Athena SWAN:

KMi's 2022 Silver Department Application

(anonymised for publishing online)

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

Knowledge Media Institute

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10 March 2022

Dear Colleagues,

As Director of The Knowledge Media Institute (KMi) at The Open University, I am delighted to support this application to recognise our department's ongoing commitment to gender equality through an Athena Swan Silver Award application.

Supporting equality, diversity and inclusion is one of the core values of the Open University, embedded into our strategy and guided by our enduring mission to be "Open to people, places, methods and ideas". KMi's engagement with the Athena Swan charter, has been an important opportunity for us to reflect on our practices and strengthen our commitment to equal opportunities for all. Some of the many highlights of KMi's gender equality work in the past four years have included:

- An increased percentage of women among our students, our academic staff and our professional and support staff
- Gender balance in our Promotions, our recruitment of PhD students, and our allocation of leadership roles within KMi
- Creation of an EDIA (Equality, Diversity, Inclusion and Accessibility) board with elected Co-chairs, through elections open to all KMiers, and with time bought out by KMi for any co-chairs on Fixed Term contracts

KMi's culture seeks to empower KMiers from the grassroots, and this is evident in the work of our Athena SAT. After participating in the SAT that prepared our Bronze submission and recognising its ability and enthusiasm to enact change, I chose to leave the SAT to encourage further autonomy and free thinking. Now I and other senior KMiers support the SAT and the EDIA board's work through the KMi Management Board. This means that though my term as Director is ending this summer, the structures and processes at KMi for Athena and EDIA work are well established and integrated. I would however expect the new Director to join the SAT and EDIA board to understand their working early in their tenure.

Working together, the SAT and the management board have been able to engage with the whole department to establish a shared vision that is aligned to the Athena Swan charter and embedded into our practices and procedures. This work has created a supportive culture in the department that promotes flexible working practices and fair career progression opportunities. The positive effects are reflected in the case studies presented here, showing how two colleagues were supported in balancing family and work commitments to progress their academic careers. These are just two among many examples of colleagues who benefit from our gender equality efforts. In preparing this application, we have identified areas where further investigation and improvement are needed and

some ambitious actions around these. Further, aligned to the university's access and participation strategy, we will be undertaking work to explore and address intersectional issues in our staff and student recruitment and success.

I fully endorse and support this application for an Athena Swan Silver Award, including the steps to continue our work towards ensuring equality, diversity and inclusion as set out in the action plan. I confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the Knowledge Media Institute.

Yours Faithfully,

Professor John Domingue
Director of KMi

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13 March 2022

To whom it may concern

I am delighted to have been chosen to be the next director of KMi, starting August 1st. KMi is in a great position to flourish and to capitalize on all the excellent progress it has made over the past few years with regards to gender equity and Equality, Diversity, Inclusion and Accessibility (EDIA) more generally. Through the Athena SAT's leadership, KMi has made significant progress in identifying and recognising our strengths and weaknesses and has brought EDIA, especially around gender equity, to the centre of our organization's strategy.

I have already made very clear to KMi my determination to directly and effectively address our remaining EDIA issues. I myself run a gender-balanced and diverse research group at KMi, and my goal as the next KMi Director is to make our institute an exemplar and an EDIA role model for our university and beyond. We will be bold, honest, and brave about all our processes and practices, implement concrete measures to improve ourselves and establish clear monitoring procedures to enable us to constantly assess our performance and to determine our next steps based on real evidence.

Under my leadership, I will support the Silver action plan and any further actions required to see KMi making significant advances towards gender equity by:

- Improving retention and support for underrepresented groups, especially women, ethnic minorities and their intersection;
- Reviewing our recruitment and promotion practices and procedures and implementing steps to reduce potential biases;
- Supporting early and mid-career women and those returning from a career break in building and progressing their careers at KMi

I am very much looking forward to working very closely with the SAT team and I offer them my unconditional support to implement our Silver action plan and guide KMi towards the next Athena Swan award.

Professor Harith Alani
Director of KMi from August 1, 2022

DESCRIPTION OF THE DEPARTMENT

The Knowledge Media Institute (KMi) was set up in 1995 to help The Open University be at the forefront of research and development in a convergence of areas that impacted on the OU's very nature: Cognitive and Learning Sciences, Artificial Intelligence and Semantic Technologies, and Multimedia. The breadth of research covered by the department leads to a vibrant, diverse and interdisciplinary academic community.

KMi is a purely research department and therefore differs from other OU departments in two key elements: (i) we only have PhD students, and (ii) we do not run any undergraduate or postgraduate taught courses.

KMi became part of the STEM (Science, Technology, Engineering & Mathematics) Faculty in 2016 and benefits from policies and practices at faculty level, and from close collaborations with other departments across the faculty, and the wider university, around Athena SWAN and Equality, Diversity, Inclusion and Accessibility (EDIA) issues. KMi successfully applied for an Athena Bronze award in 2017. In this Silver application we report on the progress we have made since then and actions to address the remaining challenges. For this submission, as no one at KMi identifies as non-binary, we will be reporting *binary gender* (female vs male) data throughout this submission, which includes data from transgender KMiers.

At the end of the most recent calendar month (February 28, 2022) KMi had:

- 18 PhD students (8 male, 10 female)
- 30 academic and research staff (21 male, 9 female)
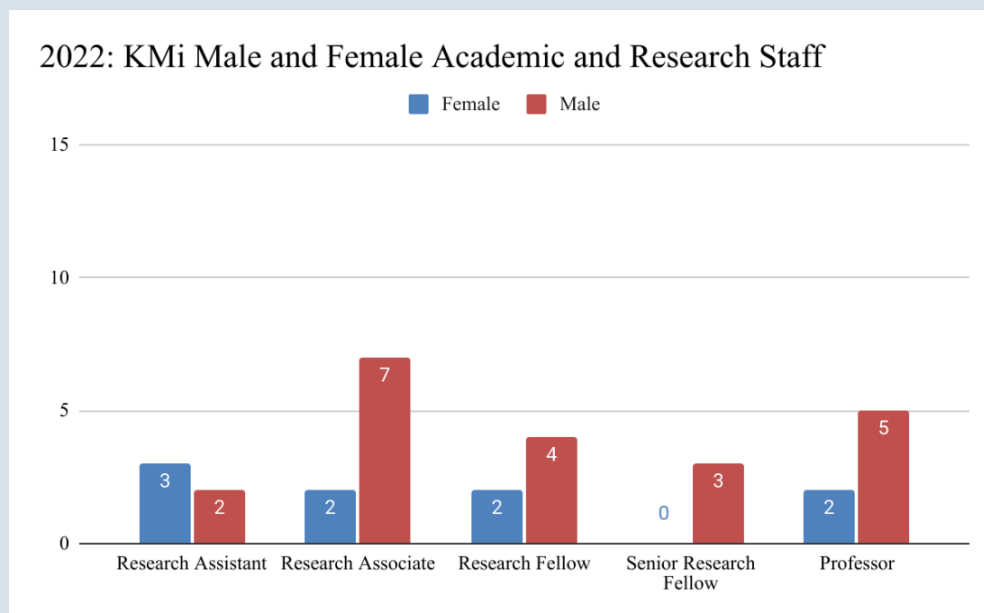- 31 professional and support staff (20 male, 11 female)

Each of these categories is now better gender-balanced than in our 2017 Bronze submission.

Staff and full time students are based in the OU's Walton Hall campus in Milton Keynes, though flexible working has always been practised, and home working has even become the norm for several KMiers of late.

Our postgraduate research students comprised 14 full time students (6 male, 8 female) and 4 part time students (2 male, 2 female).

Five main categories exist within our academic and research staff: PB (professor), AC4 (senior research fellow), AC3 (research fellow), AC2 (research associate) and AC1 (research assistant). Figure 2a shows the gender balance by category. Our academic staff are organised as research teams, each of the teams led by one or

more senior academics. All staff have undertaken compulsory OU-designed EDI training and all line managers and most other staff have also attended a half day unconscious bias workshop at KMi led by an external consultant.


Fig. 2a: Distributions of academic and research staff in 2022

The research teams receive support from our professional and support staff (see Fig. 2b for distribution by grade), who are mainly divided into:

1. Professional services team (3 male, 4 female), in charge of project support, social media communications, finance and administration;
2. Technical team, where under a recent reorganisation, KMi staff (9 male, 6 female) work and share expertise within a larger Faculty level "STEM Technical Services" team;
3. Project specific technical and managerial support (8 male, 1 female), hired to support particular research groups.
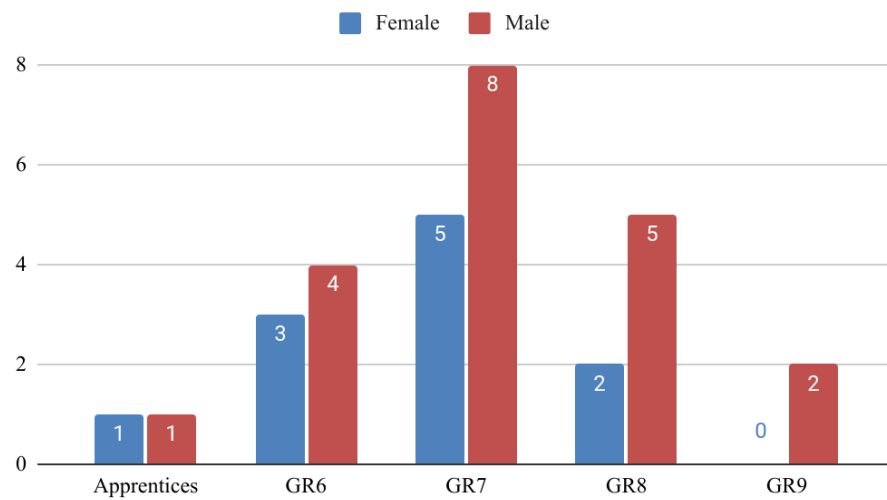
Fig. 2b: Distributions of professional and support staff by grade in 2022

Figure 2c and 2d show the diverse people that make up KMi.

Fig. 2c: Group photo from 2019 showcasing KMi's diverse ethnicities, ages and genders

KMi is a place where equality, diversity and inclusivity are core values, and where research is stimulated by empowering everyone to share their experiences and ideas, and by supporting, encouraging and celebrating the voices of all.
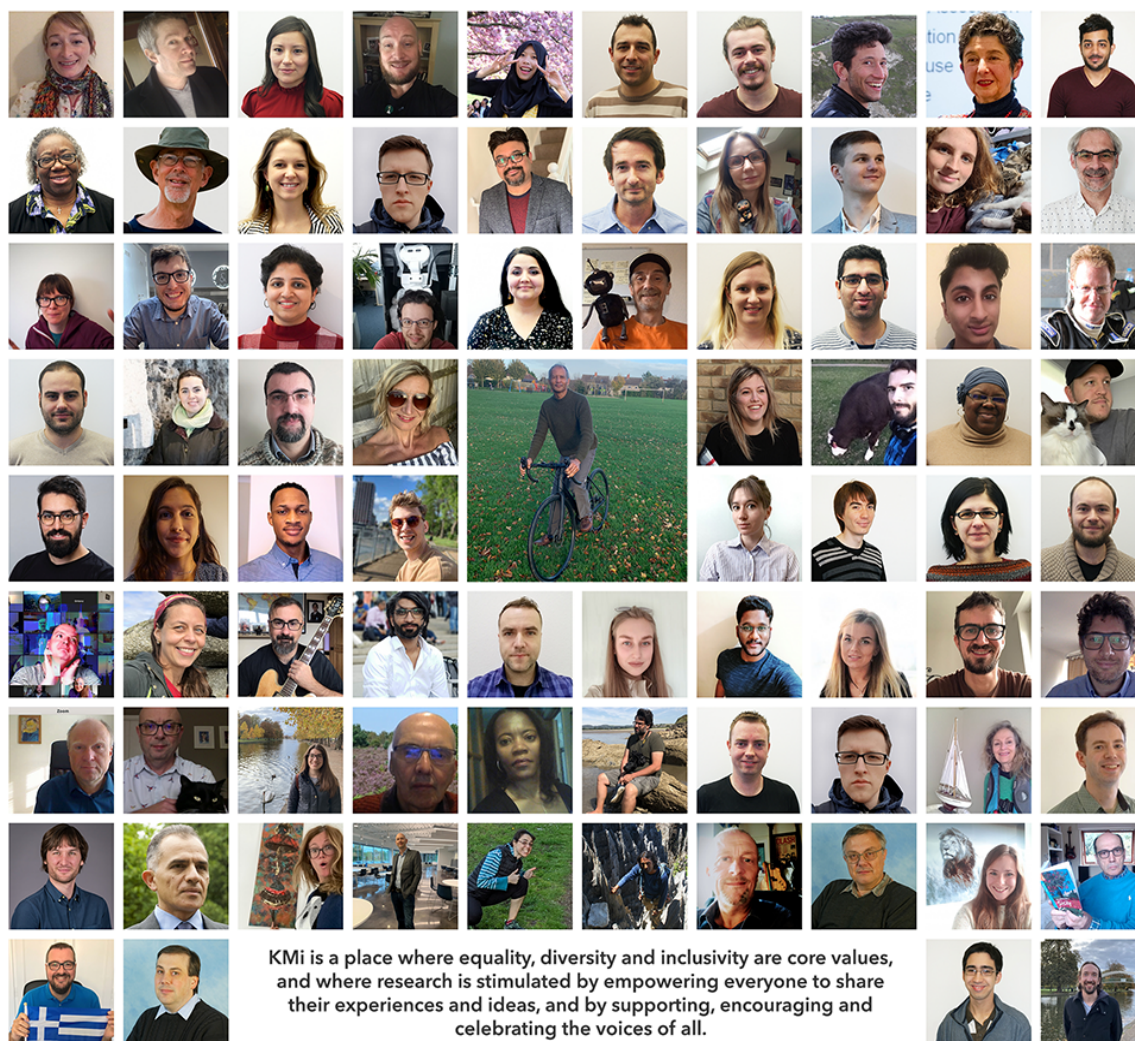
Fig. 2d: Collage of photos from 2021

THE SELF-ASSESSMENT PROCESS

A description of the self-assessment team

While many of the SAT that prepared our Bronze submission in 2017 remain, giving continuity, five have moved on and been replaced by new members bringing fresh ideas. The Director of KMi is no longer a member, in order to increase its autonomy and encourage freer conversations. Instead, the Athena co-chairs present SAT views and proposals to KMi's Management Board chaired by the Director. We find this arrangement brings us greater buy-in by including all of senior management in intersecting EDIA conversations, and we have found that ideas flow in both directions. SAT positions are filled by volunteers from within different categories of staff and PhD students. Membership is agreed with line managers and accounted for in workload planning. EDIA work by individual members of the team has also been rewarded through faculty commendations, merit awards and salary increments, and promotions. Since January 2022, KMi's Athena SAT sits within an EDIA Board with elected co-chairs. Around one out of five KMi members are part of the SAT at any time (cf. Table 3a for current SAT), an indication of the passion within KMi for proactively making our processes and work environment fairer.

> **Silver Action 1.1:** *Our SAT has become less diverse since the Bronze Submission, with fewer men and ethnic minorities represented, and one of our actions is to encourage KMiers from these demographics to join.*

An account of the self-assessment process

SAT meetings take place monthly and are arranged using Doodle to ensure a large participation. They have been conducted online during the pandemic, and the frequency has been increased to twice a month in the eight months leading to this submission. Sub-groups also meet independently around specific 2017 Bronze Actions. Typically 8-10 SAT members attend each meeting, which last 90 minutes. We welcome observers from outside KMi and have recently hosted both the OU Dean of EDI and STEM EDIA working group lead at our meetings.

Both SAT Co-chairs are part of an OU wide Athena Swan group that shares good practice. One Co-chair is part of the University Gender Equality Steering Group. The other is part of the STEM Faculty's EDIA working group. These links have helped to influence the wider University's Action Plans and keep the department's Action Plan in alignment.

The SAT has collected the necessary data to assess the status of the department and put forward a targeted Action Plan. Data on personnel and students is reported for each year from 2018 (i.e., since our previous submission in 2017). Student records are still kept within KMi, but personnel data and Athena Swan staff surveys

are now collected centrally within the OU. We report data from the most recent 2021 staff survey, completed by 35 employees (62% of KMi staff; cf. Tab 3b).

Matteo Cancellieri (he/him) Project Officer Social Committee Member	Agnese Chiatti (she/her) PhD Research Student	Rachel Coignac-Smith (she/her) Executive Team Assistant Social Committee Member
Enrico Daga (he/him) Research Fellow	Anna DeLiddo (she/her) Professor of HCI KMi Director of Research Management Board Member	Tracie Farrell (she/her) Research Associate
Miriam Fernandez (she/her) Professor of Responsible AI Athena Swan Co-chair Led KMi's 2017 Bronze submission Member of the OU Gender Equality Steering Group Management Board Member	Charlotte Hamilton (she/her) Research Manager Co-chair of KMi's newly constituted EDIA Board Member of the STEM EDIA working group	Paul.Mulholland (he/him) Senior Research Fellow Management Board Member
David Pride (he/him) Research Associate Knowledge Makers	Ortenz Rose (she/her) KMi Senior Services Assistant	Advaith Siddharthan (he/him) Professor of Computer Science and Society Athena Swan Co-chair Leading this Silver submission Member of the STEM Faculty's EDIA working group Management Board Member
Aisling Third (she/her) Research Fellow	Alba Morales-Tirado (she/her) PhD Research Student	Jane Whild (she/her) KMi Administration Manager Executive Board Member Co-chair of KMi's newly constituted EDIA Board Member of the STEM Faculty's EDIA working group

Tab. 3a: KMi's current Self Assessment Team

	Female	Male	Prefer not to say
Academic and research staff	4	11	1
Professional and support staff	9	10	0

Tab. 3b: Summary of KMi staff responses to 2021 Athena Swan Staff survey

We report Athena Swan staff survey data by gender, aggregating data of academic and non-academic staff, and removing the "prefer not to say" entry to limit drawing conclusions from small numbers.

Identified Issue: Lack of awareness around Athena Swan activities, and necessity for securing buy-in for gender equality work.

BRONZE Actions undertaken: Establish regular:

Action 1.1 SAT meetings

Action 1.2 reporting to monthly KMi Management Board meetings

Action 1.3 reporting to entire department during quarterly town meetings

Impacts: These initiatives have encouraged new members to join the SAT team, bringing fresh energy, perspectives and ideas, and the SAT team now also has shared leadership through a new Co-Chair. Around a fifth of KMi-ers voluntarily work for the SAT.

Athena and EDIA are now standing items at all management board (MB) meetings. There is greater support for EDIA causes from the MB, evidenced through this submission, including (a) Setting up of an KMi EDIA Board with elected chairs, (b) better gender balance across KMi Committees and leadership roles (c) Allocation of Resources for EDIA from the KMi Budget for two annual internships (£4000 each) in support of the Black Lives Matter protests, and for paying visa/health surcharge and Covid hotel quarantining costs for students and staff under EDIA considerations. The KMi Director and Athena and EDIA co-chairs now routinely highlight and promote EDIA issues with University management, and individual SAT members have been rewarded through faculty commendations, merit awards and promotions.

In the 2021 Athena staff survey, 100% of KMiers feel they are treated equally by OU colleagues irrespective of sex, and 89% irrespective of gender identity. Both men and women are split on the issue of whether KMi has a positive gender balance (Fig. 3a), with men more likely to agree. The data reflects the complex reality that KMi has a better gender balance than the average ITCS unit, KMi's gender balance has improved over time, female KMiers are now more visible and in leadership roles, but also that the balance is still skewed in favour of men. KMiers view gender diversity as important to them with men, perhaps following from their more positive perception of the gender balance, more in agreement that gender diversity impacts on their desire to stay at the OU (Fig 3b).

Plans for the future of the self-assessment team

From 2022, our Athena SAT sits within a newly constituted EDIA (Equality, Diversity, Inclusion and Accessibility) Board. The Athena Co-chairs will be part of a small EDI management group that includes two elected EDI co-chairs and a Race Equality Charter chair. The EDI Committee will take responsibility for implementing several of our Athena Swan actions, including the creation and running of induction workshops for new staff and research students around EDIA and research ethics, unconscious and conscious bias workshops for all staff, creating templates for use in job advertisements, celebrating diversity through the year, and scheduling social media

activities around EDIA issues. A key priority is to continue to increase the positive perception of Athena SWAN activities, and equality and diversity awareness, among KMi staff and students:

> *Silver Action 5.5: Establish a regular twice-a-year motivational talk or workshop on Equality, Diversity, Inclusivity and Accessibility.*

As the board is new, we still need to:

> *Silver Action 1.2: Integrate Athena processes with those of the new EDIA board*

The SAT will continue to meet monthly to monitor the implementation of the Action Plan. Each item on the Action Plan will be assigned a lead person who will be responsible for reporting on progress at SAT meetings. The SAT and EDIA chairs will continue to communicate with the Management Board on a monthly basis, with the entire department on a quarterly basis, and engage constructively with the wider faculty and university EDIA and Athena structures:

> *Silver Action 1.4: Participate in OU-wide Athena Swan work and share good practice*
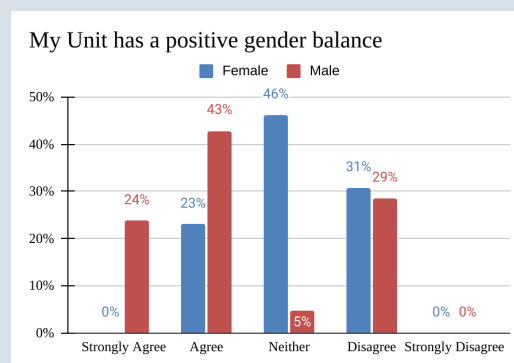
Fig. 3a: Perceptions of gender balance at KMi
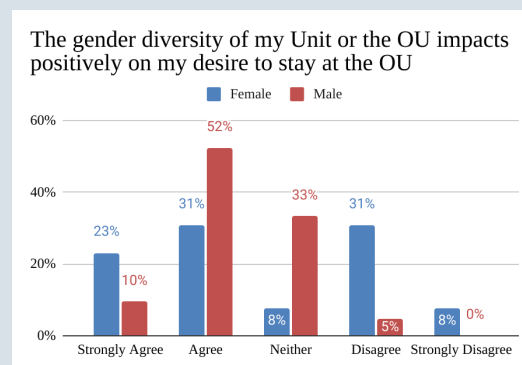
Fig. 3b: Importance of gender diversity to continuing at the OU

A PICTURE OF THE DEPARTMENT

STUDENT DATA

The gender balance of PhD students at KMi is very healthy (cf. Fig 4Aa) with two more female students enrolled full time than male, and in a reversal from the p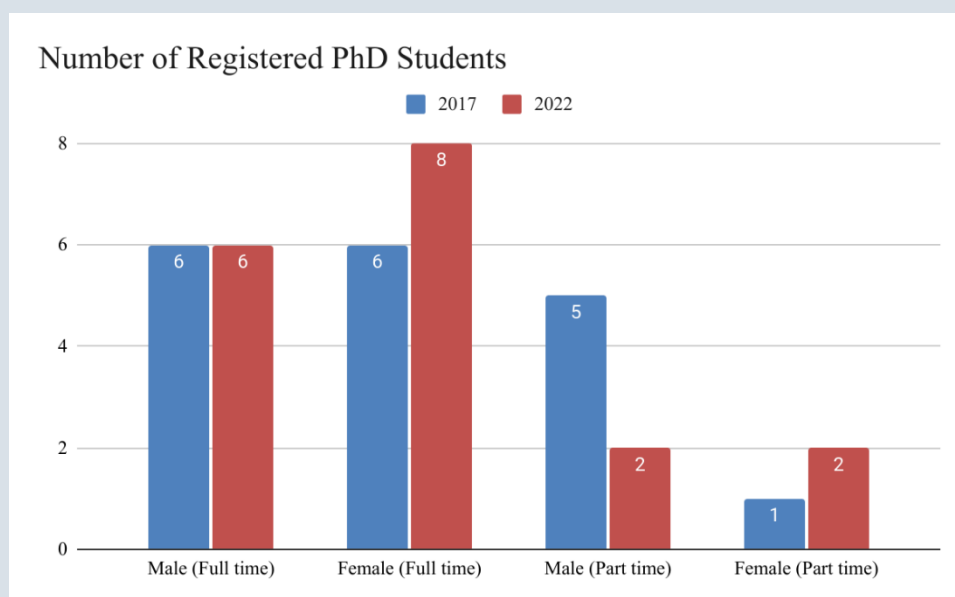revious Bronze submission, a balanced part time cohort. These are notably better than the industry average of only 28.1% female PhD students in Computing (AdvanceHE students statistical report 2021).

Fig. 4Aa: Distributions of full and part time PhD students in 2022 and 2017 submissions

The academic proposers of each PhD topic shortlist candidates for interview, providing a reason for rejected candidates for transparency. As part of our gender equality work, KMi now has two PGR Coordinators (one male and one female), who chair admission panels. Panel members have been through OU's online training on EDI issues in recruitment and selection, and at KMi we have complemented and enhanced this with face-to-face workshops focused on unconscious bias. All lead supervisors and PGR coordinators have attended this workshop.

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forum which meets weekly to discuss research and provide a sense of community. Students have access to OU-wide training courses on several topics relevant to research processes, academic communication and public engagement.

> *Silver Actions 2.1 and 2.2: To continue to ensure diversity in interview panels and option of female supervisor or mentor for female students.*

	2018		2019		2020		2021		
FULL TIME	male	female	male	female	male	female	male	female	% Female
Applications	8	12	16	3	9	4	13	7	36%
Offers	0	3	1	1	2	2	2	1	58%
Starts	0	3	2**	1	1	2	2	1	58%
Completions	0	2	2	0	2	1	0	1	50%
Dropouts	0	0	0	0*	0	0	0	0	

* One female full-time student switched to part-time mode and is recorded under the part-time table (4Ac).

** One male part-time student switched from part-time to full-time mode

Fewer ▢ More

Tab. 4Aa: Full time Ph.D students at KMi

We receive many more excellent applications than the (typically) two studentships we offer. Tables 4Aa and 4Ab show that while we receive more applications from men than women, we achieve balanced numbers of offers and starts. With full time students, we also have a balanced number of completions, which is not yet the case for part-time students where we have historically recruited more male students (cf. Fig 4Aa also).

We have only had two students drop out of our PhD program in the past four years, both female, and both working full time. One student took up a full time job and switched to a part-time PhD, but then could not find time. The other student was already working full time when she started:

> *Silver Action 1.3: To better understand the student perspectives on dropping out, we are proposing exit interviews for students in our Silver Action Plan.*

PART TIME	2018		2019		2020		2021		
	male	female	male	female	male	female	male	female	% Female
Applications	0	0	1	0	3	2	1	0	29%
Offers	0	0	1	1*	2	2	0	0	50%
Starts	0	0	1	1	2	1	0	0	40%
Completions	1	0	1	0	0	1	1	0	25%
Dropouts	0	1	0**	0	0	1*	0	0	100%

* One female full-time student started in Jan 2019, switched to part time mode in April 2019 and dropped out in Jan 2020 (after consulting with her supervisors this was deemed the best course of action).

** One male part-time student switched to full-time mode and is recorded under the full-time table (4Ab).

Fewer ☐☐☐☐☐ More

Tab. 4Ab: Part time Ph.D students at KMi

Identified Issue: Potential for isolation, especially during periods of homeworking and lockdown

BRONZE Actions undertaken

Action 2.2 Investigate reasons for students dropping their PhD studies and the different factors that affect male and female students.

Action 2.6 Ensuring all female students have the opportunity of female 3rd party monitor if they have an all male supervision team

Other Actions: Encouragement to PhD students to take up part time positions on projects, organising weekly social zoom meetings for all of KMi, prioritising PhD students to work on site at KMi, introducing a Covid Buddy system.

Impact: Especially with lockdowns and home working, the monitor provides students with access to another KMi-er that they can interact with outside of their supervisors and immediate research group. Part time positions also help provide research interactions with a wider group, and the other actions help make maintain connections to other KMiers. We are proud that no student has dropped out since the start of the pandemic, and that equal numbers of male and female students have completed their PhDs during the pandemic.

Identified Issue: (a) Lack of awareness and consideration of EDI issues in recruiting PhD students

BRONZE Actions undertaken:

Action 1.6 System for regularly collecting and reviewing gender data on the recruitment, progression, and attainment of students

Action 2.5 Improve the KMi website recruitment pages and postgraduate area.

Action 3.1 Identify avenues dedicated to women in STEM to promote positions

Action 3.2 Face-to-face workshops on unconscious bias and recruitment.

Action 3.3 Ensure job adverts include wording that particularly encourages women to apply

Action 3.4 Modify the KMi website to reflect why working at KMi and the OU can be very attractive to women

Action 3.5 Modify KMi website to add visibility to KMi's female researchers and role models

Other Action: We have split the postgraduate research coordinator role (responsible for deciding funded offers) into two, with a male and a female coordinator for fairness.

Impacts: These actions have made the recruitment process fairer and more inclusive. In the past four years we have made balanced numbers of offers to female and male candidates, and these candidates have accepted the offers. Today our entire PhD cohort (full and part time) are gender balanced [56% female], an exceptional achievement given the industry average of only 28.1% female PhD students in Computing (AdvanceHE Students statistical report 2021), and up from our Bronze submission [39% female].

Our Silver actions around PhD students will now focus on the PhD experience:

Silver Action 2.3: to better prepare students for an academic career, and retain them at KMi as postdocs afterwards.

ACADEMIC AND RESEARCH STAFF DATA

All KMi academic and research staff are "research-only". Figure 4Ba compares gender balance between our 2017 Bronze and this Silver submission. Female academic staff have been promoted to more senior roles. The two female Research Fellows from 2017 have been promoted twice each in 4 years and are now Professors. Two female Research Associates from 2017 have been promoted to Research Fellows. We have not managed to meaningfully address the gender imbalance in recruiting Research Associates on projects, and we discuss this later in the submission along with new actions.

Table 4Ba shows the ratio of female academic and research staff since 2018: (30.0% female in Feb 2022 and 26.1% female on average between July 2018 - Feb 2022). This improves on our gender balance from our 2017 Bronze submission (22.6% female) and is above the industry averages reported in the 2021 AdvanceHE Staff statistical report:

- Average of 23.2% female for all UK ICTS academic staff in the latest year, and latest 4-year average of 22.6% female;

- Average of 21.7% female for *full time* UK ICTS academic staff, a relevant comparison for grades research associates and above who almost entirely work full time (cf. Tab 4Bb)
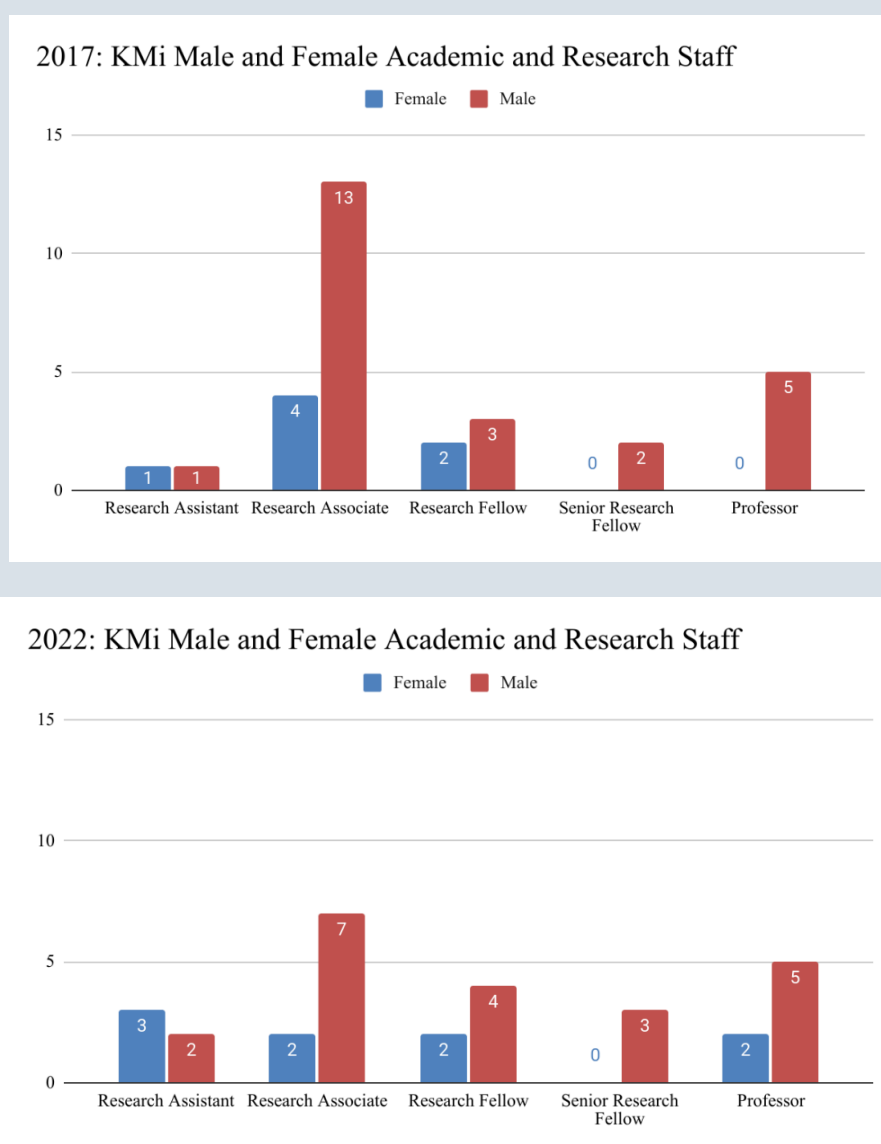
Fig. 4Ba: Distributions of academic and research staff in 2022 and 2017 submissions

Table 4Bb shows most of our staff work full time. Our part-time staff are typically Ph.D. students that take on positions as Research Assistants for short periods.

Grade Group	2018 Female	2018 Male	2018 F %	2019 Female	2019 Male	2019 F %	2020 Female	2020 Male	2020 F %	2021 Female	2021 Male	2021 F %	2022 (Feb) Female	2022 (Feb) Male	2022 (Feb) F %
R Assistant	2	7	22%	2	8	20%	1	3	25%	1	2	33%	3	2	60%
R Associate	5	11	31%	2	6	25%	1	8	11%	2	8	20%	2	7	22%
R Fellow	3	2	60%	2	3	40%	2	5	28%	2	4	33%	2	4	33%
SRF/Reader	1	2	33%	3	3	50%	2	3	40%	2	3	40%	0	3	0%
Professor	0	5	0%	0	4	0%	0	4	0%	0	5	0%	2	5	29%
Aggregated	**11**	**27**	**28%**	**9**	**24**	**27%**	**6**	**23**	**20%**	**7**	**22**	**24%**	**9**	**21**	**30%**

Less Balanced ▢▢▢▢▢ More Balanced

Tab. 4Ba: Distribution of academic and research staff over time

Grade Group	2018 Female FT	2018 Female PT	2018 Male FT	2018 Male PT	2019 Female FT	2019 Female PT	2019 Male FT	2019 Male PT	2020 Female FT	2020 Female PT	2020 Male FT	2020 Male PT	2021 Female FT	2021 Female PT	2021 Male FT	2021 Male PT	2022 (Feb) Female FT	2022 (Feb) Female PT	2022 (Feb) Male FT	2022 (Feb) Male PT
R Assistant	1	1	5	2	2		7	1	1		1	2	1		1	1	1	2	1	1
R Associate	5		10	1	2		6			1	8		2		8		2		7	
R Fellow	3		2		2		3		2		5		2		4		2		4	
SRF/Reader	1		2		3		3		2		3		2		3		0		3	
Professor			5				4				4		0		5		2		5	

Fewer ▢▢▢▢▢ More

Tab. 4Bb: Distribution of Full Time (FT) and Part Time (PT) academic and research staff over time

Identified Issues: Overall gender imbalance and broken career pipeline resulting in a lack of any senior female academics

BRONZE Actions undertaken:

Actions 3.1, 3.2, 3.3, 3.4, 3.5 (Recruitment, unconscious bias training and website changes to increase visibility of women) See box above.

Action 4.2 KMi's Staffing Committee will conduct an annual postdoctoral review (by reviewing the CVs of all KMi's postdocs)

Action 4.3. Annual career planning exercise will be conducted following 4.2 to provide strategic career advice and to ensure that career efforts are concentrated in the right path to obtain promotion/permanency

Action 4.4: Provide examples of successful promotion/permanency cases (including women)

Action 4.5: KMi's Staffing Committee to provide mentoring/training in preparing for promotion and permanency cases.

Action 4.9 Add a female academic member to the Staffing Committee [we added two to gender balance the committee].

Impact: At the time of our last submission, we had no female academics in senior positions (SRF or Professor). We have made substantial progress with our promotion processes, and now have 28.6% female professors, compared to an industry average of 15.3% in ITCS (Source: AdvanceHE Staff statistical report 2021). Overall, we maintain a better gender balance than the 2021 AdvanceHE industry average and have improved over our previous submission too, but with substantial scope for improvement, as discussed later in this report, especially around recruitment.

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

We do not have many technical staff at KMi that *can* transition to academic roles, e.g., only two have PhDs. They have identified instead challenges in conducting research within the constraints of their roles, and we have a new Silver Action around this:

Silver Action 4.6: Allow all staff a half-day a week to explore their own ideas.

One important way to transition to research is for technical staff to enrol for a PhD with us. We currently have two PhD students (both male, one part-time) that were initially hired at KMi as technical staff, with another (female) soon to start.

Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

KMi does *not* use zero-hour contracts. Since 2020, the OU has a generous policy of making permanent (in the same role) employees who receive a new contract after 4 years of fixed-term employment. This creates a clear pathway to permanency that all KMi staff can aspire to. KMi has a policy of encouraging reemployment of staff to facilitate this, and an associated policy of encouraging research independence in preparation for permanent contracts (c.f. section on training). Consequently, there is an increase in permanencies at KMi since 2020, and all our staff at Research Fellow or higher grade are now on permanent contracts (cf., Tab. 4Bc).

Grade Group	2018				2019				2020				2021				2022 (Feb)			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	FTC	Perm	FTC	Perm	FTC	Perm	FTC	Perm	FTC	Perm	FTC	Perm	FTC	Perm	FTC	Perm	FTC	Perm	FTC	Perm
R Assistant	2		7		2		8		1		3		1		2		3		2	
R Associate	5		10	1	2		5	1	1		6	2	2		6	2	2		5	2
R Fellow	1	2		2	2		1	2		2		5		2		4		2		4
SRF/Reader		1		2		3		3		2		3		2		3				3
Professor				5				4				4				5		2		5
% Permanent	**27%**		**37%**		**33%**		**41%**		**67%**		**61%**		**57%**		**64%**		**44%**		**67%**	

Fewer ▢▢▢▢▦ More

Tab. 4Bc: Distribution of Fixed Term Contracts (FTC) and Permanent Contracts (Perm) among academic and research staff over the past four years.

Identified Issue: High percentage of academic staff on fixed term contracts

BRONZE Actions undertaken:

Actions 4.2, **4.3, 4.4, 4.5, 4.6, 4.9:** (Changes to staffing committee and introduction of annual postdoctoral review) See box above.

Other Actions: KMi chose to make permanent two academic staff instead of seeking to rehire following the resignation of an AC4 staff member in 2020, using gender equity arguments to make the case for one woman and one man. New OU policy introduced later in 2020 allowed making permanent any employee who received a new contract after 4 years of fixed term employment.

Impacts: We now have a majority of academic and research staff (67% men and 44% women) on permanent contracts, a clear improvement from our 2017 Bronze submission when 36% male and 25% female academic and research staff were on permanent contracts. We also have a clear pathway for permanency and all KMi staff at RF or above are now on permanent contracts.

Academic leavers by grade and gender and full/part-time status

Table 4Bd shows male and female academic and research staff that have left KMi and their status as Part-time (PT) or Full-time (FT), on Fixed Term or Permanent contracts, and as leaving voluntarily (through resignation or retirement) or involuntarily (through end of contract or redundancy/severance).

In total 13 male and 6 female postdocs (AC2) have left KMi since 2018, a higher attrition rate for women, who were 32% of AC2 leavers, but on average constituted 23% of our AC2s over this period (cf. Fig 4Bb). For our previous 2017 Bronze submission, we sent a questionnaire to ex-KMi academic and research staff to explore reasons for leaving. Most responses from women referred directly to fixed-term contracts and attributed importance to job security. Male responses instead focused on career development and increases in salaries. We have not repeated this survey, but believe these factors are compounded by Brexit and the rapidly expanding and highly paying job market in Artificial Intelligence and Data Science.

We hope moving forwards, the greater clarity around the pathway to permanency will help us retain staff in general, and particularly female staff.

Silver Action 1.3: To systematically capture cultural issues that might cause staff to leave KMi, we propose Athena/EDi exit interviews for staff and students.

Leavers	2018				2019				2020				2021				2021 (Till Feb)			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Fixed Term Contracts																				
Involuntary																				
AC1 (R Assistant)					3	1	1		1						1					1
AC2 (R Associate)				1	2				1						2					1
Voluntary																				
AC1 (R Assistant)									1											
AC2 (R Associate)	1		4		3		2		1		1									
Permanent Contracts																				
Voluntary																				
PB1 (Professor)					1															
AC4 (SRF)			1						1											

Fewer ▢▢▢▢▢ More

Tab. 4Bd: KMi Leavers by contract type, full time (FT) or part time (PT) status, role and gender

Supporting and advancing women's careers

Key career transition points: academic staff

Recruitment

It is fair to say that KMi has found recruitment challenging the past four years in an expanding and well paying job market for Artificial Intelligence and Data Science. First Brexit and then Covid have greatly reduced European and then international applications for Research Associate positions. This is particularly felt with respect to female applicants, as UK wide PhD students and researchers in ITCS disciplines are overwhelmingly male (28% and 23% female respectively, source: AdvanceHE 2021 Staff and Student reports). We have only appointed one person to a senior position in the past four years, a female Senior Research Fellow in 2018, recruited through WISE. Our Research Assistantships are typically short-term contracts entered into by our own PhD students.

Number of acceptances	2018		2019		2020		2021		2022 (Till Feb)		
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	% Fem
SR Fellow	1										100%
R Associate	2	4		1			1	2			30%
R Assistant	2	7	1	2	1	1			2	2	33%
Totals	5	11	1	3	1	1	1	2	2	2	34%

Fewer ▢ More

Tab. 5Aa: Number of acceptances (academic and research positions)

Jobs are routinely advertised on jobs.ac.uk and the Open University's linkedin page, which highlights institutional commitment to EDI and has over 375,000 followers. Different individuals have tried other strategies to market their Research Associate positions to diverse audiences, for example by using hashtags on twitter (e.g. from a recent advert: "*KMi values diversity (#AthenaSwanBronze) and encourages applications from #WomenInSTEM, #BlackInSTEM, #TransInSTEM, #LGBTQInSTEM…*") or placing an advertisement on https://www.wisecampaign.org.uk/.

Still, our recruitment process needs improvement, and in our Management Board focus group on recruitment we identified the following issues:

Advertising: We lack training on how to draft job adverts in a manner that is welcoming to women and minorities. Our adverts undersell KMi from an EDI perspective and do not sufficiently capture our diversity and dynamism. A short video about KMi would be helpful, as would highlighting career progression opportunities.

Shortlisting: While selection panels for permanent positions require gender representation, this is not currently the case for fixed term positions that make up the majority of our recruitment. These recruitments are handled within project teams, which might not have sufficiently senior women. Our new EDIA Board could recruit a member to sit on each selection panel to increase diversity. There was frustration when the process did not identify any female candidates for shortlisting, and several expressions of proactively shortlisting female candidates that met essential criteria..

Retaining PhD Students: PhD Students who stay in KMi add value, and we have a long history of successful PhD students that stayed (including one of our two female Professors). Now that our PhD cohort is gender balanced, we should make particular efforts and plans to help female students stay on after their PhD.

Following the MB focus groups, we hired an external consultant to run a workshop on "Inclusive engagement, attraction and recruitment" to develop this thinking further and our Silver action plan builds on this:

> *Silver Actions 3.1-3.6: Make texts more inclusive, better communicate KMi culture, diversity and career progression opportunities, ensure diversity on recruitment panels and ally with organisations prominent in EDIA space.*

Wider KMi perceptions of recruitment (from Athena Swan staff survey 2021) corroborate the management board thinking (cf. Fig 5Aa), with the majority believing the process is fair and transparent, but also that the best candidates are not necessarily being recruited. Only 30% of female staff recollect at least one man and one woman on their selection panel, compared to 70% of male staff, *and Silver action 3.4 directly addresses this*.
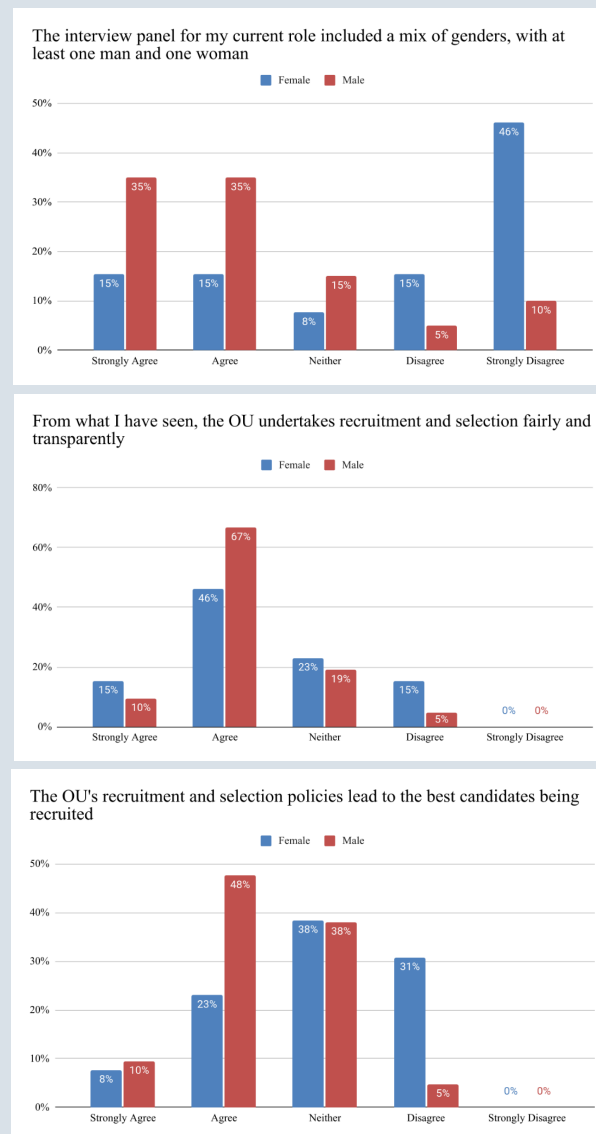
Identified Issue: Low percentage of recruitment of female candidates

BRONZE Actions undertaken:

Action 3.1, 3.2, 3.3, 3.4, 3.5 (Recruitment, unconscious bias training and website changes to increase visibility of women) See box above.

Impact: Selection panels are now aware of unconscious bias issues and even requesting additional training, for example on how to draft adverts or interpret CVs. Individuals are piloting new ways of advertising posts, and we can now collect and encourage good practice within KMi. In the past four years we have recruited 4/11 (36%) female candidates at postdoctoral level (RA or SRF) and 6/18 (33%) female candidates at Research Assistant level (overall 10/29 [34%] female). This is better than the 2021 AdvanceHE Staff Survey UK average for ITCS academic starters of 27%, and better than our Bronze submission (from 2015-2017, we recruited overall

3/11 [27%] women, with 2/8 [25%] women at RA or SRF and 1/3 [33%] women at Research Assistant level).

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

Female ■ Male ■

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

Female ■ Male ■

The OU's recruitment and selection policies lead to the best candidates being recruited

Female ■ Male ■

Fig. 5Aa: Wider KMi staff perceptions of recruitment process (2021 Athena Swan Staff Survey)

Promotion

Each summer all KMi staff have their Career Development and Staff Appraisal (CDSA). In conjunction, the Staffing Committee performs a yearly postdoctoral review, in which the CVs of AC2-AC3 staff are assessed together. If the Staffing Committee determines that someone is ready for promotion/permanency, they are invited to write a case with mentoring from their line manager and staffing committee. Otherwise they are given feedback on areas they need to work on to build a case in the future.

Promotions from AC1 to AC2 are automatic when a PhD is obtained and all higher grades are decided by Faculty or University-level committees. Table 5Ac shows that women now account for half the promotions to AC3 and AC4, and two thirds of the promotions to professor. All applications by women have been successful.

Grades	2018 Female		2018 Male		2019 Female		2019 Male		2020 Female		2020 Male		2021 Female		2021 Male		4y average % Female	
	App	Suc	App	Suc	App	Suc	App	Suc	App	Suc	App	Suc	App	Suc	App	Suc	App	Suc
AC2-3	2	2	1	1			1	1			1						40%	50%
AC3-4	2	2	1	1							2	1			2		29%	50%
AC4-PB													2	2	1	1	67%	67%

Less Balanced ▢▢▢▢ More Balanced

Tab. 5Ac: Promotion Applications (App) and Success (Suc) counts (all staff are full time)

Identified Issue: Clear bias in promotion applications and success rates against female academic staff, and lack of awareness of promotion criteria and processes, especially among female staff.

Bronze Actions undertaken:

Action 4.1 Provide a yearly tutorial to the lab summarising and explaining the promotions / permanency criteria.

Action 4.2, 4.3, 4.4, 4.5, 4.6, 4.9 As above.

Impact: Over the past four years, we have successfully improved our processes and better balanced individual self-advancement with organisational fairness consideration. Consequently, KMi has promoted female staff 6 times compared to male staff 5 times. The highlight is the promotion of two women to professorship in 2021, our first female professors in our 25 year history. In contrast KMi had zero applications for promotion from female staff (and 6 from male staff, 5 successful) between 2015-2017. We have thus corrected a historical bias, through active campaigning within KMi and within the wider STEM Faculty. A KMi Athena Swan co-chair, received a STEM Faculty Commendation for her *"advocacy and inspiration in diversity, equality, career progression and transparency."* 80% of male and 83% of female staff at KMi agreed that their appraiser discussed their career progression at their most recent appraisal CDSA (2021 Athena Swan Staff Survey).

However, we still notice a gender bias in applications for salary increments in this reporting period (14 applications by men, 9 successful, and only 3 by women, all successful) and one-off merit awards (2 applications by men, both successful, and none by women). We propose a new Silver action:

Silver action 4.4: Extend the postdoctoral review process to include merit awards and additional increments.

Department submissions to the Research Excellence Framework (REF)

For REF 2021, 12 male and 4 female KMiers were eligible and all were submitted. One male was submitted to C23 (Education) and the remaining 15 were submitted to B11 (Computing). Both these units included contributions from other OU departments. We show the barcharts by gender (Fig 5Ac) for the number of submitted papers associated with each KMi submitted staff. Our analysis shows that each submitted male KMi researcher authored on average 2.6 submitted papers compared to 3.0 for female researchers. Paper selection was through multiple anonymous ratings by the OU's REF panels, and we are pleased that there were no biases discernible against KMi women. In addition, two of the four KMi impact cases for REF 2021 were led by women.

In comparison, KMi also submitted all eligible researchers in 2014, 11 men and 2 women. On average, we submitted 2.0 papers per woman and 3.3 papers per man. But, this was because the two women were only required to submit 1 and 3 papers due to their career stages.

In summary, we do not believe our processes have discriminated against women in either 2014 or 2021, but we have nevertheless increased the proportion of women submitted to the REF to 25% (4F, 12M) in 2021, from 15% (2/11) in 2014.
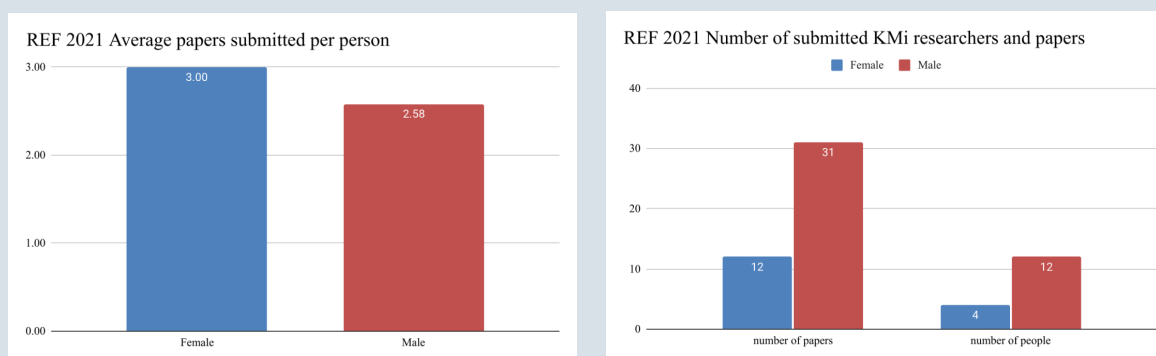
Fig. 5Ac: Contributions to REF 2021 by gender

KEY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF

Promotion

University policy is that promotion is not available to non-academic staff. There is provision for a job to be re-graded if it changes substantially in nature but this rarely happens as many roles have counterparts across the University. Staff can apply for a different role within the OU, on a competitive basis, at a higher (or identical) grade. Such openings are advertised internally to allow career progression.

Ten KMi Professional and Support staff have taken up such opportunities between 2018 and 2021:

- 1 woman seconded to STEM faculty, same grade

- 2 men appointed to new positions in STEM faculty, same grade

- 4 men and 1 woman appointed to new positions at higher grade

- 2 men have succeeded in re-grading their positions

CAREER DEVELOPMENT: ACADEMIC STAFF

Training

In November 2020 the Open University signed a Letter of Commitment to Support the Career Development of Researchers, based on the principles and obligations in the Researcher Development Concordat. The OU is a signatory to the UK Concordat to Support the Career Development of Researchers and actively works to implement its seven principles in order to increase the attractiveness and sustainability of research careers in the UK. The OU is a recipient of the European Commission's HR Excellence in Research Award, successfully retained in August 2019 at the six-year review point.

Training for researchers in the STEM faculty is provided face to face (nowadays through videoconferencing) via workshops organised on campus. Such training includes workshops on PhD supervision, grant applications, science communication and media engagement, course development, mentoring, promotions, academic conduct, wellbeing, etc. The courses on offer are reviewed quarterly by the STEM Professional Development Advisory Group (which includes a KMi professor). Feedback is collected from participants to inform the design or modification of courses.

Every OU staff member has access to a personalised learning centre with a wide range of online resources to develop skills around management, leadership, GDPR, IT security, EDI, Recruitment, etc. All OU courses and modules are also offered for free to members of staff. The OU is also a member of Vitae. Its website gives access to a range of high-quality resources to support development as a researcher including the Professional Development Planning for researchers online course (PDP ROC) and the Researcher Development Planning Tool.

Within the department, and as part of the CDSA process, staff are asked to identify their future needs for development. If the training requires monetary support a short case is written to the Director, assessed with budgetary consideration. Full time PhD students receive an annual Research & Training Support Grant of £1,000 from the OU to enable them to participate in research-related activities, such as conferences. Academic staff research-related activities are generally covered by project funding. Students and staff can seek additional support from the department.

As part of the opportunities offered by the university, and actively encouraged by their line managers, 3 KMi female academics have now undertaken the Aurora leadership programme.

Figure 5Ba shows that KMi staff (2021 Athena Swan Staff Survey) are mostly happy with the opportunities they are afforded for training and development. Figure 5Bb-d shows the uptake of OU courses for the past three years, with 5Bc showing a lot of courses started but not completed. We do not have access to uptake of Vitae courses.

We need to better understand what KMiers specifically find lacking in the OU and STEM provision, and why some courses are not completed:
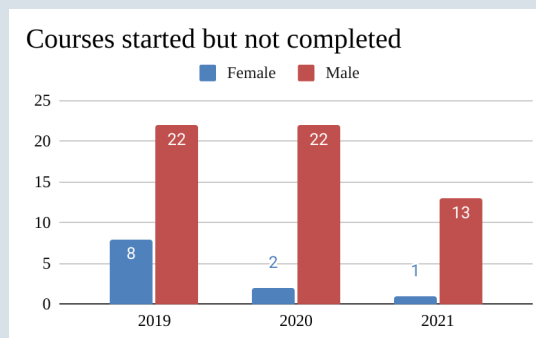
> *Silver Action 4.3: Survey KMi Staff to understand what is lacking in the training courses available to them at KMi.*
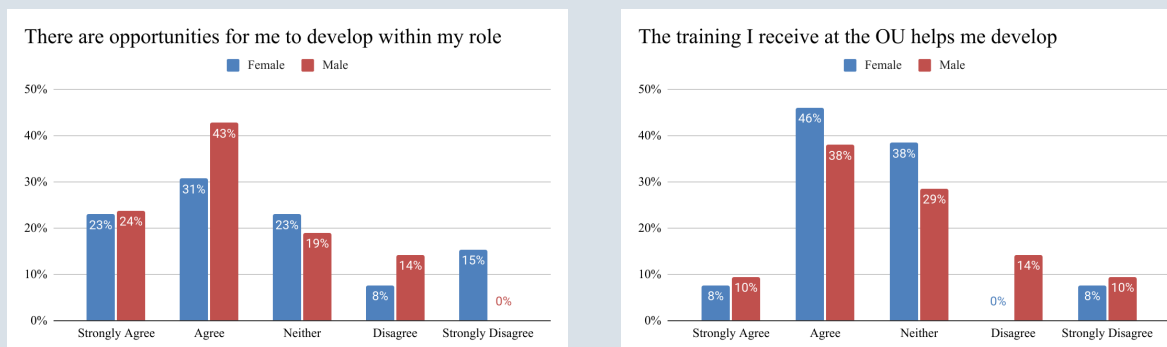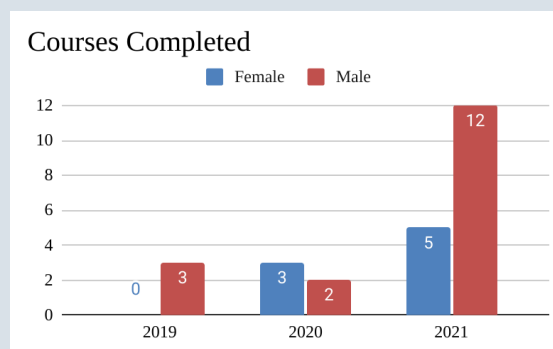

Fig. 5Ba: Staff perceptions of Training and development opportunities
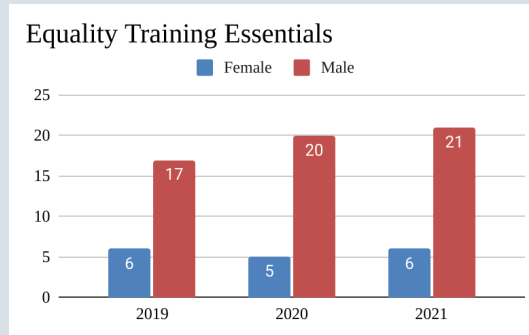
Fig. 5Bb: Number of academic staff completing Equality Training Essentials

Fig. 5Bc: Number of academic staff beginning but not completing courses on leadership, Recruitment, EDI, Career Development or Role specific skills


Fig. 5Bd: Number of academic staff completing courses on leadership, Recruitment, EDI, Career Development or Role specific skills

Appraisal/development review

All staff take part in the University's Career Development and Staff Appraisal (CDSA) scheme (there is 100% uptake). Each staff member is assigned a named appraiser for the CDSA, their line manager where possible, and meet annually to review past achievements and set objectives for the coming year. The university offers training for both appraiser and appraisee through online videos and learning materials. The CDSA provides an opportunity for planning career goals (short-term and long-term) and identifying training and development needs. A report of the annual CDSA, with reflective comments by both appraiser and appraisee, is signed by both appraisee

and appraiser. Most staff within KMi feel that this process is useful and includes discussion of professional development and career progression (cf. Fig 5Be). Women are more likely to express positive and negative views on the CDSA, with men more likely to pick the "neither" option.

In addition to their CDSA feedback, AC1-AC3 staff now receive feedback and career advice from the staffing committee through the annual postdoctoral review.
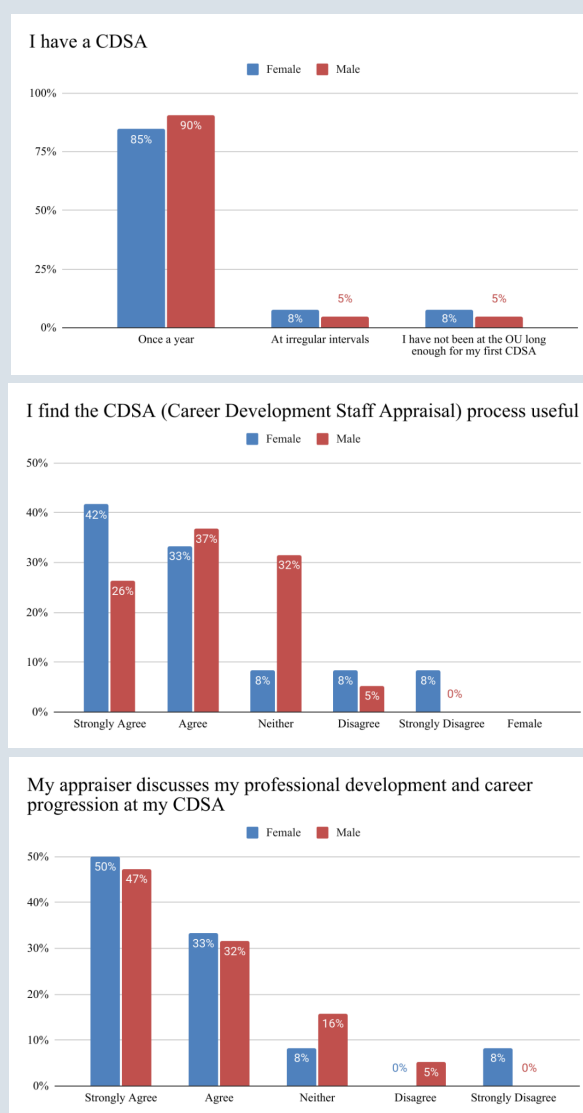
Fig. 5Be: Perceptions of Career Development Staff Appraisals (CDSAs)

Support given to academic staff for career progression.

At the time of our 2017 Bronze submission, academic and research staff had mainly been supported informally, via discussions with line managers and senior academics, who are always available for advice about career development, supervision, proposal writing etc. However, the only formal support staff received to discuss career

progression was their annual CDSA. Since then we have instituted several other initiatives within KMi through our Bronze action plan, including an annual postdoctoral review by a gender balanced staffing committee.

Identified Issue: Lack of formal mechanisms beyond CDSA to assist postdoctoral researchers with career progression, and potential lack of consistency with CDSAs when different line managers act as sole appraisers to more junior staff.

BRONZE Actions undertaken

Action 4.1, 4.2, 4.3, 4.4, 4.5: As before

Action 4.8 Signposting and supporting participation in mentoring and leadership programs, such as the Aurora Leadership Program

Other Actions: Putting more women in positions where they can effectively demonstrate leadership (cf. Section 5Diii). Open election for EDIA co-chair with KMi committed to buying out time if the successful candidate is on a fixed term contract (all three candidates were early to mid career). Intensive mentoring and peer review for fellowship proposals (from 2021).

Impact: A gender balanced Staff Committee with strong Athena SAT representation now reviews CVs of KMi's postdocs annually and offers a second opportunity for feedback on career progression and gaps that need to be addressed, and encouragement to apply for promotions when appropriate. This, along with better opportunities to demonstrate leadership, has led to more successful female participation in the promotions process. Three KMi female academics have undertaken the Aurora Leadership Program in the past 4 years. In the most recent 2021 round of the prestigious UKRI Future Leaders Fellowships, 2 KMi postdocs (one male AC3, one female AC2) were shortlisted for interview, with the female AC2 being successful and afforded an excellent opportunity to build her own research group and progress her career at KMi.

Support given to students (at any level) for academic career progression

The OU supports PhD students through the Graduate School. A programme of training and development events runs annually and connects the students from the OU PhD student community. Career development is one of many topics covered by the STEM Postgraduate Forum, a training and support forum attended by KMi students every Thursday morning. At these sessions, research skills and career planning are discussed with academic and industrial experts (including sessions on CVs, interviews, and bidding for funding). The programme culminates with a two-day annual conference. During their PhD study, students are assisted in the development of professional networks, through conferences and their supervisors' professional contacts. These help the student to build an awareness of career opportunities post-PhD.

PhD students have access to the Careers Service and to University-wide training events. They are encouraged to use the Graduate School Network (GSN), an online portal for doctoral training and skills development. Through the GSN, students can

also access the Researcher Development Framework, a professional development planning tool developed with Vitae, where they can assess and record their skills and competencies.

All PhD students are allocated a third party monitor to whom they can go for advice, in addition to their formal supervisors. We now offer extra encouragement for PhD students to take up part-time Research Assistant roles in research projects to gain experience during their PhD, and to effectively begin their academic career while they write up their dissertation.

Support offered to those applying for research grant applications

Support for writing research grant applications is given both within KMi and at University level. The Research Academic Strategy office (RAS) provides pre-bidding support in the form of finance and budget estimates and advice on specific funding requirements. They compile and circulate regularly Information about upcoming funding opportunities. They also provide post-bidding support in the form of financial management, advice on open access and impact and knowledge exchange.

Within the department, research managers (which are part of KMi's admin team) offer comprehensive support. For example, for a coordination bid the manager will: build and liaise with the consortium for the budget, format and collate all bid documentation, check the proposal through for inconsistencies, offer advice with regard to the funders' rules and regulations and complete OU and funders participant portals. Research managers will often write or heavily contribute to the management section of the bid. They will also guide and mentor junior bidders through the process.

For unsuccessful bids, research managers will receive the bid evaluation report, and compile all the feedback as a way to assist with future bids and with the possible re-submission of the same bid.

KMi is a very successful department attracting external funding from various EU and national funding programs. Postdocs participate in proposal writing as named researchers, researcher Co-investigators, or co-investigators, as permitted by the funders. It is common practice in the department to ask other academics for advice and feedback during the proposal writing and reviewing process. Since 2021 we have committed to offering intensive mentoring and peer review for fellowship applicants. Two KMiers (one male AC3, one female AC2) were shortlisted for interview for UKRI's prestigious 2021 future leaders fellowship scheme, and we take great pride that the female AC2 was successful. However, Tab. 5Ba shows that female applicants for research grants or any other external funding are less successful than their male counterparts. As this is only partly explained by high success rates of a small number of senior male academics, we propose:

Silver Action 4.2: Understand reasons for lower success rates for grants for female applicants and develop tailored support strategies.

	KMi Investigators		
	All male	All female	male and female
Number of successful funding bids (all types)	31	8	4
Number of unsuccessful funding bids (all types)	64	37	10
% successful	32.6%	17.8%	28.6%
Number of successful research grant bids	21	3	3
Number of unsuccessful research grants bids	54	32	7
% successful	28.0%	8.6%	30.0%

Tab. 5Ba: Research grant and all external funding applications from 2018 to February 2022

SILVER APPLICATIONS ONLY

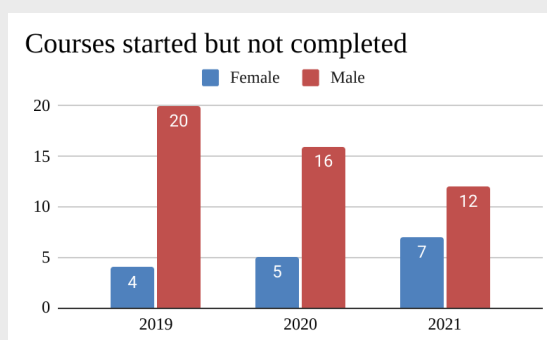CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF

KMi typically has similar numbers of professional and support staff to research and academic staff. They are valued members of our department, and well represented in our Management Board and committees. They benefit from similar processes to academic staff with respect to training and appraisal. A crucial difference is that their career path is through changing roles, which in turn develops/progresses their career. Career progression is achieved by having their position "re-graded" by HR, or applying to a more senior position within KMi or the wider OU. Such positions are advertised internally first to facilitate career progression.

Training

Professional and support staff benefit from the same training opportunities as detailed for academic staff (cf Table 5Ba for perceptions). A distinctive feature is that the OU allows all staff to enrol for its degree courses free of charge and offers study leave that can be used for exams or assignments. Two KMi professional and support staff (one male and one female) have successfully completed MBA degrees with the OU while employed at KMi, and used this to move into leadership roles. Two further staff (both female) are currently taking OU degree courses. In addition, two female professional and support staff have completed Aurora Leadership training. KMi also accepts apprenticeships at degree or postgraduate level and we currently have two (one male, one female) apprentices at KMi. Figs 5Bf-h show uptake of OU training courses by KMi professional and support staff.

Equality Training Essentials

Female   Male

	2019	2020	2021
Female	5	11	11
Male	17	19	21
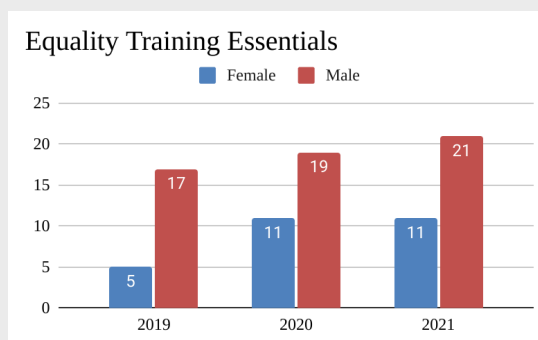
Fig. 5Bf: Number of professional and support staff completing Equality Training Essentials

Courses started but not completed

Female   Male

	2019	2020	2021
Female	4	5	7
Male	20	16	12

Fig. 5Bg: Number of professional and support staff engaging with but not completing courses on leadership, Recruitment, EDI, Career Development or Role specific skills

Courses Completed

Female   Male

	2019	2020	2021
Female	4	5	7
Male	0	6	11
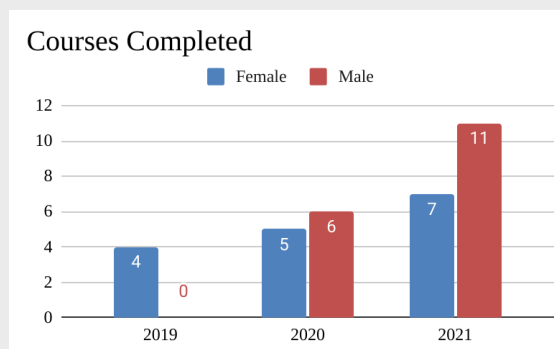
Fig. 5Bh: Number of professional and support staff completing courses on leadership, Recruitment, EDI, Career Development or Role specific skills

Appraisal/development review

All Professional and support staff undergo an annual CDSA, typically by their line manager though they can request otherwise (cf Table 5Be for perceptions of these).

Support given to professional and support staff for career progression

In addition to the annual CDSA process, KMi organise an annual workshop for all Professional and support staff to inform about career planning and OU processes. Ten KMi Professional and Support staff have taken up opportunities to move to a new role, or re-grade their existing role between 2018 and 2021 (see box at end of Section 5A).

FLEXIBLE WORKING AND MANAGING CAREER BREAKS

Cover and support for maternity and adoption leave: before leave

As a department we experience maternity leave infrequently and aim to learn from each individual experience. Our current process is that staff receive an information booklet from HR covering OU policies and options available. As part of our Bronze Action, we established a policy whereby they then have a conversation with their line manager, whose responsibility it is to find suitable cover. We also initiated Bronze actions to promote awareness of Keep In Touch (KIT) days and a maternity buddy/mentor scheme at KMi.

In our most recent instance (the first time we have had a senior academic take maternity leave), the process has proved challenging as senior academics have a wide range of workstreams. In this case, replacements needed to be found for EU, national and internal projects, proposals in the pipeline (since some of them may be accepted or need responses while on maternity leave), Line Management responsibilities, PhD students, administrative roles, etc. Her line manager found it difficult to identify suitable cover across colleagues for all these streams of work, needing substantial input from her and the KMi Director over a period of time. Then handing over responsibilities, which in some cases was left very late, became stressful and tiring and in her words "it really feels like asking for a big list of favours to colleagues, who are already overstretched". These problems were amplified by miscommunications from HR that resulted in KMi not being aware that a replacement could have been requested, and outdated information from previous mothers, as OU processes have changed in the meantime.

> **Identified Issue:** Lack of processes at KMi for arranging cover and support for staff on maternity leave.

> **Bronze Actions Taken:**
> **Action 6.2:** Agreeing KMi policies for organising cover
> **Action 6.3:** Promoting Keep In Touch (KIT) days
> **Action 6.4:** Establishing a maternity buddy/mentor scheme

> **Impacts:** Despite the challenges discussed above, KMi succeeded in finding all the required cover and the staff member currently on maternity leave is making use of keep-in-touch days as she feels fit and has a buddy for support, where prior to 2018 no such support was available. We have learnt from this first experience and addressed these problems, including hiring for a replacement, for another staff member beginning her maternity leave in March 2022.

Moving forwards, we propose:

> *Silver Action 6.3: Create a KMi protocol which clarifies timelines and responsibilities for identifying replacements and handing over.*

Cover and support for maternity and adoption leave: during leave

The support is mainly through the replacements arranged by the department (described above) and encouragement to make use of keep in touch days and maternity buddies.

Cover and support for maternity and adoption leave: returning to work

KMi is committed to ensuring that any staff member returning from maternity or adoption leave is fully supported to continue to develop in their role. On return from maternity or adoption leave the department is fully flexible on the ways in which the staff member intends to organise her/his return to work. The Director is fully supportive of taking leave as better suits the specific individual and to ensure a staged return to work. We have not had anyone return within this reporting period, but over the reporting period for our Bronze submission, Returners reported that they "*felt totally at ease in the way they could organise their return to work*"; for instance they were "*allowed a part time period to progressively manage the workload*", and they "*were offered to take all accumulated and remaining leave in one go at the end of maternity, when they needed them the most*". We do not yet have a system to collect experiences of returning, and line managers lack training on managing returnees too, so we propose:

Silver Action 6.1: Interview all those returning to work from maternity leave, three months after their return.

Silver Action 6.5: Provide regular training for line managers on OU processes around sickness, caring responsibilities, maternity and parental leave and career breaks and return-to-work processes.

We also do not have a formal system for funding returning staff, and this is one of our Silver actions (we also expect new OU policy around this imminently):

Silver Action 6.2: Returning Allowance from Caring leave, illness, maternity, shared paternity leave, etc.

Note however that within KMi, our culture has always been to support funding requests that benefit our staff. Previous returners have availed of this at different points after their return (as narrated in the two case studies).

Maternity return rate

We have only had one instance of maternity leave (a senior academic still on leave) since the Bronze submission in 2017 (Table 5Ca). As reported in our 2017 Bronze submission, the return rate was 100% between 2014-2017 (3 academic staff and 0

support staff). These were all junior academics. Two out of three were on fixed term contracts. Staff contracts have always been renewed while on maternity leave at KMi.

Leave Type	Start Year	Sex	Length (Weeks)	FT/PT	Grade	Contract Type	Age Range
Maternity	2021	Female	51.71	Full Time	AC4/PB	Permanent	36-45

Tab. 5Ca: Maternity Leave between 2018-2021

SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave

We have not had anyone return from maternity in this reporting period. The academic currently on maternity leave is on a permanent contract, and indeed she got promoted to professor during her leave. Of the staff that took Maternity leave between 2014 and 2017 (3 academic and 0 professional and support), two are now permanent staff (1 professor and 1 RF), and the third left KMi 8 months after her return.

Paternity, shared parental, adoption, and parental leave uptake

The University paternity leave policy allowed the relevant partner to take 2 weeks' paid leave over this reported period (note that an increase to 4 week has recently been approved by the OU) if they have 12 months' continuous service. The University has a Shared Parental Leave policy in line with legislation, allowing staff with caring responsibilities for babies or newly adopted children to share up to 50 weeks of leave and up to 37 weeks of Shared Parental Pay.

Table 5Cb shows uptake of paternity leave between 2018-2021. One Academic staff and three professional staff availed of leave as detailed in the table. No one has availed of shared parental leave at KMi so far, with a marked preference for flexible working and using annual leave allowances. We will explain and promote this option better:

Silver Action 6.4: Capture and communicate case studies of shared parental leave from across the university to raise awareness amongst KMi staff.

Leave Type	Start Year	Sex	Length (Weeks)	FT/PT	Grade	Contract Type	Age Range
Paternity	2019	Male	1.88	Full Time	AR8	Permanent	36-45
Paternity	2019	Male	1.88	Full Time	AC2	Fixed Term	26-35
Paternity	2019	Male	1.88	Full Time	AR9	Permanent	36-45
Paternity	2021	Male	1.59	Full Time	AR9	Permanent	36-45

Tab. 5Cb: Paternity leave between 2018 and 2021

Flexible working

KMi has a longstanding culture of flexible working, even without the need for formally requesting it (cf. Fig. 5Ca-d). Additionally, the OU has a formal policy on Agile working, which women are more likely to be aware of and utilise (cf. Fig. 5Ca and 5Cc).
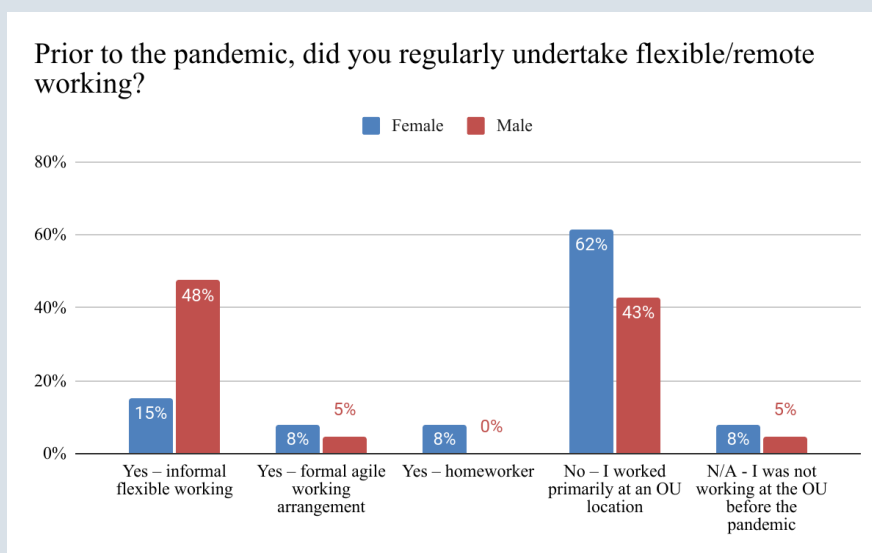
Fig. 5Ca: Flexible/remote working before pandemic

I am satisfied with the flexible/remote working arrangements within my Unit
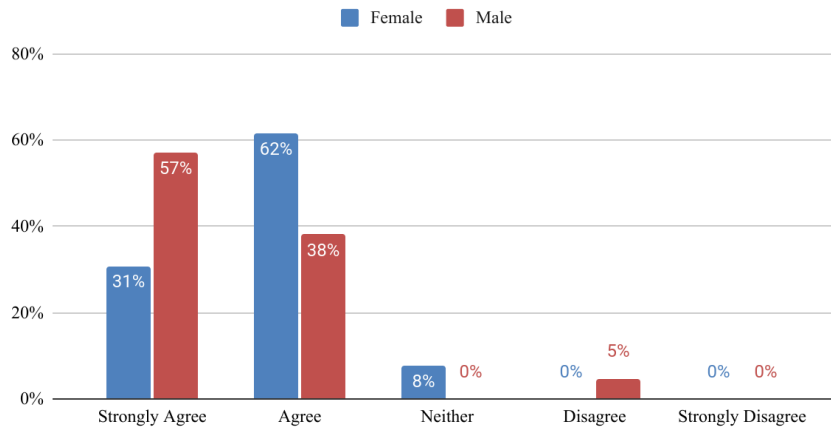
Fig. 5Cb: Flexible/remote working in 2021

Are you aware of the OU's Agile Working Policy?

Fig. 5Cc: Awareness of OU's Agile working policy

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

Fig. 5Cd: Confidence in KMi's flexible working policy

Transition from part-time back to full-time work after career breaks

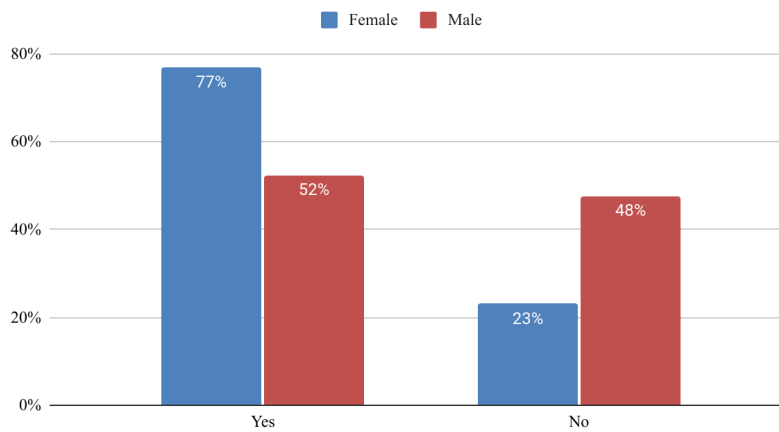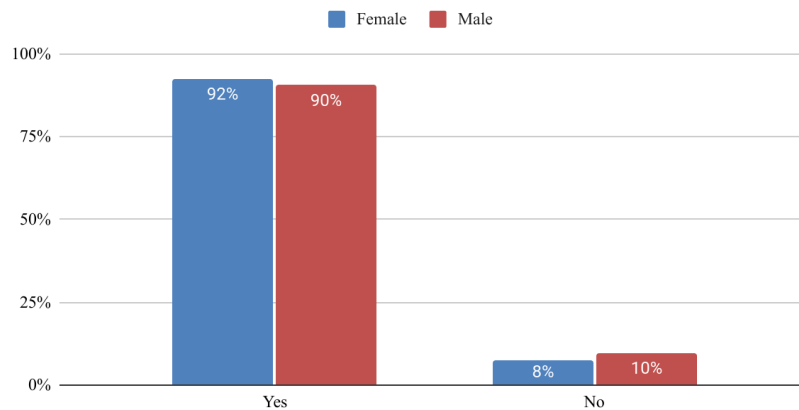Of the three women that returned from maternity leave since 2014, two returned as part time and all were afforded the freedom to manage their return to work, including decisions to transition between part time and full time working, with support from their line managers and the KMi director. Our Bronze plan augmented this support with a maternity buddy to offer more informal mentoring. The OU's Agile working policy specifically recognises that part-time arrangements are not permanent. There are also specific policies in place to avoid disadvantaging those whose research outputs are reduced through career breaks or part-time working, in promotion cases and REF submissions.

ORGANISATION AND CULTURE

Culture

KMi takes pride in its diversity, culture of mutual respect amongst colleagues, and embrace of the Athena SWAN Charter principles. We actively celebrate International days, weeks and months that celebrate EDIA causes. We have held our first election for an EDIA co-chair, with 60% of KMiers casting votes for one of three candidates that articulated their visions for the EDIA Board. For International womens' day this year we screened for KMiers the compelling documentary Picture a Scientist, which expounds on some of the inspirational early work promoting gender equality in science.

 A particular feature of KMi is the large professional and support staff teams that play vital roles in creating our sense of community. Two such staff have received Faculty commendations in 2021 for their work in fostering community through home working:

STEM faculty Commendations:

RCS (female): *For championing KMi's transformation from face-to-face to virtual interactions, helping the team to feel connected despite physical distance and ensuring the well-being of everyone in the lab in a time of a global pandemic.*

PA (male): *For imaginative leadership in responding to the challenges of Covid-19 faced by staff unable to access essential services.*

The visibility of our AS efforts (talks, events, and additional staff engagement) impacted our culture beyond our expectations. One big change is that Athena and wider EDI principles are increasingly the focus of our research too. One of our PhD students created the first initiative to democratically design educational games on social issues (http://kmi.open.ac.uk/news/article/19051). Participants were mostly

first-time game designers from underrepresented groups in the gaming sector; women, people of colour, people with disabilities, and members of the LGBTQ+ community. Our staff and students have since won awards for papers exploring online misogyny (https://www.wired.com/story/misogyny-reddit-research/) and on Misogynoir, the intersection of misogyny and race (http://kmi.open.ac.uk/news/article/19751), and several projects research Algorithmic Bias in Artificial Intelligence, including in learning analytics used within the OU. One of ou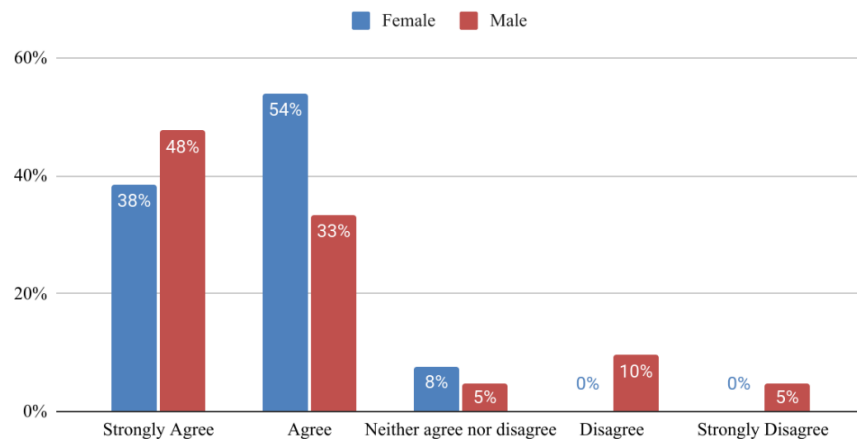r postdocs (AC2, female) has just been awarded a prestigious UKRI future leaders fellowship on creating a more just society with AI, which explores dimensions of power and marginalisation. These bottom-up efforts formed the basis for our latest research group on AI for EDI (https://ai4edi.kmi.open.ac.uk/). We have also started connecting our research to the UN's Sustainable Development Goals, which address societal and environmental inequities more broadly (http://kmi.open.ac.uk/sdg/).

KMiers are overwhelmingly positive about our culture (cf. Fig 5Da, where 84% of women and 86% of men express a sense of belonging, high numbers given the challenges of lockdowns and the shift towards working from home) and especially about how supportive our response to the pandemic has been (cf. Fig 5Db). These surveys took place during a period of intense debate within the OU around the creation of a Gender Critical Research Network, which explains the larger number of responses expressing discomfort in workplace situations around gender identity in Fig. 5Dc.
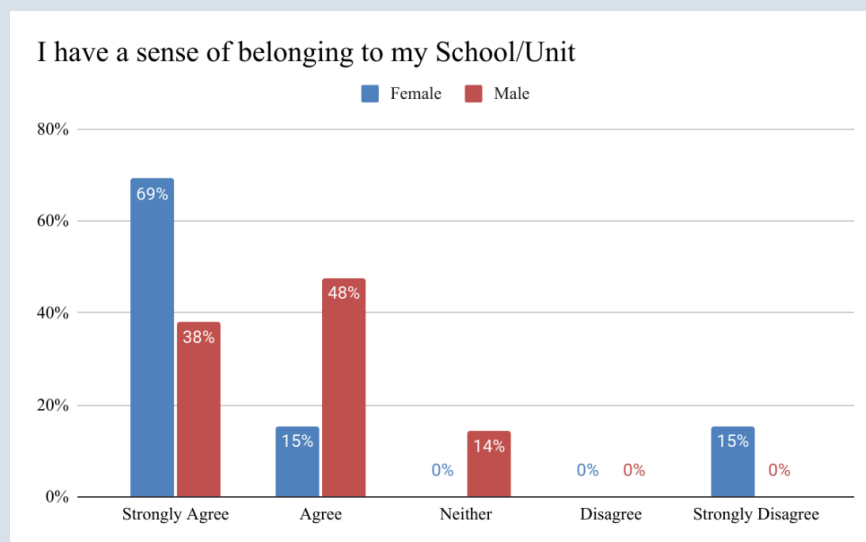
Fig. 5Da: Staff perceptions of of KMi culture

Important staff meetings organised by my School/Unit are completed at times which enable me to attend in person or virtually

Legend: ■ Female ■ Male

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
Female	38%	54%	8%	0%	0%
Male	48%	33%	5%	10%	5%

I am able to fulfil my caring responsibilities around my work commitments

Legend: ■ Female ■ Male

(Chart with y-axis from 0% to 80%. Female: Strongly agree ~33%, Agree ~66%. Male: Strongly agree ~15%, Agree ~31%, Neither agree nor disagree ~53%.)
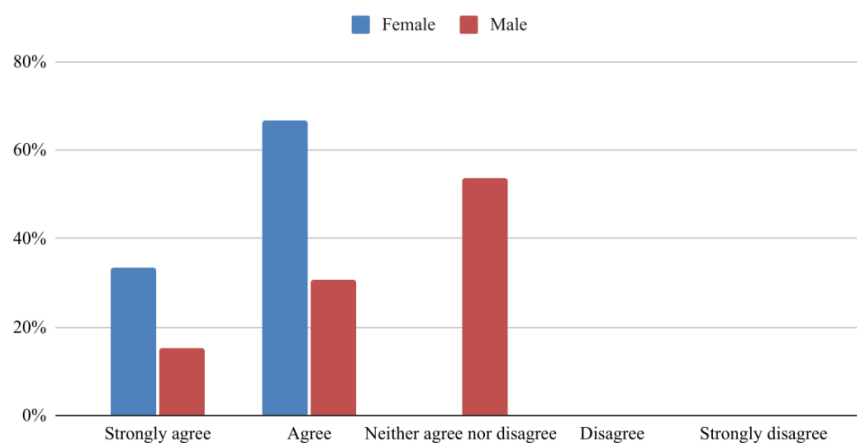
I feel welcome at work-related social activities organised by my Unit

Legend: ■ Female ■ Male

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
Female	54%	31%	15%	0%	0%
Male	52%	33%	15%	0%	0%
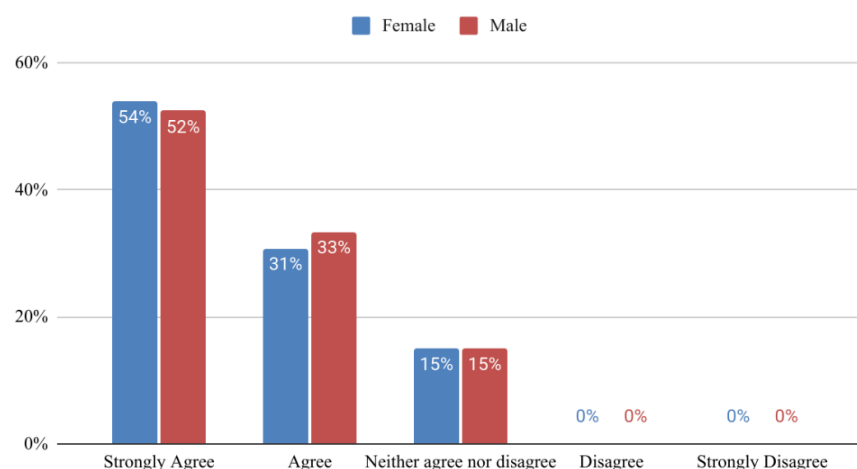
Fig. 5Da: Staff perceptions of of KMi culture [Continued]

How effective do you think your Unit has been, during the pandemic, in: Changing and adapting the support they offer in relation to staff health and wellbeing?
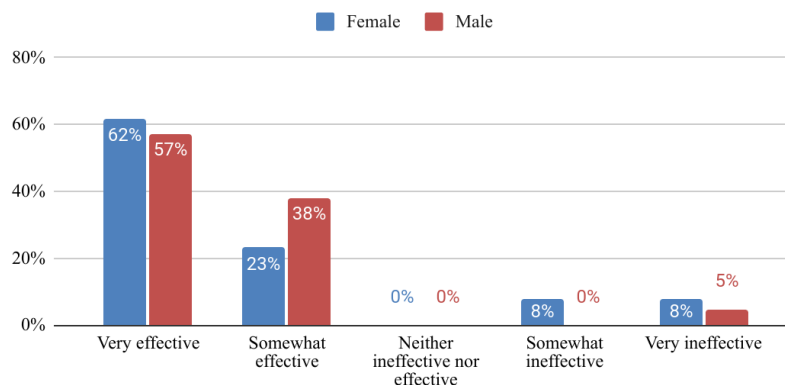
Female ■ Male ■

	Very effective	Somewhat effective	Neither ineffective nor effective	Somewhat ineffective	Very ineffective
Female	62%	23%	0%	8%	8%
Male	57%	38%	0%	0%	5%

How effective do you think your Unit has been, during the pandemic, in: Encouraging and supporting staff generally?
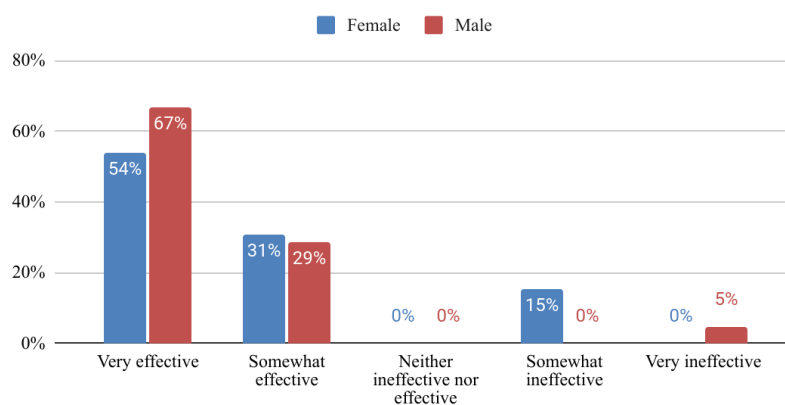
Female ■ Male ■

	Very effective	Somewhat effective	Neither ineffective nor effective	Somewhat ineffective	Very ineffective
Female	54%	31%	0%	15%	0%
Male	67%	29%	0%	0%	5%

How effective do you think your Unit has been, during the pandemic, in: Encouraging and supporting staff with caring responsibilities?

Female ■ Male ■

	Very effective	Somewhat effective	Neither ineffective nor effective	Somewhat ineffective	Very ineffective
Female	54%	31%	0%	8%	8%
Male	53%	26%	5%	11%	5%

Fig. 5Db: Staff perceptions of of KMi's cultural response to the pandemic

In the last 12 months have you experienced or witnessed a work-related situation in the OU where you felt uncomfortable because of:

Fig. 5Dc: KMiers' Negative experiences in the wider OU

HR policies

KMi has its own HR team, which is in close contact with the University's HR. Two members of our SAT are part of this team. They are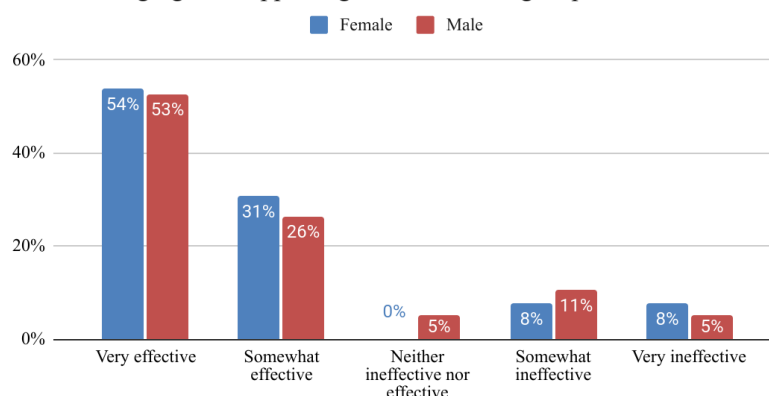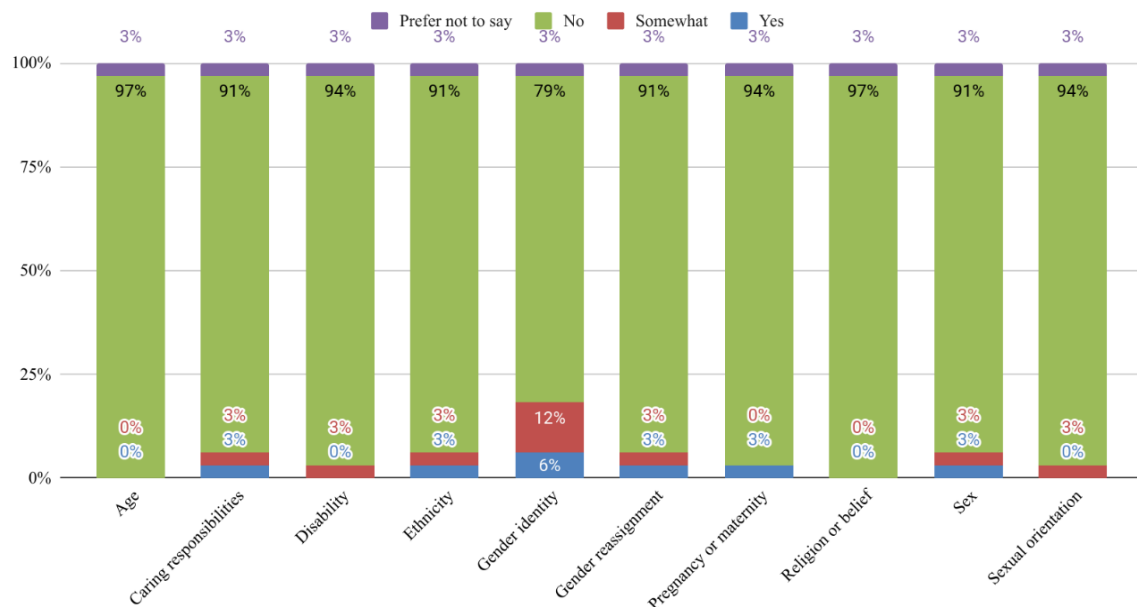 the key contact points to report difficult issues affecting members of staff. Individuals contact them to ensure that guidance is provided and that HR policies are applied consistently. They remain closely involved in any developments. Our HR team also ensures that Management Board and Line Managers are aware of any updates to HR policies. This information is then cascaded to each team and lab member. KMi is committed to strongly target possible issues of bullying, harassment and discrimination.

Representation of men and women on committees

There are seven committees at KMi (cf Tab 5Da). The Management board is the most influential and consists of all Senior Academics and Professional staff, and any other KMiers in leadership roles. The Executive Board consists of the Director and three senior Professional Staff and fulfils a narrowly defined operational purpose. The Staffing Committee is now gender balanced (as a consequence of our Bronze Athena Action) with strong Athena SAT involvement (50%) and contains 4 academics and 2 professional staff. Membership of the Athena SWAN SAT, Knowledge Makers, Social Committee and EDIA Board are entirely voluntary and open to everyone. Committee workloads are not onerous (typically, monthly meetings or fewer), and it is common for senior KMiers, male and female, to sit on several. In parallel, KMi has moved

towards a model of shared leadership, as shown in Table 5Db, and there is now greater awareness of the need for diversity in leadership.

Committee	Function	Male	Female	% Female
Management Board	Oversees management of the department	11	5	31%
Executive Board	Unit planning and budgeting, infrastructure	4	1	20%
Staffing Committee	Oversees the processes of hiring, promotions, permanency and annual awards	3	3	50%
Athena SWAN SAT	Analyses gender equality issues within the department. In charge of preparing this proposal and executing the Action Plan	5	10	67%
Social Committee	Organises KMi social events	2	1	33%
Knowledge Makers	A community of friendly makers, crafters, hackers and tinkerers creating projects featuring robotics, electronics, Raspberry Pi, Arduino, Textiles and Lego.	2	2	50%
EDIA Board	Yet to be constituted			

Less Balanced   More Balanced

Tab. 5Da: Make up of main committees at KMi in Feb 2022

2017	2022 (Feb)
Director: male	Director: male and Deputy Director: male
Director of Research: male	Director of Research: female
PGR Coordinator: male	PGR Coordinators: male & female
Athena Swan Chair: female	Athena Swan Co-chairs: female & male
	EDI Board Leads: female & female (1 elected, in future both will be elected)
Total: 3 male and 1 female	**Total: 4 male and 5 female**

Tab. 5Db: Comparison of Leadership Roles between Bronze and Silver submission

Identified Issue: Underrepresentation of women in important committees and in leadership roles.

BRONZE Actions undertaken

Action 4.8 Signposting and supporting participation in mentoring and leadership programs, such as the Aurora Leadership Program.

Action 4.9 Add a female academic member to the Staffing Committee. *[In practice we have added two female academics]*

Impact: We have gender balanced the staffing committee that plays a key role around promotions, with the addition of two female academics. By consciously moving towards a model with shared leadership, we have also gender-balanced (overall) the leadership roles within the department (4 men and 5 women), and consequently we have two extra women on our Management Board. We have held our first election for an EDIA co-chair, and in future all EDIA co-chairs will be elected. KMi has committed to making these elections open to all and buying out time of any co-chairs on fixed-term contracts.

Participation on influential external committees.

The department has a strong tradition of members playing leading roles within the university and other national and international committees. KMi is very supportive of such activity, which is recorded as part of the formal workload allocation and contributes to cases for promotion and special awards. KMi's Athena SWAN SAT members are involved in some key committees of the OU, e.g., the OU's Gender Equality Steering Group (1 female), STEM EDIA working group (1 male, 1 female), the OU's Research Degree Committee (1 male), and STEM Research and Enterprise Committee (1 female). Participation in wider OU committees often follows from taking on particular leadership roles within KMi, and we have made particular efforts to gender balance these (cf. Tab 5Eb above).

In addition to OU committees, our academic staff participate in organising committees of some of the top research conferences in their area, editorial boards, specialist groups, reviewing committees for EU funding programs and national research councils, and award panels.

Workload model

KMi are required by the OU to use their Academic Workload Management (AWM) system. In Quarter 4 of the financial year, all permanent central academic and research staff work plans are uploaded to the AWM system. The plans are agreed at an annual meeting with the HoD where they also ratify their actual work carried out in the current year vs. their work plan. For fixed-term staff, plans are driven by their allocation to externally-funded grants or occasionally to internally-funded activities.

As we are a research-only unit with no teaching allocations, our culture has always been to foster independence in our researchers, and this includes adopting an

anti-structure approach that minimises the extent to which organisational roles are considered and reduces hierarchical line management structures. Thus, our academic staff typically develop their own work models in consultation with their line managers. EDIA and Athena work is now costed into workload management as well and line managers are supportive of such work that advances our culture.

Similar proportions of men and women agree their workload is fair (Fig 5Dd), but more women disagree. On the other hand a greater proportion of women agree that their administrative workload is fair and the large majority of men and women agree that such contributions are valued (cf. Fig 5De). We do not yet have processes for scrutinising workload models, which as discussed above are not intended to be prescriptive. However, given there is some discontent visible around this, we propose:

Silver Action 5.3: Explore through a survey any perceived unfairness in work duties.

Silver Action 5.4: Make workload allocation more transparent among staff by publishing data summaries by gender

My overall workload is fair

Female   Male

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
Female	23%	31%	8%	31%	8%
Male	0%	57%	33%	5%	5%
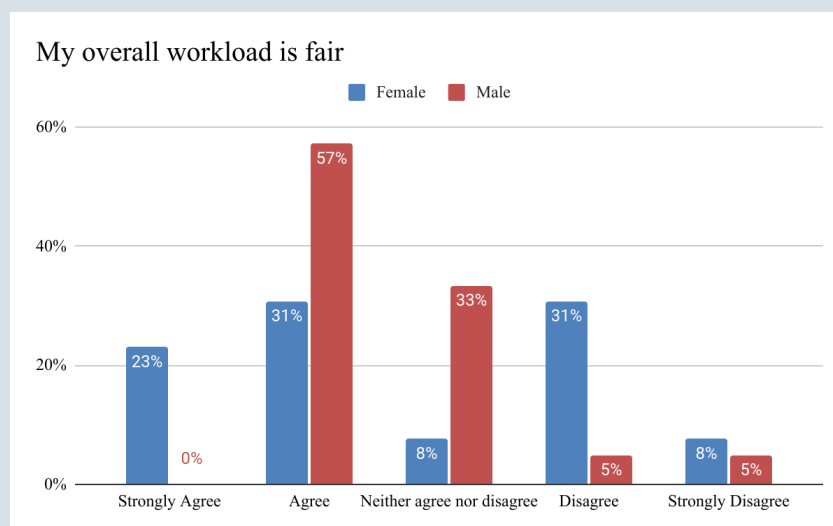
Fig. 5Dd: KMi Perceptions of overall workload

My administrative/management workload is fair

(Female / Male)

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
Female	23%	38%	23%	15%	0%
Male	0%	43%	43%	5%	10%

My professional and support contribution (e.g. administration, committee work, managerial responsibilities) is valued by my School/Unit

(Female / Male)

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Female	38%	31%	23%	8%	0%
Male	24%	43%	29%	5%	0%

Fig. 5De: KMi perceptions of the fairness of their admin contributions and the extent to which such work is valued

Timing of departmental meetings and social gatherings

All KMi meetings are expected to take place in core-hours (10am-4pm) and we now ensure this for all KMi-wide activities. However, within research groups, meetings with international partners in other time zones sometimes require compromise (and sufficient notice), and meetings organised by other parts of the OU or by external project partners are frequently out of KMi's control. Our Bronze Action Plan included regular reminders to all staff (particularly line managers) to respect and advocate for completing travelling in core days and meetings in core hours. When it comes to social gatherings timing issues are always considered to ensure that all members of staff can attend with their families. Over the past couple of years social events have moved online, and tend to be around lunchtime. Figure 5Df shows that most women and men find our timings convenient for both work meetings and social events, and no woman disagreed with either statement.

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

	Female	Male
Strongly Agree	54%	48%
Agree	15%	29%
Neither	31%	14%
Disagree	0%	10%
Strongly Disagree	0%	0%

Important staff meetings organised by my School/Unit are completed at times which enable me to attend in person or virtually

	Female	Male
Strongly Agree	38%	48%
Agree	54%	33%
Neither agree nor disagree	8%	5%
Disagree	0%	10%
Strongly Disagree	0%	5%

Fig. 5Df: Perceptions of timings of departmental meetings and social events

Visibility of role models

Data for all our seminars is recorded on our website (http://kmi.open.ac.uk/seminars/view/past/), with livestreams and video-recordings available through the KMi Stadium Facebook page (https://www.facebook.com/pg/kmistadium/videos/) when speakers give permission. Any researcher is free to book an internal seminar to present their work to the lab at any stage. External seminars are organised when opportunities arise. Pre-pandemic, potential speakers were invited by KMiers when travelling to London, or near Milton Keynes. Through the pandemic there has been less appetite within KMi for online seminars, as these have been available through so many international forums, including academic conferences. In response we have in 2021 set up (or rather revived) a different format. KMi Maven of the Month was a pioneering initiative we launched back in 1995, in collaboration with the BBC's Open University Production Unit, as one of the first Internet Talk Radio anywhere in the world

(https://en.wikipedia.org/wiki/Internet_talk_radio). 27 years later, we relaunched it, to invite top experts from around the world to discuss major socio-technological topics less formally with an audience of KMiers and the wider OU. We have to date had two very well attended Mavens (http://kmi.open.ac.uk/seminars/maven-of-the-month/), one male and one female. Table 5Dc (which includes the Mavens) shows the improved proportion of seminars by female researchers since our 2017 Bronze application.

	2014-2017			2018-2021		
	Male	**Female**	**% Female**	**Male**	**Female**	**% Female**
Internal Seminars	8	4	33%	6	2	25%
External Seminars	23	6	21%	20	14	41%
Total	31	10	24%	26	16	38%

Tab. 5Dc: KMi Seminars delivered by male and female researchers

The KMi Website is generally image light. Two KMier profiles are randomly shown on the front page with their photo, one guaranteed to be female. KMi Research is presented as a grid of the main research themes, which also highlights KMi's Diversity Statement (https://kmi.open.ac.uk/diversity/), which lists and explicitly commits to the revised Athena Principles, and Social Responsibility Statement (https://kmi.open.ac.uk/sdgs), which connects KMi's research to the UN's Sustainable Development Goals that tackle inequity more generally.

For Ada Lovelace Day (ALD), an international celebration of the achievements of women in STEM, we join the celebrations every year by creating a small tribute to some of KMi's amazing role models. This is a physical poster on one of KMi's Bulletin Boards, and also circulated by email and social media (https://twitter.com/kmiou/status/1447834661774888967, cf. Fig 5Dg).

KMi's female researchers have high visibility within academia and are frequently awarded in their fields. These achievements are promoted in the KMi's news section of the website (http://kmi.open.ac.uk/news/archive/) and through our social media channels. To further advance external visibility of KMi women, we propose:

Silver Action 4.5: Develop media profiles for KMiers and especially women
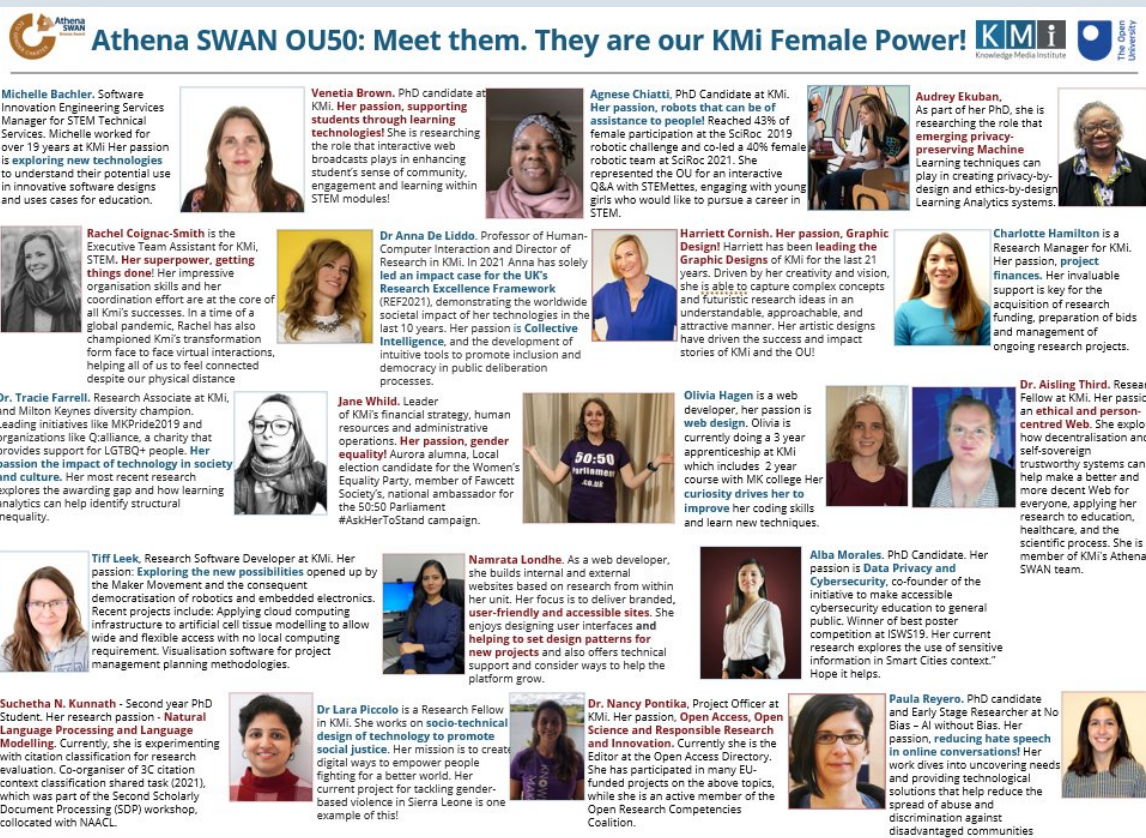
Fig. 5Dg: 2021 KMi Poster for Lady Ada Lovelace Day

Identified Issue: Limited visibility of female role models and lack of celebration of our diversity

BRONZE Actions undertaken

Action 3.4 Modify the KMi website to reflect attractiveness to women

Action 3.5 Modify the KMi website to add visibility to KMi's female researchers and role models

Action 5.1 Organise events to raise awareness and engagement with EDI principles

Action 5.6 Design engaging posters to raise awareness about EDI

Impact: We have substantially increased the number and percentage of seminars by female academics from 24 to 36%, by increasing the percentage of external female speakers from 21% to 41%. Several talks relate to EDI issues, such as Bias in Algorithmic decision making, AI ethics, or analysing everyday sexism and online hate. Our webpages now randomly select two KMiers to profile in a gender-balanced way (always one woman). More importantly, our actions have led to a wider culture whereby the KMi physical space, webpages and social media presence now

consciously, and through considerable effort on the part of many KMiers, provide platforms to EDI issues and especially towards promoting and making visible female role models. KMi now includes Athena activities at its public-facing events, such as its 25th year anniversary festival (http://kmi.open.ac.uk/festival/athena-swan/). KMi webpages celebrate International Women's day differently every year (e.g. http://kmi.open.ac.uk/iwd/2021 provided reflections by 10 male and female KMiers) and KMi pages for LGBT+ history month (http://kmi.open.ac.uk/lgbt+history/) include a list of OU open learning materials we have curated on the topic.

Building on these achievements, we have an additional Silver Action to:

Silver Action 5.2: Use the KMi website to showcase our commitment and success in advancing the careers of women.

Outreach activities.

Some highlights of KMi's recent outreach activities are reported below. KMi has always been very supportive of such activities, which contribute to cases for promotion and special awards and are recorded annually through HEBCIS, summarised in Tab 5Dd. Over the past four years, these show female participation in 76 outreach activities (39% of total). We note however that only 32 out of the 193 events involved any students, and we need to encourage student participation:

Silver Action 5.1: Advertise outreach programmes such as the Brilliant Club and Soapbox Science more widely to PhD students

As KMi is not involved in teaching, our outreach tends to be around our research or in support of STEM education more widely. It is often integrated into our research. Our X-Polli:Nation project (http://www.xpollination.org) funded by EPSRC and National Geographic promotes biodiversity citizen science projects in schools and encourages girls and boys to take up STEM subjects. This featured in the OU's COP26 green zone event in Glasgow (Ancient Knowledge and Modern Thinking: Climate Perspectives in Folk Art | #COP26). As part of a European project, KMi organised the 1st International Robotic competition to be held in a shopping mall (2019 SciRoc Challenge), recruiting as volunteers STEM ambassadors and practitioners from diverse backgrounds (43% female).

KMi women regularly participate in Soapbox science events around the UK. One KMier has been particularly successful in attracting an audience on YouTube (http://kmi.open.ac.uk/news/article/19744), with a video on Blockchains watched over 100,000 times.

Male	Female	Male and Female
117	52	24

Tab. 5Dd: Number of events recorded in the Higher Education Business & Community Interaction Survey (HEBCIS) from 2018 to 2021 involving only men, only women and combinations of men and women

KMiers are also very involved in their local community, especially around gender and sexuality. KMi co-hosted the workshop on "How can we achieve Equal Representation in the Workplace?" (https://www.facebook.com/events/159081891456868/) with the Women's Equality Party Milton Keynes Branch (April 2018). One KMier is the driving force behind an LGBTQ+ charity that works with young people in Milton Keynes (https://qalliance.org.uk/). Others are involved in Django girls coding events (https://djangogirls.org/en/miltonkeynes/) and school visits (https://twitter.com/larapicc/status/971366499381317632).

ACTION PLAN

Silver Action Plan:

The Open University. Knowledge Media Institute. **Athena Silver Award Submission. 2022-2026 Action Plan**
(* indicates highest priority)   SAT Recruitment Lead and SAT Outreach Lead as Persons responsible will be appointed after the SAT is reconstituted in 1.1.

Action Ref No	Planned Action objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe (start/end date)	Person Responsible (include job title)	Success criteria and outcome
1. Evidence gathering and reporting						
1.1*	Encourage more male, BAME, junior staff members and representation from technical services as part of the rolling refresh of SAT membership.	The percentage of men has dropped from 44% (7/16) to 33% (5/15) and the percentage of BAME members has dropped from (5/16) 31% to 20% (3/15).	Reconstitution of Athena SAT, with encouragement to join for underrepresented groups.	April 2022 / July 2022	Athena Co-chairs	Increased diversity in SAT and better gender balance (target of 45% men).
1.2	Integrate the Athena SAT processes within the newly established KMi EDIA board	KMi has newly established an EDIA board that the SAT sits within. While there is substantial overlap in personnel, processes will need to be refined through experience.	Processes for coordinating updates to the Management Board and wider KMi, and for incorporating intersectionality in the SAT's Gender-based analyses.	April 2022 / March 2023	Athena SAT co-chairs and EDIA Board co-chairs	Good flow of information between SAT and EDIA board, regular updates on Athena and EDIA to MB (monthly) and wider KMi (quarterly), Intersectionality incorporated into SAT analyses.

1.3*	Design our own KMi-designed Athena/EDIA Exit interview for leavers that asks specific questions about our culture, defined broadly.	The OU has procedures for Exit interviews for Staff (but not for students). But, it defaults through the line manager, there is a notable lack of uptake at KMi, and the Athena SAT does not have access to these. As a result, we do not fully understand the reasons for staff or students leaving and the role EDI/Athena issues might play. In particular we note a higher percentage of women postdocs at AC2 leaving KMi.	Development of KMi-specific exit interview on cultural issues that played a role in students or staff leaving. Getting Ethics approval from OU Ethics Boards.	Encourage uptake of OU processes: April 2022 / June 2022; Development of KMi process: July 2022 / June 2023	EDIA Co-chairs	All KMi staff and student leavers offered the Athena/EDIA exit interview, conducted by either an Athena or EDIA co-chair, and also encouraged to undertake the OU exit interview, conducted by their line manager or another person of their choice (target of 50% of leavers providing exit interviews).
1.4	Participate in university-level Athena Swan work and share good practice, through membership of the STEM Faculty EDIA Steering Group and the University's Athena Swan Champions Network.	Integration with others' work helps innovation and strengthens actions. Mutual support from and of others involved in gender equality work helps to maintain momentum of the action plan.	Participation in faculty & university EDIA committees. Supporting another School's Athena Swan process through mentoring/ buddying scheme.	April 2022 / March 2026	EDIA and Athena Co-Chairs	Buddying leads to AS submissions by other School(s) by 2024 (target of one school by 2024). Committee/ network membership brings new good practices to be adopted by KMi (target of one per year).
2. Postgraduate Research (PGR) students						
2.1	Continue to ensure that all female PhD students have a female supervisor or third party monitor if they wish.	It is important for female students to have a link with a female member of staff. We need to continue processes that are working for us.	All students are offered this at induction and the system will continue. In addition, supervisors will be reminded about this when a female student starts with an all-male supervisory team	April 2022 / March 2026	PGR Coordinators	100% of female PhD students continue to have the option of a link with a female member of staff.

2.2	Continue to ensure that interview panels for female PhD students include at least one female member.	We have been very successful in attracting diverse PhD students and need to continue processes that work.	Make sure that female PGR coordinator joins panel when supervisors are male, at least for female candidates	April 2022 / March 2026	PGR Coordinators	Ideally all interview panels will have gender diversity, but minimally we will ensure this for 100% of female candidates.
2.3*	Develop processes to enable more of our PhD students, and especially women, to stay on at KMi after graduation and build their academic careers within KMi.	We have a gender balanced PhD cohort, but despite a few very successful role models, very few go on to build their academic careers at KMi.	Improve visibility of KMi students through presenting at seminars. Improve internal job prospects and retention post PhD through encouraging uptake of part-time Research Assistant positions in the 3rd year. Share details across KMi of PhD students in their final year that can be written into grant applications. Survey students to gather other requirements	sharing details twice a year, once a year for survey, quarterly for encouragement to present a seminar: April 2022 / March 2026	KMi Director and Director of Research	Greater number of KMi students in 2nd Year presenting seminars (target 4 per year), greater number taking up PT Research Assistantships in 3rd year (target 4 per year), greater number of students written into research bids (target 2 per year). Eventually, leading to better retention of PhDs as postdocs (target of one per year). All targets expected to be gender balanced.

3. Recruitment

3.1*	Use "Textio" or similar tool to ensure language used in job advertisements is gender neutral and inclusive. Use such tools to also audit our entire webpages.	Data show a lower percentage of female applicants.	Purchase of license for software, audit and revision of language on KMi website, application to job advertisements	January 2023 / March 2026	SAT Recruitment Lead and one EDIA co-chair	More inclusive web pages and job advertisements as evaluated by tool. Increase in applications from women and minorities (target 35% applications from women for actions 3.1-3.6, 5.2).
3.2*	Produce multimedia content that can be used for all KMi advertisements that communicate KMi's diversity, work culture, and career progression opportunities.	Data show a lower percentage of female applicants.	Production of texts, images and videos for use in advertisements.	September 2022 / April 2023	SAT Recruitment Lead and one EDIA co-chair	Better descriptions of KMi diversity and culture, used in 100% of KMi job advertisements (target 35% applications from women for action 3.1-3.6,5.2).

3.3*	Produce a pack based on previous action for appointment panels with outlines for adverts and further particulars and guidance for shortlisting and interviewing.	Will be particularly beneficial to grant holders with limited experience of appointing staff. We lack a written record of best practice.	Advertisement Pack uploaded to KMi intranet, and processes finalised to point recruiters to the pack when they begin the process of advertising a job	May 2023 / June 2023	SAT Recruitment Lead and one EDIA co-chair	Pack produced and disseminated. Good practice is followed consistently in drawing up adverts, shortlisting and interviewing (target 35% applications from women for action 3.1-3.6,5.2).
3.4	Provide systems to ensure diversity on all recruitment panels.	Data show a lower percentage of females shortlisted and selected.	EDIA Board accepts requests for panel members. Recruiter Pack makes clear that panels require gender diversity	April 2022 / March 2024	EDIA Co-chairs	At least 50% of panels include a woman within a year, and over 80% within two years (target 40% of shortlisted candidates are women).
3.5	Ally with organisations that are prominent in the EDIA space, and build a reputation for our work in this space.	Lack of connections to external partners limits KMi's social media outreach and its local leadership around EDIA issues.	Start local in Milton Keynes which is home to several organisations of note (e.g. Women Leaders UK [womenleadersuk.org] have any ally and a mentor programme)	April 2022 / March 2026	EDIA and Athena Outreach Leads	Development of network of partners (target: 1 by 2024 and 2 by 2026) that amplify KMi's social media EDIA messaging (target 35% applications from women for action 3.1-3.6,5.2).
3.6	Extend targeted advertising (beyond advertising on WISE website) to attract more female applicants to academic and research positions.	Data show a lower percentage of applicants that are women, or from certain minority categories.	Begin with Staff networks within the OU and leverage their wider networks and social media presence. Make better use of Local community organisations, especially for hiring professional and support staff, who are more likely to be recruited locally.	April 2022 / March 2026	EDIA and Athena Outreach Leads	KMi Jobs are circulated in a targeted manner, leading to an increase in applications from these groups (target 35% applications from women for action 3.1-3.6,5.2, and 20% from minority groups).

4. Career development and promotions						
4.1	Create KMi-specific face-to-face induction for new staff covering KMi's culture and EDIA as well as research ethics, with complementary information about OU networks around gender, sexuality, race and disability.	We recruit globally, and need to make all new recruits aware of KMi's cultural expectations as well as available support networks within the OU.	Design of induction material, and training a small number of the EDIA committee to be able to deliver it.	January 2023 / July 2024	Athena SAT co-chair and Director of Research	KMi EDIA and ethics induction workshop delivered every 6 months for new recruits from July 2024.
4.2*	Understand reasons for lower success rates for grants for female applicants and develop tailored support strategies.	Female applicants for research grants or any other external funding are less successful than their male counterparts (success rate of 8.6% vs 28.0% for external research grants, and 17.8% vs 32.6% for all external bids).	Provision of dedicated expertise, and good practice sharing, for grant writing and internal review by experienced academics across research groups. Share examples of successful grants to different funders. Funding to send academics to funders' workshops and meetings and to develop networks, with encouragements to women.	January 2023 / March 2026	Director of Research	Increased sharing of bid writing expertise across KMi. Increased success rates in grant applications for female academics (target: similar success rates for men and women by career stage).
4.3	Survey KMi Staff to understand what is lacking in the training courses available to them at KMi.	24% of men and 8% of women disagree that the training they are offered helps them develop. The data also shows a large number of courses started but not completed, but we do not know at what point in the course staff drop out, and why.	Identification of specific training requested by KMiers that is not part of the OU offering, and finding ways to deliver these, through the OU or within KMi.	January 2023 / March 2026	Director of Research and one Athena Co-chair	Survey completed in 2023 and provision of specific training requested by KMiers but not part of the OU offering by 2025.

4.4*	Extend the postdoctoral review process to include merit awards and additional increments as well as promotions. Monitor gender breakdown of staff receiving awards and increments.	While our promotion process is now fairer, there is still a gender imbalance in salary increments and merit awards (16 applications by men, but only 3 by women).	Look at all CVs together and make recommendations to individual staff on applying for increments and merit awards as well as promotions, taking gender balance into account.	September 2023 / March 2026	KMi Staffing Committee and Athena Co-Chair	Better gender balance in applications and outcomes for increments and awards (target: similar percentages of women and men applying and being successful).
4.5	Develop media profiles for KMiers and especially women	While KMi women have increased their visibility within the OU, we are missing opportunities to develop external visibility.	Identifying training and development opportunities to become media experts – e.g., to get on the BBC women experts list. Encouraging participation.	Identifying opportunities: Oct 2022 / March 2023, encouraging participation April 2023 / March 2026	KMi Deputy Director and EDIA co-chair	KMiers visible in national and international media (target: by 2026, at least two women have been interviewed in the media).
4.6	Make it KMi policy to allow all staff, including professional and support staff that engage in research, more freedom and independence, for example by giving them a half-day a week to explore their own ideas.	Interviews with research-active professional and support staff highlighted difficulty in fitting research around their everyday tasks. This is also evident in perceptions of unfairness of work allocation in surveys. 39% of women and 10% of men perceive their workload to be unfair. KMi culture is to encourage bottom up creativity but some KMi-ers are unable to find time during the week.	Policy is determined with respect to Permanent and Fixed Term contracts, and academic and professional/ support staff. For FTCs, this freedom will need to be constrained to research relevant to the project.	June 2022 / October 2022	KMi Director, Deputy Director and one Athena Co-chair	New Policy in place and communicated to all KMiers, incorporated into workload planning and staff appraisals. By 2026, appraise the scheme and collect evidence on how KMiers have made use of this time to generate new ideas, pilot studies and new grant applications. We hope for improved survey scores for fairness of work allocation (target for 4.6, 5.3 and 5.4 to remove the gender bias in feelings of unfairness of workload).

5. Organisation and culture						
5.1*	Advertise outreach programmes such as the Brilliant Club and Soapbox Science more widely to PhD students within KMi to increase the number of students involved in these activities.	We found that most outreach activities are undertaken by staff (only 32 out of 193 events involved any student [17%]) , and students are missing out on opportunities to communicate their research to the public.	Identify programmes suitable for students and send reminders. Provide internal support for people that want to take part.	April 2023 / March 2026	PGR Coordinators	Increased involvement of students in public engagement and outreach activities (Target of 25% outreach activities involving students, half of whom women, as our student body is gender balanced)
5.2*	Use the KMi website and a monthly newsletter (which is in the pipeline) to showcase our commitment and success in advancing the careers of women internally and externally.	While we have improved the visibility of women on our website through bronze actions, we do not yet showcase career progression and this would be a good next step.	Add a section to the KMi diversity pages and have an Athena section in the new monthly newsletter. Use these to provide updates on the status of our action plans through these forums. Also add a section to our jobs pages geared for applicants.	June 2022 / July 2022	Staffing Committee and Athena Swan Co-chair	Section added to KMi webpage and newsletter. In time, this contributes to more women applying for promotions and increments (target: equal % of women applicants) and also attracting more female applicants to advertised positions (target 35% applications from women for action 3.1-3.6,5.2).
5.3*	Explore through a survey any perceived unfairness in work duties, including around auxiliary task such as making presentations for use by the group, reporting for funders, or low-level programming/ website development	39% of women and 10% of men perceive their workload to be unfair.	Design a survey, obtain Ethics Approval, run survey, analyse results and translate into concrete policy changes	January 2023 / March 2026	Athena Co-chair and Director of KMi	Any imbalances are analysed and discussed within KMi to increase awareness around the issue. Where necessary, policy changes are enacted. Perceptions of workload fairness improve (target for 4.6, 5.3 and 5.4 to remove the gender bias in feelings of unfairness of workload).

5.4	Trial a new approach to make workload allocation more transparent among staff, whereby the percentage of time allocated to a particular category of work is published on our intranet by gender and staff grade/role.	39% of women and 10% of men perceive their workload to be unfair.	Add a page on the KMi intranet to report this. Update once a year.	July 2023 / March 2026	Athena Co-chair, Executive Team Assistant	Workload allocation by gender is published, any imbalances are analysed and corrected. Perceptions of workload fairness improve (target for 4.6, 5.3 and 5.4 to remove the gender bias in feelings of unfairness of workload).
5.5	Establish a regular twice-a-year motivational talk or workshop on Equality, Diversity, Inclusivity and Accessibility.	Our workshops on unconscious bias are well received and there is interest in widening such activities.	Identify speakers to invite and topics for workshops	April 2022 / March 2026	EDIA Co-chair	Talks and workshops are conducted twice a year. These inform our Athena actions.
6.- Flexibility and career breaks						
6.1*	Interview all those returning to work from maternity leave, three months after their return.	We have not had an opportunity to monitor and evaluate the effectiveness of the Maternity Buddy and Keep-in-touch schemes and learn good practice, as no one has returned from maternity leave in the past reporting period.	All returners interviewed after three months. Good practice guidelines updated after each interview.	April 2022 /March 2026	Athena Co-chairs and KMi Director	100% of returnees are interviewed and guidelines are updated. Target: similar issues do not arise in future maternity leaves.
6.2	Returning Allowance from Caring leave, illness, maternity, shared paternity leave, etc.	We do not have any explicit funding offer for returning staff, though they can all make requests to KMi's non-staff budget.	Determine a suitable amount that can be offered as a function of the length of the leave period. If OU introduces a central policy (which we anticipate within a year), align with it or improve on it.	April 2022 / July 2022	Athena Co-chairs and KMi Director	All returnees offered a returning allowance to help them restart their academic careers, aligned with or improving on any central OU offer.

6.3*	Create a KMi protocol with timelines for when replacements need to be identified and when handover tasks need to be finished, and which clarifies responsibilities of KMi Director, immediate line manager, and mother-to-be.	Our experience of organising cover raised a lot of issues around responsibilities and timelines for organising cover and these need to be clarified.	Assignment of responsibilities and timelines for all tasks with respect to organising maternity cover.	April 2022 / July 2022	Athena Co-chairs and KMi Director	Protocol added to KMi intranet and followed for future maternity leaves. Target: Handover is smooth for future maternity leaves as evidenced in interview in 6.1.
6.4	Capture and communicate case studies of shared parental leave from across the university to raise awareness amongst KMi staff.	There is no uptake of shared parental leave at KMi, and this is a known issue in other OU departments and in wider society.	Liaise with other schools within STEM and the wider OU to find persuasive case studies around shared parental leave. Communicate these when parental leave is applied for.	July 2022 / June 2023	Athena Co-chairs	Cases collected and made available through the KMi intranet. Target: Awareness among KMi staff of 75% in staff survey.
6.5	Provide regular training for line managers on OU processes around sickness, caring responsibilities, maternity and parental leave and career breaks and return-to-work processes.	We discovered in our single case of planning maternity leave that there was a lack of awareness among line managers about OU processes, which limited their ability to help.	Identify suitable person from HR or STEM admin that can deliver such a workshop	January 2023 / March 2026	EDIA Co-chairs	Mini workshops on Line manager knowledge and skills conducted annually.

Status of Bronze Action Plan implementation:

RAG Colour Code	Interpretation	Number of Bronze Actions	Percentage of Bronze Actions
■	Actions we did not manage to implement in the reporting period	4	9%
■	Actions initiated but not completed to our satisfaction.	7	16%
■	Completed Actions. KMi has good systems in place, which will evolve as needed as more evidence is gathered.	34	75%

The Open University. Knowledge Media Institute. Athena Bronze 2017 Actions and Status (* indicates highest priority)		
Action Ref with RAG codes	**Planned Action objective**	**Remarks on Status**
1. Evidence gathering and reporting		
1.1*	Establish an annual monthly cycle of SAT meetings	The Athena SWAN team ensures that actions are being taken forward and that lessons learned from these actions are being documented.
1.2*	Establish an annual cycle of SAT and reporting schedule to departmental management team as part of our monthly Management Board meetings	The Management Board of the department is informed and involved in the Athena SWAN initiatives and considers issues of gender equality and diversity routinely as part of all decisions.
1.3 *	Establish an annual cycle of SAT and reporting schedule to the entire department as part of our tri-monthly town meetings.	The complete department is informed and involved in all the Athena SWAN initiatives
1.4 *	Investigate possibilities to obtain additional budget for Athena SWAN activities via EU and national funding programs.	We applied for funding to two external sources, but unsuccessfully. Instead, we have made extensive use of KMi's non-staff budget for our Athena activities.

1.5	Investigate a way of incorporating part-time staff data as part of our data collection.	We are now able to generate a spreadsheet with part-time staff data within KMi.
1.6	Put in place a system for regularly collecting and reviewing gender data on the recruitment, progression and attainment of students.	We now maintain within KMi a spreadsheet with gender data about recruitment, completions and dropouts of PhD studentships.
1.7	Revise the current OU induction for members of staff and add KMi-specific and complementary information (especially information on our Athena SWAN activities), particularly regarding permanency, promotion and awards (see Action Plan 4.1). Include information about the women at OU network, a voluntary network to empower existing and potential women leaders and managers in the University.	We have introduced new KMi-specific designed content to the induction package, including specific KMi Athena SWAN activities, but we wish to go further and cover KMi and OU cultural expectations, including EDIA and research ethics.
2. Undergraduate and postgraduate (PG) students		
2.1	Investigate reasons for low recruitment of part-time female postgraduate research students. Survey and interview current part-time students (all genders) to explore their experiences. Use the results of this study to inform further actions	We have gender balanced our recruitment of part-time students, which made this action redundant. We will instead as part of our Silver action survey all PhD students on what support we can offer them with respect to beginning an academic career.
2.2 *	Investigate reasons for students dropping their PhD studies and the different factors that affect male and female students. Use the results of this study to inform further actions.	We have only had two instances of students dropping out, and we understand the circumstances. We propose to systematically conduct exit interviews in the future.
2.3	Identify points of contact with different STEM departments at the OU to target female Master students when advertising KMi PhD positions. Liaise with 2.1, 2.4, and 2.5 to develop a strategic approach to recruitment.	We have reached out to these contacts. We now receive more high quality applications from women than we can fund.
2.4	Identify points of contact with women Associate Lecturers, within the STEM faculty, but also in other working groups and communities of practice, such as WomenAtOU on Yammer. Liaise with 2.1, 2.3 and 2.5 to develop a strategic approach to recruitment.	We have reached out to these contacts. We now receive more high quality applications from women than we can fund.
2.5	Improve the KMi website recruitment pages and postgraduate area. Provide information on all the opportunities available. Consider how we can signpost/advertise these opportunities more effectively	We have substantially improved our website in these respects, and diversified our advertising.

2.6	Consideration of gender in the allocation of third-party monitors. Ensuring all female students have the opportunity of female 3rd party monitor if they have an all male supervision team	Female PhD students are now given the opportunity to have a woman as part of their supervision/third party monitoring team
3. Recruitment		
3.1 *	Identify websites, groups and institutions dedicated to women in STEM. Use the created list to promote KMi positions through those channels.	We have made some progress in identifying these, but we are not systematically using all these avenues for all our positions.
3.2 *	Design and conduct a face-to-face workshop focused on unconscious bias and recruitment practices. Provide this workshop once a year to everyone in KMi who is likely to be in an interview panel. Complement this workshop with the current online course on recruitment, selection and interviewing provided at the OU	We have run three sessions through external consultants and all have been very well appraised. The OU now has a compulsory course on Equality Essentials that KMiers all refresh every two years.
3.3	Ensure that job adverts include wording that particularly encourages women to apply.	HR now runs all job adverts through software to detect linguistic bias. We also add a sentence on KMi's diversity and inclusive culture to all job ads. However, the consensus is that we should do more in this respect and provide more engaging multimedia content showcasing our diversity and our career progression opportunities.
3.4	Modify the KMi website to reflect why working at KMi and the OU can be very attractive to women (commitment to Athena SWAN, training opportunities, flexible working, etc.)	Our recruitment pages and wider KMi pages have been revised substantially to address these issues.
3.5	Modify the KMi website to add visibility to KMi's female researchers and role models	We have created several pages on our website to celebrate our female role models and their achievements.
3.6 *	Review the scoring sheets of a wide sample of interviews to investigate the reasons for the lower success rates of female applicants. Use this review to inform further actions.	We have lost access to recruitment data as explained in the guidance section.

4. Career development and promotions		
4.1 *	Provide a yearly tutorial to the lab summarising and explaining the promotions / permanency criteria. This is done in collaboration with OU HR. Share the prepared material for the tutorial with the department via our mailing list.	We have been running these tutorials annually and all genders at the department are more aware of criteria and procedures for promotions and permanency.
4.2 *	KMi's Staffing Committee will conduct an annual postdoctoral review (by reviewing the CVs of all KMi's postdocs) to ensure that female academics are encouraged to apply for promotions/permanency once they meet the criteria and do not wait longer than necessary	We now ensure that promotion and permanency cases are considered yearly for all postdocs and that female members are encouraged to apply.
4.3 *	In conjunction with the University's Career Development and Staff Appraisal (CDSA) process, an annual career planning exercise will be conducted as a result of Action Plan 4.2. The aim is to provide strategic career advice and to ensure that career efforts are concentrated in the right path to obtain promotion/permanency.	The staffing committee now provides strategic feedback to each candidate on career planning, with special emphasis on supporting female members and encouraging them to pursue promotions and permanency.
4.4	Provide examples of successful promotion/permanency cases. Ensure cases of female researchers are added to this repository	Repository of promotion/permanency cases is available to all staff members.
4.5 *	KMi's Staffing Committee and the candidate's Line Manager will provide mentoring/training in preparing for promotion and permanency cases. Given the lack of female professors and senior research fellows in the department, additional support for female academics will be requested from other departments via the Gender Equality Steering Group	Cases for promotion / permanency now receive feedback from senior members of the department.
4.6 *	Training for CDSA appraisers / Staffing Committee members on how bias may influence how candidates are perceived in promotion/ permanency / award cases.	All KMi appraisers have attended a workshop on unconscious bias.
4.7 *	Inform CDSA appraisees and appraisers of all available OU guidelines, training programmes and tools for ensuring the effectiveness of the CDSA process. Make appraisees and appraisers	We inform KMiers about available resources through the CDSA web interface itself. KMiers are overall positive about the CDSA process.

<td style="background:green"></td>	more aware of what to do and what to expect in the yearly CDSA review process	
4.8	Signposting and supporting participation in mentoring and leadership programs, such as the Aurora Leadership Programme.	Women now receive more support and encouragement to become future leaders. 3 academic and 2 professional and support staff have participated in the Aurora programme.
4.9 *	Add a female academic member to the Staffing Committee. At the moment there is a female representative for academic-related and support staff, but no female representative for academic staff.	We have gender balanced the Staffing Committee by adding two female academics.
4.10 *	Bi-annual workshops on first-grant schemes to increase awareness among early-career researchers and create a platform to encourage and support them to apply as PI for their own projects	We have not been able to accomplish this action and the data suggest large disparities in grant success rates in general. Supporting ECRs and women in grant applications is a priority for our silver plan.
5. Organisation and culture		
5.1 *	Organise at least four events a year (between talks and workshops) to raise awareness and engagement with the principles of equality and diversity	We have not managed four per year, and average two events each year.
5.2	Provide an annual tutorial to the lab summarising and explaining the training opportunities offered by the OU and the department. Share the prepared material for the tutorial with the department via our mailing list.	We have not been able to accomplish this action. But, the OU now has a centralised portal listing all the training opportunities available, so it is less important. Instead, we have a new action to explore what training KMiers require that is missing from the OU/STEM offerings.
5.3	Design and roll out a questionnaire to identify the concrete factors affecting inclusiveness in the lab.	We now use the OU's Athena Staff survey for this purpose.
5.4	Summarise the HR processes regarding bullying, harassment and discrimination and provide an annual workshop to the lab. Also distribute the generated material via our internal mailing list	Our intranet now provides a link to HR policies.
5.5	Remind all staff (particularly line managers) to respect and advocate for completing travelling in core days and meetings in core hours	We email periodically, and all line managers are aware and frequently reminded of this.
5.6	Design engaging posters to put in the kitchen (the social area within the lab) to raise awareness about equality and diversity	We have produced several posters to champion KMi women and their research.

5.7	Initiate annual audit of internal and external committee membership and report on gender breakdown. Use the results of this audit to inform further actions	We now audit internal committees broken down by gender, but do not have systems for collecting external committee membership.
5.8 *	Design and conduct a questionnaire to investigate gender disparity in workload balance and types of tasks assigned to each gender. Use the results of this study to inform further actions	We now use the OU's Athena Staff survey for this purpose. The survey has flagged some issues we wish to explore further and will be developing a more in-depth survey as part of our Silver plan.
6.- Flexibility and career breaks		
6.1	A new section will be added to the department's Website to inform members of staff on "Cover and Support for Maternity and Adoption leave".	Our intranet now provides a link to HR policies.
6.2	Agreeing on departmental good practices and policies to cover for parental and adoption leave.	The Management Board has approved the good practice and policy to cover for parental and adoption leave.
6.3	Promoting awareness of Keep In Touch days to all staff, particularly line managers and, when requested, agreeing on keeping-in-touch days to catch up regularly on work progress during maternity	We have only had one instance of maternity leave, and these actions have been achieved for this instance.
6.4	Establishing a buddy/mentor scheme at department level to advise and support returning staff members.	We have only had one instance of maternity leave, and this action has been achieved for this instance.
6.5	Investigate which funding programs allow for child minding costs (e.g., http://www.rcuk.ac.uk/documents/documents/fecfaq-pdf/) and, if possible, include these costs in project budgeting.	We have investigated these, but do not yet have systems in place to encourage KMiers to cost these into their bids.
6.6	Add information to the department website on policies and practices for supporting staff returning to work after maternity/adoption leave	Our intranet now provides a link to HR policies.
6.7	Disseminating information on the advantages/procedures relating to parental leave options on the department website.	Our intranet now provides a link to HR policies.
6.8	Disseminating information on options of flexible working as well as policies to avoid disadvantageing those whose research outputs and career development are reduced through career breaks.	Our intranet now provides a link to HR policies.