



Athena SWAN Bronze University Award Renewal Application

Name of institution: The Open University Year: 2016

Contact for application: Dr Clem Herman

Email: clem.herman@open.ac.uk Telephone: 01908 659826

Date of previous award: April 2013

List of STEMM departments (highlighting those that currently hold Bronze, Silver or Gold department awards):

Department	Level of Award	Year Awarded	Planned submission/renewals
Department of Physical Sciences	Bronze Juno Champion	April 2014 Feb 2016	Silver award expected in April 2016, following Juno award
Department of Mathematics and Statistics	Bronze	April 2014	Silver submission planned for Nov 2016
Department of Computing and Communications			Bronze in April 2016
Department of Environment, Earth and Ecosystems			Bronze in April 2016
Department of Life, Health and Chemical Sciences			Bronze in April 2016
Department of Engineering and Innovation			Bronze in April 2016
Department of Nursing			

Total number of university departments:

Currently there are 30 academic departments in The Open University (OU).

Percentage of STEMM departments as a proportion of all university departments:

There are six STEMM departments across two Faculties (Science and Mathematics, Computing and Technology (MCT)) making up 20% of the total number of academic departments. However at present the STEMM departments are larger than many of our non-STEM departments and thus they employ 37% of the staff in academic departments. Our small Department of Nursing is located in the Faculty of Health and Social Care (see p 9 in the submission)



GUIDANCE TO ATHENA SWAN ASSESSMENT PANELS FOR OPEN UNIVERSITY SUBMISSIONS

*This is a standard Guidance document that has been agreed by Athena SWAN to accompany all OU submissions. **Please note that it is not included in the word count.***

The Open University (OU) is unlike any other Higher Education Institution in the UK. Both the student body and staffing structure are very different from that of a conventional university, which means that some of the information presented in its Athena SWAN submissions may be unfamiliar to Assessment Panels. This guidance aims to give additional background information to assist panels in completing their assessment of Open University submissions.

1. Students

The OU is the largest UK University, with over 174,000 undergraduate (UG) and taught postgraduate (PG) students, all of whom study part-time and at a distance. There are also around 1,000 full-time and part-time postgraduate research students. Most Open University students are in employment and are mature students (only 5% of students are under 20). They are based in all parts of the UK, and there are also 10,000 non-UK based students. Around 20,000 of our UG and PG students have declared disabilities. The University operates an open access policy, meaning it accepts all applicants who apply to study at undergraduate level, without any academic prerequisites.

Study mode

Students are taught via the OU's unique model of distance learning known as 'supported open learning'. Course materials are delivered via a number of different media, such as on-line and printed material. Students are allocated to a personal tutor (Associate Lecturer) who provides academic expertise, guidance and feedback individually and as part of a tutor group, via on-line conferencing and face to face at tutorials and residential schools. Full time funded PhD students are based at the Milton Keynes campus while part time students (who are usually self-funded) are required to attend occasionally but are usually supervised remotely.

Modules and Qualifications

There has always been considerable flexibility in the patterns and pathways of study, and as they are studying part-time, most students usually take at least six years to complete their degree. Historically, OU students have registered on individual modules which they have used to build credits towards a qualification, which for many students has been the interdisciplinary BA (Open).

Since 2012, the OU curriculum has begun to move to being qualification-based, rather than module-based, with students registering for a named qualification from the outset. However, as this is a relatively recent development, there are still a large number of students who began with and are still following the module-based route. Moreover, individual modules may be common to a number of different qualifications, thus individual departments often contribute towards degree attainment outside of the named qualifications reported in the data.

For these two reasons, panels should note that OU departmental submissions will consider and reflect on student data at a module level, as well as qualification outcomes.

2. Staff

The majority of academic teaching and research staff are based at the main campus in Milton Keynes and are referred to in OU submissions as Central Academics. These Central Academics develop teaching materials as part of multi-disciplinary module teams and manage the delivery and assessment of modules. They also form the OU's research base, together with Research Associates and Fellows.

Regional Academics

In addition to academic and research staff based in Milton Keynes, there are almost 200 'Regional Academics' (also known as Staff Tutors) who are based in 12 OU regional and national centres across the UK, whose roles include teaching, administration and research. Regional Academics are employed on the same salary scale as Central Academics; however they have different terms and conditions in their contracts. In particular they are allowed less research time than central academics, and have a higher administrative load, because part of their role is to appoint and manage Associate Lecturers. These different responsibilities are allowed for within promotions criteria.

Associate Lecturers

Approximately 6,000 Associate Lecturers (ALs) are employed on short term contracts to carry out tutoring roles and support student learning and assessment for specified modules. Many of them have substantive posts with other employers. Their contracts with the OU do not include production of course materials or research. They are appointed and managed by the Regional Academics at Faculty level, and are members of curriculum based Student Support Teams (ie not departments) along with student advisors, administrators and other non-academic staff. Since their contracts and career development remain beyond the responsibility of departments, there is limited scope for including this staff group within departmental Athena SWAN submissions. However, as ALs are the main point of contact with the university for students, departmental submissions will provide basic data including a gender analysis of ALs who are employed to work on relevant modules.

3. Flexible working

The nature of the OU's teaching and learning model provides the flexibility for students to study where and when they choose, to fit in with jobs, families and other commitments. This also means that academics and researchers have always had a high level of flexibility about their working arrangements and this approach continues to be a unique part of the working culture and of how the OU operates. Therefore panels should be aware that this is the reason there have been very few formal applications for flexible working among academic and research staff. For colleagues working in regional/national centres across the UK, remote participation at meetings is also facilitated and encouraged and there are excellent audio and video conference facilities, so it is often not necessary to be physically at the Milton Keynes campus. Meetings are rarely held before 10am or after 4pm, to enable colleagues from regions to travel if necessary. Regional academic colleagues make particularly extensive use of flexible working because much of their work with the ALs necessarily takes place outside conventional office hours.

Glossary	
Abbreviation	Definition
AL	Associate Lecturer
AHSSBL	Arts Humanities Social Sciences Business and Law
APDF	Academic and Professional Development Framework
CAU	Central Academic Unit
CVC	Curriculum and Validation Committee
ESCT	Economic and Social Research Council
Guidance	Guidance to Athena SWAN Assessment Panels for Open University submissions
HR	Human Resources
KPI	Key Performance Indicator
LTSSC	Learning Teaching and Student Support Committee
MCT	Faculty of Mathematics, Computing and Technology
OU	The Open University
PVC- LI	Pro-Vice Chancellor Learning Innovation
PVC- RAS	Pro-Vice Chancellor Research and Academic Strategy
SAT	Self-assessment team
SGEG	STEM Gender Equality Group
SPRC	Strategic Planning and Resources Committee
STEM	Science, Technology, Engineering and Mathematics
STEMM	Science, Technology, Engineering mathematics and subjects allied to Medicine
VCE	Vice-Chancellor's Executive
C&C	Department of Computing and Communications
E&I	Department of Engineering and Innovation
M&S	Department of Mathematics and Statistics
DPS	Department of Physical Sciences
EEE	Department of Environment, Earth and Ecosystems
LHCS	Department of Life, Health and Chemical Sciences

Action Plan

Points in the Action Plan are cross referenced in the appropriate section in the submission.

Notes on the data

All data in the submission is based on Full Time Equivalent (FTE), rounded to the nearest integer and is a snapshot of the OU in March 2013, 2014 and 2015, except where stated.

Contents

GUIDANCE TO ATHENA SWAN ASSESSMENT PANELS FOR OPEN UNIVERSITY SUBMISSIONS	
1.	LETTER OF ENDORSEMENT FROM THE VICE-CHANCELLOR..... 1
2.	THE SELF ASSESSMENT PROCESS 3
3.	DESCRIPTION OF THE INSTITUTION 7
SUPPORTING AND ADVANCING WOMEN'S CAREERS.....16	
4	KEY CAREER TRANSITION POINTS16
5	CAREER DEVELOPMENT21
6.	ORGANISATION AND CULTURE29
7.	FLEXIBILITY AND MANAGING CAREER BREAKS36
8	ANY OTHER COMMENTS41
9.	OPEN UNIVERSITY 2016 ACTION PLAN.....43
2013 ACTION PLAN: PROGRESS REPORT52	

1. LETTER OF ENDORSEMENT FROM THE VICE-CHANCELLOR



Dr Ruth Gilligan
Athena SWAN Manager
Equality Challenge Unit
Queen's House
55/56 Lincoln's Inn Fields
LONDON
WC2A 3LJ

12 April 2016

Dear Ruth

I joined the Open University as Vice Chancellor in 2015 and it is a great privilege to be working with a University that has a strong social mission to provide life-changing learning to all our students. For over 40 years, the OU has been providing high quality, flexible, part-time higher education to a diverse range of students. Many combine work and family commitments to study with us and tell inspiring stories of the journey they have taken to succeed in their ambitions.

Just as our students come from many different backgrounds, the University continues its commitment to equality and diversity throughout our organisation. Our academics and researchers, professional and support staff as well as thousands of Associate Lecturers across our regions and nations, are working together to continue to push boundaries to fully realise the ambition of gender equality embodied in Athena SWAN. Our current Chancellor, Baroness Martha Lane-Fox, is a great ambassador for this cause.

The data we report in this submission shows that this University is making steady progress in supporting our women STEM academics. I am pleased that we have been able to embed measures that affect academics and researchers both early on in their careers, and at more senior grades. For example, our new and more transparent criteria for academic promotions recognise excellence in teaching as well as research, improve equality of opportunity for promotion and take better account of individual circumstances.

We have also undertaken a number of pieces of research to build our evidence base for action, including exploring the experiences of women professors, and the career progression of women STEM academics returning from maternity leave. The findings from this work have been illuminating, and recommendations are embedded in our new Action Plan.

Peter Horrocks
Vice-Chancellor

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

Tel +44 (0) 1908 653214
vice-chancellor@open.ac.uk
www.open.ac.uk

However, we are not complacent. We know that there is still much to be done, and in developing this submission and Action Plan, we have found it instructive to reflect on the journey the OU has made since 2013. In some areas we have made more progress than expected, and in others we have found that embedding change has been particularly challenging. Our new Action Plan builds on the work done and insights gained over the past three years, and we look forward to making further progress in developing an inclusive culture that values and supports all of our staff and students.

I am delighted that we have gained two departmental Bronze awards, and with Juno Championship status for the Department of Physics, our first Silver award. Embedding Athena SWAN work at departmental level is key to turning our ideas into action at all levels of the University, and I expect this to develop across the OU with our adoption of the 2015 expanded Athena SWAN principles.

I have a strong personal commitment to promoting equality, diversity and inclusion at this institution, and my vision is to embed equality and diversity thinking at the heart of our structures. Therefore, I fully endorse this submission and the accompanying Action Plan.

Yours sincerely

A handwritten signature in cursive script that reads "Peter Horrocks".

Peter Horrocks CBE
Vice-Chancellor

(498 words)

2. THE SELF ASSESSMENT PROCESS

a) The Self-Assessment Team

After gaining our institutional 2013 Bronze Award, the OU Self-Assessment Team (SAT) continued to meet to oversee implementation of our Action Plan. In October 2014 the SAT became the STEM Gender Equality Group (SGEG), with a remit to oversee all aspects of Athena SWAN activity in the OU. The SGEG meets three times a year and reports formally to the University Research Committee, ensuring that Athena SWAN priorities are embedded in University strategy and governance processes. The SGEG monitors progress on the OU's institutional Action Plan, and oversees development of departmental applications and implementation of Action Plans. The University signed up to the new Athena SWAN principles in November 2015 and the SGEG is taking lead responsibility for advising on the expansion of Athena SWAN to non-STEM departments.

As preparations for the Bronze renewal commenced in June 2015, a sub-group of the SGEG was convened as the new SAT, with formal terms of reference, to take responsibility for the preparation of this submission and it has met approximately monthly since then (a total of eight meetings). SAT members based in the regions are able to attend meetings via tele-conferencing. The SAT reports to SGEG, and a majority of the members belong to both groups. The SAT is supported and resourced via the Pro-Vice-Chancellor, Research and Academic Strategy (PVC-RAS), Professor Kevin Hetherington.

Table1: Self-Assessment Team membership		
SAT Member	Department	University role and experience that contributes to the SAT
Dr Clem Herman	Computing and Communications	Chair of SAT. Senior Lecturer. Has published widely on gendered careers in STEM; developed numerous initiatives supporting women STEM returners.
Ms Louisa Allen	Office of the Pro-Vice-Chancellor, Research and Academic Strategy	Senior Manager in Academic Strategy; co-ordinator of the institutional submission.
Dr Pallavi Anand	Physical Sciences	Lecturer and postgraduate research tutor. Supports Daphne Jackson Fellows as a life experience mentor. Mother of two small children.
Dr Daniel Berwick	Life Health and Chemical Sciences	Lecturer. Co-chair of departmental SAT. Parent to a toddler for whom he shares childcare responsibilities.
Dr Katie Chicot	Mathematics and Statistics	Regional Academic based in Leeds. Returned to work part-time following maternity leave. Active in mathematics outreach events.
Mr Phil Clarke	Human Resources	Head of Human Resources for Academic Units and has expertise in a wide range of organisational procedures and policies.
Ms Becky Faith	Computing and Communications	PhD student. Parent of five-year old son. Research focused on digital exclusion of young unemployed women.

SAT Member	Department	University role and experience that contributes to the SAT
Prof Monica Grady	Physical Sciences	Professor of Planetary and Space Science, formerly Head of Department. Combined an academic career with bringing up children.
Prof Simon Kelley	Science Faculty	Associate Dean (Research) for Science Faculty with an interest in promoting research careers. Outside work, is an experienced school governor.
Dr Marcus Lohr	Physical Sciences	Post-doctoral Research Associate. Has benefited from OU's flexibility in studying and working, as has caring responsibilities for a family member.
Dr Elaine Moore	Life Health and Chemical Sciences	Reader. Has worked full-time at the OU since 1975, apart from maternity leave. Co-chairs Department SAT.
Ms Carol Morris	Engineering and Innovation	Senior Lecturer. Chair of Department SAT. Took a career break for family reasons and retrained as an engineer.
Dr Karen Olsson-Francis	Environment, Earth and Eco-Systems	Joined OU in 2007 as a post-doctoral researcher. Awarded a research fellowship whilst on maternity leave. 2014: appointed as Lecturer.
Dr Jane Roberts	Institute of Educational Technology	Senior Lecturer and Academic Professional Development Lead. Was previously an MCT Associate Lecturer and Regional Academic.
Mr Jiten Patel	Academic Policy and Governance	Acting Head of Equality, Diversity and Information Rights. Has 20 years' experience in Equality and Diversity.
Prof Gwyneth Stallard	Mathematics and Statistics	Professor of Pure Mathematics. Worked part time for 10 years after the birth of her first child; full time from 2012.
Mr Michael Street	Science Faculty	Senior Faculty Administrator in the Science Faculty and in that role, heavily involved in the implementation of staffing policy.
Ms Jane Wardale	Office of the Pro-Vice-Chancellor, Research and Academic Strategy	Acting Head of Research Strategy and leads on Equality and Diversity matters for PVC-RAS.

b) The self-assessment process

Chart 1 shows the governance structure and reporting lines for Athena SWAN activity at the OU. This governance arrangement ensures high levels of engagement at a strategic level.

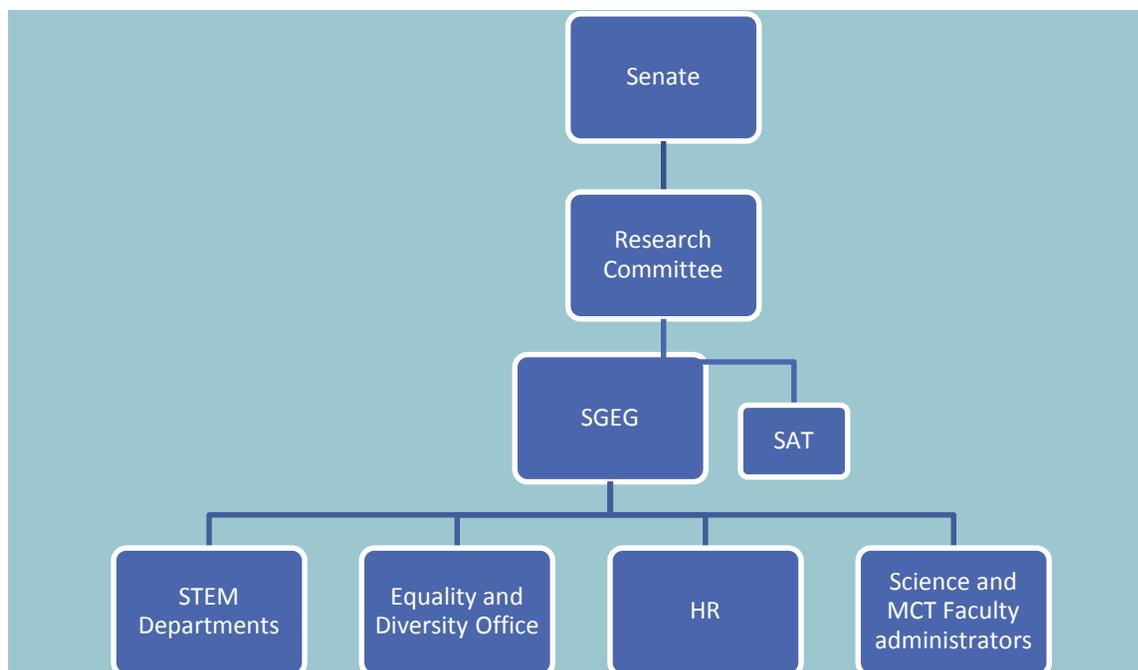


Chart 1: Overview of the Self-Assessment Governance Structure

SAT members have engaged Faculty colleagues and other university units in developing the content of the submission and the Action Plan. We have held consultation discussions at Science Faculty and Mathematics, Computing and Technology (MCT) Faculty meetings (each of which was attended by approximately 90 staff, including regional academics and support staff). Feedback from these meetings has been incorporated into the developing submission. SAT members have also engaged their own departmental colleagues in discussions about the institutional Athena SWAN submission.

The SAT has kept the wider OU community informed of progress on Athena SWAN activities and our planned re-submission. We have set up dedicated web pages on our intranet where we regularly feature news and events related to Athena SWAN and women in STEM more generally. We update the University as a whole on news related to Athena SWAN via the OU Life intranet home page. We have initiated discussions on Yammer, our staff social networking site, and we have also consulted with the OU STEM Women's Network about the OU's revised Academic Promotions Criteria, and proposals for mentoring.

External to the OU, SAT members have attended regional Athena SWAN networking events and these are reported back at SAT meetings. We have also engaged two external reviewers from other universities to provide feedback on drafts of this submission.

The SAT maintains close links with the OU's Equality and Diversity (E&D) Team to ensure that progress against the Athena SWAN Action Plan is monitored and viewed in the context of wider E&D issues within the OU.

c) The future of the Self-Assessment Team

Following submission of the renewal application, the SAT will continue to meet as members of the SGEG and take responsibility for monitoring progress on the new Action Plan, as well as overseeing future departmental submissions. The SGEG will continue to report to University Research Committee three times a year.

In the new OU Equality Plan that commences in April 2016 individual members of the University's Vice Chancellor's Executive (VCE) will act as Champions for all the Protected Characteristics. As part of their remit, the VCE Gender Champion will have a formal relationship the SGEG, thus embedding STEM gender equality issues at the highest level of planning and decision-making.

Action 1.1: Establish terms of formal relationship between the VCE Gender Champion and SGEG.

The OU signed up to the expanded Athena SWAN principles in October 2015. The Department of Physical Sciences was awarded Juno Championship status in February 2016, (our first departmental Silver award), and a second silver departmental application is planned for November 2016. As part of our Action Plan, we will be working towards a Silver institutional application under the expanded Athena SWAN charter. Initial consideration has already been given as to how to resource and support expansion into non-STEM departments and to Professional and Support staff, and to identify the changes in governance and management of Athena SWAN activity that are required to embed Athena SWAN across the whole University.

The University is currently undergoing a Faculty re-structuring, which will be completed by August 2016, and which will see the current structure of seven faculties replaced by four larger faculties, including a combined STEM faculty. We will embed responsibility for STEM gender equality in the new Faculty management structure.

Action 6.1-6.6: Plan for future Athena SWAN submissions and expansion into non-STEM faculties.

We recognise that Athena SWAN work must be properly resourced in order to make progress and our action plan includes a commitment to provide allocated resource for Athena SWAN work in faculties to cover staff time, administrative support and events.

Action 1.3. and 1.4: Resource allocation for Athena SWAN work in Faculties.

(812 words)

3. DESCRIPTION OF THE INSTITUTION

a) Overview of the Open University

The OU promotes educational opportunity and social justice by providing high-quality distance learning. It is the largest academic institution in the UK in terms of student numbers. 75% of OU students work full or part time whilst studying. It is therefore different from traditional universities in both its student body and its staffing structure. Additional information on the OU's unique structure and role is provided in the **Guidance to Assessment Panels** which has been approved to accompany all our submissions.

The OU's mission is *to be open to people, places, methods and ideas*. It regards continued engagement with the Athena SWAN principles as a crucial element in the achievement of our mission.

We are a member of the University Alliance.

Table 2 provides data on our student body. We are above the sector average overall, but below it for STEM. We think this may be because the OU curriculum does not include some of the predominantly female subjects allied to medicine.

Table 2: OU Students 2014/15		
	Total	% Women
All students	173,889	59.0%
Sector average		56.1%
STEM students	44,041	38.6%
Sector average for part-time STEM students		50.4%

Table 3: Gender split between men and women in STEM departments and in the rest of the University						
<i>NB In Table 3 and Charts 2 and 3 the professional and support staff figure for the rest of the University includes all support functions, as well as faculty-based staff.</i>						
	Academics			Professional and Support staff		
	Men	Women	% Women	Men	Women	%Women
STEM departments	242	192	44%	95	170	64%
Rest of the University	279	431	61%	994	2218	69%

STEM academics and researchers as a proportion of all academic and research staff 2015

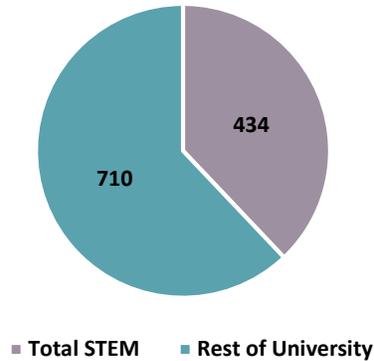


Chart 2

STEM professional and support staff as a proportion of all professional and support staff 2015

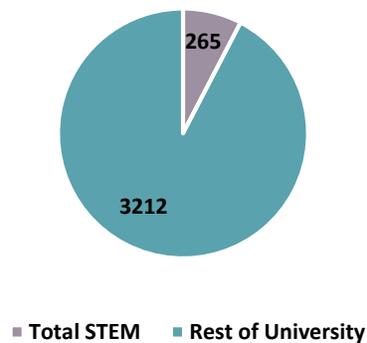


Chart 3

STEM academics are located in three faculties:

- Mathematics, Computing and Technology (MCT)
- Science
- Health and Social Care (Department of Nursing only)

The OU also employs 5,679 Associate Lecturers (ALs) who carry out tuition and assessment for all undergraduate and taught postgraduate students and are employed on part-time teaching only contracts (see **Guidance**).

On pages 9-15, we present and discuss our data on Academic and Research Staff. There are 26 academics in the Department of Nursing, located in the Faculty of Health and Social Care, which is the only STEM department outside the Faculties of Science and MCT. Because of the Department of Nursing's position in a non-STEM faculty, where culture, organisation and practice are different from the STEM faculties, and because of the small numbers involved, we present and discuss all the data for this department separately on pages 14-15.

b) Academic and Research Staff overall picture

Table 4: Academic and Research Staff by gender 2013-15					
	Year	Women		Men	
		N	%	N	%
Faculty of Mathematics, Computing & Technology	2015	91	38.2%	147	61.8%
	2014	90	36.9%	154	63.1%
	2013	89	36.5%	155	63.5%
Faculty of Science	2015	79	45.7%	94	54.3%
	2014	72	42.9%	96	57.1%
	2013	66	39.3%	102	60.7%
Total STEM (excluding nursing)	2015	170	41.7%	238	58.3%
	2014	145	36.9%	248	63.1%
	2013	133	34.3%	255	65.7%
Sector average for STEM	2013/14		40.8%		59.2 %
Rest of University	2015	431	60.7%	279	39.3%
	2014	439	60.2%	290	39.8%
	2013	428	59.5%	291	40.5%
Sector average for non-STEM	2013/14		49%		51%

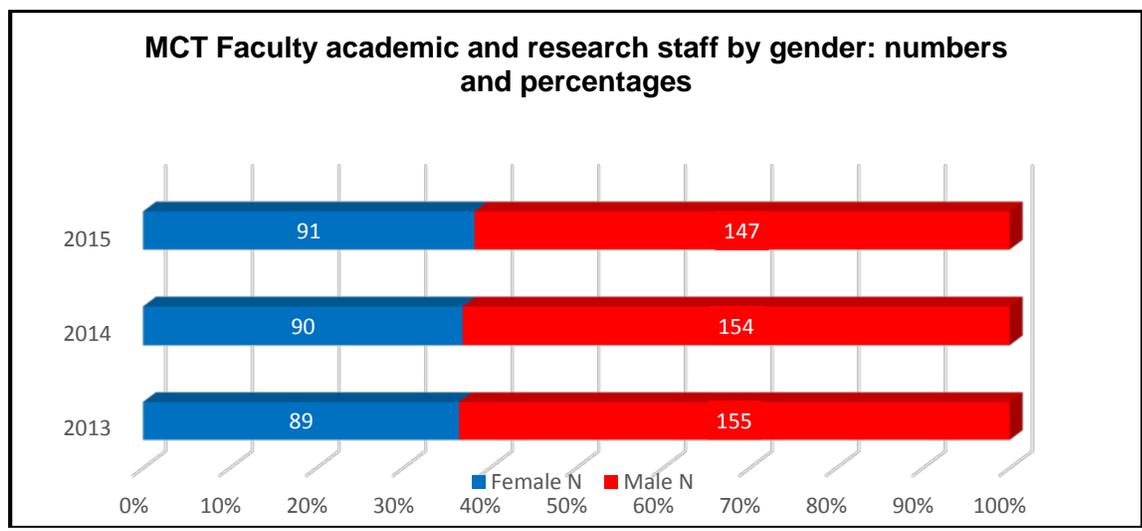


Chart 4a

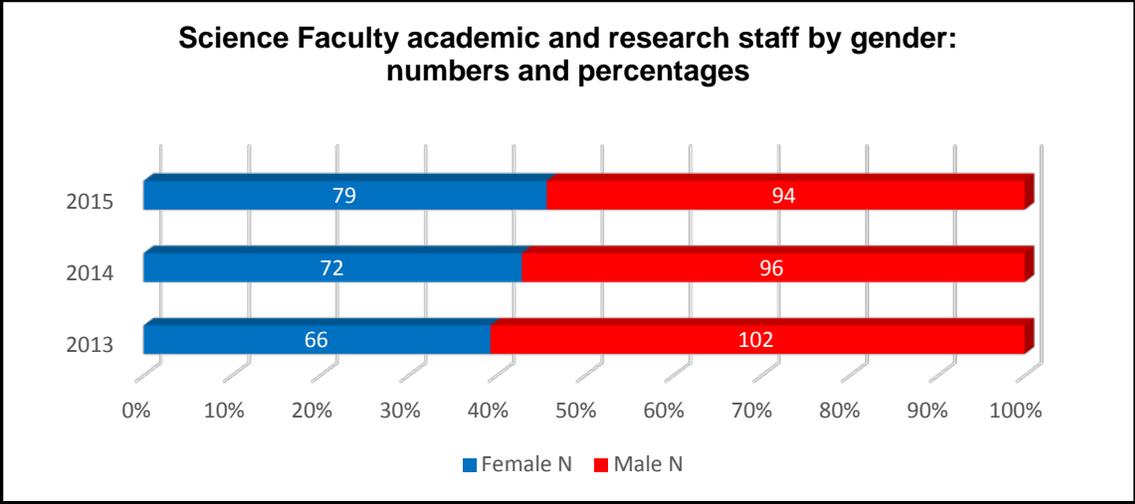


Chart 4b

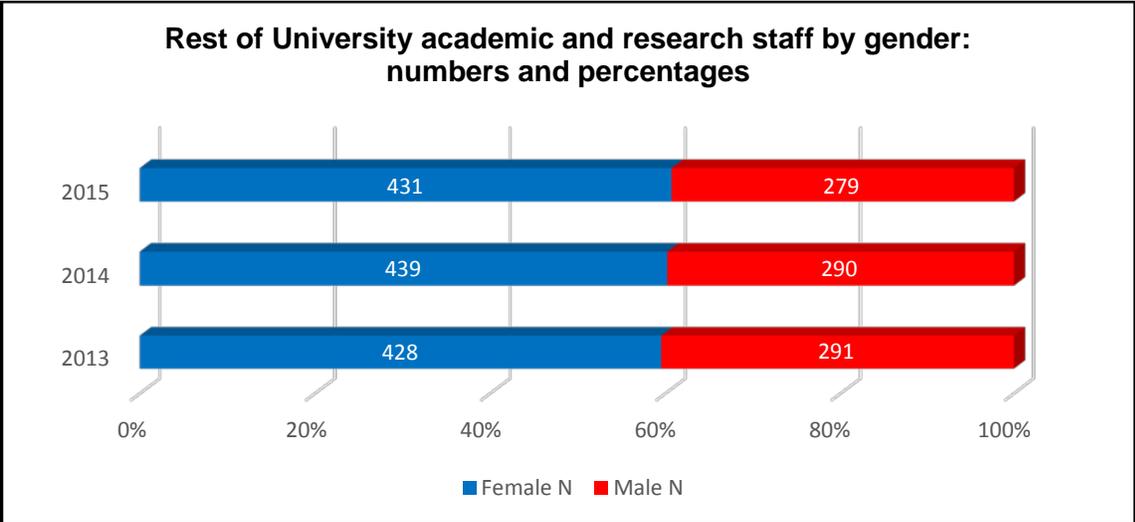


Chart 4c

Table 4 and Charts 4a-4c demonstrate that since beginning to implement our 2013 Action Plan, the OU has gradually increased the proportion of women academics in STEM areas. In 2015 there were 408 academic staff employed in the STEM faculties of whom 42% were women. This is slightly above the sector average of 41%¹. In the rest of the University, women continue to outnumber men (61% compared to the sector average of 49%). In our 2013 Action Plan we set out to improve the overall academic and research environment for women, and we recognise that, whilst we have achieved much of what we aimed to do, the impact on progression of women to senior roles will take time to take effect. We are also aware that maintaining this improving picture requires continued attention and effort, and our new Action Plan will continue this focus. Detailed information is provided in the rest of this submission.

¹ECU Equality in HE Statistical Report 2015 part 1: Staff Academic subject area p238

c) Academic and Research Staff by Grade

Table 5: STEM academic and research staff composition by grade 2013-2015 (numbers and percentages), compared to the rest of the University.													
	Year	Faculty of Mathematics, Computing & Technology				Faculty of Science				Rest of University			
		Women		Men		Women		Men		Women		Men	
		N	%	N	%	N	%	N	%	N	%	N	%
Professor	2015	10	29%	25	71%	3	14%	18	86%	36	47%	40	53%
	2014	9	24%	28	76%	2	10%	18	90%	42	48%	46	52%
	2013	7	18%	33	83%	2	11%	16	89%	43	46%	51	54%
Reader	2015	0	0%	3	100%	1	11%	8	89%	5	42%	7	58%
	2014	1	33%	2	67%	1	13%	7	88%	7	54%	6	46%
	2013	1	100%	0	0%	1	14%	6	86%	10	63%	6	38%
Senior Lecturer (Central)	2015	21	37%	36	63%	17	46%	20	54%	96	56%	74	44%
	2014	19	33%	38	67%	15	39%	23	61%	89	57%	68	43%
	2013	20	33%	40	67%	16	41%	23	59%	86	56%	67	44%
Senior Lecturer (Regional)	2015	12	57%	9	43%	8	62%	5	38%	56	78%	16	22%
	2014	14	61%	9	39%	9	64%	5	36%	55	72%	21	28%
	2013	14	64%	8	36%	9	56%	7	44%	56	74%	20	26%
Lecturer (Central)	2015	9	18%	41	82%	11	52%	10	48%	124	63%	73	37%
	2014	9	16%	47	84%	12	52%	11	48%	118	62%	73	38%
	2013	14	23%	46	77%	12	44%	15	56%	110	60%	73	40%
Lecturer (Regional)	2015	19	66%	10	34%	11	85%	2	15%	74	74%	26	26%
	2014	18	69%	8	31%	7	88%	1	13%	75	75%	25	25%
	2013	18	67%	9	33%	7	78%	2	22%	73	75%	24	25%
Researcher	2015	20	47%	23	53%	28	47%	31	53%	38	53%	34	47%
	2014	20	48%	22	52%	26	46%	31	54%	51	55%	42	45%
	2013	15	44%	19	56%	19	37%	33	63%	47	53%	42	47%

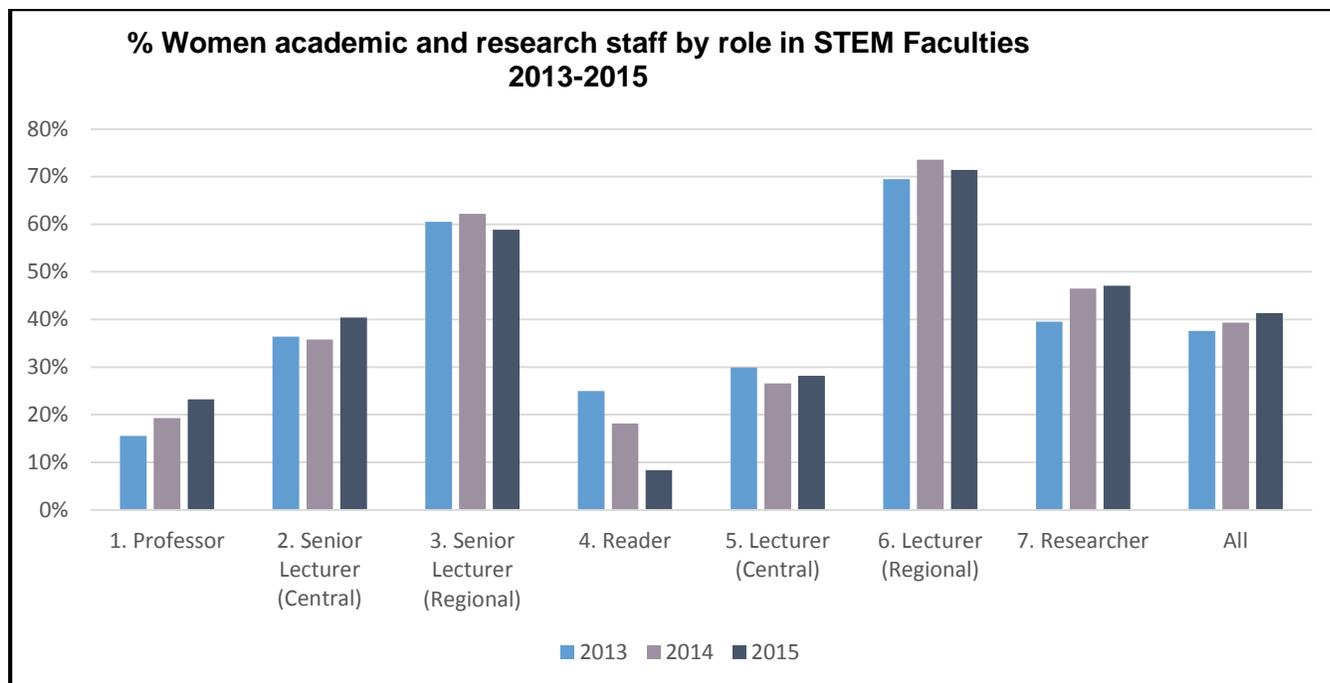


Chart 5a

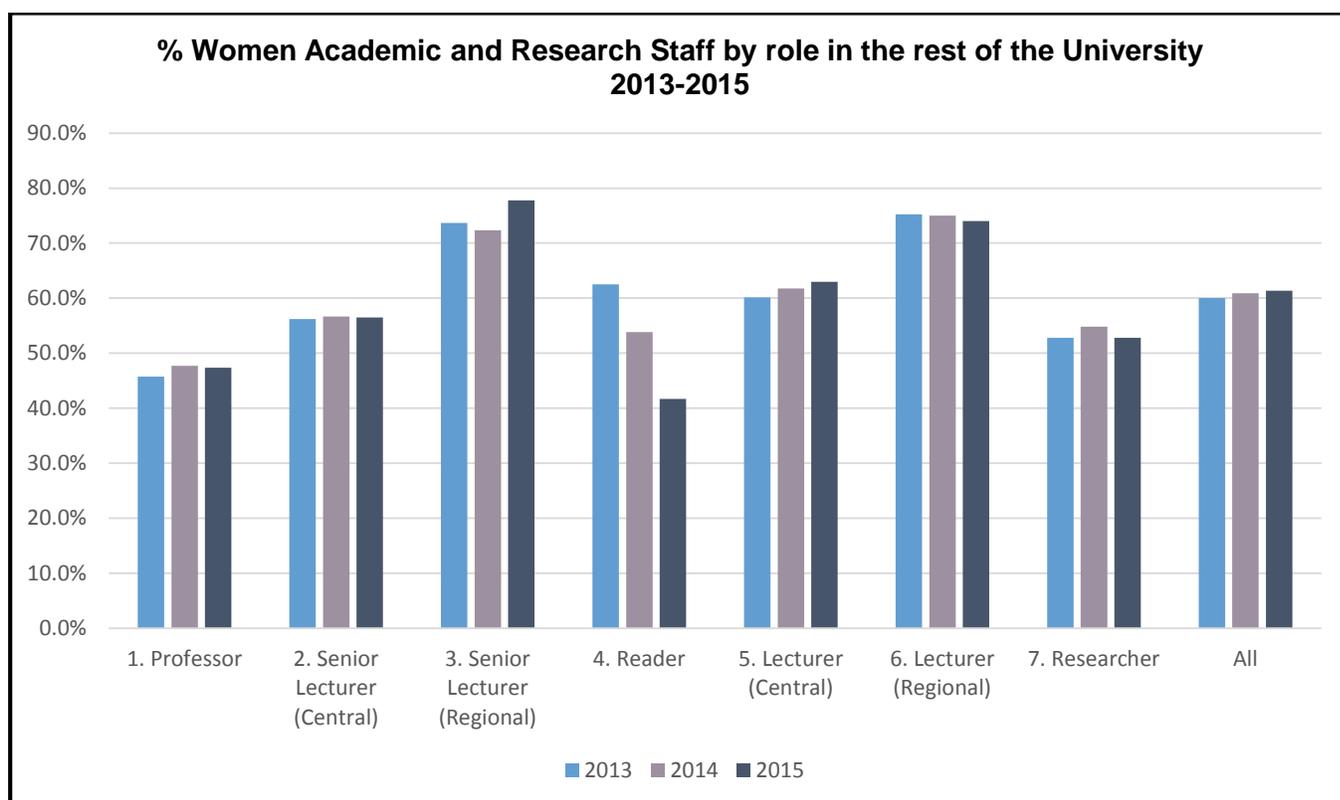


Chart 5b

In our 2013 Action Plan we aimed to increase the number of women professors in STEM subject areas. Table 5 and Charts 5a and 5b demonstrate that there has been a steady increase in the proportion of women in the STEM faculties at professorial level, where the

proportion of women has risen from 16% to 23%, (STEM sector average is 18.5%). There are four more women STEM professors than in 2013; the overall change in gender balance is also attributable to losing five male professors during this period. The proportion of women professors across the whole University is 37%, compared to a sector benchmark of 22%². In our next Action Plan we will embed measures to maintain the pipeline of women moving into professorial roles.

Action Plan Section 2: Career Management

NB The role of Reader is being phased out at the OU. Numbers are therefore small, and declining for both men and women.

d) Associate Lecturers

Table 6: Associate Lecturer staff by gender (data range for each year is 1 August to 31 July for this data set, due to timing of the AL contracts)

	2014/2015			2013/2014			2012/2013		
	Women	Men	% Women	Women	Men	% Women	Women	Men	% Women
MCT	440	823	35%	469	869	35%	470	919	34%
Science	363	243	60%	408	275	60%	423	298	59%
Rest of University	2,378	1,432	64%	2,633	1,634	62%	2,915	1,776	62%

Associate Lecturers (ALs) are teaching-only part time staff (see Guidance). In 2015, 35% of ALs in MCT and 60% in the Faculty of Science, were women, compared to 64% for the rest of the OU (Table 6). The gender balance in MCT reflects continued under-representation of women in subjects like Engineering and Computer Science: the sector average is 23% female for teaching only staff in these areas³. The University has a long term objective to create a more diverse AL workforce. However it is currently limited by an institutional requirement to offer new contracts within the existing staff complement.

² ECU Equality in HE Statistical report 2015, part 1 Staff : Academic roles p242

³ ECU (2015) Athena SWAN FTE benchmarking data, Figure 22.

e) Department of Nursing

The Department of Nursing is the only STEMM department outside the Faculties of Science and MCT. Because of its position in a non-STEM faculty, where culture, organisation and practice are different from the STEM faculties, we present and discuss all the data for this department here in this separate section.

Table 7: Department of Nursing Academic and research staff composition by grade: 2013-2015					
Level	Year	Women	% Women	Men	% Men
Professor	2015	1	100%	0	0%
	2014	1	100%	0	0%
	2013	2	100%	0	0%
Senior Lecturer (Central)	2015	4	80%	1	20%
	2014	4	100%	0	0%
	2013	5	100%	0	0%
Senior Lecturer (Regional)	2015	3	100%	0	0%
	2014	5	100%	0	0%
	2013	5	100%	0	0%
Lecturer (Central)	2015	3	60%	2	40%
	2014	4	66.5%	2	33.5%
	2013	6	75%	2	25%
Lecturer (Regional)	2015	11	92%	1	8%
	2014	7	100%	0	0%
	2013	7	100%	0	0%

Table 8: Department of Nursing Associate Lecturer staff by gender (data range for each year is 1 August to 31 July for this data set, due to timing of the AL contracts)									
	2014/2015			2013/2014			2012/2013		
	Women	Men	% Women	Women	Men	% Women	Women	Men	% Women
Dept of Nursing	54	7	88%	89	14	86%	114	20	85%

Table 9: Department of Nursing academic and research staff: Fixed term v Permanent contracts						
Year	Women			Men		
	FTC	Perm	% FTC	FTC	Perm	% FTC
2015	0	12	0%	0	2	0%
2014	0	15	0%	0	2	0%
2013	0	15	0%	0	2	0%

Table 10: Dept of Nursing academic and research staff: application, shortlisting and appointment rates by gender 2013-15							
	Year	Women			Men		
		applicants	shortlisted	appointed	applicants	shortlisted	appointed
Professor	2015	0	0	0	0	0	0
	2014	0	0	0	0	0	0
	2013	0	0	0	0	0	0
Reader	2015	0	0	0	0	0	0
	2014	0	0	0	0	0	0
	2013	0	0	0	0	0	0
Senior Lecturer/ Lecturer	2015	30	7	2	6	3	1
	2014	3	0	0	2	0	0
	2013	0	0	0	0	0	0
Regional and Central lecturer and Researcher	Data is not available for these grades as appointments are made at faculty, rather than department level						

Currently 85% of the academic and research staff in the Department of Nursing, and the single professor are all female. This high proportion of women academics at all levels is similar to the picture in our previous submission, and makes the department atypical of university nursing departments, where there is often a bias towards men in senior positions. This is due to the particular nature of OU Nursing education which is practice -based, aimed at healthcare assistants and support workers already in employment, with teaching by supported distance learning, rather than the conventional University/Hospital alliance adopted in the rest of the sector.

Table 7 shows that numbers of female staff at all grades except regional lecturer have slightly decreased over the past three years, whilst the (very small) numbers of male academics have held steady. The small numbers make it difficult to draw any conclusions about this.

There are no staff employed on fixed term contracts (Table 9). The only appointments have been at Senior Lecturer and Lecturer level (Table 10). There is some evidence that men may be more likely to be short-listed, but the small numbers again make it difficult to assess trends. We will keep this situation under review.

Much of the work we have done through our Athena SWAN institutional Action Plan over the past three years, as well as planned future activity, will support the careers of both men and women in the Faculty of Health and Social Care. We consider that it will be appropriate to look closely at all the departments in this Faculty in the future via submissions under the new Athena SWAN Charter.

(1024 words)

SUPPORTING AND ADVANCING WOMEN'S CAREERS

4. KEY CAREER TRANSITION POINTS

a) Female:male ratio of academic staff on fixed-term contracts vs open-ended (permanent) contracts

Table 11: Comparison by gender of fixed term contract (FTC) and permanent (Perm) research and academic staff for STEM faculties and the rest of the University.							
		Fixed Term Contract			Permanent/ Open ended		
	Year	Total	Women	(% of total FTC who are women)	Total	Women	(% of total perm who are women)
Faculty of Mathematics, Computing & Technology	2015	46	19	(41%)	192	72	(38%)
	2014	42	17	(40%)	202	73	(36%)
	2013	35	12	(34%)	209	77	(37%)
Faculty of Science	2015	64	31	(48%)	109	48	(44%)
	2014	57	27	(47%)	111	45	(41%)
	2013	44	18	(41%)	124	48	(39%)
Sector benchmark for SET				44% of SET FTC			37% of SET perm
Rest of University	2015	107	63	(59%)	592	366	(62%)
	2014	138	82	(59%)	580	355	(61%)
	2013	123	71	(58%)	585	354	(61%)
Sector benchmark for Non-SET				52% of non-SET FTC			46% of non-SET perm

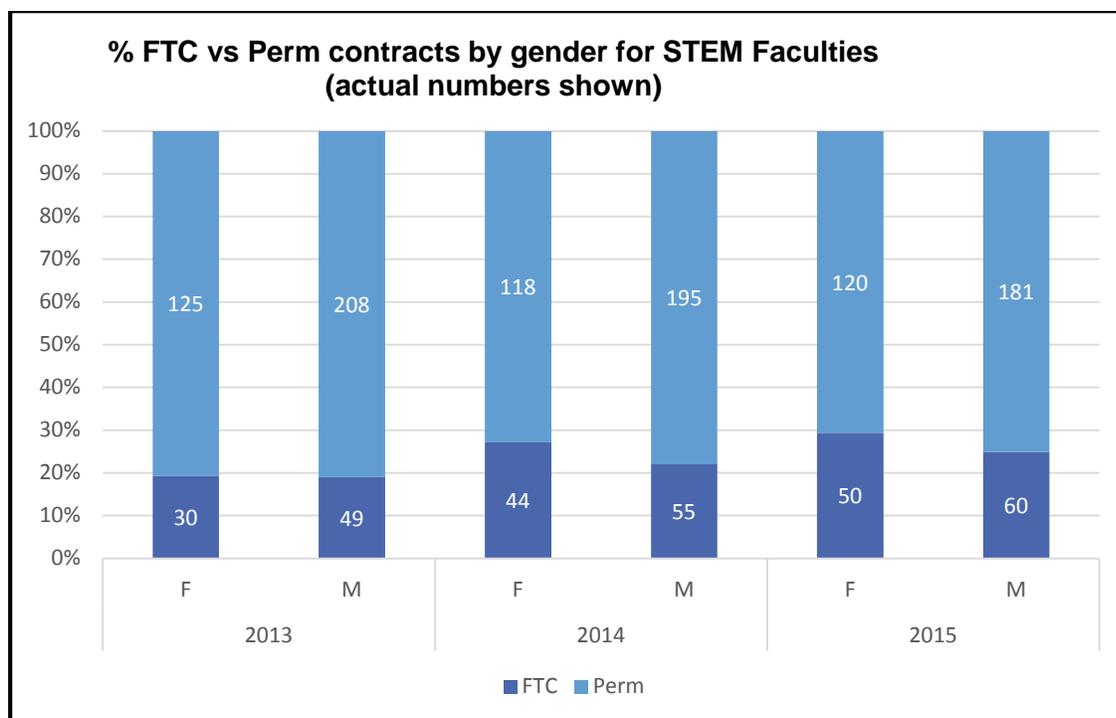


Chart 6

In our previous Action Plan we said we would monitor the use of STEM research staff fixed term contracts for any gender inequity. The data in Table 11 and Chart 6 show that the proportion of fixed term contract staff who are women has risen in 2013-15. The SGEG has been monitoring this: it has concluded that it is due to greater success in grant applications and more women succeeding in being appointed to these posts. The appointment of more women is positive but we are aware that this type of precarious employment is precisely one of the points in the pipeline where women are likely to drop out of research careers. As stated in our previous Action Plan, we have implemented an integrated set of resources and training to support these staff, including:

- A university-wide Academic Professional Development Programme
- An on-line suite of Professional Skills for Researchers materials
- Making the Vitae Research Development Framework planner available to all research staff

New guidance on appraisal and career management of researchers will be introduced in 2016; we will ensure that gender-specific considerations are included.

Action 2.13. Develop additional gender specific advice to new guidance on appraisal and career management of researchers.

b) Female: male ratio of academic staff job application and appointment success rates

Table 12: Applications and appointment rates: STEM faculties and the rest of the University, by gender and role (NB data does not include promotions)													
		STEM						Rest of University					
		Women			Men			Women			Men		
	Year	applicants	shortlisted	appointed	applicants	shortlisted	appointed	applicants	shortlisted	appointed	applicants	shortlisted	appointed
Professor	2015	6	0	0	21	5	2	16	5	3	30	7	0
	2014	0	0	0	0	0	0	22	8	2	32	5	2
	2013	12	5	1	46	14	5	14	7	3	23	9	3
Reader	2015	0	0	0	0	0	0	9	4	1	10	1	0
	2014	0	0	0	1	0	1	8	2	0	12	6	2
	2013	0	0	0	1	0	0	0	0	0	0	0	0
Senior Lecturer (Central)	2015	1	0	1	0	0	0	86	29	10	60	15	6
	2014	0	0	0	1	0	1	74	15	4	70	15	4
	2013	0	0	0	0	0	0	43	11	2	46	13	8
Senior Lecturer (Regional)	2015	0	0	0	0	0	0	42	11	3	31	1	0
	2014	0	0	0	0	0	0	44	5	2	19	2	2
	2013	0	0	0	0	0	0	15	10	6	8	6	3
Lecturer (Central)	2015	113	18	4	242	27	7	429	93	34	382	56	16
	2014	19	4	2	85	13	5	503	80	27	515	67	15
	2013	47	8	2	165	28	8	331	76	28	333	61	14
Lecturer (Regional)	2015	66	24	9	88	29	6	64	20	10	29	7	4
	2014	27	12	3	55	10	1	92	33	12	86	20	6
	2013	19	9	5	33	3	1	42	21	8	12	5	3
Researcher	2015	90	34	15	162	52	25	71	22	13	70	29	8
	2014	98	38	19	176	47	26	234	54	19	137	28	11
	2013	139	40	26	288	80	35	242	55	17	213	44	19

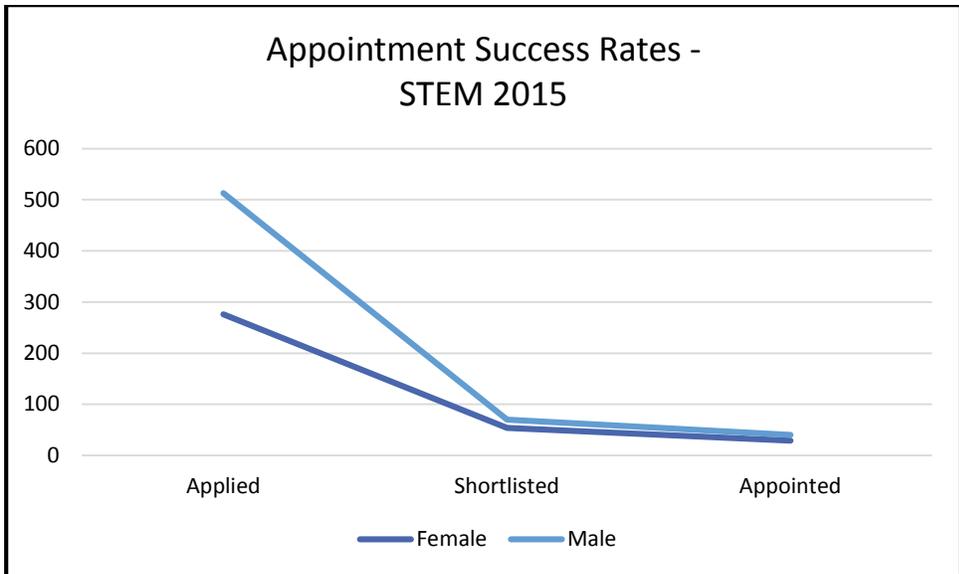


Chart 7a: STEM Faculties Application to Appointment Success Rates 2015

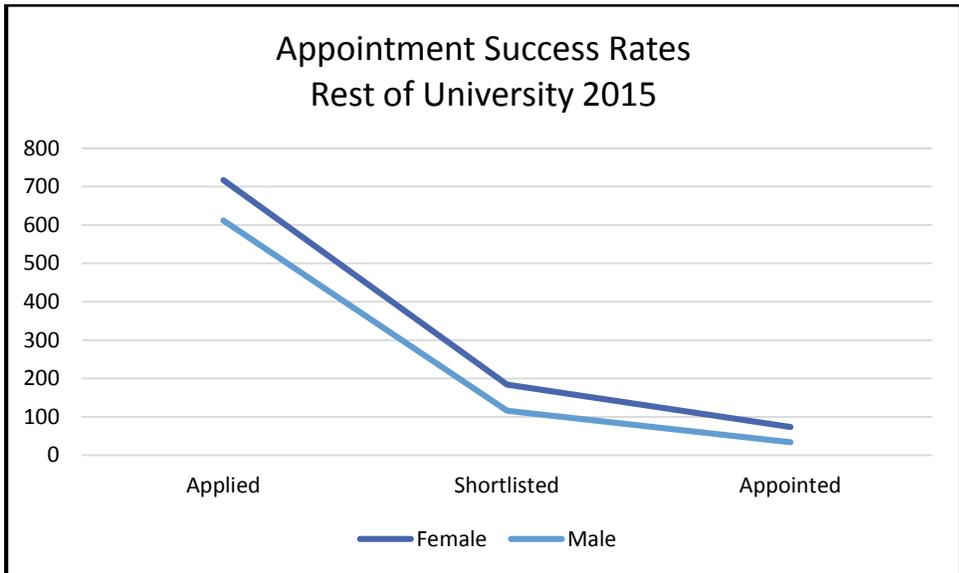


Chart 7b: Rest of University Application to Appointment Success Rates 2015

Table 12, and Charts 7a and 7b show that overall, in STEM areas, women are slightly more likely to be shortlisted, and subsequently appointed, than men, and this success rate is better than across the rest of the university. However, at professorial level, only one of the eight professor appointments made in the STEM Faculties between 2013 and 2015 was a woman. Overall, 21% of applications for these posts were from women. In our previous Action Plan we committed to increasing the number of women applicants to senior posts and in 2014 we commissioned an external consultancy to assess how potential job applicants (male and female) perceived the OU, and to recommend interventions to increase the proportion of women applicants. The findings indicated that the OU was considered a good place for work life balance, social mission and supportive culture but there was low awareness of the OU's research which could deter applicants (both male and female). The recommendations, which have now been implemented, included a review of recruitment materials and increasing the

visibility of OU women researchers in advertising. We will now assess their impact, and take further actions to increase applications to senior positions, if required.

Action 2.3: Assess the impact of measures to improve recruitment advertising.

c) Academic staff promotion rates

Table 13: Cases for promotion to Professor submitted to and approved by Promotions Committee (data is by calendar year) NB new criteria were introduced in 2015																		
Year: new or old criteria	MCT						Science						Rest of University					
	Women			Men			Women			Men			Women		Men			
	Submitted	Approved	%	Submitted	Approved	Submitted	Approved											
2015 new	2	1	50	0	0	n/a	0	0	n/a	5	3	60	2	0	0	7	5	71
2015 old	1	1	100	2	2	100	0	0	n/a	1	1	100	1	1	100	1	1	100
2014	2	1	50	1	0	0	1	1	100	0	0	n/a	7	1	14	3	2	66
2013	1	1	100	1	0	0	0	0	n/a	2	2	100	2	1	50	1	1	100

Promotions are a two stage process: candidates are assessed by Faculties before being put to the University Promotions Committee.

Our 2013 Action Plan included an action to increase the number of female professors in STEM areas. Table 13 shows five STEM women were promoted in 2013-15 (38% of all promotions to professor).

Table 14: Cases for promotion to Senior Lecturer submitted to and approved by Promotions Committee (data is by calendar year)																		
Year: new or old criteria	MCT						Science						Rest of University					
	Women			Men			Women			Men			Women		Men			
	Submitted	Approved	%	Submitted	Approved	Submitted	Approved											
2015 new	3	3	100	7	7	100	0	0	n/a	3	3	100	4	3	75	11	8	73
2015 old	2	2	100	5	3	60	4	4	100	0	0	n/a	4	2	50	4	1	25
2014	3	3	100	11	5	45	4	3	75	1	1	100	14	10	71	12	10	83
2013	3	2	66	4	1	25	3	1	33	2	2	100	13	10	77	10	6	60

Table 14 shows that the most recent two years have seen more men promoted to senior lecturer in MCT than women. However, 90% of women's submissions were successful compared to only 59% of men's. In Science more women submitted promotion cases than men, but fewer were successful.

In 2015 the promotion criteria for academic and research staff were revised. The SGEG worked closely with the project team on developing these criteria, which use more structured competence-based criteria with a wider range of routes to promotion. Candidates choose one of four profiles: research and teaching, research, teaching, or knowledge exchange. This allows candidates to be promoted with profiles that were not previously eligible, which we expect will enable more women with varied career histories to achieve promotion. Individual circumstances that impact an applicant's productivity are now taken into account. Two equality experts were added to the University Promotion Committee.

The new scheme was widely publicised, and guidance provided to candidates and appraisers. It has now been in operation for one year; both old and new schemes will be running in parallel for a further year. 2015 data in Tables 13 and 14 show that success rates for the new scheme are much higher than under the previous one, but that fewer women than men used the new scheme, especially regional academics. We will work with the University Promotions Committee to assess the impact of and engagement with the new scheme, and take action if gender disparity continues.

In discussions in the SAT we have noted good practice demonstrated by MCT in identifying candidates for promotion. Each department reviews the CVs of all staff annually, and then works with candidates individually on promotion cases. We plan to embed this good practice in all STEM departments, and also to recommend its use in non-STEM faculties.

Action 2.9: Evaluate data from the new promotions scheme; take action if required.

Action 2.11: Embed good practice of reviewing CVs annually in all STEM departments

5. CAREER DEVELOPMENT

(i) Policies and activities supportive to women's career development

a) Researcher career support and training

Our Vitae Concordat Implementation Plan 2012-16 demonstrates our commitment to supporting career development of researchers. During 2014-15 this was integrated into the new OU Academic Professional Development Framework, which provides one portal to access support for staff in planning their career development. The Framework covers the four key domains of Research, Knowledge Exchange, Leadership Development and Learning and Teaching, and aligns with the new promotion profiles.

We have introduced specialist career development workshops, including a series aimed specifically at women. Details of this are shown in Table 15.

Table 15: Attendance at Managing your academic career workshop for women		
Year	Attendees	% rating event excellent or good in feedback
2013	15	88%
2014	24	100%
2015	11	100%

The OU now participates in the Brilliant Club, which provides opportunities for postgraduate research students and postdoctoral researchers to gain teaching experience. This addresses a gap we identified in our 2013 submission. We also offer an internship programme, an Entrepreneurship Award scheme, and an Engaging Research Awards Scheme for Public Engagement, which promote employability and professional development. Tables 16 and 17 show engagement by gender.

Table 16: Gender split for take-up of Internship and Brilliant Club programmes												
	2013/14				2014/15				2015/16			
	Men		Women		Men		Women		Men		Women	
	No	%	No	%	No	%	No	%	No	%	No	%
Internships	2	33%	4	66%	7	87.50%	1	12.50%	3	75%	1	25%
Brilliant Club	10	66%	5	33%	6	31.50%	13	68%	data not yet available			

Table 17: Gender Split for take-up of for Entrepreneurship and Engaged Research awards									
	2015/16				2014/15				
	Men		Women		Men		Women		
Entrepreneurship awards	124	47%	138	53%	data not available				
Engaged research awards	7	39%	11	61%	8	42%	11	58%	

The OU offers professional development in teaching via a scheme (OpenPAD) enabling individuals to gain Higher Education Academy awards. Tables 18 and 19 show that more women than men engage with OpenPAD overall. However men achieve disproportionately more the higher level awards. This is a concern as these are among the criteria in the new promotion scheme. We plan to support more women to apply for higher level awards.

Table 18: Total academic and research staff participation in OpenPAD 2015					
	Women		Men		Total
	no	%	no	%	
Registered, not yet awarded	161	63%	96	37%	257
Awarded Associate Fellow HEA	7	88%	1	12%	8
Awarded Fellow HEA	40	80%	10	20%	50
Awarded Senior Fellow HEA	16	57%	12	43%	28
Awarded Principal Fellow HEA	1	50%	1	50%	2
Total	225	65%	120	35%	345

Table 19: Participation in OpenPAD 2015 in STEM compared to the rest of University										
	STEM					Rest of University				
	Women		Men		Total	Women		Men		Total
	no	%	no	%		no	%	no	%	
Registered, not yet awarded	48	53%	42	47%	90	113	67%	54	33%	167
Awarded Associate Fellow HEA	2	66%	1	33%	3	5	100%	0	0%	5
Awarded Fellow HEA	14	77%	4	23%	18	26	81%	6	19%	32
Awarded Senior Fellow HEA	2	33%	4	66%	6	14	63%	8	37%	22
Awarded Principal Fellow HEA	0	0%	0	0%	0	1	50%	1	50%	2
Total	66		51		117	159		69		228

Action 3.3: Support more women to apply for higher level HEA awards.

As part of our 2013 Action Plan, we undertook research to understand barriers to women progressing in their careers. This highlighted that Heads of Department needed appropriate training and information to enable them to give advice and take action to support the career ambitions of their staff. We have therefore identified a further action to address this.

Action 2.12: Equip managers to support staff career ambitions.

A research project was completed in 2015 to identify the career development needs of STEM women Regional Academics. This showed that Regional Academics need particular types career development support due to the different terms of their contracts. The recommendations from this work focus on ensuring a balance between management and administrative aspects of the role, and allowing sufficient time for research/scholarship, knowledge exchange and teaching. We will now incorporate implementation of these recommendations from this in our Action Plan.

Action 2.10 Implement Regional Academic support recommendations.

b) Mentoring and networking

In our 2013 Action Plan we noted that mentoring was particularly important to enable women to develop their careers, and we set out actions relating to this. At that time the University was planning to create and implement a new university-wide mentoring scheme and we wanted to ensure that STEM women would benefit from this. A review group was established to look at provision across the OU, identify gaps, and make recommendations for improvement to establish a coherent approach that would meet individuals' needs at different career stages. These recommendations then formed part of wider consideration of research support by the Research and Academic Strategy Unit. However in 2014 due to changes in PVC portfolios and structural re-organisation of the OU, progress was paused on this work.

A new Academic Strategy is now being developed, which will include the development of specific and appropriate mentoring provision for academic and research staff. We also plan to ensure that information on mentoring is included in the Academic Professional Development Framework.

Action 2.4: Information about mentoring to be included on APDF website

Action 2.5: As part of the new Academic Strategy develop appropriate mentoring to support academic/research staff at different career stages and job roles.

The following specific mentoring opportunities are currently available:

Mentoring for new staff:

New academics and research staff are allocated a mentor for a minimum of one year. HR facilitates this with online materials and guidance. In our previous Action Plan, we committed to promoting this resource more effectively: it now features much more visibly on the OU intranet.

Leadership development

The OU takes part in the Leadership Foundation's Aurora Programme. Being mentored is integral to this programme. Since 2013, 56 staff have taken part. 23 were academics or researchers, but only six from STEM areas, so we plan to actively promote greater STEM participation using alumni from the scheme. Our HR department looked at the affect that Aurora mentoring has had on participants' career outcomes. This showed that the mentoring improved self-esteem, job satisfaction and job performance. Our 2016-2020 University Equality Scheme includes KPIs relating to Aurora alumni achieving their career goals.

Action 2.6: Increase take-up of Aurora Programme by STEM staff.

Action 2.7: Enable Aurora alumni to achieve their career goals

Our internal Aspire Programme, aimed at ethnic minority and disabled staff, is designed to empower this group of staff to reach their full potential and includes mentoring. Table 20 evidences that the proportion of women participants has been consistently high. Evaluation in 2015 showed that networking and mentoring were the most valued aspects of the programme which is being refreshed, for re-launch this year.

Table 20: Gender balance of Aspire participants											
2013				2012				2011			
Men		Women		Men		Women		Men		Women	
6	44%	7	56%	6	32%	10	68%	3	11%	9	81%

For our previous Action Plan, in 2013 we established a STEM Women's Network, open to all women academics in STEM areas. The Network has been actively supported by OU senior management: our Vice Chancellor launched the inaugural meeting and the Science and MCT Deans have regularly attended. It meets three times per year, and provides opportunities to meet informally with colleagues, hear inspirational speakers and share successes and concerns. Speakers have included Kate White, Ballarat University, Australia (Keeping Women in Science) and Neelam Kumar, University of Delhi (Women in Science in India). Average attendance 2013-15 has been 25. In a recent survey, 93% of respondents found the Network useful. They particularly value the opportunity to network with colleagues and discuss gender issues.

Women @OU is a University-wide network sponsored by the Pro-Vice-Chancellor for Learning Innovation, and acts as a catalyst for the advancement of women leaders and managers at the OU. It provides access to a range of resources including case studies of different career paths taken by women in the university (including a Head of a STEM Department), and has a lively presence on Yammer, the OU social network.

(ii) Activities that raise the profile of women in SET

a) Conferences, seminars, lectures, exhibitions and other events

The OU has a long history of initiatives to support women in STEM areas:

Initiatives for women returners

Women Returners to STEM, which was the first online programme of this type, was developed by the OU. Between 2005 and 2011 (when external funding ended) it supported over 1,000 women scientists, engineers and technologists to return to their careers (Herman et al 2011)⁴. Our 2013 Action Plan noted that we would continue to provide support in this area. This has focused on new resources using open access platforms. eg an interactive toolkit on OpenLearn

⁴ Herman, C, Hodgson, B, Kirkup, G and Whitelegg, E (2011) innovatory educational models for women returners to science, engineering and technology professions in I. Malcolm et al (Eds) Gendered Choices: Learning work identities in Lifelong Learning: Springer Academic press

(the OU's free on-line learning platform): *Reboot your STEM career*, and a free Badged Open Course, '*Returning to STEM*', produced with input from the WISE Campaign, and Equate Scotland.

Research:

The OU founded, hosts and edits, the International Journal of Gender Science and Technology⁵, publishing cutting edge international research. In our 2013 Action Plan we committed to continued support of the journal as an open access journal. This demonstrates OU commitment to the value of research about gender and STEM. We have regularly disseminated new research on gender and STEM via announcements on our Intranet and circulated print samples of the journal internally.

Based on the strength of our academic research on gender and STEM, the OU submitted written evidence to the 2013 House of Commons Science and Technology Committee inquiry on Women and STEM careers, and our Athena SWAN Champion, Dr Clem Herman appeared before the Committee to give oral evidence. In early 2016, OU academics began an ESRC funded project examining the careers of women in the IT sectors of the UK and India. This project has already received high level interest from policy makers and industry and has featured in a House of Commons event.

Women in STEM events and campaigns:

Resources about women in STEM were made available on our free learning site, OpenLearn, for International Women's Day 2015 and 2016.

In 2015, the OU co-produced a TV programme with the BBC on Ada Lovelace as part of "Make It Digital" series. An associated information pack featuring women mathematicians was sent out to 11,500 enquirers.

We are planning a major event for autumn 2016, aimed at inspiring girls and women to aim for a career in STEM. Speakers will include our Chancellor, Martha Lane-Fox and other nationally recognised figures. We are also working on other student-facing initiatives including developing a bespoke fast track programme to teach women coding skills. We plan to expand these activities.

Action 1.5: Deliver inspirational Careers in STEM event and other women in STEM initiatives.

b) Providing spokeswomen for internal and external media opportunities

In our 2013 submission we said that we would increase the number of women participating in media and other public engagement. We established a working group with colleagues from Communications, to promote and monitor media engagement, including uptake of skills training, which meets bi-annually. New guidance on using social media (the Social Media Toolkit) has been promoted to STEM women via departments.

⁵ <http://genderandsetopenac.uk/index.php/genderandset>

Table 21: Academics and researchers who undertook media training 2011 - 2015				
	Men		Women	
	No	%	No	%
All faculties	93	51%	91	49%
STEM faculties	35	73%	13	27%

Currently there are 216 academics (43% women) on the Experts list used by Communications to source OU spokespeople. We have had a particular focus on increasing the number of OU women who feature on 'The Conversation' media website, which Table 22 shows has been very successful.

Table 22: Academics and researchers who were published in 'The Conversation' 2013-15						
	Male		Female		Neutral	
	No	%	No	%	No	%
2013	7	64%	4	36%		
2014	56	57%	42	43%		
2015	67	45%	79	54%	1	1%

On our Athena SWAN website we have highlighted female STEM academics featuring prominently in the press, online and broadcast media.

Examples are:



Professor Monica Grady

Professor Monica Grady's work on the Rosetta Project featured prominently in BBC current affairs reporting.

Dr Clara Mancini's research into animal-computer interaction generated widespread press coverage.



Assistance Dog featured in Clara Mancini's research

An additional prestigious media opportunity at the OU is to be an academic consultant for programmes co-produced with the BBC. Recent examples of STEM women taking part include Dr Claire Turner (Pain Pus and Poisons); Dr Vicky Taylor (The Hunt); Professor June Barrow Green (The Ada Lovelace programme).

OU women STEM academics are frequently involved in external and public engagement activities, eg:

- Tamsin Edwards was featured in the SET for Britain poster competition at the House of Commons.



Dr Tamsin Edwards

- Lucia Marchetti was chosen to take part in the Soapbox Science event in London in 2015.



- Ellie Dommett acted as co-ordinator for the All Party Group for Scientific Research in Learning and Education in the House of Lords, authoring a number of articles for the Science in Parliament magazine.
- Katie Chicot is a Board Member of UKMT, a Mathematics charity and lectures for the Royal Institution Mathematics Masterclass.
- June Barrow-Green featured on 'In Our Time' (Radio 4) in 2014.

c) Nominations to public bodies, professional bodies and for external prizes

Examples of OU STEM women include:

- Dr Basiro Davey, received an MBE for her work on Distance learning pedagogy and Public Health in December 2011.
- Gwyneth Stallard, chaired the London Mathematical Society's Women in Maths Committee 2006-2015 and is a member of the Athena Forum. She was awarded an OBE in 2015 for her national leading role in advancing women's careers in mathematics.
- Hilary MacQueen and Elaine Moore are members of the Royal Society of Biology's Returners to Bio-Science group.

- Helen Fraser (Astrochemist), was nominated for Wired magazine's list of the most influential figures who will shape the world's future. Helen also featured, along with Monica Grady, and Carol Haswell, in the Royal Astronomical Society's group of 21 photographic portraits of female Fellows to celebrate the 100th anniversary of women first being elected to the Society.

6. ORGANISATION AND CULTURE

(i) Effectiveness of policies and activities that show a supportive organisation and culture in SET Departments

a) Female:male ratio of Heads of School/Faculty/Department

Table 23: Heads of Faculty (Deans) by gender 2013-2015						
	2015		2014		2013	
	Women	Men	Women	Men	Women	Men
Faculty of Mathematics, Computing and Technology	1	0	1	0	1	0
Faculty of Science	1	0	1	0	1	0
Rest of University	2	3	2	3	2	3
Total	4	3	4	3	4	3

Over the past three years, four out of our seven Deans have been women, including the Deans of both the Science and MCT Faculties.

Table 24: Associate Deans (AD) in STEM faculties by gender 2013-15						
	2015		2014		2013	
	Women	Men	Women	Men	Women	Men
Science	1	4	1	4	1	3
MCT	3	2	4	1	3	2

In MCT, a majority of the AD roles have been filled by women over the past three years, in Science the proportion of women ADs has remained lower.

Table 25: Heads of Department in STEM faculties by gender 2013-2015						
	2015		2014		2013	
	Women	Men	Women	Men	Women	Men
	2	4	2	4	2	4

In the six STEM departments, the number of female Heads of Department has remained static at a third.

b) Gender balance on the senior management team

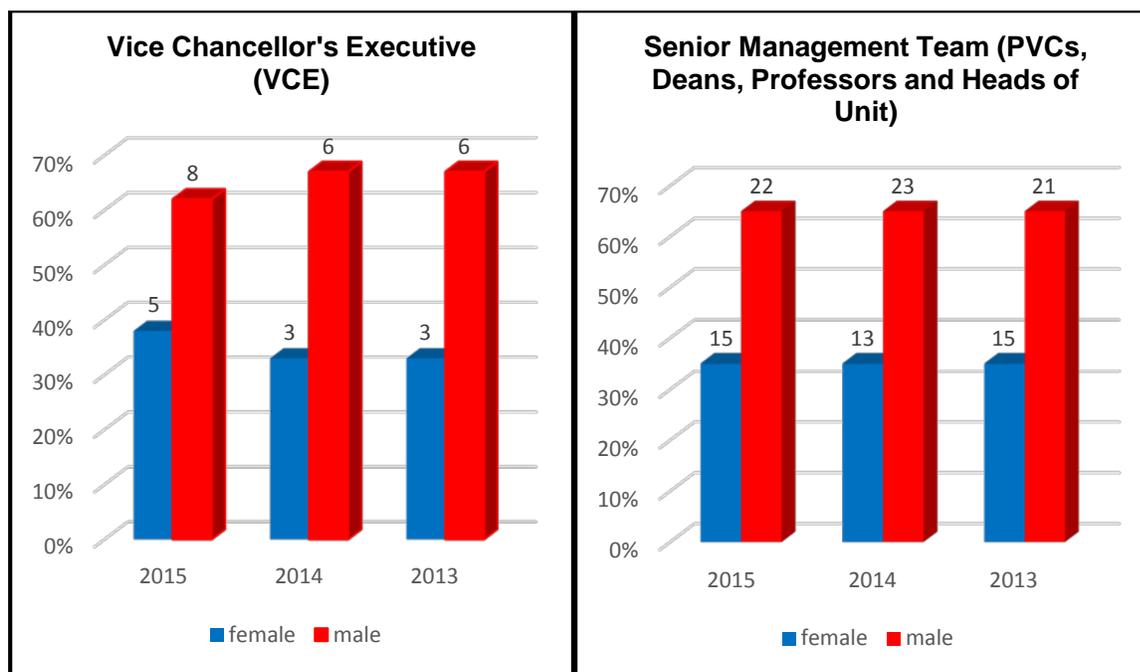


Chart 8a

Chart 8b

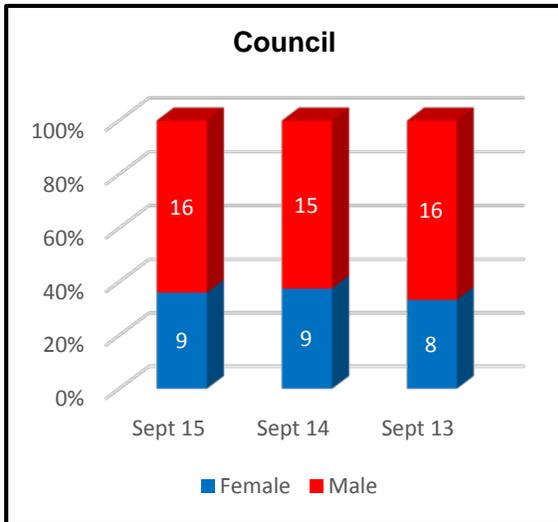
In our previous submission, we noted that the OU's most senior management body, the VCE, was all male. We committed to increasing the numbers of women applying for senior posts. In the last three years the gender balance has improved, and 38% are now women (Chart 8a). The proportion of women on the Senior Management Team (Chart 8b) has remained stable at 35%. While these figures are encouraging, we are aware that we need to remain proactive to ensure this continues into the future. We will therefore support and encourage women into leadership positions through training and mentoring.

Action 2.1: Establish and maintain a pipeline to maintain women's representation in senior management roles

c) Gender balance on influential committees

The OU has been actively working to improve the gender balance on influential committees since our 2013 submission. In 2015 the OU joined the 30% Club⁶, which aspires to a minimum of 30% women on all committees. Our Council has agreed a target for all governance committees to be least 30% female by 2020. Charts 9a to 9g shows that whilst women are well represented on Senate, it is noticeable that the teaching-related committees have a higher proportion of women than SPRC or Council - committees that may be seen as more powerful and influential. The 2016-20 Equality Scheme, has committed to achieve and maintain as a minimum, the 30% target by, eg considering a wider pool for recruitment and advertising.

⁶ <http://30percentclub.org/>



Charts 9a

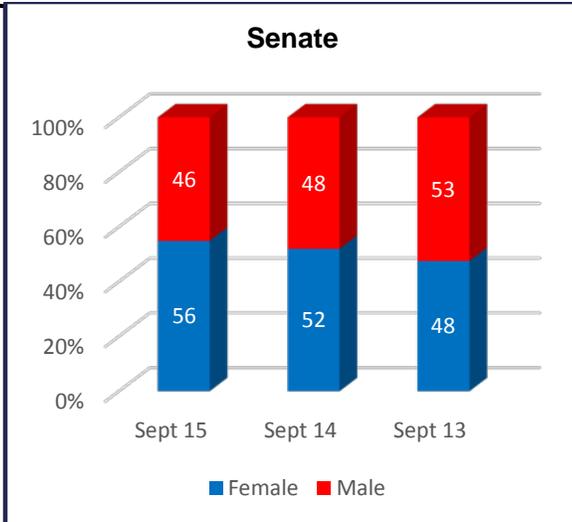


Chart 9b



Chart 9c

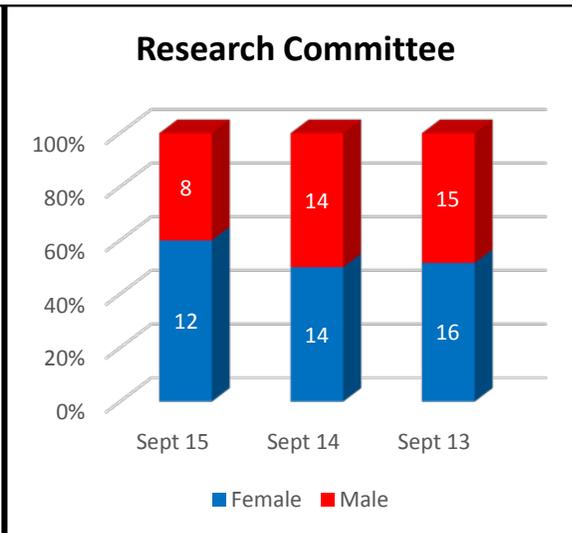


Chart 9d

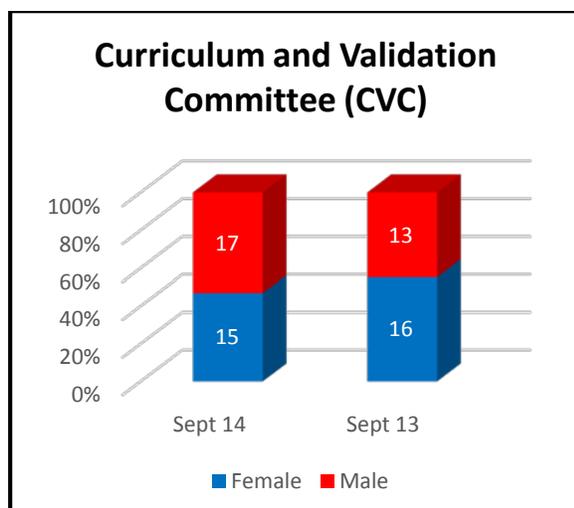


Chart 9e

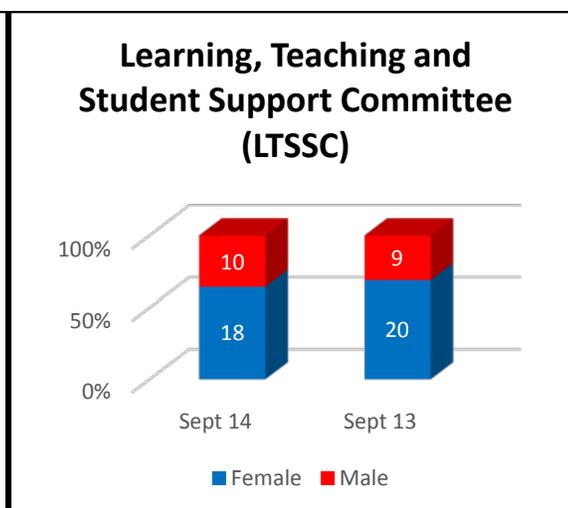


Chart 9f

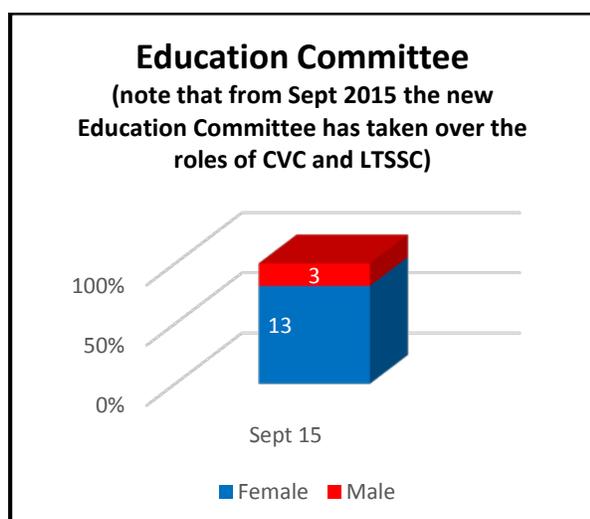


Chart 9g

d) Evidence from equal pay audits/reviews

In our previous Action Plan we made a commitment to reduce the gender pay gap that had been identified in 2011. The OU conducted another Equal Pay Audit in 2014.

Table 26 indicates that for academic/research staff, the median salary for men is 2.9% higher than for women. In 2011, the pay gap for academics and researchers stood at 8.5%, so considerable improvement has been made since then.

Table 26: Pay gap information, by gender and staff category, 2014	
Staff	Pay Gap
Academic/Research staff (UK full time benchmark for 2015 = 11.2%)	2.9%
Academic Related staff	3.0%
Support and Other staff	-6.2%

Our previous submission noted that a key factor in the 2011 pay gap was the low proportion of female professors, and as part of our action plan we set up a project to investigate this. We conducted research to identify barriers to women entering and progressing through the professoriate. The project has made recommendations in relation to support for career development, support for returning to work after a career break, mentoring, transparency about information and unconscious bias. These are included in the new Action Plan.

Action 2.2: Unconscious bias training.

Actions 2.4 and 2.5: Mentoring.

Action 2.8: Develop a Women in STEM Data Scorecard.

Actions 4.1-4.7: Parental Leave.

e) RAE2008 and REF2014

Table 27: Comparison between men and women submitted to RAE2008 and REF2014						
REF 2014	Women			Men		
	Number Submitted	Number Eligible	% of those eligible who were submitted	Number Submitted	Number Eligible	% of those eligible who were submitted
MCT	28	81	35%	61	144	42%
Science	23	60	38%	57	89	64%
Rest of University	127	404	31%	116	259	45%
RAE 2008						
MCT	21	85	25%	64	190	34%
Science	17	70	24%	58	124	47%
Rest of University	150	449	33%	139	328	42%

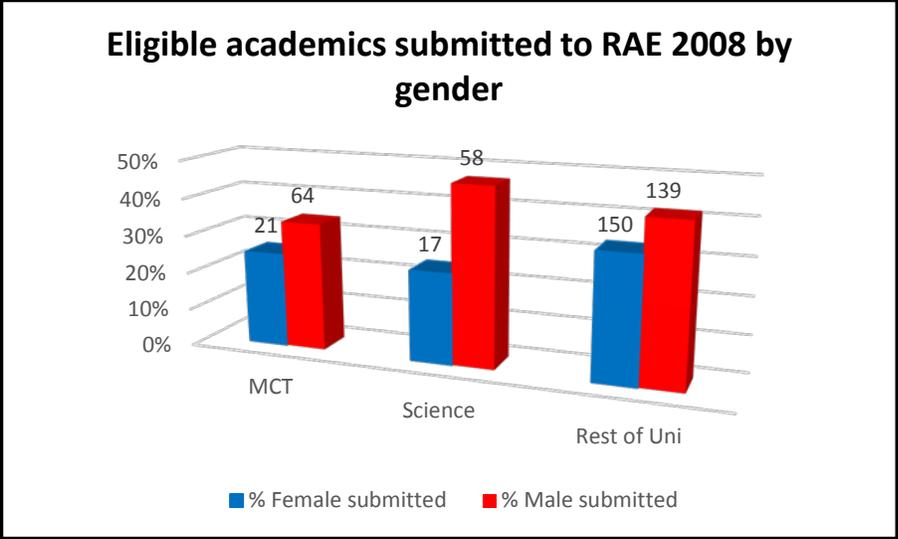


Chart 10a

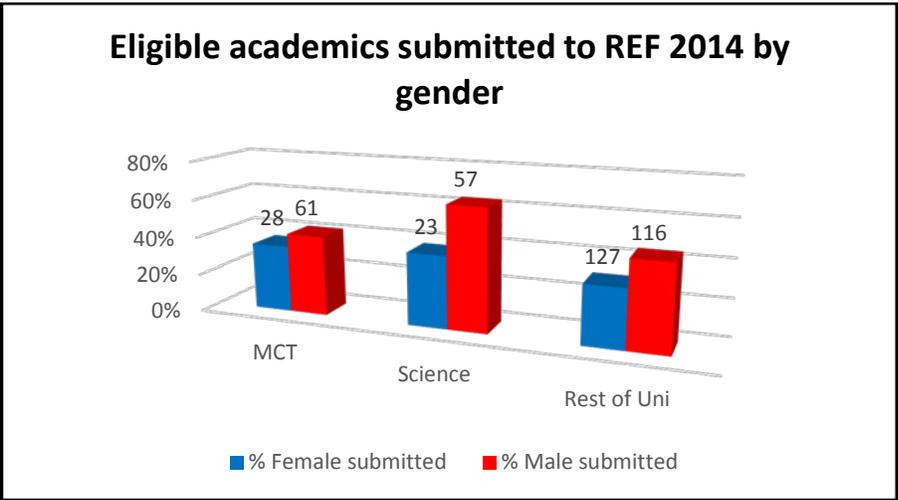


Chart 10b

Table 28: Proportion of individuals submitted with reductions in outputs REF 2014		
	OU	National benchmark
Maternity/Paternity/Adoption leave	5%	4.6%
Part-time /secondment/career break	7%	6%

The OU's submissions to the RAE 2008 and REF 2014 were selective, and did not include all STEM subjects. Table 27 and Charts 10a-10b show that in 2008, in both Science and MCT, of those staff who were eligible, a lower percentage of women were entered than men, but that the disparity was greater in Science.

Our REF 2014 Code of Practice included provision for individuals whose circumstances had limited their capacity to produce the number of outputs required. Table 28 shows that OU use of this provision was slightly higher than the national benchmark.

In the REF 2014, the gender gap was still evident, although it had narrowed. The University Research Committee considered the equality data related to the REF 2014 in considerable detail, and it continues to monitor staff equality data relating to research on an annual basis. The Research Board, which is responsible for overseeing REF planning, plans to monitor indicators, including for bidding activity, research outputs and staff data, by gender. It will lead on measures to increase the proportion of STEM women submitted to the next REF. This will include guidance to CDSA appraisers and research group leaders, as well as to HoDs for planning workload plans to ensure women have sufficient time to do research.

Actions 3.1, 3.2: Monitoring and action to increase proportion of women in REF2020+.

f) **Transparent workload models**

All academic staff contracts have agreed time allocations for research and teaching. Many staff also undertake knowledge exchange and administrative work. Workload plans are agreed annually. Workload planning is undertaken in departments to link with faculty business planning cycles and annual appraisals. The balance of activities for all staff is then scrutinised at Faculty level.

Table 29: Academic Workload management: Percentage of time allocated to teaching for women and men in Science and MCT						
	2014/15		2013/14		2012/13	
	Women	Men	Women	Men	Women	Men
MCT	48%	44%	56%	45%	48%	48%
Science	42%	27%	40%	27%	40%	28%

In our previous submission we identified that in Science, women were doing significantly more teaching and less research than men. Therefore in our Action Plan we introduced formal gender monitoring of work load planning data to identify and address inequalities. Table 29 shows that there is still an issue. In MCT, the original gender difference was smaller, but has since fluctuated. All Heads of Department are responsible to the STEM Executive Dean for ensuring that workloads are carefully scrutinized and allocated fairly. We plan to develop guidance for departments to ensure more even distribution of workload.

Action 3.4: Guidance on equitable workload planning

g) **Work-life balance**

The OU encourages staff to maintain a good work-life balance. In our 2014 Staff Survey, women academics and researchers in the STEM Faculties reported slightly lower satisfaction with work life balance than men, and experienced greater work intensity. In 2015 the OU launched Wellbeing +, a dedicated online resource to help support staff through challenges in relation to health, life or at work. We will ensure that this is disseminated widely in the new STEM Faculty.

In our previous Action Plan we said we would provide role models of staff who had successfully combined career success and caring roles. There are now case studies on our Athena SWAN website featuring men and women who have taken career breaks and taken advantage of flexible working. (pictured below).



Professor Andrea Zisman



Dr Mark Brandon



Dr Matt Balme



Dr Karen Olsson-Francis

h) Publicity materials

All OU publicity materials including student facing marketing are expected to reflect the OU's philosophy of openness and equality and images are chosen to represent the diversity of the OU community. The SAT has identified further opportunities to challenge stereotypes and proactively promote STEM subjects to women in our student-facing prospectus and website. We will therefore work with Marketing to ensure scrutiny of all campaigns for gender stereotyping, balanced gender representation in all OU promotion campaigns, and proactive marketing to women in under-represented STEM areas.

Action 5.3: Promote women in STEM in student facing marketing materials

7. FLEXIBILITY AND MANAGING CAREER BREAKS

a) Flexible working

The OU has always had a strong culture of flexible working both in location and working hours. In 2014 we launched an Agile Working Policy, covering part time working, compressed hours, job sharing, working from home and term time working. A bank of case studies showing flexible working in practice for both men and women is available on the HR intranet site.

Table 30 shows that agile working requests are increasing. The University is seeing benefits from the adoption of agile working: eg our Communications Unit has agreed 23 agile working requests, and seen smarter working and better information-sharing as a result.

Table 30: Agile working requests (policy introduced in 2014)							
		2015			2014		
	Outcome of request	Female	Male	All	Female	Male	All
STEM faculties	Approved	14	0	14	9	2	11
	Partly Agreed	0	0	0	0	0	0
	Declined	1	0	1	0	0	0
	Unknown	0	0	0	0	0	0
	Total	15	0	15	9	2	11
Rest of the University	Approved	160	22	182	74	24	98
	Partly Agreed	10	5	15	4	3	7
	Declined	2	1	3	0	0	0
	Unknown	0	0	0	1	1	2
	Total	172	28	200	79	28	107

Table 31: Female and Male Full time to Part time staff (Academic and Research staff)																		
	Mar 15						Mar 14						Mar 13					
	Female			Male			Female			Male			Female			Male		
	FT	PT	% women who are PT	FT	PT	% men PT	FT	PT	% women who are PT	FT	PT	% men PT	FT	PT	% women who are PT	FT	PT	% men PT
MCT	74	17	19%	138	9	6%	73	17	19%	144	10	7%	71	18	20%	143	12	8%
Faculty of Science	62	17	22%	82	12	13%	59	13	18%	86	10	10%	55	11	17%	97	5	5%
Rest of University	336	95	22%	245	34	12%	347	92	21%	260	30		334	94	22%	265	26	9%

Table 32: Women as % of part-time cohort			
	2015	2014	2013
Women as % of all P/T STEM	62%	60%	63%
Sector benchmark 2014	61%		
Women as % of all P/T Non-STEM	74%	75%	78%
Sector benchmark 2014	57%		

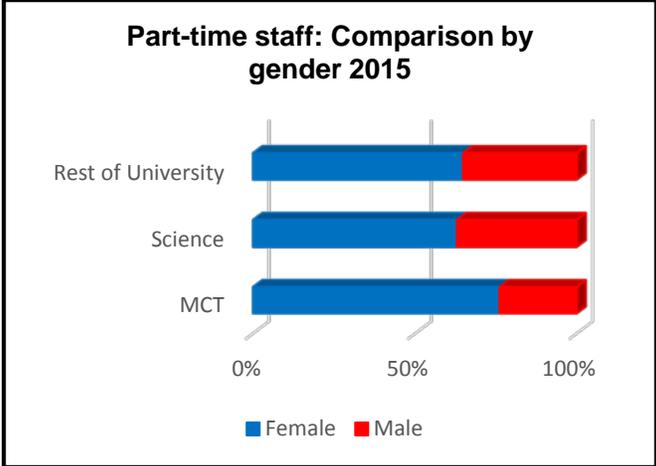


Chart 11a

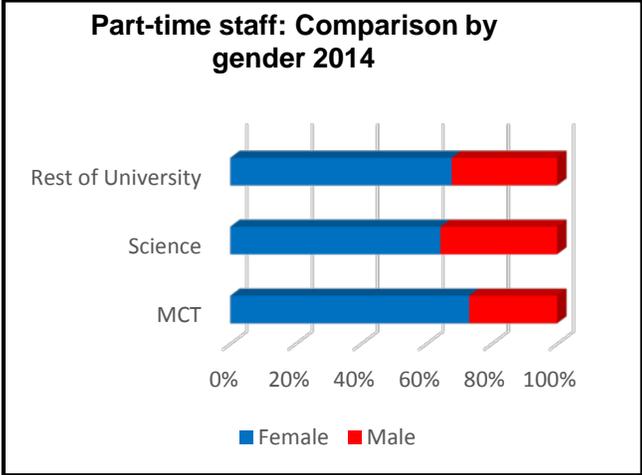


Chart 11b

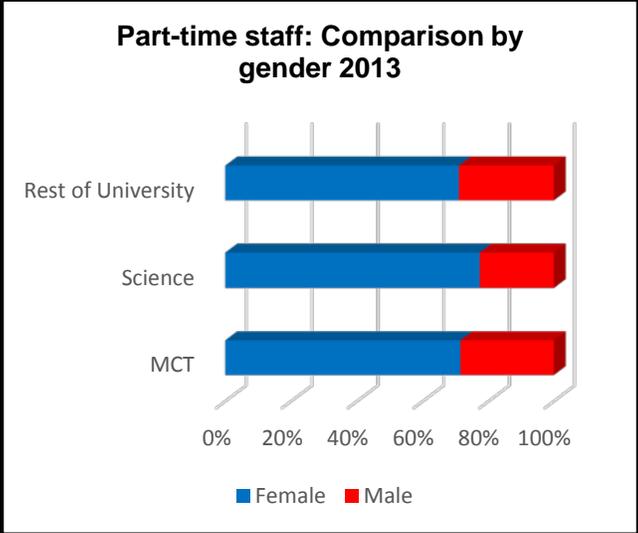


Chart 11c

In the last three years the proportion of academics and researchers working part-time has stayed relatively stable (Table 31; Charts 11a-11c). 20% of women work part time across the STEM areas, and women make up about two thirds of the part timers overall, a ratio that is comparable to the rest of the sector. However in the rest of the University c75% of the part time academic and research staff are women compared to the sector average of 57%. It is noticeable too that in the MCT Faculty men are less likely to be working part time than in Science, and in fact the percentage of part time men has been falling over the three years, while increasing in Science.

b) Parental leave

The OU supports staff to take maternity leave, paternity leave and shared parental leave. How teaching and research duties are covered during parental and maternity leave varies for individuals. 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 maternity leave employees are entitled to up to 10 'Keeping in Touch' days, paid at their normal daily rate. When colleagues return from a 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. Units are encouraged to provide mentors for colleagues returning from maternity/adoption leave.

In 2015 we introduced a new Shared Parental Leave policy; a case study of shared parental leave features on our Athena SWAN website.

Our 2013 Action Plan included a commitment to monitor and report on maternity data which began being collected at the OU that year.

Chart 12 shows this data. Most women who returned from maternity leave did so for more than three months. However our figures show an increase in non-returners (11% in 2014), so we plan to investigate the reasons for this by examining exit interviews. Depending on the outcome, we are likely to aim to reduce this to 5% within two years.

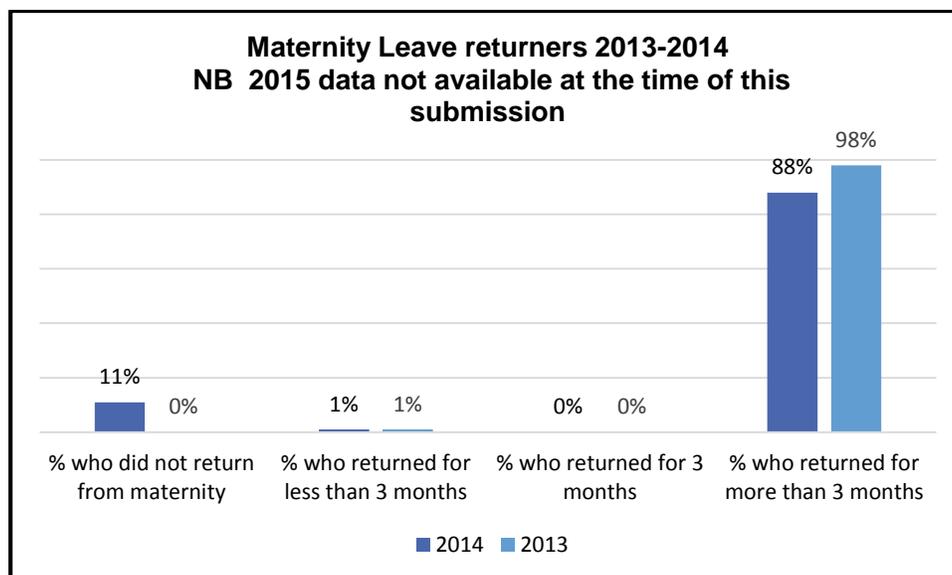


Chart 12

Action 4.9: Investigate maternity leave non-return data

In our 2013 Action Plan, we undertook research into the experiences of women returning from maternity leave, to inform the development of specific support for women re-starting their research careers. In 2015 an external expert was commissioned to conduct research into parental leave experiences and recommend changes. 170 staff took part in an online survey (75% women and 25% men) and 15 took part in a follow-up focus group.

The resulting report recommended the following measures:

- Provide a dedicated parental leave portal to pull together all relevant information, checklists, and guidance for staff and managers.
- Develop an on-line parental leave calculator.
- Create a bank of buddies/role-models who have taken parental leave and are willing to support others.
- Develop a breast-feeding policy.

Actions 4.1 – 4.4: Measures to support parental leave

As part of our work under the 2013 Action Plan to improve the management of maternity leave, we have developed 'Manager's Checklists'. These enable a manager to ensure that they provide effective support to women before, during and after their maternity or adoption leave. To support the use of this tool, and embed consistency, we plan to provide further guidance to managers on all types of parental leave.

Action 4.5: Further guidance for managers in providing effective support.

We are aware that career breaks and part-time working can have long term impacts on career progression for academics so we also plan to provide guidance for Heads of Department to ensure appropriate career development support is offered. The maternity leave research has highlighted that some individual departments have shown excellent practice in enabling returners to take a period of dedicated study leave on their return. We will showcase these examples on our Athena SWAN website.

Action 4.6: Guidance on supporting career development for career-break returners and showcase good practice.

In our 2013 Action Plan we undertook to consider how to provide specific support to women re-starting research careers after maternity leave. The SGEG has been in discussion with the OU Development Office, who are working to secure sponsorship for a returner fellowship programme. While several possibilities have been explored, we have not yet been able to secure dedicated resource for this, and we plan to increase the momentum of this activity in our new Action Plan.

Action 4.8: Maternity returners' fellowship.

c) Childcare

Nursery Provision

There is an on-site nursery, the Mulberry Nursery, which is a charity, operating independently of the University providing 54 places for children from three months to school age. Information about it is provided via its own dedicated website, accessible from the OU intranet. Dedicated car parking spaces are provided to enable parents to deliver their children to the nursery.

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. Currently 390 staff are doing so, and this figure has been stable for some years.

Childminding Expenses

The University will reimburse child-minding expenses where these are incurred through out-of-hours working (eg overtime, training, or a requirement to be away from home overnight or at a weekend). We plan to publicise this more widely via Heads of Department and also make new parents aware of this.

Action 4.7 Publicise child-minding expenses for out of hours working.

(4499 words)

8. ANY OTHER COMMENTS

Gender and learning analytics

With all six STEM departments now engaged with Athena SWAN, the SGEG has taken on responsibility for ensuring that University systems are able to produce timely gender-disaggregated student data for all departments and programmes. We plan to ensure all such data requirements are centrally co-ordinated through our STEM scholarship centre (eSTEEeM). This Centre has responsibility for leading and supporting scholarly investigations into gender issues in student recruitment and progression across all STEM subjects. These are identified via departments and given advice and resources through a structured programme of support.

Action 5.1: Include gender in all learning analytics investigations/reports.

Action 5.2: Carry out scholarship investigations into identified gender disparities in recruitment and progression in STEM subjects.

Research Support Survey

The University monitors staff satisfaction with the OU research environment via our biennial Research Support Survey. In previous years this was not gender disaggregated. From 2016 we have instigated gender analysis of the outcomes which will be reported to the Research Committee.

SGEG and strategic institutional consultations

The SGEG has increasingly been involved in strategic institutional consultations, where gender issues have been a consideration. As outlined above the SGEG has been closely involved in the shaping of new promotions criteria and in the development of the Academic Professional Development Framework. The OU is currently implementing a regional restructuring programme and recognising that this has particular implications for the careers of Regional Academics and other support staff in the regions, SGEG members have been working with Senior Management to identify and assess any differentially gendered impacts that may be likely to occur, and with the STEM Faculty Locations Working Group in developing new terms and conditions for relocated staff.

Development of new Academic Strategy

The OU is currently undertaking a major exercise to develop a new Academic Strategy across our core areas of research, learning and teaching and external engagement, which will set the strategic direction for academic endeavour at this University over the next few years. This key piece of work is being led by the Pro-Vice Chancellor, Research and Academic Strategy, Professor Kevin Hetherington, who is taking responsibility for prioritising consideration of gender issues at every stage of strategy development and implementation.

Action 1.2: Embed consideration of gender issues in Academic Strategy development and implementation

(344 words)

9. OPEN UNIVERSITY 2016 ACTION PLAN

No	Description of Action	Responsibility	Start Date	Timescale (to be done by)	Success Measure	Outcome	Links to other Institutional strategies
1. Leadership and Resourcing							
1.1	Establish formal relationship between the VCE Gender Champion and SGEF Chair	OU Gender Champion	June 2016	6 monthly briefings	Gender Champion reports annually to VCE on progress	STEM gender equality embedded in strategic vision of VCE	OU Equality Plan 2016-20
1.2	Embed consideration of gender equality in the development and implementation of the Academic Strategy	Pro Vice Chancellor, Research and Academic Strategy	April 2016	Strategy to be approved by Senate October 2016. Strategy implementation 2016-2019	Gender issues indicated in academic strategy plans and measurable targets set out and achieved.	Gender equality is embedded in the Academic Strategy and its implementation across the whole University	Students First Strategy
1.3	Ensure continuation of financial support to Athena SWAN in new STEM faculty	Executive Dean STEM	August 2016	Annual agreement in April	Resource allocated annually for Athena SWAN work, including staff and admin support for events/initiatives	New STEM Faculty is able to develop initiatives, events and new programmes to support gender equality	
1.4	Allocate resource to support development of new Athena SWAN work in non-STEM Faculties	Executive Deans for non-STEM faculties	August 2018	Annual agreement in April	Resource allocated annually for Athena SWAN work, including staff time, administrative support	Non-STEM Faculties are able to develop Athena SWAN SATs and work towards departmental submissions	
1.5	Deliver a major event promoting STEM careers for women	Head of Careers Advisory Service; Communications Unit	Oct 2016	May 2017	Event attended by 200 people. 90% positive feedback in evaluations	Greater awareness of STEM career opportunities for women among OU students and staff	

No	Description of Action	Responsibility	Start Date	Timescale (to be done by)	Success Measure	Outcome	Links to other Institutional strategies
2. Career Management							
Appointments							
2.1	Provide mentoring and bespoke training to ensure pipeline of eligible women is maintained to sustain the current level of representation of women in senior management roles	Head of University Secretary's Office	April 2016	2020	Bespoke training and mentoring initiated by March 2017, disseminated to HODs and taken up by 20 mid-career women by Dec 2018	Proportion of women in senior management roles sustained /increasing to reach 30%	OU Equality Scheme 2016-20 (Increase the representation of minority groups in senior roles)
2.2	a) Roll out unconscious bias training (de-constructing stereotypes workshops) to STEM faculties b) Investigate the feasibility of providing an on-line version of training	Head of Equality and Diversity and Assistant Director, Learning and Organisational Development	October 2016	October 2020	80% of line managers have undertaken unconscious bias training by 2020	All managers have an understanding of potential for unconscious bias and are equipped with strategies to counteract this	OU Equality Scheme 2016-20 (Improve the ability of line managers to support the needs and talent development of all staff)
2.3	Evaluate the impact of changes to advertising strategy to increase recruitment of women to senior roles, and take further action as necessary to achieve target	Head of HR for CAUs	March 2016	March 2019	New strategy results in increased numbers of applications from women for senior roles	Proportion of women appointed to senior STEM roles increased from 35% to 40%	
Mentoring							
2.4	Develop clear and comprehensive information about mentoring at all levels on the Academic Professional Development	PVC-RAS	July 2016	July 2017	Mentoring information available on APDF; Communications plan designed and implemented; Staff aware of information	All academic and research staff are able to access mentoring appropriate to their needs to support their	Academic strategy

No	Description of Action	Responsibility	Start Date	Timescale (to be done by)	Success Measure	Outcome	Links to other Institutional strategies
	Framework (APDF) website				(assessed by Research Support Survey)	career development	
2.5	Provide appropriate mentoring and coaching specific to the needs of academics and researchers to support different career stages and job roles	PVC-RAS	July 2016	Appropriate mentoring and coaching schemes in place and launched across the OU by July 2018;	>80% of academics and researchers satisfied that they can access suitable mentoring measured by surveys and feedback	All academic and research staff are able to access mentoring appropriate to their needs to support their career development	Academic Strategy
2.6	Actively promote Aurora programme to women in STEM faculty, with case studies and testimonials from alumni, and faculty support for applications	Head of Learning and Organisational Development with support from Sponsor of the Aurora Programme	April 2017	October 2017	Increased participation of women from STEM faculties from 25%(2015) to 40% for 2017 cohort	STEM Faculty women are confident and able to take up leadership roles	
2..7	Take action to support participants in the Aurora Programme to achieve career goals	Assistant Director, Learning and Innovation	June 2016	June 2019 and on-going	At least 25% of Aurora participants have achieved career moves within 2 years of completing programme	Aurora alumni are equipped and confident in their ability to achieve career goals	OU Equality Scheme 2016-20 (Increase the leadership potential of women, ethnic minority and disabled staff)
Career Progression							
2.8	Develop an annual Women and STEM Scorecard that will make current and historical staff and student data on gender easily accessible to all OU	Director of RAS and VCE Gender Champion	July 2016	2017	Data published annually from July 2016 on OU intranet, and considered annually by VCE and Research Committee	All staff including senior managers have easy access to OU women and STEM data for internal planning and external communications	

No	Description of Action	Responsibility	Start Date	Timescale (to be done by)	Success Measure	Outcome	Links to other Institutional strategies
	staff and available to VCE						
2.9	Evaluate initial data on engagement with and outcomes from the new promotions scheme and recommend changes or new guidance if gender disparity is evident.	All Executive Deans	October 2016	Initial review December 2016 and then annually review data in October	Evidence from data indicates gender equal uptake and success under new criteria	Women apply for and achieve promotions at equal rate to male colleagues under the new criteria.	
2.10	Implement recommendations from research currently being completed by STEM faculties into provision of support for Regional Academics' career development	Executive Dean for STEM	October 2016	October 2018	Recommendations are implemented by October 2018. Regional Academics satisfaction rate with career development opportunities match those of central academics.	Regional academics able to progress and develop their careers.	
2.11	Embed MCT's good practice of reviewing all CVs annually to all Science Depts in new merged STEM faculty	Executive Dean for STEM	October 2016	October 2017	CVs of all academics reviewed each year and reported in minutes of Faculty Promotion Committee meetings	Streamlined processes, ensure fair and equal access for all academics and researchers to promotion opportunities	
2.12	Review training and support provided to HoDs to optimally manage and support career ambitions of academic and research staff	SGEG with Learning and Organisational Development	April 2017	2018	Training and support made available for all HODs to manage career development	HODs able and confident in managing and supporting career development	
2.13	Develop additional new guidance on appraisal and career management of	Associate Director, APD	July 2016	Dec 2017	Guidance completed and distributed to project leaders and	Researchers are able to develop their careers at	

No	Description of Action	Responsibility	Start Date	Timescale (to be done by)	Success Measure	Outcome	Links to other Institutional strategies
	researchers with a particular focus on those with fixed term contracts				managers other than HODs Research Environment Survey data show increased satisfaction with support	the OU and elsewhere	
3. Research and Teaching							
3.1	Research Board to lead on action to increase the proportion of women in STEM faculties entered into the REF 2020+ including monitoring research KPIs (research outputs, bidding activity, staff data) by gender	PVC-RAS (together with STEM Faculty Executive Dean for REF-related action)	June 2016	Data reviewed quarterly	Data reported to and considered at Research Board meetings and reviewed against target set. Gender balance of staff submitted to the REF2020 is equal to that of staff eligible for submission	Inclusion in the REF means that women STEM academics are able to progress and develop their careers at the same rate as men.	
3.2	Faculties to support increasing the proportion of women entered in the REF 2020+ by embedding in departmental research strategies and work load management, including monitor research KPIs (research outputs, bidding activity, staff data) by gender. HoDs and Departmental Research Directors to regularly review	STEM Faculty Executive Dean, ADR and Departmental Research Directors	April 2016	Faculty strategies in place by December 2016 KPIs reported at Faculty Research Committee December 2020	Gender balance of staff submitted to the REF2020 is equal to that of staff eligible for submission	Inclusion in the REF means that women STEM academics are able to progress and develop their careers at the same rate as men	

No	Description of Action	Responsibility	Start Date	Timescale (to be done by)	Success Measure	Outcome	Links to other Institutional strategies
	women academics and researchers progress in relation to REF targets, and provide support						
3.3	Increase the proportion of STEM women who obtain the higher levels of HEA Professional Accreditation	STEM Executive Dean, STEM AD Academic Excellence and HoDs	October 2016	October 2019	Proportion of STEM women achieving higher levels of accreditation increased from 33% to 50%	STEM women's career progression and promotion prospects are enhanced by achieving professional recognition.	
3.4	Introduce guidance for departments to ensure more even distribution of teaching within workload planning	AD Academic Excellence	October 2016	July 2018	Gap between men and women's teaching allocations in STEM faculty reduced to 5%	Fair distribution of teaching workload ensures men and women are equally able to progress other career enhancing activities including research	
4. Managing Flexible Work							
Parental Leave							
4.1	Create an OU intranet portal for all staff to access comprehensive information on all aspects of managing flexible working	Head of HR for CAUs	Oct 2016	July 2017	Questionnaire to staff on usability of the site shows 90% satisfaction	Staff are easily able to access information about flexible working	
4.2	Create an online parental leave calculator on the intranet portal	Head of HR for CAUs	June 2017	June 2018	Calculator available for use	Staff are easily able to calculate parental leave entitlements	
4.3	Develop a staff breastfeeding policy	Head of HR	January 2017	July 2017	Policy agreed and publicised widely across the University	Staff are confident about entitlements and provision for	

No	Description of Action	Responsibility	Start Date	Timescale (to be done by)	Success Measure	Outcome	Links to other Institutional strategies
						breastfeeding support	
4.4	Build up a bank of mentors/buddies/role models who have taken all types of parental leave and are willing to support others	Head of HR for CAUs	Oct 2016	2017	Bank of mentors/buddies identified and available; scheme promoted to target group	Staff planning parental leave feel supported by peers who have been through similar experiences	
4.5	Issue additional guidance to managers of academic and research staff on managing all types of parental leave	Executive Deans with support from Head of HR for CAUs	July 2016	Guidance available by July 2017	Guidance available; publicised to HoDs and other managers	Parental leave takers are managed effectively and feel supported during their leave and on their return	
4.6	Develop guidance on support for career development for returners from career breaks	Head of Equality and Diversity	February 2017	October 2017	Guidance available; publicised to HoDs and other managers	Career break returners are managed effectively and feel supported on their return to work	
4.7	Improve visibility of information about availability of 'out of hours' child-minding expenses	Head of HR and Executive Deans	October 2016	July 2017	Information included in one-stop shop, and Faculty intranet sites; feedback from AS Networking Group indicates good awareness	Staff are aware of entitlements and how to access childminding expenses	
Maternity Leave							
4.8	Continue exploration of opportunities for a fellowship for maternity returners	SGEG and Development Office	Sept 2016	Sept 2019	Funding for annual fellowship secured	Fellowship funded and in place	

No	Description of Action	Responsibility	Start Date	Timescale (to be done by)	Success Measure	Outcome	Links to other Institutional strategies
4.9	Investigate reasons for non-return from maternity leave, aiming to reduce this to 5% by 2018	Head of HR	November 2016	July 2018	Non-return from Maternity leave reduced to 5%	Women on maternity leave more inclined to return	
5. Students							
5.1	Ensure gender is included in all STEM student data analytics reports	eSTEEeM/IET	From Sept 2016	Ongoing	Gender reported in all STEM learner analytics and reported annually as part of the Women in STEM scorecard (see 2.2)	Awareness of gender disparities easily identified and addressed	
5.2	Carry out scholarship investigations via eSTEEeM into identified gender disparities in recruitment and progression in STEM subjects	eSTEEeM Directors	October 2016	As and when indicated by learning analytics data in action 5.1	STEM departments initiate scholarship projects identified within own curriculum area	Evidence based interventions support increased recruitment and retention of women STEM students	Students First Strategy
5.3	Work with Marketing to challenge stereotypes in student-facing publicity materials and promote STEM education for both men and women	SGEG and Head of Marketing	September 2016	March 2017	Increased visibility of women in STEM roles within student facing marketing materials	OU perceived as welcoming and encourages women as well as men to register on STEM qualifications	Marketing Strategy
6. Future Athena SWAN activity							
6.1	Support STEM departments in applying for and implementing Athena SWAN awards and action plans	Heads of Individual STEM departments	April 2016	Nov 2016	Four STEM Departments obtain Bronze Awards in 2016 and SATs are supported in implementing Action Plans	Deeper embedding of gender equality measures within STEM departments	

No	Description of Action	Responsibility	Start Date	Timescale (to be done by)	Success Measure	Outcome	Links to other Institutional strategies
6.2	Obtain Silver accreditation for Dept. of Mathematics and Statistics	Head of Department	March 2016 Nov 2016	April 2017	Silver Award gained	Deeper embedding of gender equality measures within M&S Dept	
6.3	Plan extension of Athena SWAN activities to non-STEM areas and professional and support staff under new Charter	PVC-RAS with Head of HR, Head of Equality and Diversity and Head of USO	June 2016	Nov 2016	Arrangements and timetable agreed	Non-STEM departments engage with Athena SWAN	
6.4	Submit Institutional Silver application within 3 years	Allocated Athena SWAN lead	April 2017	Submit by April 2019	Silver Award submitted	University strengthens commitment to Athena SWAN principles across whole institution and showcases excellence in achieving gender equality	
6.5	Make arrangements for first tranche of non-STEM (AHSSBL) departments to develop submissions for Bronze awards	Re-configured SGEG	October 2016	Establish SATs by February 2017; first applications submitted in November 2017 application round	SATs established; timeline for submissions agreed; Applications made.	Non-STEM departments are supported in making Bronze applications	
6.6	Re-configure SGEG to include non-STEM faculties and support staff	Athena SWAN Champion and SGEG Secretary	June 2016	October 2016	Membership expanded; new terms of reference developed; first meeting held	University strengthens commitment to Athena SWAN principles across whole institution	

END OF 2016 ACTION PLAN

2013 ACTION PLAN: PROGRESS REPORT

Action	Description of Action	Success Measure	Evaluation method	Links to other institutional plans and strategies	What we did, and progress achieved.
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>) <i>(note that action changed, due to change in KPI for objective to focus on proportion of women professors)</i>	Target achieved	Analysis of data from Pay Audit, December 2015 (There was a change in KPI to focus on proportion of women Professors. Target KPI was for 38% of professors to be women by 2018)	Objective 7 in the OU Equality Scheme 2012-16 Part of University Equality Action Plan 2012-13 action reference no 78	Having identified that the gender pay gap was largely due to there being fewer women professors, we set up a project to investigate how to increase numbers of women entering the Professoriate. We carried out qualitative and quantitative research to identify what the barriers to progression were. The project made recommendations to improve support for career development, support for returning to work after a career break, mentoring, transparency about information and rolling out unconscious bias training. These recommendations are included in our 2016 Action Plan. Other work arising from this Action Plan, including the development new Promotions Criteria and improved support for career development has contributed to a gradual improvement in the proportion of our Professors who are women, which now stands at 37% Progress: Excellent
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>)	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		This Action is linked to 1.1 above. Our data shows that the proportion of STEM women professors has risen from 16% to 23% since our previous submission. . Progress: Excellent

Action	Description of Action	Success Measure	Evaluation method	Links to other institutional plans and strategies	What we did, and progress achieved.
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	Overall measure of success: Increase in the number of women applying for and being appointed to senior posts	Analysis of advertising and recruitment data		<p>In 2014 we commissioned an external consultancy to consider how recruitment practices could be improved to increase the number of female applicants. Recommendations from this work included a review of recruitment advertising, improved messaging and work to raise the profile of women researchers and academics externally. Implementation of these recommendations by HR is now nearing completion. Assessment of the impact of these measures is part of the 2016 Action Plan.</p> <p>Other actions that we have undertaken have already begun to have an effect on the number of women applying for, and achieving, senior positions. e.g. the proportion of the professoriate who are women has been steadily increasing,(see action 1.1) and 38% of the Vice Chancellor's Executive is now female.</p> <p>Progress: Excellent</p>
1.4	Monitor the use of fixed term contracts for Research Staff across STEM departments to ensure gender balance	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	<p>The Stem Gender Equality Group (SGEG: successor to our 2013 Institutional Self Assessment Team) has monitored the use of fixed term contracts annually, and has noted that the proportion of fixed term contract staff who are female has been increasing, due to greater success in grant applications, and more women succeeding in being appointed to these posts. We are aware that this type of employment is one of the points in the pipeline where women are likely to drop out of research careers, and measures set out elsewhere in this action plan have been implemented to support these staff in their career ambitions.</p> <p>Progress: Excellent</p>

Action	Description of Action	Success Measure	Evaluation method	Links to other institutional plans and strategies	What we did, and progress achieved.
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	FTC researchers gain teaching experience	Data analysis	This action relates to action in our Concordat Implementation Plan	<p>An integrated set of resources and training has been developed to support early career researchers, including a university-wide Academic Professional Development Programme, and a Professional Skills for Researcher suite of on-line courses. The Vitae Research Development Framework planner is now available to all research staff to support career planning.</p> <p>We have also developed a specific face to face module for women on 'Managing Your Academic Career', which is run annually. 50 women have attended over the past 3 years. As the OU's teaching is via distance learning and tutoring is provided by our specialist teaching-only Associate Lecturers, we have to think creatively to provide teaching opportunities to early career researchers and postgraduate research students. To this end, the OU now participates in the Brilliant Club, which enables individuals to gain teaching experience. To date, 35 individuals have taken part. We note that there is work to do to increase uptake of these opportunities.</p> <p>Progress: Good</p>
Managing maternity					
2.1	Develop formal monitoring and reporting on returns from maternity leave Report findings to the Self-Assessment Team for	Information available on career strategies and progression of women returning from maternity leave	Data analysis; Analysis of qualitative information	E&D Scheme objective 8	Collecting and reporting on maternity data began in 2013, and appeared in the OU Diversity Monitoring Report (published by the Equality and Diversity Team) for the first time in 2015. The initial data has been considered by the SGEG, and has also been considered as part of the research into the experiences of women returning from maternity leave (Action 2.2 below), which has resulted in further recommendations for action

Action	Description of Action	Success Measure	Evaluation method	Links to other institutional plans and strategies	What we did, and progress achieved.
	recommendations for action				(see detail in 2.2). SGEN will continue to review the data in future. Progress: Excellent
2.2	Undertake research on experiences of women returning from maternity leave and their long term career progression	Evidence and information available on career strategies and progression of women returning from maternity leave	Consideration of research conclusions		<p>In 2015 we commissioned an external equality and diversity expert to conduct research into the experiences of women returning from maternity leave and their long-term career progression. 170 staff took part in an online survey, and 15 in a follow-up focus group. The resulting report recommended a number of both short-term and long-term measures to improve the experience of women returning from maternity leave and re-starting their research careers.</p> <p>Recommendations include:</p> <ul style="list-style-type: none"> • Develop dedicated parental leave website • Create on-line parental leave calculator • Develop staff breastfeeding policy • Create a bank of mentors/buddies • Develop guidance on support for career development for returners <p>Implementation of these recommendations forms part of our 2016 Action Plan.</p> <p>Progress: Excellent</p>
2.3	Develop specific support for re-starting research activity following maternity leave including for	Individuals returning from career breaks, maternity or parental leave have support to restart research	Evidence from Faculties workload plans		Progress on this action has been limited, although we have noted examples of excellent practice at individual department level. SGEN has been in discussion with the OU Development Office to identify ways to support fellowships to provide this support, but the discussions have been slower than we had

Action	Description of Action	Success Measure	Evaluation method	Links to other institutional plans and strategies	What we did, and progress achieved.
	example reducing teaching allocation				<p>hoped. We intend to increase the momentum of this activity as part of our new Action Plan. Implementation of a number of the recommendations from our research into the experience of women returning from maternity leave (2.2.above) will also take this action further forward.</p> <p>Progress: Limited</p>
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	Guidance and training for PIs Heads of Department available and being used systematically	Analysis of faculty records		<p>We have developed 'Manager's Checklists' to enable managers to ensure that they provide effective support to women before, during and after their maternity or adoption leave. These are being widely publicised and used within Faculties. We will collect feedback from managers and those taking maternity leave to assess impact. We are aware that there is more work to do to support managers in using the checklists, and this has been incorporated into our 2016 Action Plan.</p> <p>Progress: Good</p>
Career development					
3.1	Develop and promote a bespoke career development tool aimed at female professorial and senior lecturer grades	An increase in numbers of women accessing bespoke career development tool	Analysis of data	Recommendation from Staff Strategy Committee February 2012	<p>The Learning and Organisational Development (L & OD) Team in HR worked with our Women Professors Project to develop a career development tool (Progressing in Academia) which ran as a pilot in early 2015. Unfortunately, a change in priorities for L & OD has meant that they have withdrawn from this work, and the tool has not progressed beyond the pilot.</p> <p>Progress: Poor</p>

Action	Description of Action	Success Measure	Evaluation method	Links to other institutional plans and strategies	What we did, and progress achieved.
3.2	Provide networking activities that specifically support women's career development in Science and MCT.	Activities provided and women perceive them as beneficial	Analysis of data on uptake of and satisfaction with activities		<p>We set up the STEM Women's Network in 2013 to provide opportunities both to hear interesting topical speakers and to meet each other informally over lunch. The Network is funded by the 2 STEM Faculties. It meets 3 times a year, and where possible meetings are held on the same day as Faculty Committee meetings to give Regional Academics the option to attend without making a special trip to Minton Keynes. Speakers have included the OU Vice Chancellor, Kate White, (Ballarat University, Australia) on Keeping Women in Science, and Neelam Kumar (University of Delhi) on Women in Science in India.. Another popular event was a workshop on unconscious bias. Average attendance at Network meetings is c25, and in a recent survey, 93% of respondents found the network useful.</p> <p>Progress: Excellent</p>
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.	Proportion of time allocated to teaching is broadly equally proportioned for males and females	Analysis of workload planning data		<p>Gender monitoring of allocation of teaching and research/scholarship tasks has been formalised within faculty workload planning scrutiny. Heads of Departments are responsible to the STEM Executive Dean for ensuring that workloads are carefully scrutinised, and allocated fairly. Current data shows that there is still an issue with allocation of tasks in some areas and it is clear that further training and guidance to Heads of Department is required. This has been included in our 2016 Action Plan</p> <p>Progress: Good</p>

Action	Description of Action	Success Measure	Evaluation method	Links to other institutional plans and strategies	What we did, and progress achieved.
Mentoring					
4.1	<p>Disseminate and promote new Mentoring guidance.</p> <p>Initiate pilot training scheme for mentors within STEM departments</p> <p>Set up mentoring relationships and monitor usage of and satisfaction with mentoring.</p>	<p>Mentors in STEM depts trained.</p> <p>Mentoring in place and being actively used with positive responses by users of the value of mentoring</p>	Evaluate impact of mentoring via questionnaires and focus group		<p>The online materials and guidance to support mentoring provided by HR now features much more visibly, and is well sign-posted on the OU intranet.</p> <p>SGEG set up a review group to look at mentoring provision across the OU, identify gaps and make recommendations for improvement in order to establish a coherent approach. These recommendations formed part of wider consideration of research support by the Research and Academic Strategy Unit. However, in 2014, due to changes in PVC portfolios and structural re-organisation of the OU, progress had to be paused on this work. A new Academic Strategy is now being developed, which will take forward development of coherent mentoring provision.</p> <p>Progress: Limited</p>
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	Senior female academics accessing the programme and responding positively to it	Analysis of data from programme	Recommendation from Staff Strategy Committee February 2012	See 3.1
Media					
5.1	Develop skills training for women academics to use	An increase in numbers of female	Information on women		We set up a working group with colleagues from Media Relations in the Communications Unit, which was tasked with ensuring that

Action	Description of Action	Success Measure	Evaluation method	Links to other institutional plans and strategies	What we did, and progress achieved.
	media (including social media) for public engagement with their research.	academics confident in use of media for public engagement with their research to their career opportunities	accessing training		attention was paid to the specific needs of women STEM academics in relation to skill training in the use of media for public engagement with their research, and with monitoring data on uptake of media training. Comprehensive guidance on using social media is now available on the OU Academic Professional Development Portal. Progress: Excellent
5.2	Increase the number of women participating in media and other public engagement and monitor uptake by gender.	Increased numbers of women participating	Analysis of records		<p>Currently there are 93 women and 123 men on the Experts list used by the Communications list to source OU spokespeople.</p> <p>We have had a particular focus on increasing the number of women who feature on 'The Conversation' media website, which has been very successful (from 4 in 2013 to 79 in 2015 (67 men in the same year))</p> <p>Progress: Excellent</p>
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	Web presence established and promoted to OU academic community. Website is regularly updated with news and events	Data showing site being accessed.		<p>A dedicated Athena SWAN micro-site has been created as part of the OU Equality and Diversity website, clearly signposted from the OU intranet homepage. The site provides information about OU AS awards, news and events, resources and opportunities. The site was launched at an event celebrating World Women's Day in March 2015.</p> <p>Progress: Excellent</p>
6.2	Carry out and promote research about gender and STEM including continued support	Journal issues published 3 x per year	Access and download statistics		The OU has continued to host and support as an open access journal, the International Journal of Gender Science and Technology, which is edited by OU academics

Action	Description of Action	Success Measure	Evaluation method	Links to other institutional plans and strategies	What we did, and progress achieved.
	for and internal dissemination of the International Journal of Gender Science and Technology	OU staff access journal publications			The University has established the STEM scholarship centre (eSTEEeM) which is responsible for leading and supporting scholarly investigations into gender issues in student recruitment and progression across all STEM subjects. Progress: Excellent
6.3	Renew Juno Practitioner Award and apply for Champion status	Award achieved	Award achieved		The Department of Physical Sciences achieved Juno Practitioner status renewal in January 2014, and Championship status in January 2016. Progress: Excellent
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	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	Initial analysis of data showed that 44% of Senate members were women, which was lower than the University profile. Subsequently, the Governance Team implemented measures, to encourage under-represented groups to come forward for nomination. The proportion of women on Senate has been steadily increasing and now stands at 56%. Progress: Excellent
Flexible working					
8.1	Improve visibility and accessibility of information about parental leave, flexible working and return to work policies (see also maternity section)	Improved signposting; inclusion of information in recruitment packs and during induction Flexible working	Check awareness of policies and entitlements through staff survey		The SGEG has worked with HR on this action. Information on parental leave, flexible working and return to work policies is now available in one place on the OU Athena SWAN web pages. Details on flexible working have been added to recruitment packs. Information about OU membership of Athena SWAN has been added to recruitment packs and included on the OU jobs.ac.uk web portal.

Action	Description of Action	Success Measure	Evaluation method	Links to other institutional plans and strategies	What we did, and progress achieved.
	Carry out regular promotion of availability of flexible working	availability actively promoted.			<p>A University-wide agile working policy, enabling flexible working, was launched in June 2014, and has been widely promoted. Requests for agile working arrangements have been increasing steadily.</p> <p>We have not yet been able to assess awareness of policies and entitlements relating to flexible working, and we plan to do so as part of provision of a dedicated parental leave portal - an action identified in our 2016 Action Plan</p> <p>Progress: Good</p>
8.2	Identify and make visible, examples of men and women with childcare or other caring responsibilities who have achieved career success	Information available and publicised on intranet site (see 5.1)	Review of intranet site		<p>We have posted interviews with 2 men and 2 women with caring responsibilities to our Athena SWAN web pages.</p> <p>Progress: Excellent</p>
Students					
9.1	Monitor achievement of women undergraduates in STEM subjects to assess impact of new qualification structure	Information available that enables impact of new qualification structure on achievements of women undergraduates	Data provided		<p>The SGEG determined that it was most appropriate for this action to be taken forward in departmental submissions. Monitoring and assessment is being undertaken. Due to the long timescale for embedding the new qualification structure, and because our part-time students take longer to complete their qualifications than full-time conventional students, it is too early to assess impact.</p> <p>Progress: Good</p>
9.2	Develop a better understanding of gender balance	Raised awareness of the gender	Provision of a comparison between OU	University Equality Action Plan 2012-13.	The SGEG determined that this action should be taken forward in departmental submissions

Action	Description of Action	Success Measure	Evaluation method	Links to other institutional plans and strategies	What we did, and progress achieved.
	across all levels of engineering students by considering comparators in the employment and HEI sectors.	balance across the Engineering Programme.	and others within the HEI sector. Analysis of survey and trend data	Action reference no 60	
9.3	Continue provision of support for women students returning to STEM via specific teaching initiatives and tailored careers advice and PDP provision	Continued development of provision to encourage women to return to STEM areas	Survey of opportunities provided		Since 2013 we have focused our efforts on developing new resources using open access platforms, including an interactive toolkit (Reboot your STEM career) on OpenLearn (the OU's free on-line learning platform), and a free Badged Open Course called 'Returning to STEM' Progress: Excellent
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	Departments identified and resources allocated	Departmental submissions in progress		The Department of Physical Sciences and the Department of Mathematics and Statistics gained their Bronze awards in May 2014. To support the work of the departmental SATs, we have established a service level agreement with the HR data team which ensures consistent provision of staff data sets on a rolling annual basis to support monitoring of progress on action plans, and development of new Athena SWAN submissions. Progress: Excellent
10.2	Establish departmental Self Assessment Teams as sub-groups of	Self Assessment Teams formed and	Observation of work of departmental Self Assessment		Departmental SATs have been established for all STEM departments. The Chairs are members of SGEG (successor to 2013 institutional SAT) and updates on progress on action plans and on new departmental

Action	Description of Action	Success Measure	Evaluation method	Links to other institutional plans and strategies	What we did, and progress achieved.
	University Self Assessment Team to progress departmental submissions	progressing submissions	Teams and progress reports to university Self Assessment Team		<p>submissions are provided to every meeting of SGEG. Departmental SAT Chairs also meet regularly to share good practice.</p> <p>Progress: Excellent</p>