



Institution Application Bronze Award

**LONDON SOUTH BANK
UNIVERSITY**



ATHENA SWAN BRONZE INSTITUTION AWARDS

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

This includes:

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

ATHENA SWAN SILVER INSTITUTION AWARDS

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

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

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

Name of institution	London South Bank University
Date of application	10 January 2020
Award level	Bronze
Date joined Athena SWAN	July 2015
Current award	N/A
Contact for application	Prof Pat Bailey
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1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

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



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10th January 2020

Re: Athena SWAN Bronze award Application

Dear Panel

It is my great pleasure to be able to endorse this application on behalf of London South Bank University for an Athena SWAN Bronze award, and in doing so demonstrate our commitment to the charter.

Inclusivity is at the very core of our University's mission – a commitment that higher education and enhanced professional opportunities are available to all. We are dedicated to advancing gender equality, and our aim is to embed our EPIIC (Excellent, Professionalism, Inclusivity, Integrity and Creativity) organisational values to ensure equitable representation, progression and success for all.

Since our previous application in 2016, the SAT team have worked diligently alongside executive endorsement to produce a robust and carefully considered action plan to progress gender equality. We are proud of our work to date to advance this agenda.

- I sponsored the introduction of a new Academic Framework in 2015, which has resulted in an increase of successful female senior applicants and appointments.
 - A greater proportion of female staff are now employed in senior positions at grade 8 (58%) and grade 9 (56%).
 - The female professoriate within STEM disciplines increased from 40% to 50% between 2015/16 and 2017/18.
 - Within AHSSBL disciplines across the 3 years, females made up 67% of those successfully appointed at grade 9.
- The institution has endorsed the Leadership Development Programme and we are reviewing our talent pipeline to ensure we attract diverse candidates and address gender imbalances.

- We will include KPIs for Equality, Diversity & Inclusion as part of our new Corporate Plan for 2020-2025, and this has the full support from the Board of Governors.
- I shall be overseeing implementation of all action plans relating to gender through our institutional KPI.
- We have provided additional resource to the EDI team, including a higher graded Head of EDI to cover the remit of staff and students and an additional secondment post. Our newly appointed Executive Director of People & Organisation brings with her significant expertise in EDI, and we are in the process of developing a People, Culture & Inclusion Strategy.
- To ensure gender equality throughout our governance structure, our Board of Governors will ensure female representation of between 40–60 % on all our senior management boards and committees by 2022.

Our recent Athena SWAN survey confirms the commitment of our staff to the agenda. I have also commend the new initiatives emerging across the departments such as the Irene Barclay Initiative.

Undertaking the submission, we recognise that many challenges remain with gender bias within certain departments. Accountability at all levels is paramount for our continued success, so Deans and Heads of Department will be held accountable, with the support of the SAT implementation teams, for driving forward the actions and delivering the outcomes contained in this submission. My fellow executive members and I are fully committed to the implementation and monitoring of the action plan.

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

Yours



Professor David Phoenix

Word Count: 500

ABBREVIATION LIST	
AC – Academic	M/F – Male/Female
AcBd – Academic Board	MH – Mental Health
ACI – School of Arts and Creative Industries	OD – Organisational Development
AHSSBL – Arts, Humanities, Science, Business and Law	ONS – ASHE Office of National Statistics
AM – Academic Manager	Ops Board – Operations Board
ARR – Academic Related Resources	Oth – Other
AS – Athena SWAN	P&OD – People and Organisation Development
ASC – School of Applied Science	PC WG – Protected Characteristics Working Group
BDF – Business Disability Forum	PG – Postgraduate
BEA – School of Built Environment and Architecture	PGR – Postgraduate Research
BITC – Business In The Community	PGT – Postgraduate Taught
BAME – Black, Asian and Minority Ethnic	PSG – Professional Services Group
BUS – School of Business	QSC – Quality Standards Committee
CAML – Citizenship, Administration, Management and Leadership	R&S – Recruitment and Selection
CDL – Course Directors leadership	RAE – Research Assessment Exercise
CIOB – Chartered Institute of Building	RC – Research Committee
CPD – Continuing Professional Development	RDF – Research Development Framework
DAW – Dignity At Work	RDG – Researcher Development Group
DESE – Director of Education and Student Experience	REF – Research Excellence Framework
DVC – Deputy Vice Chancellor	REPP – Research, Enterprise and Professional Practice
EAP – Employee Assistance Programme	RES – Resignation
ECU – Equality Challenge Unit	RES – Royal Institute of British Architects
EDI – Equality Diversity and Inclusion	RIBA – Royal Institute of Chartered Surveyors
EES – Employee Engagement Survey	RICS – Royal Institute of Chartered Surveyors
EIA – Equality Impact Assessment	RO – Research Only
ENG – School of Engineering	SAT – Self– Assessment Team
EOC – End of contract	Sec – Section
EPIIC – Excellence Professionalism Integrity Inclusivity Creativity	SEC – Student Experience Committee
EU – European Union	SM – Senior Manager
FPE – Full Person Equivalent	SMT – Senior Management Team
FTC – Fixed Term Contract	SPHs – Senior Post Holder
H/C – Head Count	SPL – Shared Parental Leave
HE – Higher Education	SPLIT – Shared Parental Leave In Touch
HEaTED – Higher Education and Technicians Educational Development	STEMM – Science, Technology, Engineering, Mathematics, Medicine
HEI – Higher Education Institutes	SU – Student Union
HESA – Higher Education Statistics Agency	SU – Support (salary grade)
HoD – Head of Department/Division	T&C – Terms and Conditions
HPL – Hourly Paid Lecturers	T&R – Teaching and Research

HR – Human Resources	TO – Teaching Only
HRBP – Human Resources Business Partners	TOR – Terms of Reference
HSC – School of Health and Social Care	U/K – Unknown
IMD International Men's Day	UB – Unconscious Bias
IWD – International Women's Day	UELS – Urban Environment and Leisure Studies
IWW – International Women's Week	UG – Undergraduate
KIT – Keep In Touch	UMC – University Management Committee
KTP – Knowledge Transfer Partnership	UoA – Units of Assessment
L&D – Learning and Development	VC – Vice Chancellor
LFHE – Leadership Foundation for Higher Education	VS – Voluntary Severance
LGBTQ – Lesbian, Gay, Bisexual, Transgender and Queer	WAM – Workload Allocation Model
LMD – Leadership Management Development	WFH – Work From Home
LSBU – London South Bank University	YOY – Year On Year

Submission Notes:

- To uphold data protection regulations and protect the identity of individuals, categories with a headcount of fewer than five are populated with an asterisk (*).
- Figures have been rounded to the nearest multiple of five. This may lead to differences in totals where additional detail has been provided.
- Staff FPE counts are calculated based on contract activities that were active on 1st December of each reporting period (using the HESA staff contract population).

Word Count: 73

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2. DESCRIPTION OF THE INSTITUTION

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

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

- (i) information on where the institution is in the Athena SWAN process
- (ii) information on its teaching and its research focus

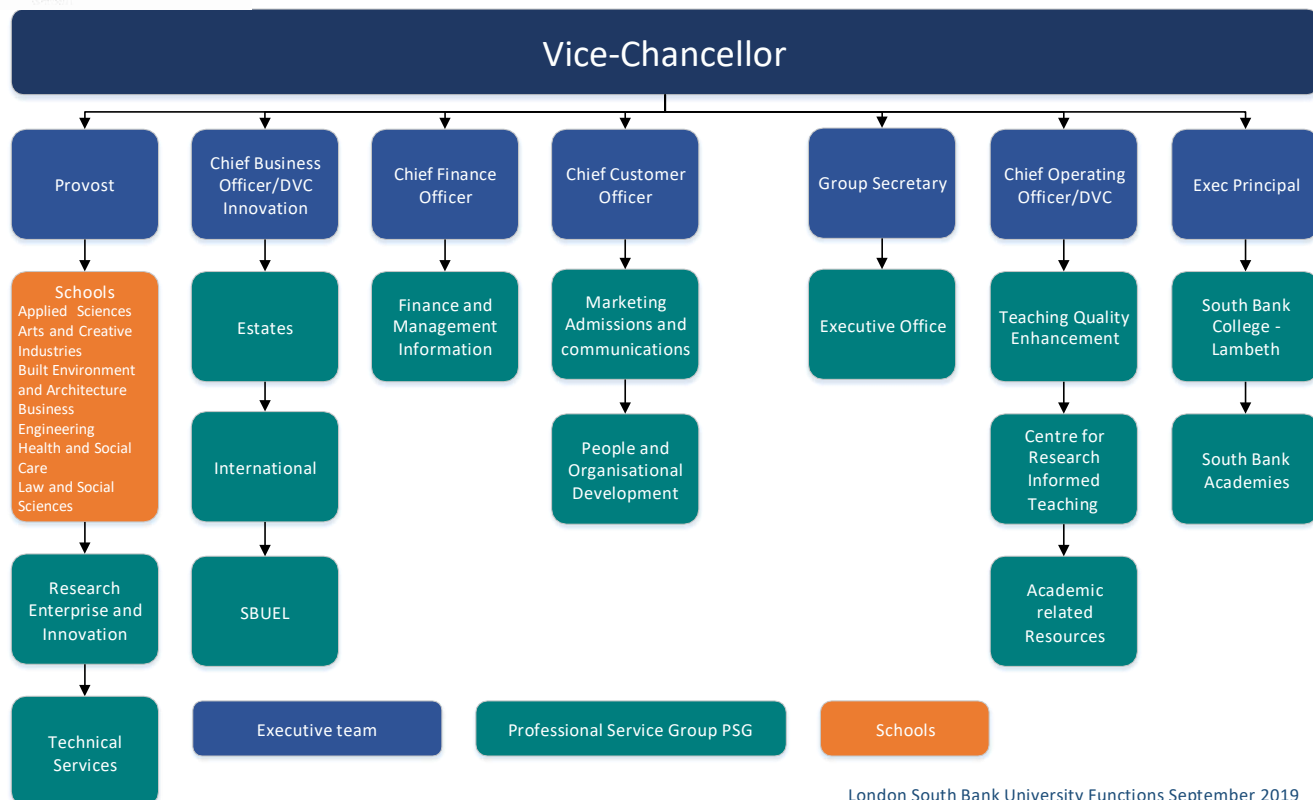
London South Bank University (LSBU) provides high quality professional and technical education to a diverse and vibrant student body. We have a multi-cultural population of over 17,000 students, with 53% of our undergraduates identifying as BAME, 97% from state schools and 70% being mature learners and/or returners to education.

Our research is highly applied and focused on addressing real-world challenges. Our Academic Promotion Framework (p65) ensures that all academic staff are supported to engage in research activity.

Our teaching is underpinned by close relationships with industry, providing students with access to industry-standard facilities and courses designed with employers and accredited by professional bodies. This approach has led LSBU to be named University of the Year for Graduate Employment by *The Times/The Sunday Times* Good University Guide 2019 for an unprecedented second consecutive year.

Our dedicated 1,970 staff (53% female) reflects the diversity of our student body. We have seen a slight growth in the number of females appointed to strategic organisational roles, with women now comprising 33% (3/9) of the Executive, 29% (2/7) of Deans and 50% (4/8) of PSG Directors.

Our reapplication follows careful reflection on our unsuccessful bids. We know we still have more to do and this submission outlines some of our longer-term plans. It also demonstrates the progress we have made and the seriousness of our commitment to achieving gender equality at LSBU.



London South Bank University Functions September 2019

Figure 2.1 LSBU Organisational Chart

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

Discipline	Academic Period	Female (%)	Male (%)	Female (Headcount)	Male (Headcount)	Total (Headcount)
AHSSBL	2015/16	46%	54%	160	190	350
	2016/17	47%	53%	170	195	365
	2017/18	49%	51%	175	180	355
AHSSBL Total		47%	53%	505	565	1070
AHSSBL Benchmark	3 yr Avg.	49%	51%	116790	119890	236680
STEMM	2015/16	54%	46%	255	215	470
	2016/17	53%	47%	310	270	580
	2017/18	53%	47%	335	300	635
STEMM Total		53%	47%	900	785	1685
STEMM Benchmark	3 yr Avg.	42%	58%	132785	186365	319150
Grand Total		51%	49%	1405	1350	2755

*Data presented only includes academics that sit inside schools

Female representation in AHSSBL has consistently increased, almost to parity, while STEMM female representation remains higher than male representation.

When comparing the proportion of female staff to males across HSC disciplines with similar London Moderns (Table 2.3), our strong concentration of female academics means that we rank highly (Table 2.4).

Table 2.3 Benchmarking 2017/18 Academic Staff in the following HESA cost centres: (103) Nursing & allied health professions, (104) Psychology & behavioural sciences, (105) Health & community studies and (106) Anatomy & physiology.

Provider Name	Female (%)	Male (%)	Female (Headcount)	Male (Headcount)	Grand Total
The University of West London	76%	24%	160	50	210
Kingston University	76%	24%	140	45	185
London South Bank University	74%	26%	280	100	380
Middlesex University	74%	26%	125	45	170
The University of Greenwich	74%	26%	125	45	170
The University of East London	69%	31%	120	55	175
Roehampton University	62%	38%	65	40	105
The University of Westminster	60%	40%	45	30	75
St Mary's University, Twickenham	50%	50%	20	20	40
London Metropolitan University	50%	50%	15	15	30
Sector Average	68%	32%	15105	7220	22325

Table 2.4 HSC Academic Staff 2015/16–17/18 by Gender

Discipline	Academic Period	Female (%)	Male (%)	Female (Headcount)	Male (Headcount)	Total (Headcount)
HSC	2015/16	76%	24%	185	60	245
	2016/17	76%	24%	210	65	275
	2017/18	74%	26%	225	80	305
Grand Total		75%	25%	620	205	825

However, when we exclude HSC (Table 2.5), this reveals a significant deficit in female headcount.

Table 2.5 LSBU STEMM (excluding HSC) Academic Staff 2015/16–17/18 by Gender

Discipline	Academic Period	Female (%)	Male (%)	Female (Headcount)	Male (Headcount)	Total (Headcount)
STEMM	2015/16	30%	70%	70	160	230
	2016/17	33%	67%	100	205	305
	2017/18	33%	67%	110	220	330
STEMM Total		32%	68%	280	585	865
Grand Total		41%	59%	785	1150	1935

Technical Support Services

Our Technical Support Services is a centralised resource, created in 2015 with a workforce inherited from six different schools. Compared to other PSGs, it had the highest age profile and contained no training grades 3 or 4.

LSBU signed up to the Technician Commitment in May 2017 and has corporate membership with HEaTED. A technical framework introduced in September 2018 sets clear development paths for staff, providing opportunities for in-house training, focusing on CPD to support the advancement of grading. (AP1 & AP2)

As a result of this internal progression, female technicians have been appointed. They will undertake the leadership programme and management apprenticeship scheme. This gives us an indication that this could increase the female composition of the technical workforce. (AP2)

Table 2.6 LSBU Technical Support Services 2015–2018 by Gender

Academic Period	Female (%)	Male (%)	Female (Headcount)	Male (Headcount)	Total (Headcount)
2015	11%	89%		41	46
2016	8%	92%		44	48
2017	13%	87%		41	47
2018	17%	83%		38	46

AP1 Continue to integrate a technical framework that will ensure CPD for technical staff. In addition, we will reword our job advertisement, imagery and review where we advertise technical positions. This will enable us to fulfil our target of 26% female gender composition of the technical workforce by September 2021.

AP2 We will continue to develop entry level roles e.g. for technicians, where we can source from our own engineering and BEA graduates at the University, the college and the South Bank Academies trust in order to recruit 4 female technicians by September 2021.

PSG Staff

LSBU is more gender balanced than the benchmark (Table 2.7), although exceptions do occur across occupations. (Table 2.11).

2017/18 saw equivalence in only two departments, with disparities in Student Support, Marketing & Admissions, Estates and People & Organisation. Our evaluation shows that gender bias within industries/jobs play a part in this

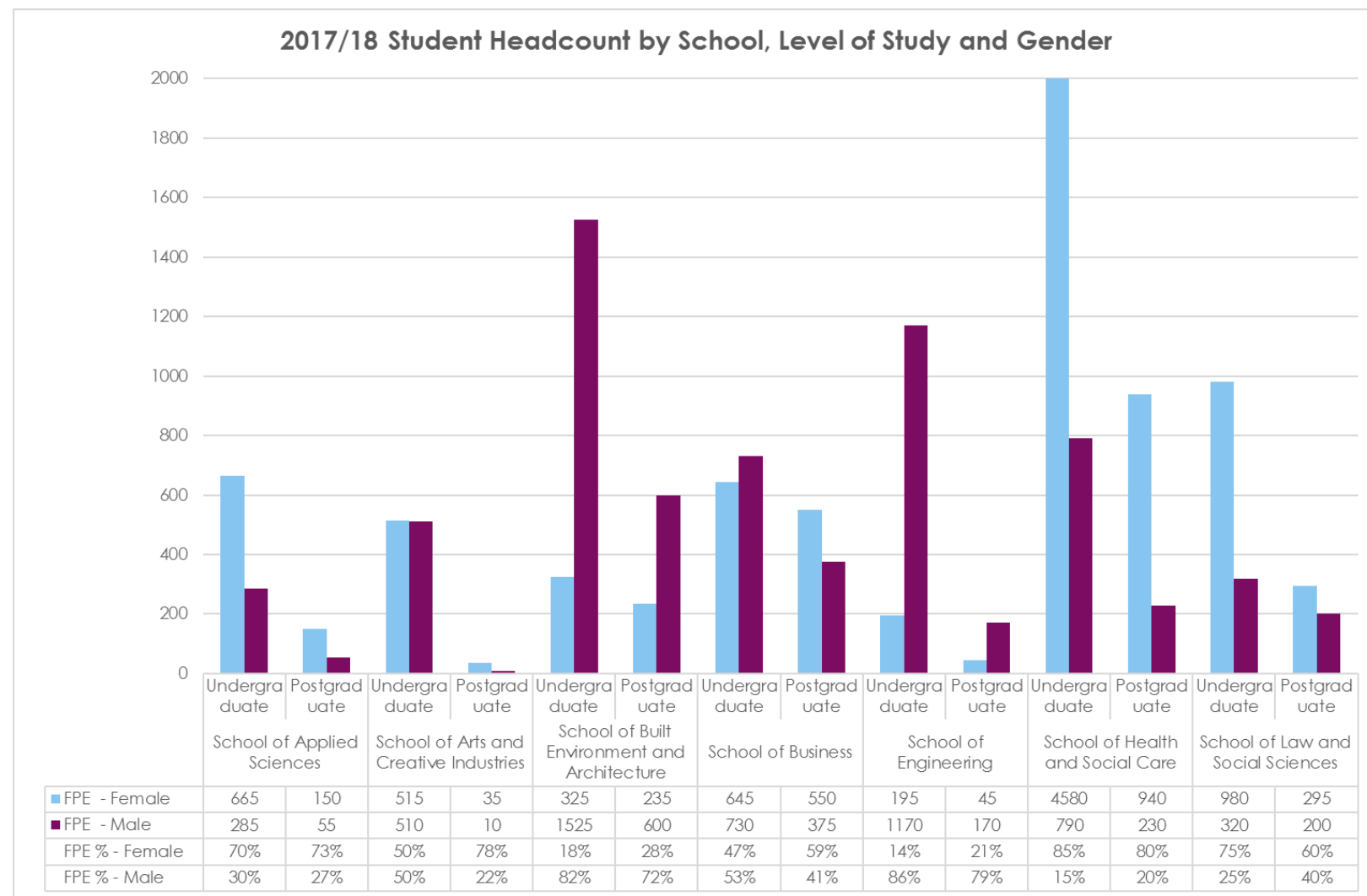
Table 2.7 LSBU Professional Service Group Staff 2015/16–17/18 by Gender with HESA Benchmarking Data 2015/16–17/18

	Academic Period	Female (%)	Male (%)	Female (Headcount)	Male (Headcount)	Total (Headcount)
LSBU	2015/16	57%	43%	375	285	660
	2016/17	58%	42%	510	370	880
	2017/18	57%	43%	485	365	850
Benchmark	3 yr Avg.	63%	37%	400400	238745	639145
Grand Total		57%	43%	1370	1020	2390

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

STEMM / AHSSBL	School / PSG	Division	Female (%)	Male (%)	Total (Headcount)
AHSSBL	Arts and Creative Industries	Arts & Performance	100%	0%	10
		Creative Technologies	54%	46%	620
		Film & Media	47%	53%	440
	ACI Total		51%	49%	1070
	Business	Accounting, Finance & Economics	49%	51%	790
		Business & Enterprise	46%	54%	1035
		Management, Marketing & People	69%	31%	475
	BUS Total		52%	48%	2300
	Law and Social Sciences	Education	87%	13%	425
		Law	62%	38%	585
		Social Sciences	74%	26%	435
		UELS	62%	38%	355
	LSS Total		71%	29%	1800
AHSSBL TOTAL			58%	42%	5170
AHSSBL Benchmark			61%	39%	1261460
STEMM	Applied Sciences	Food Sciences	76%	24%	225
		Human Sciences	49%	51%	405
		Psychology	83%	17%	530
	AS Total		70%	30%	1160
	Built Environment and Architecture	Architecture	33%	67%	315
		Civil & Building Services Engineering	11%	89%	955
		Construction, Property & Surveying	25%	75%	1415
	BEA Total		21%	79%	2685
	Engineering	Chemical & Petroleum Engineering	20%	80%	460
		Computer Science & Informatics	18%	82%	355
		Electrical & Electronic Engineering	7%	93%	345
		Mechanical Engineering & Design	14%	86%	425
	ENG Total		15%	85%	1585
	Health and Social Care	Adult Nursing & Midwifery	90%	10%	1105
		Allied Health & Sciences	76%	24%	720
		Children's Nursing	88%	12%	3160
		Institute of Vocational Learning	74%	26%	290
		Mental Health & Learning Disability	69%	31%	445
		Primary & Social Care	81%	19%	810
	HSC Total		85%	15%	6530
STEMM TOTAL			60%	40%	11960
STEMM Benchmark			52%	48%	1079920
	Grand Total		59%	41%	17130

Figure 2.9 2017/18 Student Headcount by School, Level of Study and Gender



10,150 female undergraduate and postgraduate students accounted for 59% of the total student population in 2017/18. Gender imbalance occurs primarily within STEMM subjects (Table 2.8).

(v) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

Table 2.10 Total Number of Academic Staff in 2017/18 by Department and Gender

STEMM / AHSSBL	School	Division	Female (%)	Male (%)	Total (Headcount)
AHSSBL	ACI	Arts and Performance	60%	40%	25
		Creative Technologies	33%	67%	30
		Film and Media	43%	57%	35
	BUS	Accounting, Finance and Economics	50%	50%	20
		Business and Enterprise	50%	50%	20
		Management, Marketing and People	50%	50%	30
	LSS	Associate Academics	40%	60%	50
		Education	63%	38%	40
		Law	60%	40%	25
		Social Sciences	57%	43%	35
		Urban Environmental and Leisure Studies	50%	50%	30
		AHSSBL Total	52%	48%	340
STEMM	AS	Food Sciences	50%	50%	10
		Human Sciences	50%	50%	30
		Psychology	60%	40%	50
	BEA	Architecture	17%	83%	30
		Civil and Building Services Engineering	17%	83%	30
		Construction Property and Surveying	33%	67%	30
	ENG	Chemical and Petroleum Engineering	50%	50%	30
		Computer Science and Informatics	17%	83%	30
		Electrical and Electronic Engineering	20%	80%	25
		Mechanical Engineering and Design	22%	78%	45
	HSC	Adult Nursing and Midwifery	58%	42%	60
		Allied Health Sciences	71%	29%	70
		Children's Nursing	89%	11%	45
		Institute of Vocational Learning	67%	33%	15
		Mental Health and Learning Disability	67%	33%	30
		Primary and Social Care	75%	25%	60
		STEMM Total	52%	48%	590
		Grand Total	52%	48%	930

Note: Deanery Staff Excluded

Table 2.11 Total Number of Support Staff in 2017/18 by Department and Gender

Department	Female (%)	Male (%)	Total (Headcount)
Applied Sciences	100%	0%	
Apprentices	50%	50%	10
Arts and Creative Industries	67%	33%	15
Built Environment and Architecture	0%	100%	
Business	67%	33%	15
Engineering	33%	67%	15
Health and Social Care	100%	0%	10
Law and Social Sciences	100%	0%	
PSG – Academic Related Resources and Support	45%	55%	200
PSG – Estates and Academic Environment	27%	73%	75
PSG – Executive Office	60%	40%	25
PSG – Finance and Management Information	53%	47%	75
PSG – International	67%	33%	30
PSG – Marketing, Admissions and Communications	68%	32%	170
PSG – People and Organisation	71%	29%	35
PSG – Research Enterprise and Innovation	50%	50%	20
PSG – Student Support and Employment	71%	29%	105
PSG – Teaching Quality and Enhancement	60%	40%	25
Grand Total	57%	43%	840

Total head count has been removed from law and social sciences, Built environment and architecture and applied sciences as numbers are below 10

Word Count: 478

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

In recruiting for SAT, we advertised across the organisation for expressions of interest, ensuring we had diverse representation aligning with organisational demographics. Once established, the SET met monthly.

The VC endorsed opportunities at both our 2016 Athena SWAN launch (attended by over 100 colleagues) and International Women's Day (IWD).

We sought staff members with specific skill sets identified for successful implementation. Engagement from our student representation (SU and student researchers) has not been consistent. We have now identified the student voice, represented by SU president and Student welfare officer. **(AP3)**

SAT members were assigned specific responsibilities according to their skill set. Our strategic approach supports academic duties under the remit of citizenship and PSGs, as part of workload allocation.

Members have a responsibility to ensure a suitable deputy is in place during any absence. This includes recommending a replacement if they cannot continue with SAT duties. To date, the SAT membership has remained unchanged.

Nominated by the VC, the SAT Chair (responsible for academic planning) has a commitment to Athena SWAN principles. Also nominated was a female Associate Professor to lead on the project within schools.

SAT comprised of 11 women and 7 men from various roles and seniority across the institution (Table 3.2).

Two groups guided our work:

- Athena SWAN SAT (16 volunteers)
- Key Leads group (18 leads)

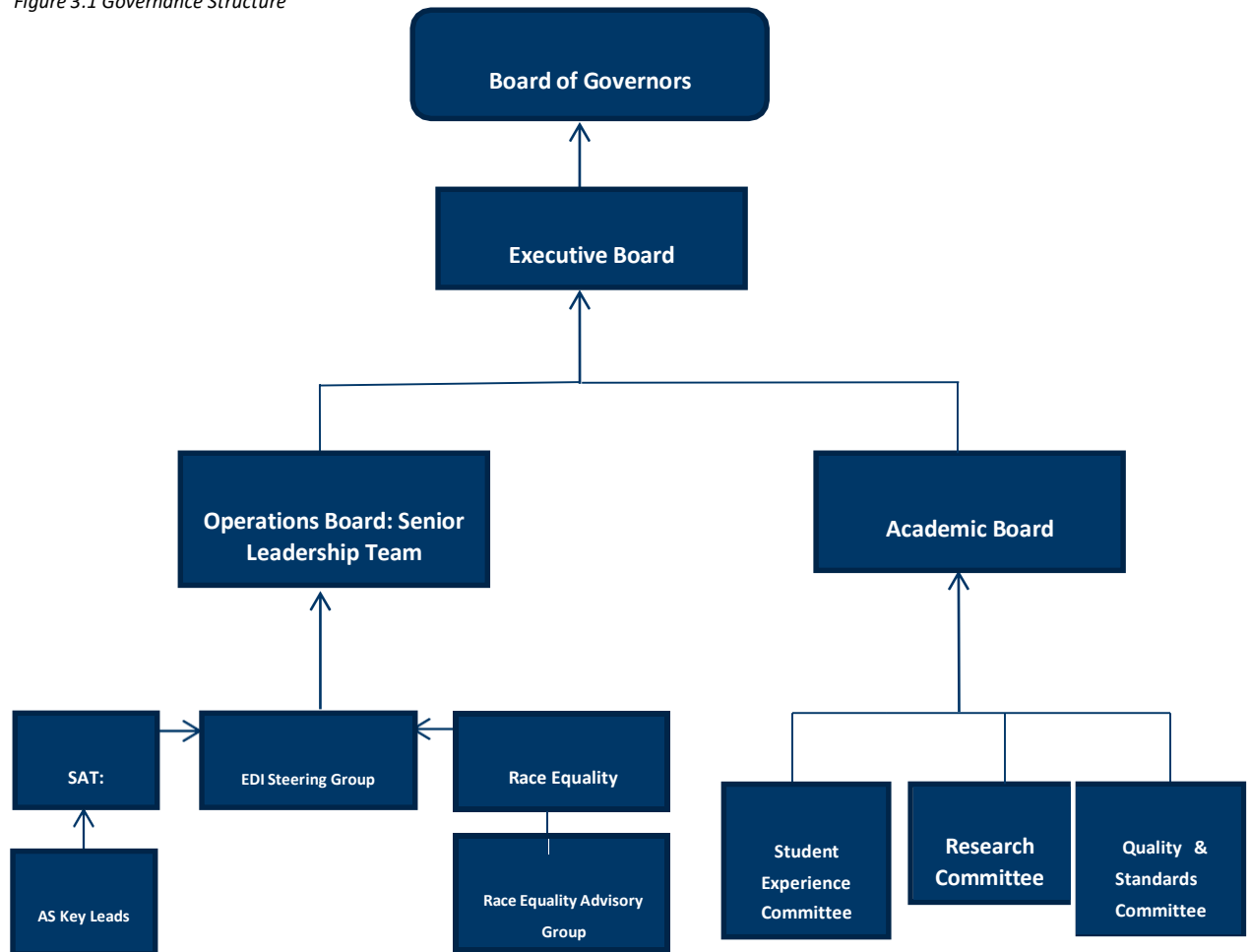
The SAT team is set up to support and challenge the Key Leads group as appropriate.

Our journey began in April 2015 with the creation of the AS Steering Group. The group held 22 face-to-face meetings before merging into SAT in January 2016, which then met monthly until April 2019. SAT facilitated actions already highlighted, through further face-to-face meetings and email correspondence. SAT is strengthened by the inclusion of champions and working groups.

Reporting lines (Figure 3.1)

The Key Leads Group reported directly to the SAT reported to the University Board directly through the EDI Steering Group and the Operations Board. The Executive Board reported to the Board of Governors. This ensured that EDI and AS issues were discussed at the highest level of the organisation.

Figure 3.1 Governance Structure



The Athena SWAN SAT is a sub-group of the EDI Steering committee. EDI SteerCo with its Executive sponsorship, feeds into the LSBU Ops Board. LSBU's leadership team is committed to diversity and inclusion, reflected in the structure.

AP3 Improve consistent student representation by scheduling meetings around non-teaching days

Table 3.2 ATHENA SWAN SAT MEMBERSHIP – until Summer 2019

SAT Member	Role in SAT	Job Title	Dept/ Grade	Ethnicity	Experience & Motivation for joining Athena SWAN SAT	Work life balance Flexible working
Aidan McKearney (Male)	Career Development & Training	Senior Lecturer in Human Resource Management	Academic AC08	White	Research active around EDI especially in relation to sexual orientation, intersecting with other diversity characteristics such as ethnicity and gender	Informal – Nature of job allows for some flexibility
Calvin Moorley (Male)	School Champion	Associate Professor for Nursing Research & Diversity in Care	Academic AC09	Black or Black British – Caribbean	Research interest on the interplay of Gender, Culture and Society on health	Y
Charles Egbu (Male)	School Champion	Dean of the Built Environment and Architecture	Academic AM-13	Black or Black British – African	Interested in Equality and Diversity. Have two young girls. Have worked as a mentor for BAME students (aged 15–18)	Y
Claire Benson (Female)	Career Development & Training	Senior Lecturer (Research associate until 31/10/2018)	Academic RE07	White	Dedicated to increasing, and improvement for, women in STEMM. Primarily research activities with additional lecturing/ committee commitments	Informal – Nature of job allows for some flexibility
Eboni Addoh (Female)	Submission Lead & Data Analysis	Equality, Diversity and Inclusion Project Manager	PSG SU07	Black or Black British – African	Value the importance of challenging and raising awareness of gender inequality, particularly intersecting with race, promoting a fair inclusive environment	Y option to WFH
Jennifer Hackett (Female)	Governance & Committees	Executive Assistant to the Vice Chancellor	PSG SU08	White	I believe in opportunities for all. I have been supported to undertake CPD and able to maintain work life balance	N
Mandy Maidment (Female)	Organisation & Culture	Co-Chair of SAT Head of Division: Food Sciences	Academic AM09	White	Practising female scientist, university mentor, active lead/contributor to EPIIC, AS, REC, STEMM activities. F/T Senior Academic with two children	N
Markos Koumaditis (Male)	Career Development & Training	Acting Director of People and Organisation	PSG SM-C	White – Greek	HR Director. Academic and research background, passion for people, gender and BAME equality. Mentor of BAME professional women	Y
Nicole Louis (Female)	Outreach	Chief Customer Officer – Executive Team	Exec SPHS14	Mixed – White & Black Caribbean	First-hand experience of gender inequality during career and of championing equality for self and others. Single parent	Y



Pat Bailey (Male)	Governance & Committees	Chair of SAT Provos	Exec SPHS14	White	Deeply committed to all aspects of equality and diversity, directly involved with AS and women in science for 20 years	N
Patrick Callaghan (Male)	School Champion	Professor of Mental Health Science and Dean of Applied Sciences	Academic AM-C	White	Firm commitment to raising gender equality in the workplace. Offer previous experience of successful applications to the ECU AS initiative	N
Richard Duke (Male)	Data Analysis	Director of Strategy & Planning	PSG SU11	White	Experienced in using information to evidence trends, with a view to advancing equality within HE	N
Safia Barikzai (Female)	Outreach	Associate Professor Engineering Enterprise	Academic AC09	Asian Other – Afghan	As a former refugee from Afghanistan, I am passionate about raising the aspirations of young BAME women	Y
Samantha White (Female)	Organisation & Culture	OD Programme Adviser	PSG SU07	Black or Black British – Caribbean	Chair of the gender equality network (GenderNet). Supporting and celebrating women, men and transgender colleagues	Y 1 day WFH
Shaminder Takhar (Female)	School Champion	Associate Professor in Sociology	Academic AC09	Asian or Asian British – Indian	Achieving gender equality is very important to me and my latest book examines this as an urgent global issue	N
Sharon Holmes (Female)	Communication	School Executive Administrator	PSG SU09	White	Committed to equality and diversity – lead for wellbeing and staff engagement. Full-time, with caring responsibilities for my mother	N
Shushma Patel (Female)	School Champion	Director of Education and Student Experience	Academic G12	Asian or Asian British – Indian	Passionate about diversity and inclusion, especially in STEMM. Full-time working mother of two daughters. Caring responsibility of elderly parent. Research active	Y option to WFH
Shelley Tiltman (Female)	Implementation Lead & Communication	Equality, Diversity & Inclusion Manager (replaced Sofia Jabeen from 31/01/09)	PSG SU09	White	I have worked to progress equality for over 15 years. I believe in fairness and opportunity for all regardless of gender.	Y option to WFH





Figure 3.3 ATHENA SWAN SAT MEMBERS



(ii) an account of the self-assessment process

School Champions:

Champions consist of Deans, including those with membership on the Ops Board. Their purpose is to ensure that each Department progresses areas on gender equality.

Working Groups:

Four working groups were created to focus on:

- Data Analysis
- Career Progression
- Communication
- Organisational Culture

Fortnightly meetings held by the working groups examined key issues and practices, consulting on actions, with progress fed back to SAT during joint monthly meetings.

Institutional consultation and engagement on Athena SWAN was conveyed via the organisational committee structure (Figure 3.1). SAT also identified external critical friends to review our gender equality activities.

A full-time Athena SWAN Manager had oversight and administrative responsibilities prior to the formation of the Equality, Diversity & Inclusion Team consisting of three employees.

Staff Consultation and Communication

We consulted widely with staff at all levels of the University using a variety of methods.

We ran five consultation meetings with key AS leads in 2019 and four focus groups with all staff in 2019. The results of the consultation events were feedback to, and discussed at the EDI Steering Group which met bi-monthly in 2019 and the SAT.

We had 244 staff responses to our Athena SWAN survey ran in March 2019, shared via our networks and promoted via communications team. The response rate from women was significantly higher (70%). Although further work is needed to encourage greater engagement **(AP5)** we have integrated several outcomes within this submission (e.g. flexible working, promotions).

SAT held an open focus group with GenderNet in early 2019. There were 20 attendees, of which 80% were women. We discussed key themes:

- Organisational Culture
- Career Progression
- Role models and outreach

- Flexible working and career breaks

We also consulted with the Irene Barclay Collective (an informal supportive network of STEMM female professionals (p126)), discussing their aims, objectives and support requirements. The outcome of the sessions provided significant insight, which we have incorporated into our action planning.

Consultation with SAT key leads occurred over five times over three months; we also conducted four focus groups in a two-month period.

Factored into this submission and action plan is insight drawn from our EES and Stress survey conducted in 2018.

Table 3.5 AS Survey Response Rate by Gender and Department						
	Female	%	Male	%	Prefer not to say	%
Academics	77	75%	22	22%	3	3%
PSG	83	65%	39	31%	5	4%
Other	10	67%	3	20%	2	13%
TOTAL	170	70%	64	26%	10	4%

Table 3.6 Programme of Work	
2017	
19 th September	<ul style="list-style-type: none"> • Sharing best practice and lessons learned • Review of 2016 action plan • Review of TOR
28 th November	<ul style="list-style-type: none"> • Review of AS project plan • Vision of gender quality culture at LSBU in 2–3 years
2018	
1 st February	<ul style="list-style-type: none"> • ECU Workshop on 'Gender Diversity in Recruitment'
19 th July	<ul style="list-style-type: none"> • Review of our key objectives and targets • SAT Membership review • Discussion on working groups/data
10 th –30 th August	<ul style="list-style-type: none"> • Working group planning meetings
26 th September – 15 th November	<ul style="list-style-type: none"> • SAT and Key Leads consultations • Consultation with Irene Barclay Collective
2019	
17 th January – 28 th March	<ul style="list-style-type: none"> • Action plan consultations SAT and Key Leads • Athena SWAN survey
31 st January	<ul style="list-style-type: none"> • Draft submission and action plan discussion
20 th February	<ul style="list-style-type: none"> • GenderNet Focus group
28 th February	<ul style="list-style-type: none"> • SAT Review of submission and action plan • Critical friends feedback (Nottingham & Keele)
26 th March	<ul style="list-style-type: none"> • Draft Action Plan shared with EDI SteeringCo
11 th April	<ul style="list-style-type: none"> • SAT Review of final submission and action plan

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

SAT will transform into an implementation team to monitor the delivery of the action plan. Membership will be broadened to include the LSBU group, UG, PG, PGT and PGR students and staff from technical disciplines. Consideration will be given to the timing of meetings to facilitate greater engagement from both staff and students. **(AP4)**

The AS implementation team will meet bi-monthly and oversee the delivery of the AS

A strong reporting mechanism will be initiated to ensure actions have been addressed annually, with leveraging of the wider university cycle to coincide with reporting activities (e.g. P&O staff development planning which undertakes a full diversity landscape analysis). **(AP5)**

For continuity, the implementation team will meet regularly and report to the EDI SteeringCo. Progress will be shared regularly across the organisation including the Exec, Board of Governors and UMC. This embedded structure will enable change and the EDI agenda to be advocated across the institution. **(AP6)**

We will encourage and support departmental applications, developing guidelines on good practice. A comprehensive communication and engagement plan will ensure all demographics within our institution are included within the process.

AP4 Actively seek nominations from technical staff & raise awareness of opportunities

AP5 Implementation team will monitor the delivery of the action plan, aligning it with the university business cycle

AP6 Corporate strategy 2020–2025 will include an EDI KPI and metrics, which will be reported to the EDI steering group and Board of Governors

Word Count: 916

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

4.1 Internal LSBU Grade Categories	
Professor (Prof)	Academic Function and grade 10 and above
Associate Professor (AP)	Associate Professor Title / Principal Lecturer / Directors and HoD + grade 9
Senior Lecturer (SL)	Academic Function, grade 8, Senior Lecturer Title / Other Academics grade 8
Lecturer (L)	Academic Function grade 7, All HPL, Sessional Lecturers
Research	Research function, grades 6 and above

Table 4.2 LSBU AHSSBL and STEMM Academic Staff 2015/16–2017/18 by Gender and Grade with HESA Benchmarking Data 2016/17

AHSSBL	Grade	Academic Period	Female (%)	Male (%)	Total (Headcount)
	Professor	2015/16	50%	50%	10
		2016/17	67%	33%	15
		2017/18	67%	33%	15
	Total		63%	37%	40
Benchmark	Professor	3 yr Avg.	35%	65%	40570
	Associate Professor	2015/16	50%	50%	10
		2016/17	50%	50%	30
		2017/18	50%	50%	30
	Total		50%	50%	70
*No AP Benchmark					
	Senior Lecturer	2015/16	53%	47%	75
		2016/17	52%	48%	105
		2017/18	53%	47%	85
	Total		53%	47%	265
Benchmark	Senior Lecturer	3 yr Avg.	49%	51%	88325
	Lecturer	2015/16	42%	58%	240
		2016/17	42%	58%	215
		2017/18	47%	53%	215
	Total		43%	57%	670
Benchmark	Lecturer	3 yr Avg.	54%	46%	90405
	Research	2015/16	100%	0%	
		2016/17	100%	0%	
		2017/18	100%	0%	
	Total		100%	0%	15

Benchmark	Research	3 yr Avg.	58%	42%	17380
AHSSBL Total			48%	52%	1060
STEMM	Grade	Academic Period	Female (%)	Male (%)	Total (Headcount)
	Professor	2015/16	40%	60%	25
		2016/17	43%	57%	35
		2017/18	50%	50%	40
	Total		45%	55%	100
Benchmark	Professor	3 yr Avg.	25%	75%	58735
	Associate Professor	2015/16	57%	43%	35
		2016/17	64%	36%	55
		2017/18	55%	45%	55
	Total		59%	41%	145
*No AP Benchmark					
	Senior Lecturer	2015/16	59%	41%	230
		2016/17	58%	42%	260
		2017/18	56%	44%	260
	Total		57%	43%	750
Benchmark	Senior Lecturer	3 yr Avg.	43%	57%	82130
	Lecturer	2015/16	50%	50%	170
		2016/17	51%	49%	195
		2017/18	53%	47%	235
	Total		52%	48%	600
Benchmark	Lecturer	3 yr Avg.	49%	51%	50465
	Research	2015/16	33%	67%	15
		2016/17	33%	67%	30
		2017/18	29%	71%	35
	Research Total		31%	69%	80
Benchmark	Research	3 yr Avg.	46%	51%	127820
STEMM Total			53%	47%	1675
Grand Total			51%	49%	2735

We are unable to benchmark Associate Professors. HESA bandings do not separate higher pay grades between the equivalent of grade 9, 10 and above. We have used this measure to differentiate between Associate Professor and Professor.



Overview:

Female Academic and Research were 5% above the average national benchmark, at 51%, skewed by the high female population within HSC (Table 2.4 p13). Gender bias occurs across STEMM in the majority of its divisions (Table 2.10 p17), as well as in AHSSBL.

Across the reporting period more academic staff were in grades 7 (L) and 8 (SL). Women held a greater proportion of positions in grade 8 (SL), 9 (AP) and 10 (Prof), above the national benchmark.

Introduced in 2015, our Academic Framework has led to a high number of female applications and promotions (Sec 5.1(iii) p65).

STEMM and AHSSBL Comparison:

- Within AHSSBL Professoriate, parity occurred in 15/16, yet overall male pipeline dropped by 17% whilst female increased. Over three years, females in AHSSBL made up 67% of those appointed at grade 9 and above (Sec 5.1(i) p55).
- Parity in STEMM Professoriate occurred in 17/18, a 10% increase from 15/16 following successful female promotions and new appointments at senior level.
- The male pipeline for grades 8 and above has fallen below the national benchmark in both AHSSBL and STEMM. **(AP7–AP8)**
- Men are over-represented in grades 6 and 7, notably in AHSSBL Lecturer (57%) and STEMM Research (69%), each instance higher than the national benchmark. Disparity also occurs in AHSSBL Research functions.

AP7 Create a quarterly equalities dashboard to help us monitor progression by gender and other protected characteristics, which will be reported to Exec on a quarterly basis.

AP8 Utilise our success in the significantly higher proportion of females (higher than national benchmark) at Prof level in STEMM and AHSSBL to undertake mentoring and sponsorship of early female career researchers.

Intersectionality by Grade/Role



Findings:

- Female academics are less ethnically diverse. This is particularly evident within STEMM at Senior Lecturer and Lecturer level.
- While positive that more women held senior academic roles across STEMM and AHSSBL, predominantly these were white women.
- Within AHSSBL, BAME women held no Professoriate or AP roles. BAME male visibility at Prof/AP fared better and in parity with white male STEMM Professoriates.
- We have identified this as an area of concern due to the lack of diverse role models for our BAME female students.
- Promotions data (Sec 5.1(iii) p65) shows a decline in BAME female applications and success rate. Applications from BAME men remained consistent, with an increased success rate.
- Our Race Equality action plan sets out specific actions to address the underrepresentation of BAME staff at senior level. **(AP9–AP10)**

AP9 Align activities with the REC action plan to create a joint implementation plan and implementation group by Spring 2020

AP10 Use targeted recruitment to attract a diverse pool of candidates from underrepresented groups

(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.

- LSBU had more academics on open-ended/permanent contracts (61%) than on fixed-term contracts (39%), benefiting men and women alike. (Table 4.6).

With the exception of 15/16 (Table 4.7):

- The proportion of women on FTC versus open-ended/permanent contracts has been fairly balanced in AHSSBL. STEMM has seen a higher number of women on open-ended/permanent contracts.
- The proportion of men on FTC in AHSSBL is 17% higher on average compared to STEMM.
- We employ HPLs and Sessional staff as appropriate for the work undertaken. Of the proportion of FTC, 74% were in AHSSBL, 73% in STEMM. Some research roles were also externally funded.
- FTCs have no institutional disadvantage. Employment rights are identical and continuation of contract is negotiable. Except for research-funded roles, we review FTCs for transfer to permanent after two years.
- A detailed review has been undertaken on all FTC over two years. As of March 2019, we have transferred half of all applicable FTC contracts onto permanent T&C. There does not appear to be a significant difference in gender balance for those on fixed term contracts. However, we anticipate that permanent contracts allow for development, stability, and flexibility that would allow us to plan career pathways into higher level grades where gender imbalances exist.
- To assist with career progression, our OD team has been supporting the Doctoral Academy in devising a career development programme for early career researchers (Sec 5.3 p85).

AP11 To undertake an annual review of fixed term contracts with the aim to have a maximum of 30% of the workforce on fixed term contracts by September 2022.

Table 4.6 LSBU AHSSBL and STEMM Academic staff at LSBU 2015/16– 17/18 by Gender and Contract Type with HESA
Benchmarking Data 2015/16–17/18

AHSSBL	Terms	Academic Period	Female (%)	Male (%)	Total (Headcount)
	Fixed-term contract	2015/16	43%	57%	115
		2016/17	41%	59%	195
		2017/18	45%	55%	190
	Total		43%	57%	500
Benchmark	Fixed-term contract	3 yr Avg.	54%	46%	79375
	Open ended / Permanent	2015/16	48%	52%	240
		2016/17	54%	46%	175
		2017/18	55%	45%	165
	Total		52%	48%	580
Benchmark	Open ended / Permanent	3 yr Avg.	48%	52%	190700
AHSSBL Total			48%	52%	1080
STEMM	Terms	Academic Period	Female (%)	Male (%)	Total (Headcount)
	Fixed-term contract	2015/16	57%	43%	150
		2016/17	50%	50%	190
		2017/18	54%	46%	230
	Total		54%	46%	570
Benchmark	Fixed-term contract	3 yr Avg.	45%	55%	128605
	Open ended / Permanent	2015/16	53%	47%	320
		2016/17	55%	45%	390
		2017/18	52%	48%	405
	Total		53%	47%	1115
Benchmark	Open ended / Permanent	3 yr Avg.	40%	60%	213220
STEMM Total			53%	47%	1685
Grand Total			51%	49%	2765

LSBU has no academics on zero-hour contracts. All HPLs fall within the “Fixed-term contract” category.

Table 4.7 Proportion of Males and Females on Fixed-Term and Open-ended/Permanent contracts (AHSSBL & STEMM)

Gender	STEMM / AHSSBL	Academic Period	Fixed-term contract	Open ended / Permanent	Fixed-term contract	Open ended / Permanent	Total
Female	AHSSBL	2015/16	30%	70%	50	115	165
		2016/17	46%	54%	80	95	175
		2017/18	49%	51%	85	90	175
	AHSSBL Total		42%	58%	215	300	515
	STEMM	2015/16	33%	67%	85	170	255
		2016/17	31%	69%	95	215	310
		2017/18	37%	63%	125	210	335
	STEMM Total		34%	66%	305	595	900
Grand Total			37%	63%	520	895	1415
Male	AHSSBL	2015/16	34%	66%	65	125	190
		2016/17	59%	41%	115	80	195
		2017/18	58%	42%	105	75	180
	AHSSBL Total		50%	50%	285	280	565
	STEMM	2015/16	30%	70%	65	150	215
		2016/17	35%	65%	95	175	270
		2017/18	35%	65%	105	195	300
	STEMM Total		34%	66%	265	520	785
Grand Total			41%	59%	550	800	1350

Figure 4.8 Proportion of AHSSBL and STEMM Academic Staff by Gender and Contract Type

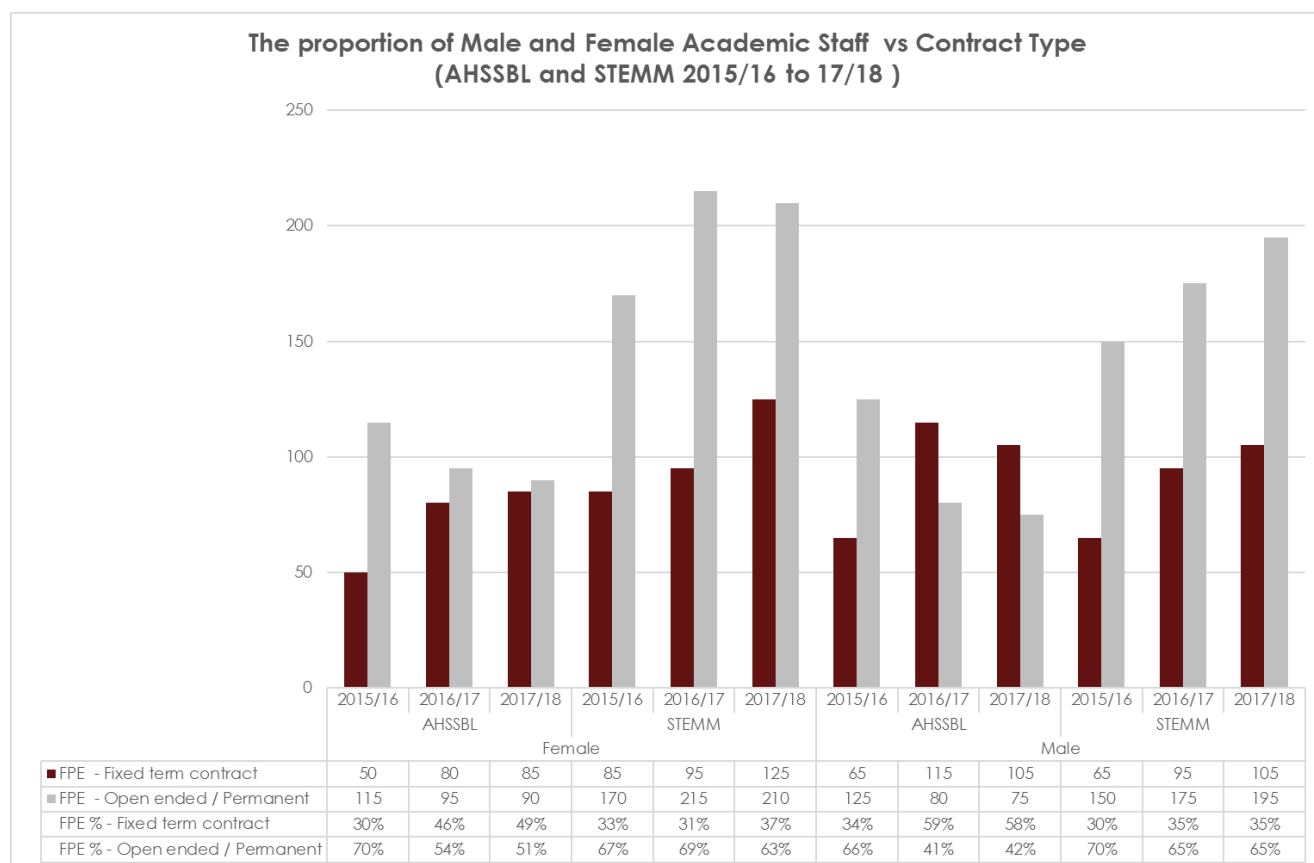
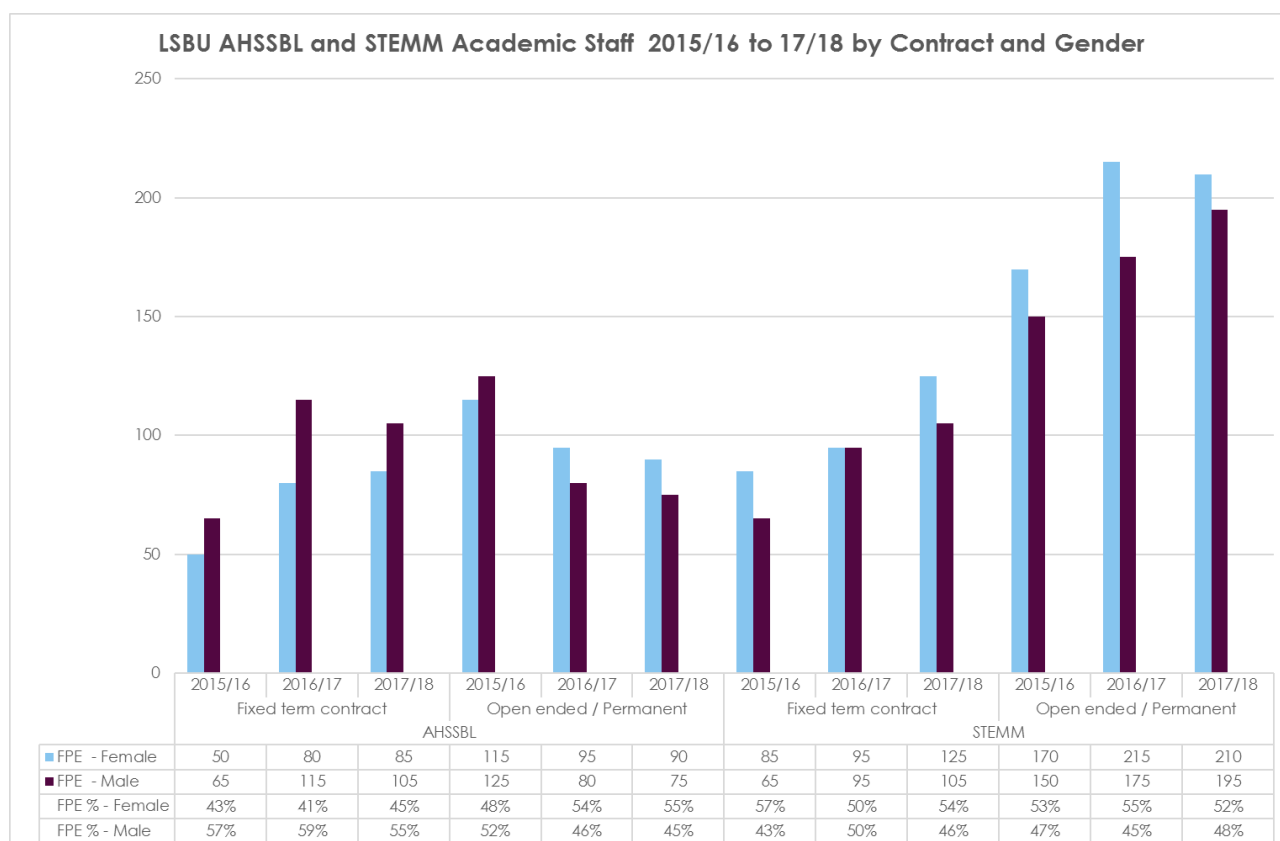


Figure 4.9 LSBU AHSSBL and STEMM Academic Staff by Gender and Contract Type



Intersectionality by Contract Function (Fixed Term, Open ended/Permanent)

Figure 4.10 Proportion of AHSSBL Academic Staff by Gender, Contract Type and Ethnic Group

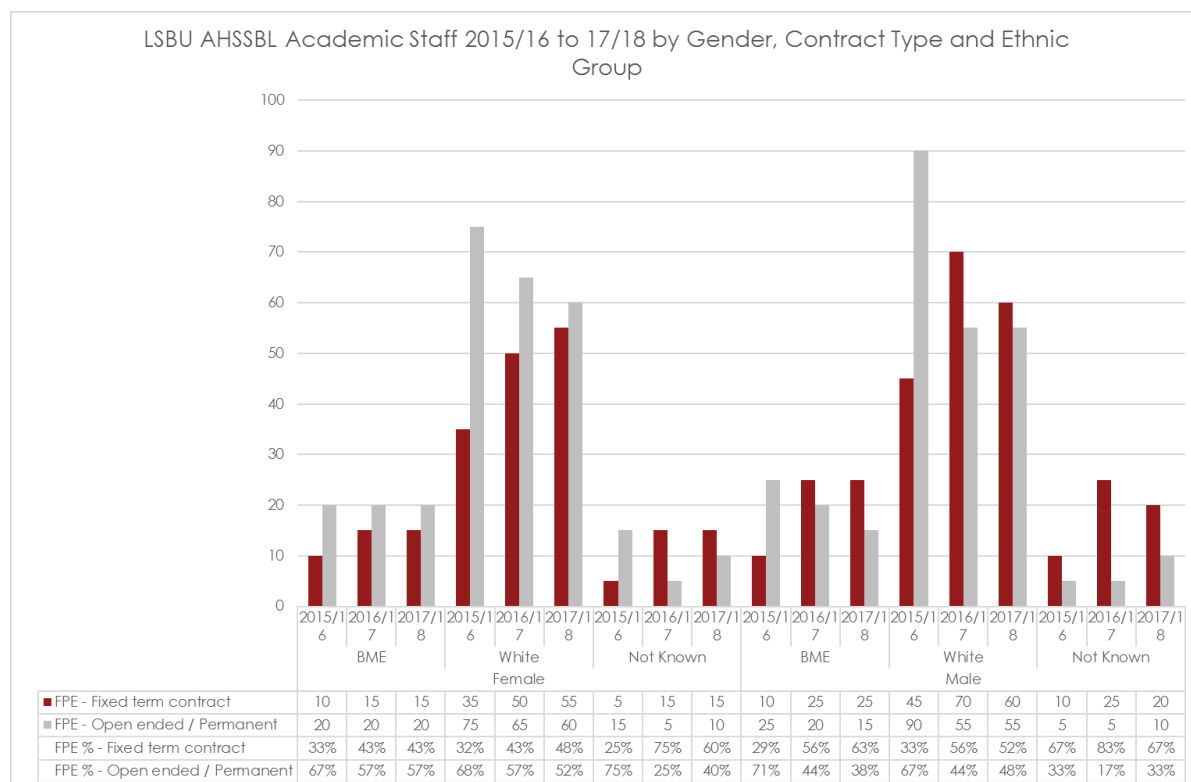
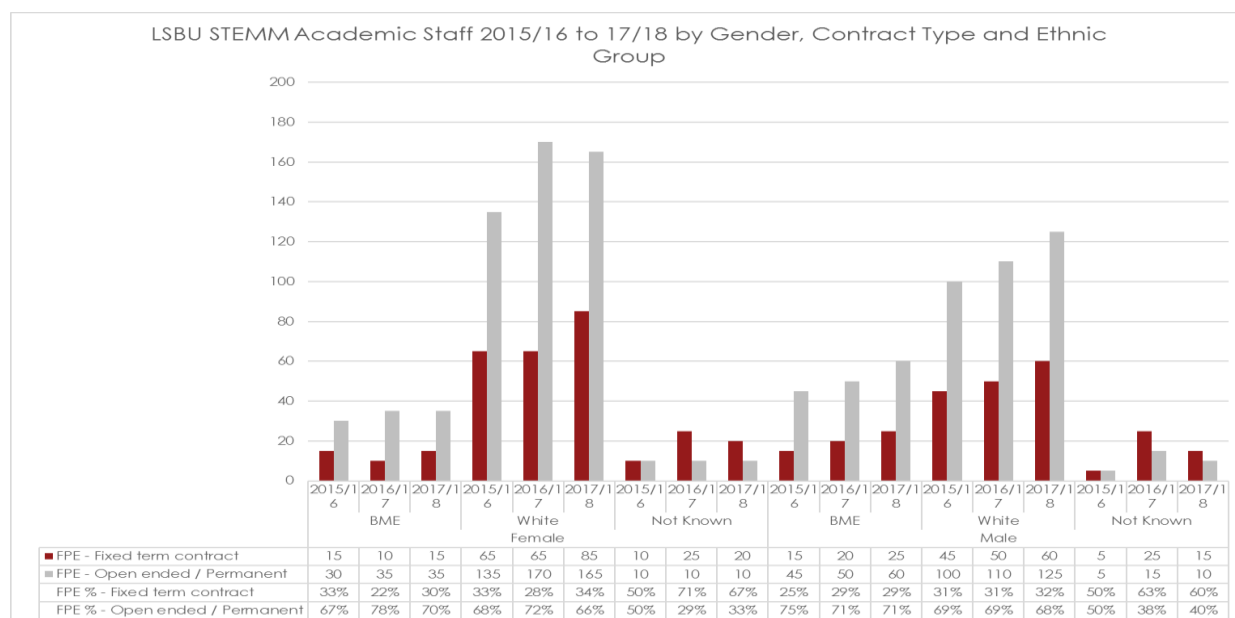


Figure 4.11 Proportion of STEMM Academic Staff by Gender, Contract Type and Ethnic Group



More BAME women (Figures 4.10 and 4.11) were on open-ended/permanent contracts primarily within STEMM. Yet BAME men on FTC within AHSSBL is slightly higher (49% average over 3 years) than white men (47% over 3 years). However for the current year (17/18), this is 63% on fixed term contract which is concerning in relation to white men (52%). (AP12)

Overall, 13% of AHSSBL and 9% of STEMM staff did not declare their ethnicity or gender. These 'unknowns' held a high number of FTC. We are unable to conclude whether this could distort the data and highlight further bias. **(AP12 & AP13)**

AP12 Conduct an annual equality impact assessment, specifically reviewing all protected characteristics for staff on fixed term contracts in order to identify trends.

AP13 Use targeted campaigns with explanatory wording to encourage declarations and request that existing staff update their personal details on an annual basis. Inductions to highlight the importance/use of this data.

- (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.

The data below displays TO contracts due to HESA reporting. At LSBU we have an academic framework which allows staff to have a diverse and flexible academic profile across the balance of teaching & learning, management & administration, and research, enterprise and professional practice.

Summary

Our expectation is that all staff contribute to core aspects of the Academic Framework, the balance of activities and outputs reflecting university needs and individual skillsets.

HESA returns have created some ambiguity especially as REF2021 approaches. However, we have had a consistent approach since 2015:

- All academic contracts includes scope for research engagement. LSBU's REF Code of Practice identifies 20% time for research for staff who are research active.

Table 4.12 LSBU AHSSBL and STEMM Academic staff 2015/16–17/18, by Gender and Contract Function with HESA Benchmarking Data

AHSSBL	Contract Function	Academic Period	Female (%)	Male (%)	Total (Headcount)
	Research Only	2015/16	100%	0%	
		2016/17	100%	0%	
		2017/18	100%	0%	
Benchmark	Research Only	3 yr Avg.	58%	42%	17635
	Teaching and Research	2015/16	60%	40%	50
		2016/17	64%	36%	70
		2017/18	52%	48%	105
Benchmark	Teaching and Research	3 yr Avg.	47%	53%	149005
	Teaching Only	2015/16	42%	58%	295
		2016/17	42%	58%	295
		2017/18	47%	53%	245
Benchmark	Teaching Only	3 yr Avg.	54%	46%	102490
AHSSBL Total			47%	53%	1075
STEMM	Contract Function	Academic Period	Female (%)	Male (%)	Total (Headcount)
	Research Only	2015/16	33%	67%	15
		2016/17	50%	50%	30
		2017/18	33%	67%	45
Benchmark	Research only	3 yr Avg.	46%	54%	128740
	Teaching and Research	2015/16	43%	57%	115
		2016/17	45%	55%	165
		2017/18	39%	61%	155
Benchmark	Teaching and Research	3 yr Avg.	35%	65%	147865
	Teaching Only	2015/16	59%	41%	340
		2016/17	58%	42%	385
		2017/18	60%	40%	435
Benchmark	Teaching Only	3 yr Avg.	49%	51%	63645
STEMM Total			54%	46%	1685
Grand Total			51%	49%	2760

Table 4.13 Proportion of Academic staff AHSSBL/STEMM 2015/16-17/18 by Gender and Contract Function

STEMM / AHSSBL	Academic Period	Contract Function	Female (%)	Male (%)	Female H/C	Male H/C	Total H/C
AHSSBL	2015/16	Research Only	3%	0%		0	
		Teaching and Research	19%	11%	30	20	50
		Teaching Only	78%	89%	125	170	295
	Total		100%	100%	160	190	350
	2016/17	Research Only	3%	0%		0	
		Teaching and Research	26%	13%	45	25	70
		Teaching Only	71%	87%	125	170	295
	Total		100%	100%	175	195	370
	2017/18	Research Only	3%	0%			
		Teaching and Research	31%	28%	55	50	105
		Teaching Only	66%	72%	115	130	245
	Total		100%	100%	175	180	355
AHSSBL Total					510	565	1075
STEMM	2015/16	Research Only	2%	5%		10	15
		Teaching and Research	20%	30%	50	65	115
		Teaching Only	78%	65%	200	140	340
	Total		100%	100%	255	215	470
	2016/17	Research Only	5%	6%	15	15	30
		Teaching and Research	24%	34%	75	90	165
		Teaching Only	71%	60%	225	160	385
	Total		100%	100%	315	265	580
	2017/18	Research Only	4%	10%	15	30	45
		Teaching and Research	18%	32%	60	95	155
		Teaching Only	78%	58%	260	175	435
	2017/18 Total		100%	100%	335	300	635
STEMM Total					905	780	1685
Grand Total					1415	1345	2760

In 17/18 we were 3% off gender parity in AHSSBL T&R contracts. The total number of staff on T&R contracts across the reporting period has increased by 55%. The Academic Framework has contributed to this.

There is concerning gender disparity within STEMM T&R functions. **(AP14)**

AP14 In STEMM we will aim to have 30% of the female contract distribution on T&R contract by September 2021 through workforce planning, coaching, recruitment and actions identified under promotions.



			Female					Male					
STEMM / AHSSBL	Function	Academic Period	G7 and Below	G8	G9	G10 and Above	KTP/O ther	G7 and Below	G8	G9	G10 and Above	KTP/O ther	Grand Total
AHSSBL	RO	2015/16	71%	29%	0%	0%	0%	100%	0%	0%	0%	0%	10
		2016/17	33%	67%	0%	0%	0%	100%	0%	0%	0%	0%	
		2017/18	67%	33%	0%	0%	0%	0%	0%	0%	0%	0%	
Research Total			62%	38%	0%	0%	0%	100%	0%	0%	0%	0%	20
	T & R	2015/16	4%	82%	4%	11%	0%	6%	72%	0%	22%	0%	45
		2016/17	9%	67%	12%	12%	0%	6%	56%	19%	19%	0%	70
		2017/18	32%	36%	17%	14%	0%	27%	44%	20%	8%	0%	105
Teaching and Research Total			18%	57%	12%	13%	0%	17%	53%	16%	14%	0%	220
	TO	2015/16	77%	16%	4%	3%	0%	83%	13%	4%	0%	0%	295
		2016/17	69%	22%	6%	3%	0%	73%	21%	5%	1%	0%	295
		2017/18	74%	20%	5%	1%	0%	78%	16%	5%	2%	0%	245
Teaching Only Total			73%	19%	5%	2%	0%	78%	16%	5%	1%	0%	835
AHSSBL TOTAL			59%	29%	7%	5%	0%	68%	22%	7%	3%	0%	1075
STEMM	RO	2015/16	83%	17%	0%	0%	0%	38%	38%	0%	0%	25%	15
		2016/17	70%	6%	8%	0%	16%	59%	35%	0%	0%	6%	30
		2017/18	84%	1%	0%	0%	16%	67%	25%	0%	4%	4%	40
Research Only Total			78%	6%	3%	0%	13%	60%	30%	0%	2%	8%	85
	T & R	2015/16	2%	59%	20%	19%	0%	7%	63%	12%	18%	0%	120
		2016/17	4%	55%	25%	16%	0%	13%	54%	16%	16%	0%	165
		2017/18	8%	44%	26%	23%	0%	21%	43%	19%	17%	0%	160
Teaching and Research Total			5%	52%	24%	19%	0%	15%	52%	16%	17%	0%	440
	TO	2015/16	50%	44%	5%	1%	0%	57%	36%	6%	1%	0%	340
		2016/17	43%	49%	6%	2%	0%	55%	39%	4%	2%	0%	385
		2017/18	47%	46%	5%	2%	0%	52%	40%	5%	3%	0%	440
Teaching Only Total			46%	46%	5%	2%	0%	55%	38%	5%	2%	0%	1160
STEMM TOTAL			39%	46%	9%	5%	0%	42%	42%	8%	7%	1%	1685
Grand Total			46%	40%	8%	5%	0%	53%	34%	8%	5%	0%	2760

Table
4.15

AHSSBL and STEMM Contract function by Grade and Gender



Intersectionality by Contract Function (Research, T&R and Teaching Only)

(iv) Academic leavers by grade and gender

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

Data includes all academic leavers including HPLs/Sessional and KTP Research.

3 years leaver average: 48% female, 52% Male. 2015/2016 and 2017/18 saw high M/F turnover due to the number of expired HPL contracts.

Figure 4.18 Proportion of Male and Female Leavers Over 3 Years

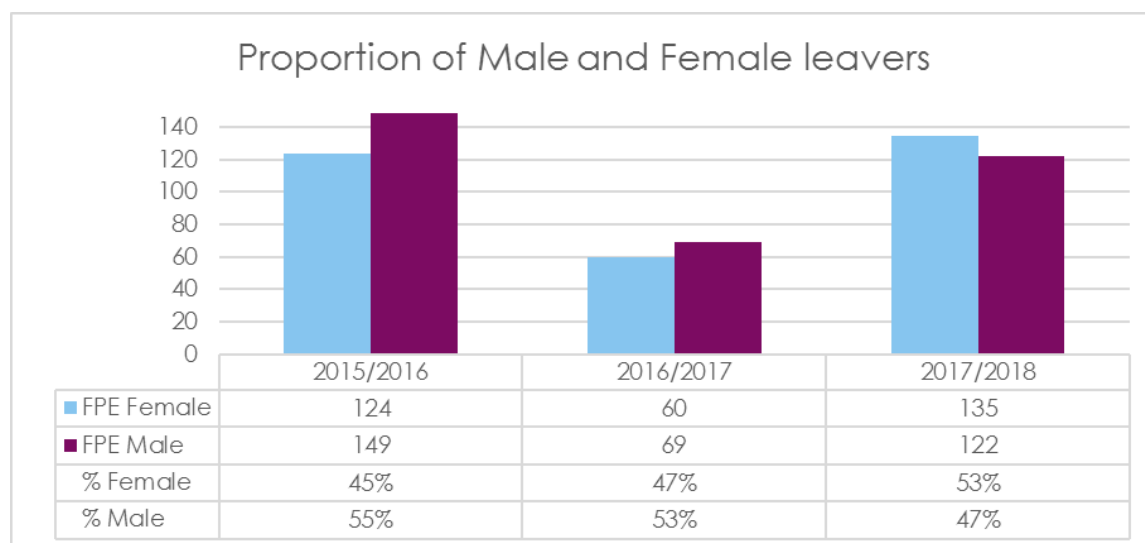


Figure 4.19 Proportion of Male and Female Leavers by Contract Type over 3 years

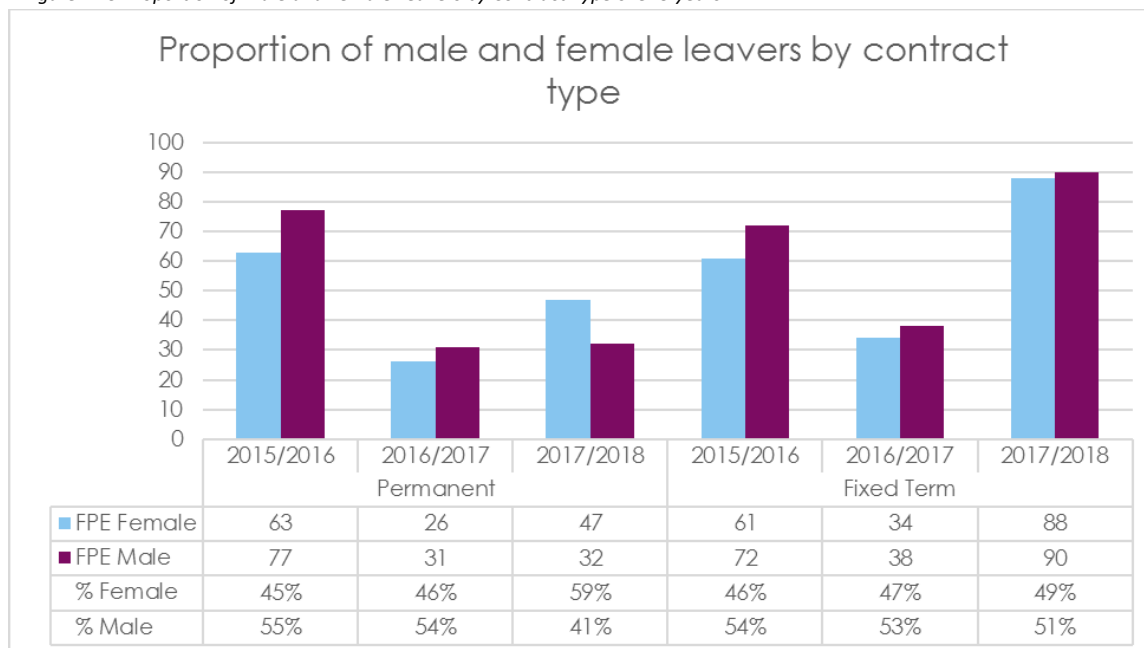


Table 4.20 Academic Leavers by School and Gender Compared to Population Over a 3-Year Period																					
	2015/2016							2016/2017							2017/2018						
	Total Population of staff by gender		Leavers and % proportion compared to gender population				Total % of leavers both (M/F)	Total Population of staff by gender		Leavers and % proportion compared to gender population				Total % of leavers both (M/F)	Total Population of staff by gender		% Proportion of Leavers compared to gender population				Total % of leavers both (M/F)
STEMM	M	F	M	M %	F	F %		M	F	M	M%	F	F%		M	F	M	M%	F	F%	
ASC	45	40	20	44%	21	53%	48%	40	45		18%		16%	16%	45	50	16	36%	16	32%	34%
BEA	65	15	33	51%	10	67%	54%	75	25	18	24%		28%	25%	80	20	32	40%		30%	38%
ENG	50	15	17	34%		20%	31%	85	30	19	22%		10%	19%	95	35	13	14%		11%	13%
HSC	60	185	16	27%	44	24%	24%	65	210		11%	20	10%	10%	80	225	16	20%	55	24%	23%
STEMM TOTAL	220	255	86	39%	78	31%	35%	265	310	51	19%	37	12%	15%	300	330	77	26%	81	25%	25%
AHSSBL																					
ACI	55	35	25	45%		23%	37%	60	40		10%		10%	10%	55	40	18	33%	12	30%	32%
BUS	80	50	23	29%	13	26%	28%	80	50		9%	12	24%	15%	65	55	19	29%	17	31%	30%
LSS	50	75	15	30%	25	33%	32%	60	80		8%		9%	9%	55	75		15%	25	33%	25%
AHSSBL TOTAL	185	160	63	34%	46	29%	32%	200	170	18	9%	23	14%	11%	175	170	45	26%	54	32%	29%

The total staff Incl: FPE staff (Academic Perm/Fixed Term, Grades 7 and above) in post on 1st Dec in the reporting year



- In proportion to its female staff, Applied Science & Built Environment had the highest turnover. 2015/16 saw the highest female turnover: 67% BEA (30% RES, 20% VS, 50% EOC) and 53% ASC (57% EOC, 38% RES, 5% Oth).
- Though the proportion of BEA female academics is relatively larger than the industry norm of 8%, it is nonetheless still small, and leavers represent a noticeable percentage difference.
- 16/17 saw a positive increase (67%) in the BEA female population (largely recruited into the Architecture division), leavers also declined (28%). The increase is attributed to targeted advertisement in professional magazines including RIBA, RICS and CIOB.
- In 17/18 the female BEA population decreased by 20% (30% of whom left voluntarily). The school has established sub-committees across the divisions to tackle key retention and progression issues. Other initiatives include working with OD to deliver EDI training.
- ASC female population rose in 16/17 by 12.5% whilst leavers declined (16%). 17/18 saw an increase in female staff (11.11%).
- Evident of their action plan to implement an inclusive recruitment and retention framework, ASC has worked to review and change their advertisement process, targeting underrepresented groups to ensure a diverse applicant pool. **(AP20 & AP21)**

Table 4.21 Academic Leavers by Gender and Reason																									
		End of contract				Resignation				Retirement				Voluntary Severance				Redundancy				Other*			
		F	F %	M	M%	F	F %	M	M%	F	F %	M	M %	F	F %	M	M %	F	F %	M	M %	F	F%	M	M%
STEMM	2015/2016	63	52%	59	48%	20	51%	19	49%		100%	0	0%	12	40%	18	60%	0	0%	0	0%		63%		37%
	2016/2017	17	38%	28	62%	20	47%	23	53%	0	0%		100%	0	0%	0	0%		33%		67%		38%	10	62%
	2017/2018	55	45%	66	55%	33	61%	21	39%		100%	0	0%	0	0%	0	0%		33%		67%		47%		53%
Total		137	47%	153	53%	73	54%	63	46%		67%		33%	12	40%	18	60%		33%		67%	19	46%	22	54%
AHSSBL	2015/2016	31	48%	33	52%	25	45%	31	55%	0	0%		100%		40%		60%	0	0%	0	0%	0	0%		100%
	2016/2017	37	69%	17	31%	12	75%		25%	0	0%	0	0%	0	0%	0	0%		50%		50%		45%		55%
	2017/2018	36	55%	30	45%	20	74%		26%		100%	0	0%	0	0%	0	0%		32%	17	68%	0	0%		100%
Total		104	57%	80	43%	57	58%	42	42%		50%		50%		38%		62%		33%	18	67%		31%	11	69%

iTrent categorisation *Other = Deceased, 'Dismissal, Capability/Conduct/Ill Health', 'Dismissal – Redundancy – Fixed-Term (ongoing) Contract', Mutual Agreement, Other Reason

- The Associate Professor Change proposal occurred in 2015/16. The academic career pathway replaced Principal Lecturers (G9) with Associate Professors (G9). A VS scheme accounted for the high proportion of voluntary severance at G8 and G9. Men within STEMM 60% and AHSSBL 60% predominantly accepted VS. Of the proportion of those who took VS, 39% were women (primarily within STEMM).
- Across the three years, females made up 51% of those whose contracts ended and 55% of those who resigned.
- Although the number of resignations declined within AHSSBL, a high proportion came from women (75%). Within STEMM the gender disparity of women resigning widened in 17/18. A key priority is to address retention levels at school and institutional level.



Table 4.22 Academic Leavers by Grade and Gender in STEMM & AHSSBL									
		STEMM				AHSSBL			
YEAR	GRADE	Female		Male		Female		Male	
		H/C	%	H/C	%	H/C	%	H/C	%
2015/2016	Grade 7	50	49%	51	50%	39	41%	56	59%
	Grade 8	16	44%	20	56%		56%		44%
	Grade 9		37%	12	63%		33%		67%
	Grade 11 and above		57%		43%		100%	0	0%
	KTP (Research)		50%		50%	0	0%	0	0%
	Total	78	47%	87	53%	46	43%	62	57%
2016/2017	Grade 7	19	38%	31	62%	18	67%		33%
	Grade 8	11	46%	13	54%		42%		58%
	Grade 9		55%		45%	0	0%		100%
	Grade 11 and above		33%		67%	0	0%	0	0%
	KTP (Research)	0	0%	0	0%	0	0%	0	0%
	Total	37	73%	51	58%	23	56%	18	44%
2017/2018	Grade 7	55	47%	63	53	38	54%	33	46%
	Grade 8	23	72%		28%	13	57%	10	43%
	Grade 9		25%		75%		67%		33%
	Grade 11 and above		50%		50%		50%		50%
	KTP (Research)		50%		50%	0	0%	0	0%
	Total	81	51%	77	49%	54	55%	45	45%

- The proportion of leavers at grade 7 is high across STEMM and AHSSBL due to resignation or end of contract.
- 2015/16 saw the highest number of resignations at G7 (63), of which 52% (M), notably within LSS and BUS. End of contract (128): 55% (M), notably within HSC, BEA, ASC & ACI.
- 2016/17 saw high resignations occurring at grade 8 (22), 55% (M). This increased in 17/18 (32), 78% (F). 17/18 also saw a high number of redundancies at grade 8 (16), 63% (M). 'Poor work life balance' was a recurring reason cited in exit interviews.
- All staff are invited to complete an exit interview, which is administered by an external online provider. In order to retain our talent, we will continue to explore the employee experience.

Exit Questionnaire: Key Reasons Cited for Leaving

- *Lack of morale:* To help mitigate low morale and foster an inclusive environment, there is on-going engagement between HRBP's the L&D team and schools. (AP15 – AP 16)
- *Unclear career progression/lack of promotion opportunities*

Table 4.23 Feedback from our 2018 ESS

Q: I am clear about how I can develop and progress my career at LSBU									
Gender	Female – 404 responses			Male – 370 responses			Other – 44 responses		
	Positive	Neutral	Negative	Positive	Neutral	Negative	Positive	Neutral	Negative
	37%	30%	32%	38%	27%	34%	25%	23%	52%

A small percentage of staff from our AS survey stated that there are career barriers for women. In addition, our focus group discussion raised the need for 'specialist and generalist career pathways'. (AP15, AP28)

Table 4.24 Athena SWAN survey responses based on 102 Academic respondents									
	Women disadvantaged			No gender difference			Men disadvantaged		
"perception of the equality of treatment with respect to access to career development opportunities"	♂	♀	\	♂	♀	\	♂	♀	\
	20%	2%	2%	54%	17%	3%	0%	2%	1%

Table 4.25 Athena SWAN survey responses based on 142 PSG respondents									
	Women disadvantaged			No gender difference			Men disadvantaged		
"perception of the equality of treatment with respect to access to career development opportunities"	♂	♀	\	♂	♀	\	♂	♀	\
	15%	2%	1%	51%	27%	2%	0%	1%	1%

We have commissioned a company to collate and analyse our exit interview data. Complemented by EES/AS feedback, this will inform the organisational effectiveness reviews (chaired by the VC), contributing to local engagement action plans and roadmaps.

Feedback has contributed to OD projects including developing the:

- PSG career pathways
- Appraisal process review
- Values and behaviours framework
- Leadership Academy (including modules on 'developing your career')

Our workforce planning strategy, together with succession and talent management planning is due to be initiated in 2020. **(AP16)**

AP15 Develop local career pathways and revise organization values and behaviours framework by July 2020.

AP16 As part of People Strategy, draft a workforce transformation strategy by June 2020.

(v) Equal pay audits/reviews

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

The data is based on a snapshot date of 31st March 2018, excluding HPLs (who do not work every month). Calculated using standard methodologies set out in the Equality Act 2010, (Gender Pay Gap Information) Regulations 2017.

Since 2009, our regular pay audits have resulted in the gender pay gap being halved from 13.25% to 6.6% (mean) and 5.3% (Median). This is significantly lower than the sector and the UK (Table 4.26).

We have a gender balanced workforce 53% female 47% male. The number of staff who received bonuses is small (24), and therefore difficult to draw a conclusion. We have seen a reduction in the bonus pay gap from 2017 and we will continue to monitor/review to improve year on year.

Table 4.26 Gender Pay Gap Benchmark 2017/2018

Group	Median hourly gender pay gap (%)	Mean hourly gender pay gap (%)
LSBU Snapshot 2017	5.4%	6.7%
LSBU Snapshot 2018	5.3%	6.6%
HE Sector (ONS ASHE data 2018)	15.0%	16.1%
All employees (ONS ASHE data 2018)	17.9%	17.1%

Table 4.27 LSBU Gender Bonus Pay Gap 2017/2018

	Mean gender bonus gap (%)	Median gender bonus gap (£)
LSBU Snapshot 2017	49.4%	64.7%
LSBU Snapshot 2018	45.2%	44.5%

Figure 4.28 LSBU Pay Quartiles 2018

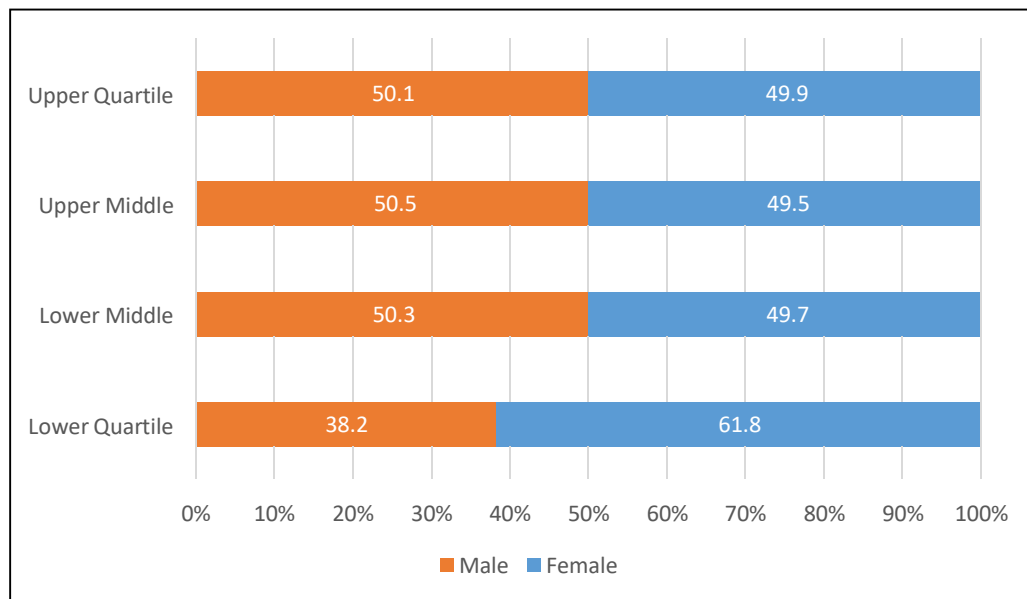


Figure 4.28 represents the proportion of male and female employees in each of the four quartiles (Lower Quartile represents the lowest salaries and Upper the highest). The split does not align with the grading structure and the Upper Quartile, for example, includes some of grade 8 and all of grade 9 and above.

There is parity in all but the lowest pay quartiles, where women are disproportionality represented (62%). Women are less likely to apply, interview or be appointed to grade 9 and above (Sec 5.1(i)).

Figure 4.29 LSBU Vertical Segregation across Senior Salary Scales

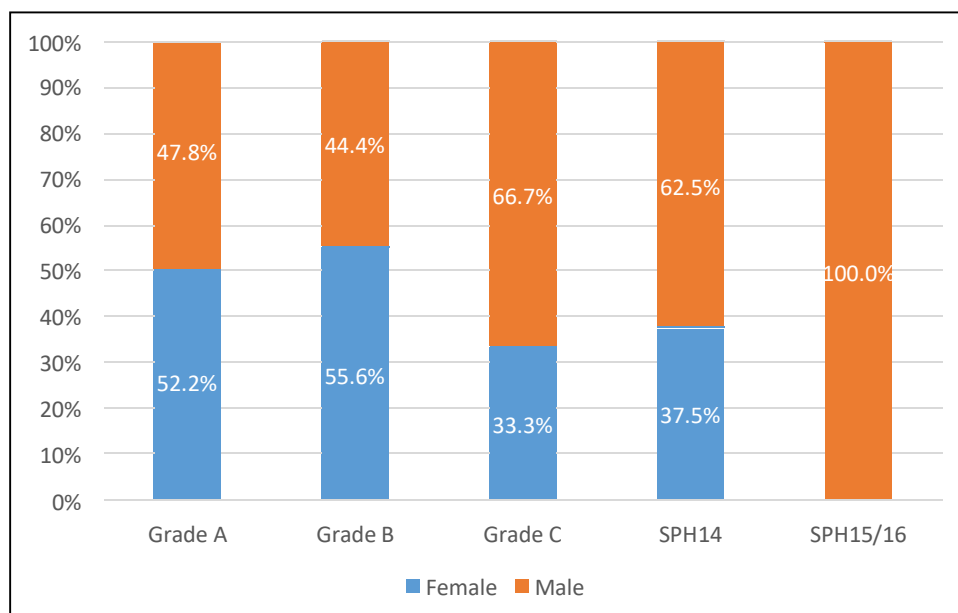


Figure 4.29 shows the gender split across senior salary scales. Large differentials occur from grade C (G13) upwards, with females becoming the minority as the seniority of the position increases.

Where We Have Improved

- Between 2007 and 2011, extensive job evaluation and salary restructure resulted in lower-paid manual and administrative staff receiving pay increases, the majority of whom were women.
- Introduction of an Academic Framework leading to 57% of academic promotions awarded to women.*
- Launch of the Leadership Academy.*
- In 2017 we introduced anonymised shortlisting into the recruitment process to help remove bias.
- Improvement of our T&C, increasing the number of staff receiving full paid Maternity, Paternity and Adoption leave.*

*(ref to sec 5.1(iii), 5.3 and 5.5 respectively)

AP17 Use the positive gender balance at Grade A and offer all females the opportunity of the internal coaching provision to positively address the imbalance at grades B and upwards. Aim for gender balance within 5% at grades A and B by September 2021. Aim for 40% representation at grade C by September 2022.

AP18 Utilise talent mapping data to identify a cohort in the lower pay quartile and develop a specific 6 month development programme to promote to roles in the lower middle profile.

AP19 Monitor pay gap using vertical segregation across salary scales in the organisation

AP20 Ensure a diverse panel on remuneration committees and moderation panels and continue to ensure fair and robust governance.

Word Count: 1812

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

5.1 Key career transition points: academic staff

(i) Recruitment

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

Figure 5.1.1 STEMM & AHSSBL Applications through to appointments 2015 -2018

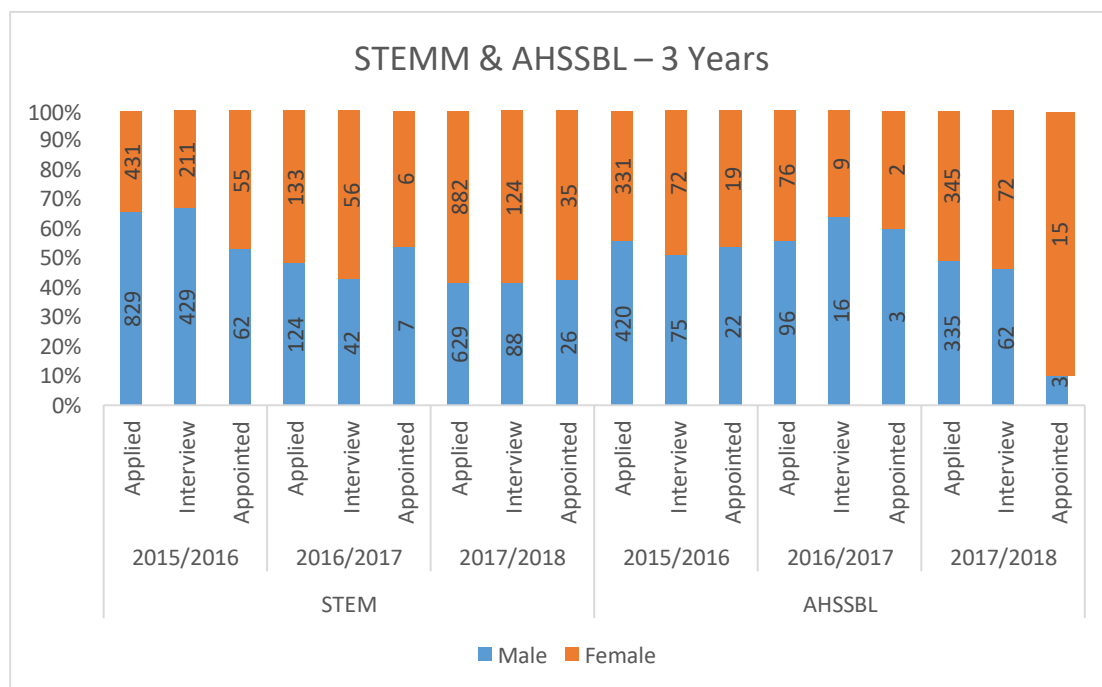


Figure 5.1.2 PSG'S Applications through to appointments 2015 -2018

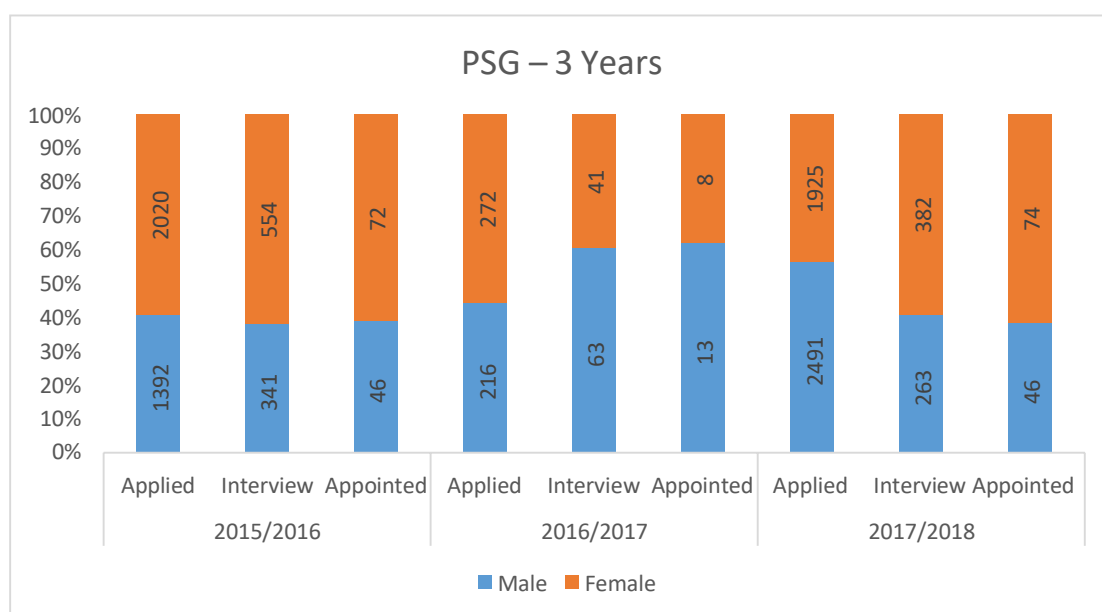


Figure 5.1.3 STEM Applications through to appointments by grade 2015 -2018

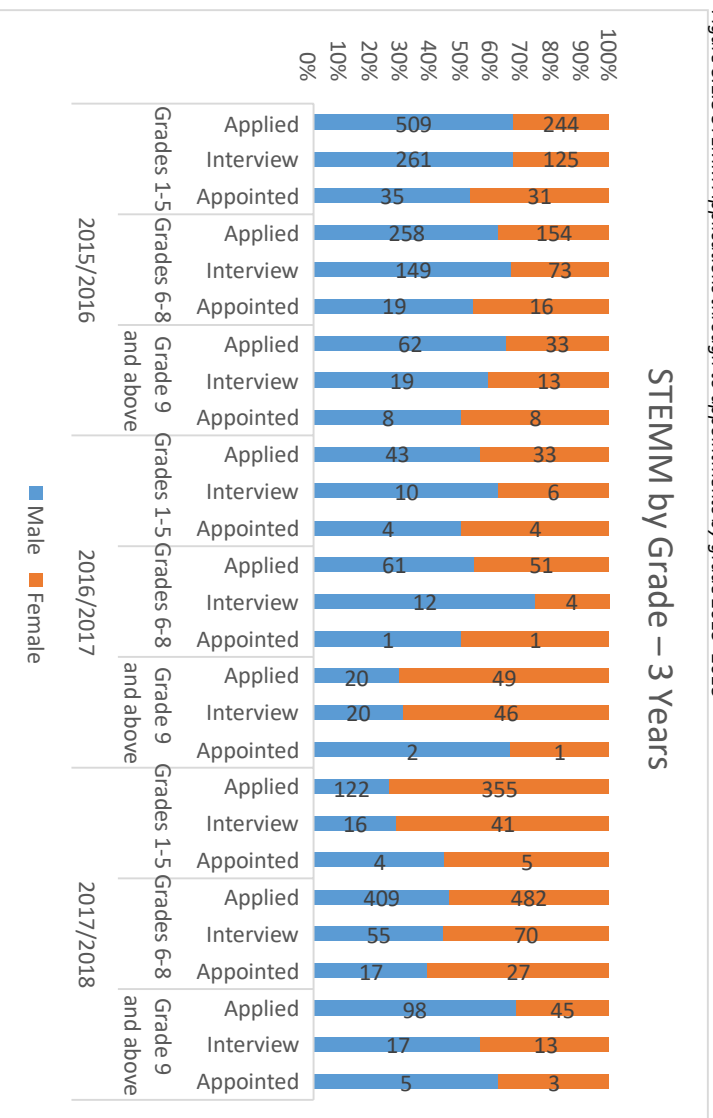


Figure 5.1.4 AHSSBL Applications through to appointments by grade 2015 -2018

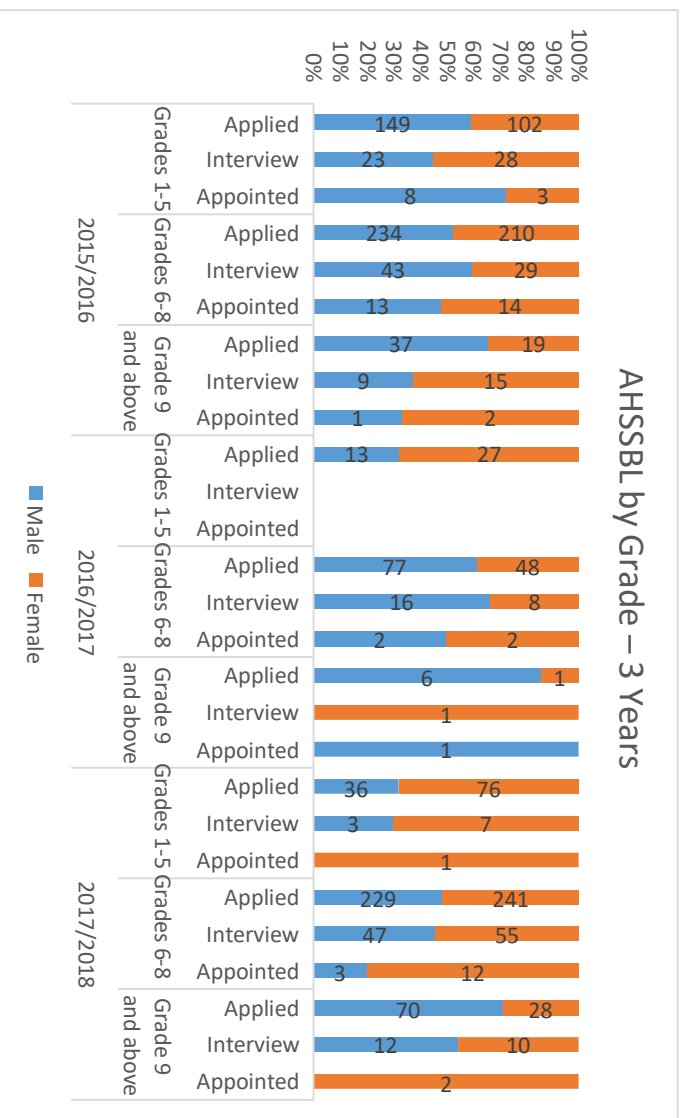
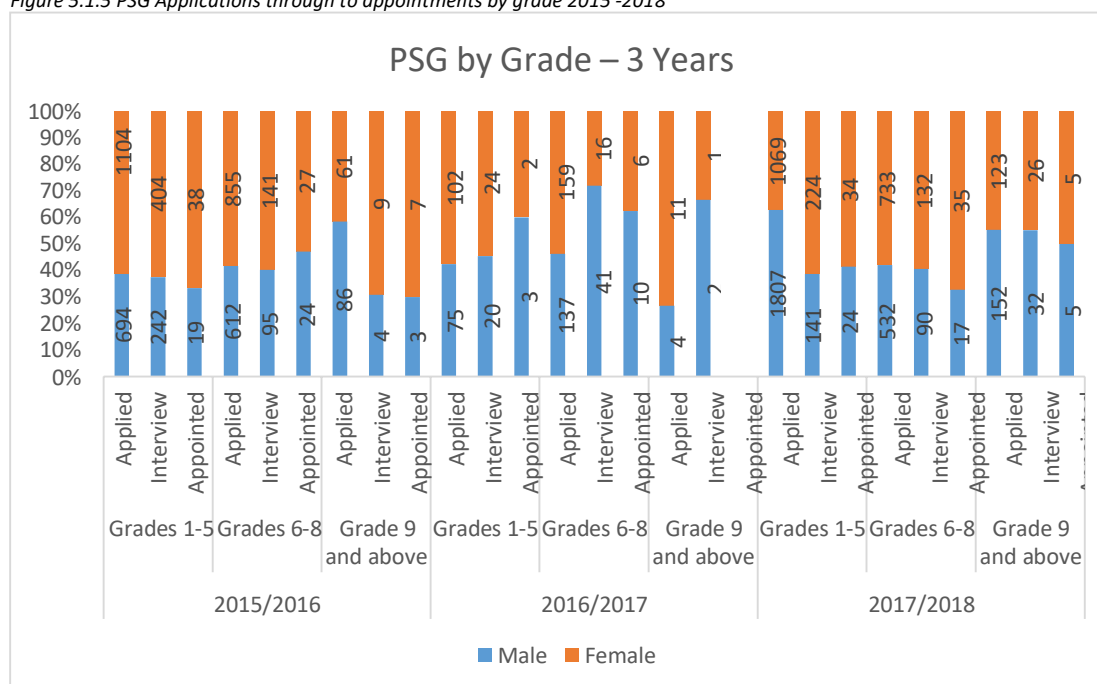


Figure 5.1.5 PSG Applications through to appointments by grade 2015 -2018



The recruitment process is consistent across all schools and PSGs from anonymised shortlisting (candidate identified by only a reference number), through to appointment.

STEMM

- Female representation has increased from 38% in 2015/16 to 58% in 2017/18 at each stage of the recruitment process. The M/F ratio is consistent.
- We have advertised on an inclusive career site, Vercida, providing us with much broader reach and attracting talent from underrepresented groups. Vercida report that LSBU attracts 2.5% more female applicants than the industry average.
- The decrease in male applicants could be explained by increased recruitment in HSC, which is a predominantly female-populated industry.
- The percentage of female applicants at G9+ is concerning, although the increased representation at interview/appointment is promising. (AP21 – AP26)

AHSSBL

- YoY M/F proportional representation was consistent until 2017/18, when significantly more females were appointed.
- There was an isolated incident in 2016/17, caused by our data systems, which resulted in the hire of one male without an interview. We have taken actions to mitigate this with the introduction of iTrent, allowing us to track diversity of applications through to appointment.
- The gender balance and diversity of our panels is reviewed verbally to reduce bias in the selection process. All chairs and panellists are required to undertake R&S and UB training. Further innovations are required to track the

diversity of interview panels and roll out R&S and UB training to more staff members. (AP21–AP26)

- In 2017/18, 100% of Senior Appointments were female. We believe that a review of our process has contributed to this.

PSG

- The percentage of females applying has decreased YoY, although females are better represented at interview and offer stage. This could be attributed to R&S training and anonymised shortlisting. In order to attract more female applicants, we will continue to use Textio software and employ targeted recruitment practices. (AP24)
- It is positive that we have an increase in male applications for lower grade PSG roles; work is now required to ensure that appointments mirror this. To attract diverse talent pools, we are collaborating with our marketing and communications team to highlight the diversity of our workforce. (AP25, AP26)

AP21 Add and collect diversity data fields in our HR systems to capture panel demographic data and report on this to identify trends.

AP22 Set target that 100% of our recruitment panel composition will have male and female representation from March 2020.

AP23 Set target that 100% of recruitment panel composition have undertaken Recruitment & Selection (including EDI / UB) training prior to interview / selection by September 2020.

AP24 Use Textio tool to gender neutralise our job adverts and tailor descriptions to attract females in to these roles. Identify gender specific websites/publications that will attract female applicants e.g. stemwomen.co.uk, targetjobs.co.uk

AP25 Work with Marketing & Communications to create a specific career page for the website that promotes diversity, female ambassadors and flexible working

AP26 Display on job adverts flexible working/job share considerations and positive actions statements

Word Count: 350

(ii) Induction

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

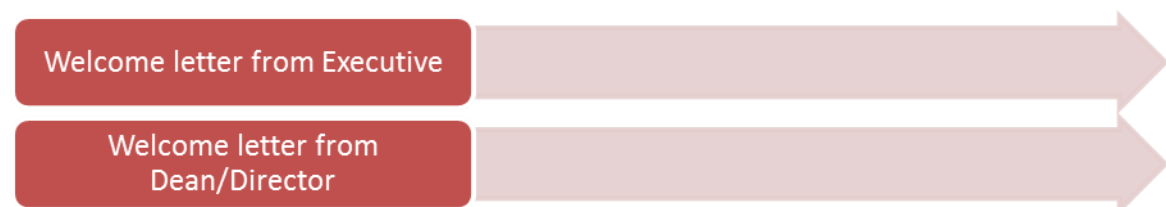
LSBU Induction Process

Key

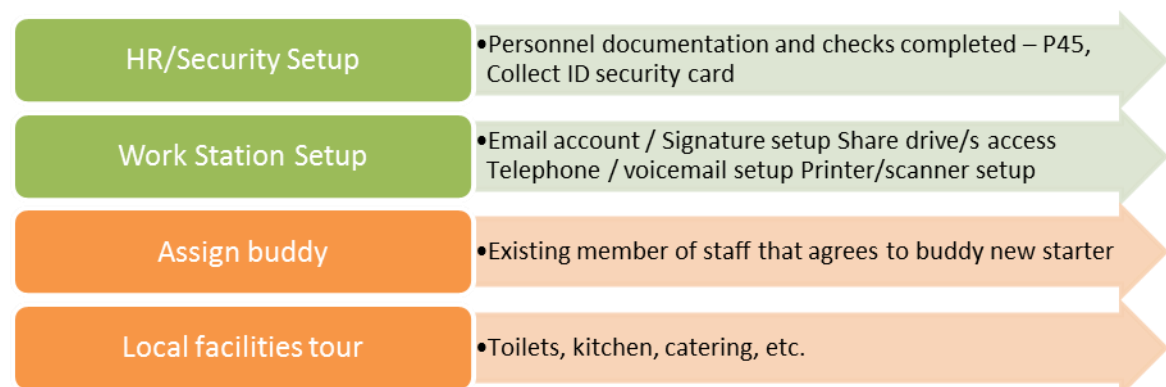


All staff

Pre-start date



First day



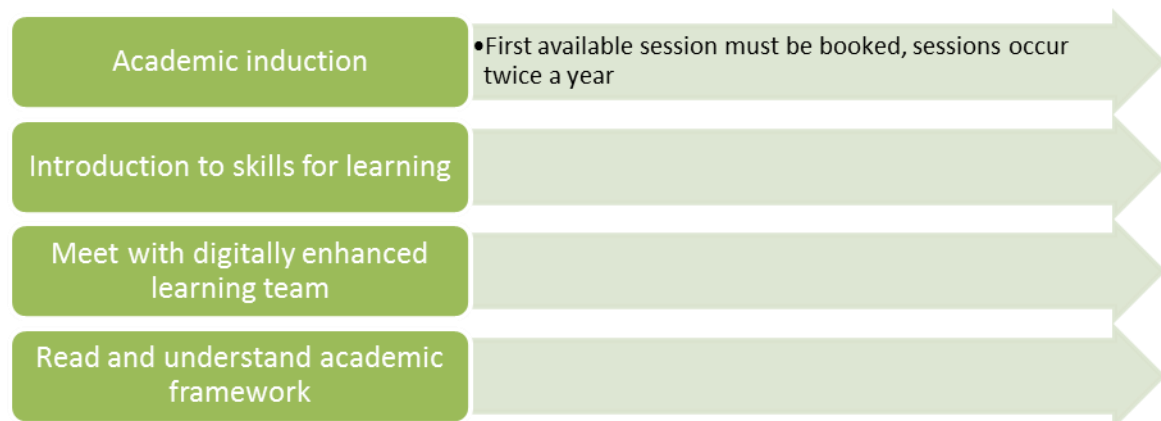
First week



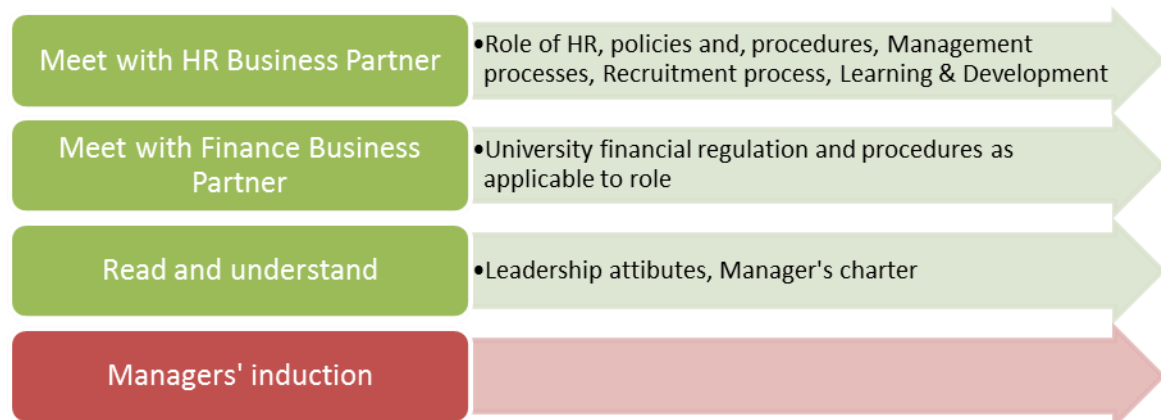
First month



Academic staff



New people managers



Central Induction

Launched in September 2016, all new staff are invited to attend the monthly central induction session “**Welcome to LSBU**” within the first three months.

Table 5.1.6 Individuals Attending Central Induction by Gender and Ethnicity, Including Percentage of Eligible Staff														
	Female						Male							
	BAME		White		Total		BAME		White		Total		Grand total	
	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
2016/2017	*	10%		12%	12	11%	*	12%	13	17%	17	15%	29	13%
AHSSBL	*	6%	*	7%	*	7%	*	-	*	2%	*	2%		4%
ACI	*	-	*	33%	*	20%	*	-	*	9%	*	6%	*	10%
BUS	*	8%	*	-	*	3%	*	-	*	-	*	-	*	2%
LSS	*	-	*	13%	*	11%	*	-	*	-	*	-	*	5%
STEMM	*	17%		17%		17%	*	22%	12	35%	16	31%	24	24%
ASc	*	-	*	-	*	-	*	20%	*	20%	*	20%	*	13%
ENG	*	33%	*	-	*	11%	*	29%	*	14%	*	21%	*	17%
HSC	*	13%	*	17%		16%	*	-		50%		41%	12	24%
BEA	*	-	*	100%	*	100%	*	33%	*	38%	*	36%		42%
2017/2018		19%	35	27%	41	25%	14	42%	23	25%	37	30%	78	27%
AHSSBL	*	23%		23%	12	23%		31%		16%	12	20%	24	21%
ACI	*	-	*	7%	*	5%	*	-	*	13%	*	10%	*	8%
BUS	*	50%	*	29%		33%	*	50%	*	15%		29%	12	31%
LSS	*	25%	*	40%		36%	*	33%	*	29%	*	30%		33%
STEMM	*	16%	26	29%	29	26%		53%	16	34%	25	39%	54	31%
ASc	*	-	*	11%	*	8%	*	-	*	15%	*	11%	*	10%
ENG	*	-	*	-	*	-	*	67%	*	25%		39%		35%
HSC	*	20%	19	28%	21	27%	*	-	*	33%	*	50%	25	29%
BEA	*	33%		100%		86%	*	67%		62%	12	63%	17	69%
Grand Total	11	13%	45	17%	57	17%	20	24%	38	19%	59	21%	116	19%

Year 2015/16 has been omitted as only a biannual welcome session took place and so numbers were small.

Following low engagement from academic colleagues, we introduced a focused academic induction.

Feedback

Post-course evaluations are reviewed. However, although we have positive responses, we remain unclear as to whether the course content meets the needs of all groups attending. (AP27–AP30)

Figure 5.1.7 Responses from 64 attendees

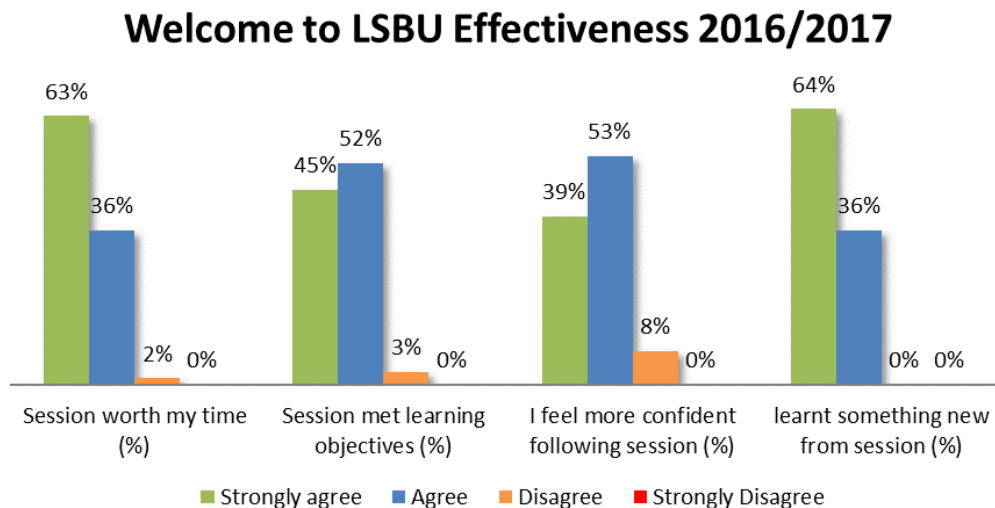
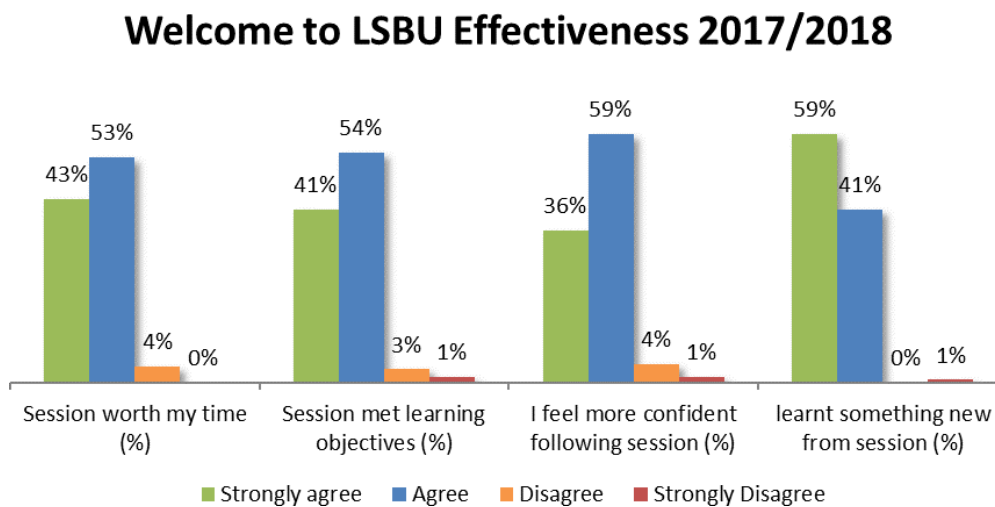


Figure 5.1.8 Responses from 162 attendees



Local Induction

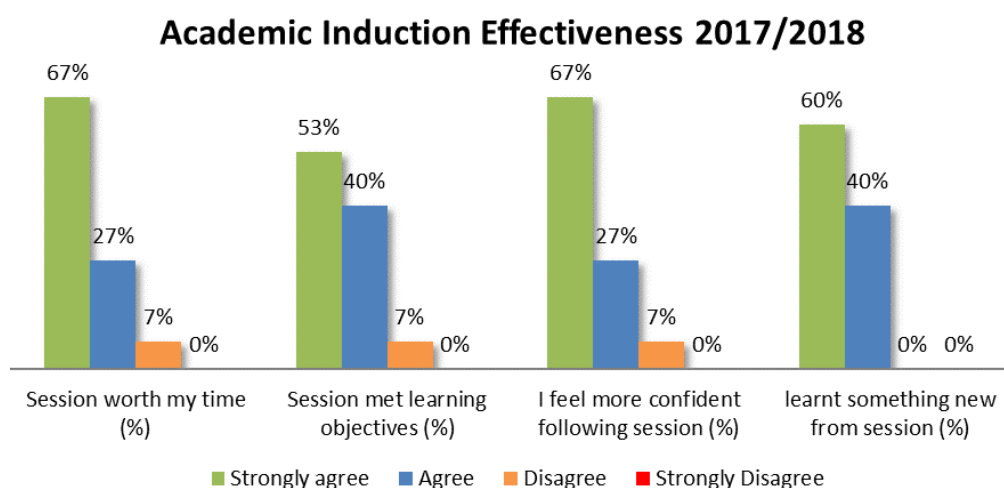
Checklist is published on the intranet.

Academic Induction

Developed and launched in 2016/17 to enable our academics to gain better understanding of LSBU and the support available.

Compliance: Further monitoring is required to ensure new starters complete their inductions. (AP27)

Figure 5.1.9 Responses from 15 attendees



AP27 Evaluate the induction course with the use of online survey (via the Learning Management System). Incorporate changes from staff responses into the induction content

AP28 Develop and send out welcome messages from the Executive and Deans/Directors.

AP29 Develop and implement institution-wide buddying offer for new starters. All new starters to be offered the opportunity of a buddy for the duration of their probation period by September 2020. Review data and measure success.

AP30 Promote the local induction checklist to all line managers. Report to Deans and directors about non-compliance, so they can encourage attendance.

Word Count: 121

(iii) Promotion

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

The Academic Framework introduced in 2015 maps the progression route from lecturer to professor. All academic staff can apply for promotion to any level. Quantity of output is adjusted *pro rata* for part-time staff.

Two important ways in which this helps to mitigate gender-related barriers:

- The format of the framework and promotions application form are identical at all grades.
- Participation is required in three areas for all grades (education, REPP, CAML). In addition, promotion requires 'higher-level' impact in two of the following areas: research and leadership, professional practice and citizenship.

Support

- Clear guidance notes are communicated via the intranet.
- Promotions workshops commenced during 2017/18.
- Successful applicants provide interactive talks during the annual staff conference.
- Unsuccessful applicants receive feedback and personal development needs discussed with their Dean. The Provost is available for feedback sessions for AP level and above.

Monitoring

EDI data is collected and analysed, but not a full EIA. **(AP31)**

AP31 From 2020/2021 promotions round, a full EIA will be carried out annually, presented to Exec in August each year and used to inform actions for future development and inform EDI priorities for the next academic year.

Table 5.1.10 Academic Promotions percentage and headcount of successful applications by gender and ethnicity

Year	Gender and Ethnicity	Applications (H/C)	% of Total Applications	Successful Applicants (H/C)	% of Successful applicants	% Of Total Successful applicants (M/F)
15/16	FEMALE	42	57%	15	36%	88%
	BAME		12%	*	44%	
	Not Known	*	4%	*	67%	
	White	30	41%		30%	
	MALE	32	43%	*	6%	12%
	BAME	14	19%	0	0.0%	
	Not Known	*	1%	0	0.0%	
	White	17	23%	*	12%	
	Total	74	100%	17	23%	100%
16/17	FEMALE	18	37%	11	61%	48%
	BAME		12%	*	33%	
	White	12	24%		75%	
	MALE	31	63%	12	39%	52%
	BAME	14	29%	*	21%	
	White	17	35%		53%	
	Total	49	100%	23	47%	100%
17/18	FEMALE	20	42%		35%	39%
	BAME		10%	*	20%	
	Not known	*	1%	*	50%	
	White	13	27%		38%	
	MALE	28	58%	11	39%	61%
	BAME	13	27%	*	15%	
	Not known	*	1%	*	50%	
	White	13	27%		62%	
	Total	48	100%	18	38%	100%

A high number of applications occurred in 2015/16, 57% were from females, with an 88% success rate, a positive response to the re- introduction of the promotion process.

Academics attending our GenderNet Focus group were positive about the promotion process, with feedback as follows:

- “Academic framework provides clarity of process and merit”
- “Female academics are progressing as a result of the academic promotion round and framework”

2016/17 saw a lower proportion of female applications at 37%, although their success rate was encouraging at 48%. 2017/18 saw a reduction in the total number of overall applications (48), 42% of which were from females.

Success Rate

Although the first-year data could be considered an anomaly, the female success rate in the subsequent two years dropped by 9% (Table 5.1.10). We cannot identify a reason for this in 2017/18, but we have witnessed an improvement in the new cycle.

Success rates of staff who were unsuccessful and re-apply the following year is 40%. (The success rate equally split 50/50 between men and women).

The success rate of BAME males is concerning with a 0% success rate in 15/16, 21% in 16/17 and 15% in 17/18. **(AP32, AP33)**

AP32 Invite successful promotions applicants to GenderNet and EquiNet meetings and ask the network to promote success stories amongst members.

AP33 From January 2020, all unsuccessful applicants will be offered at least a 1 hour feedback session with their Dean and agreed actions are set to support development.

Table 5.1.11 Percentage of successful promotion by grade and gender, STEMM & AHSSBL

* Due to rounding, percentages may not always add up to 100

	YEAR	15/16		16/17		17/18	
		F	M	F	M	F	M
STEMM	G7 Lecturer						
	G8 Senior Lecturer	17.65%		8.7%	8.7%	5.6%	22.2%
	G9 Associate Professor	17.6%		4.3%	21.7%	5.6%	5.6%
	Professor level A (G11)	11.8%		13.0%			16.7%
	Professor level B (G12)	5.9%		4.3%		11.1%	16.7%
AHSSBL	G7 Lecturer						
	G8 Senior Lecturer				8.7%	5.6%	
	G9 Associate Professor	17.6%	11.8%	13.0%	13.0%	11.1%	
	Professor level A (G11)	17.6%		4.3%			
	Professor level B (G12)						
	TOTAL HEADCOUNT	17		23		18	

2018/2019 round

Table 5.1.12 Academic Promotions 2018/2019						
Grade	Gender and Ethnicity	Applications (H/C)	% of Total Applications	Successful Applicants (H/C)	% of Successful Applicants	% of Total Successful Applicants (M/F)
SL	FEMALE	15	53%		40%	60%
	MALE	13	47%	*	30%	40%
AP	FEMALE		40%	*	38%	50%
	MALE	12	60%	*	25%	50%
Prof A	FEMALE		58%	*	43%	50%
	MALE		42%	*	60%	50%
Prof B	FEMALE	*	100%	*	50%	100%
	MALE	0				
Prof C	FEMALE	*	100%	0%	0%	0%
	MALE	0				

We received 65 applications for 2018/2019 (54% F, 46% M). Female success rates is positive (Table 5.1.12).

On 12 September 2019, we ran a workshop focused on female and part-time staff applying for promotion, with a panel formed of recent female appointees. In addition we have initiated a mentor programme formed of recent promoted staff from the last 3 years. All applicants were offered the opportunity of a mentor in the 2019 /2020 applications process.

Table 5.1.14 Academic Promotions by Grade							
YEAR	G7 Lecturer (£35,302 - £41,481)	G8 Senior Lecturer (£42,159 - £49,676)	G9 Associate Professor (£51,063 - £58,651)	Professor level A (£60,478 - £68,050)	Professor level B (£70,083 - £78,859)	TOTAL	
15/16	0	*			*	17	
16/17	0		11		*	23	
17/18	0		*	*		18	

Table 5.1.15 Academics Promotions Success by Gender and Employment Status (By Headcount)										
YEAR	Total applications	Female Applicants	Male Applicants	Applications Full-Time	Applications Part-Time	Promoted Full-Time	Promoted Part-Time	Promoted Female	Promoted Male	TOTAL
15/16	74	42	32	67		16	*	15	*	17
16/17	49	18	31	46	*	21	*	11	12	23
17/18	48	20	28	47	*	18	0		11	18

Part-time staff made up 6% of the total applications averaged over three years (Table 5.1.15). Part-time applications were 60% F and 40% M. The proportion of those successful was 66.6% female and 33.3% male. **(AP34)**

AP34 Continue to offer workshops for women and part-time staff and provide case studies/success stories of part-time staff who have been promoted. Monitor any impact from September 2019

Table 5.1.16 Employees Engagement Survey

Q: LSBU acts fairly with regard to progression and promotion				
	2016		2018	
	F	M	F	M
Positive Response	44%	44%	36%	41%
Negative Response	19%	22%	25%	27%

The table above indicates that positive responses have declined from 2016 to 2018. We have proactively sought views from our recognised unions regarding views of promotions amongst their members, and they felt that there was a lack of support and feedback (**AP35**)

AP35 Continue to develop a mentor programme for successful staff from previous promotions rounds to support members of staff applying for promotion from September 2019.
We aim to ensure 50% of promotion applicants take part in this programme by September 2021.

Word Count: 499

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

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

We are committed to delivering an inclusive and diverse research staff body, something which was reflected in our REF2014 submission. As shown in Table 5.1.17, 46.6% of REF submitted staff were female and 53.4% male – a near 50:50 split. This gender split accorded with the RAE2008 submission. Furthermore, the gender split of the REF eligible group almost matches the gender split of the REF2014 submitted group.

Table 5.1.17 REF Gender Comparison

UoA/ Gender	RAE2008 submitted	REF2014 submitted	REF2014 total eligible pool	REF2014 – percentage submitted within eligible gender group
% Male	53%	53.4%	53.7%	42.8%
% Female	47%	46.6%	46.3%	43.2%

To provide extra context, Table 5.1.18 compares the distribution by ethnicity of the REF eligible group with the REF submitted group. A larger proportion of the eligible Asian group was submitted than for other ethnicities, but otherwise there are no significant differences.

Table 5.1.18 REF2014 Ethnicity Comparison

Ethnicity	REF2014 Eligible Pool	REF2014 Eligible Pool	REF2014 Submitted Pool	REF2014 Submitted Pool	REF2014 Submitted Pool
	Headcount	Percentage	Headcount	Percentage of submitted pool	Percentage of eligible ethnic group
White	217	72.8%	82	70.7%	37.8%
Black	18	6.0%		5.2%	33.3%
Asian	43	14.4%	21	18.1%	48.8%
Other	11	3.7%		3.4%	36.4%
NA		3.0%		2.6%	33.3%

In REF2014, we submitted to seven Units of Assessment (UoAs). As Table 5.1.19 shows, in three out of the seven UoA, the submission was majority female. The percentage of females in a UoA ranged from 88% for UoA 3 (Health) to 10% for UoA 19 (Business). It is important to note that although the gender splits in some cases look severe, the number of people involved in six of the seven UoAs was relatively small (≤ 18).

UoA/ Gender	UoA 3 – Allied Health Professions Dentistry, Nursing and Pharmacy	UoA 4 – Psychology, Psychiatry and Neuroscience	UoA 15 – General Engineering	UoA 19 – Business and Management Studies	UoA 22 – Social Work and Social Policy	UoA 26 – Sport and Exercise Sciences, Leisure and Tourism	UoA 36 – Communication, Cultural and Media Studies, Library and Information Management
No. Male (H/C)	*	*	24	*	*	*	*
No. Female (H/C)	15	*	11	*	11	*	*
% Male	11.8	45.5	68.6	90.0	38.9	63.6	57.1
% Female	88.2	54.5	31.4	10.0	61.1	36.4	42.9

Table 5.1.19 REF2014 UoA Submissions by Gender

An Equality Impact Assessment has been conducted of our prospective REF2021 submission. The group we expect to submit broadly matches the eligible pool. However, for the 46 people without teaching responsibilities, the REF subset contains a higher proportion of males and people of white ethnicity (NB. eligibility based on researcher independence of these contract researchers has not been confirmed). (AP36–AP39)

Word Count: 243

AP36 We will produce an Equality Impact Assessment of the projected REF 2021 submission by the 30 April 2020 to identify which Units of assessments have imbalance, and identify gender specific recommendations and training needs

AP37 By the 30 November 2020, we will establish a Protected Characteristics Working Group (PC WG) which will develop a plan to ensure a more diverse group of research-active staff at LSBU.

AP38 Engage with the Race Gender and Sexualities Research Group in the assessment of the inclusivity of the research training provision, especially with respect to intersectionality

AP39 By the 31 October 2020, we will develop, as part of our Research Strategy 2020-2025, a research mentorship scheme, especially for ECRs, those who are returning to work or those who wish to re-engage with research, with time allocated in LSBU's Workload Planning Model.

5.3 Career development: academic staff

(i) Training

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

Development activities are funded and organised centrally by the Organisational Development Team (OD):

Compulsory Training (available as e-learning):

- Health and Safety
- Equality, Diversity and Inclusion
- Data Protection
- Freedom of Information
- Information Security
- Anti-bribery
- Safeguarding

Personal Effectiveness: 30 modules are accessible

Management and Leadership Development: Our Leadership Academy programme accessible to grade 7 upwards.

Digitally Enhanced Learning (DEL)

Classroom-based training: Scheduled in advance and on different days of the week, starting after 9:30am to accommodate flexible working.

EDI Training: Compulsory and completion monitored at Executive level.

e-learning: Providing thousands of video courses in software, creative and business skills.

Evaluation: Using Kirkpatrick's four-level training evaluation model 'reaction, learning, behaviour and results':

- Evaluation forms are completed on the day.
- Three-month post training evaluation is requested from managers to assess impact.
- We do not currently analyse evaluations by gender. (AP40-AP42)

Career Progression Development

Internal classroom-based **Personal Effectiveness** modules aimed at improving individual performance, accessible to all staff.

5.3.1 Career Progression Development undertaken by individuals broken down by Schools, Gender and Ethnicity							
	Female			Male			Grand Total
	BAM E	White	Total	BAM E	White	Total	
2015/2016	29	77	106	20	48	68	174
AHSSBL	10	18	28	*	11	15	43
School of Arts and Creative Industries	*	*		*	*	*	
School of Business			11	*	*		18
School of Law and Social Science	*		12	*			17
STEMM	19	59	78	16	37	53	131
School of Applied Sciences	*		10	*	*	*	14
School of Engineering	*	*			12	21	28
School of Health and Social Care		46	55	*	17	20	75
School of the Built Environment and Architecture	*	*		*	*		14
2016/2017	13	55	68	17	40	57	125
AHSSBL	*	10	14	*		10	24
School of Arts and Creative Industries	*	*	*	*	*	*	
School of Business	*			*	*	*	12
School of Law and Social Science	*	*	*	*	*	*	
STEMM		45	54	15	32	47	101
School of Applied Sciences	*			*			13
School of Engineering	*	*	*			17	20
School of Health and Social Care		34	41	*	13	16	57
School of the Built Environment and Architecture	*	*	*	*			11
2017/2018	30	108	138	35	78	113	251
AHSSBL		25	32	*	18	21	53
School of Arts and Creative Industries	*			*			14
School of Business			14	*			22
School of Law and Social Science	*	12	12	*	*		17
STEMM	23	83	106	32	60	92	198
School of Applied Sciences	*	12	13	*			22
School of Engineering	*	*		12	13	25	32
School of Health and Social Care	14	59	73		23	29	102
School of the Built Environment and Architecture	*		13	13	16	29	42
Grand Total	72	240	312	72	166	238	550

Figure 5.3.2 AHSSBL

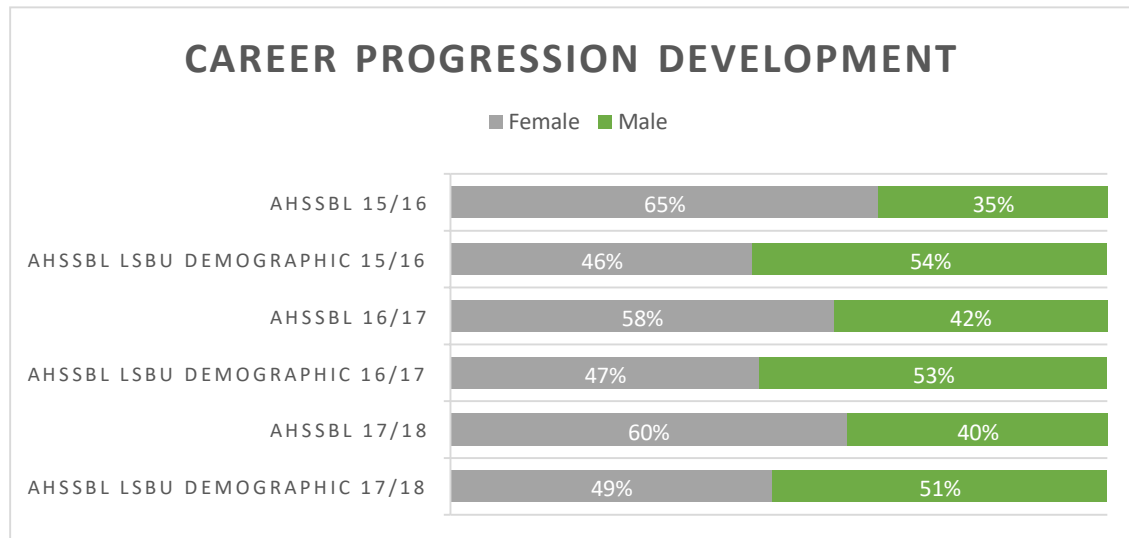
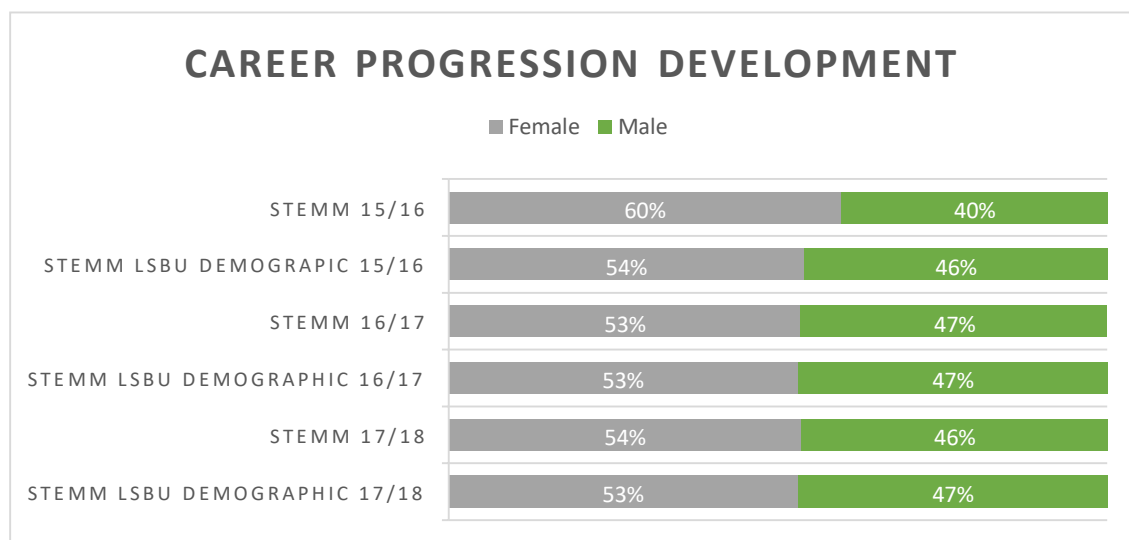


Figure 5.3.3 STEMM



We are pleased to see that woman across AHSSBL and STEMM are very well represented within the CPD sessions either matching or exceeding their representation within the staff body as a whole. Male uptake within AHSSBL has been lower than expected, a trend not seen within STEMM. **(AP40-AP42)**

Leadership Development

Internal classroom-based modules designed to support staff in their leadership journey.

5.3.4 Leadership Development courses (STEMM and AHSSBL) by gender and ethnicity							
	Female			Male			Grand Total
Year	BAME	White	Total	BAME	White	Total	
2015/2016	*					14	20
AHSSBL	*	*	*	*	*	*	*
STEMM	*					12	17
2016/2017	*	*		*			12
AHSSBL	*	*	*	*	*	*	*
STEMM	*	*		*	*		10
2017/2018		19	25		17	22	47
AHSSBL	*		10	*	12	13	23
STEMM	*	11	15	*			24
Grand Total		29	36	12	31	43	79

Figure 5.3.5 AHSSBL *15/16 and 16/17 removed as numbers were too low to report on

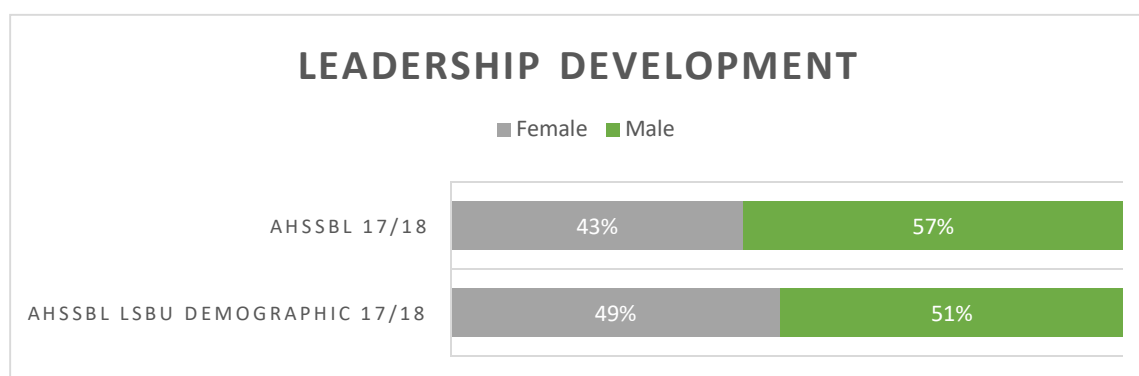
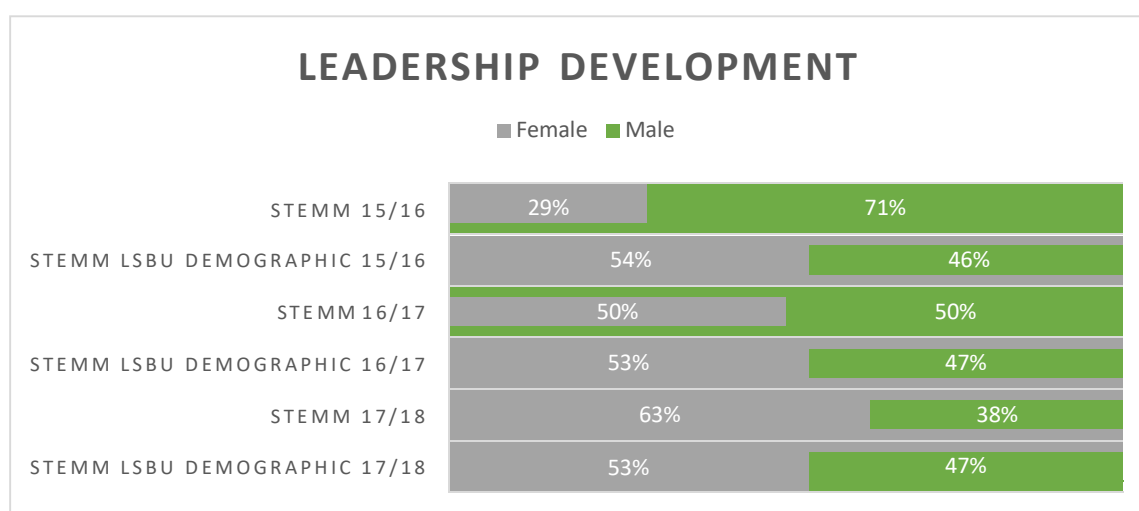


Figure 5.3.6 STEMM



The data shows that representation within the Leadership Development programme is promising with balanced uptake in AHSSBL and a continuous increase in female

attendance in STEMM, which feeds into wider plans to encourage more women in STEMM into visible leadership positions. (AP40-AP42)

Management Development

Internal classroom-based modules aimed at improving skills for managing people and teams.

5.3.7 Management Development (STEMM and AHSSBL) by gender and ethnicity							
	Female			Male			Grand Total
Years	BAME	White	Total	BAME	White	Total	
2015/2016	*	13	14		10	17	31
AHSSBL	*			*	*	*	
STEMM	*					14	23
2016/2017	*	14	17	*	*		24
AHSSBL	*	*	*	*	*	*	
STEMM	*	12	13	*	*		19
2017/2018	*	20	24		13	20	44
AHSSBL	*	*	*	*	*	*	
STEMM	*	17	20		11	18	38
Grand Total		47	55	18	26	44	99

Figure 5.3.8 AHSSBL

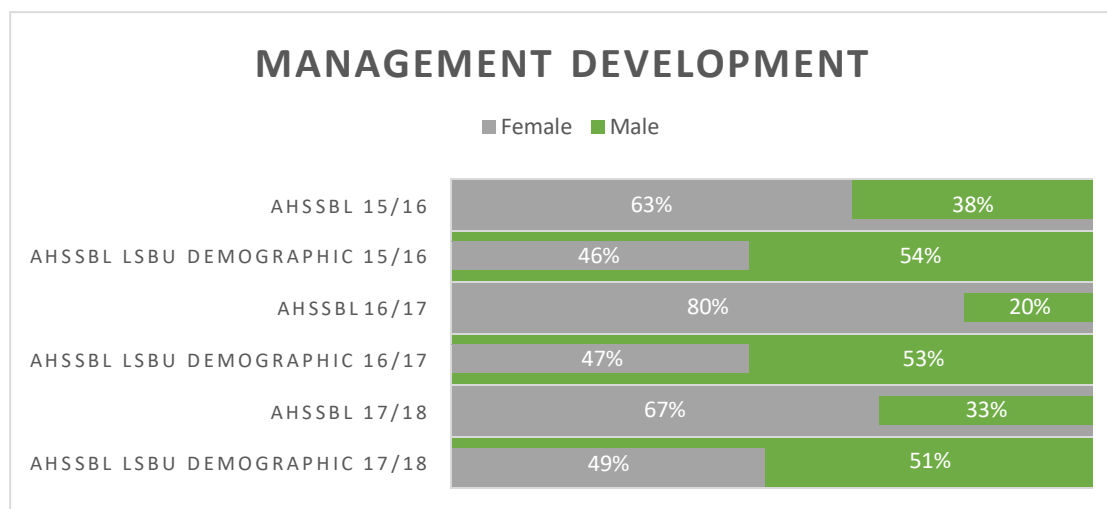
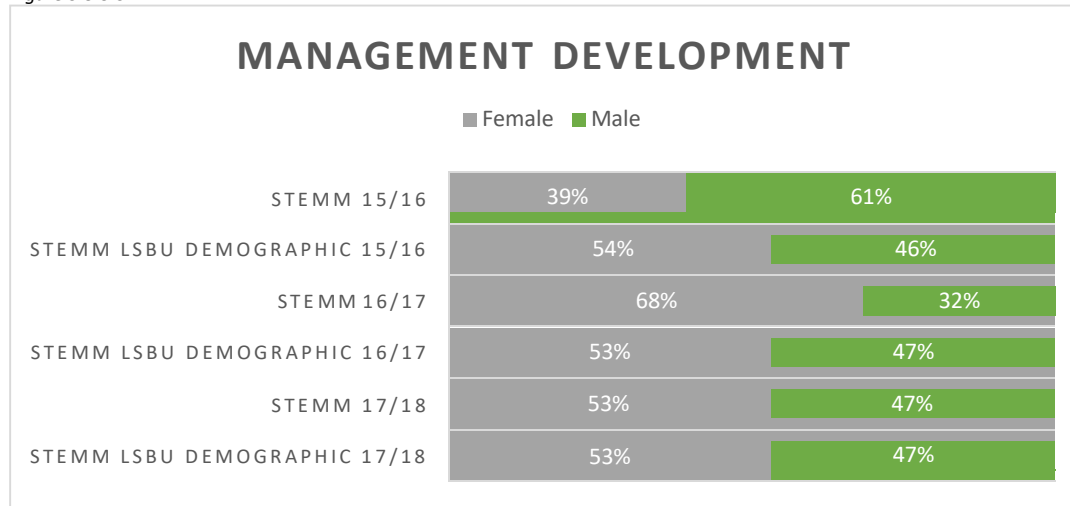


Figure 5.3.9 STEMM



From 16/17 onwards, attendance by gender is aligned with the overall STEMM staff gender makeup, this has seen a positive reversal or 15/16's male-dominated figures to one that corresponds to the gender levels within STEMM. AHSSBL shows a far lower attendance from male colleagues which will be addressed through (AP40-AP42)

2. Development activities funded centrally (by OD) account for approx. 1/7th of overall expenditure. Monitoring of locally funded activities (by the School or PSG) commenced in 2018/19.

5.3.10 Attendance on funded courses (STEMM and AHSSBL) by gender and ethnicity						
	Female			Male		Grand Total
External	BAME	White	Total	White	Total	
2015/16	*	13	15	*	*	17
AHSSBL	*	*	*	*	*	*
STEMM	*	12	14	*	*	15
2016/17	*	13	16	*	*	17
AHSSBL	*	*	*	*	*	*
STEMM	*	12	13	*	*	13
2017/18	*	12	13	*	*	17
AHSSBL	*	*	*	*	*	*
STEMM	*	11	12	*	*	13
Grand Total		38	44			51

More women were funded in STEMM, based on low numbers (numbers are low due to restricted budget).

The percentage of BAME females attending LMD and centrally funded courses matches the baseline for difference in ethnicity in academics (22% BAME), indicating an issue concerning academic engagement in LMD activities overall, rather than due to gender or race.

3. EDI training attendance

5.3.11 EDI Training Attendance (STEMM and AHSSBL) by Gender and Ethnicity							
Schools	Female			Male			Grand Total
	BAM E	White	Total	BAM E	White	Total	
2015/2016	23	93	116	27	47	74	190
AHSSBL		31	37	12	20	32	69
Arts and Creative Industries	*			*	*		12
Business	*	10	12		15	23	35
Law and Social Science	*	15	18	*	*	*	22
STEMM	17	62	79	15	27	42	121
Applied Sciences	*	10	12	*	*		17
Engineering			10			18	28
Health and Social Care	10	43	53	*	12	14	67
Built Environment and Architecture	*	*	*	*	*		
2016/2017	36	174	210	46	142	188	398
AHSSBL	11	33	44	12	46	58	102
Arts and Creative Industries	*			*	24	28	35
Business		11	17		15	22	39
Law and Social Science	*	17	20	*			28
STEMM	25	141	166	34	96	130	296
Applied Sciences	*	14	14		21	26	40
Engineering	*	*	*	12	18	30	34
Health and Social Care	21	109	130	10	39	49	179
Built Environment and Architecture	*	14	18		18	25	43
2017/2018	43	142	185	43	113	156	341
AHSSBL		40	48		26	35	83
Arts and Creative Industries	*	17	18	*	17	19	37
Business	*		12			11	23
Law and Social Science	*	14	18	*	*		23
STEMM	35	102	137	34	87	121	258
Applied Sciences	*			*			12
Engineering			17	12	16	28	45
Health and Social Care	21	80	101		43	49	150
Built Environment and Architecture	*		12	16	23	39	51
Grand Total	102	409	511	116	302	418	929

Figure 5.3.12 AHSSBL

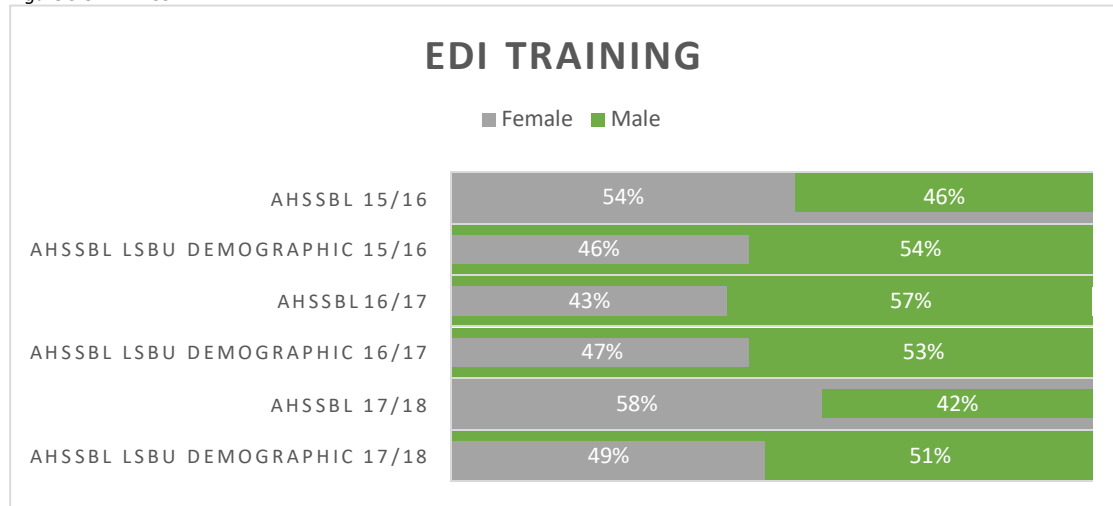
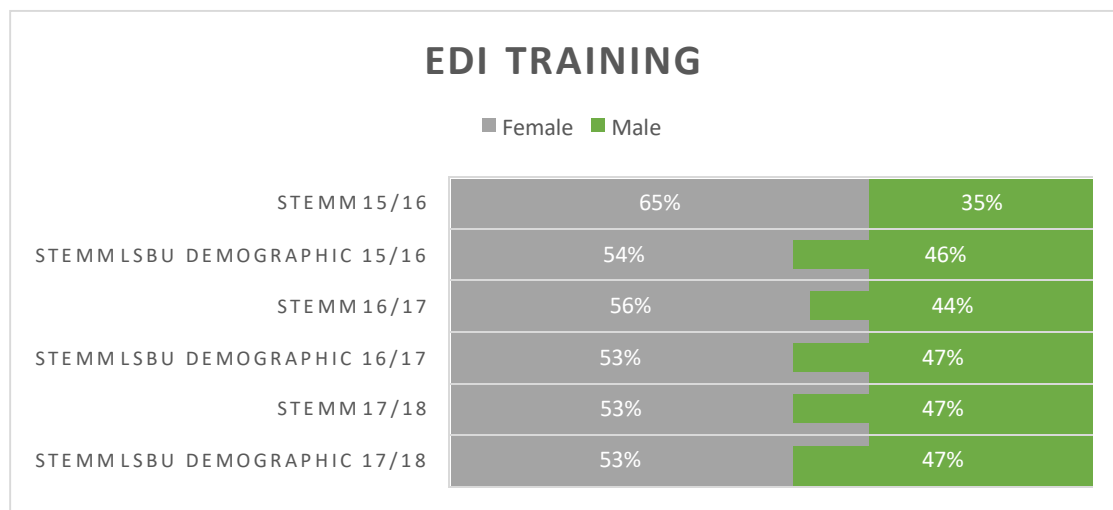


Figure 5.3.13 STEMM



(ii) Appraisal/development review

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

All employees are expected to undertake an annual appraisal. Our online system, allows staff to set and review their objectives alongside recording development needs.

With the exception of Sessional and HPLs, staff who complete their probation must conduct a self-assessment appraisal review and, with their appraiser, develop work plans for the year.

Appraisals are developmental in nature and not used for any other purposes. The learning needs recorded are analysed by the OD Team, forming the basis of our annual training analysis.

Appraisal process feedback featured in the 2018 ESS

Q: The appraisal process has helped me reflect on my career planning and development									
Gender	Female – 404 responses			Male – 370 responses			Other – 44 responses		
	Positive	Neutral	Negative	Positive	Neutral	Negative	Positive	Neutral	Negative
	31%	38%	31%	37%	35%	28%	18%	30%	52%

6% more (22) male respondents found the appraisal process helpful in their career planning and development.

Following internal staff consultation and external research with other HEI, we are currently reviewing our appraisal process. Eight focus groups were attended by over 60 colleagues.

Feedback included:

- “the process only works well if line managers have the right training and experience”
- “needs to be built into monthly 1-2-1s with clear objectives and milestones”
- “personal accountability should be included in the appraisal”

Key findings will feed into our review. (AP40-AP42)

Attendance for Appraisal Training

5.3.14 Appraisal Training Attendance (STEMM and AHSSBL) by Gender and Ethnicity							
	Female			Male			Grand Total
Appraisal Training	BAM E	White	Total	BAM E	White	Total	
2015/2016		37	44		18	26	70
AHSSBL	*			*	*	*	11
STEMM		30	37		14	22	59
2016/2017	*	27	31		10	15	46
AHSSBL	*	*	*	*	*	*	
STEMM	*	24	28	*		11	39
2017/2018	*		11	*		10	21
AHSSBL	*	*	*	*	*	*	*
STEMM	*		11	*	*		17
Grand Total	13	73	86	16	35	51	137

Figure 5.3.15 AHSSBL *17/18 removed, as numbers were too low to report on

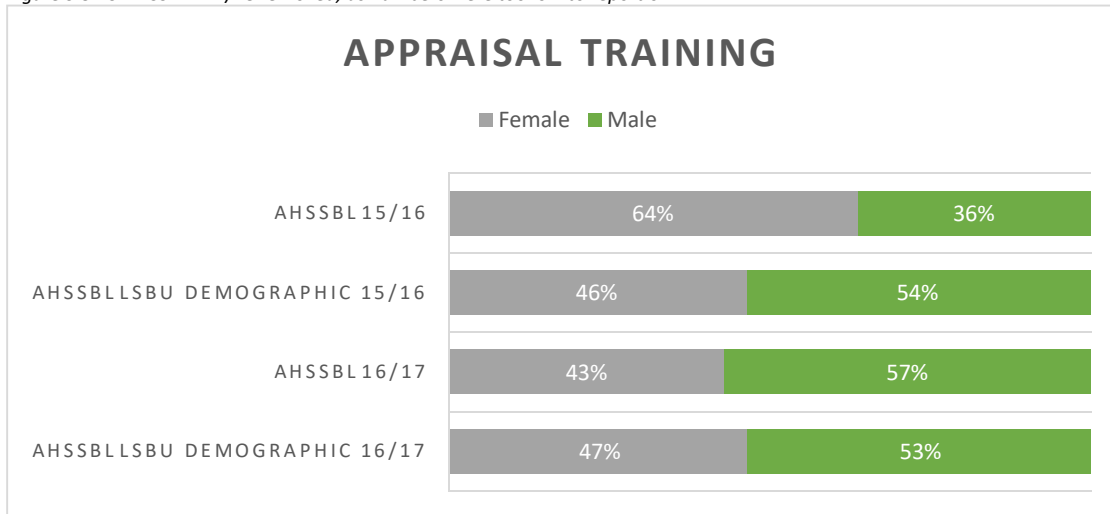
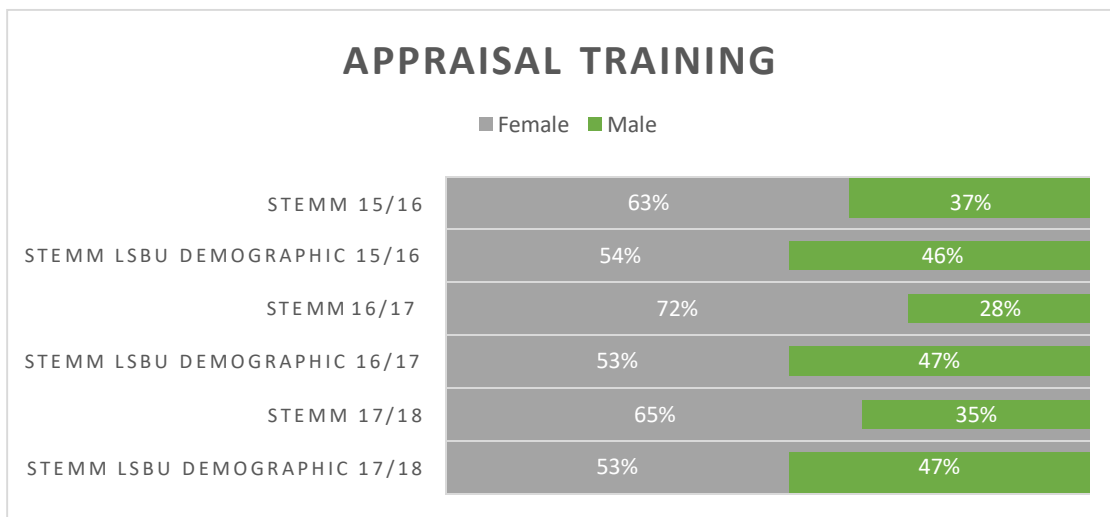


Figure 5.3.16 STEMM



Higher attendance by women in STEMM areas (sample size is small).

5.3.17 Appraisal completion (STEMM and AHSSBL) by Gender and Ethnicity							
	Female			Male			Grand Total
Appraisal completion	BAM E	White	Total	BAM E	White	Total	
2015/2016	44	194	238	37	166	203	441
AHSSBL	18	55	73	12	54	66	139
Arts and Creative Industries	*	10	14	*	14	15	29
Business	*	19	23		24	32	55
Law and Social Science	10	26	36	*	16	19	55
STEMM	26	139	165	25	112	137	302
Applied Sciences	*	14	15	*	15	16	31
Built Environment and Architecture	*				28	35	43
Engineering		11	17	11	33	44	61
Health and Social Care	19	106	125		36	42	167
2016/2017	55	203	258	47	165	212	470
AHSSBL	22	53	75	11	45	56	131
Arts and Creative Industries	*	15	19	*	15	17	36
Business		13	22		17	22	44
Law and Social Science		25	34	*	13	17	51
STEMM	33	150	183	36	120	156	339
Applied Sciences	*	22	23	*	20	21	44
Engineering		14	19	14	31	45	64
Health and Social Care	25	103	128		41	50	178
Built Environment and Architecture	*	11	13	12	28	40	53
2017/2018	44	185	229	54	161	215	444
AHSSBL	18	53	71	17	41	58	129
Arts and Creative Industries	*	14	17	*	18	22	39
Business		14	22			16	38
Law and Social Science		25	32		15	20	52
STEMM	26	132	158	37	120	157	315
Applied Sciences	*	22	24	*	20	21	45
Engineering		14	22	13	42	55	77
Health and Social Care	13	83	96		30	35	131
Built Environment and Architecture	*	13	16	18	28	46	62
Grand Total	143	582	725	138	492	630	1355

Figure 5.3.18 AHSSBL

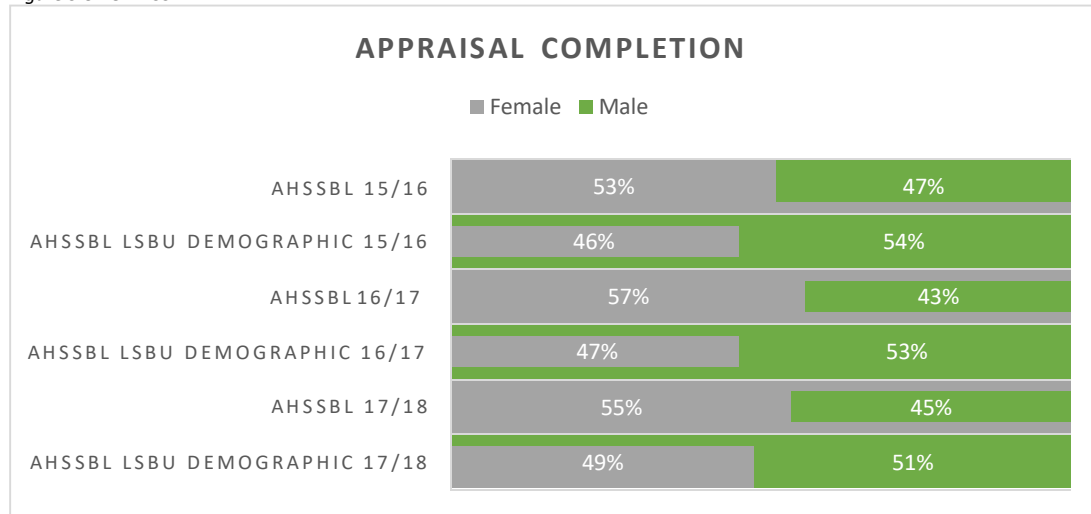
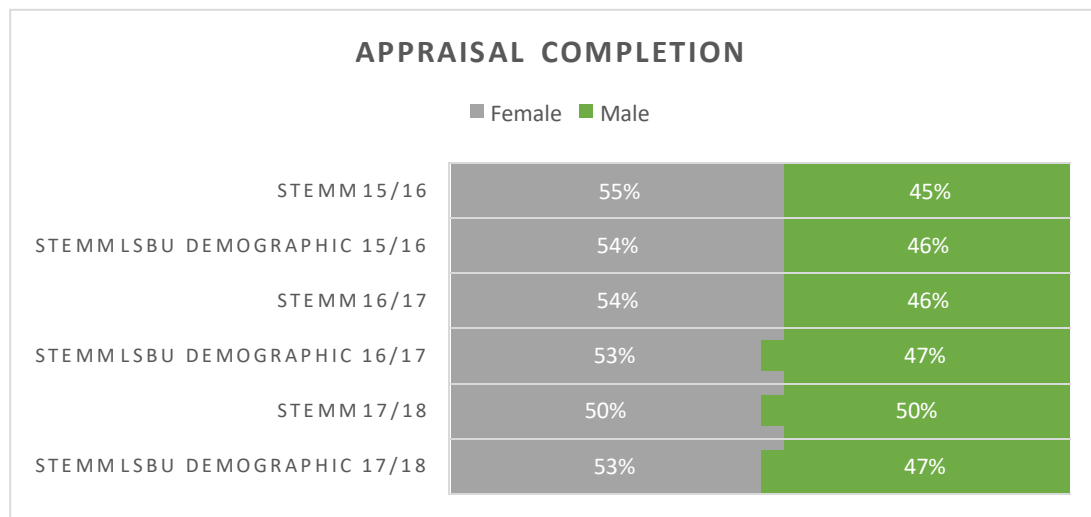


Figure 5.3.19 STEMM



We are pleased that appraisal completion rates range between 85-95% over this time period. As such, we are confident that appraisal completion rates closely match the staff gender split.

Senior leaders undergo an additional moderation process as the outcome of their appraisal determines performance related pay. There are similar gender distribution/ratings of senior managers in 2017/18 compared to previous years.

2015/2016

Gender	RATINGS				Total
	Outstanding	Good	Developing	No appraisal	
Female	13	10			26
Male		28			35
TOTAL	18	38			61

2016/2017

Gender	RATINGS				
	Outstanding	Good	Developing	No appraisal	Total
Female	11	21			33
Male		27			36
TOTAL	20	48			69

2017/2018

Gender	RATINGS				
	Outstanding	Good	Developing	Underperform	Total
Female		28			33
Male		26			34
TOTAL	12	54			67

(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.

We have an internal pool of coaches available to staff up to grade 10. External coaching grade 11+ is considered on a case-by-case basis.

Academics have access to internal Leadership Academy modules. The Deans nominate staff for centrally funded external development programmes. A course directors' development programme launched on 8th April 2019, a HoDs' development programme will follow in May.

Research Development

LSBU is in receipt of the HR EU Excellence in Research Award, a central tenet of support for our researchers. Developed in line with the EU framework and mapped according to the Domains of the Research Development Framework (RDF), our Key Skills Training Programme was expanded and re-launched in August 2017. The training is compulsory for all PGR students and rolled out to staff with line-management responsibilities.

Developed in August 2017, our Research and Enterprise events calendar maps all courses according to the RDF and provides a means for staff to participate.

Our dedicated training space – the London Doctoral Academy – has become a valued component of the LSBU development offer.

Launched in November 2018, our fully integrated training programme provides pathways for all research active staff in publications; grant bidding and development, communication skills, academic professional development and research supervision.

Training is provided via Academic Induction, Town Halls and the leadership programme, with six new modules developed for delivery.

5.3.20 Research Training (STEMM and AHSSBL) by Gender and Ethnicity							
	Female			Male			Grand Total
Research Training	BAM E	White	Total	BAM E	White	Total	
2015/2016	13	12	25	11	10	21	46
AHSSBL	*	*	*	*	*	*	
STEMM	13	10	23			16	39
2016/2017	*	19	22	12	13	25	47
AHSSBL	*			*	*	*	13
STEMM	*	12	13	12		21	34
2017/2018	12	26	38	15	35	50	88
AHSSBL		11	16	*	*	*	22
STEMM		15	22	12	32	44	66
Grand Total	28	57	85	38	58	96	181

Figure 5.3.21 AHSSBL

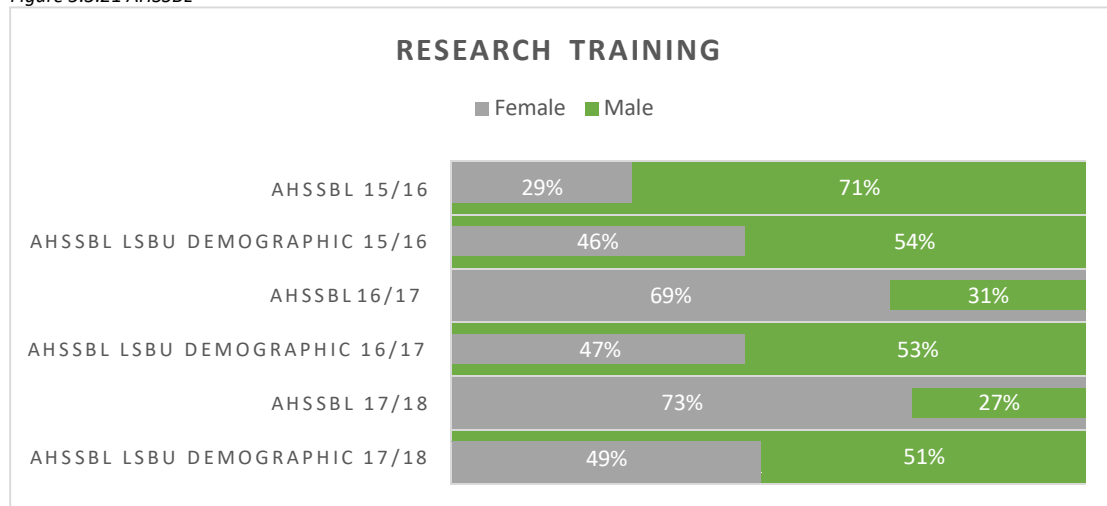
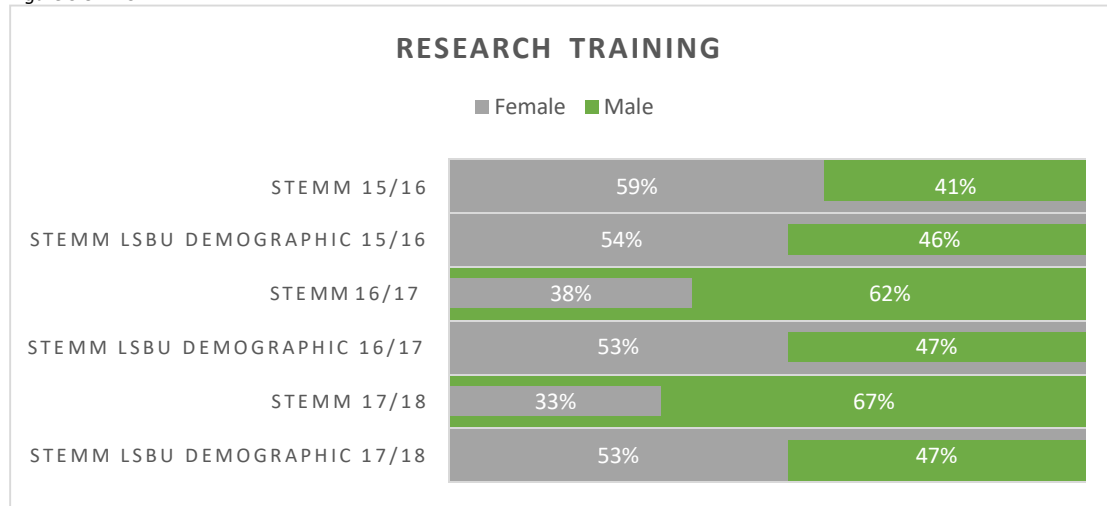


Figure 5.3.22 STEMM



Research training take-up in STEMM broadly reflects the gender breakdown for UoA 15 (General Engineering) of the REF2014, with 68.6% male and 31.4% female.

The balance for REF2014 in UoA 36 (Communication, Cultural and Media Studies, Library and Information Management), was 57.1% male and 42.9% female, and between 2015 and 2017 there was increased training undertaken by females.

AP40 To evaluate the effectiveness of training courses each quarter with an online survey generated by the iTrent system. This will be analysed by demographic information to identify any trends.

AP41 To analyse training and appraisal data in year to identify any gender differences in uptake and satisfaction to enable more targeted communications and continuous course redevelopment.

AP42 To undertake a review of the existing approach to the appraisal process (and appraisal system), with tangible recommendations

Word Count: 906

5.5 Flexible working and managing career breaks

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

We have made a significant effort over the last few years to support employees in achieving a healthy work life balance. Policies and procedures are in place providing a framework to ensure legislative compliance and adherence to our sector's best practices. Wellbeing is at the heart of policy design and implementation, with initiatives to provide practical support, and a positive impact has already been witnessed. (AP43–AP55)

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

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

- Employees are offered a 1-2-1 meeting with HR.
- Risk assessment is undertaken with adjustments enacted (e.g. flexible hours implemented to avoid peak-time commuting).
- Line managers are encouraged to arrange a send-off for the employee
- Policy guidance is provided to help managers with job and business impact analysis, identifying the most appropriate option to cover workload during leave.
- Reasonable paid time off for antenatal/adoption appointments during working hours.
- No difference in the provision of maternity leave for those on fixed-term contracts.
- Free EAP available.
- Free on-site weekly yoga classes.

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

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

- Increased occupational maternity pay to 20 weeks' full pay.
- 10 paid KIT days to stay up to date with development.
- Access to the training portal during maternity leave.
- Line managers are encouraged to send a congratulatory card/gift following birth/adoption.

(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 offer a range of support to help staff to establish a routine and aid work life balance. Guidance includes:
 - Decorating workspaces, cards and refreshments
 - Arranging a welcome/return meeting
 - Developing a return-to-work plan to help re-build responsibilities gradually (including training, flexible working)
- Accrued annual leave can be used to offset return from maternity/adoption leave.
- Two private fully equipped breastfeeding rooms, flexibility around work is supported to enable use of the facilities.

AP43 Develop guidelines to ensure a formal discussion prior to the employee's leave that records their achievements and value to the organisation, as well as future career development needs/focus on their return

AP44 Publish guidelines on the intranet and promote via SMT meetings and department cascade meetings

AP45 To investigate with Finance whether there is a method of accounting for maternity pay in budgets to encourage a positive management culture

(iv) Maternity return rate

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

Figure 5.5.1 Maternity Leave Return Rate 2016 -2018

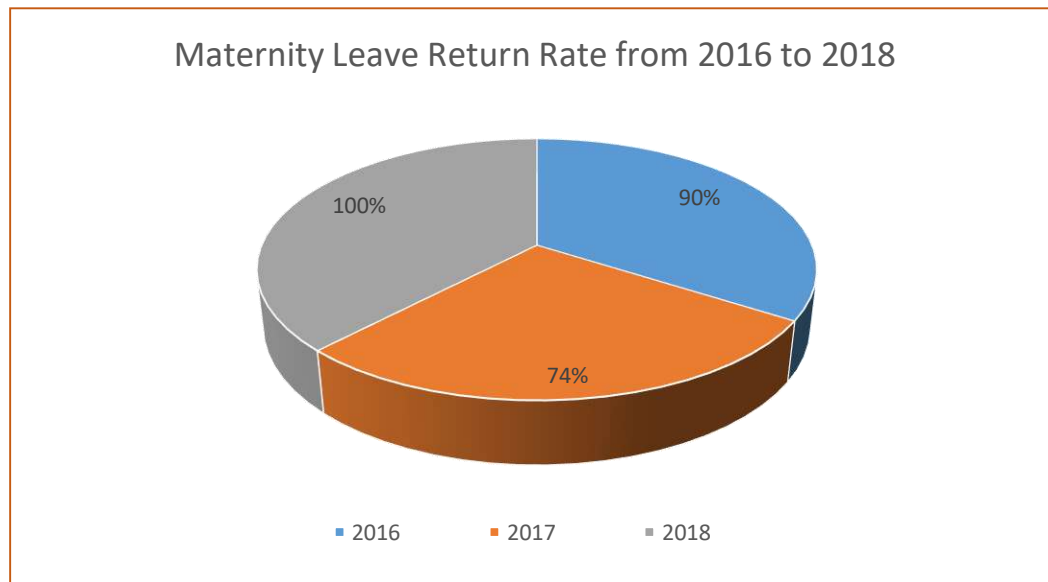


Figure 5.5.2 Maternity Leave Return Rate by Contract Type 2016 -2018

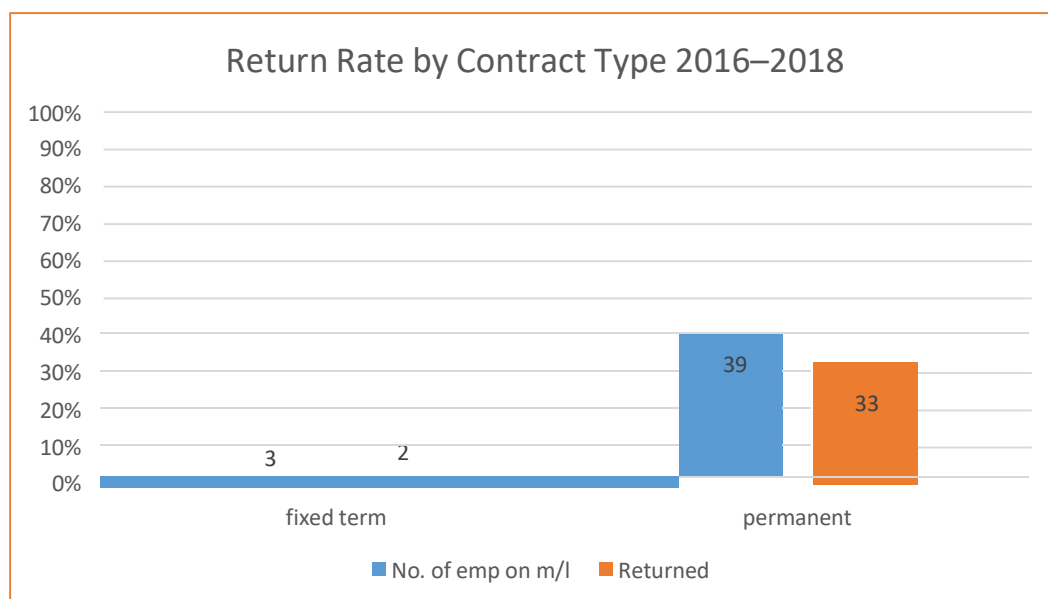


Figure 5.5.3 Maternity Leave Return Rate by Business Unit 2016

Figure 5.5.4 Maternity Leave Return Rate by Business Unit 2017

Figure 5.5.5 Maternity Leave Return Rate by Business Unit 2018

The data demonstrates a high return rate indicating new mums feel confident being part of the working environment. There is a concern relating to the 2017 return rate in Marketing. We have explored exit interview data but there is nothing identifiable to understand why.

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

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

- Two working weeks' paternity leave at full pay.
- Paid time off to accompany their pregnant partner at antenatal appointments.
- Up to 20 SPLIT days during shared parental leave (SPL) to keep in touch, attend training/key meetings and help with readjustment on their return.
- HR inform all staff of the SPL option (also included in checklists).

Figure 5.5.6 Paternity Leave Uptake 2016 -2018

Although the numbers taking paternity leave are small, an upward trend is evident. We promoted the paternity pay change in 2017 (1.5 weeks to two weeks' full pay), which may have had some impact on the level of uptake from lower grades. **(AP45-AP46)**

Figure 5.5.7 Paternity Leave Uptake by Grade 2016 -2018

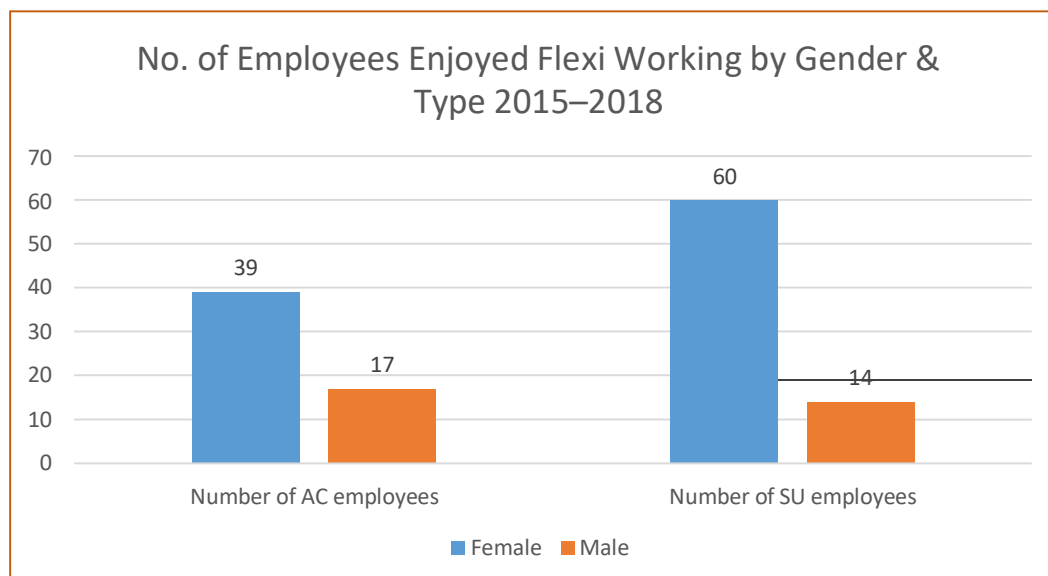
The data suggests that staff on higher grades (AC07–9, SM and AM) are more likely to take paternity leave.

(vi) Flexible working

Provide information on the flexible working arrangements available.

- Our 2017 revised Flexible Working policy aligned with our new Reasonable Adjustment policy to fit with caring responsibilities, study or other areas of focus outside work.
- Flexible working is promoted through the new starter induction process.
- Local flexible arrangements are at manager's discretion through informal discussions. This approach has seen employees' short-term needs met without a formal approval process.
- The data (Figure 5.5.8) does not include the informal arrangements that are enjoyed by many employees (e.g. compressed hours, WFH, flexible start and finish times). **(AP48)**

Figure 5.5.8 Flexible Working Totals by Gender & Type 2015 -2018



Support staff; appear to benefit more from flexible working. This may be because many academics already enjoy flexible working patterns due to the nature of their work. In both categories, more women took advantage of flexible working arrangements.

Figure 5.5.9 Flexible Working Totals for Academics by Grade 2015 -2018

63% of Senior Lecturers at G8 benefit from flexible working, which is high compared to other grades and representative of the proportion of G8 staff in academic schools.

Figure 5.5.10 Flexible Working Totals for PSG's by Grade 2015 -2018

Of all support employees on flexi working, 38% are at G5.

We are unable to produce success rates, as declined requests are not recorded. We will explore how to capture this data going forward. **(AP49)**

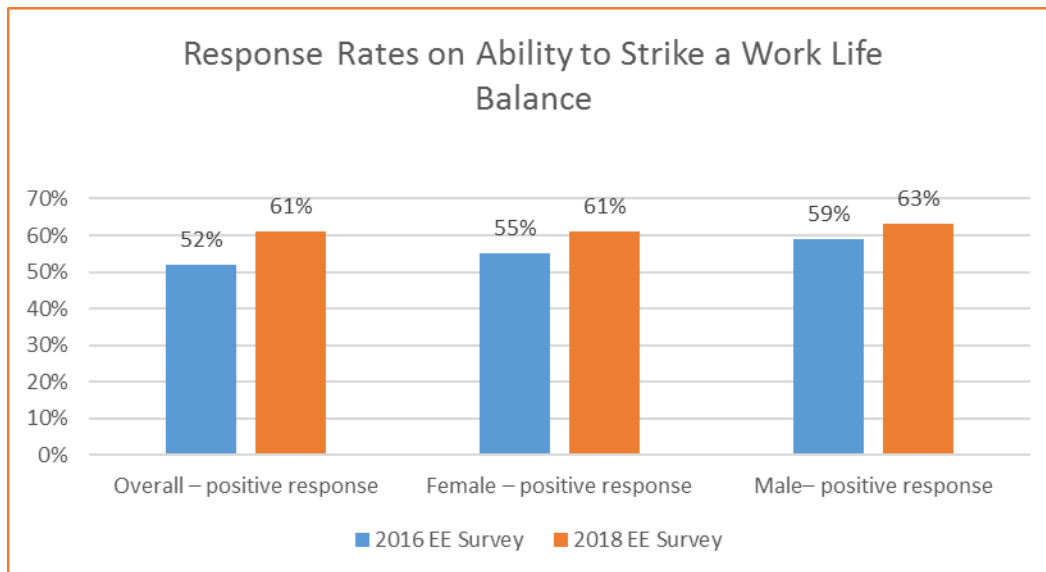


Figure 5.5.11 EES Comparison 2016/2018

The EES question ‘ability to strike a work life balance’ showed a positive increase for both genders. In comparison to our AS survey, 25% of our male respondents (64) felt flexible working was not encouraged.

Table 5.5.12 Athena SWAN survey response based on 244 respondents						
	Agreed/Strongly Agreed			Disagreed/Strongly Disagreed		
	♂	♀	\	♂	♀	\
“Flexible working is supported and encouraged in my team.”	58%	20%	3%	11%	7%	1%

Discussion on perceptions following our GenderNet Focus group were:

- “Flexible working is perceived as more acceptable for women than men.”
- “There is sometimes a negative perception on flexi working e.g. compressed hours, if you don’t have family responsibilities.” (AP48)

AP46 To add question in exit interview to obtain insight into leavers who did not return from maternity leave.

AP47 To capture shared parental leave data for reporting purposes in the HR system

AP48 Review the policy and other relevant documents and consider more inclusive terminologies, e.g. ‘agile working’, ‘location independent working’. Share case studies of male colleagues who have successfully embraced flexible working

AP49 Revise the current application form to make it mandatory for managers to inform HR regardless of whether requests are approved or rejected and capture declined requests in the HR system

(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.

- Requests for changes in contractual hours are the same as any other flexible working requests.
- We do not have a separate career break policy, relevant leave policies provide scope for both paid and unpaid leave.
- A career break policy can benefit the institution and the employee, helping with retention and motivation. Following consultation, we will be developing such a policy. **(AP50)**

AP50 Develop a career break policy following good practice research with other HEIs and consultation with relevant stakeholders. Design an implementation plan and promote via multichannel approach by June 2020.

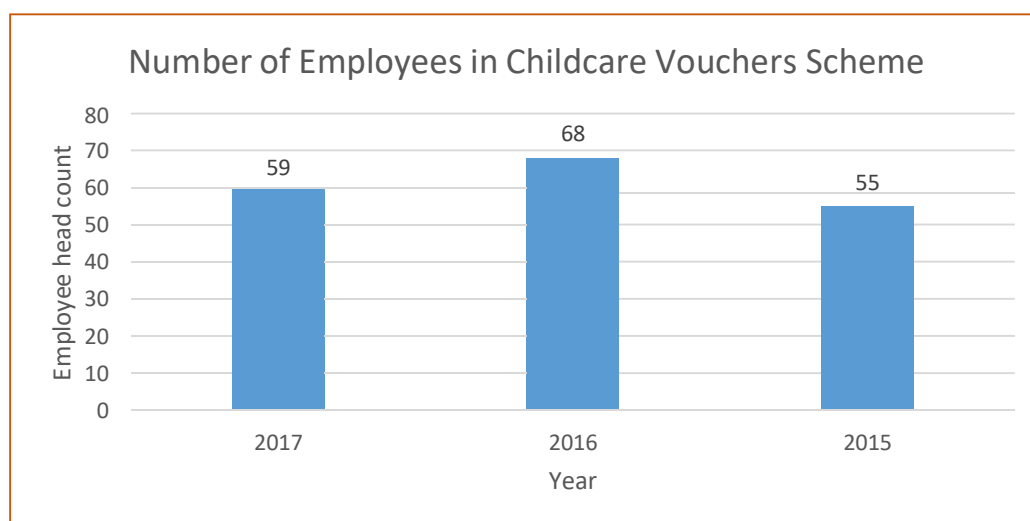
(viii) Childcare

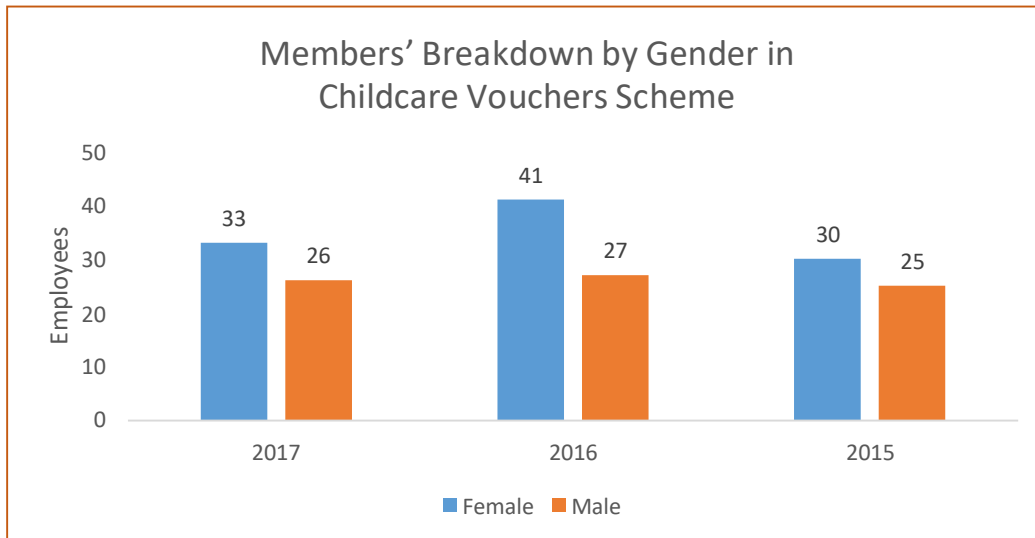
Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

- LSBU supports childcare through the issuing of childcare vouchers. Participation in the scheme and by gender has remained consistent over the reporting period.

Figure 5.5.13 Number of Employees in Childcare Voucher Scheme

Figure 5.5.14 Number of Employees by Gender in Childcare Voucher Scheme





- We offer after-school sports clubs for 5–12-year-olds. Our Academy of Sport also offers a holiday Sports Camps programme at an affordable rate.
- Promotion leaflets are made visible in the communal areas and published on our intranet.

(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.

- Emergency Leave policy in place to support those who need time off to care for a dependant due to an unexpected incident.
- Flexible working policy to support longer-term caring responsibilities (e.g. compressed hours, WFH, EAP, on-site health and wellbeing support).

Word Count: 846

5.6 Organisation and culture

(i) Culture

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

Our collaboration with external partners helps us promote diversity and inclusivity (e.g. Stonewall, BDF, ECU and BITC). We have adopted approaches designed to shape and influence organisational culture.

EDI Strategy

Our diversity and inclusion strategy (2015–2020) is embedded across the organisation. We are recruiting to a Head of EDI as a senior post within the University, who will lead on an EDI strategy with a remit across staff and students. The EDI SteerCo, Exec and Board are working to ensure our EDI goals align with our 2020–2025 strategic priorities. We are conducting an in-depth piece of work to identify outputs and impact in all areas of protected characteristics. **(AP54)**

LSBU Values

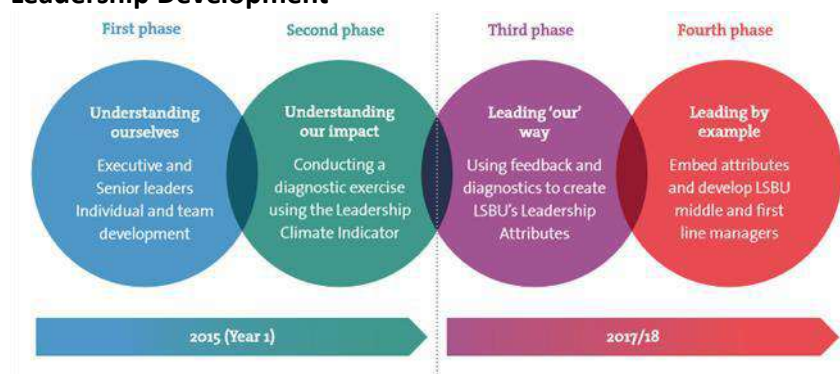
Our EPIIC values are embedded in our processes. We continue to encourage our colleagues to adopt and promote these shared values. **(AP51)**

Table 5.6.1 2018 ESS feedback

Q: I feel a strong sense of belonging to the University									
Gender	Female – 404 responses			Male – 370 responses			Other – 44 responses		
	Positive	Neutral	Negative	Positive	Neutral	Negative	Positive	Neutral	Negative
	59%	26%	15%	59%	26%	15%	33%	35%	33%
Q: I feel committed to the University's goals									
Gender	Female – 404 responses			Male – 370 responses			Other – 44 responses		
	Positive	Neutral	Negative	Positive	Neutral	Negative	Positive	Neutral	Negative
	70%	23%	8%	68%	24%	8%	42%	35%	23%

Figure 5.6.2 Our Leadership Journey

Leadership Development



LSBU has invested in creating leaders who are self-aware and influence a constructive and inclusive environment. This includes expanding our leadership programme to all people managers. In the last 12 months, 60% of attendees were women.

We provide funding for staff to attend external Leadership Foundation courses (e.g. Leading Transformation in Learning & Teaching) 50% of which were women. Five BAME women attended Diversifying Leadership – the largest cohort from a single organisation.

OD has led focus groups with our networks to learn about career progression needs and promote development opportunities. A talent management and succession strategy is in the pipeline. This will include identifying, tracking and deploying talent, aligned to LSBU values.

Engagement

Our annual staff survey provides us with an engagement measurement used to generate local and corporate action plans to improve our working culture. **(AP74)** Local engagement champions ensure action plans are monitored and reviewed. There is an Executive lead for elements of the corporate action plan.

Table 5.6.3 2018 ESS feedback

Q: There are sufficient opportunities for me to further develop my skills and knowledge in my current job									
Gender	Female – 404 responses			Male – 370 responses			Other – 44 responses		
	Positive	Neutral	Negative	Positive	Neutral	Negative	Positive	Neutral	Negative
	52%	22%	26%	52%	24%	24%	30%	30%	41%
Q: My line manager does a good job of making me feel valued and recognised for the work I do									
Gender	Female – 404 responses			Male – 370 responses			Other – 44 responses		
	Positive	Neutral	Negative	Positive	Neutral	Negative	Positive	Neutral	Negative
	72%	14%	14%	77%	12%	11%	50%	20%	30%

Both the staff/AS survey and exit interview analysis identifies dissatisfaction with career progression. This has led to a project working on developing local career pathways.

Bespoke Team Development and Individual Support

The OD team provides customised/targeted support to Schools, PSGs and individual staff members (e.g. engagement activities, facilitating focus groups and team development days, many of which focus on values and behaviours). All staff have access to 1-2-1 coaching support, which supports personal development and career progression. **(AP53)**

Staff Networks

LSBU has five staff networks focusing on gender equality, BAME, sexual orientation, disability and Parents & Carers. They provide advocacy for staff, but we would like to

leverage the employee voice through these networks and help us deliver impactful change. (AP73)

Work life balance

Table 5.6.4 2018 ESS feedback

Q: I feel that LSBU cares about my health and wellbeing									
Gender	Female – 404 responses			Male – 370 responses			Other – 44 responses		
	Positive	Neutral	Negative	Positive	Neutral	Negative	Positive	Neutral	Negative
	53%	26%	21%	56%	21%	23%	25%	36%	39%



Committed to staff wellbeing, we launched 'WellSpace' at our 2019 Wellbeing event. This is an innovative staff app offering ways to improve wellbeing.



Our University – Your Wellbeing

Initiatives such as free 24-hour counselling and support service, subsidised gym and cycle-to-work scheme foster wellbeing. Other benefits include childcare vouchers, annual season ticket loans, sponsored study and LSBU rewards.



Eight trained DAW advisers provide confidential advice and guidance to staff. Our advisers and seven nominees, one from each school, will be trained as MH First Aiders to help recognise signs of MH and support staff informally. (AP52)

We hold an annual wellbeing conference, Staff BBQ, Staff conference and awards, sharing good practice and celebrating staff successes.



Word Count: 525

AP51 To continue to embed an EPIIC values led culture that supports a fair and inclusive environment

- 100% of senior managers in the University to be rated on performance in relation to their objectives and how they have role modelled EPIIC values by September 2020.

AP52 To have at least two fully trained DAW advisers in each School & PSG by September 2020 (32 total). Training to include MH awareness training.

AP53 Develop an internal pool of at least 25 coaches within the University by Spring 2020. Develop a specific website and promote through communication channels.

AP54 EDI to have monthly meetings with each of the staff networks, highlighting the staff voice to the EDI committee and feeding back key issues to HR Business Partners to proactively address issues.

(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.

LSBU has robust HR policies in place. In policy development, focus groups are held with key stakeholders and unions consulted. Most policies are reviewed annually, with HR being responsible for responding to legislative changes, introducing best practice and developing new policies. EIA assessments are undertaken for any major updates to policy.

- The Dignity at Work policy is supported by eight volunteer advisers who provide staff support regarding harassment, bullying or victimisation. Feedback from this scheme and our staff networks (including GenderNet) provides insight into how policies are operating in practice.
- A 'Speak Up' policy is in place for issues to be raised anonymously. This provides a route for issues of gender inequality to be identified and addressed.
- Our HR Business Partner function is integrated into specific areas. This gives HRBPs valuable insight in order to provide managers above and beyond our standard EDI training with further coaching/support and up-skilling as well as vital feedback on policy operation and development.
- Our stress management survey provides information in order to improve policies and practice (e.g. data in the survey indicated an issue in managing poor performance). This resulted in the development of the 'Capability' policy into a clearly defined Performance Improvement Policy.
- We are developing a HR Data Dashboard that will allow us to analyse data trends to ascertain whether any policies require attention. This will enable us to review and analyse casework statistics by gender etc.

Table 5.6.5 Employee Engagement Survey 2018

Gender	Overall			Female – 404 responses			Male – 370 responses		
Question	% Positive	% Neutral	% Negative	Positive	Neutral	Negative	Positive	Neutral	Negative
I am treated with fairness and respect in my School/PSG	73%	15%	12%	75%	14%	11%	78%	11%	11%
I believe that LSBU is an equal opportunity employer	72%	18%	10%	72%	19%	9%	78%	14%	8%
In the last year, whilst working at LSBU, I have experienced harassment and/or bullying*	82%	0%	18%	83%	0%	17%	86%	0%	14%

*Positive response indicates that staff 'have not' experienced, whilst the negative response indicates they have.

Table 5.6.6 Employee Engagement Survey 2016

Gender	Overall			Female – 404 responses			Male – 370 responses		
Question	% Positive	% Neutral	% Negative	Positive	Neutral	Negative	Positive	Neutral	Negative
I am treated with fairness and respect in LSBU	64%	20%	16%	71%	19%	11%	68%	19%	13%
I believe that LSBU is an equal opportunity employer	69%	20%	11%	73%	19%	8%	75%	17%	9%
In the last year, whilst working at LSBU, I have experienced harassment and/or bullying*	82%	0%	18%	86%	0%	14%	85%	0%	15%

- In 2018, 17% of females believed they had witnessed bullying and harassment. 'Overall' bullying and harassment remained at 18%. Whilst this is not inconsistent with the sector, it is very concerning. **(AP55)**
- HRBPs are working to establish action plans in their areas to address issues raised within the 2018 EES.

AP55 Set up workshops for staff regarding harassment and bullying and ensure 70% attendance of LSBU Managers by Autumn 2020 and 100% by Spring 2021.

AP56 Staff networks participate in all new HR policy development from April 2020.

AP57 Compulsory training for EDI is between 90-100% by July 2020. By August 2020, Provost to identify any areas under 90% compliance and take appropriate action. This will then be reviewed annually to ensure high levels of compliance.

Word Count: 285

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

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

Data based on contracts active on 1st December of the reporting period. Subsequent changes have not been captured.

- We currently have seven Deans, with all four positions in STEMM being held by men.
- Gender bias occurs across AHSSBL and STEMM. Underrepresentation of STEMM female HoDs could be attributed to the low proportion of women at AP and Professoriate level. Roles are merit based, and applicants must hold a substantive academic position. **(AP58)**
- Gender disparity occurs in 'Other Heads/Directors' roles. Like HoDs, these are three-year terms. Although some roles are more senior (e.g. Director of Research), they generally involve less management oversight. We will investigate, but the flexibility of these roles may attract more women. **(AP66)**
- HoDs for School of HSC and PSG are permanent roles. Recruitment adheres to the policy and all Deans must undertake EDI training.
- Two initiatives will be launched in April 2019 – Heads of Department CPD programme (linked to Course Directors Leadership) and a Development programme.
- We will undertake succession planning and talent management, including identifying individuals at AP level who would be suitable for succession in 1,3 or 5 years time. To address gender imbalance at HoD level, we will provide coaches to at least 10 female APs **(AP58)**

*Figure 5.6.7 * Excludes DESEs (and Deputy HoDs as applications are accepted via formal and informal routes).*

Figure 5.6.8 Non-Academic HoDs by gender over three-year period

In 2017/18, women held 48% of Directorates' posts within PSG. Gender balance has been relatively consistent across the three years, although noticeable disparity occurred in grade 11. A targeted recruitment campaign has resulted in gender parity in the last two years.

AP58 Targeted coaching intervention at AP level for at least 10 females initiated by August 2020.

Word Count: 244

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

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

Senior management committees consist of the Board of Governors (Board), the Executive (academic and non-academic) and the University Management Committee.

Table 5.6.9 Senior Management committees by gender

Board – The proportion of women has declined over the three-year period by 3% (Table 5.6.9). This is due to a small change to the Board composition. Student governors changed from one male and one female in 2016/17 to two males in 2017/18.

HEFCE set a target of 40% female Board members by 2020, which LSBU currently meets at independent director level (42% in 2017/18) but not for the entire board. We are currently in alignment with the sector average of 36%.

Having appointed a governor diversity champion, the Board will focus on increasing the diversity of independent governors. A sub-committee responsible for governor recruitment is reviewing the Gender and Diversity Matrix. A consultant that focuses on LGBTQ+, ethnic minorities and females has been engaged to review recruitment practices and to increase diversity for the next recruitment round. **(AP59–AP61)**

Nominated by the Board (up to 13)
Nominated by the Academic Board (2)
Elected by SU (2)
Total of up to 18 governors

AP59 The Board, through the Nomination Committee, commits to producing gender-balanced shortlists of candidates for independent governor recruitment

AP60 Ensure that all four newly created Institutional Management Committees have gender-balanced membership with female representation of 40% to 60%

AP61 Organisational EDI report to be produced by HR and EDI to Executive on an annual basis to provide in depth breakdown of protected characteristics across the organisation.

Executive – The proportion of women has increased by 8%, but improvement is needed (Table 5.6.9). Membership is role-based, and interventions that improve gender balance in Executive/senior management roles will influence this.

University Management Committee – Established in January 2019, UMC has 42% female representation. We considered the impact of role-specific positions on gender balance when agreeing the membership structure. **(AP62–AP63)**

AP62 The University Management Committee commits to maintaining a gender-balanced membership with female representation of 40% to 60%

AP63 When gender balance cannot be achieved through the committee membership structure; additional members will be co-opted to address this

(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 5.6.11 Influential committees by gender

The institutional committees were restructured in 2015/16, and data has been included from that point. Academic Board (AcBd) and its sub-committees (RC and SEC), report to the Board and Executive. Membership combines role-specific and nominated positions.

Quality and Standards Committee (QSC) membership is role-specific. Nominees from Deans and Directors are selected by a panel (consisting of the Provost and DVCs). SU nominates student representative and gender balance is considered when selecting positions.

All but one committee (Table 5.6.11) has a minimum of 40% female representation. Role-based membership is generally limited to senior roles with lower representation below grade 9. On AcBd and RC, there are twice as many men in senior roles than women (Table 5.6.11).

Figure 5.6.12 Influential committees by gender

A review and restructure are underway to address the gender balance. The AcBd committee will increase in size as will the number of nominees to role-specific positions. **(AP64 – AP66)**

In 2017/18, QSC introduced observers to its meetings, increasing transparency and understanding of its work. It provides learning and development opportunities for staff outside of senior roles. **(AP66)**

AP64 The Academic Board and its committees aim to be gender-balanced by 2021, with female representation between 40% and 60%

AP65 Academic Board committee memberships will be reviewed annually to ensure that they are fit for purpose, and where possible amended to maximise gender diversity and representation across the institution

AP66 Have representation from non-senior staff on at least 70% institutional committees by inviting observers to meetings by August 2020.

Table 5.6.13 Influential committees by gender and grade

Table 5.6.14 Influential committees by gender and staff type

(vi) Committee workload

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

Membership is predominantly role-based offering limited rotation. For nominated positions, terms are three years with the option to serve a second term. AcBd and sub-committee members can delegate attendance when necessary. Membership is identified within the Academic Framework, discussion around this is expected as part of the annual appraisal.

Word Count: 436

(vii) Institutional policies, practices and procedures

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

Our policy library identifies policies and their renewal date. Policy development is undertaken through a consultation process with key stakeholders and recognised unions. Policy EIAs are paper based analysis, but this could be improved. **(AP76)**

GenderNet network can provide feedback on policies and how they are operating in practice in relation to gender. **(AP68)**

Our ESS survey provides an indication of how successfully institution-wide policy is operating e.g. 2016 data identified that only 33% of staff felt safe to 'speak up and challenge the way things are done in LSBU'. This could include issues in relation to gender. We subsequently implemented and promoted our Speak Up policy and Safecall independent reporting line, as a result, the positive response has increased to 53%. We recognise that there is more work to do, but this represents a significant improvement.

The pipeline between HRBPs and senior management enables policy issues in relation to gender to be discussed, and for positive policy impact to be shared.

AP67 Publish a flow chart detailing how institutional policy is approved, including the requirement to submit an Equality Impact Assessment for 100% of new or revised institutional policies that are put forward for Executive approval.

AP68 Invite representatives from all staff networks to be involved in policy focus groups.

Word Count: 160

(viii) Workload model

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

A university-wide work allocation model (WAM) will be introduced from early 2020, providing a high-level summary of academic staff activities under the following four headings:

- Direct Teaching
- Indirect Teaching (e.g. preparation, marking, exam setting)
- Professional Impact (research, enterprise and/or professional practice)
- Citizenship, Administration, Management and Leadership (CAML)

All academic staff are expected to contribute at least 10% of their time to each of these headings, and REF-returnable staff will allocate at least 20% of their time to research. This aligns with the promotion criteria, which recognise (equally) contributions and achievements under the three headings of teaching, professional impact and CAML.

Word Count: 100

AP69 Once the WAM is implemented, undertake a thorough Equality Impact Assessment analysis to identify if there is any imbalance of workload allocation and activity type with a specific focus on research allocation for females in STEMM.

(ix) Timing of institution meetings and social gatherings

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

Employment contracts state core working hours. Flexibility around caring responsibilities can be negotiated with the recruiting manager.

Scheduled in advance, institutional meetings and social gatherings normally occur between 10:00am and 4:00pm. They do not however consider all religious, cultural and special holidays. **(AP70)**

The schedule of the VC's Address and local cascades vary to provide more opportunity for staff attendance. Institutional programmes are published a month before. We post video recordings and pictures on the intranet, with some sessions streamed live.

Departmental away-days and team meeting dates are proposed in advance, and arrangements are made based on number of attendees available.

Our flexible working policy allows staff to fit their work commitments with their personal commitments. Wherever possible, flexible working requests are agreed and upheld.

Committee meeting memberships are scheduled based on grade and position and therefore gender balance is not considered. **(AP71)**

AP70 Develop, publish and promote an EDI calendar for all staff and students, which will be updated each year

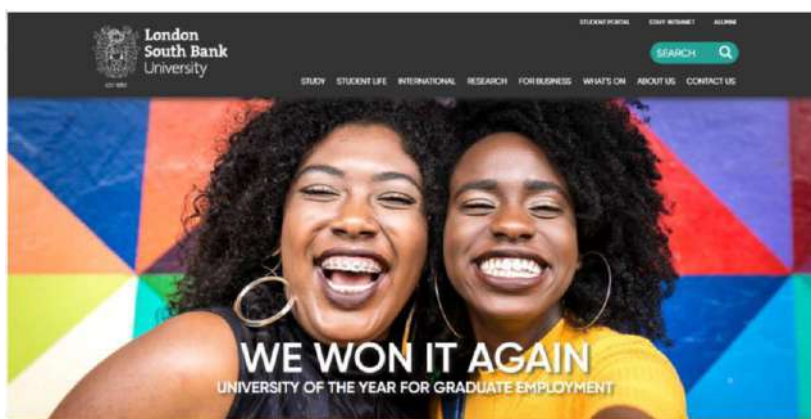
AP71 Develop and publish guidance for committee chairs on how to create inclusive meetings

Word Count: 141

(x) Visibility of role models

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

Diversity is a forethought when choosing event speakers and hosts. Our marketing materials also reflect the demographic of our staff and student community.



Nominated Honorary graduates are celebrated at graduation ceremonies and invited to speak at campus events.

Honorary graduates 2018

Women – 3 BAME, 1 white
Men – 1 BAME, 2 white



David Oyelowo OBE, Honorary Doctor
David Oyelowo OBE is one of this year's Honorary Doctors in LBSB's School of the Arts and Creative Industries.



Graham Murtry, Honorary Doctor
The newest Honorary Doctor to join the School of The Built Environment and Architecture is Graham Murtry OBE.



Usha Kuru, Honorary Doctor
The newest Honorary Doctor to join the School of Law and Social Sciences is the Honourable Justice Usha Kuru who is recognised for her outstanding contribution to the law both as a judicial officer and member of the judiciary.



Sandie Okoro, Honorary Doctor
The new Honorary Doctor to join the School of Health and Social Care is Sandie Okoro, a leading expert in her field and a committed to promoting gender diversity.



Yvonne Chikoti, Honorary Doctor
Digital entrepreneur Yvonne Chikoti is receiving an honorary doctorate from the School of Business at this year's graduation ceremony.



Edna Adnan Ismail, Honorary Doctor
Edna Adnan Ismail has been awarded an honorary doctorate in the School of Health and Social Care and was the first female member to study in the UK and to work as a registered nurse.



David Longbottom, Honorary Doctor
The School of Business is honouring David Longbottom for his services to business and to the University as its Vice-Chancellor and Chair of the Board of Governors.

Only 37% of women from our 2018 EES felt clear about how they could develop and progress their career. We have tried to address this through hosting annual gender-specific events. Female leaders are invited to talk about their career journey.

“The speakers were relatable, informative and inspiring. I personally plan to take a lot of their advice on board and hope that I am able to progress in my career and my life with confidence and grace, as they all have.”

Table 5.6.15 Diversity of speakers at LSBU gender-specific events

	BAME Man	BAME Woman	White Man	White Woman	Transgender
IWD 2016	1	2	1	4	
IWD 2017	2	4	1	5	1

Table 5.6.16 International Men's Day 2018 workshop details

International Men's Day 2018	Attendees	Host
How to have mentally healthy conversations (Talk)	22	1 white male*
Yes and...(workshop)	21	1 white male
Mental Health Check (1-2-1 clinic)	5	1 white male
Wellbeing Stalls for staff and students		2 BAME women 2 white women 1 white male

*Scheduled BAME male host unable to attend



Gender imbalance occurs in a number of disciplines. IMD 2017 aimed to highlight men in female-dominated disciplines (Nursing and HR). A female Engineering Professor involved in STEMM outreach activities targeted at females, also hosted.

IWW 2018 focused on women in sport and entrepreneurship. We included speakers from the charities Coppafeel and Periodic Diary.

Female STEMM colleagues are featured in posters throughout Engineering and Applied Science Schools, as role models for staff and students alike.

We profiled male alumnus in underrepresented disciplines as case studies on our website to encourage applications.

Matt Vance, PGCE Primary with PE

Matt Vance was looking for a teaching qualification that would allow him to build on his love of sport and physical education, but also give him the opportunity to pursue a broader teaching remit.

Jonathan Karusoke, MSc Public Health & Health Promotion, scholarship recipient

A case study about Student, Jonathan Karusoke, who received the

Oliver Hutley, BSc Children's Nursing (Hons)

A strong family tradition meant Ollie had always known he was going to be a nurse. When he visited LSBU on an open day, he found the right place to make it happen.

Rob Waterson, BSc (Hons) Adult Nursing

For graduate Rob Waterson, seeing first-hand the impact that good nursing can have on patients and their families has inspired him to embark on a career doing just that.

Case studies

Thomas Pettit, BA (Hons) Social Work

Thomas Pettit had grown disaffected of his previous occupation, so after a period of self-reflection, he identified social work as the career he wanted to pursue.

Courtney Francis, alumnus, BSc (Hons) Learning Disability Nursing

Courtney Francis studied BSc (Hons) Learning Disability Nursing at LSBU and is now developing a successful career in this field.

Don Morton, BA (Hons) Social Work, mature student

As a mature student, Don made sure he made the most of his time at LSBU, getting involved in the People and Planet Society, and as a student representative on the Sustainable Development Group.

Three of our Executives are women. Our Executive lead for EDI and Chief Customer Officer is a BAME female, as is our SU president. One of our female Executives has recently left the organisation, but we have appointed a replacement who is also female.



Nicole Louis



Fiona Morey



Nelly Kibirige

Our Gender and Sexualities Research Group hosted an event on 16th June 2018 to celebrate 100 Years of the Women's Vote. Speakers included human rights activists, academics and the CEO of the Fawcett Society.



Word Count: 287

AP72 Develop and introduce an Allies programme across staff networks, defining the requirements of allies.

(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.

We engage in extensive outreach activities from primary through to post-16 to raise aspirations of young learners across London.



Our dedicated Academic Enrichment programme is designed to increase the Science Capital of young learners. 2018/19 has seen our biggest engagement programme to date with over 20 day-long activities reaching 750 children.

We are a lead partner in delivering the Making Engineering Hot programme on behalf of the Association of BAME Engineers (AfBE-UK). In 2017/18, we delivered over 40 workshops to 200+ students. In recognition of the work undertaken, we were invited to 10 Downing Street. The team were also finalists in the Widening Participation and Outreach Initiative of the year at the Times Higher Education Awards in 2018.

Outreach is recognised via the Access and Participation Plan 19/20, approved by the Office for students. Targets are in line with institutional objectives (e.g. targeting the underrepresentation of BAME females in STEMM subjects). Our Academic Framework recognises staff contributions, enabling individuals to show higher-level management /leadership. Outreach is managed alongside core activities in discussion with course directors.

Data is not collected or evaluated at institutional level. However, it is recognised by the Outreach and WP team as a priority. Implementation of our Workload Allocation Model will enable this data to be captured at schools' level. **(AP73)**

Word Count: 213

AP73 Examine the gender balance of staff participating in outreach activities to achieve balance (40-60%) by AY 2021/22.

(xii) Leadership

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

The AS implementation team will share best practice and learnings developed through the institution application. Additionally, several AS panellists have committed to support department applications.

The Executive has endorsed the following:

- 1) Our Planning Performance & Assurance Team have committed to the requisite data support for all future applications.
- 2) Adequate resourcing will be provided to meet any necessary training, development and administrative needs.

Word count: 64

Section 5 | Word Count: 5136

6 SUPPORTING TRANS PEOPLE

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

(i) Current policy and practice

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

Following consultation with an independent trans-equality expert, we are committed to developing a detailed trans-inclusive guidance for staff. Development will be underpinned by research, consultation and personal experiences. **(AP74)**

We added “Mx” on our application system but are not able to widen the pronouns and gender identities option due to restrictions imposed by HESA. **(AP75 & AP77)**

A glossary of gender identities published by Gender Nation is on our intranet page and communicated to staff through communications and training.

(ii) Monitoring

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

Two staff networks, GenderNet (Gender) and SONET (LGBTQ+), support transgender awareness. Both networks collaborate with the SU to organise events and training to raise staff and students’ awareness and understanding.

To assist us in improving employee experience our EES asks staff, “Is your gender identity (Male/Female) the same gender you were assigned at birth?” The return number is fewer than five people and so we are not able to draw any conclusions.

Our Dignity at Work advisers are in place to provide confidential advice for those who are concerned about, or experiencing, difficult working relationships, including bullying or harassment. The programme is undergoing a review from Nov 2019 until Feb 2020 where the programme will be relaunched with new processes, improved training (including but not limited to conflict resolution, difficult conversations, unconscious bias and LGBTQ+) and a recruitment/promotion drive. D@W will also be “co-owned” by EDI, Wellbeing and Engagement to better embed the programme. **(AP76)**

On 18th October 2018, we organised drop-in sessions for staff and students to consult on reforming the Gender Recognition Act.

(iii) Further work

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

LSBU has hosted annual Trans-awareness events since November 2016, open to students, staff and members of the public. We raise awareness of the trans-community, educating attendees on appropriate language and behaviour, and encouraging them to challenge negative behaviour. Feedback received includes:

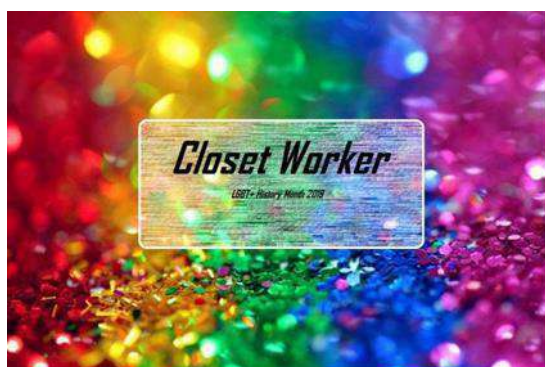
“It’s good to see LSBU organise events like this. I think it gets people thinking and creates visibility for transgender issues on campus”

Transgender Day of Awareness	
Year	Number of attendees
2016	74
2017	55
2018	55
2019	30

Staff are encouraged to attend external training and events such as the LGBTQ+ Allies Workshop led by Stonewall in June 2018. At our 2017 Trans-awareness event, Gendered Intelligence delivered a well-received 90-minute workshop.

In 2018, we collaborated with other HE institutions and AdvanceHE to share case studies of our successes and challenges in making our institutions trans-inclusive. This was a great opportunity to learn how to attract, and make our existing transgender staff and students feel welcomed and valued.

Since December 2018 our Students’ Union has been developing and delivering LGBTQ+ training across Schools and PSGs. The training led the LGBT+ Officer, SU/EDI staff, and the Chair of SONET raises the awareness and understanding around LGBTQ+ people, with a focus on Trans+ and the students experience. We included a pre- and post-programme evaluation to measure the confidence of staff which saw a 30+% increase in confidence around Trans+. **(AP78)**



Informal staff and student networks continue to advocate equality. At LGBTQ+ history month 2019, LSBU hosted an informal discussion on the evolution of LGBTQ+ equality in the workplace.

Word Count: 510

Transgender Day of Awareness 2016:



Antonia Belcher

Antonia has over 20 years' experience in the construction and property industries.

Antonia transitioned in 2000 in a very male dominated working environment.

Antonia is driven by her desire to influence positive change for women and those in the LGBT+ community, who lack a career in the surveying industry.

Antonia says "It is a gift to be Transgender, and more needs to be done to consider Transgender in this way".



Isabella Segal

Isabella is a Chartered Accountant and a Partner at an accountancy firm where she heads up the forensic accounting department.

Isabella transitioned in May 2013 and is now at the forefront of the LGBT business community in London.

She is also a prominent member of Outstanding, a networking organisation for LGBT professionals.

Isabella supports a number of charities including those in the LGBT arena.



Kellie Maloney

Formerly known as Frank Maloney, Kellie's greatest achievement came in 1992 when she managed British Boxer Lennox Lewis to the WBC World Heavyweight title.

To date, Kellie remains the only Briton to have managed a British World Heavyweight Champion.

In August 2016, Kellie began her gender reassignment.

Kellie works with transgender charities to raise awareness of the problems transgender people face and educate the general public on what being transgender really means.



Suraf Shahan Khran

Suraf Shahan is an international speaker, writer, and campaigner.

He is the Founder and Manager of the landmark Lottery Heritage funded projects Rainbow Jews and Twilight People.

Suraf Shahan launched the first ever 'Trans' thing published in a UK Jewish mainstream online newspaper.

For Pride 2016, Hazzatz.com nominated Suraf Shahan as one of the new generations of queer Jewish pioneers making waves around the world.



Dr. Antoinette Rogers

Dr. Antoinette Rogers is an Associate Professor in the School of Law and Social Science at LSBU.

Antoinette's research interests include the role LGBT organisations play in community development and individual identity formation.

Antoinette facilitates a bi-yearly program of themed events under the banner 'Race and Desire' that aims to explore Black and Asian LGBT communities.



Pete Mercer

Stonewall has supported the social and legal advancement for LGBT people living in Britain since 1986. In 2015, it extended its remit to campaign for trans equality.

As the Group Manager for Stonewall, Pete advises and supports universities on their inclusion work relating to sexual orientation and gender identity, including on an international level.

In 2016, Pete achieved his MA in International Diplomacy at SOAS, in which he specialised in global human rights norms, specifically gender and sexual orientation rights.

Time	Event	Lead	Location
12 pm - 1:00 pm	Buffer lunch		Keyworth 8th floor
1:00 pm - 1:45 pm	"The Stars That Bled" Artwork	Charles Eathes	Keyworth 8th floor
1:45 pm - 2:00 pm	"Twilight People" Exhibition	Suraf Shahan Khran	Keyworth 8th floor
2:00 pm - 2:15 pm	Opening Speech	Dan Phoenix, Vice Chancellor and Chief Exec	K104
2:15 pm - 2:45 pm	Stonewall Top 100 and LSBU	Pete Mercer	K104
2:45 pm - 3:00 pm	Presentation	Antonia Belcher	K104
3:00 pm - 3:15 pm	Break		Kitchenette
3:15 pm - 4:45 pm	Question Time and "500 Black" Video	Chair: Dr. Antoinette Rogers Panel: Antonia Belcher, Isabella Segal, Kellie Maloney, Suraf Shahan Khran	K104
4:45 pm - 5:00 pm	Closing	Sam Matthews, COO and ED, Executive Lead	K104
5:00 pm - 7:00 pm	Networking, Food & Drink		Keyworth 8th floor #LSBU_Trans

Transgender Day of Awareness at LSBU

Wednesday 2 November 2016

12pm - 7pm, Keyworth Centre 8th floor



Transgender Day of Awareness 2017:

Time	Event	Host
1:00 pm	Entrance and Refreshments	
1:15 pm	Introduction	Pat Bailey, Deputy Vice Chancellor
1:20 pm	International SOS Travel Safety	Penny Green, Head of Procurement
1:30 pm	Trans Awareness: The Basics	Dr. Jay Stewart, CEO, Gendered Intelligence
3:00 pm	Break	
3:15 pm	Personal Accounts	Sarah Gordon, Head of Outreach and Engagement
4:00 pm	Trans phobia in the UK	Nick Waller, LGBT Liaison Officer
5:00 pm	Reception	



Trans-inclusion in the HE Sector 2018:



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE



London
South Bank
University

AdvanceHE



Trans*forming Inclusion at LSBU 2019:



Trans*forming Inclusion at LSBU

Owen Francis, Head of Higher
Education and Group Inclusion
Lead, Harvey Nash

20th November 2019

Agenda:

- Introduction to trans* and gender identity
- The trans experience – a staff and student perspective
- Trans* in the university environment
- Practical steps to support trans staff and students
- Combating transphobia
- Trans*forming the future & Allyship

AP74 Develop, implement and publish Transgender and Gender Non-Conforming policy and guidance for staff and students by summer 2020 in collaboration between EDI, HR, Student Services, Students' Union and other key stakeholders.

AP75 Pronouns to become LSBU standard in staff signatures by summer 2020

AP76 Dignity at Work relaunch by Feb 2020

AP77 Review and update the recruitment application process and the HR system so that they are transgender and gender non-conforming inclusive

AP78 Continue to deliver the LGBT+ Training to staff and students at LSBU & beyond and embed it as part of a new and growing EDI Training offer from 2020

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.

To address gender disparity within STEMM schools, female colleagues in BEA have set up a new supportive network for women.

The formation of the Irene Barclay Collective, founded in honour of the first female surveyor over 100 years ago is a peer-lead initiative for female staff and students within BEA.

Through informal meetings and sharing of experiences, members aspire to progress their skills and careers, promote and improve recognition of women within the industry and higher education.

BEA female colleagues supported female construction students in preparation for the 2018 Women in Property National Student Awards competition.

Discussions are taking place to support female students undertaking research concerning gender issues and working towards joint publications with students and staff.

The Collective has ambitions to grow its members, expand into other STEMM areas and to begin conducting research. EDI and the wider University are keen to explore more ways throughout 2020 that this Collective can be supported to flourish.

Word Count: 157

TOTAL SUBMISSION WORD COUNT: 9,582

8 ACTION PLAN

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

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

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

2. DESCRIPTION OF THE INSTITUTION						
Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility	Accountability
There is an imbalance of m/f technicians and the need to improve this through training and recruitment	P13	AP1 Continue to integrate a technical framework that will ensure CPD for technical staff. In addition, we will reword our job advertisement, imagery and review where we advertise technical positions. This will enable us to fulfil our target of 26% female gender composition of the technical workforce by September 2021.	Jan 2020 - September 2021	<ul style="list-style-type: none"> Technical framework is embedded and specifically supports the advancement of female technicians as soon as possible. This will be reviewed each quarter to assess level of “embedding” Job advertisements are suitably changed to achieve recruitment aims and that these changes are standardised by Spring 2020 26% will be female within the technical workforce by Sept 2021 with quarterly monitoring to assess progress on this target and identify any necessary interventions. 	Group Deputy Director of People	Group Executive Director P&OD Provost
		AP2 We will continue to develop entry level roles e.g. for technicians, where we can source from our own engineering and BEA graduates at the University, the College and the South Bank Academies trust in order to recruit 4 female technicians by September 2021.	Jan 2020 – Sept 2021	<ul style="list-style-type: none"> Recruitment of 4 female technicians by September 2021 – entry pathways will be considered to analyse pathways for our students vs external applicants. This will be achieved by continuing to develop the relationships between HR and the Schools through our BPs in order to develop pathways. Quarterly monitoring of opportunities and opportunity development to assess progress. 	Deans Group Deputy Director of People	Group Executive Director P&OD Provost

3. SELF ASSESSMENT PROCESS

Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility	Accountability
Inconsistency of student representation on the SAT/implementation team	P20	AP3 Improve consistent student representation by scheduling meetings around non - teaching days	Ongoing	<ul style="list-style-type: none"> All meetings are scheduled with the student representatives' timetables (if applicable) as <i>equally</i> considered as other SAT members' Wider recruitment/engagement of a number of students who can act as a "pool" for the SAT to ensure greater Student Voice and more availability for attendance. Student representation at every implementation meeting 	SAT Chair (currently Provost)	EDI Steering Group (currently Chair is COO)
SAT not representative of all demographics such as Technical staff	P27	AP4 Actively seek nominations from technical staff & raise awareness of opportunities	Will be considered when SAT becomes implementation team in early 2020	<ul style="list-style-type: none"> For future recruitment a recruitment campaign will be created that will have "diversity of membership" at its heart Technical staff will be active members & the SAT will be representative and diverse Both the campaign and final panel will be assessed and outcomes reported to EDI Steering Group 	SAT Chair (currently Provost)	EDI Steering Group
Athena SWAN action plan to be embedded within the institutional governance process	P27	AP5 Implementation team will monitor the delivery of the action plan, aligning it with the university business cycle.	Jan/Feb 2020-ongoing	<ul style="list-style-type: none"> Athena Swan action plan is clearly communicated to all leads and accountability lines established (Jan/Feb 2020) KPIs relating to the APs are embedded into the "roadmaps" across the University Implementation Team will meet quarterly to assess progress. Implementation Team's progress reports will be fed into the following EDI Steering Group 	Implementation Team Lead Head of EDI	EDI Steering Group Provost Vice Chancellor

	P27	AP6 Corporate strategy 2020-2025 will include an EDI KPI and metrics which will be reported to the EDI steering group & Board of Governors	Winter 2019 - Summer 2020	<ul style="list-style-type: none"> • An EDI sub-strategy is created (Spring 2020) • That KPIs in relation to Athena Swan are embedded into the Strategy's operationalisation plan (Summer 2020) • That this will be assessed in the Implementation Team's quarterly meetings and reported into the EDI Steering Group and Board of Governors. 	Head of EDI Executive Director P&OD	EDI Steering Group Vice Chancellor
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4. PICTURE OF THE INSTITUTION

Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility	Accountability
Male representation in grades 8 & 9 (STEMM) and Professoriate (AHSSBL) fell significantly below the national benchmark	P31	AP7 Create a quarterly equalities dashboard to help us monitor progression by gender and other protected characteristics, which will be reported to Exec on a quarterly basis.	Jan 2020 – Spring 2020 (then ongoing)	<ul style="list-style-type: none"> HR & EDI have already begun talks on data collection and reporting Will review current report(s) to identify areas of current data collection and any gaps (Jan 2020) Agreement and creation of report(s) to go to Monthly P&OD SMT, quarterly EDI Steering Committee & other Boards (where appropriate) “Dashboard” creation to be explored alongside reports with possible synergies with the MIKE student system to be further explored in Spring 2020 with a hope to have a functioning dashboard by Winter 2020 at the latest 	Head of EDI Head of HR Operations	Group Executive Director P&OD EDI Steering Group
AHSSBL has an over representation of male lecturers (57%) and STEMM Male Researchers (69%) above the national benchmark and we do not know why		AP8 Utilise our success in the significantly higher proportion of females (higher than national benchmark) at Prof level in STEMM and AHSSBL to undertake mentoring and sponsorship of early female career researchers.	Jan 2020 - ongoing	<ul style="list-style-type: none"> Recruitment to the mentoring programme has already begun in Autumn/Winter 2019 from those who were successful in the promotions round being paired with those who were unsuccessful/re-applying in the next round. Development and embedding of programme to begin in early 2020 – coordinated by HR Explore potential links with Irene Barclay Collective in early 2020 	Head of EDI Head of HR Operations Deans	EDI Steering Group Provost

				<ul style="list-style-type: none"> Launch a campaign to advertise the programme in line with 2020 promotion time-lines Quarterly evaluations between mentor, mentee & programme coordinator(s) Annual feedback from mentors & mentees to understand successes and areas for improvement <p>Annual monitoring of gender within promotions round to be reported to the mentoring project team and EDI Steering Group. Reflections on the impact of programme will also be made.</p>		
Female academics are less ethnically diverse than male academics across both STEMM and AHSSBL, resulting in lack of diverse role models for our high female BAME student population	P33	AP9 Align activities with the REC action plan to create a joint implementation plan and implementation group from by Spring 2020	Jan 2020 - Ongoing	<ul style="list-style-type: none"> Winter 2019/20 will see a single combined action plan for both REC & Athena Swan created Aligned with AP5 timelines, the implementation groups for the REC & Athena Swan will be merged, realigned and, where necessary, re-recruited by Spring 2020 	Head of EDI	EDI Steering Group

		AP10 Use targeted recruitment to attract a diverse pool of candidates from underrepresented groups	Ongoing	<ul style="list-style-type: none"> Aligned with AP1 – our advertising and recruitment strategy will place diversity at its heart both internally & externally. With targeted communication utilised where necessary to address underrepresentation. Applications, interviews and appointments data shows a diversity of candidates at all stages – to be reviewed annually and reported to the EDI Steering Group & senior leaders as appropriate. AP8 will also foster a culture of supportive progression amongst staff 	Group Deputy Director of People Head of EDI Deans	Group Executive Director P&OD EDI Steering Group Provost
A number of fixed term contracts over 2 years, half of those identified have been transferred to permanent	P34	AP11 To undertake an annual review of fixed term contracts with the aim to have a maximum of 30% of the workforce on fixed term contracts by September 2022.	Spring 2020 – Sept 2022	<ul style="list-style-type: none"> HR will create an annual report tracking the % of staff on fixed-term contracts. This report will be presented to P&OD SMT & appropriate Exec-level boards. HR will actively work with Schools & PSGs with relatively high levels of fixed-term contracts to explore practical ways to reduce levels in-line with the 2022 targets. 	Group Deputy Director of People Deans	Group Executive Director P&OD Provost
The proportion of Male BAME academics on FTC was higher within AHSSBL	P39	AP12 Conduct an annual equality impact assessment, specifically reviewing all protected characteristics for staff on fixed term contracts in order to identify trends.	Aug 2020 – Aug Annually	<ul style="list-style-type: none"> An EIA will be conducted alongside the annual report. Analysis will be done to establish a baseline in order to know the levels expected within each School and PSG HR, with support from EDI where necessary, will work with areas where fixed-term contracts may seem to have certain demographics over-represented so as to 	Head of HR Operations Head of EDI	Group Executive Director P&OD EDI Steering group

A high proportion of unknowns under FTC (and other areas), with staff not declaring their ethnicity and gender		AP13 Use targeted campaigns with explanatory wording to encourage declarations and request that existing staff update their personal details on an annual basis. Inductions to highlight the importance/use of this data.	Winter 2019 - ongoing	<p>establish why this may be occurring, if its an area of concern and how to address this</p> <ul style="list-style-type: none"> • Areas of “good” and “poor” practice will be fed into the EDI Steering Group, as well as P&OD SMT and other Executive boards. • Our new systems allow staff to add demographic data in at any time themselves. • Comms around the changes to the system will be considered for early 2020 in order to raise awareness of the new capabilities. • Standardised language around demographic information collection with be developed by HR & EDI in early 2020 in order to explain why the information is important and how it is used. • A specific mention will be made within Inductions as to the importance of declarations • Increased declarations of ethnicity and gender and other protected characteristics year on year 	<p>Head of EDI</p> <p>Head of HR Operations</p>	<p>Group Executive Director P&OD</p> <p>EDI Steering group</p>
Gender disparity occurs within STEMM T&R functions. We do not know the reason for the disparity	P42	AP14 In STEMM we will aim to have 30% of the female contract distribution on T&R contract by September 2021 through workforce planning, coaching, recruitment and actions identified under promotions.	Jan 2020 – September 2021	<ul style="list-style-type: none"> • HR BPs will work with Schools in order to identify areas and individuals for support. • Align with AP8/AP35 and the development of the role model and mentoring programme. • Progress to be reported bi-annually to Deans/Directors and to P&OD SMT • Annual report to be presented to appropriate Exec boards. 	<p>Group Deputy Director of People</p> <p>Group Deputy Director of OD</p> <p>Deans</p>	<p>Group Executive Director P&OD</p> <p>EDI Steering Group</p> <p>Provost</p>

<p>Turnover: Lack of career progression</p>	P52	<p>AP15 Develop local career pathways and revise organization values and behaviours framework by July 2020.</p>	<p>Jan 2020 – Jul 2020 (ongoing)</p>	<ul style="list-style-type: none"> Staff have clear routes to career progression and feel fully supported by their manager(s) within Academic <i>and</i> PSG pathways. This will be measured through the annual Employee Engagement Survey (ESS), Appraisals and through monitoring of staff progression and retention rates. These metrics will be seen to be moving in a positive direction year on year Each of these already have robust feedback and accountability processes from local level to Executive. Our Values and Behaviours frameworks are communicated out to staff beyond inductions and training. 	<p>Group Deputy Director of People</p> <p>Group Deputy Director of OD</p>	<p>Group Executive Director P&OD</p> <p>Chief Operating Officer (COO)</p>
<p>Exit interviews cite ‘poor work life balance’, resulting in resignations particularly at G8</p>	P52	<p>AP16 As part of People Strategy, draft a workforce planning strategy by June 2020. Implementation from September 2020.</p>	<p>Jan 2020 – Sept 2020 (ongoing)</p>	<ul style="list-style-type: none"> The new People & Culture Strategy (2020-2025) will address this, with a sub-strategy around workforce planning developed and aligned to it. EES responses around welfare and wellbeing increase year on year Align with AP48 Ensure that the strategy is appropriate for both academics and PSGs Bi-annual reports on exit interview data will be created by the OD team and presented at P&OD SMT meetings, with escalation to Exec level boards where appropriate 	<p>Group Deputy Director of People</p> <p>Group Deputy Director of OD</p>	<p>Group Executive Director P&OD</p> <p>Chief Operating Officer (COO)</p>

				<ul style="list-style-type: none"> Targeted interventions will be made to address issues raised within certain areas should a trend be seen to be emerging. Interventions will be coordinated between the relative department, HR, EDI & Wellbeing. 		
Gender Pay gap: Women are disproportionality represented in the lowest pay quartile	P55	AP17 Use the positive gender balance at Grade A and offer all females the opportunity of the internal coaching provision to positively address the imbalance at grades B and upwards. Aim for gender balance within 5% at grades A and B by September 2021 and 40% at grade C by September 2022.	Spring 2020 – Sept 2022	<ul style="list-style-type: none"> By Spring 2020 an internal pool of 20 coaches will be qualified Align with AP8 & AP35 Bi-annual reports on the Gender Pay Gap and gender levels within each Grade will be presented to P&OD SMT, EDI Steering Group and other Executive Boards. Active interventions will be conducted to address areas of concern in collaboration between HR, EDI and the relative departments That we will achieve the targets set out in AP17. 	Group Deputy Director of OD	Group Executive Director P&OD EDI Steering Group Vice Chancellor
	P55	AP18 Utilise talent mapping data to identify a cohort in the lower pay quartile and develop a specific 6 month development programme to promote to roles in the lower middle profile.	Jan 2020 – Summer 2021	<ul style="list-style-type: none"> OD are already developing their capabilities in cohort-targeted interventions and mapping. Throughout 2020 more targeted communication around training and development will be happening This will be tied to the development of buddying, coaching and mentoring programmes Continuous monitoring by OD will track the progress of cohorts through the current, and future, offers. This will be reported to P&OD SMT. 	Head of OD Head of L&D Group Deputy Director OD	Group Executive Director P&OD

		AP19 Monitor the gender pay gap using vertical segregation across salary scales within the organisation		<ul style="list-style-type: none"> HR will produce bi-annual reports on the Gender Pay Gap This will be presented to P&OD SMT, EDI Steering Group and Board of Governors. 	Group Executive Director P&OD	EDI Steering Group Vice Chancellor Board of Governors
Although the proportion of staff receiving bonuses is very small. The bonus pay gap is high (Mean 45.2%, Median 44.5%)	P55	AP20 Ensure a diverse panel on remuneration committees and moderation panels and continue to ensure fair and robust governance.	Spring 2020 – Autumn 2021	<ul style="list-style-type: none"> That 100% of remuneration panellists are trained within 2020 That 100% of remuneration panels are gender balanced (40-60%) within 2021 That 100% of remuneration panels have considered diversity within their recruitment and that other demographics such as race etc. are proportional to the staff body as a whole. 	Chief Finance Officer (CFO)	Board of Governors

5.1 (1) RECRUITMENT

Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility	Accountability
Unable to track the diversity of interview panels members	P59	AP21 Add and collect diversity data fields in our systems by working with HR Systems team in order to capture panel data into iTrent system	Jan 2020 – Feb 2020	<ul style="list-style-type: none"> Our new system allows all staff to amend their own demographic data at any time (align to AP13) That 100% of panel members are directly contacted to update their information. Bi-annual reports are produced to track diversity within panels. This will be presented to P&OD SMT and EDI Steering Committee. 	Group Deputy Director of OD Group Deputy Director of People	Group Executive Director P&OD EDI Steering Group
		AP22 Set target that 100% of our recruitment panel composition will have male and female representation from March 2020.	Mar 2020 - Ongoing	<ul style="list-style-type: none"> 100% of interview panels will be gender balanced (40%-60%) from March 2020 <p>Note: A recruitment drive from January may be necessary to increase our pool of panellists in order to facilitate greater diversity.</p>	Group Deputy Director of People Head of EDI	Group Executive Director P&OD EDI Steering Group
We do not have clarity whether all interview panel members have completed R&S training	P59	AP23 Set target that 100% of recruitment panel composition have undertaken Recruitment & Selection (including EDI / UB) training prior to interview / selection by September 2020.	Feb 2020 – Sept 2020	<ul style="list-style-type: none"> No panel member will be able to sit on a panel unless they have been trained from Spring 2020 Analysis will be conducted of our current pool in January 2020 to assess any who have not been on training with those not trained to be trained by September 2020 Training sessions will be year round in order to train current and future pool of panellists Guidelines will be re-communicated to managers that <i>all</i> staff will need to have been trained to sit on panels. 	Group Deputy Director of OD Group Deputy Director of People	Group Executive Director P&OD EDI Steering Group

Low percentage of PSG females' applicants and STEMM female applicants at G9+	P59	AP24 Use Textio tool to gender neutralise our job adverts and tailor descriptions to attract females into these roles	Spring 2020 – Summer 2020	<ul style="list-style-type: none"> All Adverts and job descriptions will be worded with gender neutral language by Summer 2020 Targeted advertising will help increase the pool of female applicants for specific e.g. stemwomen.co.uk, targetjobs.co.uk, that will attract female applicants Guidelines will be produced on inclusive language in advertising by HR & EDI. Training and communication to managers with recruitment responsibilities will be develop and rolled out to embed understand and foster cultural change. 	Head of HR Operations Head of EDI	Group Executive Director P&OD
		AP25 Work with Marketing & Communications to create a specific career page for the website that promotes diversity, female ambassadors and flexible working	Jan 2020 – Summer (ongoing) Summer 2020	<ul style="list-style-type: none"> HR & EDI to work with MarComms to create pages from the intranet and external website that promotes our inclusive workplace by Summer 2020 Pages to be updated annually. 	Head of HR Operations Head of EDI	Group Executive Director P&OD
		AP26 Display on job adverts flexible working/job share considerations and positive actions statements	Spring 2020 (ongoing)	<ul style="list-style-type: none"> HR & EDI will develop standardised phraseology around flexible working etc. to be placed on all applicable jobs HR to develop standardised phraseology to highlight the rewards and benefits to staff on all applicable jobs. Managers with recruitment responsibilities will be communicated with, and where necessary, trained to ensure job shared and flexible working options for roles is understood and considered. 	Head of HR Operations Head of EDI	Group Executive Director P&OD

5.1 (2) INDUCTION

Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility	Accountability
We are unclear whether induction content, methodology and delivery is inclusive and meets the needs of all groups attending, especially those with protective characteristics	P64	AP27 Evaluate the induction course with the use of online survey (via the Learning Management System) Incorporate changes from staff responses into the induction content	Ongoing	<ul style="list-style-type: none"> Our new online system now allows for this and has been live since August 2019. Inductions are amended month by month based off the feedbackNew 	Head of OD Head of EDI	Group Deputy Director of OD
32% of women replied positively to the question "The university Executive Team is sufficiently engaged in my Professional Service or School"	P64	AP28 Develop and send out welcome messages from executive and Deans/Directors.	Jan 2020 – Summer 2020	<ul style="list-style-type: none"> The process for comms has already begun OD and MarComms to create a comms plan by Spring 2020 for launch in Summer 2020 By Summer 2020 all new staff will receive a series on-boarding emails. 	Head of OD	Group Executive Director P&OD
Insufficient ongoing support for new starters after attending the induction session or visiting the intranet	P64	AP29 Develop and implement institution-wide buddying offer for new starters. All new starters to be offered the opportunity of a buddy for the duration of their probation period by September 2020. Review data and measure success.	Jan 2020 – ongoing review	<ul style="list-style-type: none"> OD will develop a buddying scheme throughout early 2020. Training and development for "buddies" will be offered by OD ready for a September 2020 launch of the programme. OD will develop pages on the intranet for the buddy scheme by Summer 2020 Scheme will launch in Sept 2020 with all new starters being offered a buddy Scheme will be reviewed quarterly for the first year by OD, with reports to P&OD SMT. Annual reports from 2021 will then assess the impact of the Scheme and will be reported to P&OD SMT, suitable Exec Boards and Deans/Directors where necessary. 	Group Deputy Director of OD	Group Executive Director P&OD

We don't know the % of new starters that complete the induction sessions (e.g. Central, Academic, Managers', Local)	P64	AP30 Promote the local induction checklist to all line managers. Report to Deans and directors about non-compliance, so they can encourage attendance.	Ongoing	<ul style="list-style-type: none"> • 100% of new staff will have attended their induction(s): general, academic, managers - within the specified 3 months period. • OD to continue to produce monthly reports to deans and directors to allow local accountability for induction attendance • Align with AP28 	Head of OD Head of L&D	Group Executive Director P&OD Deans / Directors
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5.1 (3) PROMOTION

Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility	Accountability
Whilst there is some analysis of promotions data, there is not a full EIA for promotions, which could result in us not fully considering any potential adverse impact on gender	P65	AP31 For the 2020/2021 promotions round (and going forward) a full EIA will be carried out and used to inform actions for future development and inform EDI priorities for the next academic year	Summer 2020 - ongoing	<ul style="list-style-type: none"> Annual EIA will be done for the 2020/21 promotions round by the Provost (Chair of the Committee) Promotions Committee meets in December each year. Analysis will be done in conjunction with HR & EDI and recommendations made for areas of concern. This will then be an annual process 	Provost	EDI Steering Group
We have a Gender Equality network (GenderNet) that we should utilise in promoting and raising awareness for the promotion of female academics	P67	AP32 Invite successful promotions applicants to GenderNet meetings, ask the network to promote success stories amongst its members	Already begun - ongoing	<ul style="list-style-type: none"> GenderNet has begun its "Role Model Conversations" series which is focussing on, primarily female, role models from across the institution. These are due to be rolling every 2-3 months. New comms channels and intranet will be available from Jan 2020 for Networks to use which will enable better and clearer comms to members and beyond. Success will be that successful academics are part of these new "conversations" and comms channels within 2020 & beyond. 	GenderNet Chairs Head of EDI	EDI Steering Group
There is insufficient support for staff who are unsuccessful in the promotions round	P67	AP33 From January 2020, all unsuccessful applicants will be offered at least a 1 hour feedback session with their Dean and agreed actions are set to support development.	Jan 2020 - ongoing	<ul style="list-style-type: none"> Deans will actively contact unsuccessful applicants from the 2019/2020 round (Committee meets in Dec 2019) 1 hour sessions will be offered to all unsuccessful applicants. Applicants will leave the session with a clear plan for development and will be supported by their Dean, line manager(s). 	Deans	Provost

				<ul style="list-style-type: none"> The Provost will conduct Spring and Summer “check-ins” with Deans to evaluate the scheme’s uptake and impact. 		
There is not enough support to encourage women and part time staff (which has a gender impact) to apply for promotion	P69	AP34 Introduce workshops for women and part time staff and provide case studies/success stories of part time staff who have been promoted	Spring 2020 - ongoing	<ul style="list-style-type: none"> As part of ODs move to more targeted communications and engagement in training offers, part-time staff will be strongly considered for the communications around promotion OD will conduct research into what support PT staff may wish to see – this will be taken from current EES and Appraisal data and from possible new engagement methods EDI will be launching a Role Models programme in early 2020 – female role models, academic role models, PT and other underrepresented groups will be a primary focus. There will be a year on year increase in the number of applications from women & PT staff. An annual report will be compiled and reported to P&OD SMT and Provost. 	Group Deputy Director of OD	EDI Steering Group Provost
Decline in positive response from females to employee engagement survey on the promotions question	P70	AP35 Create a mentor programme for successful staff from previous promotions rounds to support members of staff applying for promotion from September 2019. We aim to ensure 50% of promotion applicants take	Spring 2020 – Sept 2021 (ongoing)	<ul style="list-style-type: none"> HR has already begun developing a system of mentors in late 2019 Align with AP8 & AP17 Quarterly evaluations between mentor, mentee & programme coordinator(s) Annual feedback from mentors & mentees to understand successes and areas for improvement 50% of those eligible will be taking part in the programme by September 2021 	Group Deputy Director of People Group Deputy Director of OD Deans/Directors	Group Executive Director P&OD EDI Steering Group Provost

		part in this programme by September 2021.		<ul style="list-style-type: none"> • Annual monitoring of gender within promotions round to be reported to the mentoring project team and EDI Steering Group. Reflections on the impact of programme will also be made. • Year on year increase in overall positive responses in the EES questions relating to promotions from female staff 		
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5.1 (4) REF

Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility	Accountability
There is a higher proportion of males and white ethnicity numbers in the sub-set of the Research only group who we expect will be submitted to the REF	P72	AP36 We will produce an Equality Impact Assessment of the projected REF 2021 submission by the 30 April 2020 to identify which Units of assessments have imbalance, and identify gender specific recommendations and training needs.	Jan 2020 – April 2020	<ul style="list-style-type: none"> A REF 2021 submission that correlates, in terms of its diversity, with the diversity of the pool of staff eligible to be submitted to the REF Training / mentoring needs identified, and recommendation plans confirmed with diversity KPI's in place for the provision 	Director of Research	Provost
		AP37 By the 30 November 2020, we will establish a Protected Characteristics Working Group (PC WG) which will develop a plan to ensure a more diverse group of research-active staff at LSBU.	Jan 2020 – Nov 2020	<ul style="list-style-type: none"> A research training/mentoring programme that fully supports our mission to achieve equality, as measured by its compliance with the expectations set by our proposed consultative bodies 	EDI	
		AP438 Engage with the Race, Gender and Sexualities Research Group in the assessment of the inclusivity of the research training provision, especially with respect to intersectionality	Ongoing	<ul style="list-style-type: none"> All research-active staff will have time for “research allocated” in the revised Workload Planning Model 	Deans	
		AP39 By the 31 October 2020, we will develop, as part of our Research Strategy 2020-2025, a research mentorship scheme,	Jan 2020 – Oct 2020	<ul style="list-style-type: none"> By 2022 our research-active staff demographics will be gender-balanced and ethnically representative 		

		especially for ECRs, those who are returning to work or those who wish to re-engage with research, with time allocated in LSBU's Workload Planning Model.				
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5.3 (1-3) CAREER DEVELOPMENT: ACADEMIC STAFF TRAINING, APPRAISAL / DEVELOPMENT REVIEW

Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility	Accountability
We are not aware of the effectiveness of our all of training. We don't know if our all elements of our training offer are inclusive and meet the needs of all groups attending, especially those with protective characteristics	P87	<p>AP40 To evaluate the effectiveness of training courses each quarter with an online survey generated by the iTrent system. This will be analysed by demographic information to identify any trends.</p> <p>AP41 To analyse training and appraisal data in year to identify any gender differences in uptake and satisfaction to enable more targeted communications and continuous course redevelopment.</p>	<p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> A new online system now allows for this and has been live since August 2019. Scores should continue to increase or stay steady for all courses and that this should be seen across all demographics. A quarterly report will be produced and sent to P&OD SMT Feedback and monitoring of training is already being done and the online system will now allow easier monitoring by gender and other characteristics Scores should continue to increase or stay steady for all courses and that this should be seen across all demographics. 	<p>Head of OD</p> <p>Head of L&D</p> <p>Head of EDI</p> <p>Head of OD</p> <p>Head of L&D</p> <p>Head of EDI</p>	<p>Group Deputy Director of OD</p> <p>Group Deputy Director of OD</p>
In the engagement survey in 2018 31% of women respondents agreed <i>"the appraisal process has helped me reflect on my career planning and development"</i>	P87	AP42 To undertake a review of the existing approach to the appraisal process (and appraisal system), with tangible recommendations	2020	<ul style="list-style-type: none"> Throughout 2020 the Appraisal system will be reviewed and adapted to make it suitable for Group-wide use. It will also be an opportunity for feedback from users to be utilised in changes to the system. A year on year increase in the % of women who agree in the EES 	<p>Head of L&D</p> <p>Group Deputy Director of OD</p>	Group Executive Director P&OD

5.5 (1-9) FLEXIBLE WORKING AND MANAGING CAREER BREAKS

Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility	Accountability
We want to ensure we offer a consistent high level of support to our employees. We will introduce a formal discussion to heighten our commitment prior to the employee's maternity/shared parental/adoption leave	P89	AP43 Develop guidelines to ensure a formal discussion takes place, prior to the employee's leave that records their achievements and value to the organisation, as well as future career development needs/focus on their return	Jan 2020 – Summer 2020 (ongoing)	<ul style="list-style-type: none"> Clear guidelines are (re-)developed by HR in the first half of 2020 HR BPs contact managers to monitor that managers are having these formal discussions Managers report back to HR BPs outcomes from the discussions HR BPs to evaluate annually with both managers and employees and report to P&OD SMT. 	Group Deputy Director of People Head of EDI	Group Executive Director P&OD
		AP44 Publish guidelines on the intranet and promote via SMT meetings and department cascade meetings		<ul style="list-style-type: none"> Guidelines are published by Summer 2020 A digital and physical comms plan is created in early 2020 HR BPs have visited all cascades/town halls, and/or have ensured that local managers have promoted the guidelines by the end of 2020 to promote the guidelines. 	Group Deputy Director of People Head of EDI	Group Executive Director P&OD
		AP45 To investigate with Finance if there is a method of accounting for maternity pay in budgets to encourage a positive management culture		<ul style="list-style-type: none"> Currently maternity is devolved to departments – this has the potential for maternity to be seen as a “cost” to the department. Explore with Finance to centralise the maternity budgets so that this cost is borne by the institution as a whole and not by departments To have a centralised budget by 2021. 	Group Deputy Director of People Head of EDI Parents & Carers Network Chairs	Group Executive Director P&OD EDI Steering Group CFO

There is currently a lack of shared parental leave data	P96	AP46 To add question in exit interview to obtain insight into leavers who did not return from maternity leave.	Jan 2010 - Spring 2020	<ul style="list-style-type: none"> Exit interview questions to be reviewed to ensure they're fit for purpose by OD. 	Head of OD Head of EDI	Group Deputy Director of OD
		AP47 To capture shared parental leave data for reporting purposes	Ongoing	<ul style="list-style-type: none"> Changes in data collection now allows HR to identify those working "irregular" working patterns i.e compressed hours etc. HR to continue to explore ways on capturing parental leave data HR & EDI to explore ways of encouraging staff, particularly male staff, to engage in conversations about parental leave New (Dec 2019) Parents & Carers Network will enable staff to engage in conversations about parental leave and the experience of parent staff. 	Head of HR Operations Head of EDI	Group Executive Director P&OD
The terminology 'flexible working' and 'working from home' is sometimes perceived in a negative way. The policy wording is catering to employees with care responsibilities, of which the perception is that many carers are female	P96	AP48 Review the policy and other relevant documents and consider more inclusive terminologies, e.g. 'agile working', 'Location Independent Working' Share case studies of male colleagues who have successfully embraced flexible working	Jan 2020 – Summer 2020 (ongoing)	<ul style="list-style-type: none"> HR develops standardised language as regards flexible working by Spring 2020 This is applied in all relevant policies and adverts by the Summer 2020 EDI will be launching a Role Models programme in early 2020 – parents and carers, especially males, will be amongst those role models New Parents & Carers Network is keen to encourage men to embrace flexible working and. Case studies/profiles to be actively shared on the intranet and across comms channelsHR 	Group Deputy Director of People Head of EDI	Group Executive Director P&OD

There is a lack of data on declined formal applications for flexible work	P96	AP49 Revise the current application form to make it mandatory for managers to inform HR regardless if it is approved or rejected.	Jan 2020 – Spring 2020 (ongoing)	<ul style="list-style-type: none"> • Write and communicate new processes to managers by Spring 2020 • Declined requests data available in the HR system • Declined application reasons are recorded • Management have clear understanding of rejection reasons, see any trends and able to identify any further actions needed. • Managers understand how the new process works and will report back/inform HR the declined applications • A bi-annual report will be created and sent to P&OD SMT for reflection and actions. 	<p>Group Deputy Director of People</p> <p>Head of EDI</p>	Group Executive Director P&OD
Currently we do not have a career break policy which could limit employees time in the organisation	P97	AP50 Develop a Career Break policy following good practice research with other HEI's and consultation with relevant stakeholders.	2020 - 2021	<ul style="list-style-type: none"> • A policy for Career Breaks will be created by 2021. • This policy will be visible on our intranet and communicated to staff in 2021De 	Group Deputy Director of People	Group Executive Director P&OD

5.6 (1) CULTURE

Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility	Accountability
Inconsistent level of integrations of EPIIC values in all staff practice	P102	AP51 To continue to embed an EPIIC values led culture that supports a fair and inclusive environment 100% of senior managers in the University to be rated on performance in relation to their objectives and how they have role modelled EPIIC values by September 2020.	Jan 2020 – Sept 2020 (Ongoing)	<ul style="list-style-type: none"> EPIIC/Values questions within the EES' positive responses continue to increase year on year. Within Appraisal's 100% of managers will be expected to have completed the optional question on the EPIIC Values. Communication to managers about Appraisals will clearly state that the optional EPIIC question is compulsory for them. Monitor both Appraisals and the EES and will report where necessary.EE 	Group Deputy Directory of OD	Group Executive Director P&OD Vice Chancellor
Inconsistent provision of DAW	P102	AP52 To have at least two fully trained DAW advisers in each School & PSG by September 2020 (32 total). Training to include MH awareness training	Jan 2020 – Sept 2020 (ongoing)	<ul style="list-style-type: none"> Dignity at Work (DAW) will be relaunched by Feb 2020, including a new intranet site, training package and recruitment drive. DAW is now jointly "owned" by EDI, OD and Wellbeing – this will enable a more robust offering of support, training and administration EDI, OD & Wellbeing will monitor recruitment and will engage in more targeted interventions to achieve the 2 DAWs per School/PSG target . 	Safety Manager Head of P&O Compliance Head of EDI Head of OD	Group Executive Director P&OD EDI Steering Group

Our current coaching scheme is not widely available to staff due to lack of coaches	P102	AP53 Develop an internal pool of at least 25 coaches within the University by Spring 2020. Develop a specific website and promote through communication channels.	Begun - Spring 2020	<ul style="list-style-type: none"> There will be 30 coaches trained by Spring 2020, coordinated and monitored by OD. New pages to promote the scheme are under development in Winter 2019/20 Once all coaches are trained a rolling communications plan will be delivered to encourage participants. Targeted comms will also be part of this to encourage underrepresented groups to take part. The project will be monitored each quarter for the first year by OD and then annually from 2021. Reports will be presented to P&OD SMT and other Exec and senior boards where appropriate. 	Head of L&D Head of OD	Group Executive Director P&OD
We are not fully utilising the staff networks to help us make sustainable change	P102	AP54 EDI to have monthly meetings with each of the staff networks, highlighting the staff voice to the EDI committee and feeding back key issues to HR Business Partners to proactively address issues.	Begun - Ongoing	<ul style="list-style-type: none"> From August 2019 EDI has held monthly meetings with the Chairs/Co-Chairs of the Networks. These will be scheduled a term at a time based around the academic teaching calendars of some of the Chairs. EDI has been and will be present at all Staff Network member meetings HR BPs will be engaged from Jan 2020 and links re-established between Networks and HR. Jan 2020 will see a relaunch of all Staff Networks, including updated aims, objectives and terms of reference. This will also be combined with new intranet pages and comms 	Head of EDI Group Deputy Director of People	EDI Steering Group

				<p>channels to encourage more staff interaction with Networks.</p> <ul style="list-style-type: none"> • Training and development for Chairs and other committee members in ongoing to enable them to better capture and utilise staff voice 		
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5.6 (2) HR POLICIES

Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility	Accountability
To improve the employee engagement percentage score of staff that feel able to speak up at work and to promote the dignity at work advisors so that staff are aware that there is a route to anonymously raise any gender related issues	P104	AP55 Set up workshops for staff regarding harassment and bullying and ensure 70% attendance of LSBU Managers by Autumn 2020 and 100% by Spring 2021	Begun – Spring 2021 (ongoing)	<ul style="list-style-type: none"> A year on year increase in EES positive responses covering dignity at work. Bullying and Harassment pulse survey launched Winter 2019/2020 by OD. Report to be made to P&OD SMT, EDI Steering Group & Exec Board in early 2021. Minimum of 4 Workshops available annually. Over 80% attendance for each session. All managers will be directly targeted with comms to encourage attendance. OD will monitor attendance and contact managers/senior leaders where appropriate. Reports will follow usual training report routed to P&OD SMT, but will also go to EDI Steering Committee. Relaunching of the DAWA scheme in Feb 2020 will raise awareness of the scheme and improve monitoring and development. (Align AP 52) 	Head of EDI Head of OD	Group Executive Director P&OD EDI Steering Group
We are not fully utilising staff networks (specifically GenderNet) in focus groups for policy review and development. By involving Networks, this could lead to enhanced policies.	P104	AP56 Staff networks participate in all new HR policy development from April 2020.	Jan 2020 – April 2020 (ongoing)	<ul style="list-style-type: none"> Policy development procedure to be amended to ensure Staff Networks and staff voice are essential within all policy development. HR BPs to amend as appropriate. HR & EDI to collaborate to ensure Staff Networks have <i>meaningful</i> input. All Staff Networks from Jan 2020 will have “Influence policy” as an aim/objective. 	Head of EDI Group Deputy Director of People	Group Executive Director P&OD EDI Steering Group

Further work required to improve organisational knowledge on equality & diversity, which includes gender equality. We require a drive to improve compulsory training statistics on Equality and Diversity to 90-100% compliance	P104	AP57 Compulsory training for EDI is between 90-100% by July 2020.	Jan Jan 2020 – July 2020 (ongoing)	<ul style="list-style-type: none"> • OD to continue to encourage staff to complete the EDI training • COO to reiterate to managers and senior leaders the re-affirmed target for completion of EDI training by <i>all</i> staff within their first 3 months. • Jan 2020 will see a launch of a new EDI intranet page to increase the accessibility and understanding of EDI. This is combined with new and enhanced comms channels used by EDI to actively help staff engage and understand EDI. 	Head of EDI Head of L&D	Group Executive Director P&OD EDI Steering Group COO

5.6 (3) PROPORTION OF HEADS OF SCHOOL/FACULTY/DEPARTMENT BY GENDER

Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility	Accountability
Gender disparity in 'Other Heads/Director' roles	P107	AP58 Targeted coaching intervention at AP level for at least 10 females initiated by August 2020.	Ongoing	<ul style="list-style-type: none"> Align to AP60 (Coaching scheme) OD to monitor uptake of females at this level for the coaching scheme to ensure we reach the Aug 2020 target. Success will see a reduction in gender disparity - this will be monitored by HR & OD. 	Head of L&D Head of OD	Group Executive Director P&OD

5.6 (4) REPRESENTATION OF MEN AND WOMEN ON SENIOR MANAGEMENT COMMITTEES

Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility	Accountability
Board of Governors is not gender diverse	P108	AP59 The Board of Governors, through the Nomination Committee, commits to producing gender-balanced shortlists of candidates for independent governor recruitment	2020 - 2022	<ul style="list-style-type: none"> A published commitment is made by the Board to commit to being gender balanced (40-60%) by 2022. The Nominations Committee will only produce gender balanced (40-60%) shortlists from Jan 2020 The Board of Governors will be gender balanced by 2022 	Group Secretary Vice Chancellor Head of EDI	EDI Steering Group Board of Governors
		AP60 Ensure that all four newly- created Institutional Management Committees have gender-balanced membership with female representation of 40% to 60%	2020 - 2022	<ul style="list-style-type: none"> A published commitment is made by the IMCs to commit to being gender balanced (40-60%) by 2022 The IMCs will be gender balanced by 2022 	Group Secretary Vice Chancellor Head of EDI	EDI Steering Group Board of Governors
		AP61 Organisational EDI report to be produced by HR and EDI to Executive on an annual basis to provide in depth breakdown of protected characteristics across the organisation.	2020 - annually	<ul style="list-style-type: none"> HR and EDI produce an annual organisational EDI report. This will be presented to the EDI Steering Group, Board of Governors and other key Executive and senior leaders committees. 	Head of EDI Head of HR Operations	EDI Steering Group Board of Governors

Ensure diversity within the University Management Committee	P109	AP62 The University Management Committee commits to maintaining a gender-balanced membership with female representation of 40% to 60%	2020 - 2021	<ul style="list-style-type: none"> A published commitment is made by the Committee to commit to being gender balanced (40-60%) by 2021. The UMCs will be gender balanced by 2021 	Group Secretary	EDI Steering Group
		AP63 When gender balance cannot be achieved through the committee membership structure additional members will be co-opted to address this	2020		Vice Chancellor Head of EDI	Board of Governors
				<ul style="list-style-type: none"> Guidelines for co-opting will be created in 2020 by EDI & Governance That co-opting is used when gender balance is not forthcoming. Monitored by Governance with oversight from EDI 	Group Secretary Head of EDI	EDI Steering Group

5.6 (5) REPRESENTATION OF MEN AND WOMEN ON INFLUENTIAL MANAGEMENT COMMITTEES

Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility	Accountability
Academic Board and committees are not gender diverse	P110	AP64 The Academic Board and its committees aim to be gender-balanced by 2021, with female representation between 40% and 60%	2020 - 2021	<ul style="list-style-type: none"> A published commitment is made by the Committee to commit to being gender balanced (40-60%) by 2021. The Academic Board will be gender balanced by 2021 	Head of EDI Group Secretary Provost	EDI Steering Group Board of Governors
		AP65 Academic Board committee memberships will be reviewed annually to ensure that they are fit for purpose, and where possible amended to maximise gender diversity and representation across the institution	2020 – annually	<ul style="list-style-type: none"> From 2020, EDI & Governance will review memberships and make recommendations where possible to address any lack of gender balance 	Head of EDI Group Secretary Provost	EDI Steering Group Board of Governors

Non senior staff do not have the opportunity to understand the role or join influential university committees	P110	AP66 Have representation from non-senior staff on at least 70% institutional committees by inviting observers to meetings by August 2020	Jan 2020 – August 2020 (ongoing)	<ul style="list-style-type: none"> New Staff Voice pages to be created within EDI & other areas of the intranet to increase visibility of committee, their membership, activity etc. by Spring 2020. EDI & Governance co-project Staff newsletters (which go out fortnightly) to often promote opportunities to observe key committees Encourage Chairs and other formal members of Committee to bring at least 1 observer to a Committee annually. Chairs to monitor this with assistance from Governance. 	Group Secretary Head of EDI Committee Chairs	EDI Steering Group Board of Governors
5.6 (7) INSTITUTIONAL POLICIES, PRAICES AND PROCEDURES						
Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility	Accountability
Clearer process required for developing institutional policies and ensure that there is an EIA process to ensure gender equality is taken into account	P112	AP67 Publish a flow chart detailing how institutional policy is approved, including the requirement to submit an Equality Impact Assessment for 100% of new or revised institutional policies that are put forward for Executive approval.	Jan 2020 – April 2020	<ul style="list-style-type: none"> HR to develop a flow chart by Spring 2020 EDI to digitize the EIA by Spring 2020 HR (& EDI where appropriate) to monitor all policies follow the updated procedure. 	Group Deputy Director of People Head of EDI	Group Executive Director of P&OD EDI Steering Group
Institutional policy development does not currently involve a wide range of stakeholders from protected characteristics	P112	AP68 Invite representatives from all staff networks to be involved in policy focus groups.	Align with AP56	Align with AP56	Group Deputy Director of People Head of EDI	Group Executive Director of P&OD EDI Steering Group

5.6 (8) WORKLOAD MODEL

Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility	Accountability
We do not currently have a university wide Workload Allocation Model for Academic staff	P113	AP69 Once the WAM is implemented, undertake a thorough Equality Impact Assessment analysis to identify if there is any imbalance of workload allocation and activity type with a specific focus on research allocation for females in STEMM.		<ul style="list-style-type: none"> Specific actions to address any imbalance Gender balance of workload allocation for research <p>Data available to show percentages of workload allocation by gender</p>	<p>Group Deputy Director of People</p> <p>Head of EDI</p>	<p>Group Executive Director of P&OD</p> <p>Provost</p>

5.6 (9) TIMING OF INSTITUTION MEETINGS AND SOCIAL GATHERINGS

Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility (include job title)	Accountability
Meetings and social gatherings have sometimes been scheduled during religious/cultural/special holidays.	P114	AP70 Develop, publish and promote an EDI calendar for all staff and students Calendar to be updated each year	Summer 2020 release Ongoing	<ul style="list-style-type: none"> • EDI will create an EDI calendar by Summer 2020. This will be released annually. • The calendar will be communicated out to all staff via email and through town halls to embed the importance of consulting the calendar. 	Head of EDI	Group Deputy Director of OD EDI Steering Group
There is no gender balance considerations when key meetings occur	P114	AP71 Develop and publish guidance for committee chairs on how to create inclusive meetings	Spring 2020 – Winter 2020	<ul style="list-style-type: none"> • EDI to work with Governance on creating a guide for all Chairs on how to chair inclusive meetings. Published and communicated by September 2020. • EDI & Governance to hold at least 2 workshops a year on inclusive practise for Chairs. Attendance monitored by EDI 	Head of EDI Group Secretary	EDI Steering Group

5.6 (10) VISABILITY OF ROLE MODELS

Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility	Accountability
There are a number of disciplines that are gender imbalanced. E.g. fewer male academics in the School of HSC. Fewer women in senior positions in the School of Engineering	P117	AP72 Develop and introduce an Allies programme across staff networks, defining the requirements of allies	Summer 2019 – Summer 2020 (ongoing)	<ul style="list-style-type: none"> • EDI will support Staff Networks who wish to begin an Allies programme from summer 2019 with the hope all will have started an Allies programme by summer 2020 	Head of EDI Staff Network Chairs	EDI Steering Group

5.6 (11) OUTREACH ACTIVITIES

Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility	Accountability
We do not formally collate or record outreach activities undertaken by academic staff so unable to analyse by gender or grade	P118	AP73 Examine the gender balance of staff participating in outreach activities to achieve balance (40-60%) by AY21/22.	Ongoing	<ul style="list-style-type: none"> • Data available to identify of the demographics of staff undertaking outreach activities • Actions put in place to address any imbalance i.e targeted “recruitment” to outreach activity • Equal gender representation (40-60%) for outreach activities by 2022 	Senior Manager Outreach & WP Director(s) of Marketing & Communications	EDI Steering Group

5.6 (12) LEADERSHIP

Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility	Accountability
	P119	Align to actions from Section 3 Self-Assessment Process				

6. SUPPORTING TRANS PEOPLE

Issue identified	Page Ref.	Action	Timeframe (Start/end Date)	Success criteria and outcome What will success look like/how will the action contribute to the aim/objective	Responsibility	Accountability
No guidance in place on how to support transgender staff at LSBU	P123	AP74 Develop, implement and publish Transgender and Gender Non-Conforming policy and guidance for staff and students by summer 2020 in collaboration between EDI, HR, Student Services, Students' Union and other key stakeholders.	Jan 2020 – Summer 2020	<ul style="list-style-type: none"> • EDI to lead on the creation of a working group of EDI, HR, Student Services & the Students' Union. The group will create a draft policy by spring 2020. • This will then go out to consultation with SONET & GenderNet, students and the wider staff body in spring/summer 2020. • Policy will need to be approved by the EDU Steering Group before launch. • The policy will be launched in Summer 2020 with rolling comms until the end of 2020. • It will be also visible on the EDI intranet pages and student-facing pages. 	Head of EDI Head of Wellbeing	Group Executive Director of P&OD Executive Director Student Services EDI Steering Group Vice Chancellor Board of Governors
		AP75 Pronouns to become LSBU standard in staff signatures by summer 2020	Jan 2020 – Summer 2020	<ul style="list-style-type: none"> • Some staff have already begun to put in pronouns into email signatures following LGBT+ training. However, this is not universal. • EDI to work with Comms to edit the current LSBU template to include pronouns by default • A wider communication campaign will be launched in 2020 explaining the rationale behind pronouns – this will include videos, town hall announcements etc. With the Executive to lead by example. • All staff to have pronouns in their signature by summer 2020. With managers encouraged to monitor uptake by their staff. 	Head of EDI Director of Brand and Communications	Group Executive Director of P&OD EDI Steering Group

		AP76 Dignity at Work relaunch by Feb 2020	By Feb 2020	<ul style="list-style-type: none"> Align to AP52 DAW new training package to include Trans+ specific training. 		
We are not aware of any trans-gender staff at LSBU due to data capture limitations	P123	AP77 Review and update the recruitment application process and the HR system so that they are transgender and gender non-conforming inclusive	Jan – Mar 2020	<ul style="list-style-type: none"> Discussions have already been had with HR in November 2019 around routes to making our processes more inclusive – Trans+ staff experience is being heavily considered EDI & HR to review the recruitment and on-boarding experience through a Trans lens to ensure it is aligned to best practice 	Head of EDI Head of HR Operations	Group Executive Director of P&OD EDI Steering Group
Transgender inclusion training is not available for all staff across the organisation	P123	AP78 Continue to deliver the LGBT+ Training to staff and students at LSBU & beyond and embed it as part of a new and growing EDI Training offer from 2020	Ongoing	<ul style="list-style-type: none"> LGBT+ training delivered in collaboration with students is available on request for both staff and students and has been popular throughout 2019. From 2020 this will become part of an embedded core offer or training that will be available year round to book and request. EDI will continue to monitor feedback on the sessions, alongside OD, to continue their development and expand the EDI offer. KPIs for EDI training will appear in the new 2020-2025 EDI strategy which is under development at the time of submission. 	Head of EDI	Group Executive Director of P&OD EDI Steering Group

