



Athena SWAN: Bronze and Silver department applications



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Athena SWAN Bronze Department Awards

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

Athena SWAN Silver Department Awards

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

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 department 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.

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 recommendations as a guide.

Department application	Bronze	Word count
Word limit	10,500	10,486
<i>Recommended word count</i>		
1. Letter of endorsement	500	494
2. Description of the department	500	510
3. Self-assessment process	1,000	1,015
4. Picture of the department	2,000	1,942
5. Supporting and advancing women's careers	6,000	6,287
6. Further information	500	0
7. Covid-section	500	238

Name of institution	Bournemouth University	
Department	Department of Design & Engineering	
Focus of department	STEMM	AHSSBL
Date of application	April 2021	
Award Level	Bronze	
Institution Athena SWAN award	Date: 2018	Level: Bronze
Contact for application Must be based in the department	Dr Roya Haratian	
Email	rharatian@bournemouth.ac.uk	
Telephone	01202965307	
Departmental website	https://www.bournemouth.ac.uk/about/our-faculties/faculty-science-technology/our-departments/department-design-engineering	

List of acronyms used in the application	
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
BA	Bachelor of Arts
BEng/BSc	Bachelor of Engineering/Science
BU	Bournemouth University
CA&D	Creative Art and Design
CV	Curriculum Vitae
CL	Covering Letter
D&E	Design and Engineering
DERC	Design and Engineering Research Centre
DHoD	Deputy Head of Department
E&T	Design and Technology
ECR	Early Career Researcher
F	Female
FoDE	Festival of Design and Engineering
FT	Full-Time
FTE	Full-Time Equivalent
G	Grade
HECoS	Higher Education Classification of Subjects
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
HoD	Head of Department
HoE	Head of Education
HoR	Head of Research
HR	Human Resources
IED	Institute of Engineering Design
IMechE	Institute of Mechanical Engineering
LM	Line Manager
M	Male
MA	Master of Arts
MDes	Master of Design
MEng/MSc	Master of Engineering/Science
OD	Organisational Development
PC	Placement Coordinators
PDA	Placement Development Advisers
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught

List of acronyms used in the application	
PPDP	Personal and Professional Development Planning
PTHP	Part Time Hourly Paid
RDS	Research Development & Support
REF	Research Excellence Framework
SAP	Standard Academic Profile
SAT	Self-Assessment Team
SMT	Senior Management Team
STEMM	Science, Technology, Engineering, Mathematics, Medicine
SW	Sandwich Course
TEF	Teaching Excellence and Student Outcomes Framework
UCAS	University and College Admissions Service
UoA	Unit of Assessment
UG	Undergraduate
WES	Women in Engineering Society
WISE	Women in Science and Engineering
WLP	Workload Planning

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Category	Narrative
Presentation of data	BU headcount is based on staff employed on permanent and fixed term contracts. Percentages have been rounded up (generally to the nearest 1%) for ease of presentation and may not total 100% exactly.
Reporting period	The data covers the academic years 2016/17-2018/19. Where possible we have added later data. The census date for producing the reports is the 31 st July of each academic year and meets the AdvanceHE response to Covid-19. The application submission had been postponed to 2021 due to Covid-19; therefore, the study period remained the same.

Academic job categories	Grades
Deputy Dean, Professor / Established Chair	11,12
Associate Professor, Associate Dean, Senior Academic, Reader	10
Principal Academic	9
Senior Lecturer	8
Lecturer	7
Professional and Support job categories	Grades
Undertaking an administrative role within a Faculty	1-6

1. Letter of endorsement from the head of department

Recommended word count: Bronze: 500 words | word count: 502 words

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

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



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26th May 2021

AdvanceHE
First Floor
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To whom it may concern,

I am writing to endorse the work being undertaken within the Department of Design and Engineering at Bournemouth University to strive towards achieving gender equality for our students and colleagues at all levels. My eyes were opened to issues faced by my colleagues throughout their careers when I attended 'Inclusive Engineering Education' hosted by the Royal Academy of Engineering and UCL Centre for Engineering Education in July 2018. This has strengthened my commitment to ensuring this goal is achieved.

As the joint Chair of the Self-Assessment Team, I have seen their commitment, in the midst of a global pandemic, to producing a realistic plan that reflects where we are, and how we get to where we wish to be.

Through this process, we have recognised that the network for supporting our female colleagues and students has evolved naturally, through the support of my colleagues

engaging our students in the Women Engineering Society, our ambassador programme and STEM outreach activities. We need to build on this success and accelerate activities to provide the level of support to which we aspire.

This process has, however, highlighted key issues that must be addressed as a priority. Firstly, there are few female academics at higher academic grades (e.g. Principal Academic, Associate Professor, Professor), with only one female colleague at these levels since 2016/17. Actions to remedy this include: explicitly discussing promotion opportunities and developing personal development plans through the appraisal process; developing mentoring for female colleagues. Secondly, there are few female colleagues in management roles, which I am determined to correct. I am also fully committed to addressing concerns made by my female colleagues regarding the transparency and fairness of workload planning.

The Athena SWAN Action Plan and activities will impact the education, research and professional practice activities of staff and students. Both are expected to improve the working environment, which will encourage staff to further their engagement in these areas, while students will benefit from studying in an environment where equality is embraced. This will contribute to the department's vision for being "...recognised for the excellence of its design and engineering teaching and research", while being "...a desirable and inclusive place to study..."

I can confirm the information presented in the application (including qualitative and quantitative data) is an accurate and true representation of the department.

Once again, I emphasise my personal commitment to leading the department in advancing gender equality and will make available the relevant budget and resources to deliver the Action Plan over the five-year period. We, as a department, believe the actions developed in this submission will enable us to achieve this aim.

Yours faithfully,



Dr Philip Sewell

Head of Department of Design & Engineering

2. Description of the department

Recommended word count: Bronze: 500 words | word count: 510 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The Department of Design and Engineering (D&E) at Bournemouth University (BU) sits within the Faculty of Science and Technology (Figure 2.1). It has 25 full-time equivalent (FTE) (n=25: 5F/20M; 20%F/80%M) academic staff (grade 7-12) and 12 professional and support staff including technicians and demonstrators (n=12: 2F/10M; 17%F/83%M). Rapid growth of engineering has increased appointments (UG students up 66% since 2015/16). Figure 2.2 depicts total the proportion of female staff by grade. All academic staff have responsibility for education, research and professional practice (Fusion) under BU's 2025 strategic plan. We also have part-time hourly-paid technical (n=3: 2F/1M; 67%F/33%M) and academic (n=6: 4F/2M; 67%F/33%M) support staff.

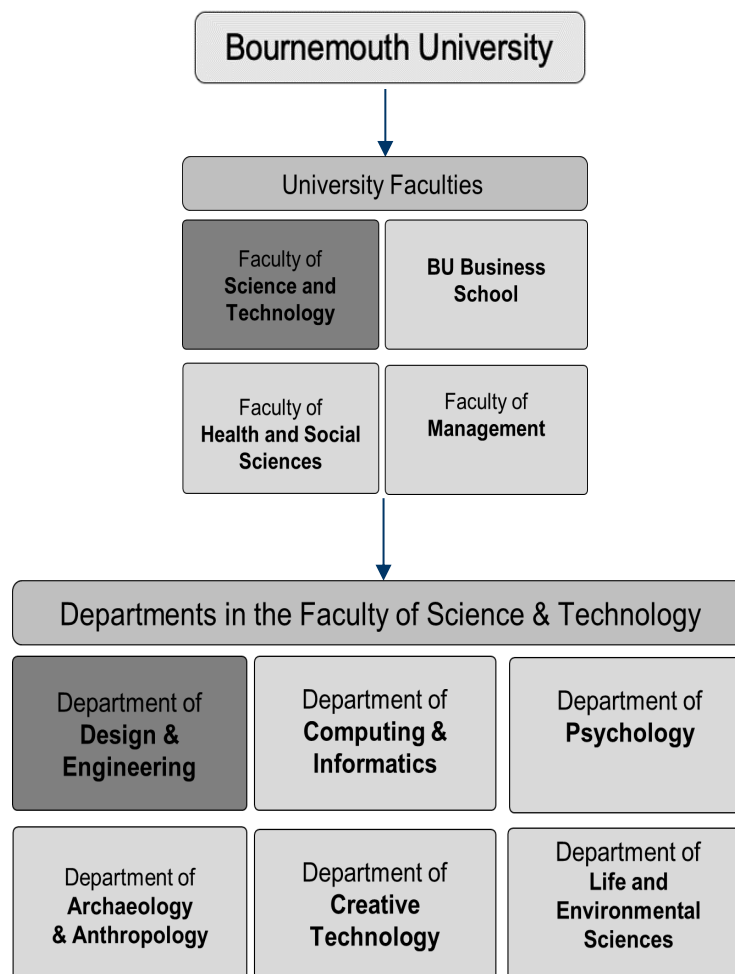


Figure 2.1, Department of Design and Engineering within BU's organisation structure

Table 2.1. Number and proportion of permanent staff by gender and grade in D&E as of Oct. 2020.

Gender	Professional and Support Staff	Academic Staff					
	Grade 1-6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Female	2 (20%)	2 (40%)	2 (22%)	0 (0%)	1 (25%)	0 (0%)	0 (0%)
Male	8 (80%)	3 (60%)	7 (78%)	2 (100%)	2 (75%)	4 (100%)	1 (100%)

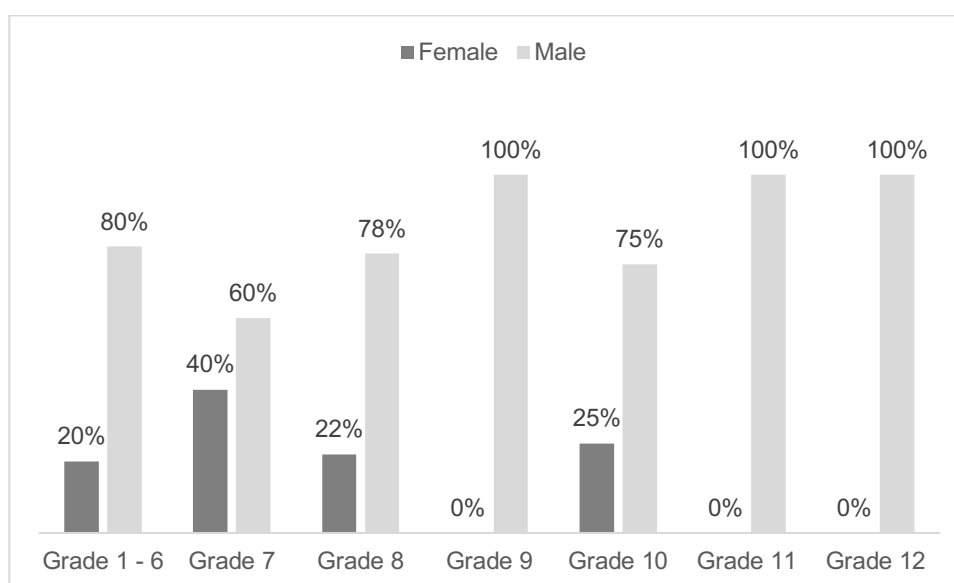


Figure 2.2. Number and proportion of permanent staff by gender and grade in D&E as of Oct. 2020.

13 (81%) of the department's 16 leadership roles (Figure 2.3) are male while the placement tutor, ethics representative and SWAN lead are female. In recent years, we introduced a department structure, including Deputy Heads of Department. Deputy Head and Programme Leader roles are open to all, but no females have applied. This is discussed in Section 5. This application process has identified our failure to encourage and mentor female colleagues so they have the confidence to apply. Urgent corrective actions are required and these are detailed in Section 5.b & 5.d. The department's Senior Management Team (SMT) line manages all departmental staff, and we will work with the SMT to address this.

Also, the separation of academic and technical staff across two adjacent buildings can cause a divisive 'them versus us' culture which we will address through formal and informal networking/social events.

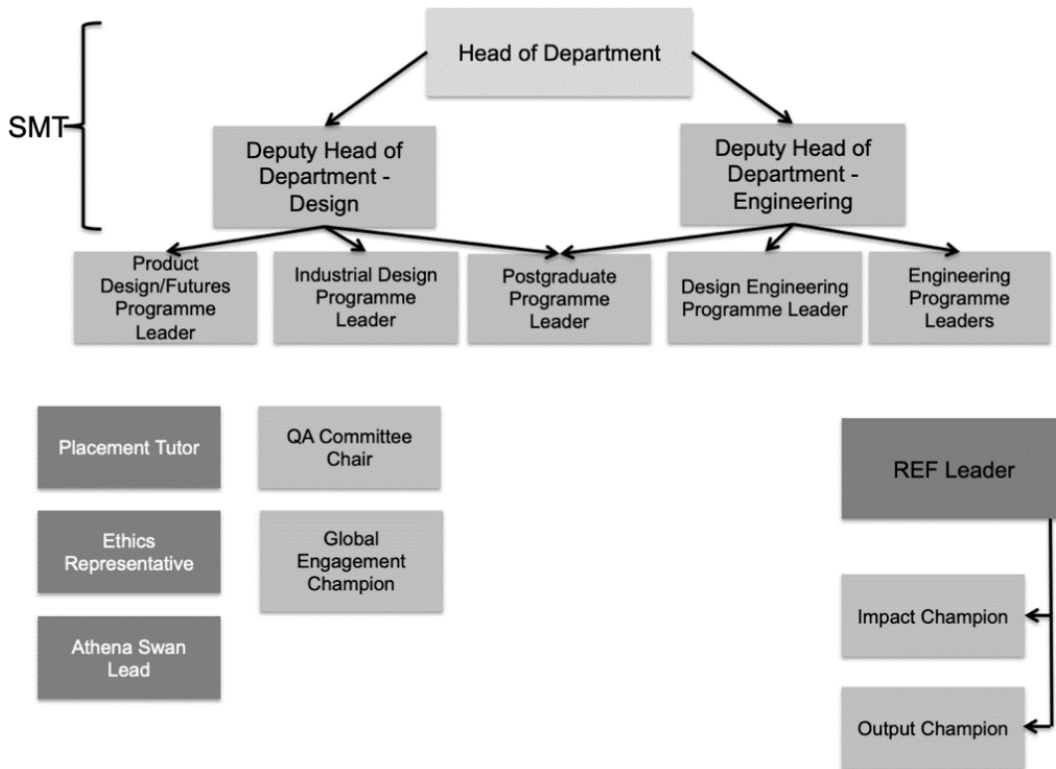


Figure 2.3. Leadership structure: leadership roles held by females in white text.

We offer undergraduate and postgraduate level programmes, from highly creative design to highly technical engineering, including an engineering degree apprenticeship programme. Students study in full-time (FT), sandwich (SW) and part-time (PT) modes (Table 2.2). This mix is a recognised strength, enabling staff and students to learn from both disciplines while broadening skills and knowledge. 90% (n=81) of PGT programme students are international students while 94% (n=579) of UG level students are domestic.

We have divided student population data into three subject groups based on HECoS subject coding: Creative Arts and Design, CA&D, (100%), Engineering and Technology, E&T, (100%) and CA&D (33%)/E&T (67%) (Table 2.2).

Table 2.2. Undergraduate and postgraduate programmes within the D&E department in April 2021

Programme Name	Level	Mode	Female Students (No.)	Female Students (%)	Subject Grouping
BA (Hons) Product Design Futures	4-6	FT/SW	2	40%	Creative Arts and Design
BA/BSc (Hons) Product Design	4-6	FT/SW	31	23%	Creative Arts and Design
MDes (Hons) Product Design	4-7	FT/SW	16	20%	Creative Arts and Design
BSc (Hons) Design Engineering	4-6	FT/SW	17	20%	Engineering and Technology
BSc (Hons) Design Engineering (top-up)	6	PT	Currently not running	Currently not running	Engineering and Technology
BEng (Hons) Mechanical Engineering	4-6	FT/SW	8	10%	Engineering and Technology
MEng (Hons) Mechanical Engineering	4-7	FT/SW	4	6%	Engineering and Technology
BEng (Hons) Engineering (degree apprenticeship)	6	PT	1	4%	Engineering and Technology
MEng (Hons) Mechanical Engineering	6-7	PT	1	20%	Engineering and Technology
MA Design Management	7	FT/PT	1	50%	Creative Arts and Design
MSc Engineering Project Management	7	FT/PT	10	14%	Creative Arts and Design/Engineering and Technology
MSc Mechanical Engineering Design	7	FT/PT	0	0%	Engineering and Technology

Figure 2.4 shows the proportion of students based on gender across different levels within our department. Average proportion of females is 19% across all levels apart from postgraduate research, significantly higher at 67% (discussed in Section 4.A). This average data masks the lower proportion of females on engineering programmes (Table 2.2). According to recent UCAS data from HESA, 19% of Engineering and Technology students in higher education in the UK are women (Women in STEM, 2020). Most of our engineering and technology programmes have a lower percentage of female students. This is discussed in Section 4.A.

Table 2.3. Number and proportion of students (Undergraduate (UG), Postgraduate Taught (PGT), Postgraduate Research (PGR)) by gender and level as of July 2020.

	Level 4 UG	Level 5 UG	Level P UG	Level 6 UG	Level 7 UG/PGT	Level 8 PGR
Female	35 (17%)	27 (27%)	21 (22%)	32 (18%)	13 (19%)	8 (67%)
Male	175 (83%)	136 (83%)	74 (78%)	141 (82%)	54 (81%)	4 (33%)

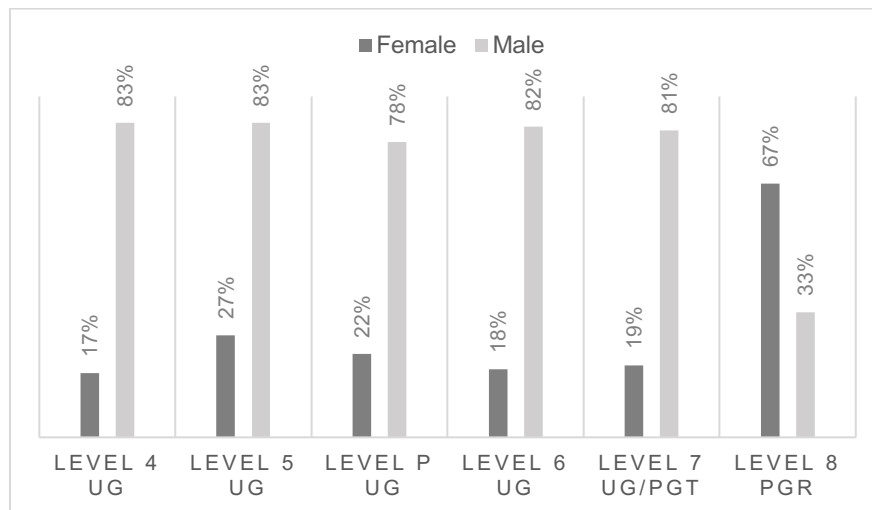


Figure 2.4. Number and proportion of students by gender and level of July 2020.

Our Design and Engineering Research Centre (DERC) is inclusive to all academic colleagues and all eligible academics were submitted to REF2021 (Section 5.a). Our DERC portfolio for REF2021 included research across UoA12 (engineering), UoA32 (art and design) and UoA24 (sport & exercise sciences). DERC's research themes since 2018-19 included Biomedical/Mechanical Engineering, Materials Science & Testing, Nano Corrosion, Energy & Modelling (including Tribology) and Creative Design.

3. The self-assessment process

Recommended word count: Bronze: 1000 words | word count: 1015 words

Describe the self-assessment process. This should include:

When the Athena SWAN charter was introduced by the BU Equality and Diversity Adviser in May 2019 there was scepticism from female colleagues due to past experiences. For example, one female colleague had previously engaged in Athena SWAN activities but faced barriers on returning to BU full time after working as 0.8FTE. We included the SWAN agenda within the department's committee meeting agenda but received no active engagement from staff. To address this, we ran focus groups to engage discussion. We realised some colleagues wanted to clarify the differences between 'equality' and 'equity' to avoid offensive comments and found scepticism about our activities. The culture within

our department is traditionally male dominated, and a female academic in engineering science related fields (which requires a strong mathematics and physics background) is unusual due to cultural factors and biases. Therefore, in department committee meetings, the HoD gave a presentation that highlighted the value of inclusivity and related policies.

We found the application process challenging as reflective writing is unfamiliar in our field. In addition, each SAT member had their own perspective, making the collation of inputs challenging. We prepared the first draft of our application in October 2020. Based on received feedback from internal and external reviewers, we decided to postpone the submission until April 2021, and sought support from BU's Diversity and Equality Adviser to improve the application.

We found weekly meetings with SWAN leads helpful in addressing writing challenges and sharing experiences. It helped us explore our department from gender equality and inclusivity perspective. We hope our efforts through this unfamiliar journey will lead to a successful application and lead us to implement actions for positive change. We aim to validate the effectiveness of our work by administering the BU SWAN survey every two years to monitor progress and adjust our actions (**Action 3.1**).



Action 3.1






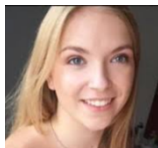

To run the SWAN survey every two years to monitor the progression of inclusivity and gender equality based on the BU SWAN survey

(i) A description of the self-assessment team;

Athena SWAN was introduced in May 2019 by two members of the BU SWAN steering group. The Self-Assessment Team (SAT) leaders were appointed after an open call for expressions of interest by the HoD in October 2019. Only one colleague (F) came forward, indicating the difficulty in engaging colleagues. A call for SAT membership was made in December 2019. The SAT was formally introduced by the SAT leaders in January 2020, and seven individuals (three (43%) females and four (58%) males) with various backgrounds (academic, professional & support, and students (UG and PGR)) were appointed (Table 3.1.).

Table 3.1. SAT members departmental role, career stage and background information

	Name and job title / role	Gender	SAT role
	Dr Roya Haratian <i>Senior lecturer/Full-time</i> Joined BU as a Lecturer in 2016	F	Department SWAN Lead SAT Chair/Non-UK Academic in Engineering
	Dr Philip Sewell <i>Head of department /Associate Professor/Full-time</i> Joined BU as a Senior Lecturer in 2007	M	Department SWAN Lead SAT Chair/Academic in Engineering, with shared caring responsibility for two children

	Name and job title / role	Gender	SAT role
	Dr Yi Huang <i>Lecturer/Full-time</i> Joined BU as Lecturer in 2018	F	SAT Academic Member Academic in Engineering Ethics Representative, with shared caring responsibility for one child
	Dr Diogo Montalvao <i>Principal Academic/Full-time</i> Joined BU as Senior Lecturer in 2016	M	SAT Academic Member Academic in Engineering Senior Management Team Representative, with shared caring responsibility for one child
	Dr Mihai Dupac <i>Senior lecturer/Full-time</i> Joined BU as Lecturer in 2011	M	SAT Academic Member Academic in Engineering REF Champion, with shared caring responsibility for two children
	Ms Jacqueline Rix <i>Post graduate research student/Full-time</i> Joined BU in 2018	F	SAT Student Member PGR Representative
	Mr Adam Wright <i>Professional and Support Staff/Full-time</i> Joined BU in 2000	M	SAT Professional and Support Staff Member Staff Union Representative, with shared caring responsibility for one child
	Ms Laura Hardy <i>Undergraduate student Full-time</i> Joined BU in 2018	F	SAT Student Member UG Representative
	Dr Yong Hun Lim <i>Programme leader BA Product Design Futures/Full-time,</i> Joined BU as Lecturer in 2018	M	SAT Academic Member Non-UK Academic in Design

(ii) An account of the self-assessment process;

To collect data about staff experience regarding gender equality, an anonymised SWAN survey was introduced in January 2020 by the HoD and shared with all 46 department staff via email. Institutional ethics approval was obtained for the survey. We achieved

a 67% (6 out of 9) response rate from female colleagues compared with 41% (15 out of 37) from the male colleagues.

SAT meetings were organised by the SWAN SAT chairs in accordance with the institutional terms of reference. Meetings were initiated in February 2020, then conducted virtually due to Covid-19 lockdown restrictions in May, June, July, September and December 2020 and in March 2021 (Figure 3.1). All required data, survey results, guidelines for application submissions were shared with SAT members through a 'SharePoint' site. However, we realised that an intranet page would inform the whole department, and we actioned this immediately (**Action 3.2**).

In February 2021 the SAT ran focus groups to understand the issues raised by the staff survey results. Views focused on 'career development' and 'organisation and culture'. These actions (see section 5b/e) were discussed in the department committee meeting in March 2021 and, through virtual polling, saw more than 75% of participants agree with its outcomes.

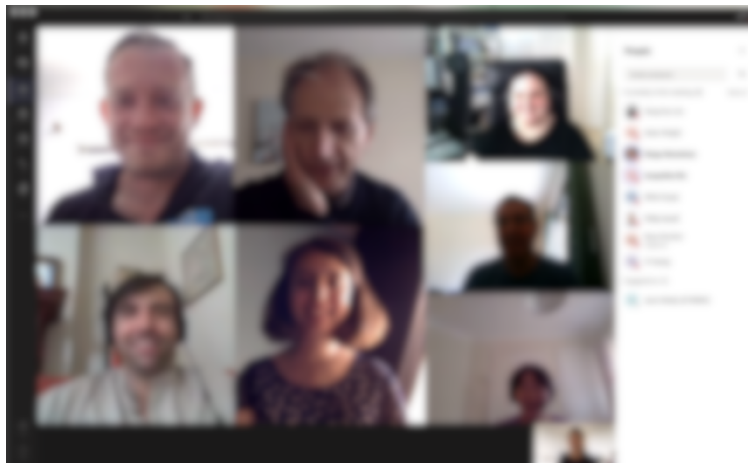


Figure 3.1. An illustration of virtual SAT meeting via MS Teams held on 10th June 2020

We were mindful that the process needed to be owned by the whole department. To ensure this, Athena SWAN was added as a standing item to the Department Committee Meeting agenda. Application progress was presented in committee meetings every two months during development, updating staff and student representatives while gathering feedback. In addition, two SAT members from the undergraduate and postgraduate student population acted as student representatives in the SAT. Communication was affected by the Covid-19 pandemic, but once colleagues return to campus from May 2021, the SAT intends to hold an Athena SWAN event within the department to re-engage colleagues and students (**Action 3.3**).

While working on the SWAN application, the D&E SWAN leads attended university level SWAN SAT meetings. This enabled us to learn best practice from across the university. At faculty level, SWAN champions from each department met to share experiences, revealing the level of engagement from colleagues and how to best collect data (within the context of gender equality) every two months. Furthermore, the D&E SWAN leads presented the SWAN agenda to the department's Industrial Advisory Board where several industries were represented. Sharing of their good practices (such as the need for diversity training) to address gender equality influenced us to conduct similar training within our department (Section 5). We learned how one company introduced 'seven key behaviours' for all staff as well as offering mentoring and coaching to help fast-track staff

through levels of the organisation. This narrowed the gender pay gap and increased significantly the number of females on the company’s board. This example motivated us to consider actions to support our female colleagues’ career development as addressed in Section 5. Lastly, before formal submission, this application has been blind reviewed by internal and external reviewers.

(iii) Plans for the future of the self-assessment team.

It is planned to continue SAT meetings as an ‘Inclusivity Committee’ to address gender equality issues every month. The role will be formally recognised in the department’s workload plan (**Action 3.4**). Related actions will be reported and discussed with the department’s management team. The agenda will additionally be discussed with colleagues and students as a standing item on the department committee agenda, ensuring related issues and actions are addressed within the department every two months (**Action 3.5**). Staff/students interested in SWAN related activities will be invited to SAT meetings and provided with an opportunity to become members of the SAT themselves (**Action 3.6**). Department leads will be allocated 0.2 FTE of their allocated workload towards SWAN activity and will continue to attend faculty and university level related events. These meetings will update institutional guidelines and policy and share good practice (**Action 3.7**).

Action 3.2
To create a departmental intranet page to share the updates (and the related documentation) with regard to SWAN related activities.
Action 3.3
To hold a post Covid-19 lockdown Athena SWAN event within the department to re-engage colleagues and students for the purpose of promoting the agenda.
Action 3.4
Formation of an ‘Inclusivity Committee’ to meet every month to address inclusivity and the gender equality agenda (with these roles to be formally recognised in the departmental workload plan).
Action 3.5
To share and discuss the gender equality and inclusivity agenda in department committee meetings to ensure staff and student engagement.
Action 3.6
Open announcement and invitations sent to all staff/students to engage with SWAN activities and become a member of the SAT.
Action 3.7
The department SWAN leads to be allocated 0.2 FTE workload allocation to attend faculty and university level related events.

4. A picture of the department

Recommended word count: Bronze: 2000 words | word count: 1942 words

If courses in the categories below do not exist, please enter n/a.

(i) Numbers of men and women on access or foundation courses;

n/a

(ii) Numbers of undergraduate students by gender.

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

Numbers of full-time and part-time UG students calculated by attendance, gender and subject group (Creative Arts & Design – CA&D, Engineering and Technology – E&T) for academic years 2016-19 are presented in Tables and Figures 4.1.1 and 4.1.2. Females comprised 22%FT and 9%PT of the department’s student population respectively. The proportion of full-time creative art and design students stayed constant at approximately 25%, while that of female engineering and technology students declined from 15% to 13%. Despite a total increase in full-time UG student population, the ratio of female to male students changed little, showing that current admission practices fail to attract more female applicants. The data also shows female students less likely to study with us part-time. Most PT students study on our part-time BEng/Meng Engineering degree, aimed at those in engineering employment. The lack of female students in this population mirrors that in the engineering sector. This data highlights an urgent need to understand why so few female students apply to BU. The SAT identified several potential reasons: lack of interest in our department’s courses, cultural reasons, our promotional techniques or unattractiveness as a place for female students. The SAT explored how to obtain feedback from female applicants who accepted the offers to study with us. We aim to hold conversations with our female students on why they chose our department to study (**Action 4.1**). The self-assessment process has generated immediate actions (**Action 4.1 – 4.12**) to promote recruitment and support of female students listed below.

Table 4.1.1. Full time UG students by subject group and gender (2016-19)

	Subject Group	Female		Male		Other		Total
		No.	%	No.	%	No.	%	No.
		307	22%	1107	78%	2	%	1416
2016/17	Total	96	22%	349	78%	0	0%	445
	CA&D	73	25%	221	75%	0	0%	294
	E&T	23	15%	128	85%	0	0%	151
2017/18	Total	104	22%	362	78%	1	1%	467
	CA&D	84	26%	236	74%	1	1%	321
	E&T	20	14%	126	86%	0	0%	146
2018/19	Total	107	21%	396	79%	1	1%	504
	CA&D	88	25%	265	75%	1	1%	354
	E&T	19	13%	131	87%	0	0%	150

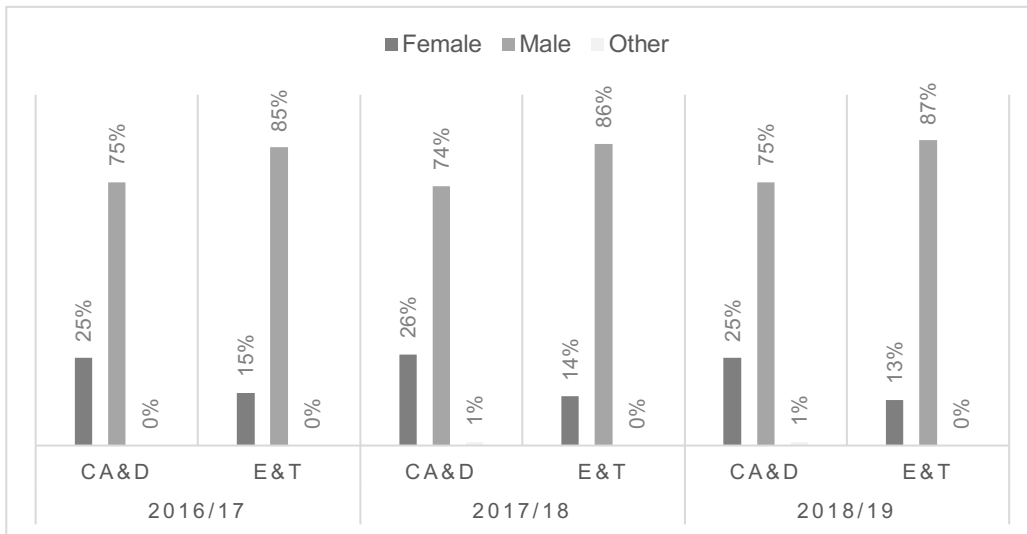


Figure 4.1.1. Full time UG students by subject group and gender (2016-19)

Table 4.1.2. Part time UG students by subject group and gender (2016-19)

	Subject Group	Female		Male		Other		Total
		No.	%	No.	%	No.	%	No.
		15	9%	155	91%	0	0%	170
2016/17	Total	9	14%	56	86%	0	0%	65
	CA&D	6	67%	3	33%	0	0%	9
	E&T	3	5%	53	95%	0	0%	56
2017/18	Total	3	4%	68	96%	0	0%	71
	CA&D	1	20%	4	80%	0	0%	5
	E&T	2	3%	64	97%	0	0%	66
2018/19	Total	3	9%	31	91%	0	0%	34
	CA&D	1	50%	1	50%	0	0%	2
	E&T	2	6%	30	94%	0	0%	32

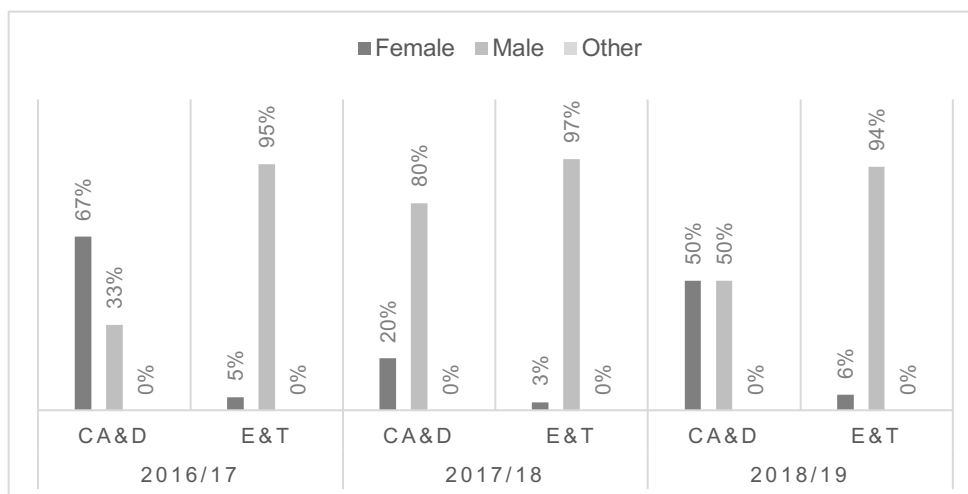


Figure 4.1.2. Part time UG students by subject group and gender (2016-19)

Comparison of total headcount of students in BU D&E department with the sector benchmark from 2016 to 2019 – From an “Engineering and Technology” perspective, this shows the percentage of full-time UG female students at BU (Table 4.1.1) as consistently slightly below the South West sector and all HEIs (Table 4.1.3).

Table 4.1.3. Sector gender benchmarking /Engineering and Technology (2016-19)

	Female No.	Female %	Male No.	Male %	Other No.	Other %	Total
2016/17							
BU E&T	26	13%	181	88%	0	0%	207
South West	1760	17%	9030	84%	0	0%	10790
ALL HEIs	29050	18%	136080	83%	35	1%	165165
2017/18							
BU E&T	22	11%	190	90%	0	0%	212
South West	1820	17%	9090	84%	0	0%	10910
ALL HEIs	30065	19%	134870	82%	35	1%	164970
2018/19							
BU E&T	21	12%	161	89%	0	0%	182
South West	1850	17%	8960	83%	0	0%	10790
ALL HEI's	31605	20%	133550	81%	60	1%	165165

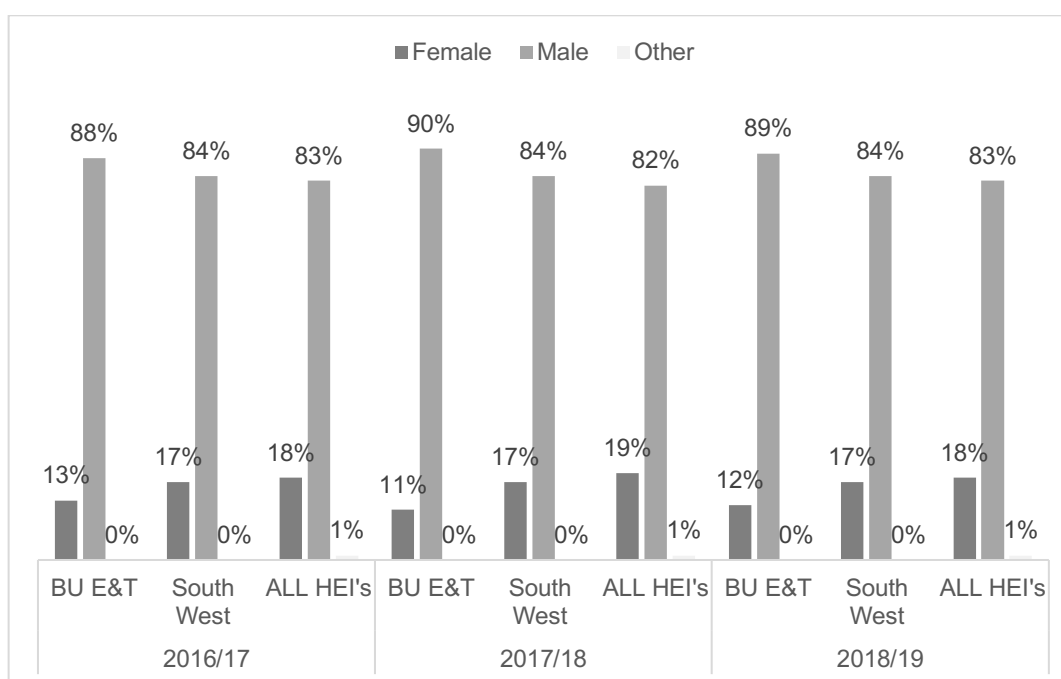


Figure 4.1.3. Sector gender benchmarking for student numbers in Engineering and Technology (2016-19)

From a “Creative Art and Design” perspective (Table 4.1.4), a comparison of BU student headcount with the sector shows that our female student percentage is considerably lower than the South West and all HEIs. This evidence emphasises our failure to match the overall sector in attracting sufficient female student numbers to our courses.

Table 4.1.4. Sector gender benchmarking data for student numbers in Creative Art and Design (2016-19)

	Female No.	Female %	Male No.	Male %	Other No.	Other %	Total
2016/17							
BU CA&D	79	27%	224	74%	0	0%	303
South West	11490	63%	6875	38%	30	1%	18395
ALL HEI's	113270	65%	62250	36%	150	1%	175670
2017/18							
BU CA&D	85	27%	239	74%	1	1%	325
South West	12215	63%	7395	38%	55	1%	19665
ALL HEI's	115475	65%	62695	36%	250	1%	178420
2018/19							
BU CA&D	89	25%	266	75%	1	1%	356
South West	12365	63%	7500	38%	75	1%	19665
ALL HEI's	117850	65%	63540	35%	390	1%	178420

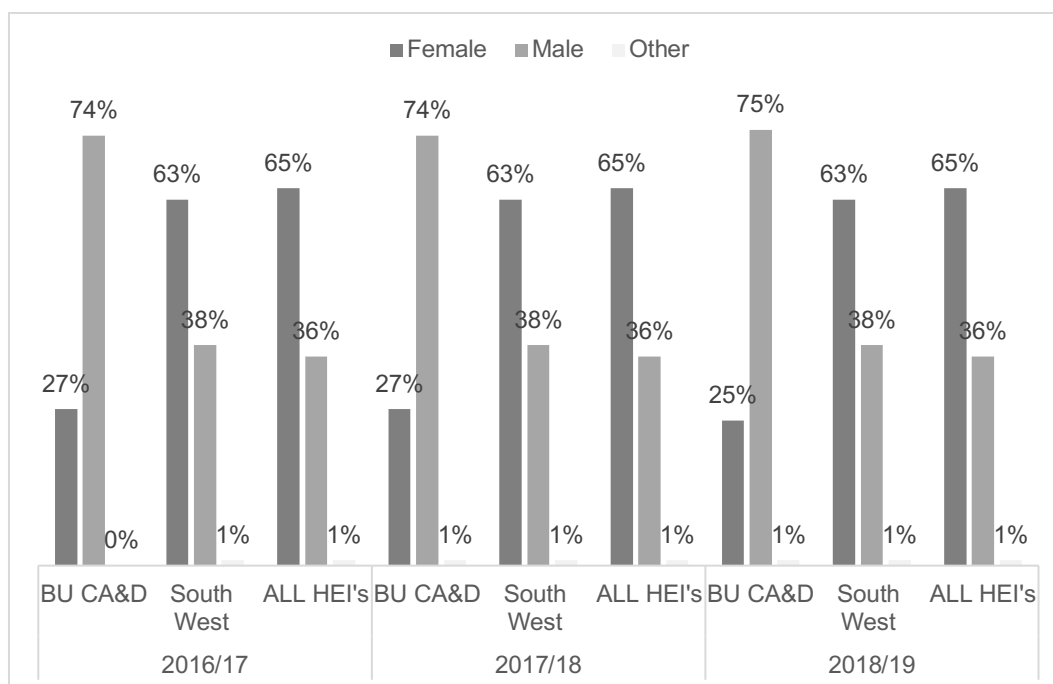


Figure 4.1.4. Sector gender benchmarking data for student numbers in Creative Art and Design (2016-19)

The SAT commits to supporting the department in addressing this issue. Our wide range of courses are an asset which we can exploit to attract more females to non-traditional areas.

These findings further highlight our ongoing challenge to offer programmes and an environment that attract female students. For this purpose, the SAT will work with the department SMT on the actions listed below (**Action 4.1 – 4.12**).

The number of applications, offers, and enrolment rates split by subject group for academic years 2016-19 are presented in Table and Figure 4.1.5. Although total applications remained relatively static, the proportion of male enrolments increased, while female enrolments decreased. The proportion of female student applications for creative arts and design is higher than for engineering but is decreasing, while that for engineering and technology is increasing. For creative arts and design, the proportion of females offered places is generally higher than for males. However, for engineering and technology the proportion of females offered is consistently lower. We interview applicants for all UG programmes except the BEng (Hons) Mechanical Engineering programme. Female mechanical engineering applicants comprise the largest proportion of female applications in the engineering and technology subject group. Would we increase offers to female Mechanical Engineering applicants if we interviewed them? The proportion of students who enrol is higher for both female and male students for creative arts and design where we interview all applicants. This confirms the need to review our recruitment process to understand this, which the department SMT has committed to complete (**Action 4.2**). Also, we have removed gender-biased imagery from course marketing material and promote female role models (Figure 4.1.6) for both staff and students as discussed in Section 5.d.vii.

We need to investigate reasons why acceptance rate of female applicants is lower than for male applicants; therefore, the requirement to attract the interest of female prospective students identified (**Action 4.3**) by involving more female academics and student reps in the open day events (e.g. leading talks and tours) (**Action 4.4**). We aspire to improve our reputation by developing an inclusive department that is more attractive to both female and male students.

Table 4.1.5. Applications, offers and enrolments by subject group and gender for FT UG (2016-19)

	Subject Group	Total Applications	Applications %	Total Offers	Offers %	Total Enrolments	Enrolments %
2016/17		788	100%	594	75%	130	16%
F	Total	174	22%	134	77%	27	16%
	CA&D	145	27%	116	80%	23	16%
	E&T	29	11%	18	62%	4	14%
M	Total	614	78%	460	75%	103	17%
	CA&D	390	73%	296	76%	63	16%
	E&T	224	89%	164	73%	40	18%
2017/18		768	100%	465	61%	181	24%
F	Total	85	11%	52	61%	19	22%
	CA&D	47	10%	26	55%	9	19%
	E&T	38	13%	26	68%	10	26%
M	Total	683	89%	413	60%	162	24%
	CA&D	432	90%	238	55%	86	20%
	E&T	251	87%	175	70%	76	30%
2018/19		822	100%	578	70%	170	21%
F	Total	167	20%	116	69%	26	16%
	CA&D	114	24%	78	68%	20	18%
	E&T	53	15%	38	72%	6	11%

	Subject Group	Total Applications	Applications %	Total Offers	Offers %	Total Enrolments	Enrolments %
M	Total	655	80%	462	71%	144	22%
	CA&D	358	76%	226	63%	82	23%
	E&T	297	85%	236	79%	62	21%

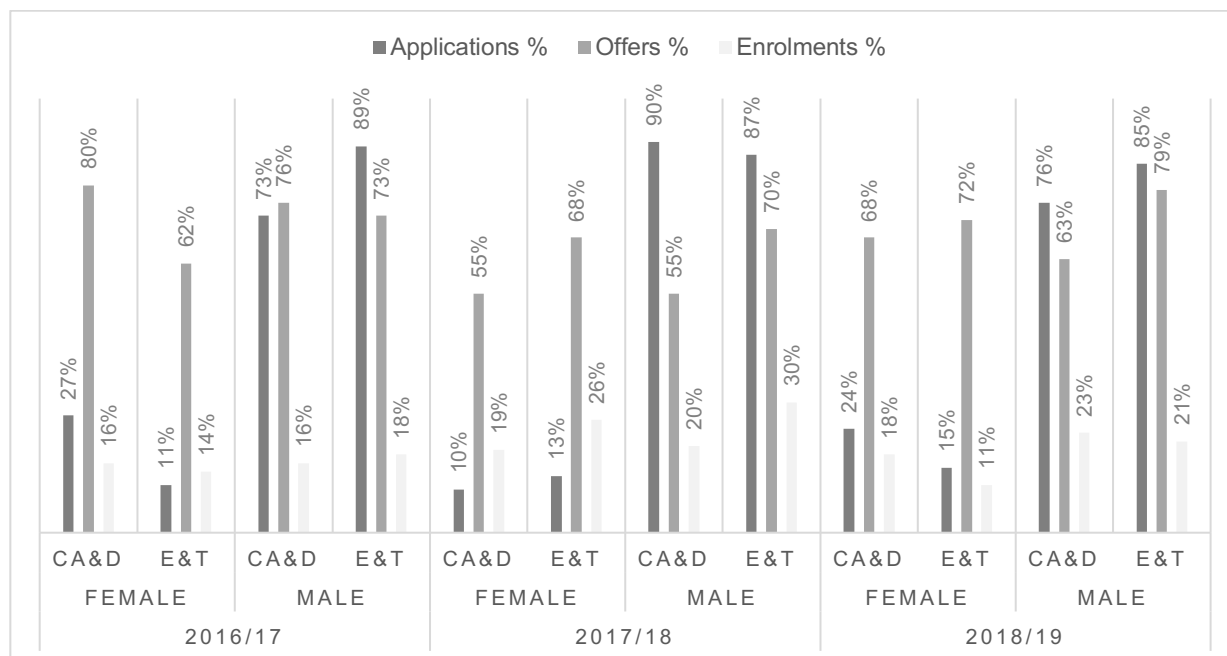


Figure 4.1.5. Applications, offers and enrolments by subject group and gender for FT UG (2016-19)



Figure 4.1.6. Department website images (Bournemouth University, 2020)

Data for UG degree classification by gender and subject group for 2016-19 academic years are presented in Table 4.1.6 and Figure 4.1.7. Female students' percentage in 1st

degree attainment decreased, while increasing for 2:1. Percentages decreased for 2:2 and increased for 3rd class degrees. The proportion of females achieving a 1st class degree is consistently higher than males for both creative arts & design and engineering & technology. Generally, females on engineering and technology courses achieve a higher proportion of 1st class degrees than those on creative arts and design courses. This reflects sector benchmarks indicating that female students outperform males. We need to investigate further why the proportion of females achieving 1st class degrees is apparently decreasing (**Action 4.5**). Are female students penalised by our assessment practices? What can we learn from the improving performance of male students achieving 1st class degrees?

Table 4.1.6. UG degree classification by subject group and gender (2016-19)

	Subject Group	1 st		2:1		2:2		3 rd	
		Total	%	Total	%	Total	%	Total	%
2016/17		34	27%	51	41%	36	29%	3	2%
Female	Total	12	44%	8	30%	7	26%	0	0%
	CA&D	5	26%	8	42%	6	32%	0	0%
	E&T	7	88%	0	0%	1	13%	0	0%
Male	Total	22	23%	43	44%	29	30%	3	3%
	CA&D	10	16%	25	40%	24	39%	3	5%
	E&T	12	34%	18	51%	5	14%	0	0%
2017/18		19	20%	56	58%	18	19%	4	4%
Female	Total	6	33%	7	39%	4	22%	1	6%
	CA&D	3	25%	4	33%	4	33%	1	8%
	E&T	3	50%	3	50%	0	0%	0	0%
Male	Total	13	16%	49	62%	14	18%	3	4%
	CA&D	4	9%	32	70%	8	17%	2	4%
	E&T	9	27%	17	52%	6	18%	1	3%
2018/19		43	34%	50	40%	26	21%	6	5%
Female	Total	12	40%	13	43%	2	7%	3	10%
	CA&D	10	40%	11	44%	2	8%	2	8%
	E&T	2	40%	2	40%	0	0%	1	20%
Male	Total	31	33%	37	39%	24	25%	3	3%
	CA&D	14	28%	19	38%	15	30%	2	4%
	E&T	17	38%	18	40%	9	20%	1	2%

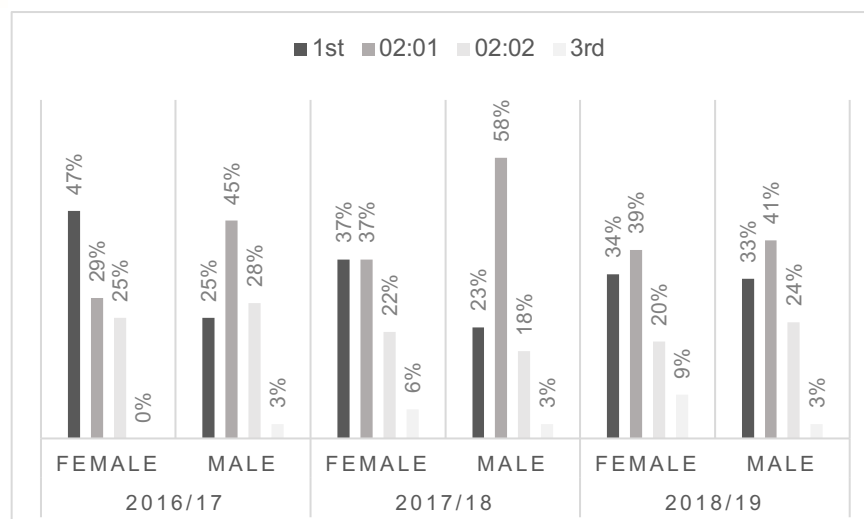


Figure 4.1.7. UG degree classification by subject group and gender (2016-19)

Data for non-continuation, qualified or continued by gender for academic years 2016-19 is shown in Table 4.1.7 and Figure 4.1.8. The percentage of female students leaving BU decreased from 11% to 0%, while that of continuing/qualified female students has increased from 89% to 100%. A higher proportion of both male and female students left engineering and technology programmes. Analysis of data and student feedback suggests reasons for leaving BU are mainly personal, e.g. homesickness, or that courses no longer satisfied their future plans.

Table 4.1.7. Non-continuation, qualified or continued by subject group and gender (2016-19)

	Subject Group	Left BU		Qualified or Continued		Total No.
		No.	%	No.	%	
2016/17		8	6%	119	94%	127
Female	Total	3	11%	25	89%	28
	CA&D	2	9%	21	91%	23
	E&T	1	20%	4	80%	5
Male	Total	5	5%	94	95%	99
	CA&D	1	2%	56	98%	57
	E&T	4	10%	38	90%	42
2017/18		14	8%	159	92%	173
Female	Total	3	9%	29	91%	32
	CA&D	2	9%	20	91%	22
	E&T	1	10%	9	90%	10
Male	Total	11	8%	130	92%	141
	CA&D	3	5%	63	95%	66
	E&T	8	11%	67	89%	75
2018/19		8	6%	120	94%	128
Female	Total	0	0%	14	100%	14
	CA&D	0	0%	8	100%	8
	E&T	0	0%	6	100%	6

	Subject Group	Left BU		Qualified or Continued		Total
		No.	%	No.	%	No.
Male	Total	8	7%	106	93%	114
	CA&D	4	7%	50	93%	54
	E&T	4	7%	56	93%	60

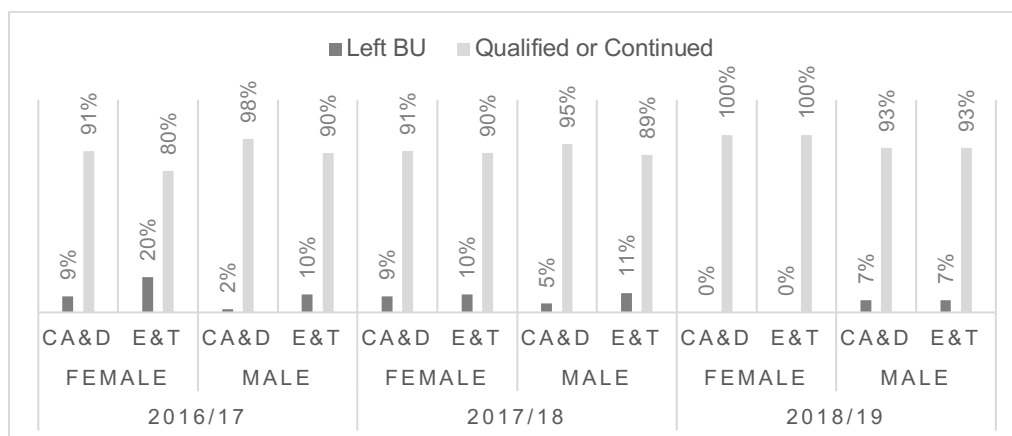


Figure 4.1.8. Non-continuation, qualified or continued by gender (2016-19)

Action 4.1
Hold conversations with our female students on why they chose our department to study.
Action 4.2
To work with admission and marketing and communications to review and update our recruitment processes
Action 4.3
Investigate reasons why acceptance rate of female applicants is lower than for male applicants.
Action 4.4
Involve more female academics and student reps in the open day events (e.g. leading talks and tours).
Action 4.5
To investigate and understand why the proportion of females achieving a 1 st class degree appears to be decreasing

(iii) Numbers of men and women on postgraduate taught degrees.

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

PGT courses and subject groups we offer are listed in Table 2.2. The numbers of full-time and part-time PGT students by gender and subject group for academic years 2016-19 are shown in Tables 4.1.8 & 4.1.9 and Figures 4.1.9 & 4.1.10. The ratio of full-time PGT students is 39% female vs 61% male; for part-time it is 9% female vs 91% male. These ratios vary little; while there are fewer PGT students than UG students, the percentage of PGT female students is higher. The proportion of female students is higher than male students on the creative art & design courses with the inverse true for

engineering & technology courses until 2018/19 (since when the proportion of females on the split-subject course – MSc Engineering Project Management – has been higher). As mentioned in Section 2, almost all are international students on these programmes while at UG level almost all are domestic students. Many countries’ technical programmes have a higher proportion of female students than in the UK and BU reflects this. The small number of students progressing from our UG to PGT programmes each year are generally male. Why do female students not continue to further study with us from UG level? The SAT felt that this was important to answer and will conduct a focus group on students’ progress from our UG to PGT programmes (**Action 4.6**). We will also introduce female-only PGT taster sessions (whereby they sample the PGT experience) (**Action 4.7**). Furthermore, the departmental webpage, conference posters/journal publications from female colleagues and physical picture boards could encourage more female prospective students to consider study within the D&E department by demonstrating a diverse culture more vigorously (**Action 4.8 & 4.9**).

Table 4.1.8. Number of FT PGT enrolment by subject group and gender (2016-19)

	Subject Group	Female		Male		Total
		No.	%	No.	%	No.
		25	39%	39	61%	64
2016/17	Total	6	35%	11	65%	17
	CA&D	2	67%	1	33%	3
	E&T	2	18%	9	82%	11
	CA&D/E&T	2	67%	1	33%	3
2017/18	Total	8	32%	17	68%	25
	CA&D	2	50%	2	50%	4
	E&T	2	22%	7	78%	9
	CA&D/E&T	4	33%	8	67%	12
2018/19	Total	11	50%	11	50%	22
	CA&D	7	78%	2	22%	9
	E&T	3	50%	3	50%	6
	CA&D/E&T	1	14%	6	86%	7

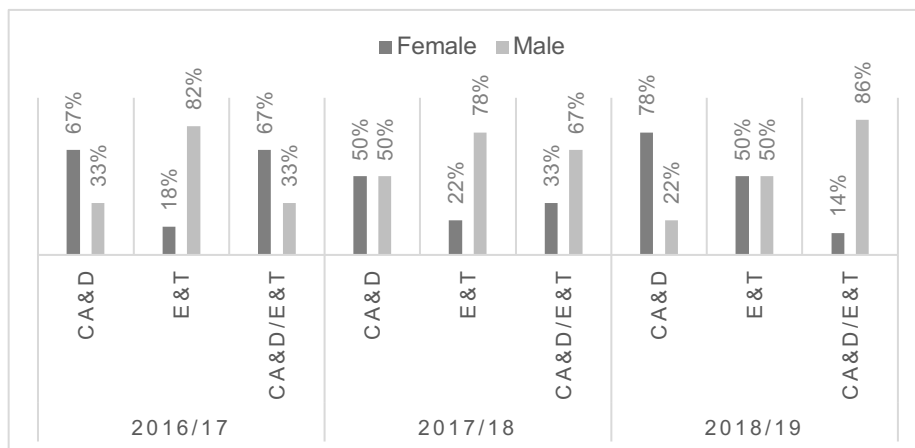


Figure 4.1.9. Number of FT PGT attendance by subject group and gender (2016-19)

Table 4.1.9. Number of PT PGT by subject group and gender (2016-19)

	Subject Group	Female		Male		Total
		No.	%	No.	%	No.
		8	9%	77	91%	85
2016/17	Total	4	44%	5	56%	9
	E&T	2	50%	2	50%	4
	CA&D/E&T	2	50%	3	60%	5
2017/18	Total	3	4%	65	96%	68
	CA&D	1	33%	0	0%	1
	E&T	2	67%	64	97%	66
	CA&D/E&T	0	0%	1	100%	1
2018/19	Total	1	13%	7	88%	8
	E&T	1	100%	4	80%	5
	CA&D/E&T	0	0%	3	100%	3

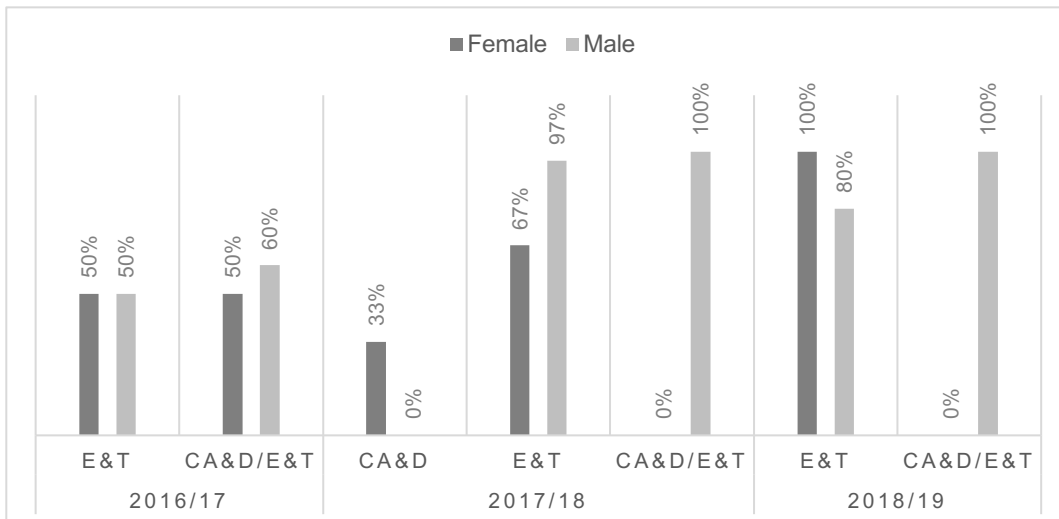


Figure 4.1.10. Number of PT PGT by subject group and gender (2016-19)

Action 4.6
Focus group on students' progress from our UG to PGT specifically female students
Action 4.7
To introduce female only PGT taster sessions where they get to see what a PGT experience is like.
Action 4.8
Presentation of gender equality value on the D&E department webpage.
Action 4.9
Review and revise language and vocabulary used in PGT marketing materials therefore presentation of a diverse culture in the department in a more evident way (such as more images fully representing the staff on the D&E webpage and a staff picture board within the department workspace).

(iv) Numbers of men and women on postgraduate research degrees.

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

The number of PGRs for the 2018/19 academic year is presented in Table 4.1.10 and Figure 4.1.11. The data shows that the percentage of female PGRs is significantly higher than for UGs and PGTs. This data is only held at faculty level, not department level, so the SAT team collated it by talking with departmental colleagues. Previous years' data, only available from colleagues' personal records, could not be accessed. We recommend that this data is collected officially at departmental level for each year for future review (**Action 4.10**). Capturing and understanding the motivations of our female PGR community could be a valuable aid in increasing UG and PGT female numbers (**Action 4.11**), as would investigating advertisement and enrolment procedures for good practice (**Action 4.12**). After difficulties in data collection and colleague liaison due to Covid, it is likely that further valuable information remains to be captured.

Table 4.1.10. Number of PGRs by gender (2018-19)

Gender	No.	Percentage
Female	8	67%
Male	4	33%
Total	12	100%

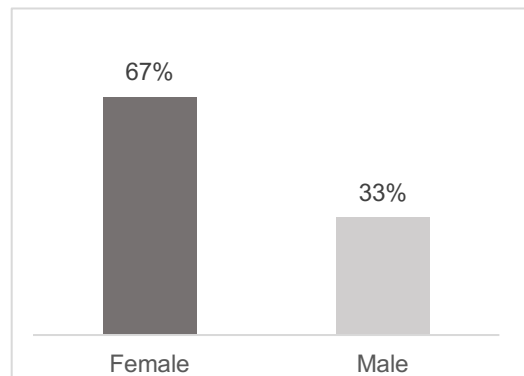


Figure 4.1.11. Number of PGR by mode of attendance and gender (2018-19)

Action 4.10
PGR student's data to be collected on an annual basis for future review
Action 4.11
Focus group on female students' interest in study PG degree
Action 4.12
Investigate advertisement and enrolment procedures for good practice

(v) Progression pipeline between undergraduate and postgraduate student levels.

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

Data available for UG students progressing to postgraduate study (PGT or PGR) within BU does not currently cover gender, but should do so in future. Albeit a small number (n=12 over 3 years), the majority (n=9) who progress to postgraduate study stay within the department. Our PGT programmes are the natural progression from our UG programmes for students wishing to develop as professional designers or engineers. A small proportion (n=3 – gender unknown) have moved to the Departments of Leadership, Strategy & Organisation and National Centre for Computer Animation within BU. The low proportion of students progressing from UG to PGT could be due to them entering employment. The most recently published Higher Education Graduate Outcomes Statistics for 2017/18 show that 96% (no gender breakdown available) of the department’s UG students go on to further study or employment compared to the sector average of 88%. Further work is needed to better understand student progression and differences by gender (**Action 4.13**) while motivating our students, specifically females, to continue studying to PGT/PGR level by running annual workshops/seminars (**Action 4.14**).

Action 4.13
Further work to understand progression of our students better and how it differs by gender and review of the suitability of our PGT curriculum.
Action 4.14
To run workshop/seminar per year to motivate our students, specifically the females, to continue their study to PGT/PGR level

B. Academic and research staff data

(i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only.

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Academic staff headcount by gender 2016-20 presented in Table 4.2.1 shows the percentage of female colleagues increasing from 19% (n=4) to 20% (n=5). Grades are represented in Table 4.2.1 and Figure 4.2.2, which show the cumulative percentage for higher grades is approximately 10% female and 90% male. All bar one female are at lower grades (7/8), indicating no pipeline of females moving through the grades. In contrast, many more males are at top grades and more spread across the grades. Recently, all posts have been advertised at grade 7 and fewer newly recruited female

staff have progressed as they are relatively new to BU. This identified inequality in the pipeline has generated corrective actions explained in Section 5.

Table 4.2.1. Academic staff headcount by gender (2016-20)

	2016/17		2017/18		2018/19		2019/20	
	No.	%	No.	%	No.	%	No.	%
Female	4	19%	4	17%	5	20%	5	20%
Male	18	82%	20	84%	21	81%	21	81%
Total	22	100%	24	100%	26	100%	26	100%

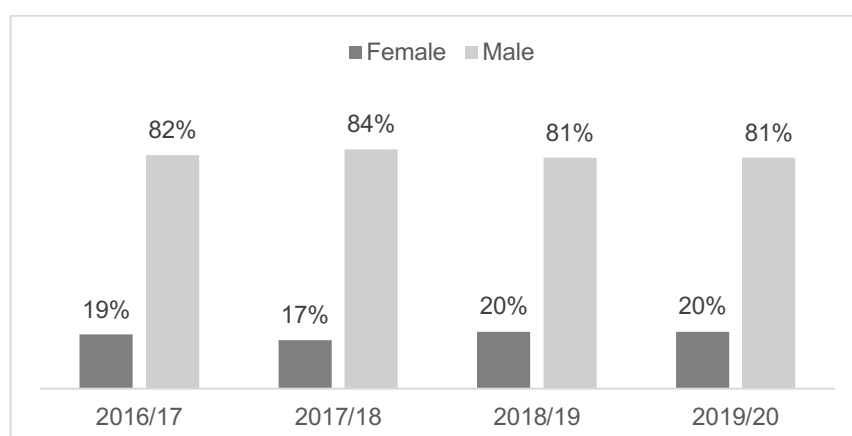


Figure 4.2.1, Academic staff headcount by gender (2016-20)

Table 4.2.2. Academic staff headcount by gender & grade (2016-20)

Grades	2016/17				2017/18				2018/19				2019/20			
	Female		Male		Female		Male		Female		Male		Female		Male	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
11to12	0	0%	6	34%	0	0%	6	30%	0	0%	6	29%	0	0%	6	30%
10	1	25%	2	12%	1	25%	3	15%	1	20%	3	15%	1	20%	2	10%
9	0	0%	2	12%	0	0%	2	10%	0	0%	2	10%	0	0%	2	10%
8	1	25%	7	39%	1	25%	7	35%	1	20%	7	34%	2	40%	7	35%
7	2	50%	1	5%	2	50%	2	10%	3	60%	3	15%	2	40%	3	15%
Total	4	19%	18	82%	4	17%	20	84%	5	20%	21	81%	5	20%	20	80%

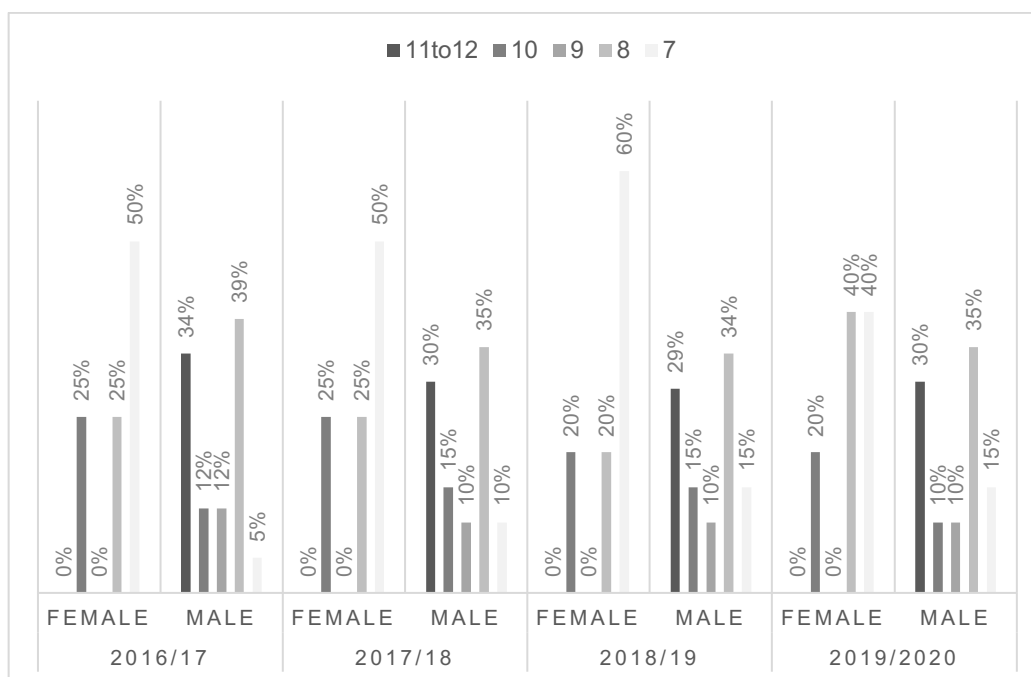


Figure 4.2.2. Academic staff headcount by gender & grade (2016-20)

Academic staff headcount by gender and type of employment (“Research Only”, “Teaching Only”, “Teaching and Research” and no academic contract) show (Table 4.2.3) that almost all academics are on “Teaching and Research” contracts which provide time to focus on education, research and professional practice. The percentage of overall staff on Teaching and Research only contracts decreased during 2016-2020, although numbers increased slightly.

Table 4.2.3. Academic staff headcount by gender and employment (2016-20)

Contract Type	2016/17		2017/18		2018/19		2019/20	
	Female	Male	Female	Male	Female	Male	Female	Male
	No.	%	No.	%	No.	%	No.	%
Academic: Research Only	0	0%	0	0%	0	0%	1	8%
Academic: Teaching & Research	4	100%	20	83%	4	100%	23	76%
Academic: Teaching Only	0	0%	4	17%	0	0%	6	20%

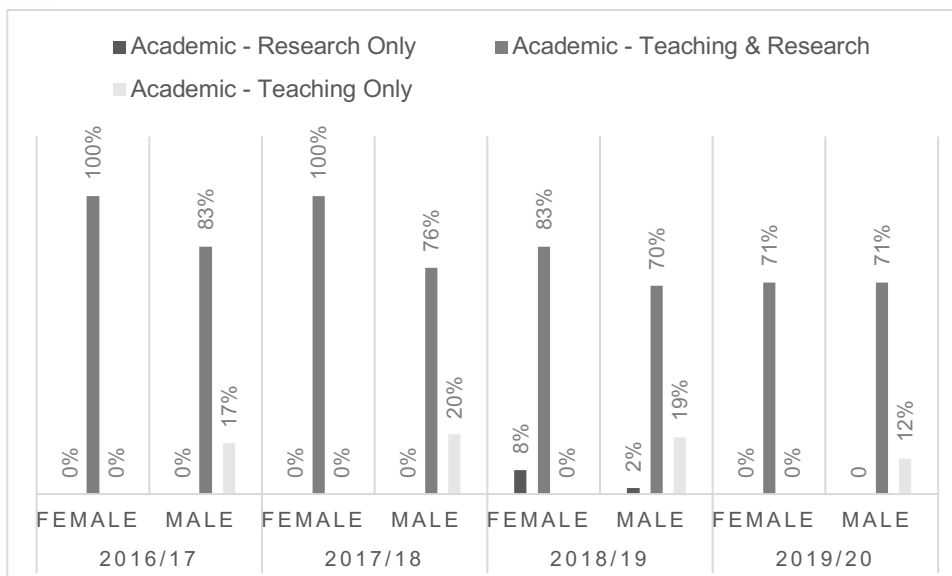


Figure 4.2.3. Staff headcount by gender and employment (2016-20)

(ii) Academic and research staff by grade 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.

Academic staff headcount by gender and type of contract shows that approximately 16% of male academic staff are on fixed-term contracts of varying lengths against 0% for females (Table and Figure 4.2.4). From 2016 to 2020, all female academic staff were on permanent contracts while this percentage fluctuates for male academics. The SAT has discussed the reasons behind the two types of fixed-term contracts: Some staff choose to work as part-time hourly-paid lecturers to suit their personal circumstances (not included in Table and Figure 4.2.4). Staff undertaking research projects are on fixed-term contracts, linked to length of research funding. To support researchers approaching the end of their contract, since August 2018 we have provided funding for 7 contract extensions via a bridging fund.

Table 4.2.4. Academic Staff headcount by type of contract (2016-20)

	2016/17				2017/18				2018/19				2019/20			
	Female		Male		Female		Male		Female		Male		Female		Male	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Fixed Term	0	0%	3	15%	0	0%	4	18%	0	0%	3	14%	0	0%	3	14%
Permanent	4	100%	17	85%	4	100%	19	83%	5	100%	20	86%	5	100%	20	86%
Total	4	17%	20	84%	4	15%	23	86%	5	18%	23	83%	5	18%	23	83%

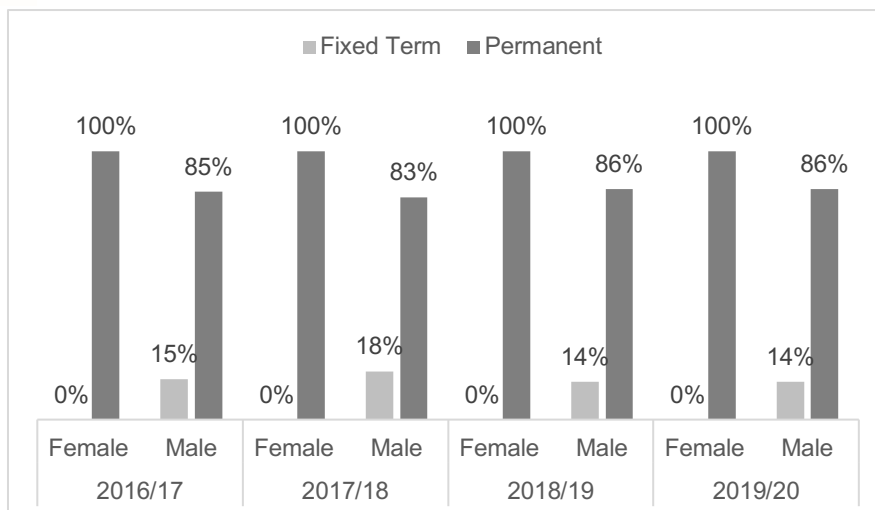


Figure 4.2.4. Academic staff headcount by type of contract (2016-20)

Academic staff headcount by gender and mode of employment (Table and Figure 4.2.5) shows that in 2016-20 100% of female staff were full-time against 92% for male staff. All staff working part-time are part-time hourly-paid lecturers as discussed above.

Table 4.2.5. Academic Staff headcount by gender and mode of employment (2016-20)

	2016/17		2017/18		2018/19		2019/20									
	Female		Male		Female		Male									
	No.	%	No.	%	No.	%	No.	%								
Full Time	4	100%	16	89%	4	100%	18	90%	5	83%	19	94%	5	86%	19	97%
Part Time	0	0%	2	12%	0	0%	2	10%	0	0%	2	6%	0	0%	2	3%
Total	4	14%	18	86%	4	12%	20	88%	5	16%	21	84%	5	19%	21	81%

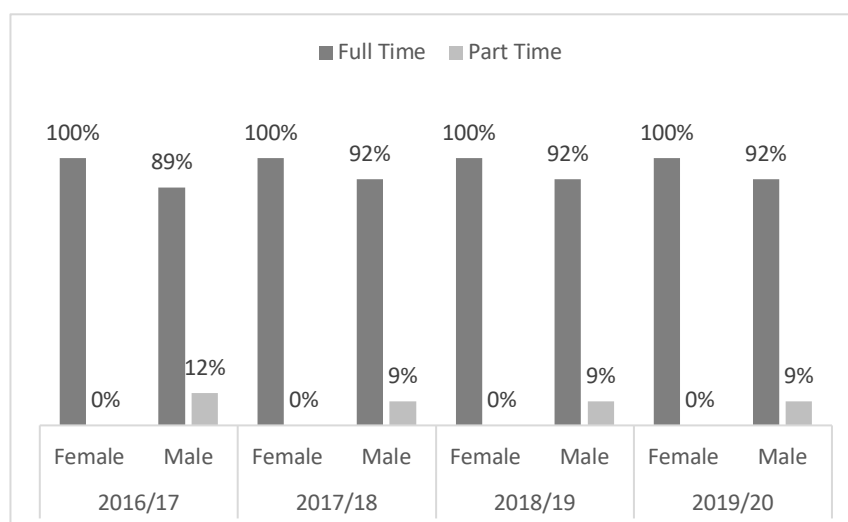


Figure 4.2.5. Academic staff headcount by mode of employment (2016-20)

(iii) Academic leavers by grade and gender and full/part-time status.

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Data for academic leavers by leaving reason and gender indicates that only two staff left over the reporting period, male (n=1) and female (n=1). One male colleague left on completion of a fixed-term contract (currently in private sector employment) and one female academic resigned (currently working elsewhere in higher education).

5. Supporting and advancing women’s careers

Recommended word count: Bronze: 6000 words | word count: 6287 words

A. Key career transition points: academic staff

(i) Recruitment.

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department’s recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

We work with HR to create job descriptions which are advertised on both university and external websites ensuring transparency. These are checked for gender-neutral language and the BU Athena SWAN logo is displayed on the BU recruitment webpage. Reviewing the application data shows that most applications are male (Table 5.1.1) across all grades. However, for grade 7, female applications increased from 11% to 43% over the reporting period. The SAT is determined to address this inequality and recognises that work is required to increase the number of applications from females. Through discussions with colleagues, we realised we had focused on gender-neutral language but not considered ensuring the person specification is gender neutral. This will be addressed with all future posts (**Action 5.1.1**). We will also actively invite applications from women, pointing out the importance of gender equality in advertisements (**Action 5.1.2**), and also advertising job openings on the WISE (Women in Science and Engineering) website (**Action 5.1.3**).

Table 5.1.1. Applications for academic positions (2016 to 2019).

Applications		Grade 7		Grade 8		Grade 9		Grade 10	
Year	Gender	No.	%	No.	%	No.	%	No.	%
2016/17	Female	2	11%	11	12%	1	8%	0	0%
	Male	17	89%	82	88%	12	92%	0	0%
	Total	19	100%	93	100%	13	100%	0	0%
2017/18	Female	7	13%	9	13%	0	0%	1	10%
	Male	48	87%	63	88%	0	0%	9	90%
	Total	55	100%	72	100%	0	0%	10	100%
2018/19	Female	9	47%	0	0%	0	0%	0	0%
	Male	10	53%	0	0%	0	0%	0	0%
	Total	19	100%	0	0%	0	0%	0	0%

Table 5.1.2. Shortlisted applications for academic positions (2016 to 2019).

Shortlisting		Grade 7		Grade 8		Grade 9		Grade 10	
Year	Gender	No.	%	No.	%	No.	%	No.	%
2016/17	Female	1	25%	1	5%	0	0%	0	0%
	Male	3	75%	19	95%	4	100%	0	0%
	Total	4	100%	20	100%	4	100%	0	0%
2017/18	Female	1	50%	1	5%	0	0%	0	0%
	Male	1	50%	19	95%	0	0%	3	100%
	Total	2	100%	20	100%	0	0%	3	100%
2018/19	Female	3	60%	0	0%	0	0%	0	0%
	Male	2	40%	0	0%	0	0%	0	0%
	Total	5	100%	0	0%	0	0%	0	0%

Table 5.1.3. Job offers for academic positions (2016 to 2019)

Job Offers		Grade 7		Grade 8		Grade 9		Grade 10	
Year	Gender	No.	%	No.	%	No.	%	No.	%
2016/17	Female	1	100%	0	0%	0	0%	0	0%
	Male	0	0%	1	100%	1	100%	0	0%
	Total	1	100%	1	100%	1	100%	0	0%
2017/18	Female	1	50%	0	0%	0	0%	0	0%
	Male	1	50%	0	0%	0	0%	1	100%
	Total	2	100%	0	0%	0	0%	1	100%
2018/19	Female	2	66%	0	0%	0	0%	0	0%
	Male	1	33%	0	0%	0	0%	0	0%
	Total	3	100%	0	0%	0	0%	0	0%

Shortlisting for grade 7-9 posts within the department is carried out by at least four academics; the Executive Dean of the Faculty, the HoD, an independent member from another faculty and an academic member of staff. All recruitment panels are gender representative. For professorial appointments (grade 10, 11 and 12), the recruitment process is managed by the University Executive Team. Panel membership is determined by role (member of the University Executive Team, the Dean of the Faculty, HoD, HR Manager, subject specific external academic). All colleagues have the opportunity to provide feedback at the interview stage during the candidates' presentation. Reflecting on the process, the SAT recognises gender unbalance on interview panels, as female members of the SAT have been interviewed by panels weighted with male colleagues. We want to ensure the recruitment process encourages the appointment of female staff and will take action to balance gender in interview panels (**Action 5.1.4**). The 'shortlisted' and 'job offers made' statistics (Table 5.1.2 and 5.1.3) reveal that during the period of study (even though fewer applications are received from females) the shortlisted applications vary for grade 7 from 25% to 60%, while 'job offers' percentage varies from 50% to 100%. This is promising but we recognise that more female staff will help to change our department's culture and attract further female staff and students to BU. Reflecting on the process of recruitment, SAT identified potential for biased feedback from focus group discussions (Section 3.ii and 5.b), where colleagues discussed the meaning and value of equality and diversity. Therefore, we

will provide colleagues with enhanced training related to diversity, equality and unconscious bias to complement the mandatory training already on offer (**Action 5.1.5**).

Action 5.1.1
The job adverts to have gender neutral person specification
Action 5.1.2
To invite applications from women by pointing out the importance of gender equality value within our department in the job advertisements
Action 5.1.3
To advertise the job openings in WISE (Women in Science and Engineering) website.
Action 5.1.4
To have gender balanced interview panel in the process of recruitment
Action 5.1.5
Enhanced training for all colleagues related to diversity, equality, inclusivity and unconscious bias

(ii) Induction.

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

Currently, induction for female and male staff follows standard BU process, and begins before they join the department. The HoD makes contact with the appointee and provides an orientation documentation. A starting time and place to meet the line manager on the first day is agreed. If the line manager is not the HoD, the HoD will be invited to this meeting. Over the first week, the appointee is introduced to colleagues and the campus. They are allocated an induction buddy (typically a member of staff they share an office with) and a mentor. After this, the new member of staff meets with the line manager to discuss workload planning - see details of the workload model in Section 5.4(v). A new member of staff, at any level, is given a reduction in workload allocation in their first year to help with transition. Probation meetings are held with the line manager at six and 12 months. These are designed to support staff and identify areas of strength or areas where further development is required and identify appropriate training. To investigate the effectiveness of the induction process, we looked into responses from the SWAN survey. When asked: “Did you feel that your departmental/faculty induction into your role was adequate?” the majority of both male and female colleagues answered positively (67%F/73%M). However, a third of female colleagues did not find it adequate (Table 5.1.4). On reflection, we realised that overloading colleagues with new information during induction could produce a less effective experience. Therefore, we decided to introduce a procedure to remind all colleagues of the department’s policies and values during recruitment (**Action 5.1.6**).

Table 5.1.4. SWAN survey response to: “Did you feel that your departmental/faculty induction into your role was adequate?”

Response	Female		Male		Prefer not to say		Total	
Yes	4	67%	11	74%	4	80%	19	74%
No	2	34%	4	27%	1	20%	7	27%
Totals	6	100%	15	100%	5	100%	26	100%

Action 5.1.6

Review of induction processes to ensure fit for purpose while introduce/reminding the induction procedure to all colleagues while highlighting the department policies and values covered in induction

(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 how staff are encouraged and supported through the process.

Promotion opportunities at BU are annual events, normally running post-appraisal between July and December. Progression between grades follows a consistent process, managed and administered centrally. This requires an application demonstrating performance against the benchmarks of the 'Academic Career Framework'. This is not gender specific. An equality analysis of promotions has been conducted at university level. Before this academic year, an interview was mandatory and remains so for grades 10 and 11. Under our new process an interview may be required for grades 8 and 9 if the application is considered borderline. Assessment and interviewing are carried out by an Independent Pay, Progression, and Promotion Panel which is gender balanced. Applicants are counselled, advised and supported during application via BU-wide workshops, support seminars and online resources. They may also draw on support from their line managers, mentors and appraisers should they choose. Recent data (2016-2018) regarding promotions can be found in Table 5.1.5. All successful promotion applications were from male staff, and it is disappointing that no female staff were promoted in this period. Since this data was gathered one female colleague has been promoted from grade 7 to grade 8, but this does not compensate for the high number of female colleagues, sitting near or at the top of their grade, who have not felt able to progress or felt confident that the promotion process will work for them. This led to discussions between the department's Senior Management Team and members of the SAT on addressing this issue as a matter of urgency. The SAT has the full support of the Senior Management Team and they will work together to address this issue.

Table 5.1.5. Number of candidates applying for promotion (2016 to 2018).

Year	Gender	Applied	Shortlisted	Promoted
2016	Female	1	1	0
	Male	4	2	2
	Total	5	3	2
2017	Female	0	0	0
	Male	1	0	0
	Total	1	0	0
2018	Female	1	1	0
	Male	3	3	2
	Total	4	4	2

As a starting point, data from the SWAN survey was analysed (Table 5.1.6 and 5.1.7). For the question: “Were you encouraged to apply for promotion within the last three years?” few staff answered yes (33%F/14%M). In addition, a large proportion of staff (50%M/50%F) disagreed with: “I received support and encouragement from my department to apply for promotion or internal jobs.”. This adds to the leadership team’s resolve to ensure female colleagues have the support they need to apply for and achieve promotion. SAT identified a lack of encouragement to apply for promotion and informed the SMT about this issue (**Action 5.1.7**). As this is linked to career development, the issue is examined in more detail in Section 5.b covering focus group outcomes relevant to career development.

Table 5.1.6. SWAN survey response to: “Were you encouraged to apply for promotion within the last three years?”

Response	Female		Male		Prefer not to say		Total	
Yes	2	34%	2	14%	1	20%	5	20%
No	4	67%	12	80%	3	60%	19	74%
Not applicable	0	0%	1	7%	1	20%	2	7%
Totals	6	100%	15	100%	5	100%	26	100%

Table 5.1.7. SWAN survey response to: “I received support and encouragement from my department to apply for promotion or internal jobs.”

Response	Female		Male		Prefer not to say		Total	
Strongly agree	0	0%	1	67%	0	0%	1	39%
Agree	2	34%	3	20%	0	0%	5	20%
Neither agree or disagree	1	17%	2	14%	1	20%	4	16%
Disagree	2	34%	3	20%	2	40%	7	27%
Strongly disagree	1	17%	3	20%	0	0%	4	16%
Not applicable questions	0	0%	3	20%	1	20%	4	16%
No answer	0	0%	0	0%	1	20%	1	39%
Totals	6	100%	15	100%	5	100%	26	100%

Each summer, colleagues are invited to apply for both promotion and pay progression (for movement within grade). It is the usual expectation that all academic staff (including hourly paid lecturers), who are below the contribution point and were in post on 1 March and still in post on 1 September of the same year, will automatically receive one increment on 1 September. HR offers development workshops provided centrally by the Organisational Development on ‘Promotion Processes’ and ‘Moving Between Grades’. Interim arrangements are in place for the current rounds as a result of feedback from colleagues which highlighted the need to simplify the process and to encourage and support applications from females. Workshops for colleagues include ‘women only’ sessions to facilitate this. Data on the effectiveness of these revised workshops is not available as the revision process is still underway (as of June 2021).

Action 5.1.7

Review the promotion process for bias and support discussions and mentorship given to female colleagues on promotion during appraisal

(iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the 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.

Based on BU's REF Code of Practice, assessed and accepted by Research England on 8th November 2019, staff are eligible for submission to REF2021 if they are on BU's payroll on the 31st July 2020 and hold a contract of employment of 0.2 FTE or greater as well as having a primary employment function to undertake 'teaching and research' or 'research only'. All female academic colleagues in our department meet the above definition and were eligible for submission to REF2021.

For REF2021, 24% (n=5) female versus 76% (n=16) male academics are included in the Unit of Assessment 12 (Engineering) submission. Staff in the Unit has almost doubled with 21 staff (19.3FTE) submitted compared to 12 (10.4FTE) engineering staff submitted in REF2014, an 86% increase. This is a significant improvement from REF2014, where no eligible female staff were included in the submission. Reflecting on this, we realised that all female colleagues were submitted to REF2021 but not every male. The difference in percentage is due to the lower percentage of female academics within the department (Section 4) whereas there are 20% female and 81% male academics.

The SWAN survey results show that the process of being included in REF2021 was perceived fairer and more transparent from male participants (Table 5.1.8). The results show 34% (n=2) of female colleagues felt the process was neither fair nor transparent compared to 14% of male colleagues (n=2), which is disappointing. Discussion with colleagues highlighted a lack of clear communication from the UOA Leadership team while overuse of jargon could be perceived as a lack of transparency. Therefore, we asked the UOA leader for clear and effective communication with brief and succinct information (**Action 5.1.8**).

Table 5.1.8. SWAN survey response to: "are you finding the process of being included in REF2021 fair and transparent?"

Response	Female		Male		Prefer not to say		Total	
Yes	2	34%	6	40%	1	20%	9	35%
No	2	34%	2	14%	0	0%	4	16%
Not applicable	2	34%	6	40%	2	40%	10	39%
No answer	0	0%	1	67%	2	40%	3	12%
Totals	6	100%	15	100%	5	100%	26	100%

Action 5.1.8

Clear and effective communication with brief and succinct information about REF

b. Career development: academic staff

(i) Training.

Describe the training available to staff at all levels in the department. 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?

The department has implemented a mentoring scheme where all colleagues are both mentors and mentees, supporting each other during education, professional practice and research. This is managed by the HoD. However, issues identified with career development for females indicates this scheme requires redevelopment for the purpose of research mentorship (Section 5.b.v).

The Women’s Academic Network provides training and support across BU. Two of the five female academics in our department are members. The Network helps to raise the profile of women across the University, runs a regular networking forum and identifies issues for female academics with a view to further consultation.

When asked: “Do you feel able to access training and development opportunities that would help to advance your career?”, the majority of colleagues answered “yes” (50%F/71%M) while an equal proportion of female colleagues (50%) answered “sometimes” (Table 5.2.1). The lower proportion of female colleagues answering “yes” could link to the question: “Do you know where to find information about development courses and/or development opportunities?”. Only 33% (n=2/6) of female colleagues responded “yes” compared to 80% male. The SAT identified a lack of proper signposting and decided to review the training opportunities for our discipline. Once confirmed which opportunities are of value, they will be signposted in a clear and transparent way to all colleagues (**Action 5.2.1**).

Table 5.2.1. SWAN survey response to: “access to training and development opportunities”

Response	Female		Male		Prefer not to say		Total	
Yes	3	50%	10	67%	3	60%	16	62%
No	0	0%	3	20%	2	40%	5	20%
Sometimes	3	50%	1	7%	0	0%	4	16%
No answer	0	0%	1	7%	0	0%	1	4%
Totals	6	100%	15	100%	5	100%	26	100%

We examined departmental data on development opportunities accessed by academics based on gender (Figure 5.2.1) and realised more events were attended by male colleagues. The proportions of female colleagues accessing staff training per year is 23%, 14%, 4%, 18% from 2015 to 2019 respectively. In most years this is less than the 19% proportion of female academics in the department. This corroborates the survey findings that fewer female colleagues feel able to access training. On investigation we recognised a lack of awareness about such opportunities, and a need to ensure

colleagues benefit from what is provided. Therefore, the SAT has decided to promote career development training sessions, pointing out their value (**Action 5.2.2**).

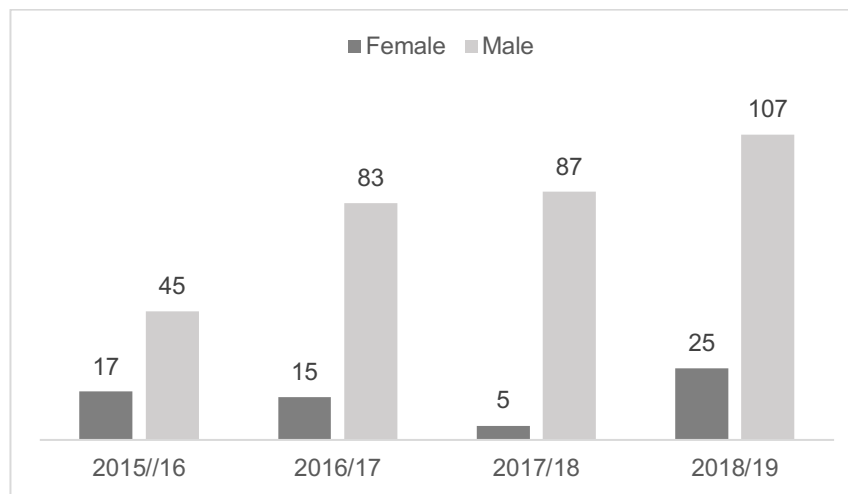


Figure 5.2.1. Number of staff development opportunities accessed by academic staff by gender

Action 5.2.1
To promote and signpost training opportunities and resources in a clear and transparent way to all colleagues specifically female colleagues
Action 5.2.2
Encouraging female colleagues to attend career development training sessions

(ii) Appraisal/development review.

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

BU's appraisal scheme has been designed to "promote continuous performance improvement, continuous learning and development and self-assessment, which should lead to optimisation of staff job satisfaction, morale and motivation". The performance appraisal discussion is set in the context of the University's Strategic Plan and Faculty/Professional Service Business Plans.

Previously, all academic staff in the department were appraised by the HoD. From this academic year, appraisals will be shared with the newly appointed Deputy HoDs (DHoDs), all of whom are male, which could potentially be a barrier for female colleagues' development (Section 5.b.iii). Pre- and post-appraisal meetings will be held between the HoD and DHoDs to ensure effectiveness and consistency in the process. Mentors also provide advice for the purpose of effective appraisal.

When asked: "Over the past 3 years (or since taking up your current position if that is more recent) have you participated in staff appraisal?", all colleagues employed for over

a year answered: “yes”. All permanent staff have a yearly appraisal. However, part time hourly paid (PTHP) staff are offered an appraisal but not required to undertake one. Appraisal data held in the faculty confirms 100% of academic staff have been appraised. The usefulness of the appraisal (Table 5.2.2) was rated as “somewhat useful” by the majority of colleagues (67%F/43%M). A larger proportion of male colleagues rated the appraisal as “not useful at all” (17%F/29%M). Findings from the focus groups suggested setting a road map during appraisal. Therefore, the SAT decided to bring promotion and career development discussions into the appraisal process (**Action 5.2.3**), with appraisers prompting their colleagues with questions such as: “Where do you see yourself in five years?” and “What do you need to do to reach there?” while linked to Personal and Professional Development Planning (PPDP).

Table 5.2.2. SWAN survey response to: “Usefulness of appraisal”

Response	Female		Male		Prefer not to say		Total	
Useful	1	17%	4	27%	3	60%	8	30%
Somewhat useful	4	67%	6	40%	0	0%	10	39%
Not at all useful	1	17%	4	27%	1	20%	6	24%
Not applicable	0	0%	0	0%	0	0%	0	0%
No answer	0	0%	1	7%	1	20%	2	8%
Totals	6	100%	15	100%	5	100%	26	100%

Action 5.2.3

To bring promotion and career development discussions into the appraisal process, effectively by setting a roadmap for career development and linking this to the PPDP

(iii) Support given to academic staff for career progression.

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

When asked: “I am encouraged to undertake activities which will contribute to my personal and professional development”, 0%F/12%M considered themselves not encouraged (Table 5.2.3). Similarly, only 0%F/20%M disagree/strongly disagree that individuals in the department are offered career development opportunities irrespective of gender. SAT identified that all female colleagues agree on offering career development opportunities irrespective of gender. However, it is recognised that changes are needed in the department. We have begun to link appraisals with support to colleagues to assist in their career progression. However, 17% of female and 40% of male colleagues did not attend any BU centrally provided training/development events in 2019, which may be due to lack of motivation, insufficient time or excessive workload. This reinforces our plan for professional development to be tied with appraisal, so that promoting the existing training opportunities with clear goals is established, and colleagues feel they are being supported from the onset (**Action 5.2.4**). In addition, a balanced WLP (Section 5.v) will help engagement with these activities.

Table 5.2.3. SWAN survey response to: “I am encouraged to undertake activities which will contribute to my personal and professional development.”

Response	Female		Male		Prefer not to say		Total	
Attend conferences	4	25%	7	18%	1	13%	12	20%
Present at conferences	2	13%	9	24%	1	13%	12	20%
Sit on committees	2	13%	4	10%	1	13%	7	12%
Training opportunities	3	19%	8	20%	2	25%	13	20%
Networking opportunities	4	25%	7	18%	0	0%	11	18%
I’m not encouraged	0	0%	3	8%	2	25%	5	8%
Other	1	7%	1	3%	0	0%	2	4%
No answer	0	0%	0	0%	1	13%	1	2%
Totals	16	100%	39	100%	8	100%	63	100%

When asked: “I think that taking on new roles (such as Programme Leadership) will have a positive impact on my career development.” 50% (n=3) of female agreed/strongly agreed versus 41% (n=6) for male colleagues while 34% (n=2) of female colleagues disagreed/strongly disagreed on the positive impact of leadership roles versus male 21% (n=3) (Table 5.2.4). This shows that half the female staff perceive leadership positions to have a negative impact on career development, require a lengthy time commitment and/or prefer a better work-life balance. This could be due to not understanding promotion criteria. The SAT identified that this mindset could cause a negative impact on career development. We decided to address this issue by discussing internal and external leadership programs with female colleagues during appraisal, ensuring they are aware of potential leadership opportunities (**Action 5.2.5**) while rotating and sharing these opportunities (**Action 5.2.6**). Encouraging female colleagues to take part in leadership training programmes provided centrally by OD has also been actioned (**Action 5.2.7**).

Table 5.2.4. SWAN survey response to: “I think that taking on new roles (such as Programme Leadership) will have a positive impact on my career development.”

Response	Female		Male		Prefer not to say		Total	
Strongly agree	0	0%	4	27%	0	0%	4	16%
Agree	3	50%	2	14%	0	0%	5	20%
Disagree	1	17%	1	7%	0	0%	2	8%
Strongly disagree	1	17%	2	14%	1	20%	4	16%
Neither agree or disagree	1	17%	2	14%	1	20%	4	16%
Not applicable	0	0%	4	27%	2	40%	6	24%
No answer	0	0%	0	0%	1	20%	1	4%
Totals	6	100%	15	100%	5	100%	26	100%

Action 5.2.4
Professional development to be tied up with appraisals so that clear goals are established specifically for female colleagues
Action 5.2.5
Review selection procedures to ensure the criteria are totally fair and unbiased while discussing internal and external leadership positions with female colleagues during appraisal and at the point a position is advertised.
Action 5.2.6
To rotate and share leadership positions targeting female colleagues
Action 5.2.7
Encouraging female colleagues to take part in the leadership training programmes

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

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

Careers support for PGRs is formally offered by the Doctoral College (Section 5.b(i)). Informal careers guidance is offered by the PGR's supervisor and their network of peers. There are courses which specifically support women in their career progression, e.g. Women in Higher Education. PGRs can choose to be involved in part-time lecturing within our department if opportunities become available. Should a PGR wish to pursue an academic career, they are encouraged to attend a three-day PGR introduction to teaching course. PGRs who have teaching experience and wish to pursue a Higher Education Academy (HEA) Fellowship, are also supported through application process.

A recent example of this support is UG student Franziska Conrad. After success in her final year project and developing her own business, she was given the opportunity to study her Master's degree while promoted to the academic staff – later being appointed a programme leader. Another example is Abigail Batley, who was offered a research post after UG graduation (2017) to work on a project in collaboration with the Royal National Lifeboat Institute. Abigail was then offered a position in the department while continuing to study for a PhD degree. See Section 5.d.viii for further information.

(v) Support offered to those applying for research grant applications.

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

The Research Development and Support (RDS) team provides staff with support for all parts of the research lifecycle. RDS manages the BU-wide Research and Knowledge Exchange Development Framework which offers over 100 training and development opportunities each year to staff.

In our department we have placed constraints in the application process for internal QR funding following feedback from colleagues, to avoid experienced researchers receiving access to funding in detriment to those less experienced. In this case, the 2019/2020 QR Funding Call from the Department of Design and Engineering was only open to Early Career Researchers (within seven years of gaining PhD) and new staff arrivals (within the last two years). We also established that senior staff (Principal Academic and above) cannot apply as the Principal Investigator. Records show that all the ECR female

academic staff (n=3) in the period of study had been awarded the QR grant (two within Engineering, one within Design). All ‘new to BU’ academics and PGRs are invited to participate in an induction that provides an overview on developing their research plans at BU, using internal and external networks to disseminate research, and maximising funding opportunities. Based on feedback, all female academics who joined our department in the period of study attended this induction and found it useful. BU has started reporting bidding activity by gender (Table 5.2.5) and it is evident that in 2018/19 the proportion of bids submitted by colleagues in the department where the PI was female was 21%. Data is not available to determine how many females bid as a co-investigator or team member.

Table 5.2.5. D&E department bid activity 2018/19

Average Income per Bid	Average Income per Bid	% of Staff Bidding	Average Bid per FTE	Female Bid Proportion
£148,494	17,918	52%	1	21%

The low proportion of female PIs could potentially be due to the lack of support, encouragement or motivation of female colleagues which is addressed below by reflecting on the SWAN survey results as well as the focus group findings. When asked: “Do you know what support there is for applying for research grants within the department and how to access it?” we realised that 17% of female colleagues (n=1) are unaware of support (Table 5.2.6). This could be due to the lack of effective promotion. Therefore, the SAT decided to ask SMT to develop a formal guidance of the available support for applying for research grants within the department (**Action 5.2.8**).

Table 5.2.6, SWAN survey response to: “available support for applying for research grant”

Response	Female		Male		Prefer not to say		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Yes	4	67%	7	47%	1	20%	12	46%
No	1	17%	4	27%	2	40%	7	27%
Not applicable	1	16%	4	27%	1	20%	6	23%
No answer	0	0%	0	0%	1	20%	1	4%
Totals	6	100%	15	100%	5	100%	26	100%

Looking into qualitative responses about “available support for applying for a research grant”, one respondent (gender unknown) said that “RKEO [former name of RDS] claims that they are providing support, but it is more about doing the admin stuff.” This highlights how important it is to continue promoting the existence of RDS (and what they do) to colleagues during appraisals, departmental meetings and by email when events are being organised (**Action 5.2.9**).

One respondent said, “*More mentoring from professors needed.*” Reflecting on this comment, can the department do more to support colleagues rather than rely on central services? Every application needs to go through a quality assessment process and

reviewed by someone with experience of obtaining funding successfully (assessors are full professors from either the department or across the university). Assessors provide feedback in terms of the rigour, impact and significance of the application. However, this support is typically only offered in the context of bid writing. Mentoring can be interpreted in a much broader sense, for example, to bring inclusivity in participation in research activities.

To support female colleagues' research development and to gain experience, we propose that all PGR supervisory teams be comprised of at least one senior academic with PhD supervision experience and one academic with no or little experience in PhD supervision, regardless of their Early Career Researcher or new staff arrival status, ensuring the team has expertise but is not restricted by experience (**Action 5.2.10**). Similar team formations need to be considered for grant applications (**Action 5.2.11**). In order to eliminate subjective criteria (e.g., gender) in the selection process for supervisors, colleagues with no PhD supervisions in the last two years could be considered eligible as with 'little experience' (in this context) or needing to re-engage in PGR supervision, whereas all others would be considered sufficiently 'experienced' to provide the support needed for the PhD candidate (**Action 5.2.12**). Likewise, internal examining opportunities should employ less experienced members of staff so female colleagues can build their research profile (**Action 5.2.13**). Addressing career progression from a research perspective, the importance of resource sharing, and research collaboration were discussed in the focus group for the purpose of addressing inclusivity and gender equality within the department. Mentorship from senior researchers in a similar field is recommended. The SAT decided to take action in the allocation of research mentors while supporting colleagues research - specifically female colleagues and formation of research groups (**Action 5.2.14 & 5.2.15**).

To encourage collaboration and promote a research culture within the department (highlighted by the focus group), research collaboration is now on the agenda for every departmental committee meeting (**Action 5.2.16**). Research seminars with improved gender balance will also encourage female colleagues to actively develop their research, therefore an action for SMT is to organise suitable events (**Action 5.2.17**).

Action 5.2.8
To develop an effective formal guidance in available support in applying for research grants within the department specifically to support female academics while investigating what support they need specifically
Action 5.2.9
To continue promoting the existence of RDS (and what they do) to colleagues during appraisals, departmental meetings and by e-mail when events are being organised
Action 5.2.10
To include ECRs to PhD supervisory teams specifically for female colleagues
Action 5.2.11
To include ECRs specifically females as Co-investigator in grant application team formation to gain the benefit along with more experienced colleagues.
Action 5.2.12
To include academics with no PhD supervisory role specifically female ones to PhD supervisory teams
Action 5.2.13

To include ECRs to PhD internal examining teams specifically for female colleagues
Action 5.2.14
Research mentorship from senior colleagues in similar field of less experienced colleagues specifically for female colleagues' mentors
Action 5.2.15
Formation of research groups to promote the culture of research collaboration within the department while involving all female colleagues
Action 5.2.16
Allocation of extensive interactive and engaging section in department committee meetings for research every two months
Action 5.2.17
To organise regular research seminars with gender balanced speakers

c. 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 department offers to staff before they go on maternity and adoption leave.

In the past three years, there were no instances of maternity or adoption leave in the department (Table 5.3.1). BU has existing policies in place which are in line with The Work and Families Act 2006 for supporting female colleagues before they go on leave. BU's Maternity Leave and Pay offers benefits to women taking maternity and adoption leave, subject to eligibility. Maternity benefits have been significantly enhanced to support women taking maternity leave by offering up to six months' full pay, subject to eligibility. In addition, information on support and options for returning to work is provided. It is noted that the eligibility requirements for the enhanced maternity benefits (12 months' continuous service) may have an adverse impact on younger members of staff with a shorter length of service.

Table 5.3.1. SWAN survey response to: "Have you taken maternity/paternity/adoption or parental leave over the last three years? If yes, tick all that apply."

Response	Female		Male		Prefer not to say		Total	
Maternity	0	0%	0	0%	0	0%	0	0%
Paternity	0	0%	2	14%	0	0%	2	8%
Adoption	0	0%	0	0%	0	0%	0	0%
Parental	0	0%	0	0%	0	0%	0	0%
Shared parental leave	0	0%	0	0%	0	0%	0	0%
Other	0	0%	0	0%	0	0%	0	0%
No answer	6	100%	13	87%	5	100%	24	92%
Totals	6	100%	15	100%	5	100%	26	100%

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

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

As stipulated by the existing maternity and adoption leave policy, staff are entitled to 52 weeks of maternity leave including 26 weeks of full pay in addition to statutory allowance - an improved contribution since August 2018. The department understands that regular communication during maternity and adoption leave is essential to ensure that working relationships remain and wellbeing is supported. The HoD remains in touch throughout any leave, allowing for concerns to be raised and keeps colleagues updated with both departmental and University-wide endeavours. Flexibility is key during maternity leave, so it is made transparent that return dates and working hours/conditions are not set in stone. The department also offers a “Keeping in Touch” (KIT) scheme which allows for 10 paid days to be worked for the purpose of keeping up to date, although no department colleague have used this option to date.

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

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

Currently, the University guidance specifies that upon returning to work from maternity or adoption leave, staff are required to take at least an 80% teaching load for the first year. We recognise this is out of line with best practice which typically offers the new parent 100% relief of teaching for two terms/semesters with the cover paid for through a central fund - resulting in discussions with HR (**Action 5.3.1**). For research students on fixed-term contracts, we would extend their contract. To date, one -research student in this position has had their contract extended. An on-site nursery (rated “outstanding” by Ofsted) run by Bright Horizons™ is available for colleagues to use and vouchers can be purchased via a salary sacrifice to reduce childcare tax costs with a 10% discount for staff.

Action 5.3.1

To open discussions with HR to offer the new parent 100% relief of teaching for 2 terms/semesters with the cover paid for through a central fund

(iv) Maternity return rate.

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

No colleague in the department has taken maternity leave prior to 2014. However, given the flexibility offered, it is anticipated that colleagues would feel comfortable returning to

work, be satisfied with the options available, and any concerns would be dealt with dignity by the LM, Line Manager, (DHoD) and HoD.

(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. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Since 2016, two members of department have taken paternity leave (Table 5.3.1). BU policy has recently been enhanced, offering two weeks' paid paternity leave rather than two days. There have been no instances of shared parental or adoption leave in the department. The staff survey indicated that the BU paternity leave system is difficult in terms of structure and communication, leading one colleague to use annual leave instead of formal paternity leave. In the 'Organisation and Culture' focus group one staff member revealed that taking paternity leave was not a positive experience, as the procedure was complicated. We will take action to clarify the paternity leave procedure and promote this through D&E departmental committee meetings as addressed in Section 3 (**Action 5.3.2**).

Action 5.3.2

To promote paternity leave opportunities within the department
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(vi) Flexible working.

Provide information on the flexible working arrangements available.

BU has an open policy with regards to flexible working which includes working from home around teaching commitments, job sharing, adjusting start and finish times and requesting to work during only core hours (9:00-17:00). For non-teaching staff, flexible working can be requested directly via the LM, though records show that no request of this kind has ever been refused. For teaching staff, requests must be submitted by completing a Staff Limitations Form before timetables are established. The form must be submitted by April in order to be accepted in time for the following academic year. Although no request of this kind has been refused, colleagues do not always know what their circumstances will be prior to the commencement of a new academic year, so some flexibility is required specifically for female colleagues (**Action 5.3.3**). The HoD is aware of this and will try, where possible, to approve unforeseen limitation requests. No official record of limitations/flexible working requests is kept once the completed form has been passed to the timetable schedulers. It will be useful to create a log of department colleagues using the flexible working policy to establish trends and determine the scheme's success or failure (**Action 5.3.4**). We are aware that new HR systems for recording leave will allow departments to view colleagues with flexible working arrangements in place, for the accurate reporting of staff working patterns. SWAN survey results indicate that over the last three years, 11 staff were using flexible working opportunities - 8 (54%) male and 3 (50%) female (Table 5.3.2) suggesting no specific trend in female and male flexible working hours. Both 67% female colleagues and 67% male colleagues agreed that flexibility is permitted in working hours and the majority indicated that flexible working had a positive impact on their work-life balance (Table 5.3.3). Concerns were raised on the choice of working hours, with comments on

increased workload and decreased autonomy. This needs further action, such as email reminders to line managers to ensure work-life balance (**Action 5.3.5**). The department will commit to not sending emails in the evening, and a delay function is available holding emails until the following working day (**Action 5.3.6**).

Table 5.3.2. SWAN survey response to: “I currently have/have had the opportunity to undertake flexible working within the Department in the last three years”

Response	Female		Male		Prefer not to say		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Yes	3	50%	8	54%	1	20%	12	47%
No	2	34%	6	40%	2	40%	10	39%
I don't currently, but I had in past	1	17%	0	0%	0	0%	1	39%
No answer	0	0%	1	7%	2	40%	3	12%
Totals	6	100%	15	100%	5	100%	26	100%

Table 5.3.3. SWAN survey response to: “Has flexible working impacted on your career development?”

Response	Female		Male		Prefer not to say		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Yes, positively	3	50%	3	20%	0	0%	6	24%
Yes, negatively	0	0%	2	14%	0	0%	2	8%
No	2	34%	2	14%	2	40%	6	24%
Not applicable	1	17%	7	47%	1	20%	9	35%
No answer	0	0%	1	7%	2	40%	3	12%
Totals	6	100%	15	100%	5	100%	26	100%

Action 5.3.3

To negotiate at faculty level the movement/flexibility with the cut-off dates of Staff Limitations Forms

Action 5.3.4

To create an in-department log of which colleagues have taken advantage of the flexible working policy

Action 5.3.5

To identify areas where colleagues are working additional hours, email to colleagues reminding them to inform line manager

Action 5.3.6

Commitment to not sending out emails in the evening,

(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 after a career break to transition back to full-time roles.

BU has a career break scheme which may be used to honour domestic commitments, undertake a course of study, take an extended journey or for many other purposes. It is unpaid for durations between six and 24 months. At present no colleagues have transitioned from part-time to full-time following a career break.

d. Organisation and culture

(i) Culture.

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

Six female staff (86%) and 15 male staff (52%) actively participated in the survey and understand why the department is taking action on gender issues through Athena SWAN. Survey data on recognition for personal contributions and achievements for teaching, as well as administrative and other non-academic tasks, indicates that female colleagues had more conservative responses than male colleagues with a 17% vs 60% agree rate for teaching achievements recognition (Table 5.4.1). The SAT has realised there exists some difference in the perception of recognition between female and male colleagues. Further action may be needed to make female colleagues feel fully recognised in academic and non-academic activities, such as employee or departmental awards or publicising staff achievements (**Action 5.4.1**). In addition, the contributions and achievements of female colleagues need to be recognised during appraisal or when considered for promotion (**Action 5.4.2**) plus using department meetings to announce achievements and sharing success stories in a bimonthly newsletter (**Action 5.4.3**).

Table 5.4.1. SWAN survey response to: “I am recognised for my contributions and achievements for teaching in my department.”

Response	Female		Male		Prefer not to say		Total	
Strongly agree	0	0%	2	14%	1	20%	3	12%
Agree	1	17%	7	47%	0	0%	8	31%
Neither agree or disagree	4	67%	0	0%	1	20%	5	20%
Disagree	1	17%	1	7%	2	40%	4	16%
Strongly disagree	0	0%	4	27%	0	0%	4	16%
Not applicable questions	0	0%	1	7%	0	0%	1	4%
No answer	0	0%	0	0%	1	20%	1	4%

Response	Female		Male		Prefer not to say		Total	
Totals	6	100%	15	100%	5	100%	26	100%

Action 5.4.1
To recognise female colleagues' contribution through email, board, blog or bimonthly newsletter
Action 5.4.2
To recognise and value female colleagues' contributions and achievements during appraisal and to be considered for promotion
Action 5.4.3
To allocate a section in department committee for announcing staff achievements and sharing success stories of female colleagues members in a bimonthly newsletter

(ii) HR policies.

Describe how the department monitors the consistency in application of 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. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

BU's HR policies relating to equality, dignity, bullying, harassment, grievance and disciplinary processes are accessible via the staff intranet and all departmental colleagues are made aware of their location. All policies have been subject to an equality analysis. From the SWAN survey, 80% (n=5) of female colleagues vs 70% (n=12) of male colleagues confirmed they are familiar with the policy (see Table 5.4.2). However, during focus groups, colleagues asked for definitions of 'equality' and related terms to avoid offence. To address this, SAT arranged training on unconscious bias, glass ceiling effect, psychological process promoting patriarchy, and gender bias in percentage of intelligence as addressed in Section 4. Training materials covering diversity and inclusivity are available on the BU website, such as the *Respect at BU* work video. However, data shows that colleagues are not aware of these materials. There is a need for promoting online training and videos via email (**Action 5.4.4**). There is also policy-specific training available for management roles, provided by the Organisational Development. Some is mandatory (completed by all management in the department) and some is voluntary, although the department is not fully aware of what is available. SAT has decided to actively encourage colleagues to utilise all training materials (**Action 5.4.5**).

It is expected that consistent application of policies is achieved by ensuring all colleagues engaged in line management, recruitment of colleagues and funding panels have received mandatory training related to their role. However, where unofficial committees exist, it may be difficult to achieve consistency. For example, in the department we have a QR panel who review applications and allocate our QR fund. Best practice would have a gender balanced panel. To date, the department has not achieved this, but will address this issue (**Action 5.4.6**).

Table 5.4.2. SWAN survey response to: “Awareness of Equality and Diversity policy”

Response	Female		Male		Prefer not to say		Total	
Completely	0	0%	2	14%	1	20%	3	12%
Mostly	5	84%	10	67%	0	0%	15	58%
Somewhat	0	0%	1	7%	3	60%	4	16%
Not aware	1	17%	2	14%	1	20%	4	16%
No answer	0	0%	0	0%	0	0%	0	0%
Totals	6	100%	15	100%	5	100%	26	100%

Action 5.4.4
To promote Diversity and Equality online training and videos
Action 5.4.5
To actively encourage colleagues to utilise policy-specific training for Diversity and Inclusivity
Action 5.4.6
To have gender balanced panels within the department

(iii) Representation of men and women on committees.

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of women or men.

All academics within the department are members of a Department Committee with meetings held every two months. Apart from this and the Athena SWAN SAT, academic colleagues sit on several university-level committees including the Research Ethics Committee, and the Faculty Research Degree committee. PGRs are invited to apply for vacant student positions on committees where their membership is required. Currently, one female PGR representative sits on the postgraduate researcher development steering group. When asked: “Have you been given the opportunity to sit on any committees within the Department?” all female colleagues agreed (Table 5.4.3) - a notable positive. We recognise that some colleagues are reluctant to engage with committees, and they may benefit by learning from colleagues who do sit on committees. Therefore, SAT decided to take action on the nomination and motivation of female academics to represent our department on committees (**Action 5.4.7**).

Table 5.4.3. SWAN survey response to: “Have you been given the opportunity to sit on any committees within the Department?”

Response	Female		Male		Prefer not to say		Total	
Yes – given the opportunity and accepted	5	84%	8	54%	1	20%	14	54%
No – not been given the opportunity	0	0%	3	20%	1	20%	4	16%
No – seen the opportunity but not pursued it	0	0%	1	7%	2	40%	3	12%
Not applicable	1	17%	2	14%	1	20%	4	16%
No answer	0	0%	1	7%	0	0%	1	4%
Totals	6	100%	15	100%	5	100%	26	100%

Action 5.4.7

To nominate and motivate female academics to be representative of our department in committees

(iv) Participation on influential external committees.

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

D&E encourages colleagues to participate in influential external committees to represent BU and the HoD frequently circulates relevant information from professional committees (e.g. Institution of Mechanical Engineers). Survey results show that 50% female and 34% male do not agree that such opportunities were given to them (Table 5.4.4). This might be a lack of effective communication. Therefore, SAT decided to take action, ensuring female colleagues are made aware of such opportunities (**Action 5.4.8**).

Table 5.4.4. SWAN survey response to: “Have you been given the opportunity to sit on any external influential committees? “

Response	Female		Male		Prefer not to say		Total	
Yes – given the opportunity and accepted	1	17%	4	27%	0	0%	5	20%
No, not been given the opportunity	3	50%	5	34%	3	60%	11	43%
No, seen the opportunity but not pursued it	0	0%	2	14%	0	0%	2	8%
Not applicable	2	34%	3	20%	1	20%	6	24%
No answer	0	0%	1	7%	1	20%	2	8%
Totals	6	100%	15	100%	5	100%	26	100%

Action 5.4.8

To effectively communicate and dissemination internal and external committee participations opportunities

(v) Workload model.

Describe any workload allocation model in place and what it includes. Comment on ways in which 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.

BU introduced a workload plan (WLP) in the 2016/17 academic year for academic staff (grades 7-12), which was developed jointly with the Trade Union. Until the introduction of the WLP only the number of units (modules) allocated to a member of staff was quantified outside of individual appraisal discussions.

The WLP is not a one-size-fits-all model, instead it is designed to provide a flexible framework that enables academic leaders and staff to have an equitable, transparent and consistent approach to the allocation and management of academic staff workloads incorporating education, research and professional practice. Under the Fusion model the department typically allocates 60% of total hours to education and 40% to research and professional practice. Staff at all grades have a minimum of 150 face-to-face teaching hours per year up to a maximum of 1,225 hours. Heads of Department (0.4 FTE), Deputy Heads of Department (0.3 FTE), Programme Leaders (0.25 FTE), Unit Leaders (0.025 FTE per unit led), Athena SWAN Lead (0.2 FTE) and staff in other leadership roles are allocated a proportion of their time to undertake the role. Staff in their first year at BU are given a 20% reduction in load. Allocated hours are calculated using a pre-determined set of transparent formulas. The WLP is developed by the HoD ensuring a fair balance across grades. All staff are given an opportunity to discuss the loading and detail how they plan to utilise the research and professional practice allocated hours. While appraisal is separate to workload planning, staff are encouraged to align their activities with BU's Academic Career Framework which forms the criteria for pay progression and promotion. The final WLP for the department is published on the staff intranet.

SWAN survey results indicate that despite the WLP being applied for the last four academic years, there were still a proportion of colleagues (17%F/33%M) who were unaware of the current workload model (Table 5.4.5). A higher proportion (33%F/54%M) were not sure if the model had been applied to them in the last three years (Table 5.4.6). We investigated and realised there could be different WLP perceptions across the department. There is a need to ask colleagues through anonymous survey if the model is fair and transparent, and take appropriate action if not (**Actions 5.4.9**).

Table 5.4.5. SWAN survey response to: “Are you aware of the current BU workload model?”

Response	Female		Male		Prefer not to say		Total	
Yes	4	67%	8	54%	2	40%	14	54%
No	1	17%	5	34%	2	40%	8	31%
Not sure	1	17%	2	14%	1	20%	4	16%
Totals	6	100%	15	100%	5	100%	26	100%

Table 5.4.6. SWAN survey response to: “In the past 3 years have you had an opportunity to discuss the workload model as applied to you?”

Response	Female		Male		Prefer not to say		Totals	
Yes	4	50%	7	40%	0	20%	11	39%
No	2	17%	6	34%	2	40%	10	31%
Not sure	0	34%	2	27%	2	27%	4	27%
No answer	0	0%	0	0%	1	0%	1	4%
Totals	6	100%	15	100%	5	100%	26	100%

The survey indicated that a lower proportion of female staff compared to male colleagues (33%F/60%M) feel comfortable raising issues about their workload with colleagues (Table 5.4.7). The department values an open environment where people can raise concerns, but clearly not all colleagues feel comfortable doing this. There are opportunities for open discussion with LMs before finalising WLP each year, though there could be a lack of clarity and effective communication. SAT has identified the issue, offering open discussion specifically with female colleagues regarding workload planning by LMs (**Action 5.4.10**).

Table 5.4.7. SWAN survey response to: “Do you feel comfortable raising issues about your workload with colleagues in the Department/Faculty?”

Response	Female		Male		Prefer not to say		Totals	
Yes	2	34%	9	60%	1	20%	12	47%
Sometimes	3	50%	4	27%	0	0%	7	27%
No	1	17%	2	14%	3	60%	6	24%
No answer	0	0%	0	0%	1	20%	1	4%
Totals	6	100%	15	100%	5	100%	26	100%

Action 5.4.9

To ask academic colleagues through an anonymous survey if they think the model is both fair and transparent and take appropriate action if not.

Action 5.4.10

To offer a clear open discussion specifically with female colleagues with regard to the workload planning

(vi) Timing of departmental meetings and social gatherings.

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

Department Committee meetings start at 1pm and finish by 3pm, allowing colleagues with parenting responsibilities to collect children from school. Part-time colleagues on hourly contracts have the choice to attend, being paid if they do. Social gatherings (such as curry evenings) take place each semester and organised by staff individually, inviting all colleagues irrespective of their gender. The HoD encourages members of staff to take time off from work and enjoy holiday breaks to ensure a work-life balance. The HoD monitors leave entitlement and will encourage those not making use of their leave to do so. The focus group on 'Organisation and Culture' raised the point that social events are held out of office hours and not all colleagues are able to attend. SAT has identified the need to organise social events within office hours such as a department away day (**Action 5.4.11**).

The department uses email for event organisation, which ensures every colleague is informed about event participation. D&E always encourages academic colleagues to attend seminars, workshops, national and international conferences. D&E will use these opportunities to disseminate good practice and celebrate success (**Action 5.4.12**).

Action 5.4.11

To organise social events within office hours including away days

Action 5.4.12

To utilise social event opportunities to disseminate good practice and celebrate success as well as opportunity for networking and collaboration
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(vii) 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 department's website and images used.

When showcasing our department to potential new staff at open days or on the BU website, we are mindful of the importance of the imagery used, as gender balanced photographs encourage female engagement and display the diversity of our department (Section 5.a). As addressed in Section 4.a.iii presentation of a diverse culture in the department in a more evident way, such as representative images on the D&E webpage and a staff picture board, could encourage more female staff and students to join the department. Research seminars with gender balanced speakers (Section 5.b.v) will also help promotion of female staff. An example of publicity material is shown in Figure 5.2. The image is one of our students who became an academic staff member and role model (Section 5.b.v).



Figure 5.2, Franziska Conrad image on our department publicity materials and a departmental role model. A BU D&E department graduate who developed the QuickPitch pop-up tent which sold over 200k units and later became an academic at BU.

(viii) Outreach activities.

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

Our department is supporting the Women in Engineering Society (WES) as well as the BU Design Society. Support ranges from advice on organising events and disseminating their activities to signposting outreach activities. WES is a new society that provides women with opportunities to network and talk about their experiences in engineering and the professional environment. Events are held regularly to discuss engineering related topics, hold engineering related competitions and give an opportunity for females to speak in an open environment. Through our connections with Siemens, an International Women's Day event was held in March 2020 which enabled society members to network with women who have succeeded in the engineering industry, with a chance to develop their public speaking skills and have their voice heard. Another successful event was a spaghetti bridge competition (Figure 5.4.1) which allowed members to bond and work as a team as well as promote the society and celebrate diversity. The SAT decided to actively promote WES in internal and external public engagement events such as open days (**Action 5.4.13**) allocating £500 from the department budget to support their costs (**Action 5.4.14**).



Figure 5.4.1. WES spaghetti bridge competition, Dec. 2019.

Since January 2014, the department has been running the ‘Invent-it Up’ project which is led by a female Associate Professor (grade 10). The project is recognised in her workload under ‘professional practice activities’ and is focused on 18 local schools identified as having pupils from diverse and less affluent backgrounds. The project focuses on male and female pupils aged 11-14 (Figure 5.4.2) with 45 workshops reaching around 1,000 pupils every year. It is considered that the practical nature of the project is particularly important in the face of decreasing opportunities for girls to take Design & Technology (D&T) as a subject in the UK school curriculum. Quantitative data indicates the programme has had a positive impact on female pupils.



Figure 5.4.2, School pupils engaged in the Invent-It Up workshop.

When asked whether their contribution to outreach activities is recognised 50% (n=3) of female staff agreed versus 28% (n=5) male (Table 5.4.9). This figure is disappointing and could be due to outreach activities not fully recognised in WLP, or success stories not disseminated within the department. SAT decided that outreach activities be made more prominent in WLP (**Action 5.4.15**) and success of outreach activities be disseminated through a bimonthly newsletter (**Action 5.4.16**).

Table 5.4.8. SWAN survey response to: “I am recognised for my contributions and achievements to outreach and exchange activities.”

Response	Female		Male		Prefer not to say		Total	
Strongly agree	0	0%	1	7%	0	0%	1	4%
Agree	3	50%	4	27%	0	0%	7	27%
Neither agree or disagree	2	34%	3	20%	2	40%	7	27%
Disagree	1	17%	1	7%	0	0%	2	8%
Strongly disagree	0	0%	3	20%	0	0%	3	12%
Not applicable questions	0	0%	3	20%	2	40%	5	20%
No answer	0	0%	0	0%	1	20%	1	4%
Totals	6	100%	15	100%	5	100%	26	100%

Action 5.4.13
To promote WES society agenda in internal and external public engagement events such as open days by supporting the society to get involved
Action 5.4.14
To supporting the WES s by allocating £500 from department budget per annum
Action 5.4.15
Outreach activities to be more prominent in WLP
Action 5.4.16
To disseminate success of outreach activities within the department enabling staff to recognise the value of such activities within the department

6. Further information

Recommended word count: Bronze: 500 words | word count: 0 words

Please comment here on any other elements that are relevant to the application.

7. COVID related section

Recommended word count: Bronze: 500 words | word count: 238 words

During lockdown and with increased use of face masks, WES Society, together with the Design Society, organised the 'Face Mask Competition', open to all (Figure 7.1). The societies undertook this to give students an opportunity to participate in something extra outside of university in order to develop skills or showcase their work to future employers. Also, WES had planned an outreach activity at the Royal National Lifeboat Institution with support of the SWAN lead. Female student members of WES prepared short videos for promoting the society and encouraging female students to study STEM-related subjects (Figure 7.2). Unfortunately, the event was cancelled due to the COVID-19 pandemic.



Figure 7.1. The Design Completion from WES

During the pandemic, the D&E department has supported colleagues by providing flexible working opportunities or working from home. For example, one of the SWAN leads was given the flexibility to work from abroad for some months, which has enabled this application progress to continue. For the preparation of this application, there have been seven virtual Self-Assessment Team meetings and two focus groups conducted virtually to further explore “career development” and “organisation and culture” topics. There has been a high level of interest from D&E SAT members who are from diverse backgrounds in addressing gender equality within the department during the pandemic. Although the lockdown caused cancellation of some outreach activities, virtual SAT activities enabled everyone to take pride in being part of a community that is contributing to engineering and technology advancements.

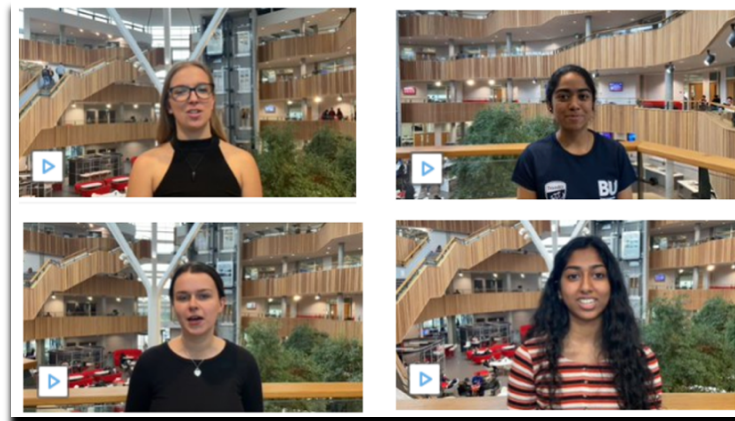


Figure 7.2. BU D&E female students’ member short videos for promoting the society and encouraging female students to study STEM related subjects (recorded in Fusion building in March 2020)

8. Action plan

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.

The table below provides details of the relevant postholder(s) for the acronyms used to list the owner of the actions specified in the following action plan. **Timescale** is for 4 years as the SWAN award is valid for five years while considering one year for preparation of next application; therefore, the time scale is 2021-2025. **Outcome** is either measured through BU SWAN survey run every two years or through comparison of updated staff/student data with the sector data as well as focus groups within the department and departmental meetings with staff and students.

List of action owners	
SMT	Department Senior Management Team (Head of Department and Deputy Heads)
SAT	Department Athena SWAN SAT Chair and members
M&C	Faculty Marketing and Communications Account Manager
HR	Faculty HR Manager
REF Leader	UOA12 (Engineering) REF Leader
RDS	Faculty Project Delivery Officer
OD	Organisational Development Manager
Timetabling	Faculty Resource Officer
Mentors	Academics in the department at senior grades

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
3. Self-assessment Process						
Action 3.1 Page 17	There is a lack of monitoring gender equality and inclusivity work within the department	Ran SWAN survey	To run the BU SWAN survey every two years (suggest you confirm when you will run it) to monitor the progression of inclusivity and gender equality work	2021-2025	SMT/ SAT	Improvement in gender equality and inclusivity agenda measured through BU SWAN survey results with increase in response rate from 54% (ran Jan. 2020) (12% each year).
Action 3.2 Page 19	Ensuring that the inclusivity agenda for the purpose of advancing gender equality and diversity is a core principle within the department	Shared information with colleagues within the department through emails and departmental meetings. (Can you provide some more detail please)	To create an intranet page to share the updates and the related document with regard to the SWAN related activities with the whole department.	2021-2025	SAT/ SMT	Colleague's increased confidence in their level of understanding of the agenda for the purpose of advancing gender equality and diversity within the department measured through BU survey (Increase of survey response from 70% (7% each year) so that 100% of respondents indicate confidence in their understanding of BU equality and diversity policies)

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
<p>Action 3.3</p> <p>Page 19</p>		<p>Introduced Athena Swan through departmental meetings. Ran (two) focus groups with colleagues around core issues identified from the SWAN survey. Engaged colleagues in further interviews and surveys to enable them to take ownership of the proposed actions.</p>	<p>Repeat the focus group exercise to measure the change both female and male colleague's level of satisfaction with the department processes and changes made to advance gender equality.</p>	<p>.2021-2025</p>	<p>SAT/ SMT</p>	<p>Increased satisfaction (e.g. fairness, transparency, engagement, responsiveness) in the department processes and changes made to advance gender equality from 17% (16% per year) leading to 100%.</p>
<p>Action 3.4</p> <p>Page 20</p>		<p>SAT meetings to address gender equality in 2020/21</p>	<p>Formation of inclusivity committee to meet every month to address inclusivity and gender equality agenda.</p> <p>Department SMT to formally recognise the role of inclusivity committee member in the department's workload plan.</p>	<p>From Nov 2021</p>	<p>SAT Chairs</p>	<p>Increased in number of inclusivity committee meetings to run monthly for review of status of actions taken regarding SWAN Action Plan and adjusting plan where required, as well as the awareness of/satisfaction with the actions taken of both female and male colleagues will be captured to monitor the impact of the actions taken</p>

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
<p>Action 3.5</p> <p>Page 20</p>		Addressed gender equality and SWAN plans in the department committee meetings	To share and discuss the gender equality and inclusivity agenda in department committee meetings to ensure staff and students are informed of ongoing progress with the implementation of the action plan.	2021-2025	HoD /SAT Chairs	Increased awareness of gender equality and inclusivity agenda within department among staff and students measured through BU survey (Increase of survey response from 70% (7% each year) so that 100% of staff indicate awareness of BU equality and diversity policies)
<p>Action 3.6</p> <p>Page 20</p>		Engaged colleagues at various levels, PGR and UG students in SAT activities.	Open announcement and invitations for all staff/students to be engaged with SWAN activities and become a member of SAT	2021-2025	SAT Chairs	Increased engagement in SWAN activities from staff and students while to target embedding learning outcomes recognising the responsibilities, benefits and importance of supporting equality, diversity and inclusion into 100% of the department's programmes by 2025; therefore, improving the employment environment.

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
<p>Action 3.7</p> <p>Page 20</p>		<p>Attended gender equality events and meetings to inform Athena Swan application and proposed actions to advance gender equality and inclusivity in the department.</p>	<p>The department SWAN leads will be allocated 0.2 FT workload and the workload for other SAT members will be discussed and agreed through workload planning.</p>	<p>2021-2025</p>	<p>SAT Chairs</p>	<p>Provide SAT members with protected time in which to engage in developing their knowledge and understanding of gender equality issues and good practices both within BU and externally. This will lead to improved actions and the development of a well-informed support network for colleagues within the department measured by the increased satisfaction of colleagues with the process and changes made to advance gender equality.</p>
<p>4. Picture of Department</p>						
<p>Action 4.1</p> <p>Page 21</p>	<p>Lack of feedback from female applicants who chose to study in the department</p>	<p>Reviewed BU Decliner Survey to identify if any common themes in why female applicants did not come to BU. However, the data could not be analysed by gender.</p>	<p>Hold conversations with our female students on why they chose our department to study.</p>	<p>2021-2025</p>	<p>SAT/M &C</p>	<p>Increased awareness by the SAT of positive and negative aspects of the recruitment process to facilitate discussions with the department SMT on changes that could be made to improve</p>

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
						conversion rates from female applicants.
Action 4.2 Page 25	UG Female students' enrolments has remained static	Not yet actioned.	To work with admission and marketing and communications to review and update our recruitment processes	2021-2025	SAT/Admission s/M&C/PLs	Increase in number of female students for E&T from 12% to 20% (2% each year) for CA&D from 25% to 65% (10% increase each year) [benchmark: ALL HEI data]
Action 4.3 Page 25	Lower offer acceptance rate for UG female applicants than male applicants	Not yet actioned.	Investigate reasons why acceptance rate of female applicants is lower than for male applicants.	2021-2025	SMT/Admissions Team	Increase in offer acceptance rate for UG female applicants; therefore, increase in number of female students for E&T from 12% to 20% (2% each year) for CA&D from 25% to 65% (10% increase each year) [benchmark: ALL HEI data]
Action 4.4 Page 25		Not yet actioned.	Involve more female academics and student reps in the open day events (e.g. leading talks and tours).	2021-2025	SMT/Admissions Team	Increase in recruitment of female; therefore, increase in number of female students for E&T from 12% to 20% (2% each year) for CA&D from 25% to 65% (10% increase

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
						each year) [benchmark: ALL HEI data]
Action 4.5 Page 27	Decrease in proportion of female students achieving a 1 st class degree	Data investigation on student's degree achievements based on gender	To investigate and understand why the proportion of females achieving a 1st class degree appears to be decreasing	2021-2025	SAT/ SMT	Improved assessment practices that do not disadvantage female students; therefore, same proportion of male and female students are achieving a 1 st class degree
Action 4.6 Page 30	Small number of students progress from our UG to PGT programmes each year, but all are male.	Discussion in SAT about the reason	Focus group on students' progress from our UG to PGT programmes.	2021-2025	SAT	Increase in number of female students' progression from UG to PGT; therefore, the number of female PGTs increase from 39% to 50% (2-3% increase each year) making the proportion of female-male students 50-50
Action 4.7 Page 30			To introduce female only PGT taster sessions where they get to see what a PGT experience is like.	2021-2025	SAT	Increase (11%) in number of female students at PGT level from 39% to 50% (2-3% increase each year) making the proportion of female-male students 50-50

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
Action 4.8 Page 30	Low percentage of PGT female students in D&E department	Publicity material with female students' images reviewed and updated	Presentation of gender equality value on the D&E department webpage	2021-2025	SMT	Increase (11%) in number of PGT female students from 39% to 50% (2-3% increase each year) making the proportion of female-male students 50-50
Action 4.9 Page 30		Representing all the staff profiles on the D&E webpage	Review and revise language and vocabulary used in PGT marketing materials; therefore, presentation of a diverse culture in the department in a more evident way such as more images fully representing the staff on the D&E webpage and a staff picture board within the department place	2021-2025	SAT/ SMT	Increase (11%) in number of PGT female from 39% to 50% (2-3% increase each year) making the proportion of female-male students 50-50
Action 4.10 Page 32	Lack of data regarding PGR students' numbers on annual basis	PGR student data in current year collected from individual staff	PGR student data to be collected on an annual basis for future review by PGR administrator for review by the SAT	2021-2025	SMT/ PGR administrator/SAT	Increased understanding of the progression/performance of PGR female students to better inform future actions.

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
Action 4.11 Page 32	Lack of understanding of the reason for higher percentage of female students in PGR studies which can improve our understanding of how to translate to PGT recruitment.	Discussion in SAT led by PGR SAT representative	Focus group on female students' interest in study PGR degree.	2021-2025	SAT/PGR SAT Rep	Increased understanding of the progression/performance of PGR female students to better inform future actions.
Action 4.12 Page 32			Investigate advertisement and enrolment procedures for good practice.	2021-2025	SAT	
Action 4.13 Page 33	Low progression from UG to PGT courses	Advertising the opportunity for progress to PGT for UG students	Further work to understand motivations in progression of our students better and how it differs by gender and review of the suitability of our PGT curriculum through focus groups	2021-2025	SAT/ SMT/P GT Programme Leader	Increase in number of female PGT students (11%) from 39% to 50% (2-3% increase each year) making the proportion of female-male students 50-50
Action 4.14 Page 33	Low number of female students continue their study to PGT/PGR	Data investigation on students' continuation to PGT/PGR level based on gender	To run workshop/seminar per year to motivate our students, specifically the females, to continue their study to PGT/PGR level	2021-2025	SAT/ SMT/P GR SAT Rep	Increase in number of PGT students from 39% to 50% (2-3% increase each year) making the proportion of female-male students 50-50

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
5. Supporting and Advancing Women's Careers						
Action 5.1.1 Page 38	Low number of female applicants in the process of recruitment	Gender neutral language in the job advertisements	The job adverts to have gender neutral person specification	2021-2025	SMT/HR Manager	Increased (33%) number of female applicants for academic posts from average of 17% to 50% making it gender balanced (50-50)
Action 5.1.2 Page 38		Removed gender biased imagery from our marketing material and promote female role models	To approach and invite applications from women by promoting the importance of gender equality value within our department in the job advertisements	2021-2025	SMT/HR/OD	Increased (33%) number of female applicants for academic posts from average of 17% to 50% making it gender balanced (50-50)
Action 5.1.3 Page 38		Job openings advertised in external websites	To advertise the job openings in WISE	2021-2025	SMT/HR	Increased (33%) number of female applicants for academic posts from average of 17% to 50% making it gender balanced (50-50)
Action 5.1.4 Page 39	Gender unbalanced interview panels	Inviting all academic colleagues to be involved in the recruitment process	To have gender balanced interview panel in the process of recruitment	2021-2025	SMT/HR	Increased (33%) number of female academic staff appointed to higher grade (8+) academic posts from average of 17% to 50% making it gender balanced (50-50)

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
Action 5.1.5 Page 40	Potential gender-based unconscious bias during staff recruitment process	Training for management team staff related to diversity and unconscious bias	Enhanced training for all staff related to diversity, equality and unconscious bias as well as review selection criteria for both long listing and short listing and the criteria for interview to ensure there is no language bias.	2021-2025	SAT/ HR/OD	Increased number (100%) of staff who have received Diversity and Equality training.
Action 5.1.6 Page 40	Lack of effectiveness of the induction process due to the overloading information during induction	Updated procedure over the time	Review of induction processes to ensure fit for purpose while introduce/reminding the induction procedure to all staff while highlighting the department policies and values covered in induction	2021-2025	SMT/ SAT	Increase (33%) in effectiveness of induction process specifically for female staff. Increase score of 67% from survey related to adequacy of induction to 100% over the reporting period for female staff.
Action 5.1.7 Page 42	Ensure females are promoted	Support given to colleagues for promotion	Review the promotion process for bias and support discussions and mentorship given to female staff on promotion during appraisal	2021-2025	SMT/ HR	Increase in number of female staff promoted in the career pipeline. Measure perceived change in "promotion support offered" for females through the survey to decrease from 51% disagree "they felt encouraged" to 0% disagree in the reporting period.

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
Action 5.1.8 Page 43	Perception of not being fair and clear in the process of REF inclusion	Provided detailed information on the REF process	Clear and effective communication with brief and to the point information about REF	2021-2025 Targeting REF 2027	SMT/ SAT/ REF Leader	Increase in fairness and clarity in the REF procedure. Measure perceived change in the percentage of female staff who find the process not fair and transparent through the survey to increase from 34% (16% each year) agree to 100% agree in the reporting period.
Action 5.2.1 Page 44	Lack of awareness of potential training opportunities	Post available training opportunities either internally or externally	To promote and signpost training opportunities and resources in a clear and transparent way to all staff, specifically female staff	2021-2025	SMT/ SAT	Increase (50%) perceived satisfaction by females with access to training/development opportunities in career development measured through the survey from 50% (12% each year) to targeting 100% satisfaction over the reporting period.

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
Action 5.2.2 Page 45	Ensuring females are attending training opportunities	Post available training opportunities either internally or externally	Encouraging female colleagues to attend career development training sessions while consulting with staff over appropriateness of training for all genders and feedback to address if not.	2021-2025	SMT/ SAT	Increased number of female attendances (50%) in training opportunities measured through OD attendance logs.
Action 5.2.3 Page 46	Lack of usefulness of appraisal	Existing appraisal process	To bring promotion and career development discussions into the appraisal process, effectively by setting a roadmap for career development and linking this to the PPDP	2021-2025	SMT/M entors	Increased (16%) perceived effectiveness of appraisal (+20%) from 84% to 100% (4% each year) by female staff measured through the survey
Action 5.2.4 Page 46	Ensuring female staff are involved with professional development	Signposted available professional development opportunities within university	Professional development to be tied up with appraisals so that clear goals are established; specifically targeting encouragement for presenting at conferences and sitting on committees.	2021-2025	SMT	Increased engagement in professional development by females measured through the survey such as conference attendance 75% increase (18% each year) and conference presentation 87% increase (21% each year) reaching to 100% .

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
Action 5.2.5 Page 47	Low number of female colleagues in leadership positions	Open advertisements to all colleagues for leadership positions	Review selection procedures to ensure the criteria are totally fair and unbiased. Discussing internal and external leadership positions with female colleagues during appraisal and at the point a position is advertised.	2021-2025	SMT	Increased (31%) number of female academics applying for and in leadership positions from 19% to 50% (10% increase each year); therefore, the leadership positions would be gender balanced (50-50)
Action 5.2.6 Page 47		Investigating data about leadership positions from gender equality perspective	To rotate and share leadership positions targeting female colleagues. All roles to be rotated every two years.	2021-2025	SMT	Increase (31%) number of female academics applying for and in leadership positions from 19% to 50% (10% increase each year); therefore, the leadership positions would be gender balanced (50-50)
Action 5.2.7 Page 47		Signposted available leadership programmes	Encouraging female colleagues to take part in the leadership training programmes.	2021-2025	SMT	Increased number of female academics undertaking leadership training programmes; therefore, more in leadership positions from 19% to 50% (10% increase each year); therefore, the leadership positions would be gender balanced (50-50)

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
Action 5.2.8 Page 49	Low number of females successfully applying for research grants	Already available informal support to all colleagues for development of research grant	To develop an effective formal guidance in available support in applying for research grants within the department specifically to support female academics while investigating what support they need specifically	2021-2025	SMT/RDS	Increase (29%) in number of research grants specifically by female colleagues as PI and Co-I from 21% to 50% (7% each year) to make it gender balanced (50-50).
Action 5.2.9 Page 49	Lack of sufficient support for research grant application development	Already available support from RDS	To continue promoting the existence of RDS (and what they do) to colleagues during appraisals, departmental meetings and by e-mail when events are being organised	2021-2025	SMT/RDS	Increase (29%) in number of research grants specifically by female colleagues as PI and Co-I from 21% to 50% (7% each year) to make it gender balanced (50-50).
Action 5.2.10 Page 50		Already available informal support to all colleagues for development of research	To include ECRs in PhD supervisory teams specifically for female staff	2021-2025	SMT/Professoriate	Increased in number of ECRs involved in PhD supervisory teams leading to increase (33%) in research development and career progression specifically for female colleagues from 67% to 100% (8% each year) measured based on BU SWAN survey.

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
Action 5.2.11 Page 50	Lack of sufficient support for research development	Already available informal support to all colleagues for development of research	To include ECRs specifically females as Co-investigator in grant application team formation to gain the benefit along with more experienced colleagues.	2021-2025	SMT/Professoriate	Increased in number of ECRs involved in grant application grants leading to increase (33%) in research development and career progression specifically for female colleagues from 67% to 100% (8% each year) measured based on BU SWAN survey.
Action 5.2.12 Page 50		Investigating data on grant application support based on gender	To include academics with no PhD supervisory role specifically female ones to PhD supervisory teams	2021-2025	SMT/Professoriate	Increase in number of academics to be included in supervisory teams leading to increase (33%) in research development and career progression specifically for female colleagues from 67% to 100% (8% each year) measured based on BU SWAN survey.
Action 5.2.13 Page 50		Already available informal support to all colleagues for development of research	To include ECRs to PhD internal examining teams specifically for female colleagues	2021-2025	SMT/Professoriate	Increase in number of female ECRs involved in internal PhD examination leading to increase (33%) in research development and career progression specifically for female colleagues

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
						from 67% to 100% (8% each year) measured based on BU SWAN survey.
Action 5.2.14 Page 50		Already available informal support to all colleagues for development of research	Research mentorship from senior colleagues in similar field of less experienced colleagues specifically for female colleagues' mentors	2021-2025	SMT/RDS	Increase in number of females involved in research mentorship leading to Increase (33%) in research development and career progression specifically for female colleagues from 67% to 100% (8% each year) measured based on BU SWAN survey ensuring females are satisfied.
Action 5.2.15 Page 50		Already available informal support to all colleagues for development of research	Formation of research groups to promote the culture of research collaboration within the department while involving all female colleagues	2021-2025	SMT/Professoriate	Increase in number of research groups leading to leading to increase (33%) in research development and career progression specifically for female colleagues from 67% to 100% (8% each year) measured based on BU SWAN survey ensuring females are satisfied.

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
Action 5.2.16 Page 50		Already available informal support to all colleagues for development of research	Allocation of extensive interactive and engaging section in department committee meetings for research	2021-2025	SMT/Professoriate	Increase in length and depth of research agenda in departmental committee meetings leading to increase (33%) in research activities involvement specifically for female colleagues from 67% to 100% (8% each year) measured based on BU SWAN survey.
Action 5.2.17 Page 50	Lack of sufficient support for research development	Already available informal support to all colleagues for development of research	To organise regular research seminars with gender balanced speakers	2021-2025	SMT/Professoriate	Increase in number of research seminars (up to 10 per year) leading to increase (33%) in research activities involvement specifically for female colleagues from 67% to 100% (8% each year) measured based on BU SWAN survey.
Action 5.3.1 Page 52	80% teaching load reduction for two semesters upon returning to work from maternity or adoption leave	Support in teaching load reduction for two semesters upon returning to work from maternity or adoption leave	To open discussions with HR to offer the new parent 100% relief of teaching for 2 terms/semesters with the cover paid for through a central fund	2021-2025	SMT/ SAT/ HR	100% relief of teaching for 2 terms/semesters with the cover paid

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
Action 5.3.2 Page 53	Low number of people see paternity leave as worthwhile	Already available opportunities within BU policies	To promote paternity leave opportunities while highlighting the value	2021-2025	SAT/H R/SMT	Increase in the understanding of the value of use of paternity leave scheme from 14% (17% per year) measured through BU survey.
Action 5.3.3 Page 53	The need for updating Staff Limitations Forms each year	Validity of Staff Limitations Forms for one year	To negotiate with timetabling on movement/flexibility with the cut-off dates of Staff Limitations Forms	2021-2025	SAT/SMT/timetabling	Increase in lengths of Staff Limitation Forms validity from 1 year to 2 years to support females
Action 5.3.4 Page 53	No official record of limitations/flexible working requests	Already offered flexible working support	To create an in-department log of which staff have taken advantage of the flexible working policy	2021-2025	SMT	Increase in request for flexible working leading to increased (50%) awareness of potential success of offered flexible working schemes by female staff from 50% to 100%(12% each year)
Action 5.3.5 Page 54	Raised concerns on the choice of working hours with the comments on the increase of workload	Workload planning and the provided opportunity to discuss with LMs	To identify areas where staff are working additional hours, email to staff reminding them to inform line manager	2021-2025	SMT	Balanced/equal workload among all staff measured and monitored through workload planning each year while perceived fair and transparent.

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
Action 5.3.6 Page 54	Raised concerns on working out of office hours	Provided opportunities to discuss with LMs	Commitment to not sending out emails in the evening.	2021-2025	SMT	No emails to be sent out of working hours leading to a balanced/equal workload among all staff measured and monitored through workload planning each year.
Action 5.4.1 Page 55	Lack of sufficient recognition of colleague's contribution	Recognition of staff contribution by LMs during appraisal	To recognise female staff contribution through email, board, blog or bimonthly newsletter.	2021-2025	SMT	Increased (83%) recognition of staff contribution specifically female staff from 17% to 100% (20% each year) measured through BU SWAN survey.
Action 5.4.2 Page 55		Investigation of female colleagues' opinion on recognition of their contribution	To recognise and value female colleagues' contributions and achievements during appraisal and to be considered for promotion	2021/2025	SMT	Increased (83%) recognition of female colleagues' achievements and contributions from 17% to 100% (20% each year) measured through BU SWAN survey.
Action 5.4.3 Page 55	Lack of sufficient given value to female colleagues' talent	Given value of colleagues' talent by LMs during appraisal	To allocate a section in department committee for announcing colleagues' achievements and sharing success stories of female	2021-2025	SMT/ SAT	Increased number of announcements of staff achievements; therefore, Increased (83%) perceived sense of valuing colleagues' talents from

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
			colleagues' members in a bimonthly newsletter			17% to 100% (20% each year) measured through BU SWAN survey.
Action 5.4.4 Page 56	Lack of sufficient awareness of equality and diversity polices	Provided resources on university portal	To promote Diversity and Equality online training and videos	2021-2025	SMT/ SAT	Increased (30%) awareness of equality and diversity values and policies from 70% (7% each year) measured via the survey.
Action 5.4.5 Page 56		Provided resources on university portal	To actively encourage colleagues to utilise policy-specific training for Diversity and Inclusivity	2021-2025	SMT/ SAT	Increase in the number of staff taking part in diversity and equality training; therefore, increased (30%) awareness of equality and diversity values and policies from 70% (7% each year) measured via the survey.
Action 5.4.6 Page 54	Low engagement of female colleagues in departmental panels	Investigating data on engagement of female colleagues in departmental panels	To have gender balanced panels within the department	2021-2025	SMT	Increase in number of females in departmental panels; measured through number of females in panels to be gender balanced (50-50) in the department or at least one female staff

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
Action 5.4.7 Page 57	Lack of motivation in participation in committees	Provided opportunities for participation in committees for female colleagues	To nominate and motivate female academics in participation of committees	2021-2025	SMT	Increase in participation of female academics in committees either gender balanced (50-50) or at least one female staff.
Action 5.4.8 Page 58	Lack of sufficient awareness of internal and external committee participations opportunities	Announcements sent by HoD to promote involvement in such activities	To effectively communicate and dissemination internal and external committee participations opportunities	2021-2025	SMT	Increased (83%) participation in internal and external committees specifically by female colleagues from 17% to 100% (20% each year) measured through BU SWAN survey.
Action 5.4.9 Page 59	Lack of sufficient awareness of WLP	Provided presentation and information with this regard by HoD	To ask colleagues through an anonymous survey if they think the model is both fair and transparent and take appropriate action if not.	2021-2025	SMT	Increased (83%) awareness of WLP specifically among female colleagues from 17% to 100% (20%) measured through BU SWAN survey while perceived fair and transparent.
Action 5.4.10		Provided presentation and information with this regard by HoD	To offer a clear open discussion specifically with female colleagues with regard to the workload planning	2021-2025	SMT	Balanced/equal published WLP specifically for female colleagues perceived fair and transparent

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
Page 60						measured through an anonymous survey.
Action 5.4.11 Page 61	Lack of departmental social events	Non-departmental organised social events	To organise social events within office hours including away days	2021-2025	SMT/ SAT	Increased (75%) culture of networking/collaboration specifically for female colleagues from 25% (18% each year) measured through BU SWAN survey.
Action 5.4.12 Page 61	Lack of sufficient recognition of colleagues' achievements	Occasional announcements of colleagues' achievements	To utilise social event opportunities to disseminate good practice and celebrate success as well as opportunity for networking and collaboration	2021-2025	SMT/ SAT	Increased (83%) culture of colleagues' contribution recognition specifically for female colleagues from 17% (20% each year) measured through BU SWAN survey.
Action 5.4.13 Page 62	Lack of sufficient promotion of WES activities	Organised outreach activities with support of department	To promote WES society agenda in internal and external public engagement events such as open days by supporting the society to get involved	2021-2025	SMT/ SAT	Increased membership of WES (target 50% increase (12% each year) in female students joining WES in the reporting period).

Reference	Identified Issue	Action Taken to Date	Future Action Planned	Time Scale	Owner	Outcome
Action 5.4.14 Page 62	Lack of sufficient support of WES activities	Organised outreach activities with support of department	To supporting the WES by allocating £500 from department budget per annum	2021-2025	SMT	Increase in activities of WES from 5 events per year to 10 events (25% increase each year)
Action 5.4.15 Page 63	Lack of sufficient recognition of outreach activities	Recognition of outreach activities during appraisal	Outreach activities to be more prominent in WLP	2021-2025	SMT	Increased recognition and weight of outreach activities in WLP specifically for female colleagues from 50% to 100% (12% each year) measured through BU SWAN survey and targeting the inclusion of outreach activities in the WLP.
Action 5.4.16 Page 63		Recognition of outreach activities during appraisal	To disseminate success of outreach activities within the department enabling colleagues to recognise the value of such activities within the department	2021-2025	SMT/ SAT	Increased recognition of outreach activities values specifically for female colleagues from 50% to 100% (12% each year) measured through BU SWAN survey