Department Application
Bronze and Silver Award

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**
Recommended word count		
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	University of Nottingham
Department	Law
Focus of department	AHSSBL
Date of application	April 2019
Award Level	Bronze
Institution Athena SWAN award	Date: Level:
Contact for application Must be based in the department	Annamaria La Chimia
Email	annamaria.lachimia@nottingham.ac.uk
Telephone	0115 9515035
Departmental website	http://www.nottingham.ac.uk/law/index.aspx

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words (563)

Letter of Endorsement by the Head of School

I am very pleased to confirm my full support for, and endorsement of, this application. When I became Head of the School of Law in August 2018, it became even more apparent that the School had a co-operative and collegiate atmosphere, with staff interacting constructively and to good effect across all levels. Our approach to gender equality had been developed during the leadership of my predecessor, Professor Nigel White, and there is wide recognition of the necessity of ensuring that an awareness of equality, diversity and inclusion consideration are fully incorporated into all our activities.

I have continued my predecessor's commitment to support the development of this application through the Self-Assessment Team (SAT). As incoming Head of School, I developed our current structures in close consultation with my predecessor. For example, we have continued to address gender imbalances when seeking Committee Chairs. The appointment of a second Deputy Head of School has enabled us to consider gender balance at that level too. In order to increase the awareness of gender and wider equality issues the recommendations made by SAT are thoroughly debated as standing agenda items at our regular School meetings. Staff surveys have helped SAT to identify genuine issues of inequality and propose measures to address them.

The Athena SWAN (AS) process has offered us a timely opportunity to expose our practices to a rigorous scrutiny in terms of equal opportunities for all genders and to

engage in important discussions and activities. As a result of this process the School has already agreed to change its practices and policies in the following areas:

- A strengthened mentoring scheme to ensure that new and existing staff benefit from continuous and active mentoring relationships; mentors will receive appropriate training, including on issues of equality. (Started in January 2019).
- On parental leave the School has made a commitment to ensure a semester free from administrative responsibilities to staff returning from parental leave. Leave replacement for teaching is drawn from within the teaching pool as a whole. This ensures that individuals who are not on leave do not feel that they are being targeted by having excessive leave replacement duties imposed on them alone. (Started September 2018).
- Unconscious bias training is now provided for all staff and is mandatory for anyone involved in the recruitment and promotion processes. (Started March 2017)

The School's Equality, Diversity and Inclusion Committee (SEDIC) is tasked with embedding EDI issues in all that we do. SEDIC reports directly to me and is represented on the Finance and Planning (Management Board) Committee of the School.

I am satisfied that this application is a fair representation of the School of Law and a reflection on its strengths and weaknesses as an inclusive, tolerant and progressive academic unit. It demonstrates that the School is now fully engaged with gender equality. The process of applying for AS recognition will contribute to the further development of the policies and practices of the School of Law in this regard in a positive, reflective and democratic manner. It is my firm intention as Head of the School of Law that, during my tenure, the proposals put forward in this Action Plan will be embedded fully in the practices of the School of Law.

The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

Professor Dirk van Zyl Smit

Statement from out-going Head of School
(Additional word count as per ECU Manual: 183)

In my four-year tenure as Head of the School of Law, I was able to encourage a transition from a collegial academic unit where equality was assumed but not assured, to one that retained its collegiality but was prepared to challenge and change its institutions and practices in order to promote and protect gender equality. Indeed, the traditional strengths of the School as a democratic and coherent unit provided a good foundation for this process of reflection and change. Nevertheless, there were numerous challenges such as the under-representation of women at senior levels. Explicit recognition and discussion of actual and potential inequalities became the norm towards the end of my

tenure, driven by the Equality, Diversity and Inclusion Committee and Equality Officer, both created during my tenure and with whom I worked closely, and changes were underway in mentoring, academic management, and decision-making. I worked closely with my successor to ensure that the transition was not simply from one person to another, but was a transition that enhanced gender equality as a fundamental principle upon which the School is based.

Professor Nigel White

List of abbreviations

AHRC: Arts and Humanities Research Council

AP: Action Plan

APM: Administrative, Professional & Management Staff

AS: Athena SWAN

ASUSN: Athena Swan University Support Network

BME: Black and Minority Ethnicity

CAS: Centre for Advanced Studies

DHoS: Deputy Head of School

DTC: Doctoral Training Centre

DTP: Doctoral Training Programme

ECRs: Early Career Researchers

EC: Equality Committee

ECU: Equality Challenge Unit

FEDIG: Equality, Diversity and Inclusion Group (Faculty Committee)

EDWG: Equality and Diversity Working Group

EO: Equality Officer

ESRC: Economic and Social Research Council

FT: Full-Time

GEN: Gender and Equality in Nottingham (replaces WIN)

HoS: Head of School

HR: Human Resources

HRLC: Human Rights Law Centre

NI: Not indicated

NRF: Nottingham Research Fellowship

PDPR: Personal Development Performance Review

PGCHE: Postgraduate Certificate for Higher Education

PGR: Postgraduate Research

PGT: Postgraduate Taught

PTC: Postgraduate Teaching Committee

PSA: Postgraduate student Advisor

PT: Part-Time

PVC: Pro-Vice Chancellor

RT: Research and Teaching (sometimes referred to as R&T)

RDC: Research Degree Committee

RCUK: Research Councils UK

REF2014: Research Evaluation Framework 2014

SEDIC: Equality, Diversity and Inclusion Committee (School Level)

SAT: Self-Assessment Team

SoL: School of Law

SuSt: Support Staff

StS: Student Service

SWN: Senior Women Network

TLCF: Teaching and Learning Community Forum

UG: Undergraduate

UTC: Undergraduate Teaching Committee

UoN: University of Nottingham

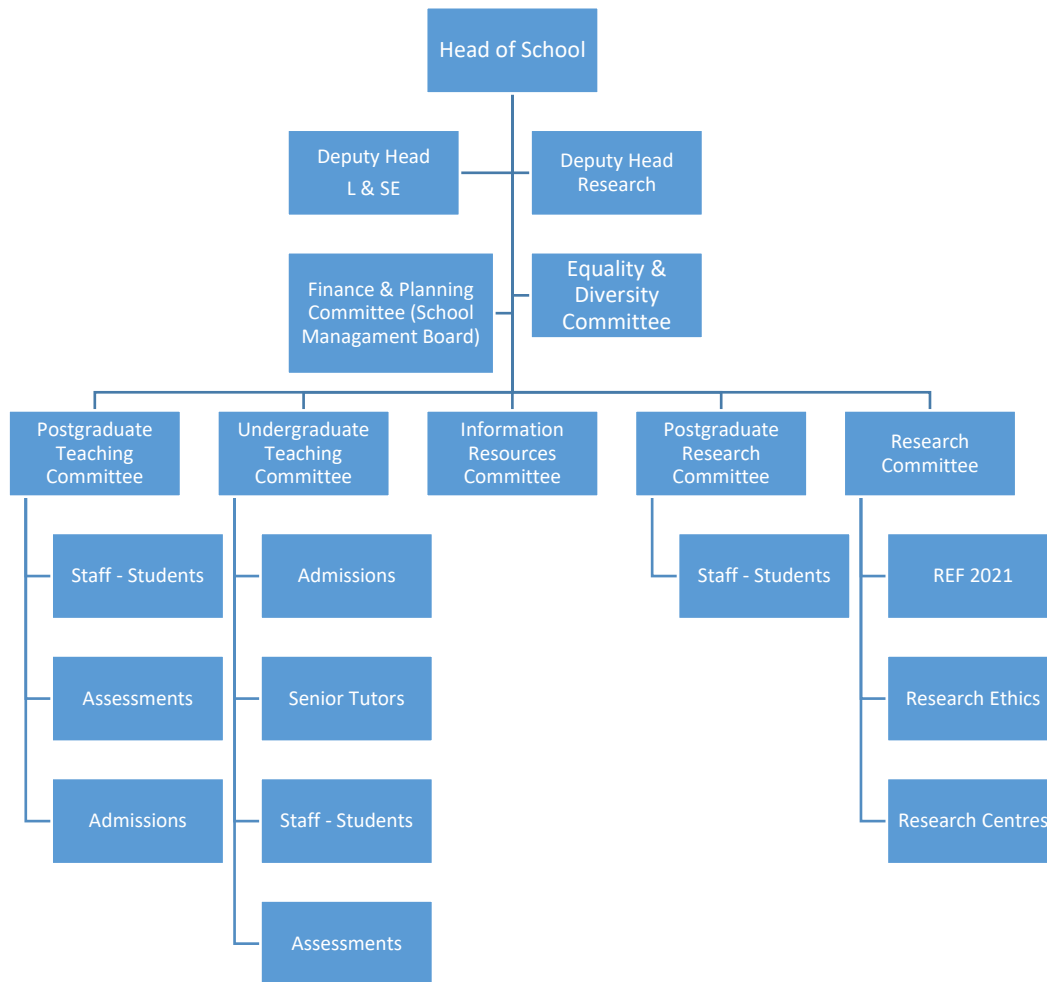USDN University Staff Disability Network

WIN: Women in Nottingham

WLM: Workload Model

WPSG: Widening Participation Strategy Group

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 (494)

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                          ┌──────────────┐
                          │ Head of School│
                          └──────┬───────┘
             ┌───────────────────┼
     ┌───────┴──────┐     ┌───────┴──────┐
     │ Deputy Head  │     │ Deputy Head  │
     │    L & SE    │     │   Research   │
     └──────────────┘     └──────────────┘

     ┌──────────────────┐   ┌──────────────┐
     │ Finance & Planning│   │  Equality &  │
     │ Committee (School │   │   Diversity  │
     │ Managament Board) │   │  Committee   │
     └──────────────────┘   └──────────────┘
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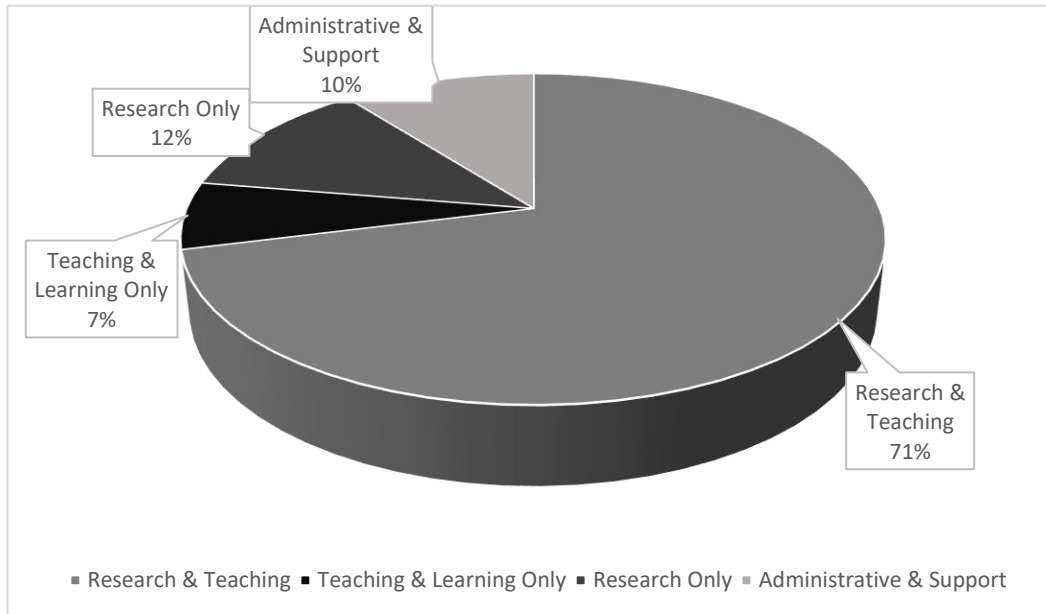| Postgraduate Teaching Committee	Undergraduate Teaching Committee	Information Resources Committee	Postgraduate Research Committee	Research Committee
Staff - Students	Admissions		Staff - Students	REF 2021
Assessments	Senior Tutors			Research Ethics
Admissions	Staff - Students			Research Centres
	Assessments			

Figure 1: School of Law Organisational Structure.

The School of Law (SoL) at the University of Nottingham (UoN) is consistently ranked among the best law schools in the country, it ranked 6th nationally in terms of Research Intensity in REF2014. REF2014 evaluated the School environment as 87.5% 4* and 12.5% 3* attesting to the School's determination to support high quality research. According to the National Student Survey, between 2014 and 2018, 92% of students were satisfied or very satisfied with their course. In the most recent TEF data, the Teaching on my Course metric was significantly better than benchmark exceeding the threshold for the top 10% of absolute performance. Within the UoN, the School is part of the Faculty of Social Sciences. All staff and students are located in the UK within the Law and Social Sciences Building on the University Park campus, alongside the Schools of Politics and Sociology. The building houses staff and PGR offices, centrally-managed lecturing and seminar teaching facilities, the School's reception and social spaces.

Image 1: University of Nottingham, School of Law, © Mike Beard (www.mikebeardphotography.co.uk)

The School has 76 staff members (37F:39M): 68 academics (31F:37M) and 8 Administrative, Professional & Management Staff (APM) (6F:2M) (see Fig.2). 8% of staff (6F:2M) identify themselves as being from a BME background. The majority of Research and Teaching (RT) staff are male (65%M:35%F); in other job families female staff numbers outweigh male staff (80%F in Teaching Only (TO), 78%F in Research Only (RO) and 75% in APM). Staff have diverse backgrounds (Armenia, Belgium, Canada, China, Germany, Greece, Ireland, Israel, Italy, New Zealand, Romania, Serbia, South Africa, Uzbekistan). In 2017/18, our student body comprised 912 undergraduate (UG) students (531F:381M or
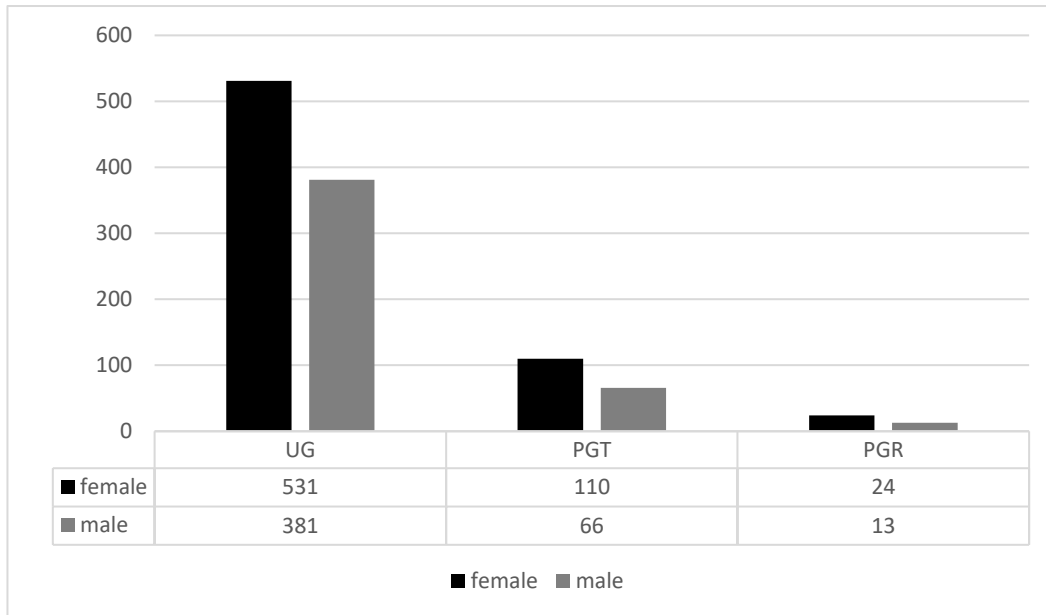
58%F:42%M)), 176 postgraduate taught (PGT) students (110F:66M or 63%F:37%M)) and 37 postgraduate researchers (PGR), (24F:13M or 65%F:35%M)).
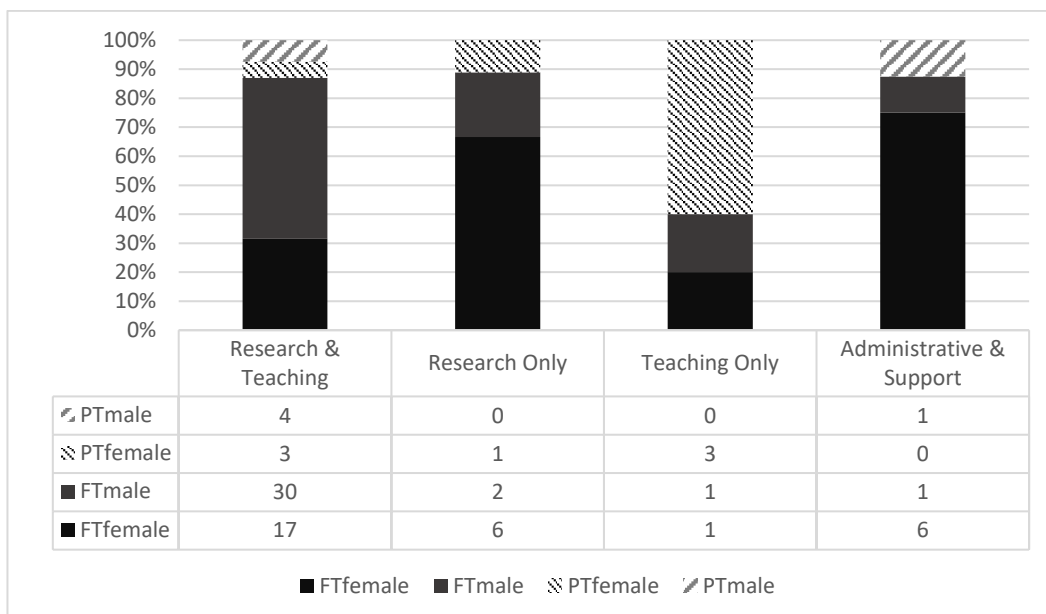

Figure 2: Staff Composition by Job Families

	Research & Teaching	Teaching Only	Research Only	Administrative & Support
Female	20	4	7	6
Male	34	1	2	2
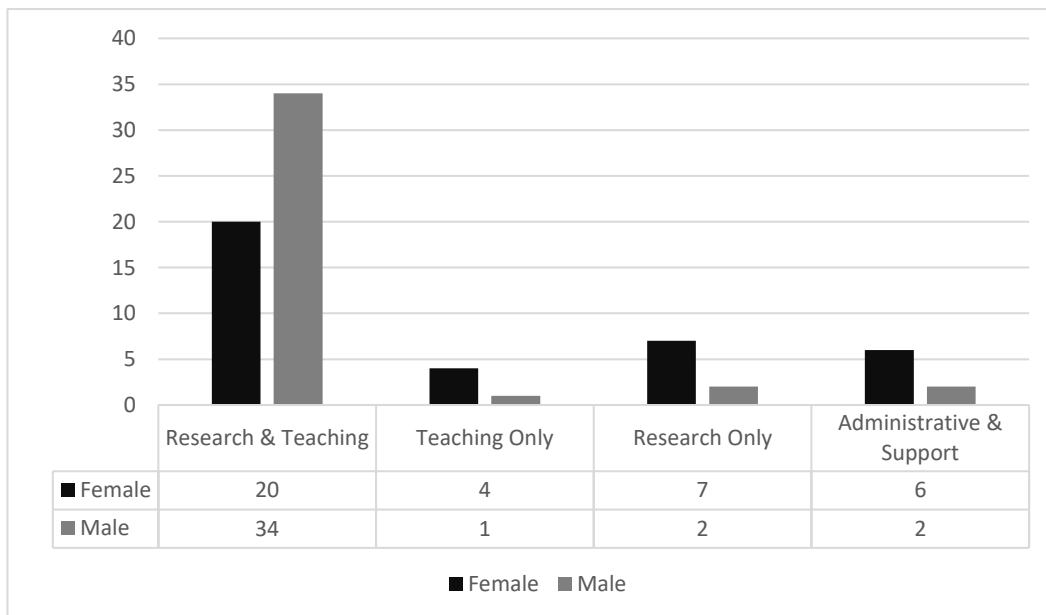
Figure 3: Gender Distribution in Job Families

	UG	PGT	PGR
■ female	531	110	24
■ male	381	66	13

■ female   ■ male

Figure 4: Composition of Student Body by Gender 2017/18

	Research & Teaching	Research Only	Teaching Only	Administrative & Support
◢ PTmale	4	0	0	1
◣ PTfemale	3	1	3	0
■ FTmale	30	2	1	1
■ FTfemale	17	6	1	6

■ FTfemale   ■ FTmale   ◣ PTfemale   ◢ PTmale

Figure 5: FT/PT Status in Job Families

The School works hard to provide a stimulating, supportive and collegiate working environment for academic staff at all stages of their careers in line with the principles of the *Concordat to Support the Career Development of Researchers* (2011). The School hosts six world-renowned research centres (four (co)-directed by females)). These centres help maintain our collegiate research environment and enables collaboration between senior and junior colleagues.

The School promotes the personal and professional development of all staff and students and has a proven record for nurturing successive generations of academic talent (see

section 5.3(iii) and 4.2(iii)). 96% of respondents to the staff survey rated their experience of the general atmosphere and their working relationships positively.

There are some significant gender imbalances within the School including under-representation of women at senior levels and at key school committees. Steps have been taken to address some of these gender gaps, for example by increasing the number of female staff occupying strategic administrative positions within the school (e.g. the deputy HoS with responsibility for research is female) but we recognise that more needs to be done. To this end, a rigorous Action Plan (AP) has been devised.
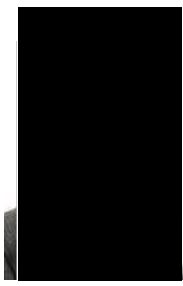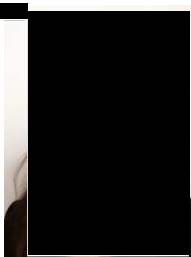
The student cohort at all levels, consistent with national data for Law, features more female than male students at all levels (Section 4.1)
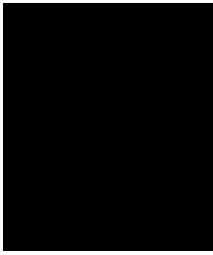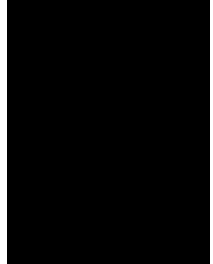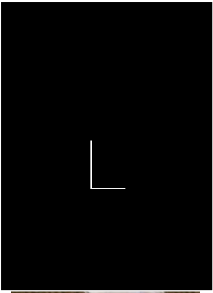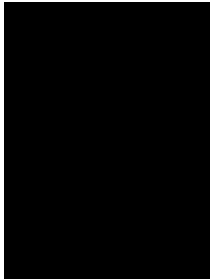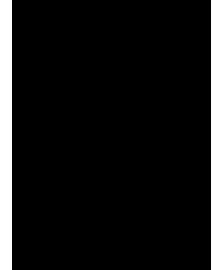
3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words (1064)
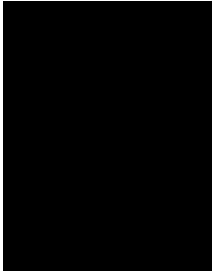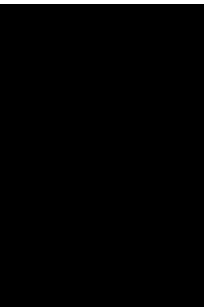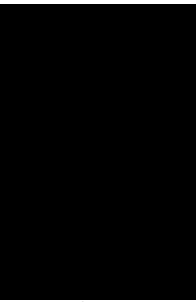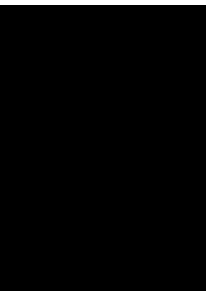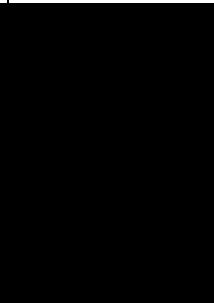
(i) a description of the self-assessment team
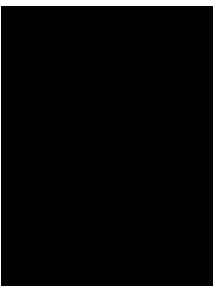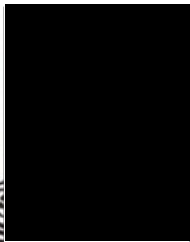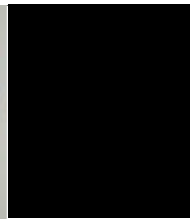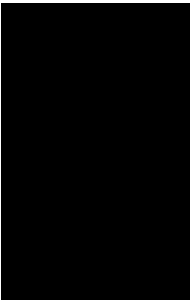
The SAT comprises student representatives (UG, PGT, PGR) and academic and support staff at all levels of seniority. The HoS and DHoS have provided support and participated in the SAT meetings to ensure that key decisions of the Committee were endorsed by senior management and the School.

Name	Level	Gender	PT/FT	Role
Dirk Van Zyl Smit	7	M	FT	• Head of School (since 2018) • Member of SEDIC and Finance and Planning Committee • Part of SAT team, reviewer of AP
Estelle Derclaye	7	F	FT	• School EO, SEDIC Co-Chair , FEDIG member • Co-lead of application writing team (from January 2019) • Finance and Planning Committee Member

Annamaria La Chimia	6	F	FT	• School EO, SEDIC Co-Chair, FEDIG member • Lead of application-writing team. • Finance and Planning Committee member • Former LLM and PhD student
Bernd Justin Jütte	5	M	FT	• Co-lead of application writing team, data analysis/visualization/benchmarking • Co-Chair of Undergraduate Learning Community Forum • Former Post-doctoral researcher
Cosmin Sebastian Cercel	5	M	FT	• Responsible for UG action plan and survey data analysis • Member of Undergraduate Teaching Committee • Former Post-doctoral researcher
Sanam Saidova	5	F	FT	• Staff data collection and analysis. • Member of application-writing team. • Member of Information Resources Committee • Former PhD student
Peter Cartwright	7	M	FT	• Deputy Head of School in charge of Education and Student Experience • Attends UG and PGT Committees when invited/required

		F	FT	• School Manager • Provides administrative leadership and management to the School
Kim Pocock				
Ahraf-Ul-Bari Nobel	N/A	M	FT	• PGR representative
Anna Tobutt	N/A	F	FT	• UG representative • Member of UGT Learning Community Forum
Megan Jameson	N/A	F	FT	• PGT Representative • Member of PGT Learning Community Forum
Vicky Spencer	•	F	FT	• APM representative

	7	M	PT	• Reviewer of the AS Application
Stephen Bailey				
Christy Shucksmith-Wesley	5	F	FT	• Senior Tutor • Responsible for actions related to PGT and PGR • Member of UG Committee • Former PhD student
Susan Russel	5	F	PT	• Director of Legal Skills • School Disability Liaison Officer, • Member of UG and PGT Committees • Former LLB student
Nigel White	7	M	FT	• Head of School (2014-2018) • SAT Co-chair (inception until August 2018) • Devised and set actions in AP with SAT co-chair

Table 1: Members of the SEDIC

(ii) An account of the self-assessment process

Discussions of equality issues were formally initiated within the School during preparation for REF 2014. In 2012 the School established the role of Equality Officer (EO), initially mainly restricted to REF matters. The EO (now also SEDIC Chair) is an academic and credit is given on Workload Model (WLM). In 2014, the School's Equality Committee (EC) was established and the EO's range of activities increased. Following a six-month period of consultation between the HoS, EO and members of the EC, the SAT was created in November 2015. Since 2016, the EO as Chair of the SAT and of the EC has been a member ex-officio of the School's Management Board. In April 2016, the School

unsuccessfully submitted an AS application for a Bronze Award. We continued working on the planned actions, especially those commended by the Panel, and used the feedback to reflect upon our working practices and what needed to be strengthened to increase our commitment to equality and the AS principles.

In late 2016, the SAT and EC were merged, becoming the School Equality, Diversity and Inclusion Committee (SEDIC). The SAT continued its work as a working group of SEDIC, meeting regularly to discuss and review the actions linked to the AS commitments. The merger offered the opportunity for discussion on a broader range of issues, especially in relation to disability and diversity. The School's aim is to embed equality in everything that we do and the incorporation of SAT into SEDIC has strengthened SEDIC's role within the School. SEDIC holds meetings twice per term, supplemented by interim discussions within SAT. SEDIC has actively collaborated with the School's Management Board and chairs of other relevant committees. AS initiatives feature prominently on the agenda for every School Meeting, which is usually attended by all members of the SoL, including APM staff, and UG, PGT and PGR representatives. The minutes of SEDIC meetings are circulated to all colleagues as part of the School Meeting agenda. At that meeting the SEDIC/SAT Chair presents SEDIC activities, highlighting any SAT-specific action. Colleagues are invited to share their suggestions and comments. In this way, the whole School has been kept informed of all stages of the AS application process. To draft the application, SAT working groups were established with responsibility for different tasks (e.g. student data collection and analysis, staff data, policies and culture). All SAT members contributed to the final revision and setting of actions. The final document was circulated to the whole School before submission to encourage full engagement, support and commitment to the proposed actions.

SAT/SEDIC consulted with colleagues from other UoN Schools via ASUSN. Members of the Schools of Psychology and Geography provided valuable support, attending some SAT/SEDIC meetings, and providing feedback on drafts of the application. Attendance at SAT meetings in other Schools afforded the opportunity to compare practices and policies. The application was reviewed by the University's review panel and discussed by the AS action group of the Faculty Equality, Diversity and Inclusion Group (FEDIG). Going forward we plan to cooperate with other UK and International Law Schools on Equality matters. (**Action #5.5**)

SAT has focused its activities on:

(1) The collection, review and analysis of staff and student data to ascertain and understand gender balance and inequalities at all stages of student and staff career progression (unless stated otherwise, benchmarking is based on the AdvanceHE Equality+ higher education statistical reports for staff and students, respectively)

(2) Surveys for staff and students. A series of surveys tailored for different groups in the SoL were conducted mid-2016. Response rates varied: APM–80%; academics–70%; PGR–

50%; UG – 10%. We were unable to collect gender information in relation to the specific answers, and will endeavour to use more sophisticated survey software in the future to ensure gender information by answers can be provided, guaranteeing full anonymity. (**Action #5.1**) Account has also been taken of responses to School-related questions on a 2017 University Staff Engagement survey. We initially consulted PGT students (who stay in the SoL for relatively short periods) through the PGT Forum. A PGT representative was appointed to SEDIC from January 2019 and a PGT survey will be conducted in June 2019. (**Action #5.3**) SEDIC has decided that surveys should be run every year (to avoid survey fatigue School specific surveys will alternative with University surveys), combined with focus groups to analyse the impact of our policies. (**Action #5.1, #5.2 and #5.3**) Full account of the outcomes of these surveys has been and will continue to be taken into account in the development of actions and policies and in analysing their impact.

(3) Feedback from the School during the process has prompted a greater focus on disability. Accordingly, SAT established a focus group to consider disability issues and launched a survey for staff with disabilities or caring responsibilities for people with disabilities. We will continue to evaluate our disability policies, liaise with the University Staff Disability Network (USDN) and raise disability issues at FEDIG. (**Action #5.4**)

(4) A series of actions were undertaken in response to the feedback received. Among other things, a new maternity cover policy has been adopted (section 5.5(ii)) and a new mentorship programme has been implemented. (**Action #4.6**)

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

The SAT will continue its operation as a sub-group of SEDIC. SEDIC's Chair will continue to be a permanent member of the School's Management Board to maintain the prominence of equality issues within the School.

In order to ensure the successful implementation of the AP each set of actions will be assigned to a member of SAT who will act as action leader (SAT Action Leader) and will report on the progress of the implementation of the action at SEDIC meetings. (**Action #5.5**) SEDIC's chair will be responsible for ensuring that the Actions are progressing according to plan.

SEDIC will meet twice each term and regular rotation of members by a combination of open calls for membership and decisions by the HoS will guarantee as many colleagues as possible are directly involved in its work. From 2020, SoL will see SEDIC represented in all major Committees with at least one member to ensure that equality and diversity

issues are, as a matter of procedure, raised, considered and fed back to SEDIC. (**Action #5.5**)

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 (2521)

4.1. Student data

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

While the School does not provide access or foundation courses, since 2013 it has participated in the Sutton Trust 'Pathways to Law' initiative and is fully committed to on-going participation. This scheme seeks to widen access to Russell Group universities by supporting academically-able Y12 and Y13 students from non-privileged backgrounds interested in pursuing a career in law.

Participation data for the Pathway programme (Tab.2) demonstrates that female pupils are consistently well-represented. We will investigate why fewer males tend to participate. (**Action #1.1**)

	Year	Female	Male	Total (100%)
Cohort 7	2013-15	25 (69%)	11 (31%)	36
Cohort 8	2014-16	23 (74%)	8 (26%)	31
Cohort 9	2015-17	27 (73%)	10 (27%)	37
Cohort 10	2016-18	23 (82%)	5 (18%)	28
Cohort 11	2017-19	34 (89%)	4 (11%)	38
Cohort 12	2018-20	29 (73%)	11 (27%)	40

Table 2: Participation in Pathway Programme

Cohort 7 was the first to be supported by the School. Of the 35 pupils in Cohort 7, eleven made applications to the School, and seven offers were made (Tab.3). Three of the four students who enrolled with the School in September 2015 were female, mirroring the relatively stable approximate 3F:1M ratio evident in total participation rates. We will conduct interviews, analyse qualitative data to understand how participation in the programme has helped participants and collect the gender split in relation to progression from pathway programmes. (**Action #1.1**)

	Appl. Law (100%)	Off. Law	Accpt. Law	Enrolments
Cohort 7	11	7 (64%)	7 (64%)	3 (27%)
Cohort 8	8	8 (100%)	4 (100%)	1 (13%)
Cohort 9	6	5 (83%)	5 (83%)	4 (67%)
Cohort 10	6	6 (100%)	3 (50%)	1 (17%)

Table 3: Progress from Pathway Programme to UG Studies

(ii) Numbers of undergraduate students by gender

The data indicates a consistently higher percentage of female than male students in the UG Law student cohort over five years (average 58%) (Fig.6). This is close to the national average for Law of 62%.

	2013/14	2014/15	2015/16	2016/17	2017/18
■ male	349	361	394	390	381
■ female	473	523	535	517	531
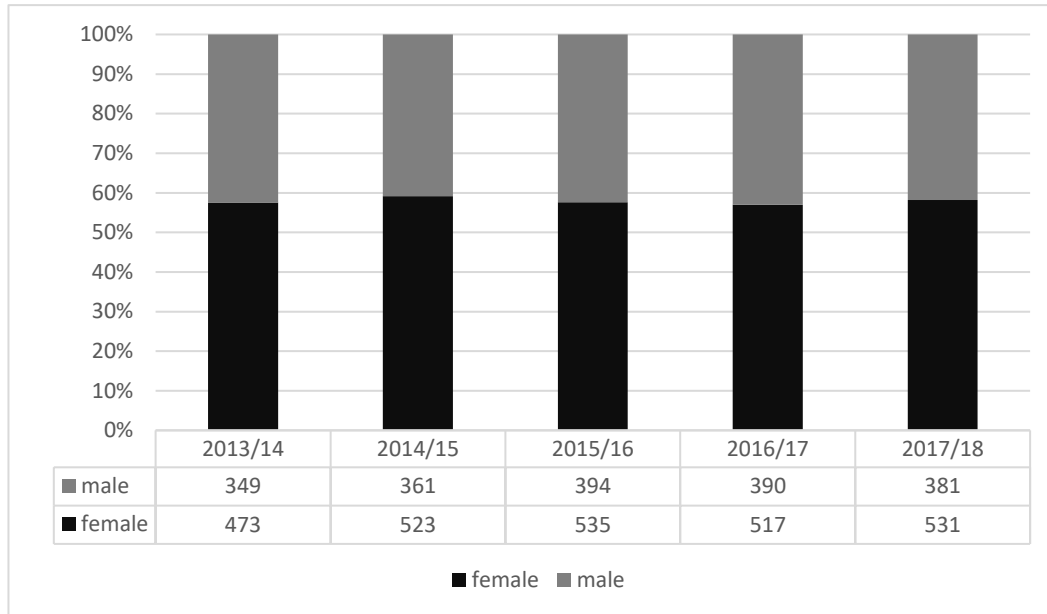
Figure 6: UG Students by Gender

Similar ratios can be seen throughout the stages of the recruitment process, which is based on objective and transparent criteria (A-level scores and LNAT test score). Fig.7 shows a consistent annual 60F:40M ratio.

	App	Off	Acc		App	Off	Acc		App	Off	Acc		App	Off	Acc		App	Off	Acc
		2014/15				2015/16				2016/17				2017/18				2018/19	
■ male	645	370	114		701	444	157		724	335	137		630	306	124		627	441	145
■ female	1045	578	173		1113	666	227		1143	505	186		1055	501	182		907	636	210
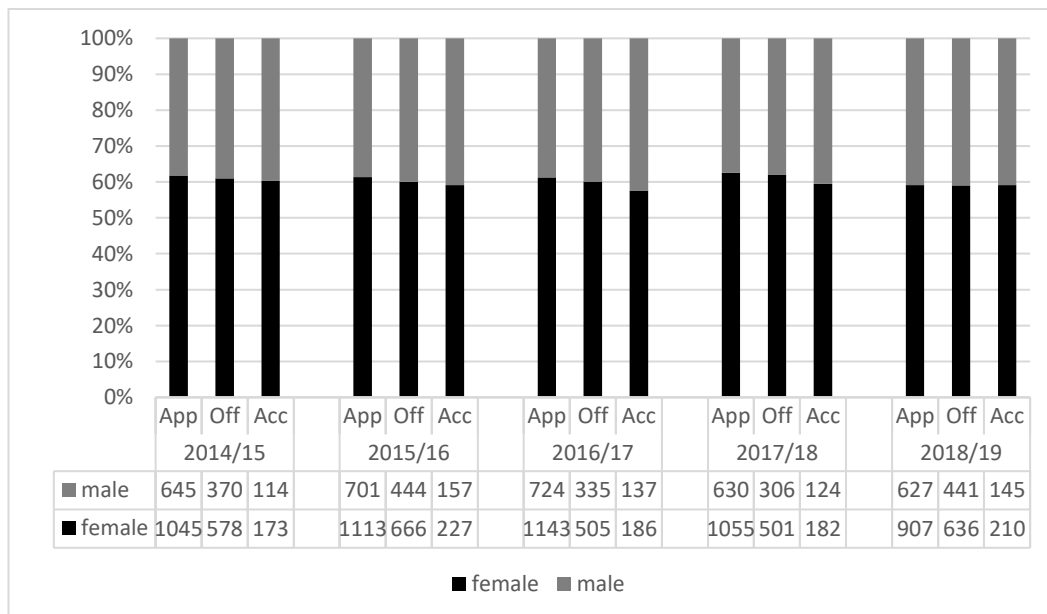
Figure 7: UG Applications, Offers and Acceptances by Gender

Whilst we are happy not to see gender bias as an issue of concern in the recruitment process, we will continue collecting and benchmarking data on the demographics of applicants and UG intake to ensure we continue to sustain a gender balanced student body. (**Action #1.2**) At UG level there is a noticeable trend for an increase of students with BME background. While the numbers (and gender split) of UG students with a non-BME background have remained relatively stable, the relative numbers of BME students have steadily increased from 37% in 2013/14 to 44% in 2017/18. The ratio between male and female BME students has varied between 56 %F:44%M and 61%F:39%M without any particular trend detectable.

	2013/14			2014/15			2015/16			2016/17			2017/18		
	B	nB	NI	B	nB	NI	B	nB	NI	B	nB	NI	B	nB	NI
male	125	214	10	135	219	7	169	220	5	160	226	4	161	217	3
female	176	277	20	214	300	9	218	310	7	227	282	8	244	280	7
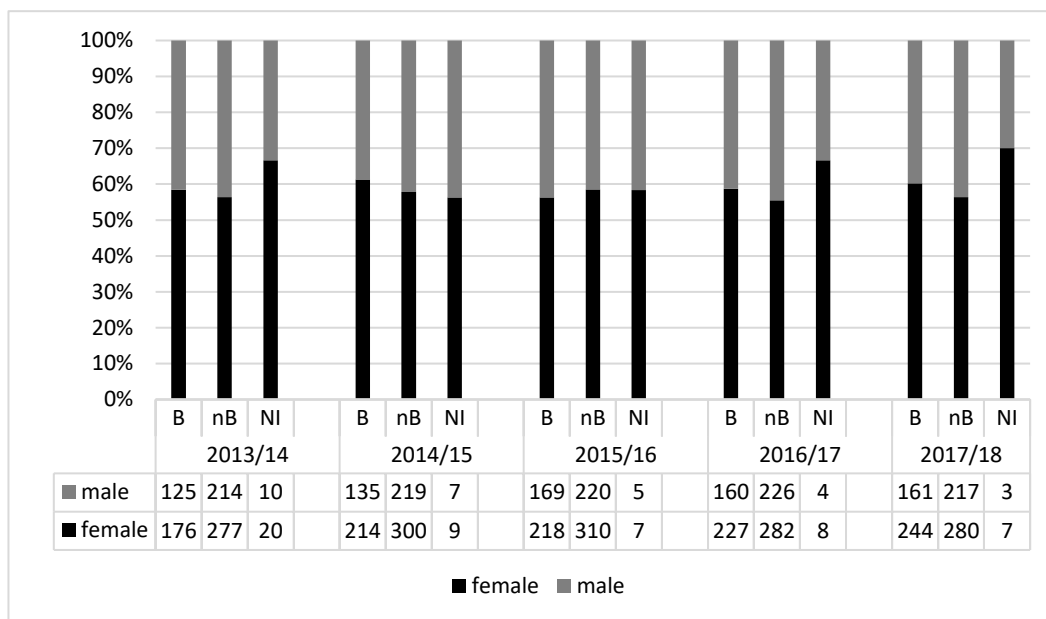
Figure 8: UG Students by Gender and BME Status (B=BME, nB=non-BME)

The same gender ratio (60F:40M) is also reflected in degree completion rates (Fig.9). UG students perform well, the vast majority of students obtaining a 1st or 2:1 (76% of total students, compared to 75% nationally). In 2018, a higher proportion of the lower degree classifications (2:2 and 3rd) were awarded to male students (54%, compared to 40% nationally) and a higher (but proportionate) percentage of female to male students graduated with a 1st and 2:1 (61% compared to 65% nationally). However, while the gender gap between those graduating with a 1st or 2:1 was narrow in 2013/14 and 2014/15, it widened in 2015/16 and peaked in 2016/17 with 65% of higher degree classifications being female. The noticeable drop in 2017/18 in the overall numbers is accompanied by a significant imbalance in first class students (88%F:12%M). We commit to continue analysing UG completion rates and, if the gender gap increases, to investigate

the causes of lower male performance and devise appropriate strategies to mitigate these. (**Action #1.3**)

	1	2:1	2:2	3/p		1	2:1	2:2	3/p		1	2:1	2:2	3/p		1	2:1	2:2	3/p		1	2:1	2:2	3/p
		2013/14					2014/15					2015/16					2016/17					2017/18		
■ male	12	56	24	2		13	57	19	1		13	78	25	4		8	77	30	2		3	70	30	2
■ female	15	78	22	0		19	99	26	0		25	106	26	2		15	116	23	1		22	91	26	1
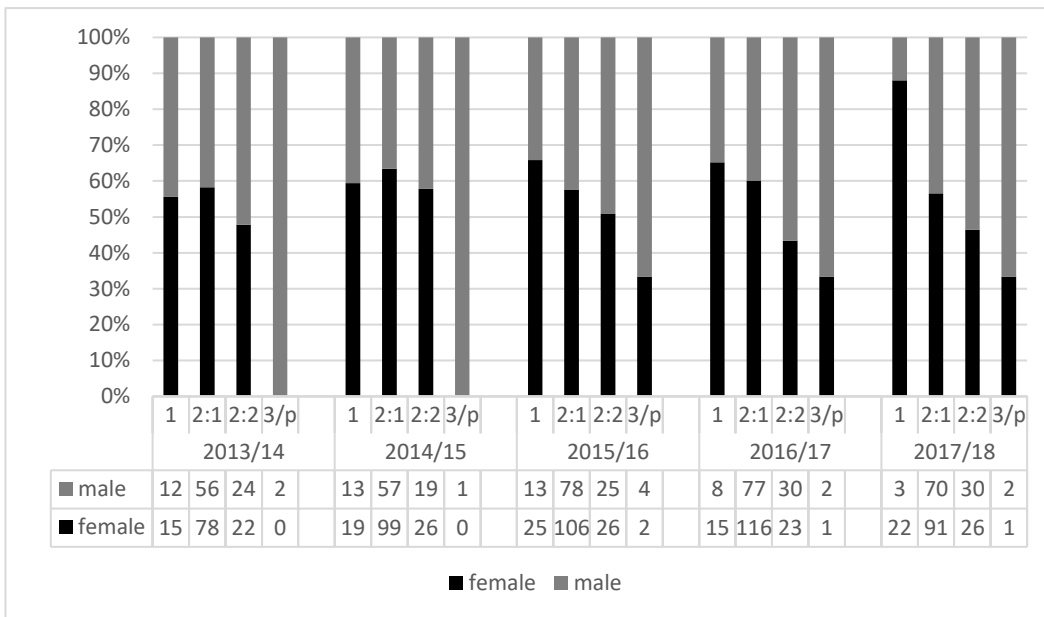
Figure 9: UG Degree Classification by Gender

	1	2:1	2:2	3/p		1	2:1	2:2	3/p		1	2:1	2:2	3/p		1	2:1	2:2	3/p		1	2:1	2:2	3/p
		2013/14					2014/15					2015/16					2016/17					2017/18		
⊘ male nBME	7	34	11	1		7	39	16	0		5	44	11	0		5	53	13	1		3	45	14	1
⊗ female nBME	12	46	7	0		13	53	12	0		17	71	10	0		10	64	11	0		16	45	11	0
■ maleBME	4	21	11	0		6	17	3	0		7	32	13	4		3	22	17	1		0	25	15	1
■ femaleBME	1	27	9	0		6	43	13	0		8	35	15	1		5	51	10	1		6	43	15	1
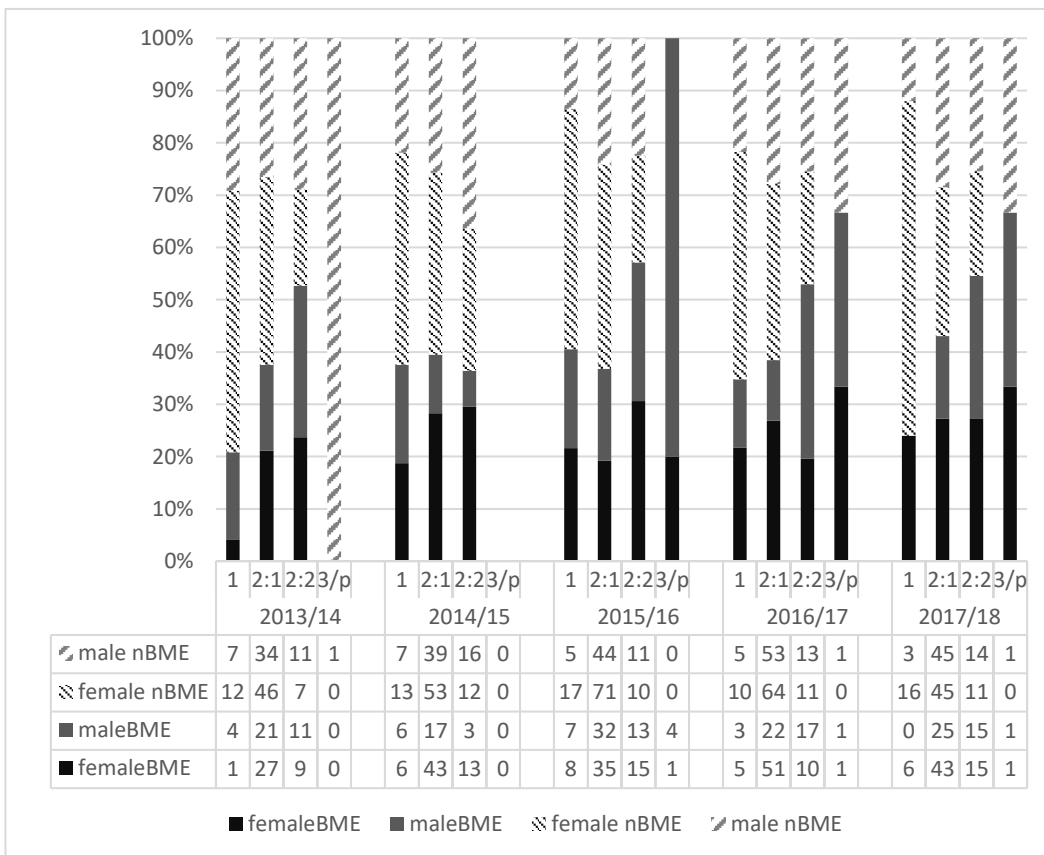
Figure 10: UG Degree Classification by BME/non-BME Status *(NI students have been omitted due to very low numbers)

The majority of first-class degrees is consistently achieved by female non-BME students. This is unsurprising as they also make up the majority of the student body. The proportion of BME students with a 1st is very low, only 21% of first-class degrees were awarded to BME students in 2013/14 (4M:1F). From 2015-2017 the percentage of first-class degrees awarded to BME students varied between 35% and 39%. The percentage dropped to 24% in 2017/2018 but the number of female BME obtaining a 1st and high-second class degree increased over the observation period. The SAT data leader will be in charge of providing a full report every year to SEDIC on the enrolment and progression of BME students (**Action #1.3**), a focus group will be formed between UTC and SEDIC to identify strategies on how to support BME students, aligned to University policies. (**Action # 1.4**)

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

There is a consistently higher number of female to male PGT students overall and among the FT cohort (Fig.11). The School's average female intake (59%) is in line with Russell Group figures (58%), which is slightly higher than the national average (56%). Conversely, the percentage of female students enrolled on PT programmes (mainly the School's Distance Learning programmes) has historically been slightly lower than male students, with a slight but noticeable increase in 2016/17 and more female than male PT PGT students in 2017/18 (56%F:44%M).

	FT	PT	All		FT	PT	All		FT	PT	All		FT	PT	All		FT	PT	All
		2013/14				2014/15				2015/16				2016/17				2017/18		
■ male	55	49	104		47	45	92		62	43	105		56	35	91		37	29	66
■ female	111	43	154		87	39	126		107	34	141		111	34	145		73	37	110
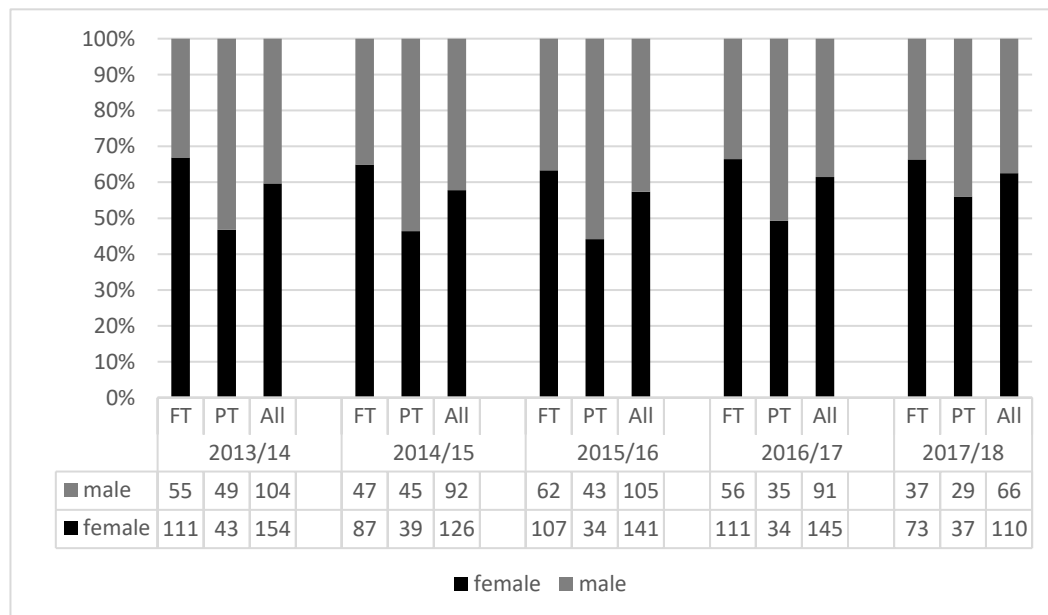
Figure 11: PGT Students by Study Mode and Gender

Among PGT students the ratio of BME students is higher than in the UG cohort. Over a five-year period the number of female BME students at PGT level consistently mirrors that of their non-BME counterparts. However, male BME students are, with the

exception of 2013/14, consistently underrepresented in relation to male non-BME students.
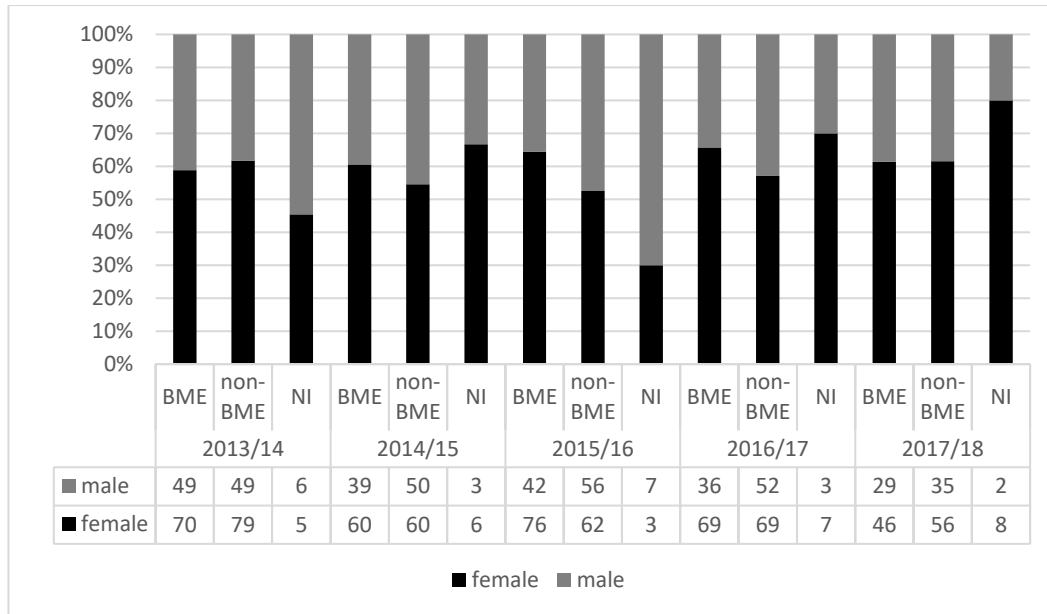
Figure 12: PGT students by gender and BME Status

As with the UG student cohort, the overall gender ratio among PGT enrolled students historically mirrors that of the ratio in applications (64%F:36%M), offer (65%F:35%M) and acceptance stages (63%F:37%M) in 2017/18, with a slight increase on the female side to over 70% in all categories in 2018/19. (Fig.13)
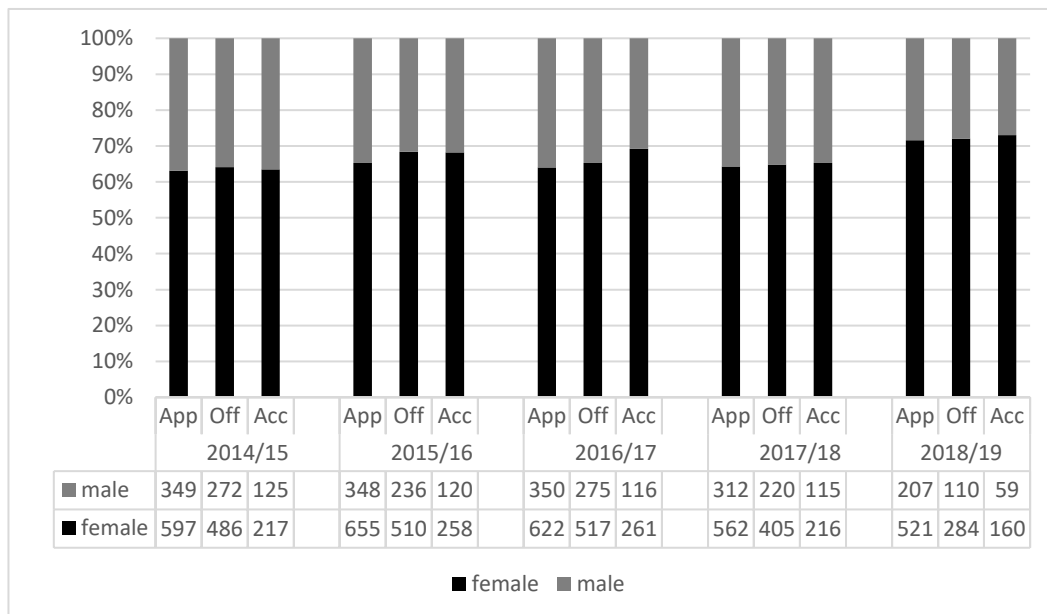
Figure 13: PGT Applications, Offers and Acceptances by Gender

As with the UG data, we undertake to continue collecting and benchmarking data on the demographic of applicants and PGT intake. If the low male recruitment rate continues, we will investigate the issue with the Co-Directors of PGT Programmes. (**Action #2.1**)

	2013/14		2014/15		2015/16		2016/17		2017/18	
	2y	>2y	2y	>2y	2y	>2y	2y	>2y	2y	>2y
■ male	36	4	49	1	42	1	52	2	52	5
■ female	62	3	103	6	73	2	88	5	96	9
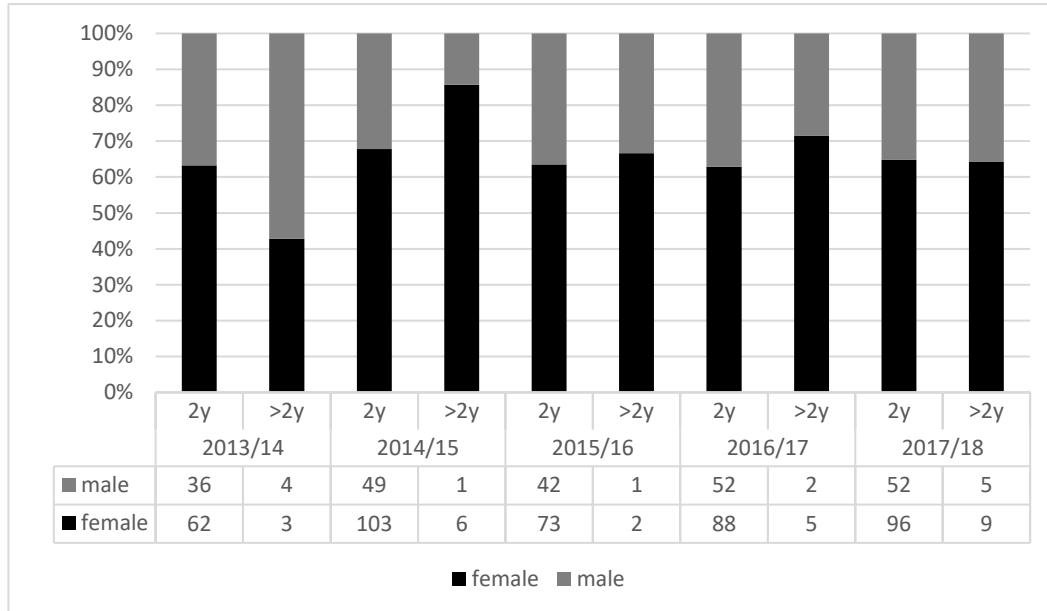
Figure 14: Completion Times for FT PGT Students

	2013/14		2014/15		2015/16		2016/17		2017/18	
	3y	>3y	3y	>3y	3y	>3y	3y	>3y	3y	>3y
■ male	18	5	17	3	17	1	22	0	10	5
■ female	17	2	14	3	24	0	9	1	14	3
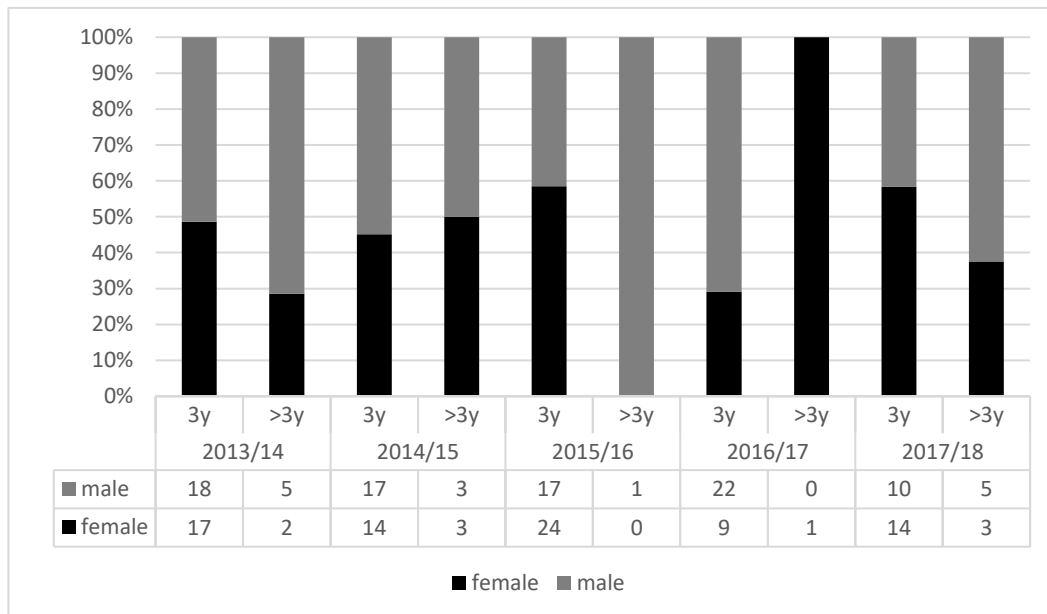
Figure 15: Completion Times for PT PGT Students

There is no significant gender gap in the completion time between FT female and male PGT students (Fig.14). Similarly, there does not seem to be a significant gender gap in the

completion of PGT courses by students enrolled PT (Fig.15). We commit to continue to collect data on completion rates to ensure that this trend continues. (**Action #2.2**)

	2013/14			2014/15			2015/16			2016/17			2017/18		
	P	M	D	P	M	D	P	M	D	P	M	D	P	M	D
⊿ male nBME	10	9	15	7	15	12	3	17	10	2	22	19	6	19	17
⊗ female nBME	14	17	16	9	41	16	8	25	9	4	31	13	4	29	18
▪ maleBME	16	10	0	8	20	3	10	15	5	10	16	3	16	10	0
▪ femaleBME	15	16	5	18	35	3	21	24	6	16	34	3	25	37	3

femaleBME   maleBME   female nBME   male nBME
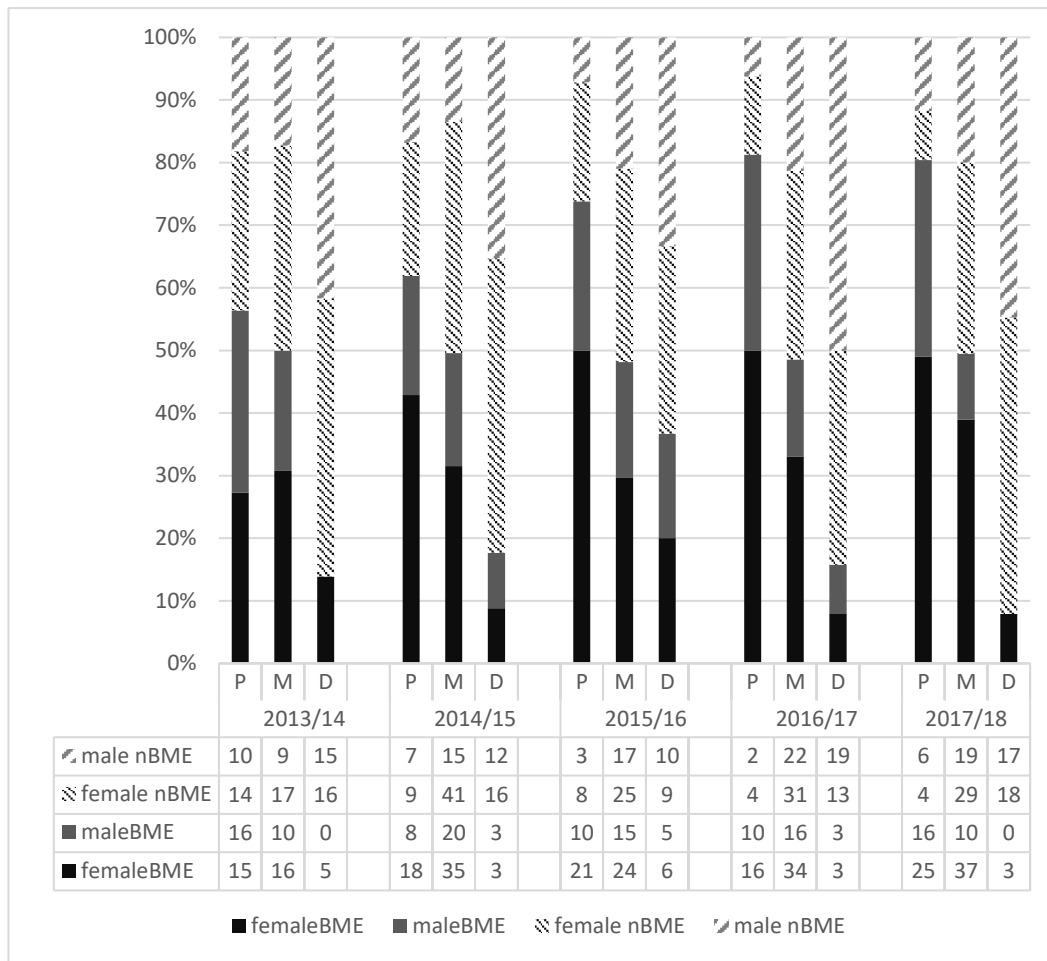
Figure 16: PGT Performance by BME/nonBME Background (P=Pass, M=Merit, D=Distinction)

The distribution of grades in PGT courses across the School is relatively even. The proportion of female graduating with distinction and merit is higher than male, but the percentages are imbalanced in favour of nonBME female. Overall BME students are significantly underrepresented in degrees awarded with distinction (female BME perform better than male BME) (Fig.16). We undertake to investigate the causes of underperformance for BME students and to work with the university to identify strategies to support them. (**Action #2.2**)

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

The School hosts many PhD students, mostly enrolled FT (20F:11M). Only six students are currently enrolled PT (4F:2M). Data indicates a consistently higher ratio of female to male PGR students, with a five-year average ratio of 62F:38M (Fig.17). These figures significantly exceed the national average for PGRs in Law (49F:51M) and are slightly

higher than the Russell Group average (51F:49M). No BME index is currently provided for PGR students: we will endeavour to obtain this information in the future. (**Action #2.1**)

	FT	PT	Total		FT	PT	Total		FT	PT	Total		FT	PT	Total		FT	PT	Total
		2013/14				2014/15				2015/16				2016/17				2017/18	
▪ male	14	1	15		16	2	18		18	2	20		15	1	16		11	2	13
▪ female	23	3	26		21	5	26		23	7	30		22	4	26		20	4	24
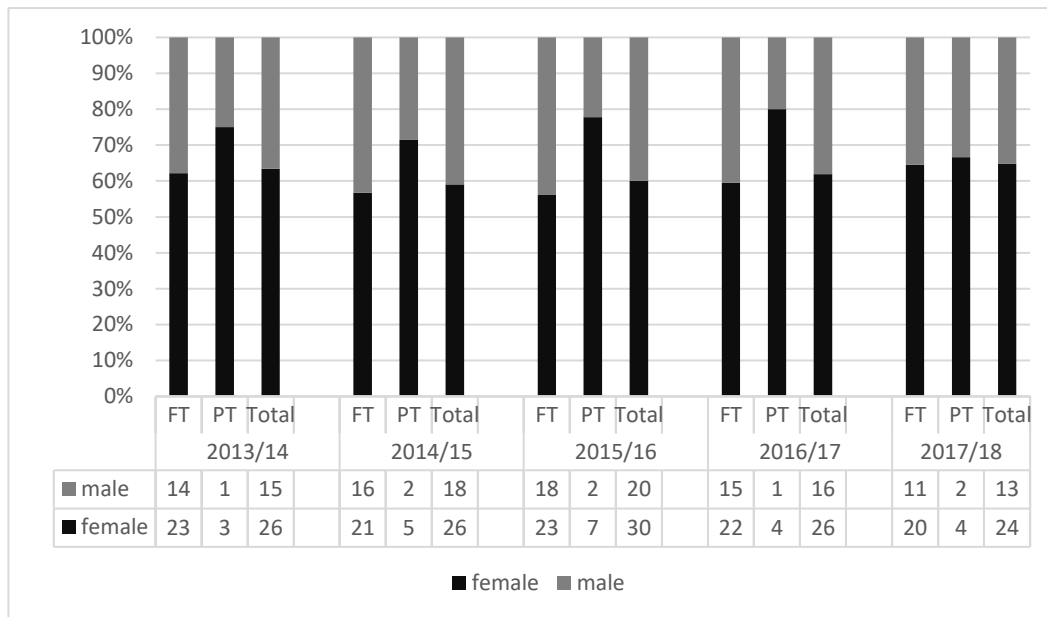
Figure 17: PGR Students by Study Mode and Gender

In contrast to the UG and PGT figures, despite receiving a higher percentage of applications by male candidates (Fig.18) (on average 60%), there was closer to a 50:50 balance in terms of offers made. This trend continues in terms of applications, but offer and acceptance rates for female PGR students increased to 70% in 2018/19. We will

investigate with the PGR Directors the causes behind the lower rate of offers made to males. (**Action #2.1**)
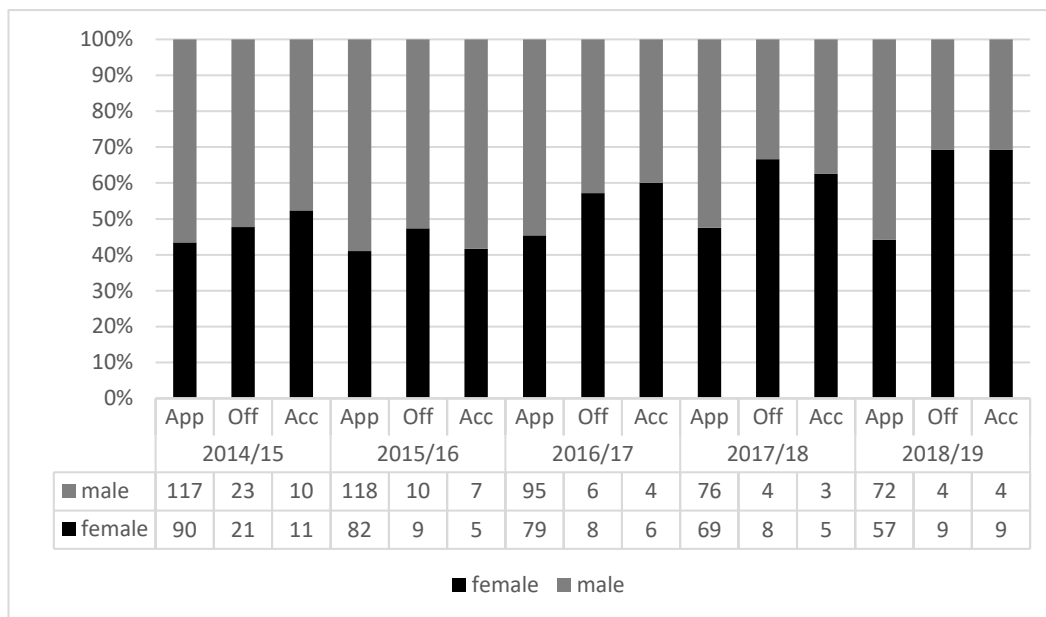
Figure 18: PGR Applications, Offers and Acceptances by Gender

Data for completion rates for PGR students is limited. The available information (Tab.4) says little about whether students have suspended their PhD and, if so, why; or whether they have temporarily transferred from FT to PT. We undertake to gather accurate data and information regarding completion rates for PGR students next year. Over the next four years, we will investigate reasons for delayed submission so that we can devise and put in place strengthened mechanisms for student support. (**Action #2.3**)

Graduating Year	Full time PGR Completion Rates				Part time PGR Completion Rates			
	Time to Complete	Female	Male	Total	Time to Complete	Female	Male	Total
2013-14	4yrs	0	1	1	N/A	No PT Postgraduates		
	5yrs	0	2	2				
	>5yrs	0	3	3				
2014-15	4yrs	1	1	2	N/A	No PT Postgraduates		
	5yrs	3	6	9				
	>5yrs	2	0	2				
2015-16	4yrs	2	2	4	>7yrs	2	0	2
	5yrs	3	1	4				
	>5yrs	5	1	6				

Table 4: FT & PT PGR Completion Rates

(v) Progression pipeline between undergraduate and postgraduate student levels

	UG	PGT	PGR
Female	58	57	60
Male	42	43	40
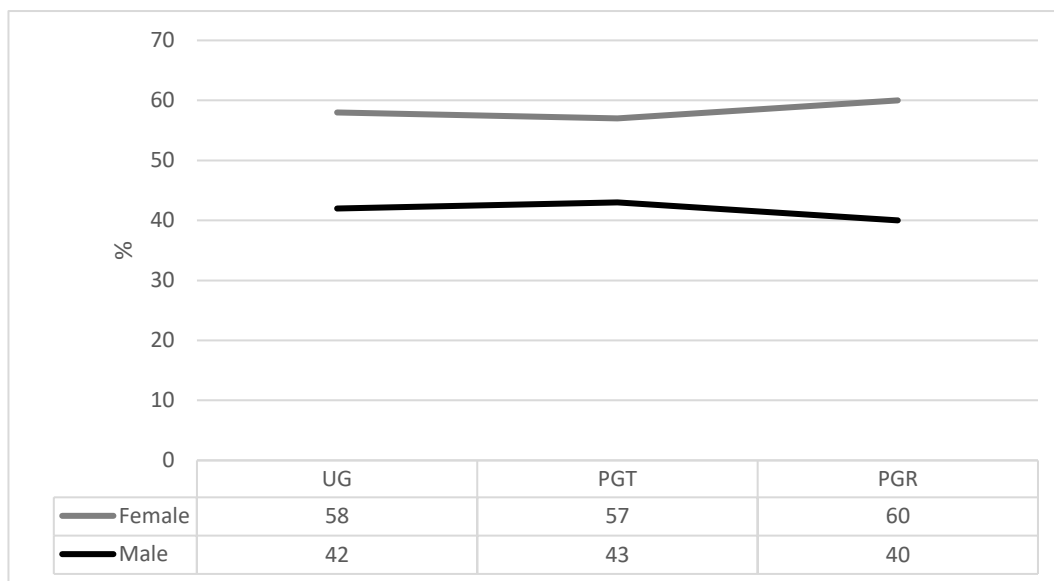
Figure 19: Student Progression Pipeline in 2018

The student progression pipeline, namely the proportion of our undergraduate students attending one of our postgraduate degrees, demonstrates relatively consistent proportions of male to female students at all three progression levels, with the highest proportion of female students at the PGR level (Fig.19).

4.2. Academic and research staff data

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

> **SILVER APPLICATIONS ONLY**
> Where relevant, comment on the transition of technical staff to academic roles.

Fig.20 provides a snapshot of the academic staff (HR data 2017-2018), presented according to contract function (RO, RT, TO), and Level (4, 5, 6 and 7) for the academic year. (Level 4: Postdoctoral Researchers, Teaching and Research Associates and Research Fellows; Level 5: Assistant Professors (formerly Lecturers) and Senior Research Fellows; Level 6: Associate Professors (formerly Senior Lecturers and Readers) and Principal

Research Fellows; Level 7: Professors.) All Data is expressed in Full Personal Equivalent (FPE).

	Research & Teaching	Research Only	Teaching Only
■ Level 4	0	7	2
■ Level 5	18	1	2
■ Level 6	8	1	1
■ Level 7	28		
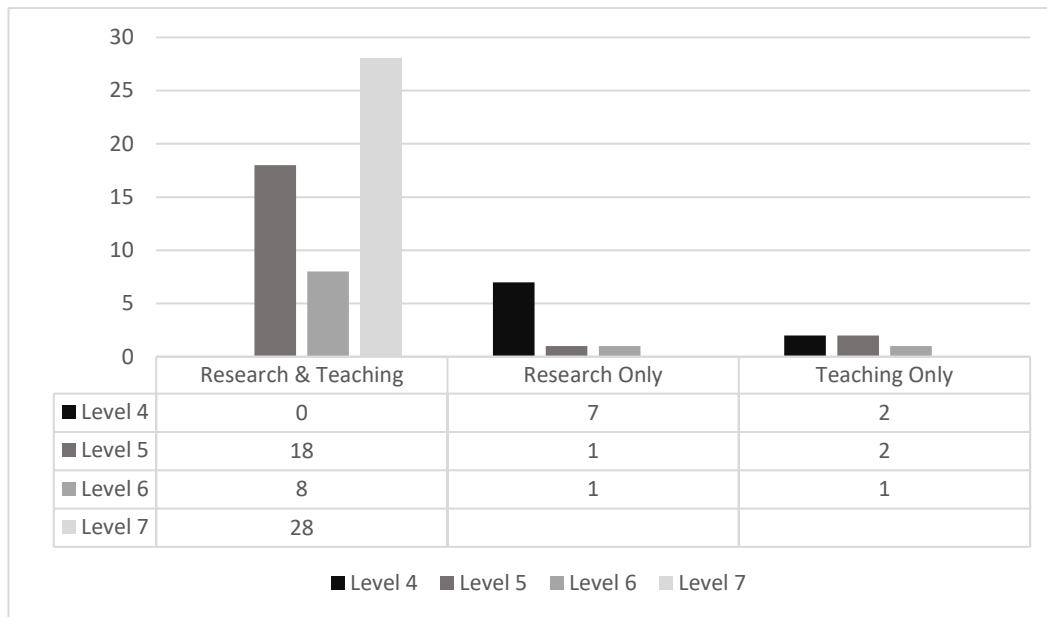
Figure 20: Level Distribution in Job Families (2018)

	Level 4	Level 5	Level 6	Level 7
■ male	3	10	4	20
■ female	6	11	6	8
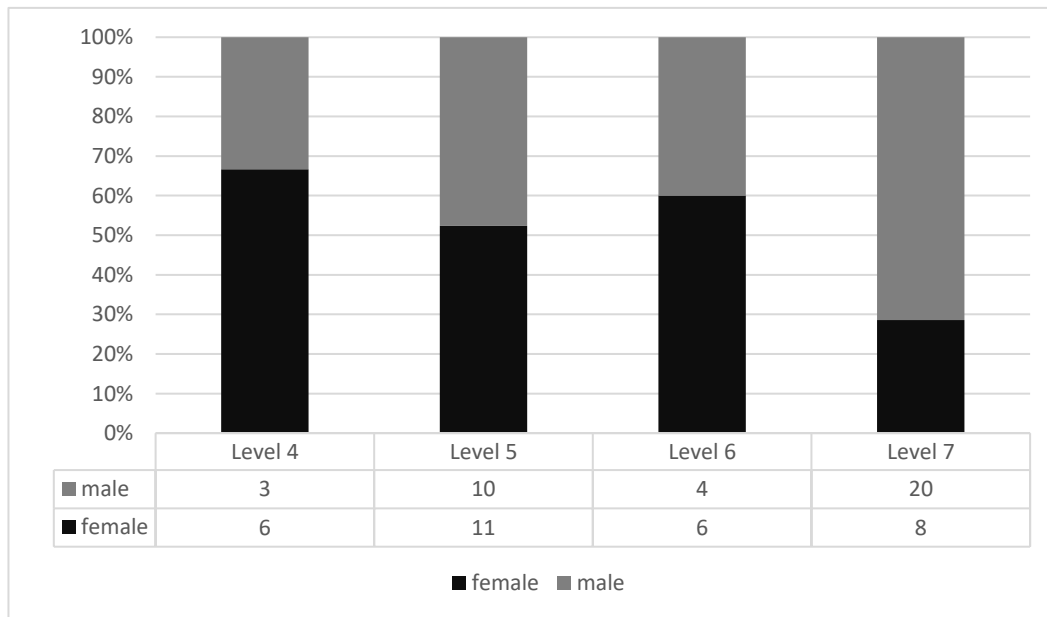
Figure 21: Gender distribution by Level (2017-2018)

The vast majority of academic staff are employed in the RT category. In this category, most staff are employed on permanent/FT contracts. This has been the case consistently for the past five years. In the RT category the majority of staff are male (20F:34M in 2018). Conversely, more women than men are employed in the TO (4F:1M) and RO (7F:2M) categories. The data show that female staff tend to be employed at the lower contract Levels 4-6 (Fig.21). The proportion of female staff declines markedly at the professorial level (Level 7). This gender gap remained constant over the 5-year period under consideration (Fig.22-26;). Post-docs and Research Fellows are hired on RO contracts but

are also encouraged to undertake some teaching as an important element of career progression. We currently employ one post-doctoral researcher (1F).

	2014	2015	2016	2017	2018
■ RO female	5	6	8	4	5
■ RO male	3	3	1	1	2
■ TO female	0	0	1	1	1
■ TO male	0	0	0	2	1

■ RO female ■ RO male ■ TO female ■ TO male

Figure 22: Level 4 gender and role distribution (categories with zero-values omitted)

	2014	2015	2016	2017	2018
◿ R&T male	8	7	8	8	10
■ R&T female	7	4	6	7	8
■ TO female	0	0	0	1	2
■ RO female	2	2	2	2	1

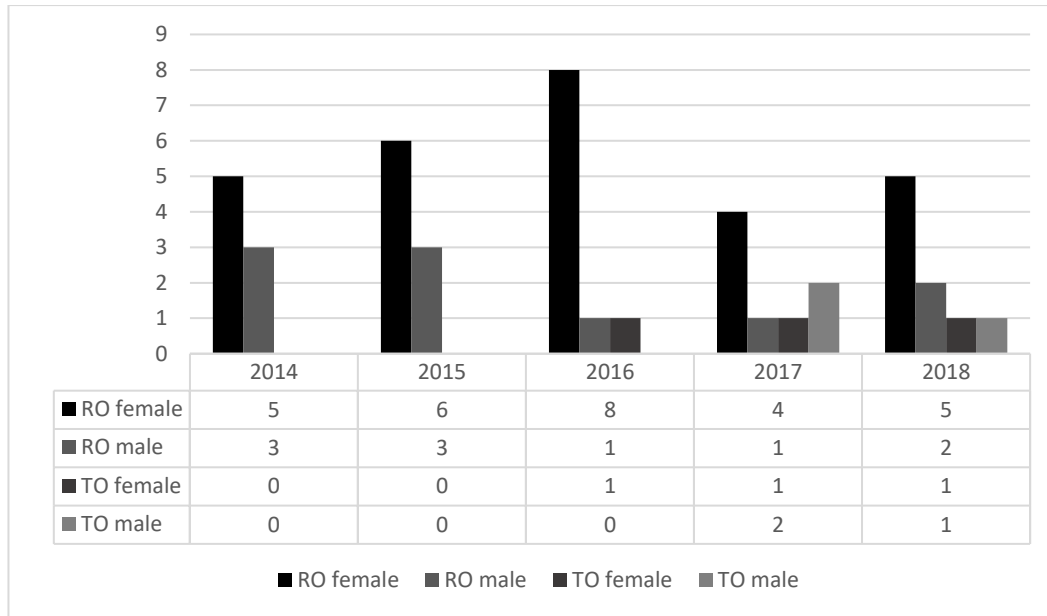■ RO female ■ TO female ■ R&T female ◿ R&T male
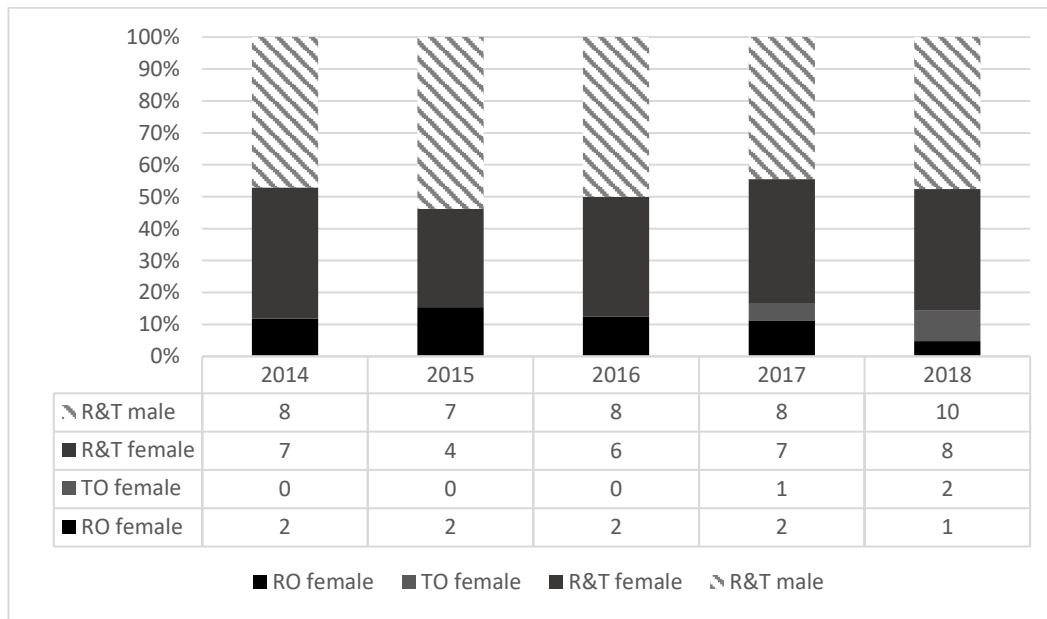
Figure 23: Level 5 gender and role distribution (categories with zero-values omitted)

	2014	2015	2016	2017	2018
R&T male	4	3	3	4	4
R&T female	2	5	5	4	4
TO female	1	1	1	1	1
RO female	1	1	1	1	1

■ RO female ■ TO female ■ R&T female ↘ R&T male
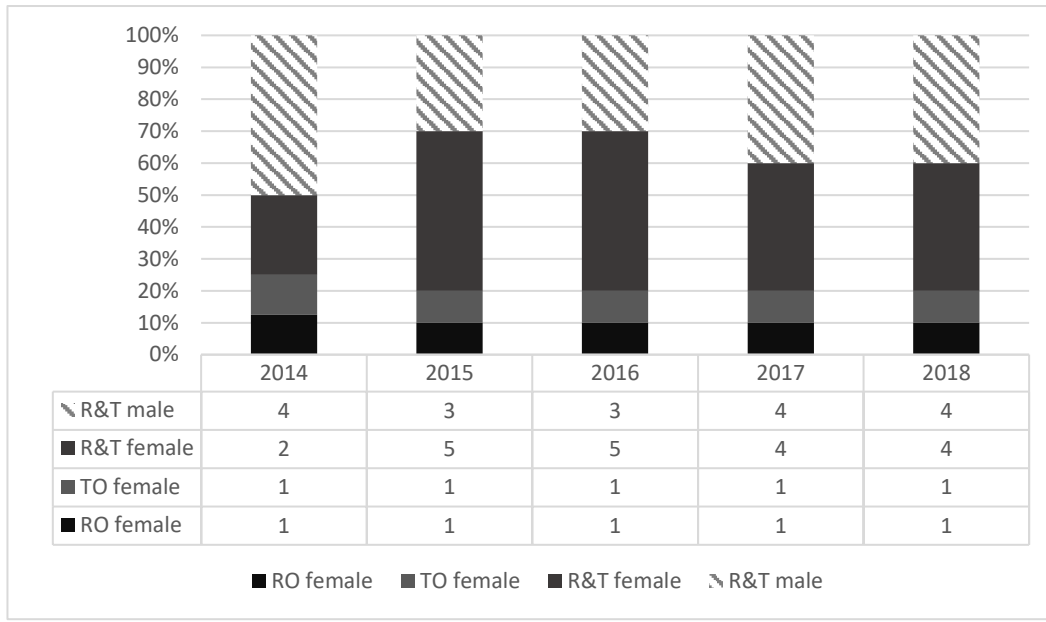
Figure 24: Level 6 gender and role distribution

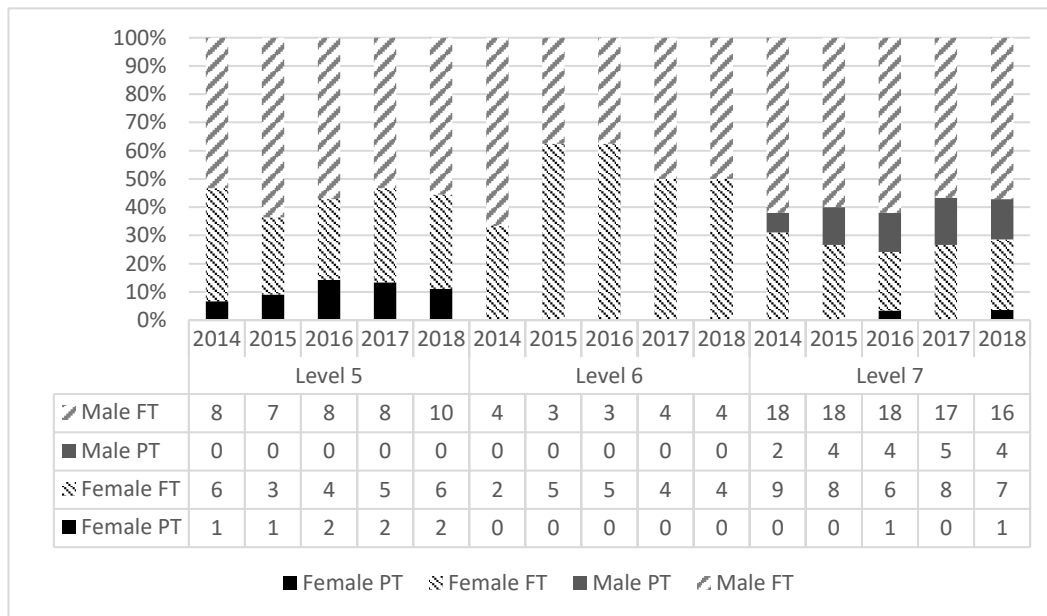|	2014	2015	2016	2017	2018
R&T male	20	22	22	22	20
R&T female	9	8	7	8	8

■ R&T female ■ R&T male
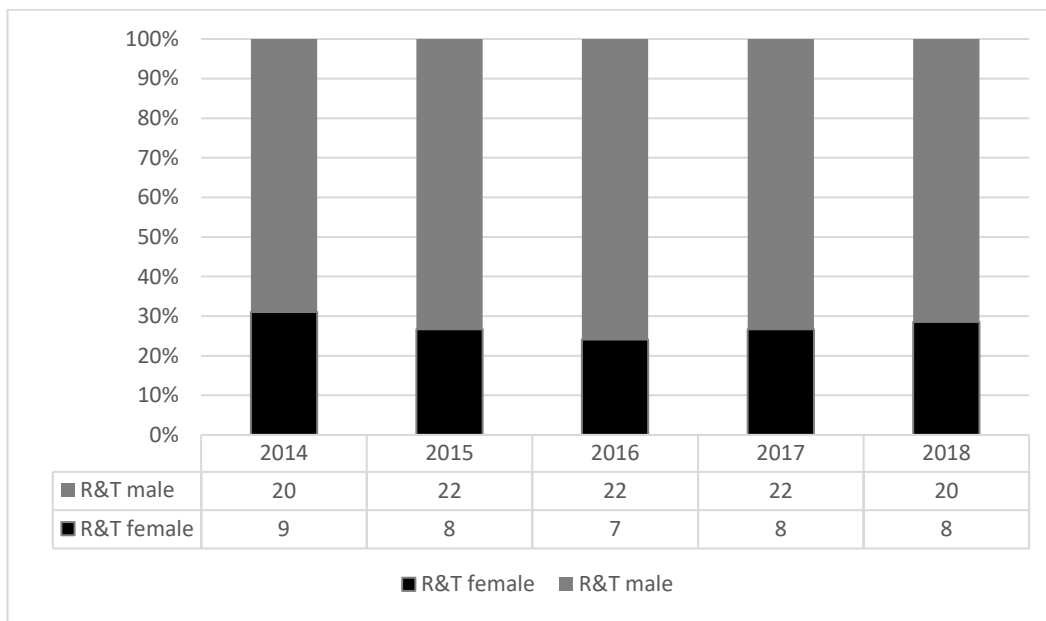
Figure 25: Level 7 gender distribution

Data for the RT job family (both PT and FT) show that the number of male professors is much higher than female professors and has slightly increased from 2014-2016 with a slight change in trend in 2017-2018. Benchmarking data for Law reveal that the percentage of female professors (29%) is lower than the national average for Law (33%).

There may be various reasons for this stark gender imbalance at Level 7. The staff retention rate in the School and the length of service of many male professors, combined with the low number of new recruits at Level 7, might explain some of the gender imbalance. In the past three years, no posts have been advertised at Level 7 owing to a University policy whereby, other than in exceptional circumstances, senior level vacancies must be filled with lower level posts. The most recent appointments at Level 7

were made in 2012 (1F:1M). The number of females at level 6 promoted to level 7 increased in the past five years (with 1F:1M promoted in the last round of promotions not yet counted in the data) and we hope it will continue to increase as the numbers of females at level 6 is slightly higher than males (6F:4M) and the number of females recruited at level 5 has increased (9F:8M). The actions on recruitment, mentoring and promotion will help achieve these targets.
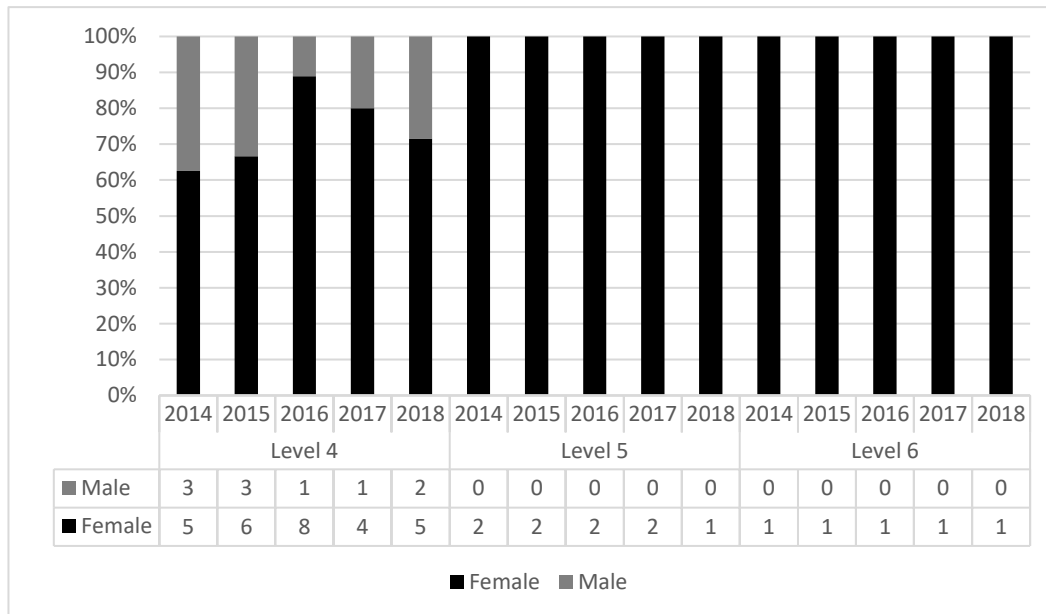
Addressing the gender imbalance at senior level is one of the major tasks identified by SAT. We propose to undertake actions directed towards both increasing new female appointments and helping female staff to progress in their careers. To fulfil the first set of actions we commit to: (1) inserting a statement in advertisements highlighting that the School's committment to equality and the AS principles (**Action #3.1a**); (2) having at least a third of females on the recruitment panel (**Action #3.4**); (3) ensuring that appointment panel members undertake unconscious bias training (**Action #3.5a**) and providing an opportunity for applicants to demonstrate their skills, abilities and experience (**Action #3.5b**). To advance women's career prospects, the School: (1) introduced a mentoring scheme in 2018 (**Action #4.6** and Section 5(iii)); and (2) provided targeted advice for career progression and promotion during the appraisal process. (**Action #3.10** and Section 5.3(iv)) We will also ensure that all PDPR reviewers undertake unconscious bias training. (**Action #3.1c**) The HoS will consult with PDPR reviewers prior to each round of promotion and actively encourage all staff, including T&L staff, to apply for promotion. (**Action #3.6**) We will continue to support participation in the writing retreats. (**Action #4.15** and see Section 5.3.(iii))

	Level 5					Level 6					Level 7				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Male FT	8	7	8	8	10	4	3	3	4	4	18	18	18	17	16
Male PT	0	0	0	0	0	0	0	0	0	0	2	4	4	5	4
Female FT	6	3	4	5	6	2	5	5	4	4	9	8	6	8	7
Female PT	1	1	2	2	2	0	0	0	0	0	0	0	1	0	1

Figure 26: R&T Staff by Gender and Level

During the relevant period, there were consistently more male staff employed on PT RT contracts than females (recently 2F:5M in 2017 and 3F:4M in 2018 – all males at Level 7).

Only 1F staff was employed on a TO contract in 2013-2015. In 2018 the numbers increased to a total of five TO staff as a temporary measure to buy-out teaching to increase REF outputs (4F:1M).

	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
			Level 4					Level 5					Level 6		
■ Male	3	3	1	1	2	0	0	0	0	0	0	0	0	0	0
■ Female	5	6	8	4	5	2	2	2	2	1	1	1	1	1	1

■ Female ■ Male

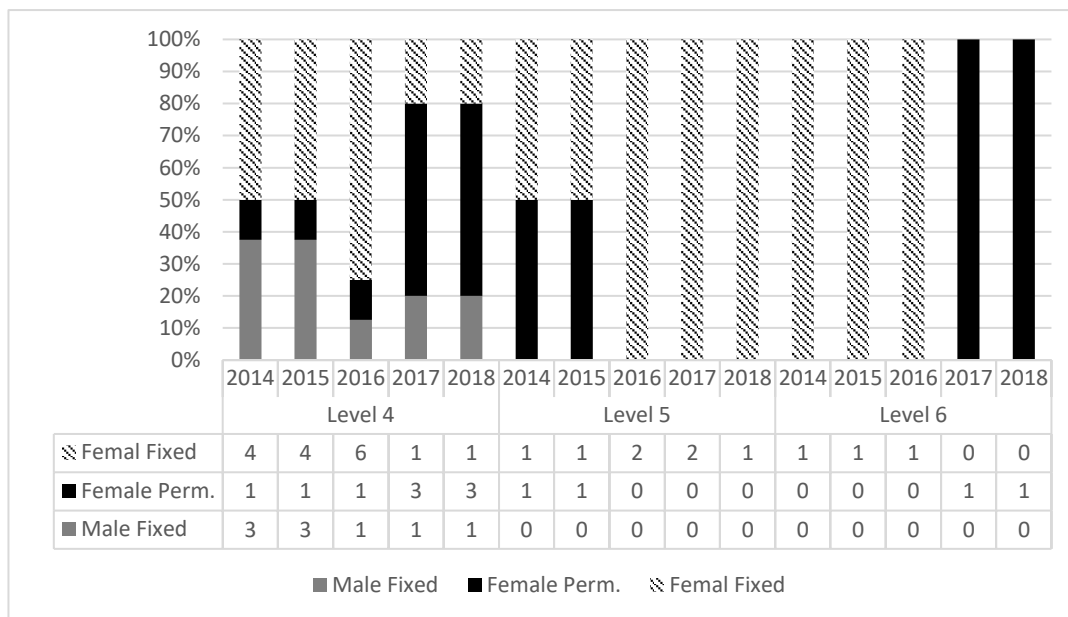**Figure 27: RO Staff by Gender and Level**

The data show that the vast majority of staff in the RO category are female (78%) which is higher compared to the national average for Law (68%). These contracts are usually associated with specific external funding grants/projects. Most staff in this category are employed at Level 4 ; only one RO staff was appointed at Level 6 (female). Most RO staff are employed on a fixed-term contract (see below Section (ii) and Fig.28).

Hence, these data reveal a second major problem in the School that needs to be addressed, namely RO staff (who are mainly female) are employed at the lowest contract level and on fixed-term. To this end we propose to 1) collaborate closely with RO staff to provide better support for career progression, in particular extending the new mentoring scheme to all RO staff and ensuring that discussion of career progression and future career prospects is included in the PDPR process for all RO staff and 2) reduce the influence of any potential bias in the recruitment process. (**Actions #3.5a and #3.4**); (**Action #3.2**)

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

The School tends to employ its staff on a permanent basis in the RT category, while fixed-term contracts are used in the RO category. In this category, there is a predominance of

female staff on fixed-term contracts (10F:1M in 2015-2016.) This trend was stable over the 3-year period under consideration (2014-2016). (Fig.21)

	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
			Level 4					Level 5					Level 6		
▨ Femal Fixed	4	4	6	1	1	1	1	2	2	1	1	1	1	0	0
■ Female Perm.	1	1	1	3	3	1	1	0	0	0	0	0	0	1	1
■ Male Fixed	3	3	1	1	1	0	0	0	0	0	0	0	0	0	0

■ Male Fixed   ■ Female Perm.   ▨ Femal Fixed

Figure 28: RO Staff by Gender, Level and Contract Type (categories with zero-values omitted)

Fixed-term contracts are used for staff in the RO category because their contracts are usually associated with external grants. The actions identified above (**Action #3.2** and section 4.2(i)) should ensure adequate support for career progression for RO staff. Notably more recently the fixed-term contract of 1 RO F PT staff has become permanent and 1M post-doc has been promoted to level 5. We will continue to collect data on fixed-term contracts and analyse closely the impact of our policies. (**Action #3.3**)

PGR students are employed as PT academic tutors on short fixed-term bases when additional teaching cover is required. Teaching is allocated to PGR students by the School Manager through an open application process. Details of application and allocation processes are sent to all PGRs. The School runs workshops for those selected for teaching and additional training sessions are organised at University level. Many PGR students are eager to take up teaching opportunities within the School. In the past three years, 15M:25F have been employed as tutors. We have not, in the past, collected data on applications for teaching conducted by PhD students, and we will start collecting data in

respect of applications for teaching in 2019/20 so that we can analyse any gender imbalance between applications and offers. (**Action #2.4**)

Zero-hour contracts:

In accordance with University guidelines, the School employs no staff on zero-hour contracts.

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

The School prides itself on having a good staff retention rate. In the RT category, for the period 2014-2018, only six members of staff (3F:4M) left the School. Two females (Level 7) resigned to take up similar positions elsewhere; one female and four male colleagues retired; one leaver (M) was on a PT contract. These posts have been replaced with Level 5 appointments.

There have been similarly low levels of leavers for those holding RO positions. Between 2014-2018, 14 (10F:4M) left the School. One staff member retired; the others, all employed on fixed-term contracts, took up permanent positions elsewhere. One RO (M) took up a permanent position in the School as an Assistant Professor (Level 5, FT). The fixed-term leavers by year are 2014 (1F:1M); 2015 (3F:1M); 1027 (5F:1M); 2018 (1F).

5.   SUPPORTING AND ADVANCING WOMEN'S CAREERS

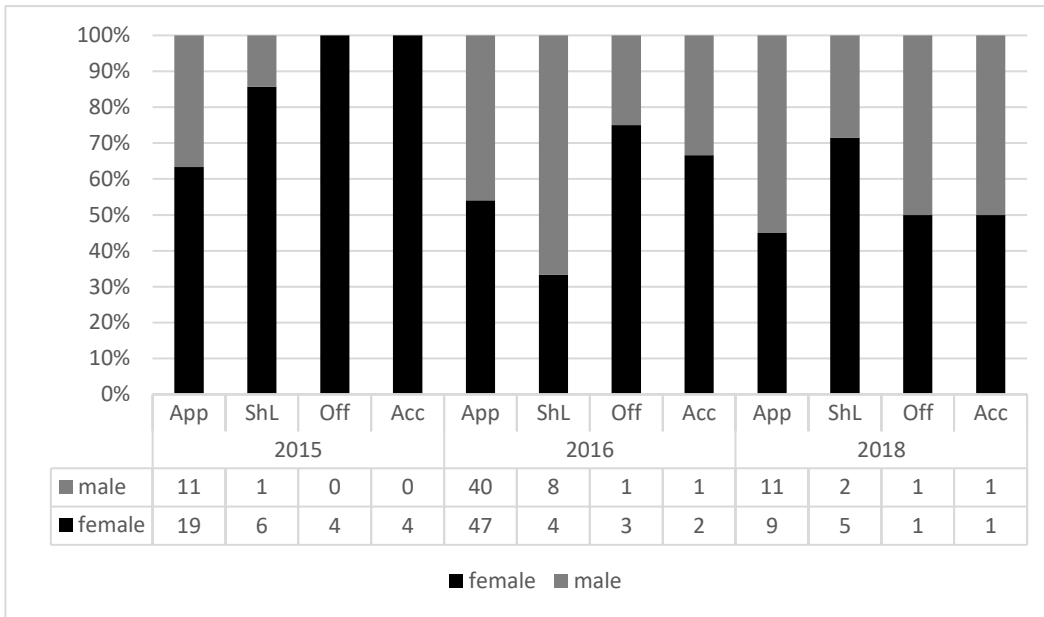**Recommended word count: Bronze: 6000 words (5755)**

5.1.   Key career transition points: academic staff
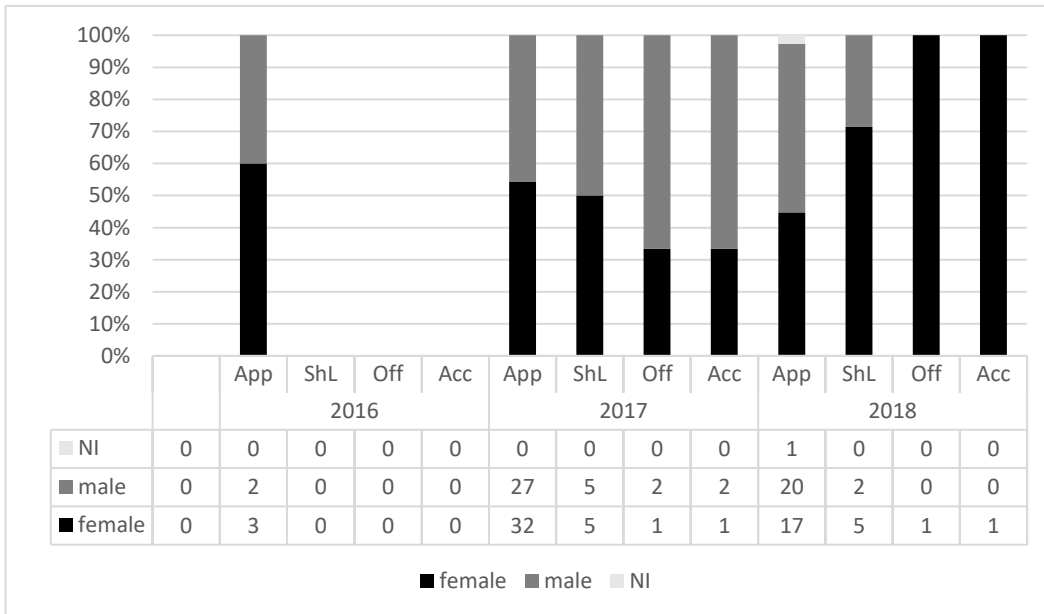
(i)   Recruitment

The School complies with UoN recruitment procedures. At least 25% of the members of each recruitment panel is female. We have committed, from May 2017, to ensure that one third of any recruitment panel positions is female, and we will strive to increase this to 50% by 2024. (**Action #3.4**) We commit to working with the University to explore new recruitment techniques on non-gendered selection processes (unnamed CVs) in our next recruitment rounds. (**Action #3.5b**)

Figs.29-31 provide data on the total number of job applications received by the School, the number of shortlisted candidates, offers made, and accepted offers for the past three

years (in years omitted no vacancies were advertised). There is no significant percentage of male/female being more successful over the years reviewed.

	App	ShL	Off	Acc	App	ShL	Off	Acc	App	ShL	Off	Acc
	2015				2016				2018			
male	11	1	0	0	40	8	1	1	11	2	1	1
female	19	6	4	4	47	4	3	2	9	5	1	1

Figure 29: RO Staff Recruitment Applications, Short-lists, Offers and Acceptances by Gender

	App	ShL	Off	Acc	App	ShL	Off	Acc	App	ShL	Off	Acc
	2016				2017				2018			
NI	0	0	0	0	0	0	0	0	1	0	0	0
male	0	2	0	0	0	27	5	2	2	20	2	0	0
female	0	3	0	0	0	32	5	1	1	17	5	1	1

Figure 30: TO Staff Recruitment Applications, Short-lists, Offers and Acceptances by Gender
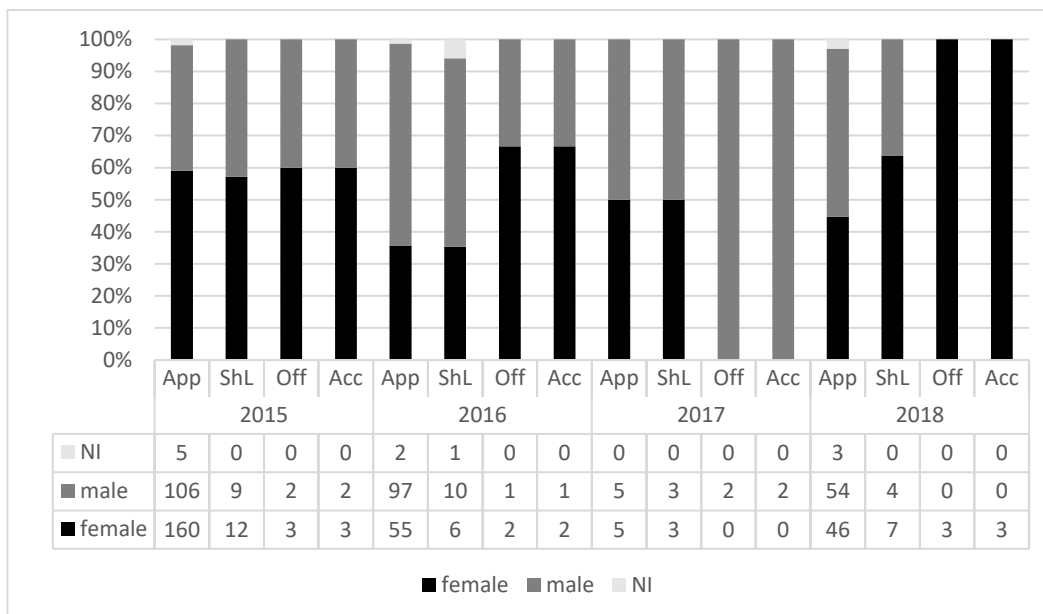
Figure 31: RT Level 5 Staff Recruitment Applications, Short-lists, Offers and Acceptances by Gender (no vacancies in 2014)

Owing to University policy and budget constraints (Section 4.2(i)), in the period under consideration the School recruited for RT posts only at Level 5. More males applied for these positions in 2016 and 2018, while more females applied in 2015. In all instances more females were recruited (despite a higher number of shortlisted male candidates in 2016, which reflected the much higher number of male applicants). The same number of males/females applied in 2017 but more males were recruited. We will continue to collect recruitment data and analyse the effects of our new policy on including equality statements in job advertisements. (**Action #3.1a**)

(ii) Induction

On the first day in the School all new staff meet with their line manager. All colleagues are advised of the arrival of new staff and encouraged to introduce themselves. Each September the School runs an induction day for new staff (of all job families, levels and categories) at which they are introduced to their roles and to University and School policies and practices, as well as having the opportunity to meet colleagues at an informal buffet lunch. There are additional ad hoc sessions for staff not joining in September. In 2018-19, 100% of new staff took part both in September 2018 (3F:1M) and in January 2019 (1F:1M). The Staff Handbook and all School policies are available on the online staff platform. Since September 2017, the EO has taken part in the induction day, providing information about the School's equality policies and the mentoring scheme. A survey will be circulated to seek feedback on the effectiveness of the formal induction process. (**Action #4.1**)

It has been established School practice to assign a mentor to all new members of staff, for three years. The mentoring process was informal and unmonitored, and responses to the staff survey indicate that experiences have been mixed, with much hinging upon the mentor's commitment and approach. Some staff found the scheme very useful; others

expressed concern that the mentoring intensity decreased before the end of the three years.
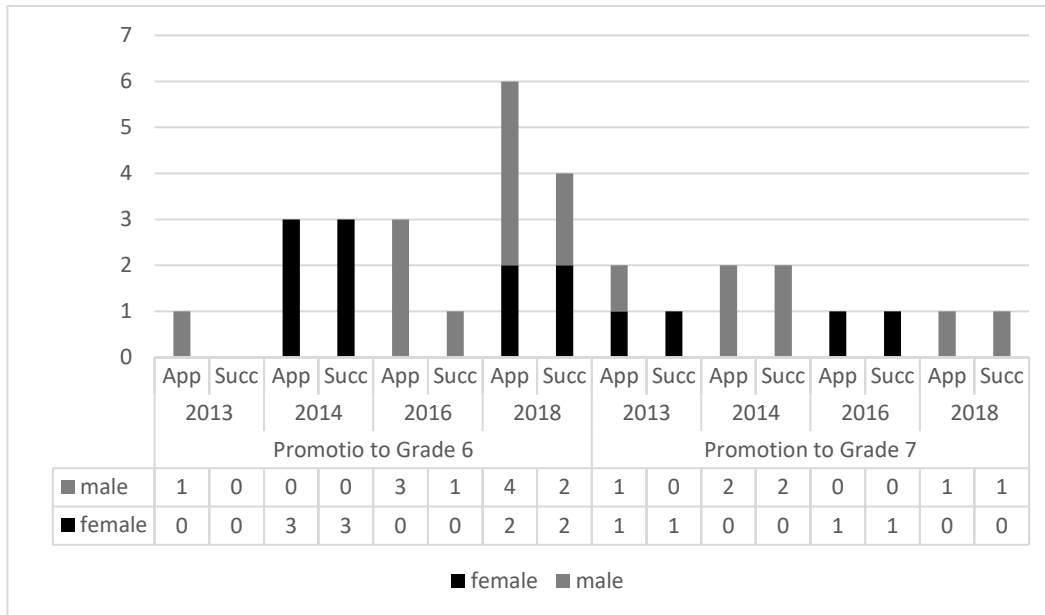
In light of the survey findings, the mentoring scheme was revised in September 2018 and offered to all staff. Feedback on the scheme will be collected in September 2019. (see **Action #4.6**)

(iii) Promotion

Fig.32 shows the number of applications for promotion and actual promotions for RT staff by gender for the period 2013-2018. No PT staff, RO or TO staff applied for promotion during this period (most PT staff are Level 7 already; one female TO staff was promoted from Level 4 to Level 5, with effect from August 2017). The promotion process is well-advertised within the School and staff are encouraged to meet with the HoS if they intend to apply for promotion. Until 2017, there was no formal system in place for identifying individuals who are potentially ready for promotion and for encouraging them to apply. While respondents to the staff survey who had personal experience of the promotion process highlighted that informal advice and encouragement was forthcoming from senior colleagues, SAT recognised that such a vital process should also rely on a formalised system to ensure that all staff are fully and equally supported. To this end, in April 2017 the HoS consulted with PDPR reviewers and encouraged all staff to submit their CV to identify individuals that might be ready for promotion. We will continue this system in the future. (**Action #3.6**) The new mentoring scheme (**Action #4.6**) will also serve as a useful instrument to support staff interested in applying for promotion. We recognise that unconscious bias might affect whether people are encouraged to apply for promotion. The presence of 70% of School staff at the Implicit Bias seminar (see section 5.3(i)) has done much to raise awareness of the issue and has prompted those involved in the promotions process to reflect upon – and take steps to counter – any implicit biases they may hold. Awareness of implicit bias requires constant reinforcement, the SAT/SEDIC will take steps to ensure that all staff are regularly reminded of the need to avoid implicit bias and support will be provided to undertake unconscious bias training regularly. (see **Actions #4.6 and #3, #3.6 and #3.7**)

The promotions procedure includes a faculty promotions group, comprised of the Faculty PVC, the two Associate PVCs, the HoS, senior members of the School and HR. Feedback is given to improve and enhance applications at this stage. Applications for promotion are then presented by the Faculty PVC or his nominee before a University Promotions Committee. The files include a recommendation from the HoS, the content of which the applicant will be aware.

Since 2015, the Faculty has offered bi-annual workshops providing guidance to staff considering applying for promotion and two 'Realising your potential' events for women in 2017-2018. In 2016-2019, the workshops were attended by 9F:5M from the School. The University does not operate any quotas for promotion.

	App	Succ	App	Succ	App	Succ	App	Succ	App	Succ	App	Succ	App	Succ	App	Succ
	2013		2014		2016		2018		2013		2014		2016		2018	
	Promotio to Grade 6								Promotion to Grade 7							
■ male	1	0	0	0	3	1	4	2	1	0	2	2	0	0	1	1
■ female	0	0	3	3	0	0	2	2	1	1	0	0	1	1	0	0

■ female ■ male

Figure 32: Promotions to Level 6 & 7

During the period under consideration (2013-2018, no applications in 2015 and 2017) staff of both genders applied for promotion to Levels 6 or 7. Although (slightly) fewer females applied for promotion (6F:8M to Level 6 and 2F:4M to Level 7), it is notable that all female applications were successful, whereas fewer males (7/12) were successful. The actions identified above (see **Actions #3.7, #4.5, #4.6, #4.11**) should ensure that more women apply for promotion in the future. We undertake to conduct focus groups with staff who applied for promotion to identify how to best support staff and ensure promotion is discussed during PDPR for staff who have been on the same level for over five years. We will also continue analysing promotion applications for any indication of bias and to address it if observed. (**Action #3.8**)

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

The School's approach to RAE2008 and REF2014 was to be as inclusive as possible. In RAE2008, no gender issues were identified for the RAE return as all eligible staff were returned. ████████████████████████████; █████████████████████████ ████████████████████████ Concerns for equality-assurance in the REF process were addressed by the establishment of the EO post in 2012. Every staff member has had at least one 'teaching-free' research day per week during term time. In 2018, the University abolished this arrangement, yet the school makes every effort to provide a day free from teaching by allocating staff to tutorials scheduled by central Timetabling. . As part of its AS commitments, the University will consider requests for one teaching-free day for all RT staff. We will investigate refusals to ensure no staff are systematically denied a research-day. (**Action #4.9)**

The School has a study leave policy permitting staff to focus on their research by relieving them from teaching and administrative duties for six months. Study leave is available to

all RT staff, to be taken in the seventh or eighth semester by agreement with the HoS. Maternity leave does not interrupt the period of eligibility for research leave. A flexible approach is adopted that enables staff to draw on their study leave entitlement early to complete major research projects in time to meet REF commitments. Uptake by gender of early research leave has not been monitored. We undertake to start to collect and analyse data from September 2019. (**Action #4.2**)

In REF2014 the School submitted six Impact Case Studies: two were jointly submitted by a team of one male and one female, three were submitted by females and one study was submitted by a male.

An advisory REF Development Panel and a REF Outputs Review Panel, including both male and female staff, assists staff with their return submission. The Panel's remit is to provide guidance and support by reviewing research plans, strategies and outputs prior to publication, thus improving the quality of outputs.

In the aftermath of REF2014, the School organised a series of 'impact'-related seminars (on average at least 50% of academic staff attended each seminar). In preparation for REF2021, the Faculty recently set up a fund (max £10,000 per applicant) for supporting

the collection of evidence of research impact and is convening new impact seminars that will run throughout the next academic year.

5.3.   Career development: academic staff

(i) Training

All new teaching staff are required to complete a minimum of 30 credits of the Postgraduate Certificate in Higher Education (PGCHE) delivered by the UoN School of Education and coordinated with UoN Professional Development, unless they possess an equivalent and recognisable qualification. Successful completion of 30 credits of the PGCHE meets the requirements for Associate Fellowship of the Higher Education Academy. Staff undertaking the PGCHE have reduced teaching and administrative loads for their first two years of employment.

The University offers a range of training programmes for all staff which are advertised via email. Staff are encouraged to apply or enrol by the HoS. Some programmes, such as APPLE and WAND (bi-annual), are gender-specific and targeted at early career women.

CALIBRE is a leadership skills programme for disabled staff. Other programmes, such as the Leadership and Management Academy, are open to all.

The following numbers of staff took part in the available training and leadership programmes in recent years:

Programme Places on these programmes are limited and available to staff on a competitive basis.	Year	Uptake	Job category and level
APPLE (FEMALE ONLY)	2017	1	RT Level 5
	2016	2	APM Level 4
	2013	1	PGR
	2012	1	RT Level 4
WAND: (FEMALE ONLY)	2015	1	RT Level 6
CALIBRE: (DISABLED STAFF)	2016	1	RT Level 5

Table 6: Programmes open to APM and academic staff

Programme	Year	Uptake	Job category and level
Develop as a team leader	2018	1F	RT Level 5
IMPACT LEADERS PROGRAMME This programme is funded by the ESRC, it is open to 12 UoN academics only.	2015-2016	1F/1M	RT Level 7 Female and RT Level 6 Male
	2016-2017	1F	RT Level 5
Senior Women Network seminars (Female Only):	2014-2015	1F	RT Level 7
	2016-2017	3F	RT Level 7
Research Leaders programme now called Leadership and Management Academy Future Leaders Programme	2013-2014 And 2017/2018 2018/2019	1F/3M	1 RT Level 7 F 2 RT level 6 (M) and 1 RT level 5 M
Grant proposal workshop	2018	1F	RT Level 4
PGHE and other TEACHING	2018	4 2F/2M	RT level 4 and 5
	2017	3 2F/1M	RT level 4 and 5

Table 7: Programmes open to academic staff only

The School recognises that these numbers are small and will take steps to encourage staff to sign up for these courses (noticable is the lack of female participation to the leaders programme), advertising more widely and recognising attendance within the University's WLM. We will analyse uptake of the courses and will assess usefulness by collecting feedback from staff who attend. (**Action #4.3**)

The School organizes regular staff seminars covering a range of topics to provide insights into key University practices and policies, or on important aspects of RT, for example on grant application writing, quantitative and qualitative research methods training, and

academic consulting. These seminars are usually organised at lunch-time on a Wednesday when no teaching is held to ensure the highest number of staff can attend.

Most recently, the School has encouraged staff to attend two webinars on gender bias in the academic workplace, one produced by the University and the other offered by an external provider (financed by the School). The School also engaged Dr Peter Bibby from the UoN School of Psychology to deliver a compulsory implicit bias seminar for all staff and PhD students in March 2017; 70% (23F:21M) of staff attended. Of those attending 38 were academic staff, of which 17(45%) were Level 5, 6 Level 6 (16%) and 15 Level 7 (39%). All APM staff attending were female (2 at Level 2, 3 at Level 3, and 1 at Level 5), and 2F PGR students also attended. The School will continue to cover the costs for webinar training offered by external providers. The SAT/SEDIC will encourage all staff to regularly undertake this training and will observe uptake of these courses and will seek feedback from colleagues. (**Action #4.4**)

(ii) Appraisal/development review

The University requires that all staff are subject to PDPR. This system aims at 'reviewing and measuring progress against the requirements of the role, objectives and development plans'. Grading is based on performance and impact over the year, and goals are set for the following year. A personal development plan, as part of the review process, encourages staff to reflect on the steps they can take to develop their skills.

As the performance grade impacts pay, moderation – including a diversity review – is undertaken at School and Faculty level. The University provides guidance for reviewers, who can attend specific training for this role (2F:2M attended training). The School sends guidance annually to all reviewers. The University has recently reviewed its appraisal policy. Once the new system is in place we will require reviewers to undertake PDPR and unconscious bias training. (**Action #3.7**) PDPR takes the form of a discussion between reviewer and reviewee on the fulfilment of the annual objectives and on the reviewee's ways of working. The HoS chooses PDPR reviewers for academic staff from among Level 7 staff taking account of their level of seniority. This necessarily means that more PDPR reviewers are male than female (currently 2F:7M). Line managers act as reviewers for APM staff, currently 2F:2M. Before the allocation of reviewer to reviewee is finalised, the HoS consults to ensure that individual preferences are taken into account.
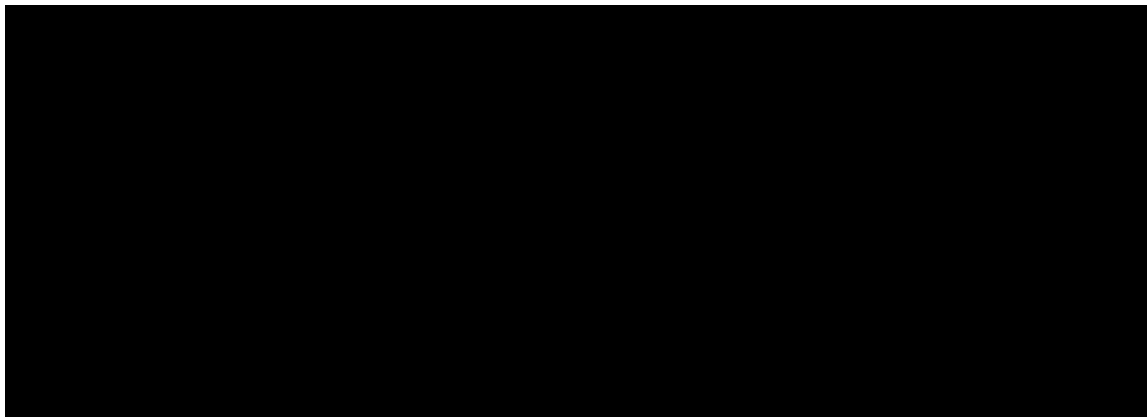
The data on the outcomes of the performance review reveal that, over the last five years, more females than males exceeded expectations and obtained a permanent salary increase (8F:7M) or a bonus (25F:14M).

Only 57% of respondents to the staff survey found PDPR a helpful tool for appraising their performance. Some staff felt discomforted by the formal and compulsory nature of this process, believing it hindered effective self-reflection. To address this criticism, reviewers will be instructed to discuss career progression as part of the review and to provide guidance and advice related to skills development, work-life balance, pathway to promotion, teaching and administrative preferences. Once the new appraisal policy applies in 2019/20, we will seek feedback from colleagues on whether it has improved the appraisal experience. (**Action #3.7**)

(iii) Support given to academic staff for career progression

According to 92% of respondents to the staff survey, the School is perceived as a collegiate and supportive environment. All staff are supported in fulfilling their career ambitions and potential, especially early career researchers (ECRs).

ECRs have reduced teaching loads in their first year in post and no major administrative tasks for at least two years. ECRs are fully represented in the School's committee structures, including the Research Committee. The School's REF Panel takes special interest in the research plans of less experienced staff with meetings organised twice a year to review REF plans. The Graduate School offers a dedicated programme of Researcher Development courses and the University's Centre for Advanced Studies (CAS) offers early career bid-writing 'boot-camps' and the School encourages relevant staff to attend these courses.

The development of a post-doctoral community has been a key strategic initiative for the School, with the creation of two School-funded Postdoctoral Research Fellowships in Law. Support is offered through a mentor, teaching workshops and providing the possibility to contribute to staff seminars either by presenting their research and/or organising events within their research area.

Recently, the School has supported staff to participate in writing retreats organised by the University Rights & Justice Research Priority Area (co-led the School's EO and SAT/SEDIC Chair), by sponsoring one of the places. 1M:3F took part in the first retreat and four more female will attend a retreat in February/May 2019. The School will seek feedback from participants and will continue its support. (**Action #4.15**)

As a result of the staff survey the mentoring scheme has been strengthened and continues to be compulsory for newly-appointed staff (including ERCs and post-docs, see Section 5.1); it is available on a voluntary basis for other staff. The scheme has been extended to third and fourth-year PhD students. Mentors and mentees receive formal training so that they know what to expect from the scheme (in September 2018 Christine Wilkinson, responsible for mentoring programmes within the University delivered a seminar on mentoring; qualitative feedback from participants was very positive). The

mentor provides advice and support across all areas of work. After the first year, the scheme coordinator will review the mentor-mentee relationship and, if necessary, a new mentor will be allocated. After a reassignment, the scheme coordinator will, where appropriate, support mentors to understand how to approach the mentorship role differently. Training will be provided annually. The success of the scheme will be evaluated in September 2019. (**Action #4.5**)

Success in securing grant applications is becoming an increasingly important part of career progression. In response to comments in the staff survey, a new Research Funding Mentoring Panel to provide support for grant applications was established (in operation from July 2016). Staff response to this – and any increased success in securing grants – will be analysed. (**Action #4.6**)

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

The School encourages its students to consider pursuing an academic career and has a strong record of recruiting current or former students. As further evidence of the School's positive working culture, in the period 2008-2013, six out of ten appointees obtained their PhD from the School, while another of those appointees had been a PGT student in the School. More recently, between 2014 and 2016, four graduates (3F:1M) have been appointed as full-time academics (R&T and RO Job family, including post-docs) with one appointed as Teaching Associate. This trend continued during 2016-2018 when one graduate and one teaching associate from the School were appointed to a Level 5 post (1F:1M). Many other PhD students have moved to academic positions in other Law schools.

The University provides an excellent Careers and Employability Service (recognised by a The Times University of the Year for Graduate Employment Award in 2017). The School supplements the University's Careers Service with bespoke careers support to UG, PGT and PGR students.

UG Students:

Information about the School's LLM and PGR programme is circulated to all UGs in their final year. A 20% fee discount is also offered to UG students to pursue an LLM. The possibility of pursuing an academic career path is often discussed informally with staff. Workshops to raise awareness of academia as a career option have recently been introduced (2019). We will continue holding these workshops once a year. (**Action #1.5**)

In terms of those seeking non-academic career paths, the School maintains strong links with international, national and local law firms, barristers' chambers and judicial chambers to provide students with workshops, seminars, shadowing opportunities, mock interview processes and one-on-one sessions with recruiters. At the same time, the results of the pilot UG survey suggest that there is demand for greater targeted career support from a gender perspective, in particular to support female students pursuing a career in what is, traditionally, a male-dominated profession. In 2018, the School's Law Student Society organised a seminar focusing on 'women in practice', inviting practising

female lawyers to speak to students about their experience in a male-dominated world. We commit to continue these gender-specific seminars. (**Action #1.6**)

PGT Students:

Two careers talks are organised each year for PGT students. The first ('Careers in Law') features presentations by School staff with different career paths and in different areas of Law. The second talk ('How to apply for a PhD') explains the School's PGR application process. Staff advise LLM students interested in applying for PhD study on research proposals.

Year of Registration	LLM/MA Alumni (total M/F)	Male	Female
2012	4	0	4
2013	5	3	2
2014	9	3	6
2015	5	1	4
2016	6	2	4
2017	3	0	3
2018	7	2	5

Table 9: Former SoL PGT students registered for PGR

PGR Students:

PGR students receive a minimum of ten meetings per year (five for part-timers).

The School has always promoted an active and inclusive research environment for PGR students and, for the past 15 years, has held annual Doctoral Colloquia, which are one of the highlights of the School year. PhD students present their research to staff, external academics, and fellow students, and discuss their research informally. Skills sessions are organised twice a year and a PhD seminar series is organised weekly where students present their research. These seminars provide a constructive informal environment for PhD students to hone their presentation skills. The PGR survey revealed that PGR students would like more support from the School to transition to an academic career. To meet this demand, from June 2016, the SoL organised bespoke careers events, subject-specific reading groups and regular staff/PGR 'coffee & cake' events. We commit to continuing these events, will analyse uptake and seek feedback. (**Actions #2.5 and**

#4.5) To further support students the new mentoring scheme has been extended to 3rd and 4th year PGR students. (**Action #4.5**)

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

Support for big and small grant applications is offered at University level by CAS. The School also arranges seminars directed at securing funding. All grant applications must be submitted to CAS for feedback and approval. As an incentive to submit bids, the School offers financial support (£500 per application) via a research fund, which is paid irrespective of the application's success. The School also established a Research Funding Mentoring Panel. (see above **Action #4.6** and Section 5.3(iii))

SILVER APPLICATIONS ONLY

5.4.   Career development: professional and support 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?

(vi)   Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all Levels 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.

(ii)   Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

5.5.   Flexible working and managing career breaks

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

The School applies the University's policies on maternity/adoption/shared parental leave. HR offers one-to-one support in respect of an individual's leave and pay arrangements. Staff meet with the School Manager and/or HoS to discuss any needs and issues in respect of the period preceding leave (antenatal care, office arrangements,

timetabling of teaching, etc.) and how commitments (e.g. teaching and PhD supervision) will be covered during leave and upon return.

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

	Table of the Return Rate of Staff from Leave by Year of Return					
Leave Type		Maternity				Paternity
Contract Function	APM	RO Level 4	RO Level 5	RT Level 5	RT Level 7	
2014	1	0	0	1	0	0
2015	0	0	0	1	1	0
2016	0	1	1	1	1	0
2017	0	0	0	0	1	1
2018	0	1	0	1	0	0

Table 10: Staff on maternity/paternity leave over last five years

Eleven members of staff took maternity or paternity leave between 2014-2018. There was no shared parental leave nor adoption leave.

The School complies with the University's policies in respect of cover and support during maternity leave, such as paid Keeping-in-Touch days. Staff on leave remain on all email lists and can continue to be involved if they wish.

Responses to the staff survey indicated that 25% of staff who had taken leave felt supported by the School (25% neither agreed nor disagreed, 13% disagreed and for 37% the question was not applicable). Some reported that they were occasionally contacted by colleagues in respect of non-urgent matters when School policy provides that contact should only be made in respect of urgent matters. Some respondents indicated that they experienced some resentment from colleagues who were allocated additional teaching or administration to cover for their leave and felt this was attributable to the fact that the School does not allocate financial resources to employ externals or short-term staff to provide maternity leave cover. In response to these concerns, in October 2016 SAT proposed the adoption of a formal School policy for parental leave that includes the appointment of fixed-term posts to provide cover. This policy entered into force in January 2017. The School will disseminate relevant University policies so that all staff are aware of appropriate and inappropriate contact during periods of parental leave. All staff will be notified whenever a member of staff commences parental leave, so that no inadvertent or unnecessary contact is made. (**Action #4.7**)

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

All staff have access to the University's policies on leave for family responsibilities and leave for urgent domestic crises. The School will ensure that staff returning from parental

leave will be entitled to be relieved from all administrative allocations for the first semester. (**Action #4.8**)

Although returning staff receive a full teaching allocation, responses to the staff survey confirm that all staff with caring responsibilities enjoy a high level of support from the School Manager in the timetabling of teaching. The University allows staff with caring responsibilities not to teach before 10am or after 5pm and the School has long supplemented this policy with further flexibility allowing staff with caring responsibilities to teach within core hours of 10am to 5pm when teaching timetables are managed internally by the School. This flexibility has allowed the School to meet all timetabling requests based on caring responsibilities and has been appreciated by respondents to the staff survey.

The SAT will investigate any request made to the timetabling team and will provide a list of applications and acceptance of such requests to ensure support for staff with caring responsibilities continue to be provided. (**Action #4.9a**)

(iv) Maternity return rate

The maternity return rate within the School is high. From 2011-2014, only one staff member left the School within six months and one within 18 months of returning from leave, while eight returned and stayed.

> **SILVER APPLICATIONS ONLY**
> Provide data and comment on the proportion of staff remaining
> in post six, 12 and 18 months after return from maternity leave.

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

From 2012-2018, only one staff member (APM Level 4) has taken paternity leave. Staff are kept well informed on all University policies in relation to parental shared parental/adoption leave policies: HR and the HoS email staff about University parental leave policies. University policies are also available in the Staff Handbook and the School workspace online platform.

(vi) Flexible working

The School follows the University policies on flexible working. Academic and APM staff can request formal flexible working arrangements (see e.g. Section 5.4(iv)). There have been no refusals for flexible working in the School.

All staff retain control of their diaries and can schedule meetings, teaching preparation, and research to take account of their caring responsibilities. All staff surveyed strongly

agreed that they feel supported and comfortable to reschedule a meeting/teaching due to caring responsibilities.

In the past, the University permitted staff to request either a temporary or a permanent change from FT to PT. Between 2012 and 2018, 4F phased their return to FT work via a transitional PT period. The Faculty has agreed to protect career breaks for three years. However, Schools can make individual cases for PT staff to return FT. (We have experience in implementing the permanent change of contract policy only with APM

staff). Staff can also make a request for informal flexible working to the School Manager and HoS. 2F out of 7 members of APM staff and 1F R&T staff are working flexibly.

5.6.   Organisation and culture

(i)   Culture

Human Rights Law Centre - University of Nottingham
with Laura Wills and 3 others.
8 March · Nottingham · 🌐

HRLC wishes everyone a happy International Women's Day 2016! Today we will celebrate women in academia and, throughout the day, we will feature the profiles and achievements of the women professors of the School of Law of the University of Nottingham, here and on our Twitter (@UoNHRLC) and Instagram (@UoN_HRLC). Currently there are, alongside our other amazing female academic colleagues, only 7 female out of 28 professors at the School of Law so let us #PledgeforParity and continue support for #WomeninAcademia on #IWD2016

HRLC fully supports International Women's Day

👍 Like   💬 Comment   ➦ Share

You, Olympia Bekou, Katerina Katsimardou and 22 others   Top comments ▾

Human Rights Law Centre - University of Nottingham
8 March · Nottingham · 🌐

This was #IWD2016 for us! We want to conclude by also celebrating the amazing work of our female Associate Professors, Assistant Professors and other Academic and Research colleagues who are working on topics ranging from Human Rights Law to International Trade Law. Moreover, the School of Law is working on an application for an Athana Swan Award (http://www.ecu.ac.uk/equality-charters/athena-swan/) and revising its equality policies and work environment as part of a process to improve gender equality on all levels. To this effect, the School has already set up an Equality Officer and Equality Committee. Let us all support #WomeninAcademia & #PledgeforParity and hope that we can feature more female professors in 2017!

International Women's Day

HumanRightsLawCentre @UoNHRLC
Estelle Derclaye is Professor of #IP Law at @UoN_Law #IWD2016 #PledgeforParity #WomeninAcademia

HumanRightsLawCentre @UoNHRLC
Olympia Bekou is Professor of International Criminal Law at @UoN_Law #IWD2016 #PledgeforParity #WomeninAcademia

HumanRightsLawCentre @UoNHRLC
Sarah Dromgoole is Professor of Maritime Law at @UoN_Law #IWD2016 #PledgeforParity #WomeninAcademia

HumanRightsLawCentre @UoNHRLC
Sue Arrowsmith is Professor of Public Procurement Law at @UoN_Law #IWD2016 #PledgeforParity #WomeninAcademia

HumanRightsLawCentre @UoNHRLC
Diane Birch is JC Smith Professor of Law @UoN_Law #IWD2016 #PledgeforParity #WomeninAcademia

HumanRightsLawCentre @UoNHRLC
Aoife Nolan is Prof International #HumanRightsLaw @UoN_Law #IWD2016 #PledgeforParity #WomeninAcademia @commentator01

HumanRightsLawCentre @UoNHRLC
Mary Footer is Professor of International Economic Law at @UoN_Law #IWD2016 #PledgeforParity #WomeninAcademia

HumanRightsLawCentre @UoNHRLC
Happy #IWD2016 ! We'll focus on #WomeninAcademia today & feature the 7 women profs at @UoN_Law #PledgeforParity

HumanRightsLawCentre @UoNHRLC · Mar 8
Did you know that @UoN_Law will be applying for @Athena_SWAN to improve #genderequality? #PledgeforParity #IWD2016 #WomeninAcademia
↩   🔁 3   ♥ 2   •••

HumanRightsLawCentre @UoNHRLC · Mar 8
Concluding #IWD2016 let us #PledgeforParity & remember to support ALL amazing #WomeninAcademia at @UoN_Law @HemiMistry @AnnaLaChimia
↩   🔁 4   ♥ 4   •••

The School operates on an ethos of collegiality and academic solidarity and promotes a highly dynamic, inclusive and supportive environment. The staff survey overwhelmingly reflects this (70% rated the atmosphere in the School good or very good and 30% satisfactory; 75% found it was a great place to work). Support has traditionally been informal but the School has established more formal support and mentoring mechanisms. (**Action #4.5**)

The School's HRLC is at the forefront of promoting gender-related issues, both within the School and the wider community. The HRLC promoted the International Day for the Elimination of Violence against Women from 2015-2018 using social media and via its widely-circulated newsletter. On International Women's Day 2016, the HRLC highlighted the gender-imbalance within academia and profiled the achievements of female professors in the SoL and highlighted the School's initiative to seek an AS award as part of the on-going process to improve gender equality on all levels. The School's Twitter

feed and LinkedIn accounts regularly showcase the success of female colleagues, encouraging the visibility of female role models (see below).

The theme of the 2017 annual HRLC students' conference held in March 2017 was *LGBT + rights in the 21 Century, free and equal?*

(ii) HR policies

The HoS and School Manager meet with a University HR advisor each month to discuss equality issues which have arisen and oversee the application of University policies. These sessions facilitate two-way feedback. The HoS ensures that any issues or training requirements arising as a result of these meetings (or otherwise) are reported to staff. Currently, the meetings do not focus specifically on equality. In the future, we will ensure that equality features prominently and organise a dedicated meeting to that effect.

Information about new relevant HR policies will be disseminated to all staff, and discussed by SAT/SEDIC. (**Action #4.11**)

(iii) Representation of men and women on committees

The School has a formal committee structure (Tab.10). Each committee meets regularly, minutes from each committee are discussed at the next higher level before discussion at the termly School Meetings.

Each committee is co-chaired, some co-chairs elect to alternate the role of chair each semester. Committee members are selected by the HoS having regard to suitability for the role, an individual's workload, planned leaves, staff preferences and career aspirations. While both genders are represented in all committees, co-chairs are predominantly male.

School Committee (data include APM where relevant)	Gender of Committee Chair	Committee Members		Total Number
		%Female	% Male	
School Management Board: Finance and Planning Committee (F&P)	1 M	38	62	16
Research Committee (RC)	2 M	45	55	9
Information Resources Committee (IRC)	2 M	14	86	7
Undergraduate Teaching Committee (UTC)	2 M	40	60	15
Postgraduate Teaching Committee (PTC)	1 M/1 F	46	44	13
Research Degrees Committee (RDC)	1M/1F	44	56	9
J.C. Smith Trust Fund Visiting Scholar Committee	1 M	25	75	4
Research Ethics Committee (REC)	1 F	43	57	7

Equality, Diversity & Inclusion Committee (incl. SAT)	2 F	67	33	12
Research Funding Mentoring Panel	No chair	38	62	8
REF Development Panel	No chair	28	72	7
REF Output Review Reading Panel	No chair	12	88	17

Table 11: Committee Membership in the SoL by Gender

As of September 2018, two deputy HoS (1F and 1 M) have been appointed. They form part of the School Management Board. The most influential committees are UTC, PTC, RDC, IRC, RC, SEDIC because the co-chairs of these committees form, together with the HoS, DHoSs, the School Manager, the School Management Board. This translates into a male dominance on the Management Board (6F:10M). As a result, men are more likely to have influence in School decision-making than female committee members and female staff with other major administrative responsibilities. We will seek to improve gender balance in the chairing of the committees that feed into the Management Board. (**Action #4.12**)

While women are under-represented in committees and chairs of committees, it should be emphasised that all key decisions taken at committee level are fully debated at School level, and sensitive issues are made subject to a School vote. This serves to level out at least some of any unconscious gender bias which might otherwise arise as a result of the composition of committees. Equally, the School is mindful that securing gender balance does not result in an overburdening of female colleagues with additional roles. To address the under-representation of women on committees and ensure women can play a more prominent role, all vacancies on committees, including the role of chair, will be announced as an open call so that all staff can put themselves forward. (**Action #4.11**) We aim to increase the number of female co-Chairs of committees ensuring this does not result in overburdening female colleagues. This will have a positive effect on the Management Board's gender composition. (**Action #4.12**) Some of these points have already been taken on board and current vacancies have been advertised openly within the School.

(iv) Participation on influential external committees

School staff currently sit on 25 University committees. However, only 16 members of staff have volunteered for these roles (5F:11M). There is, therefore, a problem of under-representation of staff in general and women in particular.

The limited appeal of participation on University committees can be demonstrated by the fact that twelve of these roles are currently performed by the HoS, Deputy HoS and

a former HoS who have stepped in when no volunteer could be found. This may reflect the fact that the administrative burden is not adequately offset by a reduction in other duties.

To address this, the School is reviewing its workload allocation to see how duties of staff can be re-allocated to enable them to become more active citizens of the University. Demonstrating academic service and citizenship is an important promotion criterion and opportunities to take on these duties will now be discussed individually with all staff at PDPR. The SAT/SEDIC will analyse uptake of roles on University committees and seek feedback from staff to understand if the changes to the WLM have been helpful in encouraging a more diverse pool of staff to volunteer for these roles. (**Action #4.13**)

Staff participate in prestigious external committees: including, 2013 REF-subpanel for Law (2M), UNCITRAL expert groups (2F:1M), NHS Trusts (2M), Historic England Expert Advisory Group (1F), European Society of International Law executive board (1M:1F), Council of Europe's European Committee on Social Rights (1F). Appointments on external committees are always widely celebrated by the School. For example, on the occasion of Professor Nolan's (F) appointment to the Council of Europe's European CSR, the School organised a media interview, sent an email announcement to all staff and publicised the appointment on the Web.

(v) Workload model

The current UoN WLM was adopted in 2014. It seeks to capture activities, categorised into six core areas: (1) academic services (including academic-based administration, leadership), (2) teaching (including preparation and delivery), (3) marking, (4) citizenship, (5) research, (6) individual (residual category for 'any other' activities). The WLM largely reflects existing practices within the School which already had well-established and transparent procedures for assigning all these responsibilities evenly across all staff.

Current data show no major gender imbalances in any of the six WLM categories (Fig.33). However, the tool used for WLM can prove difficult to administer. It relies, for accuracy, on continuous data sharing between the HoS, School Manager and individual members of staff. An ad hoc working group on the WLM concluded that staff lacked confidence in the WLM to capture the quality and diversity of their contributions and we recognise that the accuracy and transparency of the WLM needs improvement. The HoS and the School Manager will arrange individual meetings with staff to improve accuracy of the data and

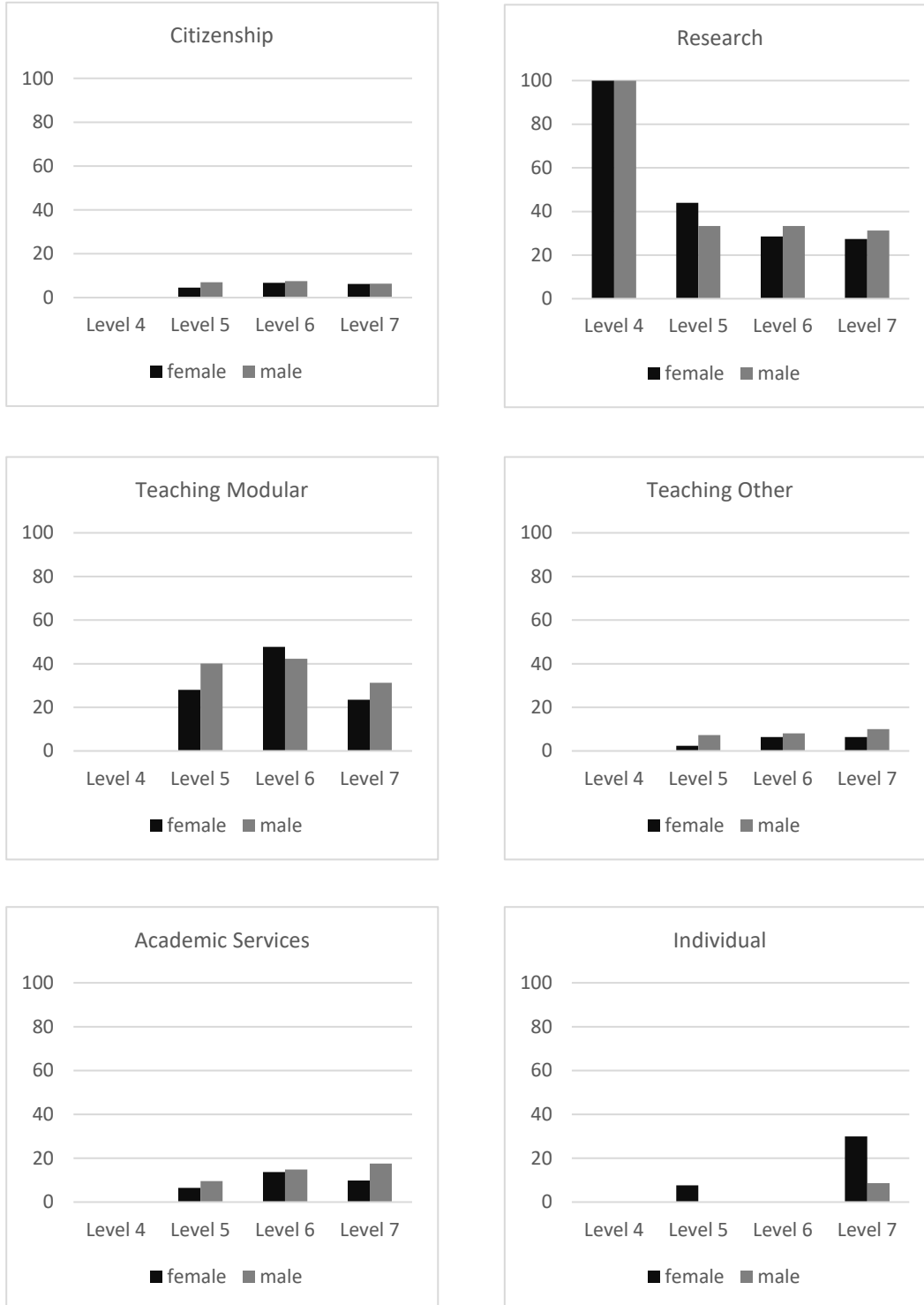the SAT/SEDIC will analyse the data and the level of satisfaction with the WLM. (**Action #4.14**)

Figure 33: Proportion of FTE allocated to specific tasks

(vi) Timing of departmental meetings and social gatherings

Attendance at School meetings and committee meetings is required, whereas attendance at staff and research seminars is optional. Meetings are always arranged between 10 and 5pm in term-time (to enable those on fractional contracts to attend) and part-time staff are accommodated as far as possible. Meetings tend to be held on Wednesdays, as the majority of our part-time staff find this a convenient time to attend. The dates of core School meetings are circulated to staff at the beginning of each academic year to ensure adequate notification. The Christmas party is planned in September and takes place during a working day of the first week of December, alternating between lunch and dinner.

(vii) Visibility of role models

The School runs five annual seminar series and a number of other one-off public lectures, seminars and conferences under the auspices of its specialist research groups and centres. The breakdown of speakers by gender in 2016-2017 was 18M:14F, in 2017-2018 was 34M:31F and in 2018-2019 25M:43F. It is School policy that staff must have regard to gender balance when inviting speakers and nominating chairs for these events. Responsibility for the seminar series currently rotates between staff. Ad hoc events are hosted under the auspices of its specialist research groups and centres. Four of these six centres and groups are directed or co-directed by women.

The School website is maintained externally by the University. However, staff are able to develop their own profile page and contribute content about their work elsewhere, including on the news page and the School's Twitter feed. Images of female research

leaders, teachers and student leaders feature heavily both on the School's website and in its marketing material.
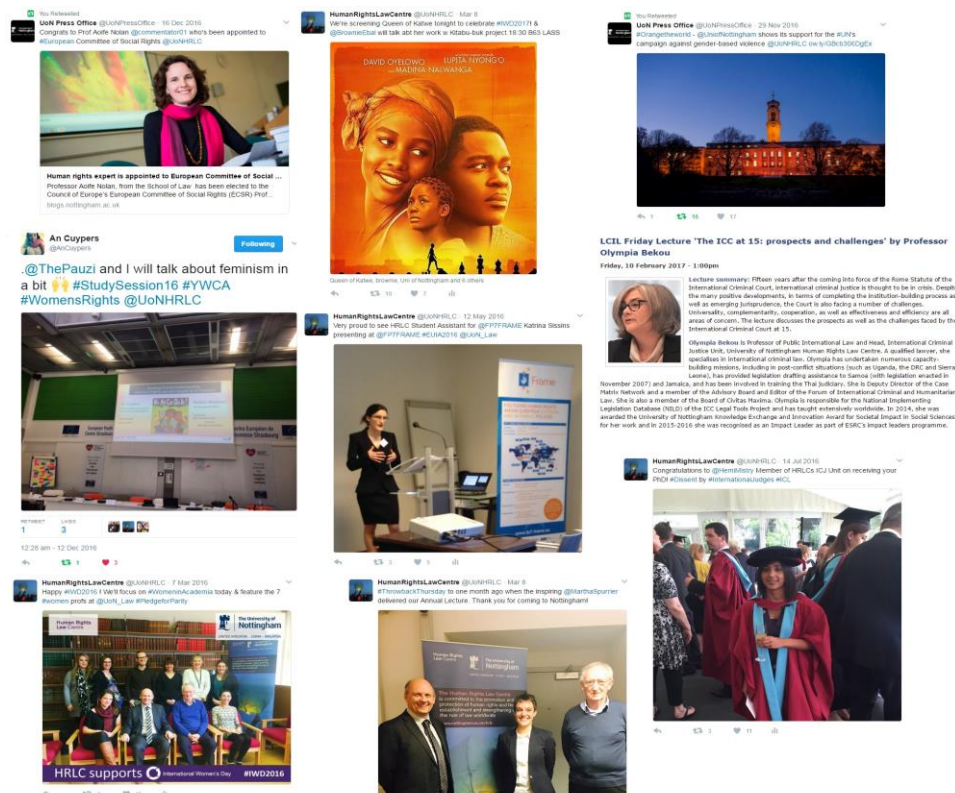
A recent major recognition of a female staff member was the award of the title of QC *honoris causa* to Professor Sue Arrowsmith. This was widely disseminated via the School, Research Unit websites and Social Media. In March 2019, Senate approved the HoS nomination of Professor Mary Footer as Emeritus Professor on her retirement; she is the School's first female Emeritus Professor.

(viii)   Outreach activities

The School is involved in many outreach activities. Staff of all levels and genders frequently give public lectures and participate in events organised by international, national and local organisations. School staff also give talks for local secondary schools about studying Law and the legal profession and 1F is currently establishing a more proactive initiative to support local schools and colleges and encourage their students to consider a university education. Additionally, staff are frequently approached by student-run organisations and initiatives at UoN and national level, e.g. to judge debating and mooting competitions. We do not collect specific data on uptake of these events and therefore will start doing so and analyse allocation and recognition of these activities in

the WLM to ensure staff have sufficient time for such activities and that women are encouraged to participate. (**Action #4.14**)

7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words (103)

This AS application forms part of a more general on-going process within our School, which seeks to assess our equality policies and identify our strengths and weaknesses, with the aim of improving the working conditions and environment for everyone within the School. The School welcomed the opportunity the AS application process has provided to systematically review our environment and systems to enable us to pinpoint those aspects of existing working practices that help to create the '*great and collegiate environment*' acknowledged in the staff survey, as well as those that hinder or impede such an environment. We look forward to implementing our AP.

8. ACTION PLAN

Number	Section	Action Point	Rationale	Timeframe	Person responsible	Outcome	Success indicator/measurement
1. Promoting equality and diversity for undergraduate students							
1.1	4.1(i)	1.1 (a) Collect data on participation to pathways to law programme and if tendency to have fewer males is shown, investigate why fewer males tend to participate. Conduct interviews and collect qualitative data to understand how participation in Pathways to Law programme has helped participants 1.1 (b) Collect gender information on progression from pathway to UG Studies Ensure there is no gender gap on progression from pathways to UG and if such gap exist investigate	Need accurate feedback on value of participation in Pathway Programme (PP) Fewer male than female students are represented in our pathways to law programme Currently there is no information on gender related to progression from pathway to UG Studies, we need to understand and Investigate if there	Sept 2019-Sept 2024 Data collection in September each year for the review period Assessment of data in November each year this should involve data comparison and analysis Survey in August 2020 and August 2021	Richard Hyde (responsible for PP) and Christy Shucksmith-Wesley - UG data and action lead within SAT/SEDIC	Ensure Pathway programme is effective Understand causes for fewer male participation Understand if F/M equally proceed to UG studies and identify adequate actions if not.	Conduct survey and ensure over 70% of respondents are satisfied with programme and highlight positive input Reduce the female-male gap on participation to PP by 20% by the end of the 5th year. By 2024 have comprehensive information and data on student's progression to UG studies with related actions if they prove necessary by existence of gender gap in students progression to UG studies.

		causes and identify actions to reduce it	is any gender gap in students progression to UG studies				
1.2	4.1(ii)	Analyse and benchmark the demographic of UG –including BME data and non-binary gender info	Need to sustain a gender balanced student body and increase recruitment of BME students	Sept 2019-Sept 2024 September each year: Collect and analyse data on UG recruitment Report submitted annually to SEDIC at the Winter term meeting Midterm review: October 2022: Assess whether data for past two years reveal need to strengthen our recruitment policies for encouraging a gender balanced student body, ensuring increase of BME recruitment in line with university policies.	Justin Jutte (general data leader) and Christy Shucksmith-Wesley - SAT/SEDIC members responsible for UG student data analysis in coordination with UTC Committee chairs and University authorities	Improvement of data collection ensuring BME and non-binary gender information is available.	Comprehensive data collection for 5-year period and benchmark annually against ECU data and using midterm review data as baseline to identify actions to address possible discrepancies in our student body compared to the ECU benchmark
1.3	4.1(ii)	Collect student completion data and analyse if data show increase in gender and BME performance gap. The SAT Data leader to provide a report each year about student completion data –reporting on gender and BME data.	Students' completion rates seem to suggest male students perform worse than female	Sept 2019 – Sept 2024 Data to be collected in September each year and in October each year, the data leader needs to provide a report to SEDIC. The data will then be used by the focus group (action 1.4) to devise strategies to support female and BME students.	Justin Jutte, SAT/SEDIC members responsible for student data analysis, in coordination with UTC Committee chairs	Ensure equality of opportunities to perform to full potential for all students	Gap between male/female and between BME-non-BME students' performance needs to be progressively reduced every year by 10 %

| 1.4 | 4.1(ii) | A focus group will be formed in cooperation with UTC and PGT to identify strategies on how to support BME students.

We will also work closely with the university to understand what actions are taken to support BME students and we will incorporate the university's best practices into our modus operandi. | Progression of BME students is worse than non-BME | November 2019-Sept 2024

Focus group to be formed in November 2019 after release of first data report (as per action 1.3). Focus group to run each year. | SAT Data Leader and Student rep in cooperation with UTC and PGT chairs.

Chair of SEDIC to consult with the University PVC for equality and with the University leader of the Race Charter. | Ensure adequate strategies are devised to support BME students | Run focus groups every year seeking feedback about the policies implemented, change strategies if necessary. Positive feedback need to be received by Focus groups with students, with 80% satisfied with actions taken.

In the next 4 years progressively increase the success rate of BME female and male students by 20%. From the current 24% of female BME students obtaining in the year 2017/2018 to 44% in 2024. |
| 1.5 | 5.3(iv) | Arrange once a year UG seminar to raise awareness of an academic career path | Academic careers are only discussed informally with UG students | April/May 2019-Sept 2024 Seminar to run each year in either April or May (according to students' timetable). Report on students' participation and assessment of feedback collected on the day to be submitted to SEDIC for the summer term meeting. | Career officer in consultation with the Directors of UTC. | Introduce students to the possibility to pursue a career in academia | Analyse student participation to seminar, ensuring participation increases by 10% each year. Acquire feedback from participants on the usefulness of these seminars and reflect on the information provided. |
| 1.6 | 5.3(iv) | Arrange UG Career seminars on 'women in practice' and on other gender-specific issues, inviting practising female and other non-binary gender lawyers to speak to students about their experience | Career events tend to neglect the gender dimension | Sept 2019-Sept 2024 Seminar to run each year in either November. Report on students' participation and assessment of feedback collected on the day to be submitted to SEDIC for the winter term meeting. | Career officer in consultation with the UG Director of Teaching and the SAT chair. | Provide meaningful advice and examples for female students who want to pursue a career in practice | Ensure that over 60% of female students have attended the 'women in practice' events. After seminars collect feedback from participants on the usefulness of these seminars. Act upon feedback accordingly |

2. Promoting equality and diversity for postgraduate (PGT) and research (PGR) students

Number	Section	Action Point	Rationale	Timeframe	Person responsible	Outcome	Success indicator/measurement
2.1	4.1(iii)	Collect data and investigate PGT and PGR intake if low male recruitment rate continues, including if low level of PGR acceptance of offers continues , we will investigate the issue with the Co-Directors of PGT and PGR Programmes. Collect feedback annually from students who refuse an offer of acceptance and use it to inform future actions.	Gender gap present at recruitment level for at PGT and PGR No information available on refusal of offers.	Sept 2019-Sept 2024 Collect data every September Seek feedback every March Midterm review 2021: Analyse the feedback received and identify actions if problems are identified.	Justin Jutte (responsible for general data) and Cosmin Cercel. The SAT/SEDIC members responsible for PGT student data analysis and actions in coordination with PGT and Committee chairs and University authorities	Complete data collection to analyse equality of admission at PGT and PGR levels and understand reasons for non-acceptance of PGR offers.	Comprehensive data collection for 5-year period and benchmark annually against ECU data. Reduce gender gap if it continues .

2.2	4.1(iii)	Collect data on completion rate and analyse PGT students' performance by gender and BME and reduce the performance gap of BME students. Organize focus groups with PGT students Work with the university to identify strategies on how to support BME students.	Gender gap remains close on completion rates but BME gap is wide. Need to continue collection of student performance data	Sept 2019-Sept 2024 September each year collect and analyse data. November each year to organise focus groups to identify strategies on how to support students. Annual report to be presented and discussed at SEDIC winter term meetings.	Cosmin Cercel -The SEDIC/SAT members responsible for student data analysis in coordination with PGT Committee chairs. SEDIC chair in coordination with University PVC for equality to identify of policies on how to support BME students.	Ensure equality of opportunities to perform to full potential for all students	Improve progressively over year, ensure that application of university policies results in a progressive reduction of BME gap by 5% annually over the next 5 years
2.3	4.1(iv)	Maintain accurate data and information over completion rates for PGR students next year. Over the next 5 years, we will analyse intake and performance of PGR students and investigate reasons for delayed submission to be able to then put in place strengthened mechanisms for student support. Identify best practice and put adequate new mechanism in place.	Data on completion rates for PGR students is limited	Sep 2019-Sept 2024 September each year collect and analyse data. November each year to organise focus groups to identify strategies on how to support students Annual report to be presented and discussed at SEDIC winter term meetings	Sanam Saidova as SEDIC/SAT members responsible for PGR student data analysis and actions in coordination with RDC chairs	Ensure equality of opportunities to perform to full potential for all students	Analyse data on completion rate ensure 100% information is collected on delayed submission and appropriate support provided to all students who are delayed
2.4	4.2 (ii)	Collect data on PGR application, offers and acceptance for part-time teaching	No data on PGR students' application for part-time teaching	April 2020- July 2020	Sanam Saidova and RDC Chair	Equality of opportunities for PGR students to teach	100% data collection and full report on criteria used and rationales for assignment of teaching

| 2.5 | 5.3(iv) | a) Re-run twice a year the PhD Careers Seminars and evaluate levels of uptake and student feedback evaluated to assess how the series is best developed.

b) Extend mentoring scheme to 3rd year PhD students (see action #4.7) | Strengthen support for PhD students in terms of career progression | a) 2019 – Sept 2024, March and October each year

b) Sept 2019 | RDC Chair who will report to the SAT chair | Analyse uptake of career seminar and assign mentor | (a)Seek feedback from students for career events and amend events in light of feedback received.
(b)100% of 3rd year students assigned a mentor by December 2019 |

3. Addressing equality and diversity within staff recruitment and promotion

Number	Section	Action Point	Rationale	Timeframe	Person responsible	Outcome	Success indicator/measurement
3.1	4.2(i)	a) Insert statement in advertisement in all new posts going forward stating that the School is committed to Equality and AS principles. b) all members of PDPR review to undertake unconscious bias training	Low number of females at Level 7, lower than national average for law, by increasing number of females recruited we can then, progressively reduce the gender gap at level 7	April 2019 – Sept 2024 a) September 2019 Midterm review in September 2022: Organise focus group with new appointed staff to seek views on whether wording of advertisement was conducive of environment compliant with equality policies b) January 2020 Midterm review in January 2022:	HoS, and the SAT/SEDIC Chair	attract a greater number of female applicants mitigate unconscious bias	100% of advertisement to comply with new policy 100% of PDPR Reviewers to undertake training .

				Seek feedback from PDPR reviewers on training offered			
3.2	4.2(i)	Ensure steps are taken to reduce the influence of any bias in the recruitment of RO staff: to this end: a) all staff on recruitment panel for RO to undertake unconscious bias training b) ensure gender balance on composition of recruitment panel. c) Create focus groups to collaborate with RO staff to see what and how their experience can be improved. d)Extend new mentoring scheme to all RO staff, include career progression within PDPR process.	RO mainly female on lowest level and fixed-term contracts No structured career progression support for RO, hence mentoring and discussion of career in PDPR	April 2019- Sept 2024 a) Each year in September, staff will be sent information on unconscious bias courses, such courses are compulsory for all members of staff at least once. Information on refresh courses are sent again each March. b) Each time a new panel is formed c) Focus group to run every year in October d) September 2019 (mentoring) and April 2020 (PDPR)	RO representative on SAT/SEDIC, SAT/SEDIC Chair in coordination with HoS and PDPR reviewers	Ensure all staff given equal career opportunities and support.	100% members on recruitment pane for RO to undertake unconscious bias training. Ensure at least 1/3 of members on RECRUITMENT panel is female and PROGRESSIVELY increase this number to 50% BY 2024 Seek feedback from RO staff on usefulness of new policies: mentoring and PDPR. Improve satisfaction rate in responses by 10% each year
3.3	4.3(ii)	Collect data on fixed-term contracts and analyse impact of new policies	RO mainly female on lowest level and fixed-term contracts. Currently numbers are small but they indicate only 1 female level 6 staff has moved from fixed-term to permanent and one post-doc Male has been promoted to	April 2019- Sept 2024 Each year in September data to be collected and analysed and report submitted to SEDIC winter meeting	RO representative on SAT/SEDIC and SAT/SEDIC Chair	Ensure gender balance of RO posts	Reduction of gender imbalance on RO posts. Collect and investigate data tracing career progression for RO staff and improve current baseline of promotion and transition to permanent posts of at least 50% staff. `

			level 5. Notably no male RO contracts at level 6 and no easy transition from fixed to permanent.				
3.4	5.1(i)	Have committed from April 2017 to ensure that one third of any recruitment panel positions are held by females, and we will strive to increase this to half of every panel being female by 2024.	In the past number of females on recruitment panel only 25%, from April 2017 this has been increased to 1/3 but this still not suffice.	April 2017- Sept 2024 Each time a new panel is formed	HoS	Ensure balanced gender representation on recruitment panels	Maintain and increase 1/3 target throughout assessment period and strive to increase to 50% by end of 2024.
3.5	5.1(i)	a) Carry on making it mandatory for all new members of staff on recruitment panel for all posts to undertake unconscious bias training. The SAT/SEDIC will assist with fulfilling training	a) Although it is mandatory since 2017, such training needs to be given to new staff	a) April 2019 – April 2024 Each year in September staff will be sent information on unconscious bias courses, such courses are compulsory for all members of staff at least once. Information on refresh courses are sent again each March.	SAT/SEDIC Chair and school manager	'bias-reduction' at all level for members of recruitment panel	100% completion of unconscious bias training for members of recruitment panels
		b) provide an opportunity for applicants to demonstrate their skills, abilities and experience without having to use a CV (a first trial of this process took place in April 2019). We will assess the effectiveness of this process by collecting feedback from those involved in the trial and build on the feedback to strengthen the process. To this end we will also	b) Need to improve recruitment process beyond unconscious bias	b) May 2019 - seek feedback from recruitment panellists and shortlisted candidates on new recruitment process without CVs. September 2019 report on feedback to SEDIC and discuss benefits and		Improvement of recruitment strategies	Trial non-gendered selection process and collaborate with department of engineering chair ; chair of SEDIC to participate to at least 1 panel within the university where this is implemented and trial at school level at least once within period. 100% of recruitment process by 2021 to endorse approach where candidates have chance

		1) explore the possibility to trial 'diversity by design' approach to recruitment following the example of the Faculty of Engineering 2) participating to University's piloting scheme on non-gendered selection process 3) participating as independent chair or observer in a panel where University's piloting non-gendered selection process is undertaken 4) explore other non-gendered selection process schemes outside the university		drawbacks of new approach. If feedback is positive continue trial for new appointments and seek again feedback from panellists and participants (no vacancies planned so no specific date can be set at this stage) January 2020 participate to university pilot on new recruitment procedures as per University Athena Swan action plan commitments March 2020 report back to SEDIC on participation to university pilot March 2020 start collaboration with faculty of engineering for adoption of 'diversity by design' approach to recruitment September 2020 SEDIC to present proposal on how to improve recruitment process December 2020 approval by school of new recruitment process			to show their skills, abilities and experience Seek feedback from panellist participating on non-gendered recruitment process and develop a new SEDIC and school policy on recruitment. Have a new recruitment policy by 2022 where The 'diversity by design' approach is fully taken into account in the recruitment process

				January 2021-January 2022 experimentation of new recruitment approach collecting feedback from panellists and participants to selection process March 2022 report back to SEDIC and School September 2022 formal adoption of new policy			
3.6	5.1(iii)	HoS to consult with PDPR reviewers and encourage staff to send CV before promotion round to identify potential candidates for promotion, and to approach those identified to suggest they consider making an application	Lack of formal process to encourage Staff to apply for promotion	2019-2024 Each year in July	HoS and PDPR reviewers.	Address the low number of promotions at all Levels and ensure all staff are adequately supported. Proactively encourage staff to apply for promotion.	Increased promotion application and success rate by at least 20% in next 4 years.
3.8	5.3(iii)	a) Organize focus groups with staff who recently applied for promotion to see what made them feel supported –who helped them, what incentivized them to apply for promotion	Low level of promotion applications and need to increase support for staff	2019-2024 a) Focus Group to be organised in June 2020 to identify best practices	Chair of SEDIC and PDPR reviewers	Address the low number of promotions	Identify how best to support staff for promotion with a clear strategy developed by SEDIC by December 2020 and submitted at school meeting. Increase number of promotion applications by 10% by the end

Number	Section	Action Point	Rationale	Timeframe	Person responsible	Outcome	Success indicator/measurement
		b) Ensure promotion is discussed at PDPR for staff who has been on same level for over 5 years. c) Collect and investigate data on promotion		b) Each year in April when PDPR process takes place c) Each year in September			of 2022 and by 15% by the end of 2024. Analyse staff responses on staff in the staff survey in relation to questions on support for promotion and ensure percentage of staff who feel supported increases progressively each year, to reach at least 80% satisfaction by 2024
3.7	5.3(ii)	a) Add discussion and advice on career progression as part of PDPR process. b). Seek feedback from colleagues through the annual staff survey and focus groups to understand if the changes made to the PDPR process have been effective in improving the appraisal experience. c) All PDPR reviewer to undertake training on new process and unconscious bias training.	43% of Staff are not satisfied with PDPR	Sept 2019-Sept 2024 a) April each year when PDPR is conducted. b) Run focus group in June 2020 and annual staff survey c) training to be undertaken by March 2020 by all PDPR reviewers	Chair of SEDIC HoS and PDPR reviewers	Ensure PDPR process is a more meaningful instrument for career support	Satisfaction with PDPR is currently low at 43% we aim to incrementally increase this by 10% each year. 100% of PDPR Reviewer to undertake training by 2020 (on time for next set of reviews) on unconscious bias and new PDPR system.

4. Addressing equality and diversity within working conditions and retention

Number	Section	Action Point	Rationale	Timeframe	Person responsible	Outcome	Success indicator/measurement

4.1	5.1(ii)	On the induction day a short survey will be circulated to seek feedback on the effectiveness of the formal induction process	Little info about effectiveness of induction process	September 2019 – September 2024	School manager	Ensure all staff are happy with induction process and gather feedback to improve its success ever year	We will qualitatively analyse satisfaction rates, and the School Manager will have responsibility to address concerns raised by new staff about the usefulness of induction.
4.2	5.1(iv)	Start analysing uptake by gender of early research leave from September 2019	Uptake by gender of early research leave has not been analysed	September 2019 – September 2024	HoS and SEDIC Chair	Ensure equality of opportunity to take advantage of early research leave for REF	100% collection of data for next 5 years
4.3	5.3(i)	HoS will make a personal approach to encourage staff to participate in the WAND, APPLE, Future Leaders Calibre and other Schemes, and this will be further encouraged by recognising attendance of these within the WLM. The SAT will analyse uptake and usefulness of these courses. We are mindful that so far only 1 women attended the leaders programme against 3 men so we will especially encourage women to attend this course if feedback from colleagues on this course are positive.	Low attendance at University run professional courses	Sept 2019-Sept 2024	HoS and Christy CS SAT/SEDIC member responsible for staff courses	Provide additional training opportunities for staff	Increase of number of staff that undertakes training by 30%
4.4	5.3(i)	Support costs for unconscious bias training. Encourage all staff to regularly undertake unconscious bias training and analyse uptake and seek feedback.	Unconscious bias training needs to be provided to all staff	Sept 2019-Sept 2024

Information to be circulated in September and March each year | Chair of SEDIC and PA to HoS | Generally improve School environment Reduce unconscious bias in interview selection process | 100% of staff on recruitment panels and PDPR to undertake unconscious bias training Improve by 30% each year uptake of these courses by all other staff to ensure that all staff has undertaken |

		Make unconscious bias training compulsory for new staff SEDIC Chair to regularly circulate information on unconscious bias training opportunities, highlighting importance of such courses for al and analyse uptake of such courses by staff, especially to ensure all those involved in recruitment and PDPR undertake them				All staff involved in interviewing processes should have followed unconscious bias training.	unconscious bias training by 2024
4.5	5.3(iii)	New voluntary mentoring scheme open to all staff, post-docs and final year (i.e. 3rd and 4th year) research students introduced in September 2018, this will continue in future. As part of this scheme a new mentoring policy has been agreed and approved at school meeting. In September 2019 the first year of the scheme will be evaluated and participants will be asked to provide feedback. Training for new mentors and mentees will be provided annually. The mentor provides advice and support across all areas of work, including career guidance, and is a point of contact for clarification of School policies and practices	Provide more support for career development of staff	Sep 2019-2024 September each year: new enrollment of mentoring scheme with training January each year evaluation of the scheme and feedback to assess if staff and students want to review their relationship or change mentor	HoS and Anna LaChimia (SAT/SEDIC chair and EO for semester 1 and coordinator of mentoring scheme for the whole year)	Strengthen support for all staff and students to fulfil their full career potential	Seek feedback from staff participating in the scheme in September 2019. Ensure at least 70% of staff are satisfied with new scheme and that concerns of those not satisfied are addressed.
4.6	5.3(iii)	Analyse uptake and staff satisfaction with newly established School Advisory Panel for the review of grant applications	Need to strengthen support for writing grant applications as this is ever more important for career progression	2019-2024 September 2019: collect and analyse data on number of grant	Cosmin Cercel in collaboration with Grant committee officer	Ensure support for grant writing application	Seek feedback from colleagues who used the grant writing mentoring scheme and analyse impact on success of grant application

				applications submitted to panel			
				September 2020: seek feedback from staff who submitted proposals to panel to assess usefulness			
4.7	5.5(i)	Disseminate the University's policies so that all staff are aware of appropriate and inappropriate reasons for contact during periods of parental leave. All staff will be notified whenever a member of staff commences parental leave, so that no inadvertent or unnecessary contact is made during this period.	The staff survey revealed staff have been contacted whilst on parental leave for non-urgent matters. Currently only 25% of staff taking leave felt supported (25% neither agreed or disagreed, 13% disagreed and for 37,5% the question was not applicable	From April 2019-2024. Information to be disseminated each year in September as part of induction and general 'refresher' information for staff	Equality officer (for dissemination of Equality policies)	Ensure no undue burden is placed on colleagues taking parental leave and no unintended resentment is created.	100% dissemination of information about staff on leave and reminder to staff about University and School policy. Seek feedback from staff who went on leave and ensure no one is contacted unnecessarily. Increase by at least 10% the percentage of respondent to staff survey that feels supported during leave.
4.8	5.5(ii)	Staff returning from parental leave will be entitled to be relieved from all administrative for one semester upon their return to work	Need to improve support for returning staff after parental leave by reducing workload	From September 2016-2024. Midterm action: by 2022 ensure this process is in our maternity guidance for staff By 2024 semester free needs to feature in WLM for those who requested the admin free semester	HoS and School manager	Enable staff to return to teaching and research responsibilities effectively	100% of staff that returns from leave to be offered the possibility to take no admin responsibility for one semester. All returners confirm they have had the option to take a semester free of admin if they wanted to and that that actually happened.

| 4.9 | 5.5(i) | We will analyse the effects of administrative centralisation to ensure that centralisation will not result in the worsening of conditions for staff with caring responsibilities within the School and we will organise focus groups within the school and within the faculty In particular we will

a) Compile a list of all requests made for caring responsibilities and of acceptance of requests.
b) Check that the University policy which allows staff with caring responsibilities not to teach before 10am or after 5 pm is always implemented and check that the school's policy to allow 10 am start when teaching timetables are administrated internally is respected. We will also further lobby the University to allow staff with caring responsibility to be allowed to start teaching at 10am AND finish at 5pm. To this end we will organise a focus group to assess what impact the University policy has had and collect data on number of staff affected who would require both a later start to teaching and an earlier finish.
c) We will also collect data on the University's | Administrative centralisation of timetabling at University Level has the potential to undermine support provided to staff | From September 2019-2024

2020 focus group with law school staff

2022 focus group with faculty Athena swan leads

2024 report to the University Athena Swan lead | HoS, the school manager and SEDIC Chair | Ensure current support provided to staff with caring responsibilities is maintained | 100% of denied requests of research day to be investigated, ensure 90% of staff has a research day, ensure rotation of staff without a research day, no staff should systematically be denied a research day (for more than one year Ensure no one is refused research day in two consecutive years)
Share information with Faculty Athena Swan leads and report to University AS Lead |

		implementation of the research day policy to ensure there is no gender imbalance on number of staff who no longer benefit from a research day. We will raise issue with HR and work with University to ensure support continues to be provided					
4.10	5.6(ii)	The HoS will consult with the EO and information about new relevant HR policies will be disseminated to all staff, all new policies will be discussed in the SAT/SEDIC	Currently HoS's meetings with HR do not focus on equality but they are limited to day-to day management	From September 2019 to 2024 Information to be sent to staff each September	HoS and the SAT/SEDIC Chair	Ensure staff are well informed about equality policies, as they affect both their rights and duties as employees.	100% dissemination of new policies to all staff and discussion of new policies within SEDIC. Analyse through staff survey that 100% of staff is aware of HR policies.
4.11	5.6(iii)	Vacancies on committees, including the role of chair, will be announced as an open call to the whole School so that all staff have the opportunity to put themselves forward. The HOS will reflect carefully on the composition and chairing of committees to ensure that appointments are made with full consideration to issues of gender balance, and fair distributions of administrative workloads	Composition of committees imbalanced in favour of men. Committees mainly chaired by men	From September 2017 to 2024 Mid-term review 2020: review number of females members and chairing committees, ensure gender gap has improved by at least 15% compared to 2017 2024 review number of females chairing committees, ensure gender gap has improved by at least 30% compared to 2017	HoS	Ensure gender balance on committees	Ensure gender balance in composition of committee, female to be represented at least by 1/3 in each committee and increase by 30% by the end of the review period the number of committees chaired by female

4.12	5.6(iii)	The number of female co-chairs should gradually increase, especially for those whose co-chair feed into management board, however this should be done making sure that female workload does not unduly increase. Proper recognition should be given on workload and workload should be modified accordingly. The School's management committee should be restructured to ensure a more equal gender balance and greater turnover of members.	School's management board is gender unbalanced. Rebalance gender of committee where 2 male co-chairs, especially of committees that feed directly in to the school's management board (at the moment IS, UTC and RC have two male co-chairs, this imbalance should be addressed)	From September 2017 to 2024 Mid-term review in 2022. Chairing by female increased by 15% By 2024 chairing of female increased by 30%	HoS	Ensure gender balance at the School management board level	Gradually increase number of female co-chairs of committee and increase presence of female on School management board by 2024
4.13	5.6(iv) 5.6(v)	Reviewing workload allocation: The accuracy and transparency of the workload plan needs to be improved. Ensure all activities, including participation to internal and external committees, are properly rewarded and accounted in WLM. The data and the level of satisfaction with the WLM need to be analysed.	WLM can prove difficult to administer. Staff lacked confidence in the WLM to capture the quality and diversity of their contributions to the School One instance of this may be low participation in influential external committees, in fact on surveying staff we found staff were contributing and their contributions were	From April 2019-2024	The HoS, the School manager and SAT/SEDIC Chair	Improve accuracy of the data and the level of satisfaction with the WLM	Carry out survey to ensure level of satisfaction with WLM increased. (Staff survey revealed only 76% of staff satisfied, increase percentage to 90%) In particular seek feedback from staff to understand if the changes to the WLM have been helpful in encouraging a more diverse pool of staff to volunteer for these roles

Number	Section	Action Point	Rationale	Timeframe	Person responsible	Outcome	Success indicator/measurement
							not captured by the WLM
4.14	6.(v)	Start collect data on outreach activities and analyse each year allocation and recognition of these activities in the WLM.	we currently do not collect specific data on uptake of outreach activities	From September 2019-2024	School Manager and SAT/SEDIC Chair	Ensure everyone is recognised for their participation in these events and encourage more women to take part	100% data collection each year. Analysing data each year and start comparisons each year to understand if inclusion of activity in WLM encourages women to take up these roles.
4.15	4.2.(i)	The School will support the writing retreats and seek feedback from participants.	Increase support to staff for career progression.	From September 2018-2024	HoS and EO in coordination with University RPA leads	A wealth of literature shows writing retreats are especially important for female staff and our first data on participation to these retreats confirms that female are very keen to participate to these retreats. So far 7F 1M took part in the writing retreats.	100% feedback from participants and assessment of usefulness of retreat and how to increase their impact.

5. Monitoring our commitment to equality and diversity

Number	Section	Action Point	Rationale	Timeframe	Person responsible	Outcome	Success indicator/measurement

5.1	3(ii)	Re-run the Staff AS Survey every other year –to alternate with the University survey (so that data can be collected every year but survey fatigue is avoided) to analyse impact and effectiveness of our Action Plan. Before running the Survey we will ensure adequate information is disseminated on importance of survey and importance of collecting information on gender. We will use sophisticated software systems to ensure gender info can be collected anonymously for each response. Run targeted focus groups each year to assess impact of specific policies.	We need to keep analysing and benchmark impact and effectiveness of our Action Plan	2019-2024 December 2019: School staff survey Review responses March 2020 December 2021: School staff survey Review responses March 2022 December 2023: School staff survey March 2024: Review responses	Cosmin Cercel, SAT/SEDIC member responsible for Surveys	Analyse Staff environment and equality and effectiveness of Action Plan	Response rate of 70%+ (improving each survey by 5%). Benchmark results from previous survey to ensure increase of positive response on each heading of the survey. If negative responses are obtained investigate causes and address issues that emerge. Compare responses of focus groups to be run each year to ensure satisfaction with actions increases each year.
5.2	3(ii)	Re-run the UG AS Survey in late 2019 and then again every other year. The survey will be disseminated via Blue Castle, i.e. the same online system currently used for teaching evaluation.	Low response to first UG survey due to timing of the AS survey, ensure timing of next survey is appropriate and repeat every 3 year to benchmark responses and ensure effectiveness of action plan	2019-2024 Run survey every other year in October	Christy Shucksmith-Wesley (SEDIC member) and UG student rep consultation with UGT Committee chair for analysis of responses	UG students environment and equality monitoring	Increase response rate to ensure this is in line with students' responses to evaluation of teaching across core modules. Currently such response is 70% (average for the past 3 years)
5.3	3(ii)	Re-run PGT survey every year. Since a new cohort of students is enrolled every year PGT surveys need to be run every year. The survey will be disseminated via Blue Castle, i.e. the same online	Ensure PGT surveys do not clash with exams. We need to keep analysing the effectiveness of our actions	2019-2024 Run survey every June	Cosmin Cercel (SEDIC member) & PGT rep in consultation with PGT Committee chair for analysis of responses	Monitoring of PGT students environment	Obtain a response rate in line with students' responses to evaluation of teaching across core modules. Currently such response is 58% (average for the past 3 years)

		system currently used for teaching evaluation.					
5.4	3(ii)	Analyse impact of new policies on disabled staff through qualitative engagement with disabled colleagues through focus group, liaise with USDN and raise disability issues at the FEDIG Include question on disability in staff survey to ensure even those who do not take part in focus group have a chance to express their views.	Need to focus more on disability in the context of general School policies	2019-2024 Run focus group with disable staff and staff caring for disabled people in January 2020 Devise policies and coordinate actions with University by June 2020 (via coordination with FEDIG) Mid-term review in 2022 to assess impact of policies via focus group	Sanam Saidova (SEDIC member) in collaboration with Disability Staff Liaison Officer (Susan Russell)	Ensure all School and University policies are equality proofed (esp. analysing impact of new policies)	Obtain 100% satisfaction by participants to Disability focus group that disability is adequately taken into account by the school and that adequate information is disseminated to staff. Ensure at least 80% satisfaction to responses on disability to our staff survey and if responses are lower investigate with focus group and act accordingly. Positive responses to disability questions should increase by at least 5% each year to achieve an overall of 100% satisfaction by the end of the AS period.
5.5	3(iii)	a) SAT and EC have merged into SEDIC, SAT will continue to operate as a subgroup of SEDIC. SAT/SEDIC members will be assigned responsibility for each Actions in the action Plan and will be reporting to SEDIC meetings on the progress of the actions. Progression on the actions will be discussed by the whole SEDIC, enabling a strong reporting and accountability system. The chair is to ensure final implementation of the action plan by action plan leaders. The chair of SEDIC is responsible to collect the information from the action plan leaders and present the report in	Ensure future of SAT and leadership for carrying forward Action Plan Coordinate with other national and international law schools to broader knowledge and experience of SEDIC members on equality issues and explore new	2019 –2024 Each year in January, a report will be submitted to SEDIC on the status of implementation of the actions to ensure we are on track with the action plan timescale.	The SAT/SEDIC chair and the SAT Action Leaders	Embed role of SEDIC/SAT within permanent School structure	In order to raise awareness of broader equality issues carried forward by specific university networks we will be inviting representatives of those networks to our SEDIC meetings. Actively exchange best equality practices with other schools within the university by inviting a member of the university ASU network to our meetings once per term. We will collect feedback from members on the usefulness of the meetings.

		January to SEDIC. The report will be submitted together with SEDIC minutes, to the school meeting.	perspectives and approaches on equality.			in order to share best practices with other (national and international) Law school we will be organise regular meetings between the chair of SEDIC with chairs of other law schools and by inviting, once a year, a representative from another law school to attend our SEDIC meetings. Collect feedback from colleagues to evaluate benefits of collaboration with other law schools and reflect on other school's experiences.
		b) SEDIC l liaises with Faculty's EDIG (FEDIG), with the University Staff Disability Network (USDN) with LGBT network, BME network and Senior Women Network. Going forward we plan to coordinate with other law schools in the country (especially with other midlands universities) and with other international schools (to this end contacts have already been made with the provost for equality of Milan). Contacts with other law schools will be made with a view to share best practices, discuss and address emerging issues	SEDIC members need to be present in each of major committees to ensure equality issues can always be raised and reported back to SEDIC promptly.			
		c) Members of SEDIC will rotate regularly and new members will be appointed by a combination of open calls for membership and decisions by the HoS will guarantee as many colleagues as possible are directly involved in SEDIC work and ensure representation of all levels and job families.				
		d) We will also ensure that when admin roles are assigned next year in August 2019 SEDIC will be represented with at least one				

		member in every major committee (UT, PGT, PRG, RD, IS).				