



# Institution Application Bronze and Silver Award



## ATHENA SWAN BRONZE INSTITUTION AWARDS

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

This includes:

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

## ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

## COMPLETING THE FORM

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

This form should be used for applications for Bronze and Silver institution awards.

You should complete each section of the application applicable to the award level you are applying for.

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

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

## WORD COUNT

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



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

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

<b>Institution application</b>	<b>Bronze</b>	<b>Silver</b>
<b>Word limit</b>	<b>10,000</b>	<b>12,000</b>
<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



<b>Name of institution</b>	University of Birmingham	
<b>Date of application</b>	November 2019	
<b>Award Level</b>	<b>Bronze Renewal</b>	
<b>Date joined Athena SWAN</b>	2011	
<b>Current award</b>	<b>Date: 2014</b>	<b>Level: Bronze</b>
<b>Contact for application</b>	<b>Susan Squire</b>	
<b>Email</b>	s.squire@bham.ac.uk	
<b>Telephone</b>	0121 414 3847	

### 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.





UNIVERSITY OF  
BIRMINGHAM

Vice-Chancellor and Principal  
Professor Sir David Eastwood DL

5 November 2019

Advance HE  
1<sup>st</sup> Floor Napier House  
24 High Holborn  
London  
WC1V 6AZ

Dear Athena SWAN Charter Manager

I am pleased to present to you the University of Birmingham's application for an Athena SWAN Bronze Renewal award.

Since our 2014 award we have seen real and measurable progress in the representation of women in senior positions, with our female Professors having increased from 20% in 2014 to 28% in 2018/19. In 2017 my senior management team and I committed to achieving targets of 30% female Professors and 30% grade 9 female academics to break through the 'critical mass' ceiling. I am pleased to report that we have already achieved our target for grade 9 staff and, as our current position demonstrates, we are on course to meet our Professorial target by 2020.

I am proud to have personally sponsored two major initiatives in the last couple of years. One is the University's first Female Professorial Network, which will enable our engagement with senior women on issues of strategic importance. The second is the Making Space project, a photographic celebration of the wide range of women working at the University, which has created a strong visual counterpoint to the predominately male and white cultural imagery of our historical buildings.

Given our progress, I was disappointed that our 2018 Bronze renewal was unsuccessful. However, we have taken on board the feedback and have undertaken a much more thorough review, which both identifies where we have made progress and provides a rigorous analysis of our career pipeline and processes.

This analysis has highlighted the need for us to ensure gender equality is embedded at all levels of the institution. We have developed an extensive Action Plan to enable us to



achieve this. This includes a review of career structures and pathways and renewed attention to improving the University's attractiveness as a potential employer to female candidates to combat the reduction in female applications, particularly in the STEMM disciplines.

These targets and the Athena action plan have my full support, and I look forward to reporting on our progress against them and working towards a Silver award.

Finally, I am happy to confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the University.

Best wishes

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

Professor Sir David Eastwood  
**Vice-Chancellor and Principal**

**Word count: 368**



## Glossary of terms

AS	Athena SWAN
CAL	College of Arts and Law
CoEPS	College of Engineering and Physical Sciences
CoLES	College of Life and Environmental Sciences
CoMDS	College of Medical and Dental Sciences
CoSS	College of Social Sciences
Core HR	Staff and management reporting system
CSOT	Core Systems
DPVC	Deputy Pro-Vice Chancellor
ECARS	Early career and research staff programme
ELP	Emerging Leaders Programme
GPG	Gender Pay Gap
HAS	Hospitality and Accommodation Services
HoC	Head of College
HoS	Head of School
HoBC	Head of Budget Centre (Professional Services)
LMS	Learning Management System
PAG	Pay Action Group
PDR	Personal Development Review
PERCAT	Post-doctoral and early researcher career development and training
POD	Professional and Organisational Development
Professional Services	Corporate (non-academic) budget centres
PS	Professional Services
RF	Research Fellow
R&S	Recruitment and selection
SL	Senior Lecturer
SLP	Senior Leadership Programme
UB	Unconscious bias
UEB	University Executive Board
ULF	University Leadership Forum
UoB	University of Birmingham
USAT	University self-assessment team



## Staff Groups definitions

Staff Group	Description		Grade
Academic staff	Staff on Teaching & Research, Research-focused and Teaching-focused academic contracts of employment		Grades 6 – 9 Professorial grade
Professional Services staff	Admin and Other Related staff	Staff in managerial, administrative, specialist and teaching support roles employed in Professional Services budget centres (predominately) and Colleges	Grade 6 – 9 Senior Officer grade
Admin and Other Related staff	Support Staff	Staff in manual, clerical and junior admin roles employed in Professional Services budget centres (predominately) and Colleges	Bands 200-500





## 2. DESCRIPTION OF THE INSTITUTION

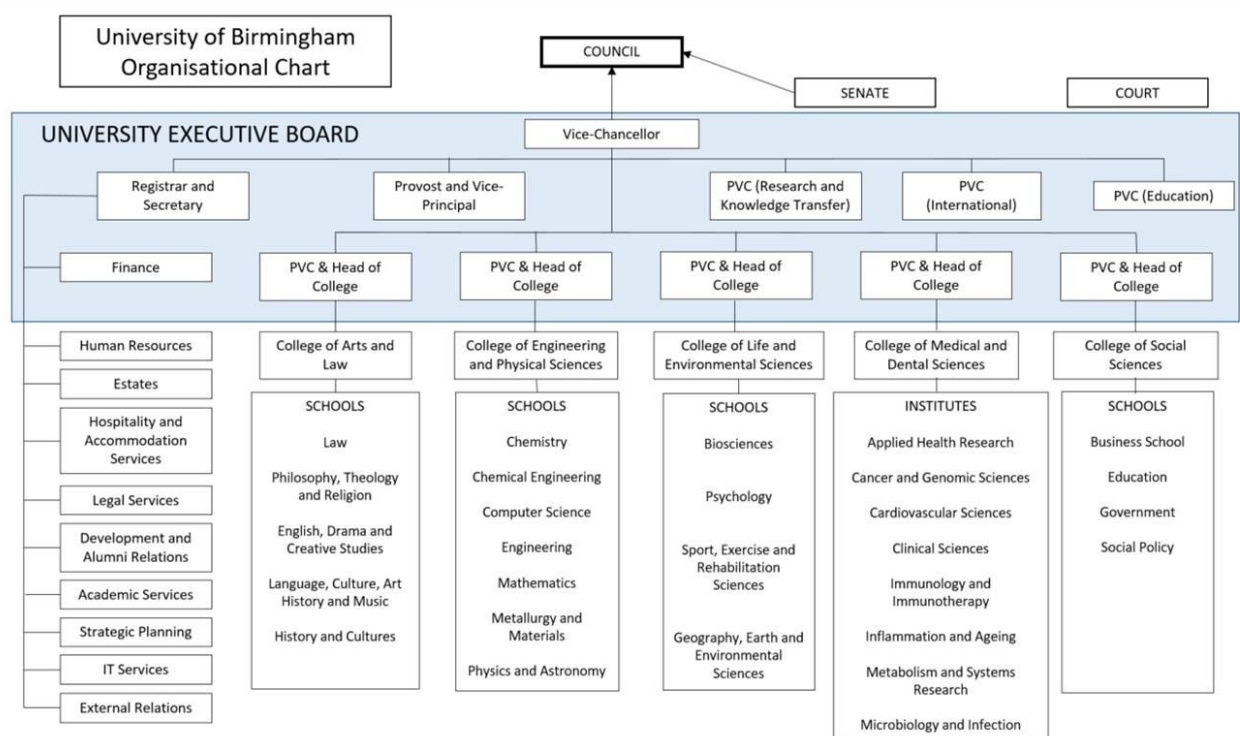
Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the institution, including any relevant contextual information.

The University of Birmingham (UoB) was founded in 1900 as England's first civic University, where students from all religions and backgrounds were accepted on an equal basis. Today, we host one of the largest communities of international students in the UK (5,000 students from 150 countries), with 31% of our academic staff coming from outside of the UK. In 2018 we opened our Dubai campus and we have permanent representation in China, India and in the US in Chicago.

We are engaged in teaching and research across a broad range of STEMM and AHSSBL disciplines which are organised into five academic Colleges (figure 1). Each College is headed by a Pro-Vice-Chancellor and Head of College, with Professional Services led by the Registrar & Secretary. The Provost and Vice-Principal heads University strategy, including equality and Athena SWAN. The Provost, Heads of College and the Registrar & Secretary are all members of University Executive Board under the leadership of the Vice Chancellor and Principal.

Figure 1: UoB Organisational Structure



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

The University has been a member of Athena SWAN (AS) since 2011 and currently holds a Bronze award (2014). Our College of Medical and Dental Sciences has a Bronze College-level award that covers its 8 Institutes. 9 of our 11 STEM Schools hold awards, including Silver in



Physics & Astronomy and Sport, Exercise and Rehabilitation Sciences. 2 of our 9 AHSSBL Schools hold Bronze:

**Figure 2: School awards (November 2019)**

STEMM Schools	Level of award achieved	Intending to submit November 2019	Intending to submit April/November 2020
<b>College of Engineering and Physical Sciences</b>			
Physics and Astronomy	Silver 2018		
Chemical Engineering	Bronze 2018		
Chemistry	Bronze 2016	Bronze	
Computer Science	Bronze 2016		Bronze
Engineering		Bronze	
Mathematics	Bronze 2018		
Metallurgy and Materials			Bronze
<b>College of Life and Environmental Sciences</b>			
Sport, Exercise & Rehabilitation Sciences	Silver 2018		
Biosciences	Bronze 2016		Silver
Geography, Earth & Environmental Sciences	Bronze 2018		
Psychology	Bronze 2017		
<b>College of Medical and Dental Sciences</b>			
College-level award	Bronze 2018		Silver
<b>AHSSBL Schools</b>			
Level of award achieved	Intending to submit November 2019	Intending to submit April/November 2020	
<b>College of Arts and Law</b>			
English, Drama, American & Canadian Studies	Bronze 2018		
Birmingham Law School		Bronze	
History & Cultures		Bronze	
Language, Cultures, Art History & Music		Bronze	
Philosophy, Theology and Religion		Bronze	
<b>College of Social Sciences</b>			
Government	Bronze 2019		
Birmingham Business School		Bronze	
Education		Bronze	
Social Policy		Bronze	

Our 2014 Athena application made a strong commitment to investing in the progression of female academic staff and creating a sustainable structure to deliver gender equality. In 2015 we appointed our first DPVC Equalities, Professor Una Martin. Professor Martin



championed the need for a step change in our approach to gender equality and the introduction of institutional targets for senior female staff. These were adopted in 2017 with the aim of achieving 30% female Professors and 30% total female grade 9 academics (Readers, Senior Lecturers and Senior Research Fellows) at institutional level within the lifetime of our current Equality Scheme. In 2019 we have exceeded our target for grade 9 staff and are on course to achieve 30% female Professors by 2020.

Our Equality Scheme 2016-2020 and 2014 institutional AS action plan have a shared objective of increasing the number and proportion of senior female academic staff. Both are overseen by Equality Executive Group (EEG), chaired by the DPVC Equalities. The DPVC reports annually to UEB and Council on progress against objectives. The link between institutional AS and School/College AS is maintained by College Equality Leads, who sit on College Board and EEG.

(ii) [Information on its teaching and its research focus](#)

In REF 2014, 81% of our research was ranked as world leading or internationally excellent and top five for Philosophy, History, Classics, Theology and Religion, West African Studies, Sport, Exercise and Rehabilitation Sciences and Chemical Engineering. Our Institute for Global Innovation provides a platform for cross-College, multi-disciplinary research, focusing on Gender Inequality, Resilient Cities, Water Challenges and 21<sup>st</sup> Century Transnational Crime.

We offer 350 UG study programmes, 600+ at PGT, 140 research and 450 PhD opportunities. The University was awarded Gold in the TEF in 2016. Our commitment to teaching excellence and an outstanding student experience is demonstrated by a clear and transparent career framework for teaching-focussed staff allowing those who are genuinely excellent in teaching, scholarship and pedagogy to progress through a teaching route to Professor.



(iii) The number of staff. Present data for academic and professional and support staff separately

**Figure 3: Academic, Professional and Support staff**

Staff Group	Female	Male	Total	% Female	% Male
STEMM academics	<b>816</b>	1364	2180	<b>37.4%</b>	62.6%
AHSSBL academics	<b>458</b>	486	944	<b>48.5%</b>	51.5%
Academic Total	<b>1274</b>	1850	3124	<b>40.7%</b>	59.3%
Professional Services (Admin and Other Related)	<b>1005</b>	767	1772	<b>56.7%</b>	43.3%
Professional Services (Support Staff)	<b>1669</b>	972	2641	<b>63.1%</b>	36.9%
Professional Services Total	<b>2674</b>	1739	4413	<b>60.5%</b>	39.5%
All University staff	<b>3948</b>	3589	7537	<b>52.4%</b>	47.6%



(iv) the total number of departments and total number of students

**Figure 4: STEM and AHSSBL Schools by UG, PGT and PGR populations**

	UG			PGT			PGR		
<b>College of Engineering &amp; Physical Sciences</b>									
	Number		%	Number		%	Number		%
	Female	Male	Female	Female	Male	Female	Female	Male	Female
Chemical Engineering	215	501	<b>30%</b>	52	118	<b>30.6%</b>	74	115	<b>39.2%</b>
Chemistry	209	254	<b>45.1%</b>	-	-	-	53	76	<b>41.1%</b>
Computer Science	481	115	<b>19.3%</b>	81	163	<b>33.2%</b>	19	66	<b>22.4%</b>
Engineering	184	1008	<b>15.4%</b>	149	538	<b>21.7%</b>	62	244	<b>20.3%</b>
Mathematics	340	481	<b>41.4%</b>	24	26	<b>48%</b>	11	41	<b>21.2%</b>
Metallurgy & Materials	85	196	<b>30.2%</b>	16	21	<b>43.2%</b>	39	75	<b>34.2%</b>
Physics & Astronomy	148	448	<b>24.8%</b>	4	31	<b>11.4%</b>	26	111	<b>19%</b>
College Total	1319	3440	<b>27.7%</b>	326	897	<b>26.7%</b>	284	728	<b>28.1%</b>
<b>College of Life &amp; Environmental Sciences</b>									
	Number		%	Number		%	Number		%
	Female	Male	Female	Female	Male	Female	Female	Male	Female
Biosciences	589	289	<b>67.1%</b>	48	32	<b>60%</b>	84	52	<b>61.8%</b>
Geography, Earth & Environmental Sciences	610	383	<b>61.4%</b>	102	100	<b>50.5%</b>	60	58	<b>50.8%</b>
Psychology	837	112	<b>88.2%</b>	98	33	<b>74.8%</b>	157	46	<b>77.3%</b>
Sport, Exercise & Rehabilitation Sciences	443	430	<b>50.7%</b>	119	170	<b>41.2%</b>	47	50	<b>48.5%</b>
College Total	1493	1222	<b>67.1%</b>	367	335	<b>52.3%</b>	348	206	<b>62.8%</b>
<b>College of Medical &amp; Dental Sciences</b>									
	Number		%	Number		%	Number		%
	Female	Male	Female	Female	Male	Female	Female	Male	Female
Applied Health Research	-	-	-	85	37	<b>69.7%</b>	41	24	<b>63.1%</b>
Cancer & Genomic Sciences	12	8	<b>60%</b>	111	56	<b>66.5%</b>	56	42	<b>57.1%</b>
Cardiovascular Sciences	-	-	-	-	-	-	13	26	<b>33.3%</b>
Clinical Sciences	2329	1077	<b>68.4%</b>	263	149	<b>63.8%</b>	80	46	<b>63.5%</b>
Immunology & Immunotherapy	-	-	-	9	4	<b>69.2%</b>	34	21	<b>61.8%</b>
Inflammation & Ageing	-	-	-	3	10	<b>23.1%</b>	28	24	<b>53.8%</b>
Metabolism & Systems Research	-	-	-	-	-	-	22	17	<b>56.4%</b>
Microbiology & Infection	-	-	-	-	-	-	9	4	<b>69.2%</b>
College Total	2341	1085	<b>68.3%</b>	471	256	<b>64.8%</b>	283	204	<b>58.1%</b>



<b>College of Arts &amp; Law</b>									
	Number		%	Number		%	Number		%
	Female	Male	Female	Female	Male	Female	Female	Male	Female
Birmingham Law School	891	401	<b>69%</b>	48	23	<b>67.6%</b>	33	29	<b>53.2%</b>
English, Drama, American & Canadian Studies	1054	264	<b>80%</b>	370	225	<b>62.2%</b>	111	82	<b>57.5%</b>
History & Cultures	752	499	<b>60.1%</b>	137	135	<b>50.4%</b>	123	84	<b>59.4%</b>
Languages, Cultures, Art History & Music	730	261	<b>73.7%</b>	91	44	<b>67.4%</b>	71	48	<b>59.7%</b>
Philosophy, Theology & Religion	341	150	<b>69.5%</b>	60	50	<b>54.5%</b>	73	112	<b>39.5%</b>
College Total	3768	1575	<b>70.5%</b>	706	477	<b>59.7%</b>	411	355	<b>53.7%</b>
<b>College of Social Sciences</b>									
	Number		%	Number		%	Number		%
	Female	Male	Female	Female	Male	Female	Female	Male	Female
Birmingham Business School	1733	1534	<b>53%</b>	1366	792	<b>63.3%</b>	42	44	<b>48.8%</b>
Education	267	28	<b>90.5%</b>	1260	295	<b>81%</b>	127	56	<b>69.4%</b>
Government	539	533	<b>50.3%</b>	334	232	<b>59%</b>	37	63	<b>37%</b>
Social Policy	427	131	<b>76.5%</b>	1025	379	<b>73%</b>	38	15	<b>71.7%</b>
College total	3032	2277	<b>57.1%</b>	3994	1700	<b>70.1%</b>	244	178	<b>57.8%</b>
<b>University total</b>	<b>13093</b>	<b>9628</b>	<b>57.6%</b>	<b>6120</b>	<b>3950</b>	<b>60.8%</b>	<b>1570</b>	<b>1671</b>	<b>48.4%</b>

- (v) 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

**Figure 5: STEMM and AHSSBL Schools by Academic and Professional staff populations**

	Number		%	Number		%
	Female	Male	Female	Female	Male	Female
<b>College of Engineering &amp; Physical Sciences</b>						
Chemical Engineering	36	90	<b>28.6%</b>	<b>17</b>	12	<b>58.6%</b>
Chemistry	23	47	<b>32.9%</b>	<b>9</b>	7	<b>56.3%</b>
Computer Science	5	71	<b>6.6%</b>	<b>8</b>	4	<b>66.7%</b>
Engineering	26	147	<b>15%</b>	<b>35</b>	35	<b>50%</b>
Mathematics	12	65	<b>15.6%</b>	<b>7</b>	3	<b>70%</b>
Metallurgy & Materials	21	79	<b>21%</b>	<b>18</b>	25	<b>41.9%</b>
Physics & Astronomy	20	122	<b>14.1%</b>	<b>18</b>	29	<b>38.3%</b>
College Hub	0	4	<b>0%</b>	<b>35</b>	22	<b>61.4%</b>
College Total	143	625	<b>18.6%</b>	<b>147</b>	137	<b>51.8%</b>



<b>College of Life &amp; Environmental Sciences</b>						
Biosciences	64	79	<b>44.8%</b>	<b>29</b>	16	<b>64.4%</b>
Geography, Earth % Environmental Sciences	44	96	<b>31.4%</b>	<b>19</b>	10	<b>65.5%</b>
Psychology	68	56	<b>54.8%</b>	<b>16</b>	7	<b>69.6%</b>
Sport, Exercise & Rehabilitation Sciences	31	48	<b>39.2%</b>	<b>13</b>	3	<b>81.3%</b>
College Hub	1	2	<b>33%</b>	<b>24</b>	19	<b>55.9%</b>
College Total	208	281	<b>42.5%</b>	<b>101</b>	55	<b>64.7%</b>
<b>College of Medical &amp; Dental Sciences</b>						
Applied Health Research	103	47	<b>68.5%</b>	<b>44</b>	14	<b>75.9%</b>
Cancer & Genomic Sciences	92	97	<b>48.4%</b>	<b>68</b>	30	<b>69.4%</b>
Cardiovascular Sciences	29	31	<b>48.3%</b>	<b>9</b>	0	<b>100%</b>
Clinical Sciences	111	118	<b>48.5%</b>	<b>8</b>	3	<b>72.7%</b>
Immunology & Immunotherapy	50	68	<b>42.4%</b>	<b>47</b>	13	<b>78.3%</b>
Inflammation & Ageing	38	43	<b>46.9%</b>	<b>10</b>	5	<b>66.7%</b>
Metabolism & Systems Research	30	40	<b>42.9%</b>	<b>9</b>	4	<b>69.2%</b>
Microbiology & Infection	12	13	<b>48%</b>	<b>8</b>	5	<b>61.5%</b>
College Hub	0	1	<b>0%</b>	<b>217</b>	78	<b>73.6%</b>
College Total	465	458	<b>50.3%</b>	<b>420</b>	152	<b>73.4%</b>
<b>College of Arts &amp; Law</b>						
Birmingham Law School	49	28	<b>63.6%</b>	<b>9</b>	3	<b>75%</b>
English, Drama, American & Canadian Studies	55	59	<b>48.2%</b>	<b>10</b>	4	<b>71.4%</b>
History & Cultures	41	59	<b>41%</b>	<b>6</b>	2	<b>75%</b>
Languages, Cultures, Art History & Music	44	36	<b>55%</b>	<b>9</b>	3	<b>75%</b>
Philosophy, Theology & Religion	30	40	<b>42.9%</b>	<b>7</b>	1	<b>87.5%</b>
College Hub	1	1	<b>50%</b>	<b>95</b>	30	<b>76%</b>
College Total	220	223	<b>49.7%</b>	<b>136</b>	43	<b>76%</b>
<b>College of Social Sciences</b>						
Birmingham Business School	86	131	<b>39.6%</b>	<b>94</b>	24	<b>79.7%</b>
Education	61	37	<b>62.2%</b>	<b>27</b>	10	<b>73%</b>
Government	34	56	<b>37.8%</b>	<b>27</b>	8	<b>77.1%</b>
Social Policy	56	38	<b>59.6%</b>	<b>41</b>	9	<b>82%</b>
College Hub	1	1	<b>50%</b>	<b>31</b>	12	<b>72.1%</b>
College Total	238	263	<b>47.5%</b>	<b>220</b>	63	<b>77.7%</b>
<b>Professional Services Budget Centres</b>	1	4	<b>20%</b>	<b>1650</b>	1289	<b>56.1%</b>

**WORD COUNT: 534**



### 3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

- (vi) a description of the self-assessment team

The University Self-Assessment Team (USAT) is co-chaired by the DPVC Equalities (Professor Una Martin 2017-August 2019; Professor Jo Duberley September 2019 onwards) and Lora Morris, HR Business Partner (College of Social Sciences).

The USAT's role is to develop the University's AS application on behalf of the Equality Executive Group, who oversee its implementation. USAT members have a mix of academic, professional, technical and personal interests and expertise in gender equality and are drawn from across our academic and Professional Services disciplines. This includes a board-level Equality Lead from each College.

Following our failed 2018 application, we reviewed USAT membership to be more inclusive of disciplines and grades. As we are a large institution, ensuring representativeness in relation to academic discipline, career stage, caring responsibilities, gender and ethnicity, as well as staff with technical expertise – whilst keeping the USAT a manageable size - has been challenging.

The Equality Executive Group oversaw the selection of members to support a balanced membership. Staff with technical expertise and knowledge (equality and data specialists) were invited by EEG to be members of the USAT. College Equality Leads were also invited, as representatives of the disciplines in their College and, through their regular meetings with their School Equality Leads, experts in the gender issues within their subject areas.

College Equality Leads were asked to identify a range of research and academic staff within their school who they felt would be engaged and enthusiastic members of the USAT. From this list, EEG invited a gender-balanced, ethnically diverse range of individuals from across the academic career pipeline to join the group. A member of the Parents and Carers Network was also invited to join.

Our Bronze renewal was unsuccessful partly because we failed to include thorough analysis of our data and processes. We have taken on board this feedback and instigated a smaller USAT 'writing group' within the wider group. We have found this to be a very effective way of working, as the smaller writing group has enabled an in-depth focus on analysing evidence and drafting the application and action plan, with the wider group providing reflection and challenge.





**Figure 6: USAT Membership 2018/19**

USAT members			
Name	Position	AS Role	Relevant personal information
<b>Professor Jo Duberley</b>	Deputy Pro-Vice Chancellor (Equalities)	Co-Chair (from September 2019) USAT writing group	3 children (aged 19-22), one of whom has significant health problems. Primary carer for disabled parent.
<b>Professor Una Martin</b>	Deputy Pro-Vice Chancellor (Equalities)	Co-Chair (2017-August 2019) USAT writing group	-
<b>Lora Morris</b>	CoSS: Head of HR	Co-Chair USAT writing group	Two periods of maternity leave at UoB, dual career family, several periods of working part-time.
<b>Kate Crane</b>	HR: Assistant Director of People & Organisational Development	USAT writing group	Works full-time and is a carer for her disabled husband
<b>Susan Squire</b>	HR: Staff E&D Adviser, UoB Athena Coordinator	USAT writing group	Single parent to a 5 year old, works 90% hours, one period of maternity leave at UoB. Athena panellist.
<b>Julie Derrien</b>	Professional Services: Graduate Management Trainee	USAT Writing Group Interviewing College representatives	-
<b>Professor Julie Allen</b>	CoSS: Head of School of Education, College Equality Lead	CoSS representative	Carer for elderly parent in another part of the country
<b>Rob Andrew</b>	Strategic Planning: Head of Business Intelligence	Tableau data consultant	Carer for his disabled wife
<b>Dr Sarah Beck</b>	CoLES: Reader in Cognitive Development, School of Psychology, College Equality Lead	CoLES representative	-
<b>Dr Holly Birkett</b>	CoSS: Lecturer, Business School and Co-Director Work Inclusivity Research Centre	CoSS academic staff representative, Advising on family leave (subject expert)	Parent to two children, period of maternity leave whilst at UoB, carer for a parent
<b>Professor David Cheetham</b>	CAL: Head of School of Philosophy, Theology & Religion, College Equality Lead	CAL representative	-
<b>Joanna Cope</b>	CoMDS: Institute Manager, CoMDS SAT member	CoMDS representative, member of CoMDS SAT	Responsibilities as a carer



<b>Dr Victoria Heath</b>	CoMDS: Senior Lecturer	CoMDS academic staff representative	Works full –time, parent to 4 children one of whom has special needs
<b>Mala Patel</b>	Collaborative Teaching Laboratory: Head of Operations	Technical staff representative	-
<b>David Round</b>	CoMDS: Institute Manager	CoMDS representative	Works part-time to manage childcare
<b>Professor Jonathan Rowe</b>	CoEPS: Deputy Head of College, Programme Director at the Alan Turing Institute, College Equality Lead	CoEPS representative Advising on bias in academic careers as lead on the EPSRC ‘Inclusion Matters’ project	Works full-time, parent to two children, Athena panellist and Chair
<b>Penny Smith</b>	CoSS: Research Fellow	Researcher representative	Works part-time and has 3 school-aged children
<b>Tom Syder</b>	CoMDS: Outreach and E&D Officer, Chair of LGBTQ+ Staff Network, Member of CoMDS SAT	CoMDS representative Advising on Trans issues	-
<b>Dr Henry Taylor</b>	CAL: Lecturer and Birmingham Fellow	CAL academic staff representative	-
<b>Dr Gerasimos Tsourapas</b>	CoSS: Senior Lecturer, School Equality and Athena Lead	CoSS Academic staff representative	Led first successful CoSS Athena application
<b>Tami Weston</b>	HR: Management Information Analyst, Staff Parents and Carers Network Committee member	AS Tableau data specialist, prepared application data  Parents and Carers Network representative	Works full time, dual career family with 3 children (aged 2-7), utilises home-working to balance work and school run

(vii) [an account of the self-assessment process](#)

The initial USAT met 10 times between July 2017 (when work began on our 2018 Bronze renewal) and the submission of that application in April 2018. The revised USAT (with some common membership with the previous USAT) began meeting in December 2018 and has met 12 times between then and November 2019 (resubmission). Meetings typically take place once a month during term time and were held in core hours, with the days of meetings varied to accommodate different working patterns. The USAT have made use of Sharepoint to share documents and drafts and have communicated via this and email throughout the process.



The USAT has undertaken the following activities:

- Review of feedback on the unsuccessful April 2018 application
- Review and analysis of revised quantitative data (incorporating 2018 figures) and 2018 staff survey to identify issues and trends
- Identifying key groups of staff for focus groups, on the basis of the trends identified and developing questions for the focus groups
- Analysing the results of the focus groups, feedback from the Female Professors' Network, Women's Network and Parent and Carers' Network
- Collating good practice examples from across the University, including lessons learnt and poor practice
- Reviewing drafts of the application and action plan

The writing group met twice a month from June 2019 as the USAT's work progressed from initial analysis to composing drafts. Each member of the writing group was assigned specific sections of the application to focus on.

Throughout the development of the application, the USAT has regularly reported to the EEG via the DPVC Equalities and, through the EEG's reporting line, to UEB and Council.

#### Consultations

An all staff survey was carried out in autumn 2018 with a specific focus on equality to inform the University's AS and Race Equality Charter applications. The survey had a 27% response rate. 54% of respondents were female, 37.5% male and 8.5% had a different gender or preferred not to share their gender. For this application, the data has been cut by College and then aggregated into STEMM and AHSSBL. The vast majority of respondents in these two categories will be academics, with a small minority of Professional Services staff who work in the Colleges included.

The Parents and Carers' Network, Women's Network and Female Professors' Network all meet at least termly and raise issues and concerns via the Equality Team on an ongoing basis. These have been fed into the USAT's work via the DPVC Equalities.

Focus groups with staff were held in spring 2019. Having identified trends and issues from the quantitative and survey data, these consultations were focused on key groups of staff to allow in-depth analysis of issues around transition points. Four focus groups of 2 hours each were held with female staff who were:

- Recently recruited staff
- Lecturers
- Senior Lecturers
- Professors



The USAT wanted to ensure that the focus groups were balanced in terms of discipline (STEMM/AHSSBL), UK/overseas staff and ethnicity. A spreadsheet of female staff was produced and a formula applied to randomly select a representative group of staff. These staff were then invited to attend the focus groups, which were facilitated by a member of the People and Organisational Development team (POD).

In addition to this, two members of the Writing Group conducted interviews with key staff in the Colleges (11 interviews) to identify local issues, best practice and gaps in practice.

(viii) [plans for the future of the self-assessment team](#)

The USAT will have responsibility for implementing our AS action plan and will meet termly (**Action 3.1**). This moves on from our current arrangement, whereby oversight is the responsibility of the Equality Executive Group, alongside all other equality activities. This is intended to ensure a singular focus on gender equality that drives forward change and can more effectively link up with other related project groups, such as the Pay Action Group. The DPVC Equalities will review USAT membership annually to ensure appropriate representation and to mainstream AS knowledge.

To drive forward implementation, USAT working groups will be established to take responsibility for the different action plan areas.

The work of the USAT will be embedded in our governance structure, reporting to the Equality Executive Group through the DPVC Equalities. An annual report of progress against actions will be completed and will be presented to EEG, UEB and presented at University Leadership Forum (**Action 3.1**).

**Word Count: 1009**



#### 4. A PICTURE OF THE INSTITUTION

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

##### Notes on the data:

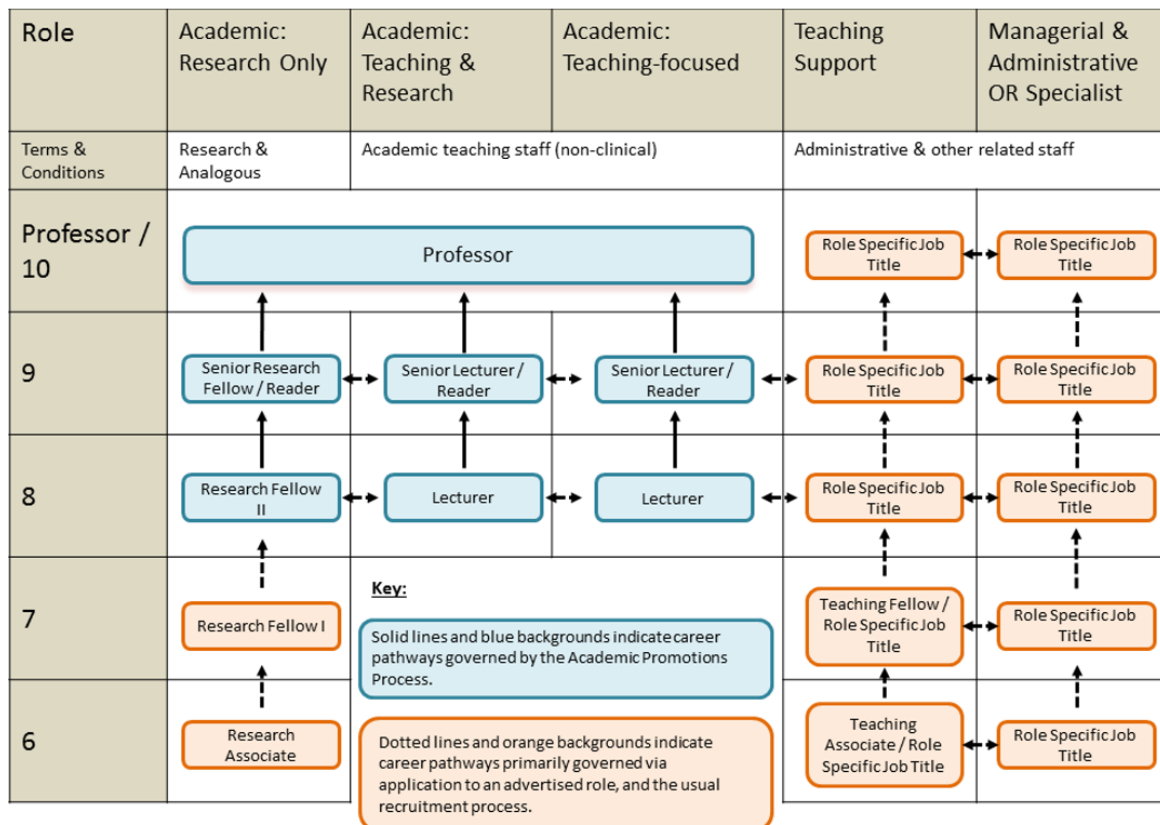
- All staff data is based on headcount
- Population data is taken from an annual snapshot at the end of the calendar year
- Data on processes (e.g. recruitment and promotions) is based on a full calendar year
- STEMM data is for the College of Engineering & Physical Sciences, College of Life & Environmental Sciences and College of Medical & Dental Sciences
- AHSSBL data is for the College of Arts & Law and College of Social Sciences

##### 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 STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

Figure 7: UoB academic career paths and grades



## Overall Trends

Our previous AS action plan focused on increasing the proportion of female staff in senior academic posts (grade 9 and Professorial, figure 7) through promotions and recruitment-based actions. This has been underpinned by the University's adoption of a 30% target for grade 9 and Professorial female staff during the lifetime of our current Equality Scheme.

Our 2016-2018 career pipeline data (figures 8-9) illustrates a number of trends.

There has been a positive impact across the institution at the upper end of the career pipeline:

- Female Professors have grown from 22% to 27.8% (+ 43 staff)
- Female Readers have grown from 31.8% to 34.2% (+ 9 staff)

Overall, from 2016-2018, our female Professorial population has gone from being below the sector and Russell Group averages to being +2.3% above the sector and +3.5% above the Russell Group (Figure 15).

However, the impact of initiatives on senior posts is not evenly spread. At grade 9 there has been a widening of the pipeline at Senior Lecturer grade, with the male SL population growing faster than the female (figures 8-9):

- Female Senior Lecturers have reduced from 35.9% to 33% (+4 staff)
- Male Senior Lecturers have grown from 64.1% to 67% (+37 staff)

Disaggregating data by STEMM and AHSSBL (figures 10-15) further shows the majority of our female population growth during 2016-2018 is driven by AHSSBL disciplines, whilst the proportion of female STEMM academics has actually declining during this period:

- Female STEMM population has reduced from 39% to 37.4% (+53 staff)
- Female AHSSBL population has grown from 29.2% to 39% (+95 staff)

Both our female AHSSBL and STEMM populations have remained below the sector and Russell Group averages during 2016-2018, with the gap in AHSSBL narrowing during this period to -2% below the sector average in 2018 and -0.6% below the Russell Group average. However, the STEMM gap has widened during the same period; from -2.4% to -4.6% below the sector average between 2016-2018, and from -1.3% to -2.9% below the Russell Group average (figure 14).



**Figure 8: Institution academic career pipeline (2018)**

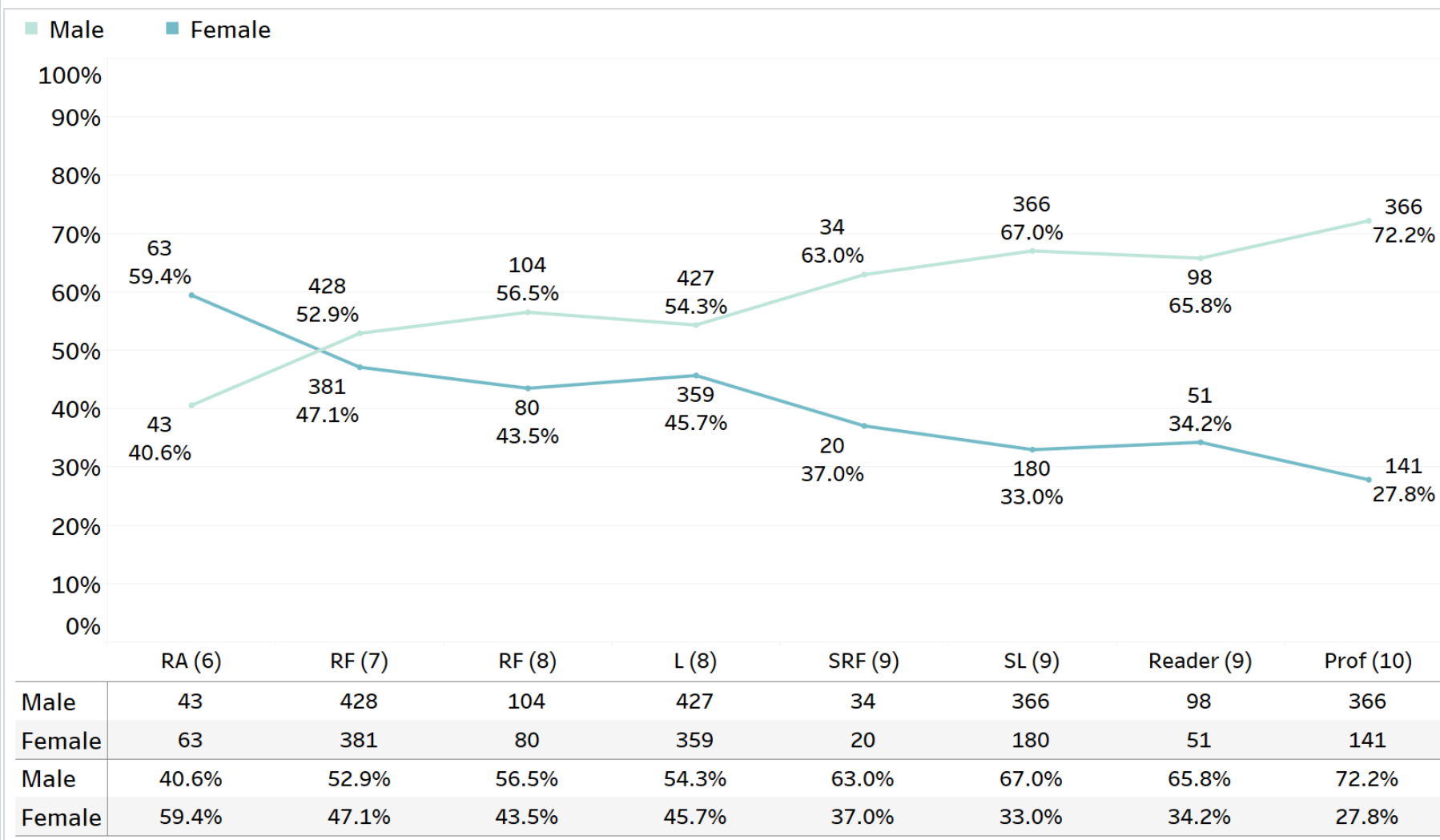


Figure 9: Institution academic career pipeline (2016-2018)

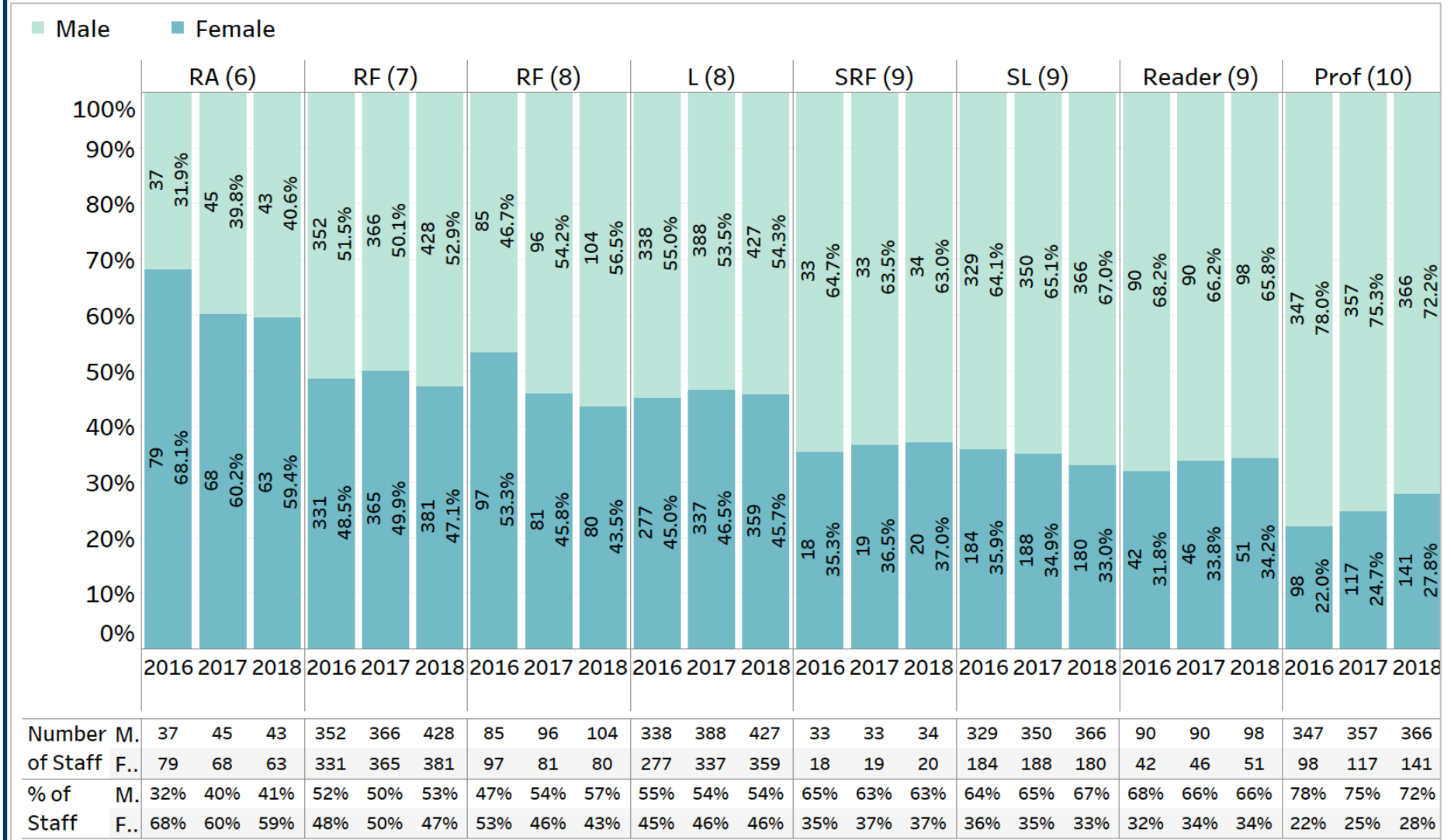




Figure 10: STEMM career pipeline (2018)

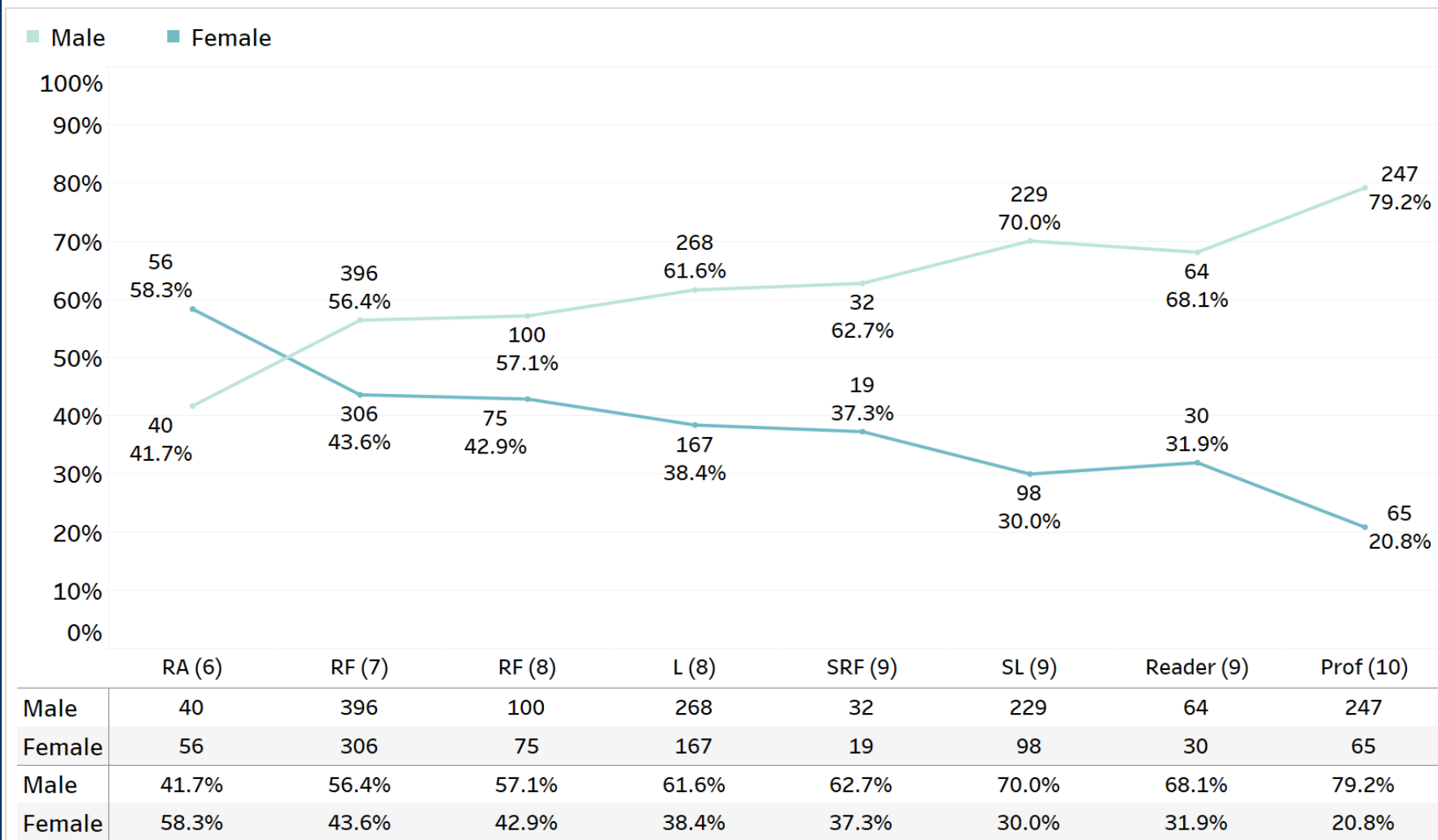


Figure 11: STEMM career pipeline (2016-2018)

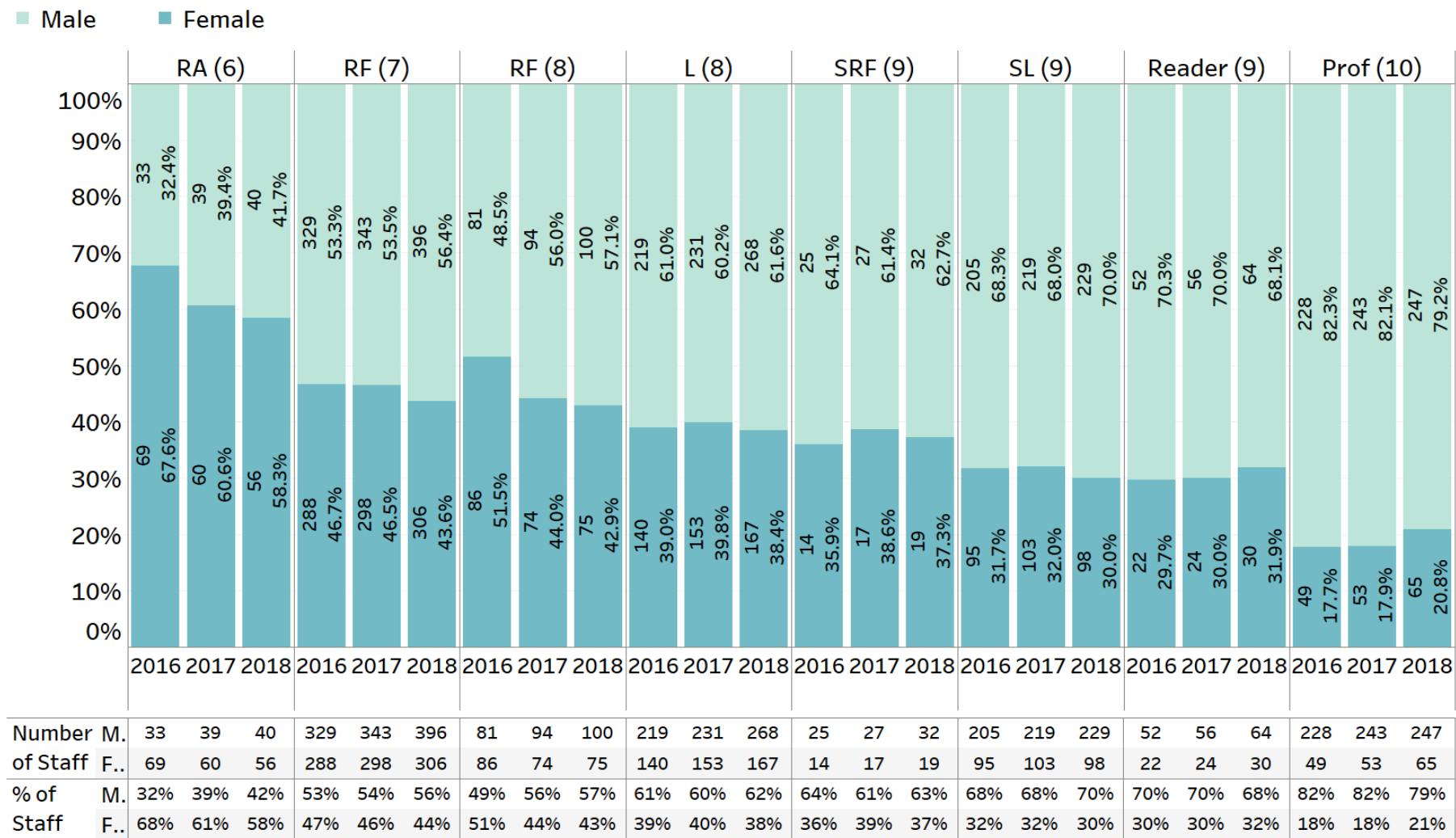


Figure 12: AHSSBL career pipeline (2018)

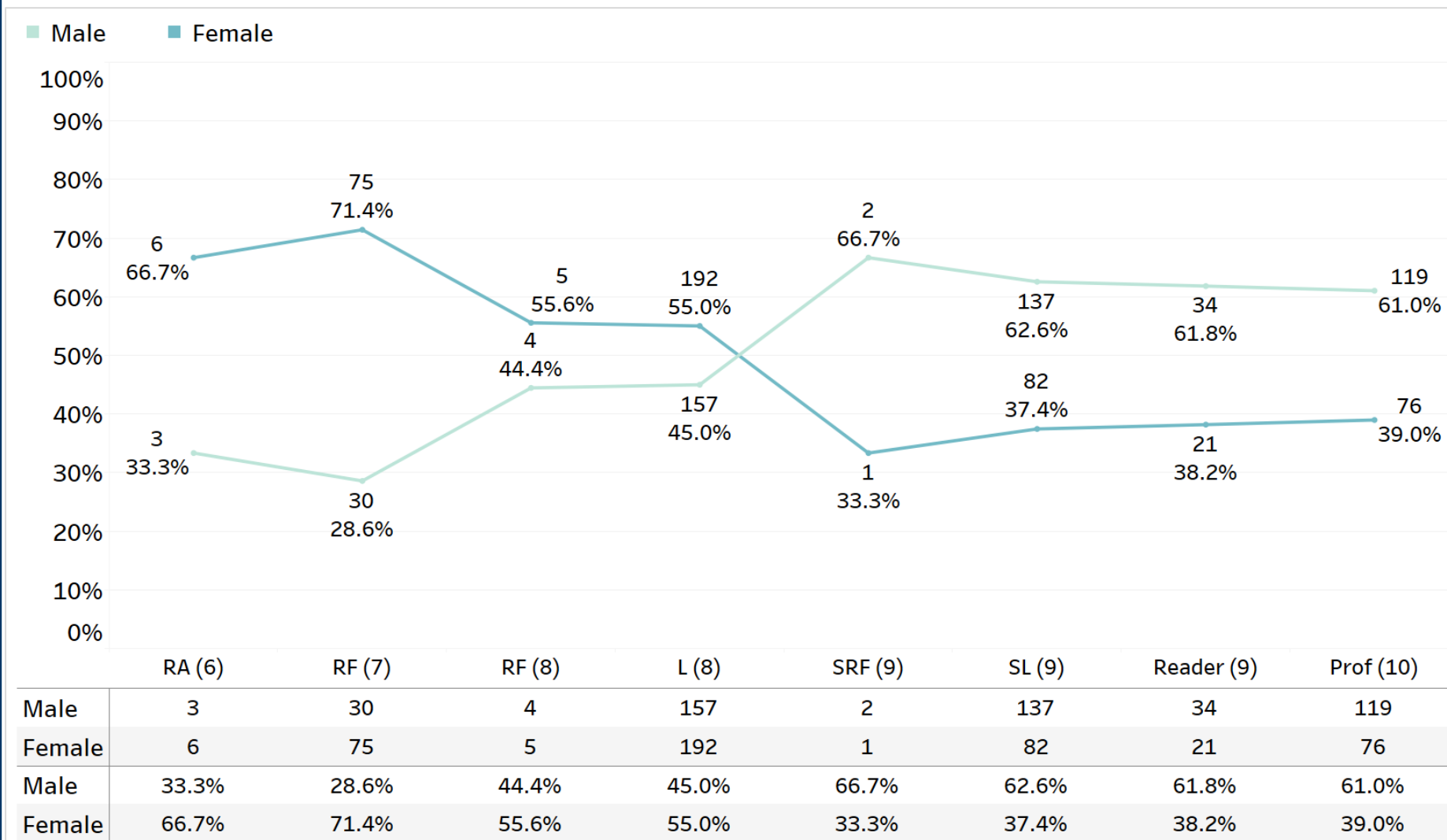
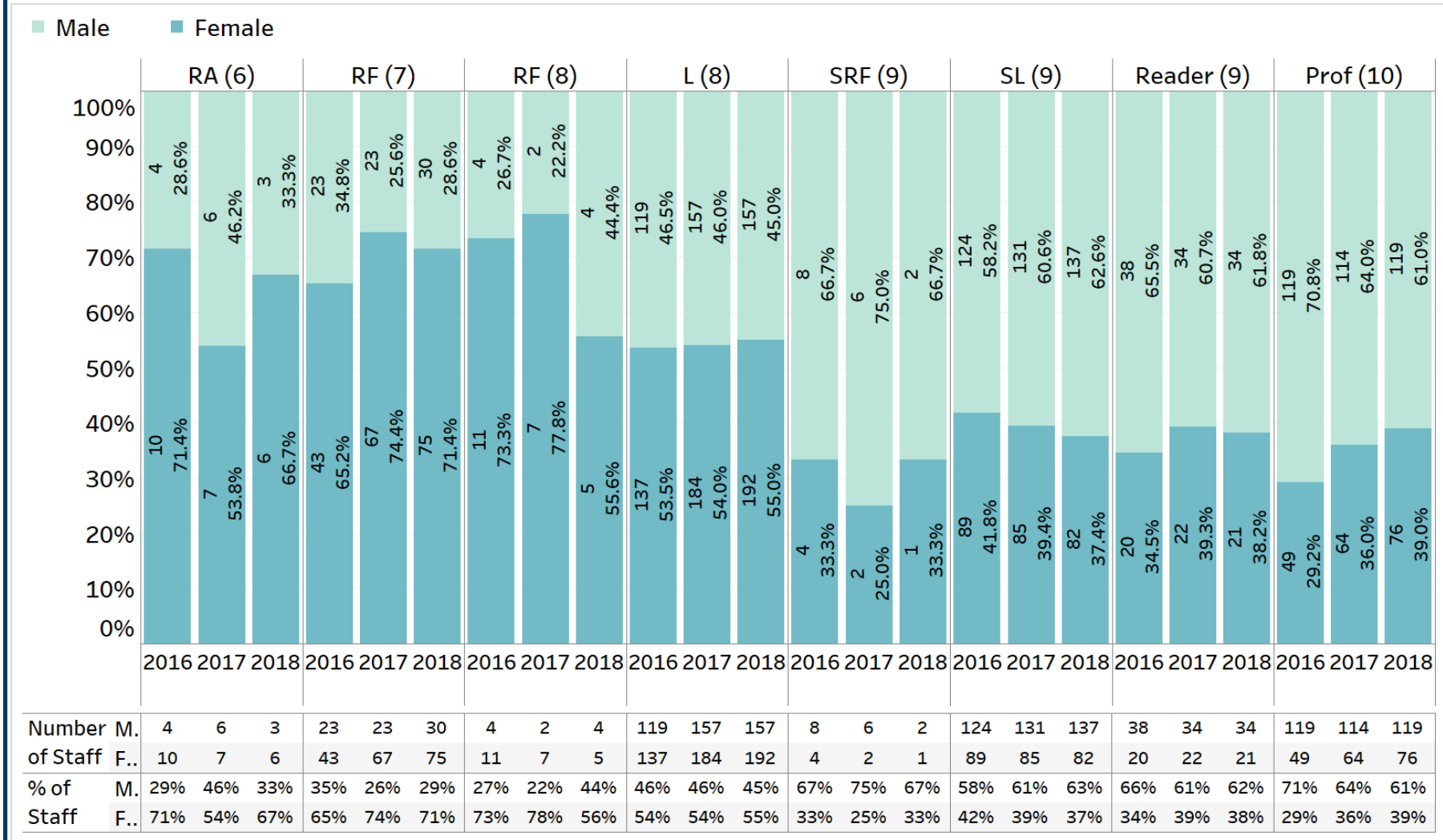


Figure 13: AHSSBL career pipeline (2016-2018)



**Figure 14: Total female academic population benchmarks (2016-2018)\***

		2015/16	2016/17	2017/18
<b>All</b>	UoB	41%	41.5%	40.7%
	Sector	45.3%	45.7%	46%
	Russell Group	43.1%	42.6%	43%
<b>STEMM</b>	UoB	39%	38.5%	37.4%
	Sector	41.4%	41.9%	42%
	Russell Group	40.3%	40%	40.3%
<b>AHSSBL</b>	UoB	45.5%	48%	48.5%
	Sector	50.1%	50.2%	50.5%
	Russell Group	49.4%	48.6%	49.1%

**Figure 15: Female Professorial population benchmarks (2016-2018)\***

		2015/16	2016/17	2017/18
<b>All</b>	UoB	22%	24.7%	27.8%
	Sector	23.9%	24.6%	25.5%
	Russell Group	23.2%	23.6%	24.3%
<b>STEMM</b>	UoB	17.7%	17.9%	20.8%
	Sector	19.9%	20.7%	21.5%
	Russell Group	20.1%	20.3%	20.7%
<b>AHSSBL</b>	UoB	29.2%	36%	39%
	Sector	30%	30.6%	32%
	Russell Group	29.4%	30.4%	31.5%

\*HESA 2015/16, 2016/17, 2017/18 data

## Trends by Grade

### Professor

Female Professors have grown from an initial benchmark of 20% in our 2014 application to 27.8% in 2018, above both the sector and Russell Group averages (figure 15).

This growth is most pronounced in AHSSBL, where female Professors have increased from 29.2% to 39% in 2016-2018 (+27 staff), considerably above the sector and Russell Group averages. In STEMM the growth is smaller: 17.7% to 20.8% female Professors (+16 staff), bringing us in line with the sector and Russell Group averages.

### Reader

Female Readers have increased from 31.8% to 34.2% in 2016-2018 (+9 staff). The majority of this growth is in STEMM (+8 female Readers). In AHSSBL, the Reader grade has contracted by 3 staff during 2016-2018, with the number of male Readers decreasing by 3 staff and females increasing by 1. This has had the effect of increasing the proportion of female Readers in AHSSBL by 3.7% to 38.2%.



Growth at Professor and Reader grades is underpinned by an increase in female promotions and recruitment to these grades since our 2014 award:

**Figure 16: Females as % of all promotion appointments (Professor and Reader grades)**

	Professor		Reader	
	2014 award	2016-2018 average	2014 award	2016-2018 average
<b>All</b>	22%	41%	33.30%	44%
<b>STEMM</b>	24%	34%	33.30%	41%
<b>AHSSBL</b>	0%	54%	33%	50%

**Figure 17: Females as a % of all recruitment appointments (Professor and Reader grades)**

	Professor		Reader	
	2014 award	2016-2018 average	2014 award	2016-2018 average
<b>All</b>	21.00%	46%	50%*	39.50%
<b>STEMM</b>	11%	38%	100%*	27.50%
<b>AHSSBL</b>	30%	56.50%	0%*	83%

\*there were only 2 Reader appointments in 2014 (1 male and 1 female)

This would suggest a correlation between our focus on senior women in AS action plan and the narrowing of the career pipeline at Reader and Professor grades in 2018. Whilst this is a very positive result, there remain issues in relation to the level of recruitment and promotions *applications* by women to Reader and Professor posts. These are examined further in section 5.

Since 2017 the University has set an institutional target of 30% female Professors and 30% female grade 9 academic staff by 2020 (figure 18). Progress against targets is reported to Council annually.

The growth at Professorial grade suggests being held to an accountable target has helped focus minds on improving gender outcomes at this grade. However, when the institutional target data is disaggregated by College the picture is more complex, with wide variations at discipline level. Impact is also on Professorial grade only, with grade 9 staff reducing in most Colleges:



**Figure 18: College progress against 30% target**

College % Female*				
		2017	2018	2019
CAL	Professors	32%	40%	45%
	Readers/SL/SRF	40%	40.50%	38%
CoEPS	Professors	8%	8%	12%
	Readers/SL/SRF	14%	17%	15%
CoLES	Professors	25%	22%	24%
	Readers/SL/SRF	30%	32.50%	34%
CoMDS	Professors	27%	30%	34%
	Readers/SL/SRF	45%	43.50%	41.50%
CoSS	Professors	26%	32%	33%
	Readers/SL/SRF	40%	38%	37%

Target achieved	Within 5%	>5% gap
-----------------	-----------	---------

A risk in having an institutional target is that it can mask these variations. We will develop our use of targets as part of a wider strategic approach to embedding equality. From 2020, each College will have its own Equality Scheme - aligned with the University Scheme and AS Action Plan – with targets at Professor and grade 9 that are aspirational and achievable for that College (**Action 4.1**). Issues in relation to SL grade are further addressed below:

#### Senior Lecturer

There is an emerging gender gap at Senior Lecturer (SL) grade, with the proportion of female SLs dropping from 35.9% to 33% during this period. This is a loss of only 4 female staff, but male Senior Lecturers have increased by 37 staff. This trend occurs in both STEMM and AHSSBL.

The turnover rate for male and female SLs during 2016-2018 is balanced (figures 27-29). However, the proportion of female promotions has only slightly improved since 2014, and recruitment rates have dropped in STEMM:

**Figure 19: Females as % of all promotion appointments (Senior Lecturer)**

Senior Lecturer		
	2014 award	2016-2018 average
<b>All</b>	31.8%	35.3%
<b>STEMM</b>	33.3%	35.4%
<b>AHSSBL</b>	30%	35.3%



**Figure 20: Females as a % of all recruitment appointments (Senior Lecturer)**

Senior Lecturer		
	2014 award	2016-2018 average
<b>All</b>	54%	49%
<b>STEMM</b>	46%	38%
<b>AHSSBL</b>	59%	64%

The slower female promotion rate from Lecturer to SL, drop in female SL recruitment and the acceleration in female promotion rates from SL to Reader/Professor are creating a gap at this grade, with the University struggling to grow its female SL population.

Our focus group with female Lecturers has also indicated that there is little systematic guidance from managers and mentors on promotions and a lack of clarity as to what you 'have to do' to be ready for promotions.

In section 5 we identify significant improvements to the promotions, recruitment and PDR processes to address these issues, and to improve our reputation and attractiveness as employer to female candidates (**Actions 5.1.1 - 5.1.16**). We will also offer mentoring for our female Lecturers: 'Mentoring for promotion to SL' in each College. This is not to imply a deficit model, but to bridge the current gap in guidance as identified by staff. (**Action 5.1.16**).

#### Lecturer

The proportion of female Lecturers across the institution has increased slightly by 0.7%. In AHSSBL the proportion of female Lecturers has increased by 1.5% (+82 staff), whereas in STEMM it has reduced slightly by 0.6%. Whilst the number of female STEMM Lecturers has increased during this period (+27 staff), the population of male Lecturers has increased faster (+49 staff) causing this reduction.

#### Researcher grades

At researcher grades, the picture becomes more mixed, with significant differences between STEMM and AHSSBL beginning to emerge. **Senior Research Fellow (SRF)** is the smallest group of academic staff (54 staff in 2018), the majority of whom are based in STEMM. During this period there has been a slight increase in the SRF population (+ 3 staff), of which 2 are women, which has shifted the female SRF population from 35.3% to 37%. There has been a significant reduction of SRF staff in AHSSBL due to the ending of key projects.

**Research Fellow grade 8 (RF8)** is a comparatively small group of staff, of which the vast majority (95% in 2018) are in STEMM. During 2016-2018 there has been an 8.6% reduction in female RF8 STEMM staff (-17 staff), whilst the corresponding male population has increased by 19 staff.

At institutional level, **Research Fellow grade 7 (RF7)** population appears gender balanced during this period. However, there are significant differences in STEMM/AHSSBL. The





majority of RF7 posts are in STEMM (87% in 2018). Within STEMM there has been a reduction in the proportion of women at RF7 during this period (-3.1%). Whilst the actual number of women at RF7 in STEMM has increased slightly (+18 staff), the male population has increased more (+67 staff). In contrast, whilst a minority of RF7 staff are in AHSSBL, the vast majority are female (78% in 2018). This masks the changes in STEMM and has the effect of making the institutional data look more balanced.

**Research Associates (RA)** are our most junior academic staff and a comparatively small group of the academic population (106 staff in 2018). The majority (92%) of RA staff are based in STEMM. RA is the only grade that consistently has a majority of female staff, although there has been a shift to a more balanced distribution of staff in 2016-2018 with male RAs increasing from 32% to 41%.

### STEMM and AHSSBL trends

During 2016-2018, the female academic population has grown in absolute numbers across both STEMM and AHSSBL, but has reduced by 0.5% as a proportion of the academic workforce (figure 17). As identified above, STEMM disciplines have grown their male populations more quickly. This has caused the proportion of female STEMM academics to drop from 39% to 37.4%, and the University's overall female academic population to fall by 0.5%. In sharp contrast, in AHSSBL the majority of the population growth of academics has been female, with the proportion of women increasing from 45.5% to 48.5% in the same period. This difference is reflected in our position in relation to sector benchmarks.

The growing gap between outcomes for women in STEMM and AHSSBL is of serious concern. The DPVC Equalities will work with Heads of College and their Equality Leads to develop College Equality Schemes. The Schemes will have evidence-based actions and targets specific to each College to drive forward gender equality locally. This will create a more nuanced response to the different challenges faced by STEMM and AHSSBL in improving gender equality. College progress against objectives and targets will be reported annually to UEB and Council (**Action 4.1**).

We have also trialled new recruitment and promotions practices in CoSS that will now form the basis of institution-level standards across all disciplines (**Actions 5.1.1 - 5.1.16**).

### Gender and Ethnicity

White staff (UK and non-UK) are a majority of male and female staff on all academic grades, with the proportion of white staff increasing with seniority (figure 21). There is a corresponding downwards trend in male and female BAME staff (UK and non-UK). Overall and in STEMM (figure 22) male BAME academics make up a higher proportion of staff in each grade than female BAME academics. In AHSSBL (figure 23) the trend is partially



reversed, with a greater proportion of female BAME staff than male in the majority of grades, but with male BAME staff making up a greater proportion of Professors than females.

The University will be submitting its Race Equality Charter (REC) application in February 2020 and consultation with staff indicates a number of intersections between gender and race issues, particularly around promotion and recruitment. The Equality Team are key to both the Athena and REC projects and will work to join-up approaches and actions going forward to address these common issues (**Action 4.4**).

**Figure 21: All academics by grade and ethnic group (2018)**

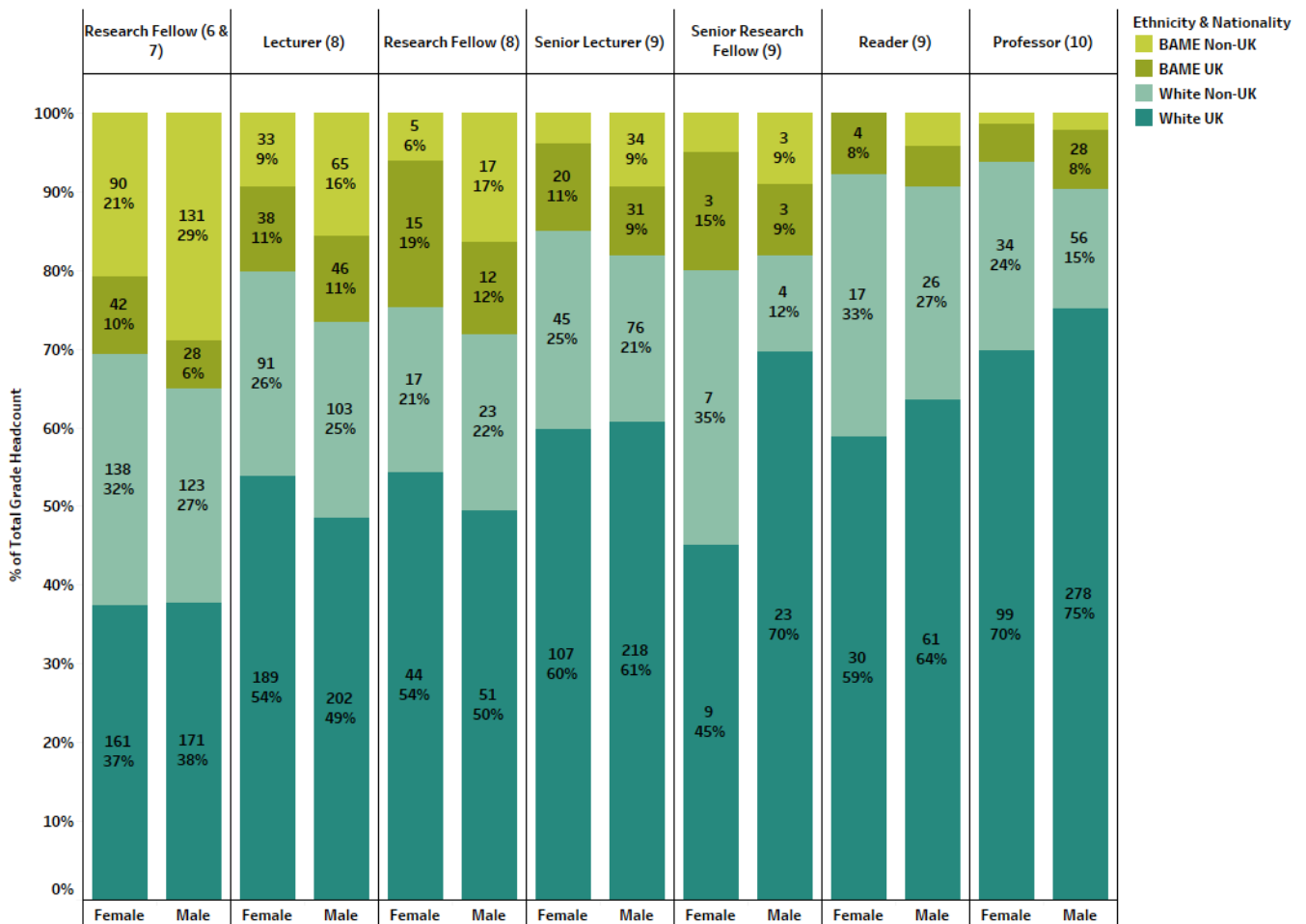
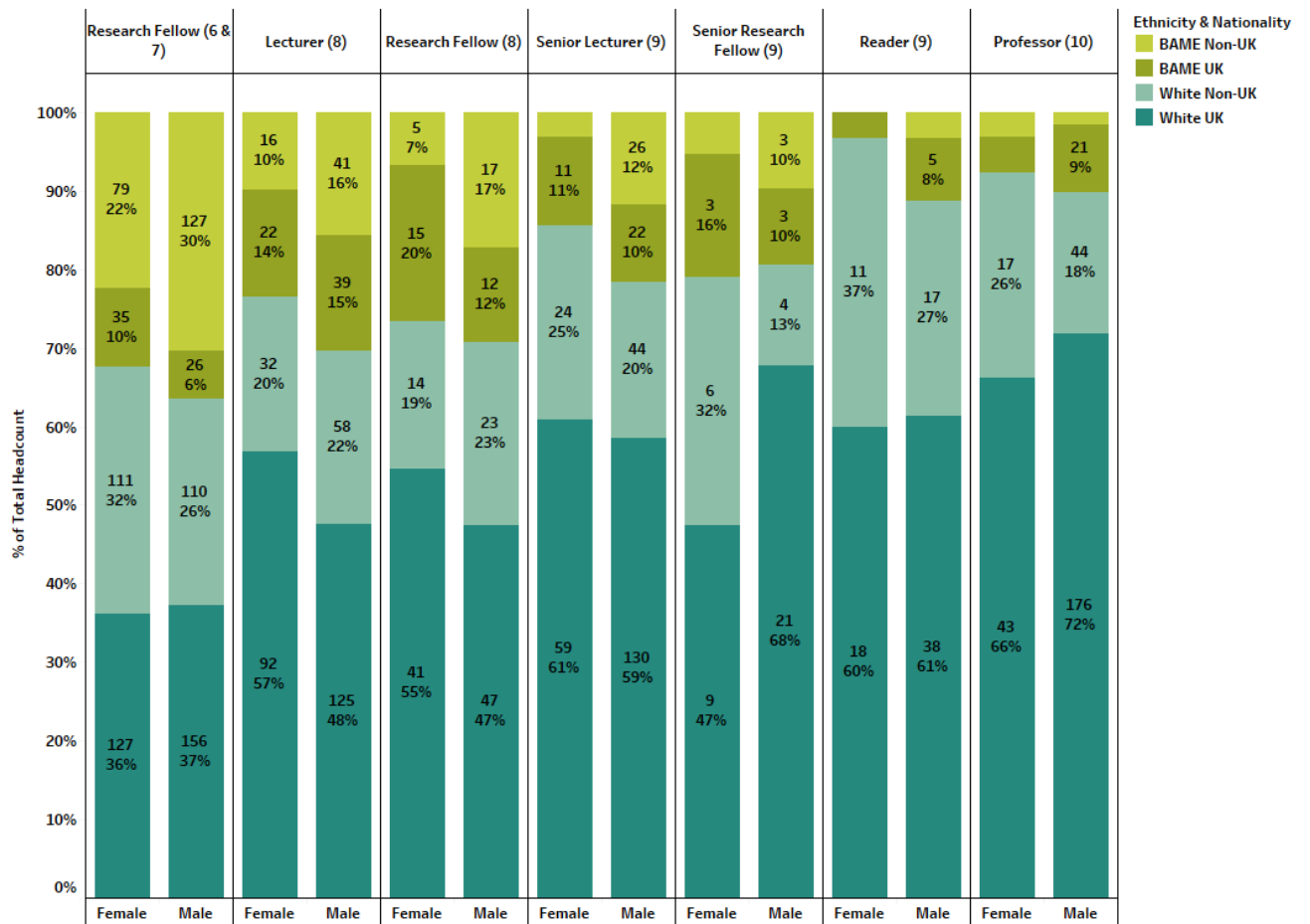


Figure 22: STEMM academics by grade and ethnic group (2018)



**Figure 23: AHSSBL academics by grade and ethnic group (2018)**



(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.

There has been a reduction in the proportion of our female staff who are employed on fixed term (FT) contracts since our 2014 award (figure 21), although a greater proportion of female staff continue to be employed on FT contracts than men in 2018. The majority of our FT contracts are early career research posts which are linked to funding end dates. Our career pipelines in STEMM and AHSSBL indicate that women are predominately employed in early career research posts, which is in turn reflected in the FT/open contract data.

Early career research staff are supported by the Post-doctoral and Early Research Career and Training group (PERCAT) in STEMM and Early Careers network for Academic and Research Staff (ECARS) in AHSSBL. PERCAT began in CoMDS and was extended to the other STEMM Colleges. ECARS began in CoSS and was extended to CAL under our 2014 Athena action plan.

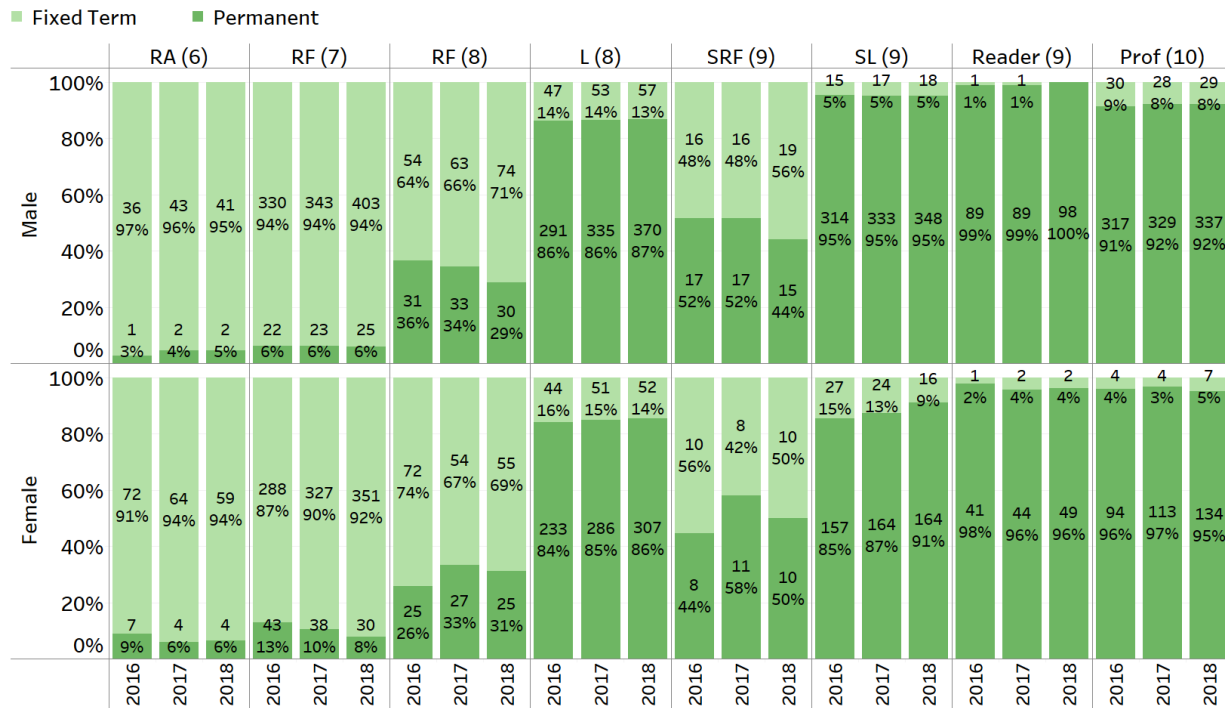


A main objective of both PERCAT and ECARS is to support early career staff into permanent posts, either at UoB or elsewhere. The networks provide access to a range of training courses, career advice, funding opportunities, workshops, seminars, promotion and probation events for staff in line with the Concordat and the Vitae Researcher Development Framework. (See section 5.3).

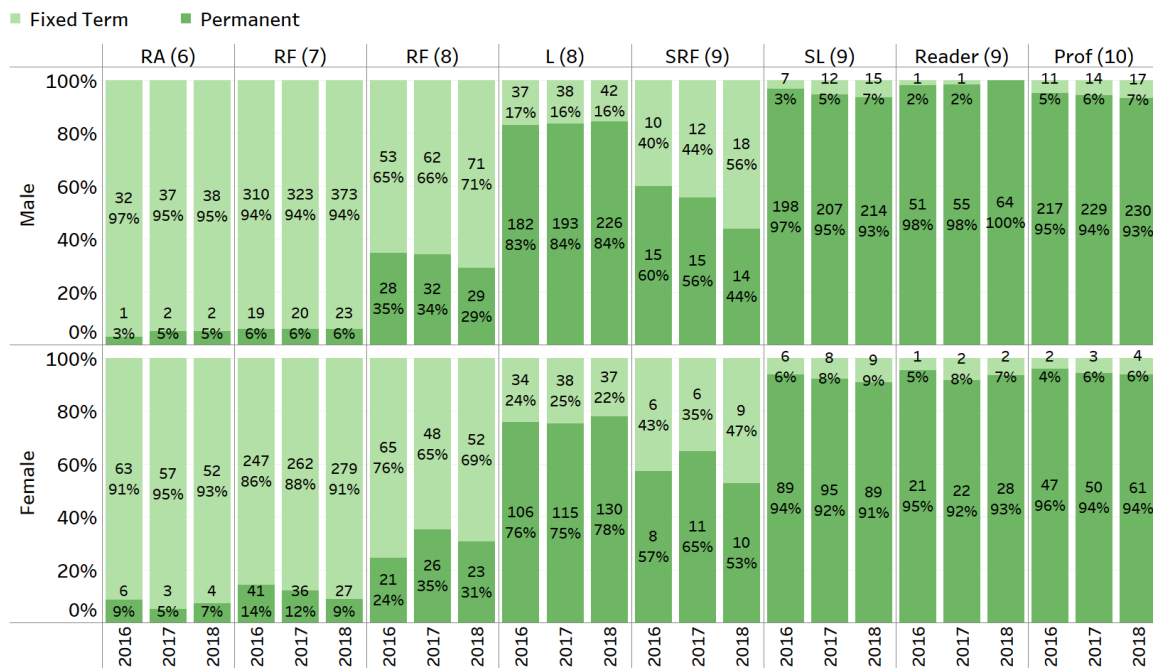
**Figure 24: Fixed term and permanent contracts by gender (2014 and 2018)**

	% Fixed term		% Permanent	
	2014	2018	2014	2018
<b>Male</b>	34%	34%	66%	66%
<b>Female</b>	48%	43%	52%	57%

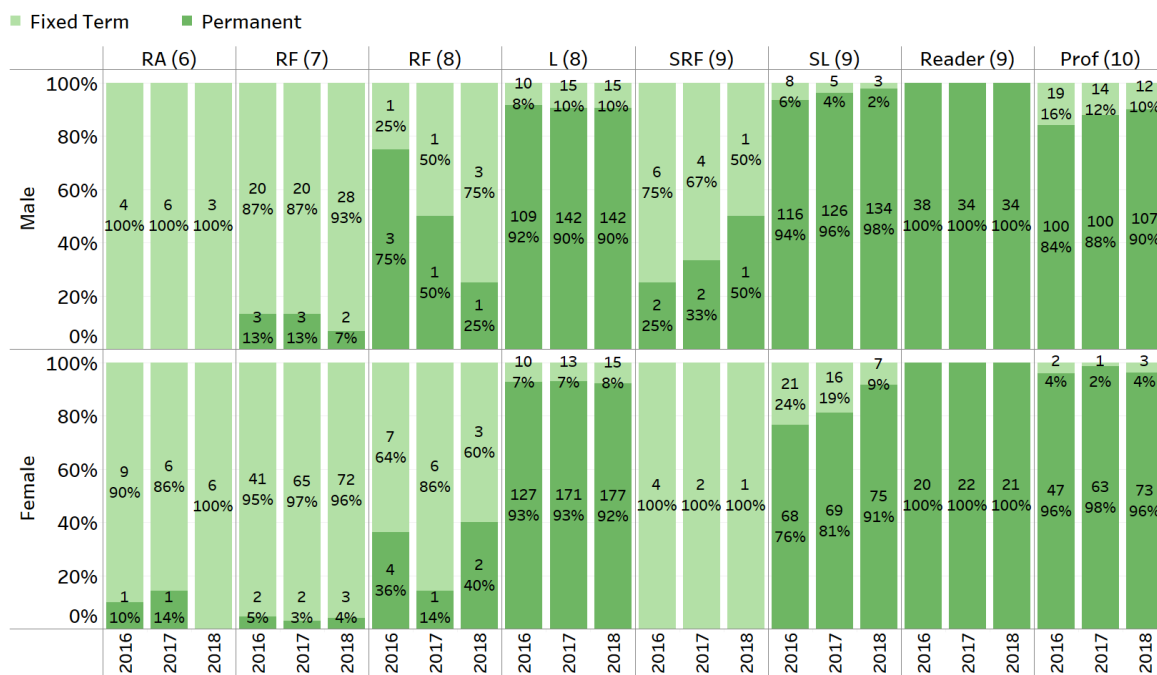
**Figure 25: All academics by contract type (2016-2018)**



**Figure 26: STEMM academics by contract type (2016-2018)**



**Figure 27: AHSSBL academics by contract type (2016-2018)**



The higher proportion of female FT Senior Lecturers (most pronounced in AHSSBL) is due to a specific programme in CoSS (School of Social Policy: Health Services Management). These SL posts are NHS Leadership Academy posts and are all FT. The NHS recruitment base for these roles has a high female population.



At Professorial grade there are staff who have requested a phased retirement arrangement with an end date. Due to the historical demographics of the Professorial grade, there is a greater proportion of male Professors than female with this arrangement.

A HR team was established in 2016 to support managers and staff with the process of FT contracts. Guidance for FT staff about entitlements, redeployment opportunities and pay and benefits is supported by a dedicated intranet site.

The University does not employ staff on zero hours contracts.

(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.

Figure 28 is a snapshot of the spread of staff by contract type and gender in 2018. Figures 29-31 show staff the proportion of staff on each grade by contract type and gender for 2016-2018.

**Figure 28: Proportion of academic staff by contract type, discipline and gender (2018)**

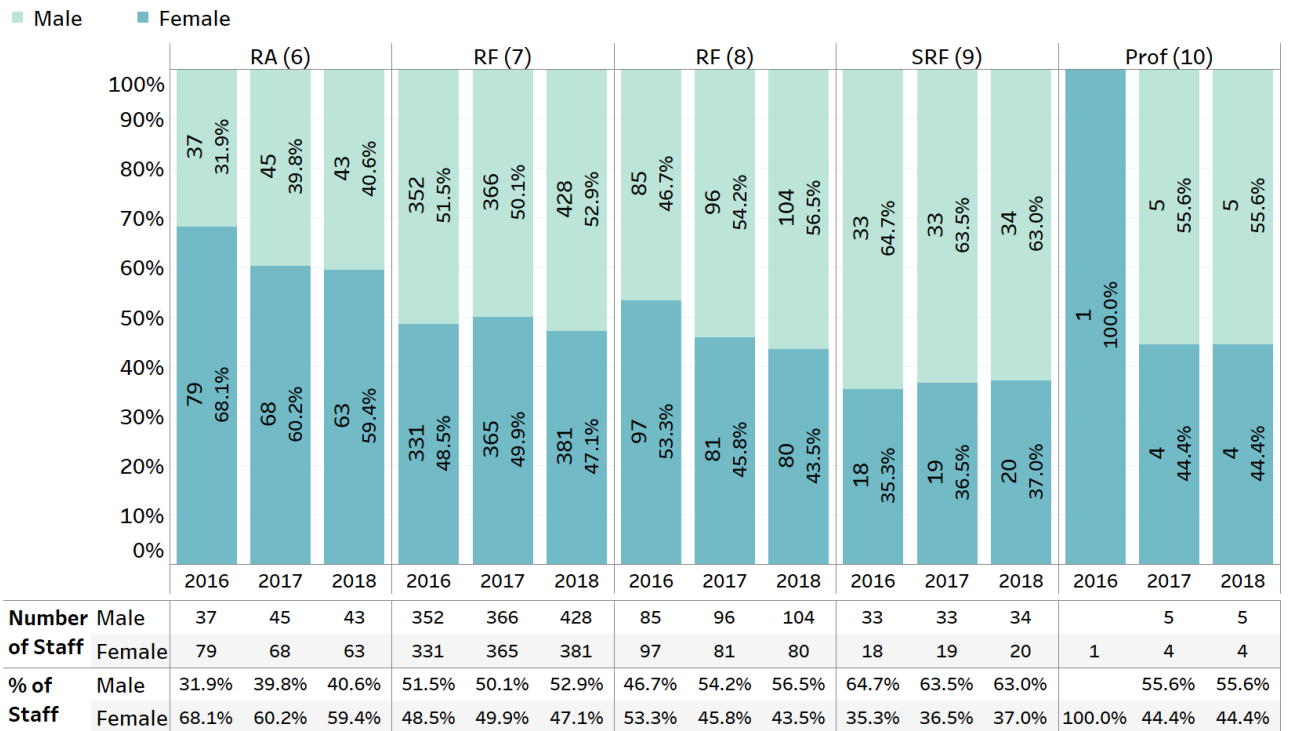
		Research focused	Teaching & Research	Teaching focused	Total
<b>UoB</b>	Male	33%	54.50%	12.50%	100%
	Female	43%	42.50%	14.50%	100%
<b>STEMM</b>	Male	40%	48%	12%	100%
	Female	56%	33.50%	10.50%	100%
<b>AHSSBL</b>	Male	8%	74%	18%	100%
	Female	20%	61.50%	18.50%	100%

Women are more likely to be on Research-focused contracts and men to be on Teaching & Research contracts. This reflects our career pipeline: female academics are in greater numbers in early career posts whereas male staff still predominate in more senior posts, which are more likely to be Teaching and Research. The University has recently created clearly defined career paths (including promotion to Professor) that are Teaching-focused, which are more gender-balanced (figure 28).

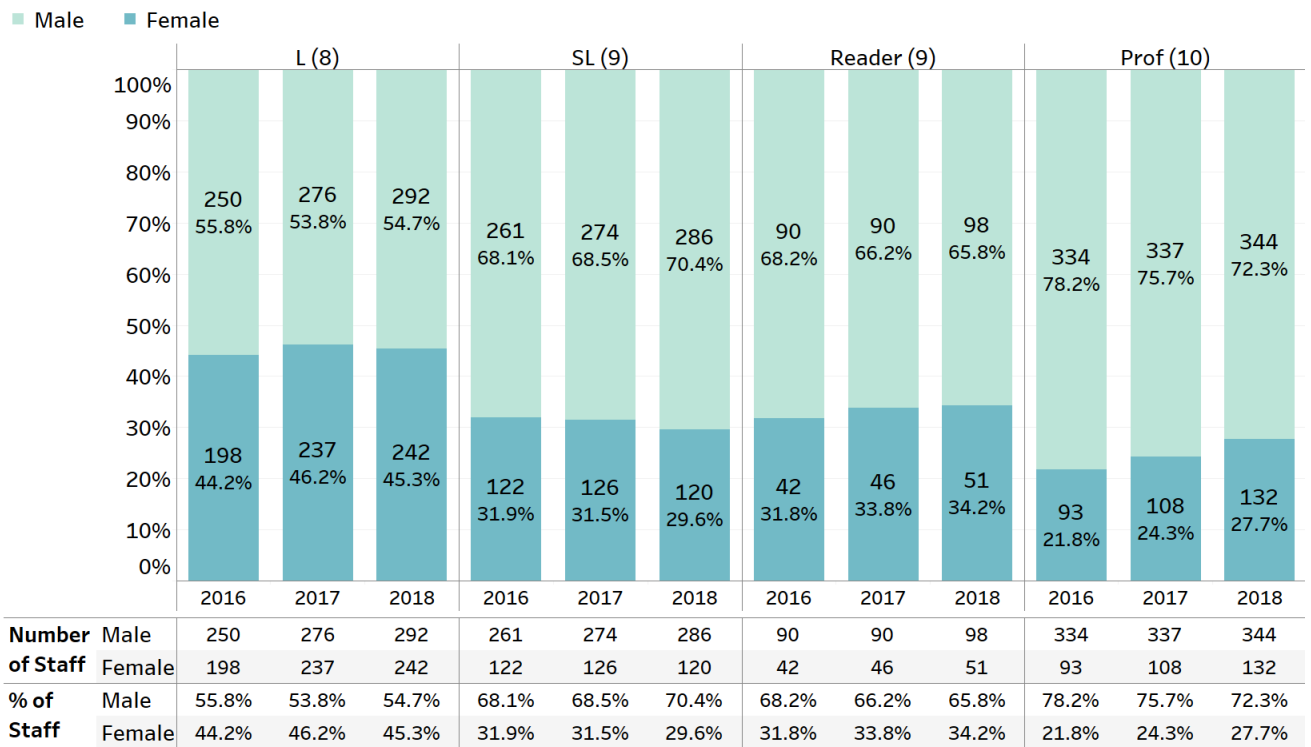
The proportion of male and female staff on each grade who are on Research/T&R/Teaching contracts is in line with the total proportion of males/female on that grade in most cases. A major exception to this is the high proportion of female Research-focused Professors (44.5% of this grade). These are academics employed on prestigious Birmingham Professorial Research Fellowships engaged in internationally excellent research.



**Figure 29: All Research-focused staff by grade (2016-2018)**

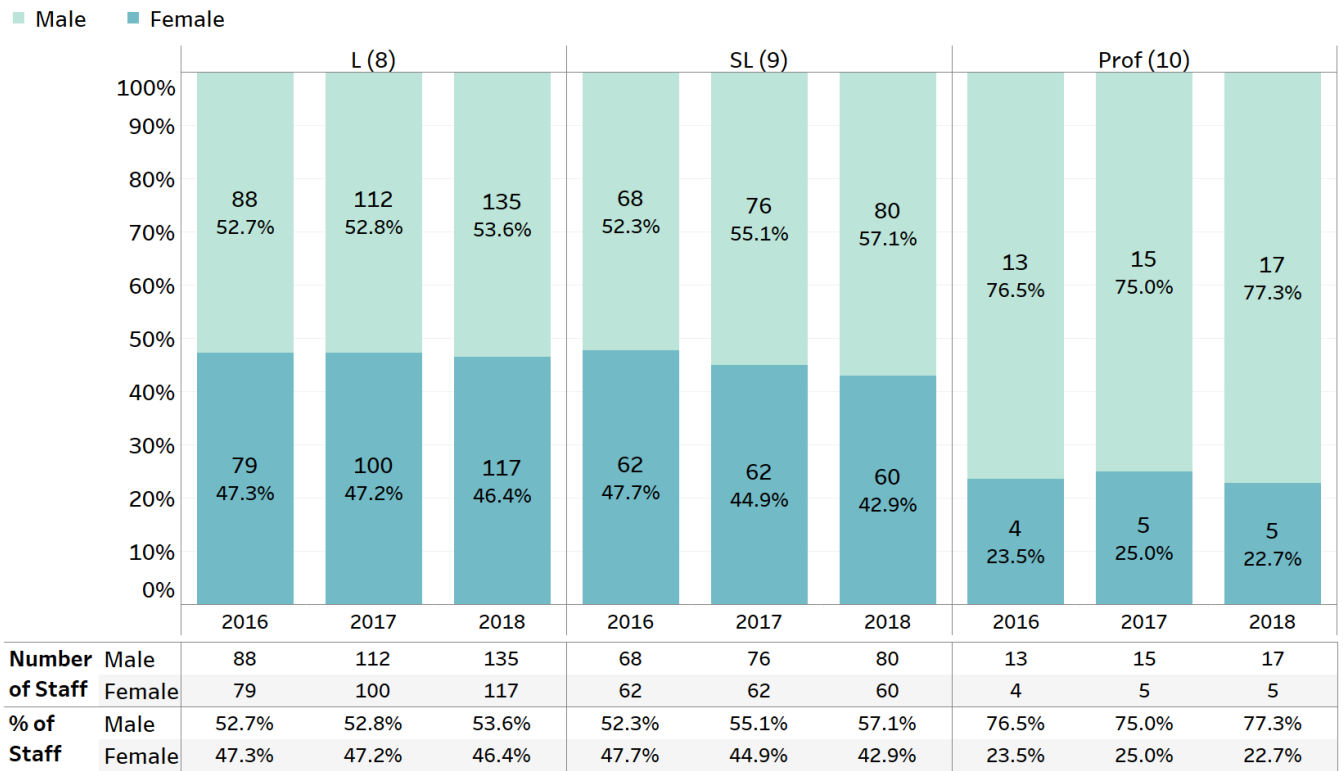


**Figure 30: All Teaching and Research staff by grade (2016-2018)**





**Figure 31: All Teaching-focused staff by grade (2016-2018)**

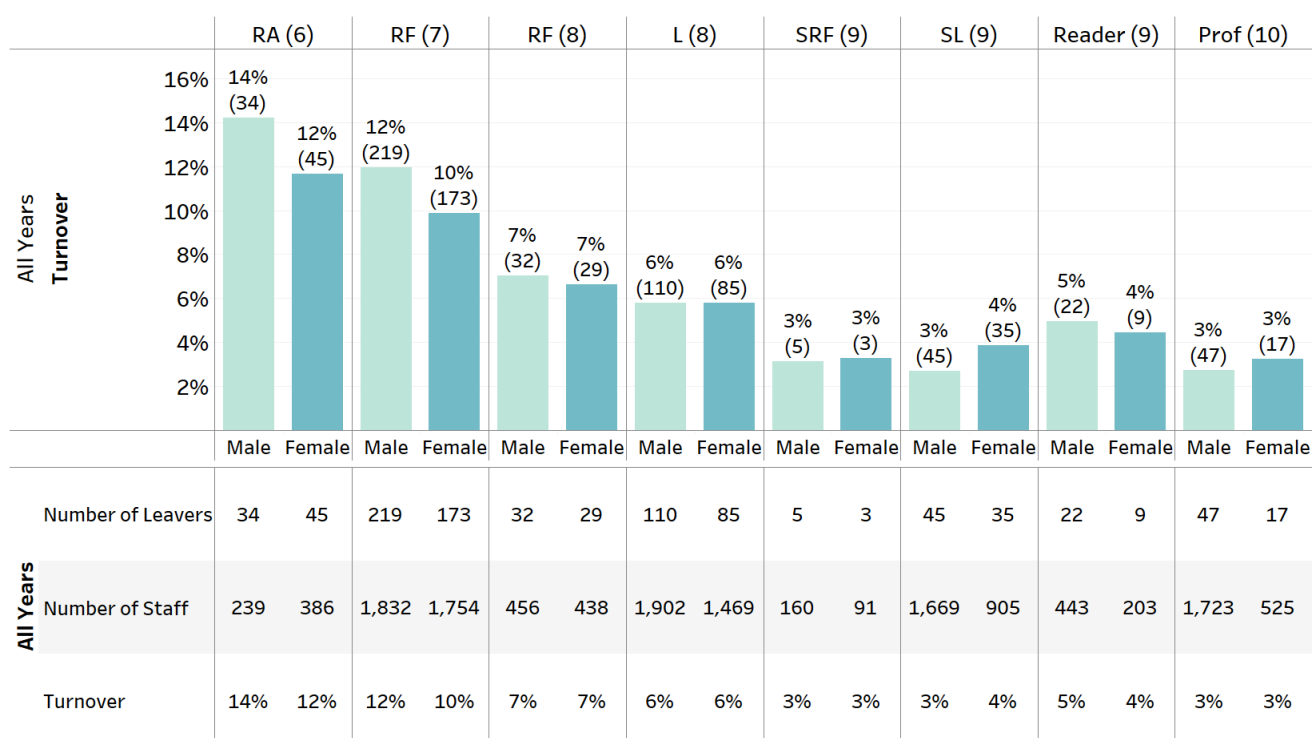


(iv) Academic leavers by grade and gender

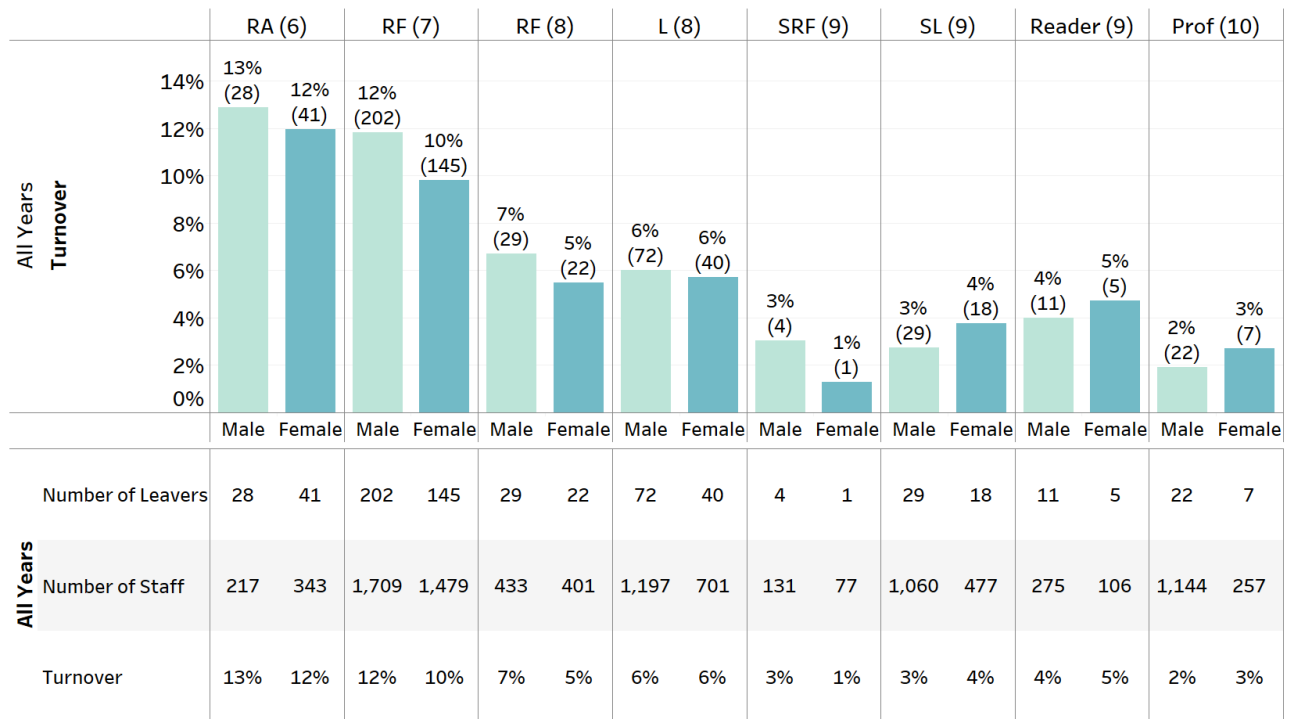
Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Leavers' data for 2016-2018 has been aggregated in figures 32 - 34 to better demonstrate trends. The data is for voluntary leavers only (resignation and retirement) and excludes staff who have left the UoB for expiry of contract or 'other' reasons.

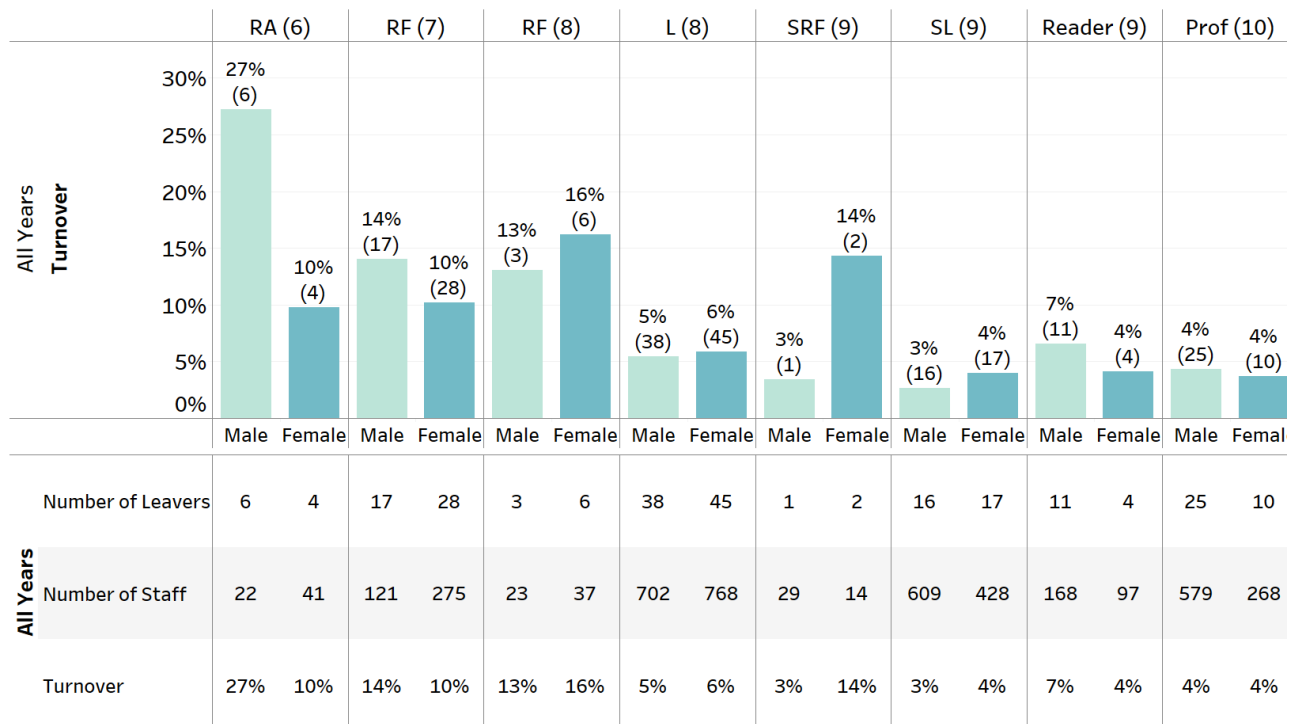
**Figure 32: All academic leavers (2016-2018)**



**Figure 33: STEMM academic leavers (2016-2018)**



**Figure 34: AHSSBL academic leavers (2016-2018)**



AHSSBL leavers are gender balanced: 49.7% female leavers compared to a 50% female academic population. In STEMM females are 41% of leavers compared to 37% of STEMM academics.

This is very concerning given that our female STEMM population has proportionately declined whilst the male population has grown. Whilst turnover of male and female STEMM staff within grade is comparable, there is also a clear trend of male turnover being slightly higher in early career grades, levelling out at Lecturer grade and then switching to a slightly higher female turnover at SL, Reader and Professor grades.

To understand this trend, we need more detailed information as to why staff resign. The University does not have an institutional policy of conducting exit interviews. Whilst some departments do undertake them, this is mostly in Professional Services budget centres.

The challenge in introducing exit interviews is effectively embedding them across an institution of our size without it becoming an onerous activity. Since mid-2019, all staff resigning from the University must do so via Core HR systems, which asks staff to state their reason for resigning. This could be adapted as part of systems development to ask staff to provide greater detail as to the reason (**Action 4.2**).

In order to further explore and address gendered trends amongst academic leavers, we will develop a targeted exit interview process for staff at Lecturer grade and above who resign from the University, and will initially trial this in a College (**Action 4.2**).

(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.

Annual pay awards (performance-related increments and one-off bonuses) are reviewed for gender-balance before confirmation.

Figure 35 shows our 2019 gender pay gaps following this exercise for Professorial staff, Senior Officers (Academic Related grade 10 staff), Academic and Academic-Related staff (grades 6-9) and Support staff.

The 5.8% pay gap for Academic and Academic Related staff is caused by a majority female population in grades 6-7 and a majority male population in grades 8-9. The bonus gap is caused by male bonuses being of higher average value than those for females.

The pay gap and bonus gap in Support posts consistently favours female staff. This is caused by a majority female population in all Support grades, which becomes more pronounced at the top two Support staff grades.



**Figure 35: Academic and Academic-Related (grades 6-9) and Support staff pay gaps (2018-2019)**

		2019 Gender Pay Gap (%)			
		Professorial	Academic Related (grade 10)	Academic and Admin-Related (grades 6-9)	Support staff
<b>Base salary (including increments)</b>	Mean	1.5%	-0.4%	5.8%	-3.2%
	Median	3.9%	4%	5.8%	-4.1%
<b>One-off bonuses</b>	Mean	1.9%	-11.1%	5.8%	-9.2%
	Median	0%	0%	25%	0%

Our statutory Gender Pay Gap reports for 2017 and 2018 showed much larger pay and bonus gaps (figure 36). The combination of all staff groups - and the dominance of men in senior posts - is the underlying cause of our institutional pay gap. The underlying cause of the gender bonus gap is male bonuses being larger than those received by women.

Gender pay and the issues that underpin it are complex. Operationally these issues fall under a range of functions at the University. Currently, there is no single committee or project group specifically tasked with addressing the GPG. We have established a task and finish Pay Action Group - chaired by the DPVC Equalities - to fully utilise the range of cross-functional expertise and make recommendations to UEB on immediate actions to address both our gender and ethnicity pay gaps. (**Action 4.3**).

**Figure 36: UoB Gender Pay Gap (2017 and 2018)**

Gender Pay	2017		2018	
	Mean (Average)	Median (Middle)	Mean (Average)	Median (Middle)
Gender Pay Gap	19.90%	23.30%	19.40%	19.60%
Gender Bonus Gap	66.00%	50.00%	62.90%	25.00%



Hourly rates	2017		2018	
	Median (Middle)	Median (Middle)	Mean (Average)	Median (Middle)
Females	£16.45	£13.82	£17.16	£14.80
Males	£20.54	£18.01	£21.29	£18.40

Bonus pay	2018			2017		
	Mean (Average)	Median (Middle)	Bonuses awarded	Mean (Average)	Median (Middle)	Bonuses awarded
Females	£1,565	£500	11.40%	£2,217.23	£750	11.50%
Males	£4,600	£1,000	12.30%	£5,979.12	£1,000	11.90%

**Word count: 2033**

#### SILVER APPLICATIONS ONLY

#### 4.2. Professional and support staff data

(i) Professional and support staff by grade and gender

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

(ii) Professional and support 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.

(iii) Professional and support staff leavers by grade and gender

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



## 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.

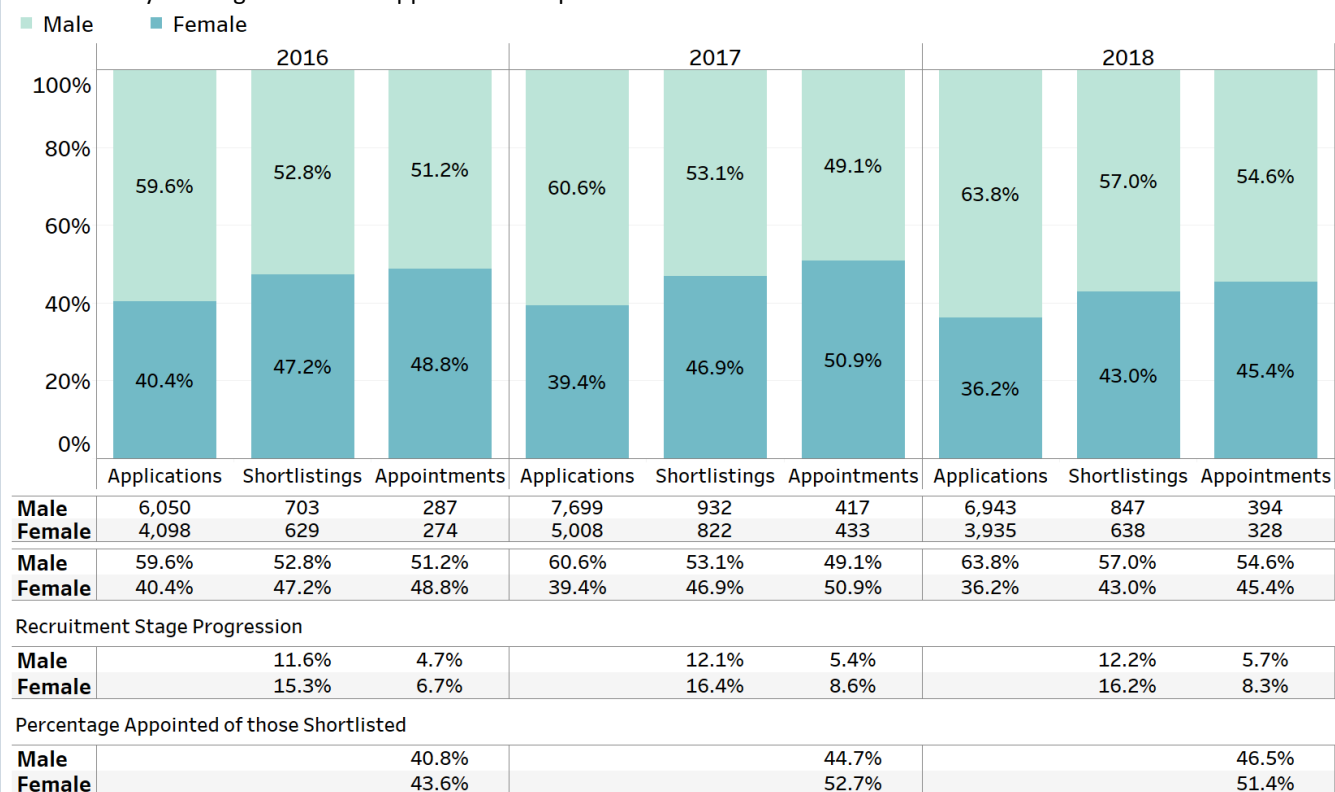
Our 2014 action plan sought to address the low success rate of female candidates at shortlisting and appointment. It introduced mandatory recruitment and selection training for all panellists (which covers equality, unconscious bias, statutory legislation and barriers such as requiring a post to be full time, the impact of career breaks and considering research outputs on a pro-rata basis). Since 2014 nearly 4,000 staff (including 2,509 academics) have been trained. All selection and interview panels must include both men and women.

Our 2016-2018 data looking at the conversion of applications to appointment rates (figures 37 – 39) shows female candidates across STEMM and AHSSBL have higher success rates than males at both shortlisting and appointment, with the % of females increasing at each stage. This suggests that our training has had a positive impact:

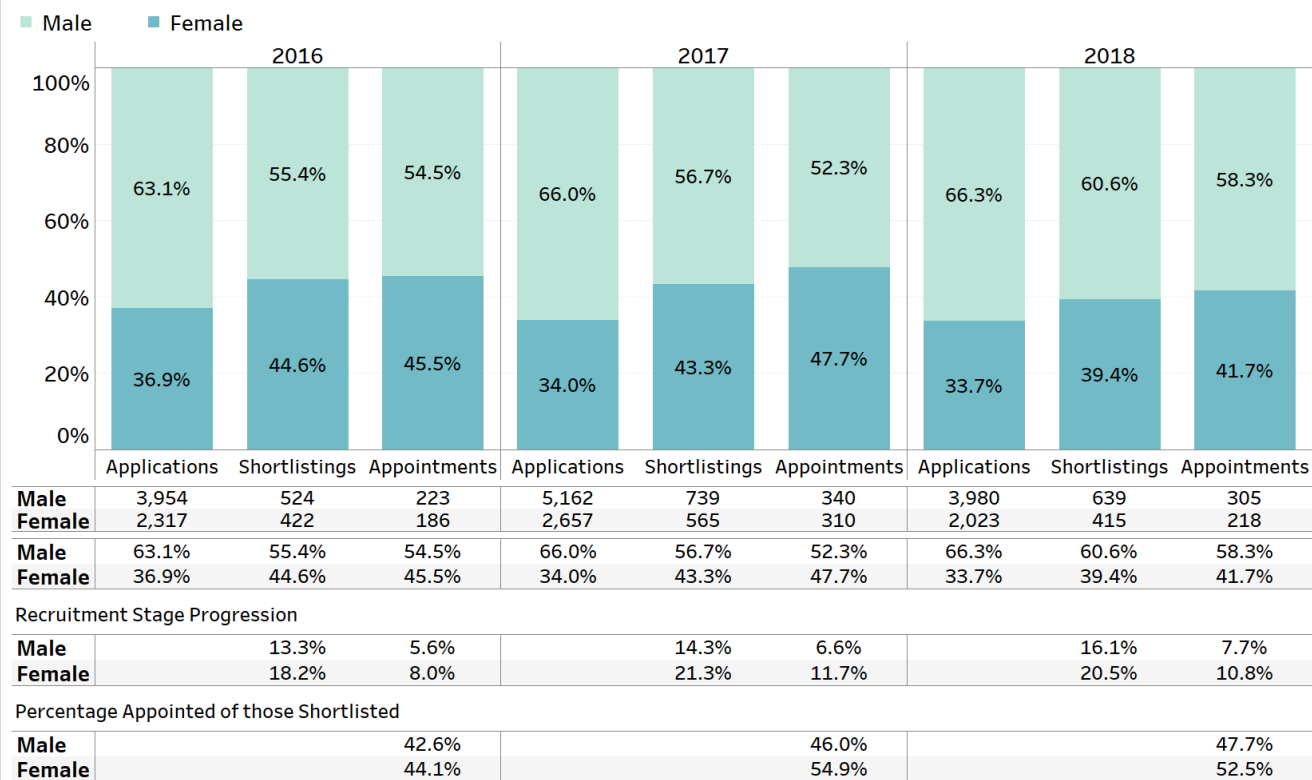


**Figure 37: All academic staff recruitment (2016-2018)**

NB University level figures include applications for professorial roles other than in STEMM and AHSBBL

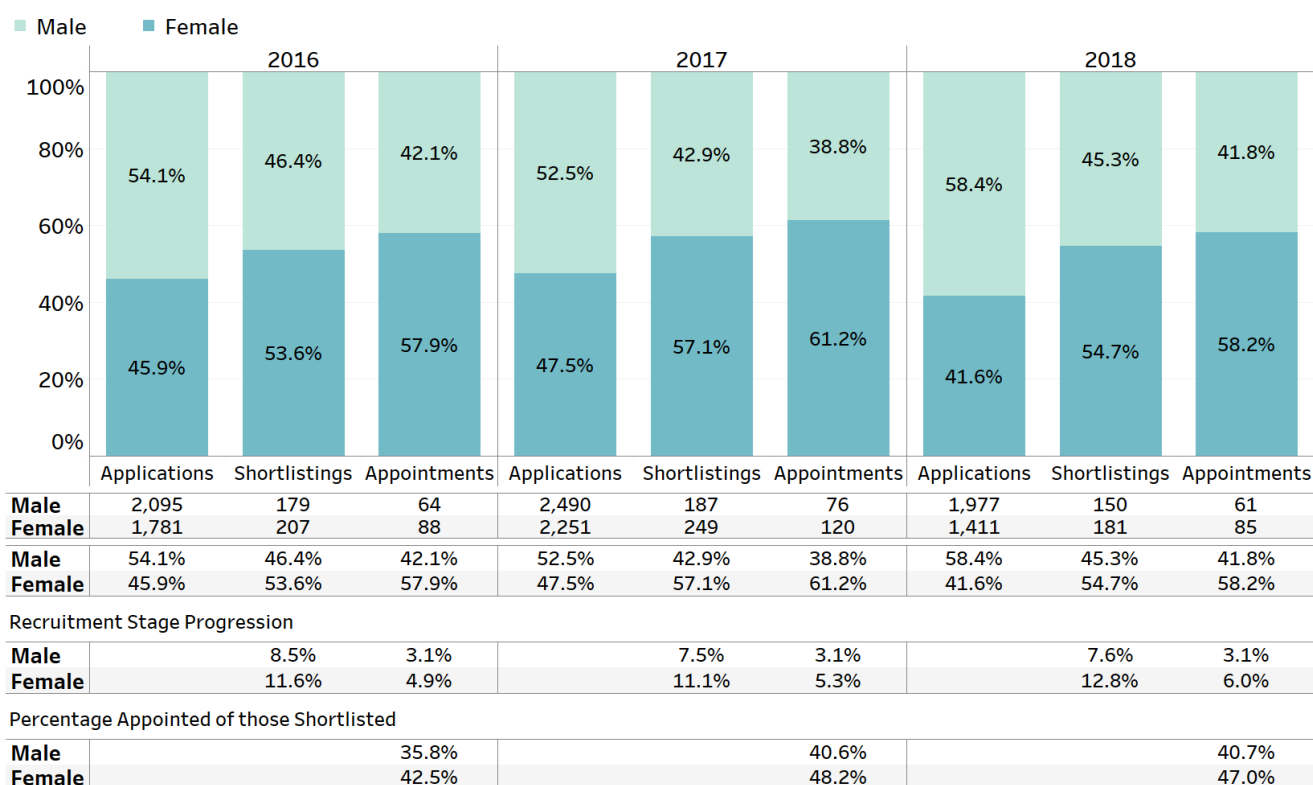


**Figure 38: STEMM academic staff recruitment (2016-2018)**





**Figure 39: AHSSBL academic staff recruitment (2016-2018)**



However, we have an ongoing issue with application rates:

- Less than 50% of applicants in 2016-2018 were female, with STEMM being consistently lower than AHSSBL
- Applications from female candidates actually fell between 2016 and 2018 across both disciplines (-3.2% in STEMM and -4.3% in AHSSBL)
- Female success rates at appointment in AHSSBL over-ride the decline in female applications during this period (in 2018 female candidates are 41.6% of applications to 58.2% of appointments)
- In STEMM, the lower starting level of applications compared to AHSSBL (and its further decline during 2016-2018) means that even with greater female success rates at shortlisting and appointment, males are still a majority of appointments (58.3% in 2018)

Applications by grade provide greater insight into these trends and also some common issues in both STEMM and AHSSBL (figures 35 - 43 below):

In STEMM, females are typically a third of applicants for early career researcher and Lecturer posts. There is then a sharp decline in applications at SL through to Professor, with the 2016-2018 trend of a decline in female applicants particularly evident in these posts: Female SL applications have declined from 28.4% to 13.1%; female Readers from 37.5% to 15% and female Professors from 26.9% to 17.9%.



In AHSSBL, female applications are above 50% in early career research posts, with a drop to just under half at Lecturer grade. At SL grade there has been a sharp drop from 58.4% to 33.3%. At Reader and Professor grades there is a similar pattern to STEMM, with female applicants sharply declining overall when compared to earlier grades and then declining further during 2016-2018: female Readers from 28.1% to 12.1% of applicants and Professors from 27.5% to 21.1% of applicants.

The trend of female candidates having greater success at shortlisting and appointment holds true at grade level with very few exceptions.





Figure 40: All academic applications by grade (2016-2018)

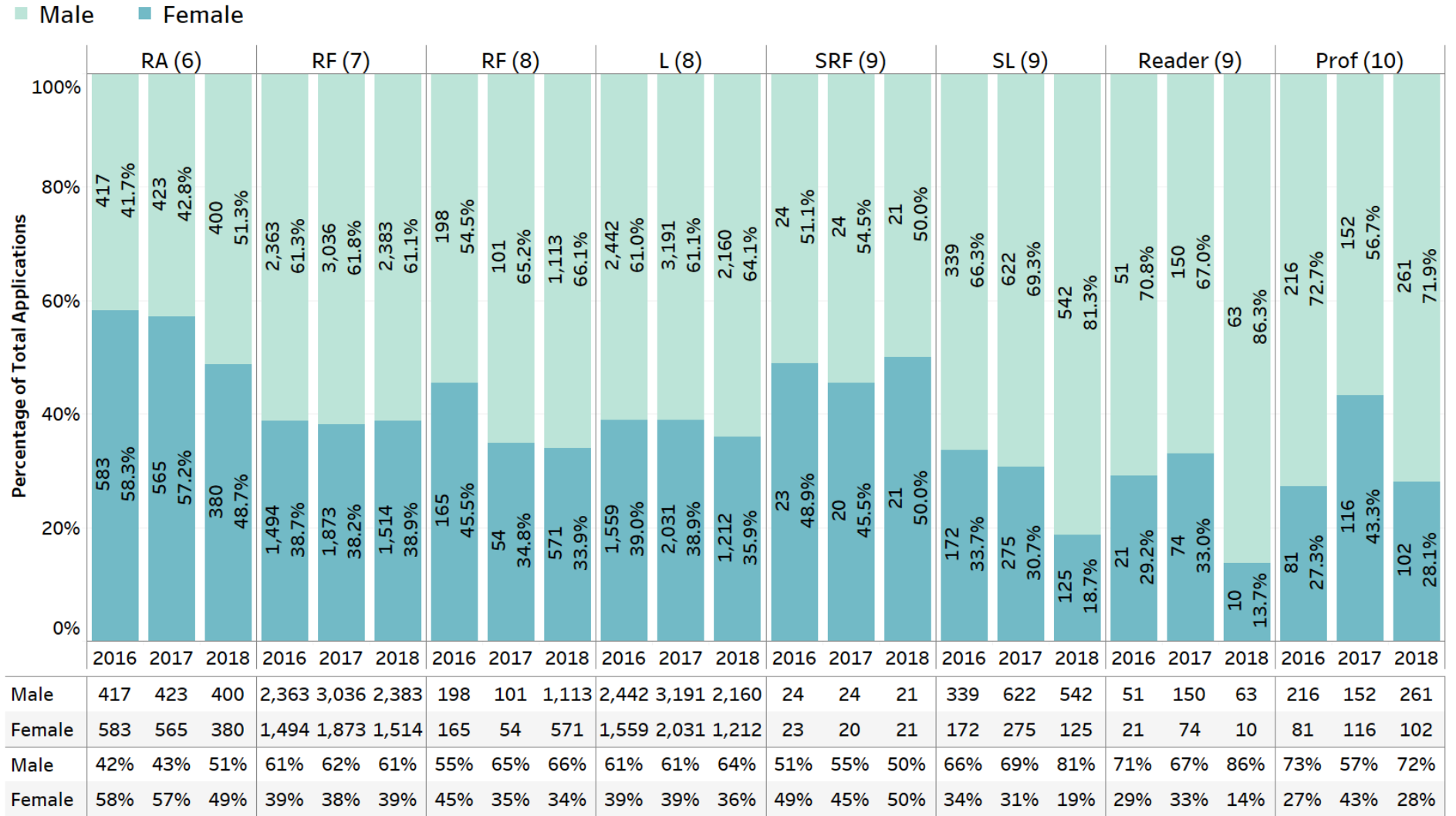


Figure 41: STEMM academic applications by grade (2016-2018)

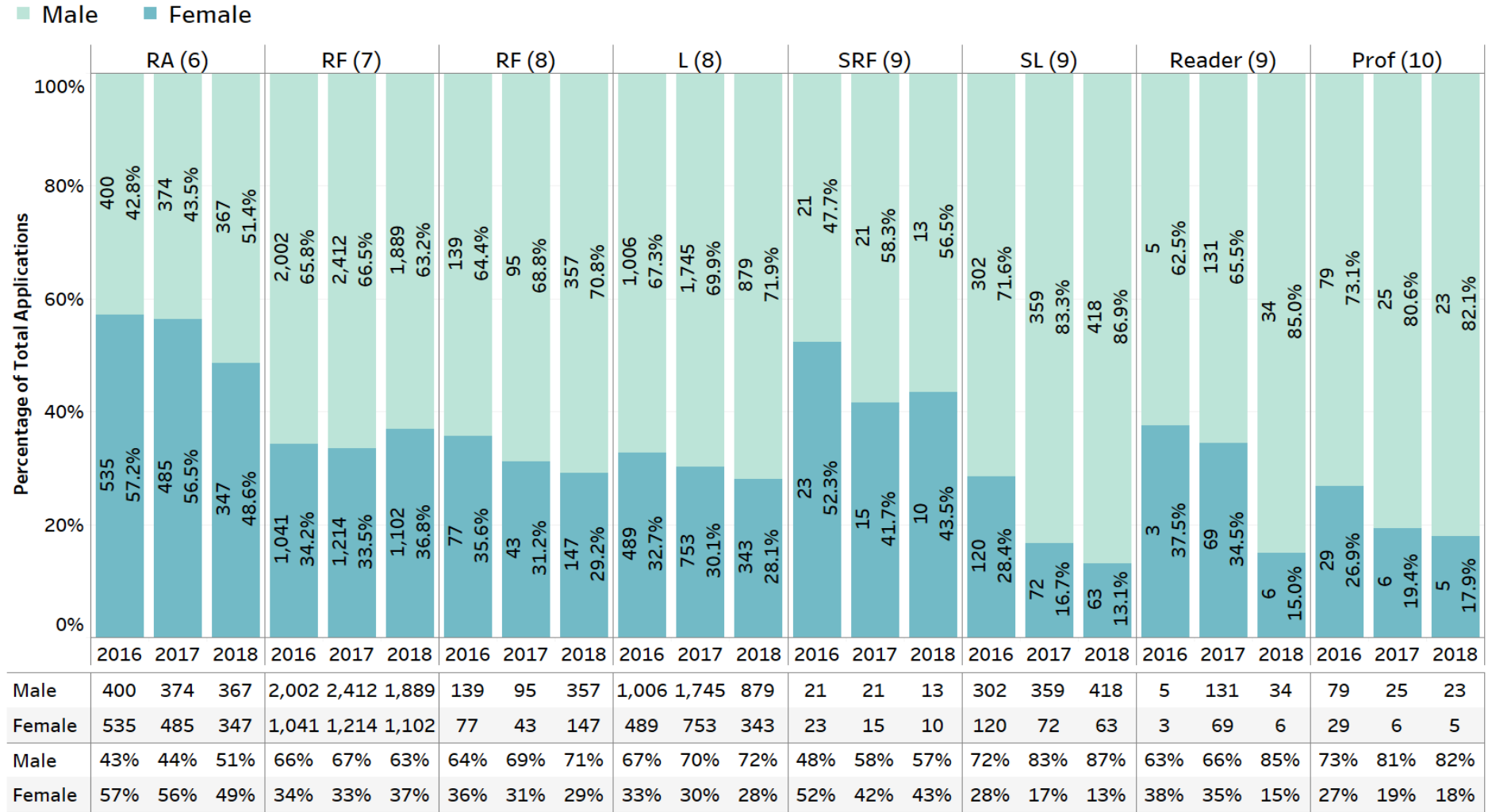
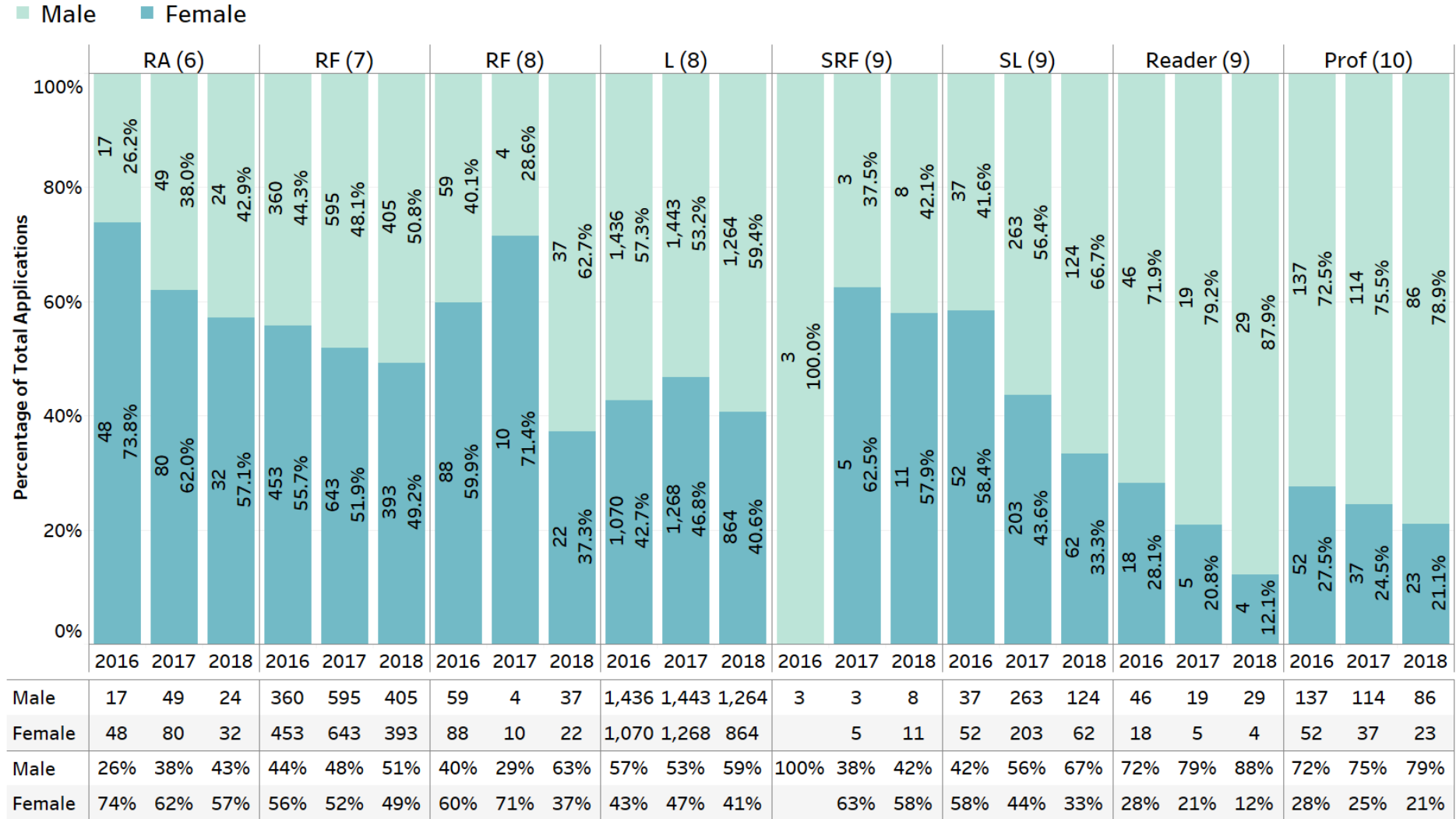


Figure 42: AHSSBL academic applications by grade (2016-2018)



**Figure 43: All academic shortlisting by grade (2016-2018)**

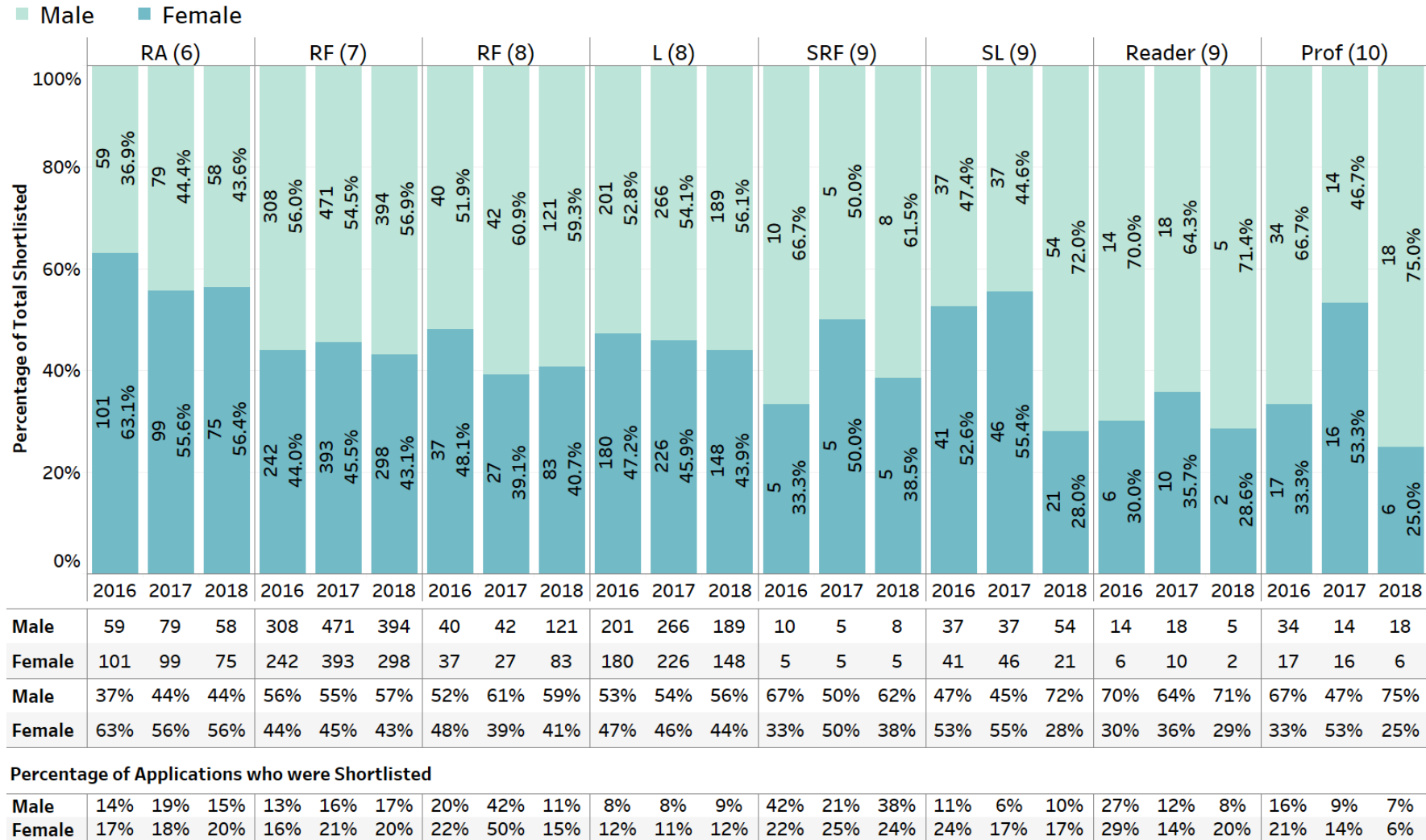
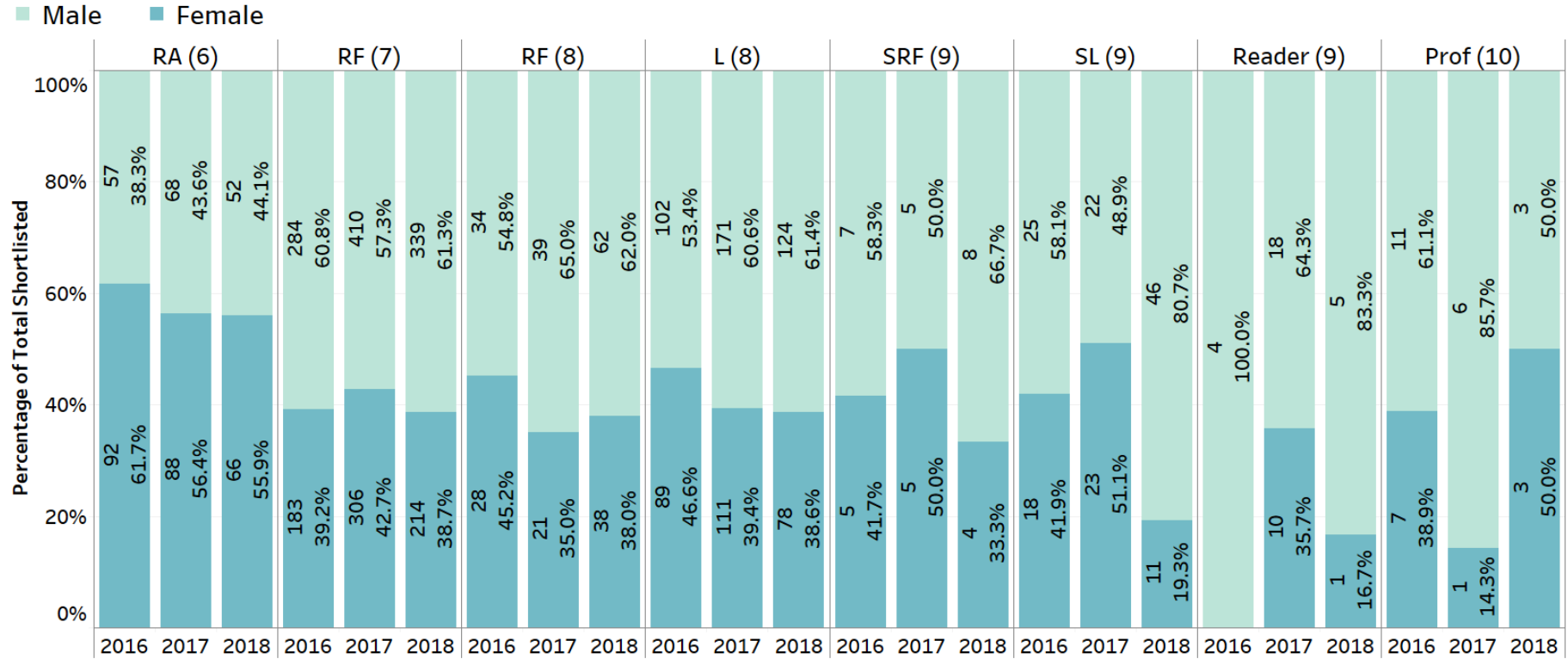


Figure 44: STEMM academic shortlisting by grade (2016-2018)



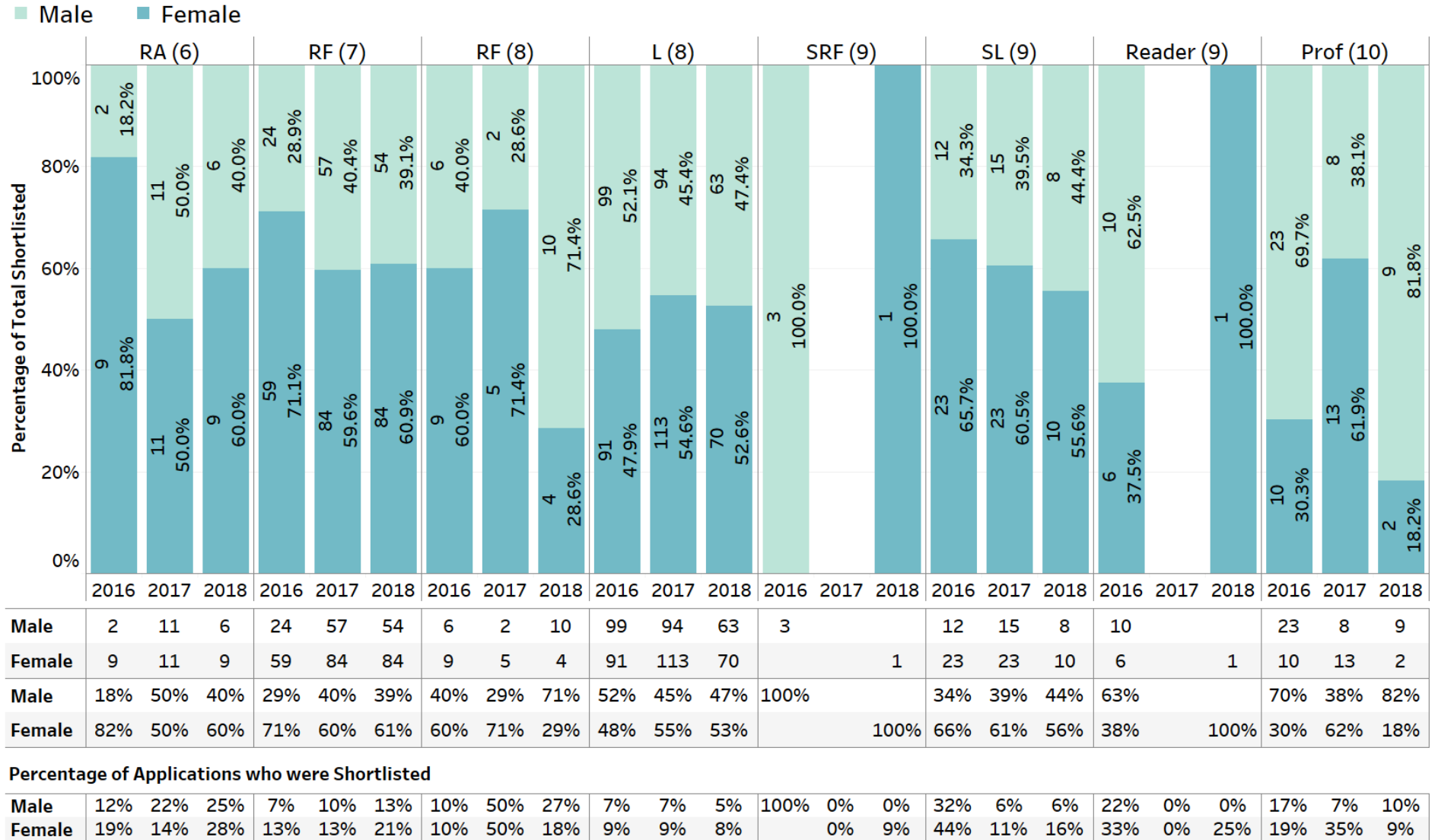
Male	57	68	52	284	410	339	34	39	62	102	171	124	7	5	8	25	22	46	4	18	5	11	6	3
Female	92	88	66	183	306	214	28	21	38	89	111	78	5	5	4	18	23	11		10	1	7	1	3
Male	38%	44%	44%	61%	57%	61%	55%	65%	62%	53%	61%	61%	58%	50%	67%	58%	49%	81%	100%	64%	83%	61%	86%	50%
Female	62%	56%	56%	39%	43%	39%	45%	35%	38%	47%	39%	39%	42%	50%	33%	42%	51%	19%		36%	17%	39%	14%	50%

Percentage of Applications who were Shortlisted

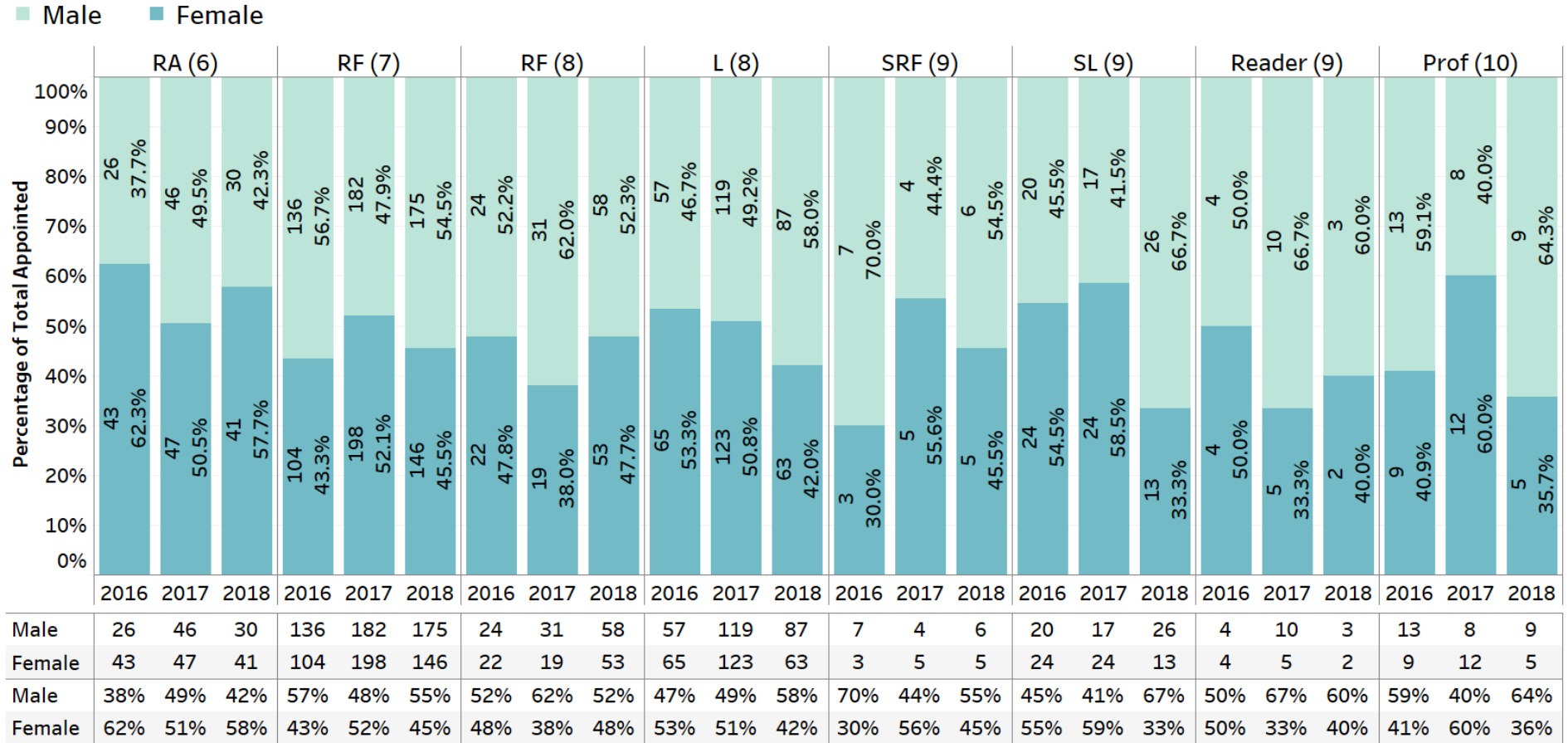
Male	14%	18%	14%	14%	17%	18%	24%	41%	17%	10%	10%	14%	33%	24%	62%	8%	6%	11%	80%	14%	15%	14%	24%	13%
Female	17%	18%	19%	18%	25%	19%	36%	49%	26%	18%	15%	23%	22%	33%	40%	15%	32%	17%	0%	14%	17%	24%	17%	60%



Figure 45: AHSSBL academic shortlisting by grade (2016-2018)



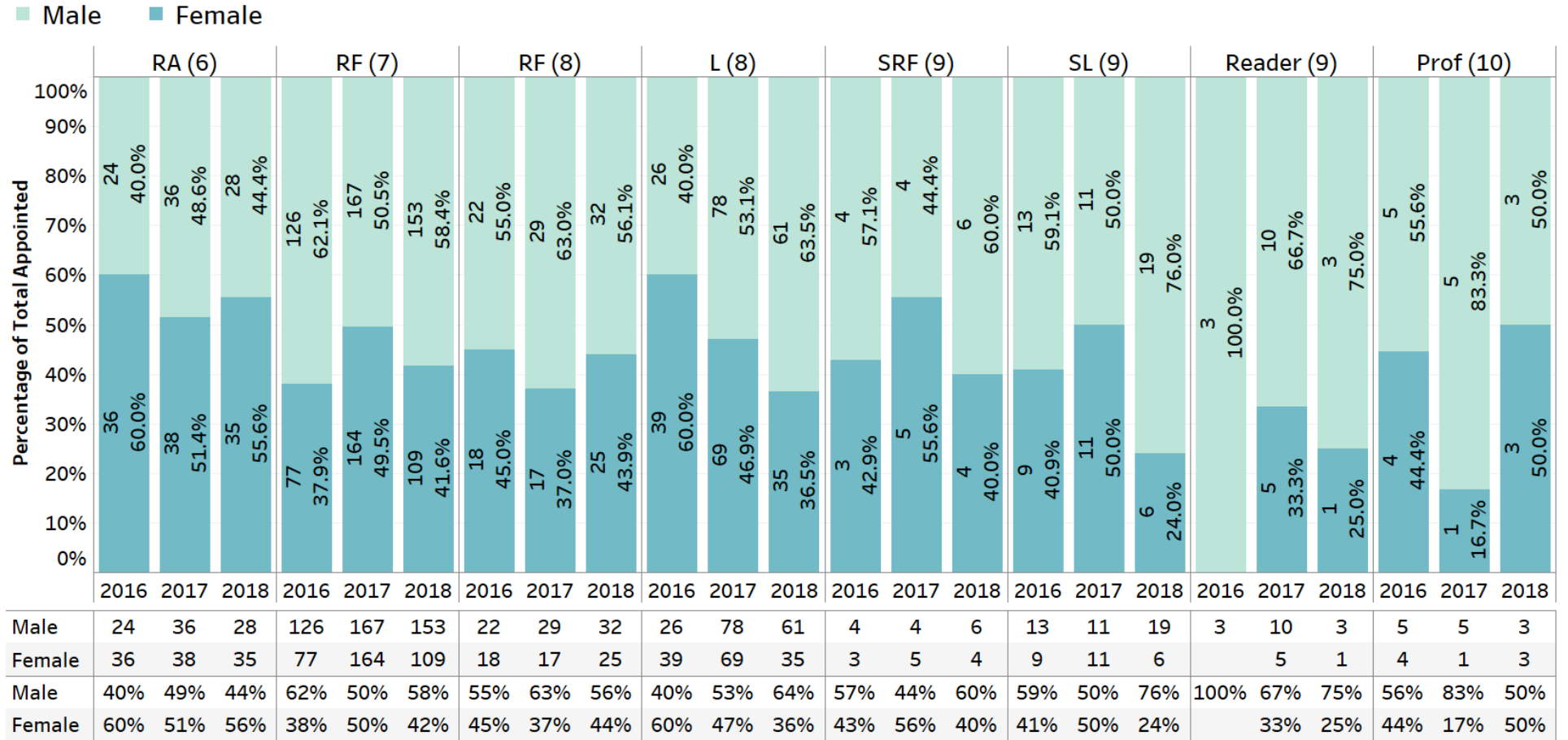
**Figure 46: All academic appointments by grade (2016-2018)**



**Percentage of Applicants and Shortlisted Individuals who were Appointed**

Appli M.	6%	11%	8%	6%	6%	7%	12%	31%	5%	2%	4%	4%	29%	17%	29%	6%	3%	5%	8%	7%	5%	6%	5%	3%
cants F..	7%	8%	11%	7%	11%	10%	13%	35%	9%	4%	6%	5%	13%	25%	24%	14%	9%	10%	19%	7%	20%	11%	10%	5%
Shor M.	44%	58%	52%	44%	39%	44%	60%	74%	48%	28%	45%	46%	70%	80%	75%	54%	46%	48%	29%	56%	60%	38%	57%	50%
tlist.. F..	43%	47%	55%	43%	50%	49%	59%	70%	64%	36%	54%	43%	60%	100%	100%	59%	52%	62%	67%	50%	100%	53%	75%	83%

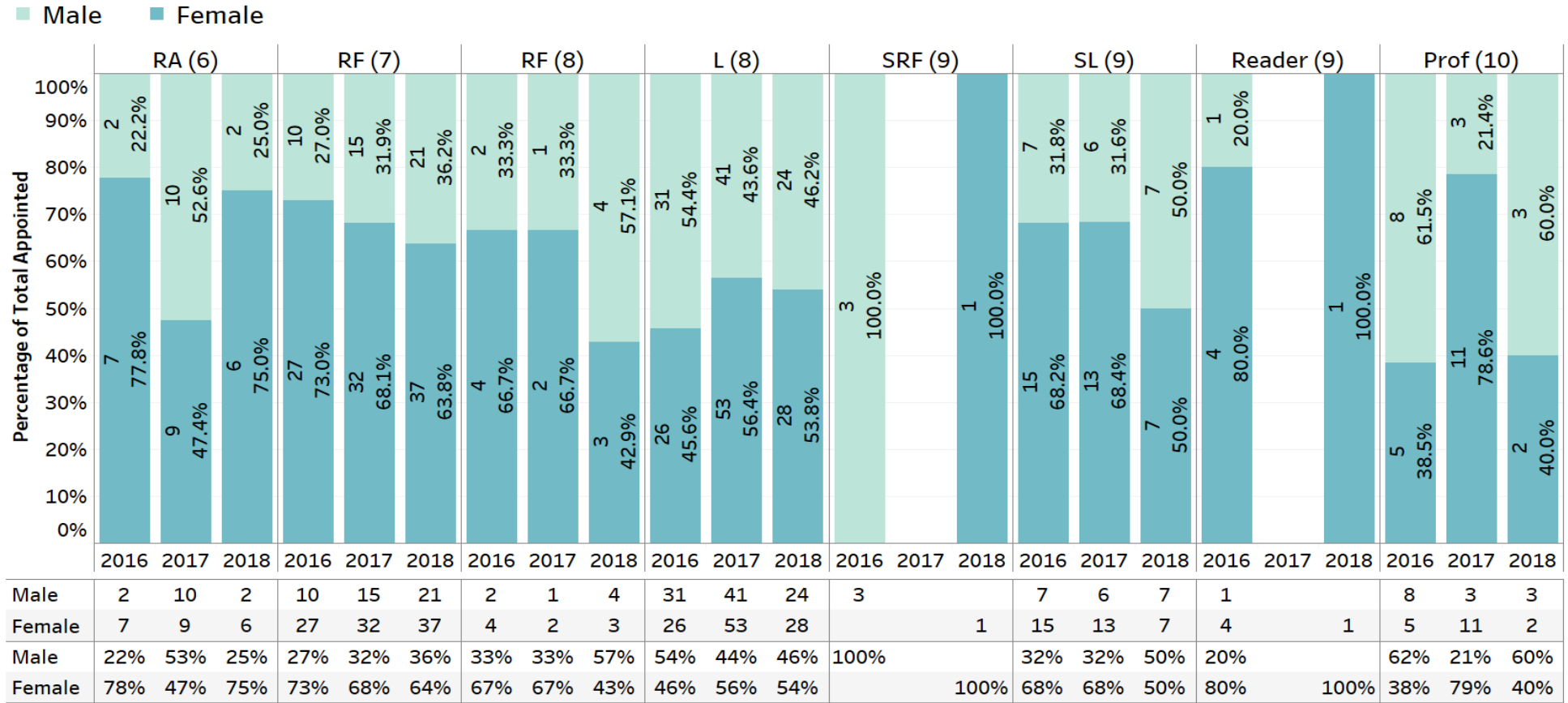
**Figure 47: STEMM academic appointments by grade (2016-2018)**



**Percentage of Applicants and Shortlisted Individuals who were Appointed**

Appli M.	6%	10%	8%	6%	7%	8%	16%	31%	9%	3%	4%	7%	19%	19%	46%	4%	3%	5%	60%	8%	9%	6%	20%	13%
cants F..	7%	8%	10%	7%	14%	10%	23%	40%	17%	8%	9%	10%	13%	33%	40%	8%	15%	10%	0%	7%	17%	14%	17%	60%
Shor M.	42%	53%	54%	44%	41%	45%	65%	74%	52%	25%	46%	49%	57%	80%	75%	52%	50%	41%	75%	56%	60%	45%	83%	100%
tlist.. F..	39%	43%	53%	42%	54%	51%	64%	81%	66%	44%	62%	45%	60%	100%	100%	50%	48%	55%		50%	100%	57%	100%	100%

Figure 48: AHSSBL academic appointments by grade (2016-2018)



Percentage of Applicants and Shortlisted Individuals who were Appointed

Applicants	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018			
Applicants M.	12%	20%	8%	3%	3%	5%	3%	25%	11%	2%	3%	2%	100%	0%	0%	19%	2%	6%	2%	0%	0%	6%	3%	3%
Applicants F.	15%	11%	19%	6%	5%	9%	5%	20%	14%	2%	4%	3%	0%	9%	29%	6%	11%	22%	0%	25%	10%	30%	9%	
Shortlisted M.	100%	91%	33%	42%	26%	39%	33%	50%	40%	31%	44%	38%	100%			58%	40%	88%	10%			35%	38%	33%
Shortlisted F.	78%	82%	67%	46%	38%	44%	44%	40%	75%	29%	47%	40%		100%		65%	57%	70%	67%		100%	50%	85%	100%

## Key recruitment actions

Our key issue is to increase our number of female applicants. This is essential across STEMM at all grades and at Senior Lecturer grade and above in AHSSBL. Once female candidates have applied they have excellent success rates, so attracting more female candidates at the start of this process is essential.

We are very concerned at the consistent decline in female candidates during 2016-2018.

Reputationally, this suggests that the University is not considered an attractive place to work by female academics. We will undertake an assessment of our 'brand' from a gender perspective to identify what we can do to address this and improve our application rates (**Action 5.1.1**).

In 2019 we piloted recruitment practices in CoSS that have been shown to have a positive impact on female candidates ('Improving Gender Equality in Organisations: Evidence-based actions for employers' Government Equalities Office). These include:

- Removing gendered wording from job descriptions and adverts
- No single-sex shortlists
- Actively welcoming conversations about flexible working in adverts and recruitment materials

We will make these practices institutional policy (**Actions 5.1.1 - 5.1.3**).

We will actively promote UoB Recruitment Campaigns (e.g. Birmingham Fellows, Professorial Fellows) to female academics in STEMM, e.g. through Women in Engineering Society web pages (**Action 5.1.3**).

Consultation with our Women's Professorial Network has identified that 'informal' recruitment methods (such as approaching staff at conferences) can often be gendered. Writing guidelines on these practices, and encouraging more systematic searching which identifies under-represented groups who should be approached, should assist in countering bias (**Action 5.1.7**). We will also provide greater support for staff who field informal inquiries by providing contact details of both the HoS and a peer (**Action 5.1.4**).

The University contracts with executive search/recruitment agencies to recruit to senior roles (e.g. University Executive Board positions, senior professional services roles and some professorial roles). We will set a requirement of 50% female shortlists for AHSSBL and Professional Services positions and a 33% target for STEMM positions. The target for Executive Board positions will depend on whether it is AHSSBL/Professional Services or STEMM (**Action 5.1.5**).

Much of the online information about our benefits and policies is for current staff and password locked. We will ensure potential candidates have the same access to information about us as an employer as current staff (**Action 5.3.10**).

Despite the evident success of female applicants in being shortlisted and appointed, our 2018 staff survey (figure 49) indicates female staff are less positive than male about recruitment and selection. We will investigate this further through a qualitative project focusing on new female academic recruits (**Action 5.1.6**).

**Figure 49: Staff Survey 2018 Recruitment Processes**

Statements	Yes - Female STEMM	Yes - Female AHSSBL	Yes - Female Total	Yes - Male
From what I have seen the University of Birmingham undertakes recruitment and selection fairly and transparently.	66%	58%	64%	67%
The University of Birmingham recruitment and selection policies lead to the best candidates being recruited	54%	55%	54%	56%

(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.

**Local induction** is led by the HoS. To ensure consistency, checklists showing the responsibilities of the Head of School, the Operations lead (and the academic mentor in the case of staff on probation) were introduced under our 2014 action plan. This includes a requirement for HoS to have a conversation on career aspirations in the second month of employment.

**Central induction** runs monthly and is led by a member of the UoB senior management team. This includes a video presented by the Vice Chancellor looking at equality, diversity and inclusion across UoB (including AS), details of University policies, such as flexible working and family leave, services such as the Harassment Advise Service and staff groups, such as the Parents and Carers Network.

**Figure 50: Attendance of academic staff at central induction by gender**

Academic staff in central induction	2016/2017				2017/2018				2018/2019			
	Male	Female	Total	% Female	Male	Female	Total	% Female	Male	Female	Total	% Female
	39	49	88	56%	47	49	96	51%	86	58	144	40%

Attendance of academic starters at central induction has always tended to lag behind Professional Services staff. During 2016-2018 it has increased from 16% of new academic staff in 2016 to 39% in 2018. Whilst the number of female and male attendees has risen (figure 45) the overall proportion of women attending has reduced, but is now more in line with the academic population.

As central induction is an important opportunity to introduce new staff to equality and diversity issues, wellbeing support and our staff networks, we have set a target of further increasing academic attendance at Central Induction to 70% (**Action 5.1.9**).

**Online** - All new starters are required to complete the online Diversity in the Workplace training programme as part of their probationary period. The current completion rate is 87% of the entire staff population. Given the importance of ensuring staff understand their responsibilities in the workplace we have set a target of increasing this completion rate (**Action 5.1.10**).

(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.

The academic promotions round is advertised to all academic staff via email from the HoS. The timetable and required evidence are published on the UoB intranet and are easily accessible by staff. HoS are available to discuss potential applications before or during their preparation and potential promotion cases should also have been identified during PDR.

In addition to this, annual promotions workshops are delivered in each College. These are widely promoted via email and open to academic staff at all grades. The workshop covers readiness to apply, criteria and processes and sources of support for drafting an application. Workshops are run by senior staff in the College and offer an opportunity to speak to previous successful (and gender-balanced) promotion candidates. Colleges also offer a variety of other support for potential candidates for promotion. These include: mock interviews, a mentoring for promotion scheme, and the opportunity to speak to senior College members about their application ahead of it being finalised.

Our 2014 submission identified that whilst female staff had good promotion rates (i.e. a success rate proportionate to their applications), more needed to be done to raise the application numbers. Our action plan included measures to address this. This included setting targets to:

- Raise the number of women attending the **Emerging Leaders and Senior Leaders** Programmes to at least 40% of attendees (45.5% achieved, with 42% of women attending SLP promoted to Reader or Professor)
- Establish an **Aurora alumni network** to provide continuing network and development opportunities for Aurora graduates (network of 88 established)
- Continue to deliver **College promotions workshops** annually

As evidenced by the growth of our senior female academic staff population, we have improved our female promotion rates at Professor and Reader grade. This would suggest that our 2014 action plan has had a positive impact.

“The Senior Leadership Programme provided a unique opportunity to meet and work with people from across the University in a wide range of roles. This networking plus the mentoring part of the programme was excellent and gave me the confidence to successfully apply for promotion and a senior College role.” **Professor Catherine Mangan, College Director of Education**

Looking at promotions data for 2016-2018 (figures 52 – 54) and our benchmark data from 2014 (figure 51), a number of trends emerge for this period:



- The proportion of females applying for promotion to Reader and Professor in STEMM and AHSSBL is proportionate to the eligible population in the grade below
- Female candidates are consistently as or more successful than males at Professorial grade, in both STEMM and AHSSBL, throughout 2016-2018
- Success at Reader grade varies in year across both areas, but overall shows a positive female trend
- There remains a lag between AHSSBL and STEMM, with Professor and Reader promotions having an overall gender balance in AHSSBL but lower female promotions in STEMM
- The proportion of women applying for promotion to SL in both STEMM and AHSSBL is low compared to the proportion of female Lecturers
- The proportion of women being promoted to SL has grown at a much slower pace in both STEMM and AHSSBL
- The proportion of male staff who are successfully promoted to SL is consistently above the female success rate (with a couple of exceptions)

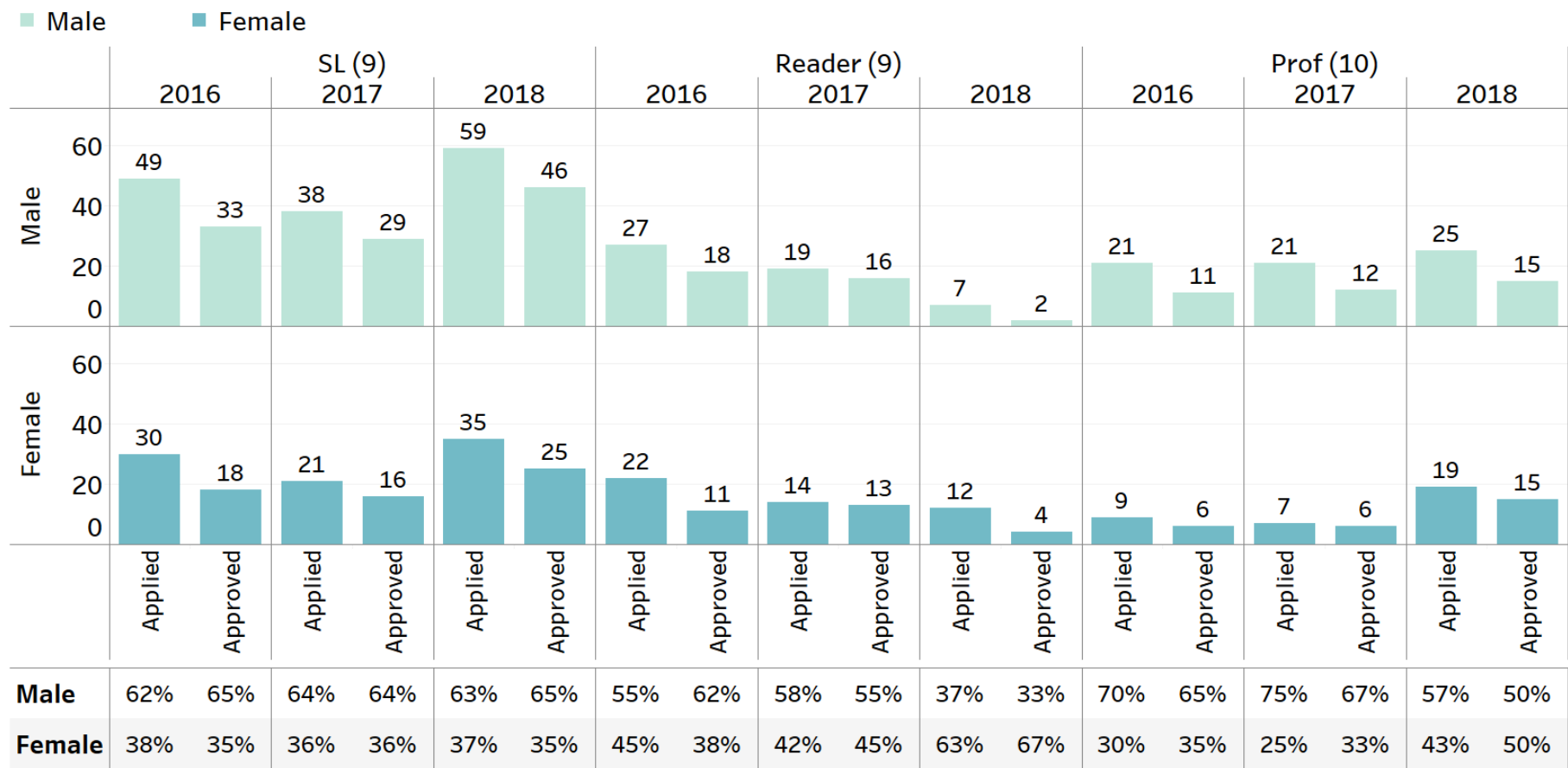
In relation to SL promotion rates, research indicates that female staff apply for promotion when they are *sure* they are ready, so we would expect the conversion rate to be at least equal, if not better, than for male staff.

**Figure 51: Female promotion rates as proportion of all promotions per grade (2014, 2016-2018 aggregated)**

	Professor		Reader		Senior Lecturer	
	2014 award	2016-2018 average	2014 award	2016-2018 average	2014 award	2016-2018 average
<b>All</b>	22%	41%	33.30%	44%	32%	35.30%
<b>STEMM</b>	24%	34%	33.30%	41%	33%	35.40%
<b>AHSSBL</b>	0%	54%	33%	50%	30%	35.30%



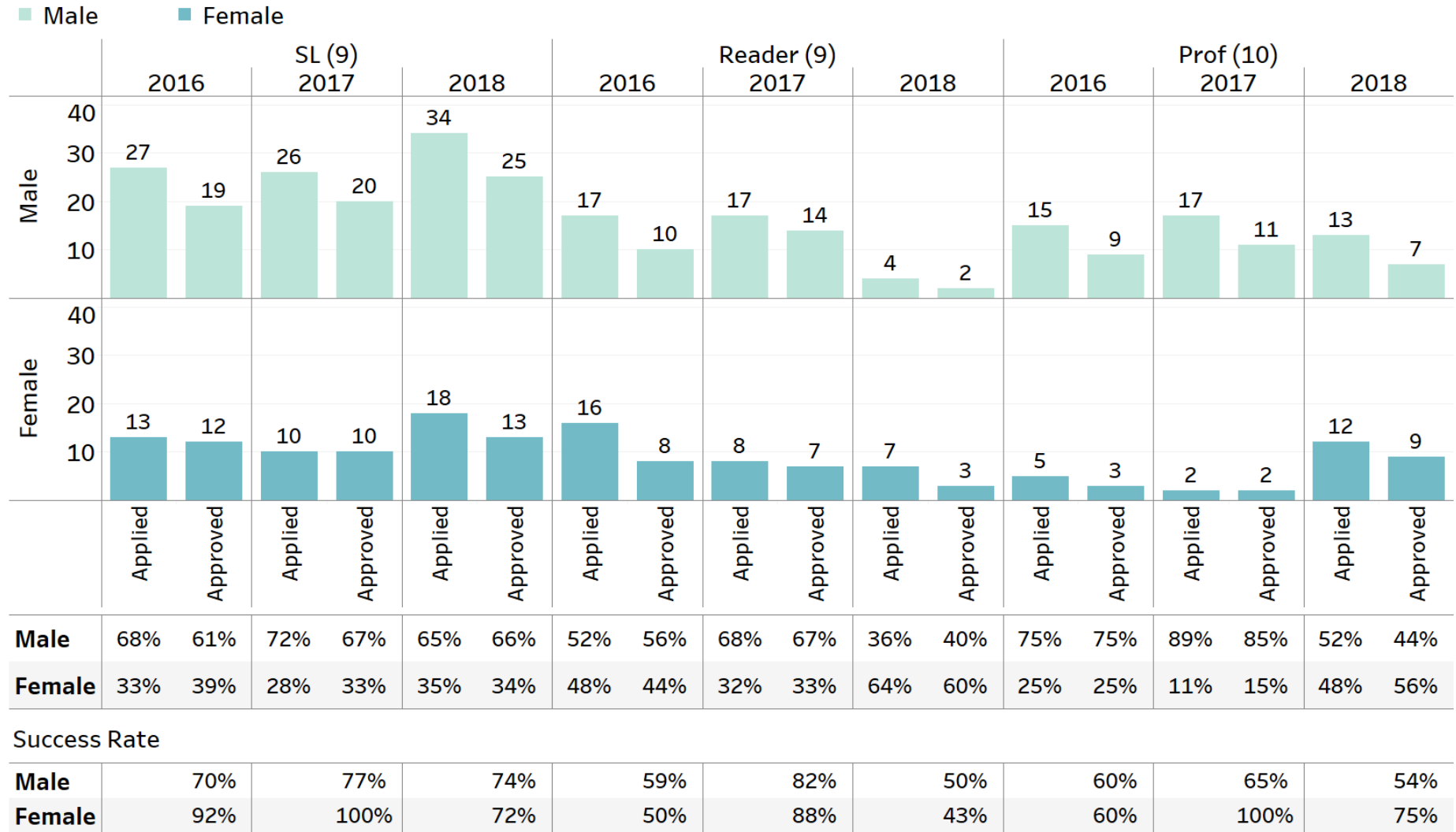
**Figure 52: All academic promotions (2016-2018)**



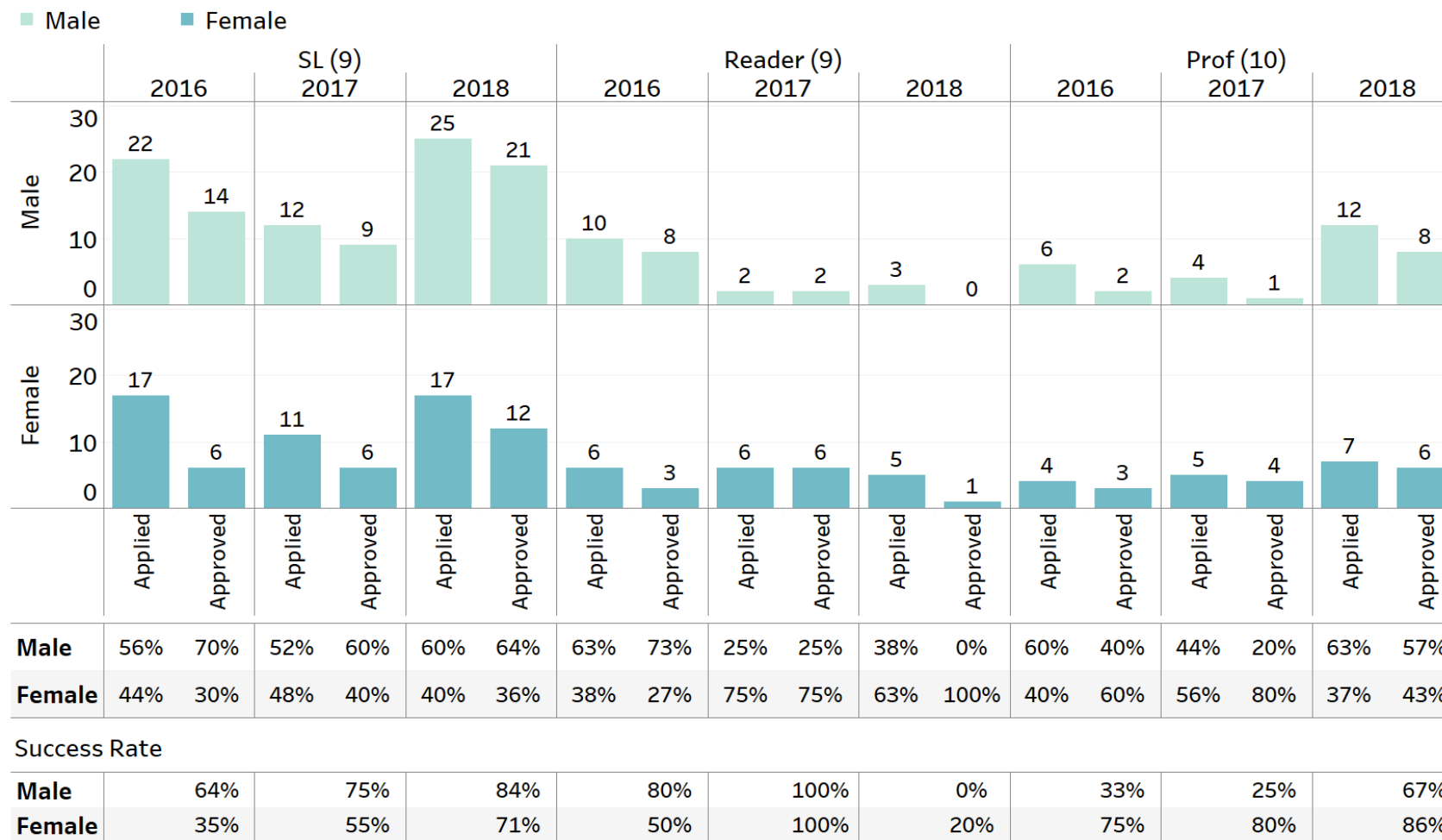
**Success Rate**

<b>Male</b>	67%	76%	78%	67%	84%	29%	52%	57%	60%
<b>Female</b>	60%	76%	71%	50%	93%	33%	67%	86%	79%

Figure 53: STEMM academic promotions (2016-2018)



**Figure 54: AHSSBL academic promotions (2016-2018)**



We further explored promotion with our all-female focus groups.

The group of newly appointed female academic staff agreed that having a supportive line manager and mentoring were key to success in promotion; they also commented that they had heard promotions workshops were helpful, but would attend them only when they were actively considering applying for promotion.

Lecturers were concerned about the perceived lack of systematic guidance from managers and mentors on readiness for promotion. They considered that it was important to have a culture which encouraged talking about promotion; for example that this is *formally* included in the annual performance and development review (PDR). They also thought there was a lack of clarity in promotions criteria, especially for teaching-focused roles.

The Senior Lecturer/Reader group said they had to be persistent to be promoted and “sell themselves”. They also considered that encouragement and support was needed, and that PDRs should systematically cover promotion.

Professors said that their advice to junior female colleagues would be to have confidence, and to think strategically about career plans and mentoring. They also considered that the promotions criteria needed to be reviewed to address the perception (borne out by our promotion success rates, particularly at SL level) that there are structural barriers to promotion.

Our focus groups indicate that whilst the University strives to ensure promotions is an open and transparent process (e.g. through workshops and regular communication of the process), there remains a gap between policy and practice. PDR in particular is not delivering as a vehicle for conversations around promotion.

### Actions

To increase female promotion rates by ensuring fairness in the promotions process we will:

- Revise our promotions criteria - as part of the wider University review of career pathways and structures – with removing/addressing gendered issues as a guiding principle (**Action 5.1.12**)
- Instigate a requirement for School Promotions Committees to provide an assessment to College Promotions Committee of applications against the gender make-up of the eligible staff population for promotion to each grade (**Action 5.1.13**)
- Have the DPVC Equalities in attendance at institutional Promotions and Titles Committee (**Action 5.1.14**)

To increase female application rates across disciplines, and particularly in the transition from Lecturer to SL, we will:

- Make discussion of development needs, career aspirations and readiness for promotion a requirement of all -academic PDRs (**Action 5.1.15**)
- Introduce a “Mentoring for promotion to SL” scheme in each College (**Action 5.1.16**)
- Introduce monitoring of attendance/feedback sheets for College promotions workshops and the mentoring for SL initiative to assess and improve their effectiveness (**Action 5.1.11**)

(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.

We do not have any comparative data for the RAE2008.

**Figure 55: REF 2014 non-submission rates by gender**

REF 2014	Female	Male
Panel A - staff not submitted	29.9%	29.4%
Panel B - staff not submitted	5.6%	9.5%
Panel C - staff not submitted	17.8%	15.8%
Panel D - staff not submitted	26.0%	16.6%
<b>Overall</b>	<b>22.7%</b>	<b>18.2%</b>

We investigated differences in submission rates by gender at the time of REF 2014 and concluded that there was no obvious bias underpinning decision-making. However, as part of our EPSRC-funded ‘Inclusion Matters’ project, we are running experiments to systematically assess potential bias in output selection for REF 2021.

In preparation for REF 2021 we have developed our Code of Practice, setting out how we will meet the REF’s requirements for processes and decision-making that is supportive of equality, diversity and inclusion. This includes:

- Equality and unconscious bias training for all staff involved in REF decision-making (**Action 5.1.18**)
- Equality Impact Assessments of all decision-making processes (**Action 5.1.17**)
- An Equality & Diversity Advisory Panel that is drawn from a representative range of disciplines, gender balanced and ethnically diverse to consider special circumstance cases (**Action 5.1.19**)
- Using results of ‘Inclusion Matters’ project to inform reviewer training and selection (**Action 5.1.20**)

## SILVER APPLICATIONS ONLY

### 5.2. Key career transition points: professional and support staff

#### (i) 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.

#### (ii) 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.

## 5.3 Career development: academic staff

### (v) 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?

#### Training available to academic staff and uptake

Academic staff development is offered through two departments:

**People and Organisation Development (POD)** provides training courses, leadership development programmes, one-to-one coaching and mentoring support. They also offer tailored development to improve performance and engagement across the University.

The **Higher Education Futures Institute (HEFi)** offers development opportunities to support academic staff deliver effective research intensive teaching.

Based on the total number of employed academics in the University, 27% of female and 22% of male academics have attended training in the last year (figure 56).

**Figure 56: Academic staff completing POD or HEFi training (2016-2018)**

Number of Academic Staff Trained/Attended	2016/2017				2017/2018				2018/2019			
	Male	Female	Total	% Female	Male	Female	Total	% Female	Male	Female	Total	% Female
People and Organisational Development (POD)	319	364	683	53%	382	443	825	54%	366	342	708	48%
Education	-	-	97	-	-	-	149	-	-	-	197	-
Beacon	9	14	23	61%	28	29	57	51%	50	33	83	40%
Postgraduate Certificate in Academic Practice (PCAP)	30	16	46	35%	25	22	57	38%	14	15	29	52%
Postgraduate Certificate in Higher Education (PGCHE)	-	-	-	-	-	-	-	-	29	23	52	44%
Introduction to Academic Practice for Doctoral Researchers (IAPDR)	9	19	28	68%	3	8	12	67%	18	18	36	50%
Totals	367	413	877	47%	438	502	1100	46%	477	431	1105	39%

Training and development activity is promoted at central induction, through the intranet and PDR. In the last year, completion of five training courses, including Equality and Diversity, has been mandated as a requirement to passing probation.

We deliver a line manager training programme for academic staff. This includes Recruitment and Selection (R&S) training, which includes unconscious bias, and Performance Development Review (PDR) reviewer training. An unconscious bias (UB) course is also available, although take up by males is particularly low (figure 57). We will promote this more widely and ask HoC and HoS to proactively nominate staff to attend (**Action 5.2.1**).

**Figure 57: Academic staff completing line manager training programme (2016-2018)**

Number of Academic Staff Trained / Attended	2016				2017				2018			
	Male	Female	Total	% Female	Male	Female	Total	% Female	Male	Female	Total	% Female
R&S	78	60	138	43%	66	61	127	48%	45	53	98	54%
UB	3	10	13	77%	10	9	19	47%	4	10	14	71%
PDR	21	11	32	34%	13	13	26	50%	28	18	46	39%
Totals	102	81	183	44%	89	83	172	48%	77	81	158	51%

The University has a Coaching Academy that links staff needing support with a specific work-related issue or to develop a skill with a coach from amongst our staff. The number of academics receiving coaching almost doubled from 2016 to 2018 (figure 58) the number of female academics taking up coaching has doubled. There were fewer female than males training as coaches in 2017, but this has reversed with the 2018 and 2019 cohorts which are 75% and 80% female (**Action 5.2.4**).

**Figure 58: Academic staff receiving coaching (2016-2018)**

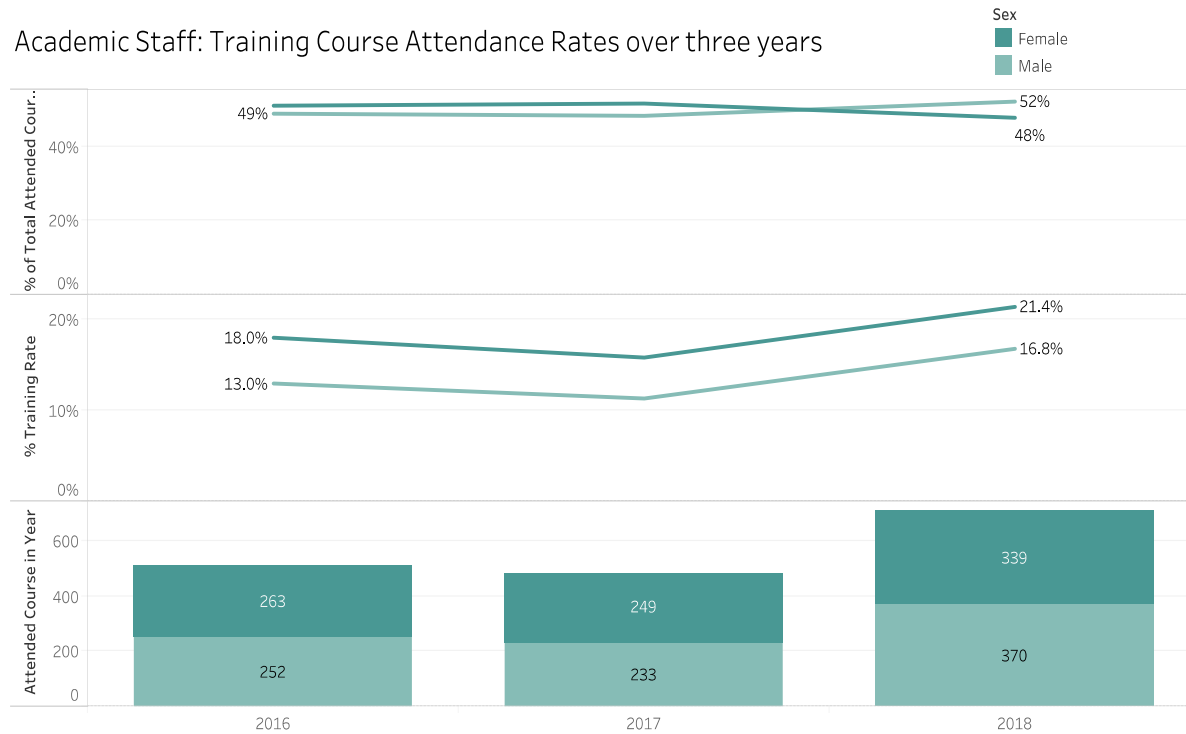
Number of female/male who received coaching	2016/2017				2017/2018				2018/2019			
	Male	Female	Total	% Female	Male	Female	Total	% Female	Male	Female	Total	% Female
Academic	7	13	20	65%	8	8	16	50%	14	18	32	56%
Professional Services	9	42	51	82%	13	25	38	66%	10	14	24	58%
Graduate Management Trainee Scheme	0	3	3	100%	2	2	4	50%	1	2	3	67%
<b>Totals</b>	16	58	74	78%	23	35	58	60%	25	34	59	58%

Number of academic female by STEM/AHSSBL who received coaching	2016/2017				2017/2018				2018/2019			
	Female STEM	Female AHSSBL	Total	% STEM Female	Female STEM	Female AHSSBL	Total	% STEM Female	Female STEM	Female AHSSBL	Total	% STEM Female
Academic female	6	7	13	54%	5	3	8	38%	4	14	18	78%

The number of academics attending training has increased over the last three years (figures 59 – 61). The percentage training rate for females is consistently higher.

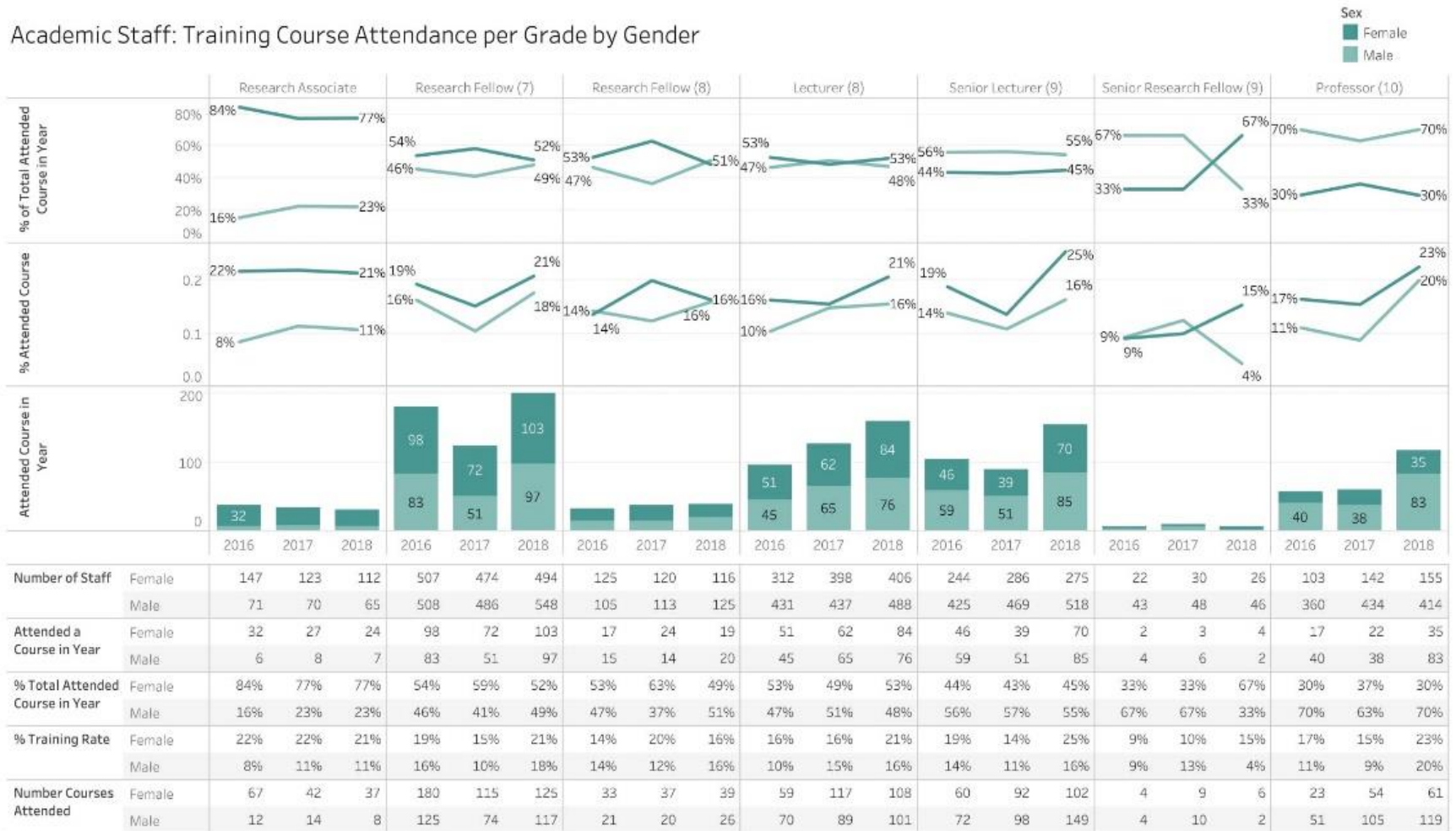


**Figure 59: Academic staff on internal training courses (2016-2018)**

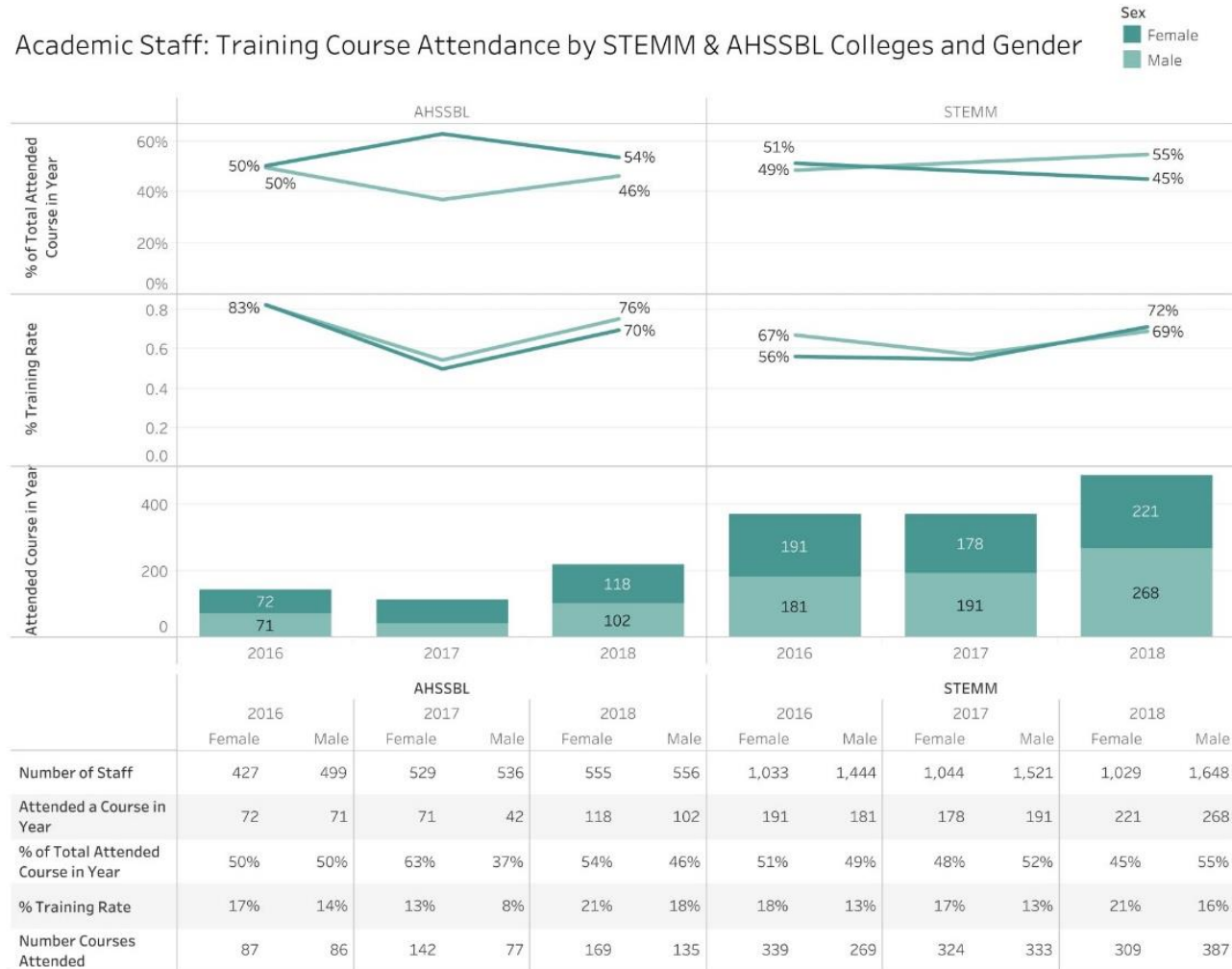


	2016		2017		2018	
	Female	Male	Female	Male	Female	Male
Number of Staff	1,460	1,943	1,573	2,057	1,584	2,204
Attended a Course in Year	263	252	249	233	339	370
% of Total Attended Course in Year	51%	49%	52%	48%	48%	52%
% Training Rate	18%	13%	16%	11%	21%	17%
Number Courses Attended	426	355	466	410	478	522

**Figure 60: Academic Staff: Training Course Attendance per Grade by Gender (2016-2018)**



**Figure 61: Academic Staff attendance by STEMM and AHSSBL Colleges and Gender (2016-2018)**



## Monitoring and Evaluation

All POD training courses and programmes are evaluated on a 3 year cycle using Kirkpatrick's model. Electronic feedback is used to obtain participants' immediate reaction to the learning experience. The overall satisfaction rate for the training on a score of 1 to 5 (5 being excellent) was 4.4 for 2018. Level 3 evaluation is uses a combination of management information, JISC electronic survey, focus groups and interviews with participants and participants' line managers. In response to feedback, over the last 3 years POD have:

- added a 'Leading in a diverse organisation' module onto the Senior Leadership Programme
- added an online "Diversity in the Workplace" module onto the accredited management programme.
- increased the number of programmes available to academic team leaders
- reviewed the central induction programme to be more inclusive to academic staff.

Ongoing plans include:

- a reverse mentoring module will be added to ELP from 2019/20, with mentors being provided by our staff networks (**Action 5.2.5**)
- introduction of 'LinkedIn Learning': five learning pathways, including one on unconscious bias, will be available to all staff and students (**Action 5.2.7**).

### (vi) 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.

All academic staff have an annual Professional Development Review (PDR). This is an opportunity to have a structured conversation covering:

- progress against objectives
- setting performance and developmental objectives
- discussion of career aspirations and the development needs to support promotion.

PDR review forms are completed by direct line managers and reviewed by second line managers using agreed templates to ensure quality and consistency. The development needs are collated and fed into the college's training needs analysis. This information is used by POD and HEFi to plan provision for the following year.

We have started to record PDR completion rates since our last AS award, although current systems make data capture difficult. Of particular concern is the Careers in Research on line survey (CROS) in which only 68% of female and 59% male ECRs report having a PDR in the last two years (figure 62). Feedback from post-doctoral support groups suggests that there

is a need to clarify the PDR process. Guidelines will be produced for PDRs for post-docs and will also put in place a monitoring system to report to Heads of School (**Actions 5.2.9-5.2.11**).

**Figure 62: PDR completion rates (2016-2018)\***

PDR/Annual Review Completion		Support staff			Academic staff			Admin and other related staff		
		Yes	No	% Complete	Yes	No	% Complete	Yes	No	% Complete
2016	Male									
	Female									
2017	Male	595	306	66%	20	1473	1%	368	323	53%
	Female	919	672	58%	11	1347	1%	467	445	51%
2018	Male	487	488	50%	976	712	58%	609	130	82%
	Female	1008	671	60%	869	660	57%	786	187	81%

\*We do not have data for 2016

Training for PDR reviewers is mandatory. Over the last three years reviewer training was delivered to two groups: i) academic/academic related, and ii) support staff. Evaluation has identified the need to train academic and academic related staff separately to accommodate their specific learning needs (**Action 5.2.10**).

(vii) 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.

Every new academic on probation is allocated a mentor and together they draft a Personal Probationary Development Plan (PPDP) which provides a clear statement of the objectives to be achieved in teaching, research and administrative activities over a three year period together with the training and development required to support this. Teaching staff must also complete the Post Graduate Certificate in Higher Education during probation.

The 2019 survey showed 80% of all new academics said their induction was a positive experience with 94% finding their academic mentor very helpful or helpful. There is no gender breakdown available. We will collect this information in future (**Action 5.2.3**).

All academic T&R staff are entitled to study leave equivalent to one semester every three years. In addition to study leave, the remission of duties policy enables staff who take maternity/adoption leave to get additional support on return.

We have Post-doctoral and Early Research Career and Training (PERCAT) group for STEM subject areas and Early Careers network for Academic and Research Staff (ECARS) for AHSSBL subject areas. PERCAT and ECARS provide access to a range of training courses, career advice, funding opportunities, workshops, seminars, promotion and probation events in line with the Concordat and the Vitae Researcher Development Framework. We have held the HR excellence in research award since 2011. An implementation team will be set up to ensure compliance with the Research Concordat (2019) (**Action 5.2.6**).

POD run courses for early career researchers. Significantly more of the places are taken by females (figures 63 – 64). However there are fewer STEM females attending career development workshops and academic team leader (**Action 5.2.8**).

**Figure 63: All Early Career Researcher course attendance (2016-2018)**

Courses	2016/2017				2017/2018				2018/2019			
	Male	Female	Total	% Female	Male	Female	Total	% Female	Male	Female	Total	% Female
Career Planning for Researchers	0	0	0	0%	13	16	29	55%	9	12	21	57%
Academic Team Leader	12	6	18	33%	12	15	27	55%	14	13	27	48%
Research Team Leader	4	10	14	71%	6	6	12	50%	7	7	14	50%
Grant Writing	38	29	67	43%	22	28	50	56%	17	14	31	45%
Journal Writing	23	29	52	52%	9	20	29	69%	1	8	9	89%
Career Development Workshop	8	31	39	79%	8	30	38	79%	6	17	23	74%
Total	85	105	190	55%	70	115	185	62%	54	71	125	57%

**Figure 64: STEM/AHSSBL Early Career Researcher course attendance (2016-2018)**

Courses attended by STEM/AHSSBL	2016/2017				2017/2018				2018/2019			
	Female STEM	Female AHSSBL	Total	% STEM Female	Female STEM	Female AHSSBL	Total	% STEM Female	Female STEM	Female AHSSBL	Total	% STEM Female
Career Planning for Researchers	0	0	0	0%	15	1	16	94%	6	6	12	50%
Academic Team Leader	1	5	6	17%	6	9	15	40%	5	8	13	38%
Research Team Leader	0	10	10	0%	0	6	6	0%	4	3	7	57%
Grant Writing	25	4	29	86%	24	4	28	86%	10	4	14	71%
Journal Writing	23	6	29	79%	15	5	20	75%	7	1	8	88%
Career Development Workshop	11	20	31	35%	5	25	30	17%	3	14	17	18%
Total	60	45	105	57%	65	50	115	57%	35	36	71	49%

## Developing Leadership: Research Leaders, ELP, SLP and Aurora

The University runs three core leadership programmes: Senior Leadership Programme (SLP); Emerging Leaders Programme (ELP) and Research Leaders programme (RLP). Entry is via nomination and since 2018 an equality impact assessment has taken place.

**Figure 65: All leadership programme attendance (2016-2018)**

Number of female/male on leadership programmes	2016				2017				2018				2019			
	Male	Female	Total	% Female	Male	Female	Total	% Female	Male	Female	Total	% Female	Male	Female	Total	% Female
Senior Leaders Programme	9	6	15	40%	11	5	16	31%	13	4	17	24%	8	10	18	56%
Emerging Leaders Programme	26	23	49	47%	16	16	32	50%	21	15	36	42%	25	24	49	49%
Research Leaders Programme	9	9	18	50%	38	27	65	42%	44	27	71	38%	42	42	84	50%
Totals	44	38	82	46%	65	48	113	42%	78	46	124	37%	75	76	151	50%

**Figure 66: STEM/AHSSBL leadership programme attendance (2016-2018)**

Number of academic female by STEM/AHSSBL on leadership programmes	2016				2017				2018				2019			
	Female STEM	Female AHSSBL	Total	% STEM Female	Female STEM	Female AHSSBL	Total	% STEM Female	Female STEM	Female AHSSBL	Total	% STEM Female	Female STEM	Female AHSSBL	Total	% STEM Female
Senior Leaders Programme	3	1	4	75%	3	1	4	75%	0	3	3	0%	3	6	9	33%
Emerging Leaders Programme	7	5	12	58%	6	6	12	50%	3	7	10	30%	8	8	16	50%
Research Leaders Programme	4	5	9	44%	4	2	6	66%	6	2	8	75%	3	5	8	37%
Totals	14	11	25	56%	13	9	22	59%	9	12	21	43%	14	19	33	42%

The numbers of female participants on average is slightly below that of their male counterparts, but as a percentage of the total population is significantly higher. A breakdown of STEM and ASHBL shows that overall more STEM females have attended, although this has dropped very slightly in the last 2 years. There was a significant drop in STEM females attending SLP in 2018 and 2019. As a result we have targeted STEM females for 2020. The University also supports female academic members of staff to undertake the Aurora programme, with cohorts ranging from 5 – 12 each year.

## SILVER APPLICATIONS ONLY

### 5.3. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels. Provide details of uptake 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?

(vi) Appraisal/development review

Describe current professional development review for professional and support 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.

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

### 5.4. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

(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.

The University has a central maternity fund to meet the costs of enhanced maternity/adoption/SPL leave. This includes providing staff cover and any costs associated with the 'remission of duties' policy to buy out teaching when staff return to help ease their transition back into the workplace. The central fund covers core-funded staff and we will take action to expand our support for non-core staff (**Action 5.3.5**).

Staff with 12 months continuous service (who return for 3 months) receive 18 weeks maternity, adoption and SPL at full pay.

In 2018 we removed the 3 month return requirement for staff on FTCs whose contract end date falls during their leave or within 3 months of their return. Contracts are automatically extended and staff qualify for enhanced pay. We have had positive feedback from College Equality Leads that this change has simplified leave and reduced stress for pregnant staff.

Introducing a 'one stop' resource for staff with families was an action from our 2014 application. The Family Leave intranet provides detailed information on family leave and pay, including SPL, surrogacy and IVF. This is framed in a user-friendly way – 'I'm pregnant',



'my partner is having a baby', 'I'm adopting' etc. This includes a family leave calculator, so that staff can model their leave and pay entitlements.

Family leave is inclusive of same sex couples and people with different gender identities. Our maternity guidance explicitly states arrangements apply to any member of staff who is pregnant, whatever their gender identity.

**Figure 67: Maternity Leave and Pay FAQs page**

Congratulations on your pregnancy! The University's arrangements for pregnancy and maternity leave and pay are set out in the [Maternity Leave and Pay Arrangements](#) and common FAQs addressed below.

If you are an academic member of staff, there is further guidance for you and your manager: [Guidance on managing maternity, pregnancy and adoption leave for academic staff](#).

If you are adopting a child, please go to the section on [adoption](#).

[Open all sections](#)

1. When do I need to tell the University I am pregnant? +
2. Health and Safety during pregnancy +
3. Antenatal appointments +
4. How much maternity leave and pay am I entitled to? +
5. Can I share my maternity leave with my partner? +
6. What are Keeping in Touch (KIT) days? +
7. What if I am on a fixed term contract? +
8. Miscarriages and still births +
9. Returning to work +

**In 'Family Friendly'**

- > Adoption and surrogacy
- > Dependants leave
- > Family Friendly
- > **Maternity leave**
- > Paternity leave
- > Shared parental leave

[Back to 'Time and Attendance'](#)

**Figure 68: Adoption Leave and Pay FAQs page**

[Open all sections](#)

1. How much adoption leave am I entitled to? +
2. Is adoption leave paid? +
3. Booking your adoption leave +
4. My partner is taking adoption leave +
5. Am I entitled to time off to attend adoption meetings? +
6. Can my partner and I share adoption leave? +
7. What are Keeping in Touch (KIT) days +
8. What if I am on a fixed term contract? +
8. Disrupted placements +
9. Returning to work after adoption leave +

> Shared parental leave

[Back to 'Time and Attendance'](#)

Locally, line managers discuss with staff their leave, cover arrangements, keeping in touch and return to work arrangements. Staff then arrange their leave directly through the Core HR system. Feedback from School Equality Leads indicates line manager awareness of their responsibilities can vary, particularly in academic disciplines with fewer female staff and where experience of managing pregnancy and maternity leave/return is relatively rare. We will provide a parental leave checklist for managers to improve confidence in having conversations with pregnant staff and provide consistency and will deliver parental leave workshops for managers in Schools (**Action 5.3.2**).

There has been a sector shift towards arrangements that are more generous than 18 weeks enhanced pay and the reduction/removal of length-of-service qualifications. We will recommend (for UEB approval) an increase in the number of enhanced weeks that places us in the top quarter of Russell Group institutions' arrangements and the potential removal/reduction of qualifying periods (**Action 5.3.3**).

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

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

The central maternity fund covers the costs of providing cover for core-funded staff on leave, such as teaching hours and supervision.

Information on taking KIT/SPLIT days is included on the Family Leave intranet. We do not hold historical records on their use (data is dispersed across Colleges and Payroll), but will do so with the introduction of Core HR systems.

KIT/SPLIT days will be included in the manager's parental leave checklist and managers' training (**Action 5.3.2** above).

(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.

Our 2014 action plan introduced the Remission of Duties policy, enabling staff on Research and Teaching contracts to drop teaching or administration for one term on their return. Associated costs (such as teaching cover) are covered by the central maternity fund. The requirement is that staff have taken 6 months+ parental leave. We do not hold historical records on uptake of remission of duties (data is dispersed across Colleges and Payroll), but will do so following the introduction of Core HR. Feedback from USAT members, College Equality Leads and Athena focus groups is that:

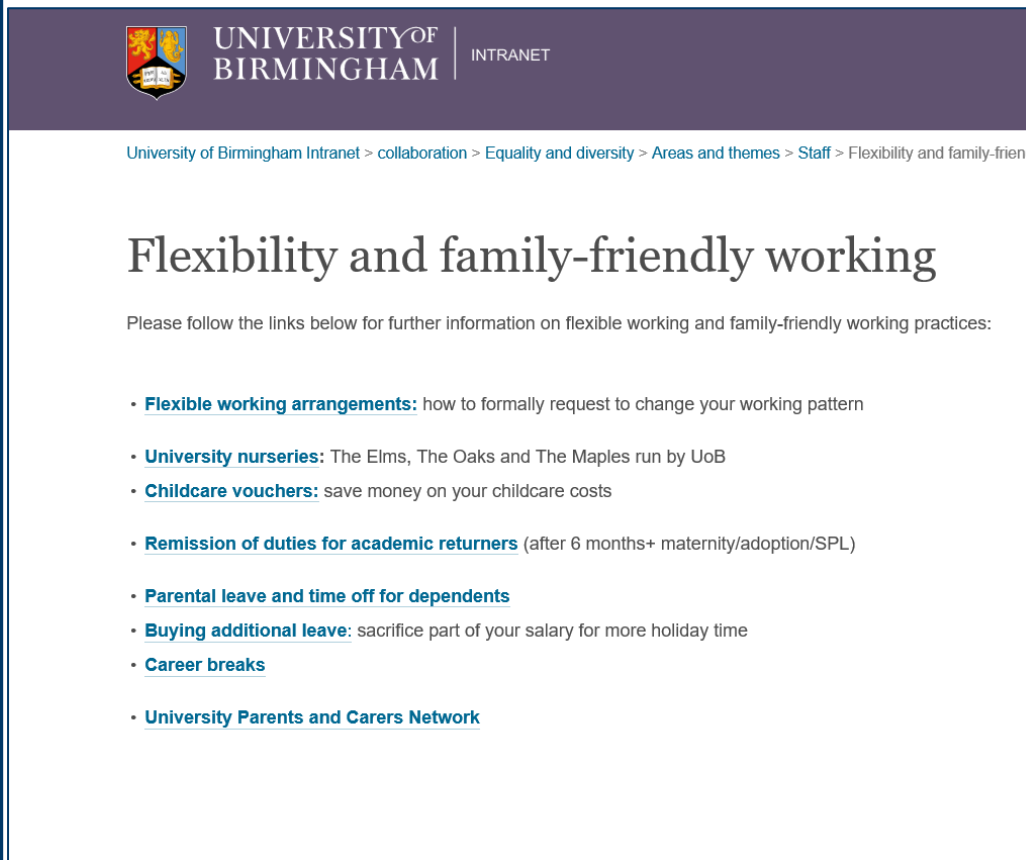
- The policy is not widely known in their areas
- The 6 month leave requirement is a barrier for staff who do not take their full maternity leave

- The gap in provision for staff not on Teaching and Research contracts

We will revise the policy to be more flexible and encompass shorter leave periods, relaunch it as the 'UoB Returners Fellowship' (**Action 5.3.4**) and include it in the managers' checklist (**Action 5.3.3**). Support and clear guidance for staff taking leave who are not on 3-legged contracts is also a gap in provision and will be addressed through guidance (**Action 5.3.5**).

The Family Leave intranet has a dedicated section on returning to work and managing childcare so staff have information on these options as soon as they begin planning their leave:

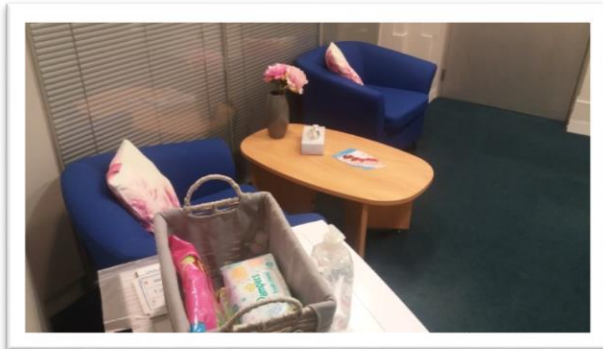
**Figure 69: Returning to work resource**



Returning nursing mothers are provided with space and equipment. Our 2014 action plan committed to increase the number of dedicated nursing rooms on campus. This has risen from 2 to 6 and it is now Estates policy that any new builds have a dedicated room.

In 2019 the Parents and Carers Network was commissioned by the Equality Team to undertake a review of nursing rooms to establish a set standard across campus. This has resulted in a refurbishment of current rooms and a checklist for the content of nursing rooms as they are developed. Parents and Carers will undertake a termly review of rooms to ensure standards are maintained (**Action 5.3.8**). The review also identified that the location of nursing rooms is not widely known. We will ensure they are included on all University maps (**Action 5.3.8**). We will join a 'breast-feeding welcome here' scheme (**Action 5.3.9**).

**Figure 70: College of Medical and Dental Sciences nursing room**



Queries to the Equality Team indicate that some managers lack knowledge about their responsibilities towards staff who are breastfeeding. We will issue guidelines to ensure staff feel able and encouraged to continue breastfeeding on their return to work (**Action 5.3.9**). Our Hospitality & Accommodation Service will promote our public and catering areas as breastfeeding-friendly (**Action 5.3.9**).

Since our 2014 award, our Single Parents Network of 30 has grown into a broader Parents and Carers Network with 176 staff on its mailing list, (we cannot assess the gender breakdown from this, **Action 5.3.1**). The network is inclusive of male and female staff with child or adult caring responsibilities. It hosts monthly coffee catch ups and has introduced a “lunch and learn” programme. The first two lunchtime events of 2019 - 'Winning on the Home Front' and 'Creating quality family time and family well-being' - were attended by 26 and 21 staff (gender breakdown not available).

The network is promoted at staff induction and through the Family Leave and Equality intranets.

Figure 71: Parents and Carers' Network events



“Love these sessions: -The opportunity to network -Share ideas - Get hints/tips -Feel supported”

Quote from ‘Lunch and Learn’ feedback sheet

The Network is funded by the Equality Team and reports its activities and concerns to EEG via a termly report. The network conveners are volunteer members of staff. Our PDR training for managers includes the running and membership of staff networks as part of personal development. We will update our workload model to formally include running network activities (**Action 5.4.6**).

(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.

Between 2016-2018, 6% of staff (27 staff) did not return to work after their leave. 60% of non-returners were Professional Services staff. We will include staff leaving within 12 months of returning from maternity/adoption leave in our new exit interview scheme (**Action 4.2**).

Staff on FTCs which end during their maternity leave are extended to the end of the maternity leave +3 months to ensure they qualify for enhanced pay.

We will introduce an annual survey to capture experiences of staff who are 6 months into their return from maternity/adoption and SPL, to identify how we can better support staff at the planning/taking/returning stages of family leave. We will also survey these staff members' managers to measure the impact of interventions such as the managers' family leave checklist (**Action 5.3.1**).

**Figure 72: Maternity return rate (2016-2018)**

Maternity leave return rate (2016-2018)		Returned to work at end of leave		
	Staff taking leave (no.)*	Yes	No	Return rate (%)
All Academic Staff	286	275	11	96%
STEMM only	198	190	8	96%
AHSSBL only	88	85	3	97%
Professional Services staff	172	156	16	91%
TOTAL	458	431	27	94%

\* This data only includes staff who are at least 6 months post-leave, i.e. not staff still on leave at the time of writing.

#### SILVER APPLICATIONS ONLY

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

#### (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.

Paternity/Partner Leave is enhanced to 2 weeks full pay. As leave is arranged directly with line managers there is no historical data on uptake or length of leave. Going forward, Core HR will enable us to monitor this (**Action 5.3.6**).

12 members of staff have taken Shared Parental Leave (SPL), with a 50/50 gender split. All but one have been academic staff. Anecdotal feedback is that female academics particularly value the flexibility of discontinuous SPL as an alternative to maternity leave.

In April 2018, SPL was harmonised with maternity and adoption pay (i.e. full pay for 18 weeks) to ensure all staff are financially incentivised to use SPL.

Our Business School has undertaken national research into the uptake of SPL as part of its Equal Parenting Project. This included consultation with staff at the University. We will implement the findings of the research to increase the numbers of staff utilising SPL (**Action 5.3.7**).

Adoption leave/pay are fully harmonised with maternity and included in the maternity data as numbers are small. Adoption arrangements are inclusive of surrogacy.

(vi) Flexible working

Provide information on the flexible working arrangements available.

Currently, staff with 26 weeks continuous service can formally apply to switch to a flexible working pattern. To support the action that we welcome conversations about flexibility in our job adverts and descriptions (**Action 5.1.3**) we will remove the 26 week eligibility requirement and offer the right to apply from day 1. We will also include a discussion of flexibility in the 'offer script' for managers (**Action 5.3.10**).

Our policy promotes the use of part-time, job share, term time only, compressed hours, staggered hours and home working. Academic and academic-related contracts do not specify time requirements (though there is a notional 37.5 hour working week) and many staff work use informal flexible working (see figure 73 below – staff survey). We do not monitor applications/approvals historically (as this would be a local decision), but can under Core HR from 2019 onwards (**Action 5.3.11**).

**Figure 73: 2018 Staff Survey**

Flexible Working Questions	Positive response	
	Male	Female
I am aware of the formal flexible working policies and arrangements at the institution	69%	78%
If I formally requested flexible working arrangements I am confident the request would be granted	59%	57%
I am able to take advantage of flexible working on an informal basis, for example sometimes working from home	83%	80%
My manager is supportive of flexible working	74%	71%

**Figure 74: Academic staff on less than 1 FTE (2018)**

Academic grade	% in grade <1 FTE	
	Female	Male
Research Associate/Fellow (6/7)	30%	10%
Research Fellow, Lecturer (8)	9%	3%
Senior Lecturer, Senior Research Fellow (9)	7.50%	4.50%
Reader (9)	2%	9%
Professor (10)	15.50%	15%
<b>Total part-time</b>	<b>16.50%</b>	<b>12.50%</b>

In 2018, only 23% of part-time staff are academics, with female academics more likely to be part-time than male, and part-time working in senior grades largely driven by phased retirement, (48% of part-time Professors are aged >60). Figure 73 shows a stark contrast between informal flexible working, managers being supportive of flexibility and belief that a formal request would be granted.

We want to create a culture that accepts a diversity of working patterns across all grades and genders as legitimate. As senior staff have a huge impact on organisational culture and norms, we will begin a project - provisionally entitled 'How I make it work' - profiling senior male and female staff and their formal and informal working patterns form inclusion in the monthly staff magazine and the flexible working intranet (**Action 5.3.11**).

(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.

We do not have a specific policy, but requests to increase working hours are considered by Heads of College and HR. These are subject to business needs and available funding, but the University would always seek to approach these requests positively and accommodate them whether possible.

(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 operate 3 nurseries offering full and part-time places, with discounted rates for staff and students. Hours are 07.55 – 18.20. This does not exactly match teaching hours and we will review the feasibility of better aligning provision (**Action 5.3.12**).



(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.

The Parents and Carers Network is inclusive of all staff with caring responsibilities and their intranet has a dedicated section for carers, including flexible working, access to the Citizens Advice Bureau on campus, the staff counselling service and local carers' resources.

We will work with the Parents and Carers Network to develop specific guidance and support, such as the introduction of leave for carers (**Action 5.3.13**).

## 5.5. Organisation and culture

### (x) 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.

### Embedding equality in our structures

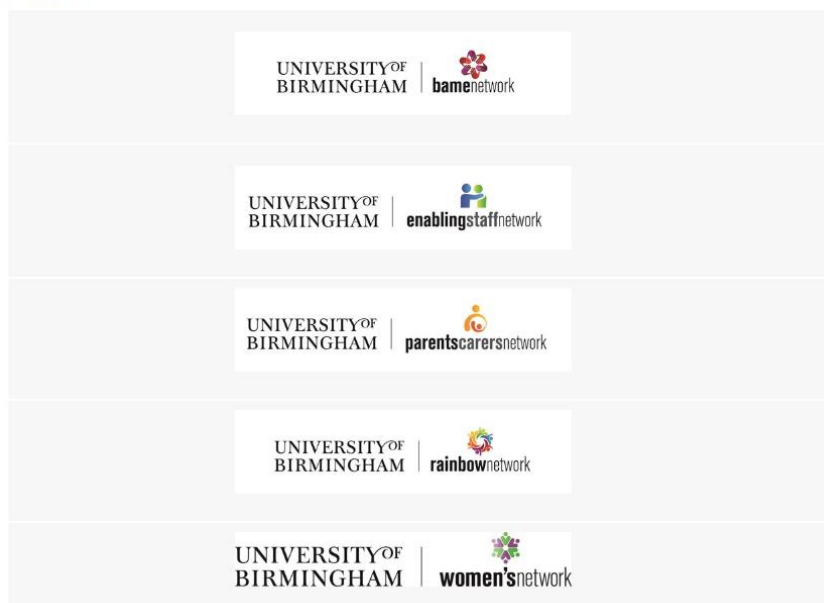
In line with Athena principles, the Equality Scheme is integral to the University's Strategic Framework, which includes a commitment to increase gender and ethnic diversity at senior levels. A UEB gender champion ensures that discussions of policy/strategy are informed by a gender perspective.

The disciplinary differences between STEMM and ASSHBL highlight the importance of action and commitment at a College as well as University level. Each College now has its own E&D Committee, chaired by the College Equality Lead. The Lead is a member of both their College Board and the University Equality Executive Group which oversees major equality initiatives and serves as a forum for sharing best practice between Colleges. We will develop this structure further by working with Colleges to develop College-level gender equality objectives and targets which will be monitored by EEG (**Action 4.1**).

The University's 5 staff networks (funded by the University, but run independently by staff) play an important role in creating an inclusive culture of at the university.

### Figure 75: University staff networks

Staff Networks



In addition to providing a place where individuals can discuss issues and concerns, the Networks work closely with EEG and the Equality and Diversity team, advising on policy and running events to raise awareness of issues such as gender representation and combining work and caring responsibilities. Recent events include:

### "Women in Science: Challenges and opportunities in a career in academia" Professor Helen Cooper

Wednesday 12 June 2019  
12:30 - 13:30 | Watson Building LTA (G3 on campus map)

Helen J. Cooper is Professor of Mass Spectrometry and EPSRC Established Career Fellow in the School of Biosciences. She obtained her BSc and PhD in Chemistry at the University of Warwick. She remained in the Dept of Chemistry as Experimental Officer for a further three years before moving to the National High Magnetic Field Laboratory at Florida State University.

She returned to the UK to begin her independent academic career at the University of Birmingham and has remained there ever since, moving through the ranks of Research Fellow, Senior Lecturer, Reader and Professor. This seminar will discuss personal insights into the challenges and opportunities for women in science academia.



### Inspiring Women – WN Luchtime Seminar Series

#### Gurjeet Dhami

Wednesday 23 October 2019  
12:00 - 13:00 | Biosciences NG08

Gurjeet experienced an unprecedented and life changing event, where a loved one, died by suicide. In the depth of her grief and pain, she channeled her energy and focus on raising awareness on the prevention of suicide.



Gurjeet's journey continues to be challenging; however, she sought solace in supporting existing Suicide Prevention Charities to influence and educate communities and not to shy away from taboo subjects. Gurjeet's main aim is to shift the perception, mind-sets and misconception around mental health and suicide and create a platform for families/friends/strangers to start discussions on such taboo topics.

She has appeared on various TV shows, Radio Stations and newspapers to discuss the prevention of suicide. In 2017, Gurjeet gained a momentous recognition, where she was nominated as a finalist for the Pride of Britain Award for the Central Region. Gurjeet is also an active member of the Suicide Steering Committee for Birmingham Public Health and a part of the working group for 'Mentally Healthy Birmingham'.

[Register now](#)

## "The sound of Breaking Glass" Tracy Pound

Friday 22 March  
12:30 - 13:30 | School of Education, Room G39

Keynote speaker Tracy Pound was introduced by Mark Gee, CIO of IT Services, University of Birmingham.

Tracy Pound is a longtime career woman with 34 years' experience and an IT trend-spotter who has experienced growth and change along with the IT industry. In addition to setting up IT training and consultancy business, Maximity, she's co-owner of an award winning insurance brokerage and is a member of CompTIA's Board of Directors. Tracy was voted PCR'S Woman of the Year 2016 and was awarded CompTIA's Member of the Year in March 2017 and is passionate about encouraging more girls and women to consider a career in tech.



[Watch the talk on Youtube](#)

(xi) 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.

EEG produces an annual assurance report for UEB and Council, which monitors qualitative and quantitative data on HR and equality policies. The HR Director (also a member of EEG) has termly meetings with the Unions to identify any inconsistencies in HR policies and practice. A University moderation group reviews all performance-related increments/bonuses by gender.

Complaints are monitored on an annual basis by HR and Student Services to identify if there are any trends in the type of complaint and/or the area of the University that complaints originate from. An anonymous online reporting tool has been implemented to report concerns about sexual harassment and micro-aggressions. Statistics on sexual harassment are reviewed termly by the Sexual Harassment Steering Group.

An HR Business Partner (HRBP), is embedded with each College attending College Boards and moderation meetings. HRBPs meet weekly to share best practice and ensure consistency across the University.

POD runs development programmes for staff taking on management responsibilities. CoSS is piloting a set of 'bite size' lunchtime training sessions for newly appointed academic managers in 2019/20 covering recruitment, selection and induction, probation and PDRs and managing leave and career (**Action 5.4.3**).

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

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

**Figure 76: Heads of College and School by gender**

STEMM Colleges	2016/2017				2017/2018				2018/2019			
	Head of College		Head of School		HoC		HoS		HoC		HoS	
	M	F	M	F	M	F	M	F	M	F	M	F
CoEPS	1 (100%)	0	6 (86%)	1 (14%)	1 (100%)	0	6 (86%)	1 (14%)	1 (100%)	0	5 (71%)	2 (29%)
CoLES	0	1 (100%)	3 (75%)	1 (25%)	0	1 (100%)	3 (75%)	1 (25%)	0	1 (100%)	4 (100%)	0 (0%)
CoMDS	1 (100%)	0	6 (75%)	2 (25%)	1 (100%)	0	6 (75%)	2 (25%)	1 (100%)	0	6 (75%)	2 (25%)
<b>STEMM Total</b>	<b>2 (66%)</b>	<b>1 (33%)</b>	<b>15 (79%)</b>	<b>4 (21%)</b>	<b>2 (66%)</b>	<b>1 (33%)</b>	<b>15 (79%)</b>	<b>4 (21%)</b>	<b>2 (66%)</b>	<b>1 (33%)</b>	<b>15 (79%)</b>	<b>4 (21%)</b>
AHSSBL Colleges	2016/2017				2017/2018				2018/2019			
	Head of College		Head of School		HoC		HoS		HoC		HoS	
	M	F	M	F	M	F	Male	Female	M	F	M	F
CoAL	1 (100%)	0	4 (80%)	1 (20%)	1 (100%)	0	4 (80%)	1 (20%)	1 (100%)	0	3 (60%)	2 (40%)
CoSS	1 (100%)	0	3 (75%)	1 (25%)	1 (100%)	0	2 (50%)	2 (50%)	1 (100%)	0	2 (50%)	2 (50%)
<b>AHSSBL Total</b>	<b>2 (100%)</b>	<b>0</b>	<b>7 (75%)</b>	<b>2 (25%)</b>	<b>2 (100%)</b>	<b>0</b>	<b>6 (67%)</b>	<b>3 (33%)</b>	<b>2 (100%)</b>	<b>0</b>	<b>5 (55%)</b>	<b>4 (45%)</b>
<b>University Total</b>	<b>4 (80%)</b>	<b>1 (20%)</b>	<b>22 (79%)</b>	<b>6 (21%)</b>	<b>4 (80%)</b>	<b>1 (20%)</b>	<b>21 (75%)</b>	<b>7 (25%)</b>	<b>4 (80%)</b>	<b>1 (20%)</b>	<b>20 (71%)</b>	<b>8 (29%)</b>

Almost half of AHSSBL Heads of School (HoS) are female (45%). There are fewer female HoS in STEMM disciplines (21%) and CoLES has no female HoS, although it has recently appointed its second female HoC.

Focus group feedback suggests that junior and middle ranking women are conscious of the lack of role models and tend not to see themselves progressing to HoS roles. To counter this we will review senior job descriptions to ensure gendered language is not a barrier, set gender targets for executive search agencies and we encourage more women to attend leadership programmes. (**Actions 5.1.1 - 5.1.3, 5.2.8**).

(xiii) 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.

**Figure 77: Senior Management Committees by gender**

Committee		2016/2017			2017/2018			2018/2019		
		M	F	%F	M	F	%F	M	F	%F
Council	<b>Total</b>	15	7	32%	15	8	35%	15	8	35%
University Executive Board	Academic	8	2	20%	8	2	20%	8	2	20%
	Professional Services	2	0	0%	2	0	0%	1	1	50%
	<b>Total</b>	<b>10</b>	<b>2</b>	<b>17%</b>	<b>10</b>	<b>2</b>	<b>17%</b>	<b>9</b>	<b>3</b>	<b>25%</b>
Senate*	Academic	34	17	33%	33	18	35%	35	16	31%
	<b>Total</b>	<b>36</b>	<b>21</b>	<b>37%</b>	<b>35</b>	<b>21</b>	<b>38%</b>	<b>38</b>	<b>19</b>	<b>33%</b>
University Leadership Forum	Academic	54	14	21%	51	18	26%	53	22	29%
	Professional Services	10	10	50%	11	10	48%	12	13	52%
	<b>Total</b>	<b>64</b>	<b>24</b>	<b>27%</b>	<b>62</b>	<b>28</b>	<b>31%</b>	<b>65</b>	<b>35</b>	<b>35%</b>

Despite gradual increases over the period, the representation of women (particularly academic) on senior management committees remains a concern. External consultants Saxton Bampfylde have been contracted to diversify the membership of Council in the next recruitment round. Heads of College will proactively encourage female staff to put themselves forward for Senate.

(xiv) 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.

**Figure 78: Influential institutional committees by gender**

Committees		2016/2017			2017/2018			2018/2019		
		M	F	%F	M	F	%F	M	F	%F
Equality Executive Group	Academic Staff	3	3	50%	3	2	40%	3	3	50%
	Professional Services Staff	4	3	43%	5	3	38%	4	3	43%
	<b>Total</b>	7	6	46%	8	5	38%	7	6	46%
Research Committee	Academic Staff	9	3	25%	8	4	33%	9	3	25%
	Professional Services Staff	3	2	40%	3	2	40%	3	3	50%
	<b>Total</b>	12	5	29%	11	6	35%	12	6	33%
Education Committee	Academic Staff	6	3	33%	9	6	40%	7	7	50%
	Professional Services Staff	2	1	33%	2	1	33%	1	2	67%
	<b>Total</b>	8	4	33%	11	7	39%	8	9	53%
Engineering and Physical Sciences College Board	Academic Staff	10	2	17%	9	2	18%	8	4	33%
	Professional Services Staff	2	3	60%	2	3	60%	1	4	80%
	<b>Total</b>	12	5	29%	11	5	31%	9	8	47%
Life and Environmental Sciences College Board	Academic Staff	6	3	33%	8	3	27%	9	4	31%
	Professional Services Staff	2	4	67%	2	3	60%	2	4	67%
	<b>Total</b>	8	7	47%	10	6	38%	11	8	42%
Medical and Dental Sciences College Board	Academic Staff	13	5	28%	14	5	26%	12	3	20%
	Professional Services Staff	1	3	75%	1	3	75%	1	3	75%
	<b>Total</b>	14	8	36%	15	8	35%	13	6	32%
Arts and Law College Board	Academic Staff	6	4	40%	6	4	40%	4	6	60%
	Professional Services Staff	1	3	75%	1	3	75%	1	3	75%
	<b>Total</b>	7	7	50%	7	7	50%	5	9	64%
Social Sciences College Board	Academic Staff	7	3	30%	7	4	36%	8	3	27%
	Professional Services Staff	1	3	75%	1	3	75%	1	3	75%
	<b>Total</b>	8	6	43%	8	7	47%	9	6	40%

Committee members are generally appointed as a result of their role and as the number of women in senior roles has increased, representation of women on all Boards is now over 30%. There is a need to increase the representation of female academic staff in MDS and Research Committee through positive action directly targeting female staff (**Actions 5.4.1, 5.4.7**).

(xv) 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 based on role and recognised in workload allocations. Many senior roles are held for a 3 year period. Overload needs to be systematically reviewed particularly in areas where the number of senior female academics is low (**Action 5.4.6**).

(xvi) 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?

Draft equality policies are reviewed by EEG. An online Equality Analysis toolkit is used across the University to support policy development. The incoming DPVC has identified opportunities to improve the monitoring and oversight of policy development and key processes (**Actions 5.4.1**).

(xvii) 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.

Each College has a workload model which includes Athena activities. Focus groups suggest female staff question whether the models operate effectively. To increase transparency and fairness we plan to evaluate the operation of the workload model across colleges for potential gender bias (**Action 5.4.6**).

(xviii) 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.

The major institutional events (Birmingham Professional Forum, Vice Chancellor's Forum) are now always held between 10 – 3pm and on different weekdays to be inclusive of part-time staff and those with caring responsibilities. The University does not have a policy on meeting times, but it is generally accepted core hours are 10 – 4 and staff are increasingly confident in challenging meetings outside of these hours.

(xix) 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.

As part of our 2014 Athena award the University invested in two strategic arts-based projects to raise the profile and increase understanding of gender equality issues. “Making Space” (2017), aimed to acknowledge the female contribution to the University and to disrupt the predominately white, male imagery.

**Figure 79: A Selection of Images from the Making Space project**



“Stop Start” (2018) engaged the University community in a discussion about barriers to women’s career progression, asking over 100 female staff the questions: What Stops and Starts Your Day? What Stops and Starts Your Career? The responses graphically illustrated the barriers that women face.



Figure 80: #StopStart – What stops and starts your day?

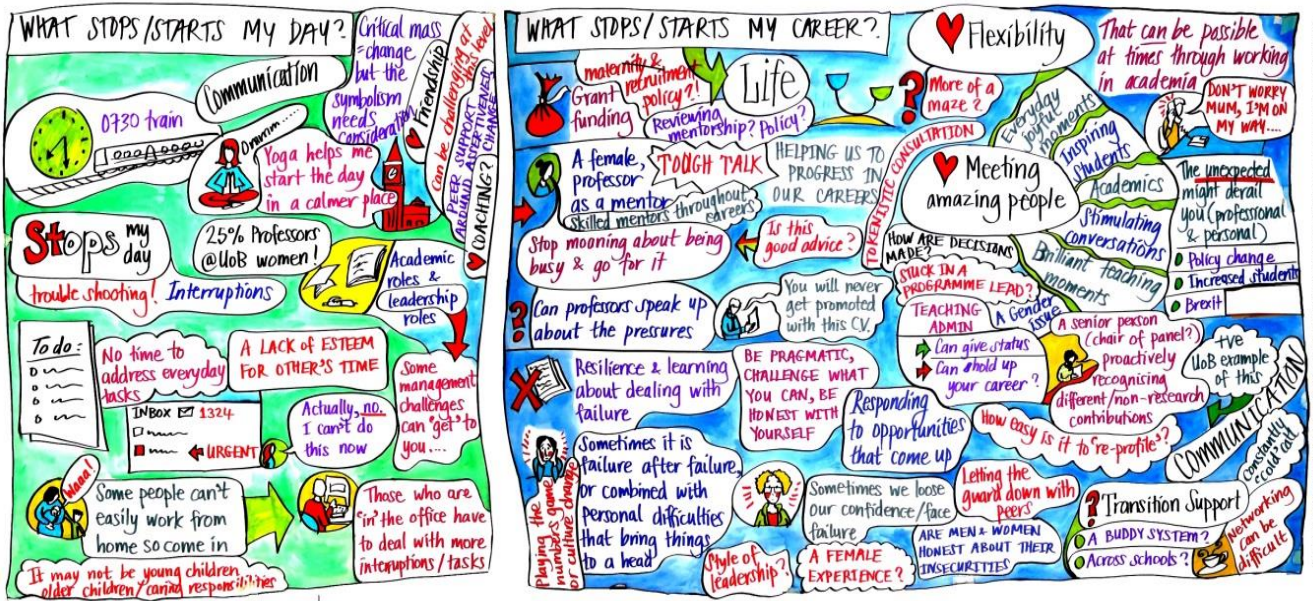
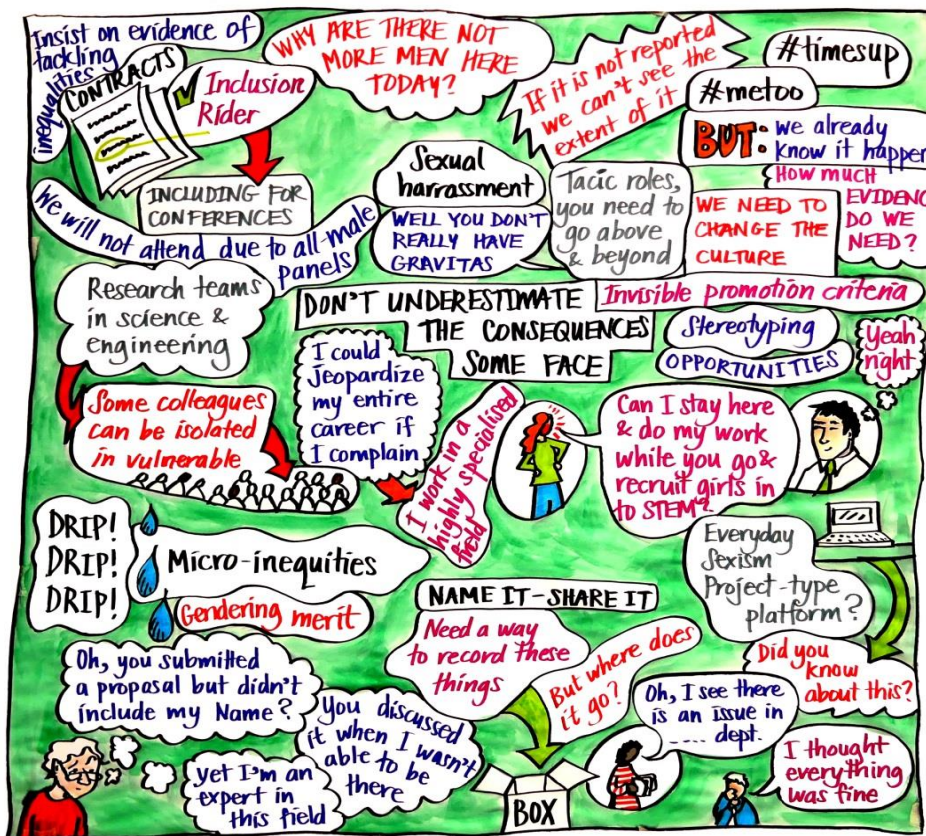


Figure 81: #StopStart – What stops and starts your career?



The graphics from StopStart are used as a resource in the Senior Leadership Programme and workshops discussing gender equality.

**Figure 82: Gender balance at institutional lectures 2016-2018)**

Lectures	2016/2017			2017/2018			2018/2019		
	Male	Female	% Female	Male	Female	% Female	Male	Female	% Female
VC Distinguished Lectures	2	1	33%	2	-	-	3	2	40%
VC Great Debate	-	-	-	4	-	-	4	3	38%
Baggs Memorial Happiness Lecture	-	1	-	1	-	-	1	-	-

The representation of women at major institutional events has improved and targets for 50/50 gender balance will be incorporated into marketing and events strategy (**Action 5.4.8**). In addition, Schools and colleges will be asked to set gender targets for workshops/seminars speakers (**Actions 5.4.8**).

### Publicity Materials

Our 2014 application identified the need to ensure that women and men are represented equally across different media platforms. The representation of female researchers has increased markedly in recent years as shown below:

Birmingham Heroes is a national campaign which highlights the University’s research activities and their impact.

**Figure 83: Major Campaigns (2016-2018)**

Major campaigns	2016/2017			2017/2018			2018/2019		
	Male	Female	% Female	Male	Female	% Female	Male	Female	% Female
	14	6	30%	10	10	50%	5	11	69%








University website content has been adapted to present a positive and encouraging image for under-represented groups.

Figure 84: CoEPS, Celebrating Women in Science and Engineering




## Figure 85: CoEPS, Celebrating Women in Science and Engineering

Profiles from students participating in the Alumni Mentoring programme:



**Anya Patel, Medicine**  
[View blogs](#)  
 Mentor: **Dr Andrew Vallance-Owen**, Former Bupa Group Medical Director and Bupa Foundation Deputy Chair

**Why ALMP?** I am looking forward to meeting my mentor, Dr Vallance-Owen, as he has had many roles through his university and professional career, particularly in leadership and management within BUPA and the BMA, alongside his clinical profession as a surgeon. I am hoping he will be able to advise me with regards to extra-curricular activities to be involved in, in order to gain insight and explore my career choices.



**Chloe Jagger, Business Management with a Year in Industry**  
[View blogs](#)  
 Mentor: **Valerie Hughes-D'Aeth**, HR Director, BBC

**Why ALMP?** I first came across the HR world when I was 12, and a family friend had just gotten onto a graduate programme in HR. She was explaining to me the type of work she would be dealing with, and being naturally very curious, I thought that HR would be perfect for me. I have since then considered many avenues to get into HR, and finally decided on a business degree, and have been fortunate enough to work in HR at Intel. Luckily, all of this has confirmed for me that HR the career I want to pursue in the future. I would like to gain as much experience and viewpoints as possible - something I am definitely looking to enhance through this mentoring scheme.

WISE (Women in Science and Engineering) Inspire events are promoted on the general University website.

### WISE Inspire: Dr Maria Velissariou

Posted on 08 Mar 2019

Share this page 

On 27 February, in the lead up to International Woman's Day, we at WISE had the privilege to invite Dr Maria Velissariou to talk at our 'Inspire' event.



Maria (second from the left), an alumna of the University (she studied her biochemical engineering PhD here, graduating in 1992) is the Chief Science and Technology Officer at the Institute of Food Technologists. She is an influential figure in the Chicago science community and sits on the Chicago Council of Science and Technology. During her time at PepsiCo, Maria was a founding member of the PepsiCo STEM Executive Council and Chair for Million Women Mentors, an initiative of STEMconnector® promoting STEM education and careers among girls and women.

Her talk, not only deeply inspiring, highlighted the importance of mentorship between women in science, a message that is profound and memorable as we celebrate all women today. Our evening also gave Maria the opportunity to make contact with a student, forming a new mentorship going forward. We at WISE are touched and proud that our event has allowed Maria to share her wisdom not just with the audience at the event, but a future woman in science.

As part of WISE Inspire we were delighted to interview Maria on her experiences at University and as a female scientist in industry.

**What are your favourite memories of your time at the University?**  
 There are so many...tea breaks were always welcome times to catch up and ideate, having the most amazing equipment creations by the famous glass blower at Chemical Engineering (a true artist) to idle talk in the University grounds on sunny days. But the fondest memory of all is meeting my husband there.

Buzz – our staff and community magazine - is circulated widely on campus and in the community 18 editions from 2016-19 have featured individuals on the cover, with a 50/50 gender balance:





(xx) 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.

A central team delivers Outreach activities under the University’s Widening Participation programme. We started to collect gender data this year, which shows that staff involvement is 52% male and 48% female (figure 86).

On average 38% of student participants in our sustained programmes are male and 62% female (figure 87).

**Figure 86: Staff involvement in Outreach**

Activity	2018/2019		
	Male	Female	% Female
Year 10 Health Professions Summer School	6	4	40%
Year 10 Unifest/Routes to Professions Summer School	7	4	36%
Year 12 Academic Enrichment Programme	18	15	45%
Year 12 National Access Summer School	11	10	48%
Year 12 Inspired@Birmingham	9	11	55%
Year 12 Routes to Professions	4	7	64%
Year 12 Masterclasses	19	18	49%
Totals	74	69	48%

**Figure 87: Student Involvement in Outreach**

Activity	2016/2017			2017/2018			2018/2019		
	Male	Female	% Female	Male	Female	% Female	Male	Female	% Female
Year 10 Health Professions Summer School	33	64	66%	27	81	75%	13	87	87%
Summer School	50	49	49%	39	54	58%	63	51	45%
Forward Thinking	79	110	58%	77	89	54%	79	94	54%
Year 12 Academic Enrichment Programme	31	66	68%	37	61	62%	33	77	70%
Year 12 National Access Summer School	14	50	78%	20	39	66%	16	34	68%
Year 12 Inspired@Birmingham	New programme			New programme			41	81	66%
Year 12 Routes to Professions	58	87	60%	71	106	60%	86	132	61%
A2B Tutors	126	220	64%	139	248	64%	221	319	59%
Total	391	646	62%	410	678	62%	552	875	61%



Additional outreach activity is carried out at School and College level. This is not monitored in terms of gender and is not consistently recognised in workload models. However, a female member of staff in Medicine and Dental Sciences has been promoted to Reader in Widening Participation in Biomedical Sciences. We will implement a central process to monitor the gender and ethnicity of all staff involved in outreach and report to the Activity Coordination group. Outreach activities will be included in workload model and promotion criteria (**Action 5.4.5**).

Each College webpage has an 'Outreach' section with a diverse representation of staff and students, particularly in areas where there is under-representation of a gender:

### Outreach and Widening Participation in the College of Medical and Dental Sciences

In the College of Medical and Dental Sciences we are committed to providing students from all backgrounds with the opportunity to discover education and research in biomedical sciences and healthcare.



Our Academic Enrichment programme and Health Promotion Scheme (HPS) have been running for over 10 years.

We have increased our intake of medical students from under-represented backgrounds by almost 500% since 2012.

Our well-established range of activities brings students onto campus allowing them to explore what it is like to be a student at our University while giving them an insight into the courses they could study here and the pioneering research underpinning them.

To help you in finding activities relevant to you, your children or your students, our events are grouped by the school year that they apply to.

- In 'Outreach and Widening Participation'
  - Junior Emergency Medicine (JEM)
  - Outreach and Widening Participation
    - Year 10
    - Year 11
    - Year 12
    - Year 13
  - Widening Access to Medicine
  - Birmingham Widening Access to Medical Sciences (BWAMS)
  - Work Experience
  - News and Past Events

### Outreach and Schools Activities



We see it as part of our role to inspire the next generation of young scientists, engineers and entrepreneurs. We visit local schools and welcome young people onto our beautiful campus to encourage exploration and understanding of the things we do and the opportunities available to them. Our academic schools have programmes of activities specific to their subject which run alongside our annual College of Engineering and Physical Sciences events for secondary school students on campus. Additionally our academics engage in university-wide activities designed to inspire and inform young people about their university choices.

Our outreach events complement the University Open Days which provide a perfect opportunity to come onto campus to discover the breadth of educational opportunities that we can offer. Please get in touch with the College Outreach and Schools Liaison Officer, to discuss your requirements.

- In 'Outreach'
  - EPS Outreach
    - Discover Engineering
    - Discover Science and Mathematics
    - News and events

Back to 'Engineering and Physical Sciences'

### Our Women in Engineering and Physical Sciences

**Female Faces**  
Dedicated perspective series celebrating our researchers, students and alumni.

**Girls in STEM**  
Dedicated EPS outreach programmes for aspiring young scientists and engineers.

**Engineering a sustainable future**  
Discussion with leading female engineers and academics on preparing for future challenges in the field.



**Athena Swan**  
The Athena SWAN Charter promotes and rewards good employment practice in the recruitment, retention and progression of female academics in Science, Technology, Engineering, Maths and Medicine (STEMM).

*Rapid Researcher - Aimee Goodall*


Women in Technology Confer...

Women in Technology Conference

Women in Engineering

### Additional support for young carers



We offer a range of additional support to young carers to aid the transition from school or college to university.

**Who are Young Carers?**  
Young carers are children and young people under 18 who help to look after a family member who is disabled, physically or mentally ill or has a substance misuse problem. The Carers Trust estimates that there are around 700,000 young carers in the UK. One of the challenges this group faces is that their educational progress may be disrupted through poor attendance, under achievement or bullying.

- To 'Opportunities and activities for pupils'
  - Events for school pupils
  - Preparing your students for university
  - Opportunities and activities for your pupils
  - School and campus visits
  - Meet the team

Back to 'Teaching'

The CoEPS has a particular focus on attracting more female students. It has adopted 'Demand 50:50' to avoid teacher bias. This requires schools participating in College-run pre-16 outreach activities to bring a gender-balanced group of students.

(xxi) Leadership

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

All of our STEMM Schools bar two have Athena awards and plan to apply for the next level of award. Two AHSSBL schools have bronze awards. The remainder are working towards an application by 2021/2. To support Schools in this we:

- Invested in a bespoke Tableau data system for Athena reports
- Instigated UoB Athena review panels for School applications, to advise on and approve applications before they are submitted to Athena.
- have established a workload allocation model (WAM) that recognises equality and Athena activities
- An Equality Adviser supports Schools with their applications and attends School SAT meetings.
- Arranges regular talks on Athena by speakers from other institutions.

**Actions (Action 5.4.4)**

- Create and manage an Athena Swan intranet page to include a regularly update events page and support tools for School AS leads
- Set up a user group to work with IT services to develop the functionality of Tableau
- Establish a series of Athena workshops to support Schools applying for Bronze and Silver awards
- Review and revise internal UoB Athena Panels to review School award applications

**WORD COUNT: 5085**

## 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 Trans Staff and Student Policy was developed in partnership with trans students and staff. It provides detailed information on key concepts such as gender identity, gender dysphoria, the gender binary and spectrum and transitioning. The policy sets out how the University will support trans staff and students and those who are in the process of transitioning. The University aims to deal with transitioning in a sensitive way and a member of the E&D team will work with the member of staff or student and their School to develop an action plan that is specific to that person and their needs. This includes how information will be shared with colleagues and students.

Trans issues are incorporated into our mandatory staff equality and diversity training and Harassment and Bullying Policy. The University runs LGBTQ Allies training, which explicitly includes acting as allies to trans colleagues. We have also run specialist Trans Awareness training for HR Advisers who work in Faculties and Departments.

Our systems for recording personal information include 'Mx'. Changes to names, gender and records are addressed in our Trans Policy and are actioned as part of the transition action plan.

Our Estates policy is that all new buildings have both single sex and gender-neutral toilet facilities and there is a rolling program of works to identify and install gender-neutral facilities in our current buildings. We are also mindful to ensure that single sex spaces remain in place across our campus, e.g. gender-neutral facilities are created alongside single sex facilities and do not replace them.

### (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.

We have monitored gender identity since 2015. To date 41% of staff have shared information on their gender identity, with 0.2% having a gender identity other than the one assigned to them at birth.

With such low numbers it is not possible to measure impact in the same way as for other protected characteristics. However, our Staff Rainbow Network is inclusive of trans people



and the E&D team have regular meetings with the Network Chair, which is an opportunity for issues to be raised and discussed.

(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.

Following the opening of our Dubai campus there has been considerable concern from the network about LGBTQ+ rights in Dubai. We have adopted the Stonewall ‘embassy model’ and worked closely with the network to address their concerns.

**Figure 88: Dubai staff intranet**

The screenshot shows the University of Birmingham Intranet page for Equality and Diversity. The header includes the University of Birmingham logo, the text 'UNIVERSITY OF BIRMINGHAM | INTRANET', and navigation links for 'Main website', 'Logout', 'For students', and 'For staff'. A search icon and the text 'Welcome Susan Squire' are also present. The breadcrumb trail reads: 'University of Birmingham Intranet > Dubai > Dubai staff > HR support > Staff Resources > Working in Dubai > Equality and Diversity'. The main heading is 'Equality and Diversity'. The text states: 'The University is committed to treating all members of its community fairly, equally and with dignity and respect. These are our global values and are underpinned by our Charter of Incorporation.' To the right of this text is a dark blue button labeled 'In 'Working in Dubai'' and a light grey button labeled '> Working in Dubai'. Below the main text, there are several paragraphs of text, including: 'Whilst we are sensitive to differences in law, societies and cultures, we expect all members of our community, wherever they are based, to adhere to our values in their interactions with each other.', 'The [Equality and Diversity in Dubai](#) document provides more information about the the University's approach to equality in Dubai.', 'You are also strongly advised to familiarise yourself with, and respect local laws and customs by visiting the [gov.uk website](#).', 'The [country profile for UAE](#) also provides further details on cultural considerations.', and 'Stonewall [Global Workplace Briefing, United Arab Emirates](#) also provides some guidance on LGBT matters in the United Arab Emirates.'

## FAQ's

These are questions that have been raised by members of staff in relation to Equality and Diversity in Dubai.

[Open all sections](#)

What is the University's approach to Equality and Diversity in Dubai? +

In terms of career progression, if an LGBTQ person is unable to take up a Dubai-related opportunity because of their sexual orientation, how will the university ensure that they are offered another equally good career development opportunity to compensate for their loss of this particular opportunity? +

In recruitment processes what is the university's policy if a transgender person applies for a post that is predominantly Dubai-based, and is clearly the front runner at interview? Will they be given the job? +

Can you provide more detail about the consultation procedures that have taken place with Stonewall and The Rainbow Network? +

What plans does the university have to communicate this information to staff and students? +

If a member of staff who is travelling to Dubai for a short secondment, wishes to change the details of their next of kin how can they do this? +

The University's current healthcare insurance (through the Birmingham Saturday Hospital fund and private insurance through AXA) is in principle inclusive of transition related healthcare for trans staff (assessed on a case by case basis). Will this apply to trans staff based in Dubai and/or will there be a trans-inclusive alternative for them? +

Will Dubai staff be expected to undertake the same mandatory diversity training as in the UK at induction? Will recruitment & selection and unconscious bias training courses be offered to staff in Dubai, and will all of these courses remain explicitly inclusive of LGBT identities? +

Will the University monitor for unconscious bias/discrimination in interviews, disciplinary investigations etc. in the same way as in the UK (including LGBT discrimination)? +

Will staff who publically express anti-LGBT sentiments in Dubai be subject to the same internal disciplinary procedures as in the UK? +

Will staff in Dubai receive the same all-staff communications, including information about equality and diversity, as staff in the UK? +

Will procurement procedures in Dubai incorporate equality and diversity considerations to the same extent as in the UK? +

How will staff be made aware of staff networks through local induction? +

Is there an urgent return policy and procedure akin to that for students for staff working in Dubai? +

Why is the Equality and Diversity Policy different in the Dubai Staff Handbook? +

**WORD COUNT: 350**

## 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.

### Trolling and online abuse

Online threats and abuse are gendered and can severely impact on the freedom and ability of female academics to disseminate their research when engaging with these channels. The University has run two events in 2018-2019 to address this: a social media 'Lunch and Learn' event for female academics and a session and panel discussion at our Research Conference. Alumna and MP for Birmingham Yardley, Jess Phillips took part in the panel discussion, alongside Dr Jagbir Jhutti-Johal, Senior Lecturer in Sikh Studies.

### Supporting female staff through the menopause

We are increasingly focusing on the intersection between age and gender and its impact on women's careers in relation to menopause. The DPVC Equalities delivered a talk based on her research in this area to the Women's Network on World Menopause Day (18/10/19): 'Managing the Change: Tackling the Menopause Taboo'. This has begun a conversation about how we support female staff during peri-menopause and menopause. On the basis of this feedback, we will introduce regular menopause cafes for female staff and develop guidance for staff and managers on supporting staff going through menopause transition (**Action 7.1**).

**WORD COUNT: 190**

## 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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University of Birmingham Athena SWAN Action Plan (November 2019 – November 2023)

SECTION 3: SELF-ASSESSMENT TEAM						
Action no.	Objective	Rationale	Key outputs and milestones	Time scale	Person responsible	Success criteria and outcome
3.1	Action Plan - Effectively embed the work of the USAT into the equality governance structure to ensure the timely implementation of the new AS action plan	Responsibility for the implementation of the AS action plan currently rests with Equality Executive Group, alongside all other equality work. Maintaining the USAT will ensure a singular focus on the AS action plan and drive forward its implementation	a) Develop Terms of Reference for the post-application USAT	Jan 2020 to Mar 2020	DPVC Equalities in conjunction with USAT membership	Terms of reference are published on the Athena intranet (action 5.4.4) that establish the role of USAT (and its working groups, see b below) in relation to implementation of the action plan, membership, regularity of meetings, review of the action plan to ensure it remains relevant and fit for purpose, accountabilities and its reporting line within the equality governance structure
			b) Establish USAT working groups to lead AS action plan work streams and appoint a Chair for each working group	Jan 2020 to Mar 2020	DPVC Equalities and Working Group chairs	2 working groups established (recruitment and promotions, family-friendly working & organisational culture).

						AS Action Plan outputs and timescales in relation to these two areas are met and further developed.
			c) Map links, identify common deliverables and establish a reporting structure between USAT and other key institutional groups and committees that are relevant to gender equality or are intersectional, such as the Pay Action group (action 4.3) and Race Equality Charter group	Jan 2020 to Mar 2020	DPVC Equalities	<p>USAT Terms of Reference establish clear reporting lines between it and other institutional groups and committees that impact on gender equality.</p> <p>USAT and key groups work effectively together to deliver AS action plan objectives.</p> <p>USAT and key groups work together to develop solutions and deliver on common/intersectional issues</p>
			d) USAT produces and publishes an annual report on progress against AS action plan objectives	Initial report presented to Equality Executive Group and then University	DPVC Equalities and Working Group Chairs	<p>Reports demonstrate timely progress against action plan objectives.</p> <p>Reports are published on the Athena intranet (5.4.4)</p>

				Executive Board and University Council in Dec 2020, and thereafter annually		
<b>SECTION 4: PICTURE OF THE INSTITUTION</b>						
Action no.	Objective	Rationale	Key outputs and milestones	Time scale	Person responsible	Success criteria and outcome
<b>4.1</b>	<b>College Equality Schemes</b> – Develop and implement individual College Equality Schemes (x5), which focus on the particular equality, diversity and inclusion challenges in that College and include College-level targets for female Professors and Grade 9 academic staff (therefore developing our current institutional-level targets) that are both achievable and aspirational for the disciplines within that College.	To support the effective local embedding of institutional equality, diversity and inclusion objectives (as set out in our current institutional Equality Scheme and our 2021-2025 Equality Scheme currently under development)  Our AS analysis shows that there are wide variations in the proportion of senior female academics at	a) Presentation of AS action plan and College progress against institutional gender targets to College Boards (x5)	Feb – April 2020	DPVC Equalities and College Equality Leads	Presentations to x5 College Boards
			b) Colleges develop local Equality Schemes objectives that address equality, diversity and inclusion issues in their disciplines and establish targets for female Professorial and grade 9 academic staff in their College (to be achieved by 2025)	May - Sep-2020	College Equality Leads with the support of the Equality Team and HR Management Information (for data) to develop Heads of College to approve	X5 College Equality Schemes (including 2025 targets for female Professors and Grade 9 female academic roles) are approved by Equality Executive Group and University Executive Board and published on UoB intranet.

		Professorial grade and in grade 9 roles at discipline level (STEMM/AHSSBL) that are masked by institutional targets and data	c) College Equality Schemes are implemented and progress against objective and targets monitored	Initial report presented to Equality Executive Group and then University Executive Board and University Council in Dec 2020, and thereafter annually	Heads of College	Progress update from each College (first reviewed by EEG) included in annual assurance report to Council  Annual progress against targets is evidenced  College targets for female Professors and grade 9 academic staff achieved by 2025 (end of the new Equality Scheme period, which will run from 2021-2025)
Action no.	Objective	Rationale	Key outputs and milestones	Time scale	Person responsible	Success criteria and outcome
4.2	<b>Exit interviews</b> – investigate the reasons for and take action to address the higher incidence of resignations amongst female academic staff	Female staff have higher resignation rates than male staff relative to their population in STEMM at Senior Lecturer grade and above. There is currently	a) Develop an exit interview pilot focusing on i) College of Engineering & Physical Sciences, targeting leavers at Lecturer grade and above; and ii) female staff across UoB leaving within 12	Develop exit interview questions Jun-Aug 2020	Chair of AS Family-Friendly/Org Culture working group	Trends are identified and University-level actions approved to address gendered reasons for leaving the University.  Female resignations are



		no institutional policy of systematic exit interviews to explore the reasons for this.	months of returning from maternity leave			proportionate to female populations at grade level at institutional, STEMM and AHSSBL level by 2023.
			b) Run the exit interview pilot	Sept 2020 to Aug 2021	HR Business Partner in the College of EPS	
			c) Review initial findings at 6 months and report to USAT for further action	Feb 2021	Chair of AS Family-Friendly/Org Culture working group	
			d) Conclude and report on pilot findings and recommendations	Sept 2021	Chair of AS Family-Friendly/Org Culture working group	
			e) Develop HR Core Systems to collect additional data on reasons for leaving	Sept 2020	Head of Core Systems	Tableau data is available to monitor reasons for resignation at University and local level and support development of policy and AS applications
Action no.	Objective	Rationale	Key outputs and milestones	Time scale	Person responsible	Success criteria and outcome
<b>4.3</b> <b>KEY ACTION</b>	<b>Pay Gap Reporting</b> - A Pay Action Group (PAG) is established to lead on analysing and addressing gender pay issues and ethnicity pay issues. This will initially be a task and	Currently, there is no single committee or project group specifically tasked with addressing	a) Develop Terms of Reference for the PAG, to include staff with technical expertise and representatives from interest groups, such as the Women's Network	Dec 2019 – June 2020	DPVC Equalities	Terms of reference in place that establish the role of PAG, membership, regularity of meetings, accountabilities and its reporting line within the

	finish group to ensure a focus on actions rather than monitoring	the gender pay gap.				equality and University governance structures
			b) Thorough analysis of pay gaps is undertaken (e.g. regression analysis) to underpin an evidence-based approach	January - June 2020	DPVC Equalities and HR Management Information	Analysis is undertaken and conclusions presented and discussed by PAG (as evidenced by its minutes)
			c) Develop recommendations that i) address technical aspects of pay and reward that contribute to the pay gap and ii) address broader issues that underpin the pay gap	Sept 2020	DPVC Equalities and HR Director	University Executive Group approve the recommendations.  Systems are in place for monitoring impact, as evidenced and reported through the annual statutory Gender Pay Gap report  Institutional median gender pay gap is below 15.6% by 2023 (it is 19.6% in 2018)
Action no.	Objective	Rationale	Key outputs and milestones	Time scale	Person responsible	Success criteria and outcome
<b>4.4</b>	<b>Gender and ethnicity</b> – coordinate Athena SWAN and Race Equality Charter actions to better address the recruitment	Intersectional analysis demonstrates that female BAME academic staff	a) Relationship between the USAT and the Race Equality Charter group is formally established (3.1 action c)	Jan 2020 to Mar 2020	DPVC Equalities	Minutes for the two groups evidence that there is an effective working relationship

	and progression of female BAME staff	have lower representation at each grade than their white female and white and BAME male counterparts	b) The groups share their findings and develop intersectional actions and activities that support the recruitment, development and retention of BAME female academic staff	Mar 2020 – November 2023	DPVC Equalities, USAT Working Group Chairs	Delivery of joint actions.  Increase in the proportion of female BAME academics both overall and at each academic grade (specific targets for this to be established in conjunction with the Race Equality Charter working group and to be added to the AS action plan)
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**Section 5: Supporting the advancement of women's careers: Key career transition points**

Action no.	Objective	Rationale	Key outputs and milestones	Time scale	Person responsible	Success criteria and outcome
<b>5.1.1.</b> <b>KEY ACTION</b>	<b>Recruitment</b> – address any reputational issues that the University has as a destination for female academics	There has been a fall in female applicants for academic posts across all disciplines during 2016-2018 (by – 4.2%)	a) Commission a report (via External Relations) into perceptions of the University as an employer by female academics (to include both current female staff and female academic external to UoB)  b) Develop and implement actions to address issues identified by the report	Begin June 2020  Report to USAT October 2020 and thereafter University Executive Board in autumn term 2020	Head of External Relations in conjunction with DPVC Equalities	8% increase year on year in female applicants, from 36.2% benchmark in 2018 to reach 50% by 2023

				Implement findings by January 2021		
<b>5.1.2</b>	<b>Recruitment</b> – extend the best practice recruitment pilot in College of Social Sciences across the entire institution	<p>There has been a fall in female applicants for academic posts across all disciplines during 2016-2018 (-3.2% in STEMM and -4.3% in AHSSBL)</p> <p>Actions in the pilot have been shown in national research to have a positive impact on recruiting female applicants.</p>	<p>a) Remove gendered wording from job descriptions and job adverts through roll out of gender-blind job description technology to all Colleges</p> <p>b) Institute a no all-female (and no all-male) shortlist rule as standard that sets high requirements for cases where single-sex shortlists may be excepted (e.g. evidence must be provided of returning to advert and the additional efforts to attract female/male applicants) that must be approved and signed – to be signed off by the Head of College</p> <p>c) 100% of academic roles to include the line “we welcome discussions on all forms of flexible working” unless there is</p>	To be completed and form part of standard recruitment practices by Nov 2020	HR Recruitment Manager, HR College Business Partners. Heads of College	8% increase year on year in female applicants from 36.2% 2018 benchmark to reach 50% by 2023

			a business case for not doing so.			
<b>5.1.3</b>	<b>Recruitment</b> – gender-proof our recruitment methods	Fall in female applicants in 2016-2018  Consultation with Professorial Network suggests that informal recruitment methods (e.g. approaching individuals at conferences) can be gendered	a) UoB recruitment campaigns for prestigious roles (e.g. Birmingham Fellows and Professorial Fellows) are actively promoted to female academic networks, such as Women in Engineering	April 2020 onwards	Head of External Relations and Heads of Colleges	8% increase year on year in female applicants from 36.2% benchmark to reach 50% by 2023.
			b) Guidelines for recruiters to be drawn up on ‘informal’ recruitment networking including: i) encouraging them to seek out candidates who are female and from ethnic minorities ii) pointers for more systematic searching including wider use of professional networks to draw attention to vacancies.	October 2020	HR Diversity Advisers HR College Business Partners	Wider pool of applicants approached, including female applicants resulting in greater numbers of female applicants (8% increase year on year in female applicants from 36.2% benchmark to reach 50% by 2023)  If specific positions do not reflect this, search committees will be put in place
			c) Alter job description template to include giving potential applicants the opportunity to speak informally to a peer	April 2020 onwards	HR Recruitment Manager	100% of job descriptions have this feature

			during the application process			
			d) Set targets for executive search agencies of: i) 50% female shortlists for AHSSBL roles ii) 33% female shortlists for STEMM roles	By November 2020	HR Recruitment Manager and HR College Business Partners	8% increase year on year in female applicants from 36.2% benchmark to reach 50% by 2023
5.1.4	Recruitment - Explore why female staff are less positive than male staff in terms of their perceptions/experiences of the recruitment and selection practices at UoB through a qualitative project.	AS survey and focus group results indicate that female staff have a less positive experience of the recruitment and selection process than male, despite being more successful as applicants than males	a) Conduct focus groups of female academic staff, including new staff as to understand better their perceptions of recruitment at Birmingham	Focus groups to be undertaken in summer 2020	USAT HR Diversity Advisers HR College Business Partners	Annual UoB staff survey reports equal level of satisfaction with the recruitment processes for men and women by 2023
			b) Review findings in conjunction with reputation consultation findings (5.1.1)	Report to USAT October 2020 and thereafter	USAT Recruitment and Promotions Working Group Chair	8% increase year on year in female applicants from 36.2% benchmark to reach 50% by 2023
			c) Identify and implement actions to improve the female experience of recruitment and selection	University Executive Board in autumn term 2020;  Implement findings by January 2021	DPVC Equalities to report to UEB	

5.1.5	<b>Induction</b> - increase academic attendance at central induction to 70% by ensuring College Heads of Operations book new academic staff on to the session	The induction session has excellent feedback and ensures staff receive timely information about their new employment. However attendance is low for academic staff both male and female.	a) Heads of Operations in Schools to be responsible for booking new academic staff onto the central induction course and for checking attendance.	January 2020 onwards	College Heads of Operations	Academic attendance at central induction to rise to 70% by end of 2021 and maintained at least at that level for the remainder of this action plan.
5.1.6	<b>Induction</b> - increase the completion rate of the Diversity in the Workplace online training programme to 92% by ensuring reporting is timely and acted on by managers	This baseline training is mandatory for new starters and already has a good completion rate.  Further increasing this will ensure staff have a good basis of knowledge to support equality and diversity in the workplace.	a) HR Strategy and Policy team to produce regular reports and send to College Equality Leads. College Equality Leads to follow up with their College's Heads of School and Directors of Operations.	January 2020 onwards	College Equality Leads College Heads of School and College Heads of Operation.	Completion rate increased to 90% by end of 2021 and to 92% by end of 2023.
5.1.7	<b>Promotion</b> - review outcomes of monitoring attendance at promotions workshops; evaluate attendees	Anecdotal evidence is that promotions workshops are valued by staff. Monitoring is now	a) Survey of attendees as to the usefulness of promotions workshops and the impact of workshops on their promotions plans	Launch Feb 2020	Developed by USAT Recruitment and Promotions Working Group,	At least 85% of female and male participants report they are satisfied with the promotion workshops (average 8.5/10)

	subsequent success in promotion rounds	taking place and evaluation of subsequent success of attendees will enable us to evaluate the effectiveness of the workshops and revise content and delivery as needed			HR College Business Partners to implement	Positive correlation between attendance and subsequent success for female applicants over 3 year period (correlation of more than 0.5)
			b) Evaluate of proportion of attendees who go on to successfully apply for promotion and whether that is in the year of the workshop or 1, 2, 3 years after	Easter 2021 (end of promotions round) and thereafter annually	HR Management Information  USAT Recruitment and Promotions Working Group	Future workshops are revised and improved to reflect feedback
			c) Successfully promoted staff are encouraged to share their applications in a promotions applications bank as a resource for other staff, following a successful pilot in the College of Life and Environmental Sciences	From January 2021	USAT Recruitment and Promotions Working Group	At least 10% of successful applications are uploaded on the platform by Jan 2022
<b>5.1.8</b>  <b>KEY ACTION</b>	<b>Promotion –</b> Systematically review and revise promotions criteria at all grades to ensure criteria are not gendered, as part of the wider University review of its career pathways and structures – the Birmingham Career Academic Framework	Research indicates that, compared to men, women typically wait to apply for promotion until they meet the full criteria. We want to ensure we are not increasing this disadvantage	a) A work stream of the Birmingham Career Academic Framework will be established to look at this issue, to consult with staff (including groups such as the Women’s Network), propose changes and address any process issues.	Beginning Nov 2019	DPVC Staffing and DPVC Equalities	Revised and unbiased promotions criteria is rolled out for the promotions round for 2021/2022  The proportion of male and female staff applying for promotion at each grade is equal to or within 5% of the



		through using gendered criteria	b) Recommendations developed	Autumn 2021	DPVC Staffing and DPVC Equalities	population eligible to apply by 2023
			c) Changes are signed off, implemented and project finalised	Spring Summer 2021	Director of HR	
<b>5.1.9</b>	<b>Promotion</b> – Heads of Schools to undertake an equality analysis of applications for promotions within their School as part of the submission to College Promotions Committee; to include: - an assessment of applications against eligible population - a description of the actions they have taken to ensure applications are reflective of the eligible population	To systematically enable Heads of School to focus and reflect on how staff are encouraged to apply for promotions in their School and to take remedial action as needed	a) A template equality analysis promotion report and guidance is developed for Heads of School	By promotions round 2021/2021	Director of HR and Equality Team	100% completion of the equality analysis promotions report
			b) Equality analysis forms part of the promotions process	By promotions round 2021/2021	School Promotions Committees; College Heads of School	Proportion of applications for promotion by grade are reflective of the gender balance of the eligible population (no more than 5% difference) by 2023  Heads of School report changes to their submissions through this consideration
<b>5.1.10</b>	<b>Promotion</b> - DPVC Equalities to attend University Promotions and Titles Committee	The attendance of the DPVC Equalities at the University Promotions and Titles Committee will help ensure that equality issues are considered and	a) DPVC Equalities in attendance at the promotions round 2019/2020 onwards	Beginning 2019/2020 promotions round	DPVC Equalities	DPVC attendance raises awareness of equalities issues in promotions meetings

		reflected in decision-making about promotions				
<b>5.1.11</b>	<b>Promotion</b> - include a specific requirement to discuss development needs, career aspirations and promotions in the annual PDR.	Feedback from AS focus groups indicates that promotions is not consistently discussed at PDR	a) Guidance is developed for PDR reviewers and reviewees, that incorporates a formal discussion of promotion as part of PDR and is rolled out through Heads of School and reinforced in PDR Reviewer training	By Autumn 2020	HR Strategy & Projects Team and People and Organisational Development	Staff survey 2023 shows improvement to percentage of all academic staff who are positive about development and promotion
<b>5.1.12</b>	<b>Promotion</b> - Introduce a “Mentoring for Promotion to Senior Lecturer” scheme in each College	The proportion of female Senior Lecturers has dropped from 35.9% to 33% during 2016-2018  Female Senior Lecturer promotion application and success rates are lower for than males in both STEMM and ASSHBL	a) Develop and roll out a mentoring for promotion scheme, to include mock interviews.	Promotions round 2020-2021	HR Strategy and Policy team and HR College Business Partners	By 2023, 50% of male and 50% of female staff who were Lecturers in 2019 have participated in the Mentoring for Promotion scheme  Currently 33% of Senior Lecturer staff across the institution are female. By 2023, 50% are female
<b>5.1.13</b>	<b>REF</b> - Conduct Equality Impact Assessments (EIAs) periodically	To identify if the output pool is gendered in any	a) Conduct EIAs through REF submission period	May to September 2020	UoB REF Equality and Diversity Advisory Panel	The University’s REF submission is reflective

	throughout the REF submission period	way so that action can be taken to address this	and amend submission as appropriate.			of the eligible population
<b>5.1.14</b>	<b>REF</b> - provide appropriate equality, diversity and inclusion training and support to specific groups of staff involved in decision-making on the REF submission	All those with decision-making responsibilities in regard to the University's REF submission must be appropriately trained in the equality aspects of their roles.	a) Equality, Diversity and Inclusion training is delivered to all staff involved in REF decision-making	By End of Jan 2020	Equality Team and Planning Team	100% of REF decision-makers are trained  Equality Impact Assessments of REF decision-making processes show that outputs at Unit of Assessment level and University level reflect the eligible population in relation to that population's protected characteristics, including gender
<b>5.1.15</b>	<b>REF</b> - carry out EPSRC funded "inclusion matters" project and act on results	This action is designed to systematically assess whether there is a gender bias in our reviewing of outputs (which are reviewed by one subject expert and one person in the discipline area).	a) Research undertaken b) Recommendations to UEB with research findings for next REF cycle	By 31 July 2020 Feb 2021	DPVC Equalities	Output selection for REF is gender- balanced

## Section 5 : Supporting the advancement of women's careers: career development

Action no.	Objective	Rationale	Key outputs and milestones	Time scale	Person responsible	Success criteria and outcome
<b>5.2.1</b>	<b>Unconscious Bias</b> - Re-advertise unconscious bias training and proactively target staff to attend	The take up of unconscious bias training is currently low particularly amongst male staff (29%)	a) Active marketing on POD web site	Completed by July 2020	People and Organisational Development	Overall increase in attendees by 10% year on year
			b) Promotion of unconscious bias pathway on 'Linked In' learning.		People and Organisational Development	Male staff are 50% of attendees by 2023
			c) Promotion through PERCAT and ECARS		College PERCAT and ECARS Officers	
<b>5.2.2</b>  <b>KEY ACTION</b>	<b>Data Collection</b> - Introduce Learning Management System to systematically record all training data by gender, staff group, etc.	Currently, we are unable to systematically record completion rates for training by equality characteristics and staff groups. This action will enable us to better analyse and respond to the uptake of training by gender	a) Learning Management System is purchased	Jan 2020	Head of Core Systems	Data recording begins by Sept 2021
			b) Implementation starts	January 2021- September 2021	Head of Core Systems and Head of People and Organisational Development	By September 2022, we are able to analyse 95% of staff completing training by equality characteristics (including their gender) and staff group
<b>5.2.3</b>	<b>Data Collection</b> – Include gender (alongside the other protected characteristics) in the	There is currently no breakdown by gender for this survey, so we are	a) Revise the questionnaire to collect necessary data	In place by May 2020	People and Organisational Development	We establish a benchmark for male and female academic staff's satisfaction with

	next survey on academic staff experiences of the University induction process	unable to effectively analyse its effectiveness by gender				induction  We achieve equal satisfaction levels for male and female following induction by 2023 (currently 80% of 'all' academic staff surveyed are satisfied with induction)
<b>5.2.4</b>	<b>Coaching and mentoring</b> - Promote the benefits of coaching -both as coach and coachee - to female audiences	The number of female academics accessing coaching is currently below that for males, both as coaches and coachees	a) Promote coaching on University leadership programmes	Nov 2019	People and Organisational Development	Increase female coaches and coachees by 20% by end Dec 2020  Maintain 50% balance between men and women involved in coaching
			b) Promote coaching on the University intranet, through central induction and the staff networks roadshows (5.4.2)	Nov 2019	People and Organisational Development	
			c) Actively target key female academics to be trained as coaches. This will mostly be done through recommendations.	June 2020	People and Organisational Development and USAT	
			d) Promote at Women's network events	Jan 2020	Network leads	
<b>5.2.5</b>	<b>Coaching and mentoring</b> - Launch reverse mentoring module as part of the Emerging Leaders Programme	A successful pilot project has been carried out and will now be extended	a) Mentors and mentees are matched up	Nov 2019	People and Organisational Development and Staff Networks	Reverse mentoring is implemented into the Emerging Leader Programme from Feb 2020
			b) Write notes and add to lesson plan for the Emerging Leaders Programme	Mar 2020		

						85% of male and female participants are happy with the reverse mentoring they receive
<b>5.2.6</b>	<b>Coaching and mentoring</b> - Set up a Research Concordat 2019 implementation team in the Graduate School to embed the new Research Concordat	To improve the support of our early-career researchers and improve our retention of female early-career researchers	a) Working group is launched	Apr 2020	PVC Research and DPVC Equalities	Team in place by Dec 2020 Ongoing termly meetings
			b) New Research Concordat is implemented	Mar 2021		
<b>5.2.7</b>  <b>KEY ACTION</b>	<b>Training</b> - Launch Linked-In Learning pathway	Feedback from female course delegates has identified a need for flexible learning options	a) Make Linked-In Learning available to all staff	Nov 2019	People and Organisational Development	Linked-In Learning is live for all staff and monitoring of its usage is in place by Jan 2020  Overall academic staff participation in training increases by 20%
<b>5.2.8</b>	<b>Training</b> - Review and refresh People and Organisational Development courses aimed at early career researchers by July 2020 in readiness for next academic year	Reduction in engagement over last 3 years from 105 women attending in 2016 to 75 in 2018 (45% decrease)	a) Focus group are launched targeted at female ECRs	Apr 2020	People and Organisational Development	Reverse the reduction in attendance by early career researchers by July 2020
			b) Recommendations are collated and changes implemented	June-September 2020		
<b>5.2.9</b>	<b>PDR</b> - Capture PDR completion rates for 2021 reviews	We are unable to record completion rate of PDRs accurately	a) Implement Learning Management Systems	Completion by Dec 2021	Head of Core Systems	Learning Management Systems is implemented and we can capture and act on PDR data

						If completion is found to be less than 95%, Head of Schools will be responsible for rectifying this
<b>5.2.10</b>	<b>PDR</b> - Produce staff group-specific training courses for PDR	There has been feedback from staff wanting PDR to be more specific to their work stream	a) Rewrite the PDR training course so that there are two specific modules: one for academics and one for Professional Services	Completion by Dec 2019	People and Organisational Development	Courses advertised as separate events from Dec 2019
<b>5.2.11</b>	<b>PDR</b> - Clarify guidelines on PDR for post-docs, with recording of completion of PDRs to be undertaken by Heads of School	Feedback from post-doctoral support groups suggests that there is disparity across the institution as to who conducts the PDR	a) Clarify process and communicate to all post-docs and Heads of School	Completion by Jan 2020	HR College Business Partners and Heads of College	Decision made and guidelines sent to all post-docs by Jan 2020  95% completion for PDR for post-docs by 2022
<b>5.2.12</b>  <b>KEY ACTION</b>	<b>PDR</b> - Increase the number of female academic staff reporting that they have opportunities for progression	The most recent CROS survey reported that only 35% of female academic staff felt that they had opportunities for progression	a) Offer additional mentoring and coaching opportunities through the PERCAT and ECARS programmes	May 2020	PERCAT and ECARS team supported by People and Organisational Development	50% Increase in positive response to this question from female academics in the 2021 CROS survey  75% increase in positive responses to this question from female academic staff in the 2023 CROS survey

<b>5.2.13</b>	<b>PDR</b> - Ensure at least 70% of early female career researchers have a career development plan	The most recent CROS survey reported that only 51% of female academic staff had a career development plan in place	a) All academics to have PDR which explicitly discusses career development and is recorded on HR Core Systems	Completion by Dec 2021	Principal investigators/line managers	70% of female ECR have a research plan by 2021
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**Section 5: Supporting the advancement of women's careers: Flexible working and career breaks**

Action no.	Objective	Rationale	Key outputs and milestones	Time scale	Person responsible	Success criteria and outcome
<b>5.3.1</b>	<b>Family Leave</b> - Introduce an annual returners survey in conjunction with the Parents and Carers Network to capture experiences of i) staff who have taken and returned from maternity/adoption/SPL in the previous 6 months and ii) the experience of managers of staff on leave	Currently we do not systematically assess the experiences of staff on family leave. Evidence is needed to capture staff experiences, managers' experiences, to establish benchmarks and measure the impact of interventions and to identify areas for further improvement	a) Develop and launch an annual returners' survey in conjunction with the Parents and Carers Network, to capture the experiences of male and female staff taking family leave and their line managers' experience of managing this process	Launch in Autumn 2020 and thereafter annually	Equality Team in conjunction with the Parents and Carers Network Coordinator to deliver the survey and compile results  USAT Working Group (Family Friendly and Organisational Culture) to receive the survey results and take action	80% return rate for the annual returners' survey  We establish benchmarks for the experiences of i) staff and ii) managers in relation to preparing for leave, time on leave, return from leave against which we can improve our offering/support and measure our progress
			b) Hold focus groups with staff and managers to	March 2021	Equality Team	



			explore any key issues raised by the annual returners' survey			
			c) Parents and carers network surveys and feedback sheets to include gender of participants	From January 2020	Parents and Carers Network Coordinator	
<b>5.3.2</b>	<b>Family Leave</b> - Improve the quality and consistency of local advice and support for staff taking family leave and returning to work	We have received feedback that the quality of support from line managers varies across Schools, particularly in disciplines with low female populations where maternity leave is relatively rare	a) Create a family leave checklist for managers for managing pre-leave, leave and return to work	April 2020	Equality Team	Annual returners' survey (5.3.1) indicates positive impact on managers' confidence in having discussions about family leave.
			b) Deliver family leave workshops to Colleges/Schools where managerial knowledge has been identified as low (e.g. College of Engineering & Physical Sciences)	April 2020 start - to have completed delivery of training by end of 2020	Equality Team	Annual returners' survey indicates consistent, positive experience for staff returners across disciplines (75-80% satisfaction).
			c) Review impact of checklist/workshops on staff and managers' experiences as part of the annual returners survey	Survey launched Autumn 2020	Equality Team	Retention at 12 months post-family leave increases by 5% by 2022.
<b>5.3.3</b> <b>KEY ACTION</b>	<b>Family Leave</b> – Review and revise our family leave and pay policies to ensure they are financially competitive	Benchmarking indicates that our current offer is not sector-leading and is losing competitiveness	a) Review current leave and pay arrangements for maternity, adoption, shared parental leave and paternity/partner leave any pay against	By Oct 2020	Equality Team	Introduction of enhanced pay in excess of 18 weeks for maternity/adoption/SPL

	with our peers and offer maximum flexibility	with our Russell Group peers	Russell Group competitors			Introduction of paternity/parents leave in excess of 2 weeks
			b) Recommend to UEB an increase in: i) weeks' of enhanced maternity/adoption/SPL pay; and ii) length of paternity/partner leave iii) potential removal/reduction of qualifying periods, that is competitive within the Russell Group	Dec 2020	HR Director	Removal or reduction of qualifying periods for enhanced maternity/adoption/SPL pay  We are in the top quartile of the Russell Group in terms of our family leave and pay offering  Annual returners' survey indicates satisfaction with UoB's family leave and pay (75-80% satisfaction).
5.3.4	<b>Remission of Duties Policy</b> - Revise, rebrand and relaunch the Remission of Duties policy, which allows one term's respite from either teaching or admin duties, so that it is more flexible (applicable to staff on teaching-focused and research-focused contracts, as well as	Feedback through the AS self-assessment process is that the policy is not well known within Schools and that it lacks flexibility	a) Develop and recommend to UEB for approval a tariff for remission from duties that incorporates different periods of leave, including leave of less than 6 months duration	By Dec 2020	Equality Team and DPVC Equalities	Policy applies to staff on all types of academic contract  Benchmark for uptake is established, against which uptake over the coming years can be measured
			b) Relaunch as "UoB Returners Fellowship" in an effort to make this	Feb 2021	Equality Team and DPVC Equalities	Positive feedback via the annual returners'

	'three-legged' teaching and research contracts) and encompasses different family leave periods (currently only applies to staff who take 6 months+ family leave)		process more well-known			survey (75%-80% satisfaction survey)
			c) Include the policy in the managers' checklist	April 2020	Equality Team	
			d) Record and monitor when the policy is used through Core systems	Feb 2021 onwards	Head of Core Systems	
<b>5.3.5</b>	<b>Family Leave</b> - Develop specific guidance on family leave and pay and related issues for staff on fixed-term, Research-focused and Teaching-focused contracts	Family leave for staff on these contracts can be atypical and more complex due to fixed term contracts and external funding. Whilst it is not possible to cover every eventuality, basic principles should be established.	a) Consult with Colleges and HR Business Partners about specific issues that arise within their disciplines and in relation to Funding Councils	Jan 2020	Equality Team and HR College Business Partners	Guidance is in place for staff on all contract types and promoted via the intranet and PERCAT and ECARS networks
			b) Develop guidance for staff and academic managers (part of academic managers' 'Bitesize' training)	Apr 2020	Equality Team	Level of support is harmonised with core-funded staff and staff on Research & Teaching ('3-legged') contracts
			c) Include in programmes for early career researchers	Apr 2020	College PERCAT and ECARS Officers	Positive feedback via the annual returners' survey for staff on these contracts (75%-80% satisfied with family leave arrangements)
			d) Include in the managers' family leave checklist (5.3.2)	Apr 2020	Equality Team	
<b>5.3.6</b>	<b>Family Leave</b> - Begin extracting and analysing Paternity/Partner Leave data once a year once	Following the introduction of HR Core Systems we will now have access to this	a) Download and review data for presentation to the USAT on an annual basis	February 2021 (due to lead-in time lead for new software)	Head of Core Systems Equality Team	We introduce actions to address any issues that are identified from February 2021 onwards

	this data is available on HR Core Systems	information to monitor trends	b) Identify appropriate actions, e.g. if uptake is low in any areas	Feb 2021	Equality Team	
<b>5.3.7</b>	<b>Family Leave</b> - Promote and improve uptake of Shared Parental Leave by all staff	SPL uptake is low overall and predominately taken by female academic staff to increase flexibility	a) Implement the findings of the SPL Research project in UoB Business School	April 2020	Equal Parenting Project Lead  Equality Team	200% Increase in the uptake of SPL by 2022  Increase in the number of male staff taking SPL to 50% of total scheme users
<b>5.3.8</b>	<b>Return to work</b> - Improve support for nursing mothers returning to work	Continue our current policy to increase and maintain the quality of nursing rooms  AS self-assessment has indicated that locally the requirement to provide support for women who are nursing is not always recognised	a) New builds are required to have a nursing room as per University Estates policy  b) All nursing rooms (and baby change facilities) to be clearly and consistently labelled across campus and feature on all campus maps  c) Parents and Carers undertake a termly review of nursing rooms to ensure standards are maintained against the checklist	Nov 2019  By Dec 2020  Ongoing, first review took place Jan 2019, first termly review to be in Jan 2020	Head of Estates  Head of Estates  Parents and Carers Networks, reports to Estates	Increase in the number of dedicated nursing rooms: 100% of new builds to have them  Campus maps include nursing/changing facilities and this is highlighted in communications about major events, such as open days and graduations  Positive feedback on experiences of nursing mothers via the annual returners survey  Reduction in queries and complaints to the Equality Team regarding

						nursing by 25% by December 2021
<b>5.3.9</b>	<b>Breastfeeding</b> - Join a scheme to promote that we are a breast-feeding friendly organisation	We recognise that nursing mothers form a part of our community and wish to send a positive, welcoming message to them and to visitors to our campus.	a) Working with Hospitality and Accommodation Services, identify the best scheme to join	May 2020	Equality Team  Hospitality and Accommodation Services outlet managers	Breast-feeding is welcome signage is in place in all University food outlets with seating areas
			b) Communicate our policy with staff in relevant areas (i.e. staff employed in catering outlets) through posters, our website and training of staff	Dec 2020		
<b>5.3.10</b>	<b>Flexible working</b> - Improve access to flexible working opportunities for applicants and new starters	This action is to support activities to diversify recruitment by better attracting and engaging with applicants who need flexible working patterns, therefore creating more opportunities for the recruitment of female academics	a) Remove the length of service requirement for flexible working requests in the flexible working policy	March 2020	Equality Team	Number of flexible working requests for new starters replicate part-time proportion of staff at the University by 2023 (14.5% of all staff work less than 1 FTE)
			b) Make the flexible working intranet pages available to all (i.e. not password protected)	March 2020	Head of HR Ops and Recruitment	
			c) Include discussion of flexibility in the 'offer script' for managers as this is not always discussed automatically	March 2020	College HR Business Partners	
<b>5.3.11</b>	<b>Flexible working</b> - Promote a diverse range of examples of staff	This action is to challenge preconceptions	a) Include discussion of flexibility in the 'offer script' for managers	March 2020	College HR Business Partners	10 profiles developed for the project, with a 50/50 gender split and

	(including senior staff) working flexibly and part time via flexible working profiles of staff in staff communications	about who can work part-time/flexibly and promote the acceptability of diverse working patterns for all genders and at all grades.	b) Gain agreement with Internal Communications that flexible working profiles be a regular feature in the monthly staff magazine, with a launch article by the Vice Chancellor	November 2020	DPVC Equalities and Equality Team	including male and female staff at grade 9 and above.  75% of both male and female staff report that they are confident that a formal flexible working request would be granted (against 59% male and 57% female benchmark in 2018)
			c) Create a 'How I make it Work' intranet page showcasing these profiles and blend into induction and other relevant staff-facing activities	April 2020	Equality Team	
			d) Monitor flexible working applications/approvals via HR Core Systems	Starting Feb 2021	Head of Core Systems	
<b>5.3.12</b>	<b>Flexible working</b> - Review the feasibility of better aligning University nursery hours and the University's teaching hours	Official teaching hours and University nursery hours are currently not aligned, which impacts on both staff and students. This may impact retention of female academic staff.	a) Consult with University nursery management about their capacity to expand their working hours	November 2019	Equality Team and Hospitality and Accommodation Services Head of Nurseries	University nursery hours align with University teaching hours
			b) If expanding is identified as feasible, work with University nurseries to identify the level of potential demand for this	Feb 2020	Equality Team and Hospitality and Accommodation Services Head of Nurseries	

			c) Make recommendations to Finance Board	Jun 2020	DPVC Equalities	
<b>5.3.13</b>	<b>Carers</b> - Develop specific support for staff who are carers, in conjunction with the Parents and Carers Network	There is currently no specific policy guidance for staff who are carers, when evidence suggests 1 in 8 adults in the UK has caring responsibilities other than for children	a) Benchmark against sector best practice for supporting staff who are carers, e.g. use of carers leave	Sep 2020	Equality Team	Introduction of a Carers Policy by sept 2021  Monitor uptake of support offered
			b) Consult with the Parents and Carers Network about their members' key issues and concerns	Jan 2021	Equality Team	
			c) Develop policy recommendations for approval by UEB	Apr 2021	DPVC Equalities	

**Section 5: Supporting the advancement of women's careers: Organisation and Culture**

Action no.	Objective	Rationale	Key outputs and milestones	Time scale	Person responsible	Success criteria and outcome
<b>5.4.2</b>	<b>Embedding Equality:</b> Implement monthly Staff Network roadshow meetings to promote the Parents and Carers, LGBTQ+, Disability, BAME and Women's Networks	To raise awareness among the staff population of the work of the various networks and to encourage them to become involved	a) Organise monthly network roadshow meetings	From November 2019	Equality Team with Staff Network leads	Increased participation in staff networks: 25% more members by 2021 against 2019 membership.
<b>5.4.3</b>	<b>Embedding Equality:</b> Improve support for Heads of Department (Departments being sub-	Heads of Department often do not feel well equipped to have	a) Implement and evaluate College of Social Sciences Bitesize training session pilot	Start Dec 2019; for evaluation in June 2020	College of Social Sciences HR Business Partner	PDR discussions with Heads of Departments to show increased confidence in their

	sections of some Schools) in the development of management skills	conversations with staff around key issues such as probation, promotion, maternity leave. The College of Social Sciences has developed a series of lunchtime 'Bitesize' training sessions which are being implemented 2019-2020	b) Develop and rollout sessions university-wide as appropriate	From September 2020	All College HR Business Partners	management skills (75% confidence in post-training survey)
<b>5.4.4</b>	<b>Athena Swan:</b> Increase awareness of Athena Swan processes and improve support available to Schools applying for accreditation	Recent School level failures to gain Athena accreditation suggests the need to improve understanding of Athena processes and increase the amount of central support available	a) Create and manage an Athena SWAN intranet page, to include a regularly updated events page and support tools for School AS leads	Jan 2020	Equality team	Athena SWAN success rate matches national average (April 2019 round - 67%) by 2023
			b) Set up a user group to work with IT services to develop the functionality of Tableau	Set up Jan 2020 - to report by June 2020	Equality Team	
			c) Review workings of the internal UoB Athena Panels that reviews school award applications	Dec 2019	DPVC Equalities	



			d) Establish a series of workshops for Schools applying for Bronze and Silver Athena award	Dec 2019	Equality Team	
<b>5.4.5</b>	<b>Outreach:</b> Monitor and recognise staff contribution to outreach activities	Data is not systematically monitored regarding staff involvement in outreach activities	a) Implement a centralised monitoring process for monitoring the gender and race of those involved in outreach and report to the Outreach Activity Coordination group annually	To be implemented for 2019/20 academic year	Head of Outreach	50/50 male female split on outreach activities by end of action plan (2023)
			b) Outreach activities to be included in workload models	Sept 2020	DPVC Staffing	
<b>5.4.6</b>  <b>KEY ACTION</b>	<b>Workload:</b> Review and revise workload models	A new College-based workload model has been implemented and should now be reviewed to ensure it is operating effectively and takes account of roles that may be undervalued and potential overload for staff from underrepresented groups	a) College workload models to be subject to an Annual Equality Impact Assessment	Starting April 2020 and thereafter annually	Head of College (or Deputy Head of College) with College Equality Leads	Annual staff surveys show no difference in male and female staff's perception of workload
			b) Introduction of committee workload audits at College level	From April 2020 and thereafter annually	College Equality Leads	
			c) Committee membership to be discussed at PDR as part of overall workload discussion (this includes staff networks activities)	From June 2021 onwards	Heads of School	

			d) Evaluate the equality impacts of centralised timetabling process and identify lessons learned	March 2020	DPVC Equalities	
<b>5.4.7</b>	<b>University Council, Senior Committees and Heads of School:</b> Improve the diversity of senior committees	A number of senior Committees are not gender-balanced, in part due to the roles staff must hold in the organisation to be considered for membership	a) Work with recruitment consultants to further broaden the age, gender and ethnicity profile of Council	Beginning Dec 2022 (based on Council membership review dates)	Provost	Increased diversity of University Council by 2023 (40% minimum female)
			b) Revise job description for Heads of School and College to remove gendered language	By Dec 2020	HR Director	Improved gender balance of Heads of School by 2023 (40% minimum female)
			c) Ensure clear and transparent selection processes for Heads of department/School and College	By Dec 2020	HR Director	Improved gender balance on committees at all organisational levels: 50/50 by 2023
<b>5.4.8</b>	<b>Visibility:</b> Increase the visibility of female academics as speakers at guest lectures and seminars and across UoB publicity materials	Whilst gender is monitored for University-wide events (such as prestigious lectures) and there are active efforts to achieve balance, this is not systematic practice at School/College level.	a) Schools and Colleges to record the gender balance of workshop and seminar speakers with a view to ensuring 50/50 gender representation over the course of an academic year	From Sept 2020 onwards	Heads of College to launch and report to USAT, Heads of School to implement	Increase the proportion of women speakers and women in major publicity campaigns (e.g. Birmingham Heroes) to 50%
			b) Formally update the UoB communications, marketing and events strategy with 50/50	By January 2021	Head of External Relations	

		Internal and external publicity materials are not routinely monitored for gender balance.	gender targets for publicity materials over the course of an academic year			
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## 2014 ACTION PLAN

Action Number		Action	Actions 2014-2018	Timescales and measures of success	Success against measure	Follow-up
1	✓	Investigate introducing specific development programmes targeted at female academic staff with the aim of addressing the under-representation of women in senior academic posts	11 females are currently being supported through the programme for year 2014/15.  An Aurora alumni network is being established to provide continuing development and networking opportunities. A series of events has been scheduled and details circulated.	90% of females complete the course for each cohort.	100% of female have completed the course	The Aurora programme has been very positive but we recognise that there is more to be done as women are still under-represented in senior posts at Birmingham.  See action: 5.2.12 and 5.1.16 and Promotions actions
	✓			Network established and first programme run by December 2016.	Network has been created and currently counts 88 alumni	
	✓			75% of graduates join network	85% of graduates have joined the network	

2	✓	Promoting attendance at Emerging and Senior Leaders programmes.	<p>A new intake will begin in Feb 2015 with an intake of 18 for both SLP and ELP.</p> <p>Continue to promote these courses to female members of staff through a variety of channels:</p> <ul style="list-style-type: none"> <li>-POD academic training brochure</li> <li>-UoB Intranet site – a link will be established with the Athena SWAN pages</li> <li>-PDR meetings</li> <li>-Networking opportunities such as Aurora</li> </ul>	Approximately 33% of SLP/ELP cohorts is female. Rise to 40% by Dec 2015	<p>Between 2014 and 2017, 45% of attendees were female, which is more than our 2015 target of 40%.</p> <p>In 2019, 50% of SLP/ELP cohorts were female.</p>	See action 5.2.5 reverse mentoring for the Emerging Leaders Programme
3		Promote coaching academy and mentoring through Athena SWAN networks and provide coaches/mentors to those members who come forward.	<p>Promote coaching academy through Athena SWAN networks and provide coaches to those members who come forward.</p> <p>The University has also introduced a new University wide scheme under which any member of staff is able to request a mentor and to specifically request a female mentor.</p>	100% of those making a request for a coach have been assigned a coach within 2 months	95% of those making a request for a coach have been assigned a coach within 2 months	<p>We still have more male coaches than female coaches although 2019 cohort is 90% female (addressed in action 5.2.4)</p> <p>For more coaching and mentoring, see action 5.2.4 and 5.2.6 in our new action plan</p>
				100% of those making a request for a coach have been assigned a coach within 2 months	95% of those making a request for a coach have been assigned a coach within 2 months	

	✓		Both the Coaching Academy and Mentoring Scheme have quality control built into the management systems. Reports are made to the Asst. Director of HR (POD)	Schemes continue to meet quality thresholds	All POD training courses and programmes are evaluated on a 3 year cycle using Kirkpatrick's model.  Consultation also takes place with surveys, focus groups and management information.	
4	✓	Support early career researchers and actively help progression into permanent posts	Expand PERCAT master class programme to cover all STEMM ERCs.	30% of all PERCATs in MDS attend at least 2 master classes per year. EPS and LES running by Dec 2015	LES and EPS have developed their own PERCAT activities and mentoring programmes	see actions for early career researchers specifically: 5.2.4-5.2.6
	✓		Fixed term contract information will continue to be included in annual Athena SWAN data provided to schools and monitored to understand the barriers faced by female researchers in moving to permanent roles.		Schools have their own Athena Swan tableau data which includes this information.	
	✓		To implement the concordat and replicate good practice identified by other HEIs	Equality data provided Dec annually to school Athena SWAN	Bi-yearly UoB panels are organised where schools get their applications reviewed	

	✓		Share best practice amongst other schools	groups.  Embed practices by Dec 2015	and best practises are shared.  A programme to support ECRs in ASSHBL has been developed named ECARS, with specific events run twice a month.	
5		Increase awareness of the new PDR scheme	Training sessions continue across the University for all new line managers. Training and development to be discussed in Annual PDR process	Completion data for Academic PDRs Looking for 80% completion by Dec 2015	- Take up to academic PDR has been low, completion for academic at 57% for female, lower than 80% target.	Low completion is addressed in our new action plan see actions 5.2.9 - 5.2.13

6		To support women through the promotions process	To be held annually to coincide with the promotions rounds and are available to every academic.	Minimum of 1 workshop per College per annum	Promotions have been held at least yearly in the colleges	<p>Female promotion proportion is still lower than male this is particularly visible at senior lecturer level with only 36% female being promoted.</p> <p>This is addressed in action 5.1.11-5.1.16 in our new action plan.</p>
7	✓	Ensure a diversity of career pathways are promoted	Applications are being received for a teaching-focussed reader in the current round.	Number of applicants	Data is not collected systematically	Teaching focused reader and Professor has been developed since 2015, with currently 23 staff as Teaching focused Professor.



			<p>Develop video case studies for non-traditional career routes.</p> <p>Analyse and report on take up of career focused pathway</p>	<p>In place for 2015-16 promotions round</p> <p>Include in annual report to UEB</p>	<p>Video case studies have not been developed however our staff networks have created online resources looking at non-traditional career routes.</p> <p>The take-up of career-focused pathway has been analysed.</p>	
8		<p>Ensure the university attracts and recruits the best candidates regardless of gender and to maximise the talent in the University.</p>	<p>New induction for the University to be launched in Jan 2015 including checklist and information for managers and new starters. All details of equality and diversity initiatives and support groups are detailed on the checklists.</p> <p>E&amp;D is also covered on the Central induction training programme and the BAME, LGBT, single parent support groups, mental health support groups and disability support groups will be represented from Jan at the event.</p>	<p>60% of academic new starters attending central induction by Dec 2015 and 80% by Dec 2016</p>	<p>New central induction has been launched with academic attendance increasing from 16% in 2016 to 39% in 2018&gt;</p> <p>Still this does not reach our target of 80% from the previous action Plan</p>	<p>See action 5.1.9 which deals induction attendance</p>

	✓		<p>From January 2015 no one can be part of a panel for recruitment or selection unless the training has been completed.</p> <p>The sessions will continue on a monthly basis for all new starters who potentially will sit on recruitment or promotion panels.</p>	100% of those sitting on a panel will have completed the R&S training, January 2015	All panellists have been R&S trained as well as Unconscious Bias	
			Work with recruitment agencies to ensure that the Enhanced Voluntary Code of Conduct for Executive Search Firms (BIS, 2014) is reflected in processes to identify candidates for senior posts.	The code is referenced in procurement procedures by 2017.	HR currently uses the Voluntary Code of Conduct to work with recruitment agencies	Please see action 5.1.5. regarding recruitment agencies
9	✓	To adopt and promote a culture which accepts and values part time working, secondments and career breaks	Roll out good practice developed in Biosciences in use of family friendly wording in adverts in relation to part time and flexible working to appeal to a wider diversity of applicants.	By Dec 2016	Family-friendly resources have been developed in Biosciences and Family pages have also been updated centrally	see Flexible working section, see actions 5.3.1 - 5.3.12

	✓		Continue to research best practice with other HEIs and report to EEG by July 16	Meaningful recommendations if required	Regular benchmarking is done regarding flexible working, this is carried out by the Strategy and Policy team which reports to the Deputy Head of HR.	
			Philosophy Theology and religion are piloting a process to anonymising applications for the shortlisting process	Report to EEG on results of this process. July 2016	Due to the recent implementation of our New Core system, we are unable to anonymise applications.	See action 5.1.1-5.1.8 regarding recruitment

	✓		<p>Investigate and identify good sector practice in relation to part-time staff and develop and implement a best practice resource for modelling part-time academic working that supports the 3-legged academic model (teaching, research and administration)</p> <p>This message will be reinforced in promotions workshops.</p>	Jul-15	<p>All 5 colleges have developed a workload model which allows a better modelling of working part-time whilst on a 3-legged contract.</p> <p>Being promoted when working part-time has been discussed in our promotions workshops</p>	<p>See action 5.4.6 regarding a review of college workload models.</p> <p>See action 5.2.12 regarding female-only promotion workshops.</p>
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10	✓	Ensure promotions processes are clearly defined, equal, transparent, robust and structured to give equality of opportunity	Embed awareness of unconscious bias in the promotions process by ensuring at least one person on each promotions panel has undergone unconscious bias training	Unconscious bias sessions are scheduled on the open programme and 95% of all those who require training will be offered a place within 3 months of the request by Dec 2014  Effective from Jan 2015.	100% of staff involved in promotions have received unconscious bias training	In our new action plan, see action 5.1.11-5.1.16 for promotions
	✓		Promotion decisions undergo equality analysis which is reported to UEB each year.  This is ongoing and being run in teams across the University.  Restate at the start of each promotions panel the importance of working to criteria and the danger of bias	Recorded in panel notes and signed off by Chair	HR Business Partner is in charge of reminding panel of this	
	✓		Ensure that all panels for face to face assessment include a balance of gender	In MDS and others to follow by Dec 2015	All panels now consist of a balance of gender, a panellist from a different school might be used for this.	

11	✓	To carry out equality analysis of reward decisions and implement action plan to address disproportionality	To train all moderators of pay awards in unconscious bias  Development of 'bias busting checklist'	90% of all moderators trained by Dec 2015  By March 2015	All moderators of pay have been trained in unconscious bias	We are creating a pay action group, see action 4.3
12	✓	To boost the degree to which equality is embedded in management practice across the University	Workshops on the areas identified are race and ethnicity, diversity and difference, and workplace well-being.	2 workshops per topic by July 2015	Workshops have been created and delivered Need more information  We have also developed an E&D partnership with the University of Amsterdam  UEB members trained on Unconscious Bias and champions for a specific protected characteristics.	See actions 5.4.1-5.4.3 linked to embedding equality

13	✓	Research the impact on externally funded staff of the return to work criteria in the UoB maternity scheme	Costed options are to be evaluated in light of shared parental leave.	Report and make recommendations to UEB by Dec 2016 Implementation by Dec 2017	Shared parental leave entitlement is now equivalent to maternal leave	see action 5.3.5 which tackles parental leave for Research and Teaching-Only
	✓		Participate in national Network addressing maternity 2014 – 15. Review current maternity scheme 2015 – 2016 Implement revised scheme 2016 -17			
14		Provide and advertise a campus wide network of breastfeeding rooms with fridges.	Location map of rooms available on UoB intranet, and included in maternity information pack.	All buildings will have one breastfeeding room by Dec 14	Increase from 2 to 6 breastfeeding/expressing rooms	In our new action plan, see action 5.3.9. in breastfeeding
15		Ensure Maternity/paternity and adoption leave are flexible and fully supported.	Monitor and review the process during 2014/15  Develop a questionnaire for staff taking maternity leave and their managers to increase understanding how current STEMM is perceived to be working and report to EEG.by April 2015	Results to EEG meeting May 2015	Questionnaire has not yet been developed	In our new action plan, see actions 5.3.1-5.3.13 which deal with family leave

	✓		Investigate maternity leave practices at other Universities and develop minimum good practice standards for managing pregnancy and maternity leave		HR Strategy and Policy has benchmarked our maternity leave practices against other HEI	In our new action plan, see actions 5.3.1-5.3.13 which deal with family leave
	✓		<p>Research the impact on externally funded staff on the return to work criteria in the UoB maternity scheme and review our scheme by Dec 2016</p> <p>STEMM pilot group has been set up where HR, Line manager and finance meet jointly with individuals on fixed term contracts to discuss maternity leave to ensure consistency in approach to funding advice.</p>	<p>Implement a revised scheme by Dec 2017</p> <p>Report results to USAT/EEG. Roll out scheme if successful. 2016.</p>	<p>3 months return to work has been removed for staff on externally funded contracts</p> <p>If a staff member is on a FTC that ends during their maternity leave, their employment is extended to the end of the maternity leave +3 months to ensure they receive enhanced pay.</p>	
	✓		Implement shared parental leave scheme which is consistent with Athena SWAN principles by April 2015	Take up of people on shared scheme	Shared Parental Scheme implemented by 22 members of staff between 2015-2018	



			Develop case studies about flexible working options and post on UoB intranet	A 5% increase in flexible working applications made to HR by Dec 2016	Case studies are still to be developed by HR but have been developed by the staff networks	
16	✓	Provide support for all staff with caring responsibilities	Promote the networks through the new on line induction process for all new starters by Jan 15	Uptake of places at network meetings increase by 10% by Dec 15	Staff networks events have trebled between 2015 and 2019	In our new action plan, see flexible section and more specifically actions 5.3.11 and 5.3.12
	✓		Set up holiday scheme information system with nursery and post details on SharePoint by Feb 2015	Monitor attendance	Parents and Carers staff network have developed information on this, now available on the intranet	
	✓		Develop a one-stop web resource for staff with caring responsibilities, that pulls together maternity guidance, nursery and play scheme information, childcare vouchers, part-time working information etc. by April 2015		The one-stop web resources has been put in place and is now full operational	

	✓		Involve nursery staff in events where childcare is required and underwrite one event to assess whether setting up 'one off' childcare sessions financially viable for nursery.		Book sessions if availability, and tried pop-up crèches but not economically viable	
			Work with estates to explore feasibility of providing soft play area/crèche on campus by April 17	Feedback on event is positive and implementation goes ahead.	Explored but not taken up, but the Green Heart: a 12- Acre Green Space has been created	
17	✓	Consider equality issues across a range of protected characteristics	Increase links between the Athena SWAN network and Disability/Rainbow and BAME staff network 2015 onwards	Joint meeting of all network chairs to be held each term to identify cross cutting issues.	Termly joint meeting has been established and now includes 5 staff networks	In our new action plan, see action 5.4.2. regarding networks' activities
18		Ensure that Athena SWAN is embedded in University level strategic processes	Implement a clear cohesive structure for managing and reporting on Athena SWAN, which is aligned with other strategic groups at College and University levels	Athena SWAN is standing agenda item for EEG. Termly meetings of the Challenge Group take place	Termly EEG meetings with standing Athena Swan agenda are in place	In our new action plan, see action 5.4.4 for embedding Athena Swan at the university

19		Review and refresh the policy framework	Remaining STEM schools apply to Athena SWAN by November 2015 round.	20 out of 29 Schools make successful SWAN submissions by Dec 2016 onwards – in tandem with GEM implementation	17 Schools have Silver or Bronze  All Schools without ward are preparing submissions for 2019-2020	In our new action plan, see action 5.4.4 for embedding Athena Swan at the university
			Schools successfully deliver their action plans and are encouraged to aspire to the next level of award.  These groups are continuing to implement the actions and progress to the next level of the award			
	✓		This is ongoing as information is constantly updated.	Information on Athena is readily available and accessible  Increased levels of interest and awareness in Athena, as evidenced by inquiries.  SET College web pages promote Athena SWAN membership	Most schools and colleges have developed pages specific to Athena Swan  Creation of an Athena toolkit, which helps schools with their application	

20	✓	To ensure there is Governance for equality and Diversity	Continue to ensure that equality issues are addressed by schools, Colleges and University committees.	Implementation in July 2015	New Deputy Pro Vice Chancellor (Equalities) was created to link the different committees. Individual schools and colleges now have and EDI committee.	In our new Action Plan, see actions 5.4.1-5.4.3 and 5.4.7 which deal with E&D governance
			The Student Equality Adviser will be asked to join the USAT to provide a University level link with Student initiatives	To attend meetings from February 2015	The Student Equality Advisor has not joined the USAT but has a weekly meeting with Equality Advisor in charge of Athena Swan	

22	✓	To ensure that the USAT group and other equality groups are aligned	Ensure that Athena SWAN SharePoint is used by all group members as a repository for documents and discussion forum. December 2015	80% of USAT to use network on a regular basis.	Athena Swan Sharepoint up-to-date, containing applications, feedback from Athena Swan, data, and focus groups results	In our new Action Plan, see actions 5.4.1-5.4.3 and 5.4.7 which deal with E&D governance
23	✓	To ensure that self - assessment teams have access to good quality data to inform analysis, decision making and monitoring.	Provide a data guidance booklet and training sessions to support School and College Athena SWAN groups.	Booklet published on SharePoint July 2016	An Athena Swan toolkit has been developed for school applications: including templates, advise on presenting data and staff survey format examples	In our new application, see action 5.4.4 linked to Athena Swan awareness and school support
	✓		Ongoing engagement with the Tableau Business Intelligence Community of Practice group to develop a self-service Athena SWAN data report which meets the requirements of School and College groups Advise specification for new system December 2014 and ongoing engagement until system is delivered in 2017 – 18	System meets requirements of users	The self-service Athena Swan data-report has now been created and is updated by our new data manager	

	✓		Develop business case for establishing data manager post to support Schools and Colleges in the medium term by March 2015	Report to UEB	A data analyst within HR has been created to facilitate data requests including for Athena Swan preparation	
24		Produce an annual report on progress against action plan objectives and data trends	The annual report is expanded to include details of work that has gone on in Schools and Colleges	Annual report has public launch coinciding with International Women's Day celebrations March 2015 and annually	Although an assurance report was produced annually, this did not systematically evaluate all Athena actions.	In our new Action Plan, see action 3.1
25	✓	Initiatives introduced as a result of Athena membership are 'badged' and promoted	Expand the work of the WIN-WIN networks to a university wide programme Develop an annual programme of events. First programme 2015 - 16	University wide group established	WIN-WIN events promoted on the Intranet and social media	In our new application, see action 5.4.4 linked to Athena Swan awareness and school support
	✓		Develop central resource of display materials by Dec 2015	Annual programme of events published on UoB Intranet and SharePoint sites  Each College has access to 2 banners at any time.	Events are published on the intranet  Display materials are available  We now also have Women's Network promotions materials	

26	✓	Support research into women in STEMM	Investigate joint bid to Horizon 2020 for September 2016 with Goethe University	Funding proposal	Bid not successful	In our new action plan, see action 5.1.20 and 5.3.7.
	✓		Support research project led by Dr. Jo Duberley, Birmingham Business School	Project report	Recommendations from the research project are being developed	
27	✓	Embed raising the profile of women in STEMM in University internal and external communications strategies	Pilot training course for female academics to increase confidence in dealing with media.	Number attended. Participant feedback.	Marketing course available (no systematic gender collection) trolling courses for women: 40 attendants.	In our new action plan, see action 5.4.8
	✓		Athena leads actively contribute to university wide consultation for developing University strategy 2015- 2020.	Evidence of STEMM staff having an increased profile in University Coms and marketing	Events run by WISE (Women in Science and Engineering) and Birmingham Heroes have raised the potential of STEMM  Developed outreach for girls in STEMM, advertised on our website	

28	✓	Identify and publicise SET awards and encourage applications/nominations from female SET staff	<p>Identify named member of communications team to work with USAT and develop communications strategy. By Dec2016.</p> <p>Develop a profiles page of female SET staff at different stages in their academic careers as part of the University Athena website</p>	Communications strategy in place by October 2016	<p>Profile of women in academia has been raised through university publications such as Buzz or college newsletters: 50% profiles are female</p> <p>Communications strategy has been established, the Birmingham Heroes campaign clearly embodies this.</p>	In our new action plan, see action 5.4.8
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	✓		Encourage USAT members to become assessors for Athena SWAN and other equality mark schemes as they develop	Evidence of the promotion of equality initiatives to students and staff across a range of communications channels.	<p>The University has developed its Equality Scheme running alongside its 5-year Strategic Project.</p> <p>We now have 5 staff networks compared to 3 in 2014 (Enabling Staff, BAME, Rainbow, Parents and Carers, Women).</p> <p>We now have E&amp;D student ambassadors in each colleges.</p>	In our new action plan, see action, 6.8 and 6.2 regarding the promotion of equality initiatives and visibility of role models.
	✓		Continue to find creative ways of celebrating success of women	<p>Increase number of USAT members who sit on assessment panels from 3</p> <p>Evidence of increased awareness of equality issues and initiatives</p>	<p>4 to 5 USAT members now sit on the AS Internal Assessment Panels</p> <p>The University has developed its Equality Scheme running alongside its 5-year Strategic Project.</p> <p>Making space project</p>	In our new action plan, see action 5.4.8

29	✓	To re-analyse data from the last 3 years to identify trends and irregularities	Breakdown of data into clinical and nonclinical staff to enable increase analysis of career progression.	Data reports in December 20 16 contain this additional information.	The breakdown into clinical and non-clinical staff is now available on Tableau	See action 5.4.4 regarding Tableau and data development
	✓		Run an annual girls in STEMM day	Aim 200+ attendees in 2015 and 2016	This has been done in EPS yearly	In our new action plan, see action 5.4.5 regarding outreach
	✓		Provide a schools advisory service to cover Schools in Birmingham and Solihull  Manage the STEMM ambassador programme	Work with partners and key stakeholders in the Your Life initiative to contribute to the 'Call for Action' as the role of Universities is developed.	A2B programme and outreach has been developed with 313 local partner schools	
	✓		Facilitate sharing good practice between Schools based STEMM clubs	Maintain current level of female ambassadors.	We have launched new outreach students, students involved in outreach have increased by 37%	