



Institution Application Bronze and Silver Award



ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

- = an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- = a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- = the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines.

Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver institution awards. You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

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

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

6. Supporting trans people	500	500
7. Further information	500	500

Name of institution	University of Bath	
Date of application	April 2017	
Award Level	Bronze	
Date joined Athena SWAN	2007	
Current award	Date: 2013	Level: Bronze
Contact for application	Dr Caroline Harris	
Email	c.harris2@bath.ac.uk	
Telephone	01225 384141	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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



Figure 1.1 Vice-Chancellor of the University of Bath, Professor Dame Glynis Breakwell – one of the Science Council’s ‘100 leading UK practising scientists’ in 2014



UNIVERSITY OF
BATH

Professor Dame Glynis Breakwell DBE DL
PhD DSc LLD(Hon) CPsychol FBPoS FRSA PFHEA HonFBPsS FAcSS
President and Vice-Chancellor

Bath BA2 7AY · United Kingdom
Telephone +44 (0)1225 386262

Ruth Gilligan
Athena SWAN Manager
Athena SWAN Charter
Equality Challenge Unit, Queen's House,
55-56 Lincoln's Inn Fields
London WC2A 3LJ

27 April 2017

Dear Ruth,

Athena SWAN Bronze Award Submission

I am writing to endorse our application for the renewal of our Athena SWAN (AS) bronze award and to confirm that it has the full support of my senior management team, who will be directly engaged with its delivery.

We fully support the AS Charter principles and have been making steady progress, but I am determined that our 50th anniversary year marks a step change in the scale of our ambition. Our new AS action plan launches our swifter trajectory towards the goal of gender equality and I am confident that its implementation will deliver change at a faster pace than we have achieved to date.

Our action plan tackles the challenge of increasing the proportion of women in some discipline areas and in some senior roles through approaches that will be applied equally where men are under-represented. Our community is committed to equality and we have made significant advances since our last submission in terms of representation and departmental AS engagement:

- 33% of Associate Deans and 38% of the Vice-Chancellor's Group (VCG, our senior management team) are female, significantly higher than the proportion of women in senior academic posts;
- our influential committees achieved between 33% and 57% women members;
- there has been an increase in the proportion of female professors, from 10% in 2012/13 to 15% in February 2017;
- we have exceeded our target of having 8 departments achieve Bronze departmental AS awards by 2016;
- our first departments are working towards Silver awards.

Our 2013 AS action plan is embedded and yielding results and I believe that our increased emphasis on alignment of departmental and institutional goals, coupled with a more systematic approach to performance monitoring, will ensure that the impact of our new AS action plan will be transformative. I have tasked the University Self-Assessment Team (USAT) with ensuring that we can make an institutional application for a

Silver award in four years' time and I will be closely monitoring our progress towards this goal with regular meetings with the USAT.

I will also be directly involved through:

- using my influence internally in support of the Athena SWAN principles, particularly in encouraging my female colleagues to apply for leadership roles;
- continuing to support development opportunities for colleagues early in their careers, including increasing the annual number of participants on the LFHE Aurora programme from 10 to 15;
- promotion of the Sprint programme for female students, which 41 participants completed this year, including a contribution to the promotional video for next year's programme;
- showcasing women role models. Next month I look forward to us hosting Sulis Minerva Day, as a key element of our 50th anniversary programme, a festival of world-changing research and innovation to celebrate the achievements of women in science, engineering, technology and maths.

The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution. This submission has my full support and I commend it to you.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Glynis Breakwell', written in a cursive style.

Professor Dame Glynis Breakwell DBE DL FAcSS
President and Vice-Chancellor

Table 1.1 Glossary of terms

ACE	Department of Architecture and Civil Engineering
AHSSBL	Arts, Humanities, Social Sciences, Business & Law
AP	Action Plan 2017
AS	Athena SWAN
ASC	Academic Staff Committee
ASD	Academic Staff Development Unit
CoP	Code of Practice
CPER	Career Progression in the Education and Research Job Family document
CS14	Culture Survey undertaken in 2014
CS16	Culture Survey undertaken in 2016
Dept	Department
DSAT	Departmental Self-Assessment Team
DVC	Deputy Vice-Chancellor & Provost
E+D	Equality & Diversity
E+R	Education and Research (job family)
ECU	Equality Challenge Unit
EDC	Equality & Diversity Committee
EDN	Equality & Diversity Network (sub-committee of EDC)
FED	Faculty of Engineering and Design
FOS	Faculty of Science
FPE	Full Person Equivalent
FTC	Fixed Term Contract
GW4	South West research alliance – Universities of Bath, Bristol, Cardiff and Exeter
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
HoD	Heads of Department
HR	Human Resources
HSS	Faculty of Humanities and Social Sciences
LFHE	Leadership Foundation for Higher Education
OUS	Office of the University Secretary
PDRA	Post-Doctoral Research Associate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PVC	Pro-Vice-Chancellor
R&S	Recruitment and Selection
RAE2008	Research Assessment Exercise 2008
RDU	Researcher Development Unit
REF2014	Research Excellence Framework 2014
SDPR	Staff Development and Performance Review
SET	Science Engineering and Technology (cost centres)
SL	Senior Lecturer
SoEO	Statement of Equality Objectives
SOM	School of Management
STEMM	Science, Technology, Engineering, Mathematics and Medicine

SU	Students' Union
SWN	Senior Women's Network
THE	Times Higher Education
UG	Undergraduate
UoB	University of Bath
UEC	University Executive Committee
USAT	University Self-Assessment Team
VC	President and Vice-Chancellor
VCG	Vice-Chancellor's Group (Senior management team)
WLM	Framework Document for Academic Workload Models
WISE	Women in Science and Engineering
WPO	Widening Participation Office

Table 1.2 Details of Academic Staff (all staff in Education & Research (E+R) job family)

	Job title	Grade
Teaching & research contracts	Lecturer	8
	Senior Lecturer	9
	Reader	9
	Professor	Prof
Research-only contracts	Research Assistants	6
	Research Associates	7
	Research Fellows	8
	Prize Fellows	8
	Senior Research Fellow	9
Teaching-only contracts	Teaching Fellows	6-8
	Senior Teaching Fellow	9
Other	Director of Learning & Teaching /Studies/Teaching etc.	
	Network Manager	
	Project Co-ordinator etc.	

Professional/support staff includes staff from three job families: Management, Specialist & Administration, Technical & Experimental and Operational & Facilities Support.

Higher Education Statistics Agency (HESA) benchmarking data are based on staff in roles that fall under HESA's definition of non-atypical 'academic'. The Full Person Equivalent (FPE) algorithm calculates how much of the person's working time is engaged in a particular HESA Cost Centre on 1 December of the reporting period.

Section 1 Word count: 553

2. DESCRIPTION OF THE INSTITUTION

The Vision of the University of Bath (UoB) is to be recognised as an international centre of research and teaching excellence, achieving global impact through our alumni, research and strategic partnerships. We are a research-intensive, non-aligned university, celebrating our 50th anniversary in 2016/17. Our academic focus is in science, engineering, management and social sciences, reflecting our origin as a college of science and technology. We were 12th in the Times Higher Education (THE)'s research quality ranking of UK universities using Research Excellence Framework 2014 (REF2014) performance data (excluding specialist institutions). 32% of submitted research achieved the highest REF classification of 4* and 87% was graded 4*/3*.

We are consistently one of the top universities for student satisfaction, 5th in the THE Student Experience Survey 2016 (1st in 2015), and 14th in the National Student Survey 2016 (1st in 2013 and 2014). Over 60% of students undertake a placement or study year abroad, enhancing their employability. We rank 5th for graduate employment after six months in The Guardian University Guide 2017. Our Students' Union (SU) is award-winning, including Investors in Diversity.

The University comprises 16 departments in 3 faculties and a School (Figure 2.1). We have 15,985 students (from more than 130 nations), 1,195 academic staff (in the E+R job family) and 1,961 professional/support staff. Our campus overlooks the World Heritage City of Bath, boasting world-class sporting facilities used for Olympic/Paralympic preparation.

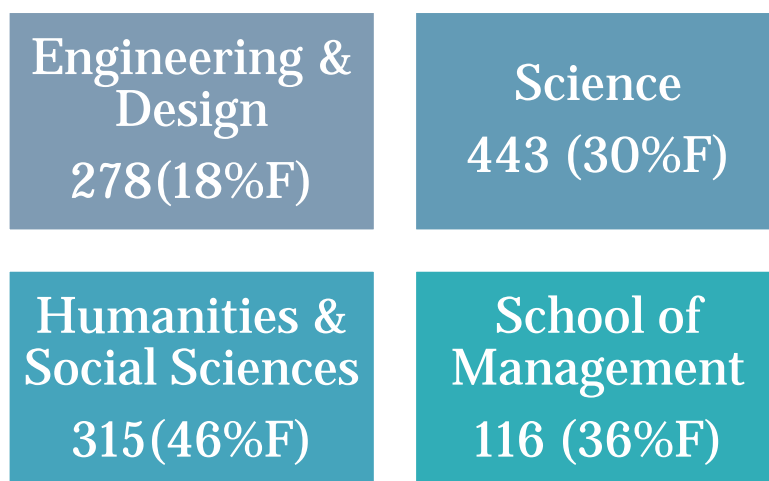


Figure 2.1 University of Bath faculties and School, showing academic staff headcount (% female) as at snapshot 31st July 2016 (Excluding 'Other' category)

Our University Strategy 2016-21 reaffirms our commitment to fostering equality, diversity, inclusivity and accessibility. We became a member of AS in 2007, making successful bronze award submissions in 2009 and 2013. Currently 9 of 17 departments/school hold bronze AS awards, with 14 departments preparing new/renewal submissions in 2017 or 2018, including 5 working towards the silver award (Figure 2.2).

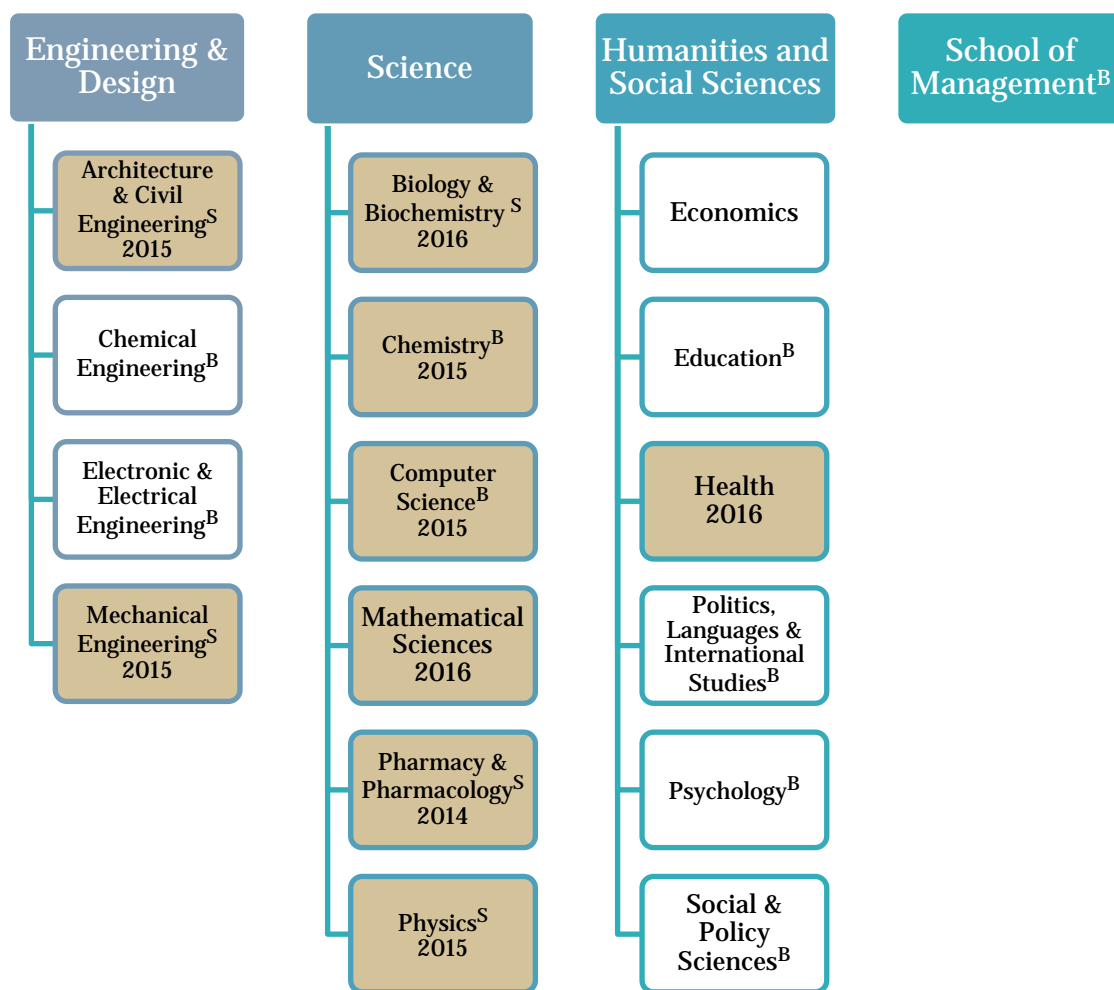


Figure 2.2 University of Bath departments and school, bronze AS award held with date of award, ^BBronze award or ^SSilver award in preparation

Females comprise 33% of total academics, 30% of Science, Technology, Engineering, Mathematics and Medicine (STEMM) academic staff and 40% of Arts, Humanities, Social Sciences, Business & Law (AHSSBL) academic staff (Table 2.1). There is variation by faculty, ranging from Faculty of Engineering and Design (FED) with 18% to Faculty of Humanities and Social Sciences (HSS) with 46%, in line with the national picture (Figure 2.1).

Five departments within STEMM are less than 20% female, with Mechanical Engineering (14%) having the lowest proportion and Psychology (63%) the highest. In AHSSBL the lowest proportion is Economics (19% female) ranging to Social & Policy Sciences (45% female).

The total student population is 46% female, 40% female in STEMM and 57% female in AHSSBL (Table 2.1). In line with national patterns, within STEMM the proportion varies between 11% female (Mechanical Engineering) to 85% female (Psychology). Departments within AHSSBL show less variation ranging between 37% female (Economics) and 78% female (Social & Policy Sciences).

		Academic Staff		Students							
				UG		PGT		PGR		Total	
		Total	% F	Total	% F	Total	% F	Total	% F	Total	% F
STEMM	<i>Faculty of Engineering & Design</i>										
	Architecture and Civil Engineering	77	18%	845	45%	303	41%	59	34%	1207	44%
	Chemical Engineering	39	33%	487	26%	30	60%	35	26%	552	28%
	Electronic and Electrical Engineering	48	15%	531	16%	107	12%	50	38%	688	17%
	Mechanical Engineering	113	14%	963	11%	49	24%	94	9%	1106	11%
	Other (staff: Engineering and Design Faculty Office; Students: cross departmental programmes)	1	0%	0	-	0	-	0	-	0	-
	TOTAL	278	18%	2826	25%	489	34%	238	24%	3553	26%
	<i>Faculty of Science</i>										
	Biology and Biochemistry	88	39%	725	62%	48	71%	67	60%	840	62%
	Chemistry	94	31%	445	42%	13	38%	122	42%	580	42%
	Computer Science	47	19%	381	13%	29	31%	50	36%	460	16%
	Mathematical Sciences	85	20%	1099	33%	10	40%	53	26%	1162	33%
	Pharmacy and Pharmacology	74	47%	576	64%	322	73%	44	50%	942	66%
	Physics	48	17%	445	22%	0	-	43	28%	488	23%
	Other (staff: Science Faculty Office; Students: cross departmental programmes)	7	29%	326	51%	0	-	0	-	326	51%
	TOTAL	443	30%	3997	42%	422	68%	379	41%	4798	44%
	<i>Faculty of Humanities and Social Sciences</i>										
	Health	71	39%	806	39%	181	29%	106	53%	1093	39%
	Psychology	63	67%	523	85%	30	87%	61	84%	614	85%
	TOTAL	134	52%	1329	57%	211	37%	167	64%	1707	55%
	TOTAL STEMM	855	30%	8152	38%	1122	47%	784	41%	10058	40%

AHSSBL	<i>School of Management</i>										
	School of Management	116	36%	1153	49%	805	67%	160	58%	2118	56%
	Other (staff: School of Management Faculty Office; Students: cross departmental programmes)	0	-	0	-	0	-	0	-	0	-
	TOTAL	116	36%	1153	49%	805	67%	160	58%	2118	56%
	<i>Faculty of Humanities and Social Sciences</i>										
	Economics	42	19%	763	31%	124	72%	21	48%	908	37%
	Education	30	37%	98	96%	494	63%	168	57%	760	66%
	Politics, Languages and International Studies	63	49%	1029	58%	167	69%	27	48%	1223	59%
	Social and Policy Sciences	45	58%	445	82%	63	65%	45	60%	553	78%
	Other (staff: Humanities and Social Sciences Faculty Office; Students: cross departmental programmes)	1	0%	0	-	0	-	0	-	0	-
	TOTAL	181	42%	2335	55%	848	66%	261	56%	3444	58%
	<i>Other</i>										
	Cross Faculty Programmes (International Management and Modern Languages)	0	-	365	60%	0	-	0	-	365	60%
TOTAL AHSSBL	297	40%	3853	54%	1653	66%	421	57%	5927	57%	
OTHER	<i>Other Academic Staff</i>										
	TOTAL	43	60%	-	-	-	-	-	-	-	-
TOTAL		1195	33%	12005	43%	2775	59%	1205	46%	15985	46%

Table 2.1 Headcount of academic staff and students (Undergraduate (UG), Postgraduate Taught (PGT) and Postgraduate Research (PGR)) in STEMM and AHSSBL departments (% female). Staff data as at snapshot 31st July 2016; Student data from 2015/16 HESA return

PGR students are 46% female, significantly higher than the % female staff, highlighting the leaky pipeline. As we would expect a significant proportion of PGR students to consider an academic career, we will commit to analysing their employment destinations, using DHLE and survey data, including identifying any perceived barriers by female PGR students to an academic career. This fits well with our launch later in 2017 of a Doctoral College to enhance the experience of our PGR students.

Action Plan (AP) 2.7: Analyse the employment outcomes of PGR students and identify and act on any barriers to an academic career

Table 2.2 Faculty/school Professional/Support staff by job family (none in Operations & Facilities Support) (% female). Data as at snapshot 31st July 2016

Professional/Support Staff	Management, Specialist & Administration		Technical & Experimental		Total	
	Total	%F	Total	%F	Total	% F
Faculty of Engineering and Design	55	93%	68	9%	123	46%
Faculty of Science	88	88%	71	56%	159	74%
Faculty of Humanities and Social Sciences	96	89%	5	60%	101	87%
School of Management	86	86%	0	-	86	86%
Other Professional/Support Staff	902	64%	3	0%	1492	54%

Table 2.3 All Professional/Support Staff by job family (% female). Data as at snapshot 31st July 2016

Professional/Support Staff	Total	% Female
Management, Specialist & Administration	1227	71%
Operational & Facilities Support	587	39%
Technical & Experimental	147	33%
TOTAL	1961	59%

There are more female than male professional/support staff overall in every faculty/school apart from FED (Table 2.2). There is variation by job family when considering all professional/support staff (Table 2.3). The low % of women in the Technical & Experimental job family in FED does not provide a good role model for students and may suggest women are being put off from such roles. We commit to analysing the issues and taking action.

AP 2.4: Increase % of women in the Technical & Experimental job family in the Faculty of Engineering & Design

Section 2 Word Count: 600

3. THE SELF-ASSESSMENT PROCESS

(i) a description of the self-assessment team

The established USAT met three times a year following the 2013 submission to implement the action plan, review performance, support departmental submissions and lead institutional changes. Its activity also included:

- An annual meeting with the Vice-Chancellor (VC) to review progress;
- Annual AS progress reports to University Executive Committee (UEC), Equality & Diversity Committee (EDC) and Council;
- A Bath-led meeting of GW4 (Universities of Bath, Bristol, Cardiff and Exeter) Departmental Self-Assessment Team (DSAT) Chairs to share good practice.

Subsequently, we responded to the AS Charter’s expanded remit by:

- identifying an AS Champion for each faculty/school; and,
- re-launching USAT with revised membership to reflect the new Champion role.

Our 4 AS Champions are responsible for stimulating and guiding the AS agenda within their faculty/school, advising their Dean and attending relevant Faculty Executive meetings. The Champions (and their alternates) received training from the Equality Challenge Unit (ECU) on AS Charter Principles in June 2016. Our workload model allowance for Champions is 250 hours and 150 hours for alternates.

Our new USAT Chair is a senior academic, appointed by the VC, and our previous USAT Chair has ongoing membership. The USAT comprises 6 men and 9 women (Table 3.1), including two members of VCG. USAT members either volunteered or were approached to ensure representation of all stages of career development.

Table 3.1 *University Self-Assessment Team members*

Member (Gender)	Job Title	Faculty/ Department	Role/responsibility
Linda Newnes (F) (Figure 3.1)	Professor of Cost Engineering	FED/Mechanical Engineering	[REDACTED]
Marlene Bertrand (F)	Equality & Diversity (E+D) Manager	Office of the University Secretary (OUS)	[REDACTED]
Richard Brooks (M)	Director of Human Resources (HR)	HR	[REDACTED]

Katherine Evans (F)	Policy & Planning Analyst	VC's Office	[REDACTED]
Iain Forster-Smith (M)	Director of Administration	FED	[REDACTED]
Marion Harney (F)	Senior Lecturer (SL)	FED/Architecture & Civil Engineering (ACE)	[REDACTED]
Caroline Harris (F)	Administrative Officer	OUS	[REDACTED]
Mark Humphriss (M)	University Secretary	OUS	[REDACTED]
Robert Jack (M)	Reader	Faculty of Science (FOS)/Physics	[REDACTED]
Adam Kearns (M)	SU Postgraduate Officer	SU	[REDACTED]
Nicky Kemp (F)	Director of Policy & Planning	VC's Office	[REDACTED]
Carole Mundell (F)	Head of Physics Department	FOS/Physics	[REDACTED]
Juani Swart (F)	Professor, Associate Dean of Faculty	School of Management (SOM)	[REDACTED]
Sophie Whiting (F) (until December 2016)	Lecturer	HSS/Politics, Languages & International Studies	[REDACTED]

Emma Williams (F)	Research Fellow	SOM	
Steven Wonnacott (M) (from February 2017)	Teaching Fellow	HSS/Politics, Languages & International Studies	

Table 3.2 Data providers

	Job Title	Department
Jon Davies	Assistant Registrar	Student Records & Examinations Office
Paul Rouemaine	Systems Project Manager	HR

The USAT has overall responsibility for promotion of the AS Charter principles. Its Chair attends relevant VCG and UEC meetings (including three meetings with VCG during preparation of this submission so the senior management team could directly contribute to, and endorse, the action plan).

The USAT has a dual reporting line: (1) to the EDC which ensures that all equality-related work is coherent and AS is embedded within our equality objectives; and, (2) to VCG/UEC which ensures that the Deans and senior management team take full responsibility for the implementation of our action plan, including appropriate resource allocation (Figure 3.2).

The USAT is supported by an AS Network principally comprising the chairs of all the DSATs. The Network provides: (1) a structured opportunity for DSATs to share good practice; and, (2) a vehicle for USAT to engage with departments in preparing and then delivering the University-level action plan. In between the meetings of the Network it is the task of the Faculty Champions (who are on both the Network and the USAT) to ensure coordination. This structure has been in place for just under a year but is already showing signs of delivering real benefit.

Figure 3.1 Professor Linda Newnes, first female Professor in Mechanical Engineering at UoB – Chair of USAT



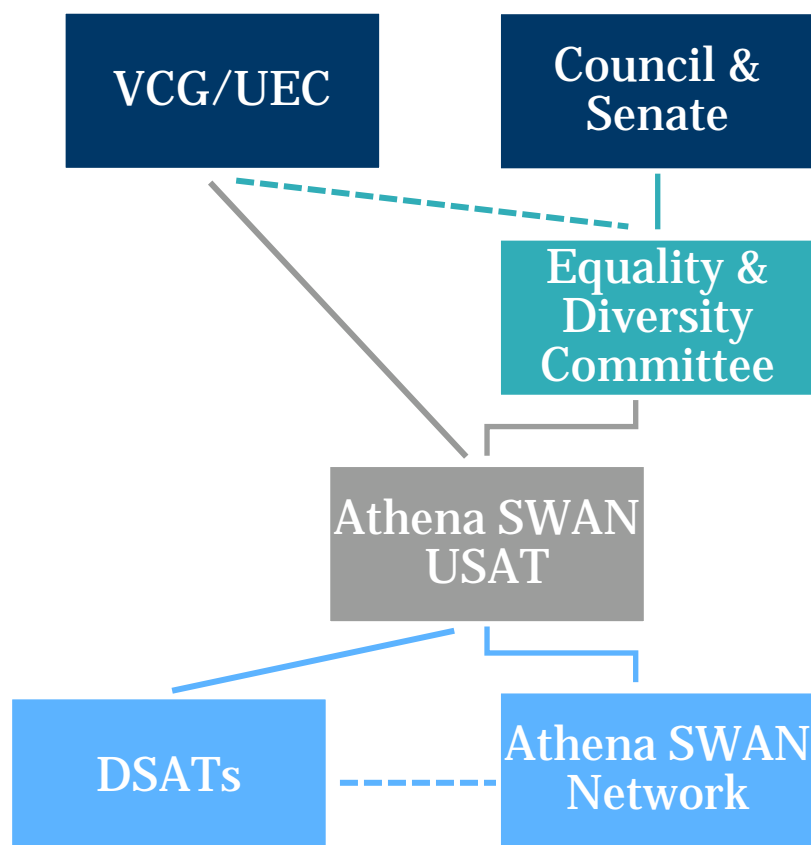


Figure 3.2 AS structure at UoB

(ii) an account of the self-assessment process

Our new USAT has met 8 times since April 2016, continuing our self-assessment process by evaluating institutional performance against the 10 AS Principles. This included identifying potential barriers to career progression for female staff, reflecting on quantitative (including for professional/support staff) and qualitative data and developing the 2017 action plan.

The action plan was informed by a University-wide staff survey conducted by Capita in spring 2016 (73% response rate) and a Culture Survey (CS16) of academic staff (with a slight variation in the questions for research-only staff) conducted by the USAT. The latter was particularly helpful in finding out how well academics felt supported and to identify any real or perceived barriers to career advancement. The results showed only minor differences between men/women and between faculties/school, with women being slightly more positive than men. High levels of support were shown for AS (Figure 3.3). Comparison with our 2014 STEMM Culture Survey (CS14), was undertaken.

Research &
teaching staff
84%

Research-
only staff
80%

Figure 3.3 2016 Culture Survey results, respondents who answered 'Agree'/'Tend to agree' to the statement '***I support the intention of AS to achieve gender balance in my department/school***'

Our self-assessment was also informed by annual Equality Returns from departments. Since 2013/14, STEM departments have reported on the delivery of our 2013 action plan. More recently, all academic departments have been asked to respond to specific questions on departmental AS submissions and action plans.

The USAT Chair launched an AS blog in autumn 2016 to promote UoB staff engagement with the self-assessment process. The USAT draft submission was shared widely with the AS Network, HoDs, campus trade unions, the UoB community (webpage) and external academics familiar with AS awards. We acted on the comments received.

The draft submission was also shared with GW4 contacts to identify any additional areas of good practice, particularly collaborative initiatives. For example, we offered ECU specialists, and experts from other E+D-related organisations, the opportunity to brief all four institutions simultaneously.

This submission has the full backing of UEC and has been approved by VCG.

(iii) plans for the future of the self-assessment team

USAT will meet at least 4 times a year, with the frequency of meetings informed by the desire to increase the pace of change across our discipline base. It will:

- foster the UoB community's engagement with AS through regular dialogue;
- monitor implementation of the AP and develop further actions;
- source and evaluate new datasets (including intersectionality) and review performance data annually;
- exercise oversight over the alignment of departmental objectives with the delivery of AP targets;
- conduct biennial Culture Surveys;
- lead the institutional response to developments in the national AS agenda.

USAT membership will be reviewed annually to ensure that it remains representative, to benefit from input from new members and to reflect the workload of existing members as their roles at UoB develop. USAT will continue to report to UEC and EDC in accordance with the existing dual reporting system. The cross-membership of the University Secretary ensuring a clear two-way channel of communication.

USAT is committed to:

- Working with STEMM and AHSSBL departments to embed the post-2015 AS Principles;
- Supporting all departments to hold awards by 2020;
- Working with departments to support implementation of their action plans;
- Gaining at least 4 departmental silver awards by 2020;
- Working towards a university silver award.

AP 3.6: Strengthen the university profile of departmental AS awards to include more silver awards

An annual report on achievements and challenges faced by the institution in implementing the AP will be shared with the AS Network, EDC, UEC and Council. Progress will be cascaded to faculties and departments via Champions and the AS Network. Our whole community will be kept informed with regular items on the website, through the AS blog, exhibitions and the annual AS lecture.

Section 3 Word Count: 996

4. A PICTURE OF THE INSTITUTION

4.1. Academic and research staff data

(i) Academic and research staff by grade and gender

Between 2013/14 and 2015/16 the proportion of women in STEMM departments has increased from 28% to 30% and in AHSSBL has been stable around 40%. There is variation by faculty within STEMM/AHSSBL (Figure 4.1).

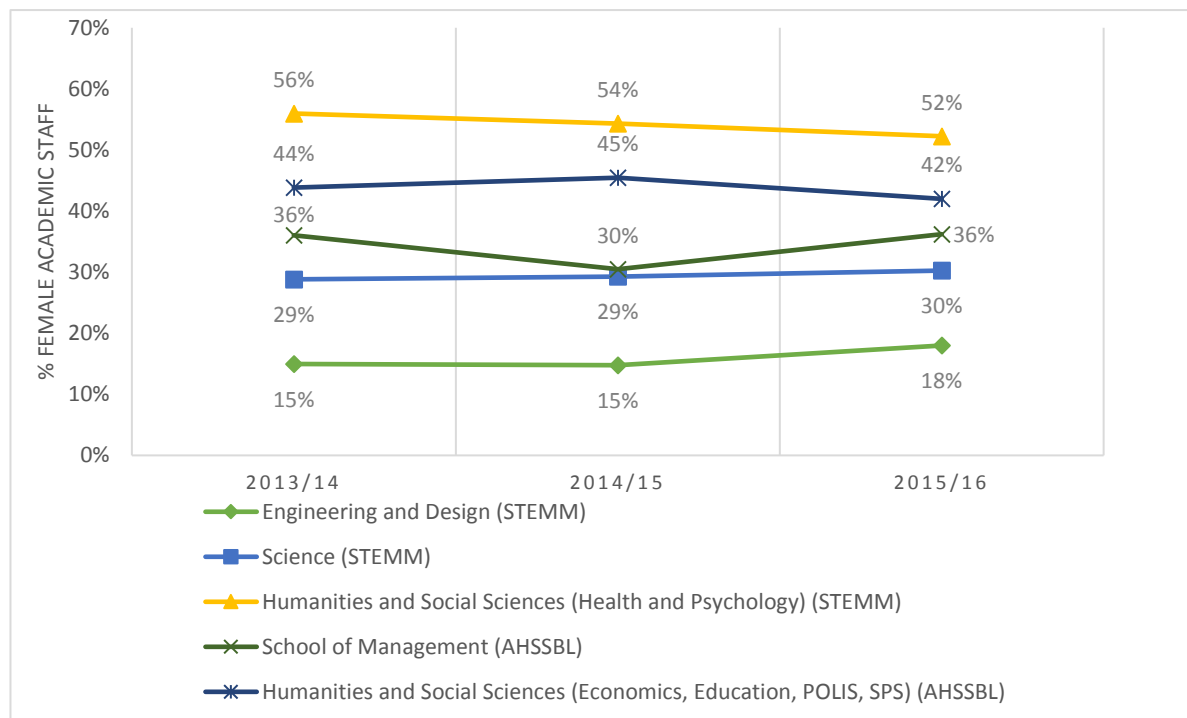


Figure 4.1 % of female academic staff (headcount) by faculty and year

Benchmarking data by discipline is studied annually by USAT and variations noted, in response to a 2013 target to increase the % of women academics to at least the national percentage in that discipline (Tables 4.1 and 4.2). The cost centres which demonstrate above average female percentage of staff each year over the period 2013/14 to 2015/16 are Modern Languages and Psychology, with Chemical Engineering increasing from 20% to 43% female in the last 3 years.

For comparability, this FPE data is rounded to the nearest 5 and with the low numbers of female academics in many UoB departments any attempt at year on year comparison is of restricted value (e.g. in Civil Engineering in 2014/15 the quoted percentage of 14% (5 of 35) could be anywhere between 8% (3 of 37) and 21% (7 of 33) compared to 22% for all Higher Education Institutions (HEIs). We will develop internal data analyses to address this limitation in the future.

AP 3.10: Enhance the granularity of our internal mapping data to inform benchmarking data

Table 4.1 HESA FPE benchmarking data rounded to nearest 5: % of female staff by Science Engineering and Technology (SET) cost centre for all HEIs and for UoB.

Academic staff by HESA SET cost centres			HESA cost centres (SET)											
			Architecture, built environment & planning	Chemical engineering	Civil engineering	Electrical, electronic & computer engineering	Mechanical, aero & production engineering	Biosciences	Chemistry	IT, systems sciences & computer software engineering	Mathematics	Pharmacy & pharmacology	Physics	Psychology
2013/14	All HEIs	Female	1245	255	390	580	680	5810	1125	1465	1050	950	830	3720
		Total	3870	955	1880	4060	4295	13225	4080	6610	4585	2020	4690	6240
		% F	32%	27%	21%	14%	16%	44%	28%	22%	23%	47%	18%	60%
	UoB	Female	15	5	10	5	15	30	25	10	10	35	5	25
		Total	65	25	45	50	100	80	90	35	65	80	45	40
		% F	23%	20%	22%	10%	15%	38%	28%	29%	15%	44%	11%	63%
2014/15	All HEIs	Female	1285	280	425	620	755	6095	1125	1480	1045	1060	950	3815
		Total	3920	1045	1940	4330	4750	13740	4160	6655	4545	2170	5070	6335
		% F	33%	27%	22%	14%	16%	44%	27%	22%	23%	49%	19%	60%
	UoB	Female	15	10	5	5	15	35	25	10	10	40	5	35
		Total	70	30	35	50	110	90	95	45	70	80	45	55
		% F	21%	33%	14%	10%	14%	39%	26%	22%	14%	50%	11%	64%
2015/16	All HEIs	Female	1345	310	450	670	800	6090	1170	1455	1060	1095	960	3980
		Total	3995	1115	1930	4430	4995	13635	4215	6685	4650	2225	5180	6620
		%F	34%	28%	23%	15%	16%	45%	28%	22%	23%	49%	19%	60%
	UoB	Female	20	15	5	5	15	35	25	10	10	40	10	40
		Total	80	35	40	50	110	85	100	50	80	85	50	60
		%F	25%	43%	13%	10%	14%	41%	25%	20%	13%	47%	20%	67%

Table 4.2 HESA FPE benchmarking data rounded to nearest 5: % of female staff by non-SET cost centre for all HEIs and for UoB.

Academic staff by HESA Non-SET cost centres			HESA cost centres (NON SET)								
			Sports science & leisure studies	Health & community studies	Business & management studies	Education	Politics & international studies	Modern languages	Social work & social policy	Economics & econometrics	
2013/14	All HEIs	Female	950	2030	5895	6205	1020	3660	1750	765	
		Total	2535	3105	14305	9480	2890	5735	2740	2760	
		% F	37%	65%	41%	65%	35%	64%	64%	28%	
	UoB	Female	20	20	35	15	10	50	30	5	
		Total	65	35	105	35	35	65	60	35	
		% F	31%	57%	33%	43%	29%	77%	50%	14%	
2014/15	All HEIs	Female	985	2005	6025	6280	1075	3760	1905	825	
		Total	2640	3055	14365	9510	3010	5780	2975	2875	
		% F	37%	66%	42%	66%	36%	65%	64%	29%	
	UoB	Female	20	15	40	10	5	55	35	5	
		Total	60	40	120	25	30	70	60	35	
		% F	33%	38%	33%	40%	17%	79%	58%	14%	
2015/16	All HEIs	Female	1030	1950	6260	6075	1185	3750	1850	830	
		Total	2770	2960	14810	9090	3235	5765	2875	2915	
		% F	37%	66%	42%	67%	37%	65%	64%	28%	
	UoB	Female	15	15	45	15	10	50	30	10	
		Total	40	50	130	35	30	65	55	45	
		% F	38%	30%	35%	43%	33%	77%	55%	22%	

Over the past 3 years there has been a slight improvement in the proportion of male/female staff by grade (Table 4.3). From Lecturer upwards the proportion of women declines steadily; addressing this imbalance remains a key priority. We have increased the proportion of female staff at professorial level from 12% (21 headcount) in 2013/14 to 14% (30 headcount) in 2015/16.

Table 4.3 All academic staff (STEMM, AHSSBL, OTHER) by contract function, grade and gender

CONTRACT FUNCTION	GRADE	2013/14			2014/15			2015/16		
		Female	Male	% F	Female	Male	% F	Female	Male	% F
Research	Total	123	205	38%	119	201	37%	130	202	39%
	Research Assistant	15	21	42%	15	16	48%	17	25	40%
	Research Associate	79	145	35%	88	156	36%	93	147	39%
	Research Fellow/ Prize Fellow	23	28	45%	11	21	34%	12	20	38%
	Senior Research Fellow	1	2	33%	1	1	50%	1	1	50%
	Other	5	9	36%	4	7	36%	7	9	44%
Teaching	Total	67	67	50%	68	66	51%	75	80	48%
	Teaching Fellow	64	57	53%	63	56	53%	68	68	50%
	Senior Teaching Fellow	3	10	23%	5	10	33%	7	12	37%
Teaching and Research	Total	165	469	26%	176	511	26%	193	515	27%
	Lecturer	61	117	34%	69	141	33%	77	142	35%
	Senior Lecturer	50	118	30%	49	131	27%	53	123	30%
	Reader	18	54	25%	22	48	31%	21	50	30%
	Professor	21	158	12%	25	169	13%	30	178	14%
	Other	15	22	41%	11	22	33%	12	22	35%
TOTAL		355	741	32%	363	778	32%	398	797	33%

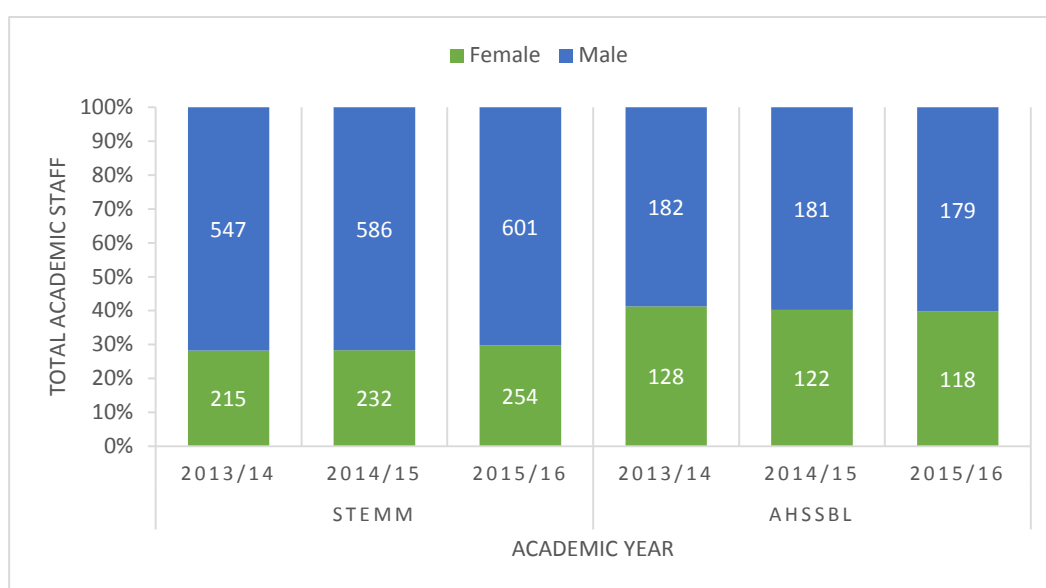


Figure 4.2 Academic staff by gender and STEMM/AHSSBL

There are differences in the overall proportions of female/male staff between STEMM and AHSSBL subjects (Figure 4.2). Within STEMM there has been an 18% increase in headcount of female staff and a 10% headcount increase for men over 3 years with the proportion of female staff increasing from 28.2% to 29.7%. Figure 4.3 shows little change in proportion at each grade, but includes a 40% headcount increase in female professors.

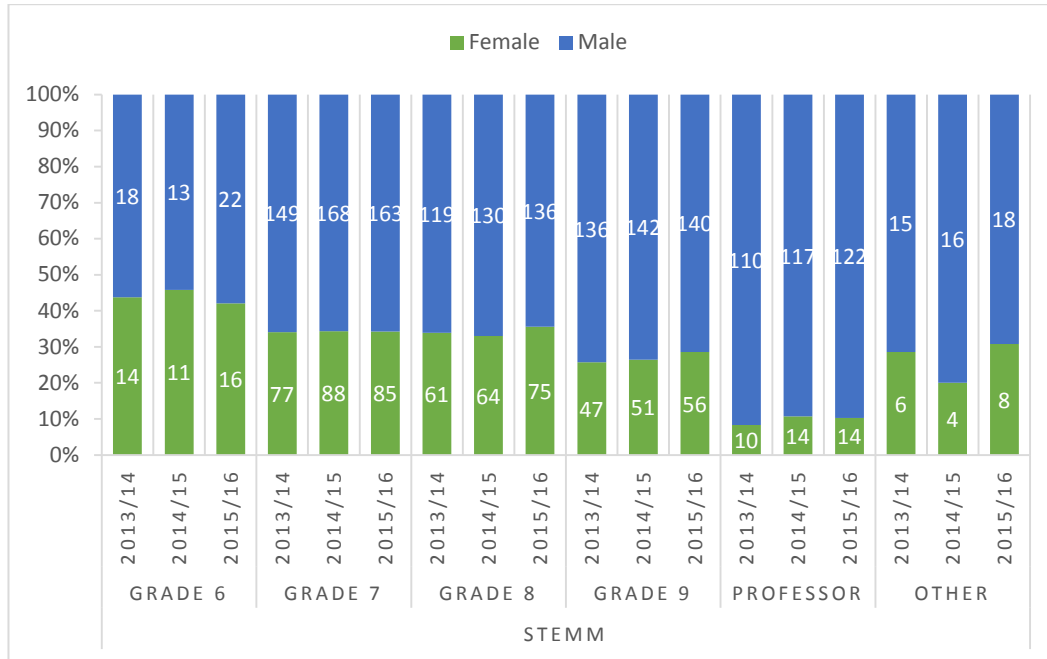


Figure 4.3 Headcount and percentage of female academic staff by grade for STEMM

For STEMM subjects in 2015/16 the proportion of women declines from Grade 6 to 7 and significantly from Grade 8 upwards reducing to 10% at professor grade (Figure 4.4).

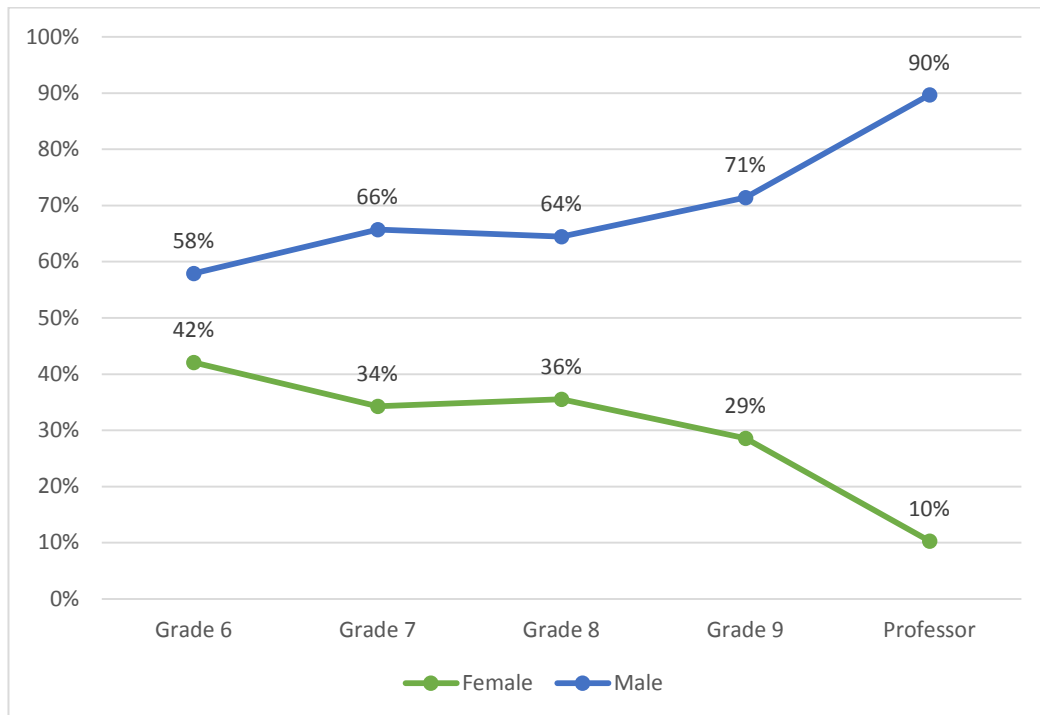


Figure 4.4 Academic staff profile by grade and percentage male and female in 2015/16 for STEMM

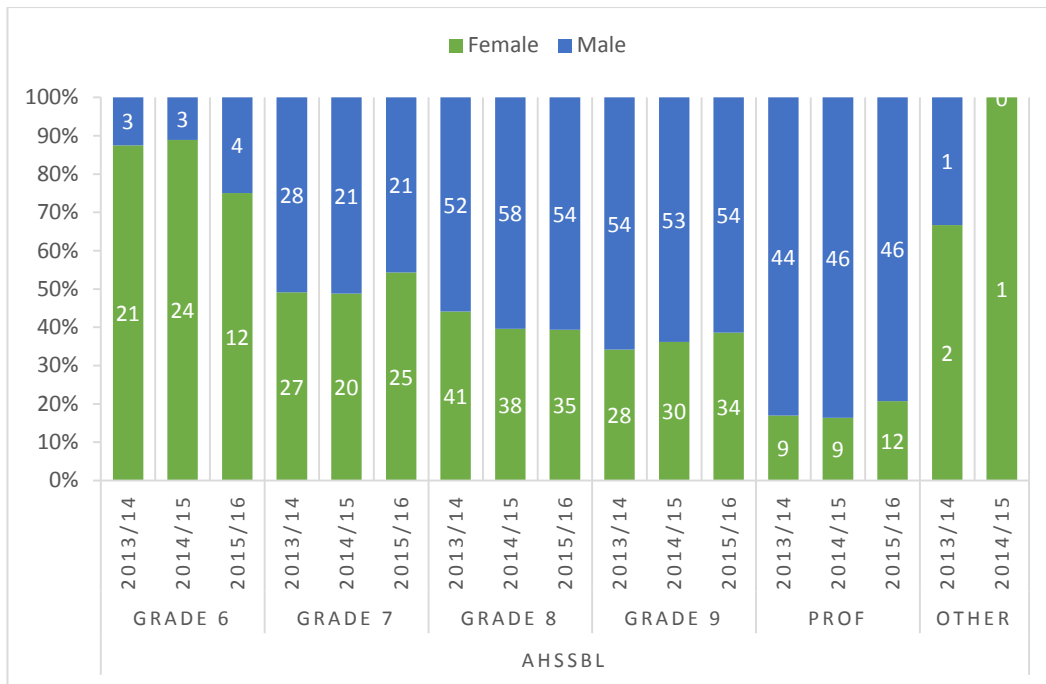


Figure 4.5 Headcount and percentage of female academic staff by grade for AHSSBL

The total headcount and proportion of men/women for AHSSBL has been fairly static (Figure 4.2). There has been a reduction in the proportion of women at Grade 6 and small increases in the proportion at Grades 7, 9 and professor grade (equivalent to a 33% increase in headcount) (Figure 4.5).

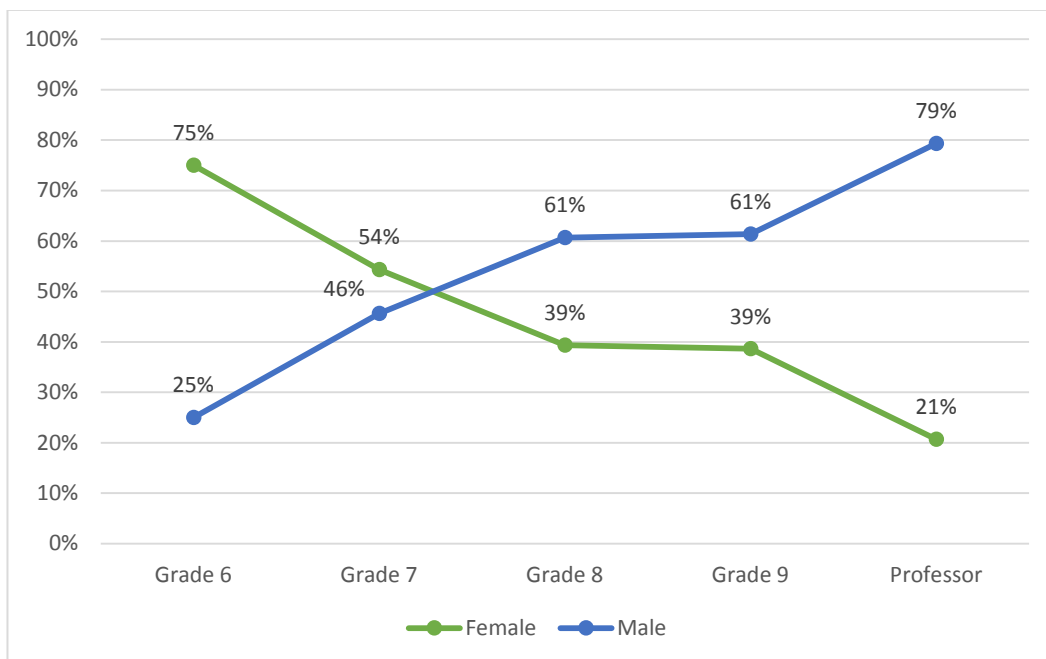


Figure 4.6 Academic staff profile by grade and percentage male and female in 2015/16 in AHSSBL

The career profile in AHSSBL in 2015/16 (Figure 4.6) shows a different profile from STEM. Men are underrepresented at Grade 6 but from Grade 8 onwards women are

underrepresented with 21% at professor grade (up from 16% in 2014/15). Progression of women to higher grades is a significant challenge in both STEM and AHSSBL.

Our priorities from this analysis are as follows:

- Actions to encourage and support female lecturers (Grade 8) to make successful applications for promotion (see 5.1(iii) and AP 2.3).
- Increase opportunities to recruit staff of whichever gender is under-represented (see section 5.1(i) and AP 1.1 and 3.7)).

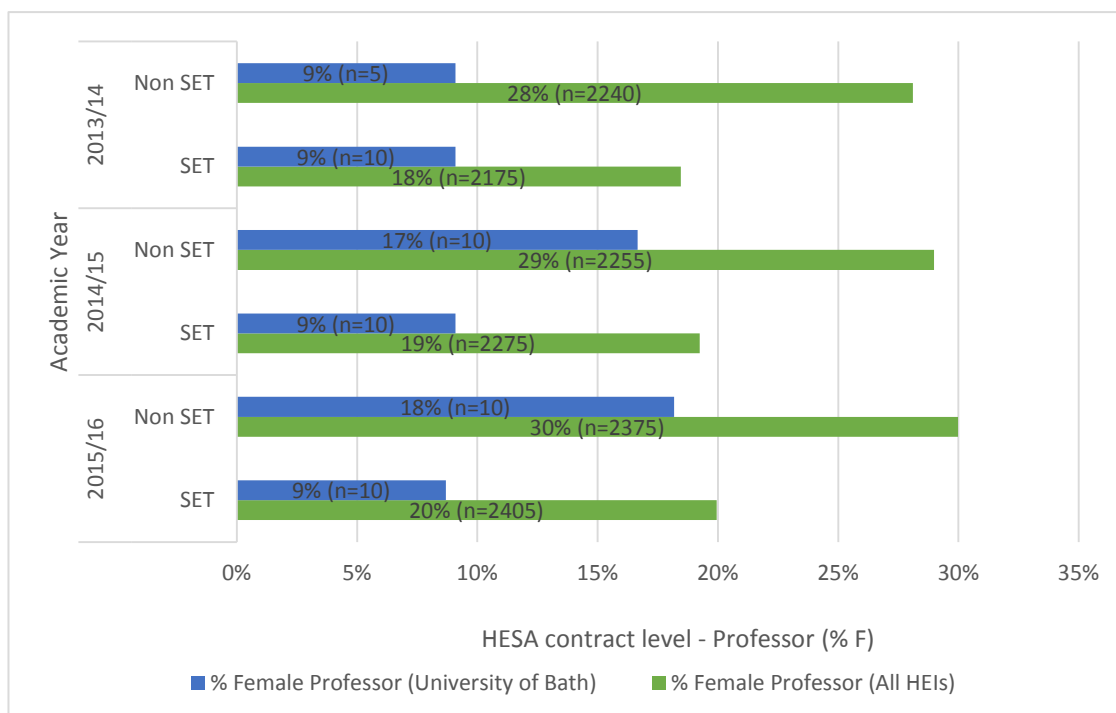


Figure 4.7 HESA FPE benchmarking data rounded to 5: % of female Professors by SET and non- SET cost centre for all HEIs and for UoB

The benchmarking data (Figure 4.7) indicates that for both SET and non-SET cost centres the proportion of female professors at UoB is significantly below the average, a reflection of our subject mix. However, as noted above there has been improvement in these proportions in 2015/16 (14% female professors overall, non-rounded data) with 15% female professors currently (February 2017). New professorial appointments are a mix of internal promotions and recruited staff (Table 4.4).

Table 4.4 Number of professors entering the professoriate between July 2014 and January 2017 by gender and entry type

	Total	Promoted internally	Recruited
Male professors	43	23	20
Female professors	13	6	7

Figure 4.8 Professor Furong Li – progressed from Lecturer to SL to Professor in the Department of Electronic and Electrical Engineering



An increase in the proportion of female professors is a key focus for USAT. We believe 2013 actions have led to the modest increase in the proportion of professors who are female. It is anticipated that this would continue at a gentle pace, hence USAT has developed actions to accelerate this progress. As well as working on a series of actions to support staff at lower levels to progress to senior levels, we will specifically take action to recruit and promote women to the professoriate.

AP 1.2: Increase % of women professors

Table 4.5 All staff breakdown by gender, White/BME and year

All staff		TOTAL	BME		White		Not known	
				% of all staff		% of all staff		% of all staff
2013/14	Female	1399	96	7%	1246	89%	57	4%
	Male	1509	121	8%	1284	85%	104	7%
	Total	2908	217	7%	2530	87%	161	6%
2014/15	Female	1462	104	7%	1308	89%	50	3%
	Male	1569	144	9%	1343	86%	82	5%
	Total	3031	248	8%	2651	87%	132	4%
2015/16	Female	1546	108	7%	1360	88%	78	5%
	Male	1610	142	9%	1354	84%	114	7%
	Total	3156	250	8%	2714	86%	192	6%

Table 4.6 Academic staff breakdown by gender, White/BME and year

All academic staff		TOTAL	BME		White		Not known	
				% of E+R staff		% of E+R staff		% of E+R staff
2013/14	Female	355	45	13%	285	80%	25	7%
	Male	741	82	11%	602	81%	57	8%
	Total	1096	127	12%	887	81%	82	7%
2014/15	Female	363	44	12%	292	80%	27	7%
	Male	779	104	13%	618	79%	57	7%
	Total	1142	148	13%	910	80%	84	7%
2015/16	Female	398	51	13%	312	78%	35	9%
	Male	797	104	13%	617	77%	76	10%
	Total	1195	155	13%	929	78%	111	9%

Given the low numbers of women in some of our cost centres, as described above, we do not have the statistical confidence in the small datasets on intersectionality to inform specific interventions. Tables 4.5 and 4.6 show that 8% of all staff and 13% of academic staff were BME in 2015/16. However, this is an area that USAT will develop and monitor (including the proportion of those not declaring their ethnicity).

AP 2.6: Analyse and monitor intersectional data

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

Table 4.7 Academic staff on Fixed Term Contract (FTC) and open contract by STEMM/AHSSBL and by contract function

			FEMALE					MALE				
			TOTAL	Research	Teaching	Research & Teaching	Other	TOTAL	Research	Teaching	Research & Teaching	Other
STEMM	2013/14	FTC	94	88	1	1	4	187	171	1	3	12
		Open	121	20	16	81	4	360	18	33	304	5
		% FTC	44%	81%	6%	1%	50%	34%	90%	3%	1%	71%
	2014/15	FTC	94	86	6	1	1	197	172	3	7	15
		Open	138	19	18	96	5	389	16	38	331	4
		% FTC	41%	82%	25%	1%	17%	34%	91%	7%	2%	79%
	2015/16	FTC	104	98	3	1	2	201	175	6	7	13
		Open	150	17	19	108	6	400	18	41	336	5
		% FTC	41%	85%	14%	1%	25%	33%	91%	13%	2%	72%
AHSSBL	2013/14	FTC	21	13	6	0	2	24	15	7	2	0
		Open	107	1	36	66	4	158	0	22	134	2
		% FTC	16%	93%	14%	0%	33%	13%	100%	24%	1%	0%
	2014/15	FTC	21	14	6	0	1	20	11	6	2	1
		Open	101	0	31	66	4	161	0	16	144	1
		% FTC	17%	100%	16%	0%	20%	11%	100%	27%	1%	50%
	2015/16	FTC	22	14	7	0	1	20	8	9	3	0
		Open	96	0	22	71	3	159	0	16	141	2
		% FTC	19%	100%	24%	0%	25%	11%	100%	36%	2%	0%

The proportions of staff on FTCs depends on role as shown in Table 4.7:

- There are very limited numbers of research & teaching staff (Lecturer and above) on FTCs at UoB (11 in 2015/16), many due to staff returning on part-time hours on an FTC basis after flexible retirements. There is no evidence of gendered patterns;
- The majority of research staff are on FTC, due to the time limited nature of research grants on which they are employed, and a small number are on open-ended contracts. There is no evidence of any gendered patterns;
- There are a small number of FTC staff in teaching-only roles (often covering teaching during secondments and absences). The proportion varies year to year given the relatively small number of teaching-only staff but there is no evidence of any consistent gendered pattern.

UoB monitors FTCs so that staff achieving 4-years' continuous service are moved to permanent contracts and operates a Redeployment Register so that all staff at risk of redundancy are given priority access to apply for redeployment to posts at their grade and one below within UoB. A training programme for research staff focuses on improving their interview skills to support this. UoB will also allow short periods of unpaid leave to maintain continuity of service between contracts. It continues to collectively consult with its trade unions on FTC ending, even though we are no longer required to do this by law.

There are no research & teaching staff on casual/hourly paid contracts. We do have a number of teaching fellows on casual contracts – these are often individuals, whose main employment is in another organisation, brought in for curriculum enrichment, for example, architects, physiotherapists and accountants. There are a few for research roles, for example, for very short-term research projects.

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

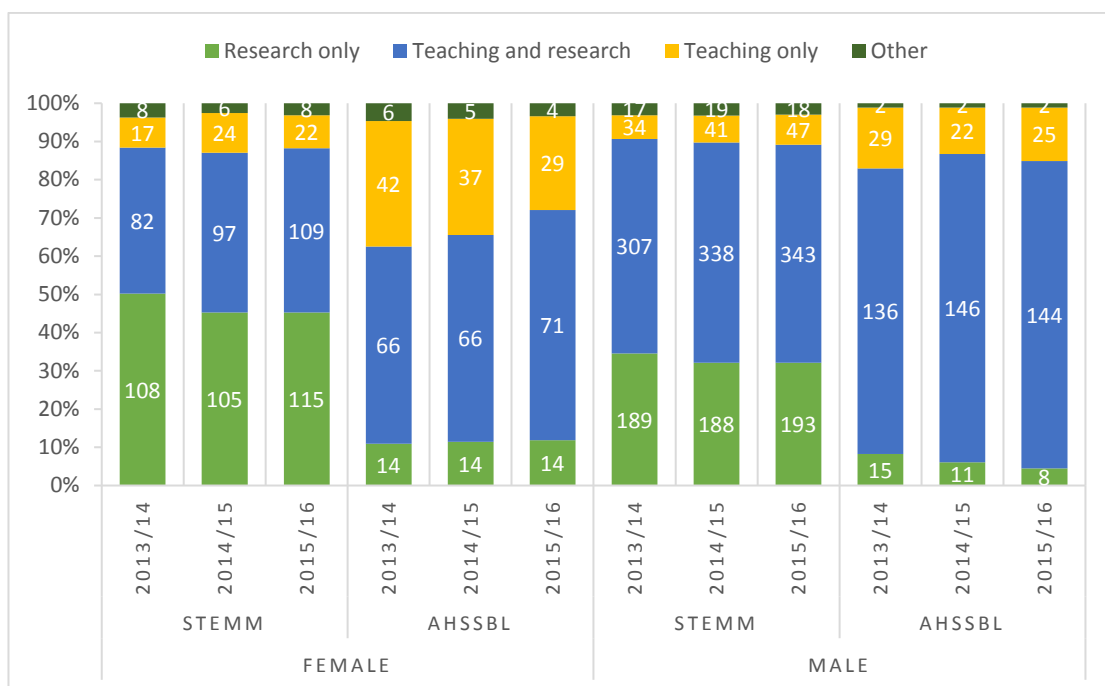


Figure 4.9 Academic staff by contract function and gender: research-only, research & teaching, teaching-only and other

As shown in Figure 4.9:

- In 2015/16 a greater proportion of women (45%) than men (32%) in academic roles in STEMM were working in research-only posts, compared to 50% women and 35% men in 2013/14. The proportions fell because the numbers of teaching & research staff increased. Roughly the same proportions of men and women were employed on teaching-only contracts (less than 10%). This gendered pattern reflects the leaky pipeline in respect of women noted earlier. Women are more likely to be in junior roles, including research-only roles, than men;

- In AHSSBL 12% of female and 4% of male academic staff were employed on research-only contracts and 25% of female and 14% of male academic staff were employed on teaching-only contracts;
- The number of women in research & teaching roles in STEMM increased from 82 (38% of female academic staff) in 2013/14 to 109 (43%) in 2015/16. The proportion of men in research & teaching roles in both STEMM and AHSSBL was higher than that for women - (57% of men: 43% of women for STEMM and 80% of men: 60% of women for AHSSBL subjects in 2015/16).

In CS16 44% of staff stated that teaching is not valued as much as research, to be addressed by increased communication showing professors with teaching as their major contribution (AP 3.1) (Figure 4.10).

Figure 4.10 Professor Alexander Wright, Head of Architecture – progressed from Teaching Fellow to Senior Teaching Fellow to Professor (with teaching as his major contribution)



(iv) Academic leavers by grade and gender

Table 4.8 Academic leavers and leaving rates by contract function, gender and year

				TOTAL	Research	Teaching	Research & Teaching	Other
STEMM	2013/14	Female	Leavers	48	38	3	4	3
			2013/14 staff	215	108	17	82	8
			% F leavers	22%	35%	18%	5%	38%
		Male	Leavers	81	48	10	15	8
			2013/14 staff	547	189	34	307	17
			% M leavers	15%	25%	29%	5%	47%
	2014/15	Female	Leavers	54	41	4	6	3
			2014/15 staff	232	105	24	97	6
			% F leavers	23%	39%	17%	6%	50%
		Male	Leavers	86	65	8	10	3
			2014/15 staff	586	188	41	338	19
			% M leavers	15%	35%	20%	3%	16%
	2015/16	Female	Leavers	62	48	7	6	1
			2015/16 staff	254	115	22	109	8
			% F leavers	24%	42%	32%	6%	13%
Male		Leavers	106	72	7	17	10	
		2015/16 staff	601	193	47	343	18	
		% M leavers	18%	37%	15%	5%	56%	
AHSSBL	2013/14	Female	Leavers	27	6	10	6	5
			2013/14 staff	128	14	42	66	6
			% F leavers	21%	43%	24%	9%	83%
		Male	Leavers	29	5	8	14	2
			2013/14 staff	182	15	29	136	2
			% M leavers	16%	33%	28%	10%	100%
	2014/15	Female	Leavers	30	6	11	9	4
			2014/15 staff	122	14	37	66	5
			% F leavers	25%	43%	30%	14%	80%
		Male	Leavers	36	5	13	17	1
			2014/15 staff	181	11	22	146	2
			% M leavers	20%	45%	59%	12%	50%
	2015/16	Female	Leavers	23	6	4	8	5
			2015/16 staff	118	14	29	71	4
			% F leavers	19%	43%	14%	11%	125%
Male		Leavers	23	9	2	12	0	
		2015/16 staff	179	8	25	144	2	
		% M leavers	13%	113%	8%	8%	0%	

Gendered differences are evident in Table 4.8 with a consistently greater rate of female leavers overall in both STEMM and AHSSBL and for STEMM Research staff. HR send all staff an Employee Leavers Form upon departure, with return rate approximately 35%. In addition, all female research & teaching leavers are offered a face-to-face exit interview with the E+D Manager, introduced two years ago (2013 action). The results from the small number that respond are reported annually to USAT. The reasons given most often were lack of promotion and insufficient flexible working, addressed in the action plan (AP 1.2 and 2.3).

The leaving rate for Researchers is greater than 25% in both STEMM and AHSSBL for all years. CS16 qualitative comments suggested that some of our Post-Doctoral Research Associates (PDRAs) felt undervalued and that they would welcome more opportunities to engage with training in career management, which we commit to supporting.

AP 1.3: Support Post-Doctoral Research Associates to develop pro-active career management plans, consider an academic career and raise their academic profile

(v) Equal pay audits/reviews

Our current salary and grading structure was implemented on 1 August 2006 and equal pay reviews are undertaken annually, in line with our Equal Pay Policy. Findings from the 2016 audit (Figure 4.11) show that all gender pay gaps are within the acceptable 5% tolerance except at professor grade, which is in favour of women. UoB is STEMM-rich with a tendency for these salaries to be lower than for some management and social science subjects, which attract more senior female staff. Trends are actively monitored by both EDC and VCG, and some action is underway in relation to non-academic roles. As the overall difference affecting academic staff concerns the low proportion of female professors, this strengthens our resolve to achieve an increase, on which several of the AP actions are focused (AP 1.2).

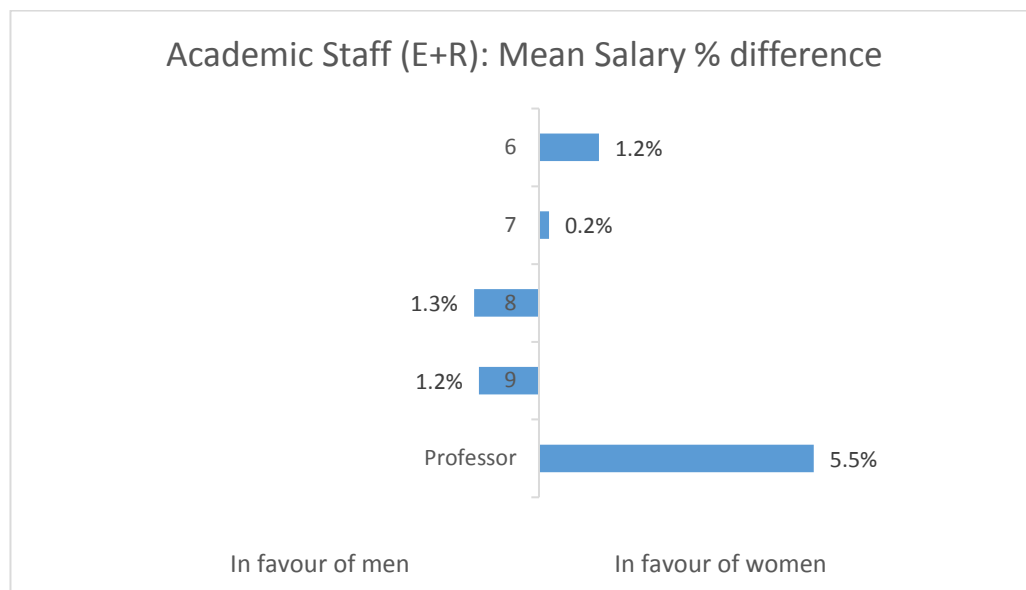


Figure 4.11 Pay gap analysis 2016 by grade for academic staff

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1. KEY CAREER TRANSITION POINTS: ACADEMIC STAFF

(i) Recruitment

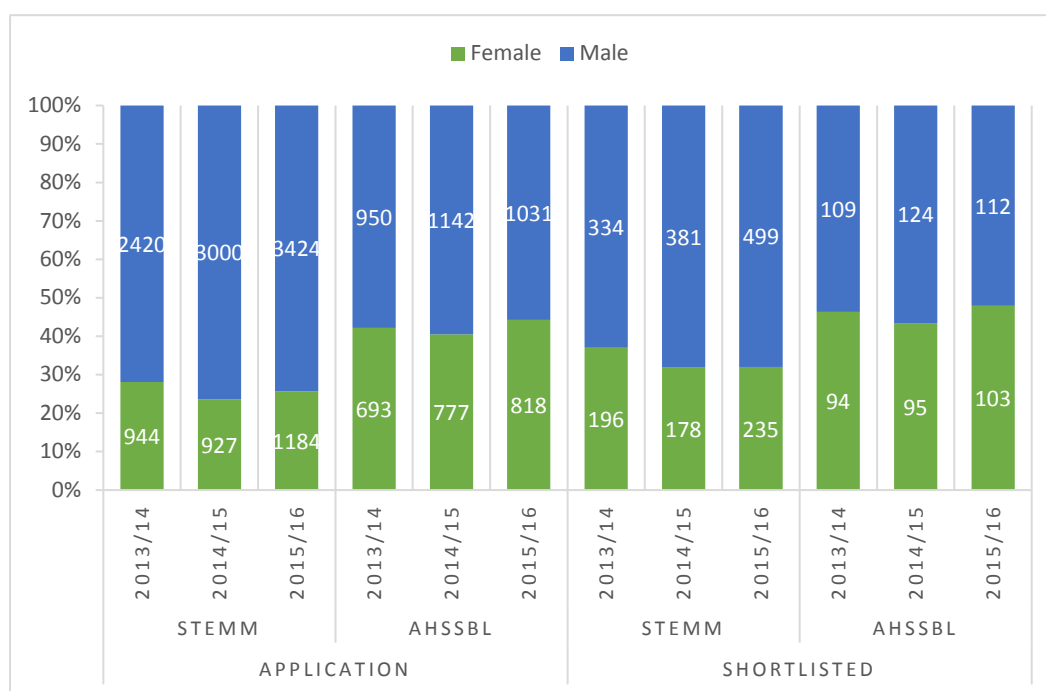


Figure 5.1 Applicants and shortlisted by gender and year

In both STEMM and AHSSBL there are fewer female applicants for academic posts than male applicants, though more marked in STEMM (Figure 5.1) and for more senior positions (Table 5.2). In both STEMM and AHSSBL women are more likely than men to be shortlisted (Table 5.1).

Table 5.1 Shortlisting rates by year and totalled over the 3 year period

		2013/14			2014/15			2015/16			Overall		
		Female	Male	% F	Female	Male	% F	Female	Male	% F	Female	Male	% F
STEMM	Applications	944	2420	28%	927	3000	24%	1184	3424	26%	3055	8844	26%
	Shortlisted	196	334	37%	178	381	32%	235	499	32%	609	1214	33%
	% Shortlisted	21%	14%	-	19%	13%	-	20%	15%	-	20%	14%	-
AHSSBL	Applications	693	950	42%	777	1142	40%	818	1031	44%	2288	3123	42%
	Shortlisted	94	109	46%	95	124	43%	103	112	48%	292	345	46%
	% Shortlisted	14%	11%	-	12%	11%	-	13%	11%	-	13%	11%	-

Table 5.2 Applicants and shortlisted by grade and gender

		2013/14			2014/15			2015/16		
		Female	Male	% F	Female	Male	% F	Female	Male	% F
STEMM	APPLICANTS	944	2420	28%	927	3000	24%	1184	3424	26%
	Research	530	1154	31%	581	1565	27%	807	1947	29%
	Teaching	75	73	51%	80	183	30%	51	86	37%
	Lecturer	291	881	25%	213	989	18%	289	1171	20%
	Senior Lecturer	29	151	16%	15	90	14%	5	35	13%
	Reader	4	34	11%	0	11	0%	7	43	14%
	Professor	9	68	12%	15	58	21%	12	78	13%
	Other	6	59	9%	23	104	18%	13	64	17%
	SHORTLISTED	196	334	37%	178	381	32%	235	499	32%
	Research	109	199	35%	112	248	31%	164	333	33%
	Teaching	22	21	51%	20	34	37%	17	32	35%
	Lecturer	54	81	40%	34	67	34%	42	92	31%
	Senior Lecturer	6	14	30%	4	6	40%	1	7	13%
	Reader	0	0	-	0	1	0%	3	6	33%
	Professor	2	9	18%	2	8	20%	2	12	14%
Other	3	10	23%	6	17	26%	6	17	26%	
AHSSBL	APPLICANTS	693	950	42%	777	1142	40%	818	1031	44%
	Research	79	65	55%	94	145	39%	219	223	50%
	Teaching	184	136	58%	325	389	46%	110	125	47%
	Lecturer	268	478	36%	324	573	36%	467	659	41%
	Senior Lecturer	65	135	33%	31	33	48%	0	0	-
	Reader	0	0	-	0	0	-	0	0	-
	Professor	12	57	17%	3	2	60%	22	24	48%
	Other	85	79	52%	0	0	-	0	0	-
	SHORTLISTED	94	109	46%	95	124	43%	103	112	48%
	Research	11	12	48%	15	18	45%	35	43	45%
	Teaching	35	20	64%	35	48	42%	23	15	61%
	Lecturer	25	33	43%	37	50	43%	40	50	44%
	Senior Lecturer	13	18	42%	8	8	50%	0	0	-
	Reader	0	0	-	0	0	-	0	0	-
	Professor	2	17	11%	0	0	-	5	4	56%
Other	8	9	47%	0	0	-	0	0	-	

Our current data sets do not facilitate easy marrying up the shortlisting and appointment data but we have recently invested in new software which will help to address this.

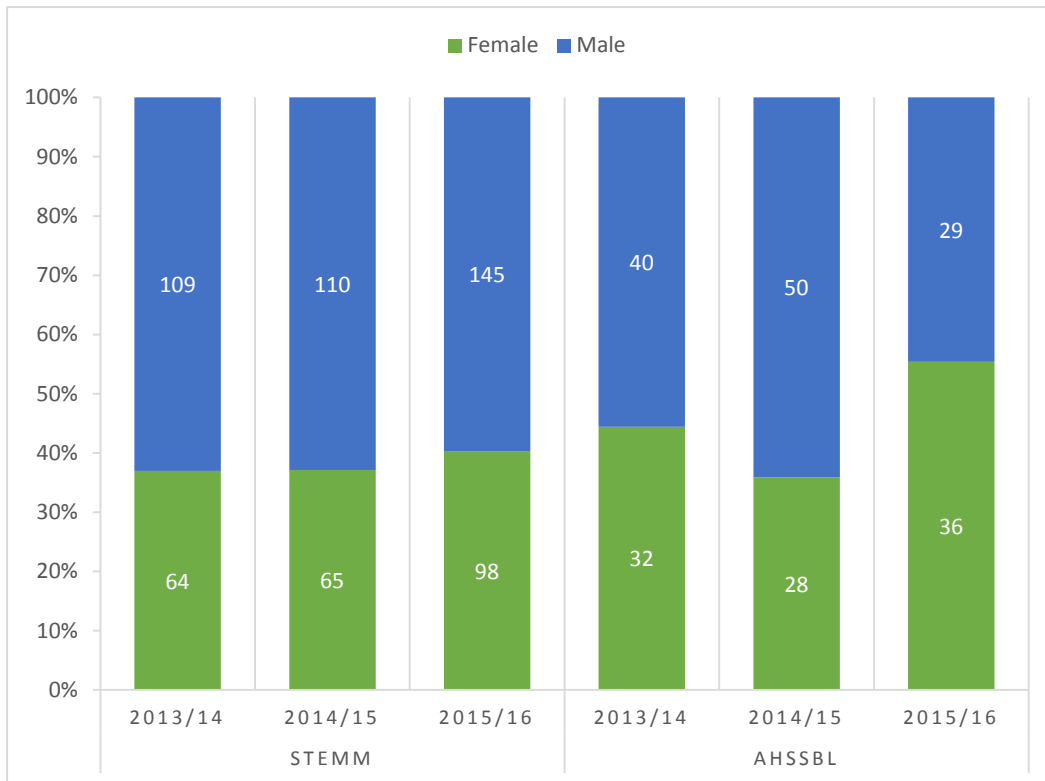


Figure 5.2 New starters data by gender

Table 5.3 New starters by grade and gender

		2013/14			2014/15			2015/16		
		Female	Male	% F	Female	Male	% F	Female	Male	% F
STEMM	TOTAL	64	109	37%	65	110	37%	98	145	40%
	Research	42	78	35%	42	71	37%	74	100	43%
	Teaching	7	11	39%	10	8	56%	7	18	28%
	Lecturer	10	6	63%	7	16	30%	12	13	48%
	Senior Lecturer	0	3	0%	1	3	25%	1	3	25%
	Reader	2	2	50%	0	1	0%	2	1	67%
	Professor	1	2	33%	2	4	33%	0	4	0%
	Other	2	7	22%	3	7	30%	2	6	25%
AHSSBL	TOTAL	32	40	44%	28	50	36%	36	29	55%
	Research	8	6	57%	6	8	43%	12	10	55%
	Teaching	10	12	45%	6	11	35%	12	7	63%
	Lecturer	4	11	27%	9	16	36%	5	8	38%
	Senior Lecturer	2	6	25%	3	7	30%	3	2	60%
	Reader	0	2	0%	1	1	50%	1	0	100%
	Professor	2	1	67%	0	6	0%	2	2	50%
	Other	6	2	75%	3	1	75%	1	0	100%

There has been a small variation in the percentage of female starters in STEMM (Figure 5.2 and Table 5.3) but there has been a greater variation in the percentage of female starters in AHSSBL, up to 55% in 2015/16.

Overall in 2015/16, 44% of all academic staff joiners were female (existing 33% female). In 2016/17, to end February 2017, 39% of all academic staff joiners were female including 3 female professorial appointments, 1 in STEMM and 2 in AHSSBL (50% of professorial joiners). There is evidence of improvement, though there are still challenges, which we are addressing.

AP 1.1: Target recruitment practices at whichever gender is under-represented in that discipline compared with national data

Recognising the continuing low number of female academics at UoB in most disciplines, 2013 actions relating to recruitment processes for research & teaching posts have now been embedded and will be enhanced:

- All interview and shortlisting panels must have a gender mix, the responsibility of the recruiting manager. In 2016 all panels were mixed;
- All interview panel members are required to complete Recruitment & Selection (R&S) training. As at 31/7/16, 425 research & teaching staff have been trained and data show that in 2016 100% of recruitment panel chairs and in 77% of panels all members were trained at UoB. This will never reach 100% (for example, due to external panel members) but we will ensure it remains high. As our current training was introduced 7/8 years ago, we will now launch and sustain refresher training.
- Shortlists for posts are scrutinised by the panel chair before interviews are set-up to see if shortlists contain at least one woman (with candidates selected on merit). If an all-male shortlist remains after review, reasons to be documented and search processes expanded where possible (which has been done successfully) before proceeding with an all-male shortlist. We will now commit to extending this to all-female shortlists.

AP 3.7: Further enhancement of recruitment practices

Additionally, the R&S Code of Practice (CoP) was revised to provide clearer guidance to ensure equality of opportunity through the process. Procedures to encourage applications from under-represented groups are:

- Identified key checkpoints for ensuring compliance with E+D responsibilities;
- Development of generic job descriptions/person specifications for research & teaching posts;
- Requirement for posts to be advertised usually internally and externally;
- Managers' guidance on writing adverts and job descriptions/person specifications, including how to avoid discrimination;
- Inclusion of a statement in adverts for departments which have an under-representation of any group to encourage applications. These statements confirm that the department/UoB are committed to providing a supportive and

inclusive working environment and that flexible working options will be considered wherever possible. ACE used:

'We are working to improve the present gender balance within the department, and particularly welcome applications from women, who are currently under-represented in academic posts';

- HR checking of advert content to ensure no discriminatory language is used;
- AS logo included on adverts and UoB jobsite;
- UoB joined the Women in Science and Engineering (WISE) campaign in autumn 2014; WISE support the National Women in Engineering Day and provide valuable advice and guidance on attracting applicants, as students or staff. Their jobsite is used for certain campaigns - resulted in few applications but has raised UoB's profile as a good place to work and develop your career as a female academic;
- Recruiting managers required to use the e-recruitment system for shortlisting and selection;
- Requirement for more than one individual in shortlisting (and, where used, longlisting) applications.



(ii) Induction

At university level, induction for new academic staff comprises:

- An invitation to 'Introduction to UoB', a half-day event held every 2 months that supports understanding UoB mission, aims and values, key policies and procedures and what facilities and services are in place, including how to work safely and securely. Also provides an opportunity to network with other new starters and to meet a variety of presenters, including the VC;
- Mandatory Fire Safety training;
- Newly appointed Lecturers and Teaching Fellows receive a welcome letter from the Deputy Vice-Chancellor (DVC) outlining probation arrangements and the support that they can expect, triggering an invitation to the 'Bath Course in Enhancing Academic Practice' (see 5.3(i)).

Departments organise induction with a variety of tools and guidance in place to support them, including an Induction Checklist. HoDs are responsible for setting objectives for probationary staff (signed off by the Dean) and for assigning a mentor. Web pages, tailored guidance and template documents provide comprehensive support to HoD and probationary staff on the academic probation process.

In addition, research staff receive a welcome e-mail from the Academic Staff Development Manager including details of the Concordat and also receive a welcome e-mail from the Researcher Career Development Adviser.

The length of probation varies: 6 months for Researchers, 1 year for Teaching Fellows and 3 years for Lecturers.

(iii) Promotion

Progression routes are set out in the Career Progression in the E+R Job Family document (CPER) on our website; from Grade 8 to professor in teaching & research roles and from Grade 6 to professor for teaching-only and research-only roles. In addition it is open for those in teaching-only and research-only roles to apply for teaching & research roles, which many do successfully.

Figure 5.3 *Dr Marion Harney, progressed from PhD student to Lecturer to SL in ACE*



The criteria for promotion are clearly outlined with relevant guidance in the CPER so staff can see what their application needs to demonstrate. Staff are actively supported by their HoD/line manager and in other ways (such as through SWN/career development workshops/mentoring) to present themselves well. Suitability for promotion will also form a regular part of annual reviews.

The promotions process is outlined in Figure 5.4. Implementation can vary across departments from staff putting themselves forward to a pro-active review of all personnel. Consistency will be enhanced in AP 2.3.

Applications for promotion are considered by a central committee (either Academic Staff Committee (ASC) for promotion to SL or Reader, or Professorial Advisory/Appointing Committee) to ensure a consistent and fair approach. Where a case for promotion is not supported, feedback is provided to the HoD and the applicant. The HoD is required to arrange for a Personal Action Plan (2013 action) to be developed (and subsequently mainstreamed into the annual review) to support the applicant to make a successful future application. Applicants have the right of appeal against the decision.

The ASC comprises the DVC, the Pro-Vice-Chancellors (PVCs) and 2 members of staff elected by Senate from each faculty/school (currently 5 men: 3 women) with the two VC nominations currently female to enhance the gender mix. Professorial appointments are considered by the Professorial Advisory and Appointing Committees, chaired by the VC, with membership dependent on the candidate's department and faculty.

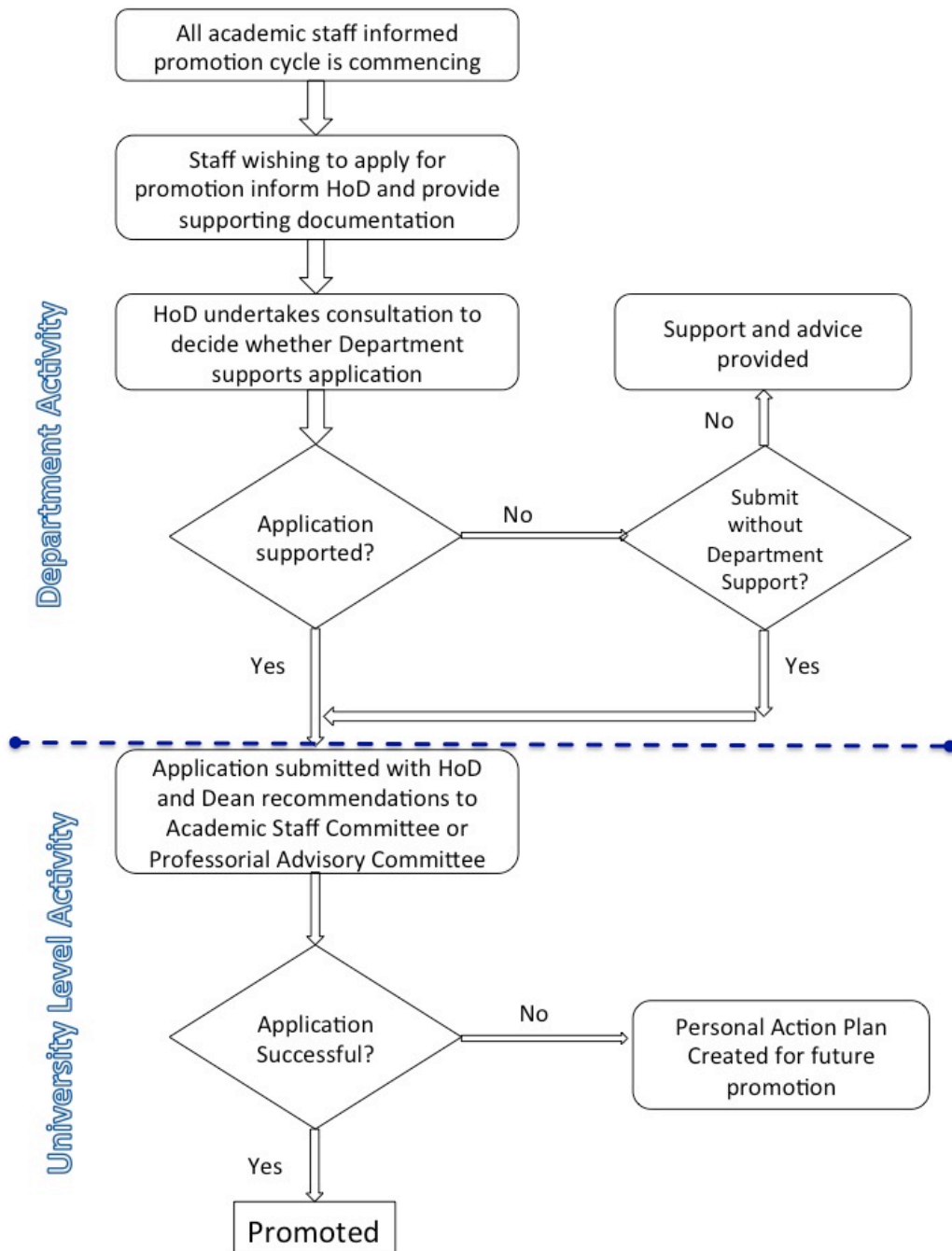


Figure 5.4 Promotions process for academic staff

The promotion guidelines make clear that where staff have had a career break, long term absence or other extenuating circumstances which impact on their output or performance, they are encouraged to provide this information including what impact such breaks/absences have had on them undertaking their role. HoDs regularly reflect on this in their commentary.

The Committee is required to consider each case on its own merit and without precedent as any single equality issue could impact individuals in a variety of ways depending on their individual circumstances. Making an equality related adjustment does not allow the

Committee to lower the bar but rather requires that it recognise where an individual has faced additional barriers in achieving specific probation or promotion criteria and adjust accordingly.

Furthermore, committee guidelines make clear that the contribution of staff employed on part-time contracts is expected to be the same in terms of quality, whilst obviously reduced proportionately in terms of quantity.

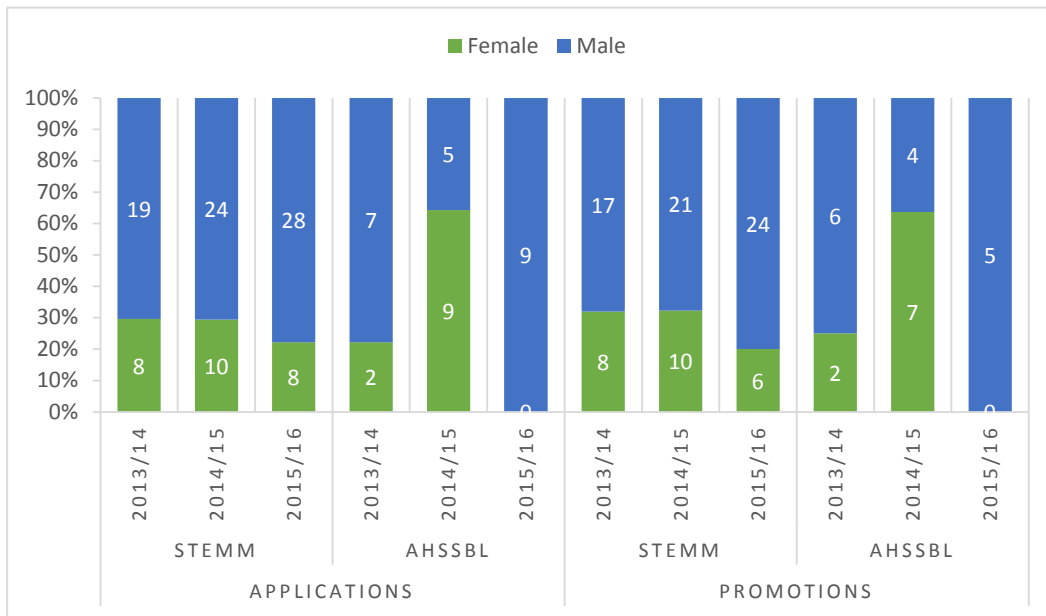


Figure 5.5 Headcount of applications and promotions by gender

There have been more promotions for male academic staff than for female in both STEM and AHSSBL every year, apart from in AHSSBL in 2014/15 (Figure 5.5). Once a member of female staff has applied for promotion their likelihood of success is similar to men (Figure 5.6).

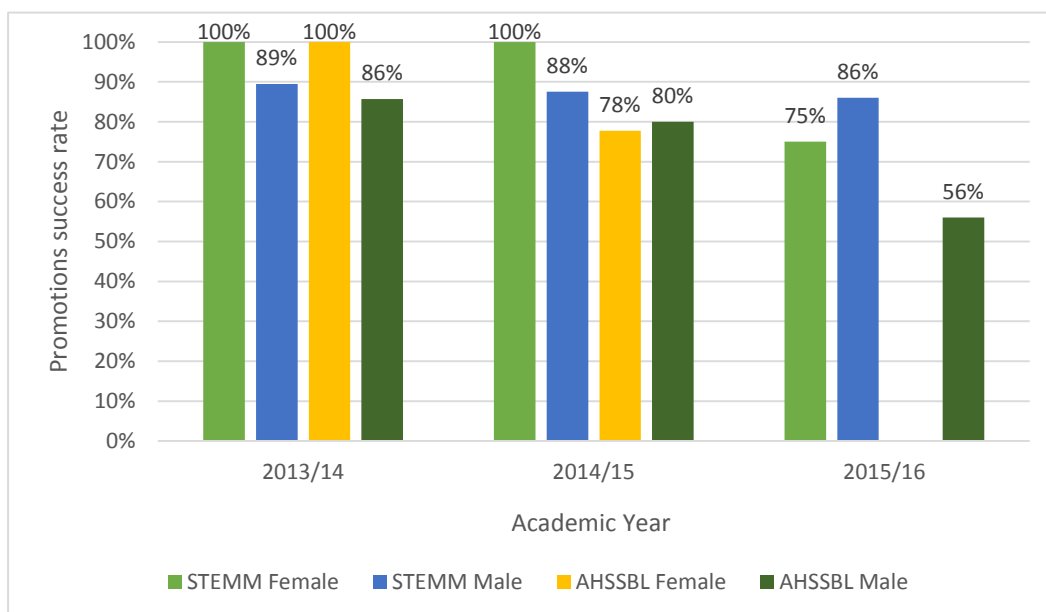


Figure 5.6 Promotion success rates by gender (None for AHSSBL females in 2015/16)

Three year totals for promotions of staff to specific grades (Figure 5.7) show that particularly in STEMM the proportion of promoted staff who are female reduces with seniority. Data presented in Table 5.4 shows that promotion application rates for women and men do vary year on year and there is no clear evidence of a gendered pattern in them.

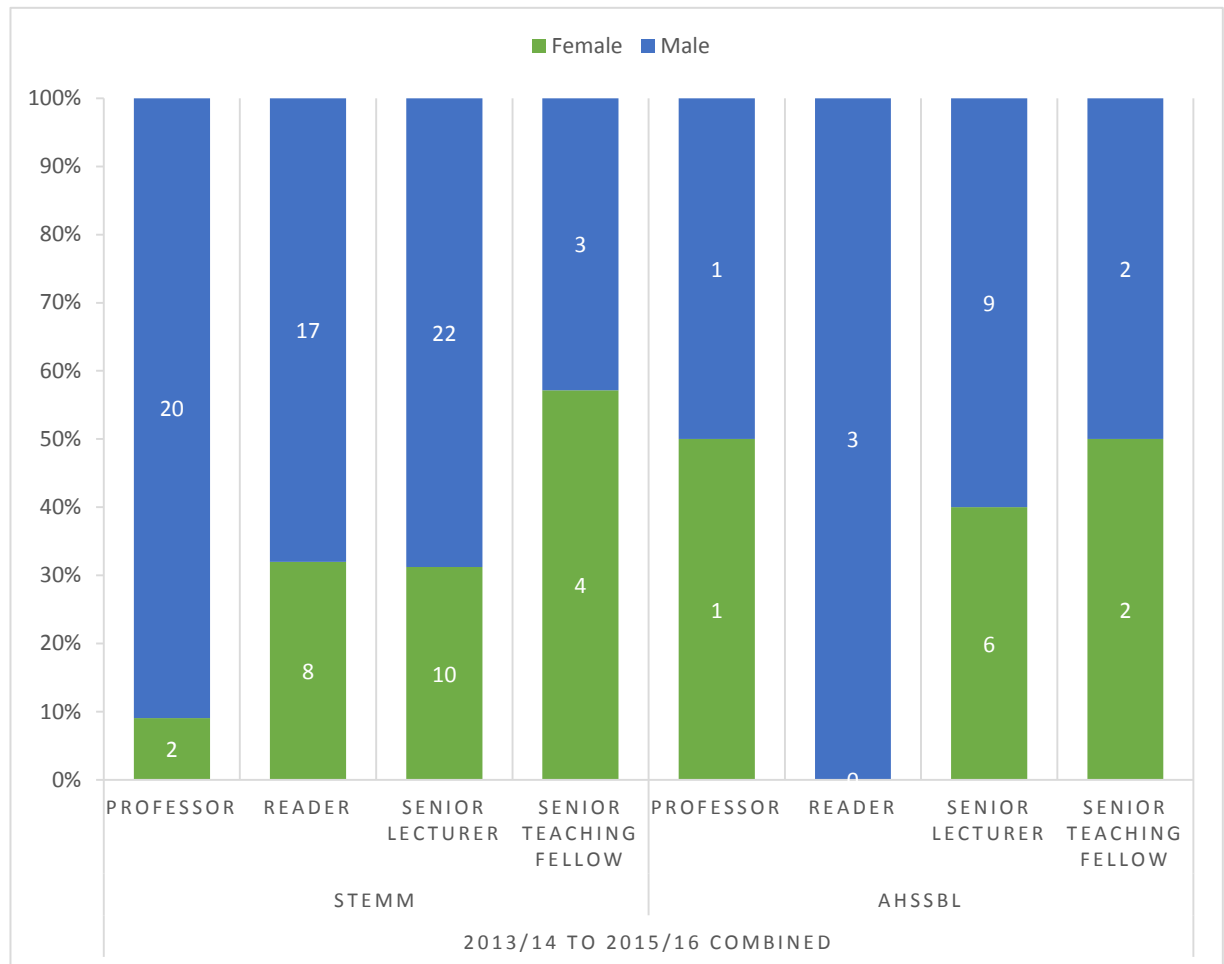


Figure 5.7 Headcount of academic promotions to specified grades 2013/14 to 2015/16 combined

Table 5.4 Promotions data for all academic staff eligible for promotion i.e. excluding professorial and research-only staff for 2013/14 to 2015/16

	2013/14		2014/15		2015/16	
	Male	Female	Male	Female	Male	Female
% who applied for promotion	6.2%	4.5%	6.6%	8.0%	8.2%	3.0%
% of applications that were successful	88%	91%	86%	89%	78%	75%

Full time/part-time data have been collected from 2015/16. 3 of the 45 promotion applications received at University level in 2015/16 were from part-time staff, 1 was

successful. There has been 1 application from a part-time member of staff in 2016/17, also successful. We might have anticipated more applications from part-time staff so will commit to monitoring this group.

AP 2.8: Analyse and monitor promotion rates for part-time staff

There are examples of good practice around UoB. In Physics a new departmental career progression advisory group was formed to consider annually the possibility of promotion for each eligible member of departmental staff and to provide support and encouragement to staff in developing their promotion case.

CS16 indicated that 28% of research & teaching staff thought they were only likely to be promoted if their HoD invited them to apply and 42% of research staff thought they would only become a Lecturer if they were invited to apply. We therefore need to understand all current practices and achieve consistency around the best.

AP 2.3: Ensure all departments have a good, clear and consistently-applied approach for pre-promotion process

80% of research-only staff agreed with 'I would like to have more insight into how the department/school manage career progression for research staff'. AP 1.3 aims to provide more insight.

(iv) Staff submitted to the Research Excellence Framework (REF) by gender

Fewer women than men were submitted to both the Research Assessment Exercise 2008 (RAE2008) and REF2014, however, the proportion of submissions from women had increased in 2014 (Table 5.5).

Table 5.5 Percentage of submissions which were from women in the research assessment exercises held in 2008 and 2014

	UoB	STEMM	AHSSBL
RAE2008	21%	15%	33%
REF2014	25%	21%	35%

Submission rates for REF2014 were comparable for men and women:

- Within STEMM subjects 82% of eligible female staff and 83% of eligible male staff were submitted;
- Within AHSSBL subjects 61% of eligible female staff and 58% of eligible male staff were submitted;

with some variation evident by faculty (Figure 5.8).

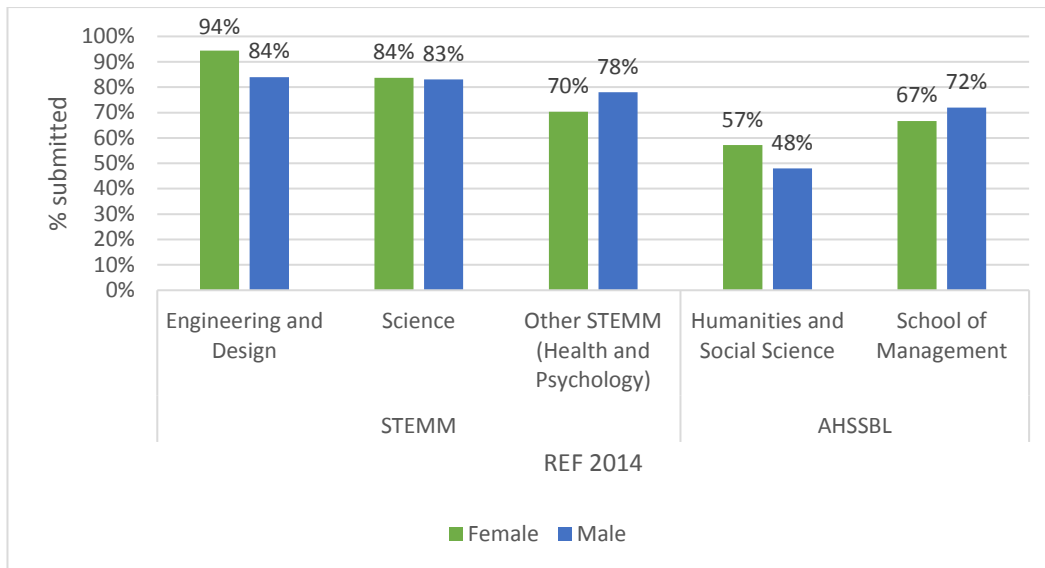


Figure 5.8 Academic staff submission rates to REF2014 by gender and faculty

The approved CoP on the selection of staff for submission to the REF2014 included mandatory E+D training for all staff involved in the decision-making and full details of how staff should register circumstances which had considerably constrained their ability to produce four outputs or to work productively throughout the assessment period. Equality analysis covering all aspects of preparation for submission to REF2014, subsequently reviewed after two key points in the process, did not identify any equality-related issues.

Figure 5.9 Professor Jane Millar – awarded OBE in 2001 for services to social policy research and teaching – PVC (Research) until 2015 – led the University’s REF2014 submission



5.2. Silver applications only

5.3. Career development: academic staff

(i) Training

Training is provided by several internal cross-University teams, free at the point of delivery. Some more in-depth programmes require a process of application or nomination by participants' line managers and decisions are made based on merit and development need. Staff receive a monthly newsletter to inform them of training opportunities and workshops are promoted via twitter and the website.

All staff (and particularly managers) are encouraged to do the Diversity in the Workplace and Unconscious Bias e-modules. Departments receive quarterly take-up reports, also looked at centrally. Several departments have committed to all staff doing these modules as part of their departmental submission.

The Researcher Development Unit (RDU) supports all staff who research and/or teach (from PDRA to Professor) by providing development opportunities that enable them to get the most out of their research activities and careers at UoB and beyond, including:

- About 60 skills development workshops/year aligned to the national Researcher Development Framework, including career planning and development;
- 1-1 coaching on specific topics such as confidence, promotion or time management for all academic staff;
- 1-1 confidential career guidance appointments with the Researcher Career Development Adviser in the Careers Service, for PDRAs;
- Bespoke development programmes (for example, FED Future Award, FOS Bath Science Academy and Leadership & Fellowship Academy) to support Early Career Researchers develop a successful academic career;
- GW4 institutions training workshops supporting career development for PDRAs.

The Academic Staff Development Unit (ASD) supports staff who teach to fulfil their potential in their teaching careers, including:

- the Bath Course in Enhancing Academic Practice, for staff who teach, whilst on probation, supports development and enhances academic practice in HE leading to Fellowship of the Higher Education Academy;
- a 1-day introduction to teaching for PDRAs;
- the Bath Scheme for professional recognition of teaching and supporting learning in HE;
- regular events to share good practice in learning and teaching, and other workshops and bespoke events.

Table 5.6 Attendance at RDU and ASD development opportunities by year and gender (Bath Course, Bath Scheme and ASD courses are unique individuals)

	2013/14			2014/15			2015/16		
	Female	Male	% F	Female	Male	% F	Female	Male	% F
RDU courses	198	225	47%	267	290	48%	262	221	55%
Bath Course	26	30	46%	24	47	34%	25	26	49%
Bath Scheme	13	20	39%	20	16	56%	22	23	49%
ASD courses	131	90	59%	142	144	50%	119	90	54%

Table 5.6 shows attendance at these courses and Figure 5.10 the results of a national survey for research-only staff. Qualitative comments from CS16 suggested that research staff feel undervalued and unsupported, covered by AP 1.3.

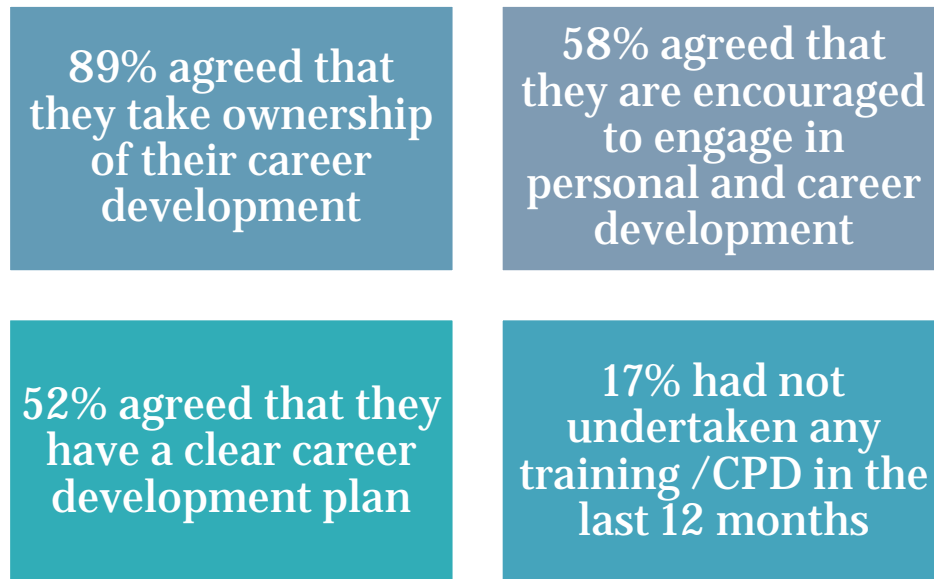


Figure 5.10 Results of 2015 Careers in Research Online Survey (a national biennial survey for research-only staff; UoB response rate was 34% evenly across disciplines, 47% female, no significant gender differences)

The Staff Development Unit provides courses and resources in generic effective work skills particularly focused on leadership and management. Additional opportunities are provided by IT Training, E+D and Health and Safety teams, the Academic Skills Centre and Library, and many departments/faculties organise in-house programmes. These include:

- Diversity-specific courses, dominated by R&S training, undertaken by over 350 academic staff in the past 3 years;
- Mental Health First Aid;
- Women’s career development events.

Table 5.7 Academic staff development data

	Staff number			Attendances at Staff Dev Unit training						
	Female	Male	% F	Total	Attendances		Unique Individuals		% of female staff participating	% of male staff participating
	Female	Male	% F	Total	Female	Male	Female	Male	% of female staff participating	% of male staff participating
2013/14	356	741	31%	1156	557	599	203	308	57%	42%
2014/15	363	779	32%	1142	738	800	271	387	75%	50%
2015/16	398	797	33%	1195	616	527	239	287	60%	36%

The effectiveness of training is evaluated in a variety of ways; short courses and briefings are subject to light-touch immediate feedback, while the longest programmes include follow-up with both participants and line managers over a number of months to establish the achieved learning. Feedback generally states that learning experiences are positive and result in gains for the individual. A gendered pattern is evident from Table 5.7 and Figure 5.11 with a greater proportion of women taking part in training than men.

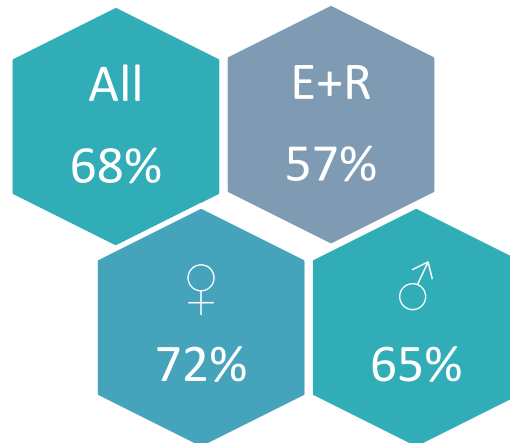


Figure 5.11 Staff Survey 2016 results, respondents who answered 'Yes' to the question 'In the past 12 months, have you taken part in any type of training, learning or development paid for by the University?' ('All' up from 64% in 2013 Staff Survey)

(ii) Appraisal/development review

Staff Development and Performance Review (SDPR) is an annual review process, mandatory for all staff who have completed probation. Academic departments are responsible for establishing a reviewing structure, and for ensuring that reviewers have up-to-date information about the department/faculty plans and objectives, with which individual goals and aspirations are aligned. A standard report from the research information system and data from taught course feedback are part of the process and provide a robust, factual starting point for feedback and goal-setting conversations. Guidance and training stress the importance of using these reviews to support career management including promotion and work-life balance.

Training for reviewers/reviewees is offered several times a year, and bespoke training is provided in departments. In the past three years over 70 academic reviewers have been trained for SDPR at central events, and several departments have hosted in-house training for their reviewers.

The perception of the SDPR process is mainly assessed through specific questions in the Staff Survey (Table 5.8). The results are broadly similar to those in 2013, with 72% of staff stating that their SDPR was useful to them.

Table 5.8 Results from 2016 and 2013 Staff Surveys on the topic of SDPRs

	2016 Staff Survey	2013 Staff Survey
Have you had a SDPR or equivalent review in the last 12 months?	78%	77%
Was it useful to you?	72%	75%
Did you agree clear objectives?	88%	89%
Did you identify training and development needs?	73%	69%
Have you received the training identified or is it too early to say?	88%	86%

(iii) Support given to academic staff for career progression

There is a large and varied offering from many services to support academic staff in their career development, in addition to departmental opportunities:

- At the end of the Bath Course academics in probation have an exit interview to discuss their teaching career/development;
- UoB is committed to implementing the Concordat and gained the European Commission 'HR Excellence in Research Award' in September 2011, retaining the award in 2013 and after a 2015 four-yearly external audit. A working group led by the PVC (Research) has developed a framework for researchers' career progression as an action from this (AP 1.3), currently being consulted on;
- Funding, grant and fellowship application workshops are run by the RDU, Research & Innovation Services and the E+D Manager;
- Career development seminars and workshops are run by the Careers Service for PDRAs and by the E+D Manager;
- UoB has supported 10 participants/year to attend the Aurora Programme since 2013/14 (2103 action), with the PVC (Research) as UoB's Aurora Champion. The feedback is positive:



HR EXCELLENCE IN RESEARCH

Aurora is exactly what I needed to give me the focus, push and confidence to really drive along my career ambitions and feel that I could speak up when I have something to contribute. Aurora has meant that I have put my head above the parapet (rather than ducking below it), and asked for, and gained, support from some very senior people to drive forward what I see is best for Facilities at Bath and beyond. It gave me new energy and new confidence to get on with it. For me it was a game changer, and the changes I made following Aurora have significantly increased my profile and standing at the University.

We also provide role models (Figure 5.12) to take part in scheduled events, and facilitate the Aurora community (now more than 60 participants, mentors and role models) meet to share learning and bring ideas/challenges back to UoB. We also intend to increase the number of women participating;

Figure 5.12 Dr Anneke Lubben, Head of Chemical Characterisation and Analysis Facility - Aurora participant, mentor and role-model



AP 3.3: Increase the number of women participating in the Aurora programme annually

- Women's Development Network workshops and seminars, focusing on academic and personal development topics, to build networks across faculties and across support/academic divides, to enable women to thrive at UoB and to provide information on achieving a healthy work/life balance;
- The SWN meets 3 times per year (SWN Chair - Figure 5.13) and has tremendous scope to have a significant positive impact but further input and support is needed to ensure we derive maximum benefit from it.

AP 3.4: Strengthen engagement of female academics with the Senior Women's Network and update its activities in response to feedback, to ensure its impact on the career development and support of its members is maximised

Figure 5.13 Professor Carole Mundell – winner 2016 FDM everywoman Women in Technology Awards – Chair of our Senior Women's Network



Photo: Steve Dunlop

- The UoB Academic Leaders' Programme encompasses leadership development skills for staff who are new to or want to improve these skills (quoted as valuable management development);
- Some departments provide an annual personal support fund to academics for conference expenses;
- An individual mentoring scheme was launched in October 2015 as an action led by the USAT Chair, identified as a key issue in CS14. Following research and consultation, the scheme was designed to minimise administration and maximise the expertise and experience of academic colleagues. HoDs have identified mentoring co-ordinators who are the first point of contact for staff wishing to participate.



Figure 5.14 2016 Culture Survey results, respondents who answered 'Yes' to the question 'Do you participate in the University's mentoring scheme'

CS16 (Figure 5.14) also indicated that of those that did not know about the scheme, 63% of research & teaching staff and 81% of research-only staff would be interested in having or being a mentor. 59% of research & teaching and 86% of research-only staff who had taken part in mentoring strongly agreed/agreed that the mentoring scheme had been of help to them. We will actively promote mentoring opportunities for all academic staff;

AP 3.2: Actively promote mentoring opportunities for all academic staff

- The SOM Executive Development Team started a Women in Leadership programme in 2016 for 15 women, comprising 6 one day modules. The feedback is positive:

I found it quite transformational with very quick results - I have just been given a book contract and been successful in an Institute for Policy Research sabbatical application, both of which I committed to as a result of my growing self-belief that has come directly from the course.

Our new approach to leadership development amongst the academic workforce recognises that embedding the skills needed to be a confident and effective leader is a continuous, long-term activity. This approach, focussed around all elements of talent management will help identify leadership potential, ensure that individuals receive the opportunities to develop their leadership skills, either through training or practice, and prepare them for formal leadership roles in UoB.

AP 2.1: Define in full and embed a leadership programme for academic staff

A great deal of support is provided; however, it is provided by many services and hence is not as easily accessible as possible. A University-wide career management hub will provide easy access to resources for personal development, but more importantly, guide individuals in how to identify career options then pursue standard and innovative career paths. This will benefit both academic and professional/support staff.

AP 2.2: Create a web-based career management hub for all staff providing a focal point for accessing resources

5.4. Silver applications only

5.5. Flexible working and managing career breaks

(i) Cover and support for maternity and adoption leave: before leave

We have a Maternity/Adoption leave policy and guidance available on-line, where staff can apply.

Each staff member is invited to attend an individual maternity/adoption meeting with their HR Advisor prior to going on maternity/adoption leave. This provides personalised advice on pay and leave entitlements and processes before, during and at the end of leave including:

- Occupational maternity/adoption pay;
- Shared parental leave;
- Return to work options including Flexible Working and Nursery provision;
- Risk assessment process;
- Probationers are offered suspensions for their maternity leave.

A full risk assessment of duties and work area is carried out by the line manager as soon as they are made aware of a pregnancy. A rest room is available in UoB for expectant and nursing mothers.

(ii) Cover and support for maternity and adoption leave: during leave

- Where appropriate all or part of their job role is covered on a temporary basis;
- Those on maternity leave are encouraged to utilise paid 'Keeping in Touch' days

(iii) Cover and support for maternity and adoption leave: returning to work

- On-site nursery (section 5.5(viii));
- Salary sacrifice childcare vouchers;
- Flexible working;
- Teaching staff can apply for temporary teaching exemptions for certain times of the week;
- Taking accrued leave;

- Probationers: HoDs review probationary objectives on their return. Probationers are asked to identify any absences that may impact on their performance for consideration by the ASC.

(iv) Maternity return rate

Table 5.9 Maternity leave taken and maternity return rate NB. Still On leave category is only for 2015/16 records, where 'Absent to' date in records is after 31/07/2016 or open.

		Return Rate (%)	Total Uptake	Returned	Not Returned	Still On Leave
Academic staff	2013/14	92%	12	11	1	-
	2014/15	100%	14	14	0	-
	2015/16		21	9	2	10
Professional/Support Staff	2013/14	89%	44	39	5	-
	2014/15	90%	42	38	4	-
	2015/16		47	11	0	36

The maternity return rate for academic staff in UoB is high (Table 5.9), 100% in 2014/15 with 2 known non-returners in 2015/16.

(v) Paternity, shared parental, adoption, and parental leave uptake

Table 5.10 Paternity, shared parental, adoption and parental leave uptake

		Paternity Leave	Shared Parental Leave	Parental Leave
Academic staff	2013/14	13	-	0
	2014/15	13	0	1
	2015/16	21	0	0
Professional/Support Staff	2013/14	21	-	3
	2014/15	15	0	2
	2015/16	20	2	5

UoB tops up to full pay for 2 weeks Paternity leave. From 5 April 2015 staff could apply for Shared Parental leave, for which UoB follows statutory guidance and entitlements.

(vi) Flexible working

Flexible Working and Leave Policy(employee request)

The following steps will be followed for all flexible working requests made under this Policy:

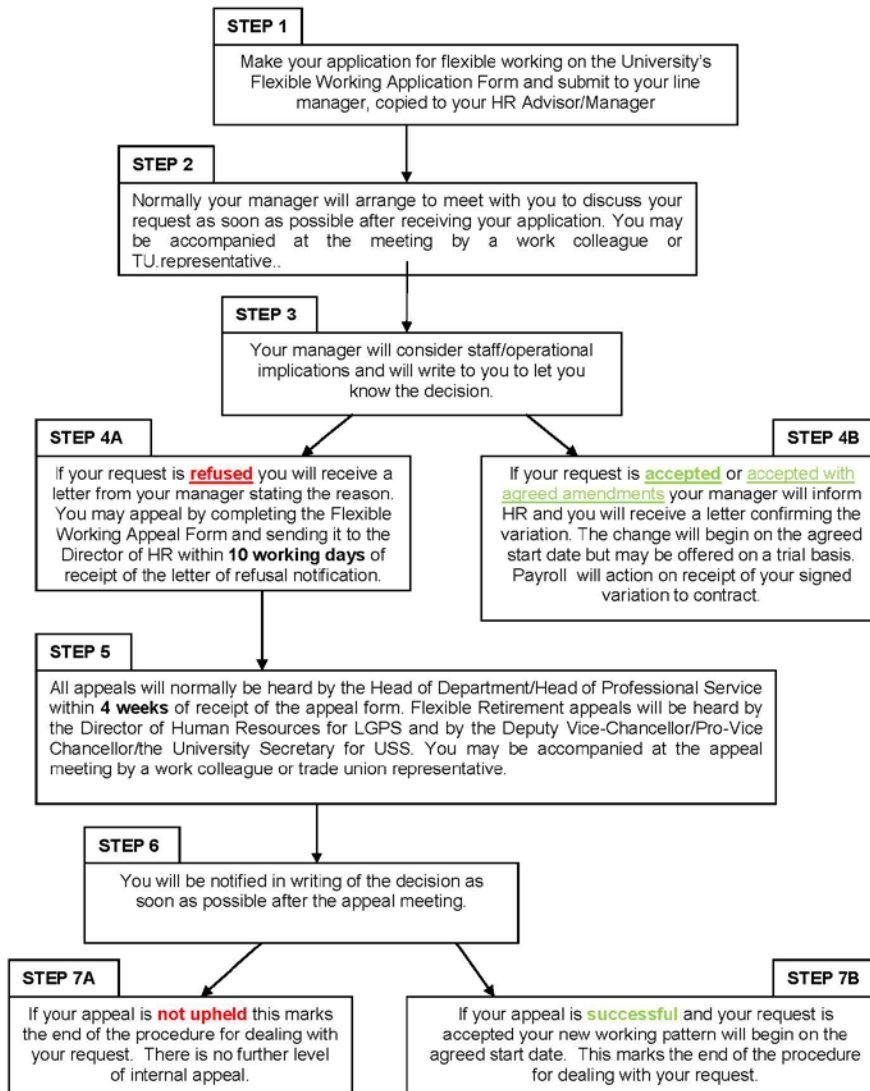


Figure 5.15 Flexible Working and Leave Policy flowchart

The procedure for requesting flexible working is set out in Figure 5.15. A variety of flexible working options are available:

- part-time working;
- term-time only working;
- temporary teaching exemptions for teaching staff;
- job sharing;
- flexitime;
- home working;
- annualised hours;

- a career break of up to 1 year for those with 5 years' service;
- ad hoc arrangements made within departments to meet individual's needs.

Table 5.11 Successful flexible working requests by academic staff, based on effective date

ACADEMIC STAFF		TOTAL	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Other
2013/14	Female	10	1	4	0	4	1	0	0
	Male	4	0	0	0	0	1	3	0
	% F	71%	100%	100%	-	100%	50%	0%	-
2014/15	Female	5	2	1	1	0	0	1	0
	Male	9	0	0	0	1	2	6	0
	% F	36%	100%	-	100%	0%	0%	14%	-
2015/16	Female	11	5	0	2	0	2	1	1
	Male	9	0	1	1	1	1	5	0
	% F	55%	100%	0%	67%	0%	67%	17%	100%

HR receive and record successful flexible working requests from departments. Academic men are more likely to be request flexible working once they reach the role of professor whereas more women tend to request it at lower grades (Table 5.11). All academic contracts embody flexible working, thus reducing the number of formal requests, which tend to relate to part-time or term-time working.

There are more requests for flexible working by staff in the Management, Specialist and Administration job family, with an increasing majority being women (Table 5.12), fairly evenly distributed across Grades 1-5 and 6-9 (Table 5.13).

Table 5.12 Successful flexible working requests by Professional/Support staff

PROFESSIONAL/ SUPPORT STAFF		TOTAL	Management, Specialist & Administration	Technical & Experimental	Operational & Facilities Support
2013/14	Female	27	23	2	2
	Male	17	13	1	3
	% F	61%	64%	67%	40%
2014/15	Female	42	34	3	5
	Male	10	4	0	6
	% F	81%	89%	100%	45%
2015/16	Female	53	43	1	9
	Male	13	4	1	8
	% F	80%	91%	50%	53%

Table 5.13 Breakdown of Professional/Support staff successful flexible working requests in 2015/16 by grades 1-5 and 6-9

2015/16	Management, Specialist & Administration		Technical & Experimental		Operational & Facilities Support	
	Grade 1-5	Grade 6-9	Grade 1-5	Grade 6-9	Grade 1-5	Grade 6-9
Female	20	23	9	0	1	0
Male	1	3	6	2	0	1

Qualitative CS16 feedback suggested that:

- flexible working contributed positively for those with childcare or caring responsibilities;
- childcare should not be seen as an exclusively female issue;
- recognition of all caring issues was important.

65% of staff thought that it should be easier for those with caring responsibilities to move into key roles. As a first step in addressing this issue, we plan to set up a self-supporting staff group for staff with caring responsibilities.

AP 2.5: Enhance support for staff with caring responsibilities

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

UoB does not have a formal policy on staff wishing to move to full-time working after a period of part-time working but offers options for individuals who wish to work flexibly or return to full-time employment. Initially, a staff member discusses their wish to transition back to full-time working with their line manager, HoD and with their Faculty HR adviser who would give the case positive consideration, balancing the request with operational needs. UoB recognises the contribution of such arrangements to the

retention of skilled staff and encourages managers to give fair and thorough consideration to all requests.

(viii) Childcare

UoB operates its own 48-place Ofsted Outstanding workplace nursery, Westwood Nursery, open weekdays from 8.30am to 5.30pm. Staff using this Nursery have been able to pay through NurseryPlus salary exchange scheme, providing significant savings on tax and National Insurance. This was communicated at pre-maternity leave discussions with their HR Advisor, via the website and other publicity. Academic staff make up a greater proportion of the Nursery parents, around 50%, than their 38% in the University workforce.

In addition to Nursery Plus, UoB operates a Childcare voucher scheme (currently through Fideliti) for use in the Nursery, and for other childcare.

(ix) Caring responsibilities

UoB's Flexible Working and Leave Policy sets out the options for staff with caring responsibilities and includes their ability to make a flexible working request (Section 5.5(iv)). For example, one senior teaching fellow in Pharmacy & Pharmacology specifically reduced their part-time hours to 0.4 full time equivalent to accommodate caring for elderly relatives.

5.6. Organisation and culture

(i) Culture

Our University Strategy 2016-21 expresses our supportive culture as creating a welcoming, inclusive community that values the individual and supports the realisation of their potential. The forthcoming Sulis Minerva Day, a key part of our 50th anniversary celebrations, signifies the embedding of AS Principles within UoB.

AS submissions have transformed thinking in departments, with gender equality now much higher profile. Comparison of CS16 with CS14 for the 2 faculties that took part in both surveys (FOS and FED) is shown in Table 5.14, with a 10% increase in support for the intention of AS.

Table 5.14 Comparison of CS14 and CS16 giving the % who strongly agreed/agreed with each statement

Statement	2014	2016
People treat each other with respect in my department	52%	72%
I support the intention of Athena SWAN	71%	81%
My department has a very positive working culture	66%	64%

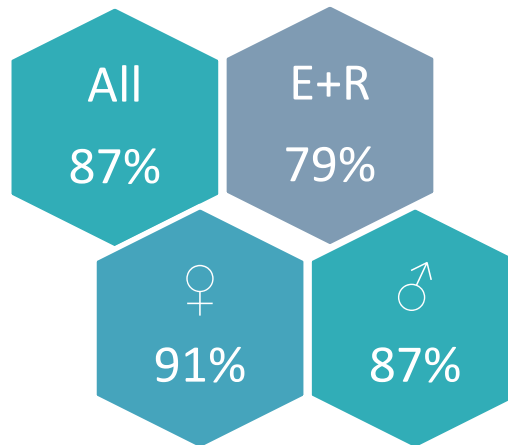


Figure 5.16 Staff Survey 2016 results, respondents who answered 'Agree'/'Tend to Agree' to the statement 'The University is a good place to work'.

The Staff Survey 2016 (Figure 5.16) also showed that 80% agree/tend to agree with the statement 'I believe UoB is committed to equality of opportunity for all of its staff'. However, qualitative feedback from CS16 suggested that UoB was felt by some to have a male bias, showing that more work needs to be done in this area.

AP 3.1: Communication of gender equality and promotion of campaigns and events across campus

Health and wellbeing is promoted via access to the Employee Assistance Programme (offering free counselling), mental health awareness (the Time to Change pledge signed jointly with the SU), stress management information, the Dignity and Respect Policy, the mediation service and staff networks (for disabled staff and recently relaunched for LGBT+ staff). A new Residential Life and Wellbeing Service for students has recently opened to support students 365 days a year.

(ii) HR policies

UoB has a comprehensive suite of HR policies and accompanying advice for managers and staff, including the Dignity and Respect Policy, Staff Grievance Policy, Capability Policy and Disciplinary Policy.

All new academic HoDs undertake an induction training session which guides them through the HR policies and practice. They then have a full induction session with their HR Business Partner to go through these processes in more detail.

HR Business Partners are regularly part of faculty meetings, ensuring they are able to guide and support HoDs and that policies and good practice are followed.

(iii) Proportion of heads of school/faculty/department by gender

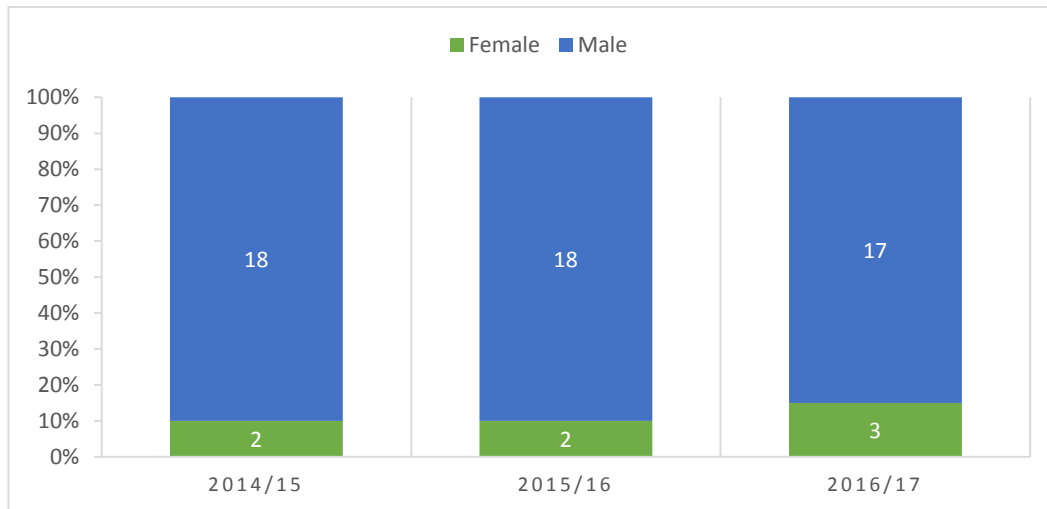


Figure 5.17 Heads of school/faculty/department by year and gender

3 out of 20 heads of school/faculty/academic departments in 2016/17 are female (Figure 5.17), an increase of 1 from 2014/15 and 2015/16. At 15% this is less than half their proportion in the academic workforce (33%). The female heads are the Dean of the SOM (Figure 5.18), the HoD of Education and the recently appointed HoD of Physics, hence 1 of 14 in STEMM and 2 of 6 AHSSBL heads. Women are under-represented at both Dean and HoD level, particularly in STEMM. However, 5 of 15 Associate Deans are currently women (33%). We will take action to develop women and encourage them to apply for senior roles.

AP 3.5: Encourage and develop women to apply for senior faculty and departmental roles including Heads of Department

Figure 5.18 Professor Veronica Hope Hailey, Dean of the School of Management – member of the UK Government’s Task Force on Employee Engagement



Dean and HoD appointments are recommended to Council by the Senior Academic Appointments Committee (4 women: 3 men) following an open recruitment process from the academic staff of the department or externally. Appointments are for a 3 year term, which may be extended. The process attempts to ensure a gender mix of interviewees.

2013 actions:

- The Deans have been in discussion with existing HoDs to encourage and sponsor women to apply for senior positions in departments;
- Transparent process introduced for making appointments to key departmental roles e.g. Deputy HoD/Director of Research.

Feedback from departments shows that opportunities are advertised to all staff to ensure transparency. Interested parties apply and a decision is made from the pool of applicants. Many departments monitor take-up of these key positions in their department.

In 2015/16 where the posts existed there were 3 women: 8 men in the Deputy HoD role. There are some women in Director of Research/Director of PG/UG Research positions but the majority of these roles are held by male academics. In future we will require that department committees have a gender mix (most, but not all, do this) and that opportunities are well advertised.

AP 3.8: All Department Executive and other departmental committees to have a gender mix at all times, and opportunities to be well publicised

UoB is working to give female staff opportunities to develop their skills through training and development (Aurora and other programmes).

(iv) Representation of men and women on senior management committees

Our senior management team consists of VCG, supported by UEC both comprising 50% academic staff and 50% professional services staff. These are advisory committees to the VC, who chairs both, and membership is role-specific.

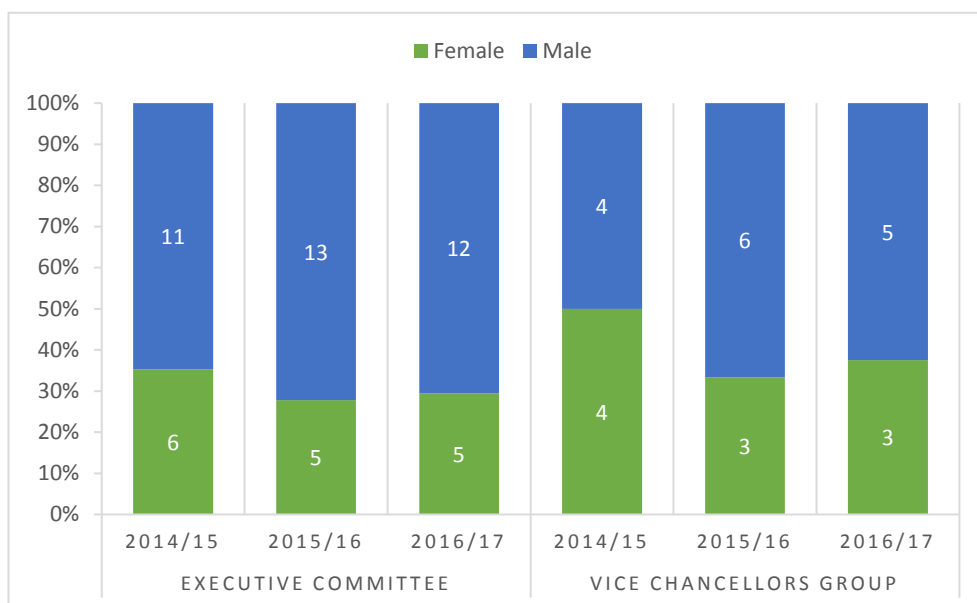


Figure 5.19 Membership of senior management committees by year and gender

The number of women on UEC and VCG has reduced by 1 over the reporting period (Figure 5.19). The proportion of women on UEC has reduced from 35% to 29% and on VCG has reduced from 50% to 38%. All these committees have a significantly higher proportion of women than the proportion in senior academic posts.

(v) Representation of men and women on influential institution committees

Table 5.15 Membership of influential institution committees by year and gender

COMMITTEE MEMBERSHIP		Council	Senate	Finance Committee	Research Committee	Equality & Diversity Committee	Learning, Teaching & Quality Committee	Nominations Committee	Academic Staff Committee	Senior Academic Appointments
2014/15	Female	7	11	2	6	6	2	4	5	3
	Male	18	29	7	10	11	10	4	8	4
	% F	28%	28%	22%	38%	35%	17%	50%	38%	43%
2015/16	Female	8	15	2	7	6	3	4	5	2
	Male	18	24	6	9	10	9	4	9	5
	% F	31%	38%	25%	44%	38%	25%	50%	36%	29%
2016/17	Female	9	15	3	6	9	5	4	5	4
	Male	15	21	6	10	8	7	4	8	3
	% F	38%	42%	33%	38%	53%	42%	50%	38%	57%

For the majority of our influential committees there has been a gradual improvement over the last 3 years in the proportion of women (Table 5.15), due to pro-active work with departments to advertise vacancies to all staff, targeted encouragement to apply and providing more information about committee responsibility, following CS14. In the current year the proportion of members who are female ranges between 33% and 57%, but continued vigilance/action is required as many committee places are elected and so can vary from year to year beyond UoB's ability to ensure diversity.

AP 3.9: Raise awareness of routes to membership of senior central committees

Lay Council membership vacancies are advertised on the UoB website and on 'Women on Boards', a recruitment website for non-executive governing body members. Membership of committees is a mix of role-specific and elected member (generally for 3 years). Members are invited to self-nominate or nominate others and nominations from women are encouraged. UoB has been a member of the 30% Club, a campaign launched in the UK in 2010 with a goal of achieving a minimum of 30% women on boards, since October 2014. This connection affirms our commitment to increase the percentage of women in leadership positions in the University.

One factor that influences committee membership is the make-up of the SU Officer team as they hold one or two positions on many of these committees. In 2014/15 the team of 5 was entirely male so during that year a student Women in Leadership conference was organised by the SU, supported by UoB. This proved successful in encouraging female students to stand for election with a good gender mix in 2015/16 of 3 women: 2 men. The conference is held annually.

(vi) Committee workload

UoB works to utilise opportunities for memberships on committees and to rotate members to avoid overload on the same individual allowing them to apply the skills they have developed in different environments or situations. Time spent on committees is included in workload modelling.

(vii) Institutional policies, practices and procedures

The department responsible is required to take account of all protected characteristics in preparing and regularly reviewing policies and practices. For major policies there would be a section in the covering paper explicitly addressing this, as agreed in our latest Statement of Equality Objectives (SoEO). Equality impact is monitored to ensure that is being appropriately identified and addressed and this monitoring has resulted in appropriate changes being made.

The 2017 equality return form asks departments to identify:

- Improvements to inclusive practice over the past 12 months;
- Significant new policies/practices and brief assessment of potential impact on protected groups.

(viii) Workload model

UoB operates a Workload Model (WLM) template to plan, allocate, update and verify the workloads in each academic year of staff on teaching & research contracts, teaching-only staff and those research-only staff engaged in teaching. Activities are allocated in the following categories: teaching and assessment, teaching support, research grants and contracts, general research, scholarship and professional development, management and administration, and consultancy and other income-generating activities. Pro-rating is applied for part-time and other adjustments can be made for specific circumstances.

The WLM template is a tool to assist HoDs and Deans to plan and manage the use of academic staff time fairly. Accordingly, they retain responsibility for the rotation of responsibilities, the monitoring of workloads, the level of transparency within their Department/Group, and the use of WLM data in the SDPR process; and the outcomes are then reviewed by the Dean and DVC.

An online workload system is currently being developed to increase the transparency, consistency and fairness of the system across UoB, following CS14, which requested greater consistency in workload allocation at faculty and department level. A University-wide group meets regularly to update this system in the light of experience.

(ix) Timing of institution meetings and social gatherings

Consideration is given to vary the timings of meetings (e.g. Let's Talk, our open staff meeting each semester) where possible and to provide live and 'catch-up' streaming so that part-time staff are able to engage with these events/meetings.

Departments are expected to set local policy after staff consultation. Many have decided that all meetings are within core hours (for example, 10am-4pm) and schedule social events well in advance or at lunchtimes to make it easier for those with childcare or caring responsibilities to attend.

(x) Visibility of role models

We are mindful of the need to have a gender balance in those delivering our events, believing that role models are a very important part of instilling gender equality in the fabric of our institution. Our annual AS lecture showcases a female speaker of standing delivering an inspirational presentation (2013 action). All the speakers are specialists in their field and offer invaluable advice and opportunities to broaden the horizons of participants, provoking encouraging feedback from staff and students.

All departments have their own seminar series. A 2013 action was to increase the proportion of female speakers to 30% in each department. Many departments aimed for an equal number of male/female speakers in 2015/16 and achieved it. In STEMM departments the proportion of female speakers ranged from 13% to 50%, with the ratio dictated by the gender mix of staff and PhD students in the department.

Annual role model sessions have taken place over the past 4 years (2013 action), inviting 3 female members of academic staff to speak, some without children and others with. This is well attended and participants take away a life/career template for themselves or to share with their partners.

Figure 5.20 Bath students at the 2016 BCSWomen Undergraduate Lovelace Colloquium, for female undergraduate and master's students in computing and related subjects from across the UK. The students spend a day hearing from successful women in computing about their experiences in academia and industry.



Very few of our events are women-only. This year a first well-attended 'career activist' workshop for academic and professional services women was held; there is also the annual SU Women in Leadership conference. All other events are open to all staff and/or students.



Figure 5.21 Promotional postcard, from the downloadable teachers' toolkit

We also have specific projects to encourage women/girls to study here such as the Student Women's Engineering Society (Figure 5.21). Videos developed in departments highlight aspects of studying and socialising here, available on the website and also shown during Open Days. They are often positively commented on in feedback. We have participated in the National Women in Engineering Day initiative since it started in 2015, welcoming 80 year 8/9 girls for hands-on engineering experiments and talks (Figure 5.22).

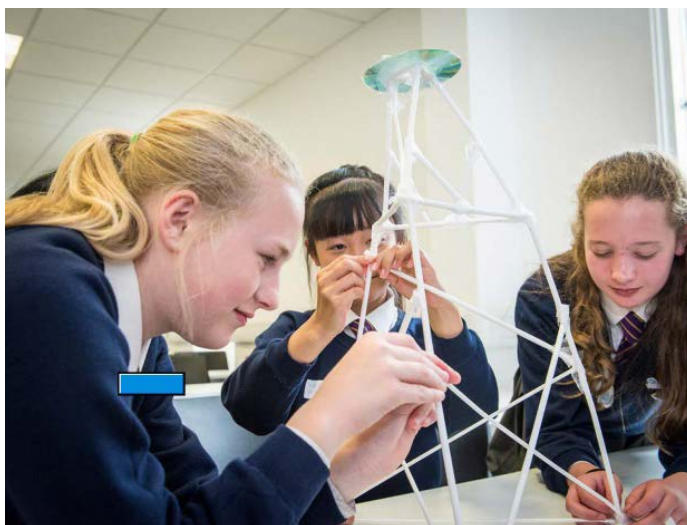


Figure 5.22



UoB website is delivered using a devolved publishing model, and authors are given guidance that when selecting images they should reflect the diversity of our staff and students. The Press Office confirms that of the 101 press releases made in 2015/16, 19% featured female academics, 60% featured male academics and 22% featured both female and male academics.



Figure 5.23 Role models: Professor Tess Ridge awarded an OBE in 2017 for services to social sciences; Dr Sally Clift – SL in the Department of Mechanical Engineering, Associate Dean for Graduate Studies, FED; Professor Semali Perera – winner of the 2017 FDM everywoman in Technology Awards (Academic Category); Professor Danae Stanton Fraser, Associate Dean for Research 2010-14, member of the EPSRC ICT Strategic Advisory Team 2015-18.

(xi) Outreach activities

Our Widening Participation Office (WPO) provides outreach through organising events and programmes, working with schools and colleges and encouraging students to apply to university. Events include Taster Days, Summer Schools and On Track to Bath. A range of staff contribute to these events with sensitivity to issues of gender, ethnicity and class.

Currently, the WPO staff ratio is 19 women: 4 men, numbers are too low to comment by grade. Academic staff (7 women: 10 men) offer specific subject-based activities for events, included in workload modelling. Professional/support services staff plan and deliver activities and provide advice about their specialist areas (11 women: 4 men). Student ambassadors also support the WPO team (36 women: 34 men).



Figure 5.24 *Bath Taps into Science 2016, an award winning science festival which focuses on exciting and enthusing young children and the general public with science and engineering*

The participants at events are monitored by gender and, where disproportionate differences are found, the programme and recruitment strategies are reviewed. However, specific events are organised for girls engaging with science and engineering such as an Engineering Taster Day for Year 8/9 girls from local schools. During 2015/16 the uptake of outreach activities was 2988 students in total, 52% female (school type data is less relevant with the introduction of academies).

(xii) Leadership

Departments have commented favourably on the support they receive for AS submissions (to be strengthened in AP 3.6):

- the provision of annual data updates (consistent data definitions are now used across UoB for departmental and university submissions);
- support from OUS;
- the training of Champions;
- the discussion opportunity at AS Network.

VCG is enthusiastic about AS and has given strong support throughout, reading and critiquing all submissions.

Section 5 Word Count 6060

6. SUPPORTING TRANS PEOPLE

(i) Current policy and practice

UoB has a Statement of trans equality which outlines the processes and practices in all aspects of non-discrimination in study, work and with service users/visitors. This institutional statement confirms our practices to recruit and retain trans students and staff, supporting them to achieve their potential. The statement was approved in 2014 after consultation with stakeholders and management, and amended in 2015.

Confidentiality of trans staff and students is upheld so that personal information is not revealed without the prior agreement of the individual.

In both the Statement of trans equality and Dignity and Respect Policy we explicitly state that transphobic abuse, harassment or bullying is a serious disciplinary offence and will be dealt with under the appropriate procedure. Our SoEO action plan includes success measures relating to trans people.

Student Services provides website information for tutors and students. Guidance is also provided through the Senior Tutors' Forum so that personal tutors and other relevant staff are better informed about providing support to trans students. We are revising processes to improve information to those who transition. Staff processes are also being updated by HR.

Gender Identity Research and Education Society (GIREs) have delivered training sessions on trans equality for staff from several academic and professional services departments. We are corporate members of GIREs.

(ii) Monitoring

We have begun to strengthen our work to monitor the positive/negative impact of our policies and procedures.

Currently UoB does not monitor staff gender identity. However we do ask this in our anonymous staff survey. UoB's position will be kept under review in the light of good practice and ongoing consultation with trans staff and student groups as well as trade unions and the SU.

Reports on the positive and/or negative impact of policies on trans staff/students are gathered on an ad hoc basis. The SU team provides support to the SU LGBT+ group. The SU presented a report to the EDC about supporting trans students, which highlighted a number of issues such as name change, gender neutral facilities, non-binary language, online and other communication relating to trans people. Initial meetings to discuss methods to improve services for trans staff and students began in autumn 2016. A working group was formed consisting of HR, Student Services, E+D, Student Admissions, Computing Services and the SU. The report recommendations are now being actioned.

(iii) Further work

We want to further improve the experience for trans people, with our staff suitably equipped to provide appropriate and timely assistance and fair treatment. New staff will be offered training in trans issues through GIRES.

Our online information to staff and students will be updated as we improve our services and facilities to trans people. All academic departments will be informed so that staff can continue to provide appropriate signposting advice to trans students. HR will provide information to managers and staff so that they can identify relevant procedures.

Section 6 Word Count 472

7. FURTHER INFORMATION

Sprint, a well-established development programme for undergraduate women (and those who identify as female) at early states of their professional development and careers, is delivered by the Careers Service in partnership with Arup, AXA and Microsoft. Across 3½ action-packed days, the programme covers a range of key development topics and participants have the opportunity to engage with inspiring role models and industry professionals.



Our Development and Alumni Relations department have been successful in gaining £500,000 in UG Scholarships which have been targeted at women in recent years, detailed below.

Table 7.1 UG scholarships available to women

Scholarship/ Award	Purpose of the award	Value
JP Morgan Winning Women in Technology Scholarships (2016/17 – 2018/19)	To support and encourage students in Computer Science, Electronic and Electrical Engineering, Mathematics and Physics	£270,000
Schlumberger Women in Engineering Scholarship (2013/14 – 2016/17)	To support and encourage female engineers studying Mechanical, Electronic and Electrical, or Integrated Mechanical and Electrical Engineering	£36,000
Moog Women in Engineering Scholarship (2013/14 – 2016/17)	To encourage female engineers from low income backgrounds studying Mechanical or Integrated Mechanical and Electrical Engineering	£36,000
Moog Women in Engineering Prize (2013/14 – 2015/16)	Award for the final year female student with the highest marks	£6,000
NG Women's STEM Scholarship (2012/13 – 2016/17)	To support female students from low income backgrounds in all STEM subjects	£36,000
Mandy Norton Scholarships (2013/14 – 2015/16)	To support female students from low income backgrounds in Mathematics, Physics or Computer Science	£27,000

Hiroko Sherwin – Science Scholarships and Women in Physics Scholarship (2014/15 – 2016/17)	To support female students from low income backgrounds studying Science subjects	£45,000
Meri Williams Women in Computer Science Scholarship (2016-17 – 2018/19)	To support female students from low income backgrounds studying Computer Science	£27,000
Gibbons Scholarship (2015/16 – 2017/18)	To support female students from low income backgrounds studying Computer Science and Pharmacy	£27,000
Caterpillar and WES Bath	To promote engineering as a study option for women, including awards for STEM outreach work, campus based outreach for local school children and bursaries for students to attend conferences, seminars and courses.	£6,500
Sue and Roger Whorrod WES Bath Fund	To promote engineering as a study option for women	£4,000
BP WES Bath awards (new for 2017)	To support female students undertaking outstanding STEM outreach activity	£4,000
NG Gold Scholarship (new for 2017)	To support female students from low income backgrounds in all STEM subjects	£27,000
	Total	£551,500

Section 7 Word Count 89

Overall Word Count 10,307 (limit 10,500)

8. ACTION PLAN

	Objective	Rationale	Specific Actions and Implementation	Timescale/ Completion date	Lead Person Responsible	Success Criteria/Outcome Measures
1. CAREER PROGRESSION & ATTRACTING UNDER-REPRESENTED STAFF						
1.1	Target recruitment practices at whichever gender is under-represented in that discipline compared with national data	<p>Increasing the % of gender under-represented staff applying for posts will have a positive impact on the % being appointed</p> <p>Our staff profiles are still generally below the national averages based on gender. Our aim is to have a staff profile that is the same or above the national average. Target staff by gender.</p>	Provide information to HoDs on the gender mix in their Dept compared to the national average, to inform annual review of strategy with support of Faculty Champion and DSAT Chair	December 2017	Faculty Champions supported by the Office for Policy and Planning	Increase in the % of under-represented gender applying and being successfully appointed, to at least the % of those in post in their discipline nationally
			Provide clear and attractive information about our support structure (flexible working, nursery etc.) to increase the diversity of applicants	December 2017	Peter Eley, Deputy Director of HR	
			Assist staff in undertaking targeted search activity in areas where there is continued low attraction of diverse applicants	June 2018	Peter Eley, Deputy Director of HR	

1.2	Increase % of women Professors - Recruitment (covered in 1.1 & 3.7) and Promotion	Current (February 2017) level is 15% female professors, which is an improvement but behind the sector average	Ensure that search processes are used to identify good female candidates	December 2017	Deans	Professoriate increased to 20% female by end of 2020
		Qualitative analysis from the 2016 Culture Survey shows staff are not always clear on what is required for promotion. They may not be putting themselves forward	Hold workshops for staff, and their line managers, on promotion	June 2018	Deborah Griffin, Academic Careers Manager	
			Provide case writing training to staff wanting to write their case to apply for promotion	June 2018	Deborah Griffin, Academic Careers Manager	
			Keep under active review whether further actions are required and implement any such actions	Annually from June 2018	USAT	
1.3	Support Post-Doctoral Research Associates (PDRAs) to develop pro-active career management plans, consider an academic career and raise their academic profile	There is a drop off for PDRAs moving into research and teaching positions. To have a sustainable pipeline of female staff we need to increase the rates for female PDRAs progressing.	Ensure each PDRA has developed a career management plan in first few months of starting at the University	June 2018	Line managers	PDRAs have a career management plan, confirmed by Department Research Staff Co-ordinator

		The results from the 2016 Culture Survey showed some of our PDRAs felt undervalued and they would welcome more opportunities to engage with training in career management	Define a common structure for the web profile for PDRAs and encourage its use	End 2017	Head of Digital and Research Staff Working Group	All PDRAs have the opportunity to have web profile following the common structure
			Develop and implement a Progression Framework for PDRAs for various research roles	July 2018	Professor Jonathan Knight, PVC (Research)	Progression Framework for PDRAs implemented
			Train PIs on how to use the SDPR for career development, for example, to consider greater use being made of PDRAs being research co-investigators	December 2018	Dr Simon Inger, Talent Development Manager	80% of PDRA SDPRs reported as being useful in staff surveys
			Run a programme /workshops accessible to PDRAs on how to prepare for an academic career	December 2018	Dr Jeanette Muller, Academic Staff Development Manager	Programmes available
			Run a pilot scheme to provide PDRAs with the opportunity for teaching experience	June 2019	HoDs, co-ordinated by Dr Jeanette Muller, Academic Staff	A process for capturing and monitoring the dataset

					Development Manager	of PDRAs with teaching experience established
			Run a pilot scheme to provide PDRAs with the opportunity to become Associate Fellows of HEA	Jan 2020	Andrew Heath, Director of Centre for Learning & Teaching	A process for capturing and monitoring the dataset of PDRAs with Associate Fellowship of HEA established
2. EMBEDDING CULTURAL CHANGE THROUGHOUT THE ORGANISATION						
2.1	Define in full and embed a leadership programme for academic staff	Our new approach to leadership development amongst the academic workforce recognises that embedding the skills needed to be a confident and effective leader is a continuous, long-term activity. This approach, focussed around all elements of talent management, will help identify leadership potential, ensure that individuals receive the opportunities to develop their leadership skills, either through training or	Develop a leadership framework	June 2018	Deputy Director (Workforce Development), HR	Framework developed
			Undertake pilot study of proposed framework	December 2018	Deputy Director (Workforce Development), HR	Pilot study attracts strong support
			Train all staff identified and build participation in leadership programme into criteria for promotion progress	July 2019	Deputy Director (Workforce Development), HR	Training completed and promotion criteria updated

		practice, and prepare them for formal leadership roles in the University	Ensure staff at all levels engaged in the process	July 2020	Deputy Director (Workforce Development), HR	Framework is fully in use
2.2	Create a web-based career management hub for all staff providing a focal point for accessing resources	The resources, staff development, role models, workshops etc., for career management are disseminated across various parts of the University website and do not provide 'toolkits'/interactive guidance. Some staff find accessing information and resources is not always easy and good practice is being lost Our aim is to achieve clear and structured access to career management resources and toolkits	Create a single entry point 'Hub' for career management activities	April 2019	Deputy Director (Workforce Development), HR	Initial Hub page created and trialled to meet staff requirements
			Use in-web feedback to ascertain value of Hub and take-up in accessing the Hub	August 2019	Deputy Director (Workforce Development), HR	Enhancements identified
			Launch Hub, subject to feedback	January 2020	Deputy Director (Workforce Development), HR	Take-up in accessing the Hub via staff surveys reaches 50% of academic staff and 80% of those report it being very useful
2.3	Ensure all departments have a good, clear and consistently-applied approach for pre-promotion process	Enhance the consistency of pre-promotion engagement across departments. Currently there is a range of practice culminating in a decision	Collect data on the pre-promotion process at Dept level	December 2017	Richard Brooks, Director of HR	Full information collated
			Work with HoDs and Deans on creating a consistent process	April 2018	Richard Brooks, Director of HR	Appropriate and consistent process developed

		<p>by the HoD whether to support a promotion case</p> <p>2016 Culture Survey indicated that 28% of staff thought they were only likely to be promoted if their HoD invited them to apply and 42% of research staff thought they would only become a Lecturer if they were invited to apply</p>	Implement the new process fully	September 2018	Richard Brooks, Director of HR	Appropriate and consistent process in use in all Depts
2.4	Increase % of women in the Technical & Experimental job family in the Faculty of Engineering & Design	The low % of women in the Technical & Experimental job family in the Faculty of Engineering & Design does not provide a good role model for students	Analyse national data as against our performance	March 2018	Julian Sulley, Director of Technical Services, FED	The proportion of women in Technical & Experimental job family in the Faculty of Engineering & Design increased from 9% to at least 20%
		The technical workforce has very specific skills and may find promotion opportunities limited	Analyse issues impacting our recruitment and retention rates and identify/implement appropriate action	March 2019	Julian Sulley, Director of Technical Services, FED	

2.5	Enhance support for staff with caring responsibilities	Staff have a variety of caring responsibilities. Many staff are sandwich carers (children and older people). As well as caring for children, UK data shows that 7-9% of employees are caring for an elderly relative. With the aging population this will only increase	Establish and promote a new staff group for staff with caring responsibilities (childcare, elderly, disabled dependents etc.) to provide peer support	Autumn 2017	Peter Eley, Deputy Director of HR	In the next culture survey reduction from 65% to less than 35% of staff thinking that it should be easier for those with caring responsibilities to move into key roles
		All the staff surveys highlight challenges staff with caring responsibilities face	Provide an annual report to USAT	June 2018	Peter Eley, Deputy Director of HR	Report received annually for consideration of any issues raised
2.6	Analyse and monitor intersectional data	People's identities are shaped by the interplay of a variety of factors. Analysis of Intersectional data will allow exploration of the issues and lead to appropriate actions	Develop annual assessments of data to look for any patterns of concern	June 2018	Marlene, Bertrand, Equality & Diversity Manager	Intersectional data analysed, reported on and then acted on for the first time
2.7	Analyse the employment outcomes of PGR students and identify and act on any barriers to an academic career	As we would expect a significant proportion of PGR students to consider an academic career, we will commit to analysing their employment	Add these datasets to performance information routinely considered by USAT	December 2017	USAT	Data analysed and monitored and actions identified

		destinations, using DHLE and survey data, including identifying any perceived barriers by female PGR students to an academic career. Departmental AS action plans contain some relevant actions	Look at common departmental actions and assess the benefit of related University-wide actions	July 2018	Director of Doctoral College	Appropriate University-level action identified
2.8	Analyse and monitor promotion rates for part-time staff	Full time/part promotion data has been collected since 2015/16. We might have anticipated more applications than there have been so commit to monitoring this	Monitor and analyse promotion rates for part-time staff	Autumn 2017	Deborah Griffin, Academic Careers Manager	Process for analysing, reporting and acting on promotion data for part-time staff established
3. TO ENHANCE BENEFIT ACHIEVED TO DATE AND ENSURE FURTHER GOOD PRACTICE EMERGES						
3.1	Communication of gender equality and promotion of campaigns and events across campus	It is important to have continued strong proactive gender equality at UoB as a framework at work and study through communicating the benefits to all The delivery of events by diverse facilitators/speakers and	Increase the publicity and information which confirms the UoB commitment to diversity via plasma screens/printed materials /web pages/events and ceremonies in SU and in Depts	December 2017	Marlene, Bertrand, Equality & Diversity Manager OUS Marketing & Communications	In the next AS survey staff report further significant improvement in perception of gender equality on campus All relevant materials have

		publicity through printed word, online and other means which reinforces gender equality as a norm is crucial				images that are diverse
			Create AS banner for use at events	December 2017	Marlene, Bertrand, Equality & Diversity Manager	AS banner in use
			Ensure an annual high profile AS event	May 2018	Marlene, Bertrand, Equality & Diversity Manager	Successful event occurs annually
			Raise the profile of successful role models – female professors and those promoted with teaching as the major contribution	December 2017	Mark Humphriss, University Secretary	Increased number of female academics and academics with teaching as their major contribution applying for promotion

3.2	Actively promote mentoring opportunities for all academic staff (in E+R job family)	Mentoring Scheme was developed for E+R staff but there are areas where there is low take-up	Support Depts to increase the take-up of mentoring	December 2017	Dr Simon Inger, Talent Development Manager	50% of all eligible staff surveyed in E+R to have a mentoring relationship by 2019
		<p>42% of research and teaching staff that responded to the 2016 Culture Survey participate in a mentoring scheme. Efforts should be made to increase the take-up rate</p> <p>17% of Research staff who responded to the 2016 Culture Survey have a mentor. Dept Research Staff Co-ordinators are responsible for ensuring that mentors are allocated/put in place</p>	Advertise twice a year that a trained mentor is available to all staff who request one	September 2017	Dr Simon Inger, Talent Development Manager	Staff report that they are satisfied that their mentoring relationship is helping them to achieve career/personal development goals
3.3	Increase the number of women participating in the Aurora programme annually	The LFHE Aurora programme has been successful in assisting women to progress in their careers and improved chances of further advancement to leadership roles, for example 3 from the 5 vacancies filled in the recent voting for Senate places were filled by	Increase to 15 the number of places per year on the Aurora Programme.	2017 – 18 cycle Sustain as good practice for women in their career progression	Dr Simon Inger, Talent Development Manager	The number of spaces on Aurora which are filled each year by Professional Services and Academic women increased to 15 (maximum number of spaces)

		women who had been on the Aurora Programme Former participants have successfully applied for promotion. An Aurora community has been developed on campus which provides ongoing support to alumni of the scheme and the internal Aurora mentors and supporters (men and women) Feedback from participants is positive	Track and monitor outcomes more systematically Provide feedback to unsuccessful candidates	December 2017 December 2017	Dr Simon Inger, Talent Development Manager Dr Simon Inger, Talent Development Manager	The Aurora community actively contributes to the culture of the organisation through showcase event at least every 2 years Feedback provided to unsuccessful candidates with opportunities highlighted
3.4	Strengthen engagement of female academics with the Senior Women's Network and update its activities in response to feedback to ensure its impact on	There was a void in provision for SL and above academic women The Network has been re-energised	Hold three meetings per year consisting of quality workshops (topic informed by feedback) and practical input from experts/role models.	June 2017 and annually	Professor Carole Mundell, Senior Women's Network Chair	Attendance at SWN meetings measured and further grown Evidence of career or personal development

	the career development and support of its members is maximised		Strengthen the Network through opportunities to meet with senior management team members and expert input from other relevant people	June 2018	Professor Carole Mundell, Senior Women's Network Chair	success as reported via SDPR process.
3.5	Encourage and develop women to apply for senior faculty and departmental roles including Heads of Department (HoD)	In 2013 a target of three women in HoD or equivalent roles was set, reached in 2016-17. We are just beginning to see the benefit of our activities which we want to increase	Ensure open and transparent process in use for applying for key faculty and departmental roles such as Dean, Associate Dean, HoD, Deputy HoD, Dir of Research, Dir of L&T	December 2017	Richard Brooks, Director of HR	More balanced gender representation in senior faculty and departmental roles
			Monitor to ensure Deputy HoD and other senior academic departmental roles advertised to all	December 2017 and annually	Richard Brooks, Director of HR	
			Use SDPR discussions more proactively to encourage women to apply	December 2017	Deans	

			Check for an increase number of women applying for the roles and take action as required to address	December 2017 and annually	Deans	
3.6	Strengthen the university profile of departmental AS awards to include more silver awards	In our 2013 renewal we targeted 8 Depts with awards and achieved 9. Our 2016 Culture survey showed that 84% of respondents supported the intention of AS to achieve gender balance	Support Depts to step up to the silver award from bronze	Spring 2017	Faculty Champions to support DSATs	100% academic Depts have a minimum of an AS bronze award by 2020
			Strengthen annual Equality Return to monitor departmental performance against key institution AS objectives	December 2017	Mark Humphriss, University Secretary	At least 4 Depts have achieved a silver award by 2020
3.7	Further enhancement of recruitment practices	Our staff profiles are still generally below the national averages based on gender. Further enhancement of recruitment processes will support AP 1.1	Allow single-gender shortlist for recruitment to all research & teaching posts only when a search strategy including a gender focus deployed	By December 2017	HR Business Partners to Monitor	Single-gender shortlist for recruitment to all research & teaching posts only used when a search strategy including a gender focus deployed
			Develop and then roll out refresher recruitment and selection training course for senior staff	Mid 2018	Richard Brooks, Director of HR	All relevant recruiting staff have been trained in research and selection

						(including unconscious bias) within the last 5 years
3.8	All Department Executive and other departmental committees to have a gender mix at all times, and opportunities to be well publicised	Departmental committees have a key role in leadership of the Dept. (Executive Committee) and in preparing staff to take on the most senior academic roles.	Advertise opportunities internally	2017	Deans	All Department Executive committees report a gender mix
		The 2016 Culture Survey highlighted that 36% of academic staff are not clear about how to get onto important committees in the Dept.	Increase the transparency of the process, with twice yearly departmental information sessions	Mid 2018	Deans	AS staff surveys report reduced % of staff unclear about how to get on important Dept. committees
3.9	Raise awareness of routes to membership of senior central committees	The 2016 Culture Survey highlighted that 48% of academic staff are unclear about how to get onto important committees in the University	Provide information on University Committees annually at existing fora (such as Academic Assembly), on the web and for inclusion in Dept information sessions	September 2017 and annually	Angela Pater, Head of Secretariat	AS staff surveys report reduced % of staff unclear about how to get onto University committees

3.10	Enhance the granularity of our internal mapping data to inform benchmarking data	UoB HESA benchmarking data by discipline rounded to 5 is of limited value in Depts with low numbers of female academics	Develop internal data analyses to address this limitation in the future	December 2017	Management Information, HR	Internal data analyses developed and benchmarking data useful to all Depts
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