supported by managers than academics to do so (Figure 5.5.6; Figure 5.5.7). Some P&S roles may not have been considered amenable to home working (pre-pandemic). P&S staff also fed back that homeworking was generally only possible (pre-pandemic) for staff with laptops, therefore favouring staff on higher grades.

Figure 5.5.6: Staff survey 2019 responses on ability to take advantage of flexible working on an informal basis by role type and gender

I can take advantage of flexible working on an informal basis, including the time and location of when and where I work.
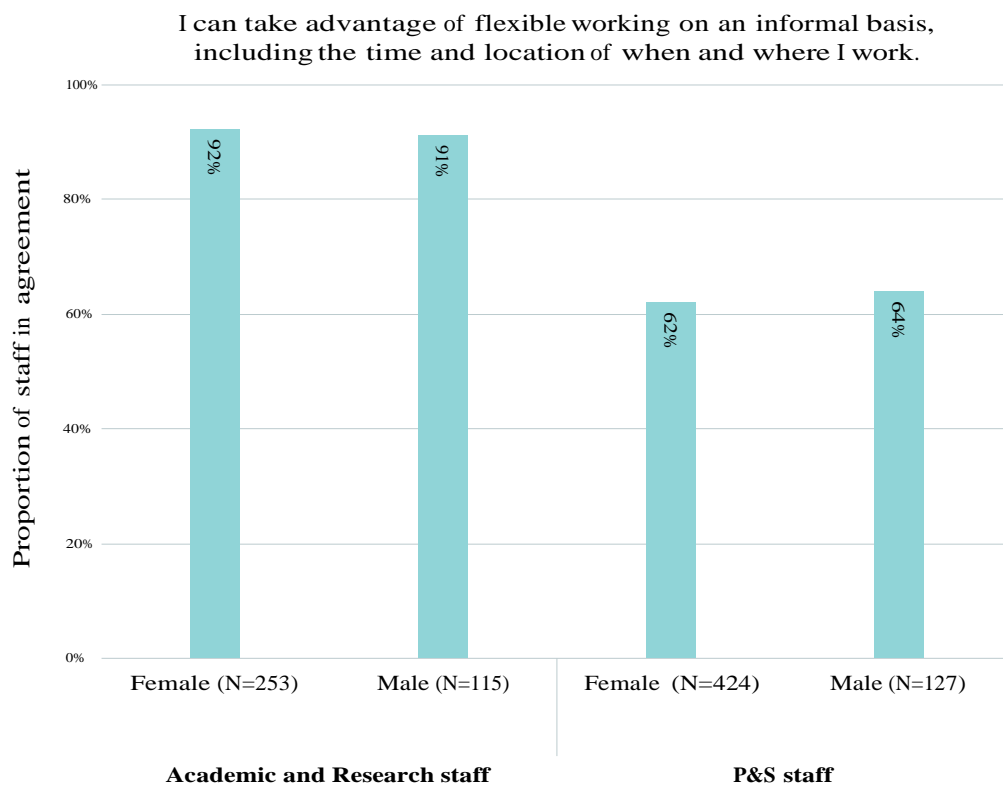
Figure 5.5.7: Staff survey 2019 responses on whether they feel their line manager is supportive of flexible working by role type and gender

My line-manager is supportive of flexible working.
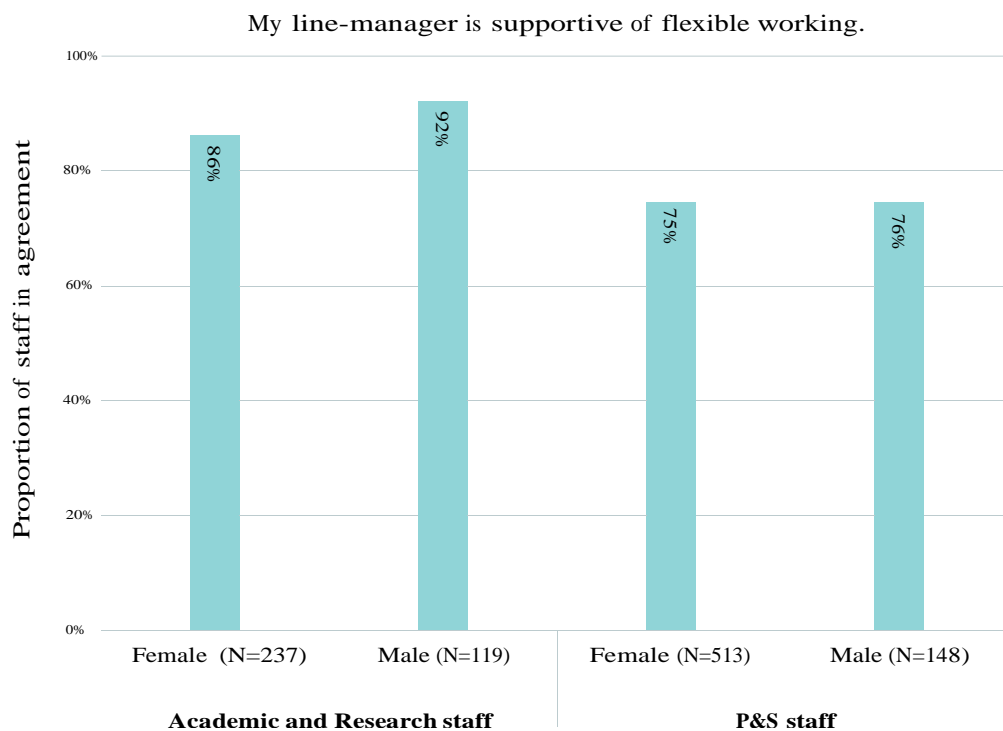
During COVID-19 the University's move to remote working was rapid due to its existing model of, and expertise in, distance learning/working, using remote communications technology. Additional laptops, hardware and mobile broadband devices were purchased to enable homeworking. PS created a Remote Working Toolkit to support managers and their teams and to improve remote working practices. Supplementary resources were created on the Remote Working home page on MLC. [67 COVID words]

Figure 5.5.8: 2020 Staff Barometer Survey responses on experience during the pandemic by gender and role type

During the coronavirus pandemic:

Proportion of staff in agreement

Category	Academic and Research staff	P&S staff
I would describe the OU as an organisation that cares for its people	88%	95%
Where I currently work I have what I need to perform my job effectively	79%	88%
I know where to go to for support regarding my health, safety and wellbeing	85%	93%
I am satisfied with the flexible working arrangements being made by the organisation	90%	93%
The OU is doing a good job of maintaining services/ production under the current circumstances	87%	96%
The OU as a whole is doing a good job of helping staff feel connected to each other	80%	91%
My overall workload in my OU role has increased since lockdown started	59%	48%

Academic and Research staff (N=578)*   P&S staff (N=2444)*

* N = total respondents in each category

Figure 5.5.9: 2020 Staff Barometer Survey responses on factors affecting workload during the pandemic by gender and role type

Factors impacting workload during COVID-19.

Proportion of staff in agreement

	Having children at home	Caring for vulnerable friends, family and neighbours	Time spent obtaining food and other necessities	Sharing homeworking space and equipment with other family members	Stress due to isolation or other impacts of the lockdown	Other consequences of lockdown	None of the factors listed
Academic and Research staff (N=578)*	32%	16%	39%	44%	44%	31%	16%
P&S staff (N=2444)*	30%	20%	24%	36%	26%	23%	24%

* N = total respondents in each category

An institutional Staff Barometer Survey (SBS) was undertaken during lockdown, but the gender of respondents was not sought on this occasion. Future surveys (and other research investigating impact of COVID) will include gender of respondents (Section 7; Action 7.1).

SBS data suggest (Figure 5.5.8) that although 59% of Academic and Research staff and 48% of P&S staff reported that their workloads had increased, large proportions were satisfied with the flexible working arrangements made by the OU.

Staff reported that several factors affected their workloads (Figure 5.5.9). Higher proportions of Academic and Research staff than P&S staff selected most factors.

The OU conducted a 'lessons learned' exercise on its response to the pandemic, particularly home working arrangements. A key recommendation being taken forward by the pandemic Recovery Group is to consider more radical flexible working arrangements to improve staff morale and work-life balance and enable wider talent pools and innovative working arrangements. We will collaborate with the Recovery Group to feed in our findings and to ensure gender is considered in plans (Action 5.5.7). [163 COVID words]

The OU has a job share policy to enable flexible working, but feedback showed concerns about the way in which job share partners are assessed for roles, which we will review (Action 5.5.8).

ACTION 5.5.7:

Collaborate with OU COVID-19 Recovery Team to improve agile and flexible working and ensure gender is considered in plans.

ACTION 5.5.8:

Review OU job share policy.

(vii) Transition from part-time back to full-time work after career breaks [49 words]

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

Staff who temporarily reduce their hours via an agile working arrangement or short-term contract change will revert to full-time hours at the end of the agreed period unless otherwise decided at review. Individuals making a phased return, are considered case-by-case. There is no formal process, which we will address (Action 5.5.9).

ACTION 5.5.9:

Improve process for staff transitioning back to full-time from part-time hours.

(viii) Childcare [76 words]

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

The University operates the Childcare Vouchers scheme for UK staff who applied before April 2018, and the subsequent Tax-Free Childcare scheme. Guidance is on the intranet.

There are two nurseries on the Milton Keynes campus, one of which has 98% occupancy by children of OU staff. Childminding expenses may be claimed if staff must work out of hours on University business.

Staff survey results (Figure 5.5.10) revealed low levels of satisfaction with childcare provision, especially for female Academics (Action 5.5.10).

Figure 5.5.10: Staff survey 2019 responses on childcare provision by role type and gender
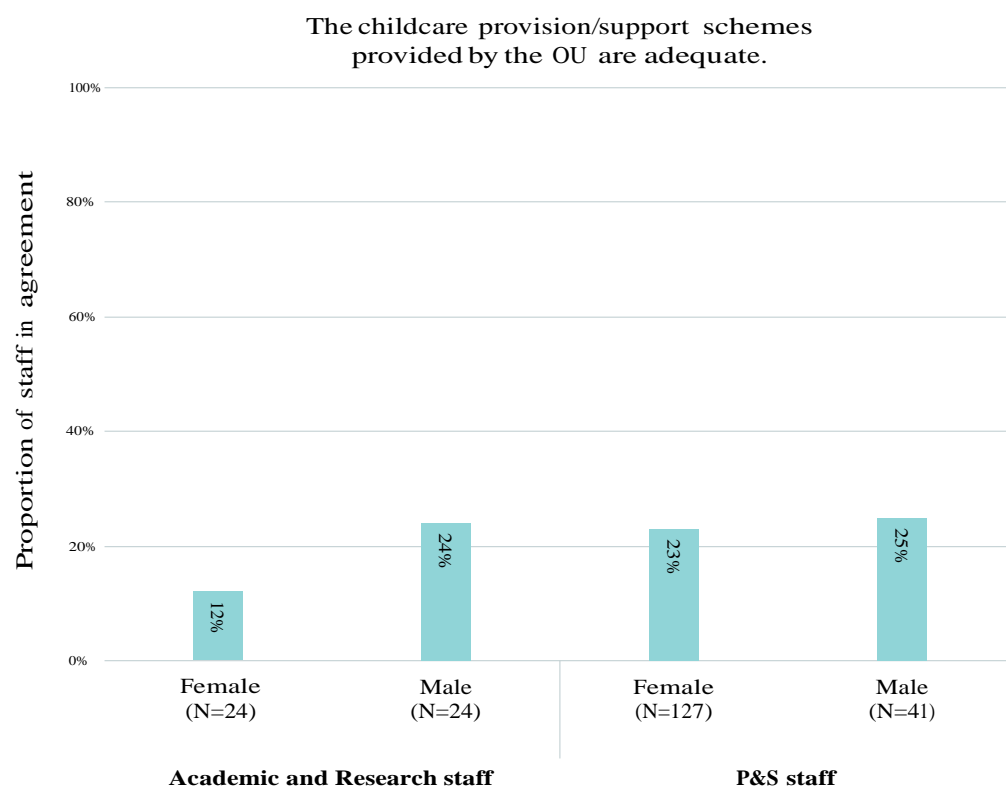
ACTION 5.5.10:

Examine realistic options for providing more bespoke childcare provision.

(ix)   Caring responsibilities [304 words]

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

The OU has a range of policies to support staff with differing caring responsibilities:
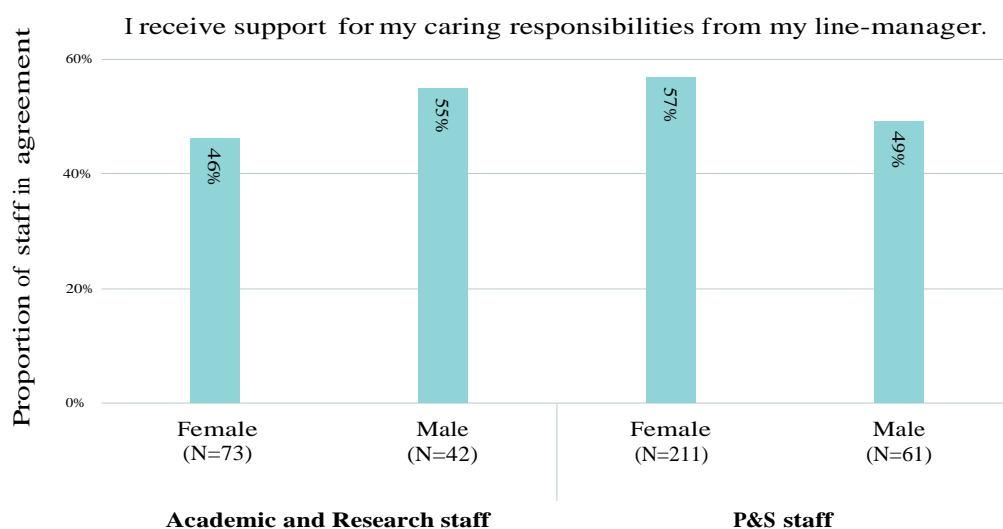
• Dependants and Carers Policy implemented in 2019 after consultation with the Care & Caring Network@OU (C&CN@OU) enables carers to apply for agile working and to take unpaid emergency leave, exceeding statutory rights in each UK Nation. In RoI there is up to 104 weeks of unpaid leave. The Unpaid Career Break Policy also enables leave of one to three years.

• Contingency Leave Policy – paid leave covering bereavement, sickness of a dependant or family member and emergency domestic situations.

• Parental Leave Policy – complying with legislation, after one year's service staff can take up to 18 weeks unpaid leave.

• Career Break.

We are unable to present uptake of contingency leave taken for caring responsibilities as this is not recorded currently (Action 3.1).

The OU Champion for Care and Dependency is the Pro-Vice-Chancellor (Students). C&CN@OU is a formal network to promote carers' rights and provide information, advice and guidance to carers and in carer-related policy development. Financial support is available for C&CN@OU to attend conferences, training and to apply for funding to organise events.

Staff survey results indicate that around half of carers received support directly from managers (Figure 5.5.11). We will therefore act to ensure carers receive and report adequate support (Action 5.5.11).
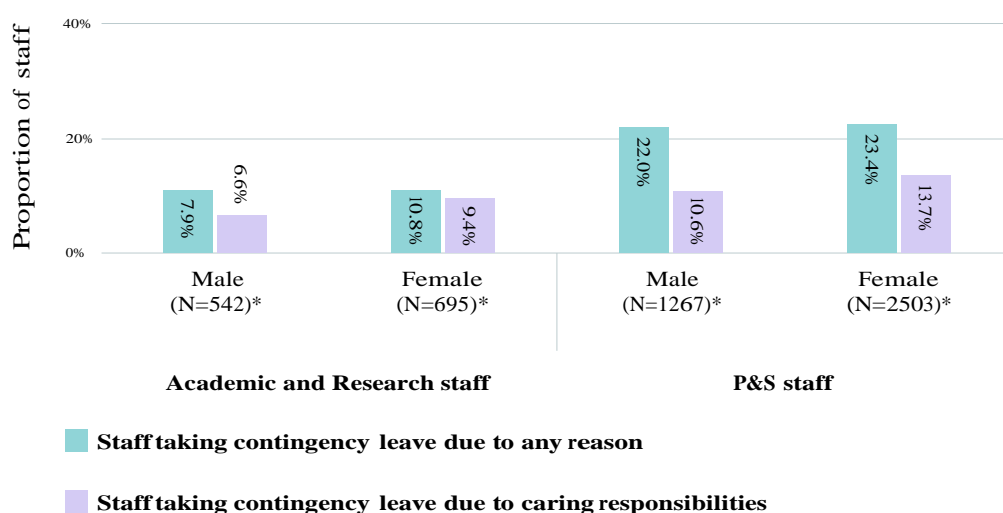
Figure 5.5.11: Staff survey 2019 responses on whether staff have received support from their line managers for their caring responsibilities by role type and gender

I receive support for my caring responsibilities from my line-manager.

Proportion of staff in agreement

	Female (N=73)	Male (N=42)	Female (N=211)	Male (N=61)
	46%	55%	57%	49%
	Academic and Research staff		**P&S staff**	

The OU is one of four universities signed up to Employers for Carers, allowing staff with caring responsibilities, and managers, to access information and guidance. We also organised two online sessions in 2019 with Carers UK, to share expertise on supporting working carers.

During COVID-19, the University offered up to 45 days of paid 'pandemic contingency leave' between March and August to support staff with caring responsibilities. There was higher uptake by women for contingency leave generally, and specifically for caring purposes (Figure 5.5.12). We will address impact of this (Section 7; Action 7.1). [45 COVID words]

Figure 5.5.12: Staff taking pandemic contingency leave of any duration by gender and role type March-July 2020

Proportion of staff

	Male (N=542)*	Female (N=695)*	Male (N=1267)*	Female (N=2503)*
Staff taking contingency leave due to any reason	7.9%	10.8%	22.0%	23.4%
Staff taking contingency leave due to caring responsibilities	6.6%	9.4%	10.6%	13.7%
	Academic and Research staff		**P&S staff**	

▇ **Staff taking contingency leave due to any reason**

▇ **Staff taking contingency leave due to caring responsibilities**

* N = total respondents in each category

ACTION 5.5.11:

Ensure carers receive adequate support.

[Section 5.5: 1897 words]

5.6 Organisation and culture [2103 words]

(i) Culture [337 words]

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

We have embedded AS principles through:

- OU Equality Scheme objectives;
- Tackling the gender pay gap;
- Engaging with the Concordat, creating actions to eliminate barriers to career progression;
- Tackling FTCs (especially through the new AL contract);
- Seminars on intersectionality in data, analysis and reporting;
- Including AS in reporting structures to senior management.

Much of this work has involved mainstreaming good practice from STEM. We will continue engaging with the AS principles:

- New staff, including the EDI Dean, will drive implementation of the Action Plan and support mainstreaming of practices and processes across every function of the institution;
- We will develop an intersectional approach to data;
- Gender will be considered formally in all polices and strategies.

The OU has six staff networks:

- Women@OU
- LGBT+@OU
- BAME Network
- Enabling Staff@OU – for disabled staff (including a new Neurodiversity sub-group)
- Care and Caring@OU
- International Communities Support

Wellbeing activities include:

- Wellbeing days and intranet site;
- Menopause cafés to raise awareness and support managers;
- Online sessions on mental health and wellbeing, and bereavement support booklet; published on the OU's pandemic site, in response to COVID-19; [21 COVID words]
- Student and Staff Mental Health and Wellbeing Strategy 2020-23.

Most staff groups feel a sense of belonging in their own School or Unit, except for male P&S staff in AHSSBL (Figure 5.6.1) (Action 5.6.1).

ACTION 5.6.1:

Investigate the reasons behind lower sense of belonging of male professional and support staff and implement actions to address this.

Figure 5.6.1: Staff survey results 2019 on sense of belonging by STEM/AHSSBL, role type and gender[+]

I have a sense of belonging to my School/Unit.

STEM

AHSSBL

■ Agree   ■ Neither agree nor disagree   ■ Disagree
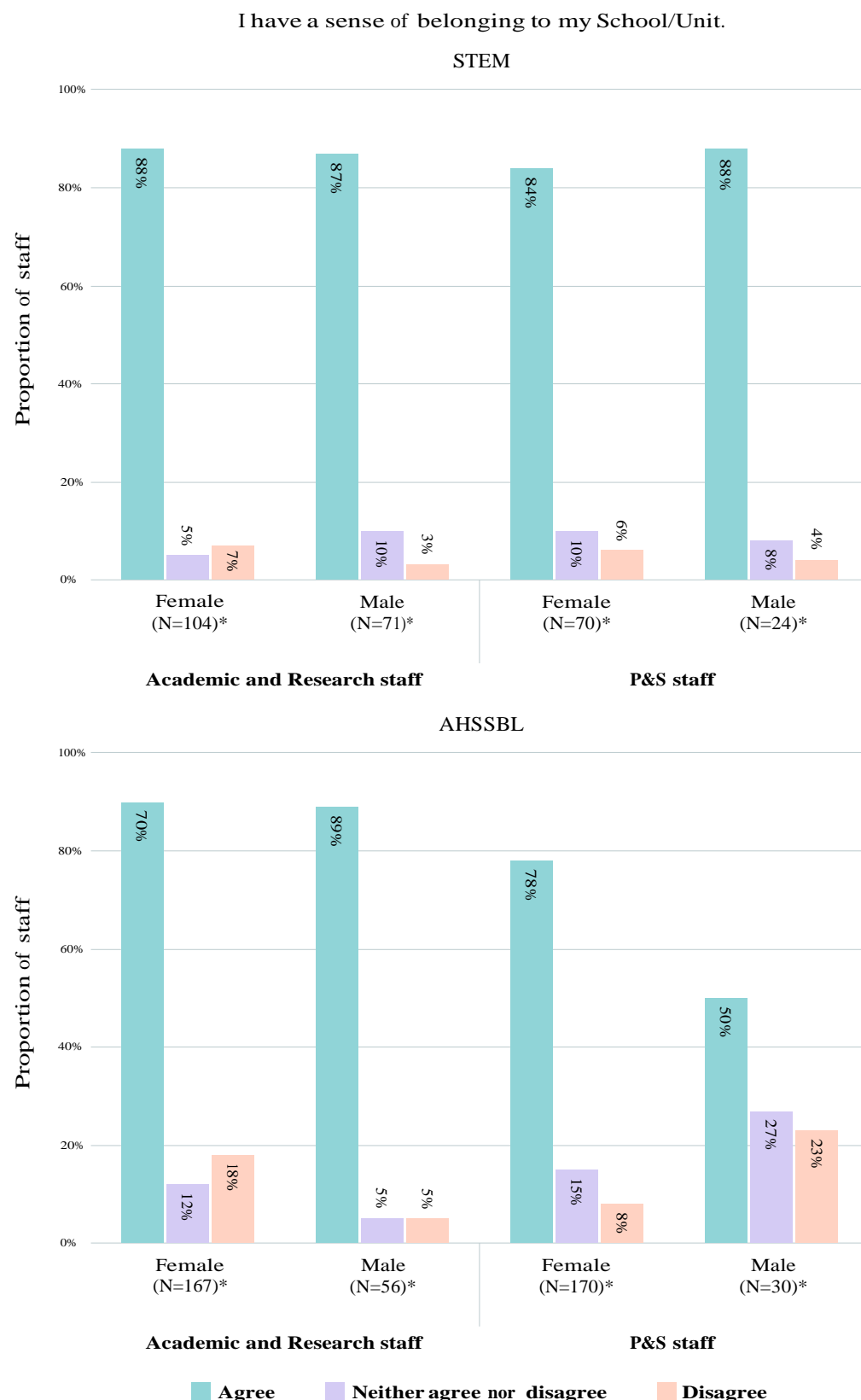
[+] Nursing included under AHSSBL as per Faculty structure for all staff survey charts

* N = total respondents in each category

Most STEM staff cite gender diversity as impacting positively on their sense of belonging (Figure 5.6.2) but this is less so amongst AHSSBL male P&S staff albeit with low numbers (Action 5.6.1).

Figure 5.6.2: Staff survey results 2019 on how gender diversity impacts on sense of belonging and inclusion by STEM/AHSSBL, role type and gender

The gender diversity of my School or Unit/the OU impacts positively on my sense of belonging and inclusion.

STEM

AHSSBL
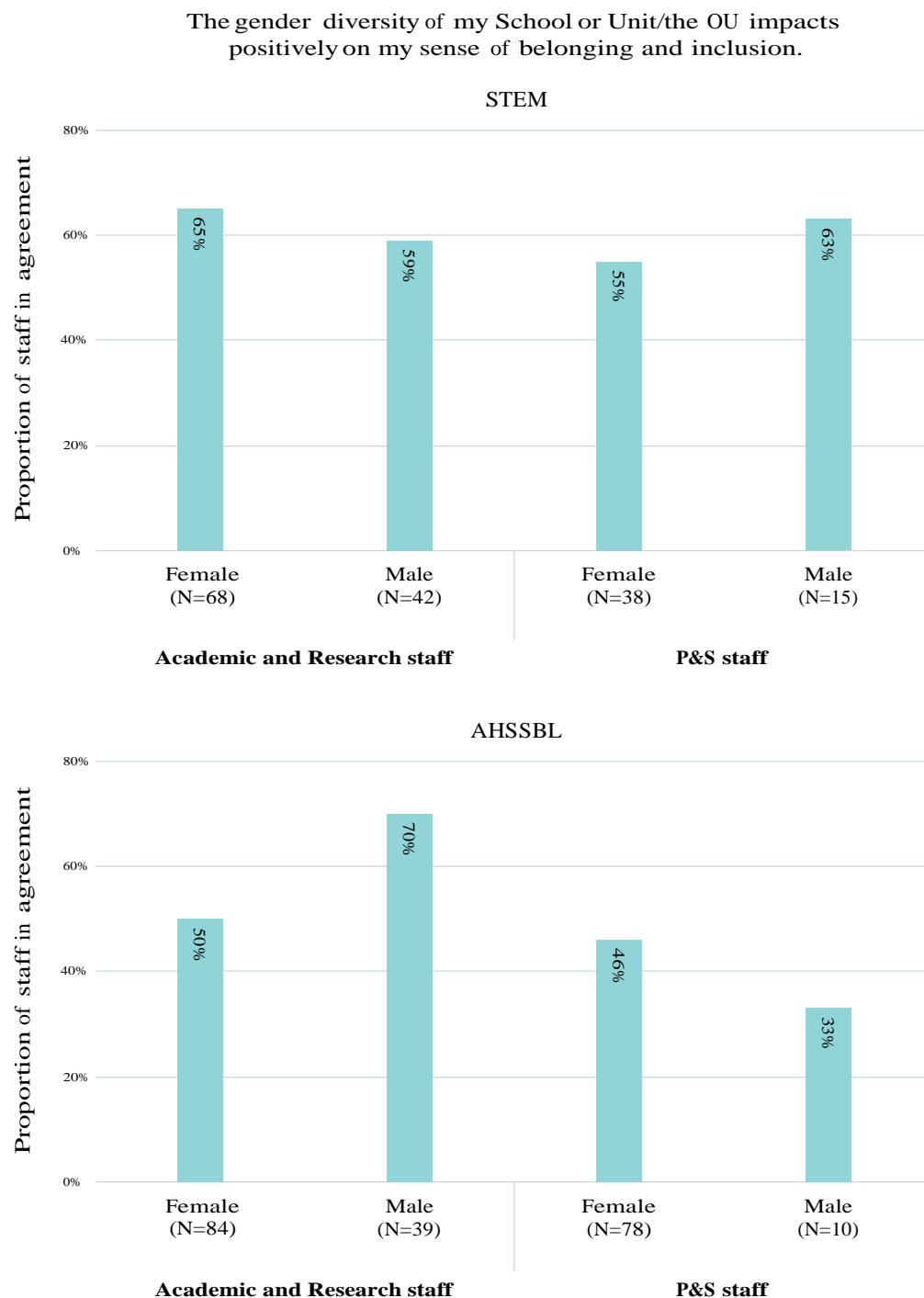
OU students reported increased satisfaction with feeling part of a community of staff and students from 55% in 2018 to 58% (NSS, 2019). Student networks and clubs organise online and face-to-face events (Figure 5.6.3) and are often invited to attend OU public events. In the absence of physical campus life, we create positive digital engagement through social media campaigns focussed on students and staff (Table 5.6.1) and our Student Hub Live platform

with a range of face-to-face and online events to bring together staff and students.

Figure 5.6.3: Example of OU Students Association engagement: Freshers' Fortnight 2020

Table 5.6.1: Social media engagement on staff and student-focussed campaigns

CAMPAIGN NAME/DESCRIPTION	SOCIAL NETWORK	REACH	ENGAGEMENT (INCLUDES ALL LIKES, COMMENTS AND SHARES)
OU Class of 2020 (Graduation)	Facebook	409,368	10,067
OU Class of 2020 (Graduation)	Instagram	127,969	2,358
OU Class of 2020 (Graduation)	LinkedIn	136,335	5,208
OU Class of 2020 (Graduation)	Twitter	323,982	8,713
#OU50Words	Twitter	520,754	18,503
#BrainteaserMonth2019	Twitter	3,068,672	247,972
#BrainteaserMonth2018	Twitter	4,285,127	202,661

(ii)   HR policies [152 words]

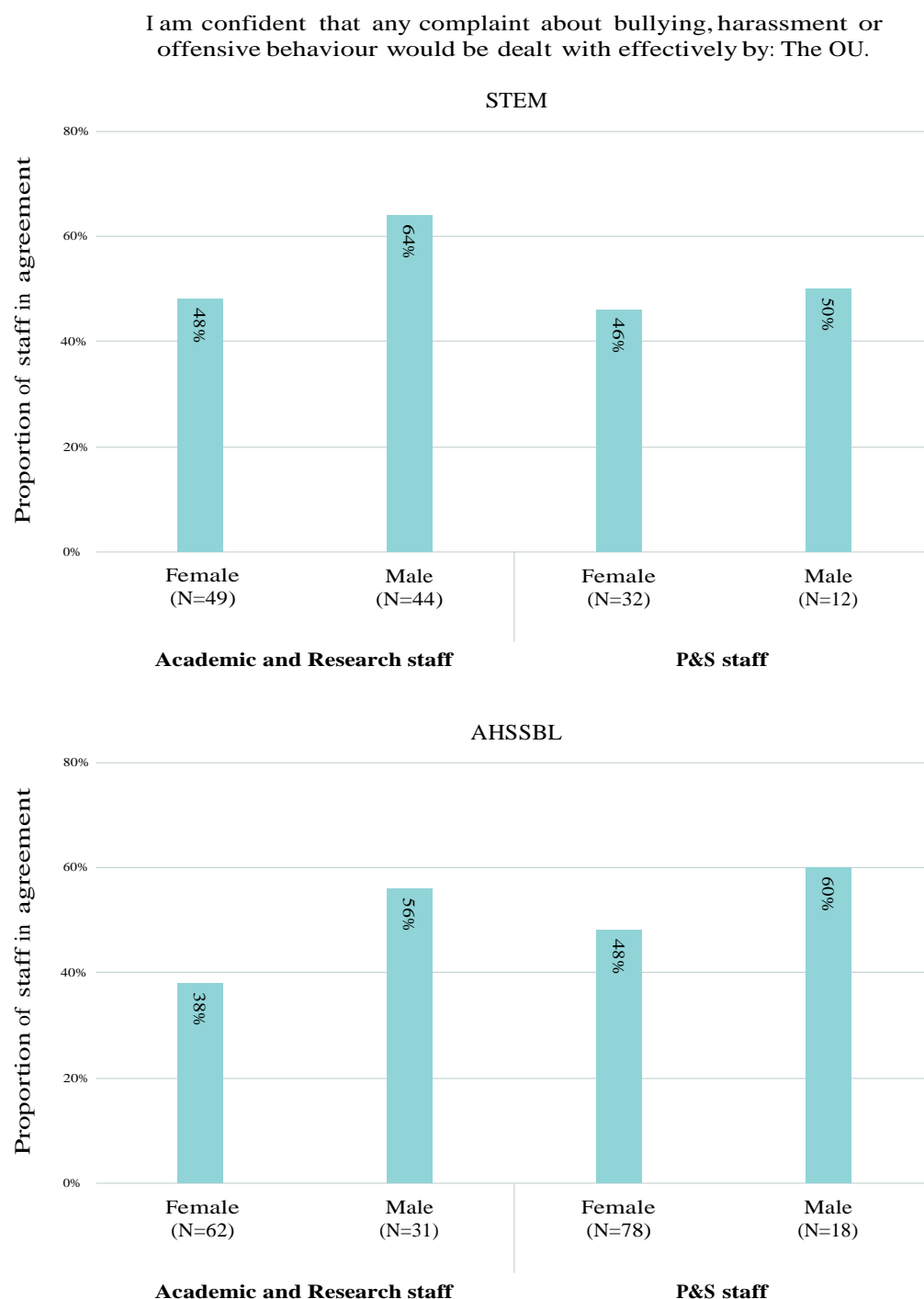Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps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

PS Policy team monitors consistency of all HR policies. Differences between policy and practice are identified through feedback from HR colleagues, unions, staff surveys and governance. Significant changes to policy are made in consultation with trades unions.

Confidence in how the OU would deal with complaints about bullying and harassment is low, particularly for women (Figure 5.6.4). Confidence in how Schools deal with bullying and harassment is higher in STEM than AHSSBL (Figure 5.6.5), which we consider to be a direct result of embedding AS principles in STEM for eight years. We will, however, improve confidence in how complaints about bullying and harassment are handled (Action 5.6.2).

Figure 5.6.4: Staff Survey 2019 results on complaints about bullying/harassment at the OU by STEM/AHSSBL, role type and gender

I am confident that any complaint about bullying, harassment or offensive behaviour would be dealt with effectively by: The OU.

ACTION 5.6.2:

Improve confidence in how complaints about bullying and harassment are handled.

Figure 5.6.5: Staff Survey 2019 results on complaints about bullying/harassment in my School/Unit by STEM/AHSSBL, role type and gender

I am confident that any complaint about bullying, harassment or offensive behaviour would be dealt with effectively by: My school/unit.

STEM

AHSSBL
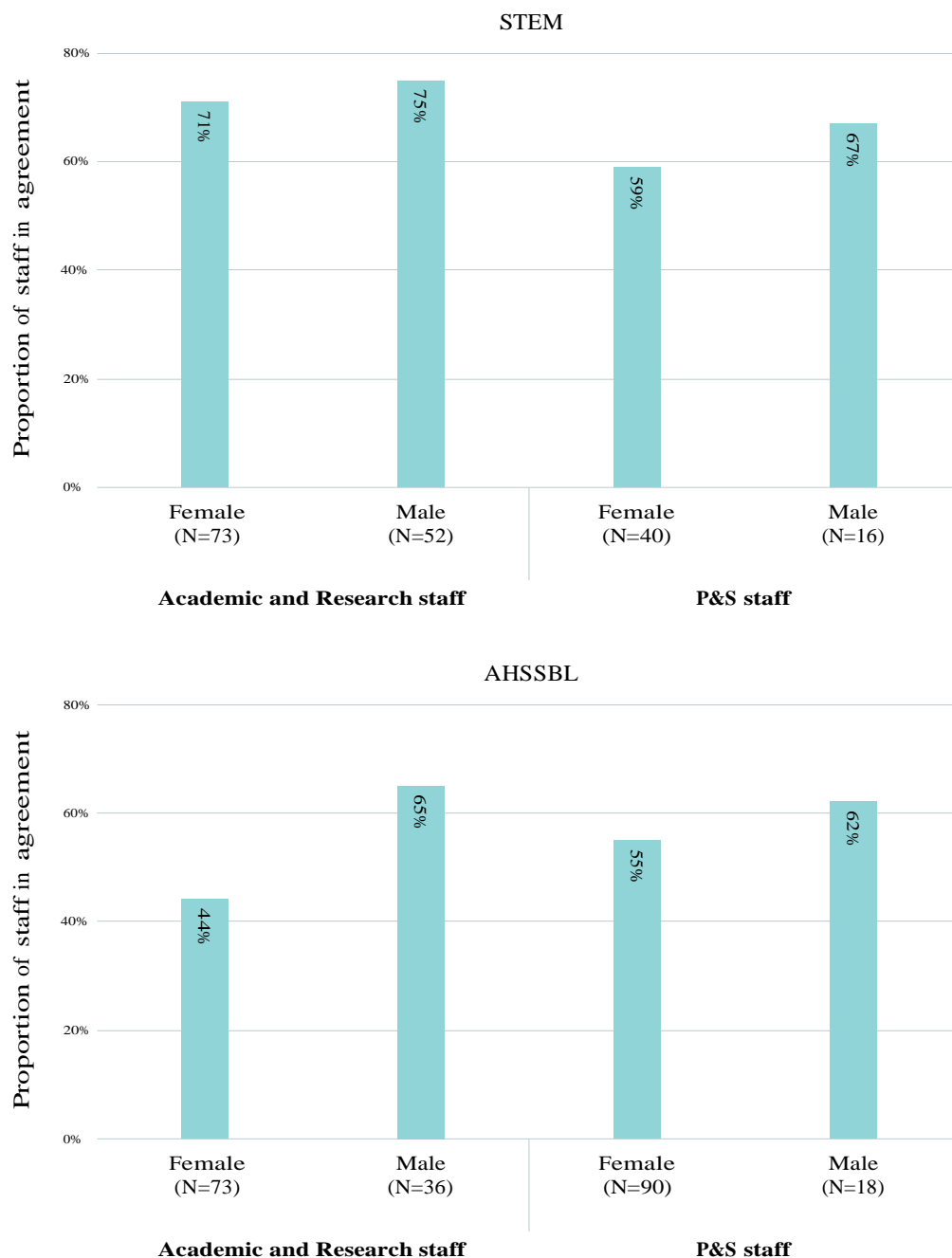
We will simplify bullying and harassment policies based on staff feedback, and because no formal training for managers exists on bullying/harassment, we will introduce this (Action 5.6.3).

ACTION 5.6.3:

Provide easier-to-follow guidance for staff and managers in dealing with bullying and harassment.

Managers can keep up-to-date with HR knowledge by consulting People Business Partners, however PS is organising specific sessions for managers to access HR knowledge more consistently.

(iii)   Proportion of heads of school/faculty/department by gender [89 words]

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

Table 5.6.2: Heads of School by STEM/AHSSBL, gender and year 2014/15-2018/19

TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Most Heads of School (HoS) are male: female representation fell most significantly (Table 5.6.2) when departments merged into bigger schools in 2016. Female representation is low when compared to the OU's female academic workforce (53%) and sector average (50.9%). We will consider and implement measures to redress the gender imbalance in future HoS appointments (Action 5.6.4).

Some Schools have Deputy Heads which enables experience of leadership roles and responsibilities. This experience might then facilitate an application for an HoS role should it become available.

Revision to the job share policy (Action 5.5.8) may encourage more female applicants.

ACTION 5.6.4:

Consider and implement measures to redress the gender imbalance in future Head of School appointments.

(iv) Representation of men and women on senior management committees
[85 words]

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

Vice-Chancellor's Executive (VCE) is the University's senior management committee. Members are appointed by the Vice-Chancellor based on roles that can provide strategic insight into University priorities. Proportions of women have increased over the last three years (Table 5.6.3). An informal VCE-led Strategic Talent Review Group meets three times per year to discuss senior staff development and succession planning. While diversity is considered, it does not address gender specifically (Action 5.6.5).

Table 5.6.3: VCE membership by role type, gender and year 2016/17-2018/19

TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Data are not consistently recorded for other senior management committees in Units, Faculties and Schools which we will address (Action 3.1).

ACTION 5.6.5:

Ensure that gender is considered in formal succession planning for senior leadership of the University.

(v)   Representation of men and women on influential institution committees [204 words]

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

Table 5.6.4: Influential institutional governance committee membership by gender and year 2016/17-2018/19
TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Table 5.6.5: Influential academic institutional committee membership by gender and year 2016/17-2018/19
TABLE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Committee membership is a combination of role-based and elected and is different for each committee. Grade or staff type of committee members is not recorded and which we will address (Action 3.1).

Governance and academic committees monitor and report against committee composition by gender for the OU's Equality Scheme every two years. Gender balance is monitored by each committee as part of its Annual Effectiveness Review (AER), and AQGC has oversight of this, putting actions in place if composition does not meet Equality Scheme thresholds. The current Council diversity plan sets targets for at least 40% women and 40% men on Council and its subcommittees, but this is not consistently met, particularly in Audit, Remuneration and Finance Committees (Table 5.6.4). Implementation of the Recruitment Diversity Strategy has begun in relation to Council but focuses primarily on BAME candidates therefore gender needs explicit consideration (Action 5.6.6). There are higher numbers of women in Academic Committees generally except for Research in 2018/19 and Curriculum Partnerships in 2017/18 and 2018/19 (Table 5.6.5).

An Academic Governance Review undertaken by Advance HE in 2019 noted that most committees have ex-officio membership, which could lead to imbalances in representation, including gender and ethnicity. An implementation plan to address the Review outcomes was presented to Senate in April 2020.

ACTION 5.6.6:

Further embed practices to ensure gender balance when appointing and electing members of influential institutional committees.

(vi)   Committee workload [56 words]

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

Committee work is included in workload allocation. Organisational committee membership is role and business dependent and is included in the workload planning and recording tool (see viii). Membership duration varies across committees, usually between 2-5 years as specified in the ToRs, and which prevents overload. Each committee undertakes an AER which includes monitoring membership and workload.

(vii) Institutional policies, practices and procedures [136 words]

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

Gender equality is considered informally in policy development and major review using knowledge of sector, policy and legal best practice. In business planning Units are required to consider whether objectives have an equality impact on staff and students and to conduct an Equality Impact Assessment if this is the case. A revised electronic Equality Analysis (EA) process was implemented in 2020 to make policy completion, sharing and consultation easier and to ensure all policies have a completed EA. We publish results of assessments where required and EDI team approves the final version.

All new and revised policies are submitted for consultation with staff networks, legal advisors and unions and a significant, systematic review of policies in consultation with staff began in 2019 and continuing to 2023. We will ensure GESG is also consulted in this process (Action 5.6.7).

ACTION 5.6.7:

> Ensure GESG is consulted formally on development of institutional policies, practices and procedures.

(viii) Workload model [288 words]

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

Academics use an Academic Workload Management (AWM) planning tool, and related tools annually for planning of module staffing, to record their planned time on research, teaching, other activities (administration/management/professional development) and leave/ absences. At School level, AWM plans are informed by the needs of Directors of Teaching, by the scheduled commitments of funded and otherwise agreed research and scholarship, and by other activities. Plans are agreed between individuals and their managers. AWM takes contractual requirements into account. Research-only staff will plan most time against specific research projects. Central Academic staff are expected to undertake a minimum of 40% teaching, unless bringing in substantial external funding.

Heads of School and/or other academic managers, such as Directors of Teaching and Heads of Departments or discipline subgroups, allocate resources to module teams based on the time needed for specific tasks with requirements for subject knowledge (e.g. creating learning materials). There are therefore inevitable differences among curriculum areas for teaching duties. Ensuring gender equity in workload allocation will be part of a wider AWM project led by VCE-Academic examining workload.

AS has a discrete time allocation. Other workload is dependent on individuals' funding and personal commitments and other work (e.g. grant panels, journal editing). STEM annually monitors staff workloads by gender (e.g. teaching versus research time) using data from workload planning tools. No bias is evident but equivalent centralised monitoring is required using data from all Faculties (Action 5.6.8).

A UCU/Unison survey of OU staff in 2018 reported that although no gender bias was evident in workload planning, it did not accurately reflect members' working week, working on average 16% more than allocated. A project was set up by PS in partnership with UCU to address this but has been delayed due to COVID-19.

ACTION 5.6.8:

Introduce central, systematic monitoring and review of workload by gender and other intersectional characteristics.

(ix) Timing of institutional meetings and social gatherings [127 words]

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

There is no institutional core hours policy. STEM implemented formal 'core meetings in core hours' in September 2020 and AHSSBL Schools operate this informally. Away Days are planned at Unit/Faculty level and generally consider in advance those with caring responsibilities or who work remotely.

Timings of social engagements are agreed at School/Unit level. Feedback showed these generally suit for those with family/caring responsibilities but not always suitable for part-time, female staff (Figure 5.6.6). Events like welcoming new staff members take place between 9-5, with other optional events outside those hours which are felt to be at convenient times (Figure 5.6.7). The OU Club for Milton Keynes staff holds social events, as do social clubs in regions/nations.

Figure 5.6.6: Staff survey 2019 results on social activities and caring responsibilities by STEM/AHSSBL, full/part-time, role type and gender

FIGURE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

FIGURE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Figure 5.6.7: Staff survey results 2019 on social event times by STEM/AHSSBL, full/part-time, role type and gender

My School/Unit holds social events at times which enable me to attend.

FIGURE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Academic and Research staff   P&S staff

FIGURE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

During COVID-19 social events were introduced online such as virtual coffee mornings and wellbeing sessions. [15 COVID words]

FIGURE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

Academic and Research staff   P&S staff

FIGURE REDACTED DUE TO MULTIPLE NUMBERS UNDER 5

(x) Visibility of role models [310 words]

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

The OU has guidelines around the use of imagery for marketing and publicity materials to reflect the broad diversity of ages, gender, races, cultures, abilities and backgrounds of our students. We strive to achieve gender balance when promoting academic role models, but it is not always formally considered or monitored and will therefore be addressed in our new Marketing and Communications Strategy (Action 5.6.9).

The OU's Higher Education Business and Community Interaction (HE-BCI) Survey returns provide data on our public lectures, workshops and seminars. Although gender is not formally required for this return, we analysed this in the data we collected, showing higher proportions of academic women involved in this public engagement than men in 2018/19 (Table 5.6.6). Of known Faculty events, higher proportions of women in STEM participate than those in AHSSBL (Table 5.6.7).

Table 5.6.6: 2018/19 HE-BCI data by gender

YEAR	MALE	FEMALE	% FEMALE OF ACADEMICS SUBMITTED TO HE-BCI
2018/19	252	308	55%

Table 5.6.7: 2018/19 HE-BCI data by gender and STEM/AHSSBL

YEAR		MALE	FEMALE	% FEMALE OF ACADEMICS SUBMITTED TO HE-BCI
2018/19	STEM	78	89	53%
	AHSSBL	46	45	49.5%

As part of our future HE-BCI data collection process we will formally record gender of participants. We do not capture gender of academics giving external public engagement/knowledge exchange activities and talks; therefore, we will do this in future. (Action 5.6.10).

ACTION 5.6.9:

Build representation and highlight importance of role modelling into Marketing and Communications strategy.

ACTION 5.6.10:

Collect data on gender in Knowledge Exchange, Public Engagement and Research Impact evidencing and evaluation activities.

Our 50th anniversary event programme (2019) contained 56% (40) female academic speakers and high-profile external women (Figures 5.6.8 and 5.6.9). **FIGURES REDACTED DUE TO PERSONAL IMAGES AND NAMES**

The OU aims to achieve gender balance when organising external events showcasing OU Academics, but this is not formalised in policy, or with targets. (Action 5.6.11).

For internal seminar series in Schools with invited speakers, M&S sets a target of 25% female speakers in line with the UK proportions of women in Maths, reported on annually, and consistently exceeds target. Both C&C and SPS do not set targets, but monitoring shows they exceed UK disciplinary proportions of female speakers. Most other Schools (and Faculties) do not set targets or monitor gender of speakers, which we will review and support (Action 5.6.12).

ACTION 5.6.11:

Ensure gender balance of speakers/presenters at central University public-facing events.

ACTION 5.6.12:

Support Schools setting minimum targets for gender balance in internal seminar series.

The OU has several recent female award-winners (Figure 5.6.10) and many female academics feature in BBC/OU co-productions, with high viewer numbers (Table 5.6.8).

FIGURE REDACTED DUE TO PERSONAL IMAGES AND NAMES

Table 5.6.8: Examples of female OU Academic Consultants on BBC / OU co-productions with BBC viewing figures

TABLE REDACTED DUE TO PERSONAL IMAGES AND NAMES

We have featured our male nursing students in news features for staff, students and external audiences and profile-raising campaigns such as our 50th anniversary (Figure 5.6.11).

FIGURE REDACTED DUE TO PERSONAL NAMES AND IMAGES

(xi)   Outreach activities [247 words]

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

Outreach work at the OU takes place across Faculties, Units and Nations and involves:

• Developing co-designed, research-led, impactful solutions to real-world problems based on end-user requirements;
• Communicating our academic excellence and research impact;
• Targeting younger, upcoming academics at events, showcasing female and BAME role models to address gaps in the pipeline.

Participation in outreach activities is recognised in workload planning and is encouraged as strong evidence for rewards and academic promotion cases (particularly against the Knowledge Exchange criteria).

Staff involved in outreach are recorded for our HE-BCI return (Section 5.6 (x)), however, these data are not monitored for impact, nor are data on participants recorded (Action 5.6.10).

STEM recorded significantly more staff time in outreach than other Faculties where more women (81) than men (65) engaged in free outreach events.

We undertake outreach via our broadcasting partnership with the BBC, reaching 460 million people to date through TV and radio co-productions. Our free online learning platform, OpenLearn, contains over 1000 free learning resources, including those accompanying our BBC co-productions. It is the most visited out of all our digital outreach channels, with a surge of 7000 users during COVID-19 lockdown (Table 5.6.9). [9 COVID words]

Table 5.6.9: All totals of free OU content by platform up to July 2020

PLATFORM	TOTAL (MILLION)
OpenLearn – unique visitors since 2006	80
YouTube – video views since 2008	47
iTunes Downloads + streams since 2008	73.4
Amazon Kindle – downloads since 2015	1.2
OU courses on FutureLearn	6.1

Our Young Applicants in Schools Scheme (YASS), provides final year secondary school pupils in Scotland with the opportunity to study first year university modules. 48% of state secondary schools take part, with higher percentages of female students participating than male (Tables 5.6.10 - 5.6.12). While this is not deemed a critical imbalance (>75%) by the Scottish Funding Council, additional modules have been introduced to attract more male pupils.

Table 5.6.10: Overall number of YASS students by gender and year 2015/16-2018/19

YEAR	TOTAL STUDENTS	% FEMALE
2015/16	1,065	65%
2016/17	1,220	69%
2017/18	1,120	69%
2018/19	1045	65%

Table 5.6.11: YASS STEM module students by gender and year 2015/16-2018/19

YEAR	TOTAL STUDENTS	% FEMALE
2015/16	530	59%
2016/17	645	70%
2017/18	705	66%
2018/19	530	58%

Table 5.6.12: YASS AHSSBL module students by gender and year 2015/16-18/19

YEAR	TOTAL STUDENTS	% FEMALE
2015/16	535	71%
2016/17	575	68%
2017/18	415	75%
2018/19	515	72%

(xii) Leadership [72 words]

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

AS is well established within STEM, with leadership provided by the Associate Dean for Academic Excellence. The GESG has support mechanisms to share good practice across AHSSBL (Section 3) with all AHSSBL Faculties now members of the institutional SAT/GESG, drawing on expertise to prepare their AS School submissions.

The OU will provide support and resource to ensure all Schools are engaged fully in AS by 2024 (Action 3.7, 3.8, 3.9 and 5.6.13). The GESG will support Schools in several ways (Section 3 (iii)).

ACTION 5.6.13:

Allocate workload for Athena SWAN within AHSSBL Schools.

[Section 5.6: 21**03** words]

[Section 5: 66**64** words]

6. Supporting trans people [412 words]

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

(i) Current policy and practice [93 words]

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

The University has a Transgender Staff Policy to ensure that the support provided to staff before, during and after transition, is appropriate to their needs and circumstances. Detailed guidance covers recruitment, disclosure, confidential action plans and changing University records.

The University was a member of Stonewall and listed in the Workplace Equality Index until 2018. Our resubmission was unsuccessful, but feedback provided recommendations to take forward in relation to policies, allies and role models, senior leadership, monitoring, and students. The OU will apply to the Stonewall Workplace Equality Index after implementing these recommendations.

(ii) Monitoring [239 words]

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

Consultation with the OU's LGBT+ network revealed that although the policy and guidance is generally regarded as good by staff there are some issues within it requiring review:

• Toilet facilities: PS and Estates in partnership with UCU have undertaken an audit of toilet facilities with a view to introducing further gender-inclusive toilet facilities on our sites. Implementation will begin in 2021, once on-site working resumes after COVID-19. We will make it easy to identify these toilet locations through information on the intranet (Action 6.1). Cardiff and Nottingham offices have already introduced changes to toilet facilities where a specific need arose prior to the audit.

• Needs of non-binary staff: These will be considered alongside the good practice undertaken in Academic Services (e.g. agreeing terminology and providing manager briefings) to provide support for non-binary staff (Action 6.2).

• Monitoring of staff data: We will undertake monitoring in consultation with the LGBT+ network, to ensure confidentiality and anonymity of trans staff (Action 3.1).

• We received support from Stonewall when reviewing our student Gender Identity Policy therefore we will also seek their help when reviewing our transgender staff policy (Action 6.3).

• OU systems do not allow staff to register a gender other than male or female. This will be changed with CSR to enable recording of female, male, trans, undeclared or other.

• Training for OU staff, relating to LGBT+ and trans people: A new training course on MLC: "Understanding Gender Identity", developed in collaboration with the charity Gendered Intelligence addresses these concerns.

(iii)   Further work [8**0** words]

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

We will consider terminology as part of our policy review and aim to communicate preferred terminology to staff. This will also be addressed in parental leave policies to ensure their terminology is fully inclusive of same sex couples, trans and non-binary staff (Action 6.3).

The LGBT+ network considered that stating preferred pronouns in email signatures would be good practice to help many trans and non-binary people feel more included. SPS do this and we will consider encouraging this practice across the institution (Action 6.4).

ACTION 6.1:

Communicate location of gender-neutral toilets on staff intranet and other channels where appropriate, as part of communications plan for implementation of facilities.

ACTION 6.2:

Develop practices to support non-binary staff.

ACTION 6.3:

Revise Transgender Staff Policy in consultation with Stonewall, LGBT+ network and trades unions.

ACTION 6.4:

Initiate process to encourage the stating of preferred pronouns in email signatures.

[Section 6: 41**2** words]

7. Further information [80 words]

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

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

Early indications show COVID-19 is affecting women's academic output in the sector therefore we recognise the need to assess and subsequently address the gendered impact of COVID-19 on staff.[4;5] To do this we will undertake research and identify examples of good practice in the sector in this area to inform an action plan. We will also produce good practice guidelines to support all staff after the pandemic, especially those who are returning from long term contingency leave and caring requirements (Action 7.1). [**80** COVID words]

ACTION 7.1:
Address any gendered impact of COVID-19 at the OU.

[Section 7: **80** words]

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[4] https://theconversation.com/how-women-in-academia-are-feeling-the-brunt-of-covid-19-144087 7 August 2020

[5] Gabster, Daalen, Dhatt, Barry (27 June 2020) Challenges for the female academic during the COVID-19 pandemic in The Lancet, Vol 395 https://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(20)31412-4.pdf

8. Action Plan

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

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

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

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

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
SECTION 3: THE SELF-ASSESSMENT PROCESS						
3.1	Ensure the new CSR system (and Units not within its scope) record routinely and consistently all data required to monitor gender and other intersectional characteristics.	Some data were incomplete or not routinely recorded in some areas – a gap analysis has been done to produce a full list of requirements and this will inform data capture on new systems.	Processes to collect gender data for Units outside of CSR systems (e.g. APD and Governance) established.	Feb 2021 to Jun 2021	People Systems Data and Insight Manager	• Processes in place to collect data and produce annual gender reports. • Annual reports produced and received.
3.2	Provide specific Athena SWAN staff and student datasets which will inform future Institutional and School submissions and enable SATs to review datasets on an ongoing,	During the submission preparation, we encountered inconsistencies in recording and reporting of data across multiple central and local University databases and recognise the need for one	Content of the institutional and school-specific datasets decided/defined in consultation with GESG and EDI team, and with Schools' SATs, and contain all additional data identified in Action 3.1.	Nov 2020 to Dec 2020	EDI Data Analyst	• Initial content and format of datasets established and agreed with GESG and School Leads.

| annual basis. | consistent Athena SWAN dataset to inform future submissions. | Establish production of annually updated datasets in line with specifications to be made available in March each year. Collect feedback from SAT/EDI Team and Schools SATs prior to production of each year's dataset. | Mar 2021 to Mar 2022 | | • Datasets produced and made available to GESG and School SATs.
• Process in place to review and update dataset annually and distribute to all SATs. |

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
3.3	Raise the profile of the OU's Athena SWAN work across the University.	Despite some publicity activity, no comprehensive plan exists to publicise and promote Athena SWAN work to staff and students.	Develop and sign-off annual Communications Plan for Athena SWAN using a variety of internal channels.	Nov 2020 to Jan 2021	Head of Internal Communications and Engagement	• Plan created and signed off by GESG, Marketing & Communications and EDI.
			Implement Communications Plan.	Jan 2021 to Nov 2024		• Plan implemented with quarterly AS updates/news items for internal audiences.
			Review awareness of Athena SWAN and effectiveness of communications strategy and set up a process for reviewing the plan annually.	Oct 2021 to Oct 2024		• Annual review established: Plan reviewed each year.
			Include a specific question in the AS staff survey asking about staff awareness of Athena SWAN.	Oct 2021 to Oct 2024		• At least 80% of staff are aware of Athena SWAN work evidenced through staff survey responses.
			Every quarter, Comms staff member to attend GESG and meet with EDI team to gain understanding of AS work, and to inform ongoing Communications plan.	Dec 2020 to Nov 2024		• Comms staff member identified and 'inducted' to Athena SWAN work. • Attendance at GESG meetings every quarter to report on Comms engagement.
3.4	Undertake a formal annual review of the Action Plan and report to VCE and Senate.	There is a need to ensure that the Action Plan is a living document and as such is reviewed regularly by the GESG and communicated to senior management and governance.	Annual review of Action Plan to be established and carried out: sign off completed and update ongoing actions; add new actions as appropriate in consultation with internal stakeholders. Publish new edition of Action Plan.	Sep 2021 to Oct 2023	Chair of GESG	• Reviews established and undertaken. Completed actions signed off and ongoing actions updated, with new actions added as appropriate. • New edition of Action Plan published and distributed to stakeholders and action owners.
			Produce annual report and present to VCE and Senate with any areas for action highlighted.			• VCE and Senate receive and review annual reports and areas of action are progressed and achieved.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
3.5	Establish and undertake an Annual Efficiency Review of the GESG.	To ensure effectiveness of GESG in implementing AS Action Plan and agenda.	Establish and undertake annual reviews.	Jan 2021 to Jan 2024	Chair of GESG	• AER established: reviews undertaken, and results acted on.
3.6	Begin work on a Silver AS Institutional submission, with a timetable for submission to be agreed at the 2021 annual review of the Action Plan.	To further embed Athena SWAN principles, the OU is committed to develop and progress its AS work to Silver level.	Carry out gap analysis to establish what work needs to be undertaken before making a successful Silver Institution Athena SWAN award in time for 2021 Action Plan review.	Jan 2021 to Nov 2021	Chair of GESG	• Gap analysis completed and recommendations regarding a realistic timetable for a Silver Athena SWAN application developed.
			Make decision at 2021 Annual Action Plan Review when to submit a Silver application and establish timetable.	By Nov 2021		• Formal decision made in 2021 when to submit. Action Plan to be modified in accordance with agreed target date and timetable set out.
			Establish Athena SWAN staff survey every 2 years to provide evidence for Silver submission. Work with Comms as part of Action 3.3 to increase response rate to staff survey.	Dec 2020 - March 2021, with survey then taking place every 2 years in July 2021, and July 2023	EDI Data Analyst	• Survey promoted to all staff. • Increased response rate across all staff groups, achieving at least 40% response rate at each survey interval.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
3.7	Ensure support is in place for all Schools making Athena SWAN submissions in line with agreed timetables.	We have an indicative timetable but need to confirm these are part of School business planning processes and ensure support available from Heads of Schools.	Engage with Heads of School and School and Faculty Business Planning leads to allocate resource and work to agreed timetable.	Dec 2020 to Mar 2021	Benchmarks and Charters Academic Lead	• Timetables embedded within School and Faculty Business Plans. • Resource allocated within Schools. • Submissions made.
			Establish a regular slot at Heads of Schools Group every 3 months to update on and discuss Athena SWAN School submissions.	By Jan 2021; then meet every 3 months between then and Nov 2024		• Regular updates in place to ensure that submissions can proceed to agreed timetables.
			Establish and pilot a buddying scheme for Schools applying for their first awards.	Nov 2021 to Nov 2023		• Match three buddies from Bronze/Silver Schools with three Schools new to AS in 2021. • Buddying work included in AWM. • At least four meetings held between each School and their buddy.
			Review buddying scheme based on experiences of buddies and make changes considering feedback to extend scheme to 2023 for other Schools.	Nov 2022 to Nov 2024		• Review completed and required changes made. • Scheme extended.
3.8	Gain permanent staff resource to support and mainstream the work of Athena SWAN, to embed Athena SWAN principles across the University as 'business as usual'.	Staff have been employed on FTCs to support Athena SWAN until 2022 however permanent resource has been identified as essential to support the GESG, implement the Action Plan, develop a Silver submission, support Schools' submissions and embed Athena SWAN principles within the institution.	Produce paper for VCE with input of GESG and People Services with full costing and business case in time for budget planning round.	By Dec 2020	Chair of GESG Group Director, People Services	• Permanent resource agreed.
			Recruit staff resource.	By April 2021		• Staff appointed.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
3.9	Hold at least three meetings per year of the Athena SWAN Champions Network.	We established a Network in September 2019 for School SAT chairs and colleagues working on School submissions to share Athena SWAN good practice and experiences however meetings were postponed due to industrial action and Covid-19. The network will strengthen capacity of Schools to make new submissions.	Hold at least three Champions Network meetings to strengthen capacity of Schools to make submissions by facilitating the sharing of knowledge and good working practices.	Dec 2020 to Oct 2021	EDI Development Officer	• At least three meetings undertaken with at least 80% of champions attending each meeting.
			Evaluate and review effectiveness and frequency of Champions Network meetings annually and reset further dates based on feedback.	Nov 2021 to Nov 2023		• Champions Network reviewed annually, and any necessary changes and actions identified and undertaken.
3.10	In collaboration with APD, run 'Data Analysis for Equality and Diversity' workshops 1-2 times per year to support Schools to monitor and analyse data for School submissions.	Feedback from the 2019 workshop described it as very useful in supporting School submissions.	Identify facilitators and topics for data workshops in collaboration with APD and set 1-2 dates per year for workshops to be held.	Dec 2020 to Dec 2021	EDI Data Analyst	• Workshop topics agreed and dates diarised. • Workshops included in APD programme and advertised on APD site. • Workshops undertaken with at least one person from each School attending one workshop in each year.
			Undertake, review and evaluate workshops and set further dates based on feedback. 1-2 workshops per year included as part of APD's ongoing programme.	Jan 2022 to Dec 2022		• Review of workshops undertaken based on participant evaluation with at least 75% of participants rating them as useful. • Further workshops diarised and undertaken following review.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
SECTION 4: A PICTURE OF THE INSTITUTION						
4.1 Academic and Research Staff Data						
4.1	Work with Race Equality Charter team to ensure greater synergy between AS and strategies to address gender and BAME under-representation at the OU.	BAME staff are significantly less well represented across the OU than in the sector overall. BAME staff are less well represented among women than men.	Ensure collaboration on actions between the REC SAT and the GESG and that the GESG receives regular updates on the REC work to ensure that gender aspects are fully considered.	Jan 2021 to Jan 2023	Benchmarks and Charters Academic Lead	• Collaboration between GESG and REC SAT results in joint intersectional actions and strategies. • Two representatives (woman and man) on each committee – with 80% attendance. • GESG receives at least 6 monthly updates on REC work and REC receives at least 6 monthly updates on GESG work. • Minutes of REC SAT meeting show that gender is considered when analysing data.
			Establish and hold at least three meetings per year of an intersectional group.	Jan 2021 to Jan 2023		• Intersectional group established and meet at least three times a year.
4.2	GESG to receive regular reports on the work of the FTC Working Group.	In examining and reporting on FTCs in relation to gender, the GESG would benefit from updates on work in the University in this area.	Receive and consider reports at GESG meetings in line with agreed timetable.	Feb 2021 to Jan 2022	Head of AL People Programme and Industrial Relations	• Regular reports received. • Reporting established as normal procedure.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
4.3	Investigate leaving destinations of STEM research-only staff by gender.	The leaving rates for women are higher than those for men among STEM research-only staff. We are interested to know whether women stay in, or progress within, academia. Although there are no gendered patterns in the leaving reasons, the leaving destinations and data for exit interviews need examining to establish whether there are any gendered patterns and the results need to be fed into action to eliminate leaving rate differences.	Collate exit survey data for research-only staff and detailed information on their leaving destinations. Examine the data to find out whether there are any gendered patterns. Use the results to form recommendations to reduce and eliminate gender differences in leaving rates. Refine and implement recommendations.	Jun 2021 to Dec 2022	Head of Resourcing Hub	• Exit survey data and detailed leaving destination collated and analysed. • Report produced presenting findings, and if gender patterns are found recommendations included to reduce and eliminate gendered patterns. • Implement recommendations.
			Repeat examination of exit survey data and detailed leaving destination to examine whether any gendered patterns persist and assess leaving rates to check whether gender differences have been eliminated.	Jun 2024 to Dec 2024		• Re-examine exit survey data and detailed leaving destination. • No gender differences in leaving rates.

SECTION 5: SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1 Key Career Transition Points: Academic Staff

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.1.1	Ensure fair interviewing and selection by adopting good practice on gender balance in panels with all recruitment panels required to include at least one woman and one man.	90% of staff survey respondents in last 3 years indicated this happens therefore good practice is not consistent. We must target areas where this has not been implemented to ensure good practice is fully implemented.	Develop and introduce policy such that all panels must include at least one woman and one man.	Nov 2020 to Jan 2021	Head of Resourcing Hub	• Policy implemented. • Policy added to training. • Resourcing Account Managers briefed. • Good practice is fully embedded.
			Establish reporting on the make-up of all recruitment panels to GESG every quarter.	Jan 2021 to Dec 2022		• Quarterly reports confirming that all recruitment panels have at least one woman and one man provided to GESG.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.1.2	Run a series of focus groups to understand gendered differences in perception of fairness and transparency in recruitment and selection and make improvements accordingly.	When surveyed, twice as many women as men reported that they did not think recruitment and selection was fair and transparent.	Run focus groups with women from each Faculty to explore how the recruitment process can be made fairer and more transparent. Produce report setting out findings and recommendations for improving fairness and transparency.	Jan 2022 to Jun 2022	EDI Development Officer	• Run 3 focus groups of at least 6 people. • Report with recommendations presented to GESG.
			Recommendations to improve transparency implemented.	Jul 2022 to Dec 2022		• Recommendations implemented.
			Assess effect of changes using the staff survey.	By Jul 2023		• Staff survey shows that at least 90% of women and men feel that the OU undertakes recruitment and selection fairly and transparently.
5.1.3	Investigate reasons why women are more likely to be shortlisted for STEM roles than men at Lecturer level and implement any actions emerging from the data.	For STEM Lecturer appointments, women are significantly more likely to be shortlisted than men (Central: W27%, M13%; Regional: W39%, M21%).	Consider the 'reasons for not shortlisting' document to ascertain why more women are being shortlisted.	Mar 2021 to Apr 2021	Head of Resourcing Hub	• Have clear understanding of why more women are shortlisted at Lecturer level in STEM to inform next sub-action.
			If there are any issues that emerge from these data, devise and implement actions accordingly.	Apr 2021 to Apr 2023		• Identified actions implemented. • Gap in shortlisting rates closed to within 8%.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.1.4	Introduce positive action to increase the proportion of female applicants for Researcher roles.	The proportion of Researchers who are female fell from 58% in 2016/17 to 38% in 2018/19, requiring action to increase the proportion of applicants who are female.	Develop and disseminate a good practice guide for the recruitment of Researchers focusing on the need to proactively attract female applicants through positive action.	Jan 2021 to Jun 2021	Head of Resourcing Hub	• Good practice guide highlighting positive action for the recruitment of female Researchers produced and made available.
			Develop training as part of Recruitment, Selection and Interviewing module to supplement the good practice guide which all recruiting managers need to undertake before running a recruitment exercise for Researchers.	Apr 2021 to Aug 2021		• Online training developed and launched. • Those leading recruitment of Researchers have undertaken the training.
			Assess the effect of the positive action introduced in terms of the representation of females among the research population.	Sep 2024 to Dec 2024		• At least 55% of Researchers across the OU are female.
5.1.5	Embed EDI scrutiny and good practice at all stages of the promotions process.	University promotions committee has EDI representatives on it but when some promotions were devolved there was no requirement for this to be the case for Faculty committees. STEM committee has a member with specific responsibility for EDI, but others do not. Therefore, we will introduce scrutiny and good practice for all committees.	All promotion bodies / committees to have EDI expert input.	Nov 2020 to May 2021	Chair of ASPC	• Checks show that all promotion committees include at least one member with specific responsibility for monitoring EDI and to input expertise.
			Specific EDI training course developed for promotion committee members and all members to undertake that training. People Services to have responsibility for checking that all members adhere to this requirement.	Dec 2020 to May 2021		• Training course developed and all promotion committee members have undertaken training. • System to check training in place: evidence presented to GESG that all promotion committee members have undertaken training.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.1.6	Ensure that the recommendations of the Academic Promotions Review are implemented alongside a process of continuous reflection, review and improvement around the promotions process.	The promotions external review in 2018 identified actions which need to be taken and focused on.	Monitor the implementation of the review recommendations and receive evidence that they have been implemented.	Nov 2020 to Jan 2021	Group Director People Services	• GESG to receive information confirming that all recommendations arising from the Academic Promotions Review have been implemented: processes changed, and guidance updated.
			Monitor the effects of the new processes by collecting feedback via the staff survey and by examining data on promotion application and success rates by gender/ ethnic group/full- or part-time status.	Feb 2021 to Dec 2023		• Feedback from staff survey shows that 80% of all groups in all Faculties agree that the promotion process is fair. Significant differences between outcomes for different groups eliminated.
5.1.7	Improve visibility and understanding of the teaching profile for academic promotions.	Only a small number of promotion cases are submitted and succeeding using the teaching profile, particularly at professorial level.	Promotion workshop developed for staff likely to choose to be promoted using the "teaching profile" and guidance developed and distributed to line managers.	Jan 2021 to Dec 2023	Pro-Vice-Chancellor Research Enterprise and Scholarship	• Workshop on promotion using the teaching profile developed and run annually. • Guidance for line managers on promotion using the teaching profile produced and distributed. • Checks show a 20% increase in the proportion of staff promoted on the teaching profile.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.3 Career Development: Academic Staff						
5.3.1	GESG to advise Talent and Development as part of transition to new Learning Management System.	A new LMS is being developed to improve and integrate training across the University.	GESG to review plans and procedures for new training offer via the new LMS and flag any issues related to training for academics (particularly gender issues).	Jan 2021 to Jun 2021.	GESG Chair	• New training offer takes on board feedback from academic and gender perspective.
			Once new training offer is in place, GESG routinely considers staff take up and feedback by gender. Any issues identified to be fed into LMS.	Jul 2021 to Dec 2023		• Annual report summarising staff take up of training by grade and gender, staff feedback collected post training, and a detailed breakdown of training related data from the staff survey to be presented to GESG. • GESG to highlight any areas of concern for action by LMS. • 80% of all staff groups to report that their training needs are being met in next staff survey.
5.3.2	Evaluate effectiveness of Equality Essentials in terms of embedded learning and understanding of EDI issues.	This course was recently mandated, but we will assess the effectiveness of the training and, if necessary, put in additional training to further embed understanding of EDI issues.	Undertake evaluation through focus groups to assess impact of course in terms of understanding of EDI issues by new staff.	By Dec 2021	Head of Talent and Development	• Evaluation carried out. • At least 80% of participants report improved understanding of EDI issues.
			If feedback shows course is not effective in embedding learning, consider whether we adapt online training or provide additional group training to reinforce understanding of EDI issues.	Dec 2021 to Dec 2022		• Further training implemented if feedback shows this is required. • Subsequent evaluation shows that 80% of participants report improved understanding of EDI issues.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.3.3	Explore reasons for low academic participation in Shared Management Practices and develop plans to meet training needs of academics in management and leadership.	In our Athena SWAN staff survey academics reported they would like training in leadership and management but uptake in Shared Management Practices training among academic line managers is very low (W5%, M3%) therefore we need to create something more fit for purpose.	Working with Faculties, APD and T&D, consult with academics on reasons for low participation in current training e.g. SMP and make recommendations for alternative training.	Jan 2021 to Mar 2021	Head of Talent and Development	• Consultation with academics completed and reasons for low participation determined. • Alternative training identified and developed. • Recommendations for supporting participation proposed and endorsed by Executive Deans.
			Introduce measures to encourage and support participation in management and leadership training.	Apr 2021 to Mar 2023		• Measures to increase participation implemented. • 25% increase per year in academic line managers attending management and leadership training.
5.3.4	Make training and career development more relevant and impactful for mid-career female academics.	At present, staff survey data revealed mid-career female academics find training does not meet their needs when compared with male counterparts and that they are less likely to agree that they have development opportunities than men.	Hold focus groups with mid-career women to identify issues affecting their views on career development and training and identify way to increase their opportunities for career development.	Oct 2021 to Dec 2021	Head of Talent and Development Head of APD	• Focus groups completed and recommendation for changes fed to APD for action.
			Implement training as part of the LMS in 2022 and assess impact via staff survey question responses.	Jan 2022 to Dec 2023		• Changes to training offer made. • At least 25% increase in women at mid-career stage reporting training helps them develop.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.3.5	Investigate gender difference in APPLAUD participation and success.	Figures suggest women are less likely to register for the scheme, and men less likely to complete APPLAUD. However, this does not include analysis of staff roles and HEA category levels, for example PFHEA which falls outside of Applaud.	Consultation with Faculties and Units to increase engagement of women (and improve completion rates of men) with APPLAUD/HEA Fellowships.	Dec 2020 to Jan 2021	Head of APD APPLAUD Academic Lead	• APPLAUD 4-year engagement strategy agreed with Faculties.
			Include annual gender monitoring in APPLAUD cohorts' progression in revised scheme that starts in Oct 2020.	Dec 2021 to Dec 2023		• GESG receives annual report. • Improved male/female proportions composition in registrations and success by 2024. Take up rates for women and men within 5%.
5.3.6	Increase academics' awareness and uptake of coaching service.	The numbers of academics using the coaching service and attending career development workshops is low.	Work with APD and T&D to publicise coaching service to academics and increase participation.	Jan 2021 to Dec 2021	Head of Talent and Development Head of APD	• New publicity channels identified and utilised. • 25% increase in participation in coaching and career development workshops.
			Establish annual monitoring.	Jan 2022 to Jun 2022		• Annual monitoring in place.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.3.7	Develop a University-wide approach to mentoring and ensure access to mentoring for all academic and research staff.	There is no comprehensive approach to mentoring across the OU.	In conjunction with Faculties, review mentoring across University to assess where gaps exist.	Jan 2021 to Mar 2021	Head of Talent and Development	• Gaps in mentoring provision identified and plans in place to address those gaps.
			Undertake consultation to understand mentoring requirements.	Mar 2021 to Apr 2021		• Consultation carried out and staff expectations about mentoring identified.
			Integrate functionality for mentor matching within the CSR system.	By Mar 2022		• Functionality for mentor matching incorporated into CSR system.
			New mentoring system addressing gaps and staff expectations implemented and promoted by Faculties.	By Mar 2023		• New mentoring schemes implemented taking on board the gaps and staff expectations. • At least 30% of mentors report positive impact of mentoring on careers. • Staff survey shows increase of 15% on staff opportunity to be a mentee or mentor.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.3.8	Improve administrative support for Regional Academics to enable participation in career development activities.	Consultation revealed that excessive workload and lack of time prohibit academics' participation in career development activities, particularly Regional Academics who are predominantly female. An internal STEM report recognised that Regional Academics require administrative support to free up time for career development activities. The new AL contracts are likely to affect the administrative workload of Regional Academics.	Create group to review administrative support available to Regional Academics.	Nov 2020 to Mar 2021	Executive Deans in FBL, FASS, STEM and WELS	• Group in place and meeting.
			Review the administrative duties of Regional Academics related to the new AL contract and propose ways to mitigate this.	Apr 2021 to Jul 2021		• Proposals made to improve the administrative support for Regional Academics.
			Financial analysis undertaken of resources and presented to VCE to propose reallocation of resource from Academic Services to Faculties to provide administrative support.	Jul 2021 to Sep 2021		• Resource reallocated from Academic Services to Faculties. • Range of support measures created and implemented.
		Feedback shows that some academic staff require more support to allocate their workload planning time effectively.	Create and implement advice for Regional Academics in allocation of workload planning time.	Jan 2021 to Nov 2022	Executive Dean (STEM)	• Advice created and implemented. • More effective workload planning for career development activities. • Increased participation in career development activities reflected in workload planning data.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.5 Flexible Working and Managing Career Breaks						
5.5.1	Investigate and improve support needs for staff before, during and after maternity leave.	Feedback suggests that most staff do not agree that support before, during and after maternity leave met their expectations.	By holding a series of focus groups (4) with staff who have taken maternity leave in the last 2 years, identify where improvements are needed to define support needs. Based on this, produce proposals for improving support for staff before, during and after maternity leave.	Dec 2020 to Jun 2021	Senior HR Policy Advisor	• Focus groups taken place with feedback reviewed. • Proposals to improve maternity leave support produced and approved. • Implement new approach.
			Use staff survey responses to assess effect of changes to maternity leave support.	Jun 2023 to Mar 2024		• At least 60% of Academic and P&S staff agreed that support before, during and after maternity leave met their expectations.
		Feedback showed that invitations to social events were not extended consistently to all staff on maternity leave. This needs to be considered and agreed formally prior to leave to ensure consistent approach to how this is dealt with.	Add social arrangements to section on maternity / adoption leave checklist addressing 'during leave' to agree with staff member if they would like to be contacted.	By Dec 2020		• Maternity/adoption checklist includes specific point for discussion to agree if staff on leave would like to be invited to social events. • Social arrangements during maternity / adoption included in manager training to be developed in 5.5.3. • Staff consultation via a focus group demonstrates that social arrangements during maternity/adoption are raised with staff prior to starting leave and that where wanted, invitations to social events have been extended.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.5.2	Develop the 'buddy' scheme for staff taking maternity / adoption leave in all Schools and extend it to those taking paternity leave.	The School of Engineering and Innovation established a buddy scheme to support women prior to maternity or adoption leave. It would be good practice to extend this to other Schools.	Share practice and process from E&I with other Schools. Develop buddy guidelines. Identify buddies. Implement scheme. Evaluate scheme.	Jun 2021 to Dec 2022	EDI Development Officer	• More staff feel supported before taking parental leave, evidenced in focus group as part of evaluation of scheme.
5.5.3	Improve consistency of use and understanding of parental leave policies.	Staff feedback showed policies and processes around maternity / adoption leave are not consistently applied by line managers.	Develop and introduce training for line managers on parental leave policies in the Employee Life Cycle e-learning module on My Learning Centre/new LMS.	May 2021 to Nov 2021	Senior HR Policy Advisor	• Training implemented with 25% of line managers completing training in first year of roll-out.
			Create system of checks to ensure policies are adhered to and meetings and paperwork completed.	May 2021 to Nov 2021		• Checks in place to ensure policies are adhered to and mandatory meetings, checklists and paperwork are completed.
		Staff feedback showed mixed responses on how easy it was to access and understand information on parental leave policies.	In collaboration with Marketing and Communications, relaunch parental leave portal to raise awareness of location of policies and procedures on the intranet.	By Mar 2021		• Parental leave portal relaunched. • Staff feedback shows that 80% of staff agree it is easy to access and understand information on parental leave policies.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.5.4	Create policies and support to address wider pregnancy-related issues such as miscarriage and (in)fertility issues and fertility treatments.	Staff consultation showed a lack of formal provision / support / leave for staff experiencing pregnancy-related issues which are not included in existing policies.	In consultation with all staff and Women@OU, review support and provision for pregnancy-related and fertility issues and develop appropriate policies and support mechanisms. Research sector good practice and specific research expertise in this area in the OU.	Apr 2021 to Oct 2021	Senior HR Policy Advisor	• Consultation with staff undertaken and good practice researched and fed into revised policies and support mechanisms developed.
			Revise, implement and raise awareness of policies / support on staff intranet.	Nov 2021 to May 2022	Head of People Hub	• Revised policies and support mechanisms implemented. Guidance documents updated and additions made to line manager training in in 5.5.3. • Revised policies published on intranet and online training developed for managers on revised policies.
			Provide training for staff as part of Employee Life Cycle staff training.	Nov 2021 to May 2022		• At least 75% of managers undertake training.
			Receive feedback to demonstrate if issues have been addressed.	May 2022 to Jul 2022		• Focus group (or alternative appropriate mechanism) shows feedback is positive about the changes to policies on miscarriage and infertility. • Positive feedback also received that staff feel supported.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.5.5	Improve opportunities for career development for staff returning from parental leave.	Staff consultation revealed a gap in existing policy – there is no guidance on provision of additional research / scholarship time on return from maternity leave.	Working group to be set up to develop good practice guidelines.	Nov 2020 to Mar 2021	Head of Finance Business Partnering Chair of GESG	• Working groups set up and good practice guidelines and policy created on extended research / study leave. • Policy and good practice disseminated to Heads of School and published on parental leave portal.
			Policy guidelines implemented for first group of returners and evaluated.	Aug 2021 to Sep 2021		• Evaluation completed and paper with results and take up rates presented to GESG. • Feedback positive with at least 75% of participants expressing support for revised scheme.
			Pilot scheme to be evaluated after two years and case studies published on website, to encourage others to take this up.	Nov 2023 to Dec 2023		• Evaluation completed. • Data show that at least 8 returners per year take extended research / study leave. At least 75% of participants report that the scheme has helped re-establish research. • Case studies published on website, to encourage others to take this up.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.5.6	Investigate extension of enhanced paternity leave package	Focus group revealed that men felt paternity leave was inadequate in terms of fulfilling caring responsibilities.	Policy team to review good practice around paternity leave at other institutions and undertake staff consultation.	Jan 2021 to Mar 2021	Senior Employment Policy Development Manager	• Practice reviewed and shared. • Staff consultation undertaken.
			Considering paternity leave good practice and the results of the staff consultation, develop proposal on an extension of entitlement. Present proposal together with costing to VCE for approval.	Mar 2021 to Jun 2021		• Proposal on extending paternity leave presented to VCE, together with costings. • Proposal approved.
			Extended paternity leave scheme implemented and publicised via the parental leave portal.	Jul 2021 to Dec 2021		• Revised scheme launched and publicised.
			Assess the take up of the extended paternity leave scheme. If uptake is low interview non-participants to ascertain why the scheme was unattractive. Make changes to the scheme based on that feedback.	Jan 2024 to May 2024		• Reviewing of enhanced paternity leave take up carried out. • If uptake was low (less than 50% of eligible staff), interviews carried out with those not using the scheme to ascertain how to make offer more attractive. • Changes to scheme developed and implemented.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.5.7	Collaborate with OU COVID-19 Recovery Team to improve agile and flexible working and ensure gender is considered in plans.	Prior to COVID-19 arrangements, the focus groups indicated that not all agile working requests are submitted formally due to decline of requests by line managers during informal conversations. Some managers make discretionary decisions rather than based on policy therefore there is not parity for all staff. People Services agree a review of the policy is required to consider these issues. Given that a University-wide project is taking place to reconsider flexible working post-pandemic, we will collaborate to address our findings pre-COVID and ensure gender is considered in plans for flexible and agile working.	Undertake review of agile working policy and procedures in consultation with staff.	Dec 2020 to Jul 2021	Head of Reward, Insight and Inclusion	• Review of agile working policy carried out.
			Develop and implement proposals for changes based on findings.	Aug 2021 to Nov 2021		• Changes to agile working policy implemented.
			Create new policies / procedures, manager and employee guides. Revised training for line managers considering changes to agile working policy created and available on Employee Life Cycle module on LMS.	Dec 2021 to Mar 2022		• New manager and employee guides produced and communicated. • Training for line managers created and available on Employee Life Cycle module on LMS.
			Develop and introduce training for staff on agile working procedures.	Dec 2021 to Dec 2022		• Staff training on agile working introduced. • At least 20% of staff undertake training in first year.
			Gain and review staff feedback on revised agile working policy using staff Athena SWAN survey.	Jan 2024 to Mar 2024		• Review attitudes to revised policy / procedures in Athena SWAN staff survey and additional OU-wide surveys. • At least 75% of staff report that policy is consistently applied across the institution and that they have the flexibility they need.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.5.8	Review OU job share policy.	Staff have concerns over the way in which job share partners are assessed for roles, which may limit uptake of this opportunity for flexible working.	In consultation with GESG and People Services Policy Team, review sector / Civil Service and other organisations approach to assessment of job share partners and make recommendations to change OU job share assessment procedures.	Jun 2021 to Dec 2021	Head of Resourcing Hub	• Review undertaken. • Recommendations made and accepted. • Policy and procedures amended.
			Evaluate the effects of the revised policy on job shares by holding discussion with staff with job shares. Use feedback to further refine policies and procedures.	Jan 2024 to Mar 2024		• Evaluation carried out and data show that concerns originally raised by staff have been addressed. • Any additional concerns lead to further policy amendments as appropriate.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.5.9	Improve process for staff transitioning back to full-time from part-time hours.	Phased returns to full-time are considered on case-by-case basis at discretion of line manager. Existing documentation exists for staff returning from extended sick leave which could be modified for this purpose.	Using existing policy on staff returning from sick leave, create policy and procedure to support staff returning from other absences and for those transitioning from part-time to full-time working. New proposals to include a phased return over a period agreed between the staff member and their line manager.	Jan 2021 to Jun 2021	Senior Employment Policy Development Manager	• Process implemented and documentation created for staff transitioning from part to full-time and for those returning from other absences.
			Line manager briefing to be created, and guidance for staff and managers to be created and made available on parental leave portal.	Jul 2021 to Aug 2021		• Line manager briefing created, and guidance for staff and managers created and made available on parental leave portal.
			Monitoring and reviews put in place to ensure process is effective.	Sep 2021 to Dec 2023		• Monitoring and reviews put in place to ensure process is effective. • Data presented to GESG show that staff make use of phased returns.
		There is no formal route in place for staff to consider how to increase hours from part-time, after childcare or caring responsibilities end.	Develop policy and implement allowing staff to move from full-time to part-time hours and then increase their hours, after their caring responsibilities end.	Jan 2022 to Jun 2022		• Policy in place allowing staff to increase their working hours having worked part-time due to caring responsibilities.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.5.10	Examine realistic options for providing more bespoke childcare provision.	Staff survey results revealed low levels of satisfaction with childcare provision, especially female academics.	Hold focus groups (4) with staff to ascertain which parts of childcare provision are unsatisfactory and produce recommendations to address those issues.	Mar 2021 to May 2021	Senior HR Policy Advisor	• Consultation focus groups held and issues identified. • Recommendations to address issues produced.
			Revise policies in line with the recommendations and implement changes.	Jun 2021 to Aug 2021		• Changes made to policy and practice in line with recommendations.
			Repeat focus group with staff to assess the effect of the changes and make further changes to policies if required.	Mar 2023 to May 2023		• Discussion groups held. • Feedback demonstrates that original issues identified have been addressed. • Any necessary further changes to policy made.
5.5.11	Ensure carers receive adequate support.	Staff survey results showed that of those who had caring responsibilities, around half of female and male employees received support from their line managers.	Undertake review of Carers and Dependants Policy in consultation with Care and Caring Network@OU and identify areas where support can be improved.	Jan 2022 to Apr 2022	Senior HR Policy Advisor	• Review undertaken and specific areas for improvement identified.
			Carers and Dependants Policy amended in line with issues identified in consultation.	May 2022 to Jul 2022		• Carers and Dependants Policy amended to address issues identified.
			Introduce online manager training on carers' issues. Increase awareness of support and resources available to carers using internal comms.	Aug 2022 to Nov 2022		• Training created and implemented. • Internal comms to raise awareness implemented.
			Evaluate effect of above changes through the Staff Athena SWAN survey.	Jan 2023 to Mar 2023		• Athena SWAN staff survey shows at least 75% of staff with caring responsibilities report receiving support from their line managers / the OU.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.6 Organisation and Culture						
5.6.1	Investigate the reasons behind lower sense of belonging of male AHSSBL Professional and Support staff and implement actions to address this.	Most staff groups feel a sense of belonging in their own school or unit except for male Professional and Support staff in AHSSBL.	Arrange focus groups to discuss specific reasons for low sense of belonging and use data to develop plans to address issues.	Jan 2022 to Mar 2022	EDI Development Officer	• Two focus groups held and results used to develop recommendations to address low sense of belonging.
			Using recommendations and working with Heads of School, specify actions to address issues proposed.	Apr 2022 to Jun 2022		• Actions identified.
			Implement actions and assess effect.	May 2022 to Oct 2023		• Actions implemented. • Evaluation through staff survey shows at least 75% of male P&S staff in AHSSBL have a sense of belonging.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.6.2	Improve confidence in how complaints about bullying and harassment are handled.	Confidence in how complaints would be dealt with is lower among women than men and is also lower in AHSSBL than in STEM.	Policy Team in consultation with GESG to arrange sessions / meetings with staff to identify ways in which procedures could be changed to improve staff confidence in the handling of complaints about bullying and harassment.	Nov 2020 to Mar 2021	People Business Partners	• Consultation completed and proposals for improving confidence in how complaints about bullying and harassment are handled developed.
			Changes made to policy and procedure. Changes made to line manager training and guidance for staff.	Apr 2021 to Jun 2021		• Agreed changes made in policy to measure increased confidence. • Line manager training amended. • Staff guidance amended.
			Evaluate effect of changes in how complaints about bullying and harassment are handled through the staff Athena SWAN survey. If indicator is lower than 75% another consultation processes will be undertaken.	Jan 2023 to Mar 2023		• At least 75% of staff express confidence in how complaints about bullying and harassment are handled by their schools and by the OU. • If not, then another round of consultation will be undertaken.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.6.3	Provide easier-to-follow guidance for staff and managers in dealing with bullying and harassment.	Staff feedback indicated that policies around dealing with bullying and harassment are off-putting due to their formal, technical and legal tone.	Create manager and employee documents to aid resolution of workplace conflict at local / informal stage, available to all staff.	Nov 2020 to May 2021	Senior Employment Policy Development Manager	• Guidance document produced and made accessible to all staff.
			Assess staff feedback on guidance through staff Athena SWAN survey.	Jan 2023 to Mar 2023	Head of People Hub	• Positive staff feedback on knowledge and understanding of issues, evidenced through staff Athena SWAN survey. At least 75% of staff report that they find the guidance around dealing with bullying and harassment is accessible and clear.
		No formal training exists for staff in dealing with equality, dignity at work, bullying, harassment, grievance, and disciplinary processes.	Pilot training for line managers through the Employee Life Cycle module on MLC/LMS in dealing with HR issues and policies in equality, dignity at work, bullying, harassment, grievance, and disciplinary processes. Review feedback and adapt and roll out. All managers to undertake training.	Apr 2021 to Dec 2022	Head of Talent and Development	• Pilot training developed and delivered in dealing with HR issues and policies in equality, dignity at work, bullying, harassment, grievance, and disciplinary processes. • Feedback from pilot reviewed, and adaptations made before formal roll out of training. • All managers have undertaken training.
			Review effectiveness of training by holding discussion with managers. Adapt training as necessary considering feedback received.	Nov 2022 to Dec 2022		• Feedback shows that managers feel more confident in knowledge and dealing with these areas, evidenced in training feedback. • Further training rolled out to addresses any gaps in provision identified through the feedback.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.6.4	Consider and implement measures to redress the gender imbalance in future Head of School appointments.	Since the restructure of the University, fewer women are becoming Heads of School. Female representation of Heads of School is less than OU's female academic workforce (53%) and sector average (50.9%).	Focus group with mid-career women academics to understand barriers to applying for Head of School posts.	Mar 2021 to Sep 2021	Head of Resourcing Hub	• Focus group with at least 8 participants held and support developed and implemented.
			Leadership mentoring for potential candidates developed and launched.	Oct 2021 to Oct 2022		• Mentoring scheme in place. At least 12 mentoring pairs established in first year.
			Guidance on good practice to increase diversity in leadership roles - for Faculties / appointment committees.	By December 2021		• Guidance developed and distributed to Faculties.
			Effect of improved support assessed by looking at representation of women among Heads of School.	March 2024		• Increasing numbers of women applying and being appointed to Head of School – 40% of Heads of School are female.
5.6.5	Ensure that gender is considered in formal succession planning for senior leadership of the University.	An informal VCE-led Strategic Talent Review Group (STRG) meets three times per year to discuss talent and development of senior staff. While diversity is considered, it does not address gender balance specifically.	Establish mechanism in STRG to consider gender in succession planning of senior leadership posts.	Jan 2021 to Apr 2021	Deputy Vice-Chancellor	• Mechanism agreed and implemented. • Succession plans evidence consideration of gender. • Continue gender balance with at least 40% of senior leaders being women.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.6.6	Further embed practices to ensure gender balance when appointing and electing members of influential institutional committees.	The current 40% men and 40% women target on Council and its subcommittees is not consistently met. Although measures from the new Recruitment Diversity Strategy are being implemented in Council recruitment, they are mainly in relation to BAME, therefore gender needs to be addressed to meet these targets.	By applying good practice in the new Diversity Recruitment Policy ensure that Council and all its sub-committees adhere to the guidance that committees should have at least 40% of each gender. Where issues are identified take positive action to make changes to processes / procedures, e.g. issues with the election of committee representatives.	Nov 2020 to Dec 2021	Head of Governance	• Minimum of 40% male and 40% female membership achieved in all committees.
5.6.7	Ensure GESG is consulted formally on development of institutional policies, practices and procedures.	At present although gender is considered, there is no mechanism to consult with GESG for input of policy development or review.	Establish procedures so that GESG representatives attend and contribute to policy reviews.	Dec 2020 to Jun 2021	Head of Reward, Insight and Inclusion	• Procedures in place - GESG consulted at appropriate points in policy development. • Gender equality is routinely considered in policy making, ensuring no inadvertent discrimination occurs.
5.6.8	Introduce central, systematic monitoring and review of workload by gender and other intersectional characteristics.	No central monitoring of workload by gender exists at present.	Introduce and establish central annual monitoring of workload patterns by gender. If any gendered patterns are observed these will be flagged with relevant Schools for action.	Feb 2021 to Nov 2022	Executive Dean (STEM)	• Central systematic monitoring and review of workloads in place. • Annual report provided to GESG. • Where gendered patterns are found, these are raised with relevant School for action.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.6.9	Build representation and highlight importance of role modelling into Marketing and Communications Strategy.	Gender is not formally considered in external profiling of academic role models. The new Marketing and Communications Strategy should include balance in gender representation and highlight the visibility of female academic role models.	Build equality targets into Marketing and Communications Strategy for profiling academics.	Nov 2020 to Nov 2023	Head of External Communications	• Equality targets built into strategy and reported on annually.
5.6.10	Collect data on gender in Knowledge Exchange, Public Engagement and Research Impact evidencing and evaluation activities.	At present, we do not collect data on gender of academics giving external talks and neither is gender routinely captured or monitored through HE-BCI. Data on gender will inform reports on users and stakeholders for Knowledge Exchange activities, aligning with the new KE Concordat and Framework.	Develop process and system to collect data on gender in knowledge exchange, public engagement, and research impact activities. Ensure that the data are routinely examined and where there are any gender imbalances identified, actions are put in place to address these.	Nov 2020 to Dec 2021	EDI Data Analyst Research Impact and Knowledge Exchange Senior Manager	• Process and system implemented. • Data collected and monitored. • Actions to address any gender imbalance implemented.
			Establish collection of data on gender of OU Academics giving external talks and routine monitoring of all to identify any under-representation and create actions to address them.	Apr 2021 to Apr 2023		• Monitoring and checks in place. • Ensure gender balance of speakers in external activities reflects the OU's staff profile.
5.6.11	Ensure gender balance of speakers / presenters at central University public-facing events.	The OU aims to achieve gender balance in centrally organised public talks and events but is not formalised in policy or targets.	In conjunction with RES introduce 50/50 male / female institutional policy and targets for gender (and appropriate targets reflective of other EDI characteristics) to ensure gender and diversity balance of speakers at University events.	Dec 2020 to Dec 2021	Head of External Communications	• 50/50 target in place. • Checks in place and monitoring undertaken. • Data show that there is a gender balance among presenters at central University public-facing events.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
5.6.12	Support Schools and Faculties setting minimum targets for gender balance of internal seminar speakers.	Good practice exists in some STEM Schools to set targets for speakers which can be replicated in other schools (and at Faculty level) where this does not exist.	Set minimum targets for representation of females among speakers in School seminar series. Set up an annual system for collecting data on targets and speakers' genders.	Dec 2020 to Jun 2022	Benchmarks and Charters Development Officer	• Targets set within Business Plans and achieved. • Annual monitoring in place.
5.6.13	Allocate workload for Athena SWAN within AHSSBL Schools.	Current good practice exists in STEM with mandated AS workload allocations. That practice needs to be extended to AHSSBL schools.	Standardise the allowances for AS work across the institution.	Nov 2020 to Dec 2021	Executive Deans in FASS, WELS and FBL	• Workload data confirm that AS included in workload allocation for AHSSBL staff.
SECTION 6: SUPPORTING TRANS PEOPLE						
6.1	Communicate location of gender-neutral toilets on staff intranet and other channels where appropriate, as part of communications plan for implementation of facilities.	Feedback from the LGBT+ network showed that communication on location of gender-neutral toilets would help transgender staff.	Liaise with Estates and internal Comms to include the location of gender-neutral toilets in any communications plan.	Jan 2021 to Dec 2021 (dependent on completion of work considering delay caused by COVID-19).	EDI Senior Advisor	• Information on the location of gender-neutral toilets included in communications plan.
			Consult with LGBT+ network to ascertain the effects of the improved communications.	Jan 2022 to Feb 2022		• Feedback from LGBT+ network shows that the issues have been addressed.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
6.2	Develop practices to support non-binary staff.	Consultation with the LGBT+ network identified that the needs of non-binary staff in the workplace need addressed.	Draw on good practices and gap analysis undertaken in Academic Services to create guidelines for managers and staff. Develop online training for managers.	Apr 2021 to Mar 2022	EDI Senior Advisor	• Guidelines produced and distributed to all managers. • Online training available – taken by at least 40% of managers.
			Consult with LGBT+ network to ascertain the effects of the improved guidance.	Apr 2022 to Jun 2022		• Feedback from LGBT+ network reports increased support for non-binary staff and that their needs are being met.
6.3	Revise Transgender Staff Policy in consultation with Stonewall, LGBT+ network and trades unions.	LGBT+ network and Stonewall raised several issues in the policy, including its use of terminology which require it to be reviewed.	Consult with LGBT+ network and trades unions to revise and improve Transgender Staff Policy.	Nov 2020 to May 2021	Senior HR Policy Adviser	• Consultation undertaken. • Policy revised in consultation with trades unions, LGBT+ network and Stonewall.
			Revise use of LGBT+ terminology to be used in the policy, using the Stonewall list of terminology and their support to check documents.	Nov 2020 to May 2021		• Terminology revised and agreed, checked with Stonewall. • Consultation with LGBT+ network shows positive response to terminology.
6.4	Initiate process to encourage the stating of preferred pronouns in email signatures.	LGBT+ network feedback indicated that pronouns would be good practice to help trans and non-binary staff feel more included. The network also felt this should be optional to minimise any pushback from a mandatory implementation.	Undertake consultation with LGBT+@OU and staff on how to encourage use of pronouns.	Nov 2020 to May 2021	Senior HR Policy Advisor	• Consultation undertaken. • Advice and guidance to encourage use of pronouns produced and communicated.

ACTION	OBJECTIVE	RATIONALE	DETAILED ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS MEASURE
SECTION 7: FURTHER INFORMATION						
7.1	Address any gendered impact of COVID-19 at the OU.	Early indications across the sector reveal gendered impact of COVID on women, (e.g. on their research output). To address this fully, we require further research, and will produce guidance to support staff.	Analyse results of next planned Staff Barometer Survey to take place in Nov-Dec 2020. Undertake series of focus groups with staff, some specifically for female academics. Collect and analyse academic output data. Research good practice in the sector and attend sector-led events.	Jan 2021 to Jan 2022	Senior EDI and Wellbeing Manager	• Report produced with set of actions to address issues and trends based on analysis of data and drawing on good practice identified in the sector.
			Produce good practice guide to support staff returning from period of leave during COVID-19.	Jan 2021 to Jun 2021 (as indicated date of return to site, but may change depending on COVID-19 situation)	Senior Employment Policy Manager	• Good practice guide to support staff produced and circulated. • Review of effectiveness of good practice guide undertaken. • Positive feedback from at least 50% of staff received.