



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	Actual	Recommended
Word limit	10,500	10,500
<i>Recommended word count</i>		
1. Letter of endorsement	572	500
2. Description of the department	623	500
3. Self-assessment process	1092	1,000
4. Picture of the department	2176	2,000
5. Supporting and advancing women's careers	5567	6,000
6. Case studies	n/a	n/a
7. Further information	48	500

Name of institution	University of St Andrews	
Department	School of Management	
Focus of department	AHSSBL	
Date of application	28 April 2017	
Award Level	Bronze	
Institution Athena SWAN award	Date: 25 April 2013	Level: Bronze
Contact for application Must be based in the department	Professor Ruth Woodfield	
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Departmental website	www.st-andrews.ac.uk/management	

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List of Acronyms

ARD - Academic Review and Development	DoR - Director of Research
AS - Athena SWAN	E&D - Equality and Diversity
BDM - Business Development Manager	EDC – Equality & Diversity Committee
Co-Hos - Co Head of School	ESA - Ethics, Sustainability and Accountability
Co-DoT - Co Director of Teaching	FAS - Financial Advice and Support
DoE&D - Director of Equality and Diversity	FIM - Financial Institutions and Markets
DoI - Director of Impact	FTE - Full-time equivalent
DoO - Director of Operations	ICE - Innovation, Creativity & Entrepreneurship
DoPGR - Director of Post-graduate Research	MG - Management Group
DoPGT - Director of Post-graduate Taught Programmes	O&S - Organisations & Society
	PGT - Post-graduate Taught

PGR - Post-graduate Research
PS- Professional Services
RD - Review and Development
RE – Responsible Enterprise
SAT - Self Assessment Team

SC - Staff Council
SLWG – Short Life Working Group
TG – Thematic Group
WAG – Workload Allocation Group

1.0 Letter of endorsement from the head of department



School of Management

Athena SWAN Manager
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London WC2A 3LJ

28 April 2017

Dear Athena SWAN panel

It is our pleasure to write, as Co-Heads of School, in full support of this Athena SWAN bronze award application. The Self-Assessment Team (SAT), which includes ourselves as full members, has produced a report that is reflective of the School, and sets out our strategic priorities for gender equality. We would like here to confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the School.

The report shows how the School works to promote a collegial, inclusive and diverse working environment for staff, students and visitors alike, and this submission represents our strong commitment to gender equality in all tasks and levels of our working environment. We feel that colleagues have fully embraced the opportunity the review affords, and that the SAT has worked to engage the majority of staff in the assessment process through Short Life Working Groups, staff and student surveys, and all-staff briefings and discussions.

Our staff survey showed that, by and large, our employees are very happy working at the School, and that a significant majority would like to continue working here. However, we are alive to the challenges faced in maintaining and improving the working environment, which have come to light as a result of the Athena SWAN evaluation. This is particularly the case as we consider how to better support and encourage all our female staff through the career pipeline, and in particular help our academics develop their skills and research

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School of Management

portfolio in pursuit of promotion. For our students, we must consider how to better achieve a more balanced cohort at all levels.

We are committed to distributed leadership, and seek to adopt gender-balanced, Co-leadership responsibilities wherever possible. As such, we are the only School across the University to canvass for, and appoint, male and female Co-Heads. Co-Leadership permeates throughout the School's structures, yet we acknowledge the need to create a better balance in the representation of male colleagues, with that of female counterparts, on working groups and standing committees. As a priority we will endeavour to address the gender imbalance on the Equality and Diversity/Athena SWAN SAT, by appointing more men to the group.

We recognise that the process of embedding Athena SWAN principles is ongoing, and that there is much work and effort still to invest. We look forward to seeing Prof Ruth Woodfield take on the role of Co-Head of School, together with Prof John Ferguson, and continue to champion equality and diversity issues with the same energy and enthusiasm as she has to date. We are confident that the Action Plan, which sets out our priorities and strategic aims, will help us to challenge some of the more complex, and engrained cultural norms, as well as address the more straight-forward issues that can be resolved within the School to improve the gender-life balance at the School of Management.

Statement from incoming Co-Heads of School:

As incoming CoHoS, we write to acknowledge our shared, genuine commitment to gender-equality across the School of Management, to taking to the Action Plan submitted here forward, and to seeing all of its aims met over the next 4 years. We are enthusiastic about the changes this will bring to our School culture, and the opportunities we will see emerging for all our staff, but especially for women. We are delighted to be given the opportunity to lead as CoHoS, and believe that this shared responsibility demonstrates that leadership roles are achievable for all staff, regardless of circumstance, who are interested in taking their careers in this direction.

Yours Faithfully

Lorna Stevenson
Co-Head of School

Kevin Orr
Co-Head of School

Ruth Woodfield
Incoming Co-Head
of School

John Ferguson
Incoming Co-Head
of School

2.0 Description of the department

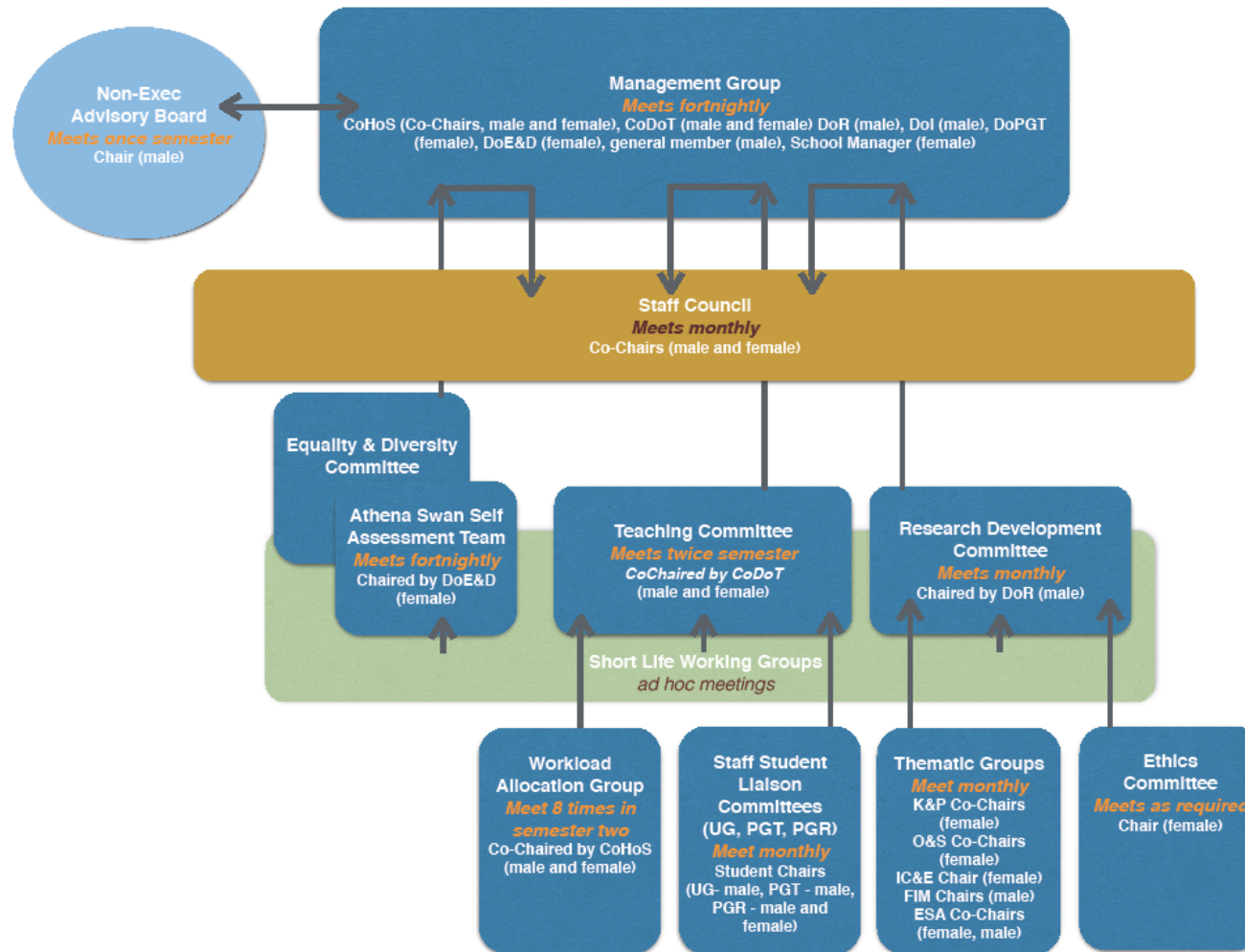
The School of Management is one of 19 Schools in a research-intensive University. The School's research and teaching is underpinned by an ethos of responsible enterprise (RE). We collaboratively develop our work through five Thematic Groups (TGs): Ethics, Sustainability and Accountability (ESA); Financial Institutions and Markets (FIM); Innovation, Creativity & Entrepreneurship (ICE); Knowledge and Practice (K&P); and Organisations & Society (O&S).

Our RE ethos is reflected in the School's culture of distributed leadership, and shapes decision-making, core practices and interaction with each other and with students. The use of short life working groups (SLWGs), and the broad-base membership of MG and of the School's committees are expressions of an inclusive culture built on collective conversations about how the School works. The School further adopts a practice of appointing Co-Heads/Co-Leads of areas of responsibility, including Co-Heads of School, Co-Directors of Teaching, Co-Chairs of Staff Council, and in some cases Co-Convenors of Thematic Groups. In cases where the Co-Leadership model operates, we seek to appoint a woman and a man to the roles whenever possible (see Figure 1).

The School attracts an international cohort of students and staff, from over 40 countries and a wide range of different ethnic backgrounds. For undergraduates, the School offers both single and joint honours. In July 2016, the School had 359 FTE undergraduates (60%¹ women) across various degree pathways; 59% of undergraduates were single honours students. Postgraduate taught Masters degrees (PGT) are offered in seven specialist areas of Business and Management; in July 2016 we had 209 students in our suite of PGT programmes (58% women), alongside 29 postgraduate research students (PGR) (63% women).

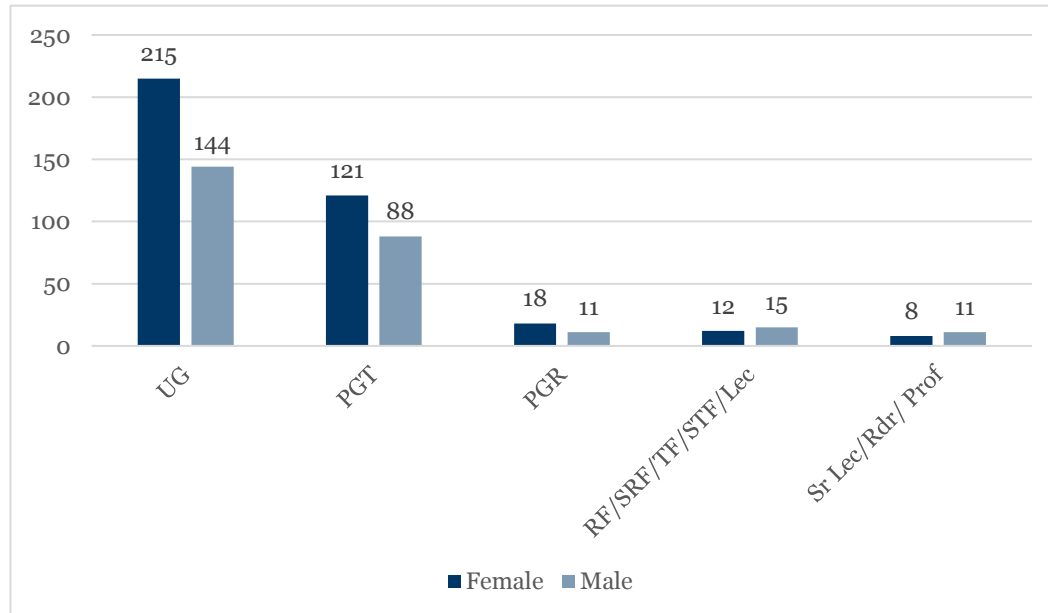
¹ Percentages have been rounded up if $>.5$ and down if $<.5$.

Figure 1: School of Management Reporting Structure



The staff profile at July 2016 included 46 academic staff, 20 female (43%) and 26 male (57%) across all grades. We had seven Professional Services (PS) staff, including four working part-time.

Figure 2: Student and Staff numbers July 2016 (Edited due to small numbers)



AP	Objective	Rationale	Planned Action
2.1	Ensure that administrative and leadership roles are adequately recognised on the School and University webpages, and in central databases.	<p>Although the School webpage contains information on the Thematic Groups it does not show which staff leads/coordinates each group. As part of the appointment process for the new CoHoS, it was revealed that one existing CoHoS was identified on the School website as Head and one as CoHead.</p> <p>In addition, it has become apparent that School records have not been kept, outside of the Teaching Matrix, of who has administrative</p>	<p>(a) Develop a School database by September 2017 to log key administrative responsibilities.</p> <p>(b) The School Manager will ensure that relevant and up to date information is passed to the IT Officer, so that the correct information is displayed on the webpage, as and when the need arises.</p> <p>(c) The School acknowledges that administrative and leadership roles and responsibilities change. Therefore these will be checked on a bi-annual basis going forward.</p>

		responsibility for core tasks year on year.	
2.2	Improve data recording systems for School-level data	<p>AS process has revealed that central databases do not break down some core data sets to School level. For example, uptake of training, and uptake of student research awards.</p> <p>In addition School records on application and uptake of research leave, research funding, mentorship schemes etc could be more accurately maintained and streamlined.</p> <p>Developing these systems 'in house' will enable better monitoring and evaluation of E&D issues throughout School practices and processes.</p>	A system of recording accurate School-level data will be developed by the School Manager and PS team by September 2017. Data sets will include allocation of School research funding, research leave, and promotions applications, as well as student applications (and awards) for internships and significant training opportunities (e.g tutor training for PGRs).

Word count: 496, including Figure. 1

3.0 The self-assessment process

(i) A description of the self-assessment team

The Self-Assessment Team (SAT) was established in March 2016, through widening the remit and membership of the School's established Equality and Diversity Committee (EDC). The SAT is Chaired by the School's DoE&D along with 14 other staff (Table 1, 15). The SAT Chair reports directly and quarterly into the Institutional E&D/AS Committee, where issues are raised and good practice shared.

The SAT brings together individuals with varied backgrounds and experience of work life balance with both adult and child caring responsibilities, part-time working experience and experience across the Institution. All of whom are committed to the principles of Athena SWAN (AS). Participation on the SAT is voluntary, but is indicated in the Leadership and Service element of the School's workload model and comprises the primary administrative duty for key SAT members i.e. Chair and Shadow Chair. Student member contribution to the SAT is recognised through £100 book vouchers.

Table 1: AS Self-Assessment Team, membership details

Name/ gender	Leadership and Service Roles	Position/ length of service	Brings to SAT particular knowledge of:
Ruth Woodfield (Chair)	DoE&D Disability Officer	Professor School staff, 2013-	ED&I, workload model.
Lynn Balfour	School Manager	School staff, 2017- Previously in Proctor's Office	PS
Boyka Bratanova	SAT Shadow Chair	Lecturer School staff, 2016-	ED&I
Anna Brown		School Administrator – 0.7FTE support to AS School staff, 2016-	Part-time staff
Shiona Chillas	Employability Link (Careers Centre) PGT Programme Director Sub-honours Adviser	Lecturer School staff, 2009-	Employability and PGT
Martin Dowling	Co-DoT	Director of Operations School staff, 2006-	UG and PGT Workload model
Siobhan Dumbreck		Research Student	PGR
Jasmin Hinds		Research Student Tutor	PGR issues, professional HRM experience Tutor experiences

Sam Letham		PGR Administrator School staff, 2015-	PS, PGT and PGR
Kevin Orr	CoHoS	Professor School staff, 2013-	School structures, promotions, workload.
Sandra Romenska	Co-DoT	Senior Teaching Fellow School staff, 2014-	Teaching Workload Residential Student Support
Nikolai Rothermel		School President Honours Student	UG and PGT student issues
Shona Russell	Honours Programme Co-Director Honours Advisor	Lecturer School staff, 2012-	Honours teaching and advising
Lorna Stevenson	CoHoS	Reader School staff, 2012-	School structures and promotions, workload model.

(ii) [An account of the self-assessment process](#)

The EDC was established immediately after discussions at MG, September 2015, meeting once a semester. In March 2016, it was temporarily amalgamated with the SAT. Early actions included placing E&D as a standing item on MG and SC agendas in September 2015 and March 2016 respectively. In March 2016, during SC, the DoE&D presented to all academic staff on the AS process, and in December, a discussion of the results of a School E&D survey took place in both MG and SC.

On average the SAT met three times a semester in 2016, and increased the frequency of meetings to fortnightly in 2017. In March 2016, at the first meeting of the standalone SAT, the University's Head of E&D joined the meeting to discuss the principles of AS, the self-evaluation and application process requirements.

In April 2016, the SAT drafted the School E&D staff survey, in consultation with a separate 6 member SLWG. The subsequent survey comprised 53 closed-ended questions with opportunities for open-ended contributions for the majority of responses. The survey was made available to all academic and PS staff during October 2016.

The Survey received a response rate of 67% of staff (57% female, 41% male, 3% who preferred not to specify). The SAT subsequently held two analysis meetings identifying areas of gender imbalance and actions to tackle these areas. The survey results were generally positive e.g. over 85% of staff reported feeling 'happy' in the School's working environment and 94% reported wishing to continue working within the School (no significant gender differences).

Four key areas of concern emerged from the survey, however, and were considered carefully in a series of four SLWGs (Table 2). All staff were invited to participate in any or all of the SLWGs – chaired by members of the SAT – and twenty-two staff across academic and PS teams volunteered. The groups developed recommendations for policy modifications or changes and group leaders reported findings via written and oral reports to MG and SC in March 2017; all suggestions were agreed for implementation either immediately, or going forward (therefore as Action Points in this document) e.g.: one recommendation actioned immediately came from SLWG 1: “re-inviting PS staff to attend Staff Council”, as PS attendance had lapsed in 2015.

Following the conclusion of the SLWGs, in February 2017, SAT meetings focussed on the submission, and the delivery of SLWG outcomes. In February 2017, the School appointed 0.7FTE 3-month post (Dr Anna Brown) to support the development of the submission and ensure the Chair and SAT were able to undertake the process alongside other duties. This invaluable post allowed careful data-checking and establishment of benchmarks for future reference. Dr Brown also took part in data-analysis, and drafting the documentation, as a SAT member. In February 2017, a School E&D student survey was developed and launched for March 2017. Despite publicity and several reminders, as well as deadline extensions, the response rate was low (N=23). The results will be considered by the SAT in May, but a further data collection period is necessary.

Table 2: SLWGs addressing key areas emerging from E&D Survey: remit and participation

Group Remit	Membership
SLWG1: Maintaining and further developing our culture and environment	12 members: three Professors, one Reader, one Senior Lecturer, one Lecturer, two Senior Teaching Fellows, one Teaching Fellow, and three Professional Services.
SLWG2: Further developing reward and recognition	5 members: one Professor, one Reader, two Lecturers, one Teaching Fellow.
SLWG3: Workload: calculating and representing work contribution	8 members: four Professors, two, one Lecturer, one Senior Teaching Fellow
SLWG4: Developing the built environment	5 members: one Lecturer, two Senior Teaching Fellows, one Teaching Fellow, one Professional Services

The Action Plan was developed by SAT and finalised following the development of the first, full draft submission. The majority of SAT members contributed to this drafting process, including CoHoS and PGR students, and all SAT members were given several opportunities to comment on submission drafts. School members were invited to read and comment on a full draft, with four selected from volunteers.

External support was provided by critical friend readers, including the University's HR E&D Lead (Mr Sukhi Bains), the Dean of Arts (the University Institutional AS lead (Professor Paul Hibbert) and Professor Sue Millns, University of Sussex.

AP	Objective	Rationale	Planned Action
3.1	Analyse and consult on the results of the student E&D survey and develop further modes of data collection that enable the SAT to gain a qualitative feel for emerging issues e.g. focus groups.	The student E&D surveys have only recently been completed (April 2017). The data collected will be analysed by the SAT and students consulted on emerging themes. Despite three reminders and an extension to the survey window, the response rate was very low. This suggests a need to carry out consultation with different student groups on themes emerging from the results via other methods e.g. focus groups.	(a) The School is committed to generating a qualitative feel for student experience in the School, and hence the development of the focus group methodology. Once this improved collection of data yields results, SAT will analyse the results, and engage in a process of consultation with students. This will include SLWG/ focus groups with key student demographics, to explore further the themes emerging from the data (as was undertaken with the results of the Staff survey). (b)The SAT will ensure data is sufficient to identify trends and themes, and endeavour to engage students in the data collection and analysis process. (c)The SAT will ensure SLWGs produce identifiable findings and recommendations, which can be considered by MG, SC and Teaching Committee.

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

The SAT and the School's EDC will merge following submission into the Equalities, Diversity, Inclusion/Athena SWAN Committee (EDIAS). EDIAS will meet twice a

semester to develop the Action Plan outcomes, and monitor progress against them. Gender issues, and E&DI more generally, will remain standing items on MG and SC agendas to enable staff to be kept abreast of progress and to voice the need for further change. The DoE&D/AS Lead will remain on MG, and will continue to engage in Institutional SWAN activity. The current School DoE&D has been appointed Chair of the Institutional AS Career Development & Work-life Balance Group, which is sitting once a month in 2017. In June 2017, the current DoE&D will transition to adopt the CoHoS role and Dr Boyka Bratanova (Shadow SAT Chair), will take on the DoE&D/AS role and join MG. Dr Brown's AS-related contract will end in May; she is currently applying for other School roles.

AP	Objective	Rationale	Planned Action
3.2	Address the gender and diversity balance of the Equality and Diversity/Athena SWAN committees	The E&D committee/ Athena SWAN SAT has 14 members, only three of whom are male. Four female members (one of whom is part-time) will be lost as they will be moving into sabbatical periods and other roles in the coming months. The SAT will seek to recruit more men as members and ensure its more gender-diversity balanced is more reflective of overall headcount, going forward.	(a) The Workload Allocation Group is currently allocating leadership and service contributions and will seek to identify in this process which men and other under-represented groups, can step into contributing to AS/E&D committee roles in Sept 2017. (b) The SAT will seek volunteers from the PS team to provide representation for part-time members of staff on the committee, with the new appointees attending their first meeting in Autumn 2017.
3.3	Formalise the merger between the Athena SWAN self-assessment team and the E&D Committee in to EDIAS (Equality, Diversity, Inclusions/Athena SWAN) Committee.	There is a need to streamline existing structures given the E&D committee's overlap with the SAT. Merging these committees would give the E&D Committee a clearer remit and mandate to progress and instil Athena SWAN principles in School practices and processes. This would enable the School to build on the school-wide engagement with the Athena SWAN process, and the current profile of AS in the School. It is nevertheless noted that some issues will be distinctively focused on AS or	The informal arrangement between the two committees will be formalised through a change in the Terms of Reference for the E&D Committee to incorporate Athena SWAN principles, monitoring and action planning.

		other E&D issues and the emerging committee will review the success of this arrangement going forward.	
3.4	Shadow Chair of SAT to adopt DoE&D role, and become a member of the School's Management Group	The existing Chair of the SAT and the School's DoE&D will transition to CoHoS on 1 June 2017, therefore a new School E&D Lead needs to be appointed.	New AS Lead/DoE&D will move into role June 1 st 2017 and will join MG at the same time.
3.5	E&D monitoring, especially in relation to gender issues.	The School is committed to continuing to monitor and reflect on AS principles. In order to do so, mechanisms must be implemented to ensure regular data collection, in particular in relation to staff and student experience.	(a) Repeat E&D survey every two years, using 2016 data as a benchmark for assessing the experiences and perceptions of staff by gender and relating to gender issues. (b) Repeat student surveys every two years, using 2017 data as a benchmark for assessing the experiences and perceptions of staff by gender and relating to gender issues.

Word count: 1092

4.0 A picture of the department²

4.1 Student data

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

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

n/a

² Our data capture is for the 3 years leading up to the end of the last academic year – July 31st 2016.

Our staff and student data are supplied as FTE for UG, PGT and PGR students, and by headcount for staff members.

UG students can enter the University on a Management degree pathway, however this does not necessarily determine the final degree they graduate with. For example, a student could enter to Management in Sub-Honours years 1 and 2, and alter their degree choice to Anthropology, or vice versa. This flexibility in degree pathway means that student data on entrants, attainment and leavers (Section 4) do not always precisely correspond.

Staff and Student data is collected and stored centrally in compliance with the Data Protection Act (1998). Registry continues to provide student data and HR provides data for staff.

(ii) Numbers of undergraduate students by gender

Our undergraduate gender distribution is close to, but exceeds, the UK average overall (56% female, 44% male), and in Business & Management specifically (Table 3).

Table 3: Undergraduate students in School of Management, University of St Andrews, and in Business & Management disciplines nationally, by gender – years 2013-2016

Academic Year	F	M	Total Students	% F	%M	% National Average F
2013-14	170	117	287	59%	41%	47%
2014-15	206	146	352	59%	41%	47%
2015-16	215	144	359	60%	40%	47%

Offers are made to applicants based on ability to meet entry requirements (Scottish Highers=AAABB/A-level=AAA). Males and females are targeted equally in the School’s recruitment strategy through the University and School’s website, printed prospectus and Open Days (e.g. Fig 3, p.23).

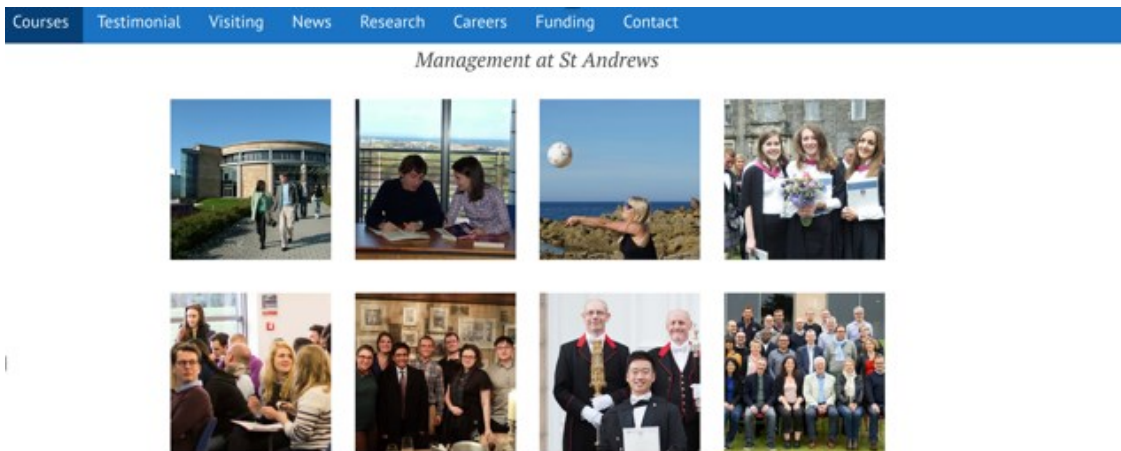
We receive more female applications. This trend has increased recently with women comprising 54% and 53% of applicants for entry to academic years 2015/16 and 2016/17 respectively (Table 4, p24). The School has tended to make more offers to female applicants (between 3-4%), until the most recent application round. Greater proportions of women accept their offers. University-level and School-level AS analysis, has revealed that our gender imbalance is greatest amongst Scottish students. For entry to the academic year 2016/17, 36% of our Scottish-domiciled applicants were male, while 27% of Scottish-domiciled applicants receiving offers were male.

We are exceeding the national averages for women students at UG level. This may be partly because we are highly ranked, our standard entry offer is high, and women are frequently exceeding men in their pre-entry attainment. We will continue to monitor and address this issue going forward.

AP	Objective	Rationale	Planned Action
4.1	Monitor and reflect on gender imbalance in UG cohort	Analysis has shown that gender imbalance is greater in the School’s UG cohort, with more female than male entrants and more women receiving offers, especially amongst our Scottish applicants.	(a) The SAT will review the gender imbalance in students at the School and consider potential actions to help address any imbalance ahead of the 2018/19 recruitment and admissions process, with a view to improving gender balance in line with national benchmarks for Business and Management by 2020.

			<p>(b)The School will continue to engage with the University’s Widening Participation initiatives to target students from disadvantaged or non-traditional backgrounds, including young men.</p> <p>(c) The School is developing an ambassadorial scholarship programme that will provide full and partial funding (fees and/or stipend) for PGT and PGR students. Part of the conditions of funding will be acting as School Ambassadors, and duties will include outreach events and representing the School at university recruitment events. The School will seek to target recruitment initiatives where currently under-represented groups e.g. Scottish men, might attend.</p> <p>(d) All academic and PS staff involved in admissions work to undertake Unconscious bias training.</p>
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Figure 3: Screenshots of Management subject pages on University website and School website.





Study options



Why St Andrews



Fees and funding



School of Management

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Table 4: UG applications, offers and acceptances/entrants for entry into academic years 2014/15-2016/17, by gender, showing percentage of each gender group proceeding to the next stage

For entry to academic year:	Applications (N and %)		Offers (N and % of Applications made)		Entrants (N and % of Offers made)	
	F	M	F	M	F	M
2014-15	444	388	253	210	59	43
	53%	47%	57%	54%	23%	21%
2015-16	480	414	209	164	52	34
	54%	46%	44%	40%	25%	21%
2016-17	503	441	182	177	42	34
	53%	47%	36%	40%	23%	19%

Women achieved more First-class degrees across all years since 2013/4 (Table 5) although the gap narrowed after 2013/14. Women have also been more likely to secure a 2:1, with the exception of 2013/14 (largely because women were then

concentrated in Firsts). Men have been consistently more likely to achieve a 2:2. This pattern of over-representation of women in the Upper degree category follows the national picture of attainment overall, and in Business & Management (ECU 2016; HEA 2014). Greater proportions of both men and women are achieving Upper degrees in the School than nationally. No student has attained a 3rd class degree.

The School continues to monitor the gender breakdown of attainment, which is discussed at Teaching Committee and E&D/AS committee meetings.

Table 5: Undergraduate Degree attainment by gender and year

Year of Award	Class	F	M	% F	% M
2013-14	1st			29%	12%
	2:1	28	26	62%	76%
	2:2			9%	12%
	3rd	0	0	0%	0%
2014-15	1st	16	9	23%	21%
	2:1	50	28	71%	67%
	2:2				
	3rd	0	0	0%	0%
2015-16	1st	23	11	34%	27%
	2:1	42	23	62%	56%
	2:2				
	3rd	0	0	0%	0%

Table 6: Undergraduate Students in Management who left without completing a degree by gender (Headcount)

Year	Reason Left						Total		Total N/(%) of whole cohort
	Left		Transferred		Studies terminated		F	M	
	F	M	F	M	F	M	F	M	
2013/4									9/287 (3%)
2014/5									15/352 (4%)
2015/6									7/359 (2%)
Total							14	17	

As Table 6 indicates, since the academic year 2013/14, 31 undergraduates have not completed their degree (14 women and 17 men, comprising 45% and 55% of leavers respectively). The gender distribution across the leaver categories over the 3-year period is fairly balanced amongst those who have 'left' and 'transferred'; more men have their studies terminated. The School's overall completion rate was between 96-98% between 2013/14 and 2015/16.

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

The School has a large (between 210-240) annual PGT cohort across 7 courses, undertaking full-time (12 month) degrees (Table 7, p.17). Part-time degrees are available by arrangement (≤ 1 student per annum).

Table 7: PGT students in School of Management, University of St Andrews, and in Business & Management disciplines nationally, by gender – years 2013-14 to 2015-16

Academic Year	F	M	Total	% F	%M	National Average - Female
2013-14	163	76	239	68%	32%	51%
2014-15	131	83	214	61%	39%	52%
2015-16	121	88	209	58%	42%	54%

The School has more women PGT students (currently 58% of our cohort). More women make applications (Table 8, p26: 65-68% of each application cohort) and in two of the past 3 years, greater proportions of female applicants have received offers. Men are more likely to accept offers, however; our cohort is therefore less imbalanced than it might otherwise be.

Table 8: PGT applications, offers and acceptances/entrants for entry into academic years 2014/15-2016/17, by gender, showing percentage of each gender group proceeding to the next stage

For entry to academic year:	Applications (N and %)		Offers (N and % of Applications made)		Entrants (N and % of Offers made)	
	F	M	F	M	F	M
2014-15	1321	700	632	318	131	83
	65%	35%	48%	45%	21%	26%
2015-16	1230	584	645	306	120	88
	68%	32%	52%	52%	19%	29%
2016-17	1286	599	722	278	159	82
	68%	32%	56%	46%	22%	29%

Applications are made online and evaluated on merit, requiring a 2:1 degree or equivalent. Application figures are monitored by the DoPGT and MG. PGT applications are gender-blind; it is therefore not currently possible to monitor live gender trends, but we can do this retrospectively.

We are exceeding the national averages for women students at PGT level. As with our UGs, this may be partly because of our School's high ranking and standard entry offers. We will continue to monitor this on an annual basis.

PGT recruitment webpages are held and managed centrally and there are hyperlinks to our University's E&D pages with general information and policies. As with UG students, prospective students are directed through recruitment promotion material that target men and women equally.

The majority of PGT students achieve their degree (Table 9 & Fig 5, p27). Between academic years 2013/14 and 2015/16, a greater proportion of women have, however, achieved a Postgraduate Diploma. Additionally, one woman and one man achieved a Postgraduate Certificate in 2015-16.

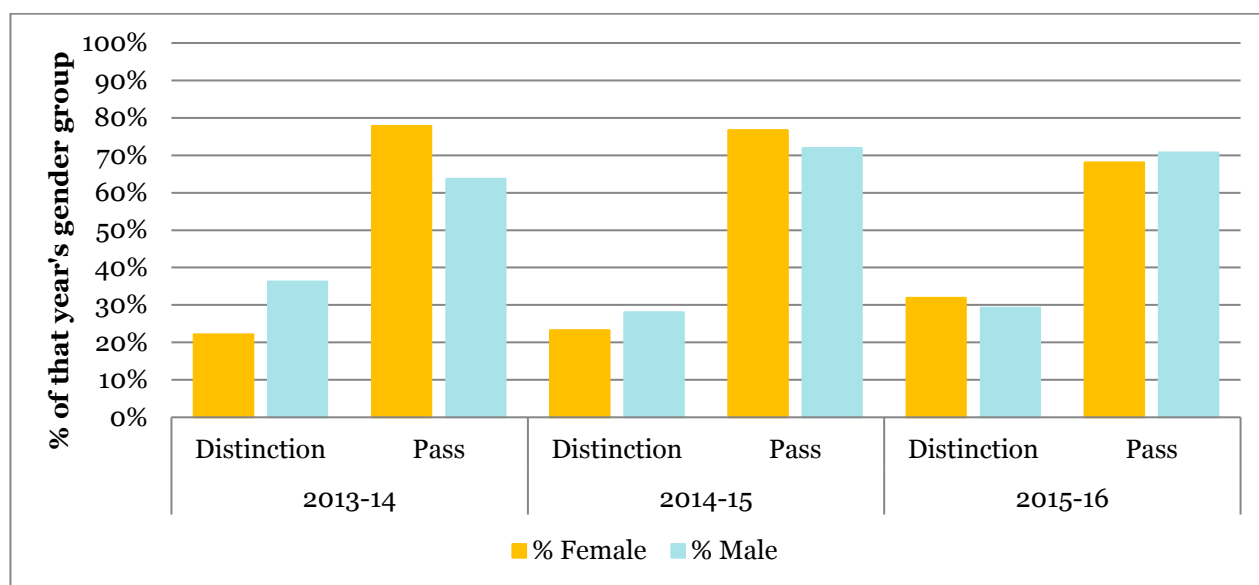
Table 9: Number and percentage of award outcomes for MLitt and MSc Management students. Percentages are presented as a proportion of that year's gender group

Entry Year	Classification	F	M	% F	% M
2013-14	Master of Letters/Science	167	80		
	Postgraduate Diploma				
	Postgraduate Certificate	0	0	0%	0%
	No Award	0	0	0%	0%
2014-15	Master of Letters/Science	134	89		
	Postgraduate Diploma				
	Postgraduate Certificate	0	0	0%	0%
	No Award	0	0	0%	0%
2015-16	Master of Letters/Science	118	99		
	Postgraduate Diploma				
	Postgraduate Certificate				
	No Award	0	0	0%	0%

Figure 4: PGT degree attainment by gender (REDACTED)

Year-on-year (Fig 6, p.28), female students have increased their attainment of Distinctions, overtaking men 2015/16.

Figure 5: PGT degree attainment by gender, Pass and Distinction



AP	Objective	Rationale	Planned Action
4.2	Move towards gender balance in those achieving a Pass and Distinction within the PGT cohort	PGT attainment data shows a year-on-year increase in women attaining Distinctions in PGT degrees. In 2016 the number of women awarded Distinction overtook that of men. This attainment pattern needs to be monitored as part of the attempt to ensure that equal opportunities to achieve a Distinction are maintained in PGT degree attainment.	<p>(a) The SAT will review degree attainment data for gender differences annually.</p> <p>(b) The SAT will develop awareness within the School of gendered patterns and trends through updates at SC.</p> <p>(c) All markers of MLitt Dissertations and of Presentations (where student gender is visible) must undertake online diversity and unconscious bias training.</p>
4.3	Monitor the gender imbalance amongst those few students failing to achieve the PGT degree they registered for.	A gender imbalance, among PGT degree attainment data, has been revealed as part of the Athena SWAN process, which sees more women failing to achieve their PGT degree than men.	(a) Analysis of attainment statistics will be considered annually at the Autumn SAT/E&D meetings, paying particular attention to gender differences that emerge from this analysis.

			<p>(b) The SAT will develop a planned response to any identified discrepancies including: ensuring critical staff (DoPGT; Supervisors; Student Services) are aware of the gender imbalance; ensuring supervisors are using the early warning systems for those struggling with their modules and Dissertations – Academic Alert - to flag struggling students at an early phase.</p> <p>(c)The University is currently reviewing its marking criteria and scale for PGT assessments and is moving towards permitting re-sits of Dissertations etc., and awarding a fuller scale of Pass categories, including Merit (currently pass or distinction). Part of the rationale for this process is to reduce the already small numbers of students who do not achieve their PGT degree. It is likely that this change will be implemented in time for 2018-19 academic year. The School will ensure the issue of gender is considered within this ongoing central and local discussion.</p>
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(iv) Numbers of men and women on research postgraduate degrees

The School has more female than male PGR students, there are fewer than 20 enrolled for each year below. Female representation in last the three-year degree period (63-72%) has exceeded the national average (44-46%) within our discipline (Table 10).

Table 10: PGR students within three year funding period in School of Management, University of St Andrews, and in Business & Management disciplines nationally, by gender – years 2013-14 to 2015-2016

Year	F	M	Total	% F	National Average
2013-14				67%	44%
2014-15				72%	45%
2015-16				63%	46%

PGRs pay a nominal fee beyond Year 3, and receive continued full support. In 2016, the School housed a total of 29 students (11 male and 18 female (62%), 12 of whom were beyond Year 3 (and so not captured in Table 9 which records those registered Years 1-3).

The School offers a number of fee waivers, full and partial scholarships for PGR students, advertised on the website. Scholarships forming part of larger research grants are also offered and advertised on www.jobs.ac.uk. Applications to our PGR programme are made online, reviewed by PS staff for eligibility and by potential/named supervisors for fit and merit. Scholarships are subsequently allocated at RDC.

The School has received more PGR applications from males (Table 11). The largest student intake was for 2013-14 entry, as a result of the availability of 600th Anniversary scholarships. Applications for 2015/6 entry resulted in only one male applicant being accepted for a specific Scholarship.

Table 11: PGR applications, offers and acceptances for academic years 2014-15 to 2016-17, by gender, showing percentage of gender group proceeding to the next stage

For entry to academic year:	Applications (N and %)		Offers (N and % of Applications made)		Entrants (N and % of Offers made)	
	F	M	F	M	F	M
2014-15	16	27				
	37%	63%	25%	15%	100%	25%
2015-16	14	18				
	44%	56%	0%	6%	-	100%
2016-17	29	31				
	48%	52%	28%	6%	38%	50%

AP	Objective	Rationale	Planned action
4.4	Explore whether the School can record gender of applicants to PGT and PGR degrees, and the advantages and disadvantages of doing so.	The AS self-assessment process has identified that existing School process does not require prospective students to specify gender on applying for PGT and PGR programmes.	In consultation with DoPGT and DoPGR (responsible for PG admissions) and central admissions team, the School will explore the possibility of amending the application process to record gender with a view to securing the routine collection of this information in the next 3 years.

(v) Progression pipeline between undergraduate and postgraduate student levels

Less than 3 UG St Andrews students annually progress to PGT level in Management. Of our currently enrolled PGR students, however, nine, have studied here before.

AP	Objective	Rationale	Planned Action
4.5	Develop ambassadorial role for PGT and PGR scholarships	DoPGT is currently developing ambassadorial role descriptor for PGT students, which will be considered by MG and made available by 2019.	(a) Develop ambassadorial role descriptor for PGR students, to include peer mentoring, and representation of School on admissions days and recruitment fairs in areas designed to target students from diverse backgrounds.
4.6	Support pipeline from existing programmes through to PGT and PGR	<p>Currently the School has a lack of in house data on its student pipeline. The School must ensure a better quality of data is available so that it can identify patterns, especially those that are gendered, and develop measures to address gender differences where these emerge.</p> <p>The School is committed to improving the current numbers of students moving through its pipeline from UG to PGT or PGR programmes.</p>	<p>(a) Develop information session where PGR students can talk to PGT and UG students about PGR opportunities within the School.</p> <p>(b) Develop information sessions where PGT students talk to UG students about PGT opportunities within the School.</p> <p>(c) School Scholarship opportunities to be circulated via student memos to UG and PGT cohort and academic networks.</p> <p>(d) Improve data collection on student journeys, in particular monitoring numbers of students</p>

			<p>moving through the various stages of academic life.</p> <p>(e) PGR to be added as a standing item on MG, and DoPGR attend meetings</p>
4.7	Develop pipeline Between PGR and academic jobs	<p>The requirement for obtaining an academic post is not always met by the research student journey itself. For example, the School's recent Associate Lecturer posts required some teaching experience at UG or PGT level.</p> <p>Until recently, University policy did not allow PGR students to teach. Tutoring opportunities have always been available to PGR students, but do not extend beyond sub-honours level.</p>	<p>(a) Develop opportunities within the School for contributing to lectures on UG and PGT modules, so that PGRs can gain some experience required to obtain an academic job.</p> <p>(b) Where funding allows, recruit fixed-term posts for newly awarded PhD students to apply to; ensuring (on appointment) that they are mentored and allocated work to allow them to develop teaching and/or research focused careers for the duration of these posts and beyond into permanent posts.</p> <p>(c) PGR to be added as a standing item on MG, and DoPGR attend meetings</p>

4.2 Academic and research staff data

Headcount data (Jul 2016³) shows (Table 12, p32) that men have outnumbered women in academic roles at the School. Most recently, women have represented 41% (2015) and 43% (2016) of academic staff, broadly in line with the 44% representation of women within academic staff across all disciplines in the UK, and with the 42% of academic staff within Business and Management specifically (ECU 2016: 220). Women comprise less than half of our Teaching Fellow staff (33%) and half of our Senior Teaching Fellow Staff (50%), in a context where women comprise 52% of teaching-focused staff in UK HE overall (52%, ECU 2016). Women have been over-represented at SL level, but under-represented at Lecturer, Reader and Professorial Level, although their representation at Reader and Professor levels has improved since 2014. 38% of our Professors are women, compared to the

³ Tables in this section include 2013 data to ensure we provide a minimum of 3 years data as staff headcount data counts vary and some are based on academic year ending July 31st, and some on calendar year ending December 31st.

national figure of 29% in non-SET areas (ECU 2016: 200). Some of this improved picture may be due to attempts to embed E&D practices at recruitment, including all panel members completing online recruitment bias training and ensuring candidate questioning follows standardised formats. In our last Chair recruitment round in 2015, 2/3 of offers were made to women.

We are currently recruiting for a substantial number of academic posts across all levels, providing an opportunity to improve our gender balance. Recent improvements to our institutional and School promotion procedures (see section 5.1 below) should also lead to greater representation of women in senior grades.

Table 12: Academic staff headcount by year, role and gender

Role	2013			2014			2015			2016 (July)		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Research Fellow			60%			67%			50%			100%
Snr Research Fellow			100%			100%			100%			100%
Teaching Fellow			33%			33%			33%			33%
Snr teaching Fellow			50%			50%			50%			50%
Lecturer			36%			38%			35%			39%
Snr Lecturer			100%			67%			67%			67%
Reader			20%			20%			33%			33%
Professor			30%			27%			36%			38%
Total	18	25	42%	19	28	40%	18	26	41%	20	26	43%

Table 13: Job role translation to HESA posts 2012/13

University Role	Grade	Higher Education Statistics Agency (HESA) post-2012/13
Research Fellows	5-6	Researcher
Senior Research Fellows	7-9	

Teaching Fellows	5-6	Lecturer
Senior Teaching Fellows	7-8	Lecturer/Senior Lecturer
Lecturer	7	Lecturer
Senior Lecturer	8	Senior Lecturer
Reader	8	
Professor	9	Professor

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

The number of Research Fellowship and Senior Research Fellowship posts has reduced from 7 to 2 since 2013 (Fig. 7, p.34), and this is directly linked to cessation of research centre grants. Most of those in research-only roles have been women and this has had implications for their contractual status, as their posts were fixed-term (see ii below).

The School has typically tried to maintain a small balance of teaching-focused positions. In particular, we have regularly sought to recruit Teaching Fellows, actively encouraging our PhD cohort to apply, to support their early career development (teaching or teaching and research focused). One female PGR alumni was awarded such a post in 2016.

Figure 6: contracts by function: teaching only; research only; teaching and research – REDACTED

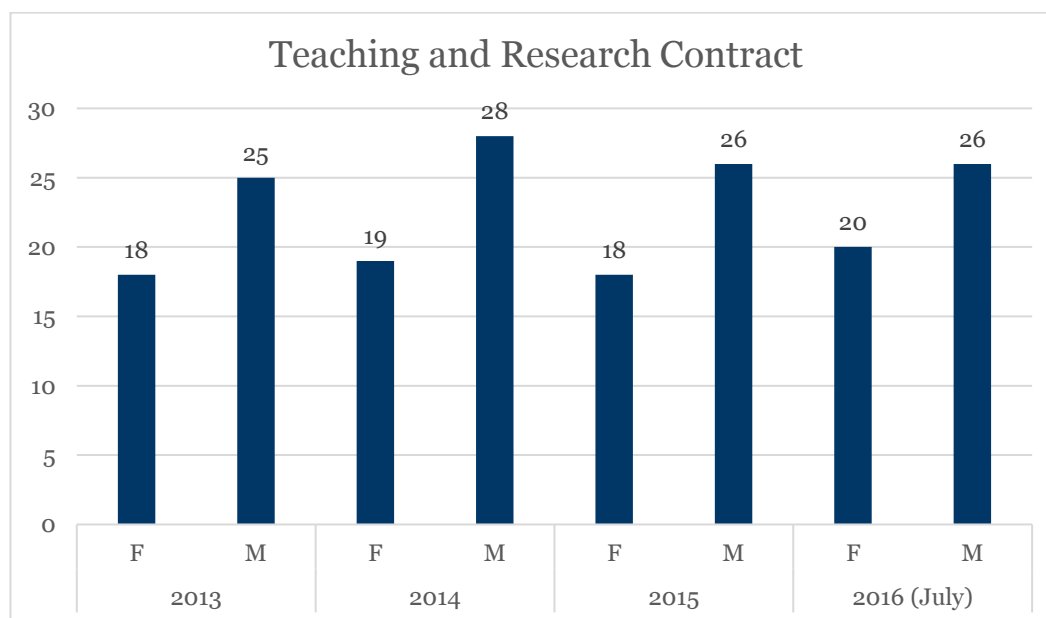


Table 14 contracts by function: teaching only; research only; teaching and research

2013	2014	2015	2016 (July)
------	------	------	-------------

	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Research only			71%			80%			67%			100%
Teaching only			38%			43%			43%			43%
Teaching & Research	10	18	36%	12	23	34%	13	21	38%	15	22	41%
Total	18	25	-	19	28	-	18	26	-	20	26	-

In March 2017, the University introduced a new career pathway for Teaching-focused posts: Teaching Fellows became 'Associate Lecturers', and Senior Teaching Fellows, 'Lecturers (Education Focussed)'. Otherwise academic posts from Lecturer to Professor include a 33% split between teaching, research and administration (see Fig 7 and table 14, above).

The majority of our academic staff work full-time. Between 2013-2015, there was no gender difference amongst part-time academics; in 2016, 4 women and 3 men worked part-time, meaning that 57% of part-time staff were women (Table 15, p 35).

Table 15: Breakdown of academic headcount by gender and part-time/standard contracts

	Headcount	Standard			Part-time		
		F	M	% F	F	M	% F
2013	43	16	24	37%			50%
2014	47	17	26	36%			50%
2015	44	16	24	36%			50%
2016	46	18	22	39%			57%

Figure 7: Academic part-time contracts by gender and role - REDACTED

The School also employs a number of part-time staff (43%) in the PS team, all of whom are female.

Table 16: Professional Services Staff headcount by contract type

	headcount	% F	Fixed-term	Part-time
2013	8			
2014	8			
2015	7			
2016 (Jul)	7			

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

In 2016, the School employed six people on fixed-term contracts (Table 17), representing 15% of the 2016 headcount; women are currently over-represented in this employment category. The ongoing Senior Research and Research Fellowships are attached to research centres, and dependent on finite-period funding, and are part-time. After three years, fixed-term contracts are converted to permanent contracts, or staff are put on redeployment schemes where possible. There is also opportunity to take up permanent posts through internal and external recruitment rounds. For example, one Senior Research Fellow secured a permanent Chair in the School (2015). The School avoids utilising casual budgets to employ staff, and seeks to make strategic requests to the Principal's Office for permanent or longer-term posts. Those on part-time or fixed-term contracts have equal access to resources, mentoring, development opportunities, and representation.

Fixed-term Professorial appointments relate to members of staff who work on a part-time basis, up to 0.25 FTE and one unpaid Emeritus Professor.

Table 17: Fixed-Term academic contracts by gender and year

	Female FT	Male FT	%F	%M
2013			45%	55%
2014			33%	67%
2015			28%	72%
2016			57%	43%

The University does not employ staff on zero-hours contracts. Fixed-term staff are recruited through the same procedures as permanent staff (see section 5.1 (i)). The percentages in Table 17 above represent very small numbers so caution should be used in drawing any firm conclusions.

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

Table 18: Leavers by year, post and gender

	Female	Male	%F
2013			75%
2014			29%
2015			20%
2016			33%

*Professor moved to unpaid Emeritus position at the School.

Between 2013 (Jan) and 2016 (July), 19 employees left the School, including seven female leavers, 43% of whom held fixed-term contracts. Across genders, 43% of leavers are Research and Teaching Fellows, 32% are Lecturers, and 27% Reader/Professor.

The CoHoS undertake exit interviews with staff leavers. To increase the diversity of interviewers, the School will commence offering exit interviews with any member of MG from the start of the academic year 2017/18.

AP	Objective	Rationale	Planned Action
4.8	Improve mentoring for research-only staff	A key exit point for staff is at the end of, often fixed-term, research contracts. The School is committed to developing its staff to either gain further employment in the School, or elsewhere	Staff on research-only contracts will be offered specialised mentoring in the last year of their contract, comprising 4 meetings a year at a minimum, to guide the transition to a new role within the School or elsewhere. Mentors will cover, amongst other things, the availability of CAPOD courses that support such employment transitions e.g. comprehensive programme of research & transferable skills (e.g. Passport to Research Futures, CoRe skills); successful cross-institutional mentoring; tailored careers support.
4.9	Formalise and extend the exit interview process; applicants to have choice of interviewer and Exit Interview to become a formal expectation.	The existing exit interview process takes form of an informal discussion with the leaver and CoHoS. This could be broadened to offer a wider selection of both male and female exit interviewers.	(a) CoHoS have agreed to open up exit interviews so that they can be held with any two members of MG. This includes DoR, DoO, CoDoT, DE&D, DoI, CoHoS and School Manager. (b) CoHoS to promote University's online Exit interview survey to all leavers

Word count: 971

5.0 Supporting and advancing women's careers

5.1 Key career transition points: academic staff

(i) Recruitment

The school's recruitment processes are fully aligned with the University's E&D policies. All staff participating in recruitment are provided with an Inclusive Recruitment Guide, which provides an overview of good practice legislation relating to recruitment; they are also required to complete an online Recruitment

and Selection training module prior to becoming a panel member. To date 12 staff members have completed the Online Recruitment Training Module. All vacant posts are advertised through the University website, and externally through www.jobs.ac.uk. All adverts include: the AS logo; a written statement of commitment to equality (particularly welcoming women applicants), diversity and inclusion; and an encouragement for applicants from underrepresented groups. Adverts carry both male and female contacts, while selection and recruitment panels are composed of at least one man and one woman.

Table 19 shows the breakdown of applications by gender and grade for the last three years.

Women are under-represented amongst those that apply to the School across all levels and years (January 2014-17). We are aware that we need to take steps to address this under-representation.

With the exception of the recruitment of Lecturers in 2015, women are more likely to secure a post from those that apply. In 2014 – 5.6% of women did so against 2.3% of male applicants. In 2015, 4.1% of women applicants secured a position against 1.7% of men and in 2016, 11.8% of women applicants were successful against 0% of male applicants. This is despite being under-represented at application stage.

Table 19: Applications, shortlisting, offers and success rate by gender, 2013-2016

	Applications							
	2013		2014		2015		2016	
	F	M	F	M	F	M	F	M
Research Fellow	0	0	0	0	0	0	0	0
Snr Research Fellow	0	0	0	0	0	0	0	0
Teaching Fellow	0	0	11	45	13	16	0	0
Snr Teaching Fellow	0	0	15	27	0	0	0	0
Lecturer	31	77	28	44	49	74	0	0
Senior Lecturer	0	0	0	0	0	0	0	0
Reader								
Professor								
	30%	70%	54	116	73	113	0	0

Shortlisted

	2013		2014		2015		2016	
	F	M	F	M	F	M	F	M
Research Fellow	0	0	0	0	0	0	0	0
Snr Research Fellow	0	0	0	0	0	0	0	0
Teaching Fellow	0	0					0	0
Snr Teaching Fellow	0	0			0	0	0	0
Lecturer							0	0
Senior Lecturer	0	0	0	0	0	0	0	0
Reader					0	0	0	0
Professor							0	0
	25%	75%	42%	58%	47%	53%	0	0

Success Rate

	2013		2014		2015		2016	
	F	M	F	M	F	M	F	M
Research Fellow	-	-	-	-	-	-	-	-
Snr Research Fellow	-	-	-	-	-	-	-	-
Teaching Fellow	-	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Snr Teaching Fellow	-	-	0.0%	0.0%	-	-	-	-
Lecturer	0.0%	5.2%	0.0%	9.1%	2.0%	4.1%	-	-
Senior Lecturer	-	-	-	-	-	-	-	-
Reader	0.0%	12.5%	-	-	-	-	-	-
Professor	0.0%	7.1%	-	-	18.2%	4.3%	-	-
	0.0%	6.1%	0.0%	5.2%	4.1%	3.5%	0.0%	0.0%

AP	Objective	Rationale	Planned Action
5.1	Increase representation from female applicants across all job roles	Women are under-represented amongst those that apply to the School across all levels.	(a) MG will continue to monitor and reflect upon gender patterns in job applicants, including within the School's April 2017 round of recruitment. (b) MG seek feedback from successful female applicants about aspects of advertising that encouraged/discouraged them to feed into a review of best practice in relation to advertising and application procedures.
5.2	Improve uptake of online E&D and	Although approximately 75% of staff have completed the training,	(a) The DoE&D will encourage staff to complete training with bi-annual reminders.

	Unconscious Bias training	<p>the School would like to encourage all staff to undertake the module, and obtain a 90% completion rate among its staff.</p> <p>Only a small proportion of students have completed this training.</p>	<p>They will also continue to monitor training completion rates among existing staff and students.</p> <p>(b) The School Manager will ensure that links to modules are included in the Staff Handbook, and that staff are specifically asked to undertake this training as part of the School induction. CoDoTs will ensure tutors marking all assessments where students are not anonymised will undertake the training.</p> <p>(c) Students will be asked to undertake these training modules as part of the School's induction process.</p>
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(ii) Induction

All new staff attend University induction, as well as 'New Staff Essentials'. Here colleagues are provided with University policies, including information on HR, Unions, E&D, and Health & Safety. The School provides all staff with a School Handbook. This includes information on the structure of the School and includes a commitment to responsible enterprise, distributed and shared leadership, AS principles and equalities more generally. The School Manager carries out an induction on arrival, where new starts are introduced to colleagues, and given key information about working in the School. Links to a number of HR policies, including E&D policies, are maintained on the School website so all staff can have easy access to them. Appointees are assigned a mentor who provides guidance and support on administrative and academic duties.

In addition, the University provides online Unconscious Bias, and E&D training modules, which the School encourages all staff and research students to complete. The School receives fortnightly updates on completion rates. To date 39 staff and 9 PGR students have completed the Online E&D Module; 33 staff members have completed the Online Unconscious Bias module

(iii) Promotion

In February 2016, the University changed the success criteria for promotions, based on feedback from central and School-based EDCs. In February 2017, following a significant review, reflection and overhaul of existing processes, the University substantially updated procedures. For example, the practice of holding a panel interview with candidates at the culmination of the promotion process was removed, as it was perceived that this could lead to the disadvantaging of candidates from some groups, including women.

A University-wide, two-hour open session to update staff on the new promotions process, including a Q&A with the University's Master (Chair of the Promotions Panel), the Head of HR and The Proctor, Dean of Arts (male), was held on 7 March 2017. The Director of HR subsequently visited the School to deliver an hour-long briefing on the revised promotions process. This event was open to all School academic staff; 16 attended.

When applying for promotion staff must evidence how they meet the requirements of the grade to which they are applying. They can demonstrate excellence across a range of core work dimensions: (i) Research and Scholarship, (ii) Teaching and Pedagogical Activities, (iii) Impact/Outreach/Knowledge and Technology Transfer, and (iv) Service and Leadership. Depending on the career track and promoted position applied for, the significance placed on each of these criteria varies.

The process for promotion includes completing an application and providing supporting documents for review by the promotions panel. CoHoS circulate promotion guidance and all potential applicants are strongly encouraged to seek feedback from CoHoS (and mentors/senior colleagues) prior to applying. From 2017, the School has formalised its process for reviewing applications through a gender-balanced sub-group of the School's Management Group, thus ensuring that a wider view is collected and fed into the Heads of School supporting statement. The University promotions panel comprises the Principal, Deputy Principal and Master, Vice-Principal (Research), Proctor, Dean of Arts & Divinity, and 5 Professorial members from the Faculties of Arts and Divinity. The University has committed to providing equal promotion opportunities to all academic staff irrespective of their career track and personal circumstances and the renewed procedures reflect this commitment. The Master will offer to feedback in person to unsuccessful applicants, and Heads of School will also seek communication with any unsuccessful applicants.

The promotion timeline remains the same each year with announcements made in December, deadline for applications at end March and notification of outcomes in early July. In 2017 the announcement was delayed until early February due to the implementation of the new process.

Between 2013 and 2016 (July), two lecturers applied for promotion but were unsuccessful. In 2017 the School supported five promotion applications.

Since 2012, staff have sometimes been considered for promotion outside the annual promotion round when: fixed-term contracts have been reviewed for upgrade to permanent contracts; or staff have applied for externally advertised posts within the School as a route to promotion. Since 2012 one male (2013) and one female (2015) have secured promotion via these routes.

AP	Objective	Rationale	Planned Action
5.3	Continue and develop support available to staff applying for promotion	The School is committed to developing its staff, and wants to encourage more individuals, especially women, to apply for promotion.	<p>(a) Develop shadowing opportunities for junior members of staff, as well as opportunities for task- specific mentoring.</p> <p>(b) Encouraging mentorship opportunities in the School, and gender matching mentors with mentees where requested.</p> <p>(c) Encourage uptake of ECR mentorship programme with University of Dundee, and University of Abertay</p> <p>(d) Encouraging promotion applicants to get feedback on applications during the drafting/redrafting phase.</p> <p>(e) Develop best-practice initiative emerging from K&P thematic group on helping members to publish, through writing retreats, organised feedback sessions, and 'Shut up and Write' events. Make similar opportunities available to all staff through TGs.</p>

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

The University code of conduct for REF submission was developed in line with the REF2014 'Assessment Framework and Guidance on Submissions' document. The code of practice details the process of selection and is publicly available on the University website. It includes a statement on the University's commitment to equality. CoHoS are responsible for ensuring that all REF-eligible staff are included for submission. In 2014 the School submitted 23/27 eligible staff (85%) (Table 21), higher than the University average (83%). Of the four exclusions, two were early career staff and two were mid-career staff. Approximately 40% of submitted staff were classified as ECR, compared to the University average of 24%.

This compares to the RAE 2008 submission (Table 22) where 22/26 eligible staff (85%) were returned. Women were marginally less likely to be returned to RAE 2008, but marginally more likely to be returned to the REF2014.

Table 20: REF 2014 eligible/ returned/ not returned/ returned rate by gender

	M	%	F	%	T
Eligible		67%		33%	27
N/% of those eligible Not Returned					4
N/% of those eligible Returned		83%		89%	23

Table 21: RAE 2008 eligible/ returned/ not returned/ returned rate by gender

	Male	%	Female	%	Total
Eligible	20	67%	6	33%	26
N/% of those eligible Not Returned					4
N/% of those eligible Returned	17	85%	5	83%	22

All members of staff involved in the REF submission decision-making process were required to complete the University’s online ‘Diversity Awareness’ training. Decisions regarding who was submitted were made by a REF Executive Panel within the School’s RDC (including DoR; CoHoS; DoE&D) and were based on the recommendations from REF Interviews, held in the School. These recommendations were passed to an Institutional panel, where the final decision-making power resides.

The University’s E&D Review Group examines any decisions resulting in a member of staff not being included in a submission. In addition, the University prepares an equality profile in terms of age, disability, gender and ethnicity of staff eligible for submission, covering those who are submitted and those who are not. This profile is continuously monitored as it evolves throughout the RAE/REF process to ensure that no group of staff is treated differently to any other group.

AP	Objective	Rationale	Planned Action
5.4	Develop a School E&D review group for submission to REF2021	Men and women have been equally likely to be submitted in REF exercises. Equal and fair treatment for both genders must therefore continue to be achieved in the context of the emerging REF2021 criteria and processes.	(a) Establish a School E&D review group for decisions about submission to the REF2021; to ensure equal and fair treatment is achieved for all eligible staff. (b) Establish mechanisms for recording and monitoring gender

			<p>balance of School REF submissions</p> <p>(c) Establish more female reviewers for Research Annual Review and monitor gender-balance of group annually.</p>
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5.1 Career development: academic staff

(i) Training

The Centre for Academic, Professional and Organisational Development (CAPOD) provides a comprehensive range of opportunities to support personal, professional and academic development for all University members; as well as a range of funding opportunities. In addition to CAPOD's core programme for of group workshops, coaching and mentoring opportunities, the University also offers staff two structured development programmes: Passport to Research Futures; and Passport to Management. Both of which have been recognised by the Institute for Leadership and Management.

Training is also available online, including the 'Research Skills Master Programme' and 'Professional Skills for Research Leaders' programmes. New internal and external training initiatives and opportunities are developed as needs are identified, informed by University strategies and external influences, e.g. QAA, SFC, the Researcher Development Framework and the Scottish HE sector's enhancement agenda. Every member of staff has an online training record, administered through CAPOD.

The University does not record data by School on uptake of training, and its existing systems do not allow for this information to be disaggregated by gender/School.

Each year, women (academic and PS staff Grade 6 to 8) are invited to apply to take part in the Leadership Foundation's women-only Aurora programme. Costs for the programme, including travel and subsistence expenses, are fully funded by the University's Diversity Budget. Since 2014, several Management women completed the programme and now act as contacts for other considering it.

(ii) Appraisal/development review

The University runs an Academic Review and Development Scheme (ARDS), and Review and Development (RD) for PS staff, which provides a discussion platform for workload balance, career aspirations, research leave, and promotion. The ARDS is used for all academic, teaching and research staff. ARDs are carried out annually by mixed gender panel of senior members of the School: five Professors,

one Reader, the CoHoS, DoR, and one Senior Teaching Fellow/DoO). The ARDS results in a statement on progress and identifies any support required.

As well as the ARDS, research-active staff meet with a research reviewer annually, to talk through activities, aspirations and support needs. Senior colleagues undertaking research reviews are drawn from the same group as those conducting ARDS. These processes monitor staff readiness for research audits, but are primarily focused on the developmental aspects of research requirements. There are no formal requirements for staff to apply for, and secure, external research funds, or to generate a particular number/level of research outputs; success in this area is considered when they apply for promotion.

The probation period on joining the School is in line with University policy (4 years Lecturer and above; 15 months Teaching and Research Fellow). During probation, CoHoS meets with new starts within one month. Objectives are set, which emphasise the first year. Subsequent annual meetings form part of the normal annual review cycle. Prior to the end of the probationary period, CoHoS completes a probationary review, which is sent to HR.

AP	Objective	Rationale	Planned Action
5.5	Improve gender balance in Academic Review and Development (ARD) process.	There is a gender imbalance, with more male reviewers, amongst the senior staff who undertake Academic Review and Development procedures.	(a) Identify potential female reviewers and increase number in ARD process. (b) Monitor gender balance of ARD reviewers annually

(iii) Support given to academic staff for career progression

93% of E&D survey responses felt they worked in a collegiate and supportive environment (no significant gender differences). Yet, only 55% of staff said that they felt optimistic about their career progression opportunities. Therefore, staff development and career progression remains a key priority. The School offers a number of initiatives to help develop our employees:

TGs provide colleagues with regular opportunities to present research, access expert speakers, and participate in developmental workshops (e.g. K&P residential writing workshop open to all, attended by 8 staff members and 5 PGRs (11 women, 2 men)); ESA student-led reading group and blog. All staff are aligned with a TG and can attend any TG events despite affiliation.

Research and teaching staff receive an annual allowance of £2200 (teaching-only roles receive £1000) to contribute towards **conference attendance**. These funds are consistently used more frequently by male colleagues (Table 23). The University also provides a Care Fund, which provides a further £500 per annum to support academic colleagues with caring responsibilities to attend conferences.

Table 22: Take up of conference fund by gender

	M	F	% M	% F
2013-14	13	9	59%	41%
2014-15	20	9	68%	32%
2015-16	19	8	70%	30%

AP	Objective	Rationale	Planned Action
5.6	Address gender imbalance in uptake of School Conference Fund.	<p>The School currently has a gender imbalance within those who apply to the School's conference budget, with disproportionate amounts of the budget being applied for by men (however all requests across the board are usually granted).</p> <p>It was also revealed that the School does not closely monitor the gender balance of applicants and recipients of the funds.</p>	<p>(a) Raise awareness of the School conference budget, and University 'Carer's Fund' (which helps fund accommodation for families at conferences) across the whole School through regular email alerts (in S1 and S2 of each academic year)</p> <p>(b) Raise awareness of available funding through ARDS discussions and encourage staff (in particular women) to attend conferences and develop papers.</p> <p>(c) Ensure that there is a whole-School awareness of the current gender-imbalance in applications through SC discussions.</p> <p>(d) Improved monitoring of applications to conference fund as part of wider review of School records (see action 2.2).</p>

The School has **research funds** for early, mid and established career researchers. Three schemes run annually, two offering small grants of up to £2000, and another offering grants up to £5000. Applications are reviewed by RDC and either agreed or returned with feedback for revisions. Since the funds were initiated (2013), the School has funded more men than women (F=38%, M=62%). Over the past three years everyone who has applied for School research funds has ultimately received a sum of up to either £2,000 or £5,000, depending which scheme they applied to, even if their initial application was returned for revision.

AP	Objective	Rationale	Planned Action
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5.7	Continue to monitor gender balance of applicants and successful applicants to available internal School research funding schemes – ECR and Established Researcher and Pump Priming schemes; encourage all staff to make applications to the available schemes.	The School has more male than female applicants to our internal funding schemes. We aim to achieve a gender balance in applications across all schemes.	<p>(a) Develop a system/database to monitor applications to all School internal funding schemes.</p> <p>(b) Encourage applications to internal School funding schemes as part of the ARD process.</p> <p>(c) Develop mentoring and draft reviewing opportunities for those considering applying to the schemes. Highlight opportunities for mentoring into the call for applications.</p>
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The University **Gender, Diversity and Inclusion Research Fund** provides grants up to £2500 (2:1 match funding) for research projects that develop new insights on how to advance equality. It is intended that these insights will shape equality practices and processes in St Andrews and beyond. The Fund launched in 2017, and School staff have been encouraged to take up the opportunity to participate. Match funding can be obtained through the School’s research funding schemes.

All research and teaching staff are entitled to apply for one semester of **research leave** for every four years of service (Table 25). In 2016, the School’s policy for considering research leave applications was reviewed and rewritten to include a commitment to gender equality and to staff returning from a period of absence so that they could more easily re-establish their research activity: encouraging applications for one semester of research leave for those returning from maternity leave, parental leave, or long term sickness absence (of more than three months duration).

Staff can discuss their application, and receive feedback and advice on drafts, with a range of colleagues including mentors, the DoR and CoHoS. Research Leave applications are considered by RDC before being approved at MG. Over the past 3 years all ten applications for research leave have been granted. However teaching and research-only staff cannot apply for research leave.

The School operates a system of **shared leadership roles**, creating many opportunities for academic staff to gain experience in a management/leadership role on their own or alongside another colleague (some of who may already have experience and can mentor).

The School participates in a collaborative **Early Career Researchers Mentorship Scheme**, which takes place across the University of St Andrews (CAPOD) & University of Dundee and Abertay University. The Scheme has been cited by Vitae as good practice, and has been the model for schemes launched by other Universities. Since the 2013/14, four staff from the School have participated, all were mentees.

AP	Objective	Rationale	Planned Action
5.8	Augment existing support for Research and Teaching Fellows to progress to Lectureships at the School, or at other institutions.	SLWG2 discussed the need for teaching-only staff to have the necessary time available to develop research outputs that would allow them to be promoted to Lectureships.	<p>a) In order to provide time for teaching-only staff to develop research publications the School has agreed to develop a proposal for periods of 'academic renewal' in line with research leave for academic staff. As with research leave, teaching-only staff would be eligible for 1 semester of leave for every 4 years of service. Any such requests would be considered and approved by the Principal's Office.</p> <p>(b) Develop mechanisms through the thematic groups to support early career staff by providing support to producing 3 and 4* research. For example writing workshops, best practice exchange, and forums for discussion and review of work in progress.</p> <p>(c) Support colleagues (including those on teaching-focused tracks) in adopting shared leadership roles, and encourage participation in collaborative events across the University and inter-institutionally.</p> <p>(d) MG to review and reflect on promotion and recruitment pipeline after each promotion/ recruitment round</p>

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

UG students have access to **Advisors** who provide advice on academic career progression but also on the relationship between their selected courses and modules in relation to evolving future career aspirations. In addition, the University Careers service offers students one-to-one support and gives an annual presentation to 2nd year UG students in the School to discuss potential career paths, including academic progression to PGT/PGR.

The School participates in the **Undergraduate Research Assistant Scheme**, whereby up to £2000 is available from central University funds to enable UG students to support academic staff in conducting research, while offering students valuable, paid work experience. The School also participates in the **Laidlaw Undergraduate Internship Programme** in Research and Leadership through which students can undertake their own research with a supervisor and simultaneously join a comprehensive leadership programme. Since the internships began in 2015 the School has been awarded two.

At the School, UG and PGT students undergo **modules** that include a focus on developing practical and transferrable skills and enhanced employability thought content and assessment, as well as building knowledge and awareness of E&D issues in broader employment contexts. These include: 'E&D in Organisations'; 'Scenario Thinking'; 'Leadership Development' (Table 26, p.52).

Table 23:2016/17 Sample SoM modules that deliver development opportunities to students, and uptake by gender

Module	Transferrable skills/Employability focus	F	M
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Leadership Development UG	Practical assessed exercise: Analysis, development and presentation of a Leadership Development Programme including gender dimensions where appropriate Exam questions on this module also include focus on Leadership Development for Women	19	14
Leadership Development PGT	As above	34	13
Equality and Diversity in Organisations UG	E&D 'What Works?' assessment – Group Development of E&D evidence-based 'intervention' in 1/3 offered case study organisational settings with identified E&D issue, one of which is HE. Group presentation and Individual Reflective Log on process.	37	18

The School runs the **MX Programme**, where weekly guest speakers talk to PGT students on topics related to responsible enterprise as well as career development. Speakers are often School alumni, and recent topics include: a career in consulting; women in leadership; opportunity pathways for Masters students seeking jobs in Asia, and career opportunities in strategic consulting and innovation.

Our small number of MRes students (four in 2016) take a variety of modules designed to support them to become social scientists: Quantitative research in Social Science; Qualitative research in Social Science; Being a social scientist; Philosophy and methodology of the social sciences. Our first year PhD students are encouraged to audit any of these modules where they wish to.

TGs regularly organise **developmental workshops** for PGRs with staff and Honorary Scholars, for example a discussion of visual research methods with Professor Russ Vince; on managing an academic career, with Professor Christine Coupland; lifting a 3* paper to a 4* paper with Professor Jan Bebbington; and transitioning from research to academic careers with Prof John Ferguson.

The School funds PGR attendance at an **annual summer school and Business and Management Pathway Colloquium**, where PGRs can present their research. This year the Colloquium was held in the School and presented attendees with the opportunity to network, attend presentations on research development, viva preparation and publication and to present a poster on their research. In addition

the School funds one conference a year for all PGRs, and one major (usually overseas) conference in their third year.

Table 24: Conference funding uptake by gender for PGR students

	F	M	% F	% M
2013-16	16	13	55%	44%

For PGRs, the School provides substantial opportunity to take on paid tutoring (restricted to a maximum of 50% of their working week, in line with University policy). CAPOD provides a two-day mandatory training course for Postgraduate Tutors, which ensure tutors are equipped with an understanding of the educational environment in the UK, including generating an awareness of diversity matters. Of the current PGR cohort 17 are tutors (59%), seven are men and ten women.

AP	Objective	Rationale	Planned Action
5.9	Increase visibility of tutoring opportunities for PGR students	The School recognises the need to develop opportunities for its PGRs to gain teaching experience without compromising their studies. It has emerged through the process that opportunities for tutoring are not consistently offered to all students, but rather on a case-by-case basis.	Once a semester email to PGRs detailing the process for how to become a tutor. Include information in the PGR handbook about key contacts, responsibilities and potential workload so that PGRs can make an informed decision about whether to take on tutoring responsibility.

(iv) [Support offered to those applying for research grant applications](#)

The School has a dedicated **Finance** team (FAS) and **Business Development Manager** (BDM), who directly support academic staff in identifying opportunities for funding and developing proposals. They offer one-to-one meetings as well as regular email bulletins. In addition, CAPOD offers a 'Passport to Research Excellence' training module, which includes sessions on how to identify and apply for funding opportunities.

Staff applying for external funding can have their proposals reviewed by DoR or colleagues who are sit on review panels for the ESRC and British Academy before being sent for approval at institutional level.

5.3 Flexible working and managing career breaks

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

The School follows University policy on maternity, paternity and adoption leave; such policies are located on the University's central HR website and accessible via a hyperlink from the School's Equality and Diversity website. Employees are eligible for up to 52 weeks maternity or adoption leave, and two weeks paternity leave. In the first instance, women due to take maternity leave contact their CoHoS. To ensure their safety at work, a risk assessment is undertaken and the School Manager works with them to ensure they have the right working environment and equipment necessary to complete their job tasks and maintain their health and wellbeing. During maternity/adoption leave, up to ten 'keep in touch' (KiT) days can be arranged with CoHoS to enable the employee to spend time maintaining relationships and working in the School.

The responsibility for arrangements for teaching and service cover for individuals taking leave lies with the Workload Allocation Group (WAG), so that this is not a task that the individual has responsibility for, although they can feed into the process if they wish to do so. If leave needs to be taken as a matter of urgency (such as bereavement and sudden illness) the co-DoTs, working with MG members and others, will seek to find alternative teaching and service cover; again, this is not the responsibility of individuals taking leave.

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

All employees are eligible for 52 weeks maternity/adoption leave irrespective of their length of service or hours of work (most commonly for those with continuous service of over 26 weeks in length is: 16 weeks of full salary and a further 23 weeks of £138.18 per week or 90% of weekly salary if this is a smaller amount).

During maternity/adoption leave, up to ten 'keep in touch' (KiT) days can be arranged with CoHoS to enable the employee to spend time maintaining relationships and working in the School. Parents are welcome to bring children into the School for Keep in Touch (KiT) days.

The Leave of Absence policy for PGRs wishing to take parental or maternity leave was updated in 2016 and now makes specific and equal provision for paternity and adoption leave.

AP	Objective	Rationale	Planned Action
5.10	Continue to make representation to HR in relation to increasing maternity entitlement to a minimum of 18 weeks	The University's maternity full paid leave entitlement is 16 weeks, which is below the sector leaders' offers.	DoE&D continue to make representation to central E&D committees and HR staff in relation to increasing maternity entitlement to a minimum of 18 weeks.

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

On return from maternity/adoption leave regular meetings with CoHoS and line managers are arranged to support the member of staff back to work; and those returning from maternity leave are encouraged to apply for research leave to help them re-establish research activity. In addition the Workload Allocation Group takes into consideration the returning status of academic staff in planning the following year's teaching and service contributions.

Following a widespread and repeated call for on-site childcare facilities, the University's new crèche and nursery is opening in Spring 2017. Emails notifying staff were circulated within the School prior to the facilities lists being opened for booking requests, so that staff could consider their options in a timely way.

(iv) **Maternity return rate**

In the period 2013/2016, all staff (academic and professional services) who took maternity or adoption leave returned but the numbers are too small to include in detail.

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

Uptake of paternity leave has been low but several new fathers have discussed paternity leave options with the CoHoS, DoE&D, and other individuals but decided to reschedule teaching and/or take their entitled leave at a later stage. In all cases, the entitled leave was not formally taken as the relevant staff missed the institutional deadline, or misunderstood the policy. CoHoS have since reinstated the lost paternity leave through these individuals' annual leave entitlement. No member of staff has enquired about shared parental leave.

The PS team have the same access and rights to maternity, paternity and adoption leave as academic staff.

AP	Objective	Rationale	Planned Action
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5.11	Improve awareness and understanding of the range of options regarding parental leave including paternity and shared parental/adoption leave in the School.	<p>The School has had no enquiries about shared parental/adoption leave from staff, despite this being a possibility for some.</p> <p>It has also become clear that, despite encouraging staff, not all men who were to become fathers understood their right to paternity leave in recent years.</p>	<p>(a) DoE&D will circulate policies on parental leave options to Staff as part of the E&D Staff Council standing item, and via a bi-annual email update.</p> <p>(b) When the School becomes aware of staff intending to take parenting-related leave of absence, we will ensure all options are drawn to their attention in a dedicated meeting with the DoE&D and School Manager.</p>
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(vi) **Flexible working**

The School operates an informal flexible working scheme for academic staff. The PS team work on a 9-5 basis, in line with University policy, and have the same access to making formal flexible working requests as academic staff through line managers, CoHoS and HR Business Partner. Currently one member of the PS team is exploring this option.

The School's core hours are between 10am and 4pm. In response to related questions in the E&D staff survey, 81% of academic staff respondents reported that they felt their line manager was supportive of flexible working, with 9% feeling neutral about this and 9% disagreeing; carers of adults were significantly more likely to confirm this. Further, 93% of academic staff respondents reported that they felt teaching sessions were scheduled at reasonable times. Requests for particular teaching slots are always considered and met where practical; where staff have caring commitments, every effort is made to accommodate their teaching timetable requests.

Academic staff who request transition from full-time and permanent contracts to fixed-term and part-time, are fully supported and can review their status annually with CoHoS.

AP	Objective	Rationale	Planned Action
5.12	Raise awareness of Flexible working opportunities	<p>The School has a low number of official enquiries for flexible working. This is particularly pertinent for PS staff who work during a set period 08:45- 9:00, or 09:00 – 17:15.</p> <p>However, academic contracts by their very</p>	<p>The DoE&D will draw attention to flexible working policies and the procedures for applying for flexible working. We will do this via the website links and annually as part of the standing item on E&D on the SC agenda.</p>

		nature are flexible, and the School encourages flexibility in working patterns.	
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(vii) Transition from part-time back to full-time work after career breaks

n/a

5.4 Organisation and culture

(i) Culture

Our Co-Leadership model provides leadership diversity and seeks to ensure individuals are not overly burdened, and are supported by their Co-Lead. This model increases the channels whereby staff can access those in leadership roles, builds leadership capacity, making our decision-making processes more open and inclusive.

E&D staff survey respondents generally reported feeling engaged in the School's culture and decision-making. 88% of staff reported feeling their skills and contributions were valued by senior management, and 91% felt their skills and contributions were valued by colleagues, 94% wished to continue to work in the School; all but one respondent believed social activities were welcoming to all (no significant gender differences across these measures). 91% reported felt their worked environment was collegial, with women more likely to agree.

E&D, and related principles of fairness and transparency, are core to the School's formal and informal culture, as reflected in the AS/E&D standing items on MG and SC. 81% of survey respondents believed equalities issues were given an appropriate level of priority within the School (9% were 'neutral' and 9% disagreed), with no significant gender differences.

Schools in St Andrews are free to make organisational changes that progress equalities issues, where these are in line with the Institutional E&D policies and strategy. The Dean of Arts at the University is a Professor in Management (male), the Institutional AS Lead and LGBTIQ Staff Role Model, and fully supports our Action Plan.

In keeping with the School's RE focus, we are mindful of E&D as a key topic area in Management education. Undergraduates study gender, equality, diversity and inclusion as components of core modules in Years 1 and 2 (Organisations and Society; Management and Analysis), and at Honours level we provide an option module entitled 'Equality and Diversity in Organisations'.

The School further supports E&D/gender initiatives by providing a small grant of £1000 to the University's Management Society to fund e.g. 'Winning Women', talks, and, since 2013, its annual Women in Business talks.

The School actively participates in the University’s wellbeing initiatives e.g.: desk-based exercise sessions; walking groups; stepcount challenges; CAPOD’s ‘passport to health and wellbeing’.

Given the positive and inclusive aspects of our School culture, we are concerned to maintain communal space once our building work is finalised, as we will be losing our School café to accommodate more single-occupancy offices.

AP	Objective	Rationale	Planned Action
5.13	Ensure communal space is firmly established in the building during and following the building work	One outcome of our School survey and SLWG 4 pointed to concern that staff have a positive environment to work within. Although staff are very enthusiastic about the improved office provision that will emerge from the impending building work, one further concern was the consequent disappearance of the School café. The provision of good quality communal spaces can maintain good relations with colleagues, as well as have spaces that are family-friendly, and that promote good work-life balance.	(a) CoHoS will ensure that the importance of communal space provision is communicated to the architect throughout the building work (beginning June 2017) (b) The building work will proceed in phases, across each floor of the building, each informed by staff consultation and an overarching ambition to improve cohesiveness

(ii) HR policies

The School conforms to the University’s HR policies, including its E&D policies, at all times. The CoHoS have monthly meetings with the School’s HR Business Partner (BP). The BP also acts as a confidential contact point for staff to liaise with. The School website points staff to University HR Equality, Harassment & Bullying and Grievance policies and Maternity, Paternity, Adoption, Parental Leave policies. Any policy updates, or policy-related events are circulated through the CoHoS, School Manager, or DoE&D email accounts. In 2016 we circulated to staff the ‘Online Engagement of HR Policies’ weblink to provide anonymous feedback on HR policies.

Staff concerns regarding their work or relationships with colleagues, can be raised and addressed, in the first instance, at School level and resolved via informal mediation, arranged by the School Manager with involvement from the CoHoS, and normally be facilitated by a third party, selected by mutual agreement. The University’s Grievance Procedure provides a formal mechanism for seeking to bring about satisfactory resolutions where informal resolution is unsuccessful.

In cases of complaints that are related to harassment and bullying, specific procedures are followed. Individuals can seek a confidential meeting with their

line manager/CoHoS to discuss resolution options: including, again, arranging an informal meeting with relevant parties. In these circumstances, the alleged harasser would be informed in advance of the allegation to give them fair opportunity to respond. Both parties could be accompanied by an appropriate person, with Line Managers and/or CoHoS facilitating a resolution. In certain circumstances, e.g. if there has been a recurrence of earlier harassment, it may be appropriate for the alleged victim to make a formal complaint. Any complaint against a member of staff is made in writing to the Director of Human Resources, who will appoint an appropriate member of the University (Investigating Officer), not immediately involved in the case, to investigate.

AP	Objective	Rationale	Planned Action
5.14	Improve opportunities for face-to-face contact with HR Business Partner and all staff.	The School's HR Business Partner currently has regular monthly catch up meetings with the CoHoS. Extending the opportunity to meet with the HR Business Partner to all staff would allow colleagues to discuss confidential HR issues, seek advice on promotion, flexible working and other key HR policies more easily.	School Manager to arrange twice-semester opportunities for staff to meet with HR BP face to face in the School.

(iii) Representation of men and women on committees

MG is gender-balanced, as is the School's Teaching Committee. RDC is reasonably gender-balanced. The Workload Allocation Group (WAG), Research Ethics Committee, AS and EDC, are not gender-balanced. The Schools non-Exec Advisory Board is also currently imbalanced. Membership to all of these committees is secured by invitation. On all other committees, all relevant staff are invited to attend. Amongst the Management Group, Workload Allocation Group, Teaching Committee, Research and Development Committee, Ethics Committee, AS SAT/EDC and School Advisory Council (non-executive) the gender split is 54%F and 46%M.

72% of staff respondents to the School's E&D survey felt that the gender balance of people in positions of power within the School was 'about right'. 78% felt they had strong, positive role models within the School (with no significant gender differences). Analysis of survey qualitative responses suggested, however, that work is still to be done ensuring the work on committees is gender-balanced: 'Senior women are over-contributing'.

AP	Objective	Rationale	Planned Action
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5.15	Maintain or improve gender balance of School's Advisory Council	The School's Advisory Council currently has an over-representation of men, despite attempts to secure a gender-balanced group of volunteers. The School must ensure that the gender balance the Advisory Council does not change to include more men beyond its current composition.	<p>(a) When women vacate their role on the Council, MG will seek to recruit a female replacement.</p> <p>(b) When men vacate their seats, MG will endeavour to recruit women replacement.</p> <p>(c) Seek to reflect the co-Leadership model and appoint male and female Co-Chairs to the Advisory Board</p>
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(iv) [Participation on influential external committees](#)

The School is a strong contributor to University committee work and, as we have good gender-balance in our leadership roles, this is generally reflected in terms of our representation on University committees. For instance, the CoHoS attend University HoS meetings, DoE&D attends the central E&D Committee and Convenes an Institutional AS Working Group. Currently, two male Readers attend Court, and since 2013, two members of our School have acted as Arts Pro-Dean. Where there is a central call for ad hoc committee membership, the CoHoS consider appropriate candidates to approach, encourage or support; part of their deliberations is ensuring the gender balance.

(v) [Workload model](#)

The School's workload model includes teaching as well as Service and Leadership contributions (which all staff are expected to make). In Spring of 2016, a Workload Allocation Group (WAG) was established (CoHoS; DoE&D; Sub-Honours Year Director; Co-DoTs; DoPGT; School Manager) to further develop the School's operating workload model in line with AS principles. All teaching staff were asked to confirm their contributions for the previous year and their preferences for the year ahead and these were built into allocations.

The Group produced a 'Workload Allocation Principles and Practice' document that was circulated to all staff, focusing on fairness and transparency. Workload allocation was highlighted as an area of concern in a small number of responses in our E&D Staff survey, for example, although 81% of academic respondents felt that their workload was appropriate, and 93% of respondents felt they could approach a senior colleague to discuss their workload, qualitative comments included: *'teaching matrix has some way to go ... to deal with ... loads associated with classes of different size'*; *'hidden work is less accounted for and is a relatively common problem'*, *'more transparency'*.

We established SLWG3 in response to these concerns. The SLWG met twice and recommended to MG and SC that existing principles and practice be further

developed to include in calculations: a more precise measure of hours contributed to each module; due consideration of the size of the student cohort in each module; more fine-grained consideration of the unexpected work picked up during the past year (e.g. when colleagues are ill). These recommendations were accepted by both MG and SC. In the interests of transparency, all academic and professional service staff members were invited to attend the WAG meetings to observe decision-making. The final workload allocation matrix will be, as is the case in previous years, circulated to all staff.

AP	Objective	Rationale	Planned Action
5.16	Increase transparency of workload model	Some concern was expressed by staff in the survey, and subsequently SLWG3, in relation to transparency issues around work allocation. The School has agreed to revise its workload model and incorporate a more fine-grained description of work undertaken and allocated each year.	(a) The updated, finer-grained detail of the workload model will be circulated, along with the Workload Allocation group's principles and practice, to all staff once allocations have been finalised. (b) Workload allocation will be reviewed by the Workload Allocation Group on an annual basis
5.17	Increase transparency around role expectation	As part of the Athena SWAN process (including feedback on our E&D survey), as well as other School reviews, we have become aware of staff perceptions that the expectations around some administration/ service roles are less clear than they should be. This can lead to reluctance to apply and take roles that might progress careers and build individual capacities. It was also noted in SLWG 1 that administrative roles, and in particular 'soft-volunteering', was perceived to be gendered, with more women participating than men.	(a) Develop job descriptors for other key service roles in the School (e.g Exams Officer, Module Coordinator, Programme, Director, DOT, DoPGR) to ensure that colleagues are aware and can meet minimum expectation of any given role. (b) Review role descriptors on an annual basis (c) Develop a description of 'citizenship at the School of Management' to be discussed and agreed at Staff Council, and included in the Staff Handbook. (d) Monitor the gender-balance of soft-volunteering and the contributions of staff to committee work. (e) Monitor all committee attendance and subsequent

			allocation of 'action points' to identify gendered patterning.
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(vi) **Timing of departmental meetings and social gatherings**

Core School meetings, including MG, SC, TGs and RDC are all held between 10am and 4pm. Of those responding to the School E&D survey, 94% agreed that core meetings were scheduled at reasonable times. Whole-School social gatherings are infrequent but include a Christmas Party (3-5pm), Graduation party (11am) and away-days (10-4) and bi-annual School Lectures; in 2015/16 these occurred at 5-7pm but were brought back core hours 2016/17.

(vii) **Visibility of role models**

88% of academic staff survey responses agreed that there were strong, positive role models for them within School (6% recording a neutral response and 6% disagreeing). Women were more likely to agree.

In 2016/17, we had 84 speakers in the School (49 male and 35 female). This was a slight improvement on 2015/16, when 40% were women, and is proportionate to the overall percentage of academic staff within the Business & Management discipline: 42% (ECU 2016). Nevertheless, we will continue to push for a 50% representation of women in our speaker list by 2019/20. The Chairs of School Lectures have been gender-balanced and the Chairs of the TG events have been gender-balanced as the Co-Convenors of TGs typically chair their events. Speaker-sessions occurring as part of teaching are chaired by module co-ordinators e.g. MX series is Chaired by the coordinator; this semester, the University's Head of E&D (HR) gave a guest lecture to 55 students taking the E&D in Organisations module chaired by module convenors.

The School strives to equally represent male and female students through images and case studies on its website and in the prospectus. We celebrate our students' diversity and achievements and, following a review of School Identity, developed our 'diversity on the walls' initiative, approaching a gender-balanced and diverse range of students for a favourite image of themselves and words to summarise their experience in the School. Example posters are below:

AP	Objective	Rationale	Planned Action
5.18	Increase proportion of female guest speakers at the School.	Although our current gender distribution of speakers approximately reflects the gender distribution of Business & Management as a	(a) Seek to identify and invite more female speakers to participate at School events. Strive for gender balance on speaker panels, conference keynotes, and module guests.

		discipline, we are aiming to achieve a 50/50 split.	<p>(b) Continue to collect and circulate the gender data on guest speakers annually.</p> <p>(c) Develop a 'Carers' Fund' for external speakers to cover childcare costs, to mirror the scheme available to staff. This will be implemented in the Schools 2018-19 budget</p>
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(viii) Outreach and engagement activities

Outreach and engagement activities play an important role within the School. Alongside workshops, seminars and discussion roundtables organised by the TGs and centres, staff at all levels regularly contribute to external outreach and engagement activities with the rest of the University, the Fife community, and with national and international universities and agencies.

Examples since 2014 include:

2017:

- Hosting 'speed presentations' event for staff/students researching gender/equalities issues (70% female) (Dr Boyka Bratanova and Professor Ruth Woodfield).
- Chairing the Borders, Benefits and Biomedicine: surveillance and social justice event, Edinburgh International Science Festival (Professor Kirstie Ball);
- Working with stakeholders including: Sutton Trust, rural Scottish communities, to highlight WP initiatives; co-organising national conference on equal opportunities in education, including a presentation by the ECU on gender equality (Dr Laurence Lasselle, Senior Lecturer);

2016:

- Leading ESRC Seminar Series 2015/16 Philanthropy to the rescue? (Drs Tobias Jung, Reader, Alina Baluch and Shona Russell, Lecturers);
- Working with the Universities Sports Centre team captains developing Leadership knowledge, including gendered aspects (50% female) (Dr Sandra Romenska, Lecturer);

2014:

-ESRC Festival of Social Science event Ir/Responsible Enterprise: People, Planet & Profit organized 2 female Readers and 1 male Teaching Fellow and 1 female PS staff member; 100 male and female (50% female) teenagers from local schools attended lectures, seminars and debate on the subject of 'responsible enterprise' (Figure 12, p68).

Figure 8: Images from School's Festival of Social Science engagement day with local schools



Word count: 5567

6.0 Further information

References:

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Word count:48



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7.0 Action Plan

① High priority action, areas where the School is performing less well and/or which will require several actions and reflection

② Medium priority action because we already do this well, but could improve in this area, or this could potentially be affected by changing University structures and requirements.

③ Low priority action – Performing well and/or existing structures and practice enables the School to fulfil this easily.

AP & Priority	Objective	Rationale	Action already taken to date and outcome	Planned action	Time frame (start/end)	Responsibility	Impact measure
SECTION 2 : DESCRIPTION OF DEPARTMENT							
2.1 ①	Ensure that administrative and leadership roles are adequately recognised on the School and University webpages, and in central databases.	Although the School webpage contains information on the Thematic Groups it does not show which staff lead/coordinate each group. As part of the appointment process for the new CoHoS, it was revealed that one existing CoHoS was identified on the School website as	(a) The School Manager has been reviewing material for consistency and accuracy and updating information where necessary. All discrepancies in job role and title have been amended on the School website, and also in associated central and devolved databases. (b)The School has created a	(a) Develop a School database by September 2017 to log key administrative responsibilities. (b) The School Manager will ensure that relevant and up to date information is passed to the IT Officer, so that the correct information is displayed on the webpage, as and when the need arises.	Ongoing from April 2017 Review Sept 2017 and bi-annually thereafter	School Manager	The SAT will monitor website and database development, ensuring it is reflective of roles and responsibilities, and review bi-annually. Successful outcome: When measured bi-annually, the website and School databases will reflect roles and responsibilities accurately and have been updated when these roles and

		<p>Head and one as CoHead.</p> <p>In addition, it has become apparent that School records have not been kept, outside of the Teaching Matrix, of who has administrative responsibility for core tasks year on year.</p>	<p>communications working group, which is informed by an expert member of the School's Advisory Committee. This group seeks to improve the design and usability of the School website, and facilitate improved communications, both in the School and with a wider, external audience.</p>	<p>(c)The School acknowledges that administrative and leadership roles and responsibilities change. Therefore these will be checked on a bi-annual basis going forward.</p>			<p>responsibilities have changed.</p>
<p>2.2</p> <p>①</p>	<p>Improve data recording systems for School-level data</p>	<p>AS process has revealed that central databases do not break down some core data sets to School level. For example, uptake of training, and uptake of student research awards.</p> <p>In addition School records on application and uptake of research leave, research funding, mentorship</p>	<p>Up to date information has been obtained through the Athena SWAN review process. The recording systems and maintenance of these records needs to be developed.</p>	<p>A system of recording accurate School-level data will be developed by the School Manager and PS team by September 2017. Data sets will include allocation of School research funding, research leave, and promotions applications, as well as student applications (and awards) for internships and significant training opportunities (e.g. tutor training for PGRs).</p>	<p>Ongoing - Review in Sept 2017</p>	<p>School Manager</p>	<p>Successful outcome:</p> <p>(a) Development and maintenance of a comprehensive record of applications and awards relating to School initiatives, and central processes where data is currently unable to be disaggregated to School level.</p> <p>(b) School data will be reviewed by the SAT/E&D Committee annually at its Autumn</p>

		<p>schemes etc. could be more accurately maintained and streamlined.</p> <p>Developing these systems ‘in house’ will enable better monitoring and evaluation of E&D issues throughout School practices and processes.</p>					meeting. All data will be up to date and accurate.
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SECTION 3: THE SELF ASSESMENT PROCESS

3.1 ①	Analyse and consult on the results of the student E&D survey and develop further modes of data collection that enable the SAT to gain a qualitative feel for emerging issues e.g. focus groups.	The student E&D surveys have only recently been completed (April 2017). The data collected will be analysed by the SAT and students consulted on emerging themes. Despite three reminders and an extension to the survey window, the response rate was very low. This suggests a need to	The SAT has identified focus groups as a more reliable data collection method, given the School is often quite survey-intensive with student projects/Dissertation methods etc. The timing of the student E&D survey coincided with that of the NSS.	(a) The School is committed to generating a qualitative feel for student experience in the School, and hence the development of the focus group methodology. Once this improved collection of data yields results, SAT will analyse the results, and engage in a process of consultation with students. This will include SLWG/ focus groups with key student demographics, to explore further the themes	Sep-Dec 2017	SAT	<p>Successful outcome:</p> <p>(a) achieving a representative data-set from students on their experiences of the School in relation to their gender, gender issues and E&D issues more broadly by end of Dec 2017</p> <p>(b) Delivery and implementation of set of student-led recommendations for policy changes where appropriate by April 2018</p>
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		carry out consultation with different student groups on themes emerging from the results via other methods e.g. focus groups.		<p>emerging from the data (as was undertaken with the results of the Staff survey).</p> <p>(b)The SAT will ensure data is sufficient to identify trends and themes, and endeavour to engage students in the data collection and analysis process.</p> <p>(c)The SAT will ensure SLWGs produce identifiable findings and recommendations, which can be considered by MG, SC and Teaching Committee.</p>	<p>Sept – Dec 2017</p> <p>Jan – Mar 2018</p>	<p>SAT</p> <p>SAT</p>	
3.2 ①	Address the gender and diversity balance of the Equality and Diversity/Athena SWAN committees	The E&D committee/ Athena SWAN SAT has 14 members, only three of whom are male. Four female members (one of whom is part-time) will be lost as they will be moving into sabbatical periods and other roles in the		(a) The Workload Allocation Group is currently allocating leadership and service contributions and will seek to identify in this process which men and other under-represented groups, can step into contributing to AS/E&D committee roles in Sept 2017.	April - Sept 2017 review bi-annually thereafter	DoE&D WAG	<p>The SAT will review its membership in relation to gender and diversity balance in September 2017 and thereafter bi-annually, in line with other reporting commitments.</p> <p>Successful outcome: (a) Increasing the male representation on the</p>

		coming months. The SAT will seek to recruit more men as members and ensure its more gender-diversity balanced is more reflective of overall headcount, going forward.		(b) The SAT will seek volunteers from the PS team to provide representation for part-time members of staff on the committee, with the new appointees attending their first meeting in Autumn 2017.	June - Sept 2017	DoE&D	SAT from 3 to 5, then to 7 by 2019; and appointing a part-time staff representative, by Sept 2017. (b) Improving the gender and diversity balance of the SAT to more accurately reflect overall headcount by Sept 2018.
3.3 ②	Formalise the merger between the Athena SWAN self-assessment team and the E&D Committee in to EDIAS (Equality, Diversity, Inclusions/Athena SWAN) Committee.	There is a need to streamline existing structures given the E&D committee's overlap with the SAT. Merging these committees would give the E&D Committee a clearer remit and mandate to progress and instil Athena SWAN principles in School practices and processes. This would enable the School to build on the school-wide engagement with the Athena SWAN process, and the	The SAT and E&D Committee has been meeting as a joint committee over the past year. To date this has been successful, but will be continued to be monitored by the SAT.	The informal arrangement between the two committees will be formalised through a change in the Terms of Reference for the E&D Committee to incorporate Athena SWAN principles, monitoring and action planning.	Ongoing Review Autumn 2018	DoE&D SAT	SAT will review in 2018 (after a year) to explore whether any distinct E&D or AS issues are lost or not receiving full attention by this merger. Successful outcome: (a) Amendment to the Terms of Reference of E&D Committee to incorporate AS principals and action planning/monitoring, by September 2017. (b) Review in Autumn 2018, is SAT decide the merged committee is working it will continue, otherwise the two

		current profile of AS in the School. It is nevertheless noted that some issues will be distinctively focused on AS or other E&D issues and the emerging committee will review the success of this arrangement going forward.					committees will be disaggregating and de-merge.
3.4 ③	Shadow Chair of SAT to adopt DoE&D role, and become a member of the School's Management Group	The existing Chair of the SAT and the School's DoE&D will transition to CoHoS on 1 June 2017, therefore a new School E&D Lead needs to be appointed.	Dr Boyka Bratanova (SAT Shadow Chair) has been identified as successor to the role. Boyka has been invited to attend MG as of 1 June 2017 and will represent the School at an institutional level in her AS Lead/DoE&D capacity.	New AS Lead/DoE&D will move into role June 1 st 2017 and will join MG at the same time.	June 2017	Current and new AS Lead/DoE&D.	Ensure this transition takes place and is a smooth handover over summer 2017. Successful outcome: A managed transition between current DoE&D and new DoE&D.
3.5 ③	E&D monitoring, especially in relation to gender issues.	The School is committed to continuing to monitor and reflect on AS principles. In order to do so, mechanism's must be implemented to ensure regular data	(a) MG have agreed to run the School E&D surveys that was designed to capture relevant information for the Athena SWAN review and beyond, every two years, to maintain a clear information line on	(a) Repeat E&D survey every two years, using 2016 data as a benchmark for assessing the experiences and perceptions of staff by gender and relating to gender issues.	DoE&D	Sept – Dec 2018	Successful outcome: (a) Re-run the Staff E&D survey by Dec 2018 (b) Completed focus groups with students, and student survey repeated by Dec 2019

				<p>disadvantaged or non-traditional backgrounds, including young men.</p> <p>(c) The School is developing an ambassadorial scholarship programme that will provide full and partial funding (fees and/or stipend) for PGT and PGR students. Part of the conditions of funding will be acting as School Ambassadors, and duties will include outreach events and representing the School at university recruitment events. The School will seek to target recruitment initiatives where currently under-represented groups e.g. Scottish men, might attend.</p> <p>(d) All academic and PS staff involved in admissions work to undertake Unconscious bias training.</p>	Jan 2017 – Dec 2019	DoPGT	PGT and PGR students by 2019
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<p>4.2 ③</p>	<p>Move towards gender balance in those achieving a Pass and Distinction within the PGT cohort</p>	<p>PGT attainment data shows a year-on-year increase in women attaining Distinctions in PGT degrees. In 2016 the number of women awarded Distinction overtook that of men. This attainment pattern needs to be monitored as part of the attempt to ensure that equal opportunities to achieve a Distinction are maintained in PGT degree attainment.</p>		<p>(a) The SAT will review degree attainment data for gender differences annually.</p> <p>(b) The SAT will develop awareness within the School of gendered patterns and trends through updates at SC.</p> <p>(c) All markers of MLitt Dissertations and of Presentations (where student gender is visible) must undertake online diversity and unconscious bias training.</p>	<p>Sept 2017 and annually thereafter</p>	<p>SAT DoE&D</p>	<p>Successful outcome: Accurate annual monitoring and discussion of attainment differences between men and women in relation to PGT Pass/Distinctions (and Merits when these are introduced – anticipated 2018).</p> <p>All Staff involved in marking Dissertations and Presentations undertaking online diversity and unconscious bias training by 2017/18 academic year end.</p>
<p>4.3 ②</p>	<p>Monitor the gender imbalance amongst those few students failing to achieve the PGT degree they registered for.</p>	<p>A gender imbalance, among PGT degree attainment data, has been revealed as part of the Athena SWAN process, which sees more women failing to achieve their PGT degree than men.</p>		<p>(a) Analysis of attainment statistics will be considered annually at the Autumn SAT/E&D meetings, paying particular attention to gender differences that emerge from this analysis.</p>	<p>Sept 2017 reviewed annually thereafter</p> <p>Sept 2017</p>	<p>DoE&D SAT</p> <p>SAT</p>	<p>The SAT will monitor the progress of PGT students as part of an annual item at SAT/E&D meetings on attainment patterns.</p> <p>Successful outcome: (a) No gender differences in those not attaining their full MLitt degree by 2020, ensuring that a</p>

				<p>(b) The SAT will develop a planned response to any identified discrepancies including: ensuring critical staff (DoPGT; Supervisors; Student Services) are aware of the gender imbalance; ensuring supervisors are using the early warning systems for those struggling with their modules and Dissertations – Academic Alert - to flag struggling students at an early phase.</p> <p>(c)The University is currently reviewing its marking criteria and scale for PGT assessments and is moving towards permitting re-sits of Dissertations etc., and awarding a fuller scale of Pass categories, including Merit (currently pass or distinction). Part of the</p>	<p>Reviewed annually thereafter</p> <p>May – Sept 2017</p>	<p>DoPGT CoDoTs</p> <p>DoPGT DoE&D</p>	<p>significant majority of entrants leave with a PGT qualification.</p> <p>(b) Implementation of University’s revised PGT marking criteria in line with Central University timescales.</p>
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				rationale for this process is to reduce the already small numbers of students who do not achieve their PGT degree. It is likely that this change will be implemented in time for 2018-19 academic year. The School will ensure the issue of gender is considered within this ongoing central and local discussion.			
4.4 ②	Explore whether the School can record gender of applicants to PGT and PGR degrees, and the advantages and disadvantages of doing so.	The AS self-assessment process has identified that existing School process does not require prospective students to specify gender on applying for PGT and PGR programmes.		In consultation with DoPGT and DoPGR (responsible for PG admissions) and central admissions team, the School will explore the possibility of amending the application process to record gender with a view to securing the routine collection of this information in the next 3 years.	2017-2020	DoE&D DoPGT	Monitor the progress of this information request as part of a general standing item on SAT/E&D meetings on ‘data availability’ – i.e. once a semester. Successful outcome: To secure gender data on PGT applicants through the application process by 2020.
4.5 ①	Develop ambassadorial role for PGT and	Drawing on best practice examples from other	DoPGT is currently developing ambassadorial role	(a) Develop ambassadorial role descriptor	2017-2019	DoE&D DoPGT DoPGR	Successful outcome: Have scholarship Student Ambassadors in place

	PGR scholarships	Universities, an opportunity exists to develop the role of School Scholarships to include ambassadorial and peer to peer mentoring opportunities for students	descriptor for PGT students, which will be considered by MG and made available by 2019.	for PGR students, to include peer mentoring, and representation of School on admissions days and recruitment fairs in areas designed to target students from diverse backgrounds.			and active at PGT and PGR level by 2019.
4.6 ①	Support pipeline from existing programmes through to PGT and PGR	<p>Currently the School has a lack of in house data on its student pipeline. The School must ensure a better quality of data is available so that it can identify patterns, especially those that are gendered, and develop measures to address gender differences where these emerge.</p> <p>The School is committed to improving the current numbers of students moving through its pipeline</p>		<p>(a) Develop information session where PGR students can talk to PGT and UG students about PGR opportunities within the School.</p> <p>(b) Develop information sessions where PGT students to talk to UG students about PGT opportunities within the School.</p> <p>(c) School Scholarship opportunities to be circulated via student memos to UG and PGT cohort and academic networks.</p>	<p>Sept 2017 - April 2018</p> <p>Sept 2017 - April 2018</p> <p>April 2017- ongoing</p>	<p>DoPGR DoPGT CoDoT</p> <p>DoPGT CoDoT</p> <p>DoPGR DoPGT</p>	<p>Successful outcome:</p> <p>(a) Increased numbers of students moving to next level via planned information dissemination and mentoring activities by 2020.</p> <p>(b) Develop an accurate picture of current pipeline through improved data collection.</p> <p>(c) PGR established as standing item on MG agenda and DoPGR in attendance at meetings as of June 2017.</p>

		from UG to PGT or PGR programmes.		(d) Improve data collection on student journeys, in particular monitoring numbers of students moving through the various stages of academic life. (e) PGR to be added as a standing item on MG, and DoPGR attend meetings.	Sept 2017 – 2021 June 2017	School Manager CoHoS	
4.7 ②	Develop pipeline between PGR and academic jobs	The requirement for obtaining an academic post is not always met by the research student journey itself. For example, the School's recent Associate Lecturer posts required some teaching experience at UG or PGT level. Until recently, University policy did not allow PGR students to teach. Tutoring opportunities have always been available to PGR	The University has changed its policy on PGRs that teach, now enabling PGRs to carry out teaching duties at honours or PGT level in their School, with the approval of the DoT and Dean. PGRs who teach are required to be assigned a mentor and attend mandatory training courses.	(a) Develop opportunities within the School for contributing to lectures on UG and PGT modules, so that PGRs can gain some experience required to obtain an academic job. (b) Where funding allows, recruit fixed-term posts for newly awarded PhD students to apply to; ensuring (on appointment) that they are mentored and allocated work to allow them to develop teaching and/or research focused careers for the duration	April 2017 and annually thereafter	CoDoTs Programme Directors CoHoS	Successful outcome: (a) Improved opportunities for PGRs to contribute to and participate in teaching at the School. (b) Developed pipeline between PGR and academic posts, with PGR alumni either being retained in the School on teaching-only contracts, or finding employment at other academic institutions. (c) PGR established as standing item on MG agenda and DoPGR in

		students, but do not extend beyond sub-honours level.		of these posts and beyond into permanent posts. (c) PGR to be added as a standing item on MG, and DoPGR attend meetings			attendance at meetings as of June 2017
4.8 ③	Improve mentoring for research-only staff	A key exit point for staff is at the end of, often fixed-term, research contracts. The School is committed to developing its staff to either gain further employment in the School, or elsewhere		Staff on research-only contracts will be offered specialised mentoring in the last year of their contract, comprising 4 meetings a year at a minimum, to guide the transition to a new role within the School or elsewhere. Mentors will cover, amongst other things, the availability of CAPOD courses that support such employment transitions e.g. comprehensive programme of research & transferable skills (e.g. Passport to Research Futures, CoRe skills); successful cross-institutional mentoring; tailored careers support.	Ongoing	MG DoE&D	Successful outcome: Improved retention rates for staff on research only contracts by 2020.

4.9 ③	Formalise and extend the exit interview process; applicants to have choice of interviewer and Exit Interview to become a formal expectation	The existing exit interview process takes form of an informal discussion with the leaver and CoHoS. This could be broadened to offer a wider selection of both male and female exit interviewers.		(a) CoHoS have agreed to open up exit interviews so that they can be held with any two members of MG. This includes DoR, DoO, CoDoT, DE&D, DoI, CoHoS and School Manager. (b) CoHoS to Promote University's online Exit interview survey to all leavers	Ongoing	School Manager CoHoS	Successful outcome: Ensure all leavers have choice of exit interviewer/s drawn from MG.
SECTION 5: SUPPORTING AND ADVANCING WOMEN'S CAREERS							
5.1 ②	Increase representation from female applicants across all job roles	Women are under-represented amongst those that apply to the School across all levels.		(a) MG will continue to monitor and reflect upon gender patterns in job applicants, including within the School's April 2017 round of recruitment. (b) MG seek feedback from successful female applicants about aspects of advertising that encouraged/discouraged them to feed into a review of best practice in relation to advertising	Jun 2017 and after each recruitment round thereafter Jun 2017 and after each recruitment round thereafter	MG DoE&D MG	Successful outcome: Increase in the number/proportions of female applicants to posts at all levels.

				and application procedures.			
5.2 ②	Improve uptake of online E&D and Unconscious Bias training	<p>Although approximately 75% of staff have completed the training, the School would like to encourage all staff to undertake the module, and obtain a 90% completion rate among its staff.</p> <p>Only a small proportion of students have completed this training.</p>	Links to the training modules have been added to the School website.	<p>(a) The DoE&D will encourage staff to complete training with bi-annual reminders. They will also continue to monitor training completion rates among existing staff and students.</p> <p>(b) The School Manager will ensure that links to modules are included in the Staff Handbook, and that staff are specifically asked to undertake this training as part of the School induction. CoDoTs will ensure tutors marking all assessments where students are not anonymised will undertake the training.</p> <p>(c) Students will be asked to undertake these training modules as part of the School's induction process.</p>	2017-2018	<p>DoE&D CoHoS</p> <p>School Manager CoDoTs CoHoS</p> <p>DoE&D CoDoTs</p>	<p>Successful outcome: Achieve 10% of staff completing training</p> <p>Improve student training uptake to 30% of each new cohort.</p>

<p>5.3 ①</p>	<p>Continue and develop support available to staff applying for promotion</p>	<p>The School is committed to developing its staff, and wants to encourage more individuals, especially women, to apply for promotion.</p>	<p>(a) Significant development of new University-wide promotions process that has removed the requirement for candidates to attend interview, and diversified the categories and criteria against which applicants can make their promotion case: teaching and learning; research and scholarship; leadership and service; impact and knowledge exchange.</p> <p>(b) In-School and University-wide information sharing events with Director of HR and Principal's Office</p> <p>(c) Adopting best practice within the School i.e. assessing each application as part of a gender-balanced group to ensure a wide range of comments are fed into the CoHoS statement,</p>	<p>(a) Develop shadowing opportunities for junior members of staff, as well as opportunities for task-specific mentoring.</p> <p>(b) Encouraging mentorship opportunities in the School, and gender matching mentors with mentees where requested.</p> <p>(c) Encourage uptake of ECR mentorship programme with University of Dundee, and University of Abertay</p> <p>(d) Encouraging promotion applicants to get feedback on applications during the drafting/redrafting phase.</p> <p>(e) Develop best-practice initiative emerging from K&P thematic group on helping members to publish, through writing retreats, organised feedback sessions, and</p>	<p>2016-</p>	<p>CoHoS DoE&D</p> <p>MG</p> <p>ARD reviewer DoR</p> <p>CoHoS MG</p> <p>MG TG Leads</p>	<p>Successful outcome:</p> <p>(a) Securing gender balance in successful promotions.</p> <p>(b) Continuing to identify gender patterns going forward.</p> <p>(c) Ensuring all potential promotion applicants have a range of support sources they can draw upon for all aspects of the promotions process.</p> <p>(d) Equal opportunities across all Thematic Groups for developmental writing workshops. TG led initiatives that encouraging mentoring for early career staff: implemented by September 2018.</p> <p>(d) Regular review by MG of applications through the recruitment and promotions processes. In particular of</p>
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			and several senior colleagues offering advice and feedback during the application drafting phase.	‘Shut up and Write’ events. Make similar opportunities available to all staff through TGs.			those from teaching-only staff, as well as early career staff on teaching & research track.
5.4 ③	Develop a School E&D review group for submission to REF2021	Men and women have been equally likely to be submitted in REF exercises. Equal and fair treatment for both genders must therefore continue to be achieved in the context of the emerging REF2021 criteria and processes.	Ongoing monitoring of gender balance of those submitted to REF2021	(a) Establish a School E&D review group for decisions about submission to the REF2021; to ensure equal and fair treatment is achieved for all eligible staff. (b) Establish mechanisms for recording and monitoring gender balance of School REF submissions (c) Establish more female reviewers for Research Annual Review and monitor gender-balance of group annually.	Sept 2019- Sept 2020 Sept 2017 Sept 2017, reviewed annually thereafter	DoR DoE&D CoHoS School Manager DoR CoHoS	Successful outcome: (a) Staff are treated equally and fairly during the process of constructing the School’s REF submission, and principles of equality and fairness are enshrined in the production of our REF2021 submission. (b) Established gender-balanced panel of reviewers for Research Annual Review
5.5 ③	Improve gender balance in Academic	There is a gender imbalance, with more male		(a) Identify potential female reviewers and	Jun 2017- Jan 2018	CoHoS DoR	Successful outcome: Attaining a gender balanced group of ARD

	Review and Development (ARD) process.	reviewers, amongst the senior staff who undertake Academic Review and Development procedures.		increase number in ARD process. (b) Monitor gender balance of ARD reviewers annually	Sept 2017 and annually thereafter		assessors for the next round of ARDS interviews in June 2017, and each subsequent year to 2020.
5.6 ③	Address gender imbalance in uptake of School Conference Fund.	<p>The School currently has a gender imbalance within those who apply to the School's conference budget, with disproportionate amounts of the budget being applied for by men (however all requests across the board are usually granted).</p> <p>It was also revealed that the School does not closely monitor the gender balance of applicants and recipients of the funds.</p>		<p>(a) Raise awareness of the School conference budget, and University 'Carer's Fund' (which helps fund accommodation for families at conferences) across the whole School through regular email alerts (in S1 and S2 of each academic year)</p> <p>(b) Raise awareness of available funding through ARD discussions and encourage staff (in particular women) to attend conferences and develop papers.</p> <p>(c) Ensure that there is a whole-School awareness of the current gender-imbalance in</p>	<p>Sept and Jan 2017, biannually thereafter</p> <p>June 2017- Jan 2018 and annually thereafter</p>	<p>DoE&D</p> <p>DoR DoE&D CoHoS</p> <p>DoE&D</p>	<p>Successful outcome:</p> <p>(a) Improved monitoring of applications to the conference budget by gender.</p> <p>(b) Achieve a more proportionate gender balance in those applying to the conference budget.</p>

				<p>applications through SC discussions.</p> <p>(d) Improved monitoring of applications to conference fund as part of wider review of School records (see action 2.2).</p>	Ongoing. Review in Sept 2017	School Manager	
5.7 ③	Continue to monitor gender balance of applicants and successful applicants to available internal School research funding schemes – ECR and Established Researcher and Pump Priming schemes; encourage all staff to make applications to the available schemes.	The School has more male than female applicants to its internal funding schemes. We aim to achieve a gender balance in applications across all schemes.		<p>(a) Develop a system/database to monitor applications to all School internal funding schemes.</p> <p>(b) Encourage applications to internal School funding schemes as part of the ARD process.</p> <p>(c) Develop mentoring and draft reviewing opportunities for those considering applying to the schemes. Highlight opportunities for mentoring into the call for applications.</p>	<p>Ongoing. Review in Sept 2017</p> <p>June 2017 – Jan 2018 and annually thereafter</p> <p>April 2017 – Jan 2018</p>	<p>School Manager</p> <p>DoR CoHos</p> <p>DoR</p>	<p>Successful outcome: (a) To achieve gender balance in those applying for internal School funding schemes, to achieve a balance proportionate to the staff gender distribution.</p>
5.8 ①	Augment existing support for Research and	SLWG2 discussed the need for teaching-only staff	(a) The School has fully embraced and supports the University-wide	(a) In order to provide time for teaching-only staff to develop research	Sept 2017- Sept 2021	CoHoS DoR MG	<p>Successful outcome: (a) Implementation of Academic Renewal</p>

	<p>Teaching Fellows to progress to Lectureships at the School, or at other institutions.</p>	<p>to have the necessary time available to develop research outputs that would allow them to be promoted to Lectureships.</p>	<p>development of Teaching and Senior Teaching Fellow posts into ‘Associate Lecturer and ‘Lecturer (Education Focused)’. These ‘new’ posts have the potential to progress through the annual University promotions process, which was not previously the case.</p> <p>In 2017, one Senior Teaching Fellow was supported by the School in their application through this new promotions process; they are aiming to be promoted to Senior Lecturer (Education-focused).</p> <p>(b) In April 2017, the School began recruiting to these grades under the new titles. The School has encouraged its final-year/recently examined PhD cohort to apply for the AL posts. In 2016,</p>	<p>publications the School has agreed to develop a proposal for periods of ‘academic renewal’ in line with research leave for academic staff. As with research leave, teaching-only staff would be eligible for 1 semester of leave for every 4 years of service. Any such requests would be considered and approved by the Principal’s Office.</p> <p>(b) Develop mechanisms through the thematic groups to support early career staff by providing support to producing 3 and 4* research. For example writing workshops, best practice exchange, and forums for discussion and review of work in progress.</p> <p>(c) Support colleagues (including those on teaching-focused tracks)</p>	<p>June 2017- Sept 2018</p> <p>Ongoing 2017-2021</p>	<p>MG TG Leads</p> <p>MG WAG</p>	<p>Scheme for teaching-only staff by 2020.</p> <p>(b) Improved transition rates of staff who wish to continue working in the School, and who are moving from temporary to permanent positions.</p> <p>(c) Equal opportunities across all Thematic Groups for developmental writing workshops. TG led initiatives that encouraging mentoring for early career staff: implemented by September 2018.</p> <p>(d) Regular review by MG of applications through the recruitment and promotions processes. In particular of those from teaching-only staff, as well as early career staff on teaching & research track.</p>
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			the School appointed one 3 year Teaching Fellow post to a recent PhD graduate (female), and hopes to be able to continue to recruit to the new posts from it PhD alumni.	in adopting shared leadership roles, and encourage participation in collaborative events across the University and inter-institutionally. (d) MG to review and reflect on promotion and recruitment pipeline after each promotion/ recruitment round	Jun and Sept 2017 Annually thereafter	MG	
5.9 ③	Increase visibility of tutoring opportunities for PGR students	The School recognises the need to develop opportunities for its PGRs to gain teaching experience without compromising their studies. It has emerged through the process that opportunities for tutoring are not consistently offered to all students, but rather on a case-by-case basis.	Training reminders are regularly circulated to PGRs by email by both CAPOD and the PS team. However this does not indicate how students become a tutor in the School.	Once a semester email to PGRs detailing the process for how to become a tutor. Include information in the PGR handbook about key contacts, responsibilities and potential workload so that PGRs can make an informed decision about whether to take on tutoring responsibility.	Sept 2017 and Jan 2018, biannually thereafter	DoPGR School Manager	Successful outcome: Regular and consistent communication to PGRS via once-a-semester email, and updated student handbook.
5.10 ②	Continue to make representation to	The University's maternity full paid leave entitlement is	Repeated representations have been made to central University E&D	DoE&D continue to make representation to	ongoing	DoE&D	Successful outcome: Ensure School continues to voice its view that our

	HR in relation to increasing maternity entitlement to a minimum of 18 weeks	16 weeks, which is below the sector leaders' offers.	committees and HR representatives, requesting that maternity leave be increased to a minimum of 18 weeks. The DoE&D will continue to monitor progress with these discussions.	central E&D committees and HR staff in relation to increasing maternity entitlement to a minimum of 18 weeks.			maternity period on full pay should be increased to a minimum of 18 weeks.
5.11 ①	Improve awareness and understanding of the range of options regarding parental leave including paternity and shared parental/adoption leave in the School.	The School has had no enquiries about shared parental/adoption leave from staff, despite this being a possibility for some. It has also become clear that, despite encouraging staff, not all men who were to become fathers understood their right to paternity leave in recent years.	(a) CoHoS and DoE&D discussed paternity leave with fathers to establish where their misunderstanding, or reticence, lay in relation to paternity leave rights. (b) Links to paternity, maternity and adoption policies have been placed on the School website. (c) The School manager will continue monitoring parental leave uptake.	(a) DoE&D will circulate policies on parental leave options to Staff as part of the E&D Staff Council standing item, and via a bi-annual email update. (b) When the School becomes aware of staff intending to take parenting-related leave of absence, we will ensure all options are drawn to their attention in a dedicated meeting with the DoE&D and School Manager.	Sept 2017 and Jan 2018, biannually thereafter Ongoing, 2017 - 2021	DoE&D CoHoS DoE&D School Manager	Successful outcome: (a) Staff being fully aware that shared parental/adoption leave is available to them through annual verbal reminders about parental leave policy at SC. (b) Staff becoming parents having a dedicated meeting with the DoE&D and School Manager to outline options.
5.12 ③	Raise awareness of Flexible working opportunities	The School has a low number of official enquiries for flexible working.	One request for flexible working is currently being considered by the School.	The DoE&D will draw attention to flexible working policies and the procedures for applying	Sept 2017 and annually thereafter.	DoE&D	Successful outcome: (a) All staff to be aware of their right to apply for flexible working

		This is particularly pertinent for PS staff who work during a set period 08:45-9:00, or 09:00 – 17:15. However, academic contracts by their very nature are flexible, and the School encourages flexibility in working patterns.		for flexible working. We will do this via the website links and annually as part of the standing item on E&D on the SC agenda.			arrangements and to be clear on the procedures through which they can apply. (b) Annual verbal reminders about flexible working policy at SC.
5.13 ①	Ensure communal space is firmly established in the building during and following the building work	One outcome of our School survey and SLWG 4 pointed to concern that staff have a positive environment to work within. Although staff are very enthusiastic about the improved office provision that will emerge from the impending building work, one further concern was the consequent disappearance of the School café. The provision of good quality communal	Consultation on proposed plans to redevelop the ground floor of the building was available for all staff in 2016	(a) CoHoS will ensure that the importance of communal space provision is communicated to the architect throughout the building work (beginning June 2017) (b) The building work will proceed in phases, across each floor of the building, each informed by staff consultation and an overarching ambition to improve cohesiveness.	June 2017-2019 In line with development of each phase (June 2017 – 2019)	CoHoS School Manager CoHos School Manager	Successful outcome: Staff are happy with communal space provision and improved office provision following the building work (first phase: 2017; last phase: 2020).

		spaces can maintain good relations with colleagues, as well as have spaces that are family-friendly, and that promote good work-life balance.					
5.14 ③	Improve opportunities for face-to-face contact with HR Business Partner and all staff.	The School's HR Business Partner currently has regular monthly catch up meetings with the CoHoS. Extending the opportunity to meet with the HR Business Partner to all staff would allow colleagues to discuss confidential HR issues, seek advice on promotion, flexible working and other key HR policies more easily.		School Manager to arrange twice-semester opportunities for staff to meet with HR BP face to face in the School.	June 2017 – June 2021	School Manager	Successful outcome: Twice-semester opportunities for staff to meet with HR Business Partner face to face in the School.
5.15 ①	Maintain or improve gender balance of School's Advisory Council	The School's Advisory Council currently has an over-representation of men, despite attempts to secure a		(a) When women vacate their role on the Council, MG will seek to recruit a female replacement.	Ongoing 2017-2021	DoE&D DoI DoE&D	Successful outcome: (a) Existing gender balance of Advisory Board maintained year-on-year to 2020

		gender-balanced group of volunteers. The School must ensure that the gender balance of the Advisory Council does not change to include more men beyond its current composition.		(b) When men vacate their seats, MG will endeavour to recruit women replacement. (c) Seek to reflect the co-Leadership model and appoint male and female Co-Chairs to the Advisory Board	Ongong 2017- 2021 In place by 2018-19	DoI DoE&D DoI	(b) Gender balance of Advisory Board improved by 2020 (c) Establish Co-Chairing arrangements by 2018-19
5.16 ①	Increase transparency of workload model	Some concern was expressed by staff in the survey, and subsequently SLWG3, in relation to transparency issues around work allocation. The School has agreed to revise its workload model and incorporate a more fine-grained description of work undertaken and allocated each year.	(a) Staff have been asked for their work contribution preferences in regard to teaching, and administration—taking into account caring responsibilities—and these have been accommodated where possible. (b) The School has revised the work allocation process to adopt a system of accounting for actual contact hours in the teaching workload matrix. In addition, one hour per 10 students is added to teaching allocation to account for	(a) The updated, finer-grained detail of the workload model will be circulated, along with the Workload Allocation group’s principles and practice, to all staff once allocations have been finalised. (b) Workload allocation will be reviewed by the Workload Allocation Group on an annual basis	Ongoing to Sept 2018 March – June 2018 and annually thereafter	WAG WAG	Successful outcome: Staff to identify workload allocation as fair and equal and transparent. Confirmation of this to be captured in a re-run of our E&D survey in 2018.

			<p>the variation in size of each individual module (ranging from 10-300).</p> <p>(c) A column for contextual information has been added to the workload matrix, in order to capture the qualitative aspects of workload commitments.</p>				
<p>5.17</p> <p>①</p>	<p>Increase transparency around role expectation</p>	<p>As part of the Athena SWAN process (including feedback on our E&D survey), as well as other School reviews, we have become aware of staff perceptions that the expectations around some administration/ service roles are less clear than they should be. This can lead to reluctance to apply and take roles that might progress careers and build individual capacities.</p>	<p>(a) This issue was discussed in SLWG 1 and 3, at MG and SC, and it was agreed that role descriptors for Thematic Group Leads should be drafted. This is now in progress and TG Lead role descriptors are currently being redrafted following review by RDC.</p> <p>These have been drawn on by those applying for promotion, for instance, to help explain their contribution in these roles, and will be used to recruit new TG leaders this summer when</p>	<p>(a) Develop job descriptors for other key service roles in the School (e.g Exams Officer, Module Coordinator, Programme, Director, DOT, DoPGR) to ensure that colleagues are aware and can meet minimum expectation of any given role.</p> <p>(b) Review role descriptors on an annual basis</p> <p>(c) Develop a description of ‘citizenship at the School of Management’ to be discussed and</p>	<p>April 2017 – May 2018</p> <p>June 2019 and annually thereafter</p>	<p>MG CoHoS</p> <p>MG</p> <p>MG</p>	<p>Successful outcome:</p> <p>(a) Ensuring role descriptions are developed for all key leadership and service roles within the School and reviewed annually within relevant committees including MG and SC.</p> <p>(b) Annual review of role descriptors at MG.</p> <p>(c) Updates staff handbook to include statement on citizenship in the School of Management.</p>

		It was also noted in SLWG 1 that administrative roles, and in particular ‘soft-volunteering’, was perceived to be gendered, with more women participating than men.	several vacate their positions.	agreed at Staff Council, and included in the Staff Handbook. (d) Monitor the gender-balance of soft-volunteering and the contributions of staff to committee work. (e) Monitor all committee attendance and subsequent allocation of 'action points' to identify gendered patterning.	June 2017 and bi-annually thereafter June 2017 and bi-annually thereafter	SAT SAT	(d) Increase proportion of staff identifying workload allocation as transparent from 63% to 73%. Confirmation of this to be captured in a re-run of staff E&D survey in 2018.
5.18 ②	Increase proportion of female guest speakers at the School.	Although our current gender distribution of speakers approximately reflects the gender distribution of Business & Management as a discipline, we are aiming to achieve a 50/50 split.	The School has monitored and recorded the gender distribution of speakers for the past two years. The issue of gender balance among speakers has been raised with all School staff.	(a) Seek to identify and invite more female speakers to participate at School events. Strive for gender balance on speaker panels, conference keynotes, and module guests. (b) Continue to collect and circulate the gender data on guest speakers annually. (c) Develop a ‘Carers’ Fund’ for external	Ongoing 2015-2021 February 2018 and annually thereafter July 2018	DoE&D DoR TG Leads DoE&D CoHoS	Successful outcome: (a) Achieving 50/50 representation of men and women speakers within the School by 2020. (b) Establishment of guest speakers’ ‘carers fund’ in 2318-19 School budget

				speakers to cover childcare costs, to mirror the scheme available to staff. This will be implemented in the Schools 2018-19 budget		School Manager	
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