



The Open
University



Athena SWAN Bronze university award application

Name of university: The Open University

Date of application: November 2012

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Notes on the data

All data in the submission is based on Full Time Equivalent (FTE) and is a snapshot of the University in March 2010, 2011 and 2012, except where stated.

Please note that due to reorganisation of the departments in the Faculty of Science in late 2011, moving from 5 to 3 departments, data for these departments differs over the three year period and as such is difficult to compare. Where possible we have made sensible assumptions and inferences about long term trends and significant issues.

Action Plan

Points in the action plan are cross-referenced in the appropriate section in the submission.

1. LETTER OF ENDORSEMENT FROM THE VICE-CHANCELLOR



Martin G Bean
Vice-Chancellor

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22 November 2012

Dear Ms Dickinson

When I became Vice-Chancellor of the Open University, a little over three years ago, I was very clear about my two main reasons for joining – my fierce passion for social justice, and my love of fighting for a cause. They are character traits that have been shaped by life, circumstances, even national identity, and I work hard to put them into action at the Open University every day. That is why I take great pleasure in endorsing this submission for a University Bronze Athena SWAN award.

Since its foundation the Open University has had social justice and equality at the heart of its identity and its mission, not just for students, but for staff, too. In particular, we strongly support the advancement and promotion of the careers of women in Science, Technology, Engineering Mathematics and subject allied to Medicine (STEM).

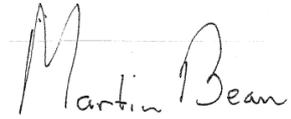
As a University, we want our teaching and research to be world class, but that is not going to happen if we ignore the talents of half the population. The contribution of female academics to STEM subjects is absolutely essential, so I am delighted that the Action Plan developed by our Athena SWAN Self Assessment Team is helping us to equip our staff with the skills they need to deal effectively with a changing Higher Education environment that is evolving rapidly.

The OU is fully committed to the principles of the Athena SWAN Charter, and the Action Plan will enable us to fulfil our obligations to it.

This is not a new development – we have a long history of initiatives to support women in STEM areas, as well as a substantial body of research in this area – but there is always more to do.

The Action Plan, and our future work on departmental Bronze and Silver submissions, will help us build on our past achievements and reach the goals we have set for supporting and advancing the careers of women in STEM subjects.

Yours sincerely

A handwritten signature in black ink that reads "Martin Bean". The signature is written in a cursive style with a large, prominent initial "M".

Martin Bean
Vice-Chancellor

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2. THE SELF ASSESSMENT PROCESS

a) The Self Assessment Team

Members of the Open University (OU) Athena SWAN Self Assessment Team are drawn from across the University, and have a wide ranging experience and knowledge of promotions and career development processes in the university. Their personal experiences of combining careers with caring commitments include being part of a dual academic career partnership, taking maternity leave, working part-time, and being a single parent.

The project sponsor is the Pro-Vice-Chancellor, Research, Scholarship and Quality (PVC-RSQ), Professor Tim Blackman.

Membership is as follows:

Ms Clem Herman (Faculty of Mathematics, Computing and Technology (MCT)) is a Senior Lecturer and a member of the Faculty Promotions Committee. She is the Project Champion and designated contact for the OU's Athena SWAN submission. Her research expertise concerns gender in Science, Technology, Engineering and Mathematics (STEM) employment and education and she has been involved in numerous initiatives to support women's careers in STEM both at the OU and externally.

Dr Jane Roberts is a full-time MCT Regional Academic, and also a part-time Associate Lecturer, based at the OU in the South West Regional Centre. She has worked in academic roles, full and part-time, for over 20 years.

Professor Uwe Grimm is currently Associate Dean (Research) for the MCT Faculty. He is a member of the Faculty Promotions Committee and been involved in recruitment. He sits on the University Research Committee.

Dr Victoria Pearson is a Lecturer in the Science Faculty, and is Deputy Associate Dean, with responsibilities for Equality and Diversity, Widening Participation and Accessibility. She has been at the OU for 12 years, having started as a postgraduate research student. She has a particular interest in widening participation and accessibility issues.

Dr Pallavi Anand became a Lecturer in the Science Faculty in 2009, so is an early-career researcher. She recently returned from maternity leave. She is involved in recruiting PhD students and post-doctoral researchers to the faculty.

Professor Gwyneth Stallard came to the OU in 1994 as a Research Fellow and is now a Professor of Pure Mathematics in MCT. Gwyneth worked part-time after the birth of her first child and has gradually increased her working hours from 0.5 full time equivalent in 1999, returning to full-time work in October 2012.

Professor Monica Grady is Professor of Planetary and Space Sciences in the Science Faculty.

Dr Foroogh Hosseinzadh is in the early stages of her career in Materials Engineering in MCT. She has recently been promoted from Research Fellow to a Lectureship.

Professor Nigel Mason is Professor of Physics, and Associate Dean (Research) in the Science Faculty. He sits on the University Research Committee.

Ms Liz Whitelegg is a Senior Lecturer in the Department of Physical Science (DPS) in the Science Faculty. Her research interest lies in gender and science and she has been involved in initiatives within and beyond the OU since the 1980s to increase female participation in

science. She is leading the DPS renewal of the Institute of Physics' (IOP) Project JUNO Practitioner Award.

Mr Michael Street is Senior Faculty Administrator in the Science Faculty and, in that role, is heavily involved in the implementation of staffing policy.

Mr Philip Clarke is Head of Human Resources (HR) for Academic Units and has expertise in a wide range of organisational procedures and policies.

Ms Jane Wardale is Senior Manager, Research Governance in the Office of the Pro-Vice-Chancellor, Research Scholarship and Quality and acts as project co-ordinator. She leads for the Pro-Vice-Chancellor on Equality and Diversity matters.

The team has also been assisted by input from Penny Burgoine-Brads from the Equality and Diversity Office.

The Self Assessment Team has been established with formal terms of reference. Its role has been to assemble the evidence required for the submission, consider gaps and areas for improvement in the University's provision for, and support of, the academic careers of women in STEM areas, prepare an action plan, disseminate information to the wider University about the Athena SWAN initiative, and provide the overall lead for further Athena SWAN activity.

The team reports formally to the University Research Committee, which meets 3 times a year, (see **figure 1**). It also reports quarterly to its sponsor, the PVC-RSQ. The Research Committee and Extended Leadership Team (Vice-Chancellor's Executive and the Deans) have approved the OU submission.

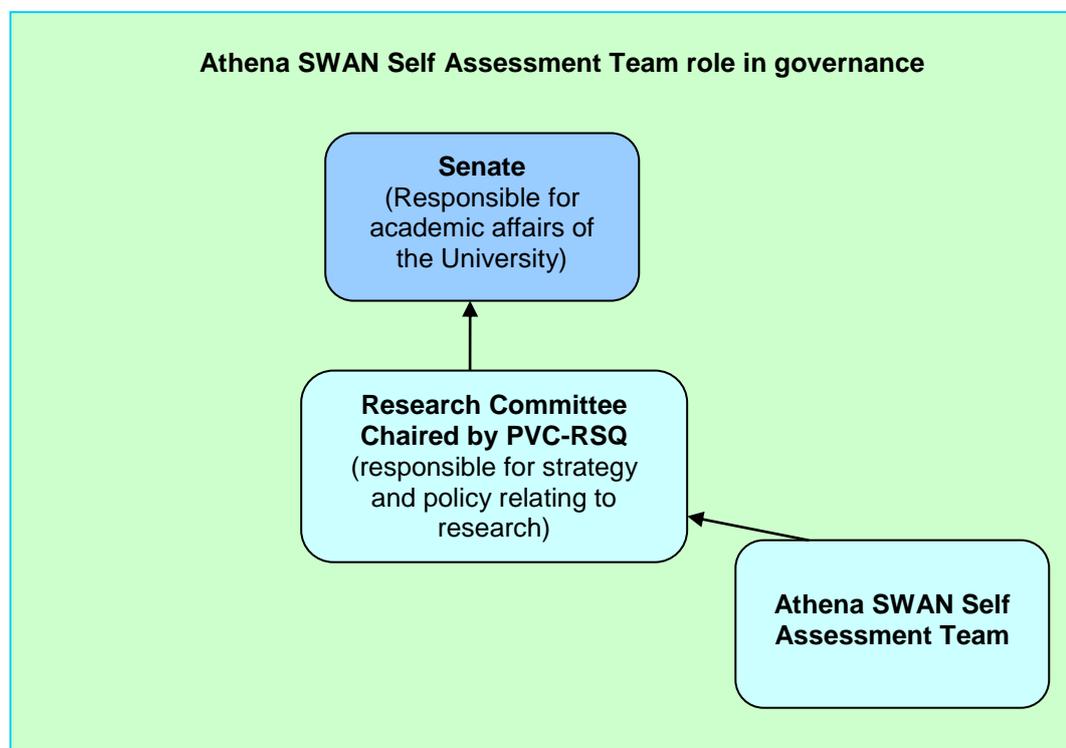


Figure 1

b) The Self Assessment process

The Athena Swan Self Assessment Team was established following an open meeting held in April 2012, to discuss how the OU should approach its application for accreditation. Professor Averil MacDonald from Reading University presented an overview of the submission process and answered questions. The group has held four full meetings and a series of working group meetings in 2012 to progress the submission.

As the submission has developed, team members have consulted individually and via departmental meetings with colleagues in their areas on the submission and action plan. The Deans of MCT and Science provided feedback. Further consultation has taken place via the Equality and Diversity Blog (an open forum used for equality and diversity matters, publicised via the University intranet) and other communication channels.

c) The future of the Self Assessment Team

The Self Assessment Team will continue to provide the lead for STEM gender equality across the university, including working towards departmental Athena SWAN awards. It will meet at least three times a year. It will monitor progress on the Action Plan, and continue to report to the Research Committee and PVC-RSQ. The team has overall responsibility for the Action Plan and will advise the university on maintaining progress on gender equality issues in STEM areas. We will form specialist sub-groups to steer applications for departmental bronze and silver awards. Parallel work on the Institute of Physics Juno award will also be carried out within this framework.

Action Plan: 6.3 Renew Juno Practitioner Award and apply for Champion status

10.1 Identify departments for Athena departmental awards

10.2 Set up departmental self assessment teams

Word count: 970

3. DESCRIPTION OF THE UNIVERSITY

a) The Open University

The OU promotes educational opportunity and social justice by providing high-quality distance learning. It is the largest UK university with over 250,000 students, 1,100 academic /research staff and 3,700 support staff in seven Faculties and two Research Institutes. It is a member of the University Alliance.

Alongside our Milton Keynes campus are 13 regional/national centres, from which local student support takes place. 194 Regional Academics (Staff Tutors) have similar roles to central academic staff, involving a mix of teaching and administration, but they do less research. They also manage 6,000 Associate Lecturers, who support student learning and assessment. Materials are produced centrally and delivered online and via print and other media. Students interact with their tutors through online forums and face-to-face workshops. Historically the OU has had a high proportion of female students due to distance teaching programmes that enable students with jobs and/or family responsibilities to study flexibly.

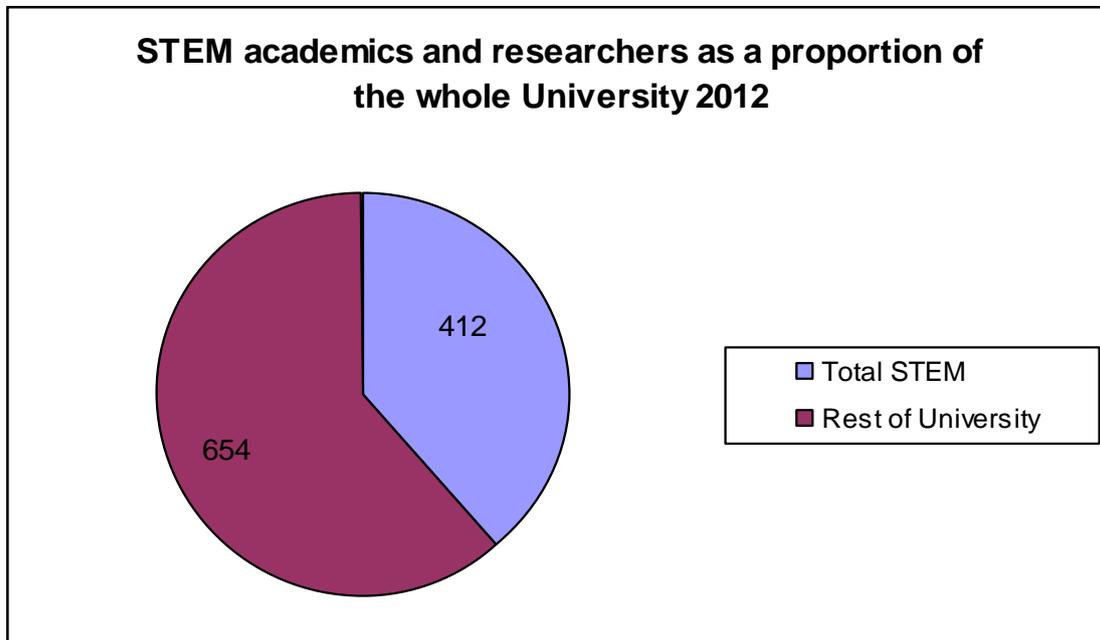


Figure 2

STEM academics and researchers are located in the following Faculties:

- Mathematics, Computing and Technology (MCT),
- Science,
- Health and Social Care.

OU STEM Departments 2012 showing numbers of academic and research staff and Faculty

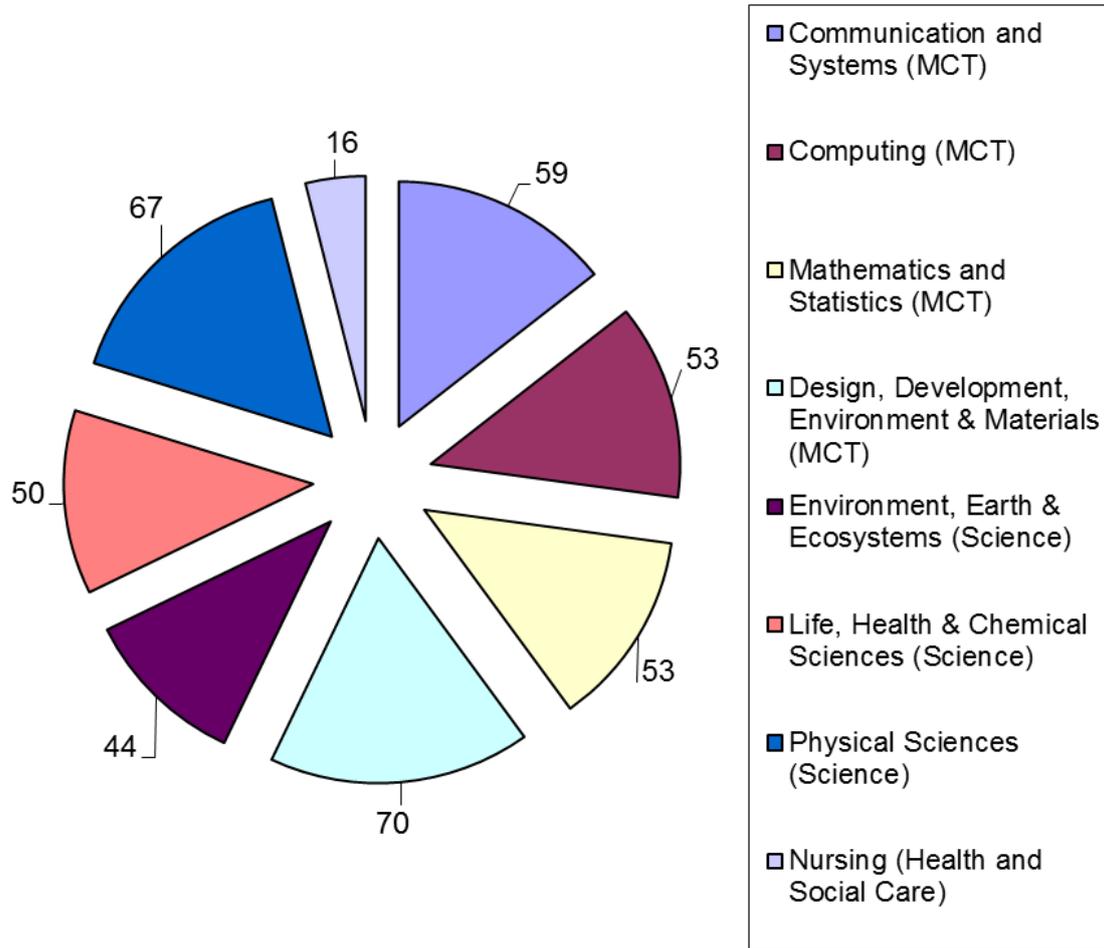


Figure 3

b) University data on gender 2010-12

(i) Female:male ratio of academic and research staff

Table 1: Academic and research staff by gender 2010-12						
	Mar-10		Mar-11		Mar-12	
	Women	Men	Women	Men	Women	Men
Faculty of Health and Social Care: Dept of Nursing	15	2	15	2	14	2
Faculty of Mathematics, Computing and Technology	92	182	90	175	86	150
Faculty of Science	73	127	60	116	59	103
Rest of University	481	334	455	311	410	292

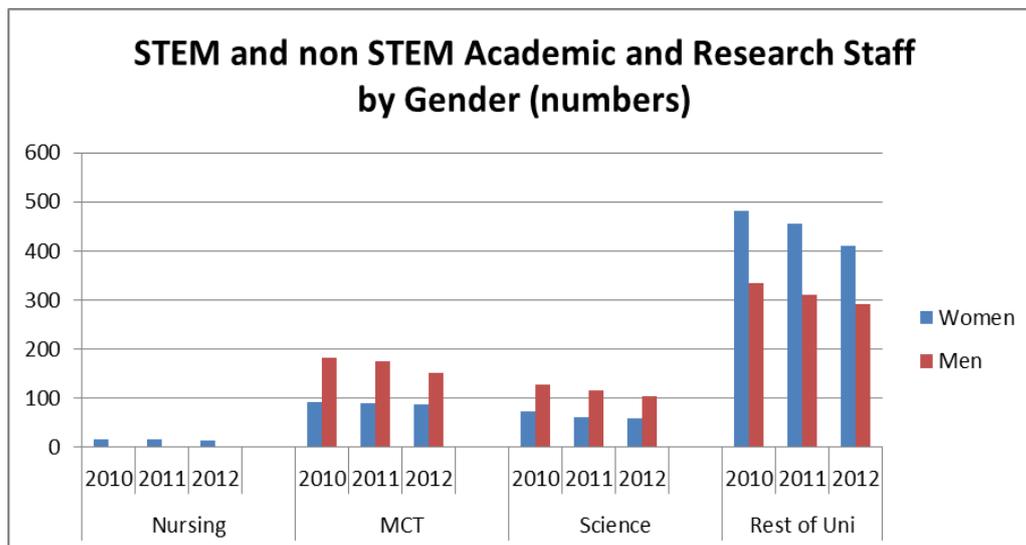


Figure 4.1

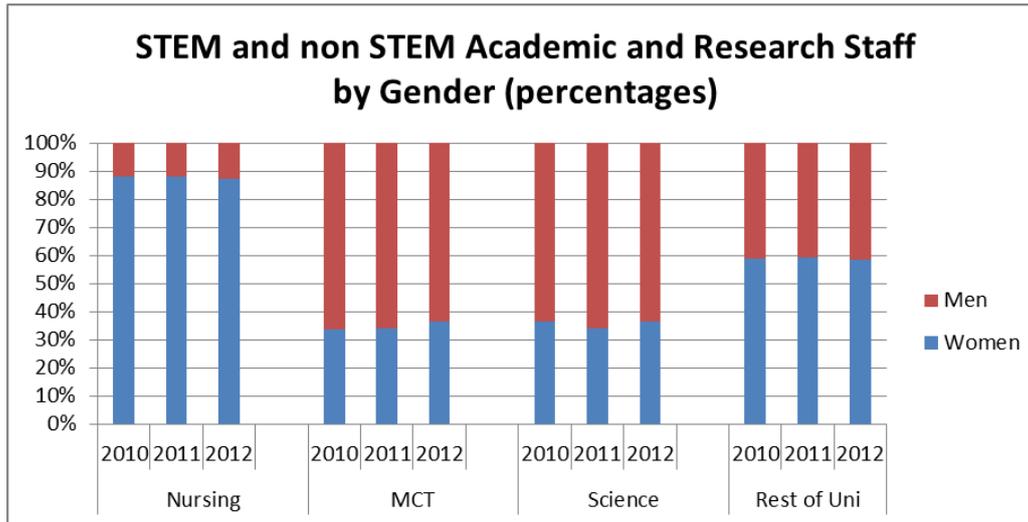


Figure 4.2

		Mar-10		Mar-11		Mar-12	
		Women	Men	Women	Men	Women	Men
Dept of Nursing	Professor	2		2		2	
	Senior Lecturer/Reader	6		7		6	
	Lecturer	6	2	5	2	6	2
	Research assistant/associate						
Faculty of Mathematics, Computing and Technology	Professor	9	31	8	34	7	31
	Senior Lecturer/Reader	29	62	35	55	35	47
	Lecturer	37	68	34	66	35	57
	Research assistant/associate	17	21	13	20	9	15
Total		92	182	90	175	86	150
Faculty of Science	Professor	2	22	2	20	2	17
	Senior Lecturer/Reader	24	43	21	38	23	37
	Lecturer	24	28	23	29	23	31
	Research assistant/associate	23	34	13	29	11	18
	Other			1			
Total		73	127	60	116	59	103
Rest of University	Professor	58	64	49	62	41	56
	Senior Lecturer/Reader	164	114	162	100	160	97
	Lecturer	206	113	199	114	176	108
	Research assistant/associate	52	42	45	34	33	31
	Other	1	1		1		
Total		481	334	455	311	410	292

Overall, 50.1% of all Open University academic and research staff are women, compared to 44% across the UK¹. **Figures 4.1 and 4.2** show that the proportion of female STEM academic and research staff is lower (38%) than in the rest of the university (58%) and lower than the rest of the sector (40% female). The gender difference has been decreasing slightly over the three years.

64% of our Regional Academics in STEM areas are women (not included in **Table 2**).

In the Department of Nursing 87% of the academic and research staff and both professors are women, making it atypical of university nursing departments in the sector. We will therefore focus the rest of our submission and action plan on the other seven STEM departments (in MCT and Science).

We are also excluding Associate Lecturers from the analysis of data, because of their role as teaching-only part time staff. Although they normally have permanent contracts, many also have substantive roles with other organisations. Issues relating to their career progression are therefore complex.

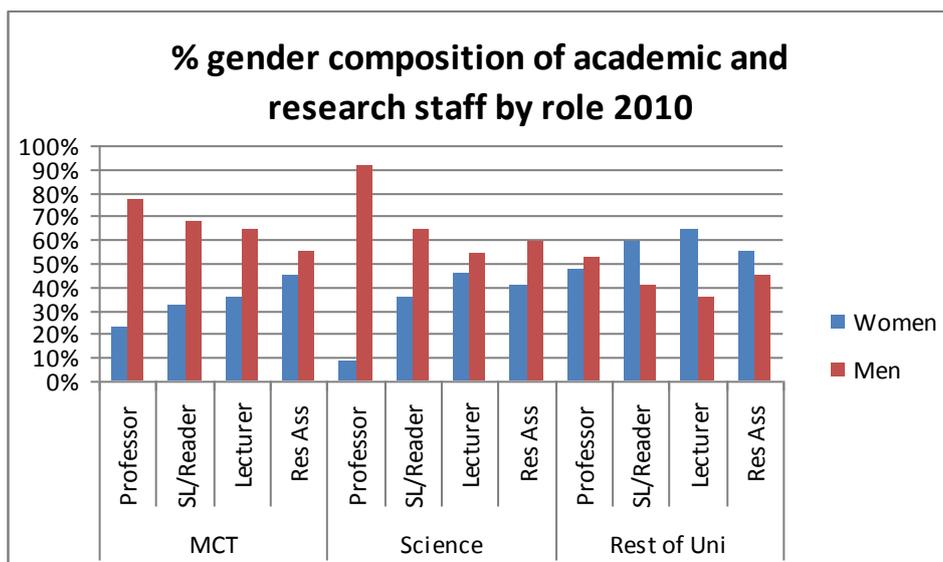


Figure 5.1

¹ 2009-10 data: Equality in higher education statistical report 2011, Equality Challenge Unit.

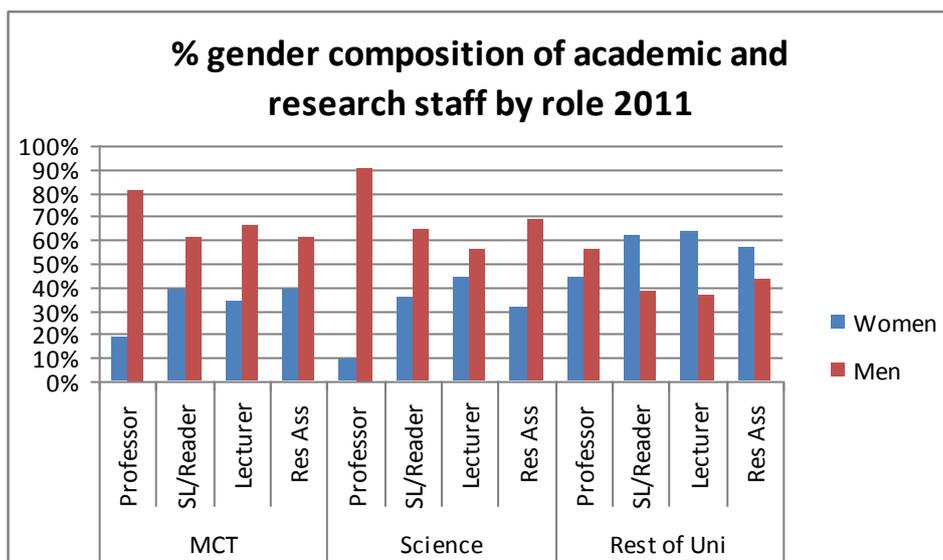


Figure 5.2

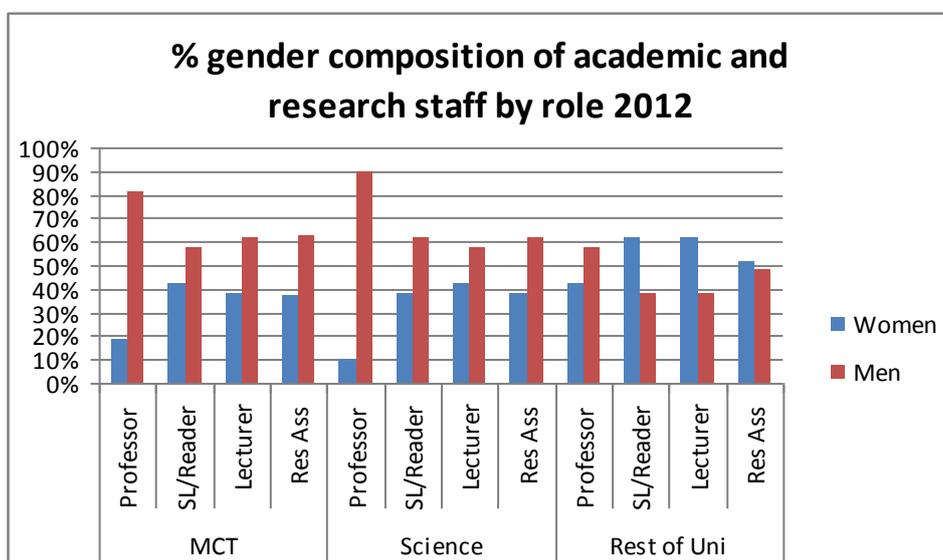


Figure 5.3

Table 2 and **figures 5.1, 5.2 and 5.3** show that there are fewer women than men at all grades in STEM departments; in the rest of the University, women outnumber men except for Professors. The proportion of female Senior Lecturers in STEM faculties has increased 2010-12.

Overall, 34% of OU professors are female (UK figure: 19.1%²) but only 18% in MCT, and 11% in Science (2012). The University is already beginning to address this: the 2012-13 Equality Action Plan includes a commitment to respond to identified barriers to the progression of women to senior roles.

² Equality in higher education statistical report 2011, Equality Challenge Unit.

Action Plan: 1.2 Increase numbers of women professors

1.3 Increase numbers of women applying for senior posts

3.1 Bespoke career development

(ii) Turnover

		Mar-10				Mar-11				Mar-12			
		Women		Men		Women		Men		Women		Men	
		L	T/O	L	T/O	L	T/O	L	T/O	L	T/O	L	T/O
MCT	Professor	1	11%	5	15%	1	14%	1	3%	1	17%	6	17%
	Senior Lecturer/Reader	2	11%	4	9%	1	5%	4	10%	0	0	3	8%
	Lecturer	0	0	1	2%	2	12%	4	8%	1	7%	3	7%
	Research assistant / associate	1	11%	7	50%	3	27%	4	21%	2	13%	8	40%
Science	Professor	0	0	3	13%	0	0	2	11%	0	0	1	6%
	Senior Lecturer/Reader	0	0	1	3%	3	16%	2	7%	0	0	2	6%
	Lecturer	0	0	2	13%	1	7%	0	0	0	0	0	0
	Research assistant / associate	4	27%	8	20%	13	76%	12	30%	6	40%	15	44%
Rest of University	Professor	7	14%	4	7%	9	20%	11	20%	6	16%	6	14%
	Senior Lecturer/Reader	8	7%	2	2%	10	9%	12	14%	6	6%	3	4%
	Lecturer	9	9%	6	8%	6	6%	7	11%	15	14%	10	15%
	Research assistant / associate	12	29%	10	25%	16	33%	19	39%	15	35%	16	41%

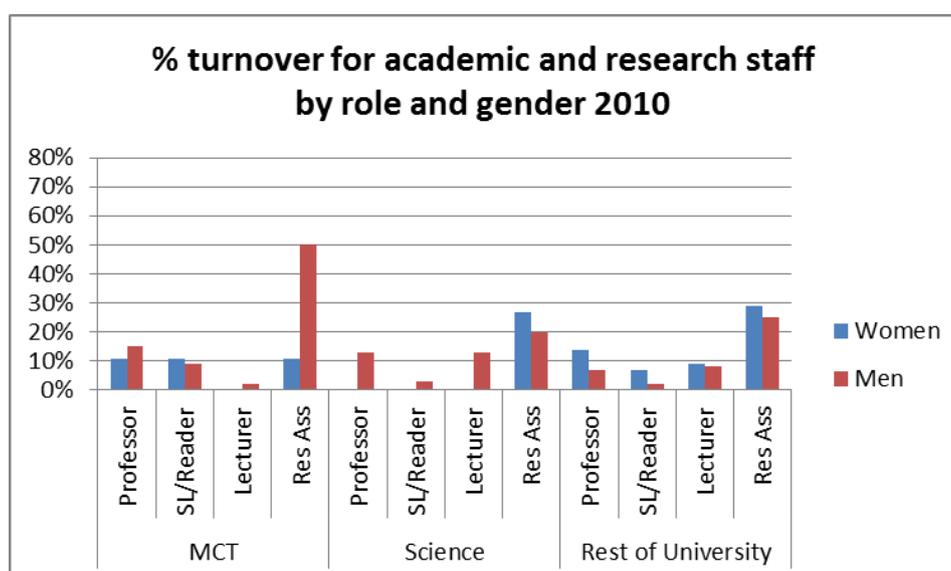


Figure 6.1

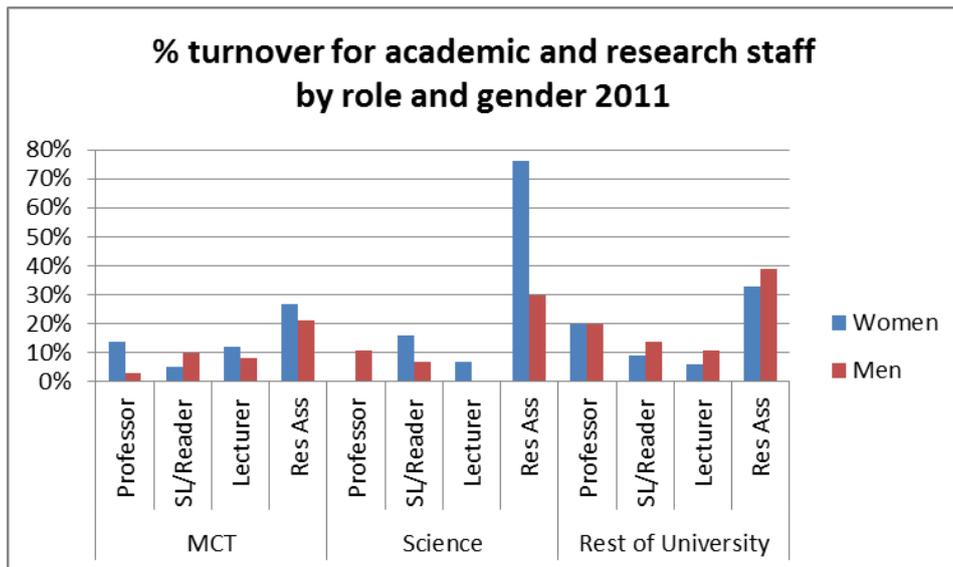


Figure 6.2

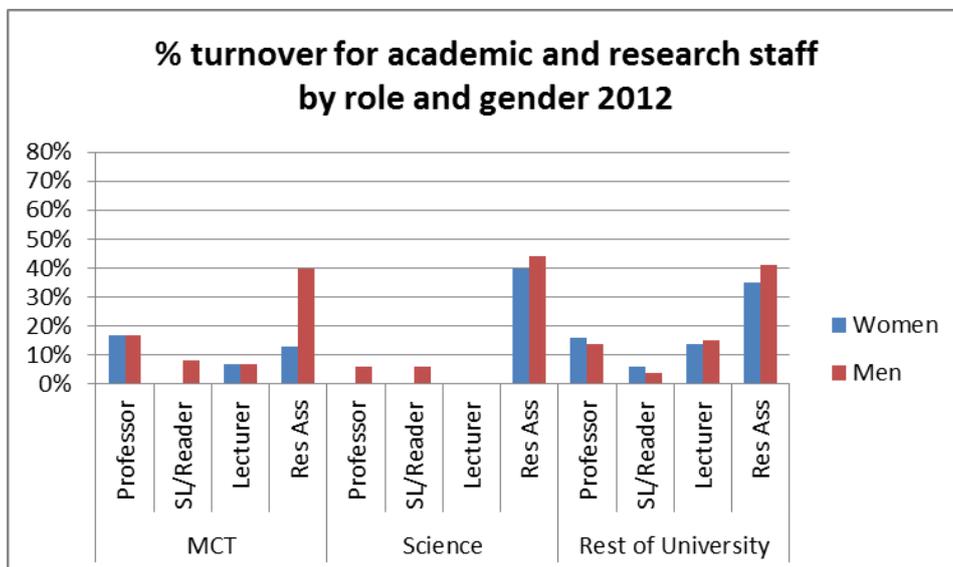


Figure 6.3

Table 3 and **figures 6.1-6.3** indicate that, in MCT, turnover for women is lower than for the rest of the university, and lower than for men. In Science, the pattern is more mixed, with a spike in female researchers leaving in 2011. Research Assistants/Associates have higher turnover than other staff, due to short term externally funded projects and fixed term contracts. In the 2010 Staff Survey, they reported significantly less satisfaction with opportunities for promotion and the greatest intention to leave.

Line managers conduct exit interviews. Leavers are also invited to complete an online questionnaire. HR analyse the results: the commonest reason for leaving is retirement (40%).

(iii) Fixed term (FTC) and permanent contracts

Table 4: Comparison by gender of Fixed term contract (FTC) and permanent (P) research and academic staff																			
	Mar-10						Mar-11						Mar-12						
	Women			Men			Women			Men			Women			Men			
	FTC	P	% FTC	FTC	P	% FTC	FTC	P	% FTC	FTC	P	% FTC	FTC	P	% FTC	FTC	P	% FTC	
MCT	17	75	18%	26	156	14%	14	76	15%	26	149	15%	12	74	14%	17	133	11%	
Science	24	49	23%	40	87	31%	14	46	23%	35	81	30%	12	47	20%	25	78	24%	
Rest of University	92	389	19%	73	261	22%	83	372	18%	76	235	24%	61	349	15%	60	232	20%	

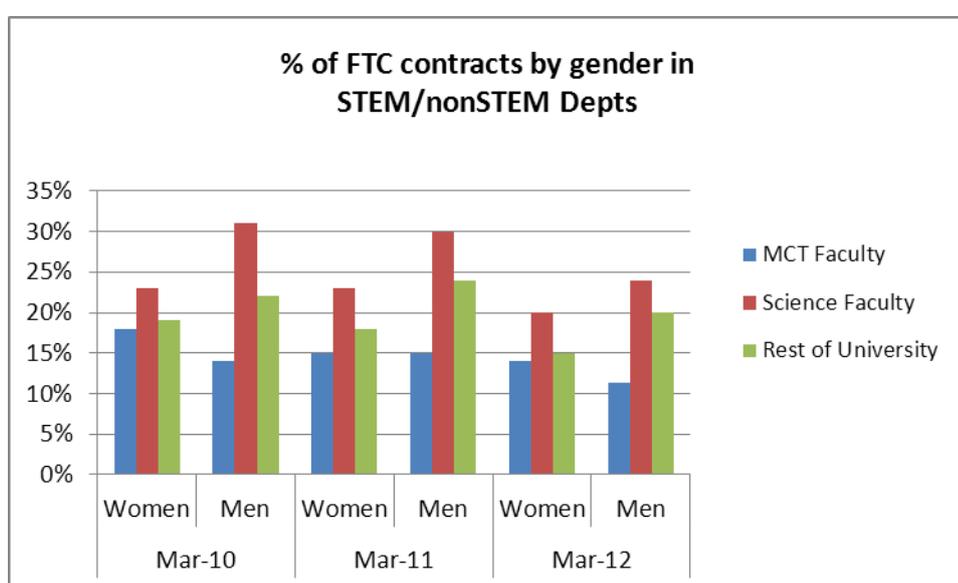


Figure 7.1

Table 4 and **Figure 7.1** show that the Science Faculty consistently has a higher percentage of FTC staff than the rest of the University. This is due to a high number of short term externally funded research projects in some departments (see **Table 4.1** and **Figures 7.2 -7.4**). There are more men on FTC contracts than women.

Table 4.1: Numbers of Fixed-term Contract staff by gender in STEM departments 2010-12.
Note that due to restructuring, some departmental names differ between 2011 and 2012

	Mar-10		Mar-11		Mar-12	
	Women	Men	Women	Men	Women	Men
Communication and Systems (C&S)	1	3	0	1	0	1
Computing (Comp)	7	8	5	5	4	4
Mathematics and Statistics (M&S)	0	4	2	6	1	4
Design, Development, Environment & Materials (DDEM)	9	11	7	14	7	8
Earth and Environmental Sciences (EES)	6	10	4	5		
Life Sciences (LS)	8	6	3	5		
Physics & Astronomy (P&A)	4	8	1	7		
Planetary and Space Sciences Research Institute (PSSRI)	5	15	3	15		
Chemistry and Analytical Sciences (CAS)	1	1	3	3		
Environment, Earth & Ecosystems (EEE)					5	6
Life, Health & Chemical Sciences (LHC)					2	3
Physical Sciences (PS)					5	16
Rest of University	92	73	83	76	61	60

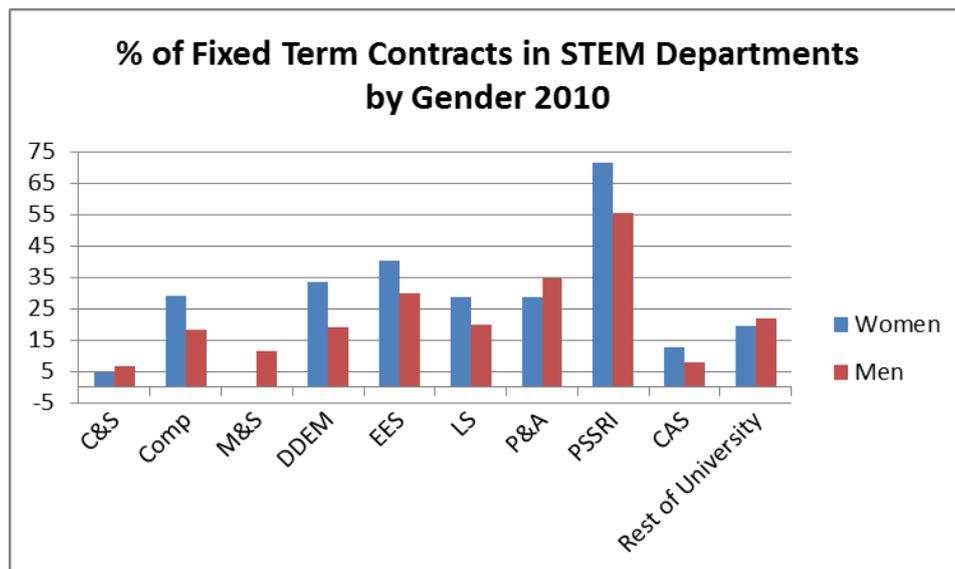


Figure 7.2

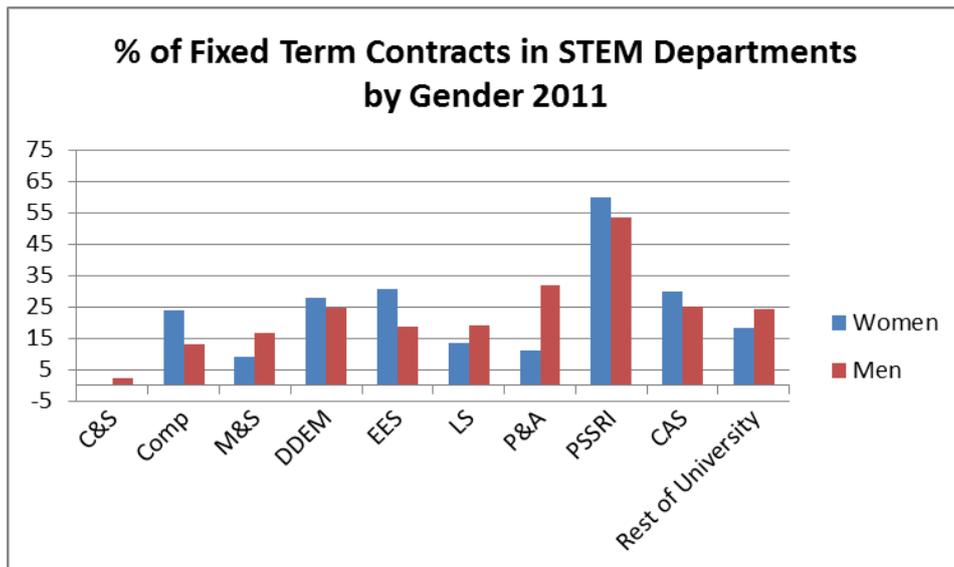


Figure 7.3

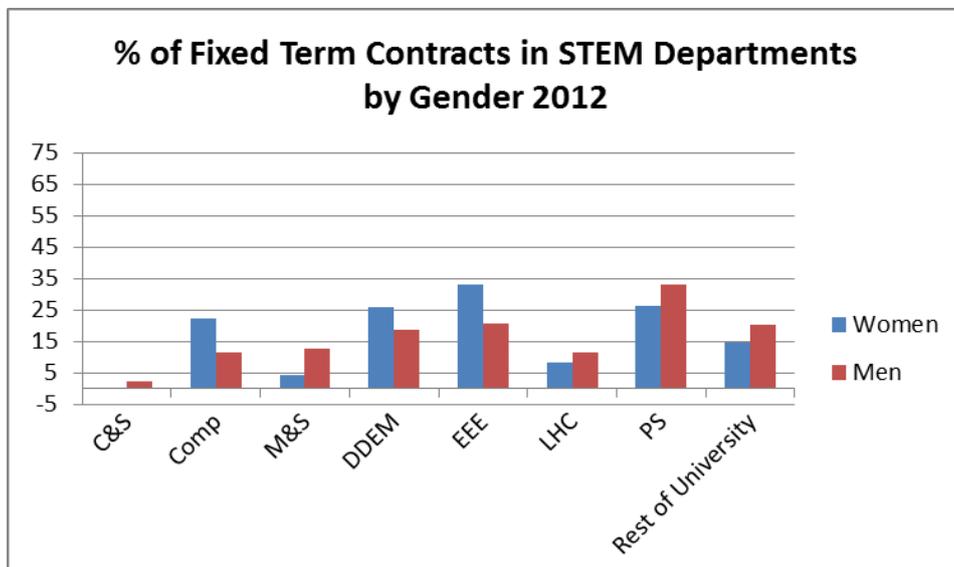


Figure 7.4

Job security is an issue for FTC staff. The 2010 Staff Survey noted “A very large number of staff reported that they felt insecure in their jobs, mainly because of the current economic crisis and the fact that they are on fixed-term contracts.” The University is developing measures to support the progression of FTC researchers into permanent positions. In the Concordat to Support the Career Development of Researchers Implementation Plan, it has committed to extend specialist career advice to early/mid career FTC researchers and provide teaching opportunities to support their progression to lectureship posts.

Action Plan: 1.4 Monitor contracts by gender

1.5 Specialist career advice for FTC researchers

(iv) Equal Pay audits

The most recent (2011) pay analysis shows a significant gap between male and female academic staff, mostly at professorial level. The difference is greatest in STEM areas (see also section 3b) (i)). This is however lower (8.5%) than the sector average (16.3%). The university aims to reduce this gap to 6.5% by 2015.

We have identified barriers that prevent women senior lecturers becoming professors in STEM and included commitments in the Action Plan to address this.

Action Plan: 1.1 Reduce the gender pay gap

1.2 Increase the numbers of women professors

(v) 2008 Research Assessment Exercise (RAE)

Table 5: Comparison between men and women submitted to the RAE

	Women		Men	
	submitted	eligible	submitted	eligible
MCT	21	85	64	190
Science	17	70	58	124
Rest of University	150	449	139	328

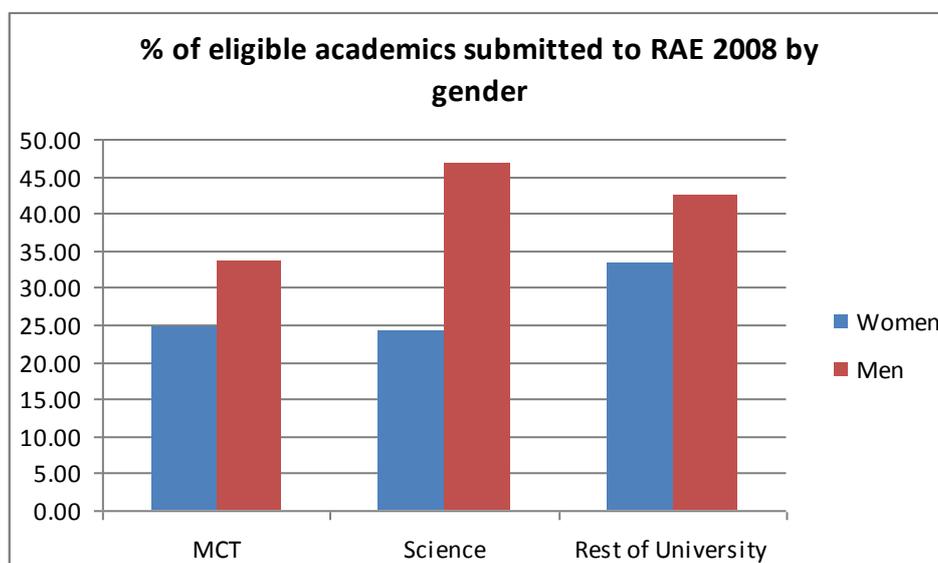


Figure 8

In 2008 the OU's selective submission did not include all STEM subjects. All academic staff contracts include research, so all were considered eligible. However the data show that only 25% of eligible women in STEM departments were entered, compared to 41% of men. We aim to increase the numbers of women submitted in the 2014 REF and beyond.

The workload planning data (see Section 4b) (i)) shows women in Science undertake proportionately more teaching and less research than men. We do not have any evidence of direct gender bias by managers in workload allocation, and all staff are equally entitled to take research and scholarship leave. However we

know that opting out of being research active can adversely affect prospects for career progression to senior posts, and are therefore committed to raising women's career aspirations and ensuring that academics are supported in their research careers.

Action Plan 1.5 Specialist career advice for FTC researchers

2.2 Research on women's long term career progression

2.3 Support for re-starting research activity

Word count: 1004

4 SUPPORTING AND ADVANCING WOMEN'S CAREERS

Key career transition points

a) (i) Female-male ratio of academic and research staff job application and appointment rates

		Mar-10						Mar-11						Mar-12					
		Women			Men			Women			Men			Women			Men		
		Applicants	Short listed	Appointed	Applicants	Short listed	Appointments	Applicants	Short listed	Appointed	Applicants	Short listed	Appointments	Applicants	Short listed	Appointed	Applicants	Short listed	Appointments
MCT	Professor	0	0	0	0	0	1	4	0	0	12	4	1	2	0	0	20	6	0
	Senior Lecturer/Reader	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Lecturer	34	2	0	133	15	4	0	0	0	0	0	0	8	2	1	39	12	3
	Research assistant/associate	43	12	5	111	38	16	33	10	6	113	19	7	17	5	1	36	13	7
	All	77	14	5	244	53	21	37	10	6	125	23	8	27	7	2	95	31	10
Science	Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Senior Lecturer/Reader	25	4	1	41	7	1	0	0	0	0	0	0	12	4	1	39	6	1
	Lecturer	0	0	0	0	0	0	0	0	0	1	0	1	13	2	1	27	3	0
	Research assistant/associate	69	21	13	117	27	17	41	14	10	66	18	14	15	5	5	39	11	11
	All	94	25	14	158	34	18	70	23	13	89	26	17	65	12	8	142	26	18
Rest of University	Professor	2	2	1	0	0	0	24	10	4	29	7	4	11	6	2	26	16	4
	Senior Lecturer/Reader	19	5	2	10	3	0	34	7	2	39	4	0	53	15	4	78	13	2
	Lecturer	358	73	23	356	48	13	156	32	8	154	27	8	440	54	12	602	56	14
	Research assistant/associate	343	79	28	285	67	29	129	42	17	135	33	17	120	40	13	110	28	16
	All	722	159	54	651	118	42	343	91	31	357	71	29	624	115	31	816	113	36

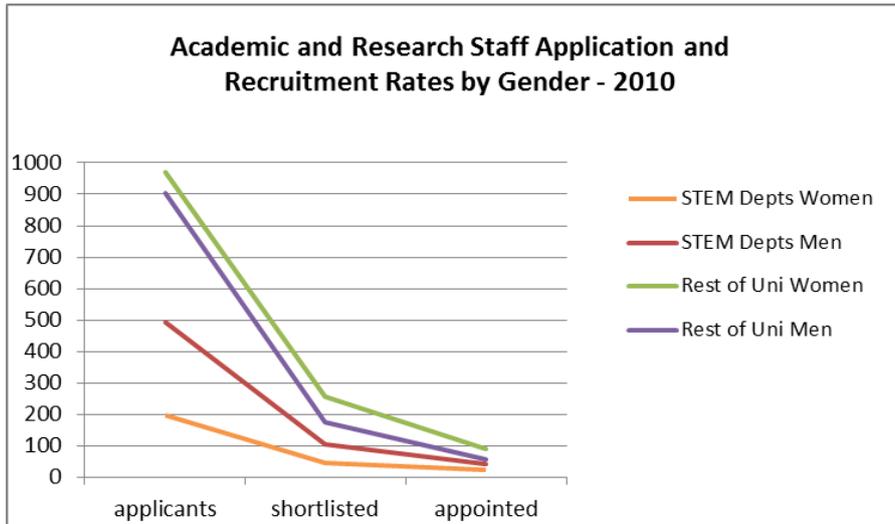


Figure 9.1

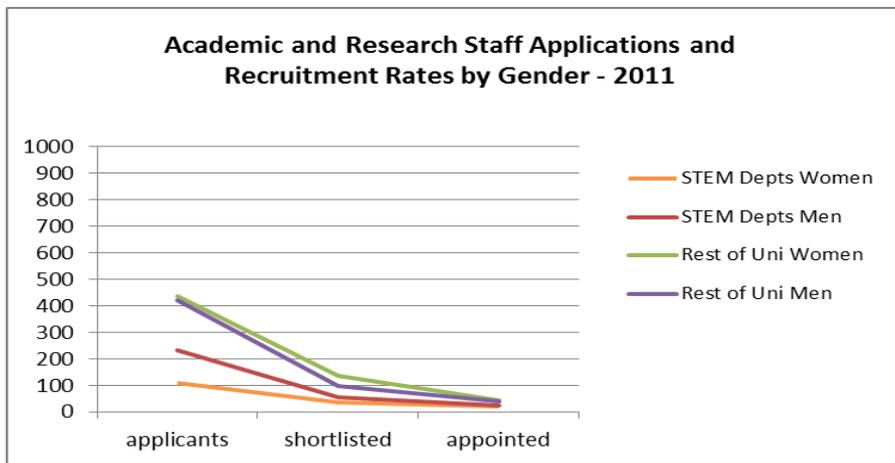


Figure 9.2

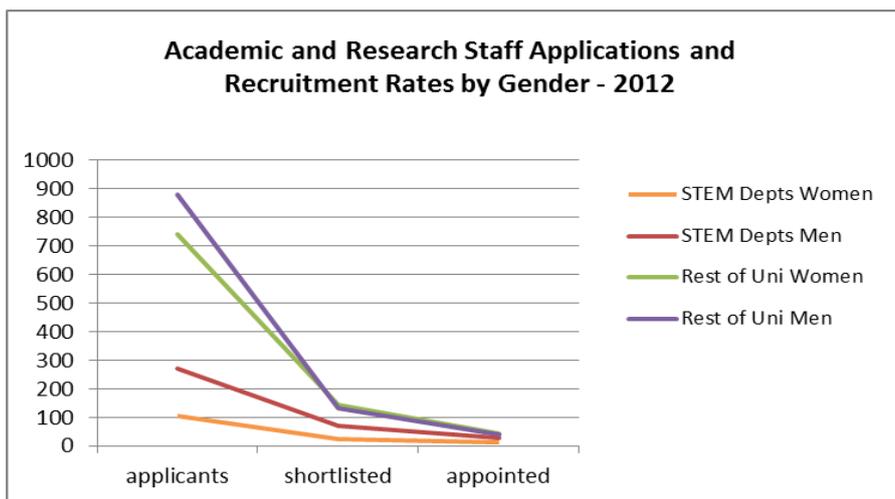


Figure 9.3

The data in **Table 6** and **Figures 9.1- 9.3** do not suggest any evidence of direct discrimination against women at any stage of the recruitment process in STEM faculties. Indeed women applicants appear to be more likely to be shortlisted and appointed than men. However, particularly for professorial posts, the fact that more men apply for posts means that fewer women overall are subsequently

appointed. We have included measures in our Action Plan to increase the numbers of women applicants for senior STEM posts.

(ii) Female:male ratio of academic staff promotion rates

Table 7: ratio of academic staff promotion rates by gender 2010-12													
		Mar-10				Mar-11				Mar-12			
		Women		Men		Women		Men		Women		Men	
		No of promotions	% promoted										
MCT	Professor	0	0%	0	0%	1	17%	3	9%	0	0%	3	10%
	Senior Lecturer/Reader	2	12%	2	5%	0	0%	4	11%	0	0%	2	6%
	Lecturer	2	11%	3	6%	2	13%	1	2%	2	15%	4	9%
	Research assistant / associate	1	13%	2	18%	3	38%	3	20%	1	8%	0	0%
	All	5	10%	7	5%	6		11	8%	3	6%	9	8%
Science	Professor	0	0%	1	5%	0	0%	0	0%	1	100%	1	7%
	Senior Lecturer/Reader	0	0%	1	3%	1	6%	1	4%	0	0%	0	0%
	Lecturer	2	15%	0	0%	1	7%	1	8%	3	25%	3	19%
	Research assistant / associate	2	15%	2	6%	2	22%	4	13%	0	0%	3	14%
	All	4	11%	4	4%	4	10%	6	7%	4	9%	7	8%
Rest of University	Professor	0	0%	1	2%	2	5%	3	7%	3	10%	3	8%
	Senior Lecturer/Reader	1	1%	2	2%	1	1%	5	6%	5	5%	0	0%
	Lecturer	9	10%	3	5%	6	6%	6	10%	11	12%	4	7%
	Research assistant / associate	4	13%	6	20%	7	21%	8	24%	4	14%	3	11%
	All	14	5%	12	5%	16	6%	22	10%	27	11%	10	5%

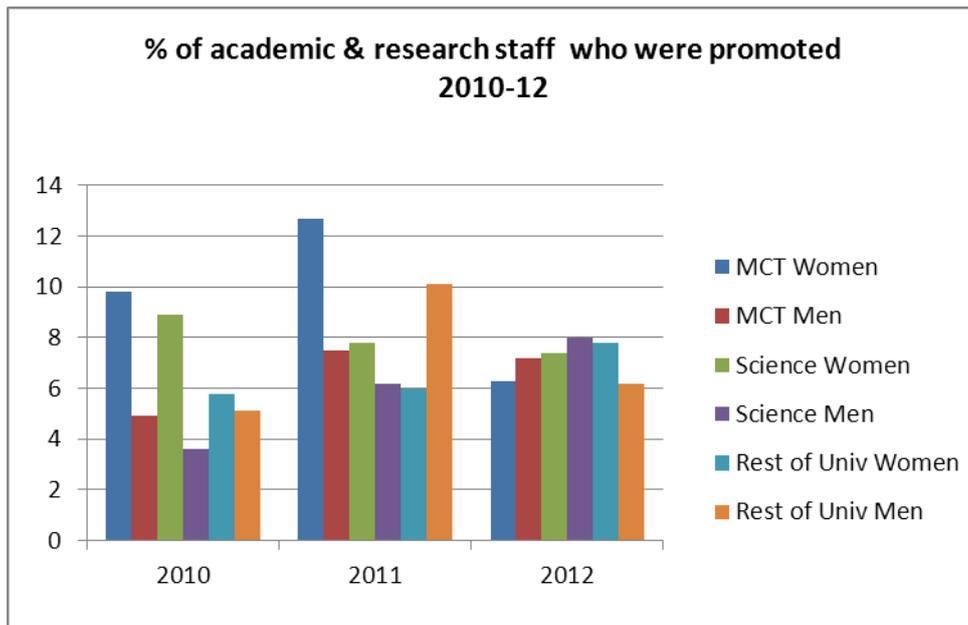


Figure 10.1

Table 7 and **figure 10.1** show the promotion rates for men and women in STEM departments for different staff groupings. On a percentage basis, women's promotion rates have exceeded men's in many of the categories in 2010 and 2011. In 2010 and 2011 women were promoted at a greater rate in STEM faculties than in the rest of the University, although in 2012 this is reversed. However, promotion to the professoriat is an exception to this and has already been identified as a problem (see Action Plan 1.2)

Academic staff promotions are approved by the central Academic and Research Staff Promotions Committee. There is a university-wide process whereby departments consider all academic staff via Career Development and Staff Appraisal (CDSA). Cases are considered at faculty level before going to the central committee. **Figures 10.2** and **10.3** show applications and promotions to Professor. **Figure 10.4** shows the numbers of cases considered at faculty level, those that were submitted and the number of successful candidates for senior lecturerships by gender. STEM women whose cases are endorsed by their faculty have a higher success rate than all the other groups. The Equality and Diversity Team has identified key barriers to the progression of women to senior roles including lack of clarity of career paths and lack of clarity and transparency of skills and competencies required at senior levels. The University is therefore planning bespoke career development to support women into senior roles.

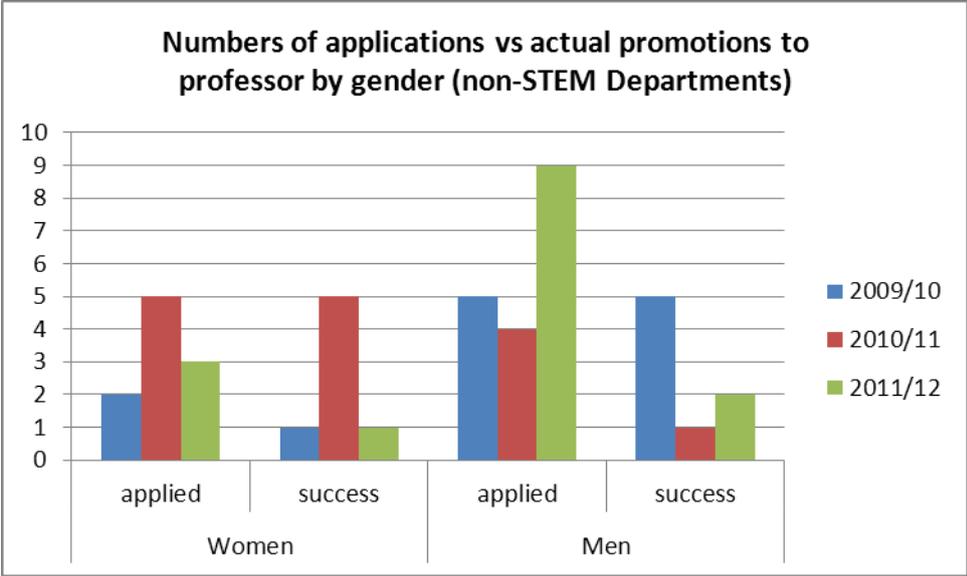


Figure 10.2

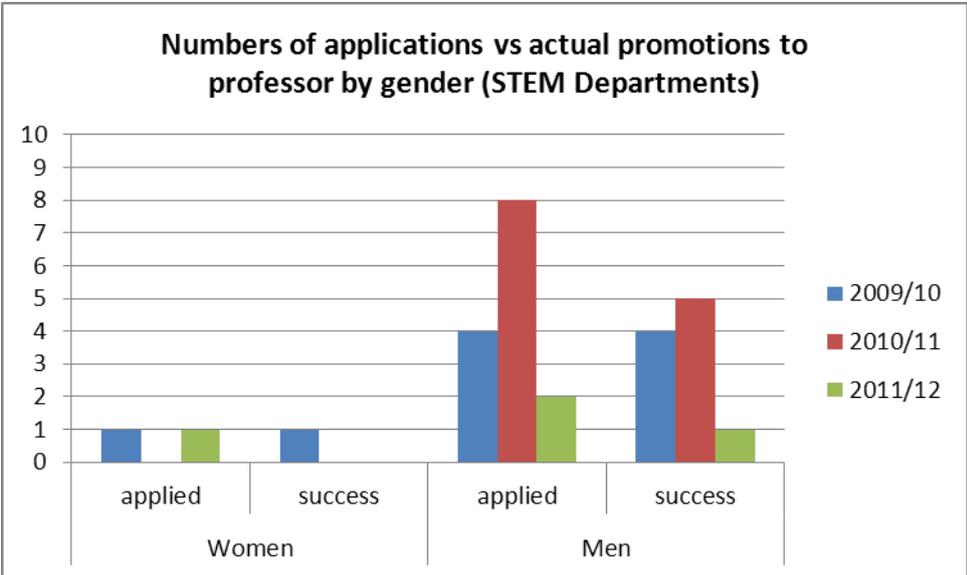


Figure 10.3

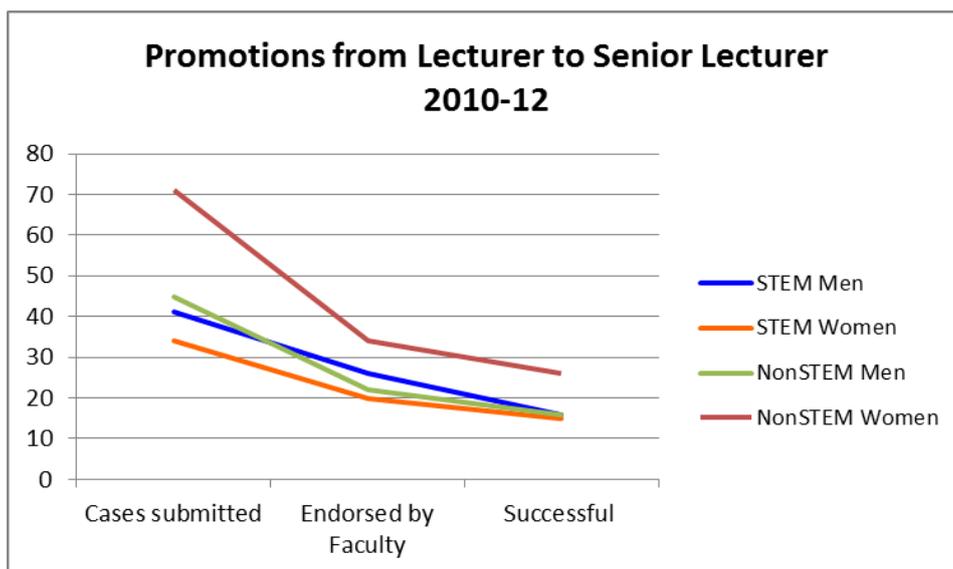


Fig 10.4

Heads of Department are responsible for developing cases with suitable candidates. Criteria for promotion to senior lectureship include excellence in two out of three areas: teaching, scholarship and administration/management. The university's broad definition of scholarship includes a range of traditional and non-traditional research activities and outputs. This means women (and men) who are not research active can achieve promotion at this level. However, as noted earlier, this may inadvertently create a 'glass ceiling' effect, making it difficult for women to reach the most senior levels (i.e the Professoriate). Our action plan details how we will tackle this.

Terms and conditions of employment for regional academic staff differ from central academic staff. They have half the time allocation for research and scholarship. This is reflected in the criteria for promotion to Senior Lecturer equivalent where a strong research record is not expected and more weight is placed on teaching and administration duties.

Action Plan: 3.1 Bespoke career development

Career development

a) (i) Research career support and training

Annual Career Development and Staff Appraisal is carried out at departmental level and career development and training needs are identified and agreed for the year ahead. All academic and research staff have access to research career development and training. Events and workshops are advertised on our intranet and via email.

Staff are encouraged by managers to engage with training as appropriate. Time is allocated within annual workload plans to enable this. In 2010/11, 60% of the 272 staff attending training were women.

Research-specific training is informed by the Vitae Researcher Development Framework and is designed to enhance individual research capability, academic practice, networking and career progression.

Staff are also able to take advantage of a fee-waiver scheme to enable them to study OU modules for career development purposes.

Opportunities for research-only staff to engage in teaching activities in order to enhance their non-research skills are also available. E.g. in Science, postdoctoral students and research assistants/fellows are supported to undertake teaching tasks that would not normally be part of their contractual work.

Scholarship activities are strongly supported across the University and are explicitly recognised within the promotion criteria. An example is eSTEEem: a joint Science/MCT initiative to support learning and teaching scholarship in STEM subjects by financially and academically supporting STEM-scholarship projects. These projects result in high level outputs in academic journals and international conferences. Women have a strong participation rate in this initiative; 12 out of 27 eSTEEem project leaders are women (44%). This is higher than the proportion of women STEM academics overall (38%).

6,000 ALs are employed as tutors in our regions and nations. We know³ that many have caring or other domestic responsibilities and that they value the opportunity to work flexibly in a part-time academic role. They also value the professional development opportunities offered by the University (Donovan et al. 2005). The University has recently introduced a formal appraisal scheme for ALs but this is in its early stages and data are not yet available on the generic findings about career aspirations and development needs. This is an area that we will re-examine once the appraisal scheme is more established.

(ii) Mentoring and networking

The University supports mentoring in a number of ways: all units are encouraged to arrange mentors for new staff; there are on-line guides to support the mentoring process; coaching is offered by HR. A new Mentoring Guide has recently been produced. A coaching and mentoring programme for female senior academics is currently being developed by HR.

Action Plan: 4.1 Promotion of mentoring guidance; training for mentors

4.2 Mentoring for women in senior roles

At faculty level, the following support and opportunities are offered:

- In all STEM departments, new academics and research fellows are allocated mentors for a minimum of one year, or for the duration of their probation period. This scheme provides support for both research and teaching activity. Staff may request a specific mentor or one will be allocated appropriate to their circumstances.
- In Science, the Early Career Academic Network holds monthly breakfast meetings to discuss current issues facing early career academics. The Network regularly invites prominent guests e.g. the Vice-Chancellor.

³ Donovan, Claire, Hodgson, Barbara, Scanlon, Eileen and Whitelegg, Elizabeth (2005). Women in higher education: issues and challenges for part time scientists, Women's Studies International Forum, 28 (2-3), pp.247-258 (<http://oro.open.ac.uk/7888/>)

Meetings begin at 9.30am, to accommodate those with caring responsibilities.

- Other networking opportunities take place regularly in STEM areas. However, there are currently no specific women's networking activities in any STEM departments.

Action Plan: 3.2 Develop networking events and activities for women

- As part of its support for female scientists seeking to return to academia following a career break, the University supports both Dorothy Hodgkin and Daphne Jackson Fellowship (DJF) applications. In 2012 the Science Faculty approved matched funding for a DJF post and received a good response. Currently one candidate is being mentored through the fellowship appointment process; discussions with a second applicant are on-going. The Faculty intends to offer one co-funded fellowship each year in 2012-14. Successful fellows will be mentored by female academic staff and two previous DJ Fellows based in the faculty.

b) OU activities that raise the profile of women in STEM areas

The OU has a long history of initiatives to support women in STEM areas. Academics in Science, MCT, Education and the Institute of Educational Technology (IET) have produced a substantial body of research and publications. In addition to research projects, these initiatives have included teaching innovations and curriculum development, workshops and seminars to support the study and careers of women in STEM. From 1982 - 1988 the OU Women in Technology (WIT) scheme retrained and updated women STEM graduates who had been out of the workforce because of family responsibilities. It was so successful that after three years it was expanded to include women who wanted to enter STEM work but who had no previous qualifications (Kirkup and Swarbrick 1986)⁴. WIT ended after six years when funding was no longer available.

More recently an interdisciplinary team from across the University has designed and delivered a specialist programme to support Women Returners to STEM in partnership with the UKRC⁵, the first online programme of its scope and scale. This has supported over 1,000 women scientists, engineers and technologists to return to their careers (Herman et al 2011)⁶. The programme was recognised by a 2006 OU Teaching Award, and shortlisted for the Opportunity NOW Innovation Award in 2010. Although the programme has now stopped running, since external funding ended, the team are actively seeking ways to continue this work and retain our strong commitment to supporting women to return to STEM after a career break.

Action Plan: 9.3 Specific provision for women returners to STEM

⁴ Kirkup, G., A. Swarbrick, et al. (1986). Women in Technology. A Report to the Training Division of the Manpower Services Commission on the First Year of Option 1 for Women with No Technological Qualifications Who Wish to Enter Technology. United Kingdom England: 65.

⁵ UK Resource Centre for Women in SET

⁶ Herman, C., Hodgson, B., Kirkup, G., & Whitelegg, E. (2011). Innovative educational models for women returners in science, engineering and technology professions. In I. Malcom et al (Eds.), *Gendered Choices: Learning Work Identities in Lifelong Learning*. Springer Academic Press.

Our most recent contribution to gender and STEM research is the founding of the International Journal of Gender Science and Technology⁷ in 2009, edited and hosted at the OU, now on its 10th issue publishing current work about women in STEM. This has enabled the OU to benefit and to some extent, shape, new research in this area and also serves the wider research community. The OU's continued commitment to resourcing this activity is evidence of our institutional commitment to the value of research about gender and STEM and our influential role in this field.

Action Plan: 6.2 Carry out and disseminate relevant research about gender and STEM

The Mathematics and Statistics Department was one of the first departments in the UK to become a Supporter of the London Mathematical Society's Good Practice Award, (now replaced by the LMS Good Practice Scheme.)

The old (prior to faculty re-structuring) Physics and Astronomy Department holds the Institute of Physics Juno Practitioner award. Staff are working on renewal for the new Department of Physical Sciences.

In the university's Equality Action Plan published in October 2012 we have committed to identifying two departments in MCT and one in Science to go forward for bronze/silver Athena SWAN awards and we intend other departments to follow.

We are also working to ensure best practice in recruitment and progression of women STEM students. We already have an excellent track record in a number of areas. E.g. almost 50% of students studying Science at first year undergraduate level are female. However in engineering and technology, as in the rest of the sector, especially at higher levels, the proportion of women students is lower. MCT is therefore investigating women's participation rates in engineering qualifications. The University has recently moved to qualification rather than modular registration; it will be important to monitor and support the progression of women students in STEM subjects under this new framework.

Action Plan: 6.3 Renew Juno Practitioner Award and apply for Champion status

9.1 Monitor gender impact of new qualifications framework

9.2 Understand gender balance of Engineering Programme

10.1, 10.2 Develop departmental Athena submissions

⁷ <http://genderandset.open.ac.uk/index.php/genderandset>

(i) Conferences, seminars, lectures, exhibitions and other events.

Colleagues in MCT and Science have run a number of gender and STEM events at our Milton Keynes campus and elsewhere. Since the 1980s, OU researchers have been very active in the international Gender and Science and Technology (GASAT) Association, holding a number of meetings for the Association on campus and organising the final international GASAT Association conference at the University of Brighton in 2006. A seminar series on Gender and Technology ran between 2001 and 2005. In 2007, the 'Moving Gender and SET Research Forward' Conference was held, attracting 100+ delegates. Also in 2007, we ran an internal OU Gender Equality in STEM Day "Creating positive change for a gender-equal working and research culture".

A Gender and STEM international seminar was held in March 2011. Another is planned for November 2012 on Gender, STEM and Employability.

The University runs events for International Women's Day and in recent years these have specifically featured women in Science, e.g. the Real Wonder Women in 2010. In 2011, to celebrate the 100th anniversary of International Women's Day and to mark International Year of Chemistry, the Faculty of Science produced an iTunes resource on Women in Science. These activities are examples of a gender inclusive culture at the OU, that is consistent with our values of openness and widening participation.

(ii) Providing spokeswomen for media opportunities.

The Media Relations Department maintains a register of academics and researchers who are available, and have the required experience to be spokespeople. Currently, 37% of this group is female. An additional prestigious media opportunity is to be an academic consultant for programmes co-produced with the BBC. We do not currently systematically monitor take up of these opportunities by women. We plan to gather data about both these aspects of media engagement in our departmental Athena SWAN submissions.

OU women experts regularly appear in the media, e.g. June Barrow-Green is a regular participant in the Radio 4 programme 'In Our Time', Gwyneth Stallard has appeared on Radio 4's Woman's Hour to discuss women in mathematics and Liz Whitelegg was interviewed by Jenni Murray, also on Woman's Hour, about girls' participation in physics. Monica Grady featured in Radio 4's 'The Life Scientific' (October 2012).

As part of our Public Engagement Strategy, the University is planning a workshop to support women academics to make use of traditional as well as new social media to promote impact and public engagement with their research.

Action Plan: 5.1 Media skills training

5.2 increase women participating in media events and public engagement

(iii) Nominations to public bodies, professional bodies and for external prizes

Examples of OU women who have been nominated for public office or prizes include:

- Professor Gwyneth Stallard, Professor in MCT received a London Mathematical Society (LMS) Whitehead Prize following nomination from the OU in 2000. She has chaired the LMS Women in Maths Committee since 2006. In this role, she represents the LMS on the Athena Forum.
- Dr June Barrow-Green, Senior Lecturer in MCT, is a member of the LMS Council and also the LMS librarian.
- Dr Phoebe Mann, an Associate Lecturer in MCT, was a winner of the Women of Outstanding Achievement in SET in 2010.
- Dr Basiro Davey, Senior Lecturer in the Faculty of Science, is an expert in distance learning pedagogy and public health, and was awarded an MBE in the Queen's New Year's Honours in December 2011. She is also a 2012 National Teaching Fellow.
- Professor Monica Grady (Head of Department of Physical Sciences) is a leading British space scientist, primarily known for her work on meteorites. She gave the Royal Institution Christmas Lectures in 2003 and was awarded a CBE in June 2012. Asteroid 4731, discovered in 1981, was named 'Monicagradly' in her honour.
- Liz Whitelegg, Senior Lecturer in the Department of Physical Sciences, is a member of the Council of the Institute of Physics, (IoP) chairs the IoP's Diversity and Inclusion Committee and represents the IoP on the Athena Forum.
- Dr Gill Kirkup from the Institute of Educational Technology received a fellowship of the RSA in recognition of her work on Gender and STEM. She was seconded to the UKRC for two years as Research Director.
- Professor Patricia Murphy from the Faculty of Education and Language Studies is a member of the Royal Society Education Committee and is internationally recognised for her work on girls and science education.

Organisation and culture

a) Management structure

(i) Faculty Senior Managers

- **Heads of Faculty**

Currently, and for the first time for both STEM faculties, the Dean of Science (Professor Hazel Rymer) and the Dean of MCT (Professor Anne de Roeck) are women. In total, four out of seven Deans across the university are female.

- **Associate Deans**

62% of our Associate Deans are female, including 3 out of 5 in MCT and 2 out of 4 in Science.

- **Heads of Department**

Table 8: Heads of Department in Science, MCT and the rest of the University (Data for 2010 is not available)								
	2011				2012			
	Women	%	Men	%	Women	%	Men	%
MCT	0	0%	4	100%	0	0%	4	100%
Science	1*	20%	4	80%	2	66%	1	33%
Rest of University	11	42%	15	58%	10	38%	16	62%

*based on previous departmental structure.

The position on Heads of Department is mixed. MCT compares badly with the rest of the University, having exclusively male Heads of Department. In Science, on the other hand, two out of the three Heads of Department are currently female.

(ii) **The OU Senior Management Team**

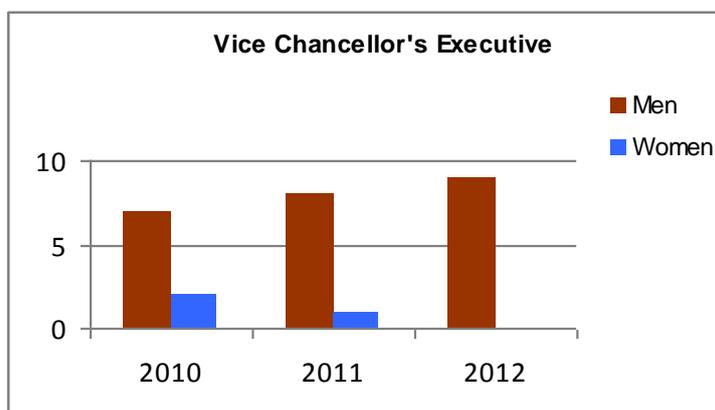


Figure 11.1

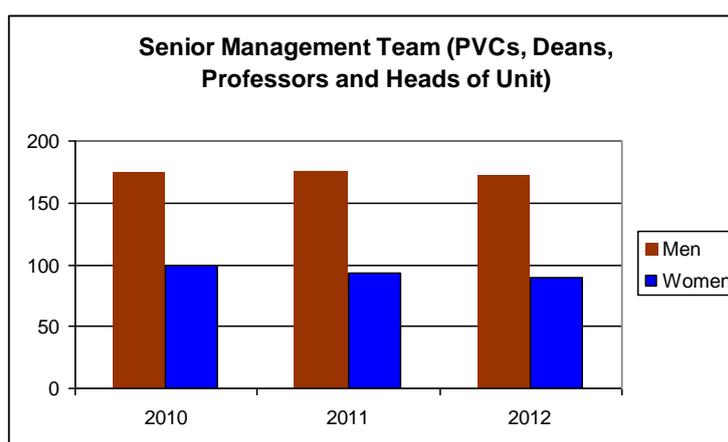


Figure 11.2

The OU's most senior management body is the Vice-Chancellor's Executive (**Figure 11.1**). This is currently all male, as two female Pro-Vice-Chancellors have left the University in the last two years. The wider senior team (**Figure 11.2**) also shows a slight decline in the number of women filling senior management positions.

Action Plan: 1.3 Increase numbers of women applying for senior posts

(iii) University Committees

OU governance is via Council and Senate. Three 'mid-tier' committees, which oversee the academic life of the University (Curriculum and Validation (CVC); Learning, Teaching and Student Support (LTSSC); and Research) report to Senate. The Strategic Planning and Resources Committee (SPRC) is a joint committee of the Council and Senate. Membership for these committees is a mix of ex-officio, representation from other committees and constituencies, and nominated members. Data on the gender balance of these senior, decision-making committees is set out in **Figures 12.1-12.6**

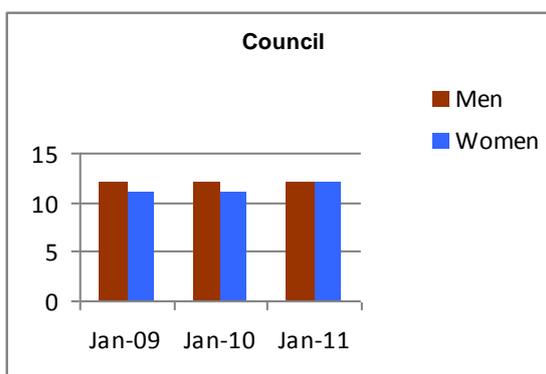


Figure 12.1

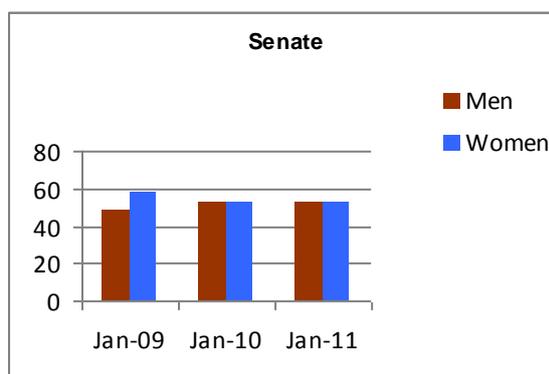


Figure 12.2

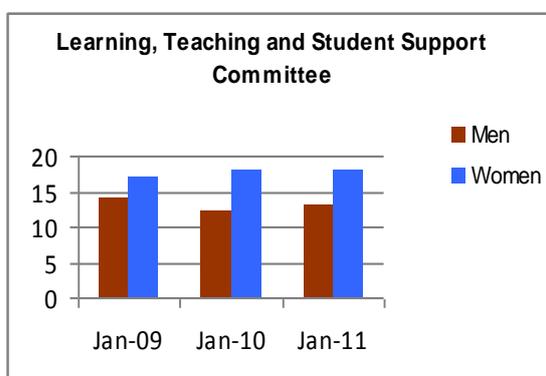


Figure 12.3

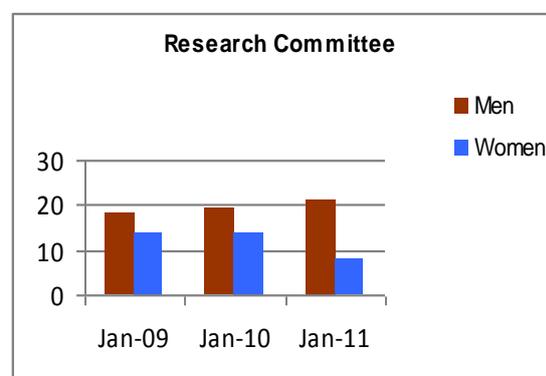


Figure 12.4

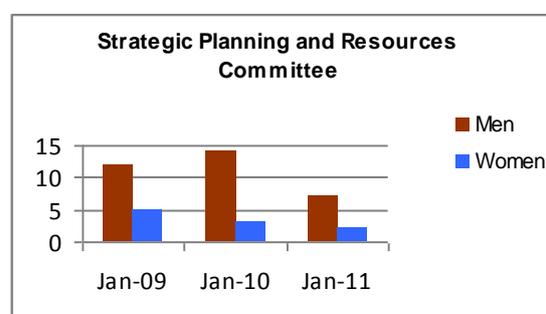


Figure 12.5

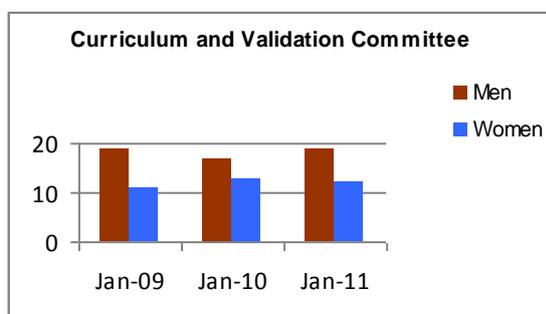


Figure 12.6

NB SPRC membership was reduced in 2011

The gender balance on Council and Senate is fairly even. For the other committees, the pattern is more mixed. LTSSC has a consistently higher proportion of female members, whilst CVC and Research Committee have more male members. Research Committee in particular, had notably more male members in 2011. SPRC has the most predominantly male membership of all the senior committees.

Whilst Senate membership is a mixture of directly elected, representatives of particular constituencies, and ex-officio members, the other committees have many more ex-officio members, making it difficult to directly influence the gender balance. As other measures to encourage women to take up senior academic and management roles begin to bear fruit, we expect the gender balance to improve. For example the most recent Academic Leadership Development Programme has had equal numbers of men and women participating.

The different committees include different faculty roles in their ex-officio membership (e.g. Associate Deans (Research) on Research Committee, Deans on CVC), so no one group is excessively burdened with committee work.

For Council, a Membership Committee is responsible for recommending the appointment of external co-opted members. Criteria for membership have been agreed, and diversity is among the factors considered.

Senate welcomes and encourages nominations for election from all parts of the University. Nominations from minority groups are particularly encouraged. Before the biennial nominations and election process begins, an informal information session is organised so that colleagues can find out about the role.

An action in the 2012-13 Equality Action Plan aims to encourage nominations from under-represented groups, including women, in the 2012 elections to Senate and its Committees to better match the University's profile.

Action Plan: 7.1 Analyse committee membership and make recommendations to improve gender balance where appropriate

b) Evidence of supportive organisational culture

(i) Work Load Planning

The University operates a central workload planning system which individuals complete and then agree with line managers. For academic and research staff there are agreed allocations for research, teaching and other tasks. Workload planning is undertaken to tie in with faculty business planning cycles and, where possible, academic staff will have their annual appraisal at the same time, so that the appraisal record and the workload plans can be completed together. As well as planning for the year ahead, actual workloads are recorded for the previous year.

The balance of activities for all staff are then scrutinised at faculty capacity planning meetings.

Table 10: Academic Workload management: Percentage of teaching time allocated to women and men in Science and MCT						
	2009/10		2010/11		2011/12	
	Women	Men	Women	Men	Women	Men
MCT	59%	58%	56%	55%	60%	54%
Science	54%	36%	55%	37%	58%	37%
Rest of University	57%	56%	58%	58%	57%	57%

NB percentages are of teaching time + research time, not of total time available. Data is averaged across the different types of academic contracts.

Table 10 shows the gender breakdown of teaching in STEM faculties. These figures have raised concerns that, in Science departments in particular, women have been allocated significantly more teaching time than their male colleagues, despite the fact that they have a similar research entitlement within their contracts. As observed in Section 4(ii) this may be one of the causes of our glass ceiling. Fewer women are reaching senior levels and being entered into the RAE/REF as they are less likely to have research outputs. The role of the line manager (usually the Head of Department) is central to ensuring gender equitable task allocation within the workload planning process and close scrutiny needs to be paid to this process to ensure fairness. In our Action Plan we have committed to formalising gender monitoring within workload planning scrutiny at faculty level and introducing training for department heads.

Action Plan: 3.3 Ensure gender equality in work load planning

Those responsible for women and STEM initiatives and projects are allocated time within their workload allocations, including departmental administrative support, and this is taken into account at appraisal. While it is not explicitly recognised in promotion criteria, it falls within legitimate administrative work that meets the criteria.

(ii) Publicity materials

The OU's publicity materials, including its website, reflect our philosophy of openness and equality. Where possible, images of our own students, staff and alumni are used, rather than library shots. We take care to represent the diversity, including women, of the OU community.

Flexibility and managing career breaks

a) Policies and activities

(i) Flexible working

The OU recognises that flexible and part-time working arrangements can benefit both employer and employees. It is committed to enabling all members of staff in all parts of the institution, including STEM areas, to achieve a good balance between work and home, whilst balancing this with operational needs.

The University has a generous Flexible Working Policy which states that it will give due consideration to any request for flexible working, including part-time working, part-year working, home-working and job-sharing where operationally feasible. Individual requests for part time work are usually dealt with at

departmental level; HR have only recently begun monitoring this centrally by unit and grade, so we can only present figures for the current year (**Figure 13**).

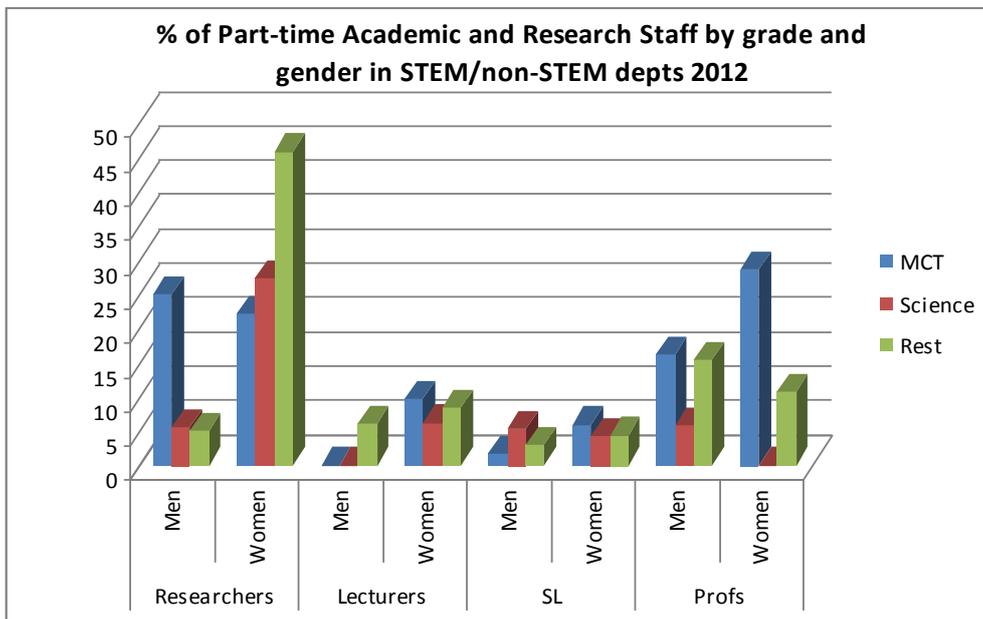


Figure 13

In general there is a higher percentage of women part time staff than men at all grades. Among researchers this may be due to contracts being part time, rather than the result of a request for reduced hours. However we have found in our consultation that there is low awareness of flexible working entitlements and we aim to address this in our action plan.

As a UK-wide distance learning institution, which makes extensive use of e-learning and remote communication and conferencing facilities, we are in a particularly strong position to enable academic staff to work flexibly. Teaching roles at the OU are not tied to a lecture schedule in the same way as those at other institutions, and this enables a great deal of flexibility in working hours as well as location.

Job sharing is available for all posts and there are currently 34 people employed across the university on job-sharing arrangements. However HR is not aware of any STEM academics using such arrangements.

University policies provide parents with their entitlement to paid and unpaid parental leave in addition to statutory maternity provision and enable parents of both sexes to work part-time and flexibly, but to date there has been no monitoring of the long term effect of this on career progression.

As part of the OU's support for staff with caring responsibilities there is also provision for staff to apply for an unpaid career break. At the time of compiling this submission, there were 13 individuals taking unpaid leave, one of whom is a STEM female academic. We currently have no data about the career impact of unpaid leave but we plan to undertake further research about all aspects of career and maternity breaks as detailed in our Action Plan.

All these policies and the arrangements for them are published on the HR section of the OU Intranet. However, they are not extensively promoted so we plan to actively promote these, offer positive role models with successful part-time careers and raise awareness among line managers about good practice.

Action Plan: 2.1 Monitor returns for maternity leave

8.1 Improve awareness of flexible working policies

(ii) Parental and maternity leave

Women's academic careers in STEM can often become stalled after maternity, with a slowing down in productivity (e.g. by working part time) at precisely the point when there is an expectation that researchers should be accelerating their careers (Herman 2012). It is not clear if this is the case at the OU, as this data is not currently collected. The University has now committed to monitoring and reporting on returns from maternity leave in its Equality Scheme 2012-16. We also recognise that more qualitative data will help us understand the longer term career impact of maternity leave and periods of part-time working and unpaid leave within our STEM departments and we plan to undertake research on this issue.

How teaching and research duties are covered during parental and maternity leave varies from case to case. If a woman taking maternity leave is on a fixed term contract for an externally funded research project, the post will either be back-filled or paused until her return, depending on the nature of the funding.

During the maternity leave period, employees can carry out up to 10 days work (known as Keeping in Touch days) paid at their normal daily rate. When colleagues return from a substantial period of parental or maternity leave, they have a return-to-work interview with their line manager. This includes discussion of what support and induction is needed to allow them to pick up their teaching and research duties again. All units are encouraged to provide mentors for colleagues returning from maternity/adoption leave and support new fathers to take their allotted paternity leave. In Science departments, women returning from maternity leave are offered mentoring. However there is no specific policy related to resumption of research activity and reduction in teaching load and we plan to address this by enabling returners to have a period dedicated to resuming their research trajectory and relief from teaching duties.

Action Plan: 2.2 Research about returning from maternity

2.3 Support for women returning from maternity

(iii) Childcare provision

- **Nursery Provision**

There is an on-site nursery, which operates independently of the University and is a registered charity. The University provides a dedicated grant to support a scheme to award fee subsidies for childcare to OU staff and research students who are on low incomes. 56 of the 68 children in the nursery belong to OU staff. There are 38 children of OU staff on the waiting list.

- **Childcare Vouchers**

The University participates in an arrangement which enables parents to save money on their registered childcare costs by exchanging up to £243 per month of their gross salary for childcare vouchers. We do not have historic data on the uptake of vouchers, but currently 352 staff are doing so, and this figure has been stable for some years.

- **Child-minding Expenses**

The University offers to meet limited, child-minding expenses where these are incurred as a result of out-of-hours working (e.g. overtime, training, or a requirement to be away from home overnight or at a weekend on University business).

(iv) Work-life balance

OU normal practice is that meetings should take place during core hours (9am - 5pm) As a UK-wide institution, with colleagues frequently having to travel from regions/nations for meetings at Milton Keynes, this is particularly important. Meetings are normally scheduled to allow for travelling, often starting after 10.30. This also benefits those with childcare commitments. Our internal video conferencing and communications system is accessible from VPN enabled computers anywhere, meaning staff can work remotely. Communication with students similarly uses state of the art communications technology for online teaching and tutorials, enabling academic staff to work flexibly and from remote locations.

Qualitative evidence from the last full Staff Survey indicates good levels of satisfaction with work-life balance offered by the OU and with the working environment.

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5. ANY OTHER COMMENTS

Staff Survey

The OU seeks regular feedback from staff via its Staff Survey. Results from the full surveys held in 2008 -10 show that women consistently reported significantly higher levels of job satisfaction and commitment to the University than men. They were also more likely to feel that the OU provides a supportive environment, and showed lower levels of intention to leave. In the 2010 Survey, 69% of respondents were women.

In September 2011 a shorter 'Staff Pulse Survey' was conducted covering 14 questions designed to examine employees' feelings about working at the OU. Results showed that 78% of staff felt engaged with the University, and 87% reported feeling proud to work for the OU.

In preparing this submission the Self Assessment Team were able to highlight areas of good practice that reinforce the view expressed in the Staff Surveys that the Open University is a good place for women to work and study, particularly the culture of flexible and remote working enabled by the technological infrastructure of our distance learning mission. However we have also identified concerns in several key areas and have outlined ways in which we can improve support for women STEM academics in developing their careers at all levels. In particular, our Action Plan outlines areas that we plan to work on to increase the

number of women in senior posts, especially STEM professors and to improve the support we offer to women returning from maternity leave in resuming their research.

Word count: 245

**Open University Athena SWAN Bronze Award Submission
Action Plan**

Action	Description of Action	Time scale	Lead Responsibility	Success Measure	Evaluation method	Links to other institutional plans and strategies	Priority
Appointments and Promotions							
1.1	Reduce the gender pay gap for internal academic/research staff from 8.5% in December 2010 to 6.5% by December 2015 (<i>see also Action points 1..2, 1.3, 3.1 and 4.2 which develop this action</i>)	By December 2015	Deputy Director, HR on behalf of the PVC (Academic)	Target achieved	Analysis of data from Pay Audit, December 2015	Objective 7 in the OU Equality Scheme 2012-16 Part of University Equality Action Plan 2012-13 action reference no 78	1
1.2	Increase the number of female professors in STEM subject areas, in proportion to academic staffing levels (<i>see also Action points 3.1 and 4.2</i>)	2013 onwards	Deputy Director, HR, plus Dean of Science and Dean of MCT	Data and information available on the impact on women of promotion and appointment processes for professorial posts	Equality analysis of the impact on staff of the internal promotion and appointment processes for professorial posts		1

Action	Description of Action	Time scale	Lead Responsibility	Success Measure	Evaluation method	Links to other institutional plans and strategies	Priority
1.3	Proactively ensure best practice in recruitment to increase the number of female applicants for senior posts including actively encouraging internal and external female candidates to apply	2012 onwards	Director, HR	Overall measure of success: Increase in the number of women applying for and being appointed to senior posts	Analysis of advertising and recruitment data		1
1.4	Monitor the use of fixed term contracts for Research Staff across STEM departments to ensure gender balance	2013-16	Head of HR for CAUs plus Deans of Science and MCT	Data available that gives more detailed information on use of fixed term contracts	Data analysis	This action relates to action in our Concordat Implementation Plan	2
1.5	Extend specialist career advice to early/mid researchers on fixed term contracts and provide them with teaching opportunities in order to support their progression to lectureship posts	2013-16	Head of HR for CAUs plus Deans	FTC researchers gain teaching experience	Data analysis	This action relates to action in our Concordat Implementation Plan	1
Managing maternity							
2.1	Develop formal monitoring and reporting on returns from maternity leave Report findings to the Self Assessment Team for recommendations for action	2013 onwards	Head of HR for CAUs plus faculties	Information available on career strategies and progression of women returning from maternity leave	Data analysis; Analysis of qualitative information	E&D Scheme objective 8	1

Action	Description of Action	Time scale	Lead Responsibility	Success Measure	Evaluation method	Links to other institutional plans and strategies	Priority
2.2	Undertake research on experiences of women returning from maternity leave and their long term career progression	2013 onwards	Head of HR for CAUs plus Deans of Science and MCT	Evidence and information available on career strategies and progression of women returning from maternity leave	Consideration of research conclusions		2
2.3	Develop specific support for re-starting research activity following maternity leave including e.g. reducing teaching allocation	2013-14	PVC, Academic, Director, HR plus Deans of Science and MCT and Heads of STEM Departments	Individuals returning from career breaks, maternity or parental leave have support to restart research	Evidence from Faculties workload plans		1
2.4	Develop best practice guidelines and training for PIs and Heads of Department in managing maternity and parental leave including guidance about workload planning and career development support after return	2013-14	Head of HR for CAUs plus Deans of Science and MCT	Guidance and training for PIs Heads of Department available and being used systematically	Analysis of faculty records		1
Career development							
3.1	Develop and promote a bespoke career development tool aimed at female professorial and senior lecturer grades	2013	Head of HR Development	An increase in numbers of women accessing bespoke career development tool	Analysis of data	Recommendation from Staff Strategy Committee February 2012	1

Action	Description of Action	Time scale	Lead Responsibility	Success Measure	Evaluation method	Links to other institutional plans and strategies	Priority
3.2	Provide networking activities that specifically support women's career development in Science and MCT.	2013-14	Dean of Science, Dean of MCT	Activities provided and women perceive them as beneficial	Analysis of data on uptake of and satisfaction with activities		2
3.3	Ensure gender equality in allocation of teaching and research/scholarship tasks by (a) formalising gender monitoring within workload planning scrutiny at faculty level and (b) introducing training and awareness raising for Heads of Department on this issue.	2013-16	Dean of Science, Dean of MCT and Heads of STEM Departments	Proportion of time allocated to teaching is broadly equally proportioned for males and females	Analysis of workload planning data		1
Mentoring							
4.1	Disseminate and promote new Mentoring Guidance. Initiate pilot training scheme for mentors within STEM departments Set up mentoring relationships and monitor usage of and satisfaction with mentoring.	2013-16	Dean of Science, Dean of MCT and Heads of STEM Departments	Mentors in STEM depts trained. Mentoring in place and being actively used with positive responses by users of the value of mentoring	Evaluate impact of mentoring via questionnaires and focus group		2

Action	Description of Action	Time scale	Lead Responsibility	Success Measure	Evaluation method	Links to other institutional plans and strategies	Priority
4.2	Develop a coaching and mentoring programme to focus on women at professorial and senior lecturer grades, including specific development support in preparing cases for promotion.	2012-13	Head of HR Development	Senior female academics accessing the programme and responding positively to it	Analysis of data from programme	Recommendation from Staff Strategy Committee February 2012	1
Media							
5.1	Develop skills training for women academics to use media (including social media) for public engagement with their research.	2013	Head of Media Relations in conjunction with faculties. This action will link to the Public Engagement in Research project, being led from the Office of the PVC-RSQ	An increase in numbers of female academics confident in use of media for public engagement with their research to their career opportunities	Information on women accessing training		3
5.2	Increase the number of women participating in media and other public engagement and monitor uptake by gender.	2013 onwards	Associate Deans, Research in Science and MCT	Increased numbers of women participating	Analysis of records		3

Action	Description of Action	Time scale	Lead Responsibility	Success Measure	Evaluation method	Links to other institutional plans and strategies	Priority
Culture and Communication							
6.1	Set up internal and external web presence to promote Athena SWAN activity and other activities and initiatives for and about women and STEM at the OU	2013	Head of the PVC Office for Research, Scholarship and Quality	Web presence established and promoted to OU academic community. Website is regularly updated with news and events	Data showing site being accessed.		2
6.2	Carry out and promote research about gender and STEM including continued support for and internal dissemination of the International Journal of Gender Science and Technology	2013 onwards	Head of the PVC Office for Research, Scholarship and Quality	Journal issues published 3 x per year OU staff access journal publications	Access and download statistics		2
6.3	Renew Juno Practitioner Award and apply for Champion status	2013	Dean of Science	Award achieved	Award achieved		1
Governance							
7.1	Analyse the results of the 2012 elections to Senate and University Committees to assess whether the equality profile, including gender, reflects the University profile	2012-13	Head of Governance, University Secretary's Office	Better comparison of Senate and committee membership with all OU staff for gender, disability, age and ethnic origin. .	Analysis of annual statistics	Relates to University Equality Action Plan 2012-13 action ref 167	3

Action	Description of Action	Time scale	Lead Responsibility	Success Measure	Evaluation method	Links to other institutional plans and strategies	Priority
Flexible working							
8.1	<p>Improve visibility and accessibility of information about parental leave, flexible working and return to work policies (see also maternity section).</p> <p>Carry out regular promotion of availability of flexible working</p>	2013	Director, HR	<p>Improved signposting; inclusion of information in recruitment packs and during induction</p> <p>Flexible working availability actively promoted.</p>	Check awareness of policies and entitlements through staff survey		2
8.2	Identify and make visible, examples of men and women with childcare or other caring responsibilities who have achieved career success	2013	Athena SWAN Self Assessment Team plus Equality and Diversity Management Group	Information available and publicised on intranet site (see 5.1)	Review of intranet site		3
Students							
9.1	Monitor achievement of women undergraduates in STEM subjects to assess impact of new qualification structure	2013-16	Head of Student Statistics and Survey team, IET	Information available that enables impact of new qualification structure on achievements of women undergraduates	Data provided		3

Action	Description of Action	Time scale	Lead Responsibility	Success Measure	Evaluation method	Links to other institutional plans and strategies	Priority
9.2	Develop a better understanding of gender balance across all levels of engineering students by considering comparators in the employment and HEI sectors.	2012	MCT Engineering Programme Director	Raised awareness of the gender balance across the Engineering Programme.	Provision of a comparison between OU and others within the HEI sector. Analysis of survey and trend data	University Equality Action Plan 2012-13 . Action reference no 60	3
9.3	Continue provision of support for women students returning to STEM via specific teaching initiatives and tailored careers advice and PDP provision	2013	PVC, Academic, Director of Careers Service	Continued development of provision to encourage women to return to STEM areas	Survey of opportunities provided		3
Future Athena Swan activity							
10.1	Identify at least 2 departments to apply for Athena SWAN Bronze/Silver Awards in 2013 and provide resources to support data collection and analysis	2013	Dean of Science, Dean of MCT and PVC, Research, Scholarship and Quality	Departments identified and resources allocated	Departmental submissions in progress		1

Action	Description of Action	Time scale	Lead Responsibility	Success Measure	Evaluation method	Links to other institutional plans and strategies	Priority
10.2	Establish departmental Self Assessment Teams as sub-groups of University Self Assessment Team to progress departmental submissions	2013	Dean of Science, Dean of MCT plus heads of relevant departments	Self Assessment Teams formed and progressing submissions	Observation of work of departmental Self Assessment Teams and progress reports to university Self Assessment Team		1