# EQUALITY ASSESSMENT – PAY PROGRESSION

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1.** | **Background** | **Answer** | | | | | | | | | |
| 1.1 | What policy is being assessed or reviewed? | The ‘Policy’ is defined as **Appendix 4** specifically the **changes** between the existing Local Framework Agreement Appendix 5 and the proposed final version (dated July 2014) of Appendix 4 in the ‘Agreement for the Modernisation of Academic Pay Structures’.  Appendix 4 details the University scheme for Pay Progression for Academic Staff Grade 6-9. | | | | | | | | | |
| 1.2 | What are the aims of the policy? | As part of BU2018 a commitment was given to align the Academic Career Framework with the principles of BU2018 in general, and the concept of Fusion, in particular. A sub group of the BU-UCU Joint Consultation and Negotiation Committee (JCNC) was formed to develop proposals around the need to align the local framework agreement, (“Joint Agreement Between UCU and Bournemouth University for the Modernisation of Academic Pay Structures”), with the principles set out in the BU Strategic Plan.  As a result a revised Academic Career Framework has been produced and is based on a ‘career matrix’ providing clarity that staff were seeking and helping to inform all academic activity including promotion and progression  The Policy documents the scheme for pay progression within grade, for academic staff Grades 6-9.  The Policy has been developed by BU and the BU branch of UCU. | | | | | | | | | |
| 1.3 | Who is affected by the policy? | All Academic Staff, i.e. Associate Lecturer (Academic), Lecturer (Academic), Senior Lecturer (Academic), Grade 9 replaced by the title of Principal Academic, IHCS Nursing Tutors and Midwifery Teachers and other academic roles paid in accordance with the current national pay spine up to and including the current BU Grade 9. | | | | | | | | | |
| 1.4 | Who supported you and why to complete the first assessment or this review? | A sub group of the BU-UCU Joint Consultation and Negotiation Committee (JCNC) have undertaken a consultation and negotiation process which provided a wide opportunity for the ‘Policy’ to be subject to scrutiny, challenge and feedback by all staff.  There has been no explicit consultation of the protected groups, however if as a consequence of the assessment there are any areas that are of particular concern, direct contact with the staff groups could be considered. The expectation is that following annual reviews qualitative data will be sought to help inform future action plans. | | | | | | | | | |
| **2.** | **Equality information** | **Answer** | | | | | | | | | |
| 2.1 | For existing policies, what equality information have you used as referenced in [Table 2](#_Table_2:_Examples) of the guidelines, and how have you used the information to inform the first assessment and subsequent review? (Please also describe who provided this information and why they were approached) | -See Appendix:  Tables 1 – 7: source Athena SWAN Bronze University Award Application.  All Academic Staff Gender profile and analysis. The Athena SWAN submission was based on headcount for the academic year to 31 July 2012. This is the most current data available for a full academic year. Pay data included in the submission (Table 6) is based on data as at March 2012. There have been twenty meetings of the Athena SWAN Self Assessment Team between December 2012 and April 2014, during which time the data was analysed in detail and the findings used to inform this Equality Assessment.  Tables 8 – 12: source REF Equality Assessment 2014.  All Academic Staff Equality Profiles – age, declared disability, ethnicity and gender. In addition, Full Time / Part Time.  Tables 1 -12 have been used to inform the assessment by providing a) basic baseline data on which the potential impact of the Policy on protected groups can be considered and b) an indication of areas the University should pay particular due regard to in respect of equality relevance.  It is acknowledged that other than gender, there are gaps in the data in respect of protected characteristics. As a consequence, this Equality Assessment will be revisited in October 2014 at which time an all staff Equal Pay Review will have been completed and reported in the University Dignity, Diversity & Equality (DDE) Annual Report. The Equal Pay Review will provide data for the academic year 13/14 across all protected characteristics. This data will establish an accurate and detailed baseline which describes the equality status of the Framework Agreement and Academic Career Framework prior to the implementation of the proposals. The purpose of the baseline information is for comparison with the subsequent annual analysis following implementation.  Post-implementation analysis of the impact of the Policy will only be possible after completion of the pay progression and promotion processes and in subsequent years a substantial time-series of data will be collated to help inform action planning to seek to address any adverse or negative impact or seek to proactively promote equality of opportunity.    *Gaps are noted in current data (for example, sexual orientation and religion or belief) and as a consequence the updated DDE Action Plan will include an action to explain why equality data is collated with the aim of increasing disclosure in areas where there is a high level of unknown/undisclosed to improve the accuracy and statistical validity of the data, thereby improving the University’s ability to identify under representation.* | | | | | | | | | |
| 2.2 | If this is a new policy, what equality information will be used to monitor the impact as referenced in [Table 2](#_Table_2:_Examples) of the guidelines, and how you will use the information to inform the first assessment and subsequent review? | An annual review led by the HR Department, with involvement from UCU, to ensure that the principles of equity and consistency have been applied. BU will ensure duties in accordance with equality legislation are fundamental to these processes in addition to ensuring that individual circumstances are considered carefully. The results of this will be presented to the JCNC and be made internally available to staff and reviewed by UET and ULT’.  -DDE Annual Report (Equal Pay Data) – this report is reported at the JCNC;  -periodic (every two years commencing 14/15) equal pay audits to review the implementation of the Policy. This will be undertaken in partnership with UCU and Unison in terms of process and discussion on appropriate action plans. | | | | | | | | | |
| 2.3 | How will the collected information be used to inform the first assessment and subsequent review? | See 2.1 for further detail.  As part of our continuing duty to this data (2.2) will inform subsequent reviews, and demonstrate whether there has been any potentially adverse impact and will help to inform any changes to the ‘Policy', its criteria or its application that might be deemed appropriate. Where there are insufficient data for an accurate judgement on impact to be made, the feasibility of collecting further information beyond the quantitative data should be considered. | | | | | | | | | |
| **3.** | **Equality relevance** | |  | | | | | | | | |
|  | **When undertaking an assessment policy owners are required to complete the equality relevance table by indicating whether or not the policy has a: positive impact (PI), negative impact (NI) or no impact (NO). Any decision taken when completing this table will need to take into consideration available equality information.** | | **Age** | **Disability** | **Gender** | **Gender Reassignment** | **Pregnancy/**  **Maternity** | **Race** | **Religion or belief** | **Sexual**  **Orientation** | **Marriage/civil**  **partnership** |
| 3.1 | Does the BU policy have a positive, negative or no impact in terms of addressing prejudice by fostering good relations among people with a protected characteristic and those who do not at the University? | | NO | NO | NO | NO | NO | NO | NO | NO | NO |
| 3.2 | In advancing equality of opportunity, does the BU policy have a positive, negative or no impact in terms of removing or minimising disadvantages suffered by people at the University due to their protected characteristics? | | PI | PI | PI | PI | PI | PI | PI | PI | **N/A** |
| 3.3 | In advancing equality of opportunity, does the BU policy have a positive, negative or no impact in terms of taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people at the University? | | NO | PI | PI | NO | PI | NO | NO | NO | **N/A** |
| 3.4 | In advancing equality of opportunity, does the BU policy have a positive, negative or no impact in terms of encouraging people with certain protected characteristics to participate in all activities at the University where their participation is disproportionately low? | | NO | NO | NO | NO | NO | NO | NO | NO | **N/A** |
| 3.5 | Does the BU policy have a positive, negative or no impact in terms of seeking to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act (Equality Act, 2010) at the University? | | PI | PI | PI | PI | PI | PI | PI | PI | **N/A** |
| **4.** | **Decisions/ Feedback/ Approval** | | **Answer** | | | | | | | | |
| 4.1 | What are the decision outcomes as outlined in [Table 3](#_Table_3:_Decision) of the guidelines as part of the first assessment or at the review stage? | | **IMPORTANT NOTE:**  **Analysis of the existing data cannot definitively identify staff who will definitely, or definitely not be positively or negatively affected by the proposals. This is because precisely how staff are affected is dependent upon future factors which are as yet unknown, for example, future performance. Instead the analysis and assessment in Section 3 above, considers the potential to be affected.**  Additional narrative in relation to Table 3 above:  **3.1 No Impact:** the Policy is expected to have no potential equality relevance or impact (either positive or negative). This neutral response is assumed as the Policy itself does not explicitly aim to foster good relations among people with a protected characteristic and those who do not at the University; although indirectly through improved transparency and consistency in pay progression this could potentially be achieved.  **3.2: Positive Impact:** the Policy aims to enable a wider academic contribution to be considered and recognise areas of contribution which current processes do not. This is likely to make it easier for academic staff to seek pay progression in the first instance during transition, since certain types of activity (e.g. academic citizenship) are not well recognised in the current career framework.  The Policy will be implemented across BU in a systematic fashion with detailed briefing for all line-managers. In future an Independent Pay Progression and Promotion Panel Members (IPPPM’s) will sit on all pay panels to ensure equitable and fair application of the framework.  In addition, there will be annual briefing events and workshops for different grades ahead of the pay progression process.  The University will appoint and develop a cohort of staff to act as Independent Pay Progression and Promotion Panel Members (IPPPM’s) who will through their knowledge and academic credibility ensure the principles, purpose and potential of the BU Academic Career Framework is implemented in a consistent, transparent and equitable way across all our academic community with respect to pay progression and promotion. IPPPM’s will have the right to inform the IPPM Lead if they feel that their position has been undermined or the principles/spirit of the Career Framework not applied fairly. As stated above the IPPPM’s Lead will have the right to investigate and to reconstitute panels if required and revisit the decisions made if appropriate. A mandatory programme of development to support an IPPM before and during their tenure will take place and includes: Equality and Diversity employment legislation and unconscious bias. As part of the IPPPM development, the use of case studies, mirroring the REF Circumstances training, will be provided.  Individual circumstances such as absence and the range of potential reasons for this, e.g. maternity, paternity or adoption leave, caring responsibilities or reasons of ill-health will be considered carefully as part the processes. Specifically the University will appoint and develop a cohort of staff to act as Independent Pay Progression and Promotion Panel Members (IPPPM’s) who will through their knowledge and academic credibility ensure the principles, purpose and potential of the BU Academic Career Framework is implemented in a consistent, transparent and equitable way across all our academic community with respect to pay progression and promotion. IPPPM’s will have the right to inform the IPPM Lead if they feel that their position has been undermined or the principles/spirit of the Career Framework not applied fairly. As stated above the IPPPM’s Lead will have the right to investigate and to reconstitute panels if required and revisit the decisions made if appropriate. A mandatory programme of development to support an IPPM before and during their tenure will take place and includes: Equality and Diversity employment legislation and unconscious bias.  Use of Hay job evaluation (which seeks to ensure that jobs are graded fairly and equitably, and that the University complies with the Equal Pay Act.  **3.3: Positive Impact – Disability, Gender, Pregnancy / Maternity:**  Section 8 ‘Pay Progression Review Procedure’ states that ‘BU will ensure duties in accordance with equality legislation are fundamental to these processes in addition to ensuring the individual circumstances are considered carefully’. See 3.2 regarding IPPPM’s.    **3.3: No Impact – Other Protected Characteristics:** the Policy has no equality relevance or impact (either positive or negative).  **3.4: No Impact:** the Policy has no equality relevance or impact (either positive or negative).  Although it is expected that  **3.5: Positive Impact:** Section 14 ‘Equal Opportunities and Pay’ states that ‘BU will ensure that where appropriate individual circumstances are considered to ensure consistent application of fairness and equity’. See 3.2 regarding IPPPM’s. DECISION OUTCOME:Continue the BU policy (**Level 1**): The assessment demonstrates that the ‘Policy’ itself shows no potential for discrimination and that all appropriate opportunities to advance equality of opportunity and foster good relations between people with different protected characteristics have been taken.  As long as the application of pay progression and fair and equally applied the aim and expectation is that there should be ‘no’ or ‘positive’ equality impact.  Although the Equality Assessment states Level 1, it is acknowledged that it is in the application of the ‘Policy’ where discriminatory or adversely negative practices may occur. Therefore as stated in the ‘Policy’ pay and promotion processes will be overseen by UET with a report with analysis and findings\*\* complied annually upon completion of the processes by BU to the BU-UCU JCNC.  *\*\*It is noted that the number of staff in certain protected characteristics may be small, therefore care should be taken to ensure that any findings are statistically reliable and provide an adequate basis for action/investigation. It may be that data analysis alone is insufficient to confirm negative/disparate impact between groups of staff, and as such qualitative data may need to be obtained.* | | | | | | | | |
| 4.2 | In what way have the decision outcomes changed since the first assessment? | | Not Applicable – this is first assessment | | | | | | | | |
| 4.3 | What actions need to be taken to promote/share any positive impact as part of the first assessment or review? | | None.  In advancing equality of opportunity, specifically in regard to disability, if requested information the ‘Policy’ will be made available in a particular format to facilitate access as a reasonable adjustment.  In addition, during any promotion selection process, should an applicant require a reasonable adjustment this would be accommodated. | | | | | | | | |
| 4.4 | What actions need to be taken to mitigate any negative impact as part of the first assessment or review? | | None.  For the future, the implementation of the ‘Policy’ should be subject to rigorous review to ensure that any decision does not have a differential and or negative impact on any protected characteristic. This will be achieved via an annual report on pay progression. | | | | | | | | |
| 4.5 | Who completed this first assessment or review? | | Sub group of the BU-UCU Joint Consultation and Negotiation Committee (JCNC) assigned the following:  Marian Meyer (UCU Vice-Chair), Dr James Palfreman-Kay (Dignity & Diversity Adviser), Elaine Sheridan (Reward Manager), Mark Saddington (HR Manager) and Sally Gregson (Senior HR Manager) | | | | | | | | |
| 4.6 | What feedback has been provided from DDESG to the assessment or review? | | Assessment will be reported to DDESG | | | | | | | | |
| 4.7 | How has feedback from DDESG been used to inform the first assessment or review? | |  | | | | | | | | |
| 4.8 | Which School/Professional Service Executive Committee has approved this assessment? | | Will be approved by Sub group of the BU-UCU | | | | | | | | |
| 4.9 | Date approved by School or Professional Services Executive Committee | |  | | | | | | | | |
| 4.10 | Date for assessment review | | As per section 2.1 it is acknowledged that there are currently gaps in the data. As a consequence this Equality Assessment will be reviewed in October 2014 at which time further data should be available. However even at that stage, analysis of the data will not definitively identify staff who will definitely, or definitely not be positively or negatively affected by the proposals. This is because precisely how staff are affected is dependent upon future factors which will be unknown, for example, future performance.  A post-implementation assessment review of the impact of the policy will only be possible after completion of the pay progression processes. In the following subsequent years a substantial time-series of data will be collated to help inform action planning to seek to address any adverse or negative impact or seek to proactively promote equality of opportunity. | | | | | | | | |

**APPENDIX**

**Table 1: Staff gender profile by Academic School 2011-13 *(source: Athena SWAN)***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2011** | | | |  |
| **Schools** | **F** | | **M** | |  |
|  | **No** | **%** | **No** | **%** | **Total** |
| Academic | 234 | **48** | 256 | **52** | 490 |
| Professional/ Support | 136 | **74** | 48 | **26** | 184 |
| **Total** | **370** | **55** | **304** | **45** | **674** |
|  | **2012** | | | |  |
| **Schools** | **F** | | **M** | |  |
|  | **No** | **%** | **No** | **%** | **Total** |
| Academic | 265 | **47** | 297 | **53** | 562 |
| Professional/ Support | 159 | **74** | 57 | **26** | 216 |
| **Total** | **424** | **54** | **354** | **46** | **778** |
|  | **2013** | | | |  |
| **Schools** | **F** | | **M** | |  |
|  | **No** | **%** | **No** | **%** | **Total** |
| Academic | 284 | **47** | 314 | **53** | 598 |
| Professional/  Support | 171 | **72** | 66 | **28** | 237 |
| **Total** | **455** | **54** | **380** | **46** | **835** |

**Table 2: Applied Sciences Academic Staff gender profile 2011-13 *(source: Athena SWAN)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **2011** | | | | | **2012** | | | | | **2013** | | | | |
|  |  | **F** | | **M** | |  | **F** | | **M** | |  | **F** | | **M** | |  |
| **Job categories** | **Grades** | **No** | **%** | **No** | **%** | **Total** | **No** | **%** | **No** | **%** | **Total** | **No** | **%** | **No** | **%** | **Total** |
| Deans | 12+ | 0 | **0** | 1 | **100** | 1 | 1 | **100** | 0 | **0** | 1 | 1 | **100** | 0 | **0** | 1 |
| Deputy Deans | 11 | 0 | **0** | 1 | **100** | 1 | 0 | **0** | 1 | **100** | 1 | 0 | **0** | 1 | **100** | 1 |
| Assoc Deans | 10 | 1 | **33** | 2 | **67** | 3 | 1 | **25** | 3 | **75** | 4 | 1 | **25** | 3 | **75** | 4 |
| Professor | 10/11/12 | 0 | **0** | 4 | **100** | 4 | 0 | **0** | 4 | **100** | 4 | 0 | **0** | 4 | **100** | 4 |
| Assoc Professor | 10 | 1 | **50** | 1 | **50** | 2 | 1 | **50** | 1 | **50** | 2 | 1 | **50** | 1 | **50** | 2 |
| Reader | 10 | 0 | **0** | 2 | **100** | 2 | 0 | **0** | 2 | **100** | 2 | 0 | **0** | 2 | **100** | 2 |
| Snr Academic | 10 | 1 | **100** | 0 | **0** | 1 | 1 | **100** | 0 | **0** | 1 | 1 | **100** | 0 | **0** | 1 |
| Principal Lecture | 9 | 1 | **100** | 0 | **0** | 1 | 1 | **50** | 1 | **50** | 2 | 2 | **100** | 0 | **0** | 2 |
| Snr Lecture | 8 | 5 | **26** | 14 | **74** | 19 | 6 | **30** | 14 | **70** | 20 | 6 | **30** | 14 | **70** | 20 |
| Lecturer | 7 | 3 | **60** | 2 | **40** | 5 | 6 | **75** | 2 | **25** | 8 | 6 | **75** | 2 | **25** | 8 |
| Assoc Lecture | 6 | 0 | **0** | 1 | **100** | 1 | 1 | **50** | 1 | **50** | 2 | 2 | **67** | 1 | **33** | 3 |
| Researcher | 6 | 2 | **67** | 1 | **33** | 3 | 2 | **40** | 3 | **60** | 5 | 2 | **29** | 5 | **71** | 7 |
| **Total** |  | **14** | **33** | **29** | **67** | **43** | **20** | **38** | **32** | **62** | **52** | **22** | **40** | **33** | **60** | **55** |

**Table 3: Design, Engineering & Computing Academic Staff gender profile 2011-13 *(source: Athena SWAN)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **2011** | | | | | **2012** | | | | | **2013** | | | | |
|  |  | **F** | | **M** | |  | **F** | | **M** | |  | **F** | | **M** | |  |
| **Job categories** | **Grades** | **No** | **%** | **No** | **%** | **Total** | **No** | **%** | **No** | **%** | **Total** | **No** | **%** | **No** | **%** | **Total** |
| Deans | 12+ | 0 | **0** | 1 | **100** | 1 | 0 | **0** | 1 | **100** | 1 | 0 | **0** | 1 | **100** | 1 |
| Deputy Deans | 11 | 0 | **0** | 1 | **100** | 1 | 0 | **0** | 1 | **100** | 1 | 0 | **0** | 1 | **100** | 1 |
| Assoc Deans | 10 | 1 | **25** | 3 | **75** | 4 | 1 | **25** | 3 | **75** | 4 | 1 | **25** | 3 | **75** | 4 |
| Professor | 10/11/12 | 1 | **20** | 4 | **80** | 5 | 1 | **20** | 4 | **80** | 5 | 1 | **14** | 6 | **86** | 7 |
| Assoc Professor | 10 | 1 | **25** | 3 | **75** | 4 | 2 | **33** | 4 | **67** | 6 | 2 | **33** | 4 | **67** | 6 |
| Principal Lecture | 9 | 0 | **0** | 8 | **100** | 8 | 0 | **0** | 8 | **100** | 8 | 0 | **0** | 8 | **100** | 8 |
| Snr Lecture | 8 | 9 | **30** | 21 | **70** | 30 | 9 | **28** | 23 | **72** | 32 | 9 | **28** | 23 | **72** | 32 |
| Lecturer | 7 | 1 | **13** | 7 | **88** | 8 | 2 | **13** | 13 | **87** | 15 | 4 | **20** | 16 | **80** | 20 |
| Assist Lecture | 6 | 0 | **0** | 1 | **100** | 1 | 0 | **0** | 1 | **100** | 1 | 0 | **0** | 1 | **100** | 1 |
| Researcher | 6 | 0 | **0** | 0 | **0** | 0 | 1 | **100** | 0 | **0** | 1 | 2 | **100** | 0 | **0** | 2 |
| **Total** |  | **13** | **21** | **49** | **79** | **62** | **16** | **22** | **58** | **78** | **74** | **19** | **23** | **63** | **77** | **82** |

**Table 4: Health & Social Care Academic Staff gender profile 2011-13 *(source: Athena SWAN)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **2011** | | | | | **2012** | | | | | **2013** | | | | |
|  |  | **F** | | **M** | |  | **F** | | **M** | |  | **F** | | **M** | |  |
| **Job categories** | **Grades** | **No** | **%** | **No** | **%** | **Total** | **No** | **%** | **No** | **%** | **Total** | **No** | **%** | **No** | **%** | **Total** |
| Deans | 12+ | 1 | **100** | 0 | **0** | 1 | 1 | **100** | 0 | **0** | 1 | 1 | **100** | 0 | **0** | 1 |
| Deputy Deans | 11 | 1 | **100** | 0 | **0** | 1 | 1 | **100** | 0 | **0** | 1 | 1 | **100** | 0 | **0** | 1 |
| Assoc Deans | 10 | 1 | **100** | 0 | **0** | 1 | 1 | **50** | 1 | **50** | 2 | 1 | **100** | 0 | **0** | 1 |
| Professor | 10/11/12 | 1 | **17** | 5 | **83** | 6 | 2 | **25** | 6 | **75** | 8 | 2 | **25** | 6 | **75** | 8 |
| GP Educationalist[[1]](#footnote-1) | NHS | 3 | **30** | 7 | **70** | 10 | 3 | **27** | 8 | **73** | 11 | 3 | **25** | 9 | **75** | 12 |
| Snr Academic | 10 | 0 | **0** | 0 | **0** | 0 | 0 | **0** | 3 | **100** | 3 | 0 | **0** | 3 | **100** | 3 |
| Assoc Professor | 10 | 4 | **100** | 0 | **0** | 4 | 4 | **80** | 1 | **20** | 5 | 4 | **100** | 0 | **0** | 4 |
| Reader | 10 | 0 | **0** | 1 | **100** | 1 | 0 | **0** | 1 | **100** | 1 | 0 | **0** | 1 | **100** | 1 |
| Local/  Management  Academic | 10 | 1 | **0** | 0 | **100** | 1 | 0 | **0** | 1 | **100** | 1 | 1 | **100** | 0 | **0** | 1 |
| Principal Lecture | 9 | 9 | **90** | 1 | **10** | 10 | 9 | **90** | 1 | **10** | 10 | 10 | **91** | 1 | **9** | 11 |
| Snr Lecture | 8 | 45 | **78** | 13 | **22** | 58 | 45 | **75** | 15 | **25** | 60 | 47 | **76** | 15 | **24** | 62 |
| Lecturer | 7 | 28 | **88** | 4 | **13** | 32 | 31 | **86** | 5 | **14** | 36 | 34 | **87** | 5 | **13** | 39 |
| Assist/Assoc Lecture | 6 | 2 | **100** | 0 | **0** | 2 | 2 | **100** | 0 | **0** | 2 | 1 | **100** | 0 | **0** | 1 |
| Researcher | 6 | 6 | **86** | 1 | **14** | 7 | 7 | **78** | 2 | **22** | 9 | 7 | **64** | 4 | **36** | 11 |
| **Total** |  | **102** | **76** | **32** | **24** | **134** | **106** | **71** | **44** | **29** | **150** | **112** | **72** | **44** | **28** | **156** |

**Table 5: Media School Academic Staff gender profile 2011-13 *(source: Athena SWAN)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **2011** | | | | | **2012** | | | | | **2013** | | | | |
|  |  | **F** | | **M** | |  | **F** | | **M** | |  | **F** | | **M** | |  |
| **Job categories** | **Grades** | **No** | **%** | **No** | **%** | **Total** | **No** | **%** | **No** | **%** | **Total** | **No** | **%** | **No** | **%** | **Total** |
| Deans | 12+ | 0 | **0** | 1 | **100** | 1 | 0 | **0** | 1 | **100** | 1 | 0 | **0** | 1 | **100** | 1 |
| Assoc Deans | 10 | 3 | **50** | 3 | **50** | 6 | 3 | **50** | 3 | **50** | 6 | 3 | **50** | 3 | **50** | 6 |
| Professor | 10/11/12 | 0 | **0** | 8 | **100** | 8 | 0 | **0** | 7 | **100** | 7 | 0 | **0** | 8 | **100** | 8 |
| Assoc Professor | 10 | 1 | **25** | 3 | **75** | 4 | 1 | **25** | 3 | **75** | 4 | 1 | **20** | 4 | **80** | 3 |
| Local Manag Academic | 10 | 0 | **0** | 1 | **100** | 1 | 0 | **0** | 1 | **100** | 1 | 0 | **0** | 1 | **100** | 1 |
| Principal Lecture | 9 | 1 | **17** | 5 | **83** | 6 | 2 | **25** | 6 | **75** | 8 | 2 | **20** | 8 | **80** | 10 |
| Snr Lecture | 8 | 21 | **40** | 32 | **60** | 53 | 22 | **38** | 36 | **62** | 58 | 23 | **39** | 36 | **61** | 59 |
| Lecturer | 7 | 15 | **48** | 16 | **52** | 31 | 19 | **53** | 17 | **47** | 36 | 19 | **51** | 18 | **49** | 37 |
| Assoc Lecture | 6 | 1 | **25** | 3 | **75** | 4 | 2 | **40** | 3 | **60** | 5 | 2 | **40** | 3 | **60** | 5 |
| Researcher | 6 | 1 | **20** | 4 | **80** | 5 | 1 | **20** | 4 | **80** | 5 | 1 | **20** | 4 | **80** | 5 |
| **Total** |  | **43** | **36** | **76** | **64** | **119** | **50** | **38** | **81** | **62** | **131** | **51** | **37** | **86** | **63** | **137** |

**Table 6:** **Gender breakdown of academic salaries by grade March 2012 *(source: Athena SWAN)***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **F** | | **M** | |
| **Job categories[[2]](#footnote-2)** | **Grades** | **Headcount** | **Average salary + allowance** | **Headcount** | **Average salary + allowance** |
| Deans/Deputy Deans/Assoc Deans/Professors/  Other Snr academics | 12+,11,  10 | 19 | **£71,871** | 60 | **£67,129** |
| Assoc Prof and Readers | 10 | 8 | **£55,207** | 17 | **£55,421** |
| Principal Lecturer | 9 | 15 | **£51,127** | 14 | **£50,153** |
| Snr Lecturers | 8 | 97 | **£44,671** | 107 | **£44,765** |
| Lecturers (including Assoc/Assist) | 6 | 95 | **£35,337** | 66 | **£34,473** |
| Researchers | 6 | 11 | **£31,718** | 7 | **£29,829** |
|  |  | 252 | **£47,382** | 277 | **£46,218** |

**Table 7: Academic staff internal promotion rates by gender 2011-13 *(source: Athena SWAN)***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2011** | **F** | | **M** | |  | **2012** | **F** | | **M** | |  |
| **Schools** | **No** | **%** | **No** | **%** | **Total** |  | **No** | **%** | **No** | **%** | **Total** |
| ApSci | 0 | **0** | 0 | **0** | **0** | ApSci | 3 | **30** | 7 | **70** | **10** |
| BS | 1 | **100** | 0 | **0** | **1** | BS | 4 | **40** | 6 | **60** | **10** |
| DEC | 1 | **100** | 0 | **50** | **1** | DEC | 9 | **36** | 16 | **64** | **25** |
| HSC | 3 | **50** | 3 | **50** | **6** | HSC | 24 | **67** | 12 | **33** | **36** |
| Media | 0 | **0** | 2 | **100** | **2** | Media | 7 | **25** | 20 | **74** | **27** |
| Tourism | 0 | **0** | 0 | **0** | **0** | Tourism | 10 | **40** | 15 | **60** | **25** |
| **Total** | **5** | **50** | **5** | **50** | **10** | **Total** | **57** | **43** | **76** | **57** | **133** |
| **2013** | **F** | | **M** | |  |
| **Schools** | **No** | **%** | **No** | **%** | **Total** |
| ApSci | 6 | **35** | 10 | **65** | **16** |
| BS | 8 | **40** | 12 | **60** | **20** |
| DEC | 7 | **23** | 23 | **77** | **30** |
| HSC | 29 | **81** | 7 | **19** | **36** |
| MS | 15 | **31** | 34 | **70** | **49** |
| Tourism | 10 | **59** | 7 | **41** | **17** |
| **Total** | **75** | **45** | **93** | **55** | **168** |

**Table 8: Academic Staff Age Profile *(source: REF 2014 Equality Assessment)***

|  |  |  |
| --- | --- | --- |
| **Age** | **Headcount** | % |
| 26-30 | 17 | 3.02 |
| 31-35 | 72 | 12.79 |
| 36-40 | 77 | 13.68 |
| 41-45 | 75 | 13.32 |
| 46-50 | 92 | 16.34 |
| 51-55 | 101 | 17.94 |
| 56-60 | 81 | 14.39 |
| 61-65 | 32 | 5.68 |
| >66 | 16 | 2.84 |
| **Total** | **563** |  |
|  |  |  |

**Table 9: Academic Staff Gender Profile *(source: REF 2014 Equality Assessment)***

|  |  |  |
| --- | --- | --- |
| **Gender** | **Headcount** | **%** |
| Male | 294 | 52.2 |
| Female | 269 | 47.8 |
| **Total** | **563** |  |
|  |  |  |

**Table 10: Academic Staff Declared Disability Profile *(source: REF 2014 Equality Assessment)***

|  |  |  |
| --- | --- | --- |
| **Disability** | **Headcount** | **%** |
| No known disability | 531 | 94.3 |
| Disability disclosed | 32 | 5.7 |
| **Total** | **563** |  |

**Table 11: Academic Staff Full Time / Part Time Profile *(source: REF 2014 Equality Assessment)***

|  |  |  |
| --- | --- | --- |
| **FT / PT** | **Headcount** | **%** |
| Full Time | 473 | 84.0 |
| Part Time | 90 | 16.0 |
| **Total** | **563** |  |

**Table 12: Academic Staff Ethnicity *(source: REF 2014 Equality Assessment)***

|  |  |  |
| --- | --- | --- |
| **Ethnicity** | **Headcount** | **%** |
| Asian or Asian British | 12 | 2.1 |
| Black or Black British | 9 | 1.6 |
| Chinese | 24 | 4.3 |
| Other / Mixed | 27 | 4.8 |
| Other White background | 88 | 15.6 |
| White – British/Irish/Scottish | 391 | 69.4 |
| Not known | 2 | 0.4 |
| Information refused | 10 | 1.8 |
| **Total** | **563** |  |

1. These posts are employed on NHS Terms and Conditions. [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)