

26th November 2015

Ms Sarah Dickinson
Athena SWAN Manager
Equality Challenge Unit
7th Floor Queen's House
55/56 Lincoln's Inn Fields
LONDON
WC2A 3LJ

Dear Sarah

I am delighted to support the University of Bradford's application for the Athena SWAN Institutional Bronze Award and I fully endorse the University's action plan to achieve our Athena SWAN's aims, which was agreed unanimously by our Senior Management Team. I am committed to improving women's representation and advancing their careers in science, engineering and technology (SET) disciplines where there remains work to be done to tackle the under-representation of women at senior academic levels. We have adopted the Athena SWAN (AS) Charter principles to help us achieve this ambition, which runs parallel with other gender equality initiatives underway at the University. An illustration of this is when, through our gender equality world café style consultation, it was highlighted that our maternity benefits were less favourable than another regional university. We are reviewing our benefits against our benchmark institutions.

Since my appointment in 2013, the University has been developing a new strategy. Our aim is to embed equality and diversity across all institutional functions and within all disciplines. I take great pride in the success that women at the University enjoy and support strongly the contribution they make to our research, teaching excellence and senior leadership. We are seeing an increase in the number of women in leadership roles including the recent appointment of Professor Shirley Congdon as the DVC (Academic), Professor Gwendolen Bradshaw as PVC (Learning, Teaching and Governance), Baroness Ann Taylor as the new Chair of Council and one of the UK's leading business women, Kate Swann, appointed as our new Chancellor. I am confident that these highly respected leaders will assist me in further ensuring the effective implementation of strategies to guarantee a positive culture for women at Bradford.

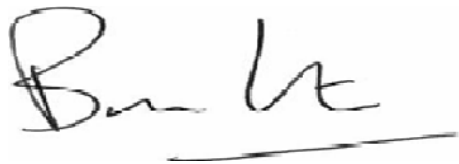
We celebrate the achievements of women at the University and I am happy to report that the Chair of the Athena SWAN self-assessment team, Professor Udy Archibong, received her MBE earlier this year.

Our Executive Board is committed to making appropriate changes to our policies and practices in order to ensure that female employees receive the widest possible opportunities and appropriate support to advance their careers and achieve a healthy work-life balance. SET Faculties and our internal Athena SWAN Team are working together to ensure that action points that promote women's equality are implemented and that best practice is shared across the whole University. I acknowledge the action plan is detailed and I am committed to resourcing its implementation.

Despite the significant progress we have already made in supporting women's equality in SET, I recognise that work still remains to be done. The Athena SWAN journey will be continued by supporting schools to complete individual submissions and to embrace the principles of the newly expanded Athena SWAN Charter into non-SET disciplines. Regular feedback and guidance from Athena SWAN will be crucial in our desire to achieve and maintain a positive and dynamic approach to gender equality across all aspects of our organisation.

The University places great importance on our achieving Athena SWAN's aims and so I am pleased to present to you our application for a Bronze Award.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Brian Cantor', with a horizontal line underneath.

Brian Cantor



University of Bradford

Athena SWAN Bronze Award Application

Name of University: University of Bradford

Application type: New application for the institutional Bronze Award

Date of application: 7 December 2015

Contact for application: Kathy Hobbs

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Abbreviations

• AHSSML	Arts, Humanities, Social Sciences, Management and Law
• AS	Athena SWAN
• BL	Bradford: <i>Leader</i> (leadership programme)
• CULM	Cultural Understanding in Leadership and Management
• DIFs	Diversity and Inclusion Facilitators
• DVC	Deputy Vice Chancellor
• EB	Executive Board
• EC	European Commission
• ECU	Equality Challenge Unit
• EDC	Equality and Diversity Committee
• E&D	Equality and Diversity
• EDU	Equality and Diversity Unit
• FoEI	Faculty of Engineering and Informatics
• FoHS	Faculty of Health Studies
• FoLS	Faculty of Life Sciences
• FoML	Faculty of Management and Law
• FoSS	Faculty of Social Sciences
• FT	Full-time
• FTC	Fixed-term Contract
• GEAP	Gender Equality Action Plan
• GeCAT	Gender Equality Change Academy Teams
• HEA	Higher Education Academy
• HEE	Health Education England
• HEFCE	Higher Education Funding Council England
• HoS	Head of School
• HR	Human Resources
• L&T	Learning and Teaching
• PDP	Personal Development Plan
• PDR	Performance Development and Review
• PGCHEP	Post-graduate Certificate in Higher Education Practice
• PGR	Post-graduate Research
• PGT	Post-graduate Taught
• PT	Part-time
• PVC	Pro-Vice Chancellor
• RDF	Researcher Development Framework
• RKT	Research and Knowledge Transfer
• RKTS	Research and Knowledge Transfer Support
• SAT	Self-assessment Team
• SET	Science engineering and technology
• SMT	Senior Management Team
• STEM	Science technology engineering and maths (subjects)
• THE	Times Higher Education
• UG	Undergraduate
• UoB	University of Bradford

The self-assessment process (Max 1000 words)

2 a) Description of the self-assessment team members' roles (both within the university and as part of the team) and their experiences of work-life balance

At commencement of the University of Bradford's (UoB) Athena SWAN (AS) work the decision was made to use structures established for GENOVATE (EU funded project to develop more gender competent management in research and innovation), which include a cross section of staff from all academic disciplines (SET and non-SET) and professional staff. Work for GENOVATE, includes extensive consultation with staff and has supported our Athena SWAN initiative.

Membership of the self-assessment team (SAT) includes a mix of genders; ethnic-origins; experience of caring responsibilities; maternity/paternity leave and returning to work; recruitment/promotions processes and different working patterns. Table 1b

The Director of HR is our AS executive sponsor. The SAT is chaired by the Professor of Diversity, supported by Human Resources (HR), Equality & Diversity Unit (EDU) and Research & Knowledge Transfer Support (RKTS) and reports directly to the AS Steering group chaired by the Deputy Vice-Chancellor (Academic). The Steering Group comprises high-level representatives from across different disciplines in the HE sector (internal and external to UoB), including a national Trans organisation.

Table 1a: Self-assessment Team (SAT) membership (Full names have been removed for publishing requirements)

School and Role	Profile	FT PT	Sex
Professor of Diversity and Strategic Advisor for Equality, Diversity and Inclusion Chair of Self-assessment-Team & Institutional GeCAT	Udy is currently leading in setting the agenda to drive equality & diversity research, learning and knowledge exchange activities internationally. She leads the GENOVATE project. Udy has four adult children and supports her elderly mother who has dementia. Udy is a member of the Equality and Diversity Committee and the UoBs Aurora Champion.	FT	F
Interim Dean of Faculty	David joined the School of Management in September 2006. He's married with two children in primary school.	FT	M
PVC for Learning, Teaching and Quality	Gwendolen was previously the Dean of the Faculty of Health Studies, before taking on the corporate role as Director of Quality Enhancement and Standards. Gwendolen was appointed as PVC for Learning, Teaching and Quality in April 2015.	FT	F
Research Associate	Thomas's postgraduate research contract moved to UoB on the same day as his wedding, following the move of his primary investigator who took up a role in the department of Chemistry.	FT	M
Director of Human Resources	Joanne has worked in HR roles for over 18 years-following a previous career in nursing. Joanne has two children. Other HR colleagues regularly attend SAT meetings to advice on HR	FT	F

	policy/data. Joanne is a member of Equality and Diversity Committee		
Post-doctoral research assistant	Lindsey is a post-doctoral research assistant at UoB, employed full time on two part-time fixed term contracts. She joined UoB in 2009 as a PhD student, and graduated in 2013, before taking up roles as Research Assistant and then Post-Doctoral Research Assistant in the School of Archaeological Sciences.	FT	F
PhD Student	Due to the nature of Chrissy's scholarship, she is also affiliated with the Universities of Leeds and Sheffield Hallam. Her research is based on the 'Born in Bradford' Project, specifically focusing on ethnic differences in health outcomes and access to healthcare for families in Bradford.	FT	F
Research & Knowledge Transfer Support. Research Support Officer	Jo is the Research Support Officer for Faculty of Health and the Institute of Cancer Therapeutics. Jo provides training and support for Early Career Researchers at UoB. She recently relocated from London due to family commitments.	FT	F
Senior HR Advisor	Jeremy is co-investigator on the GENOVATE project representing HR. Jeremy has a baby daughter and recently returned from paternity leave	FT	M
Dean of Faculty	Richard joined the UoB in 2010. Richard has two school age children.	FT	M
Professor of Cell Biology	Diana is the Established Chair in Biomedical Sciences. She works 0.2 FTE and has 2 daughters, and four grandchildren.	PT	F
Women's Liberation Officer	Samayya is the current Sabbatical Women's Liberation Officer for the student union. She ensures adequate representation for women on campus; leads on campaigns and runs the Women's Forum.	FT	F
Associate Dean (Recruitment) and Director of SET	Nazira has led two major STEM initiatives whilst raising her family. NB Nazira recently, (July 2015), took up a post with the University of Wolverhampton but remains a member of both GENOVATE and Athena SWAN SAT. She has been promoted to Professor.	FT	F
Professor	Crina was recently (August 2015) promoted to Professor.	FT	F
Equality and Diversity Manager Athena SWAN Co-ordinator	Kathy has worked in senior E&D roles for over 16 years. 10 years of which were on a job share basis to balance work and childcare. She was until recently also a carer for her elderly mother. She has two daughters with disabilities.	FT	F
Head of Research, RKTS	Tamsin is the Head of RKTS; she has a young son and has worked part-time (0.8FTE) since returning from maternity leave in 2012.	PT	F

GENOVATE Project Manager	Juliet is an E&D practitioner and project manager for GENOVATE. She has worked for the Equality and Human Rights Commission in the areas of public policy and regulation.	FT	F
GENOVATE Research Fellow	Saima completed her Higher Education at UoB: Following completion of her PhD, in April 2015, Saima joined the Faculty of Health, at the Centre for Inclusion and Diversity on a fixed term contract.	FT	F
Associate Dean – International	Bryan is the Consultant Editor of the British Journal of Healthcare Management dealing directly with commissioning and content. He worked for Human Rights Watch.	FT	M

NB There have been recent changes to the SAT – replacing staff that have left UoB

Table 1b: Summary of diversity of SAT members

Academic staff	13	Full time	17
Set Academics	9	Part time	2
Non-SET Academics	5	Fixed term contract	3
Professional staff	5	Caring responsibilities	8
Students	2	Recent Mat/Pat leave	2
Women	14	Promotions process	2
Men	5	Recent Recruitment experience	4
		Black & Minority Ethnic	6

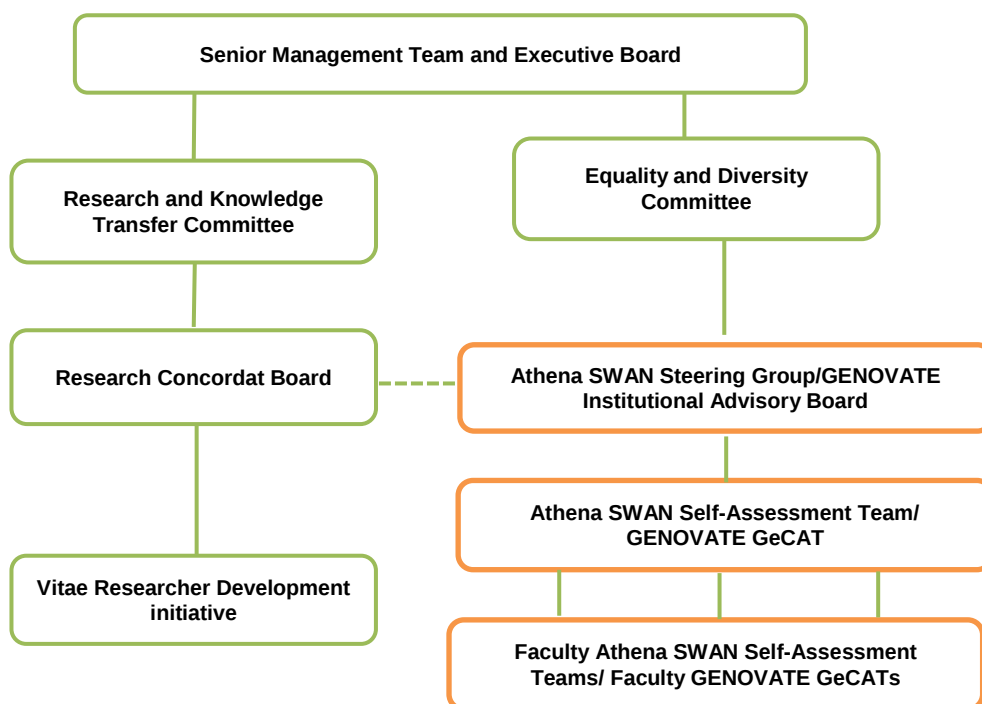
2 b) An account of the self-assessment process: details of self-assessment team meetings, including any consultation with staff or individuals outside of the university. And how these have fed into the submission?

The SAT has met 11 times¹ since beginning the AS work; terms of reference and membership will be reviewed in 2016 and annually thereafter to ensure it is fit for purpose. (**Action 1.1**). It has undergone some membership changes recently to ensure it includes representation from across the academic spectrum. Each faculty also has its own GeCAT² which act as faculty-level self-assessment teams, with a remit to challenge structural practices that present barriers to women's progression and promote equality of opportunity. Each faculty GeCAT lead person is a member of SAT. This structure facilitates the exchange of information between the SAT and the wider institution. GeCAT leads are responsible for presenting an annual Gender Equality Action Plan to the SAT, outlining their approach to address issues hindering women's career progression.

¹ Dates of SAT 18th Feb 2014, 28th Mar 2014, 23rd Apr 2014, 3rd June 2014, 21st Jul 2014, 11th Nov 2014, 17 Feb 2015, 31 Mar 2015, 30 June 2015, 22 Sept 2015 and 3 Nov 2015.

² Gender Equality Change Academy Team

Figure 1: Athena SWAN Reporting Structure



Committees in orange boxes have dual functionality

SAT members have interviewed a range of academics to gain an understanding of barriers that prevent career development and progression for women academics (Gender Climate Report, Archibong, U.E and Sargeant, A (2013)). This was undertaken via a range of consultation methods, including regular world café-style workshops (two institutional and five faculty - 131 attendees) to be repeated in March 2016; focus groups; and one to one interviews. The general themes were around 'understanding of gender equality in research and innovation', 'enabling and hindering factors at disciplinary, institution, and HE sector levels'. In addition, the results of the Staff Survey 2014 (58% response rate), are threaded throughout this submission and recommendations included in the action plan. The survey data currently available are not faculty and department specific, but future surveys will be analysed at these levels. **(Action 1.5)**

Members of the SAT co-ordinate research, planning and development of actions that will lead to long term changes to the way UoB supports recruitment and retention of women academics; their on-going development and career progression; and experiences of working for UoB. This includes:

- Analysing data to identify trends and challenging barriers to gender equality in SET Faculties;
- Assessing practice developed to support gender equality to determine if it is fit for purpose - recommending new positive action strategies/initiatives where required;
- Organising events such as the International Women's Day and Aurora presentation by the Leadership Forum, attending relevant events, including national and regional AS events/network meetings;
- Supporting the implementation of the Gender Competent tools ³"Guiding principles on gender equality and diversity competence in research excellence standards"; Gender dimensions in

³ Completed deliverables from the GENOVATE Project adopted by the whole institution, other deliverables, when completed, will also be adopted.

Research for Principal Investigators; an e-learning package for Gender Competent Leadership and Management;

- Overseeing preparation of UoB's AS submission; and
- Ensuring that the agreed actions are implemented; new actions identified and evaluated over the period 2015–2018.

A number of groups/individuals have been involved in the preparation of this submission, including HR, EDU, Gender Forum, RKTS, Strategic Planning and representatives from SET Faculties keen to progress departmental awards. We have also engaged critical friends to review this application; in addition we are utilising support from WISE through our corporate membership.

The SAT reports to the AS Steering Group (established March 2013) which includes internal and external members including: PVC (RKT), Deans and Directors, academics, AS co-ordinator, Head of Research, HR and other staff. It meets quarterly and is chaired by the DVC (Academic). It oversees/scrutinises the AS submission. The group's external members share good practice, provide advice and scrutiny, they include: President of the University of the Rockies, USA and a Professor from Wolverhampton University. The group also has student sabbatical officers and co-opted members, including a representative from Transbareall a national Trans Equality Organisation.

2c) Plans for the future of the self-assessment team, such as how often the team will continue to meet, any reporting mechanisms and how the team will engage with SET departments to encourage them to apply for the awards.

The SAT will continue to meet bi-monthly under the leadership of the HR Director, supported by the Professor of Diversity. Progress reports will be provided annually. There is a budget attached to the institutional Athena SWAN work and charter mark subscription fees.

SAT will be responsible for implementing and monitoring performance against the AS action plan and driving forward our aspiration to achieve the silver institutional award by 2020. Working with faculty GeCATs leads, it will also support SET schools already working to achieve individual awards, including Pharmacy, Chemistry and Health Studies. We aim for all SET departments to submit for awards as individual departments or as part of faculty applications by 2020. **(Action 1.3)**

Deans are responsible for ensuring aspects of the action plan, relevant to their faculty, are discussed and monitored at senior management/faculty meetings.

SAT will also continue monitoring data and action planning.

Discussions have taken place with all faculty GeCAT leads to outline the modified and expanded AS, with a view to achieving AHSSML school/departmental awards over the next 3-5 years. Representation from across UoB on the SAT has been a step towards this goal. The expanded Athena SWAN has been discussed at various faculty meetings and Non-SET schools are keen to progress their own submission. The SAT will produce a toolkit to support schools new to the process. We will be commissioning new data sets from HR for other protected characteristics. **(Actions 1.2, 1.3, 1.4 and 1.4a)**

Total Words for Q2 – 995/1000 (excluding tables)

Number	Action
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1.1	SAT is fit for purpose
1.2	Extend Athena SWAN beyond SET Faculties
1.3	All SET Schools to apply for Athena awards by 2020. Develop a toolkit for schools new to the Athena SWAN process
1.4	Comprehensive HR data available to SAT and GeCATS
1.4a	Improve self-declaration rates for equality monitoring data
1.5	Staff survey data available by protected characteristic at school level

3 **Description of the University (1000)**

3a) Provide a summary of the university, including information on its teaching and its research focus, the number of students and staff (academic and support staff separately), association with university mission groups (e.g. 1994 Group, Russell Group, Million+), the size of SET departments (academic and support staff separately) and any other relevant contextual information.

The Bradford Institute of Technology, established 1957, was granted Royal Charter status in 1966 as the University of Bradford (UoB), and has 1,800 staff. Our values are built upon strong SET foundations and our ambition is to be a world leading Technology University. REF2014 results show 74% of our research as internationally excellent.

We are proud of our teaching quality, as acknowledged via the VC's Teaching Excellence Awards. In 2013/14, 18 staff received awards, 14 women (9 SET). We achieved the largest rise, into top 50, in overall ranking of all UK universities in THE 2015 Student Experience Survey

During 2012/13 UoB secured £3M funding from HEFCE to deliver innovative "Building STEM at Bradford" project. It is the cornerstone of UoB's forward-looking STEM strategy, having developed an inspirational learning space with quality laboratory facilities and exciting opportunities for schools and colleges. The laboratory acts as a training space for schoolteachers, equipping them with skills to inspire the next generation of scientists in their own classrooms. There has been a fairly even split of participating boys and girls⁴. The project works holistically across UoB, building on the successful re-launch of Chemistry and Mathematics as well as opening up employer-based routes to qualification. UoB's expertise will be showcased locally, regionally, and nationally as a model of excellence (See p.53 for details).

We have a firm commitment to **Confronting inequality-Celebrating diversity**⁵. Its 14,000 multicultural and multi-faith student body, drawn from 150+ countries, enriches UoB. Since his appointment in 2013, the VC has restructured UoB and led the development of a ten-year plan. UoB Strategy 2015-2025 has four core objectives, including **Equality and Diversity**. The nine supporting strategies, including Learning, Teaching, and Research, have equality objectives monitored annually through Planning and Performance Directorate. UoB considers our journey towards the AS Bronze as crucial in achieving core objectives.

⁴ With the exception of one sixth-form college where all physics participants were male, UoB discussed with the college and how to improve gender balance for future cohorts

⁵ University's Equality Strapline

3a (i) List of SET Facilities/Schools, 3a (ii) Total number of university Faculties/Schools and 3a(iii) Percentage of SET departments as a proportion of all university departments

UoB has five faculties, three SET/two Non-SET; and 21 schools, two-thirds (13) are SET (Table 2).

There are eight *Research and Knowledge Transfer Centres* (7 SET): focal points for like-minded academics to meet and form research units with greater critical mass, with most including interdisciplinary work. These cross faculty centres support Advanced Healthcare, Sustainable Societies, and Innovative Engineering themes.

Table 2: SET: Non-SET Faculties and Schools

SET Faculties		
Faculty of Engineering and Informatics (FoEI)	Faculty of Health Studies (FoHS)	Faculty of Life Sciences (FoLS)
Schools	Schools	Schools
1. Engineering (m) 2. Media, Design and Technology (m) 3. Electrical Engineering and Computer Science (m)	1. Nursing (f) 2. Midwifery and Reproductive Health (f) 3. Dementia Studies (f) 4. Allied-Health Professions (f) 5. Service Development and Improvement (f)	1. Archaeological Sciences (m) 2. Chemistry and Forensic Sciences (m) 3. Medical Sciences (m) 4. Optometry and Vision Sciences (m) 5. Pharmacy (m)
Non-SET Faculties		
Faculty of Social Sciences (FoSS)	Faculty of Management and Law (FoML)	
Schools	Schools	
1. Economics (f) 2. International Development (m) 3. Peace Studies (m) 4. Psychology (f) 5. Sociology & Criminology (m) 6. Social Work & Social care (f)	1. Management (f) 2. Law (m)	

Letters in brackets denote (f) female and (m) male head of school

In 2014/15 there were 13,391 students; 9,134 undergraduate, and 4,257 postgraduate. Over $\frac{2}{3}$ studied SET. Female representation differed in individual SET faculties: lowest representation in Engineering and Informatics, and highest in Health. Of 279 PGR SET students, 38% were women (Table 3). We aim to increase and retain number of female Post-graduate SET students (**Action 2.1**)

UoB has in place positive-action initiatives targeting under-represented groups, including women, to study SET at postgraduate level. Initiatives include scholarships, awards and prizes. See example (p.58) of donation given to UoB to help women study in Faculty of Engineering and Informatics (FoEI).

Table 3: Headcount of Students (All Faculties: SET Faculties)

	All Faculties - headcount				SET Faculties - Headcount			
2014/15	UG	PGT	PGR	Total	UG	PGT	PGR	Total
Female	5208	1879	172	7259	3523	1071	105	4699
Male	3926	1956	250	6132	2772	900	174	3846
Total	9134	3835	422	13391	6295	1971	279	8545
%Female	57%	49%	41%	54%	56%	53%	38%	55%

UoB employed 1,818 staff (2014/15). Job-families gender split shows majority women (national average 53.8%⁶) (Table 4a), but SET faculties reveal majority men (Table 4b). In both, women dominate managerial/professional/clerical/manual roles and men academic and technical roles.

Table 4a: Job Families by female: male - Whole Institution

Job Families by Whole Institution		Female	Male	Total	% Female
2011/2012	Academic	235	336	571	41%
	Clerical/Manual	479	202	681	70%
	Managerial/Specialist/Professional	235	178	413	57%
	Technical	20	67	87	23%
	Total	969	783	1752	55%
2012/2013	Academic	245	331	576	43%
	Clerical/Manual	514	223	737	70%
	Managerial/Specialist/Professional	240	177	417	58%
	Technical	17	65	82	21%
	Total	1016	796	1812	56%
2013/2014	Academic	278	330	608	46%
	Clerical/Manual	522	230	752	69%
	Managerial/Specialist/Professional	245	180	425	58%
	Technical	17	58	75	23%
	Total	1062	798	1860	57%
2014/2015	Academic	265	336	601	44%
	Clerical/Manual	497	222	719	69%
	Managerial/Specialist/Professional	256	170	426	60%
	Technical	18	54	72	25%
	Total	1036	782	1818	57%

* Data source: HR database "Resource link". A significant proportion of Senior Managers are also academics.

⁶ Equality Challenge Unit – Equality in Higher Education Report (staff) 2015

Table 4b: Job Families by female: male – SET Faculties

Job Families by SET Faculties		Female	Male	Total	% Female
2011/2012	Academic	148	199	347	43%
	Clerical/Manual	4	2	6	67%
	Managerial/Specialist/Professional	13	16	29	45%
	Technical	4	4	8	50%
	Total	169	221	390	43%
2012/2013	Academic	158	201	359	44%
	Clerical/Manual	8	0	8	100%
	Managerial/Specialist/Professional	14	11	25	56%
	Technical	1	7	8	13%
	Total	181	219	400	45%
2013/2014	Academic	163	207	370	44%
	Clerical/Manual	8	4	12	67%
	Managerial/Specialist/Professional	17	7	24	71%
	Technical	0	3	3	0%
	Total	188	221	409	46%
2014/2015	Academic	155	222	377	41%
	Clerical/Manual	7	2	9	78%
	Managerial/Specialist/Professional	23	6	29	79%
	Technical	0	4	4	0%
	Total	185	234	419	44%

3b *Provide data for the past 3 years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues, in particular anything relating to gender equality.*

3b (i) *Female: male ratio of academic staff and research staff – researcher, lecturer, senior lecturer, reader, professor (or equivalent) – across the whole university and in SET departments. Comment on the main areas of concern on gender balance and plans to address them.*

Baseline gender data and analysis

The following data, presented both in table and chart formats, represents a head-count (in order to balance the effect of part-time working) of academic staff for the whole institution and SET faculties for the last four academic years (data extracted 30 September each year).

Table 5a: Female and male academic staff – whole institution and SET faculties

Whole Institution by number	2011/12				2012/13				2013/14				2014/15			
GRADE	F	M	Total	%F	F	M	Total	%F	F	M	Total	%F	F	M	Total	%F
Researcher	28	49	77	36%	27	40	67	40%	33	34	67	49%	40	44	84	48%
Lecturer	122	93	215	57%	134	110	244	55%	158	131	289	55%	143	125	268	54%
Senior Lecturer	59	95	154	38%	56	94	150	37%	56	87	143	39%	50	81	131	38%
Reader	3	16	19	16%	2	13	15	13%	4	12	16	25%	2	16	18	11%
Professor	22	80	102	22%	26	75	101	26%	27	68	95	28%	30	70	100	30%
Total	234	333	567	41%	245	332	577	42%	278	332	610	46%	265	336	601	44%
SET Faculties by number	2011/12				2012/13				2013/14				2014/15			
GRADE	F	M	Total	%F	F	M	Total	%F	F	M	Total	%F	F	M	Total	%F
Researcher	17	37	54	32%	17	31	48	35%	21	26	47	45%	24	39	63	38%
Lecturer	82	56	138	59%	93	70	163	57%	94	85	179	53%	88	86	174	51%
Senior Lecturer	37	54	91	41%	38	55	93	41%	39	53	92	42%	32	52	84	38%
Reader	3	11	14	21%	2	8	10	20%	3	8	11	27%	2	11	13	15%
Professor	13	48	61	21%	12	44	56	21%	12	41	53	23%	11	38	49	22%
Total	152	206	358	42%	162	208	370	44%	169	213	382	44%	157	226	383	41%

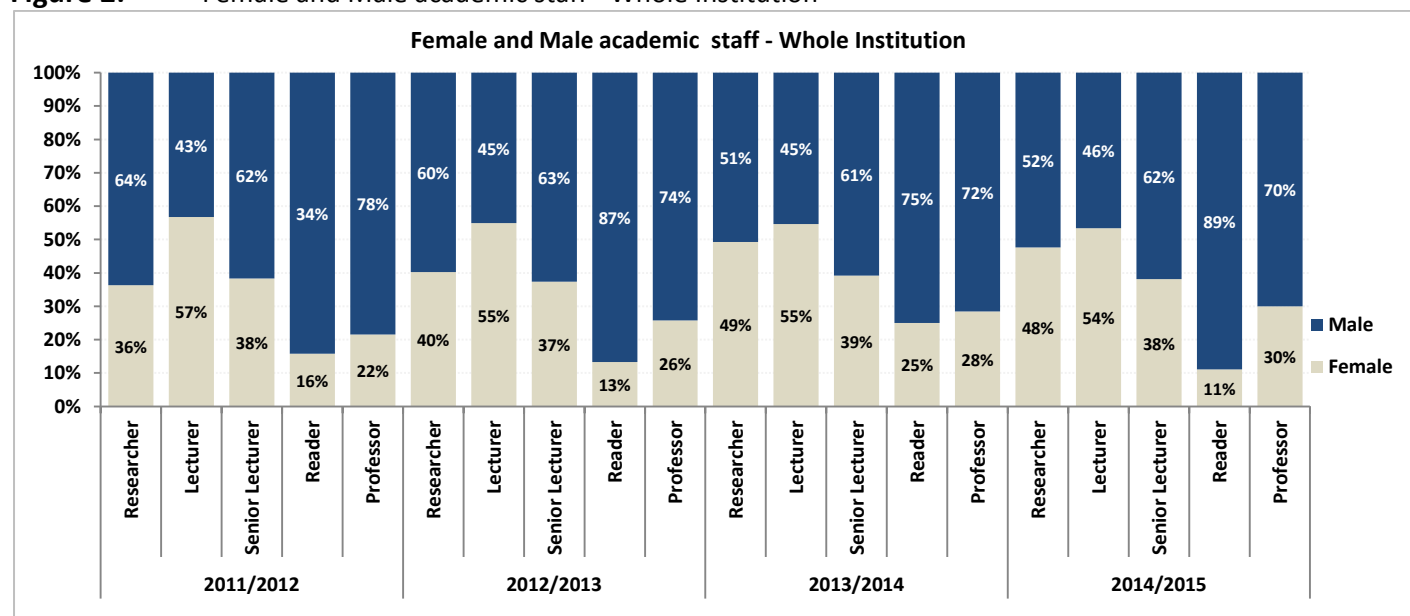
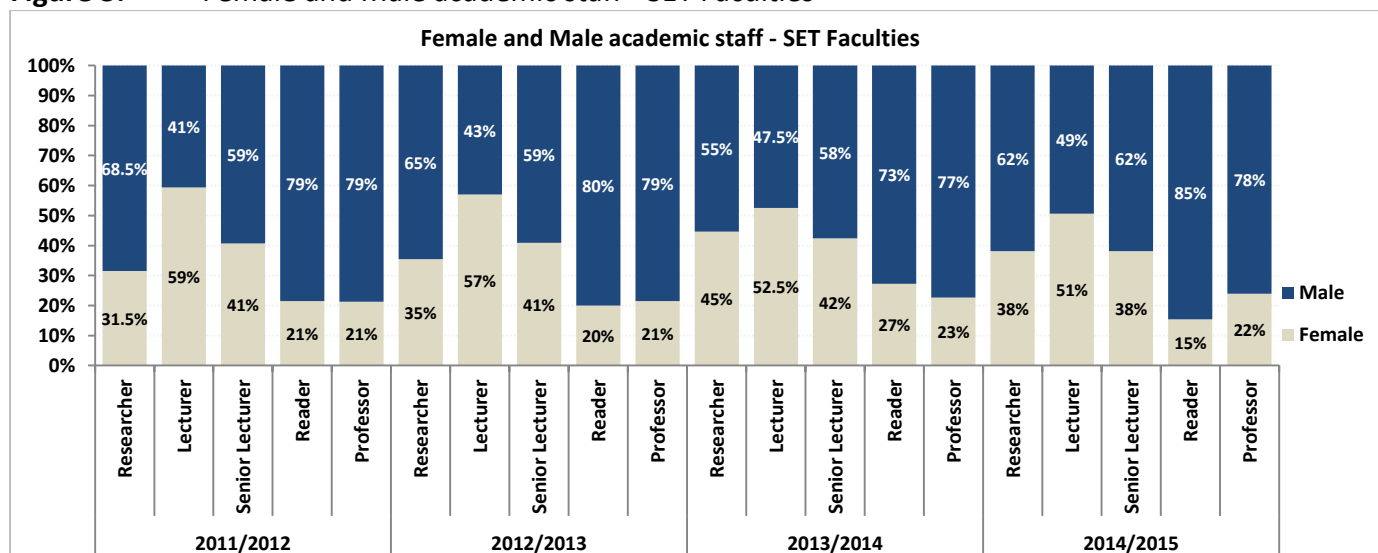
Figure 2: Female and Male academic staff - Whole Institution

Figure 3: Female and Male academic staff - SET Faculties

Female representation was greatest at lecturer-grade (54% whole institution/51% SET) in 2014/15. Despite some positive increases (table 5c), data show women underrepresented at higher academic levels, notably readers (table 5b) and professors.

Table 5b: Key Changes in female representation (Institutional-wide)

Period	Role	Increase/decrease	% of change
2011-2015	Professor	Increased	8 (to 30%)
	Researcher	Increased	12% (to 48%)

Table 5c: Key Changes in female representation (SET)

Period	Role	Increase/decrease	% of change
2011-2014	Researchers	Increased	13
2014-2015	Researchers	Decreased	7
	Readers	Decreased	12
2011-2015	Lecturers	Decreased	8
	Senior Lecturers	Decreased	3

Small numbers make significant proportional differences, a cause for concern as women remain underrepresented at higher grades. However, female professors in SET (22%) are higher than the national average (18.5%).

UoB has a range of initiatives that support/encourage women's progression:

- Innovative mentoring approaches;
- New career development training;
- 'Aurora'⁷ leadership programme - supporting women's progression, particularly transition from lecturer to senior lecturer (feeding pipeline);
- ⁸Bradford:Leader programme - introduced in 2015/2016 for everyone (first cohort 8 (53%) women);

⁷ Aurora seminar for UoB women staff took place on 25 June 2015 as a result 5 women joined the 2015/16 programme.

⁸UoB is committed to have men and women on each cohort - first cohort 8 (53%) women/7 (47%) men.

Feedback from initial cohorts will:

- Address how participation can prepare staff for promotion
- Monitor effectiveness of interventions (**Action 2.2**)

Nevertheless, additional efforts are needed to encourage applications from women for SET positions.
(**Action 2.3 and 2.4**)

Table 5d: Female and male academic staff in individual SET Faculties

Faculty of Engineering & Informatics	2011/2012				2012/2013				2013/2014				2014/2015			
GRADE	F	M	Total	%F	F	M	Total	%F	F	M	Total	%F	F	M	Total	%F
Researcher	7	25	32	22%	6	20	26	23%	4	13	17	24%	5	22	27	18.5%
Lecturer	8	20	28	29%	8	23	31	26%	8	29	37	22%	6	26	32	19%
Senior Lecturer	4	31	35	11%	4	31	35	11%	4	30	34	12%	2	27	29	7%
Reader	0	5	5	0%	0	4	4	0%	0	3	3	0%	0	6	6	0%
Professor	2	28	30	7%	1	25	26	4%	1	25	26	4%	2	23	25	8%
Total	21	109	130	16%	19	103	122	16%	17	100	117	15%	15	104	119	13%
Faculty of Health Studies	2011/2012				2012/2013				2013/2014				2014/2015			
GRADE	F	M	Total	%F	F	M	Total	%F	F	M	Total	%F	F	M	Total	%F
Researcher	0	0	0	0%	2	0	2	100%	4	0	4	100%	3	0	3	100%
Lecturer	56	12	68	82%	61	16	77	79%	64	18	82	78%	60	22	82	73%
Senior Lecturer	15	3	18	83%	16	3	19	84%	17	4	21	81%	14	4	18	78%
Reader	1	0	1	100%	1	0	1	100%	1	0	1	100%	0	0	0	0%
Professor	4	3	7	57%	5	3	8	63%	5	3	8	63%	4	4	8	50%
Total	76	18	94	81%	85	22	107	79%	91	25	116	78%	81	30	111	73%
Faculty of Life Sciences	2011/2012				2012/2013				2013/2014				2014/2015			
GRADE	F	M	Total	%F	F	M	Total	%F	F	M	Total	%F	F	M	Total	%F
Researcher	10	12	22	46%	9	11	20	45%	13	13	26	50%	16	17	33	49%
Lecturer	18	24	42	43%	24	31	55	44%	22	38	60	37%	22	38	60	37%
Senior Lecturer	18	20	38	47%	18	21	39	46%	18	19	37	49%	16	21	37	43%
Reader	2	6	8	25%	1	4	5	20%	2	5	7	29%	2	5	7	29%
Professor	7	17	24	29%	6	16	22	27%	6	13	19	32%	5	11	16	31%
Total	55	79	134	41%	58	83	141	41%	61	88	149	41%	61	92	153	40%

Figure 4: Female and Male academic staff - Faculty of Engineering and Informatics (FoEI)

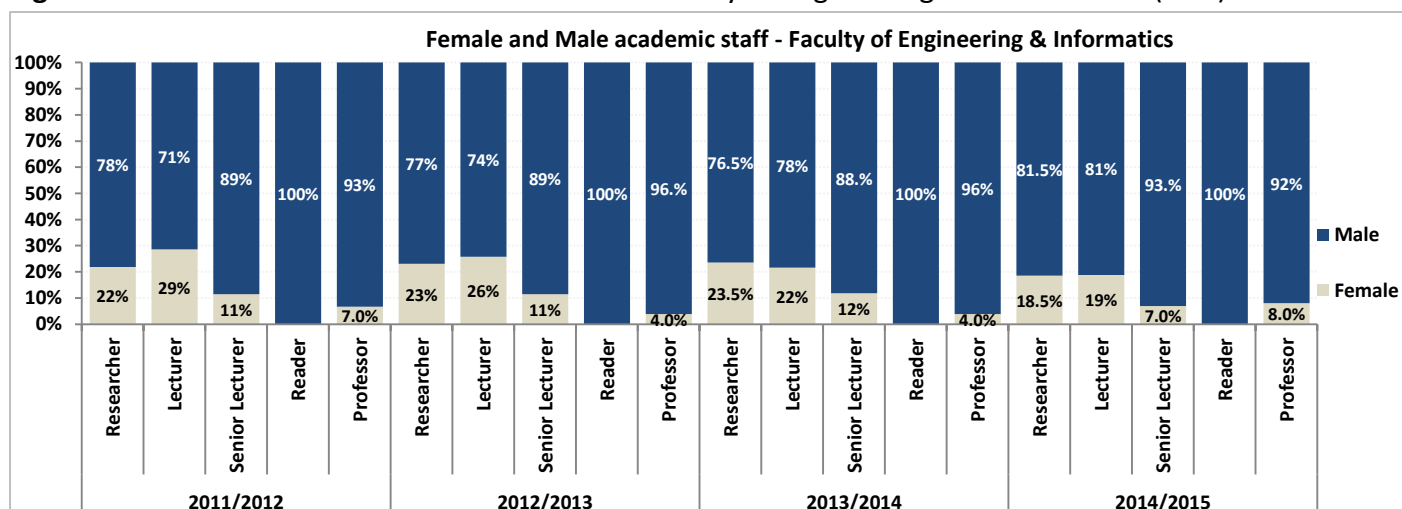


Figure 5: Female and Male academic staff - Faculty of Health Studies

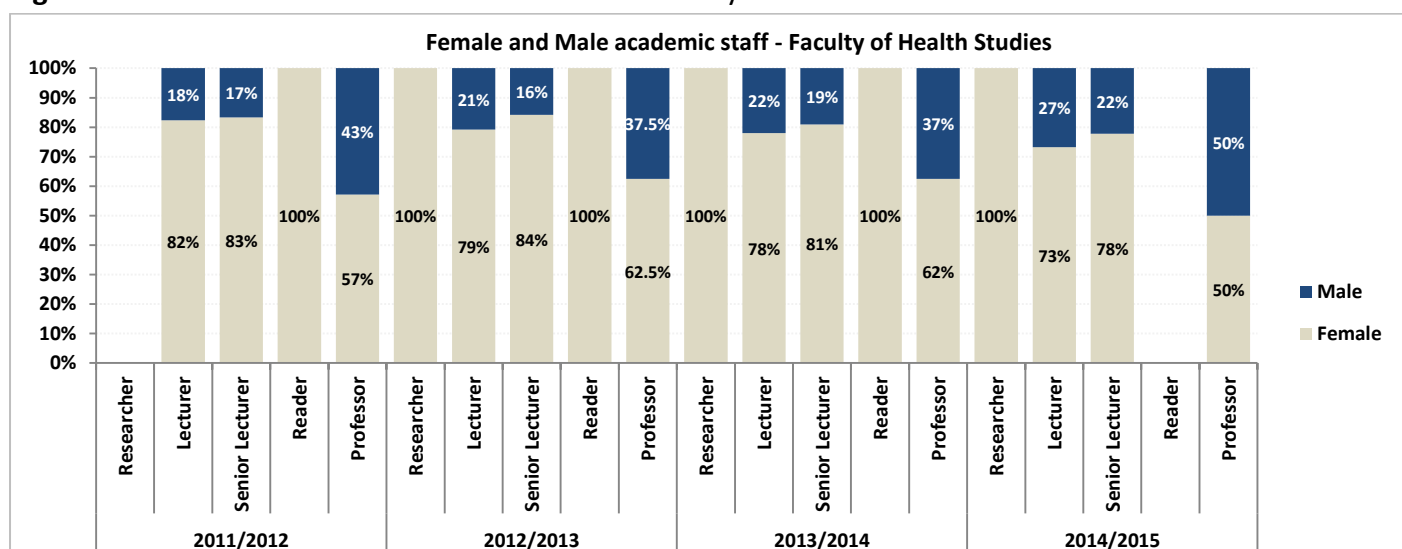
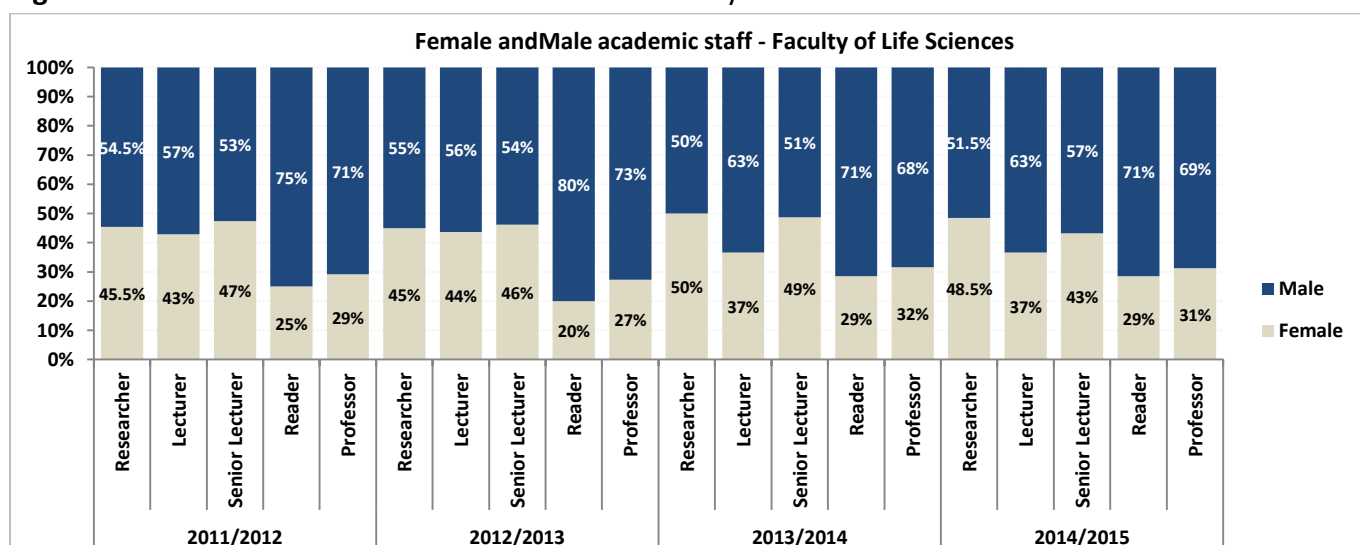


Figure 6: Female and Male academic staff - Faculty of Life Sciences



Faculty of Engineering and Informatics (FoEI)

2014/15 Women's representation was low across all grades (13%) (lower than national averages: 16.1% Engineering and Technology; 17.1% Computer Science), with only two female professors (8%) (higher than national average of 5%) and no female readers. (Table 5d)

FoEI acknowledges the deficit in the supply-line of women entering engineering and computer science at postgraduate level. Some of FoEI initiatives, to ensure more women apply for, remain in, and progress towards academic roles, are:

- Establishing networks of SET-women to raise aspirations;
- Provide role models;
- Offer student-sponsorships to females towards postgraduate opportunities;
- Aurora and WISE membership.

In September 2015 a longstanding female engineer was promoted to Professor increasing women professor numbers to two. She is an Aurora role-model.

Faculty of Health Studies (FoHS)

Women had greater-representation across all grades in the FoHS (73%). Few women are progressing to senior levels, with one recent appointment of a fifth female professor. Men, underrepresented in most academic roles, are well represented at professor level (50%). Male representation has consistently increased, mainly at lecturer level (Table 5d). The faculty has initiatives to encourage women, previously NHS practitioners; to advance academic careers by undertaking faculty-funded PhDs.

Faculty of Life Sciences (FoLS)

There is fluctuation in the proportion of women at different grades, but it is a better balanced than other SET faculties; a clear leaky pipeline exists.

Across all SET faculties' action is needed to:

- Ensure women are recruited in expected proportions **(Action 2.3)**
- Once in post, supported:
 - To develop careers
 - To progress by:
 - Accessing existing initiatives
 - Developing better support mechanisms (faculty/department levels) **(Action 2.4 and 2.5).**

No.	Actions
2.1	Increase and retain the number of female Post-graduate SET students
2.2	Monitor the effectiveness of positive action interventions
2.3	Increase job applications from SET women
2.4	Increase the number of women nominated for promotion (Schools will be asked to adopt more proactive ways of identifying promotion)
2.5	Support women to develop their academic careers

3b (ii) Female: male academic staff turnover rates by grade – across the whole university and in SET departments and any differences between them. What are the issues for university and how is it planned to address them? For example, are women and men equally likely to leave the university (distinguish between those leaving at the end of a fixed term contract and any other leavers)? Are the reasons for leaving picked up in exit interviews?

Table 6a: Turnover – Whole Institution by Headcount (HC) – Female/Male Cohorts

Whole Institution by no. Female Cohort/leavers	2011/12			2012/13			2013/14			2014/15		
Grade	Total female staff	Female leavers	Turn-over	Total female staff	Female leavers	Turn-over	Total female staff	Female leavers	Turn-over	Total female staff	Female leavers	Turn-over
Researcher	28	11	39%	27	14	52%	33	11	33%	40	8	20%
Lecturer	122	12	10%	134	13	10%	158	22	14%	143	20	14%
Senior Lecturer	59	6	10%	56	5	9%	56	5	9%	50	5	10%
Reader	3	0	0%	2	1	50%	4	1	25%	2	0	0%
Professor	22	1	5%	26	3	12%	27	1	4%	30	2	7%
Total	234	30	13%	245	36	15%	278	40	14%	265	35	13%
Whole Institution by no. – Male Cohort/leavers	2011/12			2012/13			2013/14			2014/15		
Grade	Total male staff	Male leavers	Turn-over	Total male staff	Male leavers	Turn-over	Total male staff	Male leavers	Turn-over	Total male staff	Male leavers	Turn-over
Researcher	49	25	51%	40	27	68%	34	23	68%	44	12	27%
Lecturer	93	10	11%	110	16	15%	131	14	11%	125	15	12%
Senior Lecturer	95	5	5%	94	6	6%	87	11	13%	81	6	7%
Reader	16	1	6%	13	3	23%	12	1	8%	16	1	6%
Professor	80	6	8%	75	7	9%	68	9	13%	70	8	11%
Total	333	47	14%	332	59	18%	332	58	18%	336	42	13%

Table 6b: Turnover SET Faculties by Headcount – Female/Male Cohorts

SET Faculties by no. – Female Cohort/leavers	2011/12			2012/13			2013/14			2014/15		
Grade	Total female staff	Female leavers	Turn-over	Total female staff	Female leavers	Turn-over	Total female staff	Female leavers	Turn-over	Total female staff	Female leavers	Turn-over
Researcher	17	3	18%	17	8	47%	21	6	29%	24	3	13%
Lecturer	82	4	5%	93	7	8%	94	13	14%	88	8	9%
Senior Lecturer	37	4	11%	38	4	11%	39	2	5%	32	1	3%
Reader	3	0	0%	2	1	50%	3	1	33%	2	0	0%
Professor	13	0	0%	12	1	8%	12	0	0%	11	4	36%
Total	152	11	7%	162	21	13%	169	22	13%	157	16	10%
SET Faculties by no. – Male Cohort/leavers	2011/12			2012/13			2013/14			2014/15		
Grade	Total male staff	Male leavers	Turn-over	Total male staff	Male leavers	Turn-over	Total male staff	Male leavers	Turn-over	Total male staff	Male leavers	Turn-over
Researcher	37	6	16%	31	12	39%	26	11	42%	39	8	21%
Lecturer	56	2	4%	70	7	10%	85	2	2%	86	5	6%
Senior Lecturer	54	1	2%	55	2	4%	53	5	9%	52	4	8%
Reader	11	1	9%	8	3	38%	8	1	13%	11	0	0%
Professor	48	1	2%	44	4	9%	41	3	7%	35	4	11%
Total	206	11	5%	208	28	14%	213	22	10%	223	21	9%

Table 7a: Turnover Whole Institution by Contract type (Permanent and Fixed Term Contracts (FTC) – Female: male

Permanent Contract												
	2011/12			2012/13			2013/14			2014/15		
Grade	Total female staff	Female leavers	Turn-over	Total female staff	Female leavers	Turn-over	Total female staff	Female leavers	Turn-over	Total female staff	Female leavers	Turn-over
Researcher	6	0	0%	6	1	17%	6	3	50%	5	1	20%
Lecturer	104	12	11.5%	117	12	10%	133	14	10.5%	130	12	9%
Senior Lecturer	58	6	10%	55	5	9%	57	5	9%	48	5	10%
Reader	3	0	0%	2	1	50%	3	1	33%	2	0	0%
Professor	18	1	6%	21	3	14%	24	1	4%	28	0	0%
Total	189	19	10%	201	22	11%	223	24	11%	213	18	9%
	2011/12			2012/13			2013/14			2014/15		
Grade	Total male staff	Male leavers	Turn-over	Total male staff	Male leavers	Turn-over	Total male staff	Male leavers	Turn-over	Total male staff	Male leavers	Turn-over
Researcher	11	1	9%	10	1	10%	8	2	25%	9	0	0%
Lecturer	85	9	11%	103	13	13%	116	9	8%	117	8	7%
Senior Lecturer	97	5	5%	96	6	6%	89	11	12%	79	5	6%
Reader	16	1	6%	13	3	23%	12	1	8%	16	1	6%
Professor	66	4	6%	62	7	11%	64	7	11%	66	6	9%
Total	275	20	7%	284	30	11%	289	30	10%	287	20	7%
Fixed Term Contract (FTC)												
	2011/12			2012/13			2013/14			2014/15		
Grade	Total female staff	Female leavers	Turn-over	Total female staff	Female leavers	Turn-over	Total female staff	Female leavers	Turn-over	Total female staff	Female leavers	Turn-over
Researcher	22	11	50%	21	13	62%	27	8	30%	35	7	20%
Lecturer	18	0	0%	16	1	6%	20	8	40%	13	8	62%
Senior Lecturer	1	0	0%	2	0	0%	3	0	0%	2	0	0%
Reader	0	0	0%	0	0	0%	1	0	0%	0	0	0%
Professor	4	0	0%	5	0	0%	4	0	0%	2	2	100%
Total	45	11	24%	44	14	32%	55	16	29%	52	17	33%
	2011/12			2012/13			2013/14			2014/15		
Grade	Total male staff	Male leavers	Turn-over	Total male staff	Male leavers	Turn-over	Total male staff	Male leavers	Turn-over	Total male staff	Male leavers	Turn-over
Researcher	38	24	63%	28	26	93%	24	21	88%	35	12	34%
Lecturer	6	1	17%	7	3	43%	13	5	39%	8	7	88%
Senior Lecturer	1	0	0%	2	0	0%	2	0	0%	2	1	50%
Reader	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Professor	13	2	15%	11	1	9%	5	2	40%	4	2	50%
Total	58	27	47%	48	30	63%	44	28	64%	49	22	45%

Table 7b: Turnover SET Faculties by Contract type (Permanent and Fixed Term Contracts (FTC) – Female: male

Permanent Contract												
	2011/2012			2012/2013			2013/2014			2014/2015		
Grade	Total female staff	Female leavers	Turn-over	Total female staff	Female leavers	Turn-over	Total female staff	Female leavers	Turn-over	Total female staff	Female leavers	Turn-over
Researcher	3	0	0%	2	0	0%	3	0	0%	3	0	0%
Lecturer	69	4	6%	81	6	7%	81	10	12%	82	5	6%
Senior Lecturer	36	4	11%	35	4	11%	36	2	6%	31	1	3%
Reader	3	0	0%	2	1	50%	3	1	33%	2	0	0%
Professor	11	0	0%	10	1	10%	11	0	0%	11	2	18%
Total	122	8	7%	130	12	9%	134	13	10%	129	8	6%
	2011/2012			2012/2013			2013/2014			2014/2015		
Grade	Total male staff	Male leavers	Turn-over	Total male staff	Male leavers	Turn-over	Total male staff	Male leavers	Turn-over	Total male staff	Male leavers	Turn-over
Researcher	8	0	0%	8	0	0%	8	1	13%	7	0	0%
Lecturer	53	2	4%	64	6	9%	80	2	3%	81	5	6%
Senior Lecturer	53	1	2%	53	2	4%	52	5	10%	50	4	8%
Reader	11	1	9%	8	3	38%	8	1	13%	11	0	0%
Professor	43	1	2%	40	4	10%	40	3	8%	35	4	11%
Total	168	5	3%	173	15	9%	188	12	6%	184	13	7%
Fixed Term Contract (FTC)												
	2011/2012			2012/2013			2013/2014			2014/2015		
Grade	Total female staff	Female leavers	Turn-over	Total female staff	Female leavers	Turn-over	Total female staff	Female leavers	Turn-over	Total female staff	Female leavers	Turn-over
Researcher	14	3	21%	15	8	53%	18	6	33%	21	3	14%
Lecturer	13	0	0%	12	1	8%	13	3	23%	6	3	50%
Senior Lecturer	1	0	0%	3	0	0%	3	0	0%	1	0	0%
Reader	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Professor	2	0	0%	2	0	0%	1	0	0%	0	0	0%
Total	30	3	10%	32	9	28%	35	9	26%	28	6	21%
	2011/2012			2012/2013			2013/2014			2014/2015		
Grade	Total male staff	Male leavers	Turn-over	Total male staff	Male leavers	Turn-over	Total male staff	Male leavers	Turn-over	Total male staff	Male leavers	Turn-over
Researcher	29	6	21%	23	12	52%	18	10	56%	32	8	25%
Lecturer	3	0	0%	6	1	17%	5	0	0%	5	0	0%
Senior Lecturer	1	0	0%	2	0	0%	1	0	0%	2	0	0%
Reader	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Professor	5	0	0%	4	0	0%	1	0	0%	0	0	0%
Total	38	6	15.8%	35	13	37.1%	25	10	40.0%	39	8	21%

Across UoB, turnover was greatest among researchers as expected, given the short-term nature of funding for majority of these posts.

FTCs across UoB show very high turnover rates. Permanent contract turnover rates are lower than grade-equivalent FTCs, with relatively little change year by year⁹. Overall male/female turnover was >10% (SET and Non-SET). (National averages 17.7% women/16% men¹⁰).

Data suggest men, particularly on FTCs, are more likely to leave than women. We recognise use of FTCs for research posts is stressful for staff, particularly females. We will examine ways to minimise FTC use.

(Action 2.6)

Through our new HR system, Service Now (implemented February 2015), all leavers automatically receive exit questionnaires to understand reason for leaving. To identify underlying issues, we will analyse information from exit questionnaires/interviews. SAT will review anonymous data to inform actions/recommendations to SMT. **(Action 2.7 and 2.8)**

Number	Action
2.6	Minimise the use of fixed term contracts
2.7	Improve completion rates of exit questionnaires by leavers
2.8	Information from exit questionnaires/interviews analyse by gender

⁹ In some cases large proportions equate small numbers. E.g. 50% female reader turnover includes 1. However loss of senior female academic, i.e. role model is significant.

¹⁰ Reference Equality in Higher Education: Statistical Report 2015 - Staff

3b (iii) Female: male ratio of academic and research staff on fixed term contracts vs open-ended (permanent) contracts - across the whole university and in SET departments. Comment on the implications of the gender balance for the university and for women's career development. For example, is there evidence that women are overrepresented on fixed-term contracts? Are there differences in SET departments?

Table 8a: Female and male academic staff on Fixed-term Contracts (FTCs) v permanent contracts – Whole institution

	Grade	Female			Male		
		Permanent	Fixed	% Fixed	Permanent	Fixed	% Fixed
2011/12	Researcher	6	22	79%	11	38	78%
	Lecturer	104	18	15%	85	6	7%
	Senior Lecturer	58	1	2%	97	1	1%
	Reader	3	0	0%	16	0	0%
	Professor	18	4	18%	66	13	16%
	Total	189	45	19%	275	58	17%
2012/13	Researcher	6	21	78%	10	28	74%
	Lecturer	117	16	12%	103	7	6%
	Senior Lecturer	55	2	4%	96	2	2%
	Reader	2	0	0%	13	0	0%
	Professor	21	5	19%	62	11	15%
	Total	201	44	18%	284	48	14%
2013/14	Researcher	6	27	82%	8	24	75%
	Lecturer	133	20	13%	116	13	10%
	Senior Lecturer	57	3	5%	89	2	2%
	Reader	3	1	25%	12	0	0%
	Professor	24	4	14%	64	5	7%
	Total	223	55	20%	289	44	13%
2014/15	Researcher	5	35	88%	9	35	80%
	Lecturer	130	13	9%	117	8	6%
	Senior Lecturer	48	2	4%	79	2	2%
	Reader	2	0	0%	16	0	0%
	Professor	28	2	7%	66	4	6%
	Total	213	52	20%	287	49	15%

Table 8b: Female and male academic staff on FTCs v permanent contracts SET

	Grade	Female			Male		
		Permanent	Fixed	% Fixed	Permanent	Fixed	% Fixed
2011/12	Researcher	3	14	82%	8	29	78%
	Lecturer	69	13	16%	53	3	5%
	Senior Lecturer	36	1	3%	53	1	2%
	Reader	3	0	0%	11	0	0%
	Professor	11	2	15%	43	5	10%
	Total	122	30	25%	168	38	23%
2012/13	Researcher	2	15	88%	8	23	74%
	Lecturer	81	12	13%	64	6	9%
	Senior Lecturer	35	3	8%	53	2	4%
	Reader	2	0	0%	8	0	0%
	Professor	10	2	17%	40	4	9%
	Total	130	32	24%	173	35	20%
2013/14	Researcher	3	18	86%	8	18	69%
	Lecturer	81	13	14%	80	5	6%
	Senior Lecturer	36	3	8%	52	1	2%
	Reader	3	0	0%	8	0	0%
	Professor	11	1	8%	40	1	2%
	Total	134	35	26%	188	25	13%
2014/15	Researcher	3	21	88%	7	32	82%
	Lecturer	82	6	7%	81	5	6%
	Senior Lecturer	31	1	3%	50	2	4%
	Reader	2	0	0%	11	0	0%
	Professor	11	0	0%	38	0	0%
	Total	129	28	22%	184	39	21%

Between 2011-2015, proportionately more women were employed on FTC contracts across *all* academic years/grades. However, differences are insignificant (national average 38.5% women/33.5% men¹¹).

We recognise use of FTCs contracts for research posts is stressful for staff. UoB will explore FTC usage, ensuring a detailed faculty/school analysis to address any systematic bias at these levels, and to minimise FTC use. **(Action 2.6)**

¹¹ Reference Equality in Higher Education: Statistical Report 2015 - Staff

3b (iv) Evidence from equal pay audits/reviews. Comment on the findings from the most recent equal pay audit and plans to address any disparities.

UoB completed two equal 2014 pay audits: Senior staff (-8.4%) and all staff (-18.5%) approved by Remuneration Committee (April 2015).

Table 9: Gender pay gaps by Academic Grade

Job Category	No. Female	No. Male	Gender pay gap 2014
Researcher	34	35	-4.7%
Lecturer	152	126	-1.0%
Senior lecturer	59	90	-1.7%
Reader	4	16	-14.6%
Professor	35	72	-4.1%

Male/female lecturer and senior lecturer pay-gap is small, but increases for higher grades, particularly reader although there are only four female readers.

UoB is committed to a number of initiatives to further review pay gaps. (**Action 2.9**)

Number	Action
2.9	Narrow pay gap between male and female academic staff (sub-actions in action plan)

3b (v) Female: male ratio of staff in the Research Assessment Exercise (RAE) 2008 - across the whole university and in SET departments. Comment on any implications of this. For example, does the gender balance of staff included in the RAE 2008 broadly reflect the gender balance across the institution? Are there any differences in SET departments?

UoB's, equality impact assessed, Code of Practice for REF2014 staff selection process, including extenuating circumstances, met HEFCE requirements; 40 staff trained.

Table 10: Headcount for REF2014 submissions – whole university and SET

REF data by gender – University overall		
REF status	Female	Male
Not submitted	208	236
Submitted	40	97
Totals	248	333
Proportion of eligible staff submitted	16%	29%
REF data by gender – SET Faculties		
REF status	Female	Male
Not submitted	147	164
Submitted	23	64
Totals	170	228
Proportion of eligible staff submitted	14%	28%

UoB submitted 137 staff to REF2014 (30 November 2013). The significant difference in male/female proportions submitted to REF need attention.

Table 10a: Staff submitted to REF2014

Subject	Number of eligible staff employed	Eligible Women (% of all women)	Eligible Men (% of all men)
All	581	16%	29%
SET subjects	398	14%	28%

UoB's Research and Knowledge Transfer Strategy, has ambitious targets for:

- Tripling numbers submitting to REF2020
- Closing the gender gap

To achieve this, UoB is:

- Monitoring research activity for staff groupings
- Setting clear expectations on delivery/quality

Staff development, mentoring, and formal sabbatical policy will support this. **(Action 2.10).**

Number	Action
2.10	Increase the number of staff submitted in future REF exercises (SET and Non-SET) and close the gender gap.

Total Words for Q3 – 1063 (excluding tables)

4 **Supporting and advancing women's careers (4500 words)** **Key Career transition points**

a) Key career Transition Points – provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues, in particular anything relating to gender equality.

(i) *Female : male ratio of academic staff job application and appointment success rates across the institution and in SET departments. Comment on any positive action taken to ensure diverse applicant pools and short lists. Comment on any implications of this and plans to address any disparities. For example, are women and men equally successful at all stages of the job application process? Are there differences in SET departments?*

Table 11a Female: male ratio of academic staff job application and appointment success rates by grade whole-institution

Whole Institution	2012/2013				2013/2014				2014/2015				Overall			
GRADE	F	M	TOTAL	F%	F	M	TOTAL	F%	F	M	TOTAL	F%	F	M	TOTAL	F%
Researcher	89	70	159	56%	334	234	568	59%	255	414	669	38%	678	718	1396	49%
Lecturer	241	542	783	31%	304	479	783	39%	232	341	573	40%	777	1362	2139	36%
Senior Lecturer	43	139	182	24%	12	20	32	38%	12	31	43	28%	67	190	257	26%
Reader	2	10	12	17%	0	7	7	0%	0	0	0	0%	2	17	19	11%
Professor	0	23	23	0%	27	139	166	16%	6	4	10	60%	33	166	199	17%
Applied	375	784	1159	32%	677	879	1556	44%	505	790	1295	39%	1557	2453	4010	39%
Researcher	23	9	32	72%	69	52	121	57%	66	68	134	49%	158	129	287	55%
Lecturer	65	72	137	47%	90	84	174	52%	54	62	116	47%	209	218	427	49%
Senior Lecturer	6	12	18	33%	5	5	10	50%	7	11	18	39%	18	28	46	39%
Reader	1	4	5	20%	0	3	3	0%	0	0	0	0%	1	7	8	13%
Professor	0	5	5	0%	7	26	33	21%	5	2	7	71%	12	33	45	27%
Shortlisted	95	102	197	48%	171	170	341	50%	132	143	275	48%	398	415	813	49%
Researcher	5	4	9	56%	20	18	38	53%	18	23	41	44%	43	45	88	49%
Lecturer	21	15	36	58%	24	27	51	47%	18	15	33	55%	63	57	120	53%
Senior Lecturer	2	1	3	67%	2	3	5	40%	3	1	4	75%	7	5	12	58%
Reader	1	0	1	100%	0	0	0	0%	0	0	0	0%	1	0	1	100%
Professor	0	2	2	0%	2	11	13	15%	2	0	2	100%	4	13	17	24%
Appointed	29	22	51	57%	48	59	107	45%	41	39	80	51%	118	120	238	50%

NB three years of data provided as the Stonefish database was not comprehensively in operation prior to 2012/13

Higher numbers in 2013/14 relate to a recruitment exercise to appoint Anniversary Chairs

Overall higher proportions of men applied for vacancies across all grades (end column). However, women, were more likely to be shortlisted, pro-rata see **table 11c**. Of interest, is the high number of men applying for professorial roles, 166, with just 13 appointments, in contrast, four women were appointed from 33 applicants. Women were more successful at appointment stage for lecturer and senior lecturer.

The data strongly suggest that the quality of the women candidates that apply is higher than that of the men candidates. Action is needed, across the university, to encourage greater numbers of women candidates. **(Action 2.3)**

Table 11b Female: male ratio of academic staff job application and appointment success rates by grade - SET Faculties

SET Faculties	2012/2013				2013/2014				2014/2015				Overall			
GRADE	F	M	TOTAL	F%	F	M	TOTAL	F%	F	M	TOTAL	F%	F	M	TOTAL	F%
Researcher	51	42	93	55%	197	145	342	58%	121	300	421	29%	369	487	856	43%
Lecturer	108	369	477	23%	72	85	157	46%	72	121	193	37%	252	575	827	30%
Senior Lecturer	25	98	123	20%	5	5	10	50%	5	12	17	29%	35	115	150	23%
Reader	2	10	12	17%	0	7	7	0%	0	0	0	0%	2	17	19	11%
Professor	0	17	17	0%	11	87	98	11%	0	0	0	0%	11	104	115	10%
Applied	186	536	722	26%	285	329	614	49%	198	433	631	31%	669	1298	1967	34%
Researcher	13	5	18	72%	51	33	84	61%	29	50	79	37%	93	88	181	51%
Lecturer	30	42	72	42%	34	29	63	54%	23	23	46	50%	87	94	181	48%
Senior Lecturer	5	9	14	36%	3	2	5	60%	5	5	10	50%	13	16	29	45%
Reader	1	4	5	20%	0	3	3	0%	0	0	0	0%	1	7	8	13%
Professor	0	3	3	0%	3	20	23	13%	0	0	0	0%	3	23	26	12%
Shortlisted	49	63	112	44%	91	81	178	51%	57	78	135	42%	197	228	425	46%
Researcher	4	2	6	67%	14	12	26	54%	9	20	29	31%	27	34	61	44%
Lecturer	10	13	23	43%	9	13	22	41%	7	7	14	50%	26	33	59	44%
Senior Lecturer	1	1	2	50%	2	2	4	50%	2	0	2	100%	5	3	8	63%
Reader	1	0	1	100%	0	0	0	0%	0	0	0	0%	1	0	1	100%
Professor	0	0	0	0%	0	11	11	0%	0	0	0	0%	0	11	11	0%
Appointed	16	16	32	50%	25	38	63	40%	18	27	45	40%	59	81	140	42%

Similarly for SET, overall more men applied for roles with women more likely to be shortlisted (pro-rata) at all grades (**table 11d**). Men were more likely than women to be appointed at professorial levels and women at lecturer/senior lecturer. 17 men applied and seven shortlisted for reader, none were appointed whereas, two women applied, one successfully. 104 men applied for professorial roles resulting 11 male appointments.

Again the data suggest that the quality of women candidates who apply is high, reinforcing the need to attract more women candidates. (**Action 3.1**). In addition, particular action is needed to attract more women to apply for senior posts in SET.

Table 11c Progress of women and men through the recruitment process whole-institution 2012/13 to 2014/15

GRADE	GENDER	Proportion of Applicants shortlisted	Proportion of shortlisted candidates appointed	Proportion of Applicants appointed
Researcher	Female	23%	27%	6%
	Male	18%	35%	6%
Lecturer	Female	27%	30%	8%
	Male	16%	26%	4%
Senior Lecturer	Female	27%	39%	10%
	Male	15%	18%	3%
Reader	Female	50%	100%	50%
	Male	41%	0%	0%
Professor	Female	36%	33%	12%
	Male	20%	39%	8%

Table 11d Progress of women and men through the recruitment process SET Faculties 2012/13 to 2014/2015

GRADE	GENDER	Proportion of Applicants shortlisted	Proportion of shortlisted candidates appointed	Proportion of Applicants appointed
Researcher	Female	25%	29%	7%
	Male	18%	39%	7%
Lecturer	Female	35%	30%	10%
	Male	16%	35%	6%
Senior Lecturer	Female	37%	38%	14%
	Male	14%	19%	3%
Reader	Female	50%	100%	50%
	Male	41%	0%	0%
Professor	Female	27%	0%	0%
	Male	22%	48%	11%

Recruitment and Selection (R&S) and Equality and Diversity (E&D) training

R&S training is mandatory for selection panellists, including completing an e-learning module (covering E&D legislation) before attending directed training. Staff will repeat the e-learning module every two years **(Action 3.2)**. In addition, existing staff will complete up-dated 'Diversity in the Workplace' e-learning in 2016/17 and repeat every two years; new staff must complete within three months of commencing employment. Completion/pass rates are sent to Deans every six months **(Action 3.3)**. New modules, introduced in 2015, which benefit our Athena SWAN work, include Unconscious-Bias (UB) e-learning, followed by directed training. A pilot of UB directed training was delivered in October 2015 (43 people attended two sessions 37 (86%) women). The training will be delivered as a regular module for staff involved in R&S. **(Action 3.4)**

Feedback:

".... thought provoking. ...really enjoyable and covered topics which people usually find uncomfortable to discuss"

"Best training/CPD been on. It's not often you get time to reflect on the organisation and self. Useful and thought provoking".

GENOVATE reinforced the importance of gender representation on selection panels; the R&S Policy now specifies at least 40% female panellists. HR Business Partners will ensure this happens. **(Action 3.5).**

Recruitment adverts and materials will be reviewed to ensure women are encouraged to apply. **(Action 3.1)** Furthermore, all faculties will be notified of the need to be proactive in encouraging female candidates to apply for posts. GENOVATE is working with HR to undertake an academic trajectory analysis to inform policy review. **(Action 3.6)**

A recruitment exercise to appoint 20 Chairs to mark our 50th Anniversary resulted in the selection of the first 10 in 2013/14, including two female Professors appointed from a smaller pool of female applicants. Guidelines for short-listing at faculty level were produced to ensure transparency and panel members reflected gender/wider diversity. In 2015/16 another female chair was appointed in the FoHS.

Number	Action
2.3	Increase job applications from academic women
3.1	Review and analyse inclusivity of recruitment/promotional materials (incl. where adverts are placed) that could encourage women to apply for academic positions/promotions.
3.2	Selection panels are adequately trained
3.3	Improve completion rates for equality e-learning module
3.4	Roll out unconscious bias training to selection panels
3.5	Gender representation on all recruitment and selection panels.
3.6	Faculties to adopt more pro-active ways of identifying candidates for promotion

(ii) Female: male ratio of academic staff promotion rates across the university and SET departments. Comment on any implications of this for the university and plans to address any disparities. For example, are men and women equally likely to be put forward for promotion? Are male and female applicants for promotion equally successful at all levels? Are there any differences for SET departments?

Table 12a: Female: male ratio of academic promotion rates – whole institution

Re-grades by Whole Institution										
2011/2012	Female Applied	Re-graded	% Success	Male applied	Re-graded	% Success	Total Applied	% F Applied	Total Re-graded	% F Success
Researcher	4	4	100%	3	1	33%	7	57%	5	80%
Lecturer	5	5	100%	5	5	100%	10	50%	10	50%
Senior Lecturer	7	6	86%	16	16	100%	23	30%	22	27%
Reader	0	0	0%	0	0	0%	0	0%	0	0%
Professor	1	0	0%	13	10	77%	14	7%	10	0%
Total	16	15	94%	37	32	86%	53	30%	47	32%
2012/2013	Female Applied	Re-graded	% Success	Male applied	Re-graded	% Success	Total Applied	% F Applied	Total Re-graded	% F Success
Researcher	2	2	100%	7	4	57%	9	22%	6	33%
Lecturer	4	3	75%	11	8	73%	15	27%	11	27%
Senior Lecturer	8	6	75%	15	12	80%	23	35%	18	50%
Reader	0	0	0%	0	0	0%	0	0%	0	0%
Professor	4	2	50%	9	9	100%	13	31%	11	18%
Total	18	13	72%	42	33	79%	60	30%	46	28%
2013/2014	Female Applied	Re-graded	% Success	Male applied	Re-graded	% Success	Total Applied	% F Applied	Total Re-graded	% F Success
Researcher	1	1	100%	6	3	50%	7	14%	4	25%
Lecturer	8	7	88%	7	6	87%	15	53%	13	54%
Senior Lecturer	9	6	67%	13	11	85%	22	41%	17	35%
Reader	0	0	0%	0	0	0%	0	0%	0	0%
Professor	3	1	33%	8	8	100%	11	27%	9	11%
Total	21	15	71%	34	28	82%	55	38%	43	34%
2014/2015	Female Applied	Re-graded	% Success	Male applied	Re-graded	% Success	Total Applied	% F Applied	Total Re-graded	% F Success
Researcher	0	0	0%	8	6	75%	8	0%	6	0%
Lecturer	6	5	83%	3	2	67%	9	67%	7	71%
Senior Lecturer	4	4	100%	5	4	80%	9	44%	8	50%
Reader	0	0	0%	0	0	0%	0	0%	0	0%
Professor	1	1	100%	4	4	100%	5	20%	5	20%
Total	11	10	91%	20	16	80%	31	35%	26	38%

Table 12b: Female: male ratio of academic promotion rates - SET Faculties

Re-grades by SET Faculties										
2011/2012	Female Applied	Re-graded	% Success	Male applied	Re-graded	% Success	Total Applied	% F Applied	Total Re-graded	% F Success
Researcher	2	2	100%	2	1	50%	4	50%	3	67%
Lecturer	4	4	100%	2	2	100%	6	67%	6	67%
Senior Lecturer	3	3	100%	9	9	100%	12	25%	12	25%
Reader	0	0	0%	0	0	0%	0	0%	0	0%
Professor	0	0	0%	9	6	67%	9	0%	6	0%
Total	9	9	100%	22	18	82%	31	29%	27	33%
2012/2013	Female Applied	Re-graded	% Success	Male applied	Re-graded	% Success	Total Applied	% F Applied	Total Re-graded	% F Success
Researcher	2	2	100%	3	2	67%	5	40%	4	50%
Lecturer	1	0	0%	3	3	100%	4	25%	3	0%
Senior Lecturer	4	2	50%	7	6	86%	11	36%	8	25%
Reader	0	0	0%	0	0	0%	0	0%	0	0%
Professor	1	1	100%	7	7	90%	8	13%	8	13%
Total	8	5	63%	20	18	90%	28	29%	23	35%
2013/2014	Female Applied	Re-graded	% Success	Male applied	Re-graded	% Success	Total Applied	% F Applied	Total Re-graded	% F Success
Researcher	1	1	100%	2	1	50%	3	33%	2	50%
Lecturer	4	3	75%	4	4	100%	8	50%	7	43%
Senior Lecturer	5	2	40%	9	7	78%	14	36%	9	56%
Reader	0	0	0%	0	0	0%	0	0%	0	0%
Professor	0	0	0%	7	7	100%	7	0%	7	0%
Total	10	6	60%	22	19	86%	32	31%	25	24%
2014/2015	Female Applied	Re-graded	% Success	Male applied	Re-graded	% Success	Total Applied	% F Applied	Total Re-graded	% F Success
Researcher	0	0	0%	7	5	71%	7	0%	5	0%
Lecturer	4	4	100%	3	2	67%	7	57%	6	67%
Senior Lecturer	0	0	0%	3	3	100%	3	0%	3	0%
Reader	0	0	0%	0	0	0%	0	0%	0	0%
Professor	1	1	100%	2	2	100%	3	33%	3	33%
Total	5	5	100%	15	12	80%	20	25%	17	29%

Key conclusions from whole institution and SET data, more than double the number of men applied for promotion, reflecting the imbalance of women, however, both men and women achieved a good degree of success when they did.

Of note, institutionally 34 men applied for promotion to **professor** across the period, with 31 promoted, in contrast, nine women applied, four promoted. In SET 25 men applied, 22 were successful compared to just two women, both successful.

While continuing to explore initiatives to recruit and promote women to senior academic roles, our attention is on *growing* talent to support a new generation to progress. For example, targeting ECRs with tailored career based training to improve opportunities and maximise potential. We encourage promotion applications from academic women by utilising mentoring schemes and taking up opportunities such as Aurora and the Bradford:Leader, detailed in the following section(see p38). **(Action 2.4 and 2.5)**

The promotions process is under-review by HR, once complete it will be promoted through briefings to ensure it is fully embedded. The PDR process, also under-review, will improve documentation to clarify, to managers and staff, key questions to be discussed around promotion/preparation for promotion. **(Action 2.4, 3.8 and 3.9)**

Number	Action
2.4	Increase the number of women nominated for promotion (Schools will be asked to adopt more proactive ways of identifying promotion)
2.5	Support women to develop their academic careers
3.8	Achieve 90% completion rate of PDR and PDP
3.9	Implement the improvements to the PDR process and documentation

b) Describe the policies and activities at the university that support women's career progression in SET departments in particular at key transition points – describe any additional support given to women at the career transition points across the university, and in SET departments, such as support for new lecturers or routes for promotion through teaching and learning.

UoB provides development opportunities to **academic staff** at various career transition points, including:

- Mandatory **Corporate Induction** for new staff (incl. Post Docs/PGR). Delivered nine times per year, it provides information about UoB's policies and practices. Staff hear from senior management, key services and meet other new colleagues from across UoB.
 - 164 staff attended induction 2014/15, 144 (88%) provided evaluation, 97% rated the course excellent/good;

- Faculties provide orientation programmes for new academics and researchers receive information to support their career development, including a training programme.
- **Academic Probation** is three-years. New employees are allocated a mentor, communicated in their appointment letter. During probation, a personal development plan(PDP) and annual progress report are produced. Workload is assessed/adjusted to allow for study e.g. PGCHPE, cases are monitored and approved through the Academic Probation Committee. Probation is also under-review, with proposals to:
 - Reduce to one year (dependent on qualifications/experience);
 - Standardise criteria, at all levels, including qualification requirements;
 - Standardise PDPs and annual report templates;
 - Introduce links to Higher Education Academy/Researcher Development Frameworks to support required competences;
 - Report annual statistics to Senate, including by *protected characteristic*. **(Action 3.7)**

Good-practice examples

- **FoML & FoHS:** new career academics were invited to apply for ‘seed corn’ funding for research projects, 80% of those applying were women;
- **FoHS:** ERCs are provided an additional research mentor and new lecturers/PGR students paired with an experienced lecturer.
- **Support for new lecturers** - UoB is committed to high standards of research and teaching and has adopted the *Initial Professional Development (IPD) Framework*. 100% of staff involved in teaching must hold professional recognition through fellowship of the HE Academy:
 - PGCert Higher Education Practice or;
 - Learning and Teaching Professional Development and Recognition Scheme (LTPDRS) for experienced staff;
 - An initial professional development framework for PGR Students that teach introduced 2014/15.
- **Performance Development and Review (PDR)** Employees are required to have an annual PDR with their line-manager. Training on how to conduct a PDR is mandatory and guidance is available on the HRServiceNow for appraisers and appraisees. Managers raise promotion at these meetings.
 - 68% of 2014 Staff Survey respondents (75% women/67% men) had a PDR, (67% of SET and 81% Non-SET faculties).
 - 66% of respondents (69% of women and 60% men) reported having an agreed PDP (63% of SET and 60% Non-SET).

- In response to “have you received training, learning and development identified in the plan”, 51% of all respondents agreed (54% women and 45% men), falling to 34% of staff in SET compared to 43% in non-SET. The HR Directorate conducted a pulse survey in November 2015 to identify areas for improvement. **(Action 3.8)**

Good-practice example FoML: developmental writing activities in place, including skills-focused workshops/retreats. 2013/14 participants, 80% women, were assisted to build their publications portfolio necessary for career success. Advice around *rising up the academic career ladder* was also provided. (Reasons for low-attendance by men are unknown).

- **The academic promotions** process is published on HRServiceNow and commences following PDR. It is based upon self-nomination/nomination by head of school (HoS) and approval by the Dean. Emphasis is on schools to identify academics ready for promotion and support is given to other academics in the development of their portfolio. Mentors are asked to ensure female mentees are encouraged to apply for promotion. Schools will be asked to adopt more proactive ways of identifying promotion candidates. **(Action 3.6)**

Panel members anonymously score applications, these are then moderated by a process chaired by the recruiting manager e.g. Deans, HoS. All *professorial* promotions are chaired by the VC. Similar to REF2014, panels take into consideration extenuating circumstances, including maternity/flexible working. As previously stated the promotions process is under-review. **(Action 3.10)**

Additional support for women

UoB is a member of ‘Aurora’ Women’s Leadership Programme. One academic completed the programme; a further five (three SET) enrolled in 2015/16 as participants and three role-models. Academic mentors will be allocated to women on the programme **(Action 4.3)**. The initiative is targeted at lecturer/senior lecturer grades to motivate and support transition to senior roles. Several women, unsuccessful at achieving a place on Aurora, including ECRs, have a place on Bradford:Leader.

Feedback from Aurora participants:

“.... very positive experience of programme so far, ...well-organised, well-resourced, and I find the whole concept exciting and empowering as a woman in HE”

“.... has proved to be useful and timely for me. It has started to make me think beyond my own responsibility as a lecturer... I have found that the majority of people share similar issues, which is a comfort I am not the only one”.

“.... has given me the opportunity to reflect on leadership qualities in both myself and others. Meeting like-minded women has allowed us to discuss our hopes and aspirations, challenges and fears, many of which were shared”

Two senior women academics completed ‘Demystifying finance for Aurorans’ (2015) to improve their understanding of HE finance and in response to requests for development in this area of management.

Number	Actions
3.7	Roll out new probation procedure and monitor satisfaction
3.8	Achieve 90% completion rate of PDRs and PDPs
3.9	Implement the improvements to the PDR process and documentation
3.10	SAT to consider recommendations from the promotions review.
4.3	Develop a mentoring framework for academic staff

Career Development

a) Describe the policies and activities at the University that support women’s career development in SET departments.

(i) Researcher career support and training – describe any additional support provided for researchers at the early stages of their careers, such as networks and training.

UoB is a signatory of the ‘Research Concordat’ designed to support researcher career development. Integral to our research-based success, is the tradition of mentoring and sharing best practice; a commitment to developing researchers and embedding the Concordat’s principles. Implementation of the Concordat action plan is overseen by the Research Knowledge Transfer Committee.

RKT Support, provide a cohort-based development programme, ***Realising your Research Potential***, helping develop ECRs and colleagues who have not engaged in research activity previously, but have the potential. It provides networking opportunities with colleagues from across UoB.

22 ECRs participated in the first cohort (April-Sept 2015), representing all faculties, (15 women (68%) and seven men (32%)).

Feedback:

“.....good course and would recommend it to others. It provided an opportunity to network with colleagues, obtain support and encouragement, and some really useful information about progressing your research career”

“..... pitched very well... great for providing practical project management tools and for getting us to think about selling our ideas and mechanisms for working collaboratively”

UoB is a member of ‘**Vitae**’. The *Research Development Framework* is used by pre-doctorate; researchers and those pursuing an academic career or applying the skills developed during their PhD in another career. The framework allows views from different perspectives (student, supervisor, ECR, etc) each view is referred to as a “lens”. We are working with Vitae to better support women in their research careers via the joint development of an ‘Athena SWAN lens’.

We will pilot “How to be a successful female academic” training from Vitae’s resources in 2016/17. **(Action 4.1)**

UoB provides *two programmes* of research training for members of the research community and postgraduates:

- **Short-courses** - helping extend personal transferable skills and enhance employment prospects. The programme supplements Vitae’s aims for researcher development, alongside faculty training:
 - Costing your research grant;
 - EU Research Funding;
 - Research ethics and approval process;
 - Winning grant funding.
- **Masters in Research Methods** (MRes) programme;
- **People Development** - provide generic development activities/interventions promoted via Staff Briefing/HRServiceNow portal. Some mandatory/role specific, others optional:
 - Short courses, including management, leadership, personal and professional development;
 - Coaching and mentoring;
 - Team building/managing team effectiveness;
 - Bespoke/tailored interventions.

Charts below, show an even split of men and women attending generic courses for academics.

2014 staff survey reported that 73% of respondents agreed with the statement “I have received sufficient training to enable me to do my job well” (75% female and 70% male, 67% in SET and Non-SET faculties). **(Action 2.5)**

Figure 7: Female and male staff attending training – Whole University

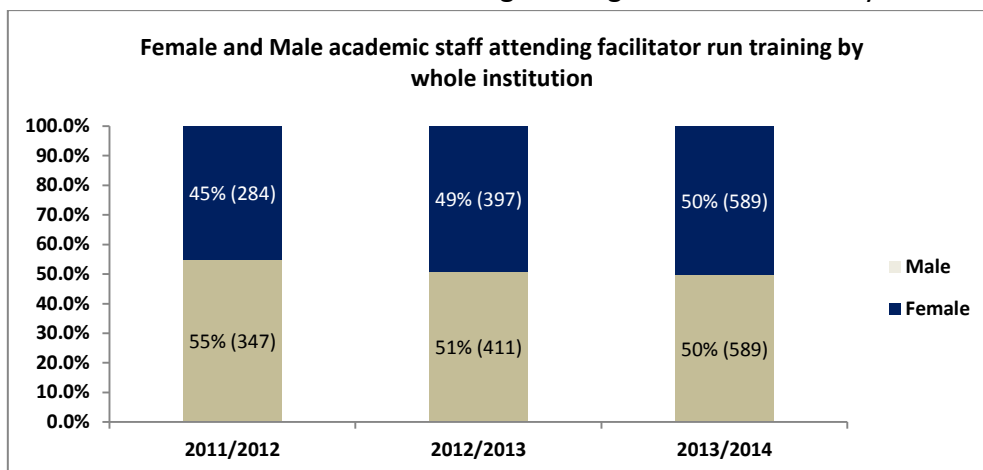
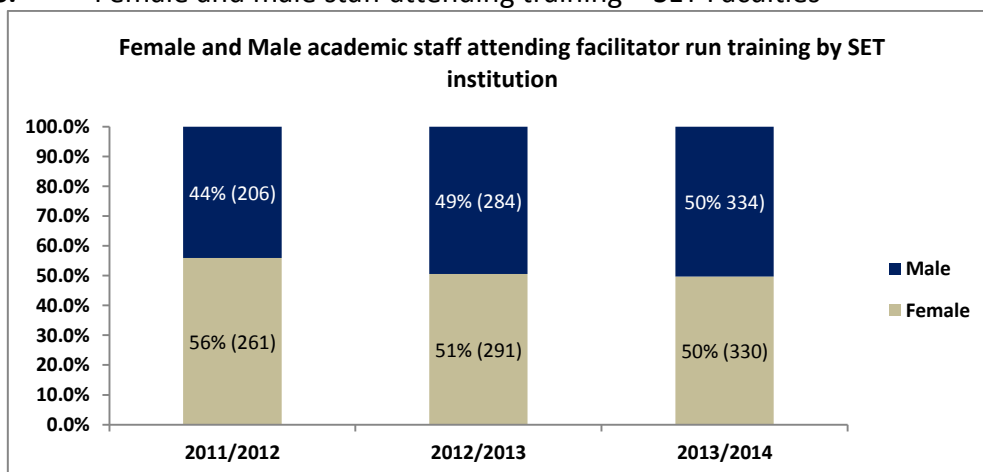


Figure 8: Female and male staff attending training – SET Faculties



- (ii) Mentoring and networking** – describe any mentoring programmes, including any SET-specific mentoring programmes, and opportunities for networking. Comment on their uptake and effectiveness. Are women encouraged to participate in networking opportunities?

Academics are allocated a mentor on appointment, lasting the duration of probation, often longer. UoB offers a range of mentoring schemes to staff at all grades/stages of their career. For example, Senior staff, including Deans, HoS and senior professional staff are allocated mentors/coaches. Currently six female coaches work with four female and two male senior staff (for at least six sessions) – other coaching arrangements exist. Recent discussions with academics at GenCafes highlighted a need to audit take-up and outcomes from schemes to measure effectiveness. **(Action 4.1)**

People Development provide 'mentoring skills' training to staff interested in becoming a mentor and will develop a mentoring framework, as current arrangements are inconsistent. The pilot operating in the School of Pharmacy is the catalyst for the framework. **(Action 4.3)**

Good-practice examples from Faculty GeCATs:

- **FoML:** Research staff are mentored by a professor with expertise in their area of research, providing specific career/progression support. Mentees have an annual research review, separate and distinct from general PDR (currently 45% mentors and 51% mentees are female);
- **FoLS:** piloted a mentoring/learning partnership programme in the School of Pharmacy for academics at all career stages, it will be rolled out to other faculty academics following evaluation;
- **FoHS:** pairs experienced researchers with probationary staff and PGR students with experienced lecturers for career development. PGR students will also be provided with a mentor with take-up monitored. **(Action 4.4).**

Cultural Understanding in Leadership and Management (CULM), an institution-wide networking initiative designed to pair managers with staff from protected groups. Through a learning partnership approach, participants are facilitated into making positive work-life decisions, including career progression. Partners meet on a regular basis to set and agree learning objectives (in 2014/15 35 participants (22) 63% women).

Feedback:

"A valuable way of enabling people across the university to meet and engage who might otherwise never do so".

"An opportunity to broaden horizons".

The VC's Interdisciplinary series is aimed at encouraging academics to work collaboratively to consider new areas of joint research and to network. The first event, *Digital Health 2014*, was attended by 60 staff (mainly women), the second, *Towards a Sustainable Society and Cyber Security*, presented by *Dr Cullen, FoEI*. Nine more planned, (4 female and 5 male presenters). Organisers will monitor attendance by gender at these and other events. **(Action 4.5)**

Other forums include: Researchers'; Gender; SET Women's Forum (under-construction) and FAIRER (SET students Society). Recently UoB subscribed to WISE and the AS co-ordinator attends the AS North East Network. Staff and students are encouraged to join the networks. The latest Aurora participants have already met, Nov 2015, to form a support group and share learning with colleagues.

Number	Action
4.1	Pilot the Vitae training course “How to be a successful female academic”
4.2	Conduct a satisfaction survey of current mentoring arrangements
4.3	Develop a mentoring framework for academic staff
4.4	Ensure PGR students are allocated a mentor – monitor take up
4.5	Monitor attendance and feedback at all events (including conferences) by gender

b) Describe any activities at the university that raise the profile of women in SET generally and help female staff to raise their own profile such as:

Staff are encouraged to raise their profile internally and externally. The marketing/media team operates a “Find an expert”/“Find a topic” for lectures, for internal/external media opportunities and events. The following are examples of women speaking at high profile events.

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

- Dr Karina Croucher organised the **British Academy** sponsored conference, 2014, **‘Is gender still relevant?’**, which examined gender research in historic disciplines;
- Dr Dianne Cooper, **Arthritis Research Campaign** senior fellowship holder (William Harvey Research Institute) spoke on **“Scientific careers in academia”** 2013;
- UoBs STEM Team, led by Dr Nazira Karodia, ran activities, 2015, to celebrate the **British Science Associations “British Science Week” and “National Demo Day”** in collaboration with the **National Media Museum**, annual festivals aim to encourage/strengthen recruitment of students into the SET disciplines;
- **2015 British Science Festival**, UoB hosted one of Europe’s biggest science festivals bringing together 350 leading scientists for a week of science, technology and innovation;

(ii) Providing spokeswomen for internal and external media opportunities

UoB tries to provide appropriate spokespeople for media opportunities. A number of women have appeared in the media in the recent past:

- Professor Murna Downs, Head Dementia Studies, joined **BBC Breakfast** 2013, to share her opinion on the good practice model used in Bruges where they have pioneered a dementia friendly community;
- Kaye Elling, Lecturer in Computer Gaming, talked about a **“new wave of overt misogyny silencing women in the games industry”** in our external magazine **News and Views** 2013;

- Diana Anderson, Professor of Biomedical Science and Established Chair, reported her new blood test that predicts genetic predisposition to cancer - ***The Guardian***, 2012. She was recognised at the ***Yorkshire Enterprise Fellowship Awards***;

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

UoB has a good record of having women nominated for external bodies and prizes:

- Dr Julia Beaumont recipient of the ***Eila Campbell Scholarship-British Federation of Women Graduates*** award in 2013;
- Dr Cathy Batt successful in a ***British Academy Mid-Career Fellowship*** in 2013
- Dr Jacqueline Haigh, announced by ***Higher Education Academy*** as a 2013 ***National Teaching Fellow***. She is now a scheme assessor;
- Professor Udy Archibong MBE, recipient of ***“Outstanding Women Achievers Award (OWAA) 2013*** and ***Fellow of the Royal College of Nursing***. In 2014 recognised as one of 50 inspirational women in UK healthcare and listed in the ***New Year’s Honours List 2015***;
- Professor Fun Hu from the FoEI is holder of the ***Yorkshire Forward Chair in Wireless Communications***;
- Professor Nazira Karodia, *Regional Director* of ***National Higher Education STEM Programme***, a HEFCE funded initiative to increase interest in STEM subjects among young people. She is one of the diverse and influential ***Faces of Chemistry 2014***;
- Professor Crina Oltean-Dumbrava an ***External Expert Evaluator*** for the European Commission Framework and Horizon2020 Programmes and the Italian Ministry of Universities.

Organisational Culture

- a) *Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues, in particular anything relating to gender equality.*
- (i) *Female: male ratio of heads of school/faculty/department – across the whole institution and in SET departments. Comment on the main concerns and achievements and how the action plan will address them. For example are women and men appropriately represented at this level? Are there any differences in SET departments?*

Table 13: Female and male Deans and Heads of Service – Whole Institution and SET Faculties

Deans and Heads of School									
	University (all Faculties)					SET Faculties			
	Total	M	F	F%		Total	M	F	F%
Deans									
2011/12	7	4	3	43%		4	3	1	25%
2012/13	6	5	1	17%		4	3	1	25%
2013/14	5	3	2	40%		3	2	1	33%
2014/15	5	3	2	40%		3	2	1	33%
Head of School									
2011/12	28	15	13	46%		16	8	8	50%
2012/13	28	16	12	43%		15	9	6	40%
2013/14	21	12	9	43%		13	6	7	54%
2014/15	21	12	9	43%		13	8	5	38%

* The number of faculties reduced from seven in 2011/12 to five in 2013/14; (two SET faculties merged to form the Faculty of Engineering and Informatics (FoEI) and the School of Life Long Learning and Development ceased operation). As a result, the number of schools reduced from 28 to 21.

- Of five faculty Deans, 3 male and 2 female, 3 SET Deans, 2 male (FoEI and FoLS) and 1 female (FoHS);
- Higher proportion of male Heads of School (HoS), 57% across the institution, the majority of which are professors, but not exclusively. Between 2012/13 and 2014/15 the proportion of women remained at 43% (see table 2). Compared to the proportion of professors that are female (30%), their representation among HoS is good;
- Within SET schools, women were well represented at HoS level, 54% (7) in 2013/14 falling to just 38% (5) in 2014/15, all are in the FoHS. There were no women HoS in FoEI or FoLS;
- Of the nine Professional Services Directorates, seven have women directors.

Although representation of women in senior positions is good, the absence of women at HoS level in the FoEI and FoLS is a cause of concern. UoB is committed to ensuring greater numbers of women progress to senior roles, work is underway, through a number of

initiatives including a holistic approach to leadership development through Bradford:Leader (see 4b(i)) one-to-one coaching, mentoring and networking for senior staff. Two senior academic women have enrolled on additional Leadership Foundation programmes to support their management skills.

(ii) Gender balance on the senior management team at University level

Table 14: Gender balance on Senior Management Team (SMT)

	2011/2012			2012/2013			2013/2014			2014/2015		
Gender	Male	Female	%F	Male	Female	%F	Male	Female	%F	Male	Female	%F
Total	3	2	40	3	3	50	4	4	50	4	5*	56

*A new female PVC, Learning Teaching and Quality, appointed April 2015

Changes to SMT, i.e. personnel and numbers, have been significant while retaining a 50/50 gender balance in 2012/13 and 2013/14. Women's representation rose to 56% with the appointment of a female PVC in 2015. Both academic and professional services women occupy places on SMT.

(iii) Gender balance on influential committees at university level

Table 15: Gender balance on influential committees

	2011/2012			2012/2013			2013/2014			2014/2015		
Committee	Male	Female	%F	Male	Female	%F	Male	Female	%F	Male	Female	%F
Senate	25	23	48%	28	17	38%	22	15	40%	24	20	45%
Council	14	9	39%	14	8	36%	16	7	30%	15	6	26%
Senior Management Team (SMT)	3	2	40%	3	3	50%	4	4	50%	4	5	56%
Executive Board (ASPC)	10	12	55%	8	11	58%	11	10	48%	8	11	58%
Learning Teaching and Curriculum Committee (LTC)	17	18	51%	14	16	53%	8	15	65%	10	13	57%
Research and Knowledge Transfer (RKT) Committee	11	7	40%	10	8	44%	9	7	44%	11	7	39%
Audit Committee	3	2	40%	2	3	60%	3	2	40%	3	1	39%
Equality and Diversity Committee (EDC)*	5	9	64%	3	8	73%	4	7	64%	6	7	54%
Health and Safety Committee (H&S)	7	3	30%	7	3	30%	8	2	20%	3	2	40%
Nominations Committee	3	2	40%	3	2	40%	3	1	25%	3	2	40%
Remuneration Committee	4	3	43%	4	3	43%	4	3	43%	3	2	40%
Total	102	90	47%	96	82	46%	92	73	44%	90	76	46%

*5 places for student members allocated to sabbatical officers – attendance rotates at each committee so numbers have not added to the EDC committee total. NB Some committees are carrying vacancies and not all lay members have their gender recorded.

Women's representation is above 50% on SMT, Executive Board and Learning and Teaching Committee, 2014/15. However, it is lower on:

- Senate (45%) and Council (26%). UoB has been working to address this imbalance and as of 2014/15 two new senior women were appointed, Chair of Council and Pro-Chancellor;

- Representation on the RKT committee decreased from 44% in 2013/14 to 39% 2014/15;
- For Audit, Health and Safety, Nominations and Remuneration Committees women's representation is 40%.

SAT recognises that, where representation is good, further analysis is needed to determine the roles women and men hold and have made a series of recommendations. It also made suggestions to improve representation for those committees where there remains significant gender imbalance. In addition, the Governance Team is reviewing membership of committees, including wider diversity. **(Action 5.1)**

Number	Action
5.1	Improve gender balance on key institutional committees. Implement the findings and recommendations from the review of committee membership.

b) *Description of the policies and activities at the University that show a supportive organisation culture in university SET departments, including:*

- (i) *Transparent workload models*** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

'Guiding Principles of a University Workload Model for Academic Staff', 2007, underpins UoBs workload model. Each faculty has a named person responsible for their operational model, which takes into account research, teaching, administration and supervision loads as well as pastoral duties and flexible-working. Workload allocation and opportunities for career development/promotion are discussed during PDR meetings.

Whilst all Faculties operate workload models based on the University 2007 framework these are not being applied consistently in terms of workload allowances and recognised roles. A working group, chaired by Professor Congdon (DVC), was established in July 2015 to reform the Workload Model with the intention of creating a transparent and equitable approach to workload allocation that supports people to develop their careers with due regard to gender equality and other protected characteristics. The revised model, when approved, will be implemented and overseen by a central group led by the DVC in order to ensure consistent application, on-going evaluation and enhancement. The SAT will ensure that the fairness and transparency for the new workload model is monitored once implemented **(Action 5.2)**

This group is making progress and maximising the development of a fixed annual timetable from October 2015, which facilitates levels of certainty when planning workloads. Early indicators show that this is helping to de-stress staff, which is contributing to our AS agenda.

Number	Actions
5.2	Monitor staff views on the fairness and transparency for the new workload model when implemented.

b (ii) Publicity materials describe the policies for the production of publicity materials including the university's website and images used.

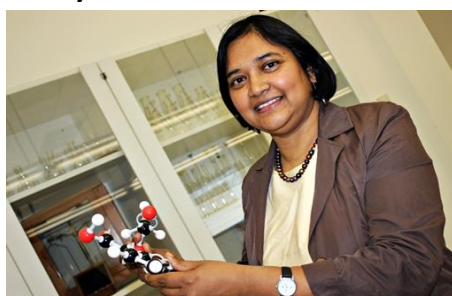
Marketing provides toolkits to ensure staff meet corporate guidelines on publicity that relate directly to the key objectives of the University plan – incl. **Equality and Diversity**. They provide support to staff with media opportunities/interviews; raising their profile; publicising events, e.g. annual *Rosa Parks* and *Making Diversity Interventions Count* conferences which are successful national and international equality events. Marketing are supporting Equality Networks to host our first **Diversity Festival, 2016**, a week-long programme celebrating our diversity and challenge inequality. Athena SWAN is a key theme. (Actions 5.3, 5.4 and 5.5)

Promotional and website materials use imagery reflecting the diversity of staff and student populations which promotes UoB as an inclusive place to work/study. Our female academic's achievements have prominence on the homepage (see example below). The FoEI marked National Women into Engineering Day by sharing stories of our female staff and students to inspire others to take the next step to a career in SET.

Figure. 9

175 Faces of Chemistry

Celebrating diversity in science - Professor Nazira Karodia CChem FRSC



Extract from <http://www.rsc.org/diversity/175-faces/>

Number	Action
5.3	All faculties to make a contribution to the success of the Diversity Festival
5.4	Launch the Gender Seminar Series at the Diversity Festival
5.5	Celebrate our women role models through a gallery of women professors and senior women staff

Flexibility and managing career breaks

a) Describe the policies and activities at the university that support flexibility and managing career breaks in SET departments:

(i) **Flexible working** – describe how eligibility for flexible working and part-time working is advertised to staff and overall uptake across the university. What training is provided for managers? How is the policy monitored and how successful it has been?

Employees have the right to request flexible working. The 2014 revised policy, accessible from the HRServiceNow web-portal, provides a framework for managers and staff to follow when considering/making requests. Awareness is raised at mandatory training for managers; induction; E&D training and via HR business partners.

Various arrangements are available, including part-time/job-share, annualised, staggered or compressed hours. Table 16 provides data extracted from HRServiceNow for period Feb-Nov 2015, prior to this information was not consistently recorded. Early results indicate that women made the majority of requests which were, in the main, approved.

Other, informal arrangements are not recorded by managers, a more formal process of recording applications and approvals will be introduced. Take up of local flexible working arrangements is a requirement of schools as part of their Athena SWAN work. **(Action 6.1)**

Table 16: Flexible working requests received February-November 2015

All Staff	Female	Male	Total	F%
Requested	53	10	63	84%
Approved	36	8	44	82%
Rejected	7	0	7	100%
Awaiting Decision	10	2	12	83%
SET Faculties	Female	Male	Total	F%
Requested	15	2	17	88%
Approved	10	1	11	91%
Rejected	2	0	2	100%
Awaiting Decision	3	1	4	75%

67% of staff responded positively (72% women and 57% men) to the staff survey statement “the university provides good support to help me balance my work and personal commitments”. This dropped to 52% in SET, 59% Non-SET. And to the question “my immediate manager helps me find a good work life balance”, 69% of staff overall responded positively (77% women and 63% men), 61% in SET and 70% Non-SET faculties.

Survey responses suggest that work is needed to ensure there is equity and consistency in the application of flexible working so that staff are able to enjoy improved work-life balance. **(Action 6.2)**

Number	Action
6.1	Improve awareness and monitoring of the flexible working policy and its take up
6.2	Ensure equitable and consistent practice regarding flexible working

(ii) Parental leave (including maternity, paternity and adoption leave) – how many women have returned full-time and part-time? How is teaching and research covered during parental leave? What support is given after returning to work from parental leave or a career break? What funding is provided to departments to support returning staff?

Table 17a: Parental leave returners – whole institution

Mat/Pat returns Whole Institution by number	2011/2012			2012/2013			2013/2014			2014/2015		
GRADE	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Full time to Full time	1	7	8	2	4	6	6	5	11	12	21	33
Full time to Part time	0	0	0	1	1	2	2	0	2	4	0	4
Part time to Part time	0	0	0	2	0	2	1	0	1	9	0	9
Part time to Full time	0	0	0	0	0	0	1	0	1	0	2	2
Non-returner	0	0	0	0	0	0	0	0	0	1	0	0
Total	1	7	8	5	5	10	10	5	15	26	23	49

Table 17b: Parental leave returners – SET faculties

Mat/Pat returns SET Institutions by number	2011/2012			2012/2013			2013/2014			2014/2015		
GRADE	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Full time to Full time	0	6	6	1	3	4	3	2	5	3	3	6
Full time to Part time	0	0	0	1	0	1	0	0	0	0	0	0
Part time to Part time	0	0	0	2	0	2	1	0	1	2	0	2
Part time to Full time	0	0	0	0	0	0	1	0	1	0	0	0
Non-returner	0	0	0	0	0	0	0	0	0	1	0	0
Total	0	6	6	4	3	7	5	2	7	6	3	9

Across the institution, whole period, 41 women returned from maternity and 40 men from paternity leave (two weeks). The majority returned to their FT or PT contracts, with seven women and one man moving to PT. In SET, 14 women returned from maternity, four FT and one moving to PT, (only one woman did not return). All 14 men, returned from paternity leave FT.

UoB has a range of policies for staff if they have, or are expected to have responsibility for their child's upbringing. Policies are designed to support staff to balance work/family-life, many of which provide enhanced benefits beyond statutory obligations. Managers are briefed on options available and support for staff, incl. conducting risk assessments, plus each faculty has a HR Business Partner to provide support. **(Action 6.1)**

- **Maternity Leave**, up to 52 weeks leave and 39 weeks statutory maternity pay. Cover for teaching, supervision and administration is provided. Researcher roles are generally not backfilled due to the nature of short term funding.

Co-parents have paid time to attend ante-natal appointments.

(Pregnancy and Maternity Policy for Students in response to the Equality Act 2010);

- **Adoption leave**, entitlement is one year with qualifying pay;
- **Paternity leave**, two weeks full paid leave for fathers;
- **Parental leave**, unpaid time off work to look after a child up to the age of 18 years;
- **Shared parental leave and pay**, allows eligible women/primary-carer to end maternity/adoption leave in order to allow their partner to take shared parental leave (April 2015). *One male academic* is currently taking shared parental leave;
- **Dependant/Compassionate** short-notice paid leave to deal with unexpected emergencies involving a dependant.

Ten paid 'Keep-in-touch'(KIT) days are promoted across UoB to ensure those on maternity/adoption/parental leave do not lose touch with developments in their area of work/faculty. We will survey staff currently on maternity leave to gain an understanding of their experience and take-up of this facility. **(Action 6.3)**

Managers and staff discuss support for transition back to work on an individual basis during KIT days and on return, including workload/flexible working. Two initiatives under development to help with the transition back into academia/research include:

- Academic returners paired with a PhD student to enable them to accelerate their research when returning to work after a long period of absence. As this is a new initiative take-up data is unavailable. **(Action 6.4)**
- Examining support provided to academic returners from a career break, focussing specifically those returning from maternity and how this compares with our benchmark institutions. An academic from FoLS is our first case – she is currently on maternity leave. However, before doing so she discovered, from an external colleague at GenCafe consultation, that maternity benefits were more favourable at the colleague's institution. As a result HR is reviewing pay and conditions. **(Action 6.5)**

We will promote the Daphne Jackson Trust initiative, which helps SET staff return to research after a break of two years or more, and invite a speaker to address the International Women's Day 2016. **(Action 5.3)**

Actions

5.3	All faculties to make a contribution to the success of the Diversity Festival.
6.3	Monitor take up and experience of keep in touch days

6.4	Pilot an initiative to support staff returning from a career break with a PhD student to accelerate their research
6.5	Track the support provided to an academic returner from maternity. Feedback will be collected and shared with SAT for comment.

*(iii) **Childcare** – describe the university’s provision to support childcare and how it is communicated to staff. What is the take up? How will any shortfalls in provision be addressed?*

Nursery/Childcare Information

UoB’s 69 place purpose-built nursery, situated near main campus, offers affordable childcare to students, staff and community customers between 7:45am and 6:00pm. It provides quality educational experiences and facilities to children from 12 weeks-5 years and a Summer Club for children 5-12 years. Recent refurbishment transformed the facility, resulting in taking on more children, primarily from the community. It has awards for exceptional results, including Ofsted and Investors in Children.

“..... far the best nursery my son has ever attended. Hours work alongside parents busy schedules...”

“..... friendly staff, quality offered to children, spacious facilities and flexible time slots. Works well with my teaching requirements”

“..... without this service I would not have been able to continue working for the university”

Nursery and childcare Vouchers are advertised on HRServiceNow; through payroll leaflets and to new staff at induction.

UoB also offers school holiday provision at the Unique Sports Centre. The main campus atrium is child friendly with breast feeding facilities available for women to express and store milk.

Table 18: Staff uptake of nursery provision

2013 - staff parents by Faculty/Directorate		2014 - staff parents by Faculty/Directorate		2015 – staff parents by Faculty/Directorate	
FoHS	3	FoHS	6	FoHS	2
FoLS	3	FoSS	1	FoLS	3
FoSS	1	Professional Services	7	FoSS	1
FoEI	1			Professional Services	9
Professional Services	7				
Total	15		14		15

Table 19: Staff uptake of Childcare Vouchers

2013 - 113 by Faculty/Directorate		2014 - 129 by Faculty/Directorate		2015 - 121 by Faculty/Directorate	
FoHS	7	FoHS	12	FoHS	10
FoSS	4	FoSS	11	FoSS	7
FoLS	18	FoLS	25	FoLS	23
FoML	13	FoML	19	FoML	20
FoEI	18	FoEI	17	FoEI	20
Professional Services	53	Professional Services	45	Professional Services	42
Total	113		129		121

(iv) Work-life balance – describe any measures taken by the university to ensure that meetings and other events are held during core hours and to discourage a long hours culture?

University meetings are held between 9:00 am-5:00 pm, and generally when staff (full-time/part-time) can attend. Committee meetings are between core hours 10:00 am-4:00 pm, occasionally, they need to be outside these hours to accommodate lay-member attendance. A three year academic calendar is under-development (2015/18) to allow staff and lay-members to plan diaries in advance. **(Action 6.6)**

Sufficient notice is given to allow staff to plan caring arrangements for those occasions when they are asked to work evenings/weekends. They are able to take time *in lieu*.

In addition to policies listed, UoB recognises that staff have different needs with respect to the working structure and environment. We have, therefore, put in place other measures to help staff such as IT facilities to assist with remote/home working and staggered start times to avoid the rush hour.

Sustain – Health & Wellbeing at the University of Bradford

‘Sustain’ is UoB’s one-stop-shop for wellbeing, providing support services, tools and advice to help staff take responsibility for their own wellbeing, including: on-site sports centre; eye and physiotherapy clinics; safe car-parking for staff/students; bus service between campuses/safe travel within a radius of two miles plus discounted public transport initiatives. Staff and students have access to counselling; training to build resilience; equality networks - including Gender and Wellbeing Champions. We have finance schemes including Childcare and Bicycle Voucher Schemes. In 2015, HR introduced policies for holiday

purchase and flexible retirement. New and existing services will be monitored to measure take-up and satisfaction. **(Action 6.7**

Total words 4,586/4500

Number	Action
6.6	Family friendly meeting times
6.7	Monitor feedback from staff wellbeing initiatives
1.5	Staff perception data for faculty and directorate by protected characteristic (including gender) to be available following the staff survey in 2016.

5 Any other Comments – Encouraging female students into SET

The National Science Festival was for the second time held at the University of Bradford (September 2015). Of the speakers 61% male and 39% female and of the attendees 45% male and 54% female (1% not disclosed). Over 2015/2016 we will undertake targeted events; working with schools from year 7-13, linked to the Bradford Science Festival (October 2014) and National Science and Engineering Week in March 2015 - promoting the active engagement of *girls* and British Science Festival 2015. Utilise a 50/50 ratio of male/female student ambassadors for undergraduate recruitment events.

Building Science Technology Engineering & Maths (STEM) at Bradford Project (cont. from page 11).

The Project offers schools, colleges and bodies engaged in STEM education access to our “*curriculum defined – impact led*” workshops, activities and events. A major element was a partnership approach with teachers which led to one action research strand identifying a need to specifically inspire girls into STEM. This resulted in the launch of our Girls Only STEM Club – trialled in schools to address confidence and engagement of girls with the following positive feedback from a participant and teacher:

“....it has been useful because it told me that we (girls) can speak out loud”

“(girls) were able to contribute and answer questions more easily”

Empowering females in Engineering and Technology

FoEI has received a significant financial donation (£121,000) from the Bradford Soroptimist Housing Association (part of an international volunteer organisation working to improve the lives of women and girls, in local communities and throughout the world). The funding will be used to increase the number of (disadvantaged) women studying engineering and technology subjects here at UoB and will be given in the form of postgraduate scholarships, awards and prizes. One prize has been awarded so far.

A Soroptimist Studentship	£25,000 per year for 3 years (£75,000) (support one female PG student from FoEI to further her career by pursuing a PhD for tuition, accommodation and living expenses)
Soroptimist Bursary	£20,000 (one annual bursary over 5 consecutive years to support a summer placement for a female student entering her final year in FoEI to contribute to E&I research at a quality overseas partner university).
Global Development Scholarship	£2,000 for 3 years (£6,000) (aid a female masters student in financial hardship due to the fact that she is domiciled in a country that is in crisis as a result of the political situation, war, natural disaster to study SET).
Leadership Awards	£1,250 for 10 years (£12,500) (to a female candidate in FoEI who obtains a first class honours degree, who is likely to occupy a leading position in public life & has made an outstanding contribution to university life)
Soroptimist Prize	£750 for 10 years (£7,500) (an annual prize for the best female student within FoEI).

International Women's Day (IWD)

Each year the university marks IWD through events and discussion – in previous year's we held events entitled 'Exploring issues that relate to Women in Academia' attended by the VC, DVC, PVC, Deans and Directors, academic staff and facilitated by the *Leadership Foundation*. In 2013 we hosted a conference to launch the GENOVATE Consortium. Representatives from across Europe marked IWD through a roundtable discussion on the status of gender equality in research and innovation in other countries. This year's event focussed on "Breaking Through" and discussed a range of barriers faced by women in academia, also touching on issues faced by trans people and men. We intend to hold a discussion at least bi-monthly, utilising the talents of our own staff and invited guest speakers. (Action 5.4)

The Gender Network provides a platform for women and men to discuss a range of issues including *academic promotions, mentoring and work life balance*. A network of women academics and professionals in *computing, engineering and technology* is being established to raise the aspirations; promote talents and provide role models for women and girls at our University and in our schools. And FAIRER, a student society at the UoB, aims to support women studying SET subjects.

(492/500)

University of Bradford

Athena SWAN Action Plan 2015 – 2018

Introduction

This action plan sets out the activities the University will undertake to address the issues identified in the Bronze award self-assessment submission. The implementation of the plan will be monitored by the Athena SWAN Self-Assessment Team (SAT). A report on the progress against the actions will be produced on an annual basis to Senior Management Team (SMT), Executive Board (EB), Athena SWAN Steering Group, Equality and Diversity Committee and the Research and Knowledge Transfer Committee with more regular quarterly updates to the Equality and Diversity Executive Group (EDEG).

Actions

The action plan is sub-divided into themes which correspond to the sections/criteria in the Athena SWAN Bronze submission document. The actions have been developed and prioritised with advice and guidance from the Athena SWAN Self-assessment Team (SAT).

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
1. Self-assessment Team and Future Plans for Athena SWAN work						
1.1	SAT is fit for purpose	Changes to SAT membership took place in October 2015 and SAT now includes representation from ECR/Post Docs and PGR students. SAT is currently SET orientated with relatively few men – additional members will be recruited from Non-SET areas with specific targeting of men	Review terms of reference for the Self-assessment Team (SAT) to ensure it meets the requirements of the expanded Athena SWAN Charter Mark. Establish an annual review of SAT membership. Address any gaps in membership: additional members will be recruited from Non-SET areas with specific targeting of men	Athena SWAN sponsor and SAT Chair	By April 2016	Recommendations for changes to terms of references to SAT. Academic staff represented at all grades and career stages (incl. post doc). Relevant professional staff (HR, RKT and EDU). Students at UG/PG level. 30% increase in male membership
1.2	Extend Athena SWAN beyond SET Faculties.	Presentations have already been delivered to SAT, FoML and EDC with others planned for FoSS and the HR Directorate.	Develop an Athena SWAN information leaflet for staff and students. Ensure leaflet issued and discussed at staff induction Develop a wider Athena SWAN communication strategy to promote and publish Athena achievements, including updating the webpage, staff briefing and adding the Athena logo on all communications.	Marketing Team with EDU	By May 2016	Leaflet produced and made available on the Web and induction packs Monitor web hits and usage. Strategy written and presented to SAT.

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
1.3	All SET Schools to apply for Athena awards by 2020. Develop a toolkit for schools new to the Athena SWAN process.	Two SET schools (Chemistry & Pharmacy) are already preparing submissions under the pre 2015 scheme.	Circulate Institutional submission to all Faculties.	Deans and Heads of School (HoS) GeCAT leads	By end 2015	Submission circulated
		Health Studies to start process in 2016	School SATs are established in addition to the Faculty GeCATs. Results from GenCafes will be fed back to SATs	Dean of FoHS HoS GeCAT Leads	By 2018	All SET Schools will have SATs established. SATs regularly receiving GenCafe reports.
		GeCATs are operating in each faculty. They provide an annual report to the SAT. GenCafe consultation has taken place in each faculty and is repeated annually.	Using a staged approach from November 2016 all SET Schools will apply for Athena awards by 2020, beginning with: Pharmacy, Chemistry and Health Studies in 2016/17.	HoS GeCAT Leads	By May 2018	Chemistry/ Pharmacy and Health Studies will successfully achieve awards within 2 years (2017/18)
			All remaining Schools/ departments will submit under the expanded Athena SWAN		By end 2020	All Schools/Departments will achieve awards within five years 2020.
			Invite reps from each SAT to attend the North East Universities Athena Network	E&D Manager	By end 2016	Briefings to take place throughout 2016 to all SET Faculties/schools.
			Develop an Athena SWAN toolkit for Faculties/schools new to the process.		By June 2016	Toolkit produced. All SATs report having a good understanding of what is required.
1.4	Comprehensive HR data on protected characteristics available to SAT and GeCATS	An annual data report is under-development by HR.	Establish procedure for producing annual data reports for other protected characteristics e.g. Race and disability and their intersection at Faculty/School level	HR Management Information (MI) Team	By December 2016	Data for other protected characteristics available and templates produced.
		Additional data sets needed for comprehensive analysis will be added and produced annually to SAT and GeCATS. Ongoing tracking on a quarterly basis of HR data. Data available and accessible by individual SATs from HR MI Team on an ad-hoc basis.	Standard templates developed to streamline production of data and for ease of comparison.			

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
1.4a	Improve self-declaration rates for equality monitoring	A leaflet explaining reasons for, and benefits of, equality monitoring was circulated in 2014. Staff given the facility to update their own electronic HR record on 'MyView' . Presentations delivered to staff groups to explain the importance of equality monitoring took place in 2014, others are planned.	Full staff census planned for April 2016 and repeated annually.	EDU and HR	Census conducted April 2016	Staff more confident about disclosing sensitive data. 10% increase in updated records in first year, increasing to 20% in 2017.
			Conduct a University wide campaign to improve self-declaration of equality monitoring data for staff Staff informed by staff 'Briefing' (newsletter) to update their personal records on 'MyView'. VC to endorse message. Promote equality monitoring at next year's Diversity Festival and engage a high profile guest speaker at the festival to endorse equality monitoring.	Faculty Diversity and Inclusion Facilitators	By September 2016	Improved data for use in Athena SWAN submissions.
1.5	Staff survey data available by protected characteristic at faculty level	The 2014 Staff Survey disaggregated by Faculty and Directorate with plans prepared to respond to areas for improvement. An Equality and Diversity report was also provided with a breakdown of responses by protected characteristic at institution level only.	Ensure Athena SWAN influences the development of the 2016 Staff Survey.	People Development and EDU	By September 2016	All faculties have survey reports which include data to assist them with their school Athena SWAN work
			Equality and Diversity reports to be commissioned for each faculty and directorate showing response rates by protected characteristic.			

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
2. Actions arising from student and staff data						
2.1	Increase and retain the number of female post-graduate SET students	A number of initiatives underway to increase student numbers and retain students at PG level (particularly in the FoEI), including: • Soroptimist Funding • Fairer Student Network • 'Your Life' Engineering initiative • WISE Corporate membership • Agreement to provide PGR students with a mentor	Monitor the effectiveness of these initiatives and establish process for reporting to Faculty SMTs ahead of key recruitment dates to allow for any appropriate additional action to be undertaken to attract students.	GeCATS and Faculty HoS	By September 2016	Reporting established
			Re-double efforts to implement 'Your Life' action plan	FoEI GeCAT lead	By November 2017	10-20% increase in SET female post graduate students
			Engage with our WISE representative to help us maximise the potential of these initiatives and others.	EDU	April 2016	Evidence of e-engagement with "Your life" reported to SAT
			Conduct a marketing campaign to raise awareness of student positive action initiatives with staff and students.	Faculty Marketing Teams	By December 2015	Working relationship secured with WISE representative.
			Ensure all PGR students are allocated a mentor (see action 4.4)	PVC Learning, Teaching and Quality	July 2016/17	Campaign to run to throughout the 2016/17 academic year to attract internal and external female students into SET.
					January 2017	Report to SAT evidencing that all PGR students have had a mentor assigned.

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
2.2	Monitor effectiveness of positive action interventions	Aurora participants (five in the current cohort) are reporting satisfaction with the programme from their first module in November in 2015.	Monitor the effectiveness of initiatives employed to increase female academic staff confidence levels in terms of considering promotion and/or within their existing roles.	People Development and EDU	By December 2016	75% of female participants from Aurora and Bradford leader report feeling more confident about going forward for promotion or within their existing roles. And would recommend other women to participate.
		Two senior academic women managers attended the Leadership Foundations course 'Demystifying Finance' in Nov 2015.	All Aurora participants have a mentor allocated as part of the programme.			100% of Aurora participants have a mentor
		The first cohort of Bradford: <i>Leader</i> (53% (8) female, 47% (7) male) is underway. New cohorts set for the new year.	Seek feedback from all participants on leadership/management programmes on a regular basis to determine satisfaction levels and if attendance is meeting/met their needs.			
			Establish regular analysis of evaluation forms from internal management training to determine satisfaction/ usefulness.		By end January 2016	Process established and forms evaluated, and any necessary actions taken to improve satisfaction. 75% plus of participants to report training is useful.
		UoB has subscribed to WISE (Corporate Membership) October 2015	WISE membership used to full potential with planned presentations and training available to SET women. Help establish SET women's networks.		By January 2018	SET Women's networks established.

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
2.3	Increase in job applications from academic women	Family friendly and flexible working policies and practices promoted in job adverts and on the HR website. Recruitment and Selection Policy reviewed, updated and Equality Impact Assessed 2015.	Increase the number of applications from women for externally and internally advertised job vacancies. All adverts to carry a positive action statements designed to encourage women to apply for academic roles. For academic roles within SET disciplines managers will actively involve their Faculty HR Business Partner and the Recruitment Partner in the recruitment process to widen the pool of potential applicants. Review where jobs are advertised and marketing materials. The Athena SWAN and WISE logo's will be visible on all recruitment material including the HR website. Linked to Action 3.1	HR Recruitment Partner and selection Panel Chairs	January 2018	25% increase in the number of applications from academic women
2.4	Increase in the number of women nominated for promotion Faculties to adopt more proactive ways of identifying promotion	Promotions and performance (PDR) processes under review and to be rolled out in 2016. HR Business partners working with their faculties to ensure the Workforce Planning Framework is implemented. Discussions regarding succession planning are taking place leading to structured school/team development plans to help ensure a pipeline of talent to senior academic roles.	Key line of questioning at PDR and on the form will be around promotion. PDR to align with the new Workload Model (which will be rolled out in 2016 – Action 5.2 below)	People Development	Annually as part of the PDR process starting August 2016	100% of SET women have an annual PDR and PDP

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
			HR Business Partners for SET areas to arrange pro-active training for managers conducting PDRs to ensure that discussions take place re promotion or the development needed to lead to promotion in the future.	HR Business Partners Dean's and HoS	April 2018	25% increase in the number of women nominated for promotion
			Pro-active discussions with women identified for future promotion to attend identified skill building/management and leadership courses for e.g. financial planning, project management, staff supervision, public speaking etc.	Managers/HoS or Department	April 2018	20% increase in women attending management training courses (internal and external)
2.5	Support women to develop their academic careers	Good range of internal development training opportunities for research and academic staff which are well attended. However, management training is less well attended by academic staff which may be contributing to a lack of confidence when applying for promotion.	Support women to develop their academic careers through new and existing initiatives. Seek out opportunities for training where there are gaps in knowledge, including, for example where there are skill gaps in non-academic areas e.g. staff/financial/project management courses. Increase women's on attendance on internal management development courses.	Line managers in partnership with People Development	April 2018	20% increase in take up of management training by academic women

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
2.6	Minimise the use of Fixed Term Contracts (FTCs)	An exercise to review all fixed term contracts is currently underway by HR. This is to gain an understanding of the reasons behind the decision to use them and examine ways to minimise their usage . An options paper to be presented to SMT in 2016.	Utilise WISE and Leadership Foundation memberships for internal and external opportunities.	EDU	April 2017	Career development workshops organised regularly
			Run the Vitae course “How to be a successful female academic” utilising materials from Vitae. See action 4.1	Prof. of Diversity Research and Knowledge Transfer Support (RKTS)		Pilot complete and feedback received to determine whether to run additional sessions
			Develop robust guidance as to the circumstances when FTCs should be used.	HR	By April 2017	100% of contracts have a rationale for using FTCs
			Unless there is a time limitation on the funding available for the post i.e. research posts and maternity cover, FTCs will not be used without the authorisation of SMT	SMT	By April 2017	Process established whereby all requests for FTC are considered by SMT
			Faculties and schools to ensure that there is no systematic gender bias in the use of FTCs at School/Departmental level.	Deans/HoS	By April 2018	Reports on the use of fixed-term contracts regularly considered by all school SATS and SMT

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
2.7	Improve completion rates for exit questionnaires by leavers	In February 2015 an improved automated process for exit questionnaires was introduced via HRServiceNow. Since its implementation, 31% of leavers have completed an on-line questionnaire.	Improve completion rates for exit questionnaires and all leavers offered an exit interview with their manager or HR Business Partner (or other appropriate person). Increase the number of automated reminders sent to staff before leaving date. Build in an alert to be sent to the manager and HR Advisor if still no response from staff member. HR to offer a face to face interview with leaver (not necessarily with their manager).	HR advisors and HoS/ Departments	April 2017	At least 50% of leavers complete exit questionnaires. 100% of staff are offered an exit interview
2.8	Analyse information from exit questionnaires/ interviews analysed by gender	Reason for leaving captured since February 2015 and includes such categories as: • Promotion • Changes to personal circumstances • Retirement • Career change • End of FTC	Establish regular analysis of information from exit questionnaires and interviews to better understand reasons for leaving by gender	HR (MI) Team	By April 2017	Reporting on reasons for leaving established as a regular process.
			Encourage, through additional conversations with all staff as to their reasons for leaving, such as promotion to another institution, to help us track, career progression...	HR Business Partner/Advisor	April 2017	All academic leavers' are offered an additional interview
			Build in an annual reporting mechanism for leaving issued to institutional level committees, faculties and the SAT.	HR (MI) Team	By April 2016	First report ready for SAT with a full year of data

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
2.9	Pay gap narrowed between male and female academic staff	UoB has conducted two equal pay audits for 2014: senior staff and all staff. Both reviews and subsequent action plans have been reviewed and approved by Remuneration Committee. HR has a comprehensive action that will align to this Athena SWAN action plan. Staff survey 2014 results, 65% of all respondents (68% women and 59% men) agreed with the statement "I feel fairly paid for the work I do". For SET this fell to 60% and non-SET 53%.	Assess Academic salaries and review - Starting pay and Progression	HR, SMT	By December 2017	Report on starting salaries produced for SMT and circulated to SAT.
			Produce robust starting salary guidance for all roles		By June 2017	Guidance produced and signed off by SMT.
			Introduce market rate pay allowances to maintain the current pay structure		By end 2017	Allowances introduced
			Review career progression mechanisms and mentoring to develop a career development policy and process		By June 2018	Career development policy and process developed and signed off by SMT
			Review reward offering including performance recognition scheme		By end 2016	Review completed and report produced for SMT.
			Work with the university equality groups to identify opportunities to overcome barriers to progression, career development and part-time working.		By June 2017	Working practices established.

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
2.10	Increase the number of staff submitted in future REF exercises (SET and Non-SET), and close the gender gap.	The UoB has recently reviewed the Research and Knowledge Transfer Strategy (October 2015). It has ambitious targets for increasing the number of staff submitted to the REF 2020.	We will be monitoring research activity and setting clear expectations on delivery/quality for all staff supported by staff development, mentoring and formal sabbatical policy. Strategies include: • Annual review of research activity linked to PDRs highlighting where women begin to fall behind; • Mentoring for ECR and mid-career researchers by experienced research action colleagues (good practice examples developed from the GeCATs) • Researchers forum where issues affecting researchers within the University can be aired and addressed; • Continue to target ECR with tailored training to maximise their potential.	PVC Research/RKT support	By 2024 By 2024	Ensure proportions of eligible men and women submitted are within 5%. Triple the number of all staff returned

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
3. Recruitment and promotions/Career transition point						
3.1	Review and analyse inclusivity of recruitment/promotional materials (including where adverts are placed)	R&S Policy recently reviewed and implemented. The 2013/14 recruitment exercise to appoint 20 Anniversary Chairs yielded a good interest and response rate, (albeit mainly from male applicants). Through an equality impact assessment of the process several good practice recommendations were made to help improve the number of applications from protected groups and women.	Implement the recommendations from the Anniversary Chairs recruitment process, including: Job advert text to be amended to state that applications are encouraged from females and minority groups; Careers microsite to be developed on the University website to include appropriate additional information to encourage applications from underrepresented groups; Job adverts to provide clear links to additional information on family friendly policies; Equality and Diversity Unit to be invited to jointly review recruitment and selection policies and procedures. Monitor the effectiveness of materials/job advertising and build a toolkit for faculty/schools. Add the Athena SWAN & WISE logo's to all job adverts and website. See action 2.3.above	HR Recruitment Partner and R&S Panel Chairs	By April 2017	All recommendations implemented: 25% increase in the number of applications from women

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
3.2	Selection panels are adequately trained	Directed (Face to Face) Recruitment & Selection (R&S) training is currently delivered twice per year to approx. 50 staff.	All staff involved in the recruitment and selection (R&S) process will be trained on equality, diversity and unconscious bias. They will complete the following courses: - R&S e-learning module followed by one day of directed training; - Diversity in the workplace e-learning module; - Unconscious bias e-learning module	People Development	By July 2016	100% of panel chairs recruiting from July 2016 will be fully trained on the new modules
		Many staff have already been trained under existing R&S training schemes.			By April 2017	100% of panel members will be fully trained on the R&S and Diversity in Workplace modules before embarking on R&S exercises from April 2017
		People Development is reviewing, with the HR Recruitment Partner, a new e-learning module to be rolled out in 2016 (as part of a suit of e-learning training). E-learning modules for R&S and unconscious bias are new.			By April 2018 for unconscious bias	
3.3	Improve completion rates for equality e-learning modules	The EDU and People Development have worked together to review the new e-learning materials in partnership with staff equality networks during August 2015. Feedback was taken on-board by the provider (Marshals AC) and, as a drive to meet our legal compliance requirements, all staff will complete the revised Diversity in the Workplace module in 2016, repeated every two years thereafter.	All existing staff will complete the up-dated Diversity in the Workplace module	People Development	By December 2016	>90% completion rate by December 2016 for Diversity in the workplace
			All probationers will complete the Diversity in the Workplace module within 3 months of commencing work and won't pass probation until they do. Managers will monitor at the 3 month probation meeting.	All Managers	By December 2016	Evidence presented to SAT that 100% of probationers have complete the module within 3 months of commencing work with UoB. Process established for ensuring this continues.
		Regular completion rates are provided to Faculties and Directorates from People Development.	The e-learning module will be completed by Lay members, Sabbatical Officers' and PGR students involved in teaching.	Governance Team and PVC Learning, Teaching and Quality	By end December 2016	90% of listed groups trained during 2016
		In addition to e-learning other face to face training has been delivered during 2014/15, incl. Trans Gender awareness	LMS system in place to record training to allow staff/managers to access training records (in the interim, reports can be requested	People Development	By end December 2017	Self-service system in place

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
		(80 staff and partners over four sessions) 2014 and 2015 • Unconscious Bias (40) 2015 • Recruitment & Selection bi-annually • E&D Training for staff involved in REF • Various Diversity Challenge seminars and presentations	from HR IM Officer)			
3.4	Roll out unconscious bias training to selection panels	As detailed above – People Development and EDU have reviewed the new Unconscious Bias e-learning module along with staff equality networks. The module was piloted along with face to face training in October 2015. 43 people attended 2 half day sessions (37 (86%) female). Feedback has been positive	Promote and offer the module to staff through People Development's weekly bulletin of courses. All staff will be offered the opportunity to complete the unconscious bias e-learning module. The module must be completed before attending directed training. Monitor take up – although not compulsory for all staff it will be an essential requirement of staff involved in recruitment and selection. See Action 3.1 above. Quarterly completion/success reports to be sent to HoS	People Development and EDU	By April 2018	30% of staff (other than those involved in R&S) will have undertaken the training.
3.5	Gender representation on all recruitment and selection panels	Requirement explicit in the revised Recruitment and Selection Policy and is written into the recruitment pack issued to panel members.	There will always be mixed gender representation on all recruitment and selection panels (including promotion panels).	Selection Panel	From January 2016 From	All R&S panels will have mixed gender representation All promotion panels will

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
		UoB has agreed that there will be 40% representation of women on selection panels.	Ensure women are not overloaded with requests to sit on recruitment panels		January 2017	have mixed gender representation
			Ensure women are not overloaded with requests to sit on recruitment panels particularly where women are under-represented e.g. in FoEI - Develop a pool of interdepartmental women available for cross faculty recruitment.		By August 2016	Pool of interdisciplinary academic women identified who can be called upon to interview.
3.6	Faculties to adopt more pro-active ways of identifying candidates for promotion	Innovative mentoring approaches; New career development training; 'Aurora' leadership programme - supporting women's progression, particularly transition from lecturer to senior lecturer (feeding pipeline); Bradford: Leader programme - introduced in 2015/2016 for everyone (first cohort 8 (53%) women); GENOVATE is working with HR to undertake an academic trajectory analysis to inform promotion policy review.	Faculty line managers to link all strategies detailed in this action plan and develop new strategies to actively seek out and encourage women they manage to apply for promotion, including post-doctoral staff. Commit to conducting PRDs and PDPs with 100% of their staff annually to discuss progress and achievements and consider development requirements. Utilise this action plan as an aide-memoire when conducting PDRs to demonstrate to women a commitment to develop and retain them. Also see actions 2.2, 2.4, 2.5, 2.6, 3.1 and 3.9)	All faculty line managers	By August 2018	Audit shows that pro-active identification of promotional candidates is established in all schools. 25% increase in the number of women nominated for promotion 100% of SET staff have an annual PDR and PDP
3.7	Roll out new probation procedure and monitor satisfaction	The Academic Probation Procedure is currently under-review with planned improvements in the following areas: Reduce length of probation	Implement the new procedure and monitor staff satisfaction. Conduct a survey.	HR Dean's	By September 2017	Procedure operated in all academic areas 75% of Academic staff report satisfaction with each element of the

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
		- Standard criteria - Standard personal development plans - Link to HE Authority Framework - Reporting annual statistics to Senate, incl. equality data	Establish annual reporting to Senate on promotion broken down by equality monitoring characteristics	HR (MI) Officer	By September 2018	1 st annual report to SAT
3.8	Achieve 90% completion rate of PDRs and PDPs	The staff survey 2014 reported moderate levels of completion rates for PDRs across the institution i.e. 69% of women and 67% of men. 67% of SET and 81% of Non-SET staff reported having a PDR. All managers were instructed to conduct PDRs with their staff before 30 August 2015. A recent pulse survey, November 2015, found increased levels of PDRs undertaken. Overall 85% of staff had a review, 68% were satisfied and 72% found it useful.	Repeat the pulse survey in November 2016 to determine if rates and satisfaction have improved.	HR Dean's and HoS All managers	November 2016-complete	>90% of staff overall report having a PDR >80% report satisfaction with the process and >80% finding it useful. (100% of SET women report having a PDR/PDP by August 2016 see action 2.4)
3.9	Implement the improvements to the PDR process and documentation	The PDR process is under review with new forms and key lines of questioning introduced including questions about promotion.	Implement the new PDR and PDP process and forms in 2016.	People Development	November 2016	New form rolled out for 2016 round of PDR meetings and results add to the levels of satisfaction above in Action 3.8
			Ensure that the lines of questioning lead to discussions about promotion and if staff are not considered ready for promotion they are offered the necessary development		By April 2018	25% Increase in the number of women nominated for promotion

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
			opportunities to prepare them for promotion in the future. Linked to Actions 2.4 and 2.5			
3.10	SAT to consider recommendations from the promotions review.	Current procedure is available on the HR website and commences following PDR. At present the emphasis is on schools/managers to nominate with approval from the Dean. Staff are able to self-nominate.	HR to report recommendations to the SAT for consideration and to determine whether the changes will improve the number of women going forward for promotion.	HR	By end 2016 By end 2017	Review completed Process rolled out.
		A review of the promotions procedure is currently underway as part of suite of interconnected HR Policy reviews i.e. PDR and probation.	Equality impact assess (EIA) the new process	HR supported by EDU	By end 2016	EIA completed
4. Career Development						
4.1	Pilot the Vitae training course “How to be a successful female academic”	Through the University’s membership of Vitae utilise many of their resources to help ECR and other researchers with their career development.	Review available training materials “How to be a successful female academic”. And if appropriate run a pilot course for academic women. Gather evaluation feedback from participants and consider running on an annual basis.	RKTS Professor Of Diversity People Development	By end January 2017	Pilot undertaken and evaluated
4.2	Conduct a satisfaction survey of current mentoring arrangements	All academic staff probationers are expected to have a mentor for at least the three years of their probation and often beyond. There are many other mentoring arrangements in operation for academic staff but are not consistently applied across UoB.	Conduct a pulse survey to determine what percentage of staff, at different academic levels, have mentors; how often they meet and how satisfied they are with arrangements.	People Development	April 2017	75% completion rates for pulse survey

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
4.3	Develop a mentoring framework for academic staff	Currently the University provides every new starter with a mentor and a buddy at induction to last at least the duration of the three year probation period. Academic staff are expected to have mentors but currently this practice is not applied consistently across faculties.	Develop a Framework for Mentoring – utilising learning from existing successful models, including those progressed by GeCATs. Take into consideration feedback from current mentees.	People Development	By January 2018	Mentoring Framework completed and rolled out
			Raise awareness of the mentoring framework and apply the framework consistently across all faculties.			70% of academic staff report they meet regularly with their mentor and are satisfied with arrangements (determined by a further pulse survey in February 2018).
			All mentors to undertake training “How to be a successful Mentor” provided by People Development to ensure they provide mentees with the right information and advice to prepare them for promotion.			Mentors that have not previously undertaken training have done so.
4.4	Ensure PGR students are allocated a mentor – monitor take up	Commitment to provide PGR students with mentors and PDPs. All teaching PGR students will access the same opportunities as UoB staff including training.	Ensure that all PGR students are allocated a mentor.	DVC Learning, Teaching and Quality	By January 2018	All PGR students are allocated a mentor
4.5	Monitor attendance and feedback at all events (including conferences) by gender	Some monitoring of speakers, attendance and feedback at all events by gender (and other protected characteristics) but not consistent.	Event organisers will ensure that there is a mix of male and female speakers before publishing event materials unless specific permission has been sought (e.g. women.	Events Team and event organisers	December 2016	Events will have male and female speakers or organisers will have sought authorisation to have a single gender speaker list.
			Event evaluation forms to have equality monitoring as standard	Marketing Team	By April 2018	Evaluation forms have equality monitoring

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
5. Organisational Culture						
5.1	Improve gender balance on key institutional committees. Implement the findings and recommendations from the review of committee membership	Terms of Reference, including membership of corporate committees and minutes are available on the Governance website. In October 2015 an equality monitoring exercise was undertaken to collect data from Council members. It was done in response to Hefce's Annual Monitoring Statement and because we have not routinely requested data from our lay members previously. The data was provided anonymously to protect sensitive information and was entirely voluntary. We will repeat each year at the first meeting of council. Review currently underway	- Where women's representation is good, further examine the roles women hold on committee to determine if greater responsibility can be allocated (i.e. chair/deputy chair/co-chair etc). - Co-opt women onto key committees in particular RKT(C) where representation is low (and vice-versa) whilst being mindful of committee overload or tokenism for some individuals called to sit on several committees - Ensure annual monitoring of committee membership by gender and other protected characteristics and publish results. Implement results of the review	Performance, Legal and Governance Directorate	By April 2018	Increased representation of women on committees where there is currently underrepresentation (by at least 20% where women make you less than 20% of members).
5.2	Monitor staff views on the fairness and transparency for the new workload model when implemented.	UoB has had an academic workload model since 2007 underpinned by the Guiding Principles of a University Workload model. However these principles have not	Implement the revised Workload model to all faculties to ensure consistency. Pastoral responsibilities and flexible arrangements will be recorded by gender. Promote the change to all staff	Deputy Vice-Chancellor (Academic)	By December 2016 By June 2017	Workload model rolled out in all faculties – briefings to all academic staff. Report presented to SMT and SAT on impact of workload model and further

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
		been applied consistently in terms of workload allowances and recognised roles.	and monitor its impact.			changes recommended if necessary.
		UoB established a working group in July 2015 chaired by the DVC (Academic), to reform the model. The revised model will provide for a transparent and equitable approach to workload allocation and support people to develop their careers.	Equality Impact Assess the workload model	Supported by the EDU	By June 2016	EIA on the model completed
5.3	All faculties to make a contribution to the success of the Diversity Festival	Diversity Festival will take place between 18- 23 April 2016 as part of the 50 th Anniversary celebrations. It will showcase the UoBs commitment to equality and diversity, including gender equality.	There will be information stalls, activities and a lecture series. The festival will provide an opportunity to have gender themed lectures with representatives from WISE and Daphne Jackson Trust to deliver a presentation on their valuable work. It will also provide an opportunity to launch the expanded Athena SWAN Charter Mark.	Staff Equality networks EDU supported by Marketing Team	By April 2016	A successful event held which was well-attended and used as vehicle to promote equality including gender equality

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
5.4	Launch the Gender Seminar Series at the Diversity Festival	UoB launched the Gender Seminar Series at International Women's Day 2015 to run bi-monthly and link activities to the Gender Forum. Speakers have included: • CEO of the Bradford Media Museum; • Newly appointed female anniversary chairs (FoML), • Dean of Faculty of Social Sciences presenting her research on transgender; • Professor from Engineering and Informatics and • A student sabbatical officer. Ginnie Willis, Leadership Foundation, gave a presentation about the Aurora programme to 30 staff in June 2015. There has been a range female speakers at our Diversity Challenge Seminars and at the Science Festival during 2015.	Increase the no. of women speakers in the Gender Seminar Series and publicise.	EDU/ Gender Forum	By end 2018	Number of women speaker increased to <i>at least</i> six per annum
5.5	Celebrate our women role models through a gallery of women professors and senior women staff	The FoEI marked Women in Engineering week 2015 with a gallery/profile of their women academics and students. It was promoted on their web-pages and through newsletters.	The University will expand upon this initiative and develop a gallery of all women professors and senior professional women as role models for other staff and students. To be launched at the Diversity Festival in April 2016.	EDU and Marketing Team	By April 2016	A permanent display of posters produced for use at events and an electronic version on the intranet.

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
6. Work-life balance and managing career breaks						
6.1	Improve awareness and monitoring of flexible working policy and its take-up	HRServiceNow pages have information about family friendly policies which include information on new legislative provisions.	Improve awareness and monitoring of the flexible working policy and its take up by: Provide a factsheet for managers to ensure they are up-to-date with changes to legislation. Promote flexible working at various events such as Wellbeing Day, Diversity Festival and on the Intranet	Line Manager and HR	By September 2016	Factsheet produced for managers and flexible working discussed at one to one's and PDR Checks show that flexible working has been covered at various events. Report confirming this sent to SAT.
6.2	Ensure equitable and consistent practice regarding flexible working	Formal arrangements, such as job-share, compressed hours etc are recorded by HR but local arrangements are likely to be recorded. They can include late starts or early finishes. 67% of staff (72% women and 57% men) responded positively to the statement "the university provides good support to help me balance my work and personal commitments"	All applications for formal flexible arrangements to be submitted and assessed using consistent criteria to ensure that bias or inconsistent practice is not introduced.	Line Manager and HR	By September 2016	2016 staff survey outcomes indicate a raised awareness and satisfaction with flexible working – particularly among male staff
			Monitor take-up of informal arrangements that are often used to accommodate dependent care. Conduct this via a pulse survey to determine if men and women are equally accessing such arrangements.			Pulse survey run and results presented to SAT. Further work recommended if appropriate (e.g. if there are clear gender differences, difference between faculties)
			Allow flexibility for more informal or temporary/ad hoc arrangements.			Guidance produced and circulated to Schools
6.3	Monitor take up and experience of Keep in Touch Days	The facility to have paid 'keep in touch' (KIT) days has been available for many years. However take up is not consistent and satisfaction with the facility is unknown.	Monitor the use and satisfaction of this facility among staff on maternity, shared parental and adoption leave to determine satisfaction and suggested improvements.	Line Managers	By 2018	80% of staff that have made use of the KIT days (in 2018) are satisfied with arrangements

No	Objective	Action already taken and current position	Further action planned	Responsibility	Timescale	Success measures/targets
6.4	Consider new initiatives to support returning staff	This is a new initiative. SMT approved.	Pilot an initiative to support staff returning from a career break with a PhD student to accelerate their research	PVC Research and Knowledge Transfer	By end 2018	Two academics are chosen as part of the pilot and their feedback provided
6.5	Track experience of a maternity returner to inform policy	This is a new initiative. SMT approved.	Track the support provided to an academic returner from maternity. Feedback will be collected and shared with SAT for comment	HR and Professor of Diversity	During 2016/17	Provide a case study of the maternity returners experience to inform policy development
6.6	Family friendly meeting times	Currently the UoB hours of work are 9:00am to 5:00pm with majority of key meetings, such as committees, between the core business hours of 10:00am and 4:00pm. However, it is not possible to timetable all core business into these hours for a range of reasons incl. when lay members are available.	The Academic calendar will be produced on a three year cycle to allow staff enough opportunity to plan caring responsibilities well in advance. It will also take into account religious festivals and holy days (including Eid).	Performance, Legal and Governance Directorate	By December 2015	The calendar to run from December 2015 to 2018. The cycle will run continuously over three consecutive years. Calendar completed
6.7	Monitor feedback from staff wellbeing initiatives	Sustain is UoB's one stop shop for health and wellbeing. It brings together information and support services for staff. Including on-site sports centre; eye and physiotherapy clinics, breast feeding facilities etc. Sustain has its own webpage on the HRServiceNow pages. There is Wellbeing Steering Group and Wellbeing Champions. 2015 has seen two Wellbeing events and spin off activities. They were well attended	We will monitor use and satisfaction with facilities through various surveys and evaluation forms.	Wellbeing Steering Group	By April 2018	At least 75% of staff report being well informed about the full range of services and satisfied with those they use