

## **Gender Equality Scheme Annual Report – April 2008**

### **Introduction**

The University has experienced some delay on equality scheme delivery due to the University re-structure that impacted on several committee structures. This included the Equal Opportunities Steering Committee that only met once during 2007. This group has now re-constituted as the Equality and Diversity Committee and have met twice in 2008 with another meeting arranged in April 2008. The group as part of its remit will be addressing the delivery of the Gender Equality Scheme Action Plan.

The University has appointed two Teaching Fellows in Diversity to act as change agents in developing innovative learning and teaching practice and disseminate learning and teaching practice and ideas within the University which will assist with the University's equality schemes. They are also members of the Equality and Diversity Committee.

Some of the staff related delivery on Gender Equality is tied up with the single pay framework agreement and job evaluation to be delivered during 2008 such as progressing on flexible working arrangements.

A programme of Equality Impact Assessment by gender is in progress that also includes a training programme for policy makers. One example of successful equality impact assessment is the policy on calculating annual leave entitlement for part time staff. Calculations for annual leave is based on a proportion of the full time equivalent, all year round entitlement that gives clarity and transparency for all staff leave entitlement with the calculations for fractional staff ensuring fairness and equity in receiving proportionate entitlement to full time staff.

The Equality and Diversity Committee are also considering a common anniversary date for annual reporting on all Equality Schemes (Gender, Race and Disability) and the possibility of a Single Equality Scheme.

This report is available in alternative formats by request. Please address your request to Shirley Silcock on [ss1@bolton.ac.uk](mailto:ss1@bolton.ac.uk).

### **National Awards**

In addition to the Opportunity Now silver standard awarded in May 2007, the University were successfully re-assessed for Investors in People in July 2007, and the Student Centre were successfully re-assessed for the matrix Standard in March 2008.

### **The University as an employer**

At the time of writing this report (31 March 2008) the University has 677 staff excluding part time hourly paid lecturers. Of these staff, 507 are full time and 95.82 fractional full time. The full time equivalent of these staff is 602.82.

Out of 602.82 full time equivalent staff, 50.5% of them are male and 49.5% female. 76% of the female staff are part time staff.

**Gender by staff status (as at 31 March 2008)**

	Total	Male		Female	
		No.s	%	No.s	%
<b>All staff</b>	<b>677</b>				
Full time	507	269	53%	238	47%
Fractional Full time	95.82	23.8	24%	72.01	76%
Full time equivalent	602.82	304.8	50.5%	301.01	49.5%

Table 1 Gender by staff status

During the last 12 months, 67 staff left the University (34% female and 66% male). The reasons for leaving are identified in the following chart.

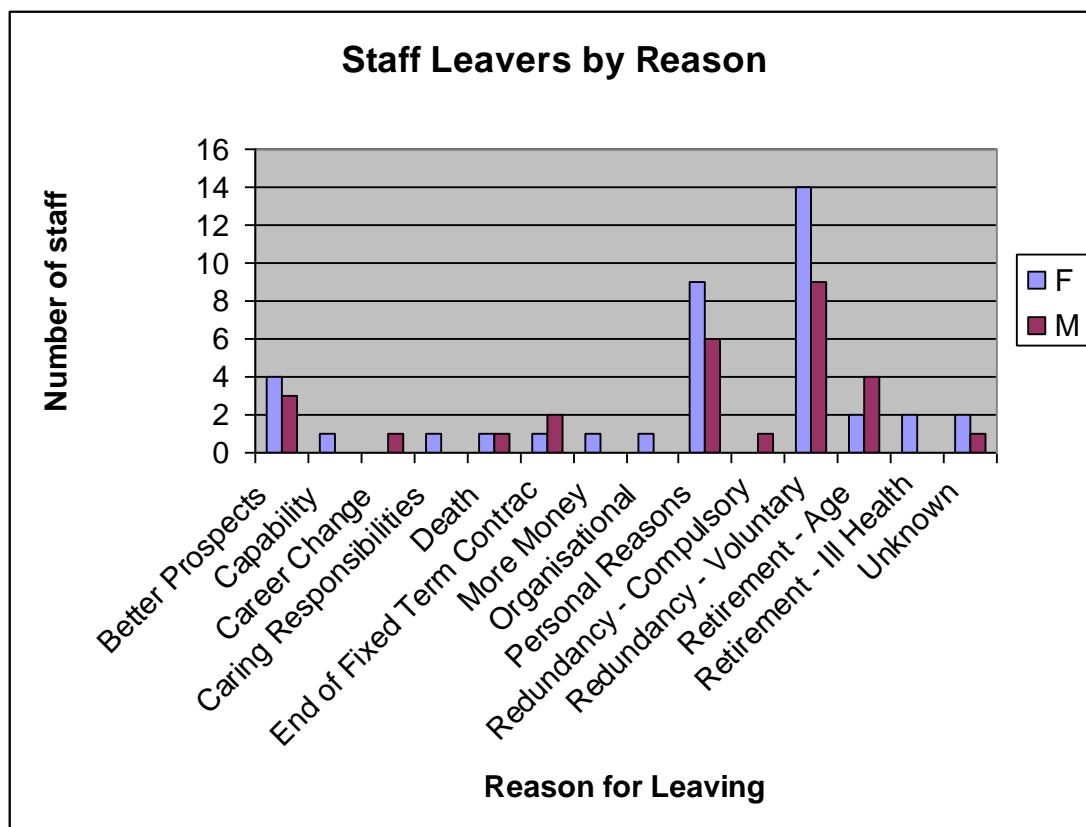


Chart 1 Staff leavers by reason

**Occupational Segregation**

During the last 12 months the University has appointed 78 new staff at a full time equivalent of 61.30 (54% female and 46% male).

New staff appointed over the last 12 months have been employed in the following HESA staff categories as shown in chart 2.

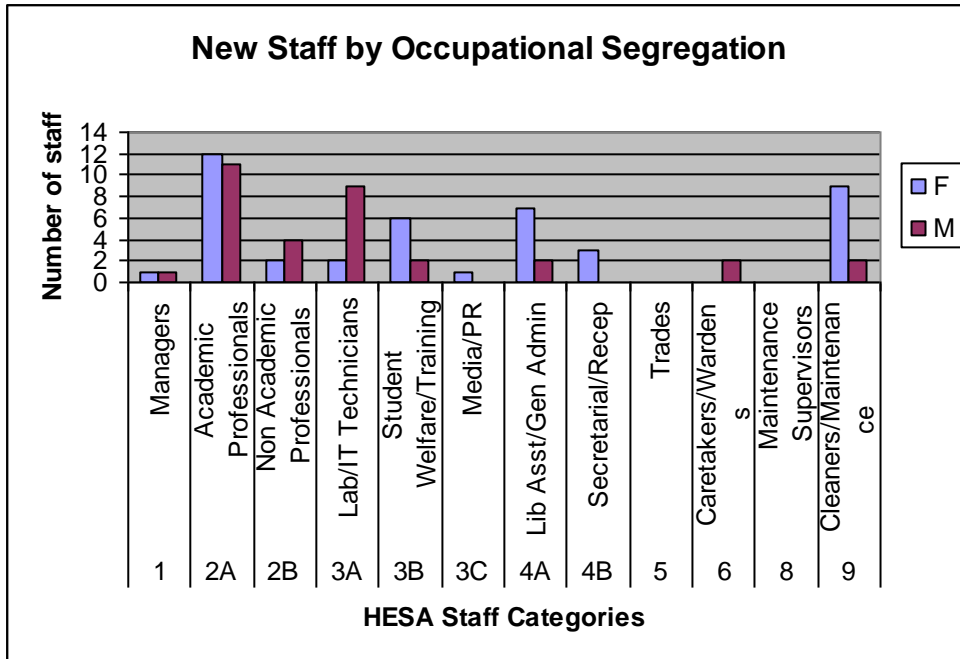


Chart 2 – New Staff by HESA Staff Categories

Chart 3 identifies that the University does not employ any cleaning staff on full time contracts. Overall there are more males employed as full time Academic Professionals compared to female staff. Comparing full time staff male and female percentages are evenly split across the University.

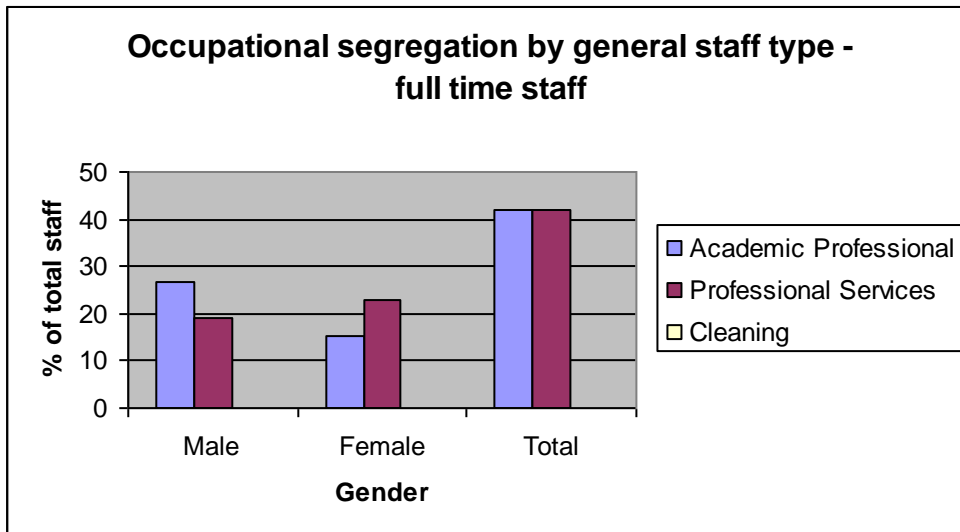


Chart 3 – Occupational segregation by general staff type (academic, professional services and cleaners) highlighting the gender spread of full time staff.

Chart 4 identifies that there are more female staff employed in a fractional full time capacity in the Professional Services. The picture is similar for cleaning staff although this can be attributed to males traditionally not applying for part time work.

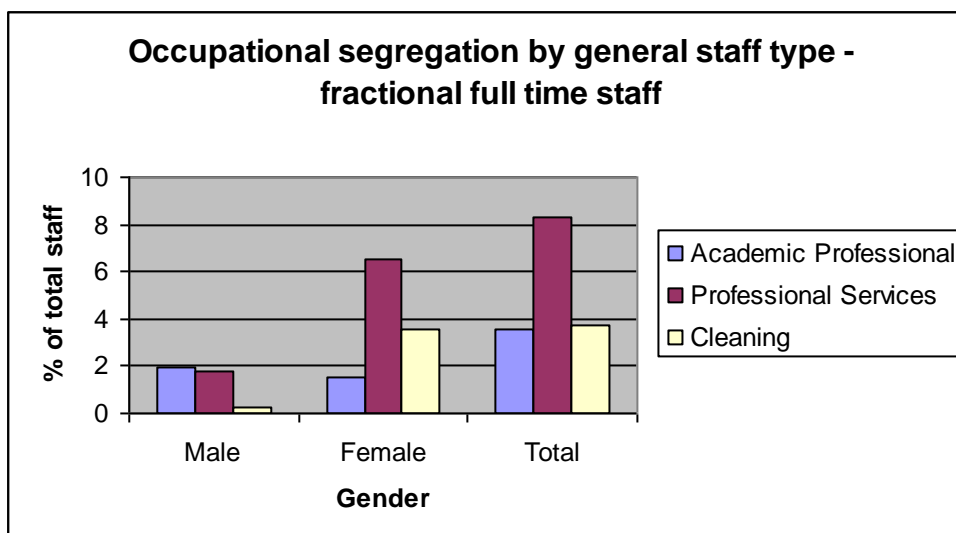


Chart 4 – Occupational segregation by general staff type (academic, professional services and cleaners) highlighting the gender spread of fractional full time staff.

The latest HESA Staff data highlighted nationally that 42.3% of academic staff of all levels are female; an increase from 41.9% in 2005-2006. The University rate is 37.2%. Nationally there has been a rise in the number of female professors from 16.7% previously, to 17.5% in 2006-2007. The University of Bolton rate is 13%. Furthermore, the national statistics showed that far more female academics worked part time (41.8%) compared to their male counterparts (26.8%).

Not only has there been an increased presence of women in academic positions, but the number of female non-academic staff in the higher education sector has also risen by 1.9% in 2006-2007. One difference however, is that, unlike academic staff, nationally, the majority of the non-academic staff are female (62.6%). The University rate is 58.33%. At Bolton, of the total female professional staff, 77% of them work part time with 8.4% of total male professional staff working part time.

To assist with identifying the occupational segregation in greater detail at the University of Bolton the graph below reflects the HESA Staff Categories that broadly reflect the University’s staff definitions. The HESA definition of managers does not include Directors of School who are classed as Academics. Of our five Directors of School are 40% of them are female. On the Executive Board females account for 26.3% of the membership.

The University restructure was rolled out in February 2007 and in some cases it is difficult to compare some staff data like for like. For example % of males employed in administration has now been divided into three categories: Secretaries, Typists, Receptionists and Telephonists; Library Assistants, Clerks and General Administrative Assistants; and Student Welfare Workers, Careers Advisors, Vocational Training Instructors HESA categories.

Chart 7 identifies that males are still under-represented in these areas. Female Technical staff are still under represented in Laboratory, Engineering, Building, IT and Medical Technicians (including Nurses) area with males under-represented in the Cleaners, Catering Assistants, Security Officers, Porters and Maintenance Worker areas.

Data collection by HESA Staff Categories enables the University to benchmark against other universities. HESA data for all staff has only been collected for two years so benchmarking is not up to date at this time.

HESA data was previously collected for academic staff only. HESA data was used to provide data to identify the under representation of female academic staff in Science, Engineering and Technology (SET) to roll out a North West mentoring scheme for female academic staff in 2004, so this type of data can be useful benchmarking data. The mentoring scheme finished in 2006.

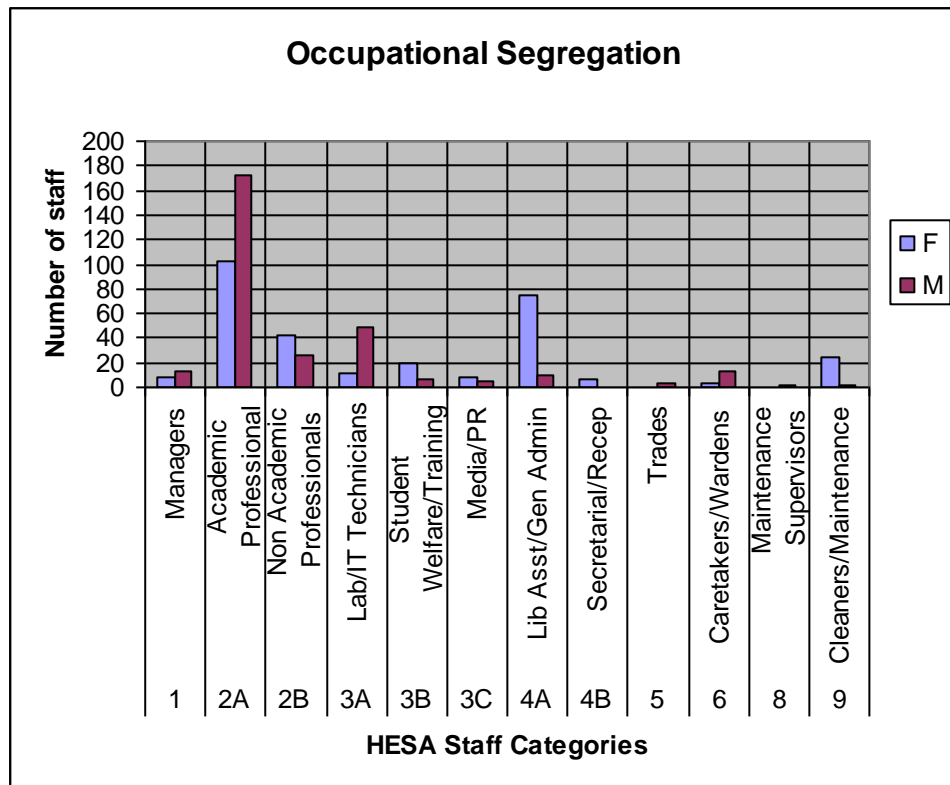


Chart 5 - Occupational segregation by HESA Staff Categories

### Recruitment and Selection

The University has collected data on job applications received. This has identified the same occupational segregation gender split elsewhere in the University:

Female applicants predominately applied for Clerical/Secretarial related posts were (80 – 90% applications) with female candidates successfully appointed from 100% female short listed candidates. Female applicants also applied for Cleaner posts with 100% female application rate.

Male applicants applied exclusively for Caretaking jobs with 100% male applicant rate. Other predominately male applications were Technician posts but this can be attributed to the area of work that the Technician was located. One post was located in the Built Environment and Engineering area (100% male applicants) and Audio Visual (1 post) and Photo & Video Technician (1 post) posts produced 20% female applicants with 4 short listed for both posts both producing one female short listed candidate.

#### Academic posts by School

School	No. of posts	Applicants		Shortlisted		Appointed	
		M	F	M	F	M	F
Arts, Media and Education	5	68.37%	31.63%	69.5%	30.95%	25%	75%
Bolton Business School	2	58.93%	41.07%	33.33%	66.66%	0%	100%
Built Environment and Engineering	4	100%	0%	100%	0%	100%	0%
Games, Computing & Creative Technologies	3*	67.15%	32.85%	93%	6.66%	33%	0%
Health and Social Sciences	4	75.91%	24.09%	77.86%	22.14%	50%	50%
<b>Total</b>	<b>18</b>	<b>74%</b>	<b>25.9%</b>	<b>74.73%</b>	<b>25.2%</b>	<b>41.6%</b>	<b>45%</b>

\* No appointment was made to two of these posts which has affected the appointment figures.

Table 2 – Academic recruitment and selection by School identifying number of applicants, short listed candidates and appointments made by gender.

#### Equal pay

The University will conduct an Equal Pay Review on its current pay structure. A proposed new pay structure intends to put an equal pay review in place as part of the new pay framework agreement. Thereafter, a post framework equal pay review will be conducted at a minimal interval of two years to ensure any equal pay gap diminishes within planned arrangements.

#### Flexible Working

The University has experienced 100% return rate of women from maternity leave and no requests for adoption leave for the past year. The University have received 5 requests for paternity leave requests. Paternity leave can be up to two weeks however most of the take up is for one week which may be linked to it being at full pay with the second one at half pay.

The take up for requests for flexible working reflect the same as 2006 with only two requests received from women returning to work from maternity leave asking for changes in their hours. More promotion on flexible working in general is required across the University as part of the general Staff Wellbeing strategy.

The childcare vouchers scheme continues to have a low take up across all staff and our provider is assisting the University with promotion. The HR Community Officer will be issuing Staff Wellbeing packs to staff as part of a spring health promotion and childcare vouchers will be included with this.

### **Staff Development**

Data collection on participation in staff development and training events and programmes by gender is ongoing. The University is collecting data on participation rates compared to proportion in the workforce. This shows whether women and men are participating in staff development at a higher or lower rate than would be expected given the proportion of women and men among the staff. This is broken down further by grade or staff group or by type of course to identify if a particular gender under-participate.

Staff development and training data is evaluated to identify if staff development and training delivery demonstrates a difference such as mentoring, coaching, leadership and management development. The University introduced a North West inter-university mentoring scheme for female academics in Science, Engineering and Technology (SET) from 2004 - 2006. Although this scheme has finished, mentoring should be evaluated over a medium to long term period. It is anticipated that those University of Bolton staff who participated in the scheme as mentors or mentees will be contacted to evaluate any impact on their career development.

### **Other**

Dignity and respect cases are monitored for and logged by both numbers of cases by gender and numbers of sexual harassment including gender re-assignment. In the University's staff Diversity Survey conducted in 2006, respondents attributed the majority of inappropriate behaviour (58%) to factors other than discrimination; however, 12% did attribute some of the inappropriate behaviour to the recipient's gender.

A gender re-assignment policy is now available for staff and is downloadable from the Staff Diversity Web Pages.

In May 2007 the University were awarded Silver standard Opportunity Now Award. Outcomes identified by Opportunity Now for action have been included in the Equality Scheme Action Plan such as logging committee membership. Logging of committee membership by gender has progressed. Due to a rigid committee structure determined by University roles it is not always possible to have participation that reflects the gender split of University staff. For example, Academic Board committees require the Vice Chancellor to chair which incurs a male gender bias. In addition to this some staff (and

student membership such as the President of the Student Union) are elected to join the University committees which can affect the gender data.

Participation in the £1m Challenge is continuing at 60% rate for female staff.

### **The University as a service provider**

The University has appointed five Student Experience Officers to ensure that students get the most of their time whilst studying at the University. All of them are recent Bolton graduates and provide both individual and group advice and guidance on any aspect of university life, offering a confidential listening service and directing students towards appropriate sources of help. This support is in addition to student support from Personal Tutors, Study Skills Tutors, Student Services and the Library.

Our Student Experience Officers are all engaged in research linked to student retention and this research helps inform University policy and procedures to support our students that is part of our Equality Impact Assessment process.

One of the University's community based projects is to raise aspirations of Asian women to enable them to participate in higher education as students. Funded by the European Regional Development Fund and the Aimhigher programme, the Enlighten project has been running for five years. It aims to increase the numbers of students from ethnic minority backgrounds and those from families where university education is not typical.

In the past five years the project has helped over 400 Asian women with 10% of these women going on to university.

The University also provides an outward bound summer school for Asian girls as part of the AimHigher programme. This takes into account the sensitivities around social, religious and cultural issues. The aim of the summer school is to enable the girls to gain more confidence, and further their personal, social and educational development.

A celebrating women in our community event was organised by the Enlighten group in collaboration with Bolton Community College on Wednesday 12 March 2008 entitled International Women's Week. The events at the University included activities ranging from belly dancing to a confidence building workshop and educational talk on health.

**Gender split for student data:**

The University of Bolton during 2006/07 academic year had 9031 students. 4412 of these students were attending full time with 50.4% of them male and 49.6% of them female.

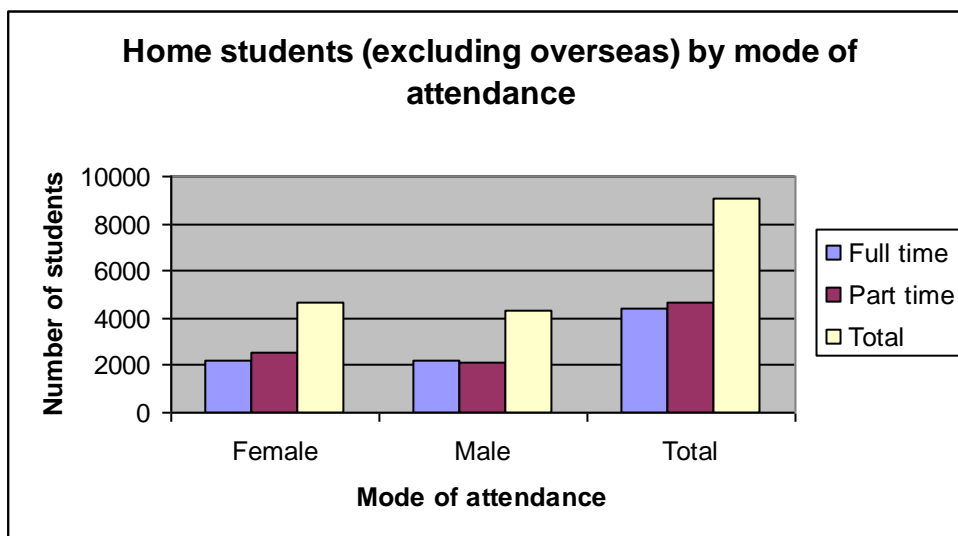


Chart 6 – Home students (excluding overseas) by full time and part time mode of attendance

In comparison there were 4619 students studying part time with 45.68% of them male and 53.32% female.

Comparisons at level of study for all students are shown in chart 7. The levels of study are Further Education (FE), Postgraduate by Research (PGR), Postgraduate taught (PGT) and Undergraduate (UGR). A further breakdown of these figures are shown in chart 8 by female gender and chart 9 by male gender.

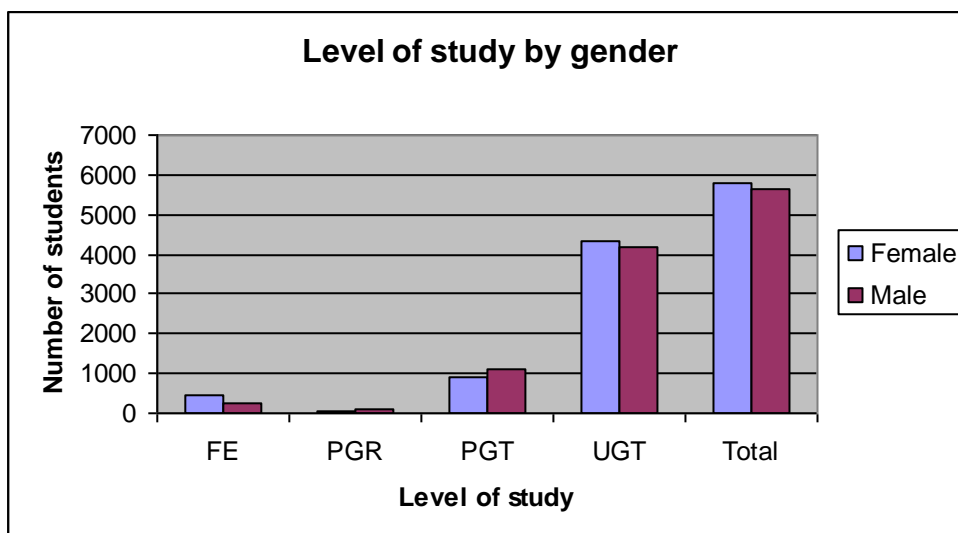


Chart 7 – All students by level of study by gender

Female students (453) outnumber male students (254) at FE level. At Postgraduate through Research level this trend is reversed with 59 female students compared to 91 male students. Postgraduate taught level has a

similar trend with 1122 male students compared to 916 female students. At undergraduate level there are similar numbers of female students (4340) compared to male students (4176).

There are three times as many male students studying in the area of Engineering and Technology (1520) compared to female (475) mainly at undergraduate level. These averages are also seen in Maths and Computing Technology with 655 male students and 188 female students. In Built Environment there are 806 male students compared to 143 female students. Three times as many female students (524) are studying for Subjects allied to Science than male students (434).

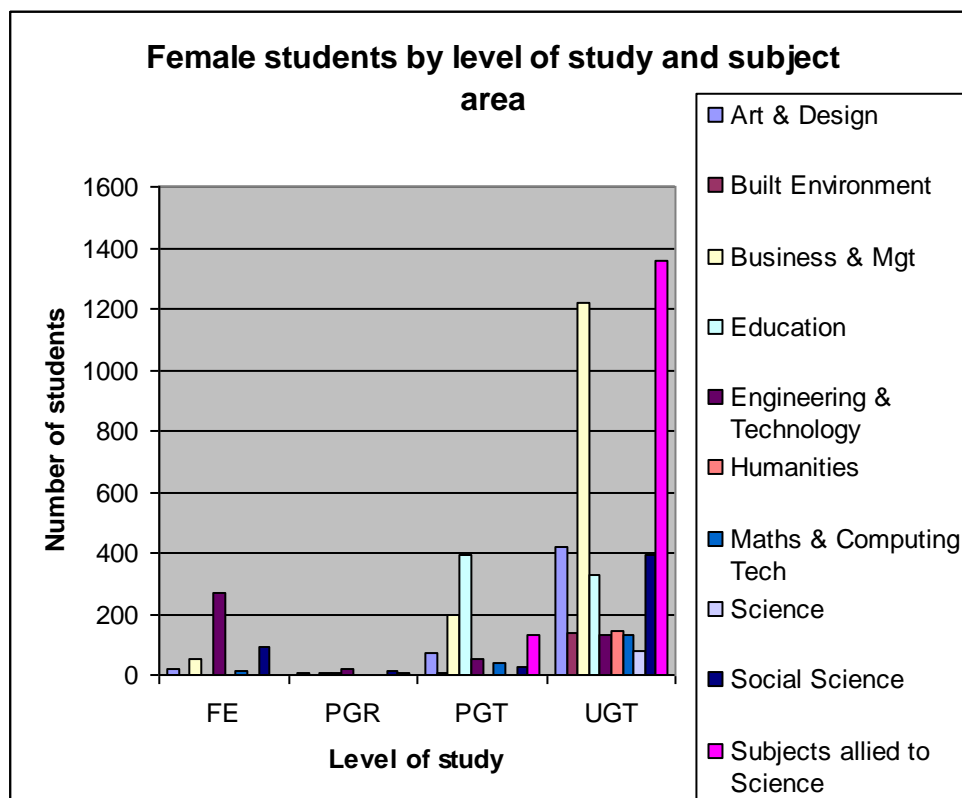


Chart 8 – Female students by level of student and by subject area.

Both charts 8 and 9 show the number of students by level of study e.g. Further Education (FE), Postgraduate by Research (PGR), Postgraduate (PGT) and Undergraduate (UGR) by subject area. Chart 8 identifies by female gender and Chart 9 is by male gender.

There are similar numbers of both female (78) and male students (81) studying Science at undergraduate level with fractionally more female students (417) compared to male students (302) studying in the Art and Design subject area at undergraduate level. More females (1221) study Business and Management related subject areas compared to males (756) and twice as many females (726) study in the area of Education compared to males (375) at undergraduate level. In Humanities related subject areas there are 143 female students compared to 36 males also at undergraduate level.

Female students studying Social Sciences (524) outnumber male students (122).

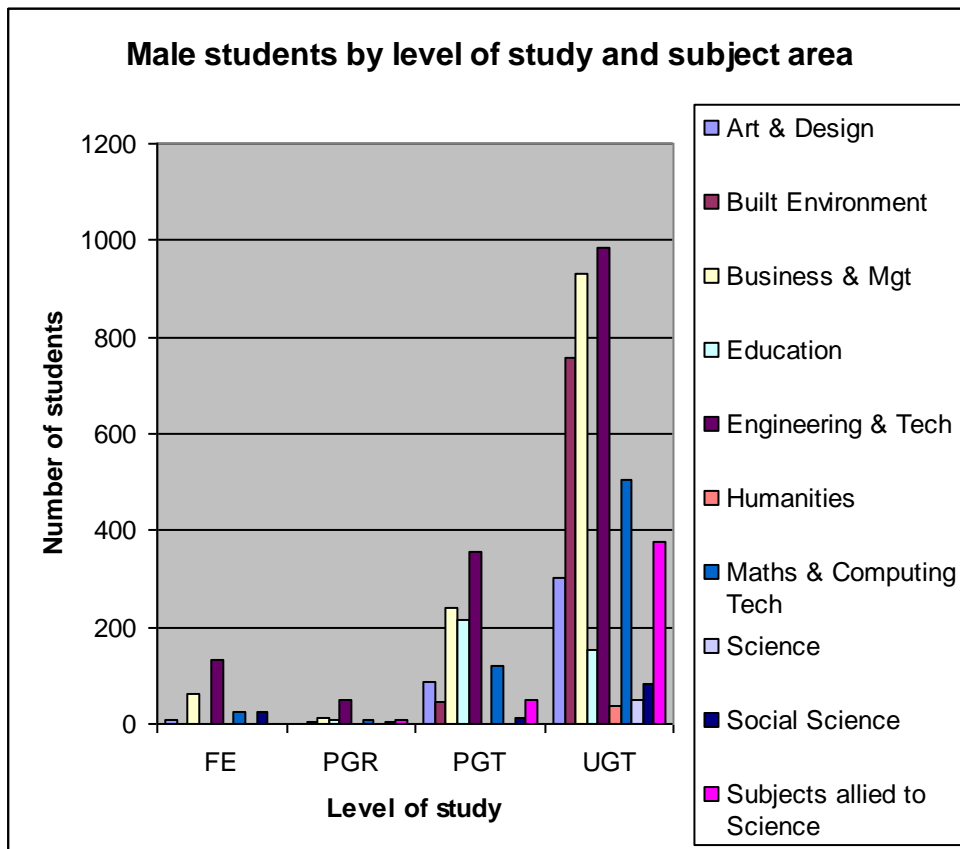


Chart 9 – Male students by level of student and by subject area.

The following student data is currently not available at the time of writing this report. These figures will be added to the report once they become available.

- % over 21 years by gender
- Ethnic minority by gender
- Pass and fail rates by gender
- Grade of award by gender
- Annual monitoring