

UNIVERSITY OF BRADFORD GENDER EQUALITY SCHEME AND ACTION PLAN

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1. Statement from the Vice-Chancellor

The Gender Equality Scheme is an important addition to the University's clear and well-documented commitment to equality for all in work and study. With the introduction of the Sex Discrimination Act in 1975 it might have been forgivable to suppose that the major battles for gender equality were all but won. It is clear from the evidence in our Scheme that many changes both in wider society and at the University itself have taken place in the intervening years – but equally clear that this is an evolving and dynamic area and we must strive to continually improve; the requirement for constant review of equality of opportunity reaches into every corner of the University's work and operations. Gender equality is about men and women achieving their aspirations in whatever direction they choose and meeting their full potential. This Scheme is welcomed in taking us further towards that goal and receives my full support.

2. Statement from the Students' Union

The University of Bradford Union (UBU) welcomes the Gender Equality Scheme. We have a long history of campaigning on a variety of gender issues. We recognise and celebrate that gender equality has made some real progress but that there is still a long struggle to achieve true equality. We are happy to have had input into the Scheme, both through the Gender Equality Steering Group and UBU's Equality and Diversity Committee. UBU will continue to work closely with the institution on the Scheme and the implementation of the Action Plan.

3. Context

The University of Bradford has over 10,000 students studying a range of courses within its seven Schools. Recent trends show that increasing numbers of students are choosing to study locally and this has enhanced the University's links with the local and regional population. In addition there are around 1,900 core members of staff, making the University one of the largest local employers with a truly diverse range of roles.

The University has a subject range which includes social sciences, management, natural sciences and engineering and it has performed well in a variety of national league tables, particularly in respect of graduate employment rates, having been in the top ten for graduate employment in The Times Good University Guide on several occasions. The University has one of the highest proportions of students from lower socio-economic groups and is a national leader in widening participation.

From a gender perspective, many of its courses attract a good mix of men and women, while some – notably Health Studies, Engineering, Design & Technology, and Informatics – still have a polarised gender base, presenting challenges at both ends of the spectrum. Statistics are given at Section 6b of this document.

Much has been written about educational underachievement in the Bradford Metropolitan District and great efforts have gone into improving levels of attainment, particularly within black and minority ethnic communities during Key Stages of early education. Through many proactive initiatives such as Bradford Academy (run by the University for young people between the ages of 14 and 18) and often in partnership with other local organisations, the University plays a vital role in raising and realising aspirations for young people and men and women within the region, and has widening access and participation at the heart of its core educational strategy.

4. Consultation

The University undertook a consultation exercise in the form of a survey of staff and students during February 2007. A researcher was employed to help compile questions and provide a report on responses. The intention of the process was to get a feel for the views of staff and students on gender issues. The survey aimed to identify how satisfied the University population is in terms of men and women being treated equally and whether gender issues arise for either staff or students and, also, within identified minority groups.

The survey was distributed via email and manually, with the same arrangements for collection of responses. 152 completed questionnaires were received, respondents being from all seven of the academic Schools and twelve central service departments.

Analysis showed:

- almost twice as many women responded as men
- 7% did not indicate their gender
- the percentage of staff who participated was more than twice the percentage of students (staff: 65%; students 30%; both 5%)
- the majority of responding students were aged between 16 and 24
- the majority of responding staff were aged between 35 and 64

The Scheme and Action Plan were informed and developed from evidence already held at the University. Perceptions from the evidence were tested through the consultation. In most instances, responses reinforced the existing evidence and helped shape the Action Plan further. Elsewhere, more appropriate mechanisms have been identified to take forward the issues raised. These are shown in Appendix 1.

5. Equality and Diversity

The University is proud of its core value of Confronting Inequality and Celebrating Diversity. It is committed to promoting equality, diversity and creating an inclusive and supportive environment for all of its students,

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staff and others closely associated with its work. To support this, the University has the following structure, resources and networks:

- Equality and Diversity Committee (chaired by PVC, Learning and Teaching)
- Impact Assessment Steering Group (IASG)
- Equality and Diversity Unit
- Disability Office
- Race Equality Champion and Professor of Diversity
- Disability Staff Network
- Equal Opportunities Facilitators' Network
- FAIRER (Females Actively Involved in Rewarding Engineering Roles)
- Harassment Contact Persons Network
- Local Academic Women's Network (LAWN)
- Race Equality Staff Forum
- Respect Sexual Orientation Group

The Gender Equality Steering Group has also been established to support and guide the development of the University's Gender Equality Scheme and monitor delivery of its Action Plan.

There are also a number of significant policies that underpin the University's commitment, notably the:

- Equality and Diversity Policy
- Personal Harassment and Bullying Policy
- Race Equality Policy
- Policy on Religion and Belief
- Disability Equality Scheme

Equality issues are considered at School level either through an Equality Committee or through designated agenda space in School Human Resource meetings. Each School/Planning Unit has at least one Equal Opportunities Facilitator to assist with equality issues on a less formal basis than through the 'official' institutional routes.

The University is a member of Opportunity Now, the national network representing employers who aim to ensure full inclusiveness of women in the

workplace. Just twenty Universities have achieved the Opportunity Now benchmark. Participation enables us to learn from and share best gender-related practice. The University currently holds the Opportunity Now Silver Award and will be re-assessing its position through this benchmarking process in August 2007.

6. Men and Women at the University of Bradford

6a Trends in Staffing

The overall gender balance at the University has gradually shifted over the last fifteen years in favour of women:

Gender	1992	Aug 2002	Jan 2005	Jan 2006	Jan 2007
Women (%)	51%	53%	56.6%	56.2%	55.8%
Women (number)	893	1102	1065	1074	1056
Men (%)	49%	47%	43.4%	43.8%	44.2%
Men (number)	858	978	817	838	837

Despite the overall predominance of women within the core staff group, the balance of power remains male with only 22.2% of Senior Management being women (2.3% of all female staff are senior managers compared to 10.0% of male staff) - it should be noted that the percentage of women in this group has risen from 14% to 22.2% since 2002.

Critical decision making and policy formulation at the institution takes place via Committees, with all recommendations being ratified by either Senate and/or Council. An analysis of committee membership in December 2006 showed that women are under-represented on Committees and particularly as Chairs. There are currently no female Chairs of central committees, although the Dean of the School of Health Studies and the Deputy Dean of the School of Lifelong Education and Development are both women and chair their respective School committees. Where ethnicity is known, 6.0% of all female Committee placeholders are of Black or Minority Ethnic background compared to 8.5% of all male committee placeholders.

In addition, there remains traditional bias and polarisation of men or women in other job families:

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Clerical and Related	79.6% female
Technical and Craft	78.8% male
Manual	60.8% female
Academic Related	61.9% female
Teaching and Research	57.5% male

Despite this current picture, the underlying trends have been progressive. Parity has gradually been achieved within the mix of academic, related and research posts with 49.8% of this group now being women, having increased from 37.0% in 2002.

Challenges for reducing gender polarity in the University are increased by the comparatively high number of staff employed from black and minority ethnic heritage or background. For example, of the staff employed in manual roles in the University's Estates and Facilities sector who have declared their ethnicity, 63% of the women are of black or minority ethnic background, compared to 29% of the men. This compares to just 12% of women employed in clerical and related roles declaring minority background or heritage. Research by the EOC (*Moving on Up? Bangladeshi, Pakistani and Black Caribbean Women and work*, Sept 2006) indicates that, nationally, gender combined with minority ethnicity increases the risk of unemployment, lower pay and fewer prospects of promotion, despite levels of high individual educational achievement particularly among younger women in minority groups. The research indicated a high level of employer prejudice and, in view of disparate figures between job families such as those quoted above, the University must be vigilant to ensure equally robust recruitment practice at all levels and in all areas of the institution.

A basic analysis of progression over a 12-month period to January 2005 was carried out and looked at progression in two distinct groups – the first was where a significant adjustment such as a permanent promotion or re-grading took place or a permanent discretionary or accelerated increment. The second was where a temporary responsibility allowance or a temporary secondment took place ('softer' or more developmental progression). Although numerically more women than men achieved progression over the period, as a percentage of University staff 3% fewer women than men progressed. Interestingly, fewer women progressed vis a vis men in terms of permanent promotion or progression (41% women, 47.5% men), and significantly more women than men received 'softer' developmental progression (9.8% women, 1.7% men). Underlying reasons for progression or lack of it are likely to be complex, and to draw informed conclusions would require additional analysis, but this information does help the institution recognise gender disaggregated patterns and helps inform priorities in the Action Plan.

Overall, analysis of quantitative data suggests that positive movement is taking place in the staffing of many areas of the University and has been over a number of years, but also that there remains a great deal of work to do to sustain progress and, where possible, accelerate it through effectively targeted positive action initiatives.

6b Student Trends

In 2006 the University of Bradford celebrated 40 years since receiving its Charter in 1966. Having evolved to University status from its roots as Bradford Technical College, originally established in 1882, the courses offered initially were mainly engineering, and its student base predominantly men.

In 1966 just 10% of the new University's student population were women. Today, the majority of undergraduates are women (53%) and, including postgraduate courses and research, account for 51.4% of the University's student population.

In a similar fashion to staff and job families, gender balance varies widely from School to School. However, in traditionally polarised areas of study, some progress has been made. In the School of Management 38% of students are women, in the School of Informatics 17%, and in the School of Engineering, Design and Technology female uptake has risen from just one woman student in 1966 to 13% of the School in 2007. Conversely, in the School of Health Studies 14% of students are men, and men are also in the minority in the School of Social and International Studies (40%), in the School of Lifelong Education and Development (43%) and in the School of Life Sciences (44%).

A great deal of attention has been paid by Schools with high gender polarity to progress gender balance. The School of Engineering, Design and Technology has established FAIRER (Females Actively Involved in Rewarding Engineering Roles) whose aim is to provide support to all female students within the School from Foundation Year to Research Fellows. Members of Academic staff also join the Society. As well as acting as role models, they have the chance to meet members socially. The group has held many meetings and events and has provided a model for other universities and colleges across the region. It has also worked proactively with schools and colleges nationally to provide an extensive programme of taster days/courses to raise awareness about engineering as a potential career among young women. An example of this is the Girls in Aerospace event, held most recently in January 07. This involved year 10 and 11 girls in teams whose task was to design, build and then race a hovercraft within a day.

Events such as these prove popular as they are educational, stimulating and fun, and bring the subject area to life, helping to recruit young women into non-traditional studies both locally and nationally. With increasing competition for students within the educational sector, a national skills shortage in engineering, and the reducing number of young men demographically, it is extremely important that the University builds on its work to attract young women into Engineering. Female EDT students have risen from around 10% to 13.6%, and in Civil Engineering there has been an increase up to 15% this year (2006/07).

Within the School of Health Studies, the Division of Rehabilitation Studies recruits students in a gender ratio that is comparable if not better than the national average for Physiotherapy and OT courses. Historically, health courses have been biased towards a female population. Over the last 10 or more years this picture has been gradually changing, not least amongst the more mature applicants. An increasing number of male school-leavers is also interested in these professions. For example, the Division of Radiography has successfully more than doubled its intake of male students from 15% in 2002 to 35% in 2005/6. Course literature reflects the inclusion of male students across the age spectrum, and male students and staff are incorporated into Open Day and other recruitment activities.

Client-facing information on some School websites has been designed to ensure gender-inclusive imagery and case studies, and this work has been included in the Action Plan for review across the institution.

Overall, gender parity has not seen a linear year-on-year increment in Schools, and the primary focus of equality legislation in recent years on race and disability issues has lessened the attention given to the gender balance. In reality, all of these themes are interlinked and require an integrated approach. The Gender Equality Action Plan is welcomed by the University as an opportunity to revisit and renew positive action initiatives for gender and ensure a fully integrated approach to these three strands.

7. Cultural Understanding in Leadership and Management

Whilst the University is seeing year-on-year improvement in the diversity of its staff and student profiles, there is an under-representation of women and ethnic minority managers. In order to optimise the benefits of its diversity, the University set up the Cultural Understanding in Leadership and Management (CULM) scheme to address the imbalance at middle and senior management levels and widen participation to decision-making bodies in the University. The Scheme involves pairing senior leaders/managers with senior staff who are women and/or from black and minority ethnic backgrounds to offer personal 'mutual' learning. The programme differs from traditional mentoring in that learning by the more senior person is a key part of the process, and differences in background and perception provide much of the basis for learning exchange. The Scheme is now well into its second year, and participants from both cohorts have reported that the benefits gained are wide-ranging and varied and that the insights gained from their CULM partners have positively influenced their decision-making and problem-solving abilities.

8. Job Evaluation and the Assimilation Exercise

The institution undertook an extensive job evaluation project following the national Joint Framework Agreement. Job evaluation was undertaken using the Higher Education Role Analysis tool (HERA). Part of the attraction of this scheme was the rigorous testing it had undergone as part of its development to ensure gender equality between roles so that bias was avoided in the outcomes of the evaluation. Unions were involved throughout the whole process, and the results of the Job Evaluation were also analysed before moving to conclusion and again as part of the Appeals process.

Interviews were carried out with a representative sample of men and women within each job family. A higher percentage of women than men were interviewed overall; however, this was appropriately reflective of the predominance of female employees at the University at the time of the exercise (the gender profile being 56.8% women; 43.2% men).

Although the interview stage necessarily focused on a sample of men and women, the overall exercise affected all main-scale staff. The outcome of the assimilation process and the appeal stage figures were of particular interest in relation to the equality impact.

Almost twice the percentage of women than men from the core staff groups affected by the assimilation exercise submitted appeals (Women 6.7%; Men 3.5%). Of those who did appeal, the same percentage of women as men was successful (40% of both genders). 5% more men were unsuccessful than women – and 5% more women than men withdrew their appeals. The University has carried out a partial impact assessment on the exercise to date and will complete a full assessment in 2007. Of particular interest will be the learning gained from a deeper analysis including qualitative information.

9. Equal Pay Audit

Following on from the Job Evaluation, an Equal Pay Audit is currently being undertaken led by Personnel with input from the Equality Unit. Following analysis, pay gaps of more than 5% will require further investigation.

Data has been analysed by:

- gender distribution of the cohort
- distribution by salary and gender at 'entry point' (i.e. point at which the post started)
- progression by gender and length of service
- distribution by salary and gender by current salary level

Work is in progress toward a full analysis and report.

10. Impact Assessment

The University has a well-established training programme for Impact Assessment which has been rolled out across the institution and is ongoing to help embed and mainstream the process. Although legal requirements for impact assessment to date have focused on race and more recently disability, the University has taken a much broader approach and asks all areas to consider a wide range of equality strands. In this way, gender has already been incorporated into the process before the legal requirement has become due.

The process is now embedded in the Balanced Scorecard, the key formal driver for achievement of goals within the University, and targets have been set for the number of Impact Assessments to be completed during 2006-07 by Schools and Planning Units. An Impact Assessment Steering and Monitoring

Group has been formed with membership from all key areas of the University, and this will monitor progress across the institution ensuring efforts are streamlined to avoid gaps or duplication of effort.

11. *Work-Life Balance*

Currently, the number of women working part-time at the University is significantly higher (more than four times as many) than the number of men. This might be expected in the current social climate. Taking both permanent and temporary staff into account, a third (32.6%) of the University's core staff work on a part-time basis.

Flexible working arrangements are available to many staff, and this policy will be reviewed as part of the Action Plan to ensure maximum availability to men and women across the campus.

The University has achieved a 100% return-to-work rate of staff taking maternity leave during the last 24 months. Paid paternity leave is also available. Records show that less than 1% of male staff used the option over the last 12 months, although there has been a marginal year-on-year increase since 2003. It is not known, however, what proportion of staff became new fathers during this period, and it is therefore difficult to judge the success of the Scheme without further research.

Family-friendly policies are being reviewed in the light of the Work and Families Act 2006 and the Gender Equality Duty, and so form part of the focus for the Action Plan.

12. *Transgender Issues*

Due to the sensitivities that surround transgender issues, monitoring has not taken place and it is not therefore known how many trans staff and students work or study at the University.

To date, this issue has not been given a priority in terms of awareness raising via diversity or management training. The Gender Equality Action Plan includes actions to improve this situation, and every effort will be made to consult in confidence with members of this community. The institution does not wittingly exclude trans staff or students, and where the University is made aware of a transition every support is offered to the individual involved. The Estates department and Students' Union are currently working proactively to improve facilities on campus for this group. However, as knowledge surrounding gender dysphoria and transition remains limited, it is fair to say this is a potentially high-risk area for poor management of issues. A key priority is to mainstream understanding to enable and develop tolerance, acceptance and full inclusion for this community.

13. *Current Training and Development*

The University provides a range of equality and diversity training courses for staff. The courses take an integrated approach and, with the exception of Mental Health Awareness, do not focus on a single equality 'strand' but do include gender as part of the subject matter:

- Excellence Through Diversity
- Managing Diversity
- Introduction to Management
- Recruitment and Selection
- Dealing with Diverse Groups
- Widening Participation
- Mental Health Awareness
- Disability Issues
- Group Tutorials – Equality & Diversity

In addition, the University's Equality Unit launched an initiative in 2006 making an e-learning module 'Diversity in the Workplace' available to all staff. Over the last nine months, 40% of all core staff who have access to a computer have completed the module which provides a solid grounding in the principles of equality and diversity and an overview of current legislation. The module includes specific sections on:

- Sex Discrimination
- Gender Reassignment
- Equal Pay
- Sexual Orientation
- Harassment
- Stereotyping and Prejudice
- Positive Behaviours in the Workplace

The University will continue to encourage staff to complete this module, has made it part of the induction for all new staff, and is consulting with the Students' Union on the possibility of rolling out a version to students. Feedback from staff has been overwhelmingly positive.

14. Principles that Underpin the University of Bradford Gender Equality Scheme

The following six key principles directly influence the Action Plan and form the core of the University approach to its Gender Equality Scheme:

1. To recognise that men and women in study and employment at the University have the right to equality of opportunity and that this remains a 'live' and real issue.

2. To recognise that providing equal opportunity does not always manifest as requiring 'same treatment' and that different genders and different groups within genders will have different needs and need to be treated equitably.
3. To commit to clearly defined and effectively targeted positive action initiatives to provide greater opportunity for women or men respectively where individuals or groups are in a polarised situation.
4. To commit to clearly defined and effectively targeted positive action to ensure women achieve increased and proportionate participation in the key decision making of the organisation.
5. To ensure that the University takes account of information generated internally, and also nationally, demonstrating different needs, and takes appropriate action to remove barriers, resolve issues and create a gender-inclusive culture to ensure equality is achieved.
6. To ensure that University staff and students receive training on gender (including transgender) issues and awareness of how unwitting bias can cause inequality.

15. *Monitoring and Review Arrangements*

The Scheme will be monitored throughout each year and reviewed annually on a formal basis and the review reported through the University committees shown below to the Senate and Council in their final meetings of the Academic Year.

Ongoing review will be undertaken with pre-students, students and staff and other key stakeholders as appropriate.

The University Committees that will monitor and review progress are:

- Implementation and Performance Group
- Gender Equality Steering Group
- Impact Assessment Steering Group
- Equality and Diversity Committee
- Academic Policy Committee on Student Participation and Performance
- Students' Union Equal Opportunities Committee

Designated officers will take lead responsibility for the monitoring and review reports to the University Committees.

16. *Dissemination Strategy*

Following consultation with staff and students and liaison with Trade Unions, this document along with the Action Plan will be presented for discussion and approval to the following Committees:

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- Students' Union Equality and Diversity Committee
- Students' Union Council
- Equality and Diversity Committee (EDC)
- Human Resources Committee (HR)
- Corporate & Finance Strategy Board
- Implementation and Performance Group

before going to the University's Senate and Council for final approval.

The Scheme will be disseminated by the following methods:

- Available on the web at the Equality and Diversity website
- In hard copy
- In alternative formats upon request to the Equality Office
- Staff and Students via Staff and Student Briefings
- Promoted at Staff Assemblies
- Made part of new staff induction
- Made part of Freshers' information packs
- Marketing campaign

17. *Gender Equality Action Plan – see Document 2*

18. *Appendix 1 – See page below*

Appendix 1

Action on Issues Raised via Consultation

Issues Raised by Consultation with Staff and Students	Actions Proposed or Ongoing	Responsibility
Long working hours culture/acceptability of flexible working	Work Load Management Group (WLMG) established in 2006 to analyse workload models and develop guiding principles	WLMG, reporting to Senate and Council
Lack of understanding by managers of concepts of equality	e-learning module 'Diversity in the Workplace' developed. 40% of staff participated by Dec 06. Target of 70% by Dec 07. Review of Management Development training and Equality training. See Section 14, principle 6 of Gender Equality Scheme	People Development/Equality Unit
Promotion Process	Promotion process revised Jan 07. See Action Plan of Gender Equality Scheme	See Section 17, Gender Equality Scheme Action Plan
Harmonisation of Terms and Conditions	Hours harmonised 2005. Annual leave and pay arrangements to be harmonised by May 07. Other Terms and Conditions to follow.	Personnel
Complaints procedure	Impact Assessment of both Student and Staff Complaints/Grievance processes	Personnel Student Services Schools/Directorates
Supporting men dealing with sexist behaviour by other men towards women	Address through equality training including e-learning module	Equality Unit/People Development

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Issues Raised by Consultation with Staff and Students	Actions Proposed or Ongoing	Responsibility
Feedback sheets for students as part of Learning and Teaching Process	To be explored through Impact Assessment of Learning and Teaching Process	Schools