Name of institution	Bournemouth University
Date of application	30 November 2018
Award Level	Bronze (post-

	List of acronyms used in the application
ACF	Academic Career Framework
ACM	Academic Career Matrix
AFCB	Athletic Football Club Bournemouth
AHSSBL	Arts, Humanities, Social Sciences, Business and La
ALP	Academic Leadership Programme
ASSG	Athena SWAN Steering Group
BRC	Bournemouth Research Chronicle
BME	Black and minority ethnic
BU	Bournemouth University
BU2025	1 D P H R I % R X U Q H P R X W K 8 Q L Y H U-25 L W \ $ V V
CEL	Centre for Excellence and Learning
COO	Chief Operating Officer
CPD	Continuing Professional Development
CROS	Careers in Research Online Survey
E&D	Equality and diversity

	List of acronyms used in the application
NCCPE	National Coordinating Centre for Public Engagement
OD	Organisational Development
OVC	Office for the Vice-Chancellor
PCS	Parents and Carers Survey
PER	Public engagement with research
PIRLS	Principal Investigators and Research Leaders Survey
PMP	Performance Management Policy
PPDP	Personal and Professional Development Plan
PSS	Professional and Support Staff
PTHP	Part-time hourly paid (contract)
QR	Quality-related Research funding (recurrent grant funding from Researc England)
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RKEDF	Research and Knowledge Exchange Development Framework
RKEO	Research and Knowledge Exchange Office
SAT	Self-Assessment Team
SIA	Strategic Investment Areas
SMP	Statutory maternity pay
STEMM	Science, Technology, Engineering, Mathematics and Medicine
SUBU	6 W X G H Q W $ V 8 Q L R Q % R X U Q H P R X W K 8 Q L Y H
UET	University Executive Team
ULT	University Leadership Team
UOA	

2. DESCRIPTION OF THE INSTITUTION

Recommended word count: Bronze: 500 words

Table 4

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

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

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

Department 2014/15	F	M	%F
Accounting, Finance & Economics	265	523	34
Events & Leisure	538	113	83
Leadership, Strategy & Organisations	505	693	42
Marketing	122	50	71
Sport & Physical Activity	126	528	19
Tourism & Hospitality	439	191	70
Other	64	64	50
Total	2059	2162	49
2015/16			

Tourism & Hospitality	472	198	70
Other	62	54	53
Total	2351	2712	46
2017/18			
Accounting, Finance & Economics	249	600	29
Events & Leisure	540	88	86
Leadership, Strategy & Organisations	580	897	39

2017/1 8					
Computer Animation	201	192	6		50
Corporate & Marketing Communications	421	262			62
Journalism, English & Communication	614	253			71
Law	341	222			60
Media Production	570	725			44
Other	112	126			47
Total	2259				

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

FST	F	M	Other	No response	%F

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

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

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

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

Figure 1: University leadership structure

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

Faculty	AHSSBL	STEMM	AHSSBL/STEMM
FST		x Life & Environmental Sciences x Archaeology, Anthropology & Forensic Science x Psychology x Creative Technology x Computing & Informatics	x Design & Engineering
HSS		x Nursing & Clinical Sciences x Human Sciences & Public Health	x Social Sciences & Social Work
FoM	x Accounting, Finance & Economics x Events & Leisure x Leadership, Strategy & Organisations x Marketing x Tourn.09.596 n BT 2 5		

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

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

Each faculty has an academic repre

(ii) an account of the self-assessment process

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

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

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

, Q W K H 6 $ 7 6 L G Q $ W P H H W for six months due to staff changes, although actions continued to be addressed and implemented. A new Chair led her first SAT in January 2018. We reviewed the action plan and identified new actions based on reflection on progress. It was challenging to get the pace going again but we did so with renewed vigour.

An Athena SWAN Steering Group (ASSG), led by UET/

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

Table 15: Data sources contributing the analysis by the SAT

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

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

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

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

> Action 6: Review the SAT and ASSG structure, membership, succession planning and working methods in December 2019 to ensure this is effective in monitoring and delivering the 2018-22 action plan and embedding SWAN in faculties/services.
>
> Action 7: Establish an ongoing development budget (c.£5K per annum) from 2019 for SAT/ASSG members to attend external conferences and events and share good practice across the University.

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

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

Word count for Section 3: 796

4. A PICTURE OF THE INSTITUTION

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

4.1. Academic and research staff data

(i) Academic and research staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between w

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

	G7	G8	

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

Grade	White		BME		% BME		
	F	M	F	M	F	M	Total
UET / ED							

Our female professors increased from 21 (30%) to 32 (36%). This is the highest number/ is 50% above sector average.

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

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

Action 9: Continue to work with the REC SAT and BME academic staff to identify and implement effective support to enable BME women to progress to G9+ academic roles. Action 10: Ensure all senior roles have a gender-balanced recruitment panel and wherever possible include at least one BME panel member.

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

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

Table 26: Headcount and proportion of academic and research staff by contract type and gender 2014/15 -2017/18: showing the vast majority of acad* n BTn the prot is being do pe n2r ( )Q q n8y8%,o 2014/1en2r (

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

t use zero hours contracts.

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

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

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

Figures 7 and 8: Academic staff by contract function and gender, 2014/15-2017/18: showing the mag

Figure 8: Please see title above

Most academics (c.90%) are employed on teaching and research contracts in line with our strategy; this is the same for men and women and remained stable over the reporting period. Women are slightly more likely to be on research-only contracts (2% F, 1% M) (sector 25% F, 23% M) and men are slightly more likely to be on teaching-only contracts (8% F, 10% M) (sector 31% F, 24% M) but.002 (r)1T2 11.04 Tf1EB3.004 (ep)-2 (to)5 (3.004 (ep)-2 (to)5 (3.004 (ep)

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

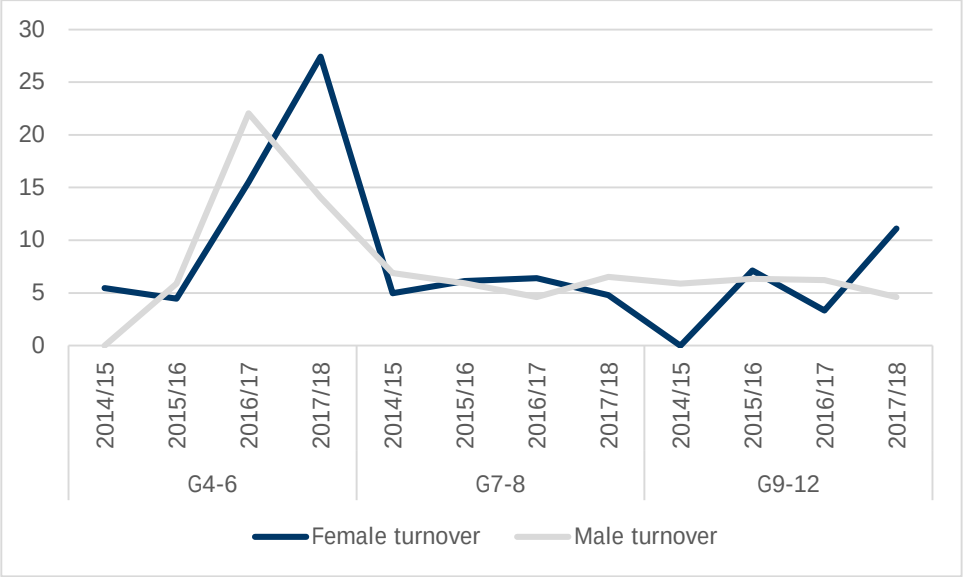

Figure 10: Destination of leavers from G7-8 by gender, 2014/15-2017/18: indicating that most females left to work in another HE institution so their talents were not lost to the sector.

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

(v) Equal pay audits/reviews

Comment on the findings from the most recent equal pay audit and identify the in pay.

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

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

Table 30: Percentage pay gap by gender and grade for

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

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

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

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

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

Word count for Section 4: 951

5. SUPPORTING AND ADVAN

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

5.1. Key career transition points: academic staff

(i) Recruitment

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

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

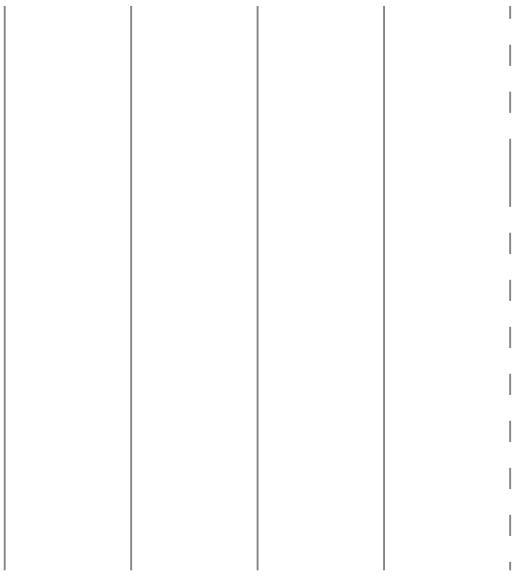

Table 31: Grade 4 academic posts numbers of applications, shortlisted candidates and successful candidates by gender and year, 2014/15 to 2017/18: showing women were more likely than men to apply for G4 posts but were

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

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

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

Grade applied to	Stage	Number of candidates			Offer rate (offers / applications)	
		F	M	Unknown	F	M
Grade 8					F	M

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

Grade applied to	Stage	Number of candidates			Offer rate (offers / applications)	
		F	M	Unknown	F	M

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

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

various forms of support

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

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

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

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

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

(iii) Promotion

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

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

Grade applied for	2014/15		2015/16		2016/17		2017/18
	F	M	F	M	F	M	

Grade applied for	2014/15		2015/16		2016/17		2017/18	
	F	M	F	M	F	M	F	M
G11/12 - Professor								

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

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

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

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

Action 26:

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

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

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

Panels, including IPPPMs, shortlist applications.

Action 37: Develop and run sessions on research career planning and returning to work

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

Table 52: Academi

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

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

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

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

(iii) Support given to academic staff for career progression

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

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

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

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

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

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

Table 54: Comparison of previous and current maternity/adoption pay for staff: showing significant

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

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

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

Action 45: Sign up to the Breastfeeding Welcome scheme.

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

Action 47:

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

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

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

(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 arrangements.

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

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

T 59: Fo m l s ex a a - a
2017/18: ho w i

PSS - gr	2014/15		2015/16		2016/17		2017/18	
	F	M	F	M	F	M	F	M
1-4								

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

Our Staff Survey indicated women find it more challenging than men to achieve a good work-life balance and are less happy with their pattern of work; this mirrors similar findings across the sector (THE, 2018[3]).

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

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

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

Some respondents to the SWAN Survey reported concerns about temporarily reducing hours in fear that an increase back to full-time work might not be approved. The Flexible Working Policy will be adapted for both temporary and permanent changes. This option will be LQFOXGHG LQ WKH 0DWHUQLW\ &KHFNOLVW DQG LQ PDQDJHU

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

(viii) Childcare

'HVFULEH WKH LQVWLWXWLRQ$V FKLOGFDUH SURYLVLRQ communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

We offer salary-sacrifice childcare vouchers (used by 144 staff) and provide information on WKH JRYHUQPHQW$V tax-free childcare scheme. There is an onsite nursery, operated by an external provider, for children (three months to five years). The nursery is rated # RXWVWDQGLQJ by Ofsted. It operates between 8am-6pm, weekdays for staff, students and the community Since 2017 the nursery has operated a waiting list for spaces (six months average waiting time). 92 places are available; 43 are

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

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

Action 59: Explore the possibility of establishing a F D U H U $ V I X Q G I R U F K L staff are required to work on weekends (such as open days) or attend conferences.

(ix) Caring responsibilities

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

Figure 14 3 K R W R J U D S K I U R P W K H F D U H U V $ W D O N V I R U : R U O G 0 H Q W D O

We are committed to supporting carers, for example, through flexible working arrangements.The PCS indicated respondents struggled to access information on support for carers. We developed guidelines, created webpages and produced videos about carers.

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

Departments were invited to discuss SWAN at all departmental meetings. Anecdotal evidence indicates this is Q W KDSSening due to ambiguity regarding content/requirements. We will proactively identify a schedule of topics for departmental meetings, linking these to data, factsheets and case studies. The aim is to create meaningful two-way engagement, raise awareness of gender equality, and ensure departments take action (see Section 5.4(xii)).

WAN plays an important role in embedding the Charter. WAN conveners meet termly with the VC and COO to raise issues and discuss solutions. The aim is to align : $ 1 $ V Z R U N Z L W K SWAN to provide an effective structure for identifying and implementing changes. This was initially challenging but is evolving positively. One WAN convener is an ASSG member and three are SAT members, providing a mechanism through which WAN can influence policies and practices. There is good staff engagement with WAN with 137 (100% F) members.

Action 61: Ensure all committees require meeting papers to include information on equality analysis and committee terms of reference include explicit responsibilities for F R Q V L G H U L Q J W K H H T X

(ii) HR policies

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

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

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

(iii)

(iv)

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

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

Table 68

Staff type	Grade	2015/16		2016/17		2017/18	
		F	M	F	M	F	M

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

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

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

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

(vi) Committee workload

&RPPHQW RQ KRZ WKH LVVXH RI #FRPPLWWHH ZRUNORDG numbers of men or women and how role rotation is considered.

Committee membership is built into workload planningas part of academic citizenship. It is recognised in the promotion criteria and$&F.Whereco

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

We review

Figure 17: Prof Hartwell BRC, 2018

Figure 18: Prof + R O O H \ $ V L Q D X 2018U D O O H F W X

(xi) Outreach activities

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

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

Outreach mainly focuses on regional schools/colleges. Most activity is delivered to full class-groups. Outreach V R G R H V Q $ W S U H F O X 5 G H 8 7 D Q [(sc 9 9 8 Q (o) 2 - 9 9 /G2)6e W* n BT /G

Action 79: Revi

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

Action 81: Arrange for UET, ULT and HoDs to participate in mandatory development on creating inclusive workplaces. Action 82: Ensure regular VC update emails include something on fair and open working practices with links to factsheets and case studies.

Table 75: Progress with departments actively working for SWAN Awards

Media Production	Bronze SWAN Award achieved	2018
Psychology	560.23 304.87 21	

Word count for Section 5: 6,315

6. SUPPORTING TRANSFER

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

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

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

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

7. FURTHER INFORMATION

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

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

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

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

We have developed hate crime guidance in partnership with SUBU and Dorset Police. We are a third party reporting centre and a member of Prejudice Free Dorset. We have also secured HEFCE Catalyst funding to deliver a programme of forum theatre to raise awareness within

Figure 23: Cut Your Strings video

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

AFC Bournemouth Family Day Bournemouth University

Figure 24: AFC Bournemouth Family Day 2018

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

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

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

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
1. Ensure the SWAN Charter is embedded and celebrated across the University					
1	Support at least three departments to submit each year (renewing or submitting at a higher level when required) until all have awards by our target date of 2025.	To embed SWAN Charter across BU and challenge gender inequality in all academic departments.	1. To submit at least three departmental submission each year from 2018 (STEMM departments will be prioritised). 2. Successful departmental applications to be achieved each year. 3. All departments to have achieved at least a Bronze Award by 2025.	Executive Deans Heads of Department	All departments to have achieved SWAN awards by 2025. Link to BU2025 KPI on SWAN awards.
2	Lead a workshop with each department (not already working on SWAN) in 20192020 to discuss departmental data, agree a plan of action and encourage work to start on departmental applications.	The aim of the workshop is to initiate conversations aboutul4			

Ref	Planned action/ objective	Rationale

Ref	Planned action/ objective	Rationale	

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
	the membership. We are aiming for 50% F membership by summer 2020.		2. From March 2019, foster diverse teams to lead the delivery of projects associated with the SIAs.		2. Any major investment requested will have to articulate how gender diversity will be considered as part of the application.
81	Arrange for UET, ULT and HoDs to participate in mandatory development on creating inclusive workplaces.	Creating an inclusive workplace is a key part of BU2025. Managers need to be aware of how bias can embed itself in people, processes and workplace culture, and to be aware of tools and approaches to effectively remove such bias.	1. In early 2019, identify an external training provider to deliver this development workshop at BU. Attendance will be mandatory as this is such an important part of BU2025. Arrange for the workshop to take place before July 2019. 2. Ask all participants to reflect on how they will change their departments to make them more inclusive. For Heads of Department this can feed into their SWAN work/action plans. ULT to consider how this could be done at an organisational level and build agreed actions into the BU2025 implementation plan by July 2019. 3. Communicate inclusivity actions to staff and managers. 4. Throughout 2019/20 and 2020/21, review, monitor and evaluate the impact of the actions at department and university level, celebrating successes and adapting the actions as required.	Chief Operating Officer Equality and Diversity Adviser	Change in culture to a more inclusive workplace. Evidenced through attracting and retaining more diverse staff and students, and positive feedback to staff surveys regarding staff satisfaction and staff feeling valued (over 70%).
82	Ensure regular VC update emails include something on fair and open working practices with links to factsheets and case studies.	Leadership of SWAN is critical to the success with embedding the Charter across the institution.	1. By January 2019, build this into our internal communications calendar for SWAN. / L D L V H Z L W K W K H 9 & $ V 3 schedule the key messages, including factsheets and case studies.	Chair of SAT Internal Communications Manager	Regular messages in the VC updates about fair and open working practices and gender equality will contribute to

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
	who applied for promotion to see whether feedback has improved, taking action at department-level as appropriate.	check this resulted in a better experience for staff applying for promotion.	consistent with policy, process and expectation. 2. Identify further actions in response to feedback. 3. Report findings to the SAT and ASSG in September 2019.		written) in line with the changes made to the process in 2018.
77	Arrange for the NCCPE to run a PER workshop with senior staff in 2019. The aim is to raise awareness of the value of PER, particularly among senior academic managers, to help ensure PER is valued equally with other criteria (such as promotion criteria).	PER is included in the Academic Career Framework. Research from the sector indicates it is often not valued as highly as other criteria which can disadvantage women as women tend to undertake more PER than men. The workshop will aim to ensure senior staff understand and value contributions to PER.	1. Arrange for the NCCPE to deliver the workshop by April 2019 and for this to receive positive feedback from attendees. 2. Immediately after the workshop, obtain and act upon feedback from attendees regarding how PER can be supported, recognised and valued at BU.	Engagement and Impact Facilitator	Positive feedback to be received from attendees (aim for over 80% satisfaction rating), including feedback on whether their view regarding the value of PER has altered (aim for over 80% of attendees in agreement)
4. Continue to strengthen and remove bias from recruitment processes					
20	Include positive action statements in job adverts when recruiting to all posts.	To encourage applications from a more diverse applicant pool.	1. From January 2019, include positive action statements in all job adverts. 2. Data on the number and proportion of applications, shortlisted applications, offers made, for all by gender and ethnicity to be reported each Sd [(p)-(s)-4 (, oe.vn4* n BoPo*		

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
10					

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
21	All STEMM academic vacancies will be posted on the WISE website.	To encourage women to a			

Ref	Planned action/ objective	Rationale	

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
	positive experiences of flexible working. Flexible working will be incorporated into the People Management Toolkit. Seek feedback on staff experiences of flexible working via the SAT, WAN and future staff surveys.	provide examples of how it can work well.	2. Incorporate information on flexible working into the People Management Toolkit by August 2019. 3. Continue to share regular information with staff about flexible working options, including the flexible working factsheet and case studies. 4. Seek informal feedback on flexible working via the SAT and WAN on a biannual basis from 2019. 5. Ensure future staff surveys include questions on flexible working.	Internal Communications Manager	
56	Where possible enable Flexible Working to cover both temporary and permanent changes, and if/where possible honour original contract hours.	Enable if possible staff to try flexible working on a temporary basis.	1. Regularly monitor the number of staff working flexibly to establish whether this is embedding across BU.	Associate Director of HR	

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Ref	Planned action/ objective	Rationale	

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
					proportion of academic staff with a scholarly output Attendees consistently publishing at the same or higher levels as the rest of their Faculty GPAs increase year on year until REF 2021 submission Year on year increase of BU outputs in the top 25 citation percentile, measured against those of our current and aspirational competitors. Similar proportion of

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
35	Monitor the selection of impact case studi				

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
		likely to try again. This highlighted the need to provide training and support to ensure that women are able to benefit from dissemination opportunities on offer.	3. Ensure that there is a gender balance in publications such as the Bournemouth Research Chronicle. 4. Look for opportunities to promote the research of our female academics, such as Ada Lovelace Day (October) and International :RPHQ$V 'D\ 0DUFK		Increase the SURPLQHQFH female researchers through the BRC and participating in awareness days.
78	Deliver high quality PER development to academic staff to boost confidence in delivery of PER. Continue to profile and celebrate female academics engaged in PER and have been promoted and will continue to publicise these widely.	Research indicates women RIWHQ DUHQ$W DV men at delivering PER and RIWHQ GRQ$W UHF reward or recognition for their contributions to PER.	1. Deliver high quality PER development workshops to academic staff from 2019/20. 2. Seek opportunities to regularly profile and celebrate women engaging in PER, such as through the Bournemouth Research Chronicle and Staff Intranet (ongoing).	Engagement and Impact Facilitator	Positive feedback to be received from attendees (aim for at least 80% satisfaction rate). PER to be seen internally as a valuable activity to undertake.
79	Review our internal PER processes and communications to ensure we are not introducing/reinforcing gender bias and actively seek engagement from under-represented genders by profession/discipline.	The majority of PER activity at BU is undertaken by women. We need to ensure our processes and communications for PER are not introducing/reinforcing gender bias.	1. In 2019, review all processes and communications regarding PER, for example, the application processes for academic staff to apply for funding regarding PER,		

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
10. Ensure appropriate career development for all staff					
42	Use the SUMAC system to support female staff who have participated in Aurora, ensuring appropriate mentors are available and matched, depending on development needs and career aspirations.	Historically we have not always provided post-event development and support for staff who attend Aurora. Feedback indicates these staff would appreciate a mentor to support them with their career progression after attending Aurora.	1. From 2019, OD will use SUMAC to help match and monitor mentoring relationships for Aurora participants (including historic participants). 2. This will be evaluated on an annual basis.	Head of Organisational Development	Aim for c. 80% of Aurora participants to remain at BU and subsequently achieve promotion.
28	Implement the revised PPDP and appraisal process from January 2019.	Feedback from academics and their appraisers that there was not sufficient focus on nurturing talent and potential and that people did not give quality of attention to the longer term career focus when discussing PPDPs. Academics identified existing opportunities that can facilitate a year round dialogue to use the following # F R Q			

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
					their appraiser; they receive good feedback on their applications

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
			Identify adjustments. Identify actions targeted to specific departments.		
38	Evaluate engagement with the online PPDP and appraisal resources to support appraisers in 2019 after these have been available for 12 months. Specifically seek feedback from women and make changes accordingly.	The online PPDP and appraisal resources potentially provide a more convenient way for those with caring responsibilities to access information and guidance. f 168.34a29.2 re W* 3(id)-ld BT			

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
40	We will have a new PPDP and Appraisal system to capture the essence of the quality conversations that will take place about careers as part of the new PPDP and Appraisal process.	The dates of PPDP/Appraisal conversations are not consistently recorded at present. Appconversy rwill Tf12			

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
46	In 2018/19 review minimum reduction of 20% teaching load for staff returning from maternity leave. Seek good practice from the sector and beyond, and implement any changes from 2019/20.	To ensure the reduced teaching workload offered to staff returning from maternity/adoption leave is in line with (or better than) sector norms. To ensure it is applied fairly and consistently across departments. To ensure it is contributing to a smooth transition back to work for returners.	1. In 2018/19, undertake an external benchmarking exercise of similar allocations at other universities. Make recommendations for change, if necessary. 2. Implement any changes from August 2019. 3. Review this again in 2020/21.	Executive Deans Associate Director of HR	
48	Ensure a reinduction process for staff returning from maternity/adoption leave, including the production of a return to work pack including information on what has happened at the University during the period of absence, and opportunities for coaching (already approved by ULT). Provide opportunities for women returners to have a series of coaching sessions within the first 100 days of their return.	Feedback to the PCS and SWAN Survey indicated some women returning from maternity/adoption leave did not feel supported.	1. From 2020, launch the return to work pack for those returning to work from maternity/adoption leave (including VC messages, InsideBU publications, copy of the BU Annual Review, key policy changes, etc.). 2. Undertake an ongoing evaluation of support provided to ensure it is effective and valued.	Associate Director of HR Internal Communications Manager	Women returning to work from maternity/adoption leave experience a smoother transition back to work, feel more confident, and feel supported. Evidenced through responses to maternity/adoption survey (action 49).
49	Run a maternity/adoption survey in spring 2020 with all staff who took leave from August 2018 and subsequently returned to work to	Returning to work after a long			

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
	policy and publish these widely with information about our family-friendly policies.		friendly policies and links to our family-friendly webpages in December 2019. 2. Ensure paternity/partner leave is promoted regularly as part of the SWAN communications plan each year (action 84). 3. Monitor the number of staff taking paternity leave each year, reporting to the SAT each September. The SAT will make recommendations for actions as appropriate to the ASSG.		paternity/partner leave.
53	Simplify the guidance on SPL for staff/managers DQG DGG #63/$ reporting category in the new HR system.	We cannot report on the number of staff taking SPL as WKLV LVQ$W UHFR system. We acknowledge SPL is complex and will simplifying the guidance to encourage more staff to take SPL.	1. Simplified SPL guidance to be published in early 2019. Communicate this to managers and promote it to staff. 2. Ensure the new HR system includes the functionality to record SPL (in 2019/20). 3. Report SPL uptake to the SAT each September.	Associate Director of HR	Increase in staff taking SPL.
57	Explore options for providing full days for children aged 5-7 at the SportBU Kids Camps.	Half days were trialled in 2018 and were found to be popular. Staff feedback indicates a preference for full days for young children. Different regulatory requirements may be necessary to facilitate this.	1. Investigate regulatory requirl 357.29 BT /ea (e s/MB faciliQ qa6481-7/Lang (en-GB)/MCID 50 >>BDC q 228.263184.58 1898 Tf 733.42 2273.2 (e <</Lang (en-GB)5 (ciliQ qa6552.316 (icat)7 (esCu(		

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
59	Explore the possibility of establishing a F D U H U $ fund for childcare costs when staff are required to work on weekends (such as open days) or attend conferences.	Some staff responding to the Staff Survey indicated they are occasionally required to work at weekends (such as open days) or attend conferences during the week; this can be challenging for staff with children and could be a barrier to their ability to undertake such activities.	1. By April 2019, undertake an external benchmarking exercise of similar schemes in the HE sector (and beyond). Develop recommendations for how this could work at BU. 2. If it is agreed to go ahead, present recommendations to the ASSG by July 2019, aiming to launch the scheme in September 2019. 3. Assuming the scheme is launched, monitor		

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
	to further enhance our support for carers.				
12. Ensure women are well represented and have a voice in University decision-making					
66	We recently joined the Board Apprentice Scheme to increase diversity and widen the pool of board-ready candidates by placing appropriate individuals on boards as apprentices for one year to gain first-hand experience, through observation, of the workings and dynamics of boards. The Board has recently shortlisted two female apprentices for interview.	There is a national issue concerning the number of Board ready diverse candidates, including charity trustees. The Board Apprentice scheme has been set up across the UK to directly contribute to increasing that number. The Board agreed to sign up to the scheme to contribute to improving the national position.	1. Apprentices under the scheme benefit from a full year of Board experience. BU is interviewing its first candidates in early 2019. 2. First appointment would be at the February 2019 Board. Annual process thereafter subject to evaluation of the ongoing benefit.	Clerk to the 8 (he	

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
	Members for consistency with the skills-based approach used for independent members rather than relying on self-nomination which may not attract a diverse range of candidates for election.	diversity whilst maintaining required skills and expertise.	2. Review and any implementation to be completed in Academic Year 2018/19.	Nominations Committee Chair	receive regular reports on the diversity of the Board. I f26.14 464.26

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
					representation (at least 10% BME).
13. Ensure fairness and transparency of workload planning and allocation					
72	Continue to work with Executive Deans to ensure departments consider SWAN leadership in workload planning.	To ensure those working on SWAN submissions received sufficient time and support to undertake the work and to ensure this is recognised.	1. Aim for SWAN leadership to be formally recognised in the leadership part of the workload model from 2019/20. 2. Seek feedback from SWAN departmental leads regarding their time allocation and whether this is sufficient. Raise concerns with the ASSG and identify necessary actions. 3. Ensure departmental SWAN leadership rotates so colleagues do not become overburdened and to help embed the Charter throughout the department.	Chair of ASSG Executive Deans	SWAN leads to receive sufficient time and support to undertake the SWAN work.
73	Review the framework and deliver sessions for HoDs in respect of workload planning to address inconsistent practices and ensure fairness and transparency. Seek feedback on staff experiences of workload allocation. Monitor the workload model for gender bias in the next annual review and publish the results.	To ensure that workload planning is applied consistently and fairly across BU.	1. From 2018/19, ensure publication of workload plans across faculties. 2. Conduct an annual audit of workload planning. Ensure checking the model for gender bias is included from 2019. Publish findings. 3. Report findings annually to SAT and ASSG.	Executive Deans Heads of Department	Workload plans consistently published across BU. Any gender bias noted in the workload model to be addressed.
74	Ensure requests for timetabling changes are considered fairly in accordance with the policy for requesting timetable restraints. Case studies will be published	Some feedback to the SWAN Survey in 2018 suggested inconsistency in how timetable restraints were considered and approved.	1. Review the policy and procedure for timetable restraints, identifying any potential issues and devising solutions by April 2019. Launch the revised policy and procedures, using these as part of the timetabling process for 2019/20.	Executive Deans	Improved staff feedback regarding timetable restraints.

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
	of good/poor practice; these will be used in line manager development sessions.		2. Seek feedback from staff in autumn 2019 and use this to review the policy and procedures. Develop anonymised case studies of good/poor practice and circulate these to help embed good practices in future. 3. Make any further changes to the policy and procedures by April 2020, ready for the 2020/21 timetabling process.		
14. Develop an inclusive gender culture across the University					
75	Continue to provide guidance to faculties/services on good practice for scheduling meetings and events and what to take into account to ensure they are inclusive.	One of the BU2025 values is Inclusivity. If the University is to live this value it needs to ensure its meetings and events on and off-campus are inclusive.	1. From 2019, disseminate the online meetings participation tool developed as part of the previous action plan, gather feedback and build case studies of women involvement in executive and committee meetings. 2. During 2018/19, develop a factsheet which covers all the protected characteristics which provide advice to staff about how to ensure meetings and events are inclusive. Aim to disseminate this to faculties/services and those with responsibilities for arranging organisational meetings/events.		

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe

Ref	Planned action/ objective	Rationale	Key outputs, milestones and timeframe	Person(s) responsible	Success criteria and outcome
			1. Work with the SUBU Transgender and Non Binary Students Campaign in early 2019 to gather feedback from students about studying at the BU. 2. Invite the SUBU Transgender students16 (6)5 (		
88	Instigate a mechanism for capturing feedback on the experiences of trans staff and students.	One of the BU 2025 values is Inclusivity. If the University is to live this value it needs to understand the experience of trans staff and students.			

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