





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

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

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

Name of institution	Bournemouth University
Date of application	30 November 2018
Award Level	Bronze (post-2015 charter)
Date joined Athena SWAN	2012
Current award	Date: 2015 (pre-2015 charter) Level: Bronze
Contact for application	Julie Northam
Email	jnortham@bournemouth.ac.uk
Telephone	01202 961208

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

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

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

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

28 November 2018

Equality Charters Manager
Equality Challenge Unit
7th floor, Queens House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ

Dear Sir, Madam,

You could look at the press and be pessimistic about the position of women in our society. Not enough has changed. Stories about sexual harassment, sexual discrimination and the gender pay gap suggest that there is far more to do, not just to address the most serious issues of illegal conduct and discrimination but also to deal with the underlying societal challenges that perpetuate inequality and encourage us to sometimes turn a blind eye to abuse.

But at BU we are incredibly positive that change is happening. A year ago, we consulted staff on the development of our new vision, values and strategic plan (BU2025). Staff told us that diversity and inclusivity are already important aspects of life at BU, and that they wanted us to include inclusivity as a core value. We are proud that inclusivity is now one of our BU2025 values, and that we have plans in place to ensure that we live that value in everything that we do.

Richard and I have each been involved with BU over a period of more than 30 years and have seen the change at BU over that time. Having had 5 daughters between us in that period, we are both personally passionately committed to ensuring that BU benefits from the talent of all, and to addressing gender inequality in all aspects of BU's work. We are determined to ensure that BU takes steps to address issues that hold women back, and to deal with inequalities and cultural challenges - including those that we acknowledge in this application. Inclusivity is not solely about women, and we acknowledge the intersection of gender with other issues and the discrimination often faced by trans people.

Athena SWAN is an important tool to help us achieve our strategic plan. We are delighted that one of our Academic Departments has recently achieved an Athena SWAN bronze award – and we intend that more Departments will follow. This programme demonstrates our commitment to implementing the aims of Athena SWAN across BU.

Since our first Bronze award in 2015, we have made progress in a number of areas:

- The number and proportion of women in senior positions has increased. In particular, the number of female professors increased from 30% to 36%. This is 50% more than sector average.
- We have created a supporting framework of policies and procedures to support fairer and more transparent working practices.
- We have significantly increased maternity/adoption and paternity benefits and pay.

As this application reflects, there are three main areas that we need to focus on over the next four years – ensuring our policies are implemented consistently and effectively, embedding the Athena SWAN Charter at a local level across BU, and increased leadership and engagement with Athena SWAN. As VC and CEO I will personally continue to drive forwards the delivery of the action plan and ensure that the university leadership team stay focused on the priority areas and funding is at the required level.

We have increased our investment in our work on Athena SWAN. In our new strategic plan, we have set out a purpose for BU, to inspire learning, advance knowledge and enrich society. We will enrich society through the impact of education and research, and engagement with industry, business and professional practice. We also strongly believe that we can enrich society by inspiring, engaging and supporting our staff to learn and develop, by addressing gaps and challenges in our own practice at BU and by taking positive steps to deliver on our values.

Our application sets out the progress we have made and the steps we are taking. We believe that the information presented in the application (including qualitative and quantitative data is an honest, accurate and true representation of BU. We accept that we have more to do, and with the full support of the Board and the University Leadership Team, we are determined to deliver on our commitment in BU2025 to a diverse and inclusive environment that enables achievement for all.

Yours sincerely,



Professor John Vinney
Vice-Chancellor



Professor Richard Conder
Chair of the Board

List of acronyms used in the application	
ACF	Academic Career Framework
ACM	Academic Career Matrix
AFCB	Athletic Football Club Bournemouth
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
ALP	Academic Leadership Programme
ASSG	Athena SWAN Steering Group
BRC	Bournemouth Research Chronicle
BME	Black and minority ethnic
BU	Bournemouth University
BU2025	Name of Bournemouth University's strategic plan, 2018-25
CEL	Centre for Excellence and Learning
COO	Chief Operating Officer
CPD	Continuing Professional Development
CROS	Careers in Research Online Survey
E&D	Equality and diversity
EAP	Employee Assistance Service
ECR	Early Career Researcher
ECU	Equality Challenge Unit
ED	Executive Dean
EDSG	Equality and Diversity Steering Group
EHRC	Equality and Human Rights Commission
EPRWG	Equal Pay Review Working Group
F	Female
F&P	Finance and Performance
FAQs	Frequently asked questions
FMC	Faculty of Media & Communication
FoM	Faculty of Management
FST	Faculty of Science and Technology
FTC	Fixed-term contract
FTE	Full-Time Equivalent
HESA	Higher Education Statistics Agency
HoDs	Heads of Department
HR	Human Resources
HR&OD	Human Resources and Organisational Development
HSS	Faculty of Health & Social Sciences
IPPPM	Independent Pay/Promotion Panel Member
IT	IT Services
KE	Knowledge Exchange
M	Male
M&C	Marketing and Communications
NC	Nominations Committee

List of acronyms used in the application	
NCCPE	National Coordinating Centre for Public Engagement
OD	Organisational Development
OVC	Office for the Vice-Chancellor
PCS	Parents and Carers Survey
PER	Public engagement with research
PIRLS	Principal Investigators and Research Leaders Survey
PMP	Performance Management Policy
PPDP	Personal and Professional Development Plan
PSS	Professional and Support Staff
PTHP	Part-time hourly paid (contract)
QR	Quality-related Research funding (recurrent grant funding from Research England)
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RKEDF	Research and Knowledge Exchange Development Framework
RKEO	Research and Knowledge Exchange Office
SAT	Self-Assessment Team
SIA	Strategic Investment Areas
SMP	Statutory maternity pay
STEMM	Science, Technology, Engineering, Mathematics and Medicine
SUBU	Student's Union Bournemouth University
UET	University Executive Team
ULT	University Leadership Team
UOA	Unit of Assessment
VC	Vice-Chancellor
WAN	Women's Academic Network
WISE	Women in Science and Engineering

Data context

Category	Narrative
Presentation of data	Percentages have been rounded up (nearest 1%) for ease of presentation and may not total exactly 100%.
Reporting period	The staff headcount data covers four academic years: 2014/15, 2015/16, 2016/17 and 2017/18. The census date is 31 July of each academic year.
Definition of academic and professional support staff	For the purpose of the submission BU is using the HESA definition of academic staff.
Staff benchmarking data	Based on HESA cost centres.

Job categories and grades

Academic job categories	Grades	National Single Spine
UET, Executive Dean	UET / ED	-
Deputy Dean, Professor, Established Chair	11,12	52-65
Associate Professor, Associate Dean, Senior Academic, Reader	10	49-57
Principal Academic	9	44-51
Senior Lecturer	8	37-43
Lecturer	7	31-39
Associate Lecturer, Tutor, Researcher	6	26-34
Demonstrator	5	21-29
Research Assistant	4	15-22
GP Educationalist	NHS Terms and Conditions	NHS Terms and Conditions
Professional and Support job categories	Grades	National Single Spine
Senior Management / Professional role	9+	44-65
Specialist role	5-8	21-46
Administrative role	1-4	4-22
Technical / manual role	1-4	4-22

2. DESCRIPTION OF THE INSTITUTION

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

Please provide a brief description of the institution, including any relevant contextual information. This should include:

(i) information on where the institution is in the Athena SWAN process

Bournemouth University (BU) committed to the SWAN Charter in 2012, achieving a Bronze Award in 2015. In 2015 we committed to the expanded Charter, welcoming the broader, more inclusive remit. We supported six departments to prepare for awards – one was successful. Whilst we were disappointed with the unsuccessful applications, our reflection on the constructive feedback enabled significant learning, placing us in a stronger position to address barriers to gender equality. This is reflected in Media Production's Bronze Award (2018). We are supporting all five departments, plus a new one, to resubmit applications. There is a Board-approved commitment and embedded KPI for all departments achieve SWAN awards by 2025.

Self-assessment indicated we have sound policies providing the supporting framework for fairer and more transparent working practices. There remains some inconsistency in how these policies are implemented, occasionally resulting in a mixed experience for staff/students. This is partly due to how SWAN has been centrally driven at BU; this was necessary for establishing the supporting framework and creating initial momentum. The focus is moving to local implementation, embedding the Charter in faculties/services. Leadership and engagement are critical to success. These three interlinked overarching themes – policy implementation, embedding in faculties/services, leadership and engagement – run throughout our submission and determine the next stage of our SWAN journey.

Action 1: Support at least three departments to submit each year (renewing or submitting at a higher level when required) until all have awards by our target date of 2025.

Action 2: Lead a workshop with each department (not already working on SWAN) in 2019-2020 to discuss departmental data, agree a plan of action and encourage work to start on departmental applications.

Table 1: Progress with departments actively working for SWAN Awards

Department	Progress
Media Production	Bronze SWAN Award achieved 2018
Psychology	Resubmission for a Bronze SWAN Award – November 2018
Life and Environmental Sciences	Resubmission for a Bronze SWAN Award – November 2018
Archaeology, Anthropology and Forensic Science	Resubmission for a Bronze SWAN Award – April 2019
Faculty of Health and Social Sciences	Resubmission for a Bronze SWAN Award – aim for 2020
Computing and Informatics	Resubmission for a Bronze SWAN Award – November 2019
Design and Engineering	Early stage planning for a Bronze submission in 2020

- (ii) information on its teaching and its research focus**
- (iii) the number of staff. Present data for academic and professional and support staff separately**
- (iv) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately**
- (v) the total number of departments and total number of students**

We are a multidisciplinary post-1992 institution with 20 departments organised into four faculties and 15 professional services. We have 1,784 staff (54% F) – 856 academics (48% F, UK benchmark 46% F), 928 professional and support staff (PSS) (62% F, UK benchmark 63%). Investment in new posts increased academic headcount by 136 between 2014/15 and 2017/18 during which time the proportion of women remained constant (48%).

The number of female senior academics (G9+) increased by 34% (68 in 2014/15 to 91 in 2017/18) due to improvements in promotion and recruitment processes, leadership development, etc. Our Academic Career Framework (ACF), launched in 2014 and linked to our SWAN action plan, recognises achievements across the academic portfolio, creating a mechanism for extending chances for promotion. This is evident in the narrowing of the gender gap at different levels of job role, although there remains a disparity (discussed in Section 4.1 (ii)).

Table 2: Headcount of staff in FoM by grade and gender 2014/15-2017/18: indicating the proportion of senior (G9+) academic posts held by women has increased from 23% in 2014/15 to 37% in 2017/18

Headcount	2014/15		2015/16		2016/17		2017/18		2014/15	2015/16	2016/17	2017/18
Grade	Academic		Academic		Academic		Academic		F%			
	F	M	F	M	F	M	F	M				
UET/ED												
11, 12		6	7	12	7	12	8	12	33	37	37	67
10		7	8	13	8	13	6	9	13	38	38	50
9				7		7	5	10	25	36	36	33
8	17	21	26	38	26	38	29	32	45	41	41	48
7	9	7	24	17	24	17	29	26	56	59	59	53
6	6							5	75	33	33	44
5									60	50	50	25
4									100	100	100	67
Total	43	49	75	93	75	93	86	100	47	45	45	46
Professional and Support Staff												
Grade	F	M	F	M	F	M	F	M	%F			
9+										33	33	33
5 to 8	10		23	7	23	7	23		85	83	77	77
1 to 4	12		24		24	3	16		84	80	89	89
Total	23	7	48	12	48	12	39	9	81	77	80	80
Academic & Professional and Support Staff												
	F	M	F	M	F	M	F	M	2014/15	2015/16	2016/17	2017/18
FoM Total	66	56	123	105	123	105	125	109	54	54	54	53

Table 3: Headcount of staff in FMC by grade and gender 2014/15-2017/18: indicating the proportion of senior (G9+) academic posts held by women has increased from 26% in 2014/15 to 32% in 2017/18

Headcount	2014/15		2015/16		2016/17		2017/18		2014/15	2015/16	2016/17	2017/18
Grade	Academic		Academic		Academic		Academic		F%			
	F	M	F	M	F	M	F	M				
UET / ED												
11, 12		12		13		13	5	15	8	24	24	25
10	7	8	8	12	8	12	5	12	47	40	40	33
9		8		10		10	11	17	20	29	29	39
8	27	39	28	45	28	45	28	36	41	38	38	44
7	22	19	27	15	27	15	37	32	54	64	64	54
6	5	9	7	7	7	7	6		36	50	50	67
5		15		16		16		17	17	16	16	11
4												
Total	67	111	81	120	81	120	94	132	38	40	40	42
Professional and Support Staff												
Grade	F	M	F	M	F	M	F	M	%F			
9+									33	33	33	33
5 to 8	12	5	12	5	12	5	13		71	71	71	76
1 to 4	19	15	17	18	17	18	16	16	56	49	49	50
Total	32	22	30	25	30	25	30	22	60	55	55	58
Academic & Professional and Support Staff												
	F	M	F	M	F	M	F	M	2014/15	2015/16	2016/17	2017/18
FMC Total	99	133	111	145	111	145	124	154	43	43	43	45

Table 4: Headcount of staff in HSS by grade and gender 2014/15-2017/18: indicating the proportion of senior (G9+) academic posts held by women has decreased from 72% in 2014/15 to 54% in 2017/18 (note men are under-represented in this faculty as a whole)

Headcount	2014/15		2015/16		2016/17		2017/18		2014/15	2015/16	2016/17	2017/18
Grade	Academic		Academic		Academic		Academic		F%			
	F	M	F	M	F	M	F	M				
UET / ED									10			
11, 12	8	6	7	7	9	7	9	8	57	50	56	53
10	10		10	5	8	6	5	5	77	67	57	50
9	7		7		10		8	5	88	78	77	62
8	47	15	46	14	43	13	41	10	76	77	77	80
7	34	6	33	8	40	12	49	14	85	80	77	78
6	9		10		5		6		90	71	56	60
5	6		5		6		7		75	83	86	88
4									100	100	100	67
NHS		8		6	9	7	8	7	33	40	56	53
Total	129	42	123	48	133	54	135	56	75	72	71	71
Grade	Professional and Support Staff		Professional and Support Staff		Professional and Support Staff		Professional and Support Staff		%F			
	F	M	F	M	F	M	F	M				
9+									100	50	100	100
5 to 8	17		16		16	6	19	5	81	89	73	76
1 to 4	42		45	6	33	8	28	5	91	88	80	85
Total	60	8	62	9	50	14	48	10	88	87	78	82
Grade	Academic & Professional and Support Staff		Academic & Professional and Support Staff		Academic & Professional and Support Staff		Academic & Professional and Support Staff		%F			
	F	M	F	M	F	M	F	M	2014/15	2015/16	2016/17	2017/18
HSS Total	189	50	185	57	183	68	183	66	79	76	73	73

Table 5: Headcount of staff in FST by grade and gender 2014/15-2017/18: indicating the proportion of senior (G9+) academic posts held by women has increased from 22% in 2014/15 to 29% in 2017/18

Headcount	2014/15		2015/16		2016/17		2017/18		2014/15	2015/16	2016/17	2017/18
Grade	Academic		Academic		Academic		Academic		F%			
	F	M	F	M	F	M	F	M				
UET / ED									100	100	100	
11, 12		17	7	18	7	18	9	21	15	28	28	30
10	7	13		15		15	6	16	35	21	21	27
9		13	6	16	6	16	7	17	7	27	27	29
8	20	36	15	37	15	37	16	39	36	29	29	29
7	13	19	17	24	17	24	20	25	41	41	41	44
6		8	6	6	6	6	10	12	27	50	50	45
5	9	9	10	10	10	10	8	15	50	50	50	35
4									100			75
Total	58	115	66	127	66	127	79	147	34	34	34	35
Grade	Professional and Support Staff		Professional and Support Staff		Professional and Support Staff		Professional and Support Staff		%F			
	F	M	F	M	F	M	F	M				
9+									50	50	50	50
5 to 8	10	14	12	15	12	15	13	14	42	44	44	48
1 to 4	10	18	12	16	12	16	11	14	36	43	43	44
Total	21	33	25	32	25	32	25	29	39	44	44	46
Grade	Academic & Professional and Support Staff		Academic & Professional and Support Staff		Academic & Professional and Support Staff		Academic & Professional and Support Staff		%F			
	F	M	F	M	F	M	F	M	2014/15	2015/16	2016/17	2017/18
FST Total	79	148	91	159	91	159	104	176	35	36	36	37

Table 6: Headcount of staff in Professional Services by gender 2014/15-2017/18: indicating the proportion of posts held by women decreased from 60% in 2014/15 to 58% to 2017/18

Professional Services	2014/15		2015/16		2016/17		2017/18		2014/15	2015/16	2016/17	2017/18
	F	M	F	M	F	M	F	M	%F	%F	%F	%F
Academic Services	67	36	62	36	73	38	67	35	65	63	66	66
Estates	19	50	22	53	18	53	22	54	28	29	25	29
Finance and Performance	32	10	31	11	32	12	33	12	76	74	73	73
Human Resources and Organisational Development	32	12	39	10	44	9	43	9	73	80	83	83
IT Services	22	74	22	75	24	77	23	86	23	23	24	21
Marketing and Communications	71	23	64	24	68	27	64	25	76	73	72	72
Office of the Vice Chancellor	46	18	54	19	53	23	58	37	72	74	70	61
Research and Knowledge Exchange	29	10	29	7	28	6	30	9	■	81	82	77
Student Services	83	31	83	26	93	30	78	31	73	76	76	72
Total	401	264	406	261	433	275	418	298	60	61	61	58

We have 18,214 students (55% F, UK benchmark 57%) – 14,970 undergraduates (55% F, UK benchmark 56% F), 2,594 taught postgraduates (68% F, UK benchmark 62%), 650 research postgraduates (52% F, UK benchmark 50% F). The overall proportion of female students reduced slightly (56% in 2014/15 to 55% in 2017/18), likely to be to the decrease in part-time students.

Table 7: Headcount of students in FoM departments by year, 2014/15-2017/18: indicating the proportion of female students decreased from 49% in 2014/15 to 45% in 2017/18

Department	F	M	%F
2014/15			
Accounting, Finance & Economics	265	523	34
Events & Leisure	538	113	83
Leadership, Strategy & Organisations	505	693	42
Marketing	122	50	71
Sport & Physical Activity	126	528	19
Tourism & Hospitality	439	191	70
Other	64	64	50
Total	2059	2162	49
2015/16			
Accounting, Finance & Economics	252	547	32
Events & Leisure	549	108	84
Leadership, Strategy & Organisations	541	746	42
Marketing	94	45	68
Sport & Physical Activity	148	606	20
Tourism & Hospitality	424	193	69
Other	60	57	51
Total	2068	2302	47
2016/17			
Accounting, Finance & Economics	229	607	27
Events & Leisure	579	87	87
Leadership, Strategy & Organisations	594	839	41
Marketing	243	190	56
Sport & Physical Activity	172	737	19

Tourism & Hospitality	472	198	70
Other	62	54	53
Total	2351	2712	46
2017/18			
Accounting, Finance & Economics	249	600	29
Events & Leisure	540	88	86
Leadership, Strategy & Organisations	580	897	39
Marketing	284	208	58
Sport & Physical Activity	164	757	18
Tourism & Hospitality	448	192	70
Other	71	70	50
Total	2336	2812	45

Table 8: Headcount of students in FMC departments by year, 2014/15-2017/18: indicating the proportion of female students remained relatively static from 57% in 2014/15 to 56% in 2017/18

Department	F	M	Other	No response	%F
2014/15					
Computer Animation	191	236	■	■	45
Corporate & Marketing Communications	595	281	■	■	68
Journalism, English & Communication	501	188	■	■	73
Law	285	160	■	■	64
Media Production	407	584	■	■	41
Other	128	159	■	■	45
Total	2107	1608	■	■	57
2015/16					
Computer Animation	209	229	■	■	48
Corporate & Marketing Communications	529	286	■	■	65
Journalism, English & Communication	575	214	■	■	73
Law	297	157	■	■	65
Media Production	452	600	■	■	43
Other	206	217	■	■	49
Total	2268	1703	■	■	57
2016/17					
Computer Animation	233	224	■	■	51
Corporate & Marketing Communications	479	280	■	■	63
Journalism, English & Communication	601	252	■	■	70
Law	358	229	■	■	61
Media Production	542	687	■	■	44
Other	85	101	■	■	46
Total	2298	1773	■	■	56

2017/18					
Computer Animation	201	192	6	■	50
Corporate & Marketing Communications	421	262	■	■	62
Journalism, English & Communication	614	253	■	■	71
Law	341	222	■	■	60
Media Production	570	725	■	■	44
Other	112	126	■	■	47
Total	2259	1780	8	■	56

Table 9: Headcount of students in HSS departments by year, 2014/15-2017/18: indicating the proportion of female students increased from 79% in 2014/15 to 83% in 2017/18

Department	F	M	Other	No response	%F
2014/15					
Human Sciences & Public Health	867	482	■	■	64
Nursing & Clinical Sciences	1469	208	■	■	87
Social Sciences & Social Work	943	187	■	■	83
Other	63	18	■	■	78
Total	3342	895	■	■	79
2015/16					
Human Sciences & Public Health	881	468	■	■	65
Nursing & Clinical Sciences	1778	258	■	■	87
Social Sciences & Social Work	1162	240	■	■	83
Other	75	16	■	■	82
Total	3896	982	■	■	80
2016/17					
Human Sciences and Public Health	1109	539	■	■	67
Nursing & Clinical Sciences	2473	376	■	■	87
Social Sciences & Social Work	804	164	■	■	83
Other	82	19	■	■	81
Total	4468	1098	■	■	80
2017/18					
Human Sciences & Public Health	868	323	■	■	73
Nursing & Clinical Sciences	2115	303	■	■	87
Social Sciences & Social Work	626	129	■	■	83
Other	84	20	■	■	81
Total	3693	775	■	■	83

Table 10: Headcount of students in FST departments by year, 2014/15-2017/18: indicating the proportion of female students increased from 36% in 2014/15 to 39% in 2017/18

FST	F	M	Other	No response	%F
2014/15					
Archaeology, Anthropology & Forensic Science	305	194	■	■	61
Computing & Informatics	100	688	■	■	13
Creative Technology	14	413	■	■	■
Design & Engineering	125	549	■	■	19
Life & Environmental Sciences	197	176	■	■	53
Psychology	497	132	■	■	79
Other	75	134	■	■	36
Total	1313	2286	■	■	36
2015/16					
Archaeology, Anthropology & Forensic Science	333	181	■	■	65
Computing & Informatics	119	756	■	■	14
Creative Technology	14	458	■	■	■
Design & Engineering	115	575	■	■	17
Life and Environmental Sciences	221	188	■	■	54
Psychology	588	127	■	■	82
Other	92	100	■	■	48
Total	1482	2385	■	■	38
2016/17					
Archaeology, Anthropology & Forensic Science	395	181	■	■	68
Computing & Informatics	141	964	■	■	13
Creative Technology	18	477	■	■	■
Design & Engineering	119	553	■	■	18
Life & Environmental Sciences	243	213	■	■	53
Psychology	678	151	■	■	82
Other	118	139	■	■	46
Total	1712	2678	■	■	39
2017/18					
Archaeology, Anthropology & Forensic Science	399	175	■	■	69
Computing & Informatics	138	994	■	■	12
Creative Technology	30	446	■	■	6
Design & Engineering	125	627	■	■	17
Life & Environmental Sciences	268	207	■	■	56
Psychology	717	169	■	■	81
Other	113	131	■	■	46
Total	1790	2749	■	■	39

A key component of our new BU2025 strategy is Fusion. Fusion is how we bring together research, education and professional practice to create something that is greater than the

sum of its parts. Fusion means almost all academic staff (88%) are employed on 'teaching and research' contracts with standard job descriptions and the opportunity to undertake teaching and research. Fusion has been the driving force for our Academic Career Framework (ACF) and Academic Leadership Programme (ALP), both influenced by SWAN and acting as enablers of equality and inclusivity. This has benefited all BU staff, particularly female academics.

Inclusivity is one of four values underpinning BU2025, with Board-approved KPIs for gender equality. This value is evident in our research, for example, in 2018 we launched the Centre for Seldom Heard Voices, led by Professor Fenge (F).

Table 11: Board-approved institutional KPIs to monitor SWAN and gender (introduced in 2018)

KPI	Target	Reporting schedule (to Board)
Number of departments considering/applying/achieved a SWAN Award	Aim for all departments to have at least a Bronze Award by 2025	Quarterly
Gender: proportion of senior staff vs staff demographic	37% / 54% (should be similar)	Quarterly
Gender pay gap	16% target of 0%	Annually
Student access - offer rate (gender)	The average offer rate should match the actual offer rate by gender	Annually

We have four strategic investment areas (SIAs) (34% F) to drive research activity which are being developed during 2018/19 to generate positive changes to staffing such as investment in new academic posts; this will provide opportunities to expand the diversity of talent and to support the growth of a more diverse portfolio of academic leaders. Two SIAs (50%) are led by women, demonstrating the actions we have progressed around promotion, recruitment and career development are making a positive difference.

Action 3: Ensure the future growth and development of the SIAs enshrines good practice with regards to equality and diversity, increasing the diversity of the membership. We are aiming for 50% F membership by summer 2020.

Table 12: Faculties and departments (by AHSSBL and STEMM) and Professional Services

Faculty	AHSSBL	STEMM	AHSSBL/STEMM
FST		<ul style="list-style-type: none"> • Life & Environmental Sciences • Archaeology, Anthropology & Forensic Science • Psychology • Creative Technology • Computing & Informatics 	<ul style="list-style-type: none"> • Design & Engineering
HSS		<ul style="list-style-type: none"> • Nursing & Clinical Sciences • Human Sciences & Public Health 	<ul style="list-style-type: none"> • Social Sciences & Social Work
FoM	<ul style="list-style-type: none"> • Accounting, Finance & Economics • Events & Leisure • Leadership, Strategy & Organisations • Marketing • Tourism and Hospitality 		<ul style="list-style-type: none"> • Sport & Physical Activity
FMC	<ul style="list-style-type: none"> • Corporate & Marketing Communications • Law • Journalism, English & Communication • Media Production 	<ul style="list-style-type: none"> • Computer Animation 	
Professional Services: <ul style="list-style-type: none"> • Academic Services • Centre for Excellence in Learning • Doctoral College • Estates • Finance and Performance • Fundraising and Alumni Relations • Human Resources • IT Services • Legal Services and Corporate Governance • Marketing and Communications • Office of the Vice Chancellor • Planning, Risk, Intel, Management and Enhancement • Programme Management Office • Research and Knowledge Exchange Office • Student Services 			

Word count for Section 1 and 2: 1,358

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words| Silver: 1000 words

Describe the self-assessment process. This should include:






(i) a description of the self-assessment team

SAT membership ensures interested/experienced colleagues can join whilst ensuring representation from all faculties/relevant services (21 members, 62% F). Nine members were involved in previous submissions to ensure consistency and sustainability. A new Chair was welcomed in 2017/18. We thank the former Chair (Professor Zhang, F) and Deputy Chair (Professor Maggs, F) and members for their valued contributions.

Each faculty has an academic representative, appointed through an open self-nominations process. These roles provide a structure for embedding the Charter locally by ensuring a two-way communications link. They help the SAT provide effective support to departments.

Membership aims to ensure diversity in background/experience; gender representation; participation from all levels, STEMM/AHSSBL, academic/PSS; subject expertise; representation from university committees/groups. Many of us are juggling our own work-life balance. There is significant energy and commitment to work together to embed the Charter.

Table 13: Self-Assessment Team members

	SAT Member	Gender	Job Title and role on SAT
	Julie Northam	F	Head of RKEO Chair of SAT Deputy Chair of ASSG
	Dr James Palfreman-Kay	M	Equality and Diversity Adviser, OD Deputy Chair of SAT
	Dr Chris Pullen	M	Principal Academic In Media Theory, FMC
	Prof Edwin van Teijlingen	M	Professor of Reproductive Health, HSS; REF UOA Leader
	Frances Hawkhead	F	Lecturer, FMC WAN co-convenor and representative
	Ian Jones	M	Head of Regional Community Partnerships, OVC

	SAT Member	Gender	Job Title and role on SAT
	Jo Garrad	F	Funding Development Manager, RKEO
	Dr Lois Farquharson	F	Deputy Dean - Education & Professional Practice, FoM
	Lorraine Brown	F	Associate Professor, FoM WAN co-convenor SWAN academic rep (FoM)
	Matthew Tongue	M	Democracy and equality coordinator, SUBU
	Melissa Stubbs-Bladen	F	Equality and Diversity Administrator, OD Clerk – ASSG and SAT
	Dr Peri Bradley	F	Senior Lecturer, FMC Involved in Media Production departmental SAT Faculty SWAN academic rep (deputy) (FMC)
	Dr Phillipa Gillingham	F	Principal Academic, FST Departmental SWAN lead – Life and Environmental Sciences
	Prof Richard Stillman	M	HoD - Life and Environmental Sciences, FST
	Prof Sam Porter	M	HoD - Social Work and Social Sciences, HSS
	Prof Sara Crabtree	F	Professor, HSS WAN co-convenor Faculty SWAN academic rep (HSS)






	SAT Member	Gender	Job Title and role on SAT
	Dr Sarah Hodge	F	Lecturer, FST Faculty SWAN academic rep (FST)
	Dr Sean Beer	M	Senior Lecturer, FoM; Chair of Research Ethics Panel
	Prof Sine McDougall	F	Professor of Psychology, FST Departmental SWAN lead – Psychology
	Dr Sue Sudbury	F	Principal Academic in Media Production, FMC Involved in the Media Production departmental SAT Faculty SWAN academic rep (FMC)
	Vicky Clarke	F	Human Resources Manager, HR

Table 14: Composition diagram of collective experience of SAT members

SAT Members' Experience	No.	%
Member of a racial, ethnic and cultural minority	■	14%
Not British	■	5%
Children under 16	9	43%
Other caring responsibilities	6	29%
Been in a dual-career relationship	12	57%
Is a single parent	■	5%
Worked part-time	5	24%
Taken maternity/paternity leave	6	29%
Conducted research in the area of Equality and Diversity	7	33%
Involved in organizations with a significant activity profile around Equality and Diversity	5	24%
Experience as a member of a promotions committee	5	24%
Member of university committee/s	13	62%
Not applicable	■	19%

(ii) an account of the self-assessment process

The SAT met every 2-3 months to prepare the initial submission and implement the action plan. During 2018 it met every c.6 weeks to undertake the more intensive self-assessment and future action planning required for this submission.

Meetings are themed and focus on identifying potential barriers to career progression for women. We scrutinise datasets, reflect trends, evaluate impact, and identify further actions.

SWAN/SAT are supported by the E&D Adviser (1FTE) and Administrator (0.5FTE); the latter was created in response to our 2015 panel feedback. Our annual SWAN budget increased from £6K to £20K, plus £10K for WAN and considerable staff time, as per our previous action plan.

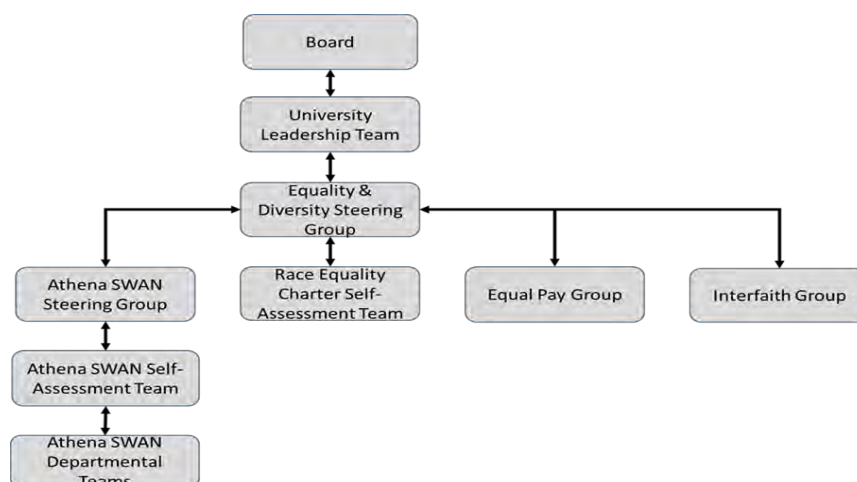
In 2017 the SAT didn't meet for six months due to staff changes, although actions continued to be addressed and implemented. A new Chair led her first SAT in January 2018. We reviewed the action plan and identified new actions based on reflection on progress. It was challenging to get the pace going again but we did so with renewed vigour.

An Athena SWAN Steering Group (ASSG), led by UET/ULT representatives, meets bimonthly to:

- provide strategic leadership for gender equality
- accelerate/deepen culture change

It is smaller than the SAT (8 members, 63% F) which enables the SAT to remain large, making recommendations to ASSG regarding priorities and actions. ASSG has raised the profile of gender equality across BU and ensures actions are implemented. ASSG and the SAT working together is an improvement on our previous approach as the original SAT wasn't able to give equal consideration to the submission and the wider discussion of gender equality, nor did it always have sufficient authority to influence.

Figure 2: How the ASSG and SAT fit into the BU governance structure



SWAN is regularly communicated across BU, for example, via our SWAN newsletter. To provide staff with opportunities to inform the self-assessment, we organised focus groups but uptake was low. The SAT considered alternatives, agreeing instead to run a survey. This was promoted by the Vice-Chancellor (VC), open to all staff and ran from July-September 2018.

Table 15: Data sources contributing the analysis by the SAT

Survey	Year survey closed	Response rate
Parents and Carers Survey (PCS)	2016	59 responses / unsure of target population
Principal Investigators and Research Leaders Survey (PIRLS)	2017	29% 62 responses / 215 population
BU Staff Survey	2017	72% 1,252 responses / 1,730 population
BU SWAN Survey	2018	26% 455 responses / 1,761 population

Survey data informed reflection on progress, future action planning and priorities. An issue arising frequently was a potential disconnect between policy and practice in some areas. We were aware of this and were already addressing it through new processes for communicating and implementing policies (Section 5.4(ii)) and leadership development (Section 5.2(i)). This remains central to our plan as it presents a barrier to embedding the Charter.

Our 2015-18 action plan helped improve datasets considerably. A SWAN data schedule is in place. The self-assessment process identified further work required to strengthen the robustness of the evaluation of actions.

Action 4: Update and fully embed the SWAN data calendar in all faculties/services to ensure datasets at institution and department level are readily available whilst taking into account concerns around data protection, anonymity of individuals, etc.

Action 5: Improve the robustness of the impact evaluation of our actions with immediate effect; this includes formal evaluation of development workshops and events¹.

In 2018 two SAT members visited Aarhus University to source information on the EU-funded project Evaluation Framework for Promoting Gender Equality in R&I. This was fruitful, developing connections with leading gender equality researchers and providing examples of helpful policies and practices. Feedback was discussed at the SAT and used to inform reflection on progress and future actions such as gender-neutral recruitment.

Drafting the submission was a collaborative effort. Sections were discussed at SAT meetings and we worked iteratively on the submission. It was reviewed by the Head of OD and Associate Director of HR, as well as an external reviewer (Professor Averil MacDonald,

¹ E&D events are evaluated and findings are presented as part of the annual report on activity.

University of Reading). It was approved by the Chief Operating Officer (COO), VC and Chair of the Board.

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

ASSG/SAT structure helped accelerate the pace of change. Both will be retained throughout 2019, meeting bimonthly to maintain momentum. UET/ULT representation will be maintained to ensure continued strategic leadership. We will seek greater engagement with the SAT from students and PSS staff to support the local embedding of SWAN.

Action 6: Review the SAT and ASSG structure, membership, succession planning and working methods in December 2019 to ensure this is effective in monitoring and delivering the 2018-22 action plan and embedding SWAN in faculties/services.

Action 7: Establish an ongoing development budget (c.£5K per annum) from 2019 for SAT/ASSG members to attend external conferences and events and share good practice across the University.

Departmental SWAN work is included in the workload model (from our 2015-18 action plan). The SAT is providing a more support to departments, particularly to get them started; this is our priority. The SAT oversees departmental action plans, supporting implementation and ensuring alignment between institutional and departmental progress. Once most of our STEMM departments have silver awards, we will apply for an institutional Silver Award.

Action 8: Start work on an institutional application for a Silver SWAN Award once the majority of STEMM departments have silver awards. We are aiming for 2022.

Word count for Section 3: 796

4. A PICTURE OF THE INSTITUTION

Recommended word count: Bronze: 2000 words| Silver: 3000 words

4.1. Academic and research staff data

(i) Academic and research staff by grade and gender

Look at the career pipeline across the whole institution and between STEM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

Table 16: Headcount of academic and research staff by grade and gender 2014-2018 – STEM departments: indicating the proportion of G11/12 posts that are occupied by women increased from 18% in 2014/15 to 33% in 2017/18. However, women are still far more numerous at lower levels than at higher levels, indicating there is still more work to do to gain a better balance.

STEMM	2014/15		2015/16		2016/17		2017/18		%F			
Grade	F	M	F	M	F	M	F	M	2014/15	2015/16	2016/17	2017/18
11, 12	■	18	10	18	11	21	12	24	18	36	34	33
10	11	16	9	15	12	18	9	17	41	38	40	35
9	6	15	9	19	11	24	11	26	29	32	31	30
8	59	50	53	51	54	51	50	46	54	51	51	52
7	45	27	48	33	55	37	66	36	63	59	60	65
6	9	12	12	11	10	12	17	13	43	50	45	57
5	16	12	16	14	19	15	16	16	57	52	56	50
4	■	■	■	■	■	■	■	■	100	■	33	80
NHS	■	9	■	6	9	7	8	7	25	40	56	53
Total	156	159	161	169	183	189	193	186	50	49	49	51

Table 17: Headcount of academic and research staff by grade and gender 2014-2018 – AHSSBL departments: indicating the proportion of G11/12 posts occupied by women remained relatively stable from 42% in 2014/15 to 41% in 2017/18. Women are at least 40% of staff at all levels (except G5), although the overall proportion of women has declined from 50% in 2014/15 to 46% in 2017/18.

AHSSBL	2014/15		2015/16		2016/17		2017/18		%F			
Grade	F	M	F	M	F	M	F	M	2014/15	2015/16	2016/17	2017/18
11, 12	13	18	10	15	11	15	12	17	42	40	42	41
10	17	17	15	17	10	17	10	15	50	47	37	40
9	6	12	8	13	12	14	16	20	33	38	46	44
8	61	62	44	65	49	62	47	55	50	40	44	46
7	43	33	41	25	49	41	57	50	57	62	54	53
6	11	8	7	5	7	5	■	5	58	58	58	44
5	■	12	■	11	■	11	■	13	21	27	27	13
4	5	■	■	■	■	■	■	■	100	100	67	100
Total	160	162	130	151	144	166	150	175	50	46	46	46

Table 18: Headcount of academic and research staff by grade and gender 2014-2018 – AHSSBL/STEMM combined departments: indicating the proportion of G11/12 posts occupied by women increased from 0% in 2014/15 to 23% in 2017/18. However, women are still far more numerous at most lower levels than at higher levels, indicating there is still more work to do to gain a better balance.

AHSSBL / STEMM	2014/15		2015/16		2016/17		2017/18		%F			
Grade	F	M	F	M	F	M	F	M	2014/15	2015/16	2016/17	2017/18
11, 12	■	5	■	10	■	11	■	10	■	17	21	23
10	■	5	■	5	■	7	■	7	17	38	30	22
9	■	■	■	■	■	■	■	■	■	57	57	57
8	6	14	15	18	15	17	16	16	30	45	47	50
7	6	■	11	6	8	8	12	11	75	65	50	52
6	■	■	■	■	■	■	■	■	50	57	60	57
5	■	■	■	■	■	5	■	7	20	■	■	■
4	■	■	■	■	■	■	■	■	■	100	100	33
Total	16	34	40	49	40	53	42	59	32	45	43	42

Table 19: Headcount of academic and research staff by grade and gender 2014-2018 – Non-department based academics: indicating the proportion of G11/12 posts occupied by women increased from 31% in 2014/15 to 42% in 2017/18. However, women are still far more numerous at most lower levels than at higher levels, indicating there is still more work to do to gain a better balance.

Non-department based academics	2014/15		2015/16		2016/17		2017/18		%F			
Grade	F	M	F	M	F	M	F	M	2014/15	2015/16	2016/17	2017/18
UET/ED	■	■	■	5	■	6	■	6	50	29	14	14
11, 12	■	9	5	11	6	8	5	7	31	31	43	42
10	■	■	■	8	5	5	■	5	67	33	50	38
9	■	■	■	■	■	■	■	■	50	67	50	75
8	■	■	■	■	■	■	■	■	■	100	100	100
7	■	■	■	■	■	■	■	■	50	67	■	■
6	■	■	5	■	■	■	10	■	100	63	33	78
5	■	■	■	■	■	■	■	■	■	■	■	■
4	■	■	■	■	5	■	■	■	■	100	100	67
Total	14	15	24	29	25	26	27	24	48	48	49	53

Table 20: Percentage of females, based on headcount, in standard academic roles 2014/15-2017/18 (compared to ECU 2017² sector data): indicating an increase in the proportion of G11/12 posts occupied by women from 30% in 2014/15 to 36% in 2018/18. Compared to the sector, women are still overrepresented in Lecturer posts but exceeding sector average for Professors.

	G7	G8	G9/10	G11/12
BU 2014/15	60%	50%	39%	30%
BU 2015/16	60%	45%	38%	27%
BU 2016/17	56%	48%	40%	36%
BU 2017/18	58%	50%	38%	36%
Sector	50%	49%	39%	24%

Tables 21-24: Headcount of academic and research staff by grade, gender and ethnicity, by year: indicating an increase in the number of BME female academics from 37 in 2014/15 to 58 in 2017/18) yet, across all years, the majority are at G7-8 indicating a potential barrier to promotion to G9-10.

Table 21: Headcount of academic and research staff by grade, gender and ethnicity 2017/18

Grade	White		BME		% BME		Total
	F	M	F	M	F	M	
UET / ED	■	5	■	■	100	17	29
11, 12	28	50	■	8	13	14	13
10	23	37	■	■	■	10	6
9	30	46	■	■	9	8	8
8	99	96	16	16	14	14	14
7	105	73	26	21	20	22	21
6	27	15	6	8	18	35	25
5	51	34	■	■	■	6	■
4	8	■	■	■	■	■	■
NHS	7	7	■	■	13	■	7
Total	378	365	58	64	13	15	14

² Benchmarks from ECU 2017 report. Mapped:
Lecturer – Level K
Snr Lecturer – Level J
Principal academic, etc – Level I
Professor – 5A

Table 22: Headcount of academic and research staff by grade, gender and ethnicity 2016/17

Grade	White		BME		% BME		Total
	F	M	F	M	F	M	
UET / ED	■	■	■	■	50	20	17
11, 12	24	49	■	5	11	9	10
10	28	38	■	7	7	16	12
9	21	31	■	■	9	9	9
8	105	116	9	14	8	11	9
7	85	49	15	14	15	22	18
6	20	13	7	8	26	38	31
5	20	26	■	■	■	7	■
4	■	■	■	■	■	■	■
NHS	■	6	■	■	■	■	■
Total	311	334	39	54	11	14	12

Table 23: Headcount of academic and research staff by grade, gender and ethnicity 2015/16

Grade	White		BME		% BME		Total
	F	M	F	M	F	M	
UET / ED	■	■	■	■	50	20	17
11, 12	24	49	■	5	11	9	10
10	28	38	■	7	7	16	12
9	21	31	■	■	9	9	9
8	105	116	9	14	8	11	9
7	85	49	15	14	15	22	18
6	20	13	7	8	26	38	31
5	20	26	■	■	■	7	■
4	■	■	■	■	■	■	■
NHS	■	6	■	■	■	■	■
Total	311	334	39	54	11	14	12

Table 24: Headcount of academic and research staff by grade, gender and ethnicity 2014/15

Grade	White		BME		% BME		Total
	F	M	F	M	F	M	
UET / ED	■	■	■	■	33	20	25
11, 12	19	43	■	6	10	12	11
10	26	38	■	8	10	17	15
9	13	27	■	■	■	7	5
8	115	108	10	13	8	11	9
7	78	47	17	13	18	22	19
6	22	8	■	8	12	50	27
5	19	25	■	■	■	11	6
4	7	■	■	■	13	N/A	13
NHS	■	8	■	■	■	■	■
Total	305	308	37	54	11	15	13

Figure 3: Percentage of females, based on headcount, in standard academic roles 2014/15-2017/18: indicating the proportion of female professors has increased from 30% in 2014/15 to 36% in 2017/18, mainly through promotion from Senior Academics (which has reduced the proportion of female Senior Academics). There has been a similar increase in the proportion of female Principal Academics from 30% in 2014/15 to 40% in 2015/16 whilst Lecturers/Senior Lecturers remained relatively stable, suggesting our support for promotion is having a positive impact on the career advancement of women across all grades.

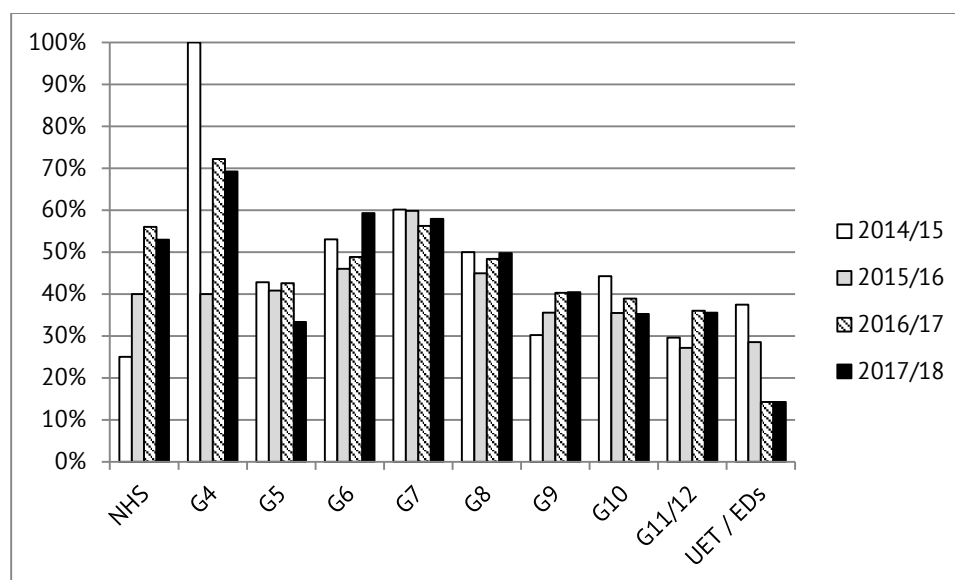


Table 25: Number of professors entering the professoriate between August 2014 and July 2018 by gender and entry type

	Total	Promoted internally	Externally recruited
Male professors	25	16	9
Female professors	15	11	4

Figure 4: Number of professors entering the professoriate through external recruitment by gender and year, 2014/15-2017/18: showing a declining trend for appointing professors through external recruitment due to improved preparation of existing staff for promotion

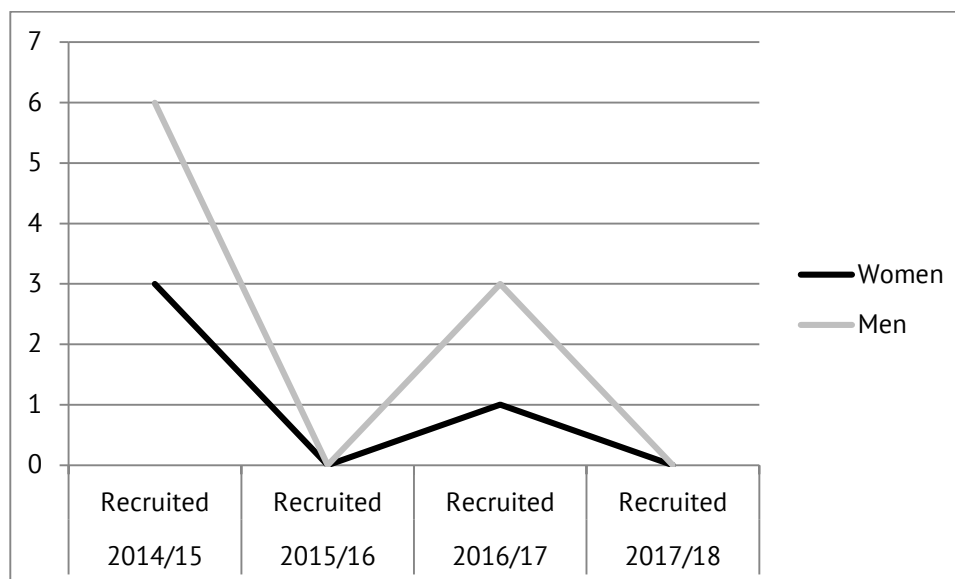
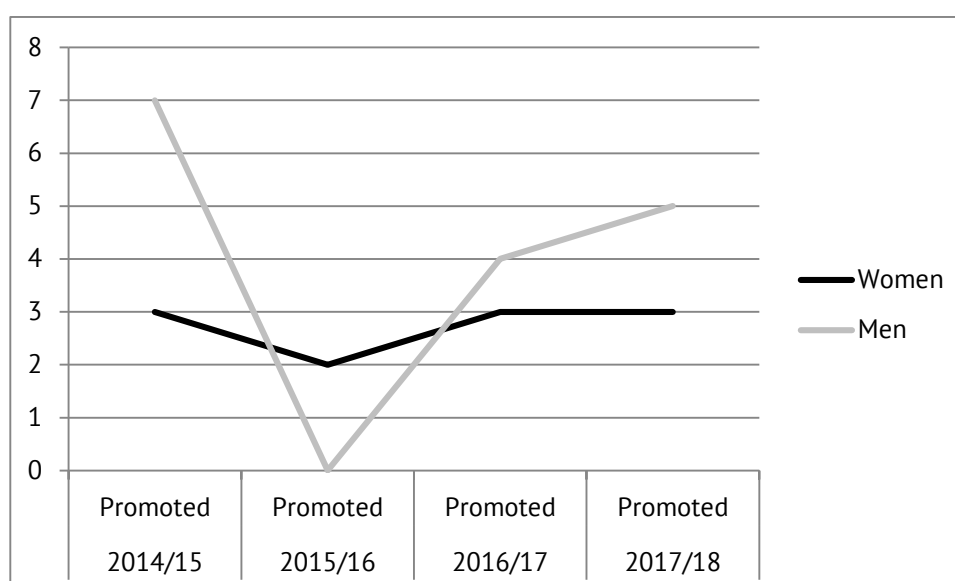


Figure 5: Number of professors entering the professoriate through internal promotion by gender and year, 2014/15-2017/18: showing an increasing trend for appointing professors through internal promotion linked to improved career development for academic staff



Our female professors increased from 21 (30%) to 32 (36%). This is the highest number/proportion of female professors in BU's history and is 50% above sector average.

Taking an intersectional approach, the number of BME female academics increased (37 in 2014/15 to 58 in 2017/18) yet, across all years, the majority are at G7-8 indicating a potential barrier to promotion which needs to be understood and addressed.

We have seen a declining representation of female academics at ED/UET level (38% in 2014/15 to 14% in 2017/18). The decline is exaggerated by the small number of roles at this level (7 in 2018). Two posts are vacant which has skewed the figures; one vacancy has an Acting Dean (F, not included in the data). Recruitment panels for ED/UET roles are gender-balanced.

Action 9: Continue to work with the REC SAT and BME academic staff to identify and implement effective support to enable BME women to progress to G9+ academic roles.

Action 10: Ensure all senior roles have a gender-balanced recruitment panel and wherever possible include at least one BME panel member.

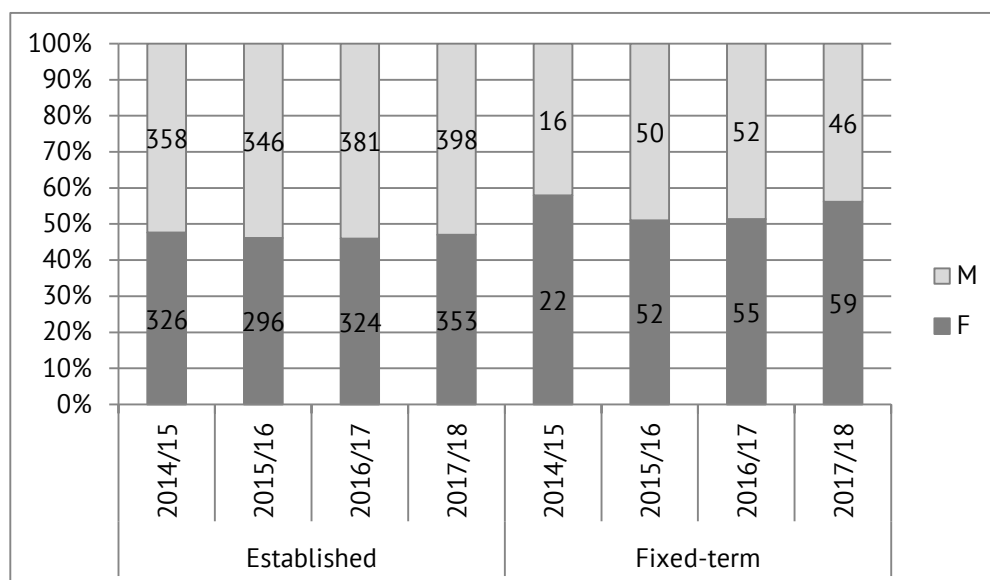
(ii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

Table 26: Headcount and proportion of academic and research staff by contract type and gender 2014/15-2017/18: showing the vast majority of academic staff (88%, 751/856) are on established contracts. The number and proportion of men and women on FTCs increased between 2014/15 and 2017/18, yet still remains significantly below the sector average.

Academic Year	Open-ended/ permanent		Fixed-term		Percentage on fixed-term contracts	
	F	M	F	M	% F	% M
2014/15	323	356	22	16	6%	4%
2015/16	296	346	52	50	15%	13%
2016/17	324	381	55	52	15%	12%
2017/18	353	398	59	46	14%	10%
National benchmark 2018	60355	76670	34120	35730	36%	32%

Figure 6: Headcount and proportion of academic and research staff by contract type and gender 2014/15-2017/18: showing the vast majority of academic staff (88%, 751/856) are on established contracts. The proportion of female and male staff in each category are broadly similar with women slightly more likely to be on FTCs (2-4% by year)



We don't use zero hours contracts.

Women are overrepresented in G4/6 roles which are usually FTCs linked to research funding. Our bridging fund scheme retains staff by providing continuation of employment between research grants. Since 2015, 18 staff (7 F, 39%) received funding. Men are more likely to apply for bridging funding, despite being underrepresented at G4/6. Women are more likely to be successful in receiving funding (success rates 100% F, 79% M). Women might be less likely to apply for bridging funding in the same way they are less likely to apply for promotion. Most bridging funding goes to one faculty indicating a possible lack of awareness of the scheme in other faculties.

Action 11: Promote the bridging fund scheme to ensure all researchers and managers are aware of the fund. Continue to produce and promote case studies of those who received funding, particularly women, and demonstrate how it supported their job security and career progression. Remodel the bridging fund scheme to proactively contact researchers and their managers roughly six months before the end of the FTC to invite them to apply for bridging funding. Monitor uptake annually to ensure there is no bias.

In 2016/17 BU offered academics on PTHP contracts the opportunity to move to established contracts, thus providing greater job security and employment benefits. 24 staff (7 F, 29%) took this opportunity. The opportunity to move to an established contract remains open.

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

Comment on the proportions of men and women on these contracts and by job grade.

Figures 7 and 8: Academic staff by contract function and gender, 2014/15-2017/18: showing the majority of academics (c.90%) are employed on teaching and research contracts in line with our strategy; this is the same for men and women and remained stable over the reporting period. Women are slightly more likely to be on research-only contracts (BU - 2% F, 1% M) (sector – 25% F, 23% M) and men are slightly more likely to be on teaching-only contracts (BU - 8% F, 10% M) (sector – 31% F, 24% M) but the numbers are small.

Figure 7: Please see title above

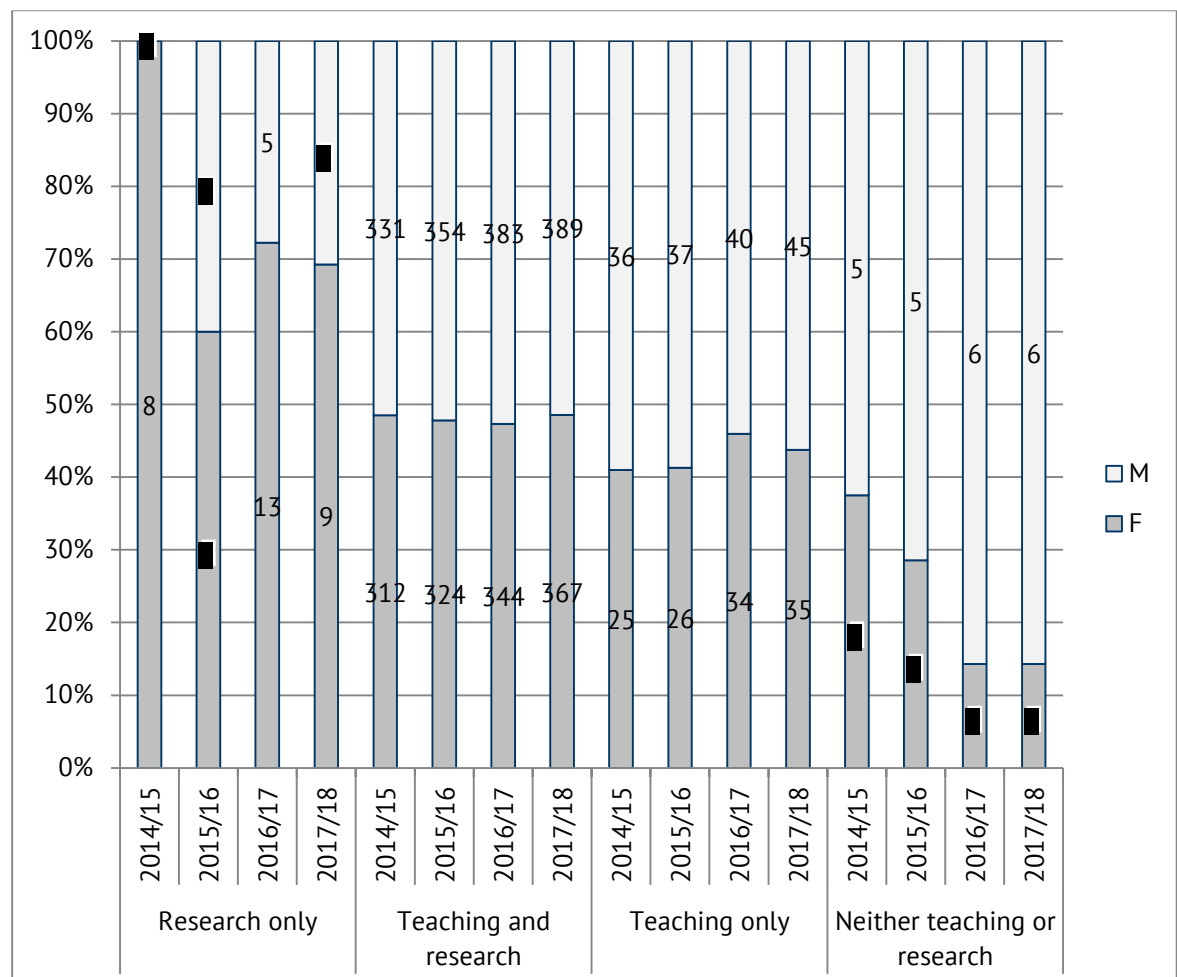
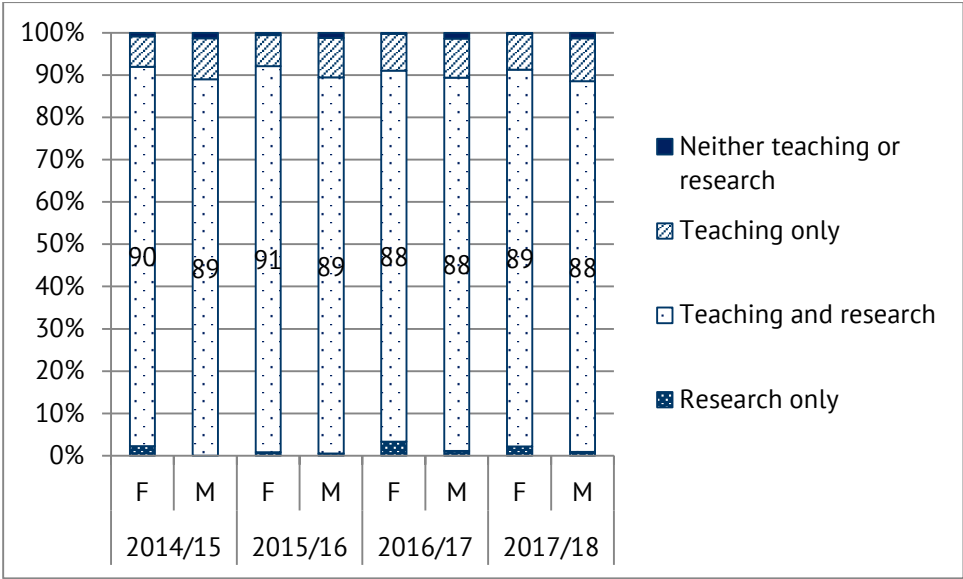


Figure 8: Please see title above



Most academics (c.90%) are employed on teaching and research contracts in line with our strategy; this is the same for men and women and remained stable over the reporting period. Women are slightly more likely to be on research-only contracts (2% F, 1% M) (sector – 25% F, 23% M) and men are slightly more likely to be on teaching-only contracts (8% F, 10% M) (sector – 31% F, 24% M) but the numbers are small.

Research/teaching-only contracts tend to be used for staff on PTHP/FTCs employed where flexibility is needed such as teaching specialist subjects, working specific research projects, and covering parental leave.

(iv) Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Table 27: Academic leavers by gender and grade 2014/15-2017/18: indicating the turnover of women has increased from 4% in 2014/15 to 10% in 2017/18.

	2014/15				2015/16				2016/17				2017/18			
	Number of leavers		Turnover rate		Number of leavers		Turnover rate		Number of leavers		Turnover rate		Number of leavers		Turnover rate	
	F	M	% F	% M	F	M	% F	% M	F	M	% F	% M	F	M	% F	% M
Deans/ UET	■	■	■	■	■	■	■	■	■	■	50	■	■	■	■	17
G11/12	■	■	■	6	■	■	5	8	■	5	■	9	■	■	9	■
G10	■	■	■	5	■	■	11	7	■	■	■	6	■	■	13	5
G9	■	■	■	7	■	■	5	■	■	■	■	■	■	■	12	6
G8	5	6	■	5	6	5	5	■	7	7	6	5	6	9	5	8
G7	6	7	6	11	7	7	7	11	8	■	7	■	6	5	■	5
G6	■	■	12	■	■	■	9	13	7	7	32	30	8	8	23	33
G5	■	■	■	■	■	■	■	■	■	■	■	10	6	■	33	■
G4	■	■	■	■	■	■	■	■	■	■	8	60	■	■	33	25
NHS	■	■	■	■	■	■	■	33	■	■	■	14	■	■	13	14
Totals	14	20	■	5	20	25	6	6	28	33	7	8	40	32	10	7

Table 28: Academic leavers by gender and reason for leaving, 2014/15-2017/18: showing resignation (most of whom resign to move to a promoted position elsewhere) continues to be the main reason why female academics leave BU.

Reason for leaving	2014/15		2015/16		2016/17		2017/18		% total F leavers by year			
	F	M	F	M	F	M	F	M	2014/15	2015/16	2016/17	2017/18
Dismissal	■	■	■	■	■	■	■	■	■	■	■	■
Non-starter	■	■	■	■	■	■	■	■	■	■	■	■
Redundancy	■	■	■	5	■	9	8	5	29	5	14	20
Resignation	8	13	17	17	20	20	25	22	57	85	72	63
Retirement	■	■	■	■	■	■	5	5	14	10	14	13
Other	■	■	■	■	■	■	■	■	■	■	■	■
Total	14	20	20	25	28	33	40	33	100	100	100	100

Figure 9: Academic/research staff turnover rate by gender and conflated grade, 2014-2018: showing that turnover for G4-6 and G9-12 women is increasing, yet remaining relatively stable for G7-8 women.

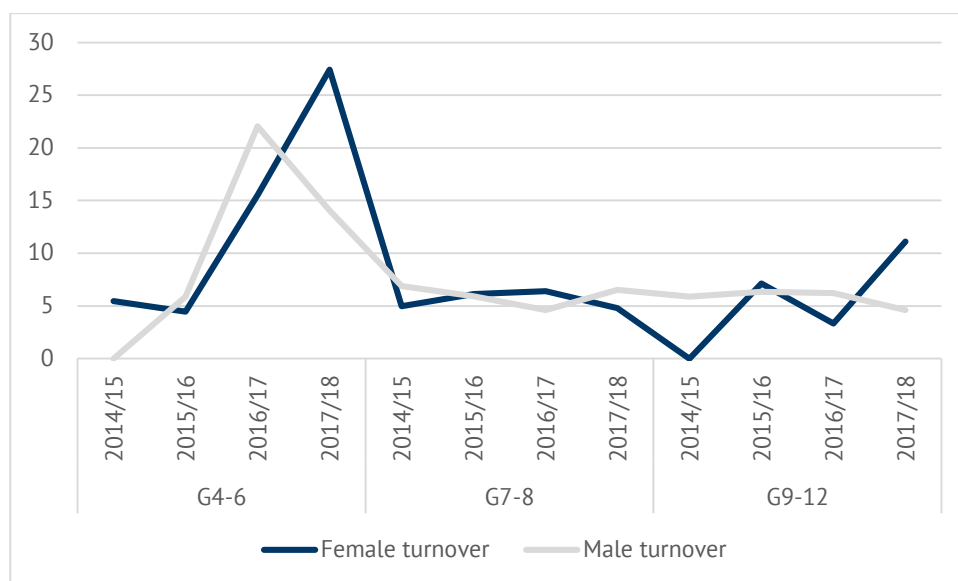
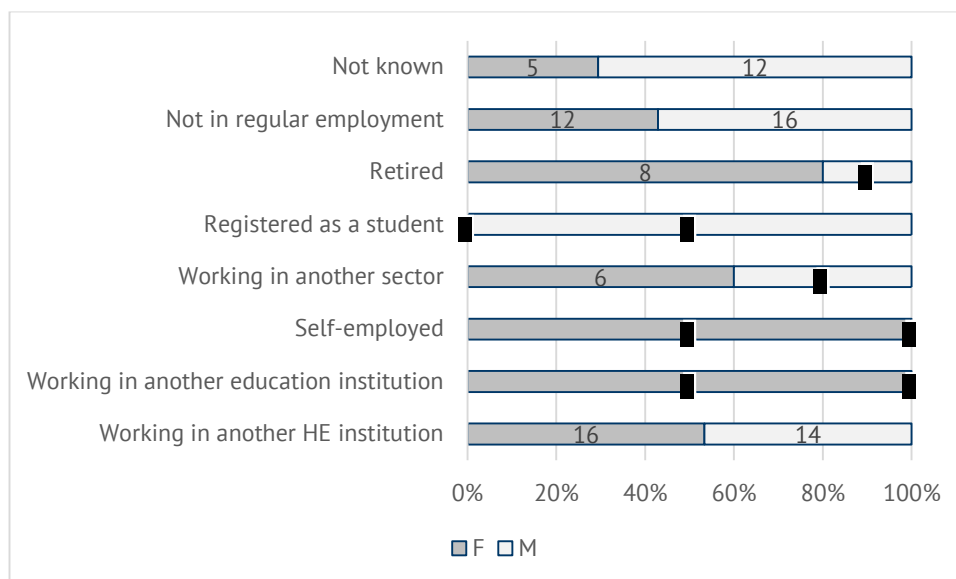


Figure 10: Destination of leavers from G7-8 by gender, 2014/15-2017/18: indicating that most females left to work in another HE institution so their talents were not lost to the sector.



213 (102 F, 111 M) academic/research staff left over the four year period, with men slightly more likely to leave than women. There are similar patterns of turnover for men and women at G4-6 and G7-8 roles throughout the reporting period. The main difference is G9-12 where turnover rates for men are relatively stable (5-6%) yet rates for women have increased from 0% to 11%. This coincides with the increasing proportion of women in G9-12 posts. Leaving

data indicates 78% (14) of the G9-12 female leavers either retired (4, 22%) or went to work at another university (10, 56%). The latter suggests we are preparing them well for promotion elsewhere and their talents are not lost to the sector.

Given the nature of their role, the ACF doesn't apply to researchers (G6) and they are not included in the annual promotion round. We are committed to improving career progression for researchers (such as through our Bridging Fund, Section 4.1(ii)). In 2015 we aligned job descriptions to ensure researchers have the opportunity to teach, undertake professional practice, and work toward HEA Fellowships, giving them the skills and experience to apply for G7+ roles.

Action 12: In the short-term we will monitor data on G6 researchers applying for G7+ academic vacancies and being successfully appointed to these roles, developing and promoting case studies of success. In the medium-term, we are committed to reviewing career options for researchers to identify career paths and position them as applicants for G7+ vacancies when they arise. Career tracking will be undertaken to track impact. As women are over-represented in this group then this should advantage them.

Although turnover was relatively stable at G7/8, this is the level at which the greatest number of staff leave; 100 leavers (47%) were G7/8 (51 F, 50%). As with G9-12, the majority of G7/8 staff (30%, 30, ~2% between genders) left to work at another university.

Nearly a third (28%, 28) (23%, 12 F; 33%, 16 M) left without subsequent regular employment organised. Given that seniority tends to correlate with age, many of those leaving at G7/8 may be those who are starting families. Our career tracking of G7/8 women and improved exit interviews will enable this to be monitored.

We will ensure we are capturing information as to why staff are choosing to leave BU. This will inform retention strategies, improve staff experiences, and ultimately enable the implementation of BU2025.

Action 13: Track the career trajectories of G7/8 female academics to identify trends in terms of applying for promotion as well as reasons for leaving. Continue to proactively encourage G7/8 women to attend the promotion workshops through communications, promotion of the opportunities and encouragement by managers/mentors.

Action 14: Strengthen the quality of the exit interview conversation and document to capture appropriate details and reason/s why the staff member is leaving, for example, promotion, family reasons, etc. We will use this to inform retention plans to encourage and enable more staff, particularly women, to progress their careers at the University. We will invest in an online system so we can still collect data in the event an individual does not wish to have an exit interview.

(v) **Equal pay audits/reviews**

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

Table 29: Percentage pay gap by gender and grade for all staff 2016: showing that the gender pay gap was at most 4% with the biggest gap at G11

Grade	Female Average Full-Time Salary	Male Average Full-Time Salary	Female Average Full-Time Salary as % of Male Average Full-Time Salary
1	£17,066	£17,142	100%
2	£17,909	£18,063	99%
3	£20,035	£20,177	99%
4	£22,707	£22,768	100%
5	£27,376	£27,495	100%
6	£31,279	£32,000	98%
7	£36,621	£36,646	100%
8	£45,463	£45,676	100%
9	£51,048	£51,738	99%
10	£59,281	£59,444	100%
11	£64,901	£67,488	96%
12	£75,959	£77,550	98%

Table 30: Percentage pay gap by gender and grade for academic staff 2016: showing that the base pay gap is either 0% or is actually in favour of women academics at all grade other than G9 (Principal Academic) and G11 (Professor)

Grade	Academic Female Average Full-Time Salary	Academic Male Average Full-Time Salary	Academic Female Average Full-Time Salary as % of Academic Male Average Full-Time Salary
6	£32,247	£31,601	102%
7	£36,951	£35,981	103%
8	£45,798	£45,633	100%
9	£50,717	£51,478	99%
10	£60,336	£59,235	102%
11	£64,822	£67,931	95%
12	£77,227	£77,550	100%

In 2016, EPRWG undertook an equal pay audit in accordance with JNCHEs guidelines. This showed an overall base pay gap of 16% (15% in 2014) (UK HE base pay gap, 18.4%). This gap is due to the uneven distribution of men and women across the pay and grading structure. When analysed by grade, there were no base pay gaps within grade greater than 4%.

Looking specifically at academic staff, the overall base pay gap is 10% (11% in 2014). This varies considerably across the pay and grading structure.

The gap is in favour of female academics at some grades. This could be because women are spending more time at each grade (climbing the increments) before being promoted whereas men could be being promoted quicker and spending less time at each grade. Our

work to increase the number of female professors means most G11 women are at the lower end of the scale whereas the majority of professors are men who have been at G11 for some time and will inevitably be further up the scale.

Overall, the data indicates BU is paying women and men similar salaries for doing the similar jobs. When taken into account alongside the analysis in Section 4, the issue is shown to be unequal representation in, and timely promotion to, senior academic grades. The strategy for reducing pay inequality is therefore the same as the strategy for increasing the proportion of women in more senior posts.

Action 15: Encourage female academic staff to apply for promotion when they are ready. We will track how long men and women stay at each grade before applying for promotion.

Action 16: Conduct further investigation of the pay gaps identified in the analysis by grade and gender, particularly G11 (Professors).

Action 17: Conduct further investigation into starting salary variances at all grades by gender and put in place actions to address these.

Word count for Section 4: 951

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 5000 words | Silver: 6000 words

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

Figure 11: Numbers of applications, shortlisted candidates and successful candidates for academic posts by gender and year, 2014/15-2017/18: showing the proportion of female applicants has increased, as has the likelihood of women being shortlisted and offered posts.

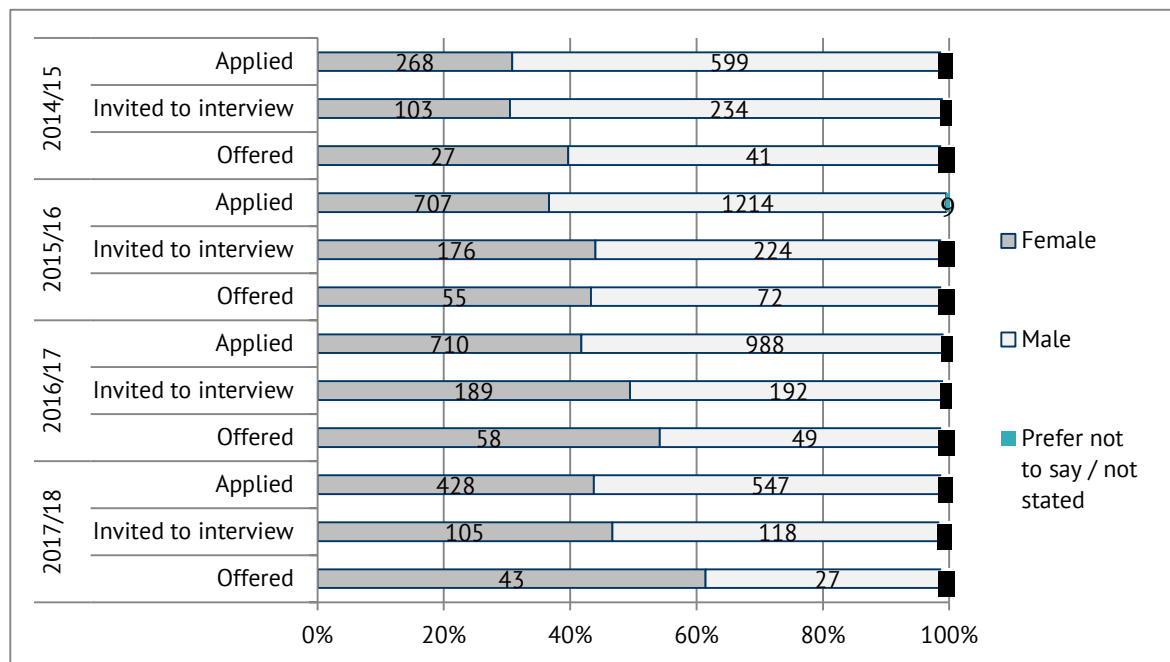


Table 31: Grade 4 academic posts – numbers of applications, shortlisted candidates and successful candidates by gender and year, 2014/15 to 2017/18: showing women were more likely than men to apply for G4 posts but were less likely to be shortlisted / offered posts.

Grade applied to	Stage	Number of candidates			Offer rate (offers / applications)	
		F	M	Unknown	F	M
Grade 4						
2017/18	Offered	■	■	■	■	6%
	Invited to interview	■	8	■		
	Applied	54	33	■		
2016/17	Offered	5	9	■	6%	18%
	Invited to interview	14	14	■		
	Applied	91	49	■		
2015/16	Offered	■	5	■	■	9%
	Invited to interview	19	13	■		
	Applied	68	56	■		
2014/15	Offered	■	■	■	n/a	n/a
	Invited to interview	■	■	■		
	Applied	■	■	■		

Table 32: Grade 5 academic posts – numbers of applications, shortlisted candidates and successful candidates by gender and year, 2014/15 to 2017/18: showing that similar numbers of men and women applied for and were shortlisted for G5 posts but men were more likely to be offered posts.

Grade applied to	Stage	Number of candidates			Offer rate (offers / applications)	
		F	M	Unknown	F	M
Grade 5						
2017/18	Offered	■	6	■	■	10%
	Invited to interview	18	6	■		
	Applied	84	60	■		
2016/17	Offered	7	■	■	16%	6%
	Invited to interview	14	18	■		
	Applied	45	51	■		
2015/16	Offered	■	7	■	5%	12%
	Invited to interview	9	21	■		
	Applied	40	59	■		
2014/15	Offered	■	■	■	n/a	n/a
	Invited to interview	■	■	■		
	Applied	■	■	■		

Table 33: Grade 6 academic posts – numbers of applications, shortlisted candidates and successful candidates by gender and year, 2014/15 to 2017/18: showing that similar numbers of men and women were shortlisted for G6 posts but women were more likely to be offered posts.

Grade applied to	Stage	Number of candidates			Offer rate (offers / applications)	
		F	M	Unknown	F	M
Grade 6						
2017/18	Offered	24	12	■	15%	6%
	Invited to interview	56	56	■		
	Applied	165	209	■		
2016/17	Offered	5	9	14	6%	11%
	Invited to interview	21	27	■		
	Applied	80	80	■		
2015/16	Offered	13	8	■	13%	8%
	Invited to interview	26	26	■		
	Applied	98	101	■		
2014/15	Offered	■	■	■	25%	11%
	Invited to interview	■	■	■		
	Applied	■	9	■		

Table 34: Grade 7 academic posts – numbers of applications, shortlisted candidates and successful candidates by gender and year, 2014/15 to 2017/18: showing that significantly more men applied for G7 roles but women were more likely to be shortlisted and offered posts.

Grade applied to	Stage	Number of candidates			Offer rate (offers / applications)	
		F	M	Unknown	F	M
Grade 7						
2017/18	Offered	7	5	■	13%	5%
	Invited to interview	10	14	■		
	Applied	56	108	■		
2016/17	Offered	24	13	■	9%	■
	Invited to interview	75	63	■		
	Applied	269	367	■		
2015/16	Offered	25	30	■	8%	5%
	Invited to interview	84	95	■		
	Applied	330	624	■		
2014/15	Offered	10	16	■	9%	7%
	Invited to interview	36	61	■		
	Applied	109	223	■		

Table 35: Grade 7 and 8 (combined recruitment) academic posts – numbers of applications, shortlisted candidates and successful candidates by gender and year, 2014/15 to 2017/18: showing that men were slightly more likely to apply for G7/8 combined recruitment roles with roughly equal numbers of men and women shortlisted and offered posts.

Grade applied to	Stage	Number of candidates			Offer rate (offers / applications)	
		F	M	Unknown	F	M
Grade 7 & 8					F	M
2017/18	Offered	■	■	■	n/a	n/a
	Invited to interview	■	■	■		
	Applied	■	■	■		
2016/17	Offered	■	■	■	n/a	n/a
	Invited to interview	■	■	■		
	Applied	■	■	■		
2015/16	Offered	■	■	■	5%	6%
	Invited to interview	7	7	■		
	Applied	40	54	■		
2014/15	Offered	■	■	■	n/a	n/a
	Invited to interview	■	■	■		
	Applied	■	■	■		

Table 36: Grade 8 academic posts – numbers of applications, shortlisted candidates and successful candidates by gender and year, 2014/15 to 2017/18: showing that significantly more men applied for G8 roles but women were more likely to be shortlisted and offered posts.

Grade applied to	Stage	Number of candidates			Offer rate (offers / applications)	
		F	M	Unknown	F	M
Grade 8					F	M
2017/18	Offered	9	■	■	14%	■
	Invited to interview	20	32	■		
	Applied	66	132	■		
2016/17	Offered	13	9	■	10%	■
	Invited to interview	51	37	■		
	Applied	137	229	■		
2015/16	Offered	8	8	■	11%	6%
	Invited to interview	16	24	■		
	Applied	70	136	■		
2014/15	Offered	8	12	■	9%	8%
	Invited to interview	25	35	■		
	Applied	93	158	■		

Table 37: Grade 9 academic posts – numbers of applications, shortlisted candidates and successful candidates by gender and year, 2014/15 to 2017/18: showing that significantly more men applied for G9 roles, with equal proportions of men and women shortlisted and women were more likely to be offered posts, particularly in recent years.

Grade applied to	Stage	Number of candidates			Offer rate (offers / applications)	
		F	M	Unknown	F	M
Grade 9						
2017/18	Offered	■	■	■	33%	■
	Invited to interview	■	■	■		
	Applied	■	5	■		
2016/17	Offered	■	■	■	8%	■
	Invited to interview	5	18	■		
	Applied	26	72	■		
2015/16	Offered	■	■	■	13%	19%
	Invited to interview	6	9	■		
	Applied	8	16	■		
2014/15	Offered	■	■	■	n/a	n/a
	Invited to interview	■	■	■		
	Applied	■	■	■		

Table 38: Grade 10 academic posts – numbers of applications, shortlisted candidates and successful candidates by gender and year, 2014/15 to 2017/18: showing that more men applied for and were shortlisted for G10 roles, with women more likely to be offered posts.

Grade applied to	Stage	Number of candidates			Offer rate (offers / applications)	
		F	M	Unknown	F	M
Grade 10						
2017/18	Offered	■	■	■	n/a	n/a
	Invited to interview	■	■	■		
	Applied	■	■	■		
2016/17	Offered	■	■	■	■	■
	Invited to interview	■	8	■		
	Applied	24	50	■		
2015/16	Offered	■	8	■	9%	9%
	Invited to interview	7	24	■		
	Applied	33	87	■		
2014/15	Offered	■	■	■	16%	6%
	Invited to interview	8	24	■		
	Applied	19	51	■		

Table 39: Grade 10, 11 and 12 (combined recruitment) academic posts – numbers of applications, shortlisted candidates and successful candidates by gender and year, 2014/15-2017/18: showing that significantly more men applied for G10/11/12 combined recruitment roles but women were more likely to be shortlisted and offered posts.

Grade applied to	Stage	Number of candidates			Offer rate (offers / applications)	
		F	M	Unknown	F	M
Grade 10, 11, 12						
2017/18	Offered	■	■	■	n/a	n/a
	Invited to interview	■	■	■		
	Applied	■	■	■		
2016/17	Offered	■	■	■	n/a	n/a
	Invited to interview	■	■	■		
	Applied	■	■	■		
2015/16	Offered	■	■	■	5%	■
	Invited to interview	■	5	■		
	Applied	20	81	■		
2014/15	Offered	■	■	■	10%	■
	Invited to interview	19	79	■		
	Applied	20	93	■		

Table 40: Grade 11 and 12 (combined recruitment) academic posts – numbers of applications, shortlisted candidates and successful candidates by gender and year, 2014/15-2017/18: showing that significantly more men applied for G11/12 roles but women were more likely to be shortlisted and offered posts.

Grade applied to	Stage	Number of candidates			Offer rate (offers / applications)	
		F	M	Unknown	F	M
Grade 11, 12						
2017/18	Offered	■	■	■	n/a	n/a
	Invited to interview	■	■	■		
	Applied	■	■	■		
2016/17	Offered	■	■	■	■	■
	Invited to interview	5	7	■		
	Applied	38	90	■		
2015/16	Offered	■	■	■	n/a	n/a
	Invited to interview	■	■	■		
	Applied	■	■	■		
2014/15	Offered	■	6	9	13%	9%
	Invited to interview	14	33	■		
	Applied	23	65	■		

All recruitment panels are mixed gender (balanced wherever possible). From July-October 2018 there were 72 interviews; all were mixed gender, 52% were gender-balanced / majority female.

At all grades (except G4/5) women were at least as likely as men to be shortlisted and more likely to receive an offer. From G5+ BU attracts more applications from men. Since receiving our SWAN award, prominently featuring the SWAN logo on our webpages/job adverts, and better promoting our family-friendly policies, the proportion of female applicants has increased (31% to 44%).

We considered gender targets for recruitment, instead committing to ensuring fair recruitment processes. Gender decoder software indicated job descriptions/adverts were coded, overall: junior roles - feminine, mid-career roles - gender-neutral, senior roles - masculine. This informed our actions.

Action 18: We will ensure all job descriptions and adverts are gender-neutral. We will provide staff with guidance on creating gender-neutral job descriptions/person specifications/job adverts, using good practice externally such as advice from WISE.

Action 19: We will ensure job descriptions and adverts express our institutional values, particularly inclusivity, as research shows this is likely to increase the diversity of the applicant pool.

Action 20: Include positive action statements in job adverts when recruiting to all posts.

Action 21: All STEMM academic vacancies will be posted on the WISE website.

Action 22: We will ensure all images on our recruitment webpages challenge, rather than perpetuate, gender stereotypes.

(ii) Induction

Describe the induction and support provided to new all staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

The New Staff Induction introduces BU2025 and covers key topics including SWAN/WAN. The number (proportion of new starters) attending increased from 79 women (58%) in 2014/15 to 115 women (100%) in 2017/18. Feedback from attendees is positive (no difference by gender).

New academics also attend:

- Academic Induction - introduces Fusion, the ACF and career development opportunities; 49% of females joining BU between 2014-2018 attended.

- Research Induction - introduces research support; 56% of females (49% of males) joining BU between 2014-2018 attended.

Table 41: Examples of feedback from women who attended the Research Induction

"I am grateful I attended the induction and gained such great amount of valuable information and various forms of support."
"I thought today's induction was great. It certainly set me at my ease."
"Many thanks for a terrific session yesterday. I found it really useful."

Within a framework developed by OD, managers lead on local induction using a standard Induction Checklist. There are induction webpages. All new staff have an induction buddy, and new academic staff have a mentor.

In 2018 we identified improvements to induction, focussing on integration, support and development. An updated induction process will be launched soon.

Action 23: Collect feedback from new starters on the usefulness of the induction buddy and/or research mentor. Use this to inform future local induction practices.

Action 24: The gender of the research mentor / induction buddy for new starters is not considered as standard. We will add this as a consideration to the Induction Checklist.

Action 25: Continue to actively promote flexible working options to all new staff and monitor uptake.

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

Table 42: Promotions data for all applications by headcount, grade and gender, 2014-2018.

Grade applied for		2014/15		2015/16		2016/17		2017/18	
		F	M	F	M	F	M	F	M
G8 – Senior Lecturer	Number of potential applicants	95	63	87	57	81	72	135	98
	Number of applications	18	22	8	13	21	18	14	17
	% of potential applicants who applied	19%	35%	9%	23%	26%	25%	9%	17%
	Promotions	12	15	■	8	15	8	■	6
	Success rate	67%	68%	38%	62%	71%	44%	29%	35%
G9 – Principal Academic	Number of potential applicants	126	126	63	85	94	118	116	117
	Number of applications	9	19	10	10	15	25	15	27
	% of potential applicants	7%	15%	16%	12%	16%	21%	13%	23%
	Promotions	5	12	8	5	7	8	5	12
	Success rate	56%	63%	80%	50%	47%	32%	33%	44%
G10 – Associate Professor	Number of potential applicants	13	30	24	33	24	39	34	50
	Number of applications	■	7	8	11	5	7	6	8
	% of potential applicants	30%	23%	33%	33%	21%	18%	18%	16%
	Promotions	■	■	6	5	■	■	■	■
	Success rate	50%	43%	75%	45%	40%	57%	17%	38%

Grade applied for		2014/15		2015/16		2016/17		2017/18	
		F	M	F	M	F	M	F	M
G11/12 - Professor	Number of potential applicants	31	39	30	39	26	36	24	44
	Number of applications	■	11	■	■	5	10	5	10
	% of potential applicants	13%	28%	7%	■	19%	28%	21%	23%
	Promotions	■	7	■	■	■	■	■	5
	Success rate	75%	64%	100%	■	60%	40%	60%	50%
Totals	Number of potential applicants	265	258	204	214	225	265	309	309
	Number of applications	35	59	28	35	46	60	40	62
	% of potential applicants	13%	23%	14%	16%	20%	23%	13%	20%
	Promotions	22	37	19	18	27	24	13	26
	Success rate	63%	63%	68%	51%	59%	40%	33%	42%

Table 43: Quotes from female academics who recently achieved promotion

"Although the application process is fairly lengthy and complex, it has no apparent gender bias and treats men and women equally. I was actively encouraged to apply for promotion and I felt well-supported and able to ask questions and seek help."
"Having been involved in SWAN in my Department I felt encouraged to apply for promotion now there was an articulated recognition of gender disparity within the University."
"I was promoted last year to Grade 9 and have noticed a definite shift in the culture at BU and benefited from the encouragement I received to apply for promotion."

Table 44: Quotes from female academics with experience of applying unsuccessfully for promotion during 2014-2018

"I received an email stating I had not been shortlisted. I then had a meeting. I received written feedback in addition to the meeting. The meeting was helpful."
"Very poor experience, no feedback was supplied, panel was all-male. I did not re-apply."
"I had to complete more than one attempt for promotion. Feedback was lacking."

The success rate of women promoted to G11/12 is higher than for men. This links to our action plan achievements including the ALP and changes to recruitment panels.

An annual promotions process is open to academics, with no overall cap on the number of promotions. Applicants must demonstrate, via the ACF, they are delivering Fusion (or are able to). The ACF provides indicative performance levels. Running the criteria through gender-decoder software indicated they were gender-neutral.

The majority (82%) of SWAN Survey respondents found the information required when deciding about promotion. We were concerned only 51% agreed the criteria were clear (~2% difference between genders); most feedback reported there was too much information. We recently made improvements to the guidelines and simplified the process by providing the option of submitting a CV and/or the Standard Academic Profile.

We run promotion workshops for women. SWAN Survey data demonstrated women were aware of and valued these. Suggestions included offering additional workshops, especially earlier in the cycle. Online resources are also available. Applicants are encouraged to seek advice and support from managers/appraisers.

Applicants submit a form, alongside their academic profile/CV, to HR. G10+ applications require three references (one internal and two external).

Action 26: Continue to run the promotion workshops, encouraging women to attend, and offer career coaching and mentoring and increasing the number and running them earlier in the cycle in line with the new PPDP and appraisal process.

Since 2014/15 the proportion of women applying for promotion to professor increased from 13% to 21% (28% to 23% for men). This corresponds with the increase in female professors (36% of the professoriate). Since 2014/15, three of the faculties promoted women to professor.

Action 27: Provide specific support to G10 women in FMC during future promotion rounds to encourage them to apply for promotion to G11 (professor) when ready.

Women were less likely to apply for promotion. Women might be waiting until they are more experienced or meet all the criteria. The SWAN Survey indicated 46% of respondents felt encouraged to apply by their manager – this drops to 37% of women (17/46) (62% of men (13/21)). Women are less likely to apply without encouragement so this finding is concerning. To address this, all academic staff will have a mentor (BU2025 action); mentors will provide additional encouragement for staff to apply for promotion. In addition, the focus in the revised PPDP and appraisal scheme on regular career conversations will ensure readiness for promotion is discussed at an early stage.

Action 28: Implement the revised PPDP and appraisal process from January 2019.

Action 29: Seek feedback from those who apply for promotion in 2019 to see whether the revised PPDP and appraisal scheme made a difference to how encouraged and supported they felt about applying for promotion, taking action at department-level as appropriate.

Independent Pay/Promotion Panel Members (IPPPMs) ensure the ACF principles are applied in a transparent, equitable and consistent manner. They undertake mandatory training, including unconscious bias, equitable selection, and taking career breaks into account.

Panels, including IPPPMs, shortlist applications. Since 2014/15, all panels included at least one woman and most were gender-balanced. Some were wholly comprised of women and some included no female academics. The G10+ panels had the lowest proportions of female panellists because there are fewer senior academic women and requiring them to sit on multiple panels potentially overburdens them. As the number of senior academic women increases, so will the proportion of female academic panellists.

Action 30: We will aim for all promotion panels to be gender-balanced and will continue to review and address this where necessary.

Action 31: Unconscious bias to become a mandatory element of the recruitment and selection development (including promotion panel members).

Unsuccessful candidates receive verbal, followed by written, feedback. In response to anecdotal evidence from WAN members, ASSG agreed improvements to the feedback process which were implemented for the 2018 promotions round.

Action 32: As part of the annual review of pay progression and promotion, seek information from those who applied for promotion to see whether feedback has improved, taking action at department-level as appropriate.

Women overall were more likely to be promoted than men in each year except 2017/18. The largest decreases in success rate were for promotion to G8/10. We didn't identify any particular reason for this. Potentially the support we have provided as part of our action plan has enabled those who could have applied in the past (but who hadn't) to achieve promotion between 2014/15-2016/17 and now the levels are balancing out.

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

Provide data on staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

Table 45: Gender profile of staff for BU's REF2014 submission by Faculty and overall: showing that FST and FoM submitted similar proportions of men and women, whereas FMC and HSS saw more significant variances between genders. These two faculties had large proportions of staff producing zero outputs or outputs deemed to be low quality.

Faculty	Eligible					Considered					Selected					% of total selected	
	F		M		Total	F		M		Total	F		M		Total	F	M
	No	%	No	%	No	No	%	No	%	No	No	%	No	%	No	%	%
FST	34	28	89	72	123	27	27	72	73	99	17	26	48	74	65	50%	54%
FM	69	44	87	56	156	29	39	45	61	74	17	45	21	55	38	25%	24%
FHSS	101	77	30	23	131	27	69	12	31	39	9	47	10	53	19	9%	33%
FMC	48	39	76	61	124	18	31	40	69	58	11	31	25	69	36	23%	33%
Total	252	47	282	53	534	101	37	169	63	270	54	34	104	66	158	22%	37%

For RAE2008 and REF2014, staff self-nominated outputs for review. Thresholds for quality/quantity were used to identify submitted staff.

Staff feedback regarding female underrepresentation indicated a lack of confidence and/or encouragement, and insufficient time for research. BU's research culture was historically very different – research, typically undertaken by senior men, happened in pockets. Fewer women in senior roles and/or undertaking research resulted in fewer women being submitted. Most staff assessing outputs / making selection decisions were men so the selection process may have been biased.

Our Fusion strategy ensures academics have equal opportunities to undertake research. The workload model provides everyone with a research allocation. This, along with internal/external changes and our BU2025 values, will result in a more inclusive REF2021 submission. Our modelling indicates little difference between genders (~2%). 42% of draft impact case studies involve female academics. The selection of case studies and outputs is monitored to mitigate gender bias.

In line with our action plan, we run writing retreats/workshops to support publishing; these are targeted to those without, or with lower quality, outputs. 130 academics (73% F) participated (mostly G7/8), subsequently publishing a combined 655 outputs (467 by women).

Female academic representation in REF leadership teams is increasing. For example, REF Committee included one woman in 2016 (6%) and now includes four (25%). Women comprise nine (53%) of our output champions and six (33%) of our impact champions. Women remain underrepresented, linked to their underrepresentation in senior academic posts. We are taking actions to address this.

Action 33: Ensure all outputs from eligible academic staff are considered in REF preparation exercises. Continue to ensure open, fair and transparent internal recruitment to REF leadership roles and continue to encourage early and mid-career academics to apply for the champion roles. All UOA Leadership team to undertake REF-focused equality and diversity workshops (including unconscious bias). Continue to encourage UOA teams to recruit gender-balanced panels of internal and external reviewers.

Action 34: Continue to run writing workshops and retreats to support publishing, targeted to those not producing outputs or who wish to increase the quality of their outputs.

Action 35: Monitor the selection of impact case studies and outputs to submit to REF2021.

5.2. Career development: academic staff

(i) Training

Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Staff can access a range of training/development opportunities. These are listed on the Intranet and regularly promoted.

Our flagship development programme, the Academic Leadership Programme (ALP), first ran during 2016/17, bringing together academic leaders and key professional service colleagues to co-create the culture, structures and processes to manage talent, performance and succession. All 40 academics in leadership roles participated (38% F). The programme achieved a revised approach to PPDP and appraisal, the development of a talent pool, and formalised developmental secondments.

Academics can participate in other leadership development programmes. Development is complemented with access to online resources.

Action 36: Run the Talent, Performance and Succession Programme in 2019 (previously ALP).

Table 46: Examples of academic participation in leadership development and their subsequent achievements (2014-18)

Programme	No F participants	No M participants	% of F participants	Evidence of achievements of F participants
Aurora Programme	12	■	100%	Four women achieved promotions, one of whom has been promoted twice.
Diversifying Leadership	■	5	29%	Not yet.
Inspiring Leaders	10	6	63%	One woman achieved promotion and another women changed roles (as part of her strategy for promotion).
Research Leadership	■	■	50%	Not yet.
Preparing for Senior Strategic Leadership	8	■	100%	Four women achieved promotions and one woman has been temporarily promoted to a senior role.
HEA Fellowship applications	135	135	50%	127 F (117 M) were successful.
Leadership for Programme Leaders	26	25	51%	Four women undertaking MA Education Practice. 54% of female Programme Leaders participated.

Table 47: Examples of feedback from female participants, RKEDF sessions 2017/18

"It has changed my perspective and I feel more confident."
"Hugely thought provoking. Has changed how I view my day-to-day practice."
"I will [now] consider challenges as opportunities for development rather than avoiding them."
"Sessions worked well to absorb methods which now seem to me the only way to get through managing my time/task/team and projects."

Our RKE Development Framework (RKEDF) offers research development opportunities. Cohort-based programmes launched in 2017/18 and are available for early career researchers (participants 42% F), mid-career academics (participants 50% F) and professors (participants 50% F). Our ECR Network, led by Professor Hemingway (F), has 57 members (56% F) and provides monthly sessions on career planning, promotion, mentoring/coaching, etc.

The RKEDF is reviewed annually. In 2017/18 there were 520 attendees (291 F, 56%) and 1,316 total attendances. Feedback from women indicates sessions are beneficial. Mid-career women have requested sessions on research career planning and returning to work after a break.

Action 37: Develop and run sessions on research career planning and returning to work after a break. Deliver these from 2019.

(ii) Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

Our Performance Management Framework is underpinned by an annual PPDP and appraisal process to review performance, plan workloads, agree objectives, and agree a PPDP in line with the ACM to support preparations for promotion. There are interim appraisals after six months. The focus throughout the year is on regular conversations.

Between 2014/15-2017/18, 78 academics attended appraisal workshops (40% F). In 2018 online appraisal resources were launched; 102 staff (58% F) accessed these in five months. These are potentially more convenient to access which may benefit those with caring responsibilities – more often women.

Action 38: Evaluate engagement with the online PPDP and appraisal resources to support appraisers in 2019 after these have been available for 12 months. Specifically seek feedback from women and make changes accordingly.

Table 48: Academic appraisal completions (percentages and numbers) by gender and faculty, 2014/15: showing low proportions of appraisals are logged for female (32%) and male academic staff (36%)

Faculty	F academic staff			M academic staff			Overall Completion Rate (%)
	Total staff	No. with appraisal logged	Completion Rate (%)	Total staff	No. with appraisal logged	Completion Rate (%)	
FoM	43	17	40	49	20	41	40
FMC	67	22	33	111	37	33	33
HSS	129	44	34	42	15	36	35
FST	58	12	21	115	43	37	32
Overall	297	95	32	317	115	36	34

Table 49: Academic appraisal completions (percentages and numbers) by gender and faculty, 2015/16: showing year-on-year improvements in the proportion of appraisals logged for female (41%) and male academic staff (39%)

Faculty	F academic staff			M academic staff			Overall Completion Rate (%)
	Total staff	No. with appraisal logged	Completion Rate (%)	Total staff	No. with appraisal logged	Completion Rate (%)	
FoM	75	42	56	93	47	51	53
FMC	81	37	46	120	41	34	39
HSS	123	37	30	48	13	27	29
FST	66	24	36	127	50	39	38
Overall	345	140	41	388	151	39	40

Table 50: Academic appraisal completions (percentages and numbers) by gender and faculty, 2016/17: showing year-on-year improvements in the proportion of appraisals logged. This remained static this year for female academic staff (41%) and increased for male academic staff (45%)

Faculty	F academic staff			M academic staff			Overall Completion Rate (%)
	Total staff	No. with appraisal logged	Completion Rate (%)	Total staff	No. with appraisal logged	Completion Rate (%)	
FoM	75	39	52	93	46	50	51
FMC	81	40	49	120	59	49	49
HSS	133	48	36	54	29	54	41
FST	66	20	30	127	43	34	33
Overall	355	147	41	394	177	45	43

Table 51: Academic appraisal completions (percentages and numbers) by gender and faculty, 2017/18: showing year-on-year improvements in the proportion of appraisals logged for female (50%) and male academic staff (47%)

Faculty	F academic staff			M academic staff			Overall Completion Rate (%)
	Total staff	No. with appraisal logged	Completion Rate (%)	Total staff	No. with appraisal logged	Completion Rate (%)	
FoM	86	49	57	108	53	49	53
FMC	94	60	64	132	70	53	58
HSS	135	55	41	56	29	52	44
FST	79	31	39	147	58	40	39
Overall	394	195	50	443	210	47	48

Figure 12: Academic appraisal completion rates by faculty and gender, 2014/15-2017/18: showing an increase in the proportion of appraisals logged for female and male academic staff. This is particularly evident in FMC. Appraisal rates for female academic staff seem to be plateauing in FoM and marginally increasing in HSS and FST.

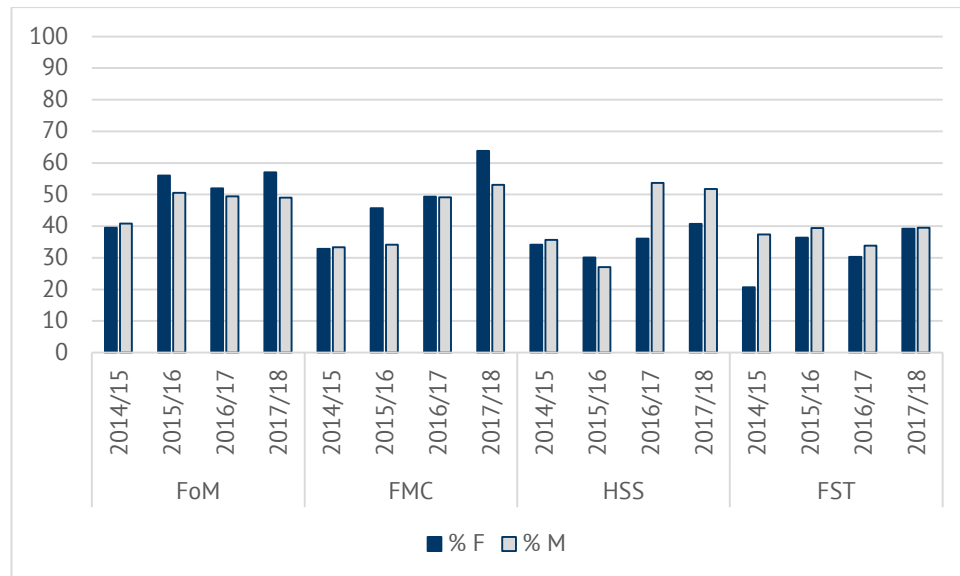


Table 52: Academic appraisal rates according to Staff Survey and PIRLS

Survey name and question	2017			
	F	M	% F	% M
Staff Survey: Have you had an appraisal in the last 12 months?	166/227	179/245	73	73
PIRLS: Have you been appraised in the past two years?	17/18	30/35	94	86

It is disappointing to see such low appraisal rates, although the increase is encouraging. The data highlights a problem with appraisals either not being undertaken or not being recorded. Our Staff Survey indicated a higher completion rate (73%, 345/472) but this still falls short of expectation.

The Staff Survey indicated 52% of academics have a PPDP (55% F, 125/228) (49% M, 120/245), with women more likely to have one (55% F, 49% M). 87% used it to plan annual development needs (~1% difference by gender). Women were less likely to use it for long-term career planning (53% F, 63% M). This was true in all faculties except HSS, with the widest variances in FMC and FST. Identifying development needs and supporting career planning could help more women achieve promotion. We will increase engagement with PPDP and appraisal, improve long-term career planning, and simplify the process.

We are committed to achieving 90% PPDP and appraisal completion rate by autumn 2020 (90% allows for turnover, maternity leave, etc.). We are working with faculties to ensure appraisals happen and are recorded. Appraisal development is embedded in the ALP. We will continue supporting managers to undertake effective appraisals. Department-level data will be shared during our SWAN workshops.

Action 28: Implement the revised PPDP and appraisal process from January 2019.

Action 39: Run sessions on career mentoring conversations throughout 2018/19 to develop appraiser and manager skills and confidence in supporting staff and career development, including for short- and long-term career planning. Some of these sessions will be women-only events.

Action 40: We will have a new PPDP and Appraisal system to capture the essence of the quality conversations that will take place about careers as part of the new PPDP and Appraisal process.

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff including postdoctoral researchers to assist in their career progression.

Mentoring/coaching are a central to BU2025. Staff can participate in coaching to realise career aspirations and build self-confidence. Since August 2015, 134 women accessed career development opportunities; 38 (28%) subsequently achieved promotion (106 men accessed the opportunities with 26 (25%) achieving promotion). BU2025 commits to all academic staff having a research mentor. Two faculties already have schemes in place and two are establishing schemes. We recently purchased the SUMAC system and will use it to support mentor-matching for Aurora participants.

WAN and HR&OD run career progression events for women. Senior staff, including EDs, attend sessions to demonstrate commitment to E&D.

We have a small group of G6 researchers (48, 54% F). Section 4.1(ii) explains how we support career progression for researchers including bridging funding. We provide guidance on the recruitment/development of researchers, sent to new researchers/their managers. None of the respondents to the 2017 Careers in Research Online Survey had undertaken career management development but 88% of women were interested in this (43% of men). Vitae facilitated a career planning event for researchers/managers in 2018 (29 attendees, 59% F) which was well received.

Action 41: We will ensure all academic staff have a research mentor.

Action 42: Use the SUMAC system to support female staff who have participated in Aurora, ensuring appropriate mentors are available and matched, depending on development needs and career aspirations.

Action 43: Repeat the Vitae career planning workshop for researchers and their managers in 2020.

5.3. Flexible working and managing career breaks

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

Explain what support the institution offers to staff before they go on maternity and adoption leave.

Maternity/adoption benefits are accessible online. HR regularly provide guidance to managers. There are webpages on supporting family and work-life balance and for pregnant staff. The SWAN Survey indicated most respondents found the information they needed on the webpages and/or from HR. Most respondents (85%, 40/47) who took maternity leave felt supported. Six noted the handover prior to their leave was stressful as cover arrangements were either not in place or handovers felt rushed.

Three survey respondents had taken adoption leave. None highlighted any issues. One flagged how supportive BU was considering the speed at which things happened.

We are developing a maternity leave checklist to provide guidance for managers and ensure employees feel valued, supported and informed. Managers will be proactively supported by HR at each stage to ensure consistent implementation of policies.

Table 53: Content plan for the new maternity leave checklist

Before maternity leave	During maternity leave	Return to work
Maternity leave policy Workplace assessments Time off for antenatal care Agree how to share the news BU maternity leave form MATB1 form Keeping in contact during maternity leave Maternity pay and benefits Arrange maternity leave cover	Keeping in contact during maternity leave KIT Days Plans for returning to work Arrange teaching cover to enable the individual to have a reduced teaching load on their return Options for flexible working Liaison with HR/Payroll Shared Parental Leave On-site nursery / Government's tax-free childcare scheme Option for paid study leave (for academic staff) Create a back-to-work plan together	Return to work place, e.g. phased return Workplace assessments Welcome to new staff Reacquaint with old staff Mini-induction Breastfeeding/expressing Parental leave Coaching / mentoring options Time to refresh skills and rebuild social contacts Reduced teaching (for academic staff) Provide informal feedback to rebuild confidence

Action 44: Design and implement the Maternity Leave Checklist, ensuring all managers are aware of their responsibilities to staff prior to, during and upon return maternity leave.

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

Explain what support the institution offers to staff during maternity and adoption leave.

We compared policies with those at other universities. As a result BU significantly enhanced the benefits payable for maternity/adoption leave for staff (established and FTC) with at least 52 weeks service and who return for at least 26 weeks after their leave period.

Table 54: Comparison of previous and current maternity/adoption pay for staff: showing significant enhancement since August 2018 and putting BU in the top ten UK universities for offering this level of pay

	Up to July 2018	From August 2018
Staff maternity / adoption pay	6 weeks full pay 12 weeks half pay 21 weeks standard SMP 13 weeks unpaid	26 weeks full pay 13 weeks SMP 13 weeks unpaid

In 2017, the SAT, ASSG and EDSG benchmarked good practice for covering maternity costs (including cover), and made recommendations for improvement. Faculties/services can now resource all additional costs relating to maternity/adoption (including cover) outside of agreed budgets. This was communicated to managers and will be included in the maternity leave checklist.

Maternity cover is determined in light of business needs / available capacity. Cover may be through a variety of means (someone might temporarily undertake the role, for example, a part-time colleague wishing to increase hours) or it could be via FTC/PTHP. Arrangements are agreed with the substantive post-holder and monitored/reviewed on an ongoing basis.

Preferences for contact during leave are agreed between the manager and staff member. All staff on leave can work up to ten keeping in touch days. There are helpful and supportive webpages that contain information for staff on maternity/adoption leave.

Doctoral students in receipt of a stipend are entitled to maternity/adoption benefits payable as per staff (Table 54). The award period is extended to reflect the period of leave. This ensures students are financially supported during their leave and supported to complete their studies when they return. Three students have benefited so far, all of whom reported being happy with the paid leave and extension.

We approved a student maternity, adoption and parents policy in 2018 which applies to all students.

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

Explain what support the institution offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

We have breastfeeding rooms on both campuses and are joining the Breastfeeding Welcome Scheme. Our workload model grants staff returning from maternity/adoption leave at least 20% teaching reduction for twelve months. One faculty provides returners with six months without teaching. Our institutional allocation for returners will be reviewed in 2018/19. Returners can apply to our Academic Study Leave scheme; referenced in the policies.

Action 45: Sign up to the Breastfeeding Welcome scheme.

Action 46: In 2018/19 review minimum reduction of 20% teaching load for staff returning from maternity leave. Seek good practice from the sector and beyond, and implement any changes from 2019/20.

Action 47: Explore introducing small grants to boost returners' research activities.

The PCS and SWAN Survey indicated experiences of returning to work varied across faculties/services. Examples of good practice were highlighted (such as reintroducing returners to colleagues and accommodating flexible working) as well as challenges (such as getting back into research, no handover periods, and expected to return to full productivity immediately). Challenging return to work experiences were predominantly reported by academic staff. We will ensure we are better supporting staff to make a smooth transition back to work.

Action 48: Ensure a re-induction process for staff returning from maternity/adoption leave, including the production of a return to work pack including information on what has happened at the University during the period of absence, and opportunities for coaching (already approved by ULT). Provide opportunities for women returners to have a series of coaching sessions within the first 100 days of their return.

Action 49: Run a maternity/adoption survey in spring 2020 with all staff who took leave from August 2018 and subsequently returned to work to garner feedback on their experiences and take action to address any issues.

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the institution. Data and commentary on staff whose contracts are not renewed while on maternity leave should be included in this section.

Table 55: Maternity leave taken and return rate of staff from 2014/15 to 2017/18

	Maternity starts	Still on maternity leave	Returned	Resigned	End of contract	Redundancy	Return rate
Academic							
2014/15	■	■	■	■	■	■	100%
2015/16	9	■	9	■	■	■	100%
2016/17	12	■	11	■	■	■	92%
2017/18	19	■	15	■	■	■	100%
PSS							
2014/15	■	■	■	■	■	■	100%
2015/16	24	■	18	■	■	■	88%
2016/17	20	■	20	■	■	■	100%
2017/18	39	9	27	■	■	■	90%

Most women (97% academics; 88% PSS) return to work after maternity leave. We have started tracking career trajectories of women taking maternity leave.

FTC staff taking maternity leave are treated fairly. We always seek to extend contracts or convert them into established appointments. Since 2014/15, maternity leave was taken by one FTC academic who subsequently returned to her post (now established) and one FTC researcher who left at the end of her contract. In the case of the latter, the maternity leave started one month before cessation of funding for the research project and further funds or an alternative post were not available.

FTC G6 researchers tend to be funded by QR funding (in which case we would most likely extend contracts) or research grants (such as research councils, Leverhulme Trust, British Academy), most of which provide funding for maternity leave and allow extensions to enable women to return and complete projects. Where costs are not supported by the funder and a researcher takes maternity leave then BU will always aim to meet these costs and apply for an extension from the funder.

Action 50: Add information to the maternity webpages for staff on FTCs to make it clear how maternity benefits and support apply to them. This will include information about how external research funders may meet costs for maternity leave and allow applications to extend research projects. We will ensure this information is communicated to managers.

Action 51: Continue to track the career trajectories of women who took maternity leave within the past five years and consider the impact this has on their careers.

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

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

Table 56: Numbers of staff taking paternity leave, parental leave and adoption leave by gender, 2014/15 to 2017/18

Type of leave	Year	Academic staff		Professional and support staff		Total		
		F	M	F	M	F	M	Total
Paternity leave	2014/15	■	■	■	9	■	11	11
	2015/16	■	6	■	13	■	19	19
	2016/17	■	■	■	10	■	12	12
	2017/18	■	■	■	9	■	13	13
Parental leave	2014/15	■	■	■	■	■	■	■
	2015/16	■	■	■	■	■	■	■
	2016/17	■	■	■	■	■	■	■
	2017/18	■	■	■	■	■	■	■
Adoption leave	2014/15	■	■	■	■	■	■	■
	2015/16	■	■	■	■	■	■	■
	2016/17	■	■	■	■	■	■	■
	2017/18	■	■	■	■	■	■	■

Table 57: Number of staff taking paternity leave 2014/15 to 2017/18

Grade	2014/15		2015/16		2016/17		2017/18	
	Academic	PSS	Academic	PSS	Academic	PSS	Academic	PSS
UET / ED	■	■	■	■	■	■	■	■
12	■	■	■	■	■	■	■	■
11	■	■	■	■	■	■	■	■
10	■	■	■	■	■	■	■	■
9	■	■	■	■	■	■	■	■
8	■	■	■	■	■	■	■	■
7	■	■	■	■	■	■	■	■
6	■	■	■	■	■	5	■	■
5	■	■	■	■	■	■	■	■
4	■	5	■	■	■	■	■	■
3	■	■	■	■	■	■	■	■
2	■	■	■	■	■	■	■	■
1	■	■	■	■	■	■	■	■
Total	■	9	6	13	■	10	■	9

Only one G10+ man took paternity leave. Anecdotal feedback indicates there were more G10+ men eligible for paternity leave. Three male respondents to the SWAN Survey reported taking annual leave as paternity leave was poorly paid. In 2018 we enhanced our

Paternity/Partner Leave Policy. We offer two weeks' leave at full pay; one man (PSS, G4) has benefited so far. We expect to see an increase in the number of men taking paternity leave.

No men took formal parental leave. We will promote parental leave and flexible working as an increased uptake by men could reduce the burden on partners and help to challenge gender stereotypes around childcare.

Appreciating shared parental leave (SPL) is complex, we provide guidance for managers and are simplifying this to ensure greater clarity. We cannot report on the number of staff taking SPL as this isn't recorded in the HR system.

Action 52: Produce case studies of staff who benefit from the enhanced paternity/partner leave policy and publish these widely with information about our family-friendly policies.

Action 53: Simplify the guidance on SPL for staff/managers and add 'SPL' as a reporting category in the new HR system.

(vi) Flexible working

Provide information on the flexible working arrangements available.

Table 58: Formal flexible working requests agreed with academic staff by grade and gender 2014/15-2017/18: showing the number is increasing annually (from 1 in 2014/15 to 7 in 2017/18)

Academic - grade	2014/15		2015/16		2016/17		2017/18	
	F	M	F	M	F	M	F	M
5	■	■	■	■	■	■	■	■
6	■	■	■	■	■	■	■	■
7	■	■	■	■	■	■	■	■
8	■	■	■	■	■	■	■	■
9	■	■	■	■	■	■	■	■
10	■	■	■	■	■	■	■	■
11	■	■	■	■	■	■	■	■
12	■	■	■	■	■	■	■	■
UET / ED	■	■	■	■	■	■	■	■
Total	■	■	■	■	■	■	5	■

Table 59: Formal flexible working requests agreed with PSS staff by grade and gender 2014/15-2017/18: showing the number of increasing annually (from 1 in 2014/15 to 16 in 2017/18)

PSS - grade	2014/15		2015/16		2016/17		2017/18	
	F	M	F	M	F	M	F	M
1-4	■	■	■	■	■	■	■	■
5-8	■	■	■	■	■	■	5	5
9+	■	■	■	■	■	■	■	■
Total	■	■	■	■	5	■	10	6

55 career breaks (60% F) were approved between 2014-2018.

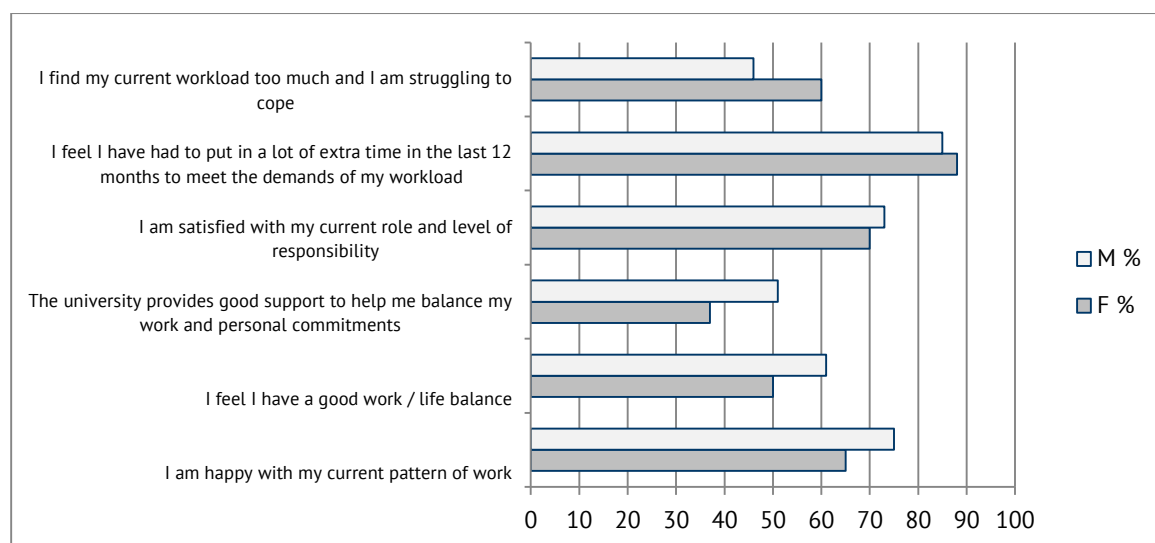
Flexible working is key to BU2025. All vacancies are advertised as open for job share / flexible working. Flexible working is open to all staff regardless of length of service. Formal requests are made via managers with an appeals process via HR. HR supports managers to promote and manage flexible working. Applications are increasing markedly from academic and PSS staff.

A flexitime scheme was piloted in 2018. The scheme was evaluated, received positively and will continue. Our SWAN Survey provided a range of responses regarding flexible working. Most staff found the necessary information and received sound advice from their manager/HR. Where responses are less positive, we are supporting the relevant managers to manage flexible working.

Table 60: Examples of feedback to SWAN Survey regarding part-time and flexible working (2018) (this could relate to a time before BU embraced flexible working)

Staff type / Gender	Examples of positive feedback	Examples of negative feedback
Academic F	<ul style="list-style-type: none"> •[Reduction in hours] Resolved a lot of issues which were impacting on health and work. 	<ul style="list-style-type: none"> •[Request not approved] Terrible. It was refused so I had a hungry baby at 7.00pm as I raced home from giving my lecture.
Academic M	<ul style="list-style-type: none"> •[Career break] It has been extremely useful and productive. 	<ul style="list-style-type: none"> •[Different working pattern] It has been incredibly stressful. Flexible working is great in enabling me to act as a carer, but it means working almost every evening - and that is before I start doing any additional hours.
PSS F	<ul style="list-style-type: none"> •[Different working pattern] Positive - I am far more productive working a flexible rather standard pattern. It also breeds a strong feeling of loyalty as I appreciate the flexibility given to me. 	<ul style="list-style-type: none"> •[Reduced hours] Although my hours were decreased my workload was not reviewed in line with these changes.
PSS M	<ul style="list-style-type: none"> •[Compressed hours] Better for work and life balance in reducing travel time and more focus on work. 	<ul style="list-style-type: none"> •[Request not approved] According to my line manager: The service I work in doesn't offer flexible working.

Figure 13: Responses from academic staff to wellbeing questions in Staff Survey (2018)



Our Staff Survey indicated women find it more challenging than men to achieve a good work-life balance and are less happy with their pattern of work; this mirrors similar findings across the sector (THE, 2018³).

The two datasets are concerning; they indicate a potential conflict between policy and implementation in some parts of BU. This highlights the need to normalise flexible working and create a culture which encourages flexibility.

We are ensuring all staff are aware of flexible working options and managers are implementing this positively. We seek good practice externally, for example, Professor Chandler-Wilde visited BU in 2018 to share experiences about flexible working at the University of Reading. This demonstrated the value of using case studies. We created a flexible working factsheet, including case studies. This was published on the Intranet and, within a week, became one of the top read stories (viewed by 362 staff). Our agreed actions will enable us to do more of this.

Action 54: Create and promote a bank of real-life examples of part-time and flexible working practices, clearly demonstrating the benefits to individuals, managers, teams and the university. These will be communicated regularly to staff and will feature senior staff, including UET colleagues as champions of flexible working.

Action 55: The SAT will run sessions open to staff and managers to promote the benefits of flexible working, aiming to raise awareness of flexible working options and positive experiences of flexible working. Flexible working will be incorporated into the People Management Toolkit. Seek feedback on staff experiences of flexible working via the SAT, WAN and future staff surveys.

³ <https://www.timeshighereducation.com/features/work-life-balance-survey-2018-long-hours-take-their-toll-academics>

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

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

Some respondents to the SWAN Survey reported concerns about temporarily reducing hours in fear that an increase back to full-time work might not be approved. The Flexible Working Policy will be adapted for both temporary and permanent changes. This option will be included in the Maternity Checklist and in managers' training.

Action 56: Where possible enable Flexible Working to cover both temporary and permanent changes, and if/where possible honour original contract hours.

(viii) Childcare

Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

We offer salary-sacrifice childcare vouchers (used by 144 staff) and provide information on the government's tax-free childcare scheme. There is an onsite nursery, operated by an external provider, for children (three months to five years). The nursery is rated 'outstanding' by Ofsted. It operates between 8am-6pm, weekdays for staff, students and the community. Since 2017 the nursery has operated a waiting list for spaces (six months average waiting time). 92 places are available; 43 are discounted for staff/students, managed on a first-come, first-served basis. There is an abundance of other high-quality nurseries nearby and some parents choose these instead.

There is reserved parking for parents dropping off/collecting children. Our travel policy doesn't permit staff living within two miles of BU to have a parking permit; an exception is made for parents.

BU provides childcare for children (8-14) in school holidays. We are trialling half-day childcare for younger children (5-7). Discounts are given to all staff/students. SWAN Survey feedback was positive with requests for full days for younger children. Doing so necessitates different regulatory requirements; this is being investigated.

Our SWAN Survey indicated most respondents with experience of the nursery were satisfied (80%, 77/96). Suggestions for improvements related to expense and hours. The nursery's Parent Partnership is considering requests received about opening earlier.

Action 57: Explore options for providing full days for children aged 5-7 at the SportBU Kids Camps.

Action 58: Annually review nursery provision, quality and places with the provider and agree costs as detailed in the contract.

Action 59: Explore the possibility of establishing a carer's fund for childcare costs when staff are required to work on weekends (such as open days) or attend conferences.

(ix) Caring responsibilities

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

Figure 14: Photograph from the carers' talks for World Mental Health Day (2016)



We are committed to supporting carers, for example, through flexible working arrangements. The PCS indicated respondents struggled to access information on support for carers. We developed guidelines, created webpages and produced videos about carers. The SWAN Survey indicates there is inconsistency regarding awareness of support/guidance for carers. We launched a Carers' Group in 2018 to provide a safe and supportive space for carers. This revisits previous attempts to establish a parents and carers network in 2013/14.

Table 61: Examples of qualitative feedback regarding support for staff with caring responsibilities (SWAN Survey)

"I'd say that I appreciate how quickly BU provides new staff with information about parental/carers leave, and that the information provided as part of induction was thorough and clear." <i>(F, academic)</i>
"[BU needs] a properly thought out policy. At the moment it depends on individual managers' views and those managers are often not academics or carers". <i>(F, academic)</i>
"Be clear about how BU supports carers. I told my manager that I am a carer and they said we would just manage it on a daily basis - no clear support available". <i>(F, academic)</i>

Action 60: Promote the Carers Guidance and Carers Group to all staff and particularly line managers. Produce case studies of carers and promote these via the Intranet. Aim to increase the number of carers becoming involved in the Carers Group. Continue to celebrate Carers Rights Day and Carers Week and include matters relevant to carers when marking other national events such as Mental Health Awareness Week. Explore best practice at other institutions and use this to further enhance our support for carers.

5.4. Organisation and culture

(i) Culture

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

SWAN is centrally driven to ensure a sound foundation for embedding the Charter. Feedback collected during 2017/18 indicates it is becoming embedded in some areas but not consistently across the whole institution. In some areas there is a lack of detailed awareness among staff/managers about gender equality and/or policies and procedures, resulting in barriers to implementation.

Our strategy has evolved to focus on the strengthening of policies, enhanced communication, detailed guidelines, manager development and awareness sessions, and the embedding of the Charter at faculty/service level with strong, visible leadership from UET/ULT. We positioned inclusivity at the heart of BU2025, sending a clear message to staff and students of our commitment to gender equality.

EDSG has responsibility for developing and embedding this strategic commitment, reporting into ULT. SWAN is a regular item at ULT and EDSG. Staff equality groups raise issues and recommendations to EDSG. Our UCU branch has an equality officer who is a member of the SAT, WAN and EDSG, helping to ensure work is connected. ULT is responsible for developing and agreeing plans to deliver BU2025, agreeing and communicating policy and holding EDSG and faculties/services to account for implementing actions.

To normalise consideration of E&D matters, senior committees require papers to include equality analysis information. Some terms of reference include responsibilities for considering the E&D impacts of the committee's work. Since 2016 annual equality analysis planning is undertaken by all EDs/Heads of Services, reporting to EDSG.

Departments were invited to discuss SWAN at all departmental meetings. Anecdotal evidence indicates this isn't happening due to ambiguity regarding content/requirements. We will proactively identify a schedule of topics for departmental meetings, linking these to data, factsheets and case studies. The aim is to create meaningful two-way engagement, raise awareness of gender equality, and ensure departments take action (see Section 5.4(xii)).

WAN plays an important role in embedding the Charter. WAN conveners meet termly with the VC and COO to raise issues and discuss solutions. The aim is to align WAN's work with SWAN to provide an effective structure for identifying and implementing changes. This was initially challenging but is evolving positively. One WAN convener is an ASSG member and three are SAT members, providing a mechanism through which WAN can influence policies and practices. There is good staff engagement with WAN with 137 (100% F) members.

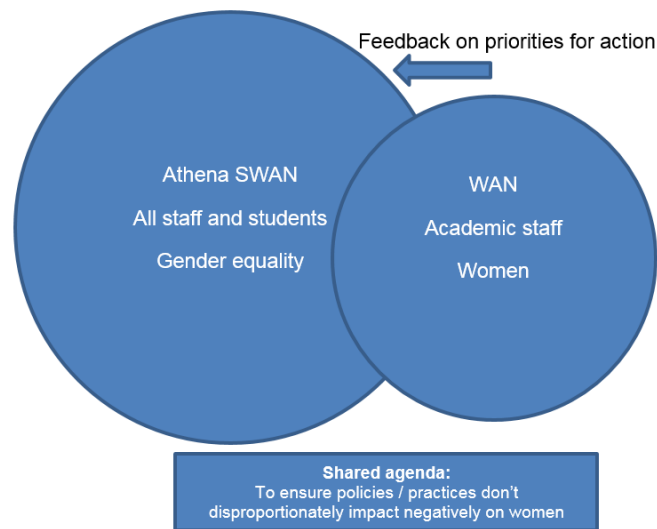
Action 61: Ensure all committees require meeting papers to include information on equality analysis and committee terms of reference include explicit responsibilities for considering the equality and diversity impacts of the committee's work.

Action 62: Identify a schedule of specific SWAN agenda items for the academic departments to discuss, linking these to data, factsheets and case studies. Ensure departments take action.

Action 63: Continue to support WAN to undertake an annual programme of events to raise awareness of gender equality and inclusivity.

Action 64: Work with WAN to co-convene an annual SWAN lecture.

Figure 15: Overlap and remits of SWAN and WAN at BU



Good practice is shared across BU via our SWAN newsletter (quarterly), Intranet articles (weekly), factsheets, case studies, SWAN lunches, ASSG/SAT meetings, WAN, SWAN network, and programme of E&D events.

Table 62: Women invited to BU to talk about gender equality as part of the annual International Women's Day events

Year	Speaker	Ethnicity
2016	Chief Constable Debbie Simpson - Rising to the top: the reflections of a female chief constable	White
	Professor Laura Serrant - Standing on the shoulders of giants: A career and life in health	BME
2017	Wendy Williams, Her Majesty's Inspector of Constabulary (HMIC) - Leadership and women in senior roles	BME
	Women in business: Developing women leaders (4 speakers)	White
2018	Developing women leaders (4 speakers)	50% BME, 50% White

We celebrate national events by promoting the achievements of women. In 2016 we produced a film featuring staff discussing SWAN and gender equality. It is used to encourage staff to consider the benefits of undertaking SWAN applications and has received positive feedback.

(ii) HR policies

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

The Associate Director of HR has overall responsibility for ensuring consistent application of HR policies/procedures.

The HR&OD team regularly undertake CPD to ensure their knowledge of policies and legislation is up-to-date. Knowledge is shared with managers, predominantly via development programmes. HR facilitate the People Management Toolkit, consisting of sessions focussing on policies, recruitment, employment legislation, equality matters and best practice approaches. External facilitators are engaged as appropriate, including forum theatre.

Action 31: Unconscious bias to become a mandatory element of the recruitment and selection development (including promotion panel members).

The HR webpages include all policies, procedures and reference points, management guidance, FAQs and template letters. All faculties/services are supported by named HR Managers and Advisers who communicate policy changes.

Consistent application of policies is fundamental to ensuring fairness and equity. HR guide managers in respect of individual cases to ensure they understand their responsibilities and how best to execute them.

HR regularly review policies in response to feedback. For example, when 33% of Staff Survey respondents reported poor performance wasn't dealt with effectively BU introduced a Performance Management Policy (PMP), having previously dealt with matters under the Disciplinary Policy. The PMP aims to support staff to reach the standards required but also enables action to be taken if performance doesn't improve. This is incorporated in the ALP the People Management Toolkit.

As noted throughout, responses to our surveys demonstrate policies are not always consistently applied. We are taking a more active role in their implementation, including holding managers accountable where policies are not followed. We developed policy factsheets that will feature as part of our internal communications calendar. We will continue to deliver regular management information briefings.

Action 65: Produce a new video about dignity and respect in 2018/19 and promote this widely, including it as part of a dignity and respect roadshow for staff and students.

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

Comment on the main concerns and achievements across the whole institution and any differences between STEM and AHSSBL departments.

Table 63: Faculty and department leadership roles by gender, 2014/15-2017/18: showing the proportion of women in senior academic management roles decreased from 50% in 2014/15 to 32% in 2017/18.

Role	2014/15		2015/16		2016/17		2017/18		% Female by year			
	F	M	F	M	F	M	F	M	14/15	15/16	16/17	17/18
Executive Dean*	■	■	■	■	■	■	■	■	50	33	■	33
Deputy Dean	■	5	■	5	5	■	■	■	29	38	56	50
Associate Dean	11	10	8	10	■	■	■	13	52	44	40	24
Head of Department	7	5	6	9	■	10	5	15	58	40	29	25

*Includes Acting Dean in HSS

Each Faculty is led by an ED. Currently two EDs are providing leadership across four Faculties, supported by an Acting Dean. EDs are supported by Deputy and Associate Deans. All are specific posts recruited to via open recruitment.

There are 20 (HoDs) (25% F). Current practice is for HoDs to have established contracts but with an agreement to undertake the HoD role for a five year period, which may be extended by a further three years by mutual agreement. After this time someone else takes on the HoD role.

Leadership training, particularly the ALP, is provided to all these post-holders. Our gender-neutral recruitment should attract more females applicants to these roles.

Action 10: Ensure all senior roles have a gender-balanced recruitment panel and wherever possible include at least one BME panel member.

Action 20: Include positive action statements in job adverts when recruiting to all posts.

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

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

Table 64: Gender profile of Board Committees 2014/15-2017/18

Committee	2015/16		2016/17		2017/18		2018/19		2015/16	2016/17	2017/18	2018/19
	F	M	F	M	F	M	F	M	% F	% F	% F	%F
Board ⁴	8	15	7	16	7	16	7	15	35	30	30	30
Audit, Risk and Governance	■	■	■	■	■	■	■	■	33	33	33	33
Finance and Resources	■	10	■	10	■	10	■	10	9	9	9	9
Nominations	■	■	■	■	■	■	■	■	20	20	20	20
Honorary Awards (Joint Board/Senate Committee) ⁵	7	■	5	■	5	■	5	■	78	63	63	63
Development Funding	■	■	■	■	■	■	■	■	33	20	20	20
Remuneration	■	■	■	■	■	■	■	■	20	20	20	20

The Board oversees the strategic development of the University and ensures the effective use of resources and general solvency of the institution. The Board Members are the charity trustees of BU and all roles are voluntary and unpaid as required by charity law.

There are 23 Board Members: 15 independent members; four UET members; SUBU President; one elected academic staff member; one elected PSS member; one Senate member.

All independent Board members are recruited through open competition via national advertising campaigns (national press, skills-specific publications, charity specialist press, specific E&D publications). Independent and elected members have a three year term, with a possible extension to a maximum of six years.

The Nominations Committee (NC) (20% F) oversees and approves the process for the recruitment of Board Members, including the E&D elements. All Board appointments are subject to Board approval. The NC is committed to increasing diversity and receives regular updates on the diversity of the Board and its Committees. Membership data looks fairly static; however, there have been notable changes at Committee level, for example, Audit, Risk and Governance (33% F) now has a female Chair and Deputy Chair. It will take at least two three year cycles to address the progressive refreshing of the membership due to length of service being in accordance with governance code requirements.

⁴ 1 vacancy on Board

⁵ 1 vacancy on this Board sub-committee

Action 66: We recently joined the Board Apprentice Scheme to increase diversity and widen the pool of board-ready candidates by placing appropriate individuals on boards as apprentices for one year to gain first-hand experience, through observation, of the workings and dynamics of boards. The Board has recently shortlisted two female apprentices for interview.

Action 67: All Board recruitment shortlisting panels and interview panels will continue to be gender-balanced.

Action 68: The Nominations Committee will consider reviewing the process of appointment of all Board Members for consistency with the skills-based approach used for independent members rather than relying on self-nomination which may not attract a diverse range of candidates for election.

Action 69: All future Board and Committee effectiveness reviews will contain questions about improving diversity.

Action 70: All newly appointed Board members will have a mentor to assist their Board development, including future committee and chairing opportunities.

Table 65: University Executive Team by gender, staff type and grade 2014/15 – 2017/18

Staff type	Grade	2014/15		2015/16		2016/17		2017/18	
		F	M	F	M	F	M	F	M
UET	UET	■	5	■	5	■	5	■	■

Table 66: University Leadership Team by gender, staff type and grade 2014/15 – 2017/18

Staff type	Grade	2015/16		2016/17		2017/18		2018/19	
		F	M	F	M	F	M	F	M
Academic	UET / ED	■	6	■	6	■	■	■	■
	9-11	■	■	■	■	■	■	■	■
PSS	UET / ED	■	■	■	■	■	■	■	■
	9-11	6	■	6	■	5	■	8	■
Total ULT		9	10	8	10	7	7	9	8
% F / % M		47	53	44	66	50	50	53	47

Table 67: Gender profile of ULT sub-committees 2014/15-2017/18

Committee	2014/15		2015/16		2016/17		2017/18		2014/15	2015/16	2016/17	2017/18
	F	M	F	M	F	M	F	M	% F	% F	% F	% F
Health and Safety	11	8	10	7	10	8	13	9	58	59	56	59
Equality and Diversity	19	10	19	10	21	9	17	12	66	66	70	59
Fair Trade	6	9	6	9	5	10	6	8	40	40	33	43
Sustainability Strategy	■	11	■	10	■	10	■	12	27	26	26	14
Fees Board	5	9	5	9	6	9	8	11	36	36	40	42
Value for Money	14	9	10	7	10	7	10	8	61	59	59	56
Access, Impact and Excellence	■	■	6	7	6	8	8	5	■	46	43	61
Prevent Management	■	■	5	5	5	5	5	6	■	50	50	45
Central Admissions Team	7	7	7	8	7	9	7	10	50	47	44	41
Global Talent and Employability	13	10	13	10	13	10	13	10	57	57	57	57
Graduation	9	■	6	■	10	■	9	■	90	60	83	75
Risk Management	8	8	9	11	10	10	7	■	50	45	50	78
Research Performance and Management	■	■	■	■	■	■	■	5	■	■	■	40

The University's senior management committee is ULT (53% F), reporting into UET (20% F) and ultimately the Board (30% F). ULT is chaired by the VC (M); all positions are role-specific. With one exception, women account for between 40-78% of members on all ULT sub-committees.

We are establishing Funding Panels to take responsibility for allocating resources/investments for research. Membership is not linked to posts but to career stages. There are membership targets for gender and BME representation.

Action 71: Include positive action statements in recruitment to Funding Panels and aim to meet targets for gender (at least 33% F) and BME representation (at least 10% BME).

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

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

Table 68: Senate by gender, staff type and grade 2014/15 – 2017/18

Staff type	Grade	2014/15		2015/16		2016/17		2017/18	
		F	M	F	M	F	M	F	M
Academic	UET / ED	■	6	■	5	■	7	■	■
	12	■	■	■	■	■	■	■	■
	11	■	■	■	■	■	■	5	■
	10	■	■	■	■	■	■	■	■
	9	■	■	■	■	■	■	■	■
	8	■	■	■	■	■	■	■	■
	7	■	■	■	■	■	■	■	■
	6	■	■	■	■	■	■	■	■
	5	■	■	■	■	■	■	■	■
	Total Academic	11	11	11	10	8	12	7	8
PSS	UET / ED	■	■	■	■	■	■	■	■
	12	■	■	■	■	■	■	■	■
	11	■	■	■	■	■	■	■	■
	10	■	■	■	■	■	■	■	■
	9	■	■	■	■	■	■	■	■
	8	■	■	■	■	■	■	■	■
	7	■	■	■	■	■	■	■	■
	6	■	■	■	■	■	■	■	■
	5-8	■	■	■	■	■	■	6	■
	Total PSS	■	■	5	■	■	■	11	8
Total Senate		15	13	16	12	12	15	18	16

Table 69: Senate sub-committees by gender, staff type and grade 2014/15 – 2017/18

Staff type	Grade	2015/16		2016/17		2017/18	
		F	M	F	M	F	M
Research and Knowledge Exchange Committee	Academic	ED/UT					
		12					
		11					
		10					
		9					
		8					
		7					
		6					
		5 to 8					
	PSS	UT / ED					
		12					
		11					
		10					
		9+					
		6					
		5 to 8					
		1 to 4					
	Total URKEC		6	8	7	8	7
Academic Standards Committee	Academic	UT / ED					
		12					
		11		5			
		10					
		9					
		8					
		7					
		6					
		5 to 8					
	PSS	UT / ED					
		12					
		11					
		10					
		9+					
		5 to 8					
		1 to 4					
	Total ASC		7	5	8	5	9
Education and Student Experience Committee	Academic	UT / ED					
		12					
		11			6	5	5
		10					
		8					
		7					
		6					

Staff type	Grade	2015/16		2016/17		2017/18	
		F	M	F	M	F	M
	5 to 8	■	■	■	■	■	■
	UET / ED	■	■	■	■	■	■
	12	■	■	■	■	■	■
	11	■	■	■	■	■	■
	10	■	■	■	■	■	■
	9+	5	■	■	■	■	■
	5 to 8	■	■	■	■	■	■
	1 to 4	■	■	■	■	■	■
	Total ESEC	14	11	15	13	17	12
University Research Ethics Committee	Academic	UET / ED	■	■	■	■	■
		12	■	■	■	■	■
		11	■	■	■	■	■
		10	■	■	■	■	■
		9	■	■	■	■	■
		8	■	■	■	■	■
		7	■	■	■	■	■
		6	■	■	■	■	■
		5 to 8	■	■	■	■	■
	PSS	UET / ED	■	■	■	■	■
		12	■	■	■	■	■
		11	■	■	■	■	■
		10	■	■	■	■	■
		9+	■	■	■	■	■
		5 to 8	■	■	■	■	■
		1 to 4	■	■	■	■	■
	Total UREC	8	5	6	5	6	5

Table 70: Percentage of female membership of Senate and Senate Sub-Committees, 2014/15-2017/18: showing that all committees have between 42% and 62% female members

Committee	F% 2015	F% 2016	F% 2017	F% 2018
Senate	53%	50%	40%	51%
Academic Standards Committee	56%	47%	57%	56%
Education & Student Experience Committee	50%	50%	56%	49%
University Research & Professional Practice ⁶	43%	41%	44%	62%
University Research Ethics Committee	53%	43%	46%	42%

Senate (51% F) is the academic governing body, responsible to the VC (M) for monitoring and advising on the academic work of the University. It includes role-specific and elected members. Elected roles are advertised widely to staff. Elections are conducted confidentially and online.

Table 71: Numbers of academic and PSS staff nominated and elected for the Senate roles, 2016/17-2018/19: indicating an increase in the number of nominations for female academics to be elected Senate representatives.

Year	Elected Senate role	Nominations		Elected	
		F	M	F	M
2016/17	Academic staff	■	■	■	■
	PSS staff	■	■	■	■
2017/18	Academic staff	■	■	■	■
	PSS staff	■	■	■	■
2018/19	Academic staff	5	5	■	■
	PSS staff	n/a	n/a	n/a	n/a
	Total academic staff	5	8	■	■
	Total PSS staff	■	■	■	■

Our action plan aimed to provide opportunities for women to be on committees. One way we are managing this is by inviting independent members of the professoriate to join committees. This has positively changed gender representation on committees, for example this changed the University Research and Professional Practice Committee's membership from 44% F in 2017 to 62% F in 2018.

⁶ Previously University Research and Knowledge Exchange Committee

(vi) Committee workload

Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of men or women and how role rotation is considered.

Committee membership is built into workload planning as part of academic citizenship. It is recognised in the promotion criteria and ACF. Where committee roles are not post-specific they rotate to avoid individuals becoming overloaded and to provide a greater range of staff with committee experience.

(vii) Institutional policies, practices and procedures

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

Gender is considered as part of our equality analysis procedure which requires staff developing policies, etc. to consider the equality implications. Section 5.4(i) provides information on the equality analysis planning process and how we are building this into committees. Equality analysis is required for all major activities, key decisions and all policies, procedures and initiatives that set out criteria/guidelines for use by others.

Positive/negative impact of policies is determined through a process of analysis, using a range of E&D information, and a template to identify positive/negative impact for protected characteristics. Four courses of action are then considered (based on EHRC guidance) ranging from continue the activity through to stop the activity. All equality analyses are made available to staff.

(viii) Workload model

Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

Our workload model was developed in conjunction with the Trade Unions (2016). It replaced previous arrangements as a result of renegotiating the framework agreement. We review workload planning in conjunction with the Trade Unions to it is fairly and consistently implemented across BU, best practice shared, and any issues addressed.

In line with Fusion, there are minimum teaching and research allocations; individuals cannot ‘buy themselves out of teaching’. SWAN work is explicitly mentioned in the citizenship allocation (an achievement from our action plan).

Action 72: Continue to work with EDs to ensure departments consider SWAN leadership in workload planning.

Implementation is normally achieved through the appraisal process coupled with the transparent disclosure of workloads.

We review the model and its implementation annually to ensure the principles are adhered to, workloads published, and any issues addressed.

There has been inconsistency regarding implementation. Feedback to the Staff Survey suggested 54% of academics (258/473) felt workload wasn't distributed fairly (~1% difference by gender). Workload plans were not consistently published but the new model/guidance changed this from 2018. We are delivering sessions for HoDs to address inconsistent practices and ensure fairness/transparency. Any HoD not engaging with the principles and the expectations of them within their role, such as the fair and transparent management of staff workloads, is held to account. We have not monitored the model for gender bias and will explicitly include this in the next review.

Table 72: Qualitative feedback from female academics regarding the fairness of the workload model (SWAN Survey)

"It is inequitable and should be published."
"Administrative roles are mainly given to female members of staff whereas male members of staff enjoy the benefit of more allocated research time."
"Mysterious, unequal and not transparent. Some people in our department have hardly any teaching and others are abused. Some of the women have huge teaching loads."

Table 73: Qualitative feedback from female academics regarding teaching restraints (SWAN Survey)

"I asked for no evening teaching because I was still breastfeeding my baby. This request was dismissed by both my director of ops and line manager and I had to teach from 5-7pm. My baby would not take a bottle and this was very stressful."
"I have always applied for restrictions on working hours. This year I was told that being a single parent to two small children didn't entitle me to hours [limited to] teaching within core hours. I am now teaching a seminar scheduled 4-6pm. My school's after school club closes at 5.45pm."
"It is inconvenient as [nursery staff] work until 6pm when I have teaching until 7pm. I have no family here so this makes everything very stressful."

Requests for timetable restraints are accommodated wherever possible but there is some inconsistency in how this is managed across faculties. We are committed to implementing a fair and consistent university policy for timetable restraints.

Action 73: Review the framework and deliver sessions for HoDs in respect of workload planning to address inconsistent practices and ensure fairness and transparency. Seek feedback on staff experiences of workload allocation. Monitor the workload model for gender bias in the next annual review and publish the results.

Action 74: Ensure requests for timetabling changes are considered fairly in accordance with the policy for requesting timetable restraints. Case studies will be published of good/poor practice; these will be used in line manager development sessions.

(ix) Timing of institution meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of meetings and social gatherings.

Our 2015-18 action plan committed to core hours for meetings (10am-4pm). Overall this was successful but sometimes these are too restrictive and incompatible with flexible working arrangements. Formal meetings are planned well in advance and individual working patterns accommodated wherever possible. School holidays are avoided.

Action 75: Continue to provide guidance to faculties/services on good practice for scheduling meetings and events and what to take into account to ensure they are inclusive.

Institutional social events include the Christmas Staff Event (daytime) and the annual VC Staff Awards (evening.)

We record important events so they are available afterwards to those who cannot attend.

We aim for meetings/events to be inclusive. The Staff Survey (2017) indicated the vast majority of staff feel part of BU (77%) (no difference by gender ~1%).

(x) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution's website and images used.

Figure 16: Kate Adie will be the BU Chancellor from 2019

A number of our lecture theatres are named after inspirational women, for example, Mary Wollstonecraft and Mary Shelley. We are delighted that Kate Adie will be the University's Chancellor and a visible role model. From January 2019 we will have an all female chancellery.



Figure 17: Prof Hartwell BRC, 2018



Figure 18: Prof Holley's inaugural lecture, 2018



As a result of our 2015-18 action plan:

- All conferences/events take an intersectional approach to identifying speakers/chairpersons.
- All publications are checked to ensure a representative mix of gender, ethnicity, etc.
- Women are invited to media opportunities. We aim for gender-balanced media exposure. We noticed in 2016/17 that our articles on the Conversation were largely authored by men. We worked with WAN and the Conversation to deliver training for women. There has been an increase in articles in the Conversation authored/co-authored by BU women, from 34% in 2016/17 to 55% in 2017/18.

We run an Inaugural Public Lecture series. Between 2015/16 and 2017/18, 15 professors (47% F) delivered lectures, each attracting c. 100 attendees.

Staff achievements are highlighted and celebrated through a variety of channels, including the annual VC Staff Awards; celebrating successes via the blogs and newsletters; and celebrating promotions to professor. We will seek to celebrate all academic promotions in future.

Action 76: Continue to run media training for female academic staff and monitor engagement by gender with outlets such as The Conversation.

(xi) Outreach activities

Provide data on the staff involved in outreach and engagement activities by gender and grade. How is staff contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by school type and gender.

Outreach/engagement are formally recognised in the ACM, PPDP and appraisal, promotion criteria, and workload model.

Outreach mainly focuses on regional schools/colleges. Most activity is delivered to full class-groups Outreach so doesn't preclude any gender. For schemes with limited places, we work with schools/colleges to ensure an even gender split wherever possible. More women than men undertake outreach.

Table 74: Schools/colleges outreach work undertaken by academic staff and supported by M&C between 2014/15-2016/17 (2017/18 data unavailable): showing that proportionately more female academic staff than male academic staff are undertaking outreach.

Grade	2014/15				2015/16				2016/17			
	F	M	%F	%M	F	M	%F	%M	F	M	%F	%M
11, 12	■	5	10	10	■	■	14	8	■	■	10	5
10	■	■	■	8	■	■	11	5	■	■	10	■
9	■	6	8	20	■	■	19	5	10	■	34	5
8	20	9	16	7	8	6	7	■	16	12	13	9
7	11	■	12	5	5	■	5	■	14	5	13	6
6	■	■	15	9	■	■	9	■	■	■	■	■
5	■	■	■	■	■	■	■	7	■	■	■	■
4	■	■	25	■	■	■	■	■	■	■	■	■
Total	41	28	12	8	25	19	8	5	46	25	12	6

More women than men also deliver PER events (71% F, 2017); this could result in them having less time for research. This trend isn't unique to BU; research indicates female researchers undertake more PER yet are also less confident in its delivery. PER is included in the promotions criteria and ACF but needs to be more explicit and valued equally with other criteria.

Action 77: Arrange for the NCCPE to run a PER workshop with senior staff in 2019. The aim is to raise awareness of the value of PER, particularly among senior academic managers, to help ensure PER is valued equally with other criteria (such as promotion criteria).

Action 78: Deliver high quality PER development to academic staff to boost confidence in delivery of PER. Continue to profile and celebrate female academics engaged in PER and have been promoted and will continue to publicise these widely.

Action 79: Review our internal PER processes and communications to ensure we are not introducing/reinforcing gender bias and actively seek engagement from under-represented genders by profession/discipline.

Figure 19: BU and AFC Bournemouth visit school to share career advice 2017



Our partnership with AFC Bournemouth (AFCB) enables us to deliver outreach in local schools. In 2017 AFCB staff and BU alumni visited Bournemouth School for Girls to discuss their careers and share insights into the role of women in football. We work with AFCB girls and ladies' teams to promote higher education, supporting physical fitness and providing role models. We support the development of girls' football in Dorset as the main partner of the Under 10, 12, 14 and 16 AFCB girls' teams.

Figure 20: Dorset Venus Awards Ceremony



Since 2012 we have worked in partnership with Soroptimists International Bournemouth to deliver an annual challenge event to inspire and encourage girls (years 8-9) into STEMM-based learning/careers.

We sponsor the 'Inspirational Woman of the Year' category at the Dorset Venus Awards.

Action 80: Continue to support community events, such as the Shine Project's health and wellbeing event for teenage girls and the Dorset Venus Awards.

(xii) Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.

We set a target of three successful departmental awards by 2017/18. We supported six, one was successful. On reflection we noted our support framework was not effective and that stronger, more explicit support was needed, with more timely access to better-quality data. James Lush (ECU) led a workshop with the SAT and departmental leads (2017) to support reflection on departmental submissions.

To achieve our Board-agreed KPI for all departments to achieve a SWAN award by 2025, we will prioritise support for departments. Recognising leadership needs to come from the top,

UET, ULT and HoDs will participate in mandatory development on creating inclusive workplaces. We will ensure regular VC update emails include something on fair and open working practices with links to factsheets and case studies.

Action 81: Arrange for UET, ULT and HoDs to participate in mandatory development on creating inclusive workplaces.

Action 82: Ensure regular VC update emails include something on fair and open working practices with links to factsheets and case studies.

Table 75: Progress with departments actively working for SWAN Awards

Media Production	Bronze SWAN Award achieved 2018
Psychology	Resubmission for a Bronze SWAN Award – November 2018
Life and Environmental Sciences	Resubmission for a Bronze SWAN Award – November 2018
Archaeology, Anthropology and Forensic Science	Resubmission for a Bronze SWAN Award – April 2019
Faculty of Health and Social Sciences	Resubmission for a Bronze SWAN Award – aim for 2020
Computing and Informatics	Resubmission for a Bronze SWAN Award – November 2019
Design and Engineering	Early stage planning for a Bronze submission in 2020
Other departments	We will lead a workshop with each department in 2019 to discuss departmental data and agree plan of action

We are strengthening central support for departments and are developing data packs and quality guidance. We trialled an early version with Media Production, seeking their feedback post-submission. This contributed to the provision of enhanced support to the two departments submitting in November 2018.

Action 83: Continue to strengthen support for departmental SWAN submissions, including a continuous feedback loop with submitting departments to ensure central/faculty support is effective.

Action 64: Hold an annual event, starting in 2019, to celebrate achievements and progress with embedding the SWAN Charter.

Action 84: Develop a SWAN communications plan to ensure key messages are reinforced and there is visible change and celebration of success at institution and department level.

Word count for Section 5: 6,315

6. SUPPORTING TRANS PEOPLE

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

(i) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

Our Transgender Inclusion Policy will soon be approved and reflects the trans guidance published by ECU in 2016. The SUBU Transgender and Non-Binary Students' Campaign Committee contributed to and supported the final policy. It outlines how BU provides support to trans students, staff and members of the wider community.

The policy links to other relevant University documents which trans students or staff can access if they are subject to discrimination or negative attitudes. Examples of these are the BU Dignity and Respect policy or the Reporting of Alleged Hate Incidents and Crimes FAQs.

There are six gender-neutral toilets at Talbot Campus, but none at Lansdowne Campus; however, these are included in the design for the new Bournemouth Gateway building.

Two SAT members undertake research into gender/sexual identity, including transgender.

The Staff LGBT+ network stopped meeting but will be re-established in 2018/19 in response to feedback.

Action 85: Approve and publish the Transgender Inclusion Policy. Broaden gender category options in our HR and student record systems and data collection where possible.

Action 86: Encourage staff to add their preferred pronouns to email signatures. Ensure the SAT and ASSG undertake staff development in respect of transgender identities.

Action 87: Re-establish the Staff LGBT+ equality network in 2018/19.

(ii) Monitoring

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

Students are asked to disclose their gender identity when enrolling. The number of students identifying as trans increased from 7 in 2011/12 to 84 in 2017/18.

In 2016/17 we became a Stonewall Global Diversity Champion and made submissions to the Global Workplace Equality Index. We will use the feedback from these submissions to shape our transgender work going forward.

People applying for BU jobs are presented with a gender binary option as part of the application process; we will expand the options available to demonstrate to applicants that BU has a welcoming and inclusive culture and consider the order in which they are presented.

We do not have a mechanism for capturing feedback on the experiences of trans staff and students and will specifically invite them to do so in future.

Action 88: Instigate a mechanism for capturing feedback on the experiences of trans staff and students.

(iii) Further work

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

We are proud to support our staff to teach or research transgender issues. For example, the 'Console-ing Passions International Conference' was held at BU in July 2018 and included a stream on transgender identities. Examples of academics undertaking such work include Professor Fenge, Dr Caudwell, Dr Pullen, Dr Regmi and Dr Bradley, all of whom are publishing peer reviewed outputs on transgender issues, and two of whom are on the SAT. We plan to offer support to other institutions on this topic through the SWAN network.

Action 89: Offer support to other institutions on transgender issues through the SWAN network.

We work with SUBU to mark a number of key equality and diversity events. This has involved marking Transgender Day of Remembrance and LGBT History Month over a number of years.

To consider the issues of transgender more widely BU invited Sophie Cook to speak about her lived experience of trans and mental health during Mental Health Awareness Week 2018 and as part of the #Day2Day project. The aim of marking these events is to demonstrate BU is an inclusive environment and to challenge stereotypes where they exist. We will continue this work and will encourage departments to become more involved.

Figure 21: Sophie Cook's cover slide for talk as part of Young People and Self-Harm conference during Mental Health Awareness Week 2018



Figure 22: Screenshot of Sophie Cook speaking as part of the Day2Day project



Word count for Section 6: 463

7. FURTHER INFORMATION

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

Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

We are in the early stage of discussing implementing guidance for staff/managers and support for menopausal women. This is likely to include reasonable adjustments managers can make to support female employees experiencing symptoms of menopause, for example, providing temperature controls, choice of fabric for uniforms, and confidential absence reporting.

Action 90: We are committed to provide guidance to staff/managers about the menopause.

We have developed hate crime guidance in partnership with SUBU and Dorset Police. We are a third party reporting centre and a member of Prejudice Free Dorset. We have also secured HEFCE Catalyst funding to deliver a programme of forum theatre to raise awareness within the student body of hate crime. The project finishes in December 2018 and will provide digital content for wider dissemination and development.

#CutYourStrings

In partnership with the Dorset High Sheriff John Young, Dorset Police, the Dorset Police and Crime Commissioner, Wessex Crown Prosecution Service and Safer Poole Partnership victim support services, we launched the Cut Your Strings project during 2017/18. It was part of the annual High Sheriff programme of activities.

The aim of this project to create a short animated film to help raise awareness of what constitutes controlling and coercive behaviour. The reason for undertaking this work is that domestic abuse is often under reported and victims suffer in silence. In some cases victims may not realise or acknowledge that the controlling and coercive behaviour they are enduring is abuse.

Figure 23: Cut Your Strings video



The project was supported by the members of the Dorset Criminal Justice Board and HRH The Duchess of Cornwall.

AFC Bournemouth Family Day Bournemouth University

Figure 24: AFC Bournemouth Family Day 2018



The University has been working with AFC Bournemouth for the last two years to deliver a family fun day for BU staff, providing an opportunity for families to come together at the Vitality stadium to experience sport, physical activity in social environment.

The family day is planned and delivered by RELAYS ambassadors in a volunteer capacity, although hours can be logged towards a professional development bursary. The vast majority of our ambassadors come under the FA agreement and widening participation.

The day involves a tour of the stadium, press rooms and visit to the player dressing rooms / pitch side activities which included game play, technical and skill based work. At the end of the session all families have the opportunities to walk together on the pitch and have photograph

opportunities in places such as the pitch dug outs.

‘This Girl Can’ events for SportBU

SportBU take part in This Girl Can’ campaign which is funded by the National Lottery. A programme of events are being run during November 2018.

Word count for Section 7: 415

Total word count for Section 1-7: 10,298

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.



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Our action plan is structure around 15 objectives that address the areas which emerged from the self-assessment process and development of the Athena SWAN submission. The objectives are:

1. Ensure the SWAN Charter is embedded and celebrated across the University
2. Ensure there is visible leadership and active engagement with SWAN across the University
3. Enhance promotion opportunities and increase the number and proportion of women in senior academic roles
4. Continue to strengthen and remove bias from recruitment processes
5. Improve the retention of staff, enabling and encouraging them to progress their careers at BU
6. Ensure equal pay for equal work
7. Ensure the induction process enables new starters to integrate well into the University
8. To normalise flexible working throughout the University
9. Ensure all staff have opportunities to undertake research and develop their research careers at BU
10. Ensure appropriate career development for all staff
11. Ensure BU provides a flexible, family-friendly working environment
12. Ensure women are well represented and have a voice in University decision-making
13. Ensure fairness and transparency of workload planning and allocation
14. Develop an inclusive gender culture across the University
15. Develop a safe, supportive and inclusive environment for trans staff and students

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
1. Ensure the SWAN Charter is embedded and celebrated across the University					
1	Support at least three departments to submit each year (renewing or submitting at a higher level when required) until all have awards by our target date of 2025.	To embed SWAN Charter across BU and challenge gender inequality in all academic departments.	1. To submit at least three departmental submission each year from 2018 (STEMM departments will be prioritised). 2. Successful departmental applications to be achieved each year. 3. All departments to have achieved at least a Bronze Award by 2025.	Executive Deans Heads of Department	All departments to have achieved SWAN awards by 2025. Link to BU2025 KPI on SWAN awards.
2	Lead a workshop with each department (not already working on SWAN) in 2019-2020 to discuss departmental data, agree a plan of action and encourage work to start on departmental applications.	The aim of the workshop is to initiate conversations about gender equality, share issues and good practice, and agree a plan of action with each department, to include starting work on SWAN applications.	1. Workshops to take place with all departments not currently working towards SWAN awards between January 2019 and December 2020 (STEMM departments will be prioritised). 2. All departments to identify leaders for departmental applications within one month of workshop taking place. 2. From January 2019, SAT to monitor actions agreed with departments, reporting quarterly to ASSG.	Heads of Department Chair of SAT Chair of ASSG	All departments to be working on SWAN applications or have achieved SWAN Awards by December 2020. Link to BU2025 KPI on SWAN awards.
7	Establish an ongoing development budget (c.£5K per annum) from 2019 for SAT/ASSG members to attend external conferences and events and share good practice across the University.	To enable SAT/ASSG members to share experiences externally and embed good practice from elsewhere at BU to support, and accelerate, the embedding of the Charter principles.	1. SAT/ASSG members to attend c.10 events in 2019, reporting back to the SAT/ASSG. 2. Review budget and delivery of action in January 2020, making changes as appropriate.	ASSG Chair	Evidence of BU changing policy/practice/actions in light of external good practice.
8	Start work on an institutional application for a Silver SWAN Award once the majority of STEMM departments have	Encouraging our departments to achieve Silver SWAN Awards will help to keep promoting and achieving greater gender equality, with evidence demonstrating the	1. Proactively support departments to achieve Bronze applications during 2019 and 2020. 2. Once STEMM departments achieve Bronze Awards, support them to achieve Silver Awards, from 2019 onwards.	ASSG Chair SAT Chair Heads of Department	Aim to achieve institutional Silver SWAN Award by 2022.

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
	silver awards. We are aiming for 2022.	impact of our actions. An institutional SWAN Award would recognise our ongoing commitment to this agenda, as well as our achievements in removing barriers to the career progression of women. This will create fair and open working practices for all staff.	3. Aim for the majority of STEMM departments to achieve Silver SWAN Awards by December 2021. 4. Aim to submit institutional Silver SWAN application in 2022.		
62	Identify a schedule of specific SWAN agenda items for the academic departments to discuss, linking these to data, factsheets and case studies. Ensure departments take action.	To take a more proactive approach to engaging departments with SWAN, embedding the Charter, and supporting departmental submissions.	1. By April 2019, agree a schedule of agenda items for the following 24 months. Develop supporting materials such as case studies and factsheets. Ensure department-level data is (or will be) available as per the schedule. Meet with HoDs as part of this to gain their trust and buy-in. 2. Implement schedule from May 2019 to April 2021, regularly seeking feedback. 3. Link this to Action X to ensure departments are developing SWAN applications.	Chair of SAT Chair of ASSG Equality and Diversity Adviser	Increase awareness of SWAN and gender equality in faculties/departments. Aim for all departments to have achieved a SWAN Award by 2025.
4	Update and fully embed the SWAN data calendar in all faculties/services to ensure datasets at institution and department level are readily available whilst taking into account concerns around data protection, anonymity of individuals, etc.	The move to the institutional data calendar in 2018 has improved the datasets provided and enabled colleagues to proactively plan to provide data at key points during the year.	1. Undertake a 'lessons learned' exercise in January 2019 regarding the implementation of the data calendar in 2018. Identify gaps and improvements. 2. Relaunch the data calendar in February 2019, ensuring ULT colleagues are on board. Ensure all data owners are signed up to provide their data in the agreed format at the agreed time. 3. In February 2019, consider at ASSG whether investing in a post to support equality and diversity data provision would be beneficial for SWAN and REC.	Equality and Diversity Adviser ULT to ensure data owners across BU are adhering to the calendar Chair of ASSG	Improved data calendar facilitating better quality and more timely data provision for SWAN. Measured through feedback from departmental SWAN leads.

Ref	Planned action/objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
84	Develop a SWAN communications plan to ensure key messages are reinforced and there is visible change and celebration of success at institution and department level.	To demonstrate our commitment to the SWAN Charter to staff and students across BU. To support culture change towards gender equality.	<ol style="list-style-type: none"> 1. In December 2018, draft a SWAN communications place and present this to the SAT. Include responsibilities for SAT members regarding internal communications, for example, identifying colleagues for case studies, producing SWAN articles for the Staff Intranet, sharing information about gender-related research, etc. 2. Implement the communications plan from January 2019. Aim to ensure there is a gender-related story on the Staff Intranet every week. Continue to build the bank of factsheets and case studies, referring to these in SWAN communications wherever relevant. 3. Ensure the calendar includes the regular VC messages (action 82) to demonstrate senior commitment to gender equality. 4. Review the communications calendar, including impact evaluation data (such as how many staff read Intranet articles, etc.), in December 2019 and agree the calendar for 2020. 	Chair of SAT Internal Communication s Manager Equality and Diversity Adviser	<p>Awareness of SWAN and gender equality to be raised among staff and students at BU.</p> <p>Demonstrate commitment to gender equality. Share and celebrate successes.</p>
83	Continue to strengthen support for departmental SWAN submissions, including a continuous feedback loop with submitting departments to ensure central/faculty support is effective.	This supports the embedding of the SWAN Charter. Staff undertaking departmental submissions need to be supported by their faculty and centrally if the process of self-assessment is to be effective.	<ol style="list-style-type: none"> 1. From 2019, ensure all departments preparing a SWAN application receive a data pack of their departmental data on an annual basis, as part of the SWAN data calendar (action 4). 2. From 2019, ensure all departments considering a SWAN application receive a data pack of their departmental data to initiate their SWAN journey. 	Chair of SAT Equality and Diversity Adviser	<p>Increased number of departments preparing submissions and achieving SWAN awards (aim for at least 3 submissions per year).</p> <p>Departmental SWAN Leads feel well-supported and report a positive experience.</p>

Ref	Planned action/objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
			<p>3. Arrange SWAN workshops with all departments not already working on SWAN submissions (action 2).</p> <p>4. In December 2020, seek feedback on our SWAN guidance documents and support. Make changes as appropriate in light of this feedback.</p> <p>5. On an annual basis, ensure all SWAN guidance (including links to relevant policies, etc.) is up to date.</p> <p>6. Ensure internal reviewers are primed to undertake critical reviews of departmental SWAN applications are part of the self-assessment process.</p>		
2. Ensure there is visible leadership and active engagement with SWAN across the University					
6	Review the SAT and ASSG structure, membership, succession planning and working methods in December 2019 to ensure this is effective in monitoring and delivering the 2018-22 action plan and embedding SWAN in faculties/services.	To ensure the governance structure is fit for purpose, is supporting the effective delivery of the 2018-22 action plan, and is embedding the Charter principles across the university.	<p>1. Ensure the 2018-20 action plan is effectively monitored during 2019.</p> <p>2. Review SAT and ASSG in December 2019. Any changes to go live from early 2020.</p> <p>3. Review SAT and ASSG in December 2021 to ensure effective structure and membership for renewal application or Silver application.</p>	Chief Operating Officer	Confidence the SAT and ASSG structure is effective.
3	Ensure the future growth and development of the SIAs enshrines good practice with regards to equality and diversity, increasing the diversity of	Current academic strengths and subsequent representation at SIA Steering Group level is not representative of the diversity of staff across BU.	1. In 2019, develop a SIA future leaders programme, in line with wider academic leadership programmes, which supports securing greater equality and diversity in our core areas for growth. Implement this programme in 2019/20.	Deputy Vice-Chancellor	1. Gender diversity of staff associated with the SIAs if 50% (i.e. representative of gender diversity of staff across BU).

Ref	Planned action/objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
	the membership. We are aiming for 50% F membership by summer 2020.		2. From March 2019, foster diverse teams to lead the delivery of projects associated with the SIAs.		2. Any major investment requested will have to articulate how gender diversity will be considered as part of the application.
81	Arrange for UET, ULT and HoDs to participate in mandatory development on creating inclusive workplaces.	Creating an inclusive workplace is a key part of BU2025. Managers need to be aware of how bias can embed itself in people, processes and workplace culture, and to be aware of tools and approaches to effectively remove such bias.	<p>1. In early 2019, identify an external training provider to deliver this development workshop at BU. Attendance will be mandatory as this is such an important part of BU2025. Arrange for the workshop to take place before July 2019.</p> <p>2. Ask all participants to reflect on how they will change their departments to make them more inclusive. For Heads of Department this can feed into their SWAN work/action plans. ULT to consider how this could be done at an organisational level and build agreed actions into the BU2025 implementation plan by July 2019.</p> <p>3. Communicate inclusivity actions to staff and managers.</p> <p>4. Throughout 2019/20 and 2020/21, review, monitor and evaluate the impact of the actions at department and university level, celebrating successes and adapting the actions as required.</p>	Chief Operating Officer Equality and Diversity Adviser	Change in culture to a more inclusive workplace. Evidenced through attracting and retaining more diverse staff and students, and positive feedback to staff surveys regarding staff satisfaction and staff feeling valued (over 70%).
82	Ensure regular VC update emails include something on fair and open working practices with links to factsheets and case studies.	Leadership of SWAN is critical to the success with embedding the Charter across the institution.	<p>1. By January 2019, build this into our internal communications calendar for SWAN.</p> <p>2. Liaise with the VC's Policy Adviser to schedule the key messages, including factsheets and case studies.</p>	Chair of SAT Internal Communication s Manager	Regular messages in the VC updates about fair and open working practices and gender equality will contribute to

Ref	Planned action/objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
			3. Continue to build a bank of case studies and factsheets (ongoing).		reinforcing this message across the University.
5	Improve the robustness of the impact evaluation of our actions with immediate effect; this includes formal evaluation of development workshops and events.	The self-assessment process identified areas where impact evaluation, particularly of development workshops and events, could have been stronger.	1. From January 2019, OD will enhance evaluation processes and methods for all learning activities and resources through baseline information and measurement of impact. 2. From January 2019, WAN will enhance evaluation of their workshops and events. 3. From January 2019, RKEO will ensure robust evaluation of development workshops and events held as part of the RKEDF. 4. Relevant development workshop and event evaluations to be shared with the SAT each September. Highlights and recommendations from the SAT to be shared with ASSG.	Head of Organisational Development WAN co-conveners Head of RKEO	More robust evaluation data will provide better information to the SAT and ASSG regarding the impact and value of development workshops and events held as part of the action plan.
63	Continue to support WAN to undertake an annual programme of events to raise awareness of gender equality and inclusivity.	To raise awareness of gender equality and inclusivity.	1. WAN to continue to receive £10K per annum to run a programme of events (ongoing). 2. From 2018/19, WAN to improve impact evaluation of events (as per action 5) and to use this evaluation to help plan and determine forthcoming events. 3. Work with WAN to provide event support and ensure the events link in with the SWAN programme of work (ongoing). 2. Annual report to be submitted to the Chief Operating Officer.	WAN co-conveners Equality and Diversity Adviser	High satisfaction ratings from event attendees (aim for satisfaction rates of over 80%). Increasing engagement from women (and men) at WAN events.
64	Work with WAN to co-convene an annual SWAN lecture. Hold an annual event, starting in 2019, to celebrate achievements	To raise awareness of gender equality and inclusivity and to embed to SWAN Charter.	1. Meet with WAN by March 2019 to agree the plan for the inaugural SWAN lecture and SWAN event. Action the plan, aiming for the lecture/event to take place during 2019. 2. Undertake post-event evaluation. Use this to inform the 2020 events.	WAN co-conveners Equality and Diversity Adviser Chair of SAT	Raise awareness of SWAN across the University. Demonstrate commitment and leadership for the

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	and progress with embedding the SWAN Charter.		3. Arrange events on an annual basis.		SWAN Charter. Celebrate successes.
3. Enhance promotion opportunities and increase the number and proportion of women in senior academic roles					
26	Continue to run the promotion workshops, encouraging women to attend, and offer career coaching and mentoring and increasing the number and running them earlier in the cycle in line with the new PPDP and appraisal process.	Women who have attended the promotion workshops report finding these valuable. We need to encourage more women to participate and benefit from these. SWAN Survey respondents requested additional workshops and for these to be run earlier in the cycle.	<ol style="list-style-type: none"> 1. Continue running promotion workshops and transfer ownership to Faculties. 2. From 2019/20, increase the number and run them earlier in the cycle. 3. Line managers proactively encourage women to apply for promotion when ready and make use of the advice, guidance and resources available to them. 4. From 2019, monitor the success rate of women attending the promotion workshops. Develop and promote case studies of successful women, highlighting the benefit of the workshop. 	Reward Manager Head of Organisational Development Heads of Department	Increased proportion of women attending workshops and successfully achieving promotion.
9	Continue to work with the REC SAT and BME academic staff to identify and implement effective support to enable BME women to progress to G9+ academic roles.	We have identified a potential barrier to the career progression of female BME academic staff past G8. This needs to be fully understood and addressed.	<ol style="list-style-type: none"> 1. During 2019, undertake further analysis of the intersectional data and conduct interviews/focus groups with female BME academic staff. 2. Hold a joint SWAN and REC SAT meeting in December 2019 to discuss findings and agree actions. 3. Implement actions during 2020. 4. Analyse relevant data (for example, 2020 promotions data) in 2021 and seek feedback from female BME academic staff. Revise actions accordingly. 5. Analyse relevant data (for example, 2021 promotions data) in 2022 and seek feedback from female BME academic staff. Revise actions accordingly. 	Associate Director of HR Equality and Diversity Adviser Chairs of SWAN SAT, ASSG and REC SAT	Increased proportion of female BME academic staff promoted to G9+ posts. Aiming for the proportion of BME women in G9+ academic posts to be the representative of BME women academics in total (target of at least 13%).

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27	Provide specific support to G10 women in FMC during future promotion rounds to encourage them to apply for promotion to G11 (professor) when ready.	All faculties, bar FMC, successfully promoted existing female staff to the professoriate between 2014/15 and 2017/18.	1. Run specific promotion workshops for G10 women in FMC in 2019 and 2020. 2. Monitor the success rate of women attending the workshops. 3. Celebrate the first female(s) in FMC to successfully achieve promotion to the professoriate, developing and promoting case studies of this.	Heads of Department (FMC) WAN co-conveners Head of Organisational Development	Aim for FMC to successfully promote existing female staff to the professoriate between 2019 and 2020.
15	Encourage female academic staff to apply for promotion when they are ready. We will track how long men and women stay at each grade before applying for promotion.	Feedback indicates women are waiting until they meet all the criteria before applying for promotion and are therefore not being promoted as fast as men.	1. From January 2019, initiate tracking of how long men and women stay at each grade before applying for promotion. 2. Report information to the SAT each September, using this to assess progress and inform action planning. 3. Share information with HoDs as part of departmental SWAN workshops. 4. Encourage line managers (and mentors) to have conversations that support staff to apply for promotion when ready and that they are aware of the principles of the promotion process.	Associate Director of HR Head of Organisational Development Heads of Department	By 2021, aim for men and women to spend similar amounts of time at each grade before applying for promotion.
30	We will aim for all promotion panels to be gender-balanced and will continue to review and address this where necessary.	Since 2014/15, all panels included at least one woman and most were gender-balanced. Some were wholly comprised of women and some included no female academics. The panels with the lowest proportions of female panellists were for G10+ roles.	1. During 2019, review and monitor number of panellists trained to ensure best practice is applied by all.	Associate Director of HR	To eliminate any potential/actual bias.
32	As part of the annual review of pay progression and promotion, seek information from those	Promotion feedback guidance and processes were improved in 2018 in response to staff feedback. This action is to	1. In 2019, seek feedback from academic staff who applied for promotion (successfully and unsuccessfully) to see whether the feedback they received and how they received it was	Associate Director of HR	Staff applying for promotion receive good quality feedback (verbal and

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	who applied for promotion to see whether feedback has improved, taking action at department-level as appropriate.	check this resulted in a better experience for staff applying for promotion.	consistent with policy, process and expectation. 2. Identify further actions in response to feedback. 3. Report findings to the SAT and ASSG in September 2019.		written) in line with the changes made to the process in 2018.
77	Arrange for the NCCPE to run a PER workshop with senior staff in 2019. The aim is to raise awareness of the value of PER, particularly among senior academic managers, to help ensure PER is valued equally with other criteria (such as promotion criteria).	PER is included in the Academic Career Framework. Research from the sector indicates it is often not valued as highly as other criteria which can disadvantage women as women tend to undertake more PER than men. The workshop will aim to ensure senior staff understand and value contributions to PER.	1. Arrange for the NCCPE to deliver the workshop by April 2019 and for this to receive positive feedback from attendees. 2. Immediately after the workshop, obtain and act upon feedback from attendees regarding how PER can be supported, recognised and valued at BU.	Engagement and Impact Facilitator	Positive feedback to be received from attendees (aim for over 80% satisfaction rating), including feedback on whether their view regarding the value of PER has altered (aim for over 80% of attendees in agreement).
4. Continue to strengthen and remove bias from recruitment processes					
20	Include positive action statements in job adverts when recruiting to all posts.	To encourage applications from a more diverse applicant pool.	1. From January 2019, include positive action statements in all job adverts. 2. Data on the number and proportion of applications, shortlisted applications, offers made, for all by gender and ethnicity to be reported each September to the SAT.	Associate Director of HR	Increase in the diversity of applicants applying to BU. In particular, aim to see an increase of at least 20% in the number of women applying to STEM roles.
31	Unconscious bias to become a mandatory element of the recruitment and selection development (including promotion panel members).	Ensure all who engage in recruitment and selection are fully aware of best practice and their responsibilities.	1. During 2018/19, roll out mandatory unconscious bias development for all staff involved in the recruitment and selection of staff and students (including staff promotion).	Associate Director of HR Head of Organisational Development	Eliminate/mitigate any bias in recruitment across BU.

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10	Ensure all senior roles have a gender-balanced recruitment panel and wherever possible include at least one BME panel member.	Ensure balanced panels continue and that panels for senior staff lead by example and act as role models.	1. Gender and ethnicity composition of ULT recruitment panels to be monitored and reported each September to the SAT. 2. Data on the number and proportion of applications, shortlisted applications, offers made, for all ULT+ posts by gender and ethnicity to be reported each September to the SAT. 3. SAT to review data each September and identify any further actions required.	UET	Increased representation of women in senior roles, particularly at ED/UET level (aim for 50% by 2022).
18	We will ensure all job descriptions and adverts are gender-neutral. We will provide staff with guidance on creating gender-neutral job descriptions/person specifications/job adverts, using good practice externally such as advice from WISE.	We will ensure our job descriptions and adverts are gender-neutral and not inadvertently appealing to certain genders.	1. During 2019/20, provide staff/managers with guidance on creating gender-neutral job descriptions, adverts, etc. Ensure all managers understand the rationale for this. 2. August 2020, review recruitment data to see if there has been an increase in the number/proportion of women applying for academic jobs at BU. Report findings to the SAT. 3. Autumn 2020, determine whether and what further action might be required.	Associate Director of HR	Aim to increase the number and proportion of women applying for academic jobs at BU.
19	We will ensure job descriptions and adverts express our institutional values, particularly inclusivity, as research shows this is likely to increase the diversity of the applicant pool.	Job descriptions that express institutional values are likely to increase the diversity of the applicant pool, particularly in terms of encouraging women to apply.	1. When providing staff/managers with advice on gender-neutral job descriptions, adverts, etc. in 2019/20, ensure guidance includes the importance of expressing institutional values and provides good practice examples / templates. 2. During 2019/20, review standard job descriptions and adverts, embedding institutional values as appropriate. 3. Monitor the diversity of the applicant pool by grade to identify changes and trends. 4. Report this to the ASSG. 5. Ensure this becomes embedded practice.	Associate Director of HR	Increased diversity of applicant pool, particularly for academic vacancies.

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21	All STEMM academic vacancies will be posted on the WISE website.	To encourage women to apply for STEMM academic vacancies at BU.	1. From January 2019, ensure all STEMM vacancies are posted on the WISE website. 2. From January 2019, monitor how applicants found out about the vacancy to which they applied.	Associate Director of HR	Aim to see an increase of at least 20% in the number of women applying to STEMM roles.
22	We will ensure all images on our recruitment webpages challenge, rather than perpetuate gender stereotypes.	Images on our recruitment webpages were changed in 2018 as they could be perceived to perpetuate gender stereotypes. If potential applicants can visualise themselves in an organisation then they are more likely to apply.	1. Discuss options for images at the ASSG meeting in February 2019. 2. M&C to update images by April 2019. 3. SAT/ASSG representatives to meet with M&C colleagues by July 2019 to discuss the importance of considering gender when selecting images.	Chair of ASSG Director of M&C	Images updated to reflected diversity of gender (and BME), particularly on the recruitment webpages. Aim to see an increase in the number and proportion (of at least 20%) of women applying to academic, technical and leadership roles.
5. Improve the retention of staff, enabling and encouraging them to progress their careers at BU					
11	Promote the bridging fund scheme to ensure all researchers and managers are aware of the fund. Continue to produce and promote case studies of those who received funding, particularly women, and demonstrate how it supported their job security and career progression. Remodel the bridging fund scheme to proactively contact researchers and their managers roughly six	Most G6 researchers are women yet most applicants for bridging funding are from men, and particularly men in one Faculty. We need to ensure all researchers and their managers are aware of the availability of bridging funding.	1. From January 2019, contact researchers and their managers c.6 months before the end of the FTC to invite them to apply for bridging funding. 2. From January 2019 the Bridging Fund will be promoted to all Faculties biannually, via a variety of mechanisms. 3. Develop and regularly promote the bank of case studies from January 2019. 4. Ensure all managers of researchers receive information about the Bridging Fund when new FTC researchers join BU (from January 2019). 5. Undertake an equality analysis of bridging funding in August each year, with findings	Head of RKEO	All managers and researchers to be aware of the Bridging Fund. Aim for the proportion of female researchers applying for funding to be representative of researchers eligible to apply, in any given year.

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	months before the end of the FTC to invite them to apply for bridging funding. Monitor uptake annually to ensure there is no bias.		reported to the SAT to inform the review of progress and future action planning. 5. Bridging Fund scheme to be reviewed in September each year in response to the equality analysis.		
12	In the short-term we will monitor data on G6 researchers applying for G7+ academic vacancies and being successfully appointed to these roles, developing and promoting case studies of success. In the medium-term, we are committed to reviewing career options for researchers to identify career paths and position them as applicants for G7+ vacancies when they arise. Career tracking will be undertaken to track impact. As women are over-represented in this group then this should advantage them.	G6 researchers cannot apply for promotion under the ACF and can only move to G7+ academic posts by applying to advertised vacancies. We aim to improve retention of researchers and support them to progress their careers at BU. Women are overrepresented at G6 researcher level.	1. From 2019, researchers will be experiencing role and career coaching as part of the new approach to PPDP and appraisal (Action 28). 2. Initiate tracking of G6 researchers' career trajectories from January 2019, reporting to the SAT each September. Include tracking of reasons for leaving for those who leave BU. 3. Develop and promote case studies of G6 researchers who successfully apply for G7+ academic roles at BU. 4. Review career options and paths for G6 researchers and implement actions to ensure they are well-positioned for G7+ positions that arise.	Associate Director of HR Head of Organisational Development Head of RKEO Review to be led by senior academic	Increased number of G6 researchers who are retained by BU, particularly in G7+ academic posts.
13	Track the career trajectories of G7/8 female academics to identify trends in terms of applying for promotion as well as reasons for leaving. Continue to	Most academic staff who leave BU are at G7/8. To improve retention and increase promotion to G9+ roles we need to understand more about trends in career trajectories for G7/8 staff. This	1. Initiate tracking of career trajectories from January 2019. 2. Report to the SAT each September. SAT to review progress and identify actions as appropriate. 3. G7/8 women proactively encouraged to apply for promotion and make use of the	Associate Director of HR Heads of Department Head of Organisational Development	Identification of trends, barriers and opportunities that informs future action planning.

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	proactively encourage G7/8 women to attend the promotion workshops through communications, promotion of the opportunities and encouragement by managers/mentors.	will help identify opportunities and barriers.	advice, guidance and resources available to them. 4. From 2019, monitor the success rate of G7/8 women attending the promotion workshops. Develop and promote case studies of successful women, highlighting the benefit of the workshop. 5. From 2019, communicate across BU all staff who achieve promotion to share their success.	Equality and Diversity Adviser	
14	Strengthen the quality of the exit interview conversation and document to capture appropriate details and reason/s why the staff member is leaving, for example, promotion, family reasons, etc. We will use this to inform retention plans to encourage and enable more staff, particularly women, to progress their careers at the University. We will invest in an online system so we can still collect data in the event an individual does not wish to have an exit interview.	To establish more clearly exit interview process to understand why staff choose to leave BU and what they do next. This information is important for informing retention strategies and improving the working experience for staff.	1. From 2019, ensure all managers understand the value of exit interviews and are able to conduct these effectively. Issue guidelines for exit interviews, including adding additional fields to the exit interview form. 2. Share exit interview data with OD to incorporate into role and career development conversations with supporting resources to increase chances of retention. 3. Report information to the SAT each September, using this to assess progress and inform action planning. 4. Develop and implement a retention plan based on the information collected. 5. Seek to invest in an online exit interview system from 2020/21.	Associate Director of HR Head of Organisational Development Heads of Department / line managers	Exit interview data is used where appropriate to inform retention strategies, ultimately resulting in a reduced turnover of staff (particularly women) and increased promotions.
36	Run the Talent, Performance and Succession Programme in 2019 (previously ALP).	The Academic Leadership Programme (ALP) was our flagship development programme, aimed at senior academic leaders and	1. Launch the new Talent, Performance and Succession Programme in 2019, targeted at specific roles. 2. Review the Programme and report key findings to the SAT.	Head of Organisational Development	Aim for 100% of senior academic leaders to have participated in the

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		focussing on managing talent, performance and succession. This is the 2019 version and will capture the academics who have not yet completed the ALP.			programme by December 2020.
6. Ensure equal pay for equal work					
16	Conduct further investigation of the pay gaps identified in the analysis by grade and gender, particularly G11 (Professors).	Mean gender pay gap was 18.6% as reported in March 2017. The Equal Pay Review reported an overall gap of 16%. This analysis will identify whether further actions are necessary to reduce this gap.	The next Gender Pay Gap report will be published in March 2019, next Equal Pay Review will be published in April 2019. It is hoped that both will reflect reducing pay gap. BU has set a target gender pay gap of 0% by 2025.	Associate Director of HR Reward Manager	Gender pay gap reducing annually to reach 0% by 2025.
17	Conduct further investigation into starting salary variances at all grades by gender and put in place actions to address these.				
7. Ensure the induction process enables new starters to integrate well into the University					
23	Collect feedback from new starters on the usefulness of the induction buddy and/or research mentor. Use this to inform future local induction practices.	There is no consistent or systematic dataset that demonstrates whether the induction buddy / research mentor is useful for new starters.	1. From January 2019, line managers to start collating this information as part of the new approach to induction. 2. January 2020, line managers to use this information to inform future induction practices. 3. Equality and Diversity Adviser to collate feedback from line managers.	Line managers Equality and Diversity Adviser	Improved induction experience for new starters (aim for at least 80% of women to be satisfied with each element of their induction experience).
24	The gender of the research mentor / induction buddy for new starters is not considered as standard. We will add this as a consideration to the Induction Checklist.	The gender of the induction buddy / research mentor may be important to new starters and could impact on how welcomed / integrated they feel, especially in the first few days or weeks.	1. OD will add consideration of gender to the Induction Checklist by January 2019. Managers to be informed of the rationale for this addition. 2. As part of the data collection regarding the usefulness of the induction buddy / research mentor, Line Managers will monitor	OD Adviser Line managers Equality and Diversity Adviser	

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			preference regarding the gender of the buddy/mentor and success of the relationship. 3. Collate and report findings to the SAT in December 2020.		
8. To normalise flexible working throughout the University					
25	Continue to actively promote flexible working options to all new staff and monitor uptake.	Flexible working is a key to BU2025. To normalise flexible working we need to ensure all staff are aware of the opportunities, including new starters.	1. From January 2019, ensure new starters are aware of all the family friendly policies and options. 2. Flexible working data to be reported to the SAT each August. From 2019, identify new starters separately in the data. 3. SAT to review findings and use them to review progress and identify future actions.	Head of Organisational Development Associate Director of HR	Increased awareness and uptake of flexible working across the University. Aim to see an increase in the positive experiences reported by staff across the institution.
54	Create and promote a bank of real-life examples of part-time and flexible working practices, clearly demonstrating the benefits to individuals, managers, teams and the university. These will be communicated regularly to staff and will feature senior staff, including UET colleagues as champions of flexible working.	To demonstrate how flexible working can be beneficial to both BU and the employee and to encourage managers to consider appropriate approaches in order to support staff and create a culture of flexibility.	Continue to monitor the numbers of staff who work flexibly.	Chair of SAT Equality and Diversity Adviser Internal Communications Manager	
55	The SAT will run sessions open to staff and managers to promote the benefits of flexible working, aiming to raise awareness of flexible working options and	There are areas of BU where flexible working is well embedded and other areas where it is less so. This action will enable us to raise the profile of flexible working, alleviate concerns, and	1. SAT to prepare to run an informal drop-in session in June 2019 for staff/managers to come along and find out more about flexible working options at BU. If this works well then aim to run further drop-in sessions in January and June 2020, at which point review and agree whether this needs to continue.	Chair of SAT Equality and Diversity Adviser Associate Director of HR	

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	positive experiences of flexible working. Flexible working will be incorporated into the People Management Toolkit. Seek feedback on staff experiences of flexible working via the SAT, WAN and future staff surveys.	provide examples of how it can work well.	2. Incorporate information on flexible working into the People Management Toolkit by August 2019. 3. Continue to share regular information with staff about flexible working options, including the flexible working factsheet and case studies. 4. Seek informal feedback on flexible working via the SAT and WAN on a biannual basis from 2019. 5. Ensure future staff surveys include questions on flexible working.	Internal Communication s Manager	
56	Where possible enable Flexible Working to cover both temporary and permanent changes, and if/where possible honour original contract hours.	Enable if possible staff to try flexible working on a temporary basis.	1. Regularly monitor the number of staff working flexibly to establish whether this is embedding across BU.	Associate Director of HR	
9. Ensure all staff have opportunities to undertake research and develop their research careers at BU					
33	Ensure all outputs from eligible academic staff are considered in REF preparation exercises. Continue to ensure open, fair and transparent internal recruitment to REF leadership roles and continue to encourage early and mid-career academics to apply for the champion roles. All UOA Leadership team to undertake REF-focused equality and diversity workshops (including	There were significant differences in the number and proportion of women compared with men submitted to RAE2008 and REF2014.	1. Ensure all outputs from eligible staff are considered in the mock exercises in 2019 and 2020. 2. Undertake open internal recruitment processes for all REF leadership roles, using the established role descriptors and criteria, using positive action statement. 3. Deliver equality briefings to the REF Committee and REF Steering Group by March 2019. 4. Ensure all internal REF panel members and REF Steering Group members have completed the online E&D module by March 2019. 5. Arrange for all REF panel members and REF Steering Group members to undertake REF-specific E&D development during 2019.	Head of RKEO	BU to identify for submission a similar proportion of men and women for REF2021.

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	unconscious bias). Continue to encourage UOA teams to recruit gender-balanced panels of internal and external reviewers.		6. Continually review internal and external review panels to ensure gender-balance wherever possible.		
34	Continue to run writing workshops and retreats to support publishing, targeted to those not producing outputs or who wish to increase the quality of their outputs.	To provide support and guidance to researchers to ensure that results of our research are effectively shared for the benefit of the individual researcher, BU and society as a whole.	1. 3-year budget for writing retreats and workshops approved by ULT in October 2018. 2. From 2018/19 to 2021/22, run regular writing workshops and retreats, liaising with UOA leadership teams and Head of Department to identify staff to attend workshops. 3. Continue to track individual and organisation-level metrics and benefits, e.g. number of outputs submitted and accepted for publication.	Head of RKEO	To increase the quality and quantity of outputs, particularly by women. 100% of attendees to have submitted a scholarly output for publication within 12 months of attending. 50% of attendees to have had an article accepted for publication within 24 months of attending. Year on year increase of BU scholarly outputs measured against those of our current and aspirational competitor. Year on year increase of the

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					<p>proportion of academic staff with a scholarly output</p> <p>Attendees consistently publishing at the same or higher levels as the rest of their Faculty</p> <p>GPA's increase year on year until REF 2021 submission</p> <p>Year on year increase of BU outputs in the top 25 citation percentile, measured against those of our current and aspirational competitors.</p> <p>Similar proportion of eligible men and women identified for submission to REF 2021, and a similar proportion of outputs submitted from men and women to REF 2021.</p>

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35	Monitor the selection of impact case studies and outputs to submit to REF2021.	REF 2021 guidelines require institutions to consider and document how they will take equality and diversity into consideration when selecting impact case studies and outputs to submit to REF 2021.	1. Continue monitoring the impact case studies by gender (ongoing). 2. By March 2019, develop a fair and transparent process for the selection of impact case studies and outputs which mitigates bias. Include this in the BU REF2021 Code of Practice, subject to staff consultation and approval from Research England in 2019. 3. Undertake an equality analysis on the draft code of practice and the final submission (including selection of case studies and outputs).	Head of RKEO	Aim for similar proportions of impact case studies and outputs submitted from men and women to REF 2021.
37	Develop and run sessions on research career planning and returning to work after a break. Deliver these from 2019.	To support staff with progressing their research career at BU, and to ensure that they are fully informed of the support available to them, in order to build on capacity and deliver the aims of BU2025 (in particular inclusivity).	1. From September 2018, run various research career-based workshops as part of the ECR Network (ECRN), which meets monthly. The ECRN also has online resources for career development. 2. From January 2019, run career-based programmes for early career and mid-career researchers on the wider research-related skills, which includes planning. 3. From April 2019, the Research induction will target returners and not just new staff. 4. From October 2018, the RKEDF situation statements includes a category for 'ECR/New to Research and Returning to Work' to ensure that training is targeted accordingly. RKEO Research Facilitators will meet with returners to give them individual support with their research plans. From January 2019, staff applying for UKRI Future Leaders Fellowships will attend guidance sessions, together with their mentors, to understand the call and receive support for applying to UKRI.	Funding Development Manager	ECRs and MCAs applying for research funding and publishing outputs, as well as taking up opportunities such as the Res. Council Dev. Scheme and Acorn/GCRF funds. Staff are informed of the latest research policy and procedures at BU. Staff are participating in RKEDF events and, as above, are delivering the aims of BU2025. ECRs submit to the UKRI FLF.

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41	We will ensure all academic staff have a research mentor.	There is a BU2025 that all academic staff will have a research mentor. This will help with team-building, collaborative research, career progression, and career development.	<ol style="list-style-type: none"> 1. Two Faculties already have mentoring schemes in place. By August 2019, these schemes will be operational in all four faculties. 2. Mentoring to be embedded in all internal funding schemes for research from January 2019. 3. Case studies of productive mentoring relationships to be developed in 2019/20 and promoted. 4. OD to provide development for mentors. 	Executive Deans Funding Development Manager Head of Organisational Development	Increase in research activity (income, outputs, etc.), particularly from those staff who are new to research and/or women.
43	Repeat the Vitae career planning workshop for researchers and their managers in 2020.	Postdoctoral researchers, particularly women, responded to CROS to say they would value career planning support. The Vitae career planning workshop in 2018 was successful. We will run this again in 2020.	<ol style="list-style-type: none"> 1. In April 2019, undertake a review of participants at the 2018 workshop to see whether it impacted upon their career. Develop case studies if appropriate. 2. Run CROS in 2019 to see whether respondents would value further career planning workshops. 3. Arrange for Vitae to facilitate a second career planning workshop in April 2020 and promote this to researchers and their managers. 4. In April 2021, undertake a review of participants at the 2018 and 2020 workshops to see whether attendance impacted upon their careers. Develop case studies if appropriate. 	Head of RKEO	Provide career planning support and guidance to researchers and their managers. Build confidence of managers in providing researchers with careers guidance and advice.
76	Continue to run media training for female academic staff and monitor engagement by gender with outlets such as The Conversation.	Analysis by the Conversation has shown that if a male academic pitches an article idea and is rejected, they are likely to continue suggesting ideas. If a female academic pitches an idea which is rejected, they are much less	<ol style="list-style-type: none"> 1. Continue to monitor the numbers of women who are authoring articles for the Conversation (2016/17 34%, 2017/18 55%). 2. Continue to work with the Women's Academic Network and the Conversation to provide women only training each year. 	Research Communication s Manager	Aim for 40% to 60% of articles written for the Conversation to be authored by women. Run one women-only training session per year.

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		likely to try again. This highlighted the need to provide training and support to ensure that women are able to benefit from dissemination opportunities on offer.	3. Ensure that there is a gender-balance in publications such as the Bournemouth Research Chronicle. 4. Look for opportunities to promote the research of our female academics, such as Ada Lovelace Day (October) and International Women's Day (March).		Increase the prominence of BU's female researchers through the BRC and participating in awareness days.
78	Deliver high quality PER development to academic staff to boost confidence in delivery of PER. Continue to profile and celebrate female academics engaged in PER and have been promoted and will continue to publicise these widely.	Research indicates women often aren't as confident as men at delivering PER and often don't receive sufficient reward or recognition for their contributions to PER.	1. Deliver high quality PER development workshops to academic staff from 2019/20. 2. Seek opportunities to regularly profile and celebrate women engaging in PER, such as through the Bournemouth Research Chronicle and Staff Intranet (ongoing).	Engagement and Impact Facilitator	Positive feedback to be received from attendees (aim for at least 80% satisfaction rate). PER to be seen internally as a valuable activity to undertake.
79	Review our internal PER processes and communications to ensure we are not introducing/reinforcing gender bias and actively seek engagement from under-represented genders by profession/discipline.	The majority of PER activity at BU is undertaken by women. We need to ensure our processes and communications for PER are not introducing/reinforcing gender bias.	1. In 2019, review all processes and communications regarding PER, for example, the application processes for academic staff to apply for funding/support to run PER events. Undertake an equality analysis on these processes to identify any possible issues. 2. From 2018/19, ensure an equality analysis is undertaken for all PER processes involving the application of criteria to make a decision. Report findings to the University Research and Professional Practice Committee. 3. From 2019/20, actively seek engagement in PER activities from underrepresented genders by profession/discipline. For example, involving female engineers and male nurses in PER activities.	Engagement and Impact Facilitator	Aim to see a more even distribution in the proportion of men and women engaging in PER.

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10. Ensure appropriate career development for all staff					
42	Use the SUMAC system to support female staff who have participated in Aurora, ensuring appropriate mentors are available and matched, depending on development needs and career aspirations.	Historically we have not always provided post-event development and support for staff who attend Aurora. Feedback indicates these staff would appreciate a mentor to support them with their career progression after attending Aurora.	1. From 2019, OD will use SUMAC to help match and monitor mentoring relationships for Aurora participants (including historic participants). 2. This will be evaluated on an annual basis.	Head of Organisational Development	Aim for c. 80% of Aurora participants to remain at BU and subsequently achieve promotion.
28	Implement the revised PPDP and appraisal process from January 2019.	Feedback from academics and their appraisers that there was not sufficient focus on nurturing talent and potential and that people did not give quality of attention to the longer term career focus when discussing PPDPs. Academics identified existing opportunities that can facilitate a year round dialogue to use the following 'conversation point triggers' to discuss both objectives and support for nurturing career/role/talent and potential: one-to-ones; readiness for promotion; achieved promotion; not achieved promotion; implementation planning and cascade of objectives; succession planning; workload planning; and pay progression.	1. ULT sign off took place in June 2018. 2. August to December 2018 academics are discussing how to make this new approach work for them as appraisees/in their teams. Also identifying new terminology to describe the process. 3. January 2019 launch new approach. 4. January 2020 review approach, making adjustments as necessary.	Executive Deans Head of Organisational Development	The staff survey shows that 90% of staff complete their objectives and PPDP conversations and that staff are using their PPDP for both short term and longer term (3-5 years) career/development planning. Faculties provide good quality information to OD about individual and faculty development needs so that development is resourced appropriately. Staff are well prepared for going for promotion and are supported by

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					their appraiser; they receive good feedback on their applications to support their future development. Individual/team objectives are set and monitored regularly. All staff have a conversation about their balanced workload. Staff ideas discussed in appraisal and PPDP are fed into the BU2025 engagement channels.
29	Seek feedback from those who apply for promotion in 2019 to see whether the revised PPDP and appraisal scheme made a difference to how encouraged and supported they felt about applying for promotion, taking action at department-level as appropriate.	One of the aims of the revised PPDP and appraisal scheme is to ensure managers/appraisers are discussing readiness for promotion at an earlier point in the year.	<ol style="list-style-type: none"> 1. In December 2019, feedback to be sought from those who applied for promotion in 2019. 2. In January 2020, identify any trends in the responses (e.g. any areas of good practice or areas where staff did not feel supported). Identify adjustments. Identify actions targeted to specific departments. 3. In December 2020, feedback to be sought from those who applied for promotion in 2020. 4. In January 2021, identify any trends in the responses (e.g. any areas of good practice or areas where staff did not feel supported). 	Head of Organisational Development Associate Director of HR	At least 80% of staff to acknowledge the revised PPDP and appraisal scheme made them feel more supported and encouraged to apply for promotion. Evidence of women at all career stages successfully applying for promotion.

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			Identify adjustments. Identify actions targeted to specific departments.		
38	Evaluate engagement with the online PPDP and appraisal resources to support appraisers in 2019 after these have been available for 12 months. Specifically seek feedback from women and make changes accordingly.	The online PPDP and appraisal resources potentially provide a more convenient way for those with caring responsibilities to access information and guidance. This could advantage women.	<ol style="list-style-type: none"> 1. Continue to promote the online PPDP and appraisal resources in 2018/19. 2. Review engagement with the online PPDP and appraisal resources in August 2019, once they have been live for 12 months, seeking feedback from appraisers and appraisees. 3. Make any changes required and promote the resources again for 2019/20. 	Head of Organisational Development	<p>Increased engagement, particularly from women, with the online appraisal resources.</p> <p>Aim for at least 80% of those accessing the online resources to report finding these useful and informative.</p>
39	Run sessions on career mentoring conversations throughout 2018/19 to develop appraiser and manager skills and confidence in supporting staff and career development, including for short- and long-term career planning. Some of these sessions will be women-only events.	PPDP and appraisal help with long-term career planning and successful career progression.	<ol style="list-style-type: none"> 1. During 2018/19, run sessions on career mentoring conversations. 2. In 2019, develop and promote conversation toolkits (to support career mentoring conversations). 3. In 2019, assess whether it would be beneficial for these to be targeted/tailored to women-only audiences to address barriers, etc. If so, launch these in 2020. 4. Good practice on career mentoring conversations to be identified and shared across the University. 	Head of Organisational Development	<p>Increase in the number of women putting themselves forward for promotion and being successful.</p> <p>Aim for at least 90% of academic staff to have had a PPDP and appraisal by autumn 2020.</p> <p>Aim for an increase in the proportion of female academics using the PDP and appraisal process for long-term career planning (increase from 53% of women in 2017 to 80% by 2022).</p>

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40	We will have a new PPDP and Appraisal system to capture the essence of the quality conversations that will take place about careers as part of the new PPDP and Appraisal process.	The dates of PPDP/Appraisal conversations are not consistently recorded at present. Appraisers & appraisees will be able to capture data on future objectives, PPDPs, and the Standard Academic Profile.	1. During 2019/20, procure the new system. 2. Implement the new system from 2020/21. 3. Review it after one year of operation to ensure it is being used effectively.	Head of Organisational Development	New system to be implemented by July 2021 and to be recording all PPDP and appraisal conversations.
11. Ensure BU provides a flexible, family-friendly working environment					
44	Design and implement the Maternity Leave Checklist, ensuring all managers are aware of their responsibilities to staff prior to, during and upon return maternity leave.	Ensure that women are supported appropriately before, during and upon return from their leave.	1. In 2018/19 develop the new Maternity Leave Checklist and communicate this to managers. 2. Seek feedback on this as part of the maternity/adoption survey planned for 2020 (action 49).	Associate Director of HR Heads of Department / Line Managers	Women able to make informed decisions about their leave and return resulting in more positive and supported experience for them.
45	Sign up to the Breastfeeding Welcome scheme.	Some staff and visitor feedback has suggested it has been difficult to breastfeed whilst on campus.	1. Sign up to the Breastfeeding Welcome Scheme in 2019. Ensure this is visible across both campuses. 2. Ensure information on breastfeeding is easily accessible via the Staff and Student Intranets.	Equality and Diversity Adviser	Staff, students and visitors feel comfortable breastfeeding children at BU.
47	Explore introducing small grants to boost returners' research activities.	Feedback from BU staff as well as research across the sector indicates women returning from maternity/adoption leave often find it challenging to re-establish their research careers. A reduced teaching load coupled with a small pump priming grant may be useful.	1. In 2018/19, undertake an external benchmarking exercise of similar practice at other universities. Develop business case and seek approval. 2. Implement any changes from August 2019, launching alongside any changes to the reduced teaching load (action 46). 3. If such a scheme is introduced, RKEO to undertake evaluation after 12 months.	Head of RKEO	Women returning to work from maternity/adoption leave and more quickly able to re-establish their research careers. Evidenced through career tracking and feedback.

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46	In 2018/19 review minimum reduction of 20% teaching load for staff returning from maternity leave. Seek good practice from the sector and beyond, and implement any changes from 2019/20.	To ensure the reduced teaching workload offered to staff returning from maternity/adoption leave is in line with (or better than) sector norms. To ensure it is applied fairly and consistently across departments. To ensure it is contributing to a smooth transition back to work for returners.	1. In 2018/19, undertake an external benchmarking exercise of similar allocations at other universities. Make recommendations for change, if necessary. 2. Implement any changes from August 2019. 3. Review this again in 2020/21.	Executive Deans Associate Director of HR	Women returning to work from maternity/adoption leave experience a smoother transition back to work, feel more confident, and feel supported. Evidenced through responses to maternity/adoption survey (action 49).
48	Ensure a re-induction process for staff returning from maternity/adoption leave, including the production of a return to work pack including information on what has happened at the University during the period of absence, and opportunities for coaching (already approved by ULT). Provide opportunities for women returners to have a series of coaching sessions within the first 100 days of their return.	Feedback to the PCS and SWAN Survey indicated some women returning from maternity/adoption leave did not feel supported.	1. From 2020, launch the return to work pack for those returning to work from maternity/adoption leave (including VC messages, InsideBU publications, copy of the BU Annual Review, key policy changes, etc.). 2. Undertake an ongoing evaluation of support provided to ensure it is effective and valued.	Associate Director of HR Internal Communications Manager	
49	Run a maternity/adoption survey in spring 2020 with all staff who took leave from August 2018 and subsequently returned to work to	Returning to work after a long absence can be difficult and this will seek to identify areas of best practice and whether further actions are required.	1. From September 2019, SAT to develop and agree survey questions. 2. Launch the survey in March 2020, alongside internal communications regarding the family-friendly policies and benefits in place at BU.	Equality and Diversity Adviser Associate Director of HR	

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	garner feedback on their experiences and take action to address any issues		3. Analyse response data in summer 2020, comparing responses with those to the SWAN Survey in 2018. 4. Report findings to the SAT in September 2020. SAT to propose recommendations for actions to ASSG.		
50	Add information to the maternity webpages for staff on FTCs to make it clear how maternity benefits and support apply to them. This will include information about how external research funders may meet costs for maternity leave and allow applications to extend research projects. We will ensure this information is communicated to managers.	Research indicates women on FTC might delay starting a family because of financial reasons and job insecurity. Research funder's maternity policies are often poorly understood by staff and managers.	1. By August 2019, add information to the maternity webpages about how BU's maternity benefits and support apply to staff on FTCs, including some FAQs. Include information about the maternity/adoption leave policies from major research funders and add this information to the maternity webpages. Try to include case studies of researchers who took maternity leave whilst on FTCs. 2. By August 2019, include a reference to this in BU's Code of Practice for the Employment and Development of Research Staff. 3. By December 2019, ensure all staff in RKEO are aware of this information and are able to advise researchers / managers appropriately if required. Build this into the ongoing development programme for RKEO staff.	Funding Development Manager Associate Director of HR	Managers understand guidance. Women on FTCs take maternity/adoption leave and benefits.
51	Continue to track the career trajectories of women who took maternity leave within the past five years and consider the impact this has on their careers.	To identify whether this has had a positive or negative effect on career progression.	Identify actions as appropriate based on the analysis.	Associate Director of HR Head of Organisational Development	Women progressing through the academic career framework.
52	Produce case studies of staff who benefit from the enhanced paternity/partner leave	To promote the enhanced paternity/partner leave and encourage more partners to make use of this.	1. Create case studies of the two men who have benefited from this enhanced leave so far. Publish these with a factsheet on family-	Equality and Diversity Adviser	Increased number of staff benefitting from formal

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	policy and publish these widely with information about our family-friendly policies.		friendly policies and links to our family-friendly webpages in December 2019. 2. Ensure paternity/partner leave is promoted regularly as part of the SWAN communications plan each year (action 84). 3. Monitor the number of staff taking paternity leave each year, reporting to the SAT each September. The SAT will make recommendations for actions as appropriate to the ASSG.		paternity/partner leave.
53	Simplify the guidance on SPL for staff/managers and add 'SPL' as a reporting category in the new HR system.	We cannot report on the number of staff taking SPL as this isn't recorded in the HR system. We acknowledge SPL is complex and will simplifying the guidance to encourage more staff to take SPL.	1. Simplified SPL guidance to be published in early 2019. Communicate this to managers and promote it to staff. 2. Ensure the new HR system includes the functionality to record SPL (in 2019/20). 3. Report SPL uptake to the SAT each September.	Associate Director of HR	Increase in staff taking SPL.
57	Explore options for providing full days for children aged 5-7 at the SportBU Kids Camps.	Half days were trialled in 2018 and were found to be popular. Staff feedback indicates a preference for full days for younger children. Different regulatory requirements may be necessary to facilitate this.	1. Investigate regulatory requirements by August 2019 and decide whether this is feasible. 2. If it is, develop business case and undertake necessary actions.	Culture and Sport Manager	Able to offer full days of childcare for younger children of BU staff/students during school holidays.
58	Annually review nursery provision, quality and places with the provider and agree costs as detailed in the contract.	Manage the contract with the nursery provider to ensure it provides an appropriate option for parent staff and students.	1. Regular conversations with the nursery manager to discuss provision. 2. Annual review to take place each June. 3. Feedback to be sought regarding childcare as part of the maternity/adoption survey (action 49) in 2020. Feedback regarding the nursery received from staff/students to BU surveys to be shared with the nursery manager.	Assistant Chief Operating Officer	High satisfaction level from parents who use the on campus nursery measured through nursery provider's annual survey (aim for at least 80% satisfied).

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59	Explore the possibility of establishing a carer's fund for childcare costs when staff are required to work on weekends (such as open days) or attend conferences.	Some staff responding to the Staff Survey indicated they are occasionally required to work at weekends (such as open days) or attend conferences during the week; this can be challenging for staff with children and could be a barrier to their ability to undertake such activities.	<ol style="list-style-type: none"> 1. By April 2019, undertake an external benchmarking exercise of similar schemes in the HE sector (and beyond). Develop recommendations for how this could work at BU. 2. If it is agreed to go ahead, present recommendations to the ASSG by July 2019, aiming to launch the scheme in September 2019. 3. Assuming the scheme is launched, monitor uptake and gather experiences from staff using it. 4. Undertake a review of the scheme in autumn 2020. 	Chair of SAT Chair of ASSG Deputy Director of Finance	To provide additional support to those with childcare responsibilities.
60	Promote the Carers Guidance and Carers Group to all staff and particularly line managers. Produce case studies of carers and promote these via the Intranet. Aim to increase the number of carers becoming involved in the Carers Group. Continue to celebrate Carers Rights Day and Carers Week and include matters relevant to carers when marking other national events such as Mental Health Awareness Week. Explore best practice at other institutions and use this	It is recognised that being a carer can be a lonely and isolating experience. The aim of promoting the guidance for carers and the Carers Group is for BU to demonstrate to staff that it wishes to support individuals, who might be undertaking this role.	<ol style="list-style-type: none"> 1. Promote the support for carers at key points throughout the academic year as part of Carers Rights Day and Carers Week. Ensure the Carers Group continues to meet to seek support, share information and respond to queries. 2. By May 2019, create a factsheet and case studies about being a carer, including information for managers on how they can support staff/students who are carers. Publicise this widely. 3. During 2019, undertake a review of best practice regarding support for carers and invite feedback from staff and student carers. Present findings to the SAT in spring 2020. SAT to make recommendations to ASSG for further actions. 	Equality and Diversity Adviser	Increase in the number of staff wanting to talk about their experience of being a carer and feeling supported by BU.

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	to further enhance our support for carers.				
12. Ensure women are well represented and have a voice in University decision-making					
66	We recently joined the Board Apprentice Scheme to increase diversity and widen the pool of board-ready candidates by placing appropriate individuals on boards as apprentices for one year to gain first-hand experience, through observation, of the workings and dynamics of boards. The Board has recently shortlisted two female apprentices for interview.	There is a national issue concerning the number of Board ready diverse candidates, including charity trustees. The Board Apprentice scheme has been set up across the UK to directly contribute to increasing that number. The Board agreed to sign up to the scheme to contribute to improving the national position.	1. Apprentices under the scheme benefit from a full year of Board experience. BU is interviewing its first candidates in early 2019. 2. First appointment would be at the February 2019 Board. Annual process thereafter subject to evaluation of the ongoing benefit.	Clerk to the Board	Positive feedback from apprentices. Apprentices finding permanent Board appointments nationally or at BU as a result of participation in the Apprentice scheme.
67	All Board recruitment shortlisting panels and interview panels will continue to be gender-balanced.	This is in line with inclusive recruitment practice for staff.	1. Panel composition will be considered by Nominations Committee for each recruitment round. Current appointed panel is 50%/50% gender balance when the adviser is included. 2. Relevant to each recruitment round due in 2019.	Clerk to the Board Nominations Committee Chair	Balanced interview panel composition is maintained wherever possible and applicants experience inclusive recruitment practice and directly experience positive examples of successful female Board appointments.
68	The Nominations Committee will consider reviewing the process of appointment of all Board	Interview and selection process potentially offers more opportunity to improve	1. Nominations Committee will review in February 2019 and make recommendations to the Board.	Clerk to the Board	Nominations Committee will monitor the impact of any changes and

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	Members for consistency with the skills-based approach used for independent members rather than relying on self-nomination which may not attract a diverse range of candidates for election.	diversity whilst maintaining required skills and expertise.	2. Review and any implementation to be completed in Academic Year 2018/19.	Nominations Committee Chair	receive regular reports on the diversity of the Board. Ideally any process changes would lead to a greater number of female applicants and Board members as the Board refreshes.
69	All future Board and Committee effectiveness reviews will contain questions about improving diversity.	To assist in identifying any barriers to diversity and potential solutions.	1. Interim Board review due early 2019 will include relevant questions as will all Committee effectiveness reviews as they fall due. 2. Annual cycle of reviews and reporting starting immediately.	Clerk to the Board	Nominations Committee will consider results and will use the data to inform future action plans/recommendations.
70	All newly appointed Board members will have a mentor to assist their Board development, including future committee and chairing opportunities.	Mentoring has been identified by previous Board Members as key to their development and confidence in seeking additional responsibilities.	1. A pipeline of succession is required to ensure that more diverse candidates are able to consider taking on Chair, Deputy Chair and other Committee roles. It is the intention that mentoring would also be extended to Apprentices. 2. Implemented for each appointment on a rolling basis. Five appointments due in 2019.	Clerk to the Board Chair of Board	Diverse and robust succession planning. More female candidates for senior roles. Board members development reviews record positive impact of mentoring.
71	Include positive action statements in recruitment to Funding Panels and aim to meet targets for gender (at least 33% F) and BME representation (at least 10% BME).	To encourage applications from a more diverse applicant pool.	1. From December 2018, include positive action statements in adverts for Funding Panel members. 2. Data on the number and proportion of applications, shortlisted applications, offers made, for all by gender and ethnicity to be reported each September to the SAT.	Head of RKEO	Increase in the diversity of staff applying to be on the Funding Panels. Aim to meet targets for gender (at least 33% F) and BME

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					representation (at least 10% BME).
13. Ensure fairness and transparency of workload planning and allocation					
72	Continue to work with Executive Deans to ensure departments consider SWAN leadership in workload planning.	To ensure those working on SWAN submissions received sufficient time and support to undertake the work and to ensure this is recognised.	<ol style="list-style-type: none"> 1. Aim for SWAN leadership to be formally recognised in the leadership part of the workload model from 2019/20. 2. Seek feedback from SWAN departmental leads regarding their time allocation and whether this is sufficient. Raise concerns with the ASSG and identify necessary actions. 3. Ensure departmental SWAN leadership rotates so colleagues do not become overburdened and to help embed the Charter throughout the department. 	Chair of ASSG Executive Deans	SWAN leads to receive sufficient time and support to undertake the SWAN work.
73	Review the framework and deliver sessions for HoDs in respect of workload planning to address inconsistent practices and ensure fairness and transparency. Seek feedback on staff experiences of workload allocation. Monitor the workload model for gender bias in the next annual review and publish the results.	To ensure that workload planning is applied consistently and fairly across BU.	<ol style="list-style-type: none"> 1. From 2018/19, ensure publication of workload plans across faculties. 2. Conduct an annual audit of workload planning. Ensure checking the model for gender bias is included from 2019. Publish findings. 3. Report findings annually to SAT and ASSG. 	Executive Deans Heads of Department	Workload plans consistently published across BU. Any gender bias noted in the workload model to be addressed.
74	Ensure requests for timetabling changes are considered fairly in accordance with the policy for requesting timetable restraints. Case studies will be published	Some feedback to the SWAN Survey in 2018 suggested inconsistency in how timetable restraints were considered and approved.	<ol style="list-style-type: none"> 1. Review the policy and procedure for timetable restraints, identifying any potential issues and devising solutions by April 2019. Launch the revised policy and procedures, using these as part of the timetabling process for 2019/20. 	Executive Deans	Improved staff feedback regarding timetable restraints.

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	of good/poor practice; these will be used in line manager development sessions.		2. Seek feedback from staff in autumn 2019 and use this to review the policy and procedures. Develop anonymised case studies of good/poor practice and circulate these to help embed good practices in future. 3. Make any further changes to the policy and procedures by April 2020, ready for the 2020/21 timetabling process.		
14. Develop an inclusive gender culture across the University					
75	Continue to provide guidance to faculties/services on good practice for scheduling meetings and events and what to take into account to ensure they are inclusive.	One of the BU2025 values is Inclusivity. If the University is to live this value it needs to ensure its meetings and events on and off-campus are inclusive.	1. From 2019, disseminate the online meetings participation tool developed as part of the previous action plan, gather feedback and build case studies of women involvement in executive and committee meetings. 2. During 2018/19, develop a factsheet which covers all the protected characteristics which provide advice to staff about how to ensure meetings and events are inclusive. Aim to disseminate this to faculties/services and those with responsibilities for arranging organisational meetings/events. 3. Undertake a review of all of the University's standard meetings and committees in 2019/20 to see which are adhering to guidance, offering advice to the organisers of any found to not be adhering to guidance.	Equality and Diversity Adviser Head of Organisational Development	Meetings and events to be adhering to the guidance wherever possible.
61	Ensure all committees require meeting papers to include information on equality analysis and committee terms of reference include explicit responsibilities for considering the equality	BU has an equality analysis procedure in place which requires staff to consider the equality implications of organisational policies, key decisions and policies. Including consideration of the equality and diversity impacts of the committee's work will	1. In July 2019 raise this matter with colleagues supporting the ULT and Senate committees and ensure all committee cover sheets and terms of reference are updated in time for the 2019/20 academic year. 2. Continue to request information every six months from Executive Deans and Heads of Professional Services regarding the equality analysis their faculties/services have	Equality and Diversity Adviser	Increase engagement with equality analysis work within Faculties and Professional Services (all to be submitting plans by 2020). Completed EAs are

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	and diversity impacts of the committee's work.	embed awareness of equality and diversity and ensure due consideration is given.	undertaken and are planning to undertake. Share these reports with EDSG and send a report to the Chief Operating Officer and Associate Director of HR each year.		published on SharePoint. Evidence of increased discussion of equality and diversity issues at BU Committees
90	We are committed to provide guidance to staff/managers about the menopause.	To raise awareness of menopause at work and support women struggling with symptoms. To create a cultural transformation around gender and provide transparency and direction which enables all staff to flourish.	1. By April 2019, guidelines to be written and agreed with key support mechanisms at BU identified and enabled. Line managers to be trained in holding discussions with staff about the menopause (removing the taboo), and ensure the guidelines are implemented successfully so that all women are supported to continue working during the menopause. 2. Seek informal feedback via the SAT and WAN	Associate Director of HR Head of Health, Safety and Wellbeing Funding Development Manager	Open dialogue is enabled between staff and their line managers. Menopause is no longer a taboo subject. Women are supported to remain in the workplace.
80	Continue to support community events, such as the Shine Project's health and wellbeing event for teenage girls and the Dorset Venus Awards.	To ensure our commitment to the SWAN Charter brings benefits to the local community, ensuring cultural change at BU spreads to the community.	1. Continue supporting gender-relevant community events such as the Shine Project's health and wellbeing event for teenage girls in 2019 and the annual Soroptimists International Bournemouth STEMM Challenge Event. 2. Continue supporting the 'Inspirational Woman of the Year' category at the annual Dorset Venus Awards. 3. Continue supporting girls' and ladies' sports in Dorset including being the main partner of the Under 10, 12, 14 and 16 AFCB girls' teams.	Head of Community and Regional Partnerships	Increase in the quality and quantity of BU's community engagement for gender-related activities.
65	Produce a new video about dignity and respect in 2018/19 and promote this widely, including it as part of a dignity and	The current video is out of date. The roadshow will enable us to reach a large proportion of staff and students.	1. Produce a new dignity and respect video in 2019. Promote this across BU, ensuring it is included in induction for new staff/students. 2. During 2019/20 develop a dignity and respect roadshow and proactively take this to	Equality and Diversity Adviser	New video to be included at induction for all new staff and students. Positive feedback to be received from

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	respect roadshow for staff and students.		faculties/services to engage with staff and students.		staff and students on the dignity and respect roadshow.
87	Seek to re-establish the Staff LGBT+ equality network in 2018/19.	Linked to the BU2025 organisational value of inclusivity. We need to understand experiences of our LGBT+ staff to provide an inclusive environment. We have received requests from staff about whether network or group is in place.	1. By March 2019, hold preliminary meetings of the potential LGBT+ equality group to see whether to formally establish the group. 2. If these are successful, establish the LGBT+ equality group, schedule regular meetings, promote it across the University, and encourage engagement. Ensure the group is represented at EDSG. 3. Encourage members of the LGBT+ Group to support a Stonewall UK Workplace Equality Index submission.	Equality and Diversity Adviser	Staff LGBT+ Group is formed and is represented at EDSG. Submission made to Stonewall UK Workplace Equality index.
15. Develop a safe, supportive and inclusive environment for trans staff and students					
85	Approve and publish the Transgender Inclusion Policy. Broaden gender category options in our HR and Student record systems and data collection where possible.	To demonstrate our ongoing commitment to supporting transgender staff and students.	1. Publish the Transgender Inclusion Policy in 2019. Ensure this is widely communicated across the University. 2. In 2019/20, review HR systems and data collection to see how gender category options could be broadened, taking into account external reporting requirements. Make any identified changes.	Associate Director of HR Chair of EDSG	Staff/students engaging with the policy and support.
86	Encourage staff to add their preferred pronouns to email signatures. Ensure the SAT and ASSG undertake staff development in respect of transgender identities.	Using preferred pronouns will show for trans people working, studying or visiting BU that their identity is recognised and respected.	1. Include as a substantive agenda item at the February 2019 meeting of the EDSG. 2. Promote the benefits of this and encourage staff to add their preferred pronouns to their email signatures as part of LGBT History Month each year (starting in 2019). 3. In 2019, arrange for the SAT and ASSG to receive information (ideally from BU academic staff undertaking research on transgender identities) about transgender identities and how to make workplaces more inclusive to trans people.	Equality and Diversity Adviser	Increase in BU staff adding their preferred pronouns to email signatures. Increased awareness across BU about transgender.

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
88	Instigate a mechanism for capturing feedback on the experiences of trans staff and students.	One of the BU 2025 values is Inclusivity. If the University is to live this value it needs to understand the experience of trans staff and students.	<ol style="list-style-type: none"> 1. Work with the SUBU Transgender and Non-Binary Students Campaign in early 2019 to gather feedback from students about studying at the BU. 2. Invite the SUBU Transgender and Non-Binary Students' Campaign to the February 2019 EDSG meeting to provide feedback on their experiences. 3. In 2018/19, draw on the good practice provided by Stonewall (BU is Global Diversity Champion) to identify possible feedback mechanisms. 4. Launch the new approach to capturing feedback as part of International Day Against Homophobia, Transphobia and Biphobia in May 2019. 5. Analyse feedback during summer 2019. Report this to EDSG and the SAT in September 2019, identifying actions as appropriate. 	Equality and Diversity Adviser	<p>Increase in the number of trans staff and students at BU who feel comfortable to disclose their gender identity.</p> <p>Increased awareness across BU about transgender.</p> <p>Staff/students engaging with the Transgender Inclusion Policy and support.</p>
89	Offer support to other institutions on transgender issues through the SWAN network.	There are a number of BU academic staff who undertake research on transgender identities. This knowledge and expertise may be helpful to other universities as part of their SWAN (and wider equality and diversity work).	<ol style="list-style-type: none"> 1. From 2019, encourage and support BU academic staff undertaking research on transgender identities to offer support to other universities as part of their SWAN work. 2. Academic staff sharing knowledge and expertise to share good practice from other institutions with the SAT. 	Academic staff Coordinated by Equality and Diversity Adviser	Networks developed with other universities undertaking SWAN work.