



Department Application
Bronze and Silver Award
Bangor Business School
Bangor University



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

Additional areas for Silver applications are highlighted throughout the form: 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 recommendations as a guide.

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

Name of institution	Bangor University	
Department	Bangor Business School	
Focus of department	AHSSBL	
Date of application	April 2019	
Award Level	Bronze	
Institution Athena SWAN award	Date: April 2018	Level: Bronze
Contact for application <small>Must be based in the department</small>	Dr Sara Parry	
Email	s.parry@bangor.ac.uk	
Telephone	01248388457	
Departmental website	https://www.bangor.ac.uk/business/	

GLOSSARY OF TERMS

BBS	Bangor Business School
BoS	Board of Studies
BU	Bangor University
CELT	Centre for Excellence in Learning and Teaching
CIM	Chartered Institute of Marketing
DTP	Doctoral Training Programme
ECR	Early Career Researcher
ECU	Equality Challenge Unit
HEFCW	Higher Education Funding Council for Wales
HERA	Higher Education Role Analysis
HESA	Higher Education Statistics Agency
HoS	Head of School
HR	Human Resources
HSS	Health & Safety Services
IBM	International Business Machines Company
IT	Information Technology
KIT	Keeping in Touch
NSS	National Student Survey
PDR	Personal Development Review
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PRES	Postgraduate Research Experience Survey
PRSS	Postgraduate Research Seminar Series
PURE	Research Information Management System
REF	Research Excellence Framework
RePEc	Research Papers in Economics
RIIO	Research Innovation and Impact Office
SAT	Self-Assessment Team

T&R	Teaching & Research
T&S	Teaching & Scholarship
UCEA	Universities and Colleges Employers Association
UG	Undergraduate

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

An accompanying letter of endorsement from the head of department should be included.

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

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



23rd April 2019

Dear Athena SWAN panel members,

I write to express my strongest endorsement of this application from Bangor Business School (BBS) for an Athena SWAN Bronze Award. Our commitment is to embed gender equality throughout School activities and to facilitate career advancement of female colleagues. I confirm that the information presented in the application (including quantitative and qualitative data) is an honest, accurate and true representation of BBS.

I have worked at BBS for over 25 years (Head of School since 2016). During this time, I have been encouraged by the growth in the number and the achievements of our female staff. BBS is home to colleagues and students from different nations and cultures and this diversity is a major strength of the School. Indeed, one of my objectives as Head of School is to build upon core strengths by incorporating best practice policies and procedures to enhance equality and broaden opportunities.

As you read the application, it is evident that job security and internal promotional successes for females at BBS is excellent. The vast majority of our staff hold permanent contracts and, over the past four years, all females who applied for promotion were successful. As a result, the proportion of female Senior Lecturers has doubled.

Our track record on career development shows we can improve (for instance, increasing completion rates on PDRs, which is a priority, and encouraging greater uptake of training). We can address specific concerns relating to gender equality (for instance, perceived lack of networking opportunities for females, low number of external female speakers, mentoring female colleagues towards Professorial level). However, we are at the early stages of our Athena SWAN journey, and the self-assessment process has identified the need to develop strategies to tackle problems, review our organisational culture, and continue to consult widely with staff to implement best practice. There are many positives in the School and we are committed to addressing remaining issues as described in the action plan. Moreover, we are aware that only a small number of (much larger) Business Schools have Athena SWAN awards suggesting that many problems are sector wide.

The past three years have been difficult for Bangor University. BBS has had to contend with departures of staff either through Voluntary Redundancy or leaving for pastures anew. The financial predicament has meant the School has been unable to replace full time staff since 2015-16. Despite these hurdles, I am determined to address the culture, strategies and processes, and introduce new initiatives to improve gender equality at BBS.

BBS is proud to be the first school of AHSSBL to apply for the Bronze Award and I wish to acknowledge the dedication of the SAT, which has compiled the evidence. This has given fresh impetus within the School to realizing and addressing important gender organisational culture and gender-equality issues. On this basis, we shall move forward with an equality and diversity agenda and fully embed Athena SWAN principles into the culture of BBS.

Yours faithfully,

2. DESCRIPTION OF THE DEPARTMENT

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

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

Bangor Business School (BBS) is a leading teaching and research focused Business School which sits within the College of Arts, Humanities and Business at Bangor University. As of April 2019, we have a total of 49 full and part-time staff (18 female; 31 male) including 48 academics (18 Female; 30 male) and 1 database co-ordinator learning technologist (male). Due to the recent re-structuring of colleges within the University, school support staff are now employed at college level as opposed to school level although 5 female college level administrators are assigned to support BBS.

The School offers a full range of Business-related disciplines and learning opportunities at all levels of Higher Education. This includes 12 single honours undergraduate programmes (11 BSc; 1 BA), 37 joint honours undergraduate programmes (1 BSc; 36 BA) and 27 taught postgraduate programmes (1 LLM, 4 MA, 11 MBA, 11 MSc) covering a wide range of subject choices including banking, finance, accounting, management, economics and marketing. Combined, these currently consist of 632 undergraduate students (46% female), 386 taught postgraduate students (37% female) and 21 research students (67% female). Our student and staff populations are culturally diverse with international students making up 70% of our cohort and 40% staff from overseas countries (including Malaysia, Bahrain, Turkey, Mexico, Spain, Syria, Azerbaijan, Greece and Italy). Equality and inclusivity are embedded in our school's culture.

Many of our programmes benefit from recognition by professional bodies such as the Association of Chartered Certified Accountants (ACCA) and Chartered Management (CMI), which make students eligible for professional accreditation or exemptions from parts of professional qualifications. Furthermore we are one of only 8 UK universities to hold Chartered Banker Institute 'Centre of Excellence' status. In 2018 the National Student Survey (NSS) results ranked BBS number one in Wales for student satisfaction in Finance, and Marketing at the School is ranked in the UK's top 30 (Complete University Guide Subject League Tables 2019).

BBS was one of the first in the UK to offer degrees in Banking and the first to offer a Banking MBA. Students worldwide are thus attracted to BBS by our reputation for high quality and expertise, particularly in the area of Banking and Financial Services, in which Bangor is a leading European centre. For instance, the School is also home to the Institute of European Finance, which provides specialist consultancy and project reports to banks, financial services firms and governments. In REF 2014, 68% of the school's research output was published in world leading or internationally excellent journals. In recent years, staff have conducted high level consultancy work including major policy studies for many leading organisations like the European Commission, the World Bank and the UK

Treasury. All of this has contributed to the School being consistently ranked as one of the top 25 institutions in the world for Banking research (RePEc). The School's research expertise is split into four clusters: Consumers and Communications, Corporate Communication, Credit and Uncertainty and Financial Services: Competition, Conduct and Consumer Protection, with research staff as members and PhD students associated with each cluster.

BBS is led by the HoS (Male) and the Deputy Head (Male). The organisational and reporting structures of the school are led by the Directors of BBS committees (Teaching & Learning and Research) and key personnel such as the Director of Student Engagement and Directors of Undergraduate and Postgraduate Students. All committees and key personnel report to the Board of Studies which all staff attend and which are held three to four times per year.

(582 words)

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

Name	SAT Role and personal profile
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

As part of the application, the SAT collected and analysed the relevant statistical information held at University level (i.e. staff and student data for sections 4.1 and 4.2) and ran a school-level survey to examine males and females' perceptions of the School's culture, participation and promotion practices, work-life balance, leadership and management commitment, and reputation and social responsibility. The response rate of the survey was 63%. The findings of the survey were distributed by e-mail to all BBS staff and discussed at the Board of Studies. As a result, further suggestions and ideas were made in relation to the Athena SWAN remit, all of which are covered in the action plan. Furthermore, the Chair of the Athena SWAN SAT at Cardiff Business School visited BBS to consult with the SAT and share experiences and good practice. Since then she has acted as a critical friend by providing feedback on our application and action plan.

SAT meetings take place every 6-8 weeks to discuss aspects including the application progress, the staff and student statistical data collated, survey design, the school survey findings and the BBS Athena SWAN action plan. Each meeting is minuted and action points agreed, the completion of which are monitored by the SAT chair. The SAT also communicate via e-mail and have recently established a 'Microsoft Team' virtual workspace to ensure ease of dialogue, to discuss updates on action points and to share files and data related to the application. The SAT chair reports on the Athena SWAN progress at the school Board of Studies meetings, however Athena SWAN progress is not yet a standing item on the Board of Studies agenda (**ACTION 1.1 Athena Swan to become a standing item at BoS**). Table 2 indicates the dates of SAT meetings and other key meetings to date along with a brief summary of each meeting.

Date of meeting	
January 29 2018	Meeting between BU Athena SWAN Manager and HoS
February 2 2018	Meeting between HoS and SAT Chair to discuss SAT members and target submission date for the application.
February 20 2018	Meeting between BU Athena SWAN Manager and SAT Chair
May 8 2018	Meeting between SAT Chair, HoS and College Athena SWAN representative.
May 30 th 2018	First SAT meeting
October 2 2018	SAT meeting with Chair of SAT from Cardiff Business School. Objectives of bronze award and timeline of application discussed.
October 22 2018	SAT meeting to discuss school survey design and to discuss student and staff data.
November 12 2018	SAT meeting to finalise school survey prior to launch. Further discussion and action points relating to student and staff data discussed.
December 4 2018- January 11 2019	School wide survey open.
December 12 2018	Importance of school wide survey and Athena SWAN progress discussed with all staff at Board of Studies.

February 20 2019	SAT meeting to discuss survey results and resulting actions. Application progress and remaining tasks discussed and shared among members.
March 11 2019	Update of application progress and action plan presented at University Athena SWAN task group.
March 25 2019	Meeting between BU Athena SWAN Manager, SAT Chair and SAT Co-Chair to discuss progress of Action Plan.
April 2 2019	Athena SWAN application discussed with all staff at Board of Studies.

Table 2: BBS Athena SWAN SAT meetings and other key dates in the self-assessment process.

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

From May 2019, the SAT will meet quarterly to monitor progress towards meeting the objectives of the Action Plan. Staff will continue to be informed of developments via e-mail and the BoS. We will run another survey in 2020/2021. A higher response rate will be sought to ensure a better representation of BBS staff and the HoS will make it clear that all staff are required to complete the survey. **(ACTION 1.2)**. We also aim to improve the level of postgraduate and undergraduate student representation on the SAT **(ACTION 1.3)**, and to create an Athena SWAN web page to signpost relevant information to keep all staff up to date on SAT developments. **(ACTION 1.4)**.

(496 words)

4. A PICTURE OF THE DEPARTMENT

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

4.1 Student data

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

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

N/A

- (ii) Numbers of undergraduate students by gender

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

Female undergraduate students were stable at 47-48% in 2014/15 and 2016/17 to 2017/18 but dropped to 44% in 2015/16 (see Figure 1 and Table 3). Our proportion of undergraduate female students is consistently in line with the UK picture although slightly better than the Wales benchmark. The data is benchmarked against UK-wide and Wales HESA data for “Business & administrative studies” for 2016/17 taken from the most recent ECU equality in HE report (2018).

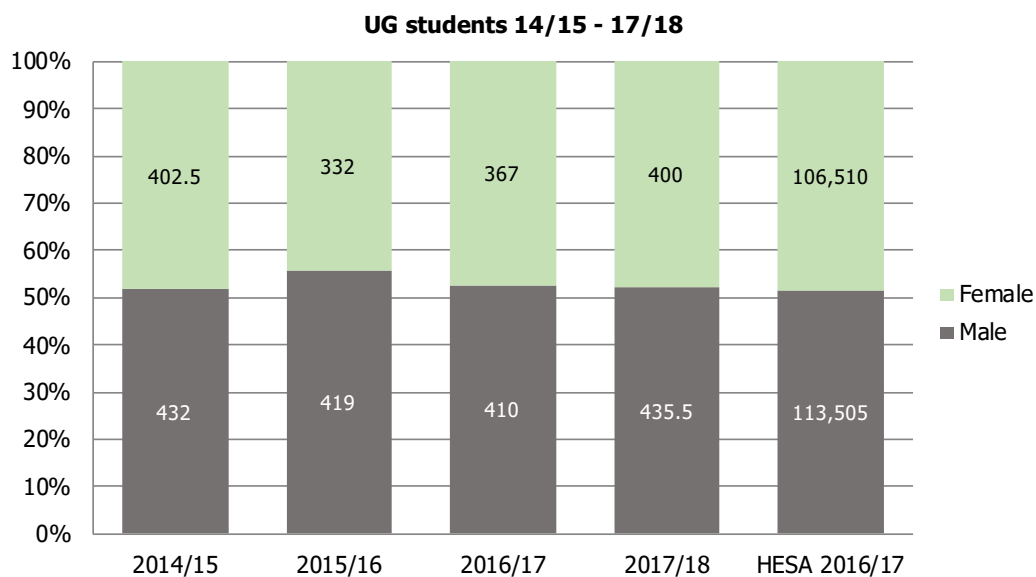


Figure 1: Numbers of female and male undergraduate students at BBS over four years and nationwide (UK) numbers for Business and Administrative Studies in the year 2016/17.

	Female	Male
2014/15	48%	52%
2015/16	44%	56%
2016/17	47%	53%
2017/18	48%	52%
HESA UK 2016/17	48%	52%
(HESA Wales 2016/17)	46%	54%

Table 3: Percentages of female and male undergraduate students at BBS over four years and nationwide percentages for Business and Administrative Studies in the year 2016/17.

Figure 2 and Table 4 shows that BBS have very low numbers of undergraduate part-time students (between 1-3% per year), however the gender distribution of part-time students is consistently equal, which is in line with the national picture. Absolute numbers of both female and male part-time undergraduate students more than doubled in 2017/2018, which is likely due to higher numbers of students repeating a limited number of credit-bearing modules. This will be monitored but does not appear to be affecting females or males more than the other.

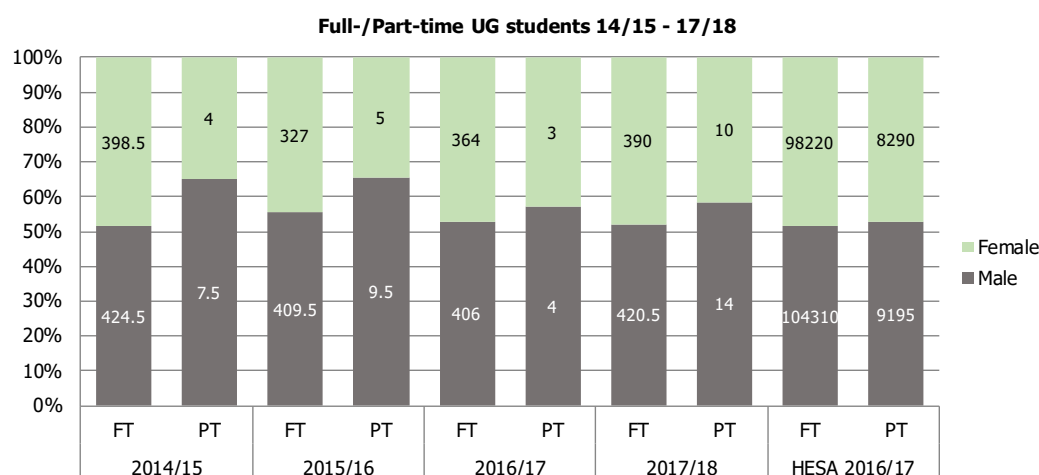


Figure 2: Numbers of full-time and part-time female and male undergraduate students at BBS over four years and nationwide (UK) numbers for Business and Administrative Studies in the year 2016/17.

		Female	Male
2014/15	FT	99%	98%
	PT	1%	2%
2015/16	FT	98%	98%
	PT	2%	2%
2016/17	FT	99%	99%
	PT	1%	1%
2017/18	FT	98%	97%
	PT	3%	3%
HESA 2016/17	FT	92%	92%
	PT	8%	8%

Table 4: Percentages of full-time and part-time female and male undergraduate students at BBS over four years and nationwide percentages for Business and Administrative Studies in the year 2016/17.

The percentages of female applications have been varied across four years, with applications dropping from 44% in 2014/2015 to 39% in 2015/2016 but increasing to 47% in 2016/2017 and dropping again to 43% in 2017/2018 (see Figure 3 and Table 5). There are consistently fewer female applications than males, suggesting that early recruitment strategies (at Schools, Further Education colleges) needs attention. The current recruitment activities include open days, school visits, and competitions for local school pupils, which are detailed in the outreach activities section. A significant percentage (60% of total UG students) are from a range of international cultures, making the picture more complex to analyse. Resulting actions include:

- **ACTION 2.1: Undertake an evaluation of all recruitment activities and identify further initiatives to increase 16-18-year-old female interest in Business-related areas. E.g. review marketing material to ensure gender balance and organise specific school visits for females.**
- **ACTION 2.2: Explore the gender balance of UG intake from all overseas markets.**

A similar pattern can be seen in the numbers of offers made, however the acceptance rates figures are more evenly distributed between males and females. Between 2015/2016 and 2017/2018, the female acceptance rates increased from 43% to 50% and overall more females tend to accept offers than their male counterparts, suggesting that conversion marketing efforts at BBS are successfully persuading females to take up Business subjects. BBS open days typically have a strong female representation including female academics and female peer guides, as detailed in the outreach activities section. Overall the conversion of application to offers and offers to accepts are consistently favourable to females which helps to address the underrepresentation of women at the application stage.

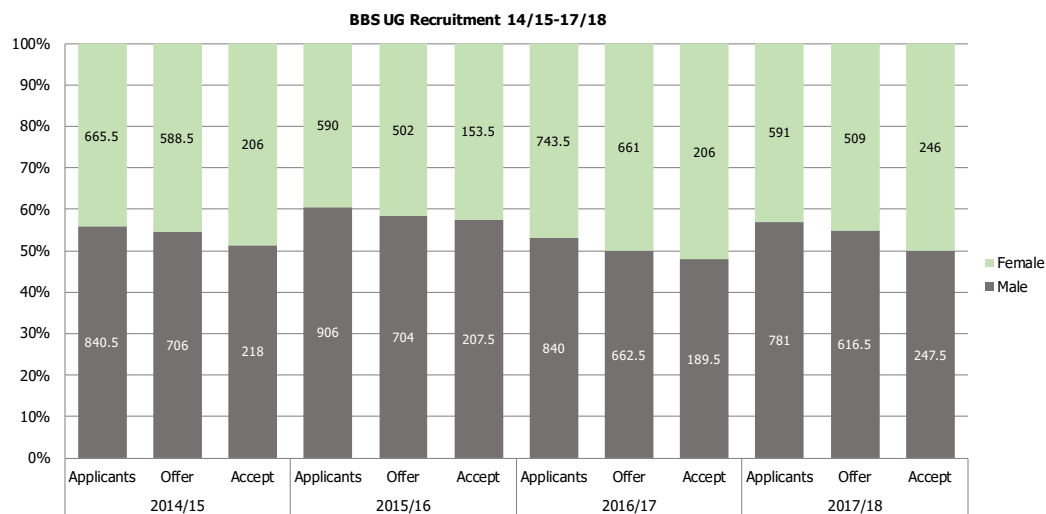


Figure 3: Numbers of undergraduate applications, offers, and accepted offers at BBS over four years.

		Female	Male
2014/15	Applicants	44%	56%
	Offer	45%	54%
	Accept	49%	51%
2015/16	Applicants	39%	61%
	Offer	42%	58%
	Accept	43%	57%
2016/17	Applicants	47%	53%
	Offer	50%	50%
	Accept	52%	48%
2017/18	Applicants	43%	57%
	Offer	45%	55%
	Accept	50%	50%

Table 5: The percentages of undergraduate applications, offers, and accepted offers at BBS over four years.

The percentage of female students graduating with a 1st class degree has increased every year from 19% in 2014/15 to 34% in 2017/18 (see figure 4 and table 6) and the average number of female students being awarded a 1st class degree per year was 43, compared to just 20 for males (see table 7), suggesting that female students tend to perform better than males. The average annual numbers of third-class degrees are low and have decreased for both males and females since 2015/16. However, females are consistently awarded fewer third class degrees than males. To ensure gender neutrality, marking is blind across all exams and wherever possible across all assignments and a wide range of assessment methods are used to assess the student's academic ability (e.g. essays, group projects, class tests, exams, presentations, posters) irrespective of gender. However, we will explore the reasons why males are underperforming in comparison to females.

ACTIONS 2.3-2.6:

- **ACTION 2.3:** Analyse NSS and module evaluation results by gender.
- **ACTION 2.4:** Undergraduate staff-student liaison committee will explore this issue with course representatives during their meetings (4 per year).
- **ACTION 2.5:** Attendance reports will be analysed to establish whether males engage less than females.
- **ACTION 2.6:** A Level grades of applicants will be examined in order to determine if male applicants are already below par in comparison to females.

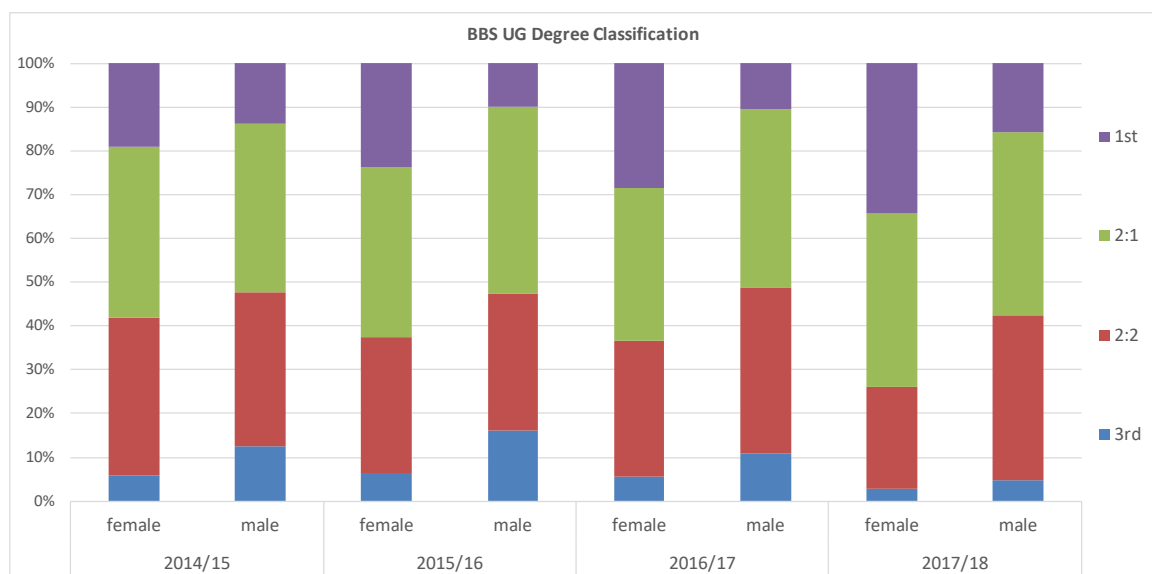


Figure 4: Degree classification by gender at BBS over four years.

		3rd	2:2	2:1	1st
2014/15	female	6%	36%	39%	19%
	male	13%	35%	38%	14%
2015/16	female	7%	31%	39%	24%
	male	16%	31%	42%	10%
2016/17	female	6%	31%	35%	28%
	male	11%	38%	41%	11%
2017/18	female	3%	23%	40%	34%
	male	5%	38%	42%	16%

Table 6: Degree attainment percentages by gender at BBS over four years.

		Female	Male	Total F	Total M
2014/15	1st	34	22	177	159
	2:1	69	61		
	2:2	63.5	56		
	3rd	10.5	20		
2015/16	1st	36.5	15	153.5	149.5
	2:1	59.5	63.5		
	2:2	47.5	47		
	3rd	10	24		
2016/17	1st	40	14	141	133
	2:1	49.5	54		
	2:2	43.5	50.5		
	3rd	8	14.5		
2017/18	1st	63	27	183	172
	2:1	72.5	72		
	2:2	42.5	65		
	3rd	5	8		

Table 7: Degree attainment numbers by gender at BBS over four years.

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

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

The number of females taking PGT courses at BBS is consistently lower than males (see Figure 5). The proportion of females (versus males) taking PGT courses has increased from 39% in 2014/2015 to 43% in 2017/2018 but is still lower than the HESA benchmark (52%), although closer to the Wales benchmark of 49%. A large proportion of our PGT students are international (currently 87%). Some programmes are jointly delivered with other schools at BU e.g. MA Business and Consumer Psychology (these are therefore counted as only .5 in the above table). In 2016/2017 one male student took the Postgraduate Certificate in Consumer Psychology with Business which is coded as only .33 in BBS.

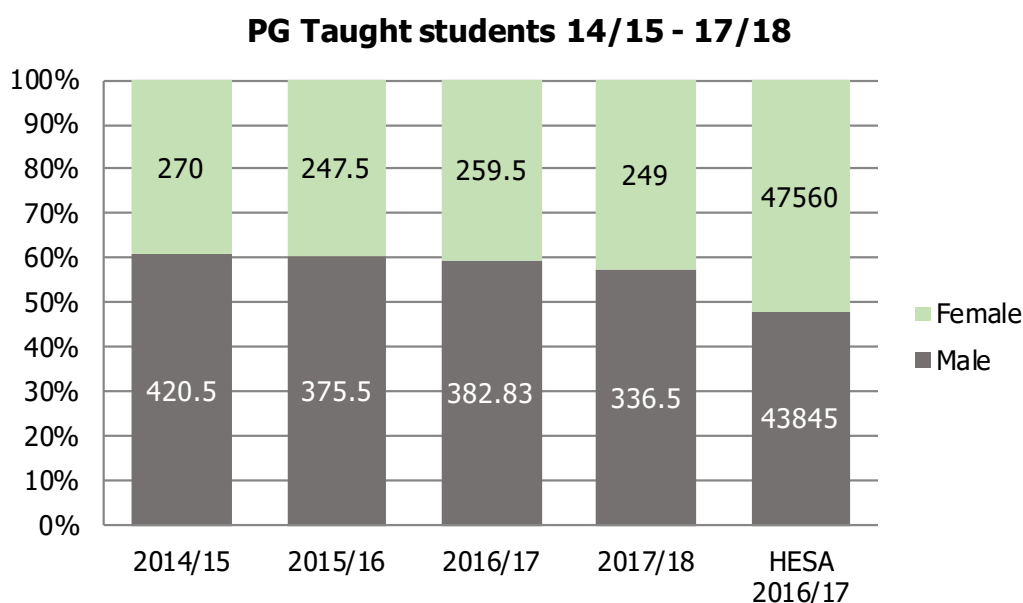


Figure 5: Numbers of female and male taught postgraduate students at BBS over four years and nationwide numbers for the year 2016/2017.

		Female	Male	Total
2014/15	FT	174.5	263.5	438
	PT	95.5	157	252.5
2015/16	FT	150.5	199.5	350
	PT	97	176	273
2016/17	FT	108	173	281
	PT	151.5	209.83	361.33
2017/18	FT	112.5	181	293.5
	PT	136.5	155.5	292
HESA 2016/17	FT	33155	27520	60690
	PT	14410	16320	30740

Table 8: Numbers of full and part-time taught postgraduate students at BBS over four years and nationwide numbers for the year 2016/2017.

The number of part-time students recorded at BBS seem large due to a very popular Chartered Banker MBA, which is a part-time distance learning course (see Table 8 and Figure 6). Most of the PGT courses delivered at BBS (e.g. MBA Finance, MBA International Marketing) are taken by full-time students. The data on full-time PGT students shows that on average, 41% are females, which is below the HESA benchmark of 52%. A more detailed investigation of the gender breakdown among a sample of 7 BBS PGT programmes (MA Management and Finance, MA Finance, MA Business and Marketing, MBA International Business, MBA Management, MSc Banking and Finance and MSc Accounting and Finance) reveals that more males typically study finance, banking and accounting-related programmes whilst there is a more even distribution among the genders in management and marketing-related programmes (see Figure 7 and Table 9). As BBS's main expertise lies in Banking and Finance, a higher number of courses are

offered in these subject areas. However, due to the high number of programmes (>30) and the large percentage of international PGT students, **ACTION 2.7 will research all PGT courses to investigate the number of females being recruited from different countries to identify which countries need to be included in future actions.**

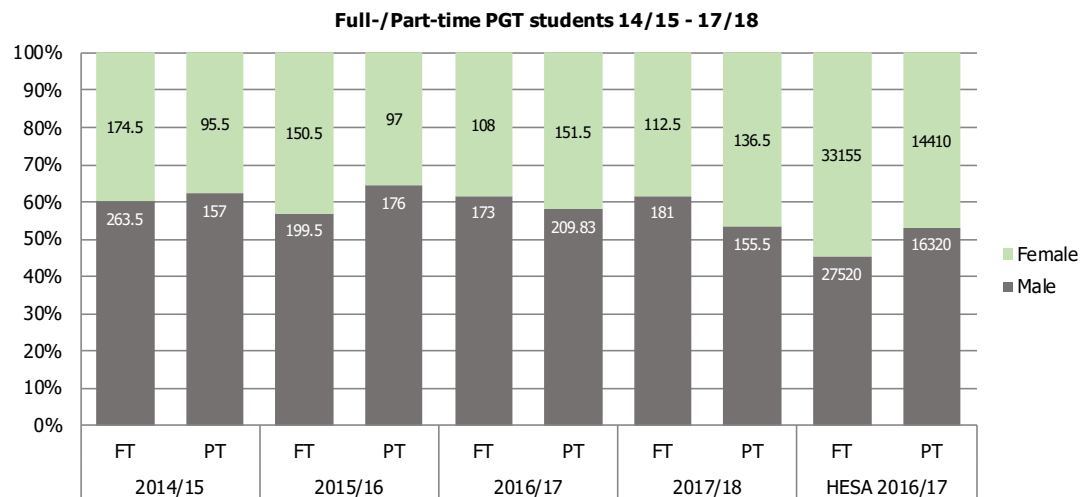


Figure 6: Numbers of full-time and part-time taught postgraduate students at BBS over four years.

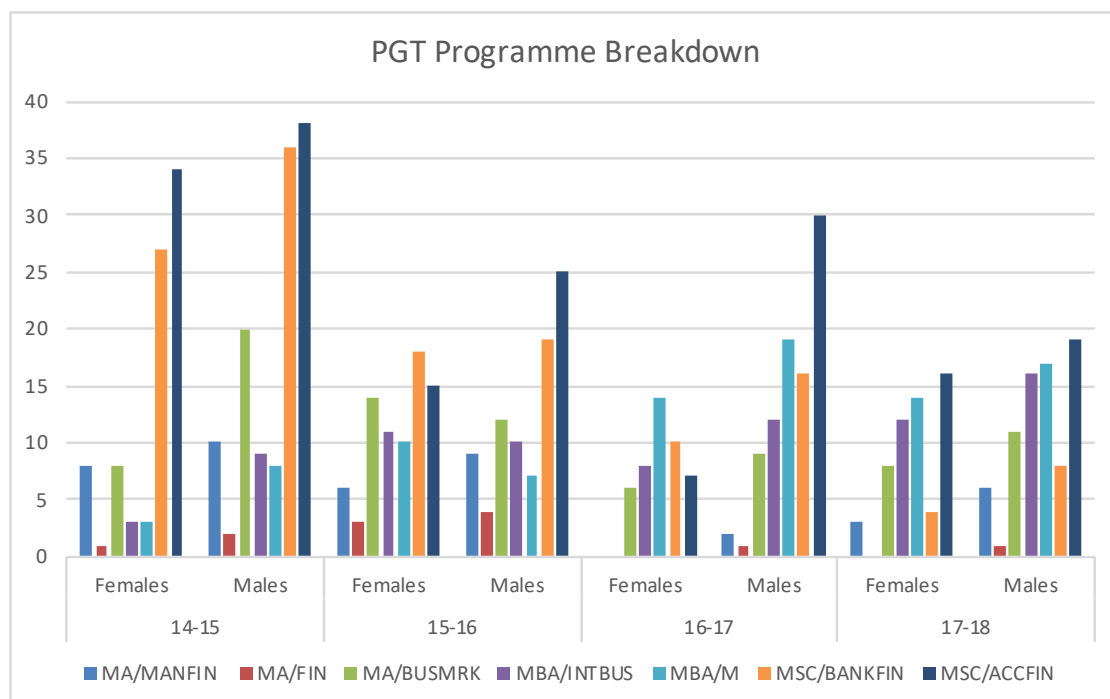


Figure 7: Distribution of males and females in a sample of 7 PGT programmes at BBS over four years.

	14-15		15-16		16-17		17-18	
	Females	Males	Females	Males	Females	Males	Females	Males
MA/MANFIN	8	10	6	9	0	2	3	6
MA/FIN	1	2	3	4	0	1	0	1
MA/BUSMRK	8	20	14	12	6	9	8	11
MBA/INTBUS	3	9	11	10	8	12	12	16
MBA/M	3	8	10	7	14	19	14	17
MSC/BANKFIN	27	36	18	19	10	16	4	8
MSC/ACCFIN	34	38	15	25	7	30	16	19

Table 9: Numbers of males and females in a sample of 7 PGT programmes at BBS over four years.

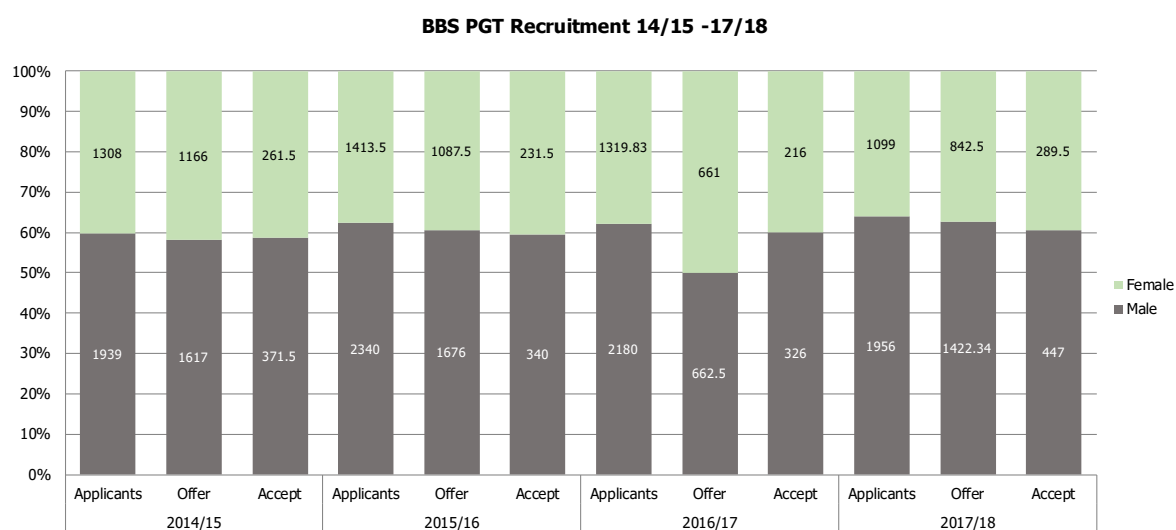


Figure 8: Numbers of taught postgraduate applications, offers and accepted offers at BBS over four years.

		Female	Male	unknown	Total
2014/15	Applicants	1308	1939	6	3253
	Offer	1166	1617	6	2789
	Accept	261.5	371.5	1	634
2015/16	Applicants	1413.5	2340	5	3758.5
	Offer	1087.5	1676	4	2767.5
	Accept	231.5	340	2	573.5
2016/17	Applicants	1319.83	2180	3	3502.83
	Offer	661	662.5	0	1323.5
	Accept	216	326	0	542
2017/18	Applicants	1099	1956	51	3106
	Offer	842.5	1422.34	37	2301.84
	Accept	289.5	447	9	745.5

n.b. there was one application for the Postgraduate Certificate in Consumer Psychology with Business in 2016/2017 (.33).

Table 10: Numbers of taught postgraduate applications, offers and accepted offers at BBS over four years.

Female applications for PGT courses have remained relatively constant during 2014-2018 although they are consistently lower than male applications (see Figure 8 and Table 10). A small decrease in female applications was observed in 2017/2018 (35%, down from 38% the previous year) however there are an unusually high number of unknowns in the 2017/18 data (highlighted in yellow) which is likely due to an error in how the data was entered at the application stage (we have queried this with our planning department). A similar trend was observed for offers, although the rate of offers in 2016/2017 was equitable at 50%. The rate of acceptance is also relatively constant at an average of 40% for females and 60% for males.

Due to the high numbers of PGT international students and the complexity of marketing a large number of programmes in multiple countries, it is important to explore each avenue by which PGT students are recruited (e.g. digital and social media campaigns, country specific campaigns, overseas and UK based agents and exhibitions, and postgraduate recruitment fairs) to identify ways in which more females can be encouraged to apply e.g. by highlighting successful female alumni in social media campaigns and various marketing material. BBS's largest overseas markets include China, India, Nigeria, Saudi Arabia, Vietnam, Pakistan and Bangladesh, making gender equality issues in the student domain potentially rather complex due to a mix of different cultures.

- **ACTION 2.8: Explore ways in which females in overseas markets can be encouraged to apply for BBS PGT programmes e.g. by improved target marketing, using role models in the marketing material.**
- **ACTION 2.9: Monitor the representation of females in BBS marketing material.**

- **ACTION 2.10: Promote the new Gender Equality Scholarships for home/EU UG students who are interested in applying for a BBS PGT course.**

Mean PGT completion rates were 96% for both female and male full-time students (see Figure 9) whilst mean completion rates were 79% for female part-time students and 67% for male part-time students. There was a sharp drop in completions across both genders in 2017/2018, particularly the male cohort which occurred due to a lack of engagement with the course and an increase in students exiting their programmes due to financial hardship. As a result, proactive steps have been taken to work with such individuals and some have decided to suspend their studies until a later date.

- **ACTION 2.11: The Chartered Banker MBA Manager will annually review completion rates to identify issues and develop an action plan to improve part-time completion rates.**
- **ACTION 2.12: Work more closely with students who are not engaging with the programme through mentoring, more meetings with personal tutors and use of student representatives.**

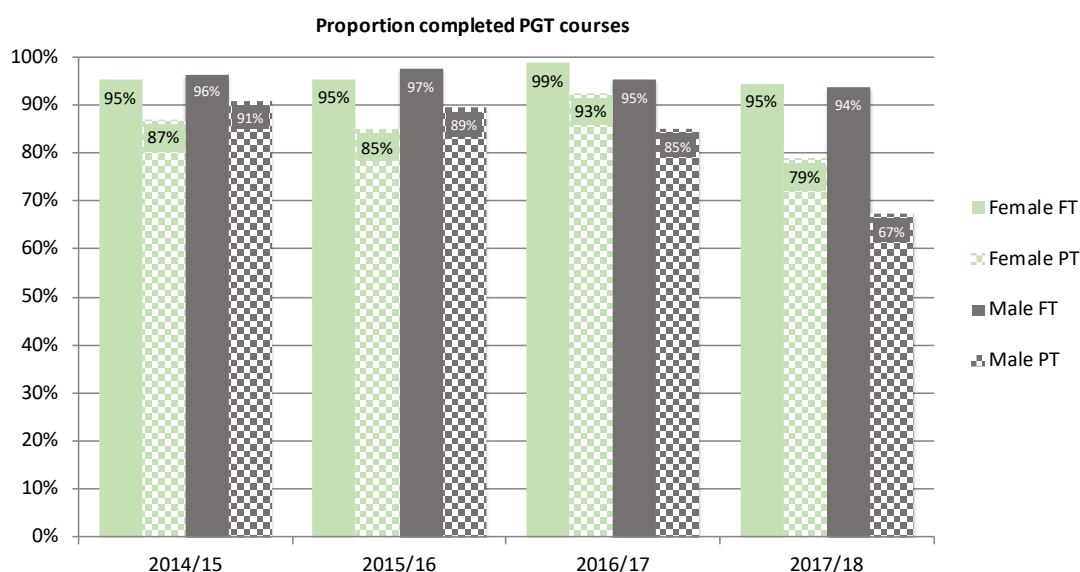


Figure 9: Completion rates for female and male students studying postgraduate taught courses at BBS.

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

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

The average percentage of female PGR students at BBS is 56%, which is higher than the nationwide benchmark of 46% for both Wales and the UK (see Figure 10 and Table 11). However, both male and female numbers dropped in 2017/2018, most likely due to the

reduction in scholarships offered by BBS and higher competition for international PhD students. Overall, numbers of part-time PGR students at BBS are low and predominantly female but the percentage of female part-time students at BBS is lower than the nationwide benchmark of 34% (see table 12 and figure 11).

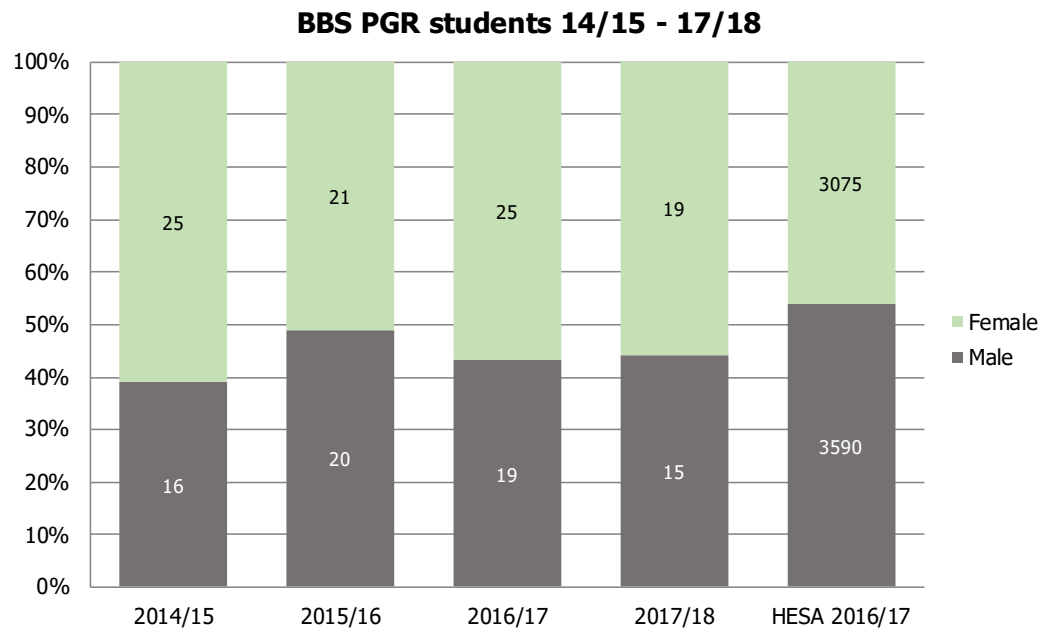


Figure 10: Numbers of female and male postgraduate research students at BBS over four years and nationwide numbers for the year 2016/2017.

	Female	Male
2014/15	61%	39%
2015/16	51%	49%
2016/17	57%	43%
2017/18	56%	44%
HESA 2016/17 (UK and Wales)	46%	54%

Table 11: Percentages of female and male postgraduate research students at BBS over four years and nationwide percentages for the year 2016/2017.

		Female	Male	Total
2014/15	FT	22	15	37
	PT	3	1	4
2015/16	FT	21	20	41
	PT	0	0	0
2016/17	FT	22	19	41
	PT	3	0	3
2017/18	FT	17	14	31
	PT	2	1	3
HESA 2016/17	FT	2015	2230	4245
	PT	1060	1360	2420

Table 12: Numbers of female and male full and part-time postgraduate research students at BBS over four years and nationwide numbers for the year 2016/2017.

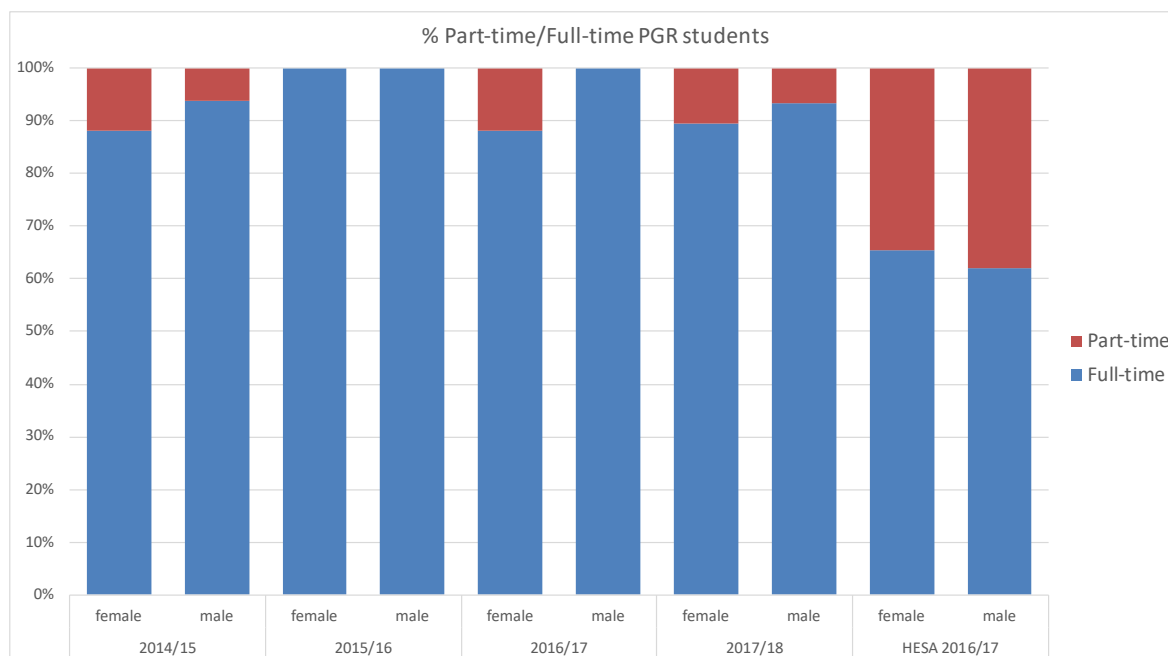


Figure 11: Percentages of female and male full and part-time postgraduate research students at BBS over four years and nationwide percentages for the year 2016/2017.

PGR recruitment increased from 2014/2015 to 2015/2016, then reduced in 2016/2017 followed by a sharp drop in 2017/2018 (see Figure 12 and Table 13). BBS relies heavily on attracting international PGR students, and these figures reflect the sector's falling numbers due to strong competition from the USA, China, New Zealand and Canada. Females are consistently more successful at gaining offers and accepts, with a higher number of females receiving offers in 2014/15, relatively equitable numbers of offers among males and females in the following three years, and higher numbers of female accepts in three out of four years.

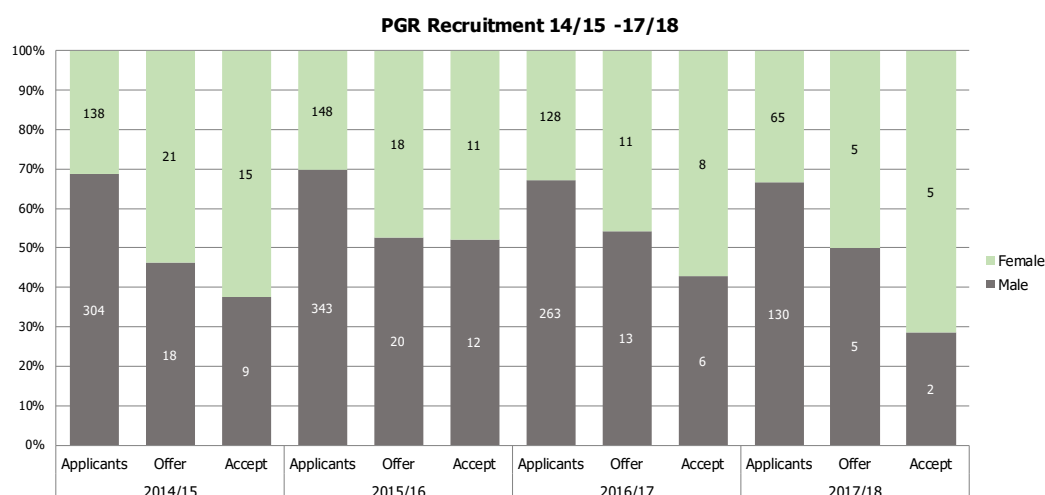


Figure 12: Numbers of postgraduate research applications, offers and accepted offers at BBS over four years.

		Female	Male
2014/15	Applicants	31%	68%
	Offer	54%	46%
	Accept	63%	38%
2015/16	Applicants	30%	70%
	Offer	47%	53%
	Accept	48%	52%
2016/17	Applicants	33%	67%
	Offer	46%	54%
	Accept	57%	43%
2017/18	Applicants	33%	67%
	Offer	50%	50%
	Accept	71%	29%

Table 13: Percentages of female and male postgraduate research applications, offers and accepted offers at BBS over four years.

In terms of PhD completion at BBS, the average time for females to submit their thesis was 3.5 years whilst the average time for males to submit was 3.9 years (this includes one male part-time PhD student and one female part-time student over the whole period). Overall, females at BBS have decreased their time to submit over the period (see Figure 13). 15 females and 17 males submitted their theses with a higher number of males submitting in 2014/2015 and 2017/2018 and a higher number of females submitting in 2015/2016 and 2016/2017 (see Table 14).

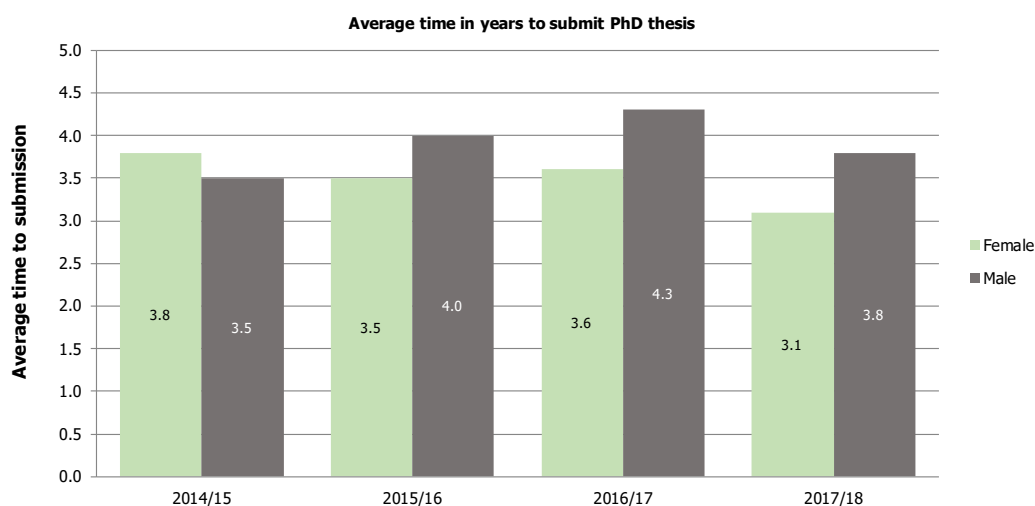


Figure 13: Average time to PhD thesis submission by females and males at BBS over four years.

	2014/15	2015/16	2016/17	2017/18
Female	3	4	4	4
Male	5	2	3	7

Table 14: Numbers of PhD theses submitted by females and males at BBS over four years.

We don't know the reason for this pattern and while numbers are low, we feel it is worth further investigation (particularly given the relative underachievement of male UG students discussed in section 4.1(ii)). The recent PRES revealed that males did not rate a number of questions on their level of confidence (69% agreement by males; 100% agreement by females), perception of research ambience (54% agreement by males; 100% agreement by females) and research opportunities (54% agreement by males; 100% agreement by females) as highly as females. We will thus undertake the following Actions:

- **ACTION 2.13: The SAT and Director of PGR to investigate factors for this which will include: Investigating supervisory issues and PhD course representative to discuss with the PhD students.**
- **ACTION 2.14: From the above research, the Director of PGR to identify action plan to see how male PhD students can be better supported at BBS.**

(v) Progression pipeline between undergraduate and postgraduate student levels

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

Average annual female percentages decrease from UG (a mean of 47%) to PGT (a mean of 41%) but then increase significantly for PGR (a mean of 56%) over the reporting period (see Figure 14). We refer to the individual sections ii-iv, but would flag the decrease in female PGT students relative to undergraduates as noteworthy, and requires further investigation (**ACTIONS 2.7 to 2.10**).

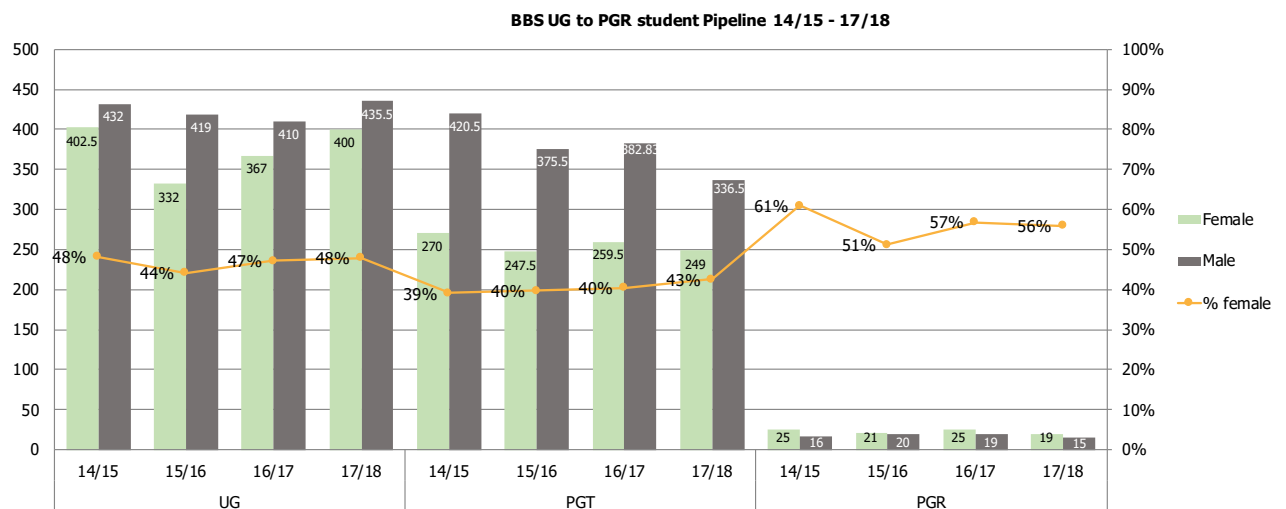


Figure 14: Gender distribution pipeline across study levels.

4.2 Academic and research staff data

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

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

BU's academic career profile and how these roles relate to HERA grades and UCEA Job levels is shown in Table 15. The data in this application is presented by Bangor role profile as this allows us to better define the academic career pipeline and identify any emerging issues (an academic on Grade 7 could either be a Research Officer or a Lecturer; Grade 9 could be a Senior Lecturer or a Reader).

HERA Grade	BANGOR UNIVERSITY ROLE PROFILES		UCEA Job level
	Research	Academic	
Grade 6	Research Project Support Officer		L
Grade 7	Research Officer	Lecturer 1 & Teaching Associates/Tutor	K
Grade 8	Research Fellow	Lecturer 2	J
Grade 9	Senior Research Fellow	Senior Lecturer & Reader	I
PROF		Professorial Bands 1-3	5A

Table 15. HERA Grades, UCEA Job level and Bangor University Academic Role profiles.

The breakdown of male and female staff in BBS by grade/role profiles is given in Table 16 and Figure 15. The data is benchmarked against UK-wide HESA data for “Business & administrative studies” for 2016/17 taken from the most recent ECU equality in HE report (2018).

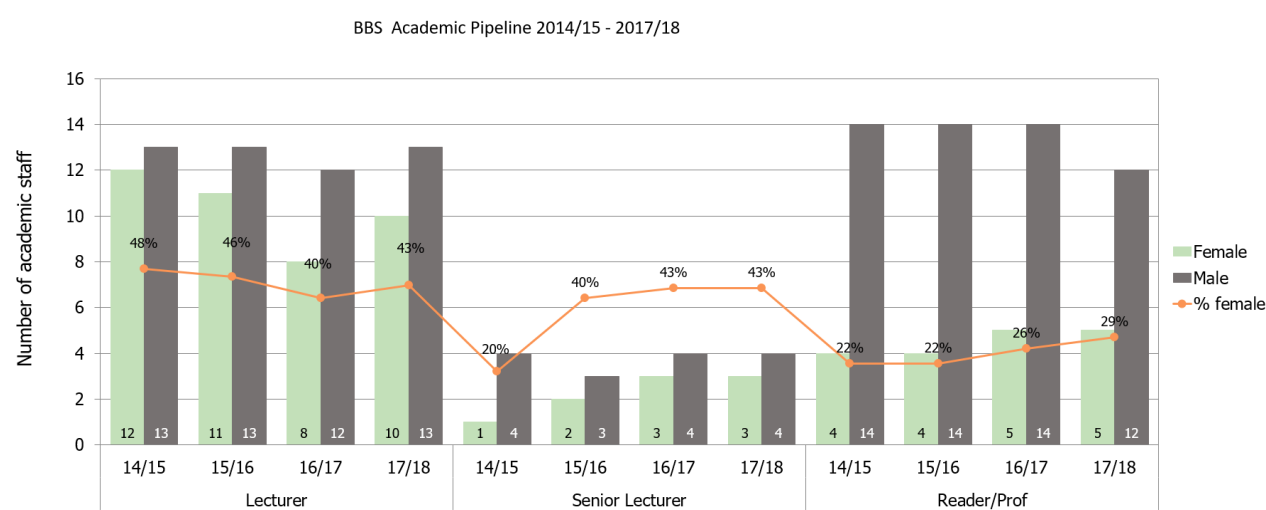


Figure 15: Academic pipeline. 4-year proportion of female BBS staff by academic grade. Readers and Professors have been combined.

The overall proportion of female staff at BBS has increased from 35% in 2016/2017 to 39% in 2017/2018 (see Table 16 and Figure 15). However, the figure remains slightly lower than the national benchmark of 42%. BBS has very few Researcher posts and a small number of “other academic” posts which are Teaching Associates/Tutors (Researchers and other academics are not included in Figure 15).

Notably, Readers have been predominantly female across four years and, despite the fall in the proportion of females from Lecturer (a mean of 44%) to Senior Lecturer (a mean of 37%) levels, the proportion of females within the Senior Lecturer category has risen from 20% in 2014/2015 to 43% in 2017/2018 which demonstrates the HoS’ continual

support and proactive encouragement of female lecturers to apply for internal promotion. This has had a subsequent effect on the confidence of female Lecturers considering promotion. One promoted female Senior Lecturer stated:

“Seeing others being promoted gave me the boost I needed to apply, and when I told the HoS that I was thinking about it, he was extremely encouraging and supportive”.

At Professorial level, the number of females at BBS has increased each year and doubled from 2 in 2014/2015 to 4 in 2017/2018. In 2017/2018 the proportion of female Professors surpassed the national benchmark of 23% for Business and Management Studies. However, female Professors remain poorly represented in comparison to men at this level.

- **ACTION 3.1: Re-commencement of the annual PDR enabling each member of staff to discuss promotion with their line manager.**
- **ACTION 3.2: Current BBS female Professor to hold informal workshop for other BBS females on the trajectory to Prof/Reader level to share experiences of the application process and expectations, with the aim of increasing the proportion of female Professors from 25% to 35% over the next four years.**

BBS academic staff	2014/15			2015/16			2016/17			2017/18		
	Female	Male	% F	Female	Male	% F	Female	Male	% F	Female	Male	% F
other academic	0	1	0%	0	1	0%	1	1	50%	1	1	50%
Researcher	1	2	33%	1	0	100%	-	-	-	-	-	-
Lecturer	12	13	48%	11	13	46%	8	12	40%	10	13	43%
Senior Lecturer	1	4	20%	2	3	40%	3	4	43%	3	4	43%
Reader	2	1	67%	1	0	100%	2	0	100%	1	0	100%
Professor	2	13	13%	3	14	18%	3	14	18%	4	12	25%
TOTAL	18	34	35%	18	31	37%	17	31	35%	19	30	39%

Table 16: Numbers and percentages of BBS female and male staff at all levels over four years.

In regard to BBS staff on full and part-time contracts, Table 17 shows that the proportion of those working full-time who are female has been relatively constant across the 4 years at approx. 37%. This is lower than the HESA benchmark of 42%. There is more variability in the proportion of part-time contracts held by women over the four years. However, the number of staff working part-time is overall very low and the average proportion of part-time contracts held by women (an average of 34% over the 4 years) is lower than the national benchmark of 45%.

Although the survey indicated that the number of staff agreeing with the statement that the School offers the same career development opportunities for part-time staff as those who work full-time was low across all respondents (females 31%; males 40%), many respondents indicated that they didn't know whether the School offers the same opportunities for part-time staff (females 61.5%; males 47%). However, only 9% of all survey respondents stated that they work part-time, which speaks to the low numbers of part-time staff. Overall this suggests that women are not overrepresented amongst those working part-time at BBS.

It should be noted that in 2017/2018, 50% of the female Professors were on part-time contracts; one worked part-time over the four years, one amended her contract from full to part-time in 2017/2018.

full-time/part-time		2014/15			2015/16			2016/17			2017/18		
		Female	Male		Female	Male		Female	Male		Female	Male	
other academic	full-time							1			1		
	part-time		1			1			1			1	
Researcher	full-time		2										
	part-time	1			1								
Lecturer	full-time	12	11		11	11		8	10		8	10	
	part-time		2			2			2		2	3	
Senior Lecturer	full-time	1	4		2	3		3	4		3	4	
	part-time												
Reader	full-time	2	1		1	0		2			1		
	part-time												
Professor	full-time	1	13		2	13		2	13		2	11	
	part-time	1			1	1		1	1		2	1	
TOTAL	full-time	34%	66%		37%	63%		37%	63%		38%	63%	
	part-time	40%	60%		33%	67%		20%	80%		44%	56%	

Table 17: Numbers and percentages of full-and part-time BBS female and male staff over four years.

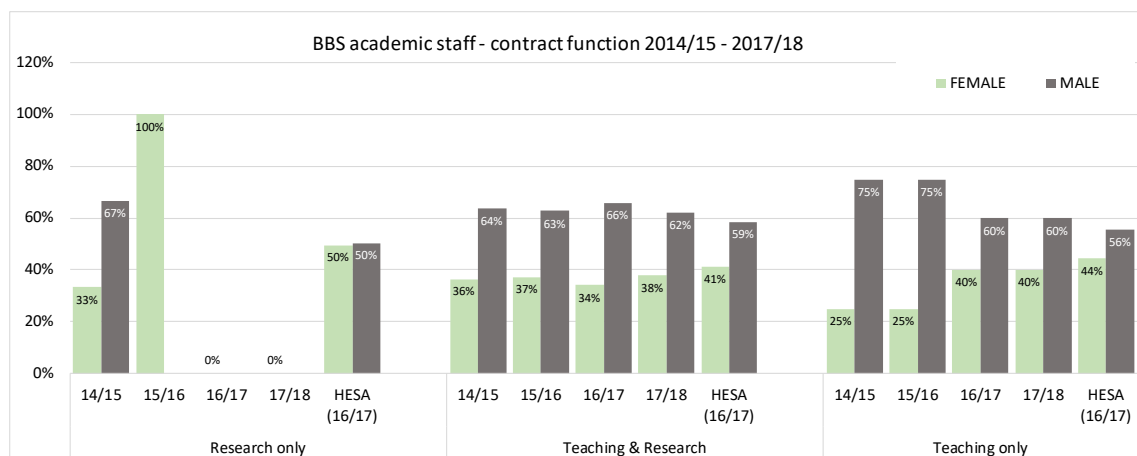


Figure 16: Percentages of female and male staff on each contract function at BBS over four years and nationwide percentages for 2016/2017.

Contract type		14/15		15/16		16/17		17/18	
		FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
Research Only	Researcher	1	2	1	0	0	0	0	0
	% Research only	33%	67%	100%	0%	-	-	-	-
Teaching & Research	Lecturer	11	10	10	10	6	10	6	9
	Senior Lecturer	1	4	2	3	3	3	3	2
	Reader	2	1	1	0	2	0	1	0
	Professor	2	13	3	14	3	14	4	12
	TOTAL T&R	16	28	16	27	14	27	14	23
	% T&R	36%	64%	37%	63%	34%	66%	38%	62%
Teaching only	Lecturer	1	3	1	3	2	2	4	4
	Senior Lecturer	0	0	0	0	0	1	0	2
	Total Teaching only	1	3	1	3	2	3	4	6
	% Teaching only	25%	75%	25%	75%	40%	60%	40%	60%

Table 18: Numbers of female and male staff on each contract function at BBS over four years.

Figure 16 and Table 18 compare the HESA staff benchmarking data with BBS contract function data for the period 2014-2018. Research only figures are very low (one female and 2 males in 2014/2015 and only one female in 2015/2016). Overall the proportion of females on Teaching & Research contracts is slightly below the HESA benchmark although there has been a marginal increase from 2016/2017 to 2017/2018, taking us closer to the nationwide average. The mean proportion of BBS female staff on Teaching only contracts is 33% in comparison to the national benchmark of 44% and male BBS staff were over-represented on these types of contracts in 14/15 and 15/16. However, the absolute numbers of Teaching only contracts at BBS has increased over the reporting period (from 4 to 10) and the gender distribution has become more equitable (40% female in 17/18), and closer to the national benchmark. The representation of women on T&S and T&R contracts is broadly in line with the overall representation of women in BBS.

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

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

All male and female Professors, Readers and Senior Lecturers at BBS are on permanent contracts and on average, 81% of female Lecturers and 83% of male Lecturers are on permanent contracts. The HESA benchmarks which captures staff across all grades are much lower: 42% for females and 58% for males (see Figure 17). The low numbers of Lecturers on fixed term contracts are those who have been initially employed via a funding initiative e.g a five year Lectureship funded by the Coleg Cymraeg Cenedlaethol (which funds Welsh medium lecturers at Welsh Universities in order to develop Welsh language medium opportunities for students). At the end of these terms, BBS have consistently ensured that each Lectureship contract is either renewed or changed to a permanent contract. Similarly, the four Researchers employed in 2014/15 and 2015/16 (2 females; 2 males) were employed as part of BBS funded projects.

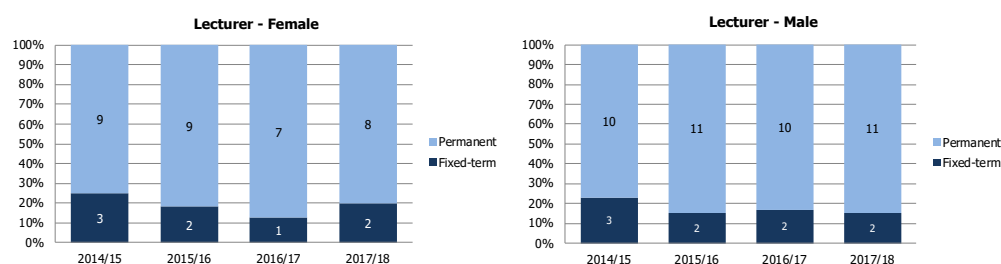


Figure 17: Proportions of female and male Lecturers at BBS on fixed term and permanent contracts.

As shown in Figure 17, the proportion of lecturers on fixed-terms contracts is very similar for female and male staff and we have therefore not identified any areas of concern.

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

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

BBS leavers		14/15		15/16		16/17		17/18	
		FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
RESEARCHER	all		1						
	end of fix								
LECTURER	all		2						3
	end of fix								1
SL	all		1					1	
	end of fix								
Professor	all				1		2	1	2
	end of fix								
TOTAL	all	0	4	0	1	0	2	2	5
	end of fix	0	0	0	0	0	0	0	1

Table 19: Breakdown of academic leavers by grade and gender at BBS over four years.

Staff retention rates at BBS are high, particularly among female members of staff, supporting the findings of the staff survey, which revealed that 92% of female staff members agree that BBS is a great place to work. Between 2014-2018, only two female members left whereas 12 male members of staff left, one of which was due to the ending of his fixed-term contract (see Table 19). The figure is also compounded by a high number of leavers in 2017/2018 which was due to a number of staff opting to take voluntary redundancy (VR) as part of BU's wider restructuring exercise. BU's restructure was undertaken as a way of achieving financial sustainability and has consequently led to challenging times for BBS with job losses and no new recruitment. Only 53% of male staff agreed BBS was a great place to work (33% indicated that they didn't know). We don't know the reason(s) for this but the recent institutional level issues at BU might be a contribution factor, which some respondents alluded to in the survey:

"The working environment is very good - events at university level threaten to undermine the good work of schools."

"Depressing (due to decisions that have been made outside the School)"

ACTION 3.9 will hold an all-male focus group to explore their opinions of the work environment in depth.

(2729 words)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1 Key career transition points: academic staff

(i) Recruitment

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

During the years reported here we have had 16 Lecturer (full and part-time posts) positions and one Researcher position advertised. Five Lectureships and one Researcher position were advertised in 2014/2015 and two Lectureships were advertised in 2015/16. Nine part-time Lectureships were advertised in 2017/18. BBS has seen a greater number of male applicants than female applicants for Lectureships across the reporting period however the proportion of female applications has increased from 24% in 2014/2015 to 54% in 2017/2018 (see Figure 18). The list of shortlisted candidates and offers made favoured males in 2014/2015 and in 2015/2016, 11 men and 1 woman were shortlisted, equating to 4% of female applicants versus 13% of male applicants. There was a substantial improvement in 2017/2018 where applicants, shortlist and offers favoured females (see Table 20).

ACTION 3.10: Shortlisting panels to ensure females and males are included.

No posts were advertised at Senior Lecturer and above during the reporting period. Positions are generally rarely advertised at these levels, instead existing staff tend to be promoted to these senior positions. **The following ACTIONS (3.11-3.15) ensure Athena SWAN principles become embedded in BBS' recruitment procedures and address the objective of increasing the number of female applicants to academic posts:**

- **ACTION 3.11: All staff involved in recruitment to undertake the new unconscious bias online workshop and training package by March 2019 and then all other staff to also undertake the training.**
- **ACTION 3.12: ALL BBS staff chairing interview panels to complete Recruitment and Selection training.**
- **ACTION 3.13: BBS males and females to promote advertised posts via their contacts and social media channels to increase the field of applicants as much as possible.**
- **ACTION 3.14: BU's Communications and Marketing department are ensuring that all marketing and publicity materials reflects our diverse staff and student**

population in terms of gender, ethnicity, and that positive role models are captured in the images and case studies used.

- **ACTION 3.15: Work with HR to ensure that the wording of future job adverts is gender neutral and do not contain words that may reflect a male bias.**

In 2015/16 the HoS position was advertised internally and three males were shortlisted (this position was advertised only internally and is not included in data in Figure 18 And Table 20). No women applied for this position. A university-level Athena SWAN action is currently looking into the reasons why women don't put themselves forward for these positions and what the University and academic Schools can do to encourage women to apply for these positions in the future.

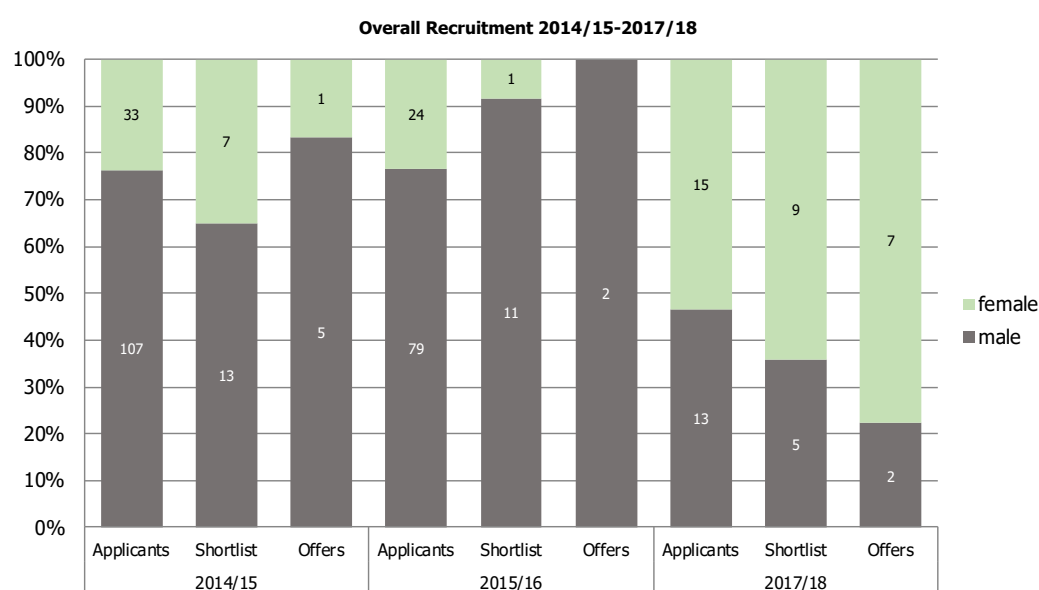


Figure 18: 4 year breakdown of BBS job applications (grades combined) and successful offer rates by gender (no academic positions were offered in 2016/2017).

		female	male
2014/15	Applicants	24%	76%
	Shortlist	35%	65%
	Offers	17%	83%
2015/16	Applicants	23%	77%
	Shortlist	8%	92%
	Offers	0%	100%
2017/18	Applicants	54%	46%
	Shortlist	64%	36%
	Offers	78%	22%

Table 20: 4 year breakdown of BBS job applicants, shortlist and offers across all grades (no academic positions were offered in 2016/2017).

In terms of BU's Recruitment and Selection procedures, at least one staff member (other than the HR representative) on every interview panel must have attended BU's Recruitment and Selection training (see also section 5.3(i)). Also, where possible the Chair must ensure a diversity of representation on Panels e.g. gender among those involved in the process. This means that at least one member of any interview Panel must be a man / woman if there is a majority of one gender.

(ii) Induction

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

All new appointments undergo mandatory BU induction, providing an introduction to the University. Topics covered include employment matters, equality and diversity, employee support etc. Attendees complete feedback forms after these sessions to facilitate course review. Additionally, an informal BBS staff induction, run by the HoS introduces issues such as the School's flexible working policy and the 10am-4pm core hours for meetings policy to make new staff aware of the commitment to enabling staff to achieve a positive work-life balance. Moreover, school-level induction involves introducing the new member of staff to those who would be working alongside the new appointee in order to facilitate information exchange. **ACTION 1.5: All new BBS staff to meet the Athena SWAN Lead as part of the induction to the School.**

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Promotions are decided at University level. The academic promotions policy was updated during BU's 2014-18 Bronze award and now more clearly states the expectations and benchmarks at each level of promotion in regard to (1) Teaching and Learning, (2) Research, and (3) Impact & Wider Contribution. Widening of the career progression criteria at University level has ensured that academic staff are offered alternative routes to progression, which match their skill sets and interest.

During 2014-2018 there were 7 applications for promotion from men and 6 from women from BBS (see Table 21). 85% of all applications have been successful including 100% of female applications across all grades. Two further applications from females to Senior Lectureships have also been successful since 2017/2018. 1 male applicant for a Senior Lectureship was unsuccessful in 2017/2018 and 1 male applicant for Professor was unsuccessful in 2015/2016. But overall the success rates suggest that BU's promotion processes are working well, particularly for females. Moreover, one Senior Lecturer was

promoted shortly after returning from her maternity leave and one Senior Lecturer was promoted shortly before going on her maternity leave:

"I was delighted to be given the news that I had been promoted to Senior Lecturer 8 weeks before I was due to go on maternity leave, giving me confidence that the School believed in my abilities and that my pregnancy and imminent period of leave didn't affect their perception of me as an academic." (Female BBS Senior Lecturer).

SENIOR LECTURER	2014-15		2015-16		2016-17		2017-18	
	Female	Male	Female	Male	Female	Male	Female	Male
Applied			1		2	1 (T&S)		1
Promoted			1		2	1		0
READER	2014-15		2015-16		2016-17		2017-18	
	Female	Male	Female	Male	Female	Male	Female	Male
Applied					1			
Promoted					1			
Professor	2014-15		2015-16		2016-17		2017-18	
	Female	Male	Female	Male	Female	Male	Female	Male
Applied		2	1	3			1	
Promoted		2	1	2			1	

Table 21: 4 year evolution of BBS academic job promotion applications by grade and successful number of promotions by gender. All staff promoted work full-time.

Despite the high success rates for promotions in BBS, the staff survey highlighted a few issues that we will address. For instance, only 61.5% of female respondents agreed that an individual's full range of skills and experience are valued by the School when it comes to considering promotions; this is in comparison to 87% of male respondents. Considering the high number of successful female promotions at BBS, these concerns may be coming from females who have not yet put themselves forward for promotion. This is also likely linked to staff's recent lack of PDRs in the School which is addressed in the Action Plan (**ACTION 3.1**). Further qualitative comments in the survey included the *"need to promote more females to Professor"* and *"Support for junior members of staff to develop promotion applications from experienced/senior staff"*. (**ACTION 3.2**).

ACTIONS 3.3 and 3.4 encourage the promotion of female staff towards senior roles:

- **ACTION 3.3** ensure that promotion is included in the discussion at the annual PDR.
- **ACTION 3.4:** signpost the promotions policy and criteria to all staff via the new Athena SWAN staff webpage and encourage staff to attend University-wide briefings regarding Senior Lectureship criteria and guidance.

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

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

For REF 2014, 76% of BBS staff were submitted, 69% of females and 79% of males (see Table 22). In 2014/2015 there were only 5 females in more senior academic posts where staff are more likely to have better developed research networks, as opposed to 18 males. Female academics constituted proportionally greater numbers of the more junior academic positions, who were more likely to be initially challenged by REF requirements.

For RAE 2008, 100% of female academics were submitted compared to 63% of males, giving an overall BBS submission of 70%. There were proportionally fewer female academic staff in BBS in 2008 (only 4 females were submitted) and the institutional threshold for submission to the RAE 2008 was also lower. Moreover, for the RAE 2008, BBS's submission was for Accounting and Finance as opposed to Business and Management in general, a subject area which traditionally attracts more male academics.

BU is preparing for REF 2021 using a "Rolling REF" exercise. This is an administrative exercise that involves annually reviewing the systems, data, activities and outputs in the research domain. A key outcome of Rolling REF is to provide individuals with an annual update on their progress to submission. Equality Impact Assessments are currently being carried out to ensure a fair approach to the selection of outputs. At BBS, the Research & Impact committee is already working towards REF 2021 by organising an upcoming research afternoon to discuss ideas for potential future impact cases, the future research direction of the school and staff support which is required to achieve a strong submission. A research day is also planned in early 2020.

Submission rates (%)	REF2014			RAE2008		
Business School	REF14 School	REF14 Male	REF14 Female	RAE08 School	RAE08 Male	RAE08 Female
% submitted	76%	79%	69%	70%	63%	100%
headcount	31	22	9	16	12	4

Table 22: Submission of BBS staff to REF 2014 and RAE 2008 by gender.

5.3 Career development: academic staff

(i) Training

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

As a School we have not previously reflected on how and whether our staff engage in training (though participation in training and development courses should be noted in the PDR). The self-assessment process toward this application has given us the opportunity to do this and it is evident that this is an area where improvements are needed: uptake of centrally-provided training is very low and we do not have evaluations of training at School level. Our action plan will address this as detailed in the sections below.

BU provides a wide range of learning and development opportunities for academic staff at all levels. Training development sessions are organised and run by the RIIO, CELT, IT, HR and the Doctoral School. Courses are regularly e-mailed to staff and their line managers.

HR monitors the numbers and the gender of staff who attend all centrally-held training, particularly in the area of equality and diversity training. To date, approximately 75% of staff have undertaken the on-line equality training across the University.

To date, 33 members of BBS (58% female and 42% male) have undertaken the online equality training. In terms of other relevant training courses, five (1 female; 4 males) have completed the 'Be Your Best' training and one female academic has completed 'Overview of the University's Employee Support Policies'. Academic staff who manage others are strongly encouraged to attend Equality & Diversity for Managers training; three BBS academics (2F, 1M) have completed this training. BBS is committed to improving its training uptake and recognises that less emphasis has been placed on the importance of training due to other priorities such as student satisfaction, high teaching workloads of staff and, a heavy focus on working towards RAE/REF. Committing to the Athena SWAN charter has enabled BBS to re-evaluate its priorities and take a fresh approach to staff support.

- **ACTION 3.16: Raise awareness of various training courses for all academic staff via e-mails from SAT chair and Athena SWAN web page.**
- **ACTION 3.17: 100% of Senior Academic staff who manage others to complete Equality & Diversity for Managers course.**
- **ACTION 3.18: HR to conduct an equality training session at BBS as part of an away day for all staff to attend.**

In terms of BU's Recruitment and Selection training, 1 male member of academic staff has completed this training to date. (**ACTION 3.12**). BU is also introducing a mandatory Unconscious Bias online training for all staff in 2019/2020 (**ACTION 3.11**).

The BBS database co-ordinator learning technologist also organises in-house training for BBS staff covering specialist use of software in relation to University systems, but so far there are no formal records kept on uptake or evaluation. **ACTION 3.19 Attendance, gender balance and feedback records to be kept on all BBS in-house training to ensure that training is relevant and effective.**

(ii) *Appraisal/development review*

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

BU policy aims to ensure all staff have an annual review. The academic PDR process was updated in 2015 to ensure discussion and recognition of a broader range of contributions (leadership and administration, engagement and wider contributions). The reviewer is also expected to discuss the impact of any career breaks to ensure that full support is provided if necessary. Completion of training seminars (i.e., equality training) should also be discussed.

However, ensuring all staff have an annual PDR has not yet been achieved at BBS. Completion of staff PDRs has been low, and less than half of all respondents (47% males, 46% females) in the school survey agreed that the School provides a helpful annual PDR. This is a major concern and one of the main areas which needs to be addressed at BBS. Carrying out PDRs has not been a recent priority within the school, in large part due to the institutional re-structure and the resulting loss of staff to BBS over the last few years. However, the staff survey has identified this as a priority. For instance, one respondent stated that *"staff need a regular PDR to clarify research targets, discuss teaching, admin and conference budgets/expectations."*

Informal discussions about progression, promotion and career development among the HoS and members of staff have taken place and this is reflected in the rates of internal promotions of many BBS staff. Going forward the SAT have agreed that formality and regularity of the PDR is essential and thus from 2019, 100% of BBS staff will undertake an annual PDR (**ACTION 3.1**).

- **ACTION 3.20 Refresh manager's PDR skills by making sure that all those who conduct PDRs attend the 'Developing Performance Management Skills' course.**
- **ACTION 3.22: Encourage staff to attend "getting best out of PDR" training and request that HR conduct a session solely for BBS staff.**

(iii) Support given to academic staff for career progression

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

At BBS, the research structure within the school means that every postdoctoral researcher becomes part of a cluster which provides opportunities for collaboration such as writing groups, joint working papers and access to funding. Regular school wide research days and writing retreats are also organised as mechanisms to encourage networking and career progression. BBS also offers a departmental mentoring scheme and BU offers a university-wide mentoring scheme for staff at all levels of their career.

Early Career Research staff are encouraged to participate in the University's ECR network, which provide ECRs with support in their career development, guidance on career progression, and an opportunity to meet other ECRs. The ECR network events typically feature a presentation/talk on a research-relevant topic, followed by informal networking. The Researcher Development Programme offers workshops and training on a range of topics relevant to all academic staff (Pathways to Impact, grant writing, data management) and many workshops and training offered by the Doctoral School are also open to staff. The Doctoral School also run workshops for academic staff who supervise PhD students.

ECRs are also encouraged to apply for the Welsh Crucible which is a pan-Wales programme funded by a consortium of Welsh institutions and HEFCW that aims to support interdisciplinary research and collaboration among researchers within Wales. One male member of BBS staff has successfully completed the scheme. 10 Welsh language BBS academics are also supported by the Coleg Cymraeg Cenedlaethol which offer research and PhD funding, workshops and conferences, which are also open to all Welsh speaking staff.

The Springboard programme run by Academi Wales enables women to identify clear and practical career goals, develop their leadership behaviours and deal with stress. Whilst the SAT have anecdotal data on BBS staff involved in the above career progression activities, it recognises that this should be systematically captured and monitored. Informal discussions with BBS female staff also highlighted the need for better awareness of such activities. **ACTION 3.6: Encourage enhanced female participation in professional development schemes: SAT to e-mail development updates to staff, encourage staff to engage with BBS and University-wide mentoring programme and senior academic mentoring programme that supports staff going for promotion, and the ECR network.**

This links to an important finding from the school survey, which identified that in terms of perception of networking opportunities, the difference between responses from women and men is much larger: while 73% of male respondents agreed that the

School provides these opportunities, only 38.5% of women agree. This could be linked to the low numbers of female external speakers at BBS (See Table 26) which is actioned below. The SAT also considered whether lower numbers of female external examiners were a factor:

- **ACTION 3.7: The SAT will investigate the gender split of PhD external examiners coming to BBS which may be a contributing factor.**
- **ACTION 3.8: In-depth focus group of BBS female staff to address the perceived lack of networking opportunities identified in the survey.**

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

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

All taught students within BBS are allocated a personal (academic) tutor with whom they are required to meet 3-4 times per academic year for pastoral support and career advice. Additional support includes the Peer Guides system whereby second and third year students offer support to new students, the 'Study Buddy Scheme' whereby students can seek course and module help and advice from fellow students, and the student-led Business & Finance Society which aims to facilitate learning experiences for students from all years to build on what is learnt in the classroom and to enhance their CVs.

An annual 'Careers and Employability Fair' for the PGT and UG cohorts exposes students to potential employers and work experience whilst studying. BBS regularly advertises internship and job vacancies to students with recent posts secured with Iceland, Airbus and NHS Finance.

A university wide UG internship scheme offered by the Careers and Employability service also provides opportunities for undergraduate students to gain paid, graduate level work experience in the University's Academic Schools and Service Departments. The nature of the roles can vary from marketing, web design and student engagement projects, to research project support, field work or data management. However, there is a lack of uptake data for BBS students participating in these internships thus **ACTION 4.1 will start monitoring applications and offer rates of BBS females and males for the UG internship scheme.**

Furthermore, BBS have extensive links with leading organisations such as Price Waterhouse Coopers, which have provided career workshops and talks to PGT and UG students. Price Waterhouse Coopers ran a number of Master classes and workshops over two days in November 2016 including "All you need to know about Assessment Centres", attracting in excess of 50 students to each class (image below).



ACTION 4.7: Engaging further with these companies such as Price Waterhouse Coopers to bring in 'successful women' from the corporate environment to engage with students. We will approach and work with Associations such as Women in Banking and Finance [<https://www.wibf.org.uk/>].

PhD students have access to a number of centrally organised training programmes, competitions and events organised by BU's Doctoral School. During the first year of study at BBS all PhD students undertake a Doctoral Training Programme, which is designed to prepare them for their doctoral research. In addition to the weekly DTP workshops, BBS runs a Postgraduate Research Seminar Series (PRSS) in which research students have the opportunity to present their work to peers and supervisors. During their second and third years, students are encouraged to present research papers at research seminars, followed by the presentation of a revised version at national or international workshops, including the all-Wales research colloquia held at the residential conference centre at Gregynog and the ESRC's Wales Doctoral Training Partnership's Welsh Postgraduate Research Conference. All research students at BBS have two supervisors and interaction with fellow research students is encouraged via the doctoral training programme and the research student seminar series. According to the 2018 Postgraduate Research Experience Survey (PRES), 85% of all BBS PhD students were satisfied with their research degree programme, and females reported at least the same or higher rates of satisfaction in 26 out of 30 questions asked (e.g. a 100% of females agreed with 'I have opportunities to become involved in the wider research community, beyond my department' whilst only 54% of males agreed). The lower rates of male satisfaction are dealt with in section 4.1(iv).

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

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

Grant applications by BBS females and males have been steady during the reporting period apart from a surge in applications from males in 2016/2017 (see Table 23). The

female application was awarded in 2014/2015, no grants were awarded in 2015/2016, 50% of male applications were awarded in 2016/2017 and both males and females were successful in 2017/2018. The values of grants awarded are shown in Table 24, indicating that successful bids from females are for lower amounts than males (the total value of grants awarded to BBS females over four years were £18,261 compared to £276,609 for BBS males). It should be noted that this data is for PIs only; it is possible that women tend to be Co-Investigators **ACTION 3.5: Form a 'SAT Grants & Funding sub-group' to explore the reasons for the low number of female grant applications and the Research Committee to draw up an action plan based on the findings.**

RIIO provides a range of pre-and post-award support for staff who apply for funding by identifying funding opportunities, costing and pricing of projects and the financial administration of grants. Each College has a College Research Support Officer, a member of the RIIO pre-award team, who is the first call of contact for academics applying for funding. Relevant workshops and training delivered by RIIO are available to all staff, e.g. "Costing your research proposal", "Pathways to Impact".

At BBS Senior members of BBS academic staff and the research cluster groups provide informal review of unsuccessful grant submissions to all staff, evaluating the proposals in light of any feedback received and identifying ways to move the research ideas forward. Due to the generally low numbers of grant applications, the Grants & Funding sub group (**ACTION 3.5**) will also explore the feasibility of initiatives, expectations and targets in relation to BBS grant applications and encourage those who have been successful in the past to hold a workshop for other members of staff.

		applications	awarded
2014/15	female	1	1
	male	1	0
2015/16	female	1	0
	male	1	0
2016/17	female	1	0
	male	6	3
2017/18	female	1	1
	male	2	2

Table 23: BBS Grant applications and success rate (as PI) by gender.

	2014/15		2015/16		2016/17		2017/18	
	female	male	female	male	female	male	female	male
Number of submission	1	1	1	1	1	6	1	2
Value of submission	£9,928	£451,007	£59,733	£179,371	£8,750	£280,465	£8,333	£31,009
Grants awarded	£9,928	£0	£0	£0	£0	£245,600	£8,333	£31,009
Success rate	100%	0%	0%	0%	0%	50%	100%	100%

Table 24: Values of grants awarded at BBS by gender.

5.5 Flexible working and managing career breaks

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

BU offers the same opportunities for flexible working to both academic, and professional and support staff. Therefore, the following sections summarise and reflect on the support available across roles.

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

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

BBS refers all members of staff who are taking maternity leave to BU's centrally-provided support, jointly provided by HR and Health & Safety Services (HSS).

HR, HSS and the University's nursery give regular presentations and information on BU's family-friendly policies and the support available to staff taking leave (e.g. time off for ante-natal care, pay entitlements, childcare voucher scheme).

At BBS, planning conversations take place between the member of staff due to take maternity leave and either the HoS or the Head of the Subject Group (e.g. Head of Economics) and involves a discussion of appropriate cover and any additional support which may be required prior to and following the period of leave.

In 2016 a member of the SAT set up a closed 'BBS staff parent' group on Facebook as an informal place to share information on childcare, local activities and generally support each other in raising children while working at BBS. The group has 11 members of BBS staff. The school survey identified that some staff experience 'maternity leave guilt' whereby staff worry about how their absence will affect other members of staff who will take on their workload whilst they are away on maternity leave. One member of staff commented in the school survey:

"I felt supported by the School before going off on maternity, but I felt guilty knowing that there would be no cover for my teaching or admin duties. I felt relieved that my baby was due in my 'quieter teaching term' but this meant me returning in my heavier teaching term, and I couldn't do any research during this time, which made me feel even more guilty".

Although this may be exacerbated by the recent freeze in recruitment which has meant that we have not been able to hire maternity cover.

- **ACTION 4.9 will promote a more transparent dialogue between those about to go on leave and other staff who may be affected by the absence, as well as an open line of communication with parents who have returned to work after maternity/shared parental/adoption leave. Discuss issue at staff away day.**
- **ACTION 4.10 will also clarify new parents' research expectations in the initial months when returning from maternity, in line with the new workload model (following absences from work, such as maternity leave, there will be an additional allowance of 20% for research and scholarship in the first semester).**

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

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

To allow staff to stay in touch with BBS and BU during their maternity or adoption leave, BU offers paid 'keeping in touch' (KIT) days. These are a statutory requirement; however BU tops up the payments so that any KIT day taken is paid at full salary rate. BBS allows staff to take these days in half days to promote flexibility.

BBS administrative duties held by those on maternity leave are temporally reallocated to colleagues. A few administrative posts have deputies (e.g. Director of Student Experience and Deputy Director of Student Experience) therefore since both are familiar with the role there is good continuity and minimal disruption to either party. **ACTION 4.16 will explore the feasibility of appointing deputy leads to all administrative roles.**

Teaching responsibilities are reallocated to colleagues where appropriate workload capacity exists, as determined by the HoS or Head of Subject Group.

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

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

The HoS or Head of Subject Group meets the returning staff member to discuss any issues that may have arisen and to re-induct them back into BBS. At school level, it is recognised that staff may need some flexibility with regard to childcare and as such, the system of flexible working accommodates these needs. The HoS also supports requests to keep teaching activities within the core (10am-4pm) working hours. A recent example included the HoS ensuring that a husband and wife taught only within the core hours and were not timetabled to teach at the same time.

One issue raised via the school survey was the requirement for a **'Return from maternity' meeting with another female parent, in order to find out about initiatives such as child support, childcare vouchers, and to discuss work/life balance in academia. (ACTION 4.11).**

(iv) Maternity return rate

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

Between 2014 and 2018, three periods of maternity leave were taken by BBS staff (1 full-time permanent lecturer in 2015/2016 and 2 full-time permanent senior lecturers in 2016/2017 (see Table 25). During the same time, three periods of paternity leave were taken (one full-time permanent lecturer in 2014/2015 and two full-time permanent lecturers in 2015/2016). All staff returned to working full-time at the end of their periods of leave.

	2014/15	2015/16	2016/17	2017/18
Maternity	0	1	2	0
Paternity	1	2	0	0

Table 25: Maternity and paternity applications for BBS staff over four years.

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

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Since 2014, there have been three official notifications to HR of paternity leave from members of BBS; three academic staff. However, three additional male members of academic staff have become fathers during this period. Informal discussions with these staff members revealed that 'Paternity leave guilt' is also an issue at BBS. For example, one male lecturer said

"I personally didn't take it as I had my teaching during that time, it could have been an issue for the department and in particular for some of my colleagues (in terms of teaching cover). Also, our job is flexible enough to give us the opportunity to help our partners more at home".

Other male members of staff mentioned that leave had been taken but on an informal basis and thus not recorded by HR. One member of staff was not eligible for paternity leave as he had not been in his post for 12 months however he commented on the accommodating nature of the HoS who agreed that he could work flexibly for the two weeks following the birth. BU offers two weeks paid paternity leave at the usual weekly rate and formalising the procedure may even enable new fathers to take the leave to which they are entitled at difficult times such as during term time. **ACTION 4.12: Increase**

formal uptake of paternity leave via an e-mail from the HoS and information on the Athena SWAN BBS web page.

To date, BBS has had no uptake of shared parental leave and there has also been no uptake of adoption or parental leave during the period reported.

(vi) Flexible working

Provide information on the flexible working arrangements available.

BU provides all staff with the right to request a change in their working pattern or a change in their hours (e.g. reduced hours, compressed hours), either temporary or permanent.

Across BU there is limited uptake of “formal flexible working” from academic staff. This likely reflects the flexible nature of academic work and therefore the existence of informal arrangements for flexible working within individual schools. To date there have been no formal requests for flexible working from BBS staff. A number of respondents praised their job’s flexibility in the school survey. However, the survey results also indicated that more than half of respondents didn’t know whether their line managers/supervisors are supportive of requests for flexible working (53% males; 61.5% females) suggesting a lack of awareness of the policy. Therefore **ACTION 4.13: will ensure that information about flexible working is highlighted to all BBS staff, in particular those going on or returning from leave and those with other caring responsibilities. Flexible working will also be encouraged across the School by informing all BBS staff that it is possible to take a trial period of flexible working before deciding whether to move to a more formalised relationship.**

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

BU’s flexible working policy allows for applications for temporary changes in working patterns, e.g. a reduction in hours on return from a career break, which would then revert back to full-time at the end of the agreed period. To date, no member of staff at BBS has applied for a temporary change in their working hours via this “formal flexible working” route (as discussed above). More commonly, members of staff have been able to work part-time on return by using accrued leave which then automatically reverts back to full-time once the accrued leave has been used up. One academic female member of staff noted:

“informal flexible working and using some of my leave on returning to BBS following my maternity leave has worked very well for me in terms of integrating back into my teaching, research and administrative duties.”

5.6 Organisation and culture

(i) Culture

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

BBS seeks to foster an inclusive environment in which BU policy on equality and the principles of the Athena SWAN charter are ingrained and all staff and students are treated fairly in all procedures, assessments and choices.

BBS promotes an informal and friendly culture. For instance, there are daily informal coffee and lunch clubs open to all staff to meet and chat in a café on campus, and there is a weekly five aside sporting event which has both male and female BBS members. Some of the subject specific groups organise their own social events for both staff and PhD students e.g. the Marketing group organised a trip to the Chester Christmas markets. Moreover, a number of BBS parents arrange days out with children that are of a similar age.

BBS runs a number of open seminars that promote networking, collaboration and career development, such as the PRSS discussed in 5.2(iv) and a weekly 'brown bag seminar' which reflect research interests within BBS.

A question in the school survey asked staff to describe the school as a place to work by choosing from a list of adjectives (see Figure 19). Multiple adjectives could be chosen. The four most frequently chosen adjectives were positive: 'Supportive', 'Inclusive', 'Welcoming' and 'Happy'. More females selected 'Supportive' (77% versus 67% for males) although more males chose 'Welcoming' (60% versus 39% for females). There were no major differences among male and female responses for the most common negatively valenced adjectives such as 'Stressful' and 'Competitive'. Other adjectives included 'Collegiate' and 'Flexible'.

Overall, the staff survey suggests that BBS staff are very happy and enjoy working at BBS. Females reporting being happier with their work/life balance than males (78% females; 60% males). Some negative qualitative comments were made regarding the pressure to publish, working extra hours and heavy administrative duties such as outreach activities which seemed to fall on a few individuals:

"Pressure to publish more – due to the heavy admin roles and teaching, working more on research will mean that I will regularly have to work additional hours and this will affect work/life balance."

"The heavy burden of management and administration falls on a small group of academic staff, while other staff have far more time for pursuing their research activities."

- **ACTION 4.15: All administrative duties and outreach activities to be shared equally among staff.**
- **ACTION 3.21: Promote BU mindfulness courses and workshops which deal with stress in the workplace.**

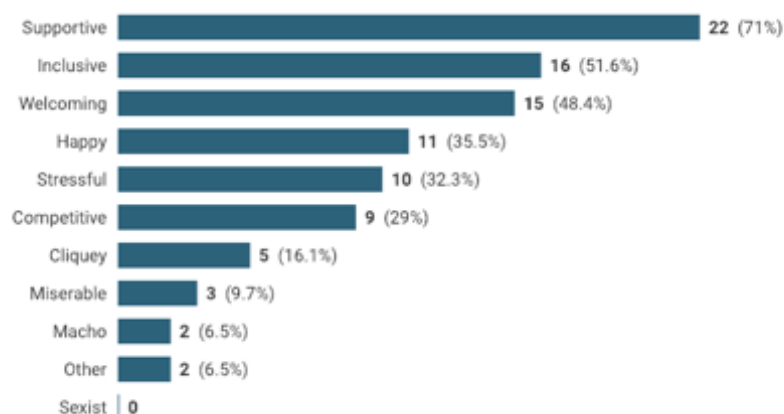


Figure 19: BBS male and female responses to 'describing your school as a place to work' – respondents could choose more than one answer.

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

Each College has a designated Senior HR Officer who has a close working relationship with BBS via the HoS. The Senior HR Officer is present at any formal meeting with staff in relation to policy.

Within BBS, if any differences between policy and practice are identified, one-to-one advice would be given involving HR and the HoS; if an issue remained, guidance from the HR Staff Development Team would be sought which might result in a training course or workshop.

Frequent training courses are provided to line managers on a variety of topics relating to HR policies; these are delivered by the HR Senior Officers. These form part of the Staff Development Programme and are also provided on request to a College or Department to ensure staff with management responsibilities are kept up to date.

The HR equality officer has recently begun gathering equality data relating to staff involved in formal grievance, capability and disciplinary cases which will be reported in the University's Equality Annual Report. BU has also established Equality Champions, who

form a link between staff and the university and there is one Equality Champion for each College. A member of our SAT (MB) is now an Equality Champion for the College.

(iii) Representation of men and women on committees

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

BBS has four main committees: Teaching and Learning, Research & Impact, Staff-Student liaison (UG and PG) and Welsh-medium. Both the Teaching and Learning and Research committees are chaired by female academics, whilst the Staff-Student liaison and Welsh-medium committees are chaired by males. All committees report to the school’s Board of Studies, which is mandatory for all staff, and is also attended by student representatives, thus ensuring that operations and management of the school are open and transparent. The current gender split for each committee is provided in Table 26. A record of previous years’ precise breakdown has not been kept but apart from the Research & Impact committee, which is new this year, the configuration has remained the same. **ACTION 4.2: BBS to collate data on committee membership to measure the gender balance on each committee.**

BBS Committee	Number of members (of which female)
Teaching & Learning	10 members (3 females)
Research & Impact	6 Members (2 females)
Staff-Student (UG)	2 staff members (1 female), 19 students (8 females)
Staff-Student (PG)	2 staff members (1 female), 8 students (3 females)
Welsh-medium	8 members (4 females)

Table 26: Current gender split of BBS committees.

Females are well represented on both the Staff-Student and Welsh-medium committees, but under-represented in the Teaching & Learning and Research & Impact committees. Staff allocations to committee roles are generally initiated by individual meetings between the HoS and those members of staff during which interests, skill sets and general work load are discussed. In terms of equality, diversity and transparency, more consideration of gender equality issues needs to be given in the assignment to these committees, but this should be in the assignment of roles at the Workload-model level, which will be considered in the future (see section 5.6(v)).

BBS communicates formally with students through the staff-student liaison committee. The student course representatives are elected by the student population at the start of each academic year.

(iv) Participation on influential external committees

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

Academic staff at BBS are encouraged to participate widely in external committees as they contribute to the School's reputation and are reflected in BU's promotions criteria. Examples of female participation at BBS are as follows:

- Dr Noemi Mantovan was recently Guest Editor of the European Economic Review Special Issue on "Gender Differences in the Labour Market".
- Dr Sara Closs-Davies is Treasurer for the British Accounting and Finance Association (BAFA), Auditor for the Conference of Professors of Accounting and Finance (CPAF), A steering committee member for the Tax Research Network (TRN), and academic Advisor to Welsh Revenue Authority (WRA) Change Portfolio Committee, Welsh Government.
- Prof Doris Merkl-Davies is the Associate Editor of *British Accounting Review* and *Accounting and Business Research*.
- Prof Lynn Hodgkinson is Vice Chair of the Conference of Professors of Accounting and Finance, having served as Chair for two years prior.

Overall, women at BBS typically have more conference chair roles and editorial board memberships, however men have more journal editorships (out of 9 members of staff who are journal editors, two are females). Women (and men) have few roles as advisory board members **ACTION 4.7: Encourage the participation of females on influential external committees at the annual PDR.**

(v) **Workload model**

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

A wider scale BU workload model is being developed for roll-out across the University in 2019/2020 (**ACTION 4.14**). To inform this process, all BU staff were asked to complete a detailed questionnaire on allocation of time to various academic and administrative tasks.

The staff survey findings indicated that both women and men feel that the School treats staff on their merits irrespective of gender (85% of females agreed, 86% of males agreed). There was a difference in the response to the question about whether allocation of work is fair: 92% of female respondents agreed but only 80% of male respondents agreed. The all-male focus group will also explore this issue (**ACTION 3.9**). The new workload model will improve accountability by developing clear metrics for staff to assess progress, and also put in place pathways to promotion to ensure individuals achieve to their full potential. We believe that this, and the re-introduction of PDRs in the School will be important in improving staff satisfaction.

(vi) **Timing of departmental meetings and social gatherings**

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

School meetings are arranged between 10am and 4pm to take account of family friendly working practices, and many school-sponsored social events also take place at lunchtime or during the day to allow for maximum participation from staff and students. The findings of the school survey indicated that almost all staff agreed that social activities in BBS were inclusive (93% males, 92% females).

Recruiting staff representatives for BBS open days taking place on Saturdays is done on a volunteer basis meaning that parents are not obliged to attend if they cannot arrange child care. Despite requests from the HoS in support of staff and students with family and caring responsibilities, BU timetabling can occasionally impose lecture bookings until 6pm. However, the University's nursery is able to stay open for an extra 15 minutes (regular closing time is 6pm) if a member of staff/student has a lecture until 6pm.

(vii) Visibility of role models

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

Dr Siwan Mitchelmore specialises in female entrepreneurship and regularly invites female speakers from local businesses to speak to students. Dr Noemi Mantovan's research expertise includes the female labour supply and she recently presented her work at the BU International Women's Day event (image below):

Inspiring Careers

Celebrating International Women's Day

8th March 2019, 1-4pm, Pontio PL5

Prof Jo Rycroft-Malone
Pro VC (Research & Impact)

Siân Gwenllïan
AM Arfon

Sue Green
Betsi Cadwaladr

Prof David Thomas
School of Ocean Sciences

Frankie Hobro
Anglesey Sea Zoo

Dr Noemi Mantovan
Bangor Business School

Prof Carol Tully
Pro VC (Students)

This event is being organised by the University's Athena SWAN Task Group.
For more information please contact a.wiggett@bangor.ac.uk

Dr Mitchelmore integrates her expertise on gender into both her undergraduate and postgraduate modules ('New Venture Creation' and 'Entrepreneurship Capital and the Firm') and Dr Mantovan delivers a three hour workshop on the 'Gender Wage Gap' to both second and third year UG students (see section 6 for more information about Dr Mantovan's expertise in gender issues). **ACTION 4.5: To recruit an annual speaker at BBS (internal or external) on gender issues.**

In terms of academic visiting speakers at BBS, there have been few female speakers over the past few years and the SAT found that gender equality has not been consciously considered in the visiting speakers programme (see Table 27). **ACTION 4.4: Increase the proportion of female academic visiting speakers to 50%.**

Year	Visiting speaker gender split
2017/2018	10 males, 2 females
2016/2017	9 males, 2 females
2015/2016	12 males, 2 females
2014/2015	8 males, 4 females

Table 27: Gender split of BBS visiting speakers over four years.

BBS fosters an inclusive public image. Promotional materials regularly feature women such as two twin sisters from Scotland who both achieved first class degrees in 2018 (image below), the female lecturer who shaved her head to raise money for MacMillan and four of our female lecturers who have been awarded BU Teaching Fellowships from 2013-2017.



(viii) Outreach activities

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

There is a large volume of outreach and engagement activity across BBS. This includes running taster and revision sessions at secondary schools, attending careers fairs and presenting at further education colleges (e.g. Coleg Menai, Coleg Meirion Dwyfor), bespoke events at BBS for local schools (e.g. 'The Stock Market Challenge' and 'Designing an Advertising Campaign'), participation in the annual National Eisteddfod, Sixth Form conferences for teachers and pupils, and Open Days (images below).



Stock Market Challenge hosted by BBS for Year 12 pupils from a number of local schools.



Dr Sara Closs-Davies and Mr David James delivering presentations at Coleg Meirion Dwyfor.

Staff involvement in these activities is generally on a voluntary basis and often a Welsh speaker is required, resulting in a small number of staff participating in the majority of activities. Highlighting this limited engagement, one surveyed member of staff commented:

“Certain outreach duties (school visits, open days, helping with student recruitment activities etc) tend to fall on a few individuals. If they were shared out more equally then it would avoid certain members being overloaded on admin/outreach roles.”

ACTION 4.15: SAT to explore a way in which outreach activities can be distributed more evenly and fairly amongst male and female staff.

BBS students are involved in a number of university-wide and inter-university competitions such as Enterprise by Design, the IBM Business Challenge, CIM's 'The Pitch', Santander's Universities programmes, and Virgin's Student LifeStart scheme. The gender split for this year's IBM Business Challenge is 36% female; 64% males.

- **ACTION 4.3: Keep an annual record of students taking part in each competition.**
- **ACTION 4.8: Encourage more female students to take part in competitions (IBM Business Challenge and Enterprise by Design which are the two more popular competitions at BBS) by using female course representatives and peer guides to promote the competitions to female students.**

Peer guides recruited from BBS's UG and PG cohorts represent the school at Open Days and during Welcome Week. Table 28 shows that since 2015/2016, consistently more BBS females are enthused to represent the school as peer guides, which increases the visibility of female role models among new and potential students.

Academic Year	Total Applications	Female Number	Female Percentage	Male Number	Male Percentage
2018/19	34	23	68%	11	32%
2017/18	44	29	66%	15	34%
2016/17	33	22	67%	11	33%
2015/16	69	41	59%	28	41%
2014/15	34	16	47%	18	53%

Table 28: Numbers and gender split of peer guides at BBS over the past four years.

(5810 words)

6 FURTHER INFORMATION

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

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

Our engagement with Athena SWAN has provided us with the opportunity to learn from our staff and students, other BU departments who have been awarded bronze as well as sharing best practice at the University level with our engagement with the Athena SWAN University task group. The BBS school survey was instrumental in identifying areas which BBS needs to work on but the SAT was also reassured by the positive responses among staff about the work environment.

Our submission thus highlights the steps we plan to take to develop and support women and equality. However, it must be noted that as a school we are very much at the early stages of our Athena SWAN journey. Only a small number of other UK business schools have awards (11 out of approx. 122) and as the first AHSSBL school at Bangor to apply for an award, we acknowledge difficulties and challenges, especially in terms of gaining staff commitment and engagement across all levels.

A key member of the SAT who is instrumental in this process is Dr Noemi Mantovan who brings research expertise on women labour supply and the gender wage gap. Her research focuses on the components of the disparity in the pay between women and men, and what policies can be implemented to reduce such a gap. She has also investigated the impact of volunteering on the gender wage gap and female labour supply (Cozzi et al, 2017), the gender wage gap decomposition, and the effect of psychotherapy on mental health and on the gender wage gap (Cozzi et al, 2018). In a recent working paper (Anderberg et al, 2018) she explores the effects of domestic violence on women's life-cycle choices of work supply, fertility and partnership status.

Noemi's expertise is applicable to internal policies and brings a gender perspective to the School's boards and meetings, particularly the SAT, which helps to deliver the best policies for improving women's role in the School, via an understanding of what procedures can be effective in reducing barriers to women's career progression.

Anderberg, D., Mantovan, N. and Sauer, R.M., 2018. The Dynamics of Domestic Violence: Learning about the Match (No. 6983). CESifo Group Munich.

Cozzi, G., Mantovan, N. and Sauer, R.M., 2017. Does it pay to work for free? Negative selection and the wage returns to volunteer experience. *Oxford Bulletin of Economics and Statistics*, 79(6), pp.1018-1045.

Cozzi, G., Galli, S. and Mantovan, N., 2018. Will a shrink make you richer? Gender differences in the effects of psychotherapy on labour efficiency. *European Economic Review*, 109, pp.257-274.

(323 words excluding references)

7 ACTION PLAN

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

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

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

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




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LANDSCAPE PAGE



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BBS Athena SWAN Action Plan 2019-2023

Action Number	Objective	Actions, in order of priority per Objective	Timeframe (Start - end date)	Responsibility	Success measure
1. Progressing the Athena Swan agenda at BBS					
1.1		Ensure that Athena SWAN becomes a standing item on BBS Board of Studies.	October -December 2019	SAT Chair	Athena SWAN a standing item at BBS Board of Studies.
1.2		Increase the response rate of the next school level survey to get more input from a broader range of staff.	Within two years of the first survey (January 2020-January 2021)	SAT Chair and HoS	A response rate of >80%.
1.3		Improve the level of postgraduate and undergraduate student representation on the SAT.	October 2019 - February 2020	SAT (OP and DMD)	At least one postgraduate student member and one undergraduate student member joining the SAT.
1.4		Develop Athena SWAN web page as part of BBS	October 2019 - February 2020	SAT Team (MB and AT)	Web page created which all SAT

		website to highlight events and progress.			members can populate.
1.5		All new BBS staff to meet with Athena SWAN Lead within a month of their BU Induction and as part of the Induction to BBS.	October 2019-October 2023	SAT Chair	100% of new BBS staff meeting SAT Chair.
2. Student support and engagement					
2.1	Increase UG female applications.	Undertake an evaluation of all recruitment activities and identify further initiatives to increase 16-18-year-old female interest in Business-related areas. E.g. review marketing material to ensure gender balance and organise specific school visits for females.	October 2019-October 2022	College Marketing Manager, Director of Student Engagement and SAT Team	Increase percentage of UG female applications from 43% to 50% by 2023.
2.2		Explore the gender balance of UG intake from all overseas markets.			
2.3	Explore the reasons why UG males are underperforming in comparison to females and	Analyse NSS and module evaluation results by gender.	October 2019-April 2020	Director of Student Engagement and SAT Team	Identification of concrete reasons why UG males are

2.4	draw up action plan to address any factors that are identified.	UG staff-student liaison committee to explore this issue with course representatives.	October 2019-April 2020	Director of UG and Student Chair of Staff-student liaison committee	underperforming with specific actions to address problem.
2.5		Analyse attendance reports to reveal whether males are engaging less than females.	October 2019-April 2020	Senior Personal Tutor and SAT team	Reduced gender gap among UG female and male performance: No more than a 10% gap among genders for each degree class (particularly 1st class).
2.6		Check A Level grades of male applicants in comparison to females, to determine whether they are already below par in comparison to females.	October 2019-April 2020	SAT Team and Central admissions team	
2.7	Understand why fewer females are studying BBS PGT courses.	Research all PGT courses to investigate the number of females being recruited from different countries to identify which countries need to be included in future actions.	January 2020-September 2022	SAT Team, Director of PGT and College International Marketing Officer	Identification of specific countries where female recruitment is low and development of action plan for those countries.
2.8	Increase PGT female applications.	From the research undertaken above explore ways in which females in overseas markets can be encouraged to apply to	March 2020-March 2023	College Marketing department and SAT Team	10% increase (to 50%) in female PGT applications.

		BBS e.g. by improved target marketing, using role models in the marketing material.			
2.9		Monitor the representation of females in BBS marketing material.		College Marketing department	
2.10		Promote the new BU Gender Equality Scholarships for home/EU UG students who are interested in applying for a BBS PGT course.		SAT Team, PGT Director	
2.11	Improve part-time PGT completion rates across genders.	The Chartered Banker MBA Manager will annually review completion rates to identify issues and develop an action plan to improve part-time completion rates.	October 2019-October 2023	Chartered Banker MBA Manager	An increase in part-time completion rates from 2017/2018 levels to 80%.
2.12		Work more closely with students who are not engaging with the programme through mentoring, more meetings with personal tutors and			

		use of course representatives.			
2.13	Explore why male PhD students are taking longer than females to submit their theses.	The SAT and Director of PGR to investigate factors for this which will include: Investigating supervisory issues and PhD course representative to discuss with the PhD students.	May 2020-May 2022	SAT (OP) and Director of PGR	A reduction in the average time for male PhDs to complete from 3.9 to 3.5 years.
2.14		From the above research the Director of PGR to identify action plan to see how male PhD students can be better supported at BBS.			
3. Increasing the number of female academics in BBS					
3.1	Improve progression and promotion opportunities for all staff at BBS.	Conduct an annual PDR with every member of staff and completion rates reviewed annually by the HoS.	Annually (permanently) from October 2019	HoS	100% of BBS staff having a performance development review from academic year 2019/2020.
3.2		Female Professor to hold annual workshop for other BBS female Senior Lecturers/Readers who are on the trajectory to Prof/Reader level to share experiences of the	October 2019-October 2023	SAT Team (DMD) and SAT Chair	Increase the proportion of female professors from 25% to 35% (by encouraging applications from female colleagues).

		<p>application process, expectations.</p> <p>Similarly, a SL to hold workshop for female Lecturers.</p>			
3.3		Head of School to ensure that promotion is included in the discussion at the annual PDR.	Annually from October 2019	HoS	From PDRs ensure that all staff who are working towards promotion within 18 months have an action plan to develop their applications.
3.4		Signpost the promotions policy and criteria to all staff via the new Athena SWAN staff webpage and encourage staff to attend University-wide briefings regarding Senior Lectureship criteria and guidance.	January 2020-March 2020	SAT Team	All relevant information to be visible on BBS Athena SWAN webpage.
3.5		Form a 'SAT Grants & Funding sub-group' to explore the reasons for the low number of female grant applications and the	March 2020-October 2020	Research Director	Increase in number of grants submitted by a female PI from one to two per year.

		Research Committee to draw up an action plan based on the findings.			
3.6		Encourage enhanced female participation in professional development schemes: SAT to e-mail development updates to staff, encourage staff to engage with BBS and University-wide mentoring programme and senior academic mentoring programme that supports staff going for promotion, and the ECR network.	October 2019-October 2023	SAT Team, HR	20% more women participating in professional development schemes.
3.7		Investigate the gender split of PhD external examiners coming to BBS.	August 2020-October 2020	SAT Chair	Improved networking opportunities by increasing the number of female external speakers and female external examiners.
3.8		In-depth focus group of BBS female staff to address the perceived lack	June 2020-August 2020	SAT Chair	Improved networking opportunities e.g. linked to increasing

		of networking opportunities identified in the survey.			the number of female external speakers and female external examiners.
3.9	Explore levels of satisfaction with work environment among BBS males.	Hold an all-male focus group to discuss work environment issues and identify how this situation can be improved.	October 2020-December 2020	SAT (MP)	Uncovering reasons why male staff levels of satisfaction is lower than that of female staff and increase male satisfaction to 70% in the next survey.
3.10	Increase the number of female applicants to academic posts.	Shortlisting panels to ensure that females and males are included.	Permanently from October 2019	SAT and BBS shortlisting panels	Shortlists for BBS posts to be gender inclusive.
3.11		All staff involved in recruitment to undertake the new unconscious bias online workshop and training package by March 2019 and then all other staff to also undertake the training.	March 2019-October 2021	HR	100% of BBS staff to have completed unconscious bias training by 2021.
3.12		ALL BBS staff chairing interview panels to	October 2019-October 2020	All Senior Academic staff chairing interview panels	100% of the BBS recruitment committee to have completed

		complete Recruitment and Selection training.			Recruitment and Selection training.
3.13		All BBS staff to promote posts via their contacts and social media channels to increase the field of applicants as much as possible.	Permanently from October 2019	HoS	An increase in number of female applicants to academic posts by 10%, reducing the gender gap in applications.
3.14		Continue to monitor that all marketing and publicity materials reflects our diverse staff and student population in terms of gender, ethnicity, and that positive role models are captures in the images and case studies used.	October 2019-October 2023	BU and College Marketing department	
3.15		Work with HR to ensure that the wording of future job adverts is gender neutral and do not contain words that may reflect a male bias.	October 2019-October 2023	SAT Team, HR	
3.16	Improve uptake of professional training and well-being courses.	Raise awareness of various training courses for all academic staff via e-mails	March 2020-August 2020	SAT Team, HR	Relevant information on BBS Athena SWAN web page and an uptake in training

		from SAT chair and Athena SWAN web page.			courses from BBS staff.
3.17		Senior Academic staff to attend the Equality & Diversity for Managers training session.	October 2019-October 2020	All senior academic staff who manage others	100% of Senior Academic staff who manage others to complete Equality & Diversity for Managers course.
3.18		HR to conduct an equality training session at BBS as part of an away day for all staff to attend.	May 2020-September 2020.	HR	100% staff to complete training as part of the away day.
3.19		Attendance, gender balance and feedback records to be kept on all BBS in-house training to ensure that training is relevant and effective.	From October 2019 and reviewed annually	SAT (AT)	Attendance and feedback records visible for SAT to analyse.
3.20		All those who conduct PDRs to attend the 'Developing Performance Management Skills' course.	Permanently from October 2019	HoS	100% of those who conduct PDRs to have completed the 'Developing Performance Management Skills' course.

3.21		Promote BU mindfulness courses and workshops which deal with stress in the workplace.	March 2020-May 2020	SAT Team	An increase in the uptake of these workshops by BBS staff, and fewer (informal and formal) reports of pressure or stress in the workplace and in the next survey.
3.22		Encourage staff to attend 'getting best out of PDR' training and request that HR to do a session solely for BBS staff.	October 2019-October 2023	HR, SAT Team	A 50% increase in BBS staff attending the training.
4. Workload and school culture					
4.1	Recording of Athena SWAN relevant data at BBS.	Monitor applications and offer rates of BBS females and males for the UG internship scheme, to address the lack of uptake data for BBS students participating in these internships.	From October 2019	SAT, working with the BU Careers Office	A breakdown of UG internship applications and offer rates by gender.
4.2		Collate a regular record of BBS committee memberships to measure	Annually reviewed	SAT/HoS	Annual data produced on BBS committee memberships.

		the gender balance on each committee.			
4.3		Keep an annual record of students taking part in each competition.	Annually reviewed	SAT in liaison with the BBS Employability Officer	Annual data on numbers and gender split of students taking part in competitions.
4.4	Improve visibility of female role models within BBS.	Increase the proportion of female academic visiting speakers.	Annually from 2020/2021 academic year	SAT (NM)	At least 50% of visiting speakers to the research seminar series to be female.
4.5		To recruit an annual speaker at BBS (internal or external) on gender issues.	Annually from October 2020/2021	SAT (NM)	One annual speaker on gender issues at BBS, as part of the research seminar series in 4.5.
4.6		Bring in successful women from the corporate environment to engage with students.	October 2019-October 2021	SAT and Business & Finance society	At least one annual female speaker.
4.7		Encourage the participation of females on influential external committees in the annual PDR.	October 2019-October 2023	HoS	An increase in participation of females on influential external committees - all BBS females to have an influential external role in the next four years.

4.8		Encourage more female students to take part in competitions (IBM Business Challenge and Enterprise by Design which are the two more popular competitions at BBS) by using female course representatives and peer guides to promote the competitions to female students.	October 2019-October 2021	SAT in liaison with the BBS Employability Officer	A 50:50 gender split among students taking part in each competition.
4.9	Supporting staff returning from leave	Promoting a more transparent dialogue between those about to go on leave and other staff who may be affected by the absence, as well as an open line of communication with parents who have returned to work after maternity/shared parental/adoption leave. Discuss issue at staff away day.	Annually from October 2019	SAT -MB (as Equality Champion) and HoS	Annual report from the College Equality Champion to the SAT/HoS on welfare of parents at BBS.

4.10		Clarify new parents' research expectations in the initial months when returning from maternity/shared parental/adoption leave, in line with the new workload model.	October 2019-October 2021	HR, HoS	Staff returning from leave feeling less overwhelmed by REF (or its equivalent) pressures.
4.11		All females returning from maternity to meet with another BBS female who has returned from maternity in the past 5 years and/or to seek formal mentorship at BBS or at University level.	Permanently from January 2020.	SAT Chair	Those returning from maternity leave report feeling supported and less evidence of 'maternity leaver's guilt' in the next school survey.
4.12		Increase formal uptake of paternity leave via an e-mail from the HoS and information on the Athena SWAN BBS web page.	October 2019-October 2023	SAT, HR	At least 70% uptake in official paternity leave.
4.13		Ensure that information about flexible working is highlighted to all BBS staff, in particular those going on maternity leave or returning from leave,	March 2020-October 2023	SAT, HR	Information on flexible working to be highlighted on BBS Athena SWAN web page, at the BoS.

		inform BBS staff that it is possible to take a trial period (maximum 3 months) of flexible working before deciding whether to move to a more formalised relationship.			At least one member of staff taking a trial period of flexible working.
4.14	To have a workload model which ensures equality of workloads across the school.	Forthcoming workload model to be implemented at BBS and across institution.	Permanently from October 2019	HR	All staff teaching, research and administration responsibilities allocated according to the institution's workload model.
4.15	To fairly distribute administration and outreach activities within BBS.	Explore a way in which outreach activities can be distributed evenly and fairly amongst male and female staff.	January 2020-April 2020	SAT Team, HoS	Outreach activities and administration will be shared equally among males and females within BBS.
4.16		All administrative duties to be shared equally among staff. Explore the feasibility of appointing deputy leads to all administrative roles.	January 2020-April 2020	HoS, HR	Increase in the number of administrative roles that have deputy leads. Increase in level of satisfaction with the sharing of administrative duties

					in the next staff survey.
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