

Action plan:

(*Actions are ordered by priority within each objective, and within each sub-section; they do not feature chronologically)

Principle ref. number	Objective	Rationale	Action already taken to date and outcome	Further action planned	Time-frame	Person responsible	Target outcome/ Success Measure
3. The Self-Assessment Process							
3.1	Embed Senior Management buy-in, to strategically underpin AS and wider E&D issues in UEBS policy and practice.	To succeed and be sustainable, the AS process must be supported at the highest strategic decision-making level.	<p>From 2015/16, AS is written into the UEBS strategic School Plan and was a standing item on the School Executive (SE) agenda in the run-up to submission.</p> <p>Roles of DoBS and DoPS include ex-officio membership of SAT.</p>	<p>AS/E&D to be embedded as a standing item on SE agenda, with additional discussion on individual intersectional AS topics as they arise.</p> <p>AS annual review to be included in biannual International Advisory Board.</p> <p>AS agenda item to be included in biannual all-School Forum.</p>	11/16	DoBS; DoPS	<p>AS/E&D features in 100% of SE agendas (minuted). AS features in annual strategic School Plan submitted to CAHSS.</p> <p>2 biannual AS updates scheduled into calendar for International Advisory Board.</p> <p>2 biannual AS updates scheduled into calendar for School Forum.</p>
3.2	Develop and embed a process of rigorous gender equality self-assessment within the academic planning cycle, and promote AS.	UEBS requires a dedicated committee to lead the gender equality initiative and champion AS within the School and across the College and University.	<p>September 2013, SAT established, and regular meetings scheduled to manage AS self-assessment process and submission.</p> <p>School has appointed an E&D Officer, who holds a prominent role within the SAT.</p>	Role of E&D Officer extended to E&D Director to include Chairing AS SAT , and ex-officio membership of SE and School Promotions Committee and overseeing student E&D issues (APs 3.4; 4.1). Role to be appointed through formal interview process, and allocated a workload allowance of 200 hours.	09/17	DoBS, EDO	EDD role advertised; EDD appointed; EDD an active member of SE and in Promotions Committee.

			The position receives an annual workload allowance of 120 hours.	Schedule quarterly SAT meetings to track progress against Action Plan and map future activity. SAT to generate an annual progress report, presented to SE and published on UEBS intranet. To promote engagement with the wider AS community, UEBS will submit a volunteer from academic staff as an AS panellist, biennially	12/16 12/17 01/18	EDD DoBS; DoPS EDD	≥ 4 annual SAT meetings scheduled in UEBS annual School calendar ≥1 AS progress report scheduled into annual SE calendar, and published on intranet. Staff volunteer to take part in AS assessment panels (minimum) biennially.
3.3	Establish a regular programme of gender culture surveying within UEBS, as a baseline for comparative analysis and action.	Capture quantitative and qualitative data that is not available via HR and Governance & Strategic Planning, to inform and measure gender equality in the School.	December 2013 and June 2016, surveys of academic staff, PS staff, and PGR students, circulated. Survey reports generated and published (intranet). 2013 response rates: 39% (academic), 48% (PS), and 12% (PGR). 2016 response rates: 59% (academic), 78% (PS), and 35% (PGR).	Academic staff, PS staff surveys, and PGR student surveys to run biennially. Survey run to be extended to include UG and PGT students. Biennial summaries of staff and student survey results to be generated and published on UEBS website, to promote transparency.	06/18 – Biennially 06/18 - Biennially	ASPO; DoBS ASPO; DPGT; DUG	Survey results available on School intranet for each group separately. ≥ 65% response rate for academic and PS staff surveys (for all genders). ≥50% response rate for PGR students. Survey summaries are available on the AS page of the UEBS website (See 3.5).
3.4	Monitor gender balance across UEBS and measure AS progress, through analysis of	To establish strengths and weaknesses in gender culture within UEBS, statistical data must be collated and analysed at regular intervals;	Collect & review full AS dataset '2011/12 or 2023/13, depending on availability, to 2015/16' for Athena SWAN submission.	Collect and review full AS dataset on an annual basis. Staff: Male/female ratio, turnover, recruitment, promotions, committee membership, contracts, family leave uptake/return, caring responsibilities, research grant	12/17 annually	ASPO; EDD	AS application submitted. Full AS data set and annual statistical analysis report available (academic staff; PS staff; UG/PGT/PGR students)

		that 'UEBS gives clear information on matters that relate to gender equality'.		prominently on UEBS webpages and e-mail signatures.			UEBS webpages and e-mail signatures.
3.6	Identify strengths and weaknesses in gender culture within UEBS and map progress over time.	A robust mechanism is required to quantify the impact of AS upon UEBS gender culture and equality practice annually.	Oxford Research and Policy 'Non-STEM Good Practice Checklist' introduced in August 2015. Review of existing strengths and weaknesses completed.	Progress on checklist to be reviewed on an annual basis, and an updated draft to be published on School intranet and reported to SAT.	12/17	EDD	Record of incremental impact in 5 Action Areas, across all 10 ORP defined domains (items 1-90). Annual checklist review is available on UEBS intranet.

4. A Picture of the Department

4.1 Student Data

4.1.1	Improve gender balance in the UG, PGT, and PGR cohorts, by projecting a gender balanced outward image.	In 2015/16, female representation in the UG cohort is 56% (HESA benchmark - 49%); in the PGT cohort is 60% (HESA – 52%); and in the PGR cohort is 50% (HESA – 46%). UEBS wants to recruit a healthy (≥47%) female and male UG and PGT cohort, as	UEBS ensures that female and male staff and students are represented at UG and PG Visit Day recruitment events. However, there has previously been no formal process of ensuring and monitoring female and male participation/representation at Visit Days.	UEBS will embed gender balance in the representation of female and male staff and students at Visit Days, to be recorded in a new Outreach database (see AP 5.6.9).	09/16 annually	DUG DPG PGR	≥47% female and male representation in the UG and PGT student cohort.
				UEBS will introduce an annual audit of hardcopy publicity materials and UG/PG recruitment sections of the UEBS website, in conjunction with UoE Communications & Marketing; to ensure UEBS represents men and women equally in photographic and narrative content. Annual report to SE.	11/16	DUG DPG PGR	Female and male staff and students are present at all UG/PG Visit Days, with an average minimum representation of ≥40% for women and men across all Business School subject areas at each event.
					04/17	EDD	50% of featured testimonials represent

		close to parity at 50% as possible.		Female and male UG/PG student testimonies to be included on UEBS website. AS logo features in UEBS section of the UoE prospectus.	10/17	EDD	female and male students. AS logo features in prospectus and on UEBS website.
4.1.2	Ensure UG students of all genders are supported in developing the skills required to achieve the best Degree outcome possible.	Gender disparity is evident in the attainment of UG students, with females performing better overall. In 2015/16, 38% of females and only 24% of males secured a 1 st ; and 49% of both females and males secured a 2:1.	Year 1 Study Skills revised to account for gendered differences in learning styles; and delivered by male and female Teaching Assistants. 2014/15, Peer support programme (BizPals) for Year 1 students introduced. Choice of female and male peer supporters for all Year 1 students.	BizPals peer support to be extended across 2 nd to 4 th years of undergraduate study. Choice of female and male peer supporters available to 2 nd to 4 th year students. UEBS will work with the Student Council to ensure that female and male students are engaged equally as course representatives; ensuring the views of all genders are heard across all programmes.	11/16 annually	DUG HSE	100% of Year 1-4 students have access to female and male BizPal peer support. ≥85% male students secure a 1 st /2:1 Honours Degree (increase from 73%).
		2012/13-2015/16, 5% of both females and male students left with an Ordinary degree.	Every UG student is assigned a Personal Tutor in UEBS, who acts as a principal contact for academic and other advice throughout their University career.	05/18	PALC	≤2% of female and male students secure an Ordinary Degree. 100% of courses have a female and male student representative.	
4.1.3				Reduce number of tutees per Personal Tutor and increase number of Personal Tutors.	09/16	DUG; DPG	Number of tutees per personal tutor to be no more than 30.
				Provide students with a choice of female or male tutor.	09/18	DUG; DPG	≤45% female and male representation in Personal Tutor cohort.
4.1.4	Ensure gender balance of PGT students	2012/13-2015/16, female representation on the MBA	Review in 2013/14 of MBA focus, curriculum and student experience;	Introduce 2 new MBA scholarships (worth £54, 800) in conjunction with the '30% Club' to encourage	09/18	DMB A	≥47% representation of female and male students undertaking MBA programmes.

	on flagship UEBS MBA programme, by attracting more female students.	programme ranged from 27% (2012/13)-43% (2015/16). In 2015/16, 61% of FT and 80% of PT MBA students 'Agree' they are satisfied with their experience of undertaking an MBA at UEBS.	to increase emphasis on strategic leadership and delivering a more practical, experiential and personal-development focused programme. New design implemented in 2014/15.	more women onto the MBA programmes. UEBS will add profiles (and blogs) of successful female and male MBA graduates, who have secured senior management roles, to UEBS website and PG recruitment materials.	06/18	DMB A	50% of featured testimonials represent both female and male MBA graduates. ≥80% of FT and PT MBA students 'Agree' they are satisfied with their experience of undertaking an MBA at UEBS, as measured by course survey (for all genders).
4.1.5	Provide enhanced PGT skills development support, to reduce attrition and promote levels of attainment for female and male students.	Gender balance differs across MSc programmes; UEBS wants to ensure that all female and male students are supported equally, and gain the best possible experience during their degree.	Academic skills and writing workshops rolled out across all MSc programmes in Autumn 2016. 1:1 career development and professional development coaching available to all MSc students since September 2014. 2015/16, UEBS introduced a peer 'buddy' scheme for 'Edinburgh Award for Professional Development' students.	UEBS Student Development Team and Executive Development Team to develop and deliver an annual 'PGT Support Programme': To provide all PGT students with 12 hours of one-one support in Professional Development Introduction, Job Search Strategies; Teamwork; CVs and Applications; Interviews and Assessment Centres. To be delivered by male and female staff. To increase the number of external collaborative activities (guest speakers, sites visits, sponsored dissertations, student treks) to 150 per year to ensure all students have a variety of experiences. To ensure ≥40% of the external contacts are with women.	12/16 06/17 Annually 06/17 Annually	DPG HSE DPG HSE DPG HSE	100% of PGT students have access to academic skills training and writing workshops. ≥80% of PGT students 'Agree' that 'UEBS offers me advice, coaching, mentoring, and/or other support, to help me progress from study to an academic career' (for all genders). PGT students to be surveyed biennially from June 2018.

			The MBA programme runs an annual 'Women in Leadership' trek to London.	Open the 'Women in Leadership' trek to MSc students.			
4.1.6	Develop on-line distance learning (ODL) modules to broaden access in post-experience education to prospective female and male PGT students.	In 2015/16, UEBS does not offer a PGT portfolio of distance learning programmes, to broaden access and promote flexible learning.	August 2015, UEBS appointed a specialist in Distance Learning, to develop a collaborative programme with organisations of chartered accountants.	UEBS will introduce this flexible ODL programme in 2017-18, offering professional accountants an additional qualification of relevance to their CPD.	06/18	HoG-AF	Online-distance learning programme is running; ≥40% representation of female and male students enrolled on programme. (*Female representation in the profession is currently 35%, Financial Reporting Council. 'Key Facts and Trends in the Accountancy Profession, 2016'.)
4.1.7	Ensure UEBS achieves gender balance of female and male FT and PT PGR numbers.	In 2015/16, 50% of FT PGR students are female and male. In 2015/16, 50% of PT PGR students are female and male.	2012/13-2015/16, 42% (n=16) of PGR scholarships were awarded to female students.	Promote 4 new UEBS scholarships (£500k over 4 years) to women and men equally via Website and leading Academic Conferences (Academy of Management).	11/15	DPGR	Retain current gender balance across FT and PT PGR cohort (50%). ≥45% of UEBS PGR scholarships awarded to female and male students.
4.2 Academic and Research Staff Data							
4.2.1	Provide support for all staff on fixed-term and GHC staff to promote career	Enhanced support for staff on fixed-term contracts will promote career planning and progression	Since 2014 UEBS has run two dedicated training initiatives for fixed-term staff: attaining success in grant applications;	A. UEBS will introduce a programme of dedicated fixed-term staff development workshops (annual), run by Professorial members staff on:	07/18	DoR	≥10 FTC staff members to attend each annual workshop. (Reviewed annually).

	development and progression.	within an academic career; including progression to an OEC.	<p>post-doctoral opportunities.</p> <p>All research development events (n=23 since 2014) are open to fixed-term staff. However, fixed-term staff attended only 4 of these.</p> <p>A representative from fixed-term research staff sits on UEBS Research Committee.</p>	<p>(i) 'Fixed-term Staff - Career Development & Promotion' (Spring semester prior to promotion round) (AP5.3.7)</p> <p>(ii) 'Research Grant Income Strategies' (Autumn semester) (AP3.3.10).</p> <p>Encourage attendance at workshops/networking, by providing coffee/lunch.</p>			
4.2.2		<p>In 2016, 36% of fixed-term academic and PS staff 'Agree' that 'I have access to a useful mentoring opportunities'.</p> <p>80% 'Agree' 'I have access to useful mentoring opportunities'.</p>	<p>Meeting with line manager 6 months prior to the end of all fixed-term contracts, to discuss new employment opportunities and/or applications to extend research funding.</p> <p>Fixed-term staff offered optional Annual Review.</p>	<p>UEBS will embed and audit mandatory Annual Review for all fixed-term staff.</p> <p>UEBS will ensure that all fixed-term academic and PS staff have the same access to mentoring opportunities as open-ended staff.</p> <p>Mentoring opportunities to be promoted in Staff Handbook, E&D/AS websites, and quarterly e-mails from E&D Director/AS Champion (AP5.3.5).</p> <p>Mandatory Annual Review and option of mentoring to be extended to all GHC staff working >300 hours; with optional annual review for staff working <300 hours.</p>	07/17 07/18 02/17 07/17	DoR STAM DoBS DoPS EDD DoBS; STAM	<p>100% Annual Review completion rate for fixed-term staff.</p> <p>≥80% of fixed-term and GHC staff 'Agree' that 'I have access to a helpful Annual Review' and ≥90% Agree 'I have access to useful mentoring opportunities' (for all genders).</p> <p>100% of GHC working >300 hours have an Annual Review and option of mentoring. 100% of GHC staff working <300 hours have option of Annual Review.</p>

4.2.3	Ensure that decisions to leave UEBS are not influenced by gender bias or discrimination issues.	UEBS has not previously offered an exit survey to enable staff to express concerns regarding gender bias, harassment or discrimination.	From Sept 2015, all leavers are offered the option of an informal conversation.	UEBS will introduce formal exit interviews, for academic and PS staff (as preferred by staff member leaving). Systematically include discussion of E&D issues. Involve neutral third party (CAHSS HR) to help interpret diversity issues.	09/17	DoBS, DoPS	100% of leavers are offered an exit interview.
				Proactively circulate the CAHSS voluntary exit survey in an e-mail request to all leavers and collate the UEBS results as part of annual AS statistical review.	09/17	DoPS, ASPO	65% of response rate to voluntary exit survey (for all genders).

5. Supporting and Advancing Women's Careers

5.1 Recruitment

5.1.1	Increase the number of applications from academic males (UE06-UE07) and females (UE08-UE10), by ensuring UEBS projects a positive outward facing image to applicants of all genders.	Application rates for women at the highest grades are extremely low and have seen a decline since 2012. In 2015/16, the proportion of female applicants at UE09 and UE10 was 35% and 21%, respectively. In 2015, only 24% of PS staff are male.	Since 2014/15, UEBS has appointed more women to key management positions; including 50% (n=3) of HoGs and Dean. These staff are involved in the recruitment processes.	UEBS E&D Director to complete Equality Impact Assessment of all job advertisements, to ensure they are equally welcoming to all genders.	08/17	DoBS DoPS	≥45% of applications to vacancies at UE09 and ≥40% at UE10 are from female and male applicants.
				Include and highlight statement on job advertisements at all grades to encourage under-represented groups to apply, and at UE08 and above to encourage women specifically (as an underrepresented group) to apply.	08/17	SOM	100% of job adverts contain reference to underrepresented groups; part-time and flexible working; and links to UEBS AS and E&D webpages, and UoE E&D webpages.
				Include and highlight statement supporting opportunities to work part-time or flexibility in job advertisements.	08/17	SOM	
				Include links to UEBS E&D and AS webpages (where details of family	08/17	SOM	

				friendly policies and nursery provision are available), and the UoE E&D webpage. Include the Athena SWAN logo on job adverts (if successful).	08/17	SOM	100% of job adverts contain the AS logo.
5.1.2	UEBS will increase the number of female appointments at UE10.	2013/14-2015/16, there were 5 male and zero female UE10 appointments through the formal recruitment process in UEBS.		UEBS will employ a recruitment agent in the appointment process for UE10 professorial staff (this has not been the case 2012/13-2015/16) (see AP5.1.11) . UEBS will ensure that when an agent is appointed, questions as to how they will actively seek potential female applicants will be included in the consultation; with an explicit request for gender balanced shortlists.	01/18 12/16	DoBS DoPS DoBS DoPS	100% of agency shortlists are gender balanced (50% female), reflected in the AS data. All interview shortlists at UE10 (n=3 or 4) will include at least one woman.
5.1.3	Eliminate gender bias in the recruitment of academic and PS staff at all UE Grades.	In 2016, 41% of academic staff and 46% of professional services staff have completed E&D training. Only 27.1% of academic staff and 33.3% of PS staff have completed Unconscious Bias training.	Ensure that every interview panel contains a minimum of one female and one male representative. UEBS endeavours to include an earlier-career staff member in all recruitment panels; to address overload and promote career development.	Ensure recruitment panels have as close to gender parity (50%) female and male representation as possible. UEBS will make 'Recruiting for Excellence' training compulsory for all panel members; and additional 'Recruitment and the Law' training compulsory for all panel Chairs. UEBS will make E & D and Unconscious Bias training mandatory for all panel members.	09/18 09/17 09/17 09/17	DoBS EDD EDD EDD DoPS	All recruitment panels to have ≥40% female representation 100% of recruitment panel members and Chairs have completed training module; and 100% of Chairs have completed additional recruitment training module, as recorded by UEBS training database. 100% of recruitment panel members have

				Audit uptake of training, to ensure compliance, through new UEBS training database (see AP 5.3.2).			completed 'e-Diversity in the Workplace' and Unconscious Bias training, as recorded by UEBS training database.
5.1.4	Improve the acceptance rate for offers made to new staff in UEBS, particularly female staff.	Anecdotal evidence to date suggests that some women and men leave because their partner cannot find a job in Edinburgh. 2012/13-2015/16, 4 females (2 UE08; 2 UE09) and only 1 UE09 male declined an offer.		The Partner Career Transition Policy (PCTP) to be offered to partners of new academic staff e.g. advice on job search, CV writing, interview techniques; information about local job markets; help in identifying contacts and network opportunities.	01/17	DoBS DoPS	100% of new senior staff (all genders) have access to PCTP resources.
				Introduce a 'Refused Offer' letter to request feedback when a job offer is declined. Keep a (confidential) record of why job offers have been turned down, to inform necessary adjustments and necessary additional support.	01/17	DoBS DoPS	0 staff give as their reason for leaving, that their partner did not have access to PCTP resources.
Induction							
5.1.5	Ensure that the UEBS staff induction promotes awareness of structures, procedures and opportunities in the School; including career development	In 2016, only 54% of academic staff (64%F: 52%M) and 44% of PS staff (50%F:17%M) 'Agree' that my School has given me clear information about what the University's policies are on	A review of the UEBS Staff Handbook took place in 2015/16, with particular reference to flexible working, family friendly policies, and equality and diversity; and enhanced signposting to UoE policies and practice.	UEBS will introduce an annual 'UEBS School-wide Induction' for all new academic and PS staff (including GHC staff), with details of roles, available training, and registering for School systems. Value of induction to be monitored by an 'induction feedback survey'.	12/17	DoBS DoPS STAM	School-wide induction scheduled ≥1 per year in UEBS calendar. 100% of new OEC, FTC and GHC staff have access to an effective induction.
				Staff Handbook to include enhanced content relating to E&D and family friendly policies (including nursery provision), and	12/18	EDD	≥80% of academic and PS staff 'Agree' that UEBS provides a helpful induction

	opportunities for academic and PS staff.	matters that may relate to gender equality’.		signposting to School’s new E&D and AS webpages. Available in hardcopy and through UEBS webpages. Updated annually, for ongoing support of all staff. Staff Handbook and induction materials to promote online training modules; including E&D and Unconscious Bias training. AS logo and branding to feature prominently (subject to successful submission).	12/18 12/18	EDD EDD	programme, in new induction survey (for all genders) ≥80% of staff ‘Agree’ that ‘my School has given me clear information about what the University’s policies are on matters that may relate to gender equality’ (for all genders).
5.1.6		A staff focussed induction process provides a solid foundation for long-term career development.	Induction includes joint agreement of ‘objectives’ between new member of staff and their line manager.	UEBS will extend the programme of ‘objectives’ meetings to ensure that all staff have an agreement with their line-manager which includes wider training and development needs and ensures a mentor is assigned.	12/16	DoBS DoPS HoGs	100% of staff to have objectives agreed for their first year within 6 weeks of commencing employment. 100% of staff have access to a mentor.
5.1.7		UEBS does not currently assign ‘new starts’ with a current member of staff to act as a first point of contact for general queries.		UEBS will introduce induction-buddies to support all new academic and PS staff through their first 4 weeks in the School. Staff will have a choice of female or male induction buddy.	08/17	DoBS DoPS	100% of ‘new start’ staff are assigned an induction buddy for a (minimum) 4 week period.
Promotion							
5.1.8	Ensure the promotions process in UEBS is robust and	UEBS has not historically embedded a strategic ‘Promotions	In 2015/16, UEBS embedded a policy to ensure that the School Promotions Panel always has	UEBS will Implement a strategic ‘Staff Promotion Plan’. 1) School E&D Director to be ex-officio member of UEBS	09/17 09/17	DoBS, CPPR, HoGs EDD	Promotion Plan agreed by SE (minuted). 100% of staff on the Promotions Advisory

	free of gender (or other) bias.	Plan' to ensure that promotion policies and procedures relating to gender equality are rigorously enforced.	(minimum) 40% representation of females and males.	Promotions Panel, to ensure that E&D and AS agenda are central to promotions process (see 3.2) . 2) All staff on UEBS Promotions Panel will all undertake compulsory 'e-Diversity in the Workplace' and Unconscious Bias training. 3) 'Promotion Plan', reported to SE in annual UEBS strategic School Plan.	09/17 01/18	EDD DoBS	Group have completed e-Diversity and Unconscious Bias training, monitored by new UEBS training database (AP5.3.2) . Promotions Plan written into School Plan, submitted to CAHSS.
5.1.9	Improve awareness of practices and processes related to promotion in UEBS; to increase the number of successful applications (for all genders) across all UE Grades.	In 2016, 73% of academic staff (76%F:78%M) 'Agree' that 'I understand the promotion/progression process in UEBS'. 2012/13-2015/16, only two members of part-time staff (1F:1M) applied for promotion. Both were successful. In 2015/16, UEBS had 2 PT UE08-UE09 females	The School introduced (in 2014) an annual UEBS promotions workshop, led by CPPR. HoGs report to DoBS each year (at end of Annual Review round) to ensure that no one in their Group has been overlooked for promotion.	'Staff Promotion Plan' to include:- 4) 'Promotion' appears as a key discussion point in new Annual Review mandate (AP5.3.3) . 5) 'Guidelines for Promotion' clearly outlining the criteria, will be produced and published on the UEBS main, E&D, and AS webpages. 6) 'Guidelines for Promotion' and all promotions workshops to include explicit provision for part-time staff, in relation to securing the necessary skills and experience for promotion. 6) UEBS will host a biennial CAHSS HR promotions workshop, to complement the annual UEBS one. 7) Case studies of successfully promoted female and male role	12/16 05/17 05/17 07/17 12/17	DoBS; CPPR CPPR CPPR CPPR	≥10% increase in FT promotion success rate (for all genders). 100% increase in number of PT staff applying for promotion, annually. ≥90% of academic staff 'Agree' that 'I understand the promotion/progression process in UEBS' (for all genders). ≥2 promotions workshops scheduled into annual calendar. Case studies feature on UEBS website, with equal (50%) female

		and 2 PT UE08-UE09 males.		models will feature prominently on UEBS E&D and AS webpages.			and male representation.
5.1.10	Increase opportunities for early-career, fixed-term and PT staff to hold leadership roles, required to build a profile for promotion.	Promotion to UE09 and UE10 require significant management and leadership contributions. Currently women are underrepresented at both grades.	2014-16, UEBS created new roles: Open Access Champion; Deputy Director of Research (Impact); Senior Teaching Assistant Mentor. All were openly advertised and each carries an appropriate workload allocation.	To provide more opportunities for development in leadership and management by creating new in-School roles –Deputy Director of Research (Ethics); Online Distance Learning Champion; Deputy Director of MBA. Ensure these roles are promoted to fixed-term and part-time staff (on a shared basis) in all advertisements and job descriptions (AP5.3.7).	07/18	DoBS	≥50% female and male representation appointment of new roles. 100% increase in number of PT staff applying for promotion, annually. ≥1 role to be filled by a member of staff who is fixed term or part-time.
REF 2021							
5.1.11	Improve the submission rate for all staff to REF2021, particularly female staff, to reduce the REF2014 gender differential.	Low proportion of staff (58%) submitted to REF 2014, with women (48%) being slightly less likely than men (62%) to be submitted.	Appointment of 3 PT Professorial Fellows (2014-2017), to support staff/PGR students. 2014/15, performance review and mentoring support introduced for inclusion in REF2021, via publications pipeline. 2015/16, series of publications workshops and writing retreats held (2 publishing	UEBS to seek appointment of 2 additional professorial fellows to extend this support across all Subject areas. To expand types and sources of support offered to realise sufficient high quality publications, by: requiring subject group Research Champions (UE09 or UE10 in each group who promotes research and runs activities at group level) to report annually on their activities to work proactively with their group members (assessed via Annual review of performance); increasing the number of	12/18 12/19	DoR DoR	≥2 Professorial Fellows appointed in subject areas not currently represented, to include 1 male and 1 female. 100% of staff to be submitted to REF2021.

			workshops; 1 writing workshop; 1 impact support workshop; 6 writing retreats).	workshops per year on paper development from 1 to 4.			
5.3 Training							
5.3.1	Identify and promote training and development opportunities for academic and PS staff, of all UE Grades and genders.	In 2016, 22% of academic staff (16%F:30%M) and 16% of PS staff (21%F:0%M) 'Disagree' that 'I am encouraged and supported in engaging with training and development opportunities'.	Mandatory Annual Review was introduced in 2012/13. UEBS has used this dialogue with staff to identify and respond to training requirements at an individual level. Training has not been a mandatory discussion point for Annual Review.	As quality assurance, 'Training and Development' will be added to the Annual Review discussion mandate (AP5.3.3), to ensure that all academic and PS staff have an opportunity to discuss/express an interest in training opportunities annually.	12/16	DoBS HoGs DoPS	100% of staff have undertaken at least one development event each year, as recorded in new UEBS training database (see 5.3.2).
				UEBS will promote and support leadership training schemes for women. UEBS AS website will clearly signpost 'Aurora' (for academic and PS staff), and UoE leadership programmes 'Enterprising Women' and 'Ingenious Women' (for academic staff and PGR students).	09/17	EDD	≥90% of academic and PS staff 'Agree' that 'I am encouraged and supported in engaging with training and development opportunities' (for all genders).
				In addition to CAHSS provision, UEBS will fund one additional Aurora place per annum (£1250); to be promoted to academic and PS staff.	06/18	DoBS DoPS	UEBS will submit ≥2 applications to 'Aurora' annually, and fund one place.
				Information relating to training and development opportunities will be circulated through Staff Handbook; UEBS newsletters; UEBS E&D and AS websites; and plasma screens.	12/16	EDO EDD	≥2 female staff or PGR applications submitted to either of the UoE leadership programmes, annually.

5.3.2	Ensure that staff on decision-making panels have completed all relevant training modules; including E&D and Unconscious Bias training.	To act as quality assurance and ensure that the Annual Review, recruitment, and promotions processes in UEBS are robust and free of bias, it is necessary to make training mandatory for all reviewers and panellists.	In 2014/15, UEBS senior managers, including Dean and DoPS, completed Unconscious Bias training with PEARL-KANDOLA (1-day programme).	UEBS will establish and maintain a 'training database' for all staff; to ensure that individuals holding key roles in UEBS have completed relevant training in an acceptable timeframe (with HR Systems/IAD).	07/18	DoPS SOM	100% of staff have an active training profile updated (minimum) annually.
		UEBS does not currently monitor training uptake.		UEBS will ensure that all annual reviewers (see 5.3.4); promotions panellists (see 5.1.8); recruitment panellists (see 5.1.3); and staff involved in workload allocation (see 5.6.4) have completed mandatory training.	09/17-09/18	EDD DoBS DoPS	100% of reviewers and panellists have completed training modules.
				Mandatory training to include 'e-Diversity in the workplace' and 'Overcoming Unconscious Bias' modules, as monitored by new UEBS training database.			100% of reviewers and panellists have completed E&D and Unconscious Bias' training,

Annual Review

5.3.3	Ensure that 100% of academic and PS staff (OEC; FTC, GHC) have access to an Annual Review; and add value to Annual Review.	To ensure all staff have an opportunity to discuss career development and work-life balance issues at AR.	CAHSS introduce Annual Review (AR) for academic and PS staff in 2012/13.	UEBS will ensure that 100% of academic and PS staff have access to an Annual Review; to include fixed-term and GHC staff (see4.2.2).	12/17	DoBS DoPS	100% of eligible staff receive an Annual Review.
		In 2016, 68% (64%F:78%M) of academic and 60% (56%F:83%M) of PS staff 'Agree' 'UEBS provides a	In 2015/16 100% of academic and PS staff (OEC) received an AR.	As quality assurance, UEBS will introduce a discussion mandate for AR. Mandate to include:	12/17	DoBS DoPS	≥85% of academic and PS staff 'Agree that 'UEBS provides a helpful annual review' (for all genders).
				Promotion/career development; mentoring; training opportunities; family leave/flexible working; committee membership/admin; outreach (academic only).	12/17	DoBS DoPS	
					07/19	DoBS	

		helpful Annual Review’.		UEBS will cap the number of annual reviews (n=10) per reviewer to prevent overload.		DoPS	100% of reviewers are allocated ≤10 staff reviews.
5.3.4	Ensure engagement of reviewers and reviewees with Annual Review training, to eliminate gender bias and add value to the appraisal process.	In 2016, 41% of academic and 46% of PS staff have completed E&D training.	Annual reviewers and reviewees are encouraged to complete reviewer and reviewee training modules.	UEBS will make ‘AR Skills’, E&D, and Unconscious bias training mandatory for all reviewers (see also 5.3.2).	09/17	EDD DoBS	≥100% of reviewers have completed 3 training modules, as recorded by training database.
		27% of academic 33% of PS staff have completed Unconscious Bias training.	Uptake of AR training has not previously been audited in UEBS.	To ensure that reviewees get the most value from AR, UEBS will promote optional online ‘Understanding Annual Review’ training module; through the Staff Handbook, UEBS webpages, and e-mail circulars in advance of AR cycle.	07/18	EDD	≥50% of academic and PS staff have completed the optional ‘Understanding Annual Review’ module (for all genders).

Support Given to Academic Staff for Career Progression

5.3.5	Improve awareness and uptake of mentoring opportunities amongst academic and PS staff across UEBS.	In 2016, 73% (80%F:74%M) of academic staff, and only 24% PS staff (21%F:25%M) ‘Agree’ that ‘UEBS provides me with useful mentoring opportunities’.	UEBS Research Champion ensures all academic staff who want a mentor within UEBS have one.	Appoint a UEBS ‘Mentoring Champion’ through formal interview process; role to be allocated a workload allowance of 60 hours.	12/17	DoBS DoR	≥85% of academic staff have elected to undertake mentoring.
		Enhanced mentoring provision will support career development for all staff;	UEBS ‘Induction Framework’ enables all new academic staff to request a mentor.	Mentoring Champion to ensure that all academic and PS staff, at all career levels, have access to a mentor.	12/18	MC	≥50% of PS staff have elected to undertake mentoring.
			8% of PS staff (8F:1M) enrolled on UoE Mentoring Connections programme.	In addition, UEBS will promote UoE Mentoring Connections scheme for academic and PS staff; through AR, Staff Handbook, and UEBS E&D/AS webpages.	12/17	EDD	85% of academic and PS staff ‘Agree’ that ‘UEBS provides me with useful mentoring opportunities’ (for all genders).
5.3.6	Strategically embed			UEBS will strategically embed mentoring provision at senior	12/17-12/18	DoBS DoR	

	mentoring at senior management level, to promote engagement and quality of provision.	addressing negative perceptions amongst PS staff in particular.		<p>management level, overseen by Dean, DoPS and Director of Research:</p> <p>Mandate for discussion at Annual Review to include mentoring opportunities (see 5.3.3).</p> <p>Role of Mentor to be written into the Workload Allocation Model (WAM)</p> <p>UEBS will provide training for mentors; to include mandatory 'e-Diversity in the Workplace' and Unconscious Bias training.</p> <p>Inductions process to formally include appointment of a mentor</p>	<p>12/17</p> <p>12/18</p> <p>07/18</p> <p>12/17</p>	DoPS	<p>Mentoring is raised at 100% of AR, as recorded in staff AR Records.</p> <p>Role of mentor is granted 5 hours per mentee workload allocation in the workload model.</p> <p>100% of mentors offered training. Uptake by at least 75% of mentors.</p> <p>100% of new starts to have a mentor within six weeks of appointment</p>
5.3.7	Encourage early-career, FTC and PT staff to engage with leadership roles for career development.	<p>To secure a pipeline of academic talent, UEBS created a new UE07 OEC role type; Early Career Fellow.</p> <p>UEBS must sustain a clear career pathway for these staff.</p>	Research support initiatives targeted at early career staff, e.g. First Grants and Impact Grants internal funding scheme. 15 awards made 2013-2016.	<p>UEBS will introduce an annual workshop on (early) career development planned from Spring 2017, with both female and male role models showcased.</p> <p>To support career development, UEBS will promote leadership roles suitable for early-career, fixed-term and part-time staff (see 5.1.10). All roles to be appointed through a formal interview process.</p>	<p>12/17</p> <p>12/17</p>	DoR CPPR DoBS	<p>≥1 dedicated early-career staff development workshop scheduled into UEBS calendar, annually.</p> <p>≥45% female and male representation in appointment of roles.</p> <p>≥1 role to be filled by a member of staff who is fixed term or part-time.</p>

Support Given to Students for Academic Career Progression							
5.3.8	Provide additional support to enable students with caring or other responsibilities to progress to PGT study.	In 2016, 88% (94%F:78%M) of surveyed PGR students 'Agree' that 'UEBS offers advice, coaching, mentoring, and other support, to progress from study to an academic career'.	Cash prizes for students publishing in 3* and 4* journals.	To promote flexible PGR learning, UEBS will introduce a 1-year (MSc) +3 /4-year (PhD) programme to facilitate a longer period of student support and development.	09/19	DoR DPGR	≥95% of PGR students 'Agree' that 'UEBS offers advice, coaching, mentoring, and other support, to progress from study to an academic career' (for all genders). ≥4 1(MSc)+3/4 (PhD) scholarships made available.
			'Excellence through Collaboration-Conference Fund'; 'World-Class Conference Fund'; and General PGR conference fund. Payment for first year students to join academic organisation (e.g. EGOS; Academy of Management etc.)	UEBS will also introduce 4 additional 4-year scholarships to encourage students with caring or other responsibilities to consider PGR study (worth £500k over 4 years)	09/17		
5.3.9	Encourage female PGR students to engage with leadership training for career development.		Payment for all students to join Higher Education Academy.	UEBS to promote uptake of IAD 'Ingenious Women' and 'Enterprising Women' leadership programmes by PGR students, through PGR induction events, e-mails, and plasma screens (see 5.3.1).	12/17	DPGR	≥2 female staff or PGR applications submitted to either of the UoE leadership programmes, annually.
Support Given for Research Grant Applications							
5.3.10	Support academic staff in applying for and securing research grant funding, to eliminate gender bias in success rate	Grant income per faculty FTE is low and whilst, nationally, applications to ESRC by women are less numerous than by men the success rate is	A large number of 'Research Culture Enablers' have been introduced since 2013/14 across UEBS including: a grant of £1000 for research for large grant submissions; teaching buyout for successful applications; a grant	UEBS will introduce a programme of annual grant application workshops, targeting early-career staff with little experience of applying; or mid-career staff with experience of lower value funding, to submit larger projects.	07/19	DoR	≥1 early-career grant application workshop scheduled, annually. ≥45% representation of female and male attendees. Success rate of female and male applications is equal to within 1%.
				Project Proposal Mentoring from an experienced Principle Investigator (PI) to support writing	07/17		

	and value of funding.	the same for both genders. 2012/13-2015/16, success rate for female and male grant applications is equal (24%). 39% of awarded grants (n=59) and 18.1% of funding (£380,227) relate to female staff. (*40% of staff UE08-UE010 are female)	application expenses fund; support from the experienced Research Support Office; all grant applications are double peer reviewed before submission.	and provide additional peer review process. UEBS will introduce mentoring for unsuccessful submissions, to provide feedback and promote future success.	12/17	DoR	Uptake of ≥5 members of staff per year (≥40% female and male staff).
				To highlight role models, UEBS will publish case studies of successful project applications from female and male staff on the School website.	07/18	DoR	Case studies feature on UEBS website, with equal (50%) female and male representation.
				UEBS will publicise Research Culture Enablers in Staff Handbook; UEBS webpages (signposted from the UEBS AS webpage); and newsletter	07/17	DoR	≥15% increase in proportion of research grants (value) attributed to females.

5.5 Flexible Working and Managing Career Breaks

5.5.1	Introduce a 'Maternity Agreement' to set contact level for staff privacy, and promote KIT days for career development.	In 2016, 58% (64%F:52%M) of academic staff and 71% (71%F:75%M) of PS staff 'Agree' that 'UEBS is supportive in seeking solutions when work and life-obligations conflict'.	UEBS respects the right of staff members to dictate an appropriate level of contact during maternity leave, but has not previously formalised this in an official agreement.	UEBS will introduce a 'Maternity Agreement' between employee and line-manager, to establish an agreed level of communication during maternity leave (via e-mail, telephone, or face-to face). The 'Maternity Agreement' will highlight access to 10 voluntary Keeping in Touch days; stressing that these days can be used for career development activities (including. conferences attendance and training).	08/17	DoBS, DoPS, SOM	100% of eligible staff have a formal 'Maternity Agreement'. 85% of academic and PS staff 'Agree' that UEBS is supportive in seeking solutions when work and life-obligations conflict' (all genders). ≥80% of staff on maternity leave elect to use KIT days for
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							career development activities.
5.5.2	Raise awareness of UEBS and UoE policies and practices relating to family-leave and flexible working; to support staff before, during and after a period of leave.	In 2016, only 54% of academic staff (64%F: 52%M) and 44% of PS staff (50%F:17%M) 'Agree' that 'UEBS gives clear information about UoE policies on matters that relate to gender equality'.	Staff are contacted annually (by email) to ask whether they wish to submit a request to work flexibly, with links to UoE policies and CAHSS HR.	UEBS will promote the UoE 'Maternity Toolkit' and clearly signpost policies relating to family leave and flexible working opportunities in the School Handbook; and E&D and AS webpages.	08/18	EDD, DoPS	≥80% of academic and PS staff 'Agree' that, 'UEBS gives clear information on matters that relate to gender equality' (for all genders).
			UEBS is supportive of staff who elect to work on a flexible basis. 2011/12-2015/16, 23 academic staff (13F:10M) and 24 PS staff (22F:2M) agreed formal flexible working arrangements in UEBS.	UEBS will include work-life balance (to include family leave and flexible working opportunities) in the new mandate for discussion at Annual Review (5.3.3).	12/17	EDD	Opportunity to discuss family leave and flexible working opportunities is raised at 100% of AR, as recorded in staff AR Records.
				UEBS will host a biennial CAHSS HR talk on family leave and flexible working entitlement for academic and PS staff.	12/17	EDD	≥1 CAHSS HR family leave/flexible working talk scheduled in UEBS calendar, biennially.
5.5.3	Identify and introduce maternity and paternity mentors.	To provide staff commencing or returning from leave with support and advice on potential challenges and techniques for managing these situations.	Any current support is on an ad hoc basis.	UEBS will invite volunteers from academic and PS staff, with recent experience of family leave, to join a pool of maternity/paternity mentors. An annual call will be made for new volunteers to promote rotation and prevent overload. Mentoring support to be available before, during (as preferred) and after leave.	12/17	DoBS, DoPS	≥4 maternity/paternity mentors trained and available across UEBS. ≥1 call for new mentors per year.

5.5.4	Provide support for female staff returning from maternity leave, who are nursing infants.	UEBS is committed to supporting staff who are breastfeeding in the transition back to work, following a period of maternity leave.		UEBS will provide a dedicated storage space for expressed milk, with clear signage.	09/17	FM	Dedicated storage space is available for expressed milk, with clear signage.
				A dedicated room will be made available for staff and students who wish to express milk.	09/18	FM	≥1 dedicated room is available for expressing milk.
				UEBS will install baby changing facilities in (minimum) two clearly signposted toilets; to include one of the proposed gender neutral toilets.	09/17	FM	Baby-changing facilities available in ≥2 toilets, with clear signage.

5.6 Organisation and Culture

Culture

5.6.1	Improve transparency and understanding of policies, practices and opportunities; to promote a positive working culture, career development and work-life balance for academic and PS.	In 2016, 61% of academic staff (68%F:56%M) and 44% of (48%F:33%M) of PS staff 'Agree' that 'I am kept informed about training and development opportunities, and work-life balance matters that affect me'.		UEBS will introduce an informal lunchtime discussion series (once per Semester); to include guest speakers; HR presentations; topics identified by the staff through an e-mail call for suggestions (such as promotion, training opportunities, annual review, CV workshop, family leave entitlement).	12/17	DD; EDD; DUG; DPG; SPTUG; SPTPG	≥3 events scheduled into the UEBS calendar, annually. ≥80% of 'Agree' that 'I am kept informed about training and development opportunities, and work-life balance matters that affect me'
				UEBS will encourage all staff to complete 'e-Diversity in the Workplace' and Unconscious Bias training, including GHC Tutors.	08/18	EDD STAM	≥65% of academic and PS staff 'Agree' that 'I have completed E&D' and 'Unconscious Bias' training (for all genders).

5.6.2	Promote a Trans/non-binary inclusive working culture in UEBS.	There has not previously been dedicated forum for the views of Trans staff and students to be expressed within CAHSS.	Feb. 2016, confidential Trans survey is circulated (10 student; 2 staff responses).	Trans Forum to meet semesterly and feedback to CAHSS AS Network and UoE AS Network (chaired by Vice Principle for People and Culture)	07/18	ASPO	≥3 meetings of the Trans Forum scheduled, annually.
			Nov. 2016, first meeting of the Trans Forum.	UEBS will introduce clearly signposted gender neutral toilets into the main building.	12/17	FM	≥2 gender neutral toilets are available in UEBS main building.
HR Policies							
5.6.3	Ensure staff awareness of HR policies and changes, particularly as they relate to gender equality.	Staff should understand the legal context of HR policies and how UEBS implements them.	UEBS publicises HR policies and resources in the weekly School newsletter.	UEBS will include reference to and interpretation of the UoE 'Equality and Diversity' and 'Dignity and Respect' policies in the Staff Handbook; and on the E&D and AS webpages.	12/17	DoBS, DoPS	≥80% of academic and PS staff 'Agree' that, 'UEBS gives me clear information about UoE policies on matters that relate to gender equality' (all genders).
				UEBS will introduce an annual briefing from CAHSS HR on new policies and relevant updates, to promote transparency and understanding.	12/17	DoBS, DoPS	≥1 CAHSS HR policies update scheduled into UEBS calendar, annually.
Representation on Decision-Making Committees							
5.6.4	Ensure gender balanced membership of committees in UEBS, to ensure that diverse ideas are heard at decision-making,	In 2014/15, female representation was below 40% in 6 of 8 decision-making committees in UEBS.	UEBS School Executive has been restructured and includes HoGs, 50% of whom are women.	UEBS SE to review gender balance of all decision-making committees annually (see 3.1), and redress imbalances with a call for volunteers.	07/18	DoBS CPPR	≥40% .female and male representation on 100% of UEBS decision-making committees.
		In 2014/15, only 27% of School Board (n=6) and	Committee membership published on School intranet since 2014/15 and updated	UEBS will write 'Committee Membership' into the new Annual Review discussion mandate (see 5.3.3); giving academic and PS staff an opportunity to express an	08/17	DoBS DoPS	Opportunity to discuss committee membership raised at 100% of AR, as

	advisory, and strategic levels.	36% of the School Executive (n=4) are female.	annually, to promote transparency. In 2015/16, 50% of the School Executive (n=8) are female.	interest, or concerns regarding overload. Committee membership extended to early and mid-career staff, via deputising and shadowing, for career development and to address gender imbalance and overload.	12/17	DoBS CPPR	recorded in staff AR Records.
Workload Allocation Model (WAM)							
5.6.5	Promote transparent and equitable allocation of workload.	In 2016, 46% (52%F:48%M) of academic staff and 71% (63%F:100%M) of PS staff 'Agree' that 'UEBS values the full range of skills and experience at Annual Review'.	UEBS introduced a Workload Allocation Model in 2007, based on 1560 annual hours (pro rata for PT staff). 'Workload' issues have been included for discussion in Annual Review since 2015 (performance review element).	Workload model to include recognition of administrative roles, mentoring and outreach activities; including the role of E&D Director (see 3.2; 5.3.6; 5.6.9) .	08/18	DoPS	≥75% of academic and PS staff 'Agree' that 'UEBS values the full range of skills and experience' at 1) 'Annual review' 2) 'in considering promotions'.
				Improve transparency by sign-posting WAM in Staff Handbook; on UEBS main and E&D/AS webpages; and in lunch-time discussion sessions (see 3.5; 5.1.5; 5.6.1) . Ensure staff involved in workload management have completed UoE training in 'Allocating, Monitoring and Supporting Work' and 'Developing Your People'. (see 5.3.2) .	08/18	DoPS; EDD	
5.6.6	Ensure that WAM accounts for restoration of duty procedures for all staff	Previously this has been done informally within UEBS and has not consistently been monitored.		UEBS will ensure that academic and PS staff returning from leave have a 15% (0.15FTE) workload reduction for 3 months.	12/17	DoPS EDD	15% (0.15FTE) workload reduction for 3 months for 100% of returners.
				UEBS will update and publish the 'Guide to Workload Planning', to ensure that HoGs incorporate	12/17	DoPS	Revised guide to workload planning published.

	returning from leave.			restoration of duty procedures into Annual workload planning activities.			
Timing of Departmental Meetings							
5.6.7	Increase accessibility of meetings to staff who work flexibly and/or have caring commitments .	In 2016, 73% of academic and 67% of PS staff 'Agree' 'Meetings in UEBS are completed in viable hours to enable those with caring responsibilities to attend'.	UEBS encourages all staff arranging meetings and seminars to hold them between 10am and 4pm.	UEBS will ensure that all Subject groups embed timing of seminars between 10am and 4pm.	09/18	DoBS, HoGs	≥95% of Subject seminars to be held between 10am and 4pm.
				UEBS will publish the guest speaker series 3-6 months in advance, to give staff with caring or other responsibilities sufficient opportunity to make arrangements to attend.	12/17	PR & Comm	≥80% of academic and PS staff 'Agree' that 'Meetings in UEBS are completed in viable hours to enable those with caring responsibilities to attend' (for all genders).
				UEBS will ensure that all social events are publicised in advance (3-6 months) to ensure staff with caring or other responsibilities can make arrangements to attend.	12/17	PR & Comm	
Visibility of Role Models							
5.6.8	Ensure that all genders are represented in organised events within UEBS, and visible female and male role models are promoted.	In 2016, 69% (64%F:78%M) of academic staff; 65% (65%F:67%M) of PS staff; 'Agree' that 'UEBS uses senior women and men as visible role models'.	In 2015/16, five out of six speakers in the 'Beyond Business' talks series were male. To date, in 2016/17, two out of five speakers are female.	UEBS will complete a 'Teaching Programmes Audit', to ensure men and women are equally visible to students. New modules and changing staff delivery of existing modules will be introduced to redress imbalance. All adjustments will be made according to the WAM, to avoid overload.	07/19	DUG DPG DoPS	All programmes to include ≥40% of activity undertaken by both female and male staff.
				Improve gender parity on 'Beyond Business' series of talks, to ensure all genders are represented as	12/17	PR & Comm DMBA	≥35% of speakers on the 'Beyond Business' series of talks to be

		PGR students 'Agree' that 'I have access to visible role models I can identify with in UEBS'.		visible role models; to be reported annually in AS progress report. UEBS will actively promote a high presence and visibility of female guest speakers in lectures, proportions to be reported annually in AS progress report.	12/17	PR & Comm DQ	both females and males. ≥90% of PGR students 'Agree' that 'I have access to visible role models I can identify with in UEBS' (for all genders).
Outreach							
5.6.9	Improve gender balance in UEBS Access cohort, by increasing the proportion of UG males represented.	2012/13-2015/16, the proportion of male LEAPS eligible students dropped from 46% to 37%.	UEBS has appointed a Schools Liaison Officer, who engages with 'Kickstart' summer school and 'LEAPS'.	UEBS will work with colleagues in UoE Widening Participation to host an annual workshop aimed at raising the aspirations of males aged 14-16, in particular.	12/18	DUG	≥1 annual WP workshop, targeting males aged 14-16 scheduled; for entry years 2018/19-2020/21.
5.6.10	Present a positive gender balanced outward facing image, to prospective students of all genders.	UEBS has not previously recorded participation in outreach activities by gender, as routine practice across the School.	A preliminary review of staff engaged in outreach activities across UEBS took place during the self-assessment process for the 2015 AS Bronze application.	Establish a central record of staff and student participation in outreach activities; including schools and college outreach, Widening Participation, on-campus Visit Days, and knowledge exchange. As part of the annual statistical review (see 3.5), UEBS will determine the overall gender balance of staff involved in outreach activity; any bias will be redressed by a call for volunteers; to evaluate pool of staff, and also representation at events overall.	08/18 08/18	DoR DQ EDD	100% of staff have an outreach profile, updated regularly by the Research and Quality and Assurance Offices. ≥40% female and male representation in pool of staff participating in outreach events, and at outreach events overall.

				UEBS will ensure that representation of staff and student volunteers at on-campus Visit Days is gender balanced.	08/17	DUG DPG	≥40% female and male presence at on-campus Visit Day (talks/desks), to include staff and student volunteers.
5.6.11	Recognise the contribution of staff participating in outreach activities in the WAM, to encourage engagement by all genders and promote work-life balance.	In 2016, only 46% (52%F:48%M) of academic staff 'Agree' that 'UEBS values the full range of skills and experience at AR'. Only 27% of staff (28%F:33%) 'Agree' that 'UEBS values the full range of skills and experience for promotion'.	The current workload model indirectly recognises staff's contribution to external academic activities, through an allocation of 50 hours to 'standard academic responsibilities'	UEBS will recognise and reward outreach activities in the School's Workload Allocation Model (WLM).	08/18	DoBS, DoPS	80% of academic staff to agree that UEBS values full range of skills and experiences at AR. 60% to agree that full range of skills and experiences are valued for promotion.
				UEBS Dean will present a paper to CAHSS Staffing Committee, with specific request that College-level promotions procedures are modified to recognise aspects of outreach and community engagement.	08/18	DoBS	Dean presents paper at CAHSS Staffing Committee (minuted).

Key of responsibilities:

ASPo:	Athena SWAN Project Officer	HOG-AF:	Head of Group – Accounting and Finance
CPPR:	UEBS College Promotions Panel Representative	HSE:	Head of Student Experience
DMBA:	Director of MBA Programmes	MC:	UEBS Mentoring Champion
DoBS:	Dean	PALC:	Peer Assisted Learning Coordinator
DoR:	Director of Research	PGR:	Director of PhD Programmes
DPG:	PGT Director	PR & Comm:	Director of PR and Communications
DQ:	Director of Quality and Assurance	SOM:	School Operations Manager
DUG:	UG Director	SPTPG:	Senior Personal Tutor (postgraduate)
EDD:	Director of E&D	SPTUG:	Senior Personal Tutor (undergraduate)
EDO:	E&D Officer	STAM:	Senior Teaching Associate Mentor
FM:	Facilities Manager	SWM:	School Web Manager