Department Application
Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	**10,500**	**12,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University of Glasgow
Department	School of Law
Focus of department	**AHSSBL**
Date of application	
Award Level	**Bronze**
Institution Athena SWAN award	**Date: Bronze** **Level: April 2016**
Contact for application Must be based in the department	Professor Ruth Dukes
Email	Ruth.Dukes@Glasgow.ac.uk
Telephone	0141 330 6306
Departmental website	https://www.gla.ac.uk/schools/law/

LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

School of Law

November 30, 2017

Dr Ruth Gilligan,
Equality Challenge Unit,
First Floor, Westminster Tower,
3 Albert Embankment,
London.
SE1 7SP

Dear Dr Gilligan,

RE: Athena Swan Submission

As Head of School and member of our Self-Assessment Team, I have great pleasure in enclosing the School's Departmental Athena SWAN Bronze Award application. It follows from the award of a Bronze Gender Equality Charter Mark (GEM) in 2014, and represents our on-going commitment to the principle of gender equality.

My own personal experience has reinforced my belief in the value and positive impact of gender equality for organizations and individuals. My wife is a senior solicitor and her professional experience, as well as our collaboration in the childcare and other routines of a dual-career family, have allowed me to see first-hand some of the challenges posed to gender equality in the legal profession and University. I have brought these insights into my leadership role in the School and my participation in the SAT.

We have made sustained efforts to embed gender equality within the working practices and culture of our School. In particular, we have sought to ensure that positive female role models are recognised and celebrated in the School, for example, naming one of our main seminar rooms after an eminent alumna, Lady Hazel Cosgrove, in 2015.

Following a review of our REF2014 submission by gender as part of GEM, we reconfigured our research structure and policies in 2015. We now have a clearer collaborative model in place that offers support and mentoring across the entire spectrum of research activity from conceptualization to the generation of grant income, published outputs, and impact activity.

Iain MacNeil
Head of School
Alexander Stone Chair of Commercial Law

School of Law
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2013

We have taken steps to improve the experiences of women returning from maternity leave, for example, making available a dedicated room for any student or member of staff wishing to express and store breastmilk, and supporting colleagues to successfully access the College Academic Returners Research Support scheme, launched in 2015.

While we have made progress, challenges remain. The most significant is the number of women in promoted posts, especially at the level of professor. We are working to address this in several ways. The first is through the process of allocating senior roles within the School. These roles represent a conduit to promotion as well as creating role models for early career staff. Another initiative has been the proactive identification and encouragement of qualified women in the School to apply for promotion and not delay their application unnecessarily. The annual performance and development review process offers an opportunity for identification of training needs, discussion of potential for uptake of new roles, and clarification of potential pathways towards promotion. However, our staff survey showed that this function of P&DR could be strengthened, and we have devised actions to address this in our Athena SWAN Action Plan.

We welcome the expansion of Athena SWAN to AHSSBL disciplines, and to our Professional and Support colleagues. The self-assessment process has highlighted factors that can impact on the experience of those colleagues of the School's culture and has been a vital learning process for me and the SAT, particularly insofar as it has uncovered the need to ensure their inclusion in meetings and in the induction of new academic staff, and to improve the visibility of these colleagues in School communications.

The information presented throughout is an honest, accurate and true representation of the University and I endorse the enclosed submission in the strongest possible terms.

Yours sincerely,

THE QUEEN'S
ANNIVERSARY PRIZES
FOR HIGHER AND FURTHER EDUCATION
2013

GLOSSARY OF ABBREVIATIONS

AS: Athena SWAN
CSS: College of Social Sciences
FTC: Fixed Term Contract
GEM: Gender Equality Charter Mark
GEO: Gender Equality Officer
HESA: Higher Education Statistics Agency
HoS: Head of School
HoSA: Head of School Administration
L: Lecturer
MaRIO: Marketing, Recruitment and International Office
PG: Postgraduate
PGR: Postgraduate Research
PGT: Postgraduate Taught
P&S: Professional and Support
RG: Russell Group
R&T: Research and Teaching
SAT: Self-Assessment Team
SEG: School Executive Group
SGEO: School Gender Equality Officer
SL: Senior Lecturer
UG: Undergraduate
UGEO: University Gender Equality Officer

GRADE AND ROLE EQUIVALENTS BY CONTRACT FUNCTION:

GRADE	R&T ROLES	TEACHING ROLES	RESEARCH ROLES
GRADE 6	N/A	TEACHING ASSISTANT	RESEARCH ASSISTANT
GRADE 7	LECTURER	LECTURER	RESEARCH ASSISTANT/ASSOCIATE
GRADE 8	LECTURER	LECTURER	RESEARCH ASSOCIATE/FELLOW
GRADE 9	SENIOR LECTURER	SENIOR LECTURER	SENIOR RESEARCH FELLOW
READER	READER	N/A	N/A
PROFESSOR	PROFESSOR	PROFESSOR	N/A

A NOTE ON DATA:
We conducted the bulk of our self-assessment process throughout academic session
2016/17. As such, the most up-to-date data provided to us by HR, MaRIO (who deal with
student admissions), and Planning and Business Intelligence (student registrations and
attainment data) was for the academic session 2015/16.

The University co-ordinates collation and provision of Athena SWAN Data and the University
GEO advised us we will be updated with 2016/17 data in early 2018. We will continue to
analyse and use this data to evaluate our actions.

Benchmarking throughout the application is drawn from HESA data and the JACS Principal
Subject Code Law (M3). We draw on the Russell Group benchmarks from this data where
they relate specifically to research intensive nature of school.

2. DESCRIPTION OF THE DEPARTMENT

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The University of Glasgow is divided into four Colleges, and the School of Law is one of five Schools in the College of Social Sciences. The School currently has 53 core academic staff (44% Female); and 27 professional and support staff (81% Female).
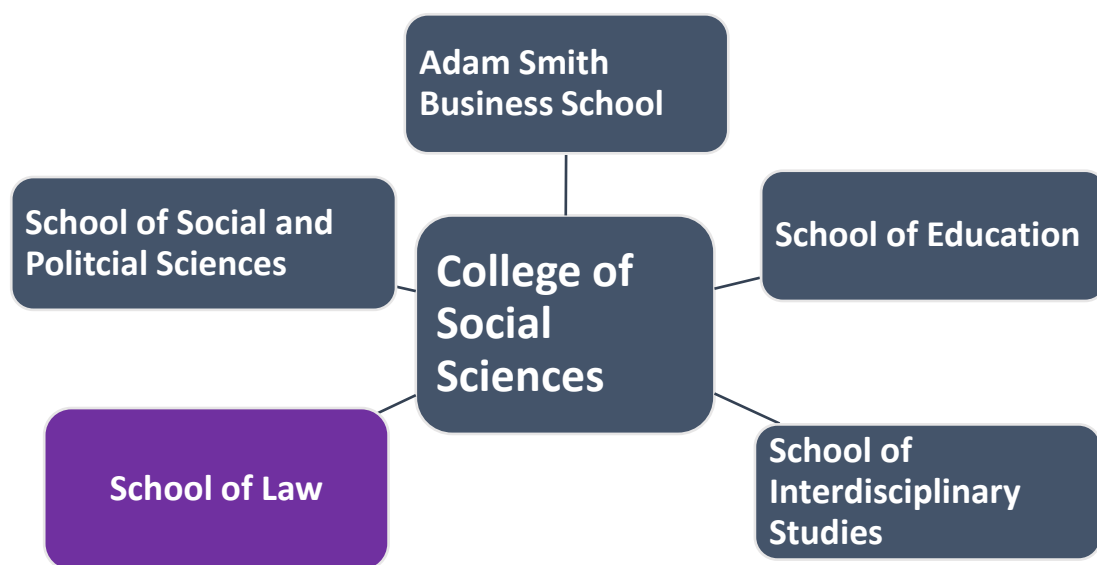
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                    │  Business School│
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Figure 1: Organisational Structure of College of Social Sciences

The School is managed by a Head of School (HoS), Head of School Administration (HoSA), and a Senior Executive Group (SEG). The SEG currently comprises 3 women and 4 men. The School has two quasi-autonomous groups: CREATe, which is the RCUK-funded Centre for Copyright and New Business Models in the Creative Economy, and the Diploma in Professional Legal Practice ('Diploma'). Each of these has its own management structure, answerable to the Head of School: CREATe, a Director (male); the Diploma, a Director and Deputy Director (both female). All CREATe staff are members of the School of Law. The Diploma has 4 staff (also members of the School of Law), with the bulk of teaching on the course delivered by legal practitioner tutors.

The School as a whole has a large student population with approximately 740 UG (60% Female), 400 PGT (66% Female) and 90 PGR (51% Female) students in the most recent academic year. There is great diversity among the School's PGT community, which currently comprises students from 40 different countries.

School staff offices are located in a single building with several teaching rooms, a moot courtroom, a law library, and PhD student offices. The shared library and staff room facilitate a collegial atmosphere. The CREATe Centre, consisting of staff and PhD offices and a conferencing facility, is accommodated in an adjacent block, accessible internally and externally from the main School building. The Diploma is housed in a separate building around 200 metres away, which contains additional PhD student offices.

Picture 1: Stair Building, School of Law and CREATe

Picture 2: Sir Alexander Stone Building, Diploma in Legal Practice and PhD Students

The School of Law is a leader in legal research in the UK and internationally. Research support is provided by the School's two Research Directors (1 female, 1 male), whose role is to give guidance and assistance on matters such as publication strategy and research funding. The Directors are supported by a Research Impact Officer, a Digital Engagement Officer, and a Research Administrator. The School has four Research Groups, each representing an area of research where there are significant collective efforts between group members, including doctoral students. The groups are: Legal Theory; CREATe; International Law, Conflict and Security; Law Reform and Public Policy. Three are directed by male professors, one by a female professor. All members of staff on Research or R&T contracts at Grades 7-9 have a research mentor, regardless of research group membership.

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | Actual 851 words

Describe the self-assessment process. This should include:

(i)   a description of the self-assessment team

The SAT comprises 10 volunteers recruited via email and face-to-face discussion (Table 1). Members include established and more recently appointed academic staff from various career levels, including the HoS; P&S staff; and a PhD student. The SAT is chaired by the SGEO. The UGEO sits in on departmental SAT meetings to promote collaboration and encourage sharing of best practice. Two of the SAT's current members are members of the University's Gender Equality Steering Group and, as such, involved in University-level policy-making and implementation. The current SGEO, Professor Dukes, has professional expertise in employment, equality and discrimination law.

Following changes over the last 3 years, SAT membership currently sits at 40% male and we need to take action to address this:

Action 3.3.2	Membership of the SAT to be adjusted so as to improve its representativeness, aiming for parity representation of male and female colleagues, and for representation of UG as well as PG students.

SAT membership is recognised in the School Workload Model. Additional allocation is made for the SGEO/SAT Chair (150 hours/academic year). This is equivalent to other administrative roles in the School, for example, Director of PG Studies and School International Lead, and demonstrates to staff the School's commitment to Athena SWAN and gender equality.

To ensure a fair division of work between SAT members, each member assumes 'accountability' for different actions relating to their relevant professional experience and matters relevant to the Athena SWAN process. SAT members report back on those matters at each SAT meeting, with all reports duly discussed and recorded in the minutes.

SAT Member	Job Title and Roles	M/F	FT/PT	Job Family	Relevant professional experience						Work-life balance experience					
					A	M	P	O	R	SM	C	D	DCP	F	M	P
[redacted]	[redacted]	M	FT	Academic									x			
[redacted]	[redacted]	F	FT	Academic		x	x		x		x		x		x	
[redacted]	[redacted]	F	FT	Academic	x	x	x	X	x	x	x		x			
[redacted]	[redacted]	F	FT	Academic		x			x		x		x		x	
[redacted]	[redacted]	F	FT	Professional & Support	X						x				x	
[redacted]	[redacted]	F	PT	Academic									x			
[redacted]	[redacted]	F	FT	Student												
[redacted]	[redacted]	M	FT	Academic	x	x	X	X	x	x	x					
[redacted]	[redacted]	M	FT (but 0.5 FTE in SoL)	Professional & Support					x							
[redacted]	[redacted]	F	FT	Professional & Support												

Table 1.1: Athena SWAN Self-Assessment Team

Relevant Experience		Work-Life Balance Experience	
A	Annual Reviewer	C	Children
M	Mentor/Mentee	D	Other Dependants
P	Promotions Process	DCP	Dual-Career Partnership
O	Office Bearer	F	Flexible Working
R	Recruitment Panel	M	Maternity Leave
SM	Senior Management	P	Paternity Leave

Table 1.2 Key to Athena SWAN Self-Assessment Team table

(ii)   an account of the self-assessment process

In 2014, the School achieved a Bronze Gender Equality Charter Mark. Since that time, it has worked to implement our 2014 action plan, assess its impact, and to consider new challenges and actions. We welcome the expansion of the Charter and the opportunity to submit a new Bronze application under this process guided by new principles.

The School has been kept informed of the work of the team via bi-annual reports to School meetings, email, and through the inclusion in the School Staff Newsletter of a standing item on gender equality/AS. Progress on the action plan has also been a standing agenda item at SEG meetings. Staff have been encouraged to bring suggestions or comments to the SAT at any time. Since 2015, the SAT has maintained links with the Equality and Diversity Team at the Law Society of Scotland, and with the SATs of the Schools of Law at the London School of Economics, and the University of Edinburgh, holding a focus group with the latter in September 2016 on common issues and challenges experienced on the implementation of GEM.

Our action to use P&DR to identify, particularly female, colleagues ready to apply for promotion (discussed below in s.5.2) was inspired by the LSE Law Department's promotion procedures.

All meetings of the SAT are formally minuted, and minutes are posted on Moodle (intranet) pages to which all School staff members have access. The Moodle pages also include: a statement of the School's Commitment to Gender Equality, a list of current SAT members, School Policy Documents with relevance to gender equality, various external links and documents. To communicate SAT activities and gender equality policies externally, the SAT uses webpages.

In August to September 2016, the SAT conducted a modified version of the UKRC Staff Culture Survey[1] with all School staff (52% response rate; 39% male: 55% female). As a follow-up, and to supplement this, individual in-depth interviews were undertaken with 12 members of the School's P&S staff in March 2017, covering leave, promotion and development, and inclusion. All SAT members participated in analysis of the Results, under the leadership of Dr Leakey. In December 2016 to February 2017, the SAT also conducted a PGR Student Culture Survey (61% response rate; 49% male: 51% female).

Between November 2016 and November 2017, the SAT met 5 times, with additional meetings and online communication between various members working on similar actions. All members of the SAT contributed to the drafting of this Application. Prior to submission, the application was reviewed by the HoS and UGEO, and by members of the University Gender Equality Steering Group.

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[1] https://www.wisecampaign.org.uk/uploads/wise/files/Gender_Equality_Staff_Culture_Survey.pdf

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

The SAT will continue to meet regularly, and at least 3 times per year, to implement and review progress of the action plan, promote the AS agenda, and plan further activity. It will continue to act as the School's Equality & Diversity Committee. Accountability for action points will be assigned to team members, who will report back to SAT meetings. AS progress will continue to be a standing item at SEG meetings, with one full SEG meeting per year dedicated to AS and a review of the annual progress report, impact to date and projected activity. Coordination of all SAT activity will be overseen by the SGEO, and facilitated through the use of an online time-management and scheduling calendar **[Action 3.1].** The School will be updated via an Annual Report published on the School Moodle pages, detailing progress with the AS action plan and other gender equality activities **[Action 3.2].** Following submission of this application, a new SGEO will be appointed by the HoS **[Action 3.3.1]** and membership of the SAT adjusted to improve its representativeness **[Action 3.3.2].** The work of the SGEO will continue to be accounted for on the workload model.

Action 3.1	Introduce online project management platform to facilitate coordination of the work of the SAT, including implementation of AS Actions.
Action 3.2	Annual Report to be made to the School and published on the Moodle pages, detailing progress with the AS action plan and other activities.
Action 3.3.1	HoS to appoint new SGEO.
Action 3.3.2	Membership of the SAT to be adjusted so as to improve its representativeness, aiming for parity representation of male and female colleagues, and for representation of UG as well as PG students.

4. A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Actual 2666 words

4.1. Student data

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

The School works closely with the University's Widening Participation team (WP) on the **Reach** programme. Reach works with S4-S6 pupils in the West of Scotland to widen access to professional degrees, including Law. Programme coordinators are based in WP. The School contributes to content, and runs many aspects of a 'campus week' for S5 pupils.

For Law, Reach has only recently begun to monitor participants' gender. Data from the last 3 years demonstrate higher engagement with the Reach programme by female school pupils among those entering UG Law degrees. These entrants participated in the pre-entry programme in the years 2011/12-2015/16.

Reach Programme participants (S4-S6 pupils)				
Year	F	M	Total	% F
2016	419	160	579	72

Table 2. Reach participants by gender in 2016

Reach entrants to Law				
Year	F	M	Total	% F
2014	16	9	25	64%
2015	11	9	20	55%
2016	25	8	33	76%

Table 3. Entrants to Law from Reach programme by gender

Although small, numbers of entrants to Law who participated in other widening access pre-entry programmes (Top-Up Programme, UofG Summer School and SWAP West for adult returners) are shown (Table 4).

Overall, female students have higher participation rates. Both male and female staff within the School participate in Reach. We will continue to ensure equitable male/female staff participation to ensure there are positive role models for, particularly male, participants towards entry **[Action 4.1.1]**.

	Summer School entrants				Top Up Programme entrants				SWAP West entrants			
	F	M	Total	% F	F	M	Total	% F	F	M	Total	% F
2014	0	0	0	-	3	3	6	50%	0	0	0	-
2015	1	0	1	100%	2	3	5	40%	0	0	0	-
2016	1	0	1	100%	6	3	9	67%	1	0	1	100%

Table 4. Access programme entrants to Law by gender

Action 4.1.1	Support the Reach programme, ensuring equitable participation of staff by gender, and analysing gender of participants in our WP programmes annually to improve participation of male students who are underrepresented.

(ii) Numbers of undergraduate students by gender

We offer three UG Law Degrees: LLB with Honours (LLB (Hons)), Ordinary LLB (LLB (Ord)), and Accelerated LLB.

UG ADMISSIONS LLB Degree (Hons/Ord)[2]		APPS		OFFERS		ACCEPTS		Success Rate APPS/OFFERS	Acceptance Rate OFFERS/ACCEPTS
2011/12[3]	FEMALE	-		-		-		-	-
	MALE	-		-		-		-	-
	TOTAL	-		-		-		-	-
2012/13	FEMALE	596	**59%**	230	**56%**	99	**56%**	39%	43%
	MALE	412	**41%**	179	**44%**	78	**44%**	43%	44%
	TOTAL	1008	**100%**	409	**100%**	177	**100%**	41%	43%
2013/14	FEMALE	516	**61%**	293	**65%**	134	**65%**	57%	46%
	MALE	324	**39%**	161	**35%**	73	**35%**	50%	45%
	TOTAL	840	**100%**	454	**100%**	207	**100%**	54%	46%
2014/15	FEMALE	483	**62%**	290	**63%**	119	**60%**	60%	41%
	MALE	290	**38%**	167	**37%**	79	**40%**	58%	47%
	TOTAL	773	**100%**	457	**100%**	198	**100%**	59%	43%
2015/16	FEMALE	510	**59%**	288	**61%**	120	**60%**	56%	42%
	MALE	354	**41%**	183	**39%**	81	**40%**	52%	44%
	TOTAL	864	**100%**	471	**100%**	201	**100%**	55%	43%

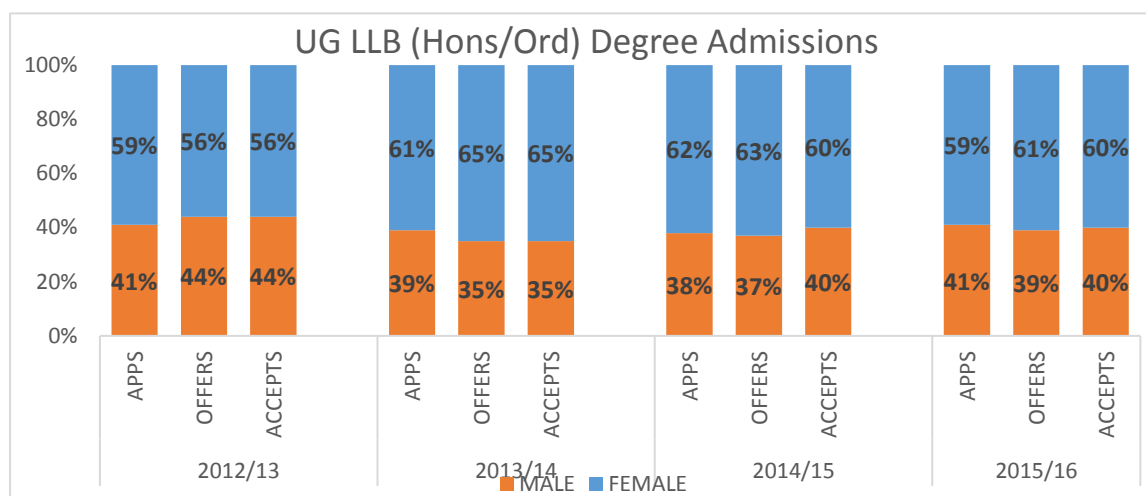**Table 5. UG Admissions for LLB by gender**

Figure 2. UG Admissions for LLB by gender

Successful applicants for UG (and PG) courses are chosen on the basis of qualifications and merit. Acceptance rates for UG courses do not differ significantly according to gender.

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[2] Students apply to study the LLB programme and through the degree then elect to complete and Honours or Ordinary degree.

[3] Due to a change to internal systems within the University, we are not able to provide the data prior to 2012/13 for UG applicants and offers broken down by gender.

Undergraduate Full- and Part-Time by Programme:

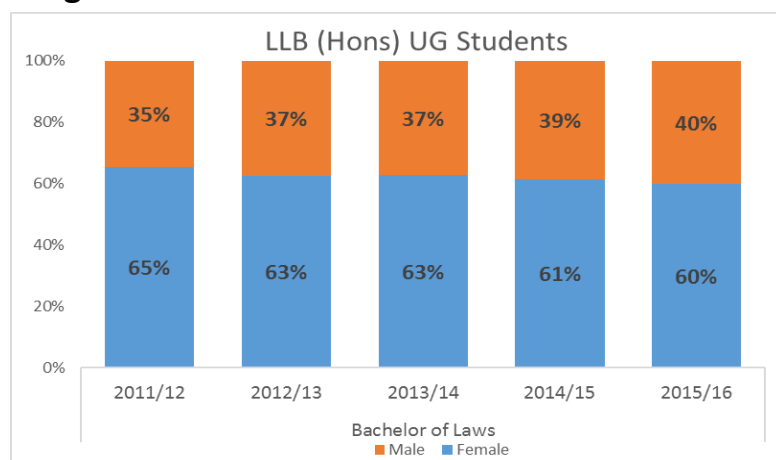| LLB (Hons)	Female	Male	Total
2011/12	461	245	706
2012/13	443	265	708
2013/14	437	260	697
2014/15	422	267	689
2015/16	391	264	655

Table 6. LLB (Hons) by gender

Figure 3. LLB (Hons) by gender

The gender balance among students on our LLB (Hons) programme is similar to HESA Benchmark data (61% female, 39% male for UG Law degrees in 2015), with our most recent percentage of male students slightly above the benchmark (at 40% in 2015/16).

Male UG students are slightly underrepresented; however, we have seen steady improvement here over the last 5 years, with an increase in the proportion of male students from 35% to 40%.

LLB (Hons)		Female	Male	Total
	2011/12	461	243	704
	2012/13	442	264	706
Full-Time	**2013/14**	435	259	694
	2014/15	421	266	687
	2015/16	390	264	654
	2011/12	0	2	2
	2012/13	1	1	2
Part-Time	**2013/14**	2	1	3
	2014/15	1	1	2
	2015/16	1	0	1

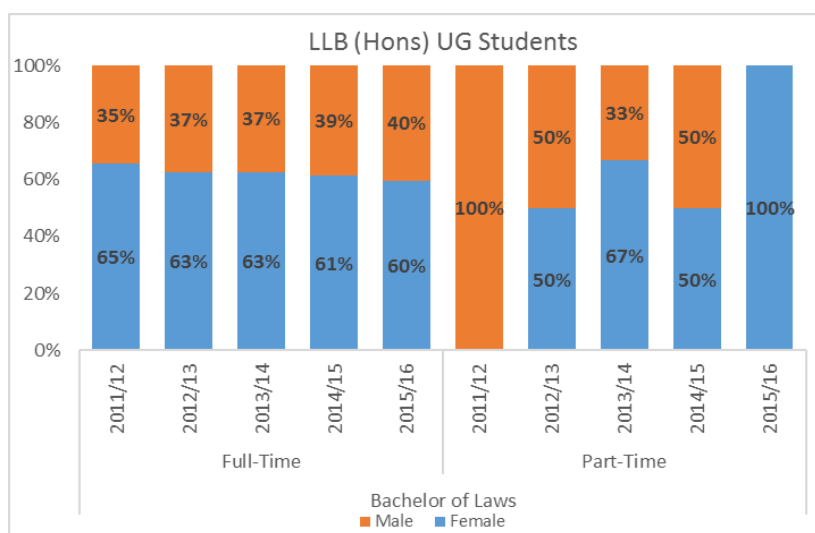**Table 7. LLB (Hons) by gender and academic load**

Figure 4. LLB (Hons) by gender and academic load

The total numbers of students enrolled to study **part-time** for the LLB (Hons) and LLB (Ord) degrees have been very low, and differences between male and female student numbers very small. This form of study is generally available only to students with a disability, as a reasonable adjustment.

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LLB (Ord)		Female	Male	Total
	2011/12	2	9	11
	2012/13	2	5	7
Full-Time	2013/14	2		2
	2014/15	2		2
	2015/16	2	2	4
Part-Time	2012/13	-	1	1

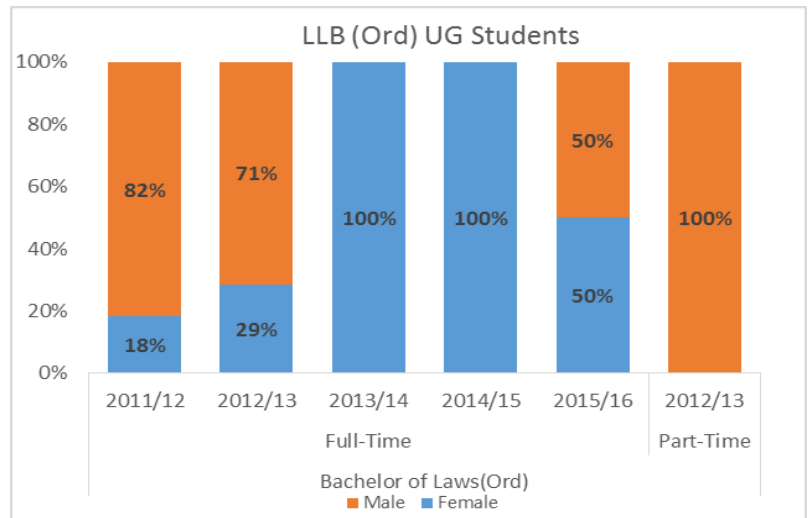**Table 8. LLB (Ord) by gender and academic load**

Figure 5. LLB (Ord) by gender and academic load

Percentages of male and female students enrolled on our LLB (Ord) programme varied comparatively widely. The numbers involved were low. Of two students in 2014/15, both (100%) were female; of four in 2015/16, two (50%) were female.

There are a variety of reasons why someone may graduate with an LLB (Ord) rather than LLB (Hons). The numbers are too small to identify any overall trend or indicator here regarding the role of gender.

LLB (Accelerated Degree)	Female	Male	Total
2011/12	34	37	71
2012/13	38	33	71
2013/14	43	27	70
2014/15	40	31	71
2015/16	31	37	68

Table 9. LLB (Accelerated degree) by gender
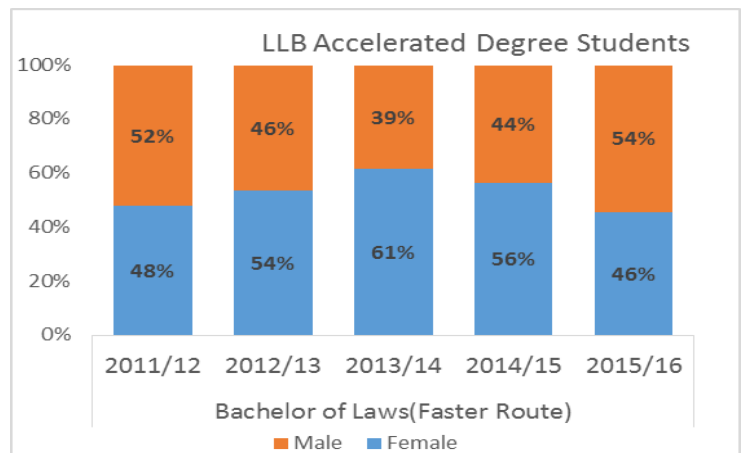
Figure 6. LLB (Accelerated degree) by gender

The two-year Accelerated LLB is available to applicants holding a first degree in any discipline.

Numbers of male and female students varied over the reporting period, with men slightly better represented than on other LLB degrees.

Again, the numbers of students studying part-time for the Accelerated LLB were very low, with equal numbers of male and female students over the reporting period (1 female in 2013/14 and 1 male in 2014/15).

Undergraduate Attainment Data:

LLB Honours Degree (Graduate after 4 years)		FEMALE			MALE			TOTAL
		no.	%F ↓	%F →	no.	%M ↓	% M →	no.
2011/12	FIRST CLASS	20	**19%**	**57%**	15	**27%**	**43%**	35
	UPPER SECOND	70	**66%**	**67%**	34	**61%**	**33%**	104
	LOWER SECOND	13	**12%**	**65%**	7	**13%**	**35%**	20
	THIRD CLASS	3	**3%**	**100%**	0	**0%**	**0%**	3
	ORD./UNCLASSIFIED	0	**0%**	**0%**	0	**0%**	**0%**	0
	TOTAL	**106**	100%	**65%**	**56**	100%	**35%**	**162**
2012/13	FIRST CLASS	23	**20%**	**66%**	12	**22%**	**34%**	35
	UPPER SECOND	85	**73%**	**69%**	38	**70%**	**31%**	123
	LOWER SECOND	8	**7%**	**67%**	4	**7%**	**33%**	12
	THIRD CLASS	0	**0%**	**0%**	0	**0%**	**0%**	0
	ORD./UNCLASSIFIED	1	**1%**	**100%**	0	**0%**	**0%**	1
	TOTAL	**117**	100%	**68%**	**54**	100%	**32%**	**171**
2013/14	FIRST CLASS	17	**13%**	**61%**	11	**17%**	**39%**	28
	UPPER SECOND	98	**78%**	**67%**	48	**74%**	**33%**	146
	LOWER SECOND	11	**9%**	**65%**	6	**9%**	**35%**	17
	THIRD CLASS	0	**0%**	**0%**	0	**0%**	**0%**	0
	ORD./UNCLASSIFIED	0	**0%**	**0%**	0	**0%**	**0%**	0
	TOTAL	**126**	100%	**66%**	**65**	100%	**34%**	**191**
2014/15	FIRST CLASS	25	**20%**	**57%**	19	**28%**	**43%**	44
	UPPER SECOND	81	**65%**	**69%**	37	**54%**	**31%**	118
	LOWER SECOND	18	**15%**	**62%**	11	**16%**	**38%**	29
	THIRD CLASS	0	**0%**	**0%**	0	**0%**	**0%**	0
	ORD./UNCLASSIFIED	0	**0%**	**0%**	1	**1%**	**100%**	1
	TOTAL	**124**	100%	**65%**	**68**	100%	**35%**	**192**
2015/16	FIRST CLASS	19	**20%**	**45%**	23	**32%**	**55%**	42
	UPPER SECOND	67	**72%**	**63%**	40	**56%**	**37%**	107
	LOWER SECOND	7	**8%**	**47%**	8	**11%**	**53%**	15
	THIRD CLASS	0	**0%**	**0%**	0	**0%**	**0%**	0
	ORD./UNCLASSIFIED	0	**0%**	**0%**	1	**1%**	**100%**	1
	TOTAL	**93**	100%	**56%**	**72**	100%	**44%**	**165**

Table 10. LLB (Hons) Attainment data by gender

Women constitute the higher number and proportion of students achieving first class honours (except in 2015/16). Over the last 5 years, men were slightly more likely proportionately both to achieve a 1st class degree and to graduate with lower second-class honours degrees.

We have robust assessment policies including double-marking of essays and exam scripts for all courses. Exams and summative coursework are marked blind and the School Exam Board is conducted with anonymity for all candidates, mitigating direct gender discrimination and unconscious bias. Additional scrutiny is provided by the external examiner for each course.

From 2018 onwards, the School will re-establish a Peer Assisted Learning scheme that matches honours level UG students with Level 1 UGs for the purposes of peer support and mentoring. This will complement study and learning support available centrally from the University. We will analyse participation in the programme and evaluations of it by gender to ensure that it is providing equitable support to male and female students:

Action 4.1.2	Analyse participation and evaluation of PAL by gender to ensure that it is providing equitable support to male and female students

LLB Ordinary Degree (Graduate after 3 years)		FEMALE			MALE			TOTAL
		no.	%F ↓	%F →	no.	%M ↓	% M →	no.
2011/12	QUALIFIED	1	100%	20%	4	100%	80%	5
	MERIT	0	0%	0%	0	0%	0%	0
	DISTINCTION	0	0%	0%	0	0%	0%	0
	TOTAL	**1**	100%	20%	**4**	100%	80%	**5**
2012/13	QUALIFIED	1	50%	25%	3	60%	75%	4
	MERIT	0	0%	0%	2	40%	100%	2
	DISTINCTION	1	50%	100%	0	0%	0%	1
	TOTAL	**2**	100%	29%	**5**	100%	71%	**7**
2013/14	QUALIFIED	0	0%	0%	1	100%	100%	1
	MERIT	1	100%	100%	0	0%	0%	1
	DISTINCTION	0	0%	0%	0	0%	0%	0
	TOTAL	**1**	100%	50%	**1**	100%	50%	**2**
2014/15	QUALIFIED	1	100%	50%	1	100%	50%	2
	MERIT	0	0%	0%	0	0%	0%	0
	DISTINCTION	0	0%	0%	0	0%	0%	0
	TOTAL	**1**	100%	50%	**1**	100%	50%	**2**
2015/16	QUALIFIED	2	100%	67%	1	50%	33%	3
	MERIT	0	0%	0%	1	50%	100%	1
	DISTINCTION	0	0%	0%	0	0%	0%	0
	TOTAL	**2**	100%	50%	**2**	100%	50%	**4**

Table 11. LLB (Ord) Attainment data by gender

The numbers of students graduating with an Ordinary degree are extremely low. Data show that across all years the majority of all LLB (Ord) graduates achieve a 'Qualified' outcome. Only one, female, student achieved a distinction in the last 5 years and 1 female and 3 male students graduated with merit.

Higher numbers of male students graduated with an Ordinary LLB degree (13M: 7F). Given the higher likelihood of male honours students achieving a first class honours degree, however, this does not point to an attainment issue for men.

LLB Accelerated Degree		FEMALE			MALE			TOTAL
		no.	%F ↓	%F →	no.	%M ↓	% M →	no.
2011/12	QUALIFIED	1	8%	33%	2	11%	67%	3
	MERIT	4	33%	29%	10	53%	71%	14
	DISTINCTION	7	58%	50%	7	37%	50%	14
	TOTAL	12	100%	39%	19	100%	61%	31
2012/13	QUALIFIED	0	0%	0%	0	0%	0%	0
	MERIT	7	37%	44%	9	56%	56%	16
	DISTINCTION	12	63%	63%	7	44%	37%	19
	TOTAL	19	100%	54%	16	100%	46%	35
2013/14	QUALIFIED	5	29%	83%	1	7%	17%	6
	MERIT	6	35%	43%	8	57%	57%	14
	DISTINCTION	6	35%	55%	5	36%	45%	11
	TOTAL	17	100%	55%	14	100%	45%	31
2014/15	QUALIFIED	5	25%	63%	3	20%	38%	8
	MERIT	7	35%	50%	7	47%	50%	14
	DISTINCTION	8	40%	62%	5	33%	38%	13
	TOTAL	20	100%	57%	15	100%	43%	35
2015/16	QUALIFIED	2	11%	100%	0	0%	0%	2
	MERIT	11	61%	52%	10	67%	48%	21
	DISTINCTION	5	28%	50%	5	33%	50%	10
	TOTAL	18	100%	55%	15	100%	45%	33

Table 12. LLB (Accelerated Degree) Attainment data by gender

The numbers of students graduating with an Accelerated degree are low. The numbers of male and female students achieving distinctions each year are equal, or close to equal, however, in most years female students were proportionately more likely to achieve a distinction. Again, the higher likelihood of male LLB (hons) students achieving first class awards does not point to an attainment issue for male students.

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

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

The School of Law offers 3 types of Postgraduate Taught Degree: a Diploma in Legal Practice ('Diploma', PG DipLP), an LLM and an MRes.

The Diploma is a professional training programme for law graduates; a requirement for entry into solicitor and advocate roles. It is accredited by the Law Society of Scotland.

PGT ADMISSIONS PG DipLP		APPS		OFFERS		ACCEPTS		Success Rate APPS/OFFERS	Acceptance Rate OFFERS/ACCEPTS
	FEMALE	106	**64%**	106	**64%**	106	**64%**	100%	100%
	MALE	60	**36%**	60	**36%**	60	**36%**	100%	100%
2011/12	TOTAL	166	**100%**	166	**100%**	166	**100%**	100%	100%
	FEMALE	107	**61%**	106	**61%**	103	**61%**	99%	97%
	MALE	67	**39%**	67	**39%**	66	**39%**	100%	99%
2012/13	TOTAL	174	**100%**	173	**100%**	169	**100%**	99%	98%
	FEMALE	122	**58%**	118	**58%**	104	**59%**	97%	88%
	MALE	88	**42%**	85	**42%**	73	**41%**	97%	86%
2013/14	TOTAL	210	**100%**	203	**100%**	177	**100%**	97%	87%
	FEMALE	150	**64%**	139	**64%**	110	**61%**	93%	79%
	MALE	84	**36%**	77	**36%**	69	**39%**	92%	90%
2014/15	TOTAL	234	**100%**	216	**100%**	179	**100%**	92%	83%
	FEMALE	210	**68%**	193	**68%**	176	**68%**	92%	91%
	MALE	98	**32%**	92	**32%**	81	**32%**	94%	88%
2015/16	TOTAL	308	**100%**	285	**100%**	257	**100%**	93%	90%

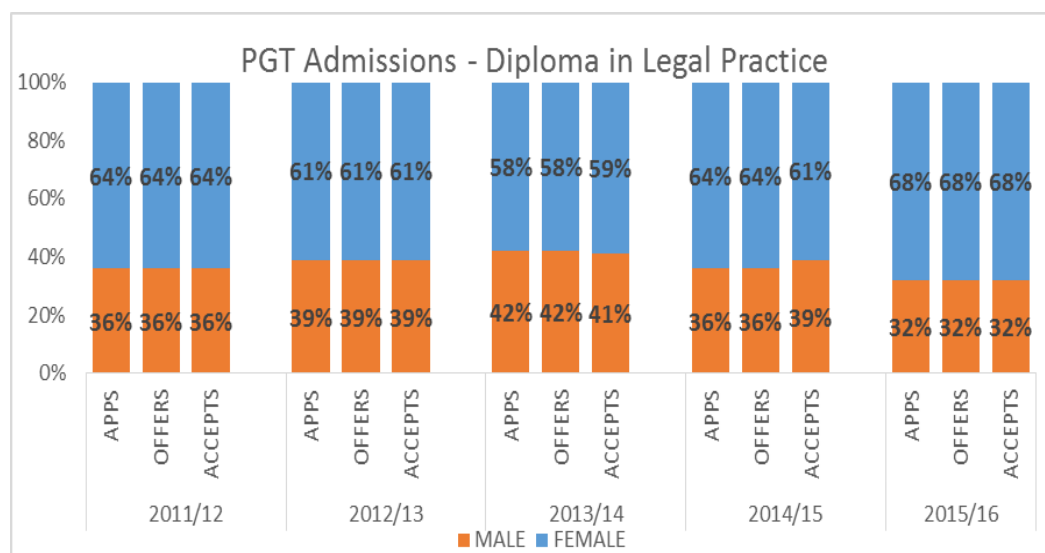**Table 13. DipLP Admissions by gender**

Figure 7. DipLP Admissions by gender

Data demonstrate high success and acceptance rates for applicants. In deciding whether or not to accept an offer, a student's success, or lack of it, in securing funding and/or a traineeship with a solicitors' firm, is likely to be highly influential.

Figure 8. DipLp students by gender (%)

PG DipLP	Female	Male	Total
2011/12	106	57	163
2012/13	96	61	157
2013/14	101	74	175
2014/15	100	64	164
2015/16	161	76	237

Table 14. DipLP students by gender (n)

PG DipLP		Female	Male	Total
	2011/12	106	57	163
Full-	**2012/13**	95	61	156
Time	**2013/14**	101	72	173
	2014/15	100	63	163
	2015/16	161	76	237
Part-	**2011/12**	0	0	0
Time	**2012/13**	1	0	1
	2013/14	0	2	2
	2014/15	0	1	1
	2015/16	0	0	0

Table 15. DipLP students by academic load and gender (n) (small numbers here do not merit duplicate figure)

Percentages of men and women on the Diploma broadly mirror our percentages (and HESA benchmarks, see above) graduating with LLB degrees, with, again, more women than men. Since the Diploma is the next step towards qualification as a practicing solicitor, this correlation is to be expected.

PGDip(LP)		FEMALE			MALE			TOTAL
		no.	%F ↓	%F →	no.	%M ↓	% M →	no.
2011/12	QUALIFIED	31	30%	67%	15	25%	33%	46
	MERIT	65	62%	61%	41	69%	39%	106
	DISTINCTION	9	9%	75%	3	5%	25%	12
	TOTAL	**105**	100%	64%	**59**	100%	36%	**164**
2012/13	QUALIFIED	21	22%	62%	13	22%	38%	34
	MERIT	62	65%	62%	38	64%	38%	100
	DISTINCTION	13	14%	62%	8	14%	38%	21
	TOTAL	**96**	100%	62%	**59**	100%	38%	**155**
2013/14	QUALIFIED	24	24%	67%	12	16%	33%	36
	MERIT	55	56%	53%	49	67%	47%	104
	DISTINCTION	20	20%	63%	12	16%	38%	32
	TOTAL	**99**	100%	58%	**73**	100%	42%	**172**
2014/15	QUALIFIED	13	13%	46%	15	24%	54%	28
	MERIT	70	71%	65%	37	59%	35%	107
	DISTINCTION	15	15%	58%	11	17%	42%	26
	TOTAL	**98**	100%	61%	**63**	100%	39%	**161**
2015/16	QUALIFIED	41	26%	67%	20	27%	33%	61
	MERIT	104	66%	67%	52	69%	33%	156
	DISTINCTION	13	8%	81%	3	4%	19%	16
	TOTAL	**158**	100%	68%	**75**	100%	32%	**233**

Table 16. DipLP Attainment data by gender

Overall the majority of Diploma students each year graduate with merit. Women are a little, but not consistently, more likely to graduate with distinction.

The LLM covers a variety of sub-disciplines within law. Students undertake core taught courses and submit a dissertation.

PGT ADMISSIONS LLM		APPS		OFFERS		ACCEPTS		Success Rate APPS/OFFERS	Acceptance Rate OFFERS/ ACCEPTS
	FEMALE	387	**55%**	283	**57%**	131	**58%**	73%	46%
	MALE	316	**45%**	213	**43%**	96	**42%**	67%	45%
2011/12	**TOTAL**	**703**	100%	**496**	100%	**227**	100%	**71%**	**46%**
	FEMALE	398	**57%**	291	**62%**	159	**63%**	73%	55%
	MALE	301	**43%**	182	**38%**	92	**37%**	60%	51%
2012/13	**TOTAL**	**699**	100%	**473**	100%	**251**	100%	**68%**	**53%**
	FEMALE	626	**61%**	504	**66%**	296	**65%**	81%	59%
	MALE	392	**39%**	265	**34%**	160	**35%**	68%	60%
2013/14	**TOTAL**	**1018**	100%	**769**	100%	**456**	100%	**76%**	**59%**
	FEMALE	667	**64%**	557	**69%**	321	**66%**	84%	58%
	MALE	382	**36%**	256	**31%**	162	**34%**	67%	63%
2014/15	**TOTAL**	**1049**	100%	**813**	100%	**483**	100%	**78%**	**59%**
	FEMALE	772	**61%**	566	**65%**	342	**66%**	73%	60%
	MALE	486	**39%**	304	**35%**	174	**34%**	63%	57%
2015/16	**TOTAL**	**1258**	100%	**870**	100%	**516**	100%	**69%**	**59%**

Table 17. LLM Admissions by gender
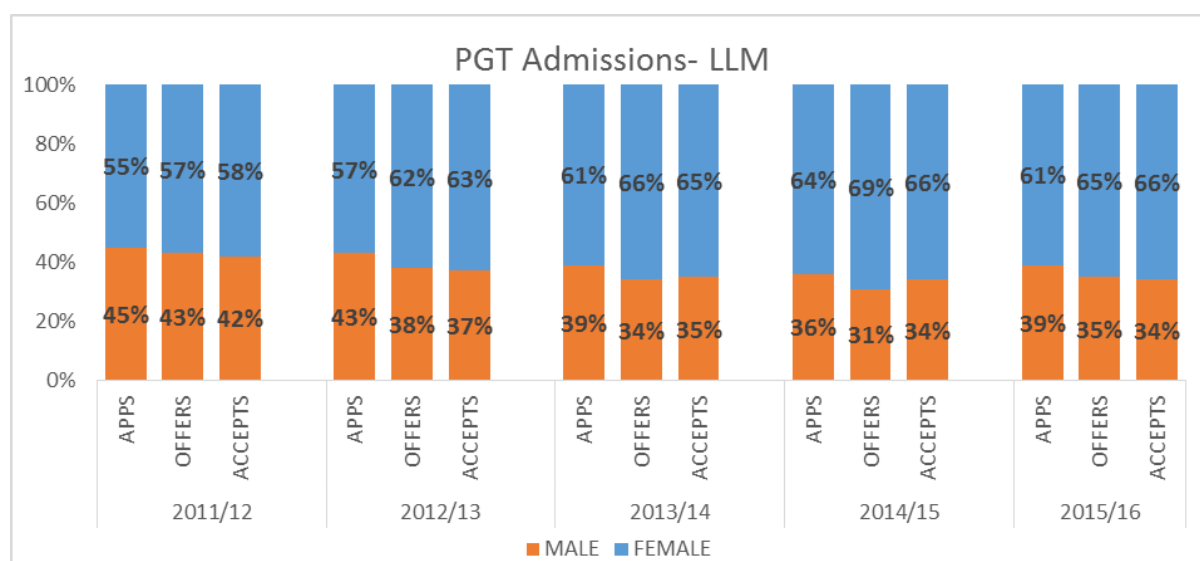
Figure 9. Table 17. LLM Admissions by gender

Data demonstrate that women are more likely to apply for PGT study, and more successful in securing offers, with the likelihood of accepting the offer varying from year to year. The proportions of women *accepting* PGT places is slightly higher than the HESA UK and Russell Group averages (56% and 59% respectively) but again mirrors our proportions at UG level.

LLM	Female	Male	Total
2011/12	58	43	101
2012/13	58	39	97
2013/14	104	69	173
2014/15	95	70	165
2015/16	99	60	159

Table 18. LLM students by gender
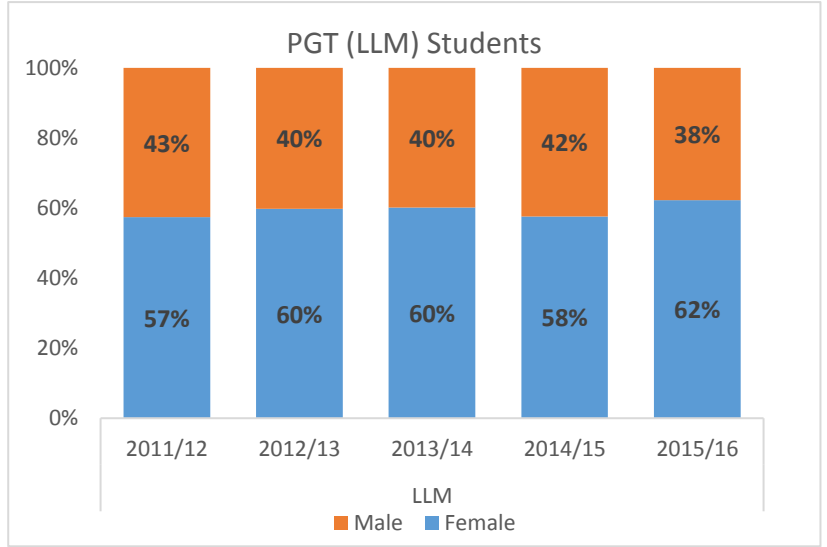
Figure 10. LLM students by gender

LLM		Female	Male	Total
Full-Time	**2011/12**	51	40	91
	2012/13	48	34	82
	2013/14	98	64	162
	2014/15	89	67	156
	2015/16	90	56	146
Part-Time	**2011/12**	7	3	10
	2012/13	10	5	15
	2013/14	6	5	11
	2014/15	6	3	9
	2015/16	9	4	13

Table 19. LLM Students by gender and academic load
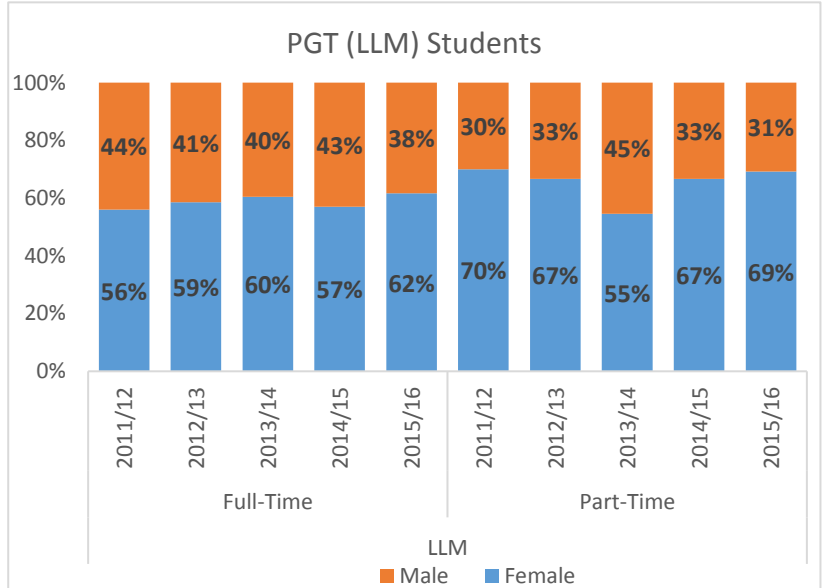
Figure 11. LLM Students by gender and academic load

Percentages of women and men on the LLM degree are similar to the HESA Benchmarks for PG taught Law degrees, which, in 2015, were 56% female, 44% male for UK HEIs and 59% female, 41% male within the Russell Group. We tend to have more female than male part-time students on our LLM degree. The numbers involved are low.

PGT LLM Degree Outcomes		FEMALE			MALE			Total
		no.	%F ↓	%F →	no.	%M ↓	% M →	no.
2011/12	QUALIFIED	19	37%	54%	16	37%	46%	35
	MERIT	24	47%	57%	18	42%	43%	42
	DISTINCTION	8	16%	47%	9	21%	53%	17
	TOTAL	**51**	**100%**	**54%**	**43**	**100%**	**46%**	**94**
2012/13	QUALIFIED	23	41%	59%	16	38%	41%	39
	MERIT	24	43%	53%	21	50%	47%	45
	DISTINCTION	9	16%	64%	5	12%	36%	14
	TOTAL	**56**	**100%**	**57%**	**42**	**100%**	**43%**	**98**
2013/14	QUALIFIED	44	43%	65%	24	40%	35%	68
	MERIT	54	52%	66%	28	47%	34%	82
	DISTINCTION	5	5%	38%	8	13%	62%	13
	TOTAL	**103**	**100%**	**63%**	**60**	**100%**	**37%**	**163**
2014/15	QUALIFIED	36	43%	64%	20	31%	36%	56
	MERIT	41	49%	51%	39	61%	49%	80
	DISTINCTION	7	8%	58%	5	8%	42%	12
	TOTAL	84	100%	57%	64	100%	43%	148
2015/16	QUALIFIED	34	39%	65%	18	33%	35%	52
	MERIT	45	51%	62%	28	51%	38%	73
	DISTINCTION	9	10%	50%	9	16%	50%	18
	TOTAL	**88**	**100%**	**62%**	**55**	**100%**	**38%**	**143**

Table 20. LLM Attainment data by gender

The School's MRes Postgraduate degree requires students to pass a combination of core and optional courses and a dissertation. Core courses focus on research methods and the degree provides a solid foundation for further PG research.

PGT ADMISSIONS MRes		APPS		OFFERS		ACCEPTS		Success Rate APPS/OFFERS	Acceptance Rate OFFERS/ACCEPTS
	FEMALE	1	14%	0	0%	0	0%	0%	-
	MALE	6	86%	3	100%	1	100%	50%	33%
2011/12	**TOTAL**	**7**	**100%**	**3**	**100%**	**1**	**100%**	**43%**	**33%**
	FEMALE	-	-	-	-	-	-	-	-
	MALE	-	-	-	-	-	-	-	-
2012/13	TOTAL	-	-	-	-	-	-	-	-
	FEMALE	1	50%	1	100%	0	0%	100%	0%
	MALE	1	50%	0	0%	0	0%	0%	-
2013/14	**TOTAL**	**2**	**100%**	**1**	**100%**	**0**	**0%**	**50%**	**0%**
	FEMALE	6	75%	4	80%	3	75%	67%	75%
	MALE	2	25%	1	20%	1	25%	50%	100%
2014/15	**TOTAL**	**8**	**100%**	**5**	**100%**	**4**	**100%**	**63%**	**80%**
	FEMALE	3	43%	1	25%	0	0%	33%	0%
	MALE	4	57%	3	75%	1	100%	75%	33%
2015/16	**TOTAL**	**7**	**100%**	**4**	**100%**	**1**	**100%**	**57%**	**25%**

Table 21. MRes Admissions by gender

The numbers of students applying to the MRes has varied with particular drops in 2012/13 and 2013/14. Small changes in number led to large percentage fluctuations in the proportions of male and female applicants and success rates.

The MRes has a relatively poor conversion of accepted places to registrations: compare the number of offers made, in Admissions data above, with the number of registered students in table below. Generally, we see more speculative applications at PG level, which may not come to fruition if applicants do not secure funding or pursue other plans.

MRes Registered Students	Female	Male	Total
2011/12	0 (0%)	1 (100%)	1
2012/13	0 (0%)	0 (0%)	0
2013/14	0 (0%)	0 (0%)	0
2014/15	0 (0%)	0 (0%)	0
2015/16	0 (0%)	1 (100%)	1

Table 22. MRes Students by gender

Both MRes Male students graduated with 'Merit' in 2011/12 and 2015/16.

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

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

The School offers an LLM by Research and a PhD degree. The former requires students to write a 30,000-word thesis. We have disaggregated the PGR data here into the two degree-types.

LLM by Research	Female	Male	Total
2011/12	6	10	16
2012/13	7	5	12
2013/14	8	6	14
2014/15	8	7	15
2015/16	6	6	12

Table 23. LLM by Research students by gender
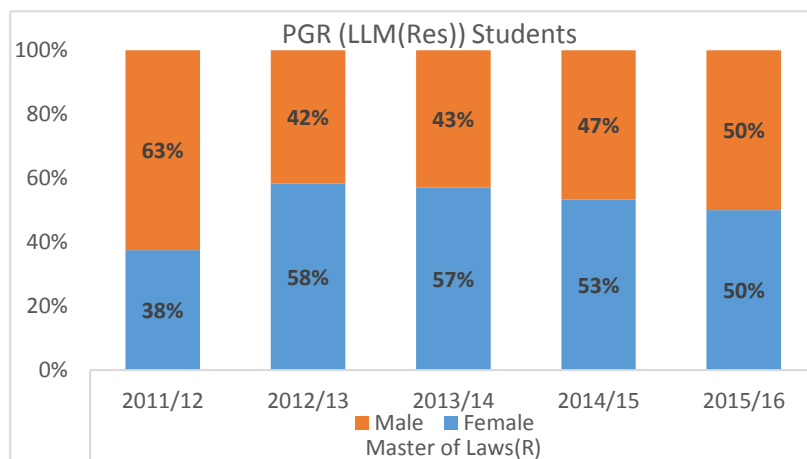
Figure 12. LLM by Research students by gender

A small number of students study for an LLM by Research compared to other LLM programmes. Since 2012/13, the proportion of male and female students has moved towards gender parity (Table 23).

LLM	Full-Time			Part-Time		
by Research	Female	Male	Total	Female	Male	Total
2011/12	3	4	7	3	6	9
2012/13	5	1	6	2	4	6
2013/14	6	5	11	2	1	3
2014/15	7	4	11	1	3	4
2015/16	4	2	6	2	4	6

Table 24. LLM by Research students by academic load and gender
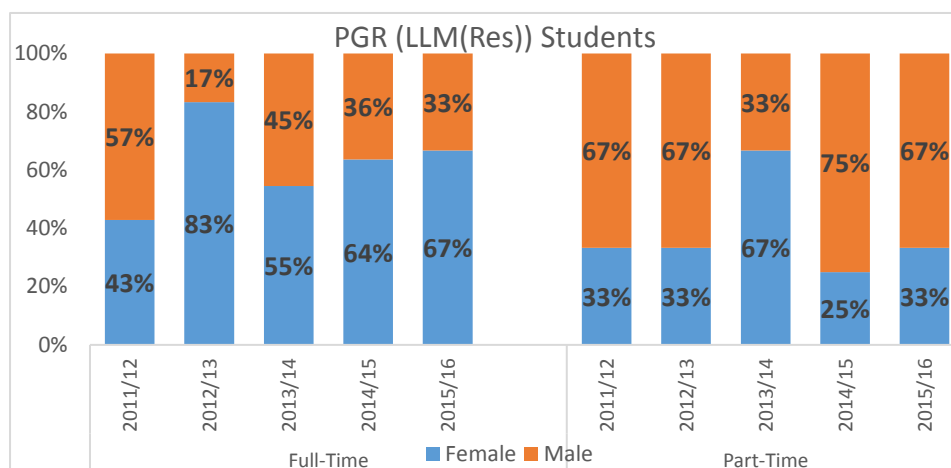
Figure 13. LLM by Research students by academic load and gender

In most years, more male than female LLM by Research students studied part-time (Table 24). The numbers involved are too small to allow for identification of a reason for this difference.

LLM by Research		FEMALE		MALE		TOTAL
		no.	%	no.	%	no.
2011/12	QUALIFIED	1	50%	1	50%	2
2012/13	QUALIFIED	2	29%	5	71%	7
2013/14	QUALIFIED	4	67%	2	33%	6
2014/15	QUALIFIED	2	50%	2	50%	4
	DISTINCTION	0	-	2	100%	2
2015/16	QUALIFIED	3	100%	0	-	3

Table 25. LLM by Research Attainment data by gender

All LLM by Research students qualified, and, in 2014/15, 2 men achieved distinctions. Compared to those registering, the numbers graduating are low. Because this is a one year full-time or two year part-time degree (with the option of 6 months thesis-pending), it is highly unusual for a student to be qualified in the same session that they started. The withdrawal rate is higher for the LLM by Research than for the PhD, likely because a substantial proportion of LLM by Research students are part-time (Table 24), and balance research with concurrent professional commitments.

PGR (PhD) ADMISSIONS		APPS		OFFERS		ACCEPTS		Success Rate APPS/OFFERS	Acceptance Rate OFFERS/ACCEPTS
	FEMALE	24	**36%**	13	**43%**	8	**44%**	54%	62%
	MALE	42	**64%**	17	**57%**	10	**56%**	40%	59%
2011/12	TOTAL	66	**100%**	30	**100%**	18	**100%**	45%	60%
	FEMALE	17	**27%**	10	**50%**	7	**58%**	59%	70%
	MALE	47	**73%**	10	**50%**	5	**42%**	21%	50%
2012/13	TOTAL	64	**100%**	20	**100%**	12	**100%**	31%	60%
	FEMALE	38	**40%**	18	**56%**	13	**59%**	47%	72%
	MALE	58	**60%**	14	**44%**	9	**41%**	24%	64%
2013/14	TOTAL	96	**100%**	32	**100%**	22	**100%**	33%	69%
	FEMALE	50	**42%**	23	**55%**	22	**56%**	46%	96%
	MALE	69	**58%**	19	**45%**	17	**44%**	28%	89%
2014/15	TOTAL	119	**100%**	42	**100%**	39	**100%**	35%	93%
	FEMALE	37	**35%**	15	**42%**	11	**39%**	41%	73%
	MALE	69	**65%**	21	**58%**	17	**61%**	30%	81%
2015/16	TOTAL	106	**100%**	36	**100%**	28	**100%**	34%	78%

Table 26. PGR (PhD) Admissions by gender
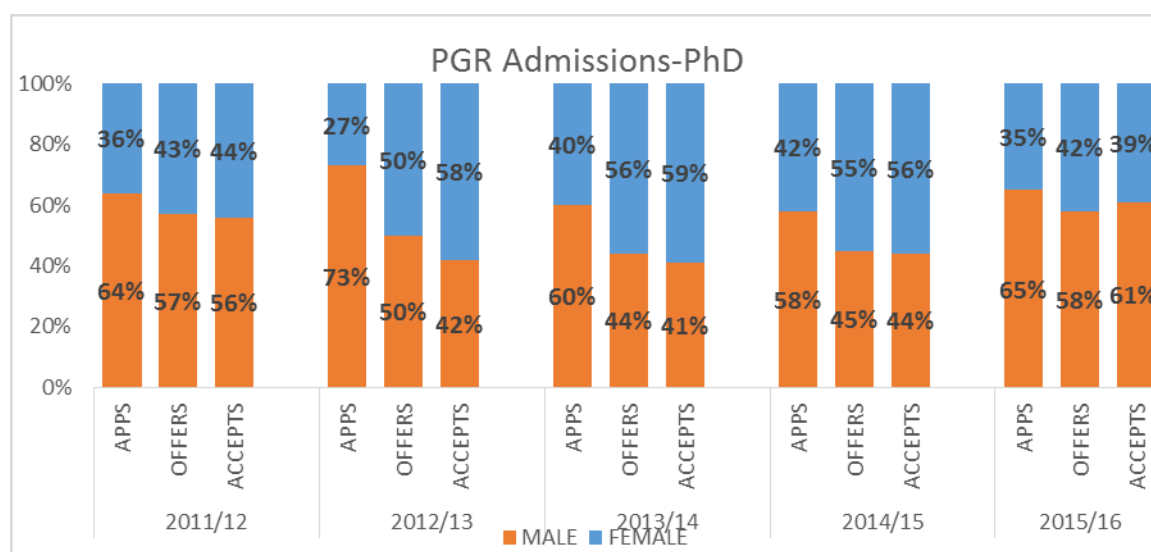
Figure 14. **PGR (PhD) Admissions by gender**

Since 2011/12, the numbers and proportions of women applying to undertake a PhD have fluctuated (from the lowest, 27% in 2012/13, to the highest, 42% in 2014/15). Women were consistently more successful in being offered a PhD position (Success Rates Apps/Offers). Overall, they were more likely to accept an offer. In 2015/16, there was a slight drop in female applicants. We will review data to ensure that this is not an emerging trend.

Action 4.1.3	Keep admissions data for PGRs under review to ensure that there is not a re-emerging trend towards the underrepresentation of female PGR applicants. And take action to rectify where this seems to be the case.

PGR (PhD)	Female	Male	Total
2011/12	22	35	57
2012/13	24	34	58
2013/14	31	39	70
2014/15	39	39	78
2015/16	40	37	77

Table 27. PGR (PhD) Students by gender (n)
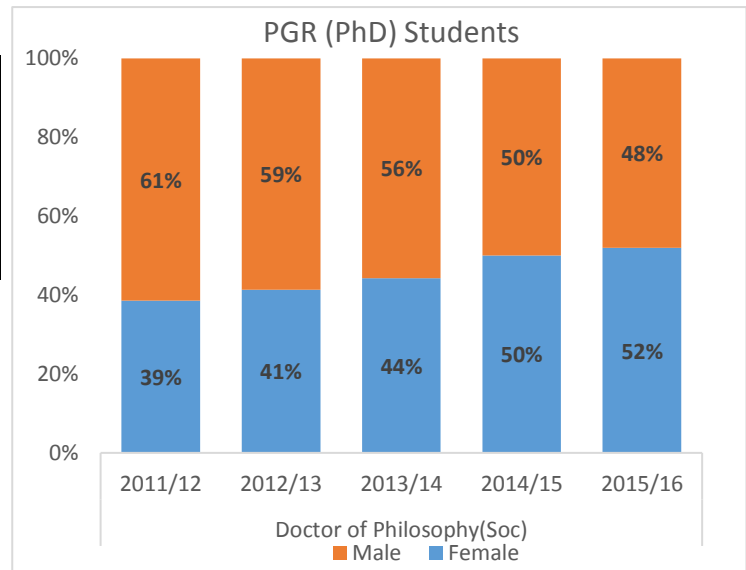
Figure 15. PGR (PhD) Students by gender (%)

Data show an increasing number and proportion of female PGR students, towards gender parity. The representation of female PGRs in the School is slightly higher than the HESA Benchmarks: 49% female, 51% male for PGR Law degrees in 2015/16 for all UK HEIs and within the Russell Group.

This trend may reflect efforts that have been made since 2013/14 to encourage LLB, LLM and MRes dissertation supervisors to publicise PhD funding opportunities to female as well as to male UG and PGT supervisees.

PGR (PhD)		Female	Male	Total
Full-Time	**2011/12**	10	24	34
	2012/13	15	18	33
	2013/14	19	20	39
	2014/15	25	17	42
	2015/16	29	17	46
Part-Time	**2011/12**	5	7	12
	2012/13	5	5	10
	2013/14	7	8	15
	2014/15	7	5	12
	2015/16	1	6	7
Thesis-Pending	**2011/12**	7	4	11
	2012/13	4	11	15
	2013/14	5	11	16
	2014/15	7	17	24
	2015/16	10	14	24

Table 28. PGR (PhD) students by academic load and gender (n)
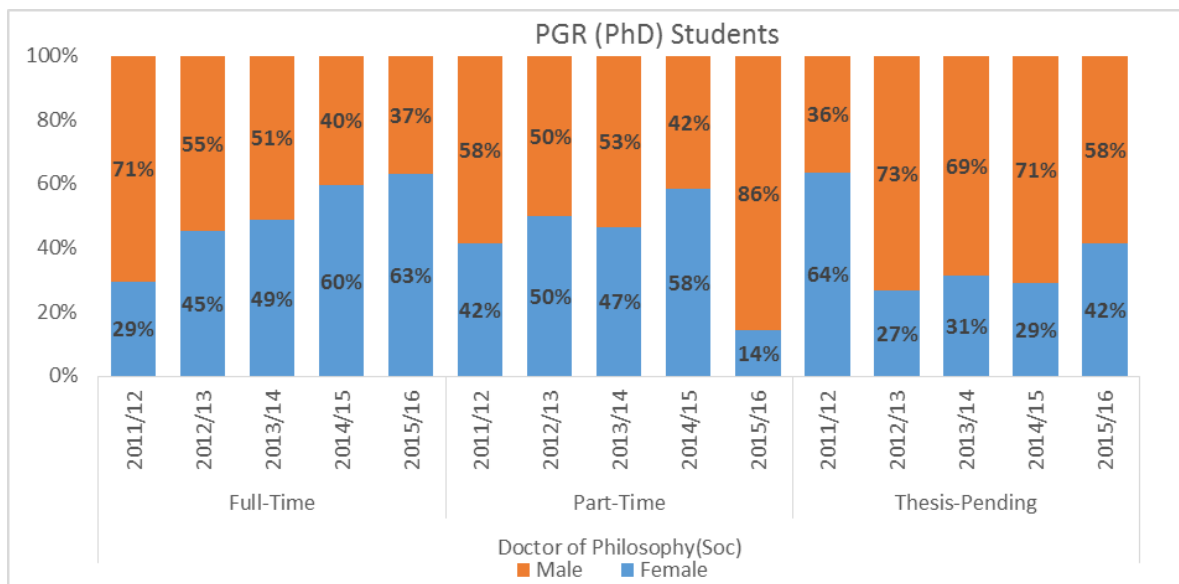
Figure 16. PGR (PhD) students by academic load and gender (%)

Data show that the percentages of male as compared with female **part-time** PhD students has fluctuated. The numbers involved are quite low. In 2015/16, only 1 of 7 part-time PhD students was female: 14%, which is significantly lower than the 52% female national benchmark figure for all PGR degrees in 2015. In 2014/15, in comparison, 58% of part-time PhD students in the School were female. There are greater numbers of male than female students with thesis-pending status. This reflects the historical predominance of male students taking PhD degrees.

PhD Grads	FEMALE		MALE		TOTAL
	no.	%	no.	%	no.
2011/12	1	33%	2	67%	3
2012/13	3	33%	6	67%	9
2013/14	4	44%	5	56%	9
2014/15	7	41%	10	59%	17
2015/16	5	38%	8	62%	13

Table 29. PGR (PhD) Graduates by gender (n) and %

Because graduations usually take place in the semester after a student's viva, they may fall in a different academic year. It's not possible, therefore, to match this data with the data for those registered on PGR study. Because these dates are often outwith a student's control, it's not fair either to calculate completion rates by comparing admission dates with graduation dates. As with proportions of PGR students, however, we see here a slight upward trend in the proportion of PGR graduands.

(v)   Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

UG-PGT-PGR Pipeline Aggregated Data		MALE	FEMALE
2011/12	**UG**	36%	64%
	PGT	46%	54%
	PGR	61%	39%
2012/13	**UG**	37%	63%
	PGT	40%	60%
	PGR	59%	41%
2013/14	**UG**	37%	63%
	PGT	40%	60%
	PGR	56%	44%
2014/15	**UG**	38%	62%
	PGT	43%	57%
	PGR	50%	50%
2015/16	**UG**	41%	59%
	PGT	39%	61%
	PGR	48%	52%
Benchmark	**UG**	39%	61%
	PGT	44%	56%
	PGR	52%	48%

Table 30. Progression pipeline UG-PGT-PGR by gender (%)
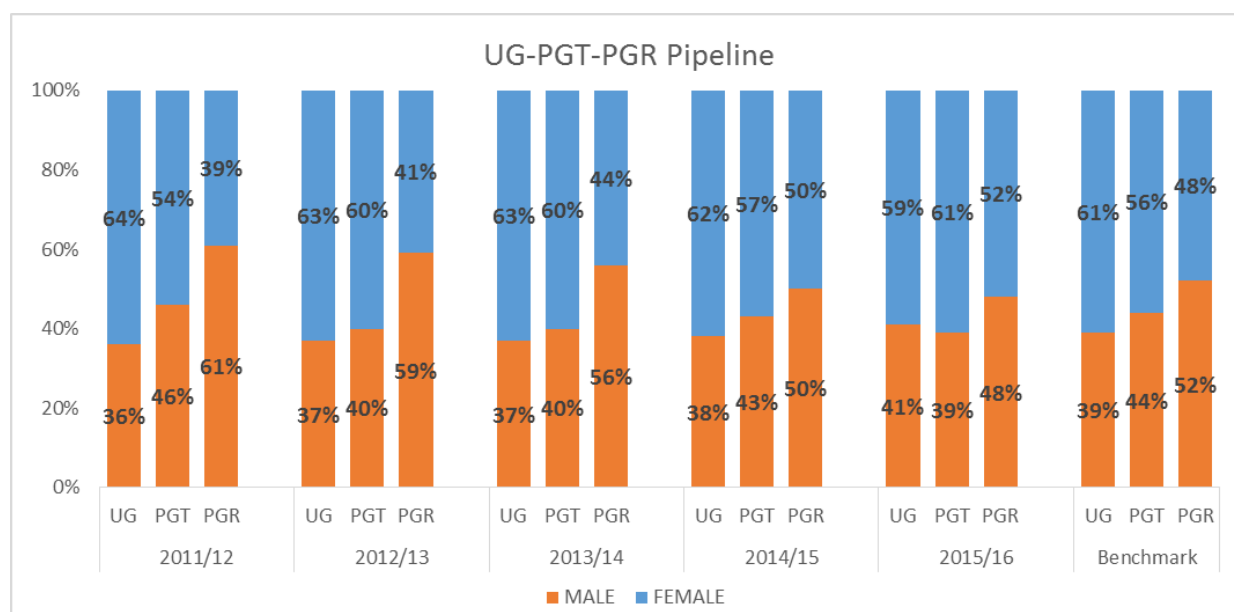
Figure 17. Progression pipeline UG-PGT-PGR by gender (%)

In line with the national picture for the relevant period, the figures for PGT students within the School show a good gender balance, with slightly more female than male students in the most recent cohort. The School will continue in its efforts to attract and retain high quality students by offering an intellectually stimulating and supportive learning environment. It will strive to maintain the good ratios of men and women in all UG and PGT courses, in line with the national figures for Law.

Our pipeline used to demonstrate a real drop in the proportions of female students from UG-PGR. Recently, there has been a balancing out of UG students and better gender balance amongst PGR students, with a slightly higher proportion of female PGRs in 2015/16.

Action 4.1.4	Analyse the pipeline data to ensure that our efforts to encourage LLB, LLM and MRes dissertation supervisors within the School to publicise PhD funding opportunities to female as well as to male UG and PGT supervisees have a positive impact on the proportions of female applicants at PGR level.

4.2. Academic and research staff data

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

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

ACADEMIC	2011/12 Female	2011/12 Male	2012/13 Female	2012/13 Male	2013/14 Female	2013/14 Male	2014/15 Female	2014/15 Male	2015/16 Female	2015/16 Male
GRADE 6	1	0	0	0	0	1	1	2	1	0
	100%	**0%**	**-**	**-**	**0%**	**100%**	**33%**	**67%**	**100%**	**0%**
GRADE 7	2	6	4	8	6	8	6	4	6	4
	25%	**75%**	**33%**	**67%**	**43%**	**57%**	**60%**	**40%**	**60%**	**40%**
GRADE 8	3	1	6	0	8	1	4	2	3	2
	75%	**25%**	**100%**	**0%**	**89%**	**11%**	**67%**	**33%**	**60%**	**40%**
GRADE 9	9	4	9	3	5	3	8	4	8	5
	69%	**31%**	**75%**	**25%**	**63%**	**38%**	**67%**	**33%**	**62%**	**38%**
PROF	2	16	2	19	4	20	5	19	5	18
	11%	**89%**	**10%**	**90%**	**17%**	**83%**	**21%**	**79%**	**22%**	**78%**
TOTAL	17	27	21	30	23	33	24	31	23	29
	39%	**61%**	**41%**	**59%**	**41%**	**59%**	**44%**	**56%**	**44%**	**56%**

Table 31. Academic staff by grade and gender (n) and (%)
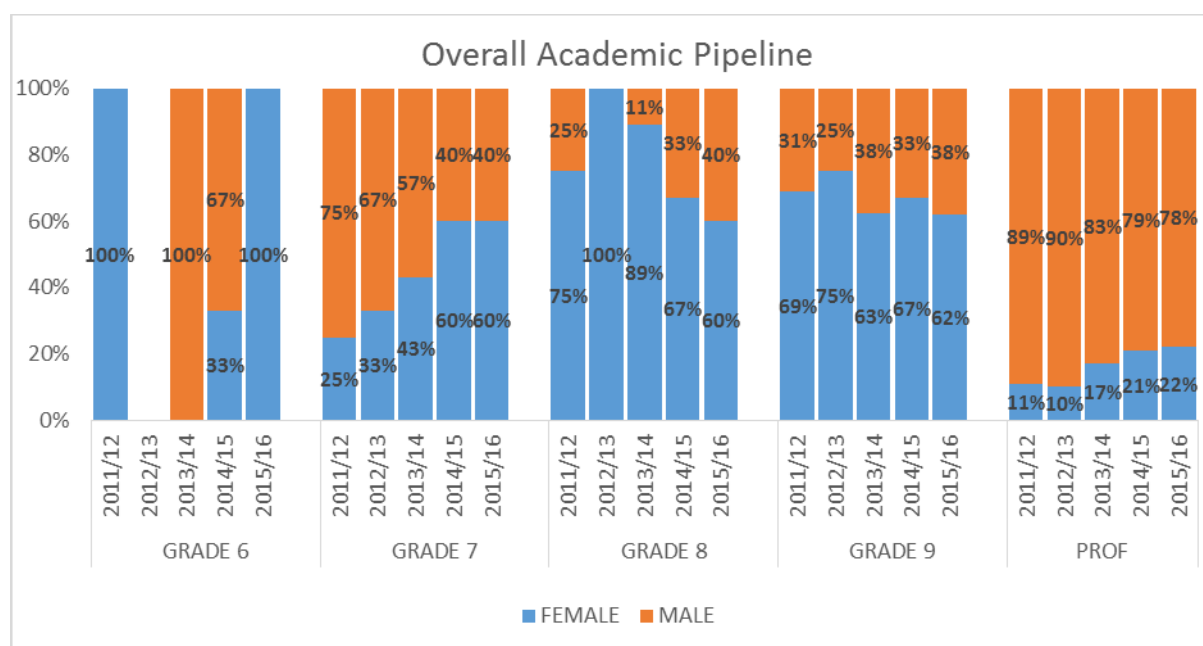
Figure 18. Academic staff by grade and gender (%)

Data show significantly more male than female professors. This contrasts sharply with Grades 7-9, where we see proportionately more females. It is striking that, in 2015/16, 62% (18/29) of all male and only 22% (5/23) of all female academics in the School were professors. Of the professors in the School, 22% were female and 78% male in 2015/16. This is notably lower than the average for the Russell Group in 2015/16, at 30% female professors for Law.

Although small fluctuations in the numbers of men and women at Grades 8-Prof can cause large percentage changes, the ratio of male to female professors does not reflect the overall female

contingent of 44% of academic staff. Moreover, data for Grades 8-9 reveal a higher than proportionate number of women here.

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████████████████████████████

As detailed below (s.5.1(iii)), concerted efforts have been made since 2013/14 to encourage, particularly female, staff to apply for promotion and to support them through the application process. The success of these efforts is reflected in the increased numbers of female Grade 9 staff and professors since that time. We need to make this practice formal policy **[Action 5.3.3].**

We are acutely aware that we must make further improvements in relation to recruitment and internal promotion and, in addition to our discussion of these in s.5.1 below, we will:

Action 5.1.1	When Professorial roles come up for advert, a search committee will be convened and list of 50/50 male female names identified and invited to apply.
Action 5.1.2	All colleagues on recruitment panels to undertake unconscious bias training.
Action 5.3.2	SAT to contribute to annual training of P&DR Reviewers, reminding them of the School's P&DR Principles, and recommending that clear emphasis be given to training.
Action 5.3.3	The new policy should be formalised, of using the P&DR process to help to identify colleagues in a position to apply for promotion.
Action 5.3.4	This new policy should also be publicised within the School, in an effort to address perceptions about the extent of encouragement and support offered.
Action 5.3.5	SGEO/HoS to hold bi-annual (ie every second year) meetings in advance of the Promotions round to discuss promotion: one for Grades 7/8, one for Grade 9. We will ensure new TLS promotion criteria are covered in bi-annual promotion meetings to ensure that they are equipped with appropriate support.

R&T	2011/12		2012/13		2013/14		2014/15		2015/16	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
GRADE 7	2	5	2	6	1	6	2	3	3	4
	29%	71%	25%	75%	14%	86%	40%	60%	43%	57%
GRADE 8	3	1	4	0	5	0	1	0	-	-
	75%	25%	100%	0%	100%	0%	100%	0%	-	-
GRADE 9	9	4	9	3	4	3	7	4	6	4
	69%	31%	75%	25%	57%	43%	64%	36%	60%	40%
PROF	2	15	2	18	4	19	5	17	5	16
	12%	88%	10%	90%	17%	83%	23%	77%	24%	76%
TOTAL	16	25	17	27	14	28	15	24	14	24
	39%	61%	39%	61%	33%	67%	38%	62%	37%	63%

Table 32. Research & Teaching (R&T) staff by grade and gender (n) and (%)
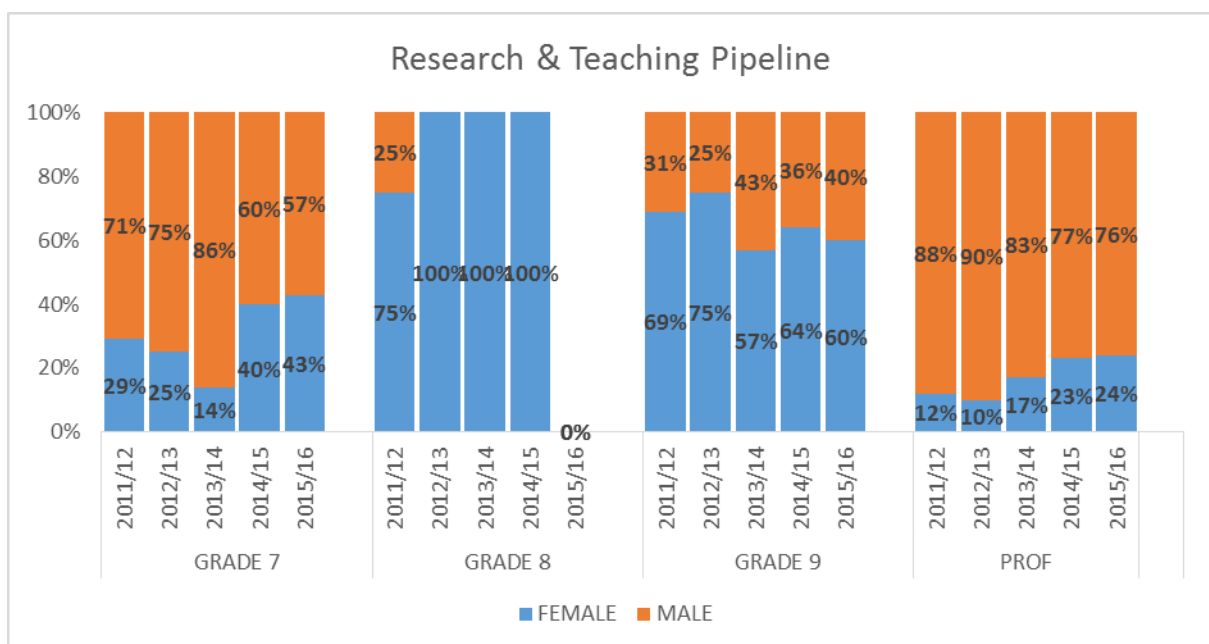
Figure 19. Research & Teaching (R&T) staff by grade and gender (%)

The career pipeline for R&T staff does not differ significantly from the general picture analysed above. The steady reduction in the (always quite small) numbers of R&T staff at Grade 8 over the period is due to Grade 8 staff being promoted or leaving to work elsewhere, while new hires were made more often at Grades 7, 9 or 10.

TEACHING	2011/12		2012/13		2013/14		2014/15		2015/16	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
GRADE 7	0	1	2	2	2	2	1	1	1	0
	0%	100%	50%	50%	50%	50%	50%	50%	100%	0%
GRADE 8	-	-	1	0	2	0	2	0	2	0
	-	-	100%	0%	100%	0%	100%	0%	100%	0%
GRADE 9	-	-	-	-	1	0	1	0	2	1
	-	-	-	-	100%	0%	100%	0%	67%	33%
PROF	0	1	0	1	0	1	0	2	0	2
	0%	100%	0%	100%	0%	100%	0%	100%	0%	100%
TOTAL	0	2	3	3	5	3	4	3	5	3
	0%	100%	50%	50%	63%	38%	57%	43%	63%	38%

Table 33. Teaching staff by grade and gender (n) and (%)
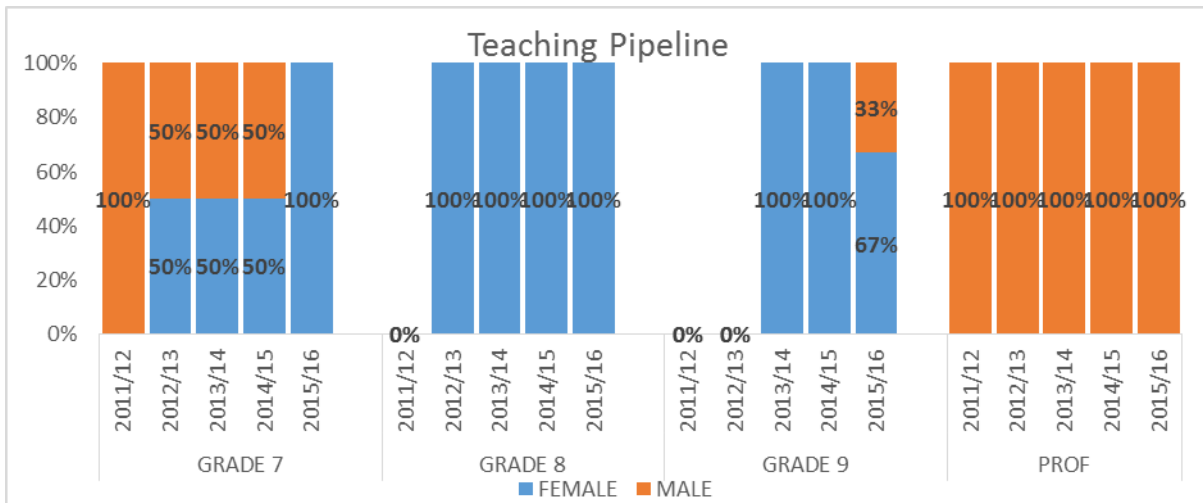
Figure 20. Teaching staff by grade and gender (%)

Across the University, there is a newly introduced Teaching, Learning and Scholarship (TLS) 'Track' for academics with more defined criteria, progression pathways and a route to professorship. Nonetheless, while overall numbers of staff employed on teaching-only contracts are small, figures for this group appear to suggest a block in the pipeline for women between Grade 9 and Professor.

Action 5.3.5:	SGEO/HoS to hold bi-annual (ie every second year) meetings in advance of the Promotions round to discuss promotion: one for Grades 7/8, one for Grade 9. We will ensure new TLS promotion criteria are covered in bi-annual promotion meetings to ensure that they are equipped with appropriate support.

RESEARCH	2011/12		2012/13		2013/14		2014/15		2015/16	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
GRADE 6	1	0	0	0	0	1	1	2	1	0
	100%	**0%**	**-**	**-**	**0%**	**100%**	**33%**	**67%**	**100%**	**0%**
GRADE 7	-	-	-	-	3	0	3	0	2	0
	-	**-**	**-**	**-**	**100%**	**0%**	**100%**	**0%**	**100%**	**0%**
GRADE 8	-	-	1	0	1	1	1	2	1	2
	-	**-**	**100%**	**0%**	**50%**	**50%**	**33%**	**67%**	**33%**	**67%**
GRADE 9	-	-	-	-	-	-	-	-	-	-
	-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL	1	0	1	0	4	2	5	4	4	2
	100%	**0%**	**100%**	**0%**	**67%**	**33%**	**56%**	**44%**	**67%**	**33%**

Table 34. Research staff by grade and gender (n) and (%)

Although the School is research-intensive, Law as a discipline does not tend to lend itself to big teams of research assistants or associates. Numbers of staff employed on research-only contracts are very low and do not allow for the identification of general trends.

The increase in the number of staff employed on research-only contracts is largely explained by the establishment of CREATe in January 2013.

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

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

The University distinguishes 'Fixed-term' from 'Open-ended with Funding End Date' contracts. 'Open-ended with Funding End Date' contracts are considered to offer more job security than rolling fixed-term contracts and tend to be used for researchers on funded projects of fixed duration.

CONTRACT TYPE	Open-Ended		Open-Ended w/ Funding End Date		Fixed-Term	
	Female	Male	Female	Male	Female	Male
2011/12	12	25	0	2	5	0
	32%	68%	0%	100%	100%	0%
2012/13	15	28	1	1	5	1
	35%	65%	50%	50%	83%	17%
2013/14	17	29	3	2	2	2
	37%	63%	60%	40%	50%	50%
2014/15	19	26	3	4	2	1
	42%	58%	43%	57%	67%	33%
2015/16	19	26	3	3	1	0
	42%	58%	50%	50%	100%	0%
Benchmark (Russell Group 15/16)	44%	56%	55%	45%	55%	45%

Table 35. Academic staff by contract type and gender (n) and (%)

The bulk of academic staff are employed on open-ended contracts. Very few staff are engaged on 'open-ended with funding end date' contracts and there are no gender differences among staff in those categories in the most recent year analysed (50%F, 50%M in 2015/16). This is more balanced than the Russell Group benchmark for 2015/16 at 55% female academic staff on contracts of fixed duration. The School tries to limit its use of truly 'fixed-term' contracts and currently employs only one person on this basis.

Open Ended	2011/12		2012/13		2013/14		2014/15		2015/16	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
GRADE 7	2	6	3	7	2	7	3	4	4	4
	25%	**75%**	**30%**	**70%**	**22%**	**78%**	**43%**	**57%**	**50%**	**50%**
GRADE 8	3	1	5	0	7	0	3	0	2	0
	75%	**25%**	**100%**	**0%**	**100%**	**0%**	**100%**	**0%**	**100%**	**0%**
GRADE 9	5	4	5	3	4	3	8	4	8	4
	56%	**44%**	**62.5%**	**37.5%**	**57%**	**43%**	**67%**	**33%**	**67%**	**33%**
PROF	2	14	2	18	4	18	5	18	5	18
	12.5%	**87.5%**	**10%**	**90%**	**18%**	**82%**	**22%**	**78%**	**22%**	**78%**

Table 36. Staff on Open Ended contracts by grade and gender (n) and (%)

Open Ended w/Funding End Date	2011/12		2012/13		2013/14		2014/15		2015/16	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
GRADE 6	-	-	-	-	-	-	0	1	1	0
	-	**-**	**-**	**-**	**-**	**-**	**0%**	**100%**	**100%**	**0%**
GRADE 7	-	-	-	-	2	0	2	0	1	0
	-	**-**	**-**	**-**	**100%**	**0%**	**100%**	**0%**	**100%**	**0%**
GRADE 8	-	-	1	0	1	1	1	2	1	2
	-	**-**	**100%**	**0%**	**50%**	**50%**	**33%**	**67%**	**33%**	**67%**
GRADE 9	-	-	-	-	-	-	-	-	0	1
	-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**0%**	**100%**
PROF	0	2	0	1	0	1	0	1	-	-
	0%	**100%**	**0%**	**100%**	**0%**	**100%**	**0%**	**100%**	**-**	**-**

Table 37. Staff on Open Ended w/Funding End Date contracts by grade and gender (n) and (%)

The numbers employed on either open-ended contracts with funding end dates or fixed-term contracts are relatively low: in 2015/16, only 7 staff members. We do not employ any staff on zero-hours contracts.

During the past 5 years, all those employed on open-ended contracts with funding end dates at Grades 6- 8 are, or were, research assistants or research fellows. The Grade 9 staff member is a Senior University Teacher. One of the Professors engaged on an open-ended contract with funding end date was, until 2015/16, also employed abroad. He is now employed full time at the University on an open-ended contract.

Fixed Term	2011/12 Female	Male	2012/13 Female	Male	2013/14 Female	Male	2014/15 Female	Male	2015/16 Female	Male
GRADE 6	1	0	-	-	0	1	1	1	-	-
	100%	**0%**	**-**	**-**	**0%**	**100%**	**50%**	**50%**	**-**	**-**
GRADE 7	-	-	1	1	2	1	1	0	1	0
	-	**-**	**50%**	**50%**	**67%**	**33%**	**100%**	**0%**	**100%**	**0%**
GRADE 8	-	-	-	-	-	-	-	-	-	-
	-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
GRADE 9	4	0	4	0	-	-	-	-	-	-
	100%	**0%**	**100%**	**0%**	**-**	**-**	**-**	**-**	**-**	**-**
PROF	-	-	-	-	-	-	-	-	-	-
	-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

Table 38. Staff on Fixed-Term contracts by grade and gender (n) and (%)

Fixed-term contracts have been used in the case of research assistants tied to funding, phased retirement, and maternity cover.

The proportions of male and female staff employed on **open-ended contracts with funding end dates** and **fixed-term contracts** varied significantly such that it is difficult to discern particular trends or consistent differences.

All staff employed on **open-ended contracts with funding end dates** and **fixed-term contracts** are included in the School's Annual Review process, during which the question of continuity of employment or redeployment is discussed. As funding or contract-end-dates approach, eligible staff are placed on the University's internal job-seeker register. The School seeks to support staff to secure redeployment and, where appropriate, externally-funded postdoctoral positions and research fellowships.

Action 4.2.1	Revise annual training of P&DR Reviewers, emphasising the importance, in the case of reviewees on open-ended contracts with funding end dates and fixed-term contracts, of discussing the matter of continuity of employment or redeployment.
Action 5.3.2	Revise annual training of P&DR Reviewers, reminding them of the School's P&DR Principles, and recommending that clear emphasis be given to training.

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

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Leavers	2011/12		2012/13		2013/14		2014/15		2015/16	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Part-Time										
GRADE 6	-	-	1 (100%)	0 (0%)	-	-	-	-	1 (50%)	2 (50%)
GRADE 7	-	-	-	-	0 (0%)	1 (100%)	0 (0%)	1 (100%)	1 (33%)	2 (67%)
GRADE 8	-	-	-	-	-	-	-	-	-	-
GRADE 9	-	-	-	-	-	-	-	-	-	-
PROF	-	-	-	-	-	-	0 (0%)	1 (100%)	0 (0%)	1 (100%)
TOTAL	**-**	**-**	**1 (100%)**	**0 (0%)**	**0 (0%)**	**1 (100%)**	**0 (0%)**	**2 (100%)**	**2 (29%)**	**5 (71%)**
Full Time										
GRADE 6	-	-	-	-	-	-	-	-	0 (0%)	1 (100%)
GRADE 7	-	-	-	-	-	-	-	-	-	-
GRADE 8	-	-	-	-	-	-	-	-	1 (100%)	0 (0%)
GRADE 9	1 (100%)	0 (0%)	-	-	-	-	-	-	1 (100%)	0 (0%)
PROF	0 (0%)	3 (100%)	-	-	-	-	-	-	-	-
TOTAL	**1 (25%)**	**3 (75%)**	**-**	**-**	**-**	**-**	**-**	**-**	**2 (67%)**	**1 (33%)**

Table 39. Academic leavers by grade, gender and full/part-time status (n) and (%)

The number of academic leavers is low; 6 women and 12 men over the last 5 years (Table 39).

The University routinely conducts exit surveys with leavers. In the past 5 years, however, only one female R&T leaver chose to complete the survey, in 2015. She fed back that the University is highly bureaucratic, and her line manager excellent. Two male R&T leavers completed the survey, one who had resigned to move to another institution, one who had retired. Neither provided useable feedback.

To date, there has been no formalised policy in the School of conducting exit interviews. Heads of School conducted informal exit interviews with some staff in the years 2011-2016; other leavers refused the invitation to do so. No formal records were kept, but according to the then HoS, four academic staff members gave quite widely varying reasons for leaving including their partners being employed elsewhere, and being frustrated by the bureaucracy of the University. The small number of interviews carried out and variety of reasons given do not allow for the identification of any common reasons or particular points in time for leaving.

Action 4.2.2:	Formalise the School policy of conducting exit interviews. Create a standard set of questions to be asked of the leaver and institute a mechanism for recording and periodically analysing responses.

5.   SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words | Actual 6011

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

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Candidates for interview are selected using pre-determined essential and desirable criteria. All appointment panel members participate in shortlisting. All panel members must undergo Recruitment and Selection training (a prerequisite of which is Equality and Diversity (E&D) training and, more recently, Unconscious Bias training). Panels always have at least one member of each sex and, at Grades 7 and above, at least 40% female members.

The following tables display recruitment information broken down by gender and Grade.

Grade 6	Female					Male				
	Apps	Sh'list	%SR (Apps/ Sh'list)	Hired	%SR (Hired/ Sh'list)	Apps	Sh'list	%SR (Apps/ Sh'list)	Hired	%SR (Hired/ Sh'list)
2011/12	6 (67%)	3 (75%)	50%	1 (100%)	33%	3	1	33%	0	0
2012/13	40 (74%)	2 (40%)	5%	0 (0%)	0	14	3	21%	1	33%
2013/14	-	-	-	-	-	-	-	-	-	-
2014/15	13 (54%)	3 (60%)	23%	1 (50%)	33%	11	2	18%	1	50%
2015/16	4 (44%)	1 (50%)	25%	0 (0%)	0	5	1	20%	1	100%
Total	63 (66%)	9 (56%)	14%	2 (40%)	22%	33	7	21%	3	43%

Table 40. Apps, Shortlist (Interviewed) and Hires by gender for Grade 6 Roles incl. Success Rates (SR)

Grade 7/8	Female					Male				
	Apps	Sh'list	%SR (Apps/ Sh'list)	Hired	%SR (Hired/ Sh'list)	Apps	Sh'list	%SR (Apps/ Sh'list)	Hired	%SR (Hired/ Sh'list)
2011/12	41 (30%)	9 (40%)	22%	4 (80%)	44%	95	13	14%	1	7%
2012/13	-	-	-	-	-	-	-	-	-	-
2013/14	18 (40%)	6 (67%)	33%	2 (50%)	33%	27	3	11%	2	67%
2014/15	14 (37%)	2 (33%)	14%	2 (100%)	100%	24	4	17%	0	0
2015/16	90 (44%)	8 (50%)	9%	1 (25%)	13%	114	8	7%	3	38%
Total	163	25	15%	9	36%	260	29	11%	6	21%

Table 41. Apps, Shortlist (Interviewed) and Hires by gender for Grade 7/8 Roles incl. Success Rates (SR)
Grades 7/8 are aggregated since all of these posts were advertised at 'Lecturer (Grade 7/8) level'.

Grade 9	Female					Male				
	Apps	Sh'list	%SR (Apps/ Sh'list)	Hired	%SR (Hired/ Sh'list)	Apps	Sh'list	%SR (Apps/ Sh'list)	Hired	%SR (Hired/ Sh'list)
2011/12	-	-	-	-	-	-	-	-	-	-
2012/13	9 (33%)	2 (67%)	22%	2 (100%)	100%	18	1	6%	0	0
2013/14	-	-	-	-	-	-	-	-	-	-
2014/15	3 (25%)	1 (25%)	33%	1 (50%)	100%	9	3	33%	1	33%
2015/16	5 (45%)	1 (20%)	20%	0	0	6	4	67%	2	50%
Total	17	4	24%	3	75%	33	8	24%	3	38%

Table 42. Apps, Shortlist (Interviewed) and Hires by gender for Grade 9 Roles incl. Success Rates (SR)

Professor	Female					Male				
	Apps	Sh'list	%SR (Apps/ Sh'list)	Hired	%SR (Hired/ Sh'list)	Apps	Sh'list	%SR (Apps/ Sh'list)	Hired	%SR (Hired/ Sh'list)
2011/12	2 (18%)	1 (17%)	50%	0	0	9	5	56%	2	40%
2012/13	0	0	0	0	0	1	1	100%	1	100%
2013/14	-	-	-	-	-	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-
Total	2	1	50%	0	0	10	6	67%	3	50%

Table 43. Apps, Shortlist (Interviewed) and Hires by gender for Professorial Roles incl. Success Rates (SR)

At all levels, except Grade 6, male applicants outnumber females.

At Grade 7/8, there were just over 1.5 times as many male as female applicants; at Grade 9, almost twice as many; at Professor, 5 times as many (Table 43). While the number of applications to Professor was low, making any conclusions tentative, we are concerned so few women applied.

For Grade 6 posts, female applicants were less likely than males to be shortlisted (a 14% compared to 21% success rate overall) and those that were shortlisted were less likely to be appointed (a 22% compared to a 43% success rate overall).

The pattern reverses at Grades 7-9: female applicants were both more likely to be shortlisted and, of those shortlisted, more likely to be appointed.

The starkest difference, however, is at Professor: female applicants were both less likely to be shortlisted (50% compared to 67% success rate) and appointed (0% compared to 50% success rate). Actual numbers are small – only two Professorial positions were advertised during the period and both attracted only a small number of applications – but again this is alarming, given the significant underrepresentation of female Professors within the School.

To address potential unconscious bias at interview (especially at Professor) we will require all appointing panel members to complete Unconscious Bias training. This will target staff who undertook Recruitment and Selection training before Unconscious Bias training became a prerequisite thereof **[Action 5.1.2].**

All job advertisements now contain a statement that it is our "…mission to foster an inclusive climate, which ensures equality in our working, learning, research and teaching environment" and that "[w]e strongly endorse the principles of Athena SWAN, including a supportive and flexible

working environment, with commitment from all levels of the organisation in promoting gender equity".

We will take action to target potential women applicants more directly, particularly at senior levels **[Action 5.1.1].**

Action 5.1.1:	When Professorial roles come up for advert, a search committee will be convened and list of 50/50 male female names identified and invited to apply.
Action 5.1.2:	All colleagues on recruitment panels to undertake unconscious bias training in addition to equality training.

(ii)   Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

New staff meet the HoS during the first week in post and – if Grades 9 or below – are assigned a School Mentor. Usually a 'coffee morning' is held for new staff to meet colleagues. In addition, the HoS or HoSA send an email, welcoming new staff and inviting colleagues to introduce themselves.

Survey data suggest the existing process could be improved, in part, by greater standardization: of 15 recently appointed male and female staff, just over half (8) either strongly/agreed that the induction process had met all of their needs, while more than a quarter (4) strongly/disagreed.

P&S staff interviews revealed a degree of exclusion from formal induction processes for academic staff, resulting in the latter conflating the roles and duties of (majority female) administrative staff, in particular, and P&S staff, generally. We will update induction processes to ensure P&S staff are involved in academic staff induction and vice versa **[Action 5.1.5].**

Over and above standard processes, the School supports 'early career' staff (Grades 7 and 8) participation in the University's Early Career Development Programme (ECDP). ECDP aims to equip staff (including those on fixed-term contracts) with the training and support needed to develop their academic skills and progress their career. The HoS helps new early career staff to clarify and confirm ECDP objectives (research, teaching etc.), which they are supported to achieve by an ECDP Mentor.

Action 5.1.3:	Revision of the School's induction process with an induction buddy to be introduced. Including updating the process (5.1.5 below) and the School intranet (5.1.4).
Action 5.1.4:	Induction materials will include equality and diversity policies as well as other relevant employment and School policies. In addition to being issued to staff during the first week of their induction, these materials will continue to be available on the School's Equality and Diversity Moodle pages.
Action 5.1.5:	In recognition of the importance of mutual respect and understanding between staff members from different groupings, P&S staff will be involved in the induction of new academic staff and vice versa.

Table 45 - Research & Teaching Track. Columns: label, then 5 year pairs (Female, Male).

Years: 2011/12, 2012/13, 2013/14, 2014/15, 2015/16. Each Female/Male.

Grade 8 Apps: 1, -, -, -, -, 1, -, -, -, -
Successful: 1, -, -, -, -, 1, -, -, -, -
Success Rate: 100%, -, -, -, -, 100%, -, -, -, -

Grade 9 Apps: -, 1, -, -, 3, (blank), 2, 1, -, 1
Successful: -, 1, -, -, 3, (blank), 1, 1, -, 1
Unsuccessful: -, -, -, -, -, -, 1, (blank), -, (blank)
Success Rate: -, 100%, -, -, 100%, -, 50%, 100%, -, 100%

Professor Apps: -, 1, 1, 1, 1, (blank), -, 2, 1, -
Successful: -, 1, 1, 1, 1, (blank), -, 1, 1, -
Unsuccessful: -, -, -, -, -, -, -, 1, -, -
Success Rate: -, 100%, 100%, 100%, 100%, -, -, 50%, 100%, -

Table 46 - Teaching (TLS Track):
Grade 8 Applications: -, -, 1, -, -, -, -, -, -, -
Successful: -, -, 1, -, -, -, -, -, -, -
Success Rate: -, -, 100%, -, -, -, -, -, -, -
(iii)   Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Research and Teaching	Learning, Teaching & Scholarship	Research-Only
➢ Research & Scholarship ➢ Knowledge Exchange & Impact ➢ Learning & Teaching ➢ Leadership, Management & Citizenship *(incl. Outreach)* ➢ Esteem	➢ Learning & Teaching Practice ➢ Scholarship, Knowledge Exchange & Impact *(incl. Outreach)* ➢ Leadership & Management ➢ Esteem	➢ Research & Scholarship ➢ Knowledge Exchange & Impact ➢ Learning & Teaching ➢ Leadership, Management *(incl. Outreach)* ➢ Esteem

Table 44. Promotion Criteria Strands for all Career Tracks Summary from UofG

Promotion involves an annual cycle for applications and assessment. The HoS emails promotion materials to all staff at the launch of each cycle. Promotion is by self-nomination and potential applicants are identified at P&DR.

Research & Teaching Track	2011/12 Female	2011/12 Male	2012/13 Female	2012/13 Male	2013/14 Female	2013/14 Male	2014/15 Female	2014/15 Male	2015/16 Female	2015/16 Male
Grade 8 Apps	1	-	-	-	-	1	-	-	-	-
Successful	1	-	-	-	-	1	-	-	-	-
Success Rate	**100%**	**-**	**-**	**-**	**-**	**100%**	**-**	**-**	**-**	**-**
Grade 9 Apps	-	1	-	-	3		2	1	-	1
Successful	-	1	-	-	3		1	1	-	1
Unsuccessful	-	-	-	-	-	-	1		-	
Success Rate	**-**	**100%**	**-**	**-**	**100%**	**-**	**50%**	**100%**	**-**	**100%**
Professor Apps	-	1	1	1	1		-	2	1	-
Successful	-	1	1	1	1		-	1	1	-
Unsuccessful	-	-	-	-	-	-	-	1	-	-
Success Rate	**-**	**100%**	**100%**	**100%**	**100%**	**-**	**-**	**50%**	**100%**	**-**

Table 45. R&T Promotion applications and successful applications incl. success rates by gender (n) and (%)
1 Grade 9 Female who successfully applied was employed on less than full-time basis and all other applicants 1.0 FTE

Teaching (TLS Track)	2011/12 Female	2011/12 Male	2012/13 Female	2012/13 Male	2013/14 Female	2013/14 Male	2014/15 Female	2014/15 Male	2015/16 Female	2015/16 Male
Grade 8 Applications	-	-	1	-	-	-	-	-	-	-
Successful	-	-	1	-	-	-	-	-	-	-
Success Rate	**-**	**-**	**100%**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

Table 46. Teaching Promotion applications and successful applications incl. success rates by gender (n) and (%)

Data show high female and male success rates: 89% and 87.5% respectively for 2011-2016. Historically, the particularly low numbers of female applicants caused concern.

In 2013/14, the HoS and SGEO devised an action to approach women identified as eligible and to encourage them to apply. The Hos and SGEO offered, and continue to offer, assistance and support with the application process. Additionally, senior academics provided feedback on applications. This approach led to a direct increase in the number of successful female applicants for promotion, particularly to Grade 9 in the following two rounds (Table 45 (2013/14-2014/15 rounds).

The College has held promotion workshops since 2014 for female academics. The workshops were opened to male and female academics in 2015, though female-only sessions have continued to run in the College.

Nonetheless, survey data suggested more could be done to support staff: in response to the statement 'Staff are encouraged and helped to apply for academic promotion within the School: only 6/15 female compared to 11/15 male respondents strongly/agreed.

We have devised several actions to further improve support:

Action 5.3.3	The new policy should be formalised, of using the P&DR process to help to identify colleagues in a position to apply for promotion.
Action 5.3.4	This new policy should also be publicised within the School, in an effort to address perceptions about the extent of encouragement and support offered.
Action 5.3.5	SGEO/HoS to hold bi-annual (i.e. every second year) meetings in advance of the Promotions round to discuss promotion criteria and preparing applications: one targeted at Grades 7/8, one for Grade 9. Ensure new TLS promotion criteria are covered in bi-annual promotion meetings to ensure that staff on this track are equipped with appropriate support.

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

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

RAE 2008 submissions by gender

RAE 2008	Female			Male			Total		
	No.	**%***	**%^**	**No.**	**%***	**%^**	**No.**	**%***	**%^**
Submitted	20	100.0%	50.0%	20	100%	50.0%	40	100%	100.0%
Not submitted	0	0.0%	0.0%	0	0%	0%	0	0%	100.0%
Total eligible for submission	20	100.0%	**50%**	20	100.0%	**50%**	40	100.0%	100.0%

Table 47. RAE 2008 submission rates and overall submission by gender (n) and (%)

%*   compare vertically
%^   compare horizontally

REF 2014 submissions by gender

REF 2014	Female			Male			Total		
	No.	**%***	**%^**	**No.**	**%***	**%^**	**No.**	**%***	**%^**
Submitted	12	66.7%	34.3%	23	82.1%	65.7%	35	76.1%	100.0%
Not submitted	6	33.3%	54.5%	5	17.9%	45.5%	11	23.9%	100.0%
Total eligible for submission	18	100.0%	**39.1%**	28	100.0%	**60.9%**	46	100.0%	100.0%

Table 48. REF2014 submission rates and overall submission by gender (n) and (%)

%*   compare vertically
%^   compare horizontally

Data show a clear distinction in proportions of female staff submitted to 2008 RAE and REF2014 (Tables 47-8).

In 2008, School policy was to return all eligible staff.

For REF2014, a more selective policy was pursued, involving a quality threshold with respect to outputs. The School submitted 35/46 eligible staff. There were clear differences in the proportion of eligible female staff submitted compared to male: 66.7% v. 81.1%.

In 2014, the (then) Research Directors investigated our REF2014 submission. Analysis showed maternity/paternity leave and flexible working were *not* determining factors in the gender imbalance of staff submitted.

It demonstrated, however, that among the small cohort of staff not submitted there were staff who would have benefitted from support with publication strategies, including the kinds of authorship and publications to aim for to improve their likelihood for inclusion in future exercises.

Following REF2014 results, the School conducted a major external review of research strategy. Two members of the Law REF Panel examined School research policy and practice and made a number of recommendations for improvement. These were taken forward in a REF Action Plan and a new Research Environment Policy.

• Updating the School's Research Leave Policy. Colleagues entitled to apply for one semester of research leave after six semesters in post. Entitlement continues to accrue during periods of maternity leave or other absence.
• All staff at Grade 9 and below to be assigned research mentor to provide advice about e.g. publication strategy and feedback on outputs while in draft.
• Implementation of a process of ongoing internal peer review.

Table 49. REF Action Plan recommendations which ought to improve position of female staff in REF2021

In 2015, an internal peer review group was established to review all REF-eligible output. Colleagues receive feedback from two group members, at least one of whom is a subject specialist. Aside from potential improvements in output quality across the board, this ongoing process of review means that colleagues (male and female) in need of support can be more easily identified well in advance of the REF census deadline, addressing one of the needs identified from the 2014 review.

Early data from the internal review process show the proportion of eligible females with high level outputs is currently already higher than the proportion in REF2014.

	Female	Male
REF eligible staff in post (number) %^	17 (38.6%)	27 (61.4%)
Number of staff with 3* or 4* output %^	13 (37.1%)	22 (62.9%)
% of staff with 3* or 4* output %*	76.5%	81.5%

Table 50. Data on outputs per REF eligible staff member from internal peer review group by gender (n) and (%)

%*   compare vertically

%^   compare horizontally

5.2. Career development: academic staff

(v)   Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

• Building Effective Research Collaborations	• Job Interview Techniques	• Networking in Practice for Researchers
• Building Relationships with Business	• Job Seeking Strategies	• Planning your Impact
• Career Planning	• Knowledge Exchange, Public Engagement and Impact	• Presenting on Camera: Improving Your Personal Impact
• CVs and Cover Letters	• Making Presentations at Conferences	
• Four Steps to Research Success: -Building Resilience; -Collaboration; -First Steps in Supervision; -Personal Impact	• Managing Successful Research Projects	• Publishing Papers in Refereed Journals
	• Managing your Research Data	• Research Integrity
	• More Steps to Research Success: -Building an Online Profile -Complex Communication -Lightening the Load -Understanding People	• Speaking Up Effectively at Meetings for Researchers
• Impact Statements in Grant Applications		• Understanding Supervision
		• Winning Research Income (Grant Applications)

Table 53. Courses offered by Employee and Organisational Development

Year	Gender	No. of Academic Staff Attending Internal Courses
2012/13	Female	2 (100%)
	Male	0 (0%)
2013/14	Female	2 (50%)
	Male	2 (50%)
2014/15	Female	1 (20%)
	Male	4 (80%)
2015/16	Female	5 (56%)
	Male	4 (44%)

Table 52. Individual staff attending training by gender (n) and (%)

Training is offered primarily by the University's 'Employee and Organisational Development' (EOD). Information regarding the training on offer is circulated to staff members, including postdoctoral researchers, via email, and is also available on the webpages of the EOD.

All members of staff are required to undertake mandatory online Equality and Diversity training.

Data from November 2017 show the completion rate among academic staff is now 74%. The remaining 26% is partly accounted for by recent hires. Nonetheless, this compares poorly with the University target of 90%. We will take a strong approach to address this **[Action 5.3.1].**

The annual P&DR process logs any training courses completed by the reviewee during the review period, and reviewer and reviewee are encouraged to discuss future training needs. In principle, therefore, P&DR should help staff identify useful or necessary training opportunities.

The Staff Survey suggested that staff do not always perceive this to be the case:

In response to the statement, 'the annual P&DR helped me to identify training opportunities to advance my career', only 40% of female and 20% of male academics strongly/agreed. Somewhat surprisingly, 13.3% of female and male academics ticked N/A in response.

We will address this issue via **[Action 5.3.2]**:

Action 5.3.2:	Revise annual training of P&DR Reviewers, presenting them with relevant Survey data, and recommending inter alia that clear emphasis be given to training as part of the process.
Action 5.3.1:	In all future P&DR cycles, the HoS will refuse to 'sign off' a staff member's P&DR form unless s/he has undertaken Equality and Diversity training.

(vi)   Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

All staff, including postdoctoral researchers, receive an annual mandatory Performance and Development Review (P&DR). P&DR involves discussion of the previous year's achievements, evaluation of performance, objective setting and devising a development plan for the coming year. Objectives must span the whole range of activities undertaken by the staff member and reflect the criteria for promotion for RT staff.

The School's P&DR team includes female reviewers and School policy dictates that staff can reject an appraiser they are uncomfortable with, without having to give a reason.

P&DR Reviewers receive annual training from the Head of College HR and HoS, who also provide on-going advice during the P&DR cycle. Where a reviewer is unable to attend, the HoS meets with him/her individually. University guides are available online regarding: the P&DR process, how to complete the P&DR form, and how to prepare for the review meeting.

In 2015, the HoS and SGEO formulated a clear statement of the School's 'P&DR Principles', emphasising an inclusive approach to P&DR by which all skills and expertise should be equitably, accurately and efficiently recorded and assessed. This statement was circulated to all staff and published on the School's Equality and Diversity Moodle pages.

Notwithstanding these steps, 53% of female and 53% of male respondents to the survey did not feel that, '*The P&DR process recognises and helps to develop the full range of my skills and abilities'* (20% of female and 40% of male respondents were neutral).

We must provide better support to staff on this aspect of P&DR.

We will overhaul annual training of P&DR Reviewers, presenting them with relevant survey data, and requiring *inter alia* that clear emphasis be given to training and a discussion of skills development as part of the process:

Action 5.3.2:	Revise annual training of P&DR Reviewers, presenting them with relevant Survey data, and reminding them of the School's P&DR Principles in advance of each round of reviews. This will include a mapping of the courses provided by EOD onto the promotion and P&DR criteria to help reviewers talk through the relevant training where needs are identified. HoS will refuse to sign-off on P&DR forms that do not include personal development plans in the relevant section.

(vii)   Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

Progression through Promotion:

The School is committed to ensuring the retention and progression of all staff and to promoting their advancement at key career transition points. As shown by the Charts at 5.1(iii) above, academic staff applying for promotion have a very high success rate. We have devised actions as outlined above to improve our identification and support of staff to apply for promotion.

In addition to support for promotion applications, the School also provides support for career progression:

Support for early and mid-career staff:

The School supports academics employed at, or promoted to, Grades 7-8, on the University's ECDP. ECDP also supports career development by providing learning and development opportunities in all aspects of the academic role; allocating each member of staff a mentor to provide support and advice; and setting annual objectives which enable academics to develop their abilities and achievements with a view to meeting the criteria for promotion to Grade 9 within a defined timescale.

Since 2013, early and mid-career staff within the School have been encouraged to take part in Crucible Programmes run by the College of Social Sciences and the University. These programmes are designed to help academic staff to enrich their networks, enhance their confidence in planning, bidding for and winning research funding, and delivering research that is bold, far-reaching, and that has significant impact. In 2013/14, two female mid-career staff from the School participated in the inaugural College programme. One of these was subsequently promoted to Professor in August 2016.

There have been very few postdoctoral research staff in the School over the last 5 years, with PGRs tending to progress straight to new lectureships without necessarily completing a postdoctoral fellowship.

Qualitative feedback was sought from postdoctoral staff in the School, with one female postdoctoral researcher commenting that she has '*an excellent mentor for the purposes of research, networking and training as well as getting great advice on these points from my line manager'.*

Networking:

Programmes of research seminars and events are organised by the School's Research Groups and, typically, all staff and PGR students are invited to attend. In consideration of those with caring responsibilities, efforts are made to timetable events within core working hours and on different days of the week. Informal networking with invited speakers takes place at lunches, coffees, drinks and dinners, sometimes before and sometimes after the research events, depending on the

availability of the speaker. Academic staff are encouraged to attend conferences and events outside of the University, and can apply for financial support from the School to cover travel and associated costs.

Mentoring:

Staff in the School of Law may be mentored, or mentor a colleague, under one of four schemes.

- The University's ECDP programme, for all staff employed at or promoted to Grade 7 or 8.
- The Academic Probation scheme, for staff employed at Grade 7 or 8 prior to the commencement of the ECDP.
- The Women's Mentoring Scheme in the College.
- The School's Research Mentor Scheme for all research-active staff at Grade 9 or below.).

Survey data suggests that a sizeable number of staff are currently neither a mentor or mentee under any of these schemes (40% of those responding (44.5%F, 31.6%M)). The data are partly explained by an initial lack of awareness of the School's Research Mentor Scheme, which at the time the Survey was conducted, had only recently been launched. It remains the case, however, that involvement in mentoring is not comprehensive across the School.

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

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

The School supports students in their career progression in a wide variety of ways. During the past 5 years it has employed a former PhD student as a postdoctoral researcher (1F), and 4 former PhD students as lecturers (2F: 2M).

For LLM students, an annual session on 'postgraduate study' is provided, which covers both PGT and PGR degrees. Academic staff teaching on the LLM identify prospective PGR students and encourage them to consider further PG study. Of the current PhD cohort of 88 students, 13 (8 female, 5 male) completed LLM degrees in the School.

Survey data from 2017 suggests that almost 80% of our PGR students, female and male, believe that the School provides training to expand skills and experience regarding research and research methods. Around 80% of female and male PGR students reported feeling comfortable asking their supervisor for support in seeking/applying for academic posts. Around 65% of female and male students reported that their experience in the School encouraged them to consider a career in academia.

For PhD students, we run regular workshops on 'applying for academic posts' and 'writing for publication'. We also hold 'Poster events', at which students design a research poster, and discuss this with peers and academic staff.

PGR students are routinely warmly encouraged to attend research events in the School, and given the opportunity to network with invited speakers. Two of the School's Research Groups organise reading groups for staff and PGR students together.

Each PGR student in the School may apply for up to £350 per annum towards the costs of conference attendance and research-related activities. Our own PhD students are given priority for GTA posts within the School to increase their teaching experience. Academic job adverts are posted on our PhD Moodle pages. Students also receive advice and support from their supervisors on career progression and job applications.

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

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

Support is available within the School and from the College of Social Sciences Research Support Office (CRSO).

The CRSO provides support to any colleague considering a funding application via:

- A Dedicated Project Co-ordinator, who guides them through the process from identifying possible funding sources, developing and costing the application, to managing the grant if the application is successful.
- Researcher development workshops on various aspects of the funding process and in applications to specific funders.
- A College Impact Officer and Knowledge Exchange and Community Engagement Officer, both of whom provide advice on impact and KE aspects of funding applications.

In addition to School-level review, the College offers peer review of major applications prior to submission: all applications over £100,000 are reviewed by the Dean of Research and the College Impact Officer; all applications to RCUK are reviewed, in addition, by the Head of College. The CRSO maintains a bank of successful applications for colleagues to consult and Law colleagues also have access to the bank of successful applications maintained by the College of Arts. CRSO was recently Highly Commended in the "Research Management Team of the Year" category of the 2017 Association of Research Managers and Administrators (ARMA) awards.

Over and above College-level procedures, colleagues who apply for funding are supported by the School Research Directors in two respects. First, the Directors use Moodle (School intranet) and email to circulate information about funding opportunities. Secondly, they work to ensure that all submitted applications are of the highest possible quality. A bank of successful applications is available on Moodle. Internal peer review by experienced grant holders is offered for every application (regardless of value, since it is recognised that relatively small awards can provide the basis for more substantial applications in the future). The School Research Impact officer advises on knowledge exchange and impact, and the Digital Engagement Officer advises on dissemination of findings via websites and social media. In addition, every research-active staff member at Grades 7-9 has a research mentor to offer support and advice in respect of funding applications.

Research Grants and Contracts				
Year	Gender	Funded	Rejected	Total
2011/12	Female	0 (0%)	1 (100%)	1 (100%)
	Male	2 (100%)	0 (0%)	2 (100%)
2012/13	Female	0 (0%)	0 (0%)	0 (0%)
	Male	3 (60%)	2 (40%)	5 (100%)
2013/14	Female	0 (0%)	1 (100%)	1 (100%)
	Male	1 (25%)	3 (75%)	4 (100%)
2014/15	Female	3 (33%)	6 (67%)	9 (100%)
	Male	10 (59%)	7 (41%)	17 (100%)
2015/16	Female	2 (33%)	4 (67%)	6 (100%)
	Male	5 (28%)	13 (72%)	18 (100%)

Table 53. Research Grants/Contracts apps by outcome and gender (n) and (%)

Fellowship Applications				
Year	Gender	Funded	Rejected	Total
2011/12	Female	0 (0%)	0 (0%)	0 (0%)
	Male	1 (100%)	0 (0%)	1 (100%)
2012/13	Female	1 (100%)	0 (0%)	1 (100%)
	Male	0 (0%)	0 (0%)	0 (0%)
2013/14	Female	1 (100%)	0 (0%)	1 (100%)
	Male	0 (0%)	0 (0%)	0 (0%)
2014/15	Female	1 (100%)	0 (0%)	1 (100%)
	Male	0 (0%)	1 (100%)	1 (100%)
2015/16	Female	1 (50%)	1 (50%)	2 (100%)
	Male	0 (0%)	2 (100%)	2 (100%)

Table 54. Research Fellowships apps by outcome and gender (n) and (%)

Research application data for the reporting period show that women are slightly more successful at securing Fellowships. Numbers are too small to allow for the drawing of strong conclusions.

Data for grants and contracts show that women are less likely to apply, although we see early indications of increases in this in the emerging data for 2016/17 (not included because outwith the reporting period, but shows 23 applications from female staff and 36 from male staff). Again, numbers are extremely small, but men seem to show slightly higher success rates in grants and contracts.

Where an application is unsuccessful, support is given to colleagues on an informal basis by research mentors, the School of Law Research Directors, and the CRSO Project Co-ordinators. Colleagues are encouraged to seek feedback from the funding body in question and are supported to identify alternative funding sources for future applications.

Action 5.3.6:	Continue to evaluate submission and success rates of external funding applications by gender to ensure women are equitably supported and add a new question in the staff survey to assess whether this they feel they are.

5.3. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

When managing flexible working and career breaks, line managers and staff in the School refer to the University's Maternity Policy and Flexible Working Policy.

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

Explain what support the department offers to staff before they go on maternity and adoption leave.

The University Maternity Toolkit and recently added Checklist provide useful resources for pregnant staff and line managers alike. Having informed her line manager of her pregnancy, a member of staff – academic or P&S – will have her work-station risk assessed.

Survey data from 2016 showed the vast majority of women (11/12) who have taken maternity leave have felt well supported by the School. To date, there has been no call for the School to support a staff member through adoption.

Line-managers are routinely helpful, accommodating and supportive, but act predominantly *in response* to action and queries from the member of staff. We need to act to formalise this support and re-frame it to be more proactive:

Action 5.5.1:	By the end of 2017, and with a view to formalising and standardising the support offered to staff taking maternity and adoption leave, the School will review and adopt a localised version of the University Checklist and Planning Template.
Action 5.5.2:	To ensure that the Checklist and Planning Template are used, their impact will be assessed following each period of maternity leave taken by female staff in the School.

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

Explain what support the department offers to staff during maternity and adoption leave.

The School communicates with the staff member in the manner preferred by her/him, and as agreed prior to the start of leave. For example, the staff member can choose whether or not to continue to receive email sent to all staff and all academic staff.

KIT days are facilitated by the School. Data on use of KIT days is not recorded at College or University level. Discussions with line managers in the School of Law suggest that KIT days are more often used by P&S than by academic staff. In the last two years, two members of academic staff used a small number of KIT days; one to prepare for and attend a conference, which resulted ultimately in a REF-eligible publication.

Cover for teaching and administrative duties otherwise fulfilled by the staff member on leave is arranged by the HoS or HoSA, and may involve hiring additional staff.

Action 5.5.1:	By the end of 2017, and with a view to formalising and standardising the support offered to staff taking maternity and adoption leave, the School will review and adopt a localised version of the University Checklist and Planning Template.
Action 5.5.2:	To ensure that the Checklist and Planning Template are used, their impact will be assessed following each period of maternity leave taken by female staff in the School.

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

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Line managers for both **academic and P&S staff** usually meet with the returning staff member to discuss and share relevant information. Regular informal 'check-ins' are common. Line managers and staff refer to the recently drafted University Checklist to assist this process. For any staff member or PGR student who wishes to express and store breastmilk, a dedicated room is available, with a lock, easy chair, and power point.

Since 2015, **academic staff** have been able to apply for an Academic Returners Research Award administered by the College, designed to support them with up to £10k towards resuming their research on return. To date, two eligible members of staff have applied successfully for an award. One used funds to organise a conference, another to pay for a partial buy-out from teaching duties.

This is a very positive development. We note, however, that feedback from successful applicants suggested that the application process could be more streamlined, given that women are most likely to be applying whilst preparing for maternity leave. Care must also be taken to ensure that any recipient of Academic Returners Research funds does not feel undue, additional pressure to produce research 'outputs' [**Action 5.5.3].**

Returning academic staff participate in annual P&DR and Research Interviews. These can act as a source of support and enable staff to gain advice from their reviewer or research mentor.

The majority of women who have taken maternity leave have felt well supported by the School on returning (7 of 9 responding to the question positively in survey).

While there appears to be a willingness from line managers to support staff to transition back into the workplace, the SAT considers that a more pro-active and systematised approach ought to be designed and delivered.

As a first step, the new University Maternity Checklist has been reviewed with a view to producing a document specifically tailored to pregnant staff members (both academic and P&S) and PGR students in the School.

In consultation with female staff (both academic and P&S) who have taken periods of maternity leave, a School of Law Maternity Leave Checklist has been drafted. Although designed as a tool to be used by pregnant staff and PGR students, the document also constitutes a useful management tool as it clarifies what support/information is expected of line managers before leave, during leave, and when the staff member or PGR student returns from leave.

In addition to the Checklist, the SAT has drafted a Planning Template to assist in the task of planning for cover of work while on maternity or adoption leave.

Action 5.5.2:	The School of Law Maternity Checklist and Planning Template should be used, and their impact assessed.
Action 5.5.3:	The SAT should liaise with College HR and Research Support Office to review the Academic Returners Research Support Policy.
Action 5.5.4:	The visibility of the Academic Returners Research Support Policy within the School should be enhanced, and staff should be supported to develop an application before maternity leave.

(iv)   Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

100% of staff eligible to return to work after maternity did do so:

Maternity Leave				Returner Status		
Start Year	Grade	Job Family	Contract Type	6 MONTHS	12 MONTHS	18 MONTHS
2011/12	GRADE 9	Academic	OPEN ENDED	✓	✓	✓
2012/13	GRADE 7	Academic	OPEN ENDED	✓	✓	✓
2013/14	GRADE 7	Prof & Support	OPEN ENDED	✓	✓	✓
	GRADE 9	Academic	OPEN ENDED	✓	✓	✓
2014/15	GRADE 7	Academic	FIXED TERM (MATERNITY COVER)	*	*	*
	GRADE 7	Academic	OPEN ENDED WITH FUNDING END DATE	✓	✓	✓
	GRADE 8	Academic	OPEN ENDED	✓	✓	✓
	GRADE 9	Academic	OPEN ENDED	✓	✓	✓
2015/16	GRADE 6	Academic	EXTENDED WORKFORCE (GRAD TEACHING ASSISTANT)	✓	✓	**

Table 55. Maternity Return Rate for Academic and Professional & Support Staff by Grade

███
███
██

** At the time of writing, 18 months have not passed since the date of return.

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

There has been no uptake of shared parental leave or adoption leave in the School of Law in the past five years. Paternity leave has had limited uptake as follows:

Paternity Leave				Returner Status		
Start Year	Grade	Job Family	Contract Type	6 MONTHS	12 MONTHS	18 MONTHS
2011/12	-	-	-	-	-	-
2012/13	-	-	-	-	-	-
2013/14	GRADE 8	Prof & Support	FIXED TERM	✓	✓	✓
2014/15	GRADE 6	Academic	OPEN ENDED WITH FUNDING END DATE	✓	*	*
2015/16	-	-	-	-	-	-

Table 56. Paternity Leave Uptake and Return Rate for Academic and Professional & Support Staff by Grade

* Contract ended 8 months following return upon conclusion of research project. This former staff member maintains his relationship with the School on an honorary basis and remains in academia.

With respect to the small formal uptake of paternity leave, further discussion with male colleagues has revealed that equivalent time is taken off (usually) immediately after the birth of the child using annual leave and informal flexible arrangements rather than paternity leave.

2016 Survey data suggested that 60% of male staff were aware of policies and support in relation to paternity leave.

Awareness of policies and support in relation to adoption leave and shared parental leave was lower: 29% of female and 42% of male colleagues were aware of adoption leave and 30% of female and 47.3% of male colleagues were aware of shared parental leave. The School should consider additional ways to flag these policies to all staff – for example by enhancing the information available on its Equality and Diversity Moodle pages.

Information about shared parental leave has been included in the School of Law Checklist and Planning Template which have been drafted within the SAT team in recent months, planned for publication and circulation by end 2017.

Action 5.5.1:	By the end of 2017, and with a view to formalising and standardising the support offered to staff taking maternity and adoption leave, the School will review and adopt a localised version of the University Checklist and Planning Template.
Action 5.5.5:	Publicise the University's paternity, shared parental, adoption, and parental leave policies on the School's Equality and Diversity Moodle pages.

(vi)   Flexible working

Provide information on the flexible working arrangements available.

The School supports staff in applying for formal flexible working arrangements, guided by the University's Flexible Working Policy. That policy, and a range of guidance and data on how it works and how to apply (including helpful personal case studies), can be found on the University's Human Resources webpages.

Start Year	Grade	Job Family	Gender	Outcome
2011/12	GRADE 9	Academic	Female	SUCCESSFUL
2012/13	GRADE 7	Academic	Female	SUCCESSFUL
	GRADE 9	Academic	Male	SUCCESSFUL
2013/14	-	-	-	-
2014/15	GRADE 6	Prof & Support	Female	SUCCESSFUL
	GRADE 7	Academic	Female	SUCCESSFUL
	GRADE 6	Academic	Female	SUCCESSFUL
2015/16	GRADE 9	Academic	Female	SUCCESSFUL

Table 57. Flexible Working Re for Academic and Professional & Support Staff by Grade

It is noteworthy that six of the seven applicants for flexible working are female (Table 57). 2016 Survey data suggested that more could be done to pro-actively inform staff about the existence of this policy and the support available around it: only 40.7 % of female staff and 47.3% of male staff reported such awareness.

For both academics and P&S staff, line managers have displayed a consistent willingness to agree informal arrangements with staff from all grades and job families. Survey data from 2016 revealed that three times as many female and male staff reported having taken advantage of informal, as compared to formal, flexible working arrangements. This option and the handling of it by the School is particularly valued by staff. Interviews with P&S staff revealed high levels of appreciation of this opportunity, with one female commenting, for example, that she 'couldn't complain', arrangements were 'very flexible', and another that she had childcare responsibilities and support from the School in respect of her start-time.

While the practice of agreeing informal flexible arrangements works well within the School from both a staff and line manager perspective, steps could usefully be taken to ensure the consistent and principled management of this opportunity over time. Particular attention ought to be paid to the question of permanence: 48.15% of females (compared to 15.79% of males) stated in the 2016 Survey that the permanence of *formal* flexible working arrangements would discourage them from applying.

To address this, we need to devise School guidance about (in)formal flexible working options:

Action 5.5.6:	Draft and implement flexible working guidance for the School.

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

Any member of staff working part-time can make a flexible working request to move to full-time. The School of Law has not had to support this particular transition in recent years. It has arranged phased returns for staff members returning to work after periods of sick leave, with initially light and only gradually increasing workloads. This type of phased return can be used as a model for any staff member transitioning, in the future, from part-time to full-time work.

5.4. Organisation and culture

(i) Culture

We recently altered the physical environment of the School to be more welcoming and inspiring to all staff and students, regardless of gender. Exposure to successful female leaders has been shown to have a positive impact on women's performance and self-evaluation.[4] In 2012, we commissioned portraits of the first five female Professors in the School to hang in the main stairwell. Prior to that, portraits of male professors and alumni had predominated.

In 2015, we renamed a key meeting room the 'Cosgrove Room'. Lady Cosgrove, an alumna of the School, was the first woman appointed as a Senator of the College of Justice. Lady Cosgrove attended an event to mark the renaming. Her portrait hangs in the room, alongside a short biography.

Picture 3: A portrait of Lady Cosgrove, similar to the one that hangs in the School's 'Cosgrove Room'

Staff from different job families use the School staff room daily, taking the opportunity to socialize informally. Social events are organised regularly. Recently, we have had a run of 'Cake' events, with staff invited to bake something which reflects a chosen theme eg 'bake your research'.

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[4] Latu, M. I., *et. al*. (2013) Successful female leaders empower women's behavior in leadership tasks. *Journal of Experimental Psychology*, 49 (3), 444-448. Available at: https://doi.org/10.1016/j.jesp.2013.01.003

Picture 4: 'A Wedding or a Marriage?', Research on Family Law
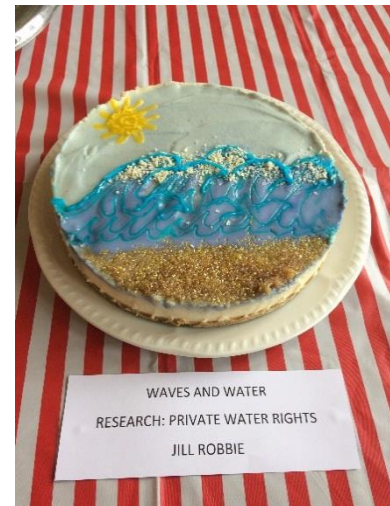
Picture 5: 'Waves and Water', Research on Private Water Rights

Picture 6: The Criminal Trial, Research on Criminal Law

In 2013, we organised a 'Family Day' to mark the end of the academic year, encouraging colleagues to bring partners and children. We would like to run this again as an annual activity **[Action 5.6.1**].

Survey data from 2016 indicate that over 90% of staff consider the School to be 'welcoming and supportive of all genders'. 70% of respondents indicated that they had not experienced a situation where they felt uncomfortable because of their gender. In respect of social activities and networking events, 82.4% agreed that these are welcoming to staff of all genders. These results showed no significant differences by gender.

Survey data show that P&S staff generally agree that social events are inclusive. Interviews indicate that the commitments of P&S staff and their inability to attend after 5pm is increasingly taken into account by colleagues.

While social events are generally felt to be inclusive, there is a sense among a small number of P&S staff (male and female) of expectations on them to do the work of setting up, serving, and clearing up afterwards. One interviewee reported that sometimes s/he would like to attend an event, but s/he is not sure if s/he is invited or allowed to go.

In respect of School meetings, a small number of P&S staff, both male and female, reported that they 'do not feel included'. They are invited to School Meetings, but do not attend because they see it as an 'academic' meeting, where they are not expected to speak up.

It is a matter of significant concern to the School that any member of staff should feel undervalued or excluded in the ways reported. We will take immediate action to address this and will:

Action 5.6.1:	Issue guidance on event coordination and include this in induction so that staff are aware of whose responsibility it is to arrange for set up and clearing of events, highlighting that it is not the role of P&S staff to do this.
Action 5.6.2:	Introduce a feature on the school blog introducing P&S staff and there role to raise the profile of those staff so that helps empower them to have a voice at meetings
Action 5.6.3:	Institute the 'Family Day' as an annual School event.
Action 5.1.5:	In recognition of the importance of mutual respect and understanding between staff members from different groupings, P&S staff will be involved in the induction of new academic staff and vice versa.

(ii)   HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR polices.

The School is robust in its application of University HR policies. We have a close relationship with the Head of HR for the College who, until recently, was a member of the School's SAT. The Head of HR for the College works closely with the HoS and HoSA to advise them on relevant HR policies and procedures, and to provide or arrange training – for example, annual training for P&DR reviewers in the School.

New School policies are subject to Equality Impact Assessments – in recent years, our new Research Income, Research Environment, and Research Leave Policies were each the subject of EIAs.

The School does not tolerate unsupportive language, behaviour and bullying across all levels. When asked in our Culture Survey, "I am confident that my line manager would deal effectively with any complaints about harassment, bullying or offensive behaviour" 76% of respondents either "agreed" or "strongly agreed" (67%F, 89%M) and a further 16% neither agreed nor disagreed (22%F, 11%M).

All staff are required to undertake online training in Equality and Diversity. To date, 79% of all staff in the School have completed it (72% of Academic staff, as discussed above). **[Action 5.3.1on E&D training].**

(iii)   Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

Role	School Executive Committee 2016/2017		School Research Committee 2016/2017		PGR Committee 2016/2017		PGT Committee 2016/2017		Level 3 & 4 UGT Committee 2016/17		Level 1 & 2 UGT Committee 2016/17		Diploma in Legal Practice Committee 2016/17	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Student	-	-	-	-	2	1	1	0	0	0	2	2	2	2
	-	-	-	-	67%	33%	100%	0%	0%	0%	50%	50%	50%	50%
MPA	1	0	-	-	1	0	1	0	2	0	2	0	1	0
	100%	0%	-	-	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%
T&L	-	-	-	-	-	-	-	-	-	-	-	-	5	11
	-	-	-	-	-	-	-	-	-	-	-	-	31%	69%
L	0	0	1	0	0	1	1	0	1	0	2	1	1	0
	0%	0%	100%	0%	0%	100%	100%	0%	100%	0%	67%	33%	100%	0%
SL	0	0	2	0	1	2	0	3	0	0	4	2	0	1
	0%	0%	100%	0%	34%	67%	0%	100%	0%	0%	67%	33%	0%	100%
Prof	2	4	2	5	0	1	1	5	0	3	5	7	0	2
	33%	67%	28%	62%	0%	100%	17%	83%	0%	100%	42%	58%	0%	100%
Total	43%	58%	50%	50%	44%	56%	33%	67%	50%	50%	56%	44%	36%	64%

Table 58. School Committee Membership by role and gender (Female (F): Male (M)) (n) and (%)

Committee membership in the School is often ex officio. Additional committee members may be selected or invited to join by the HoS, HoSA, or chair of relevant committee. In making such selections, reference is made to the gender balance of the committee and to the Work Model.

Table 58 shows reasonably balanced representation of men and women on School committees, with a minimum female 40% representation on most committees. The PGT and Diploma committees form exceptions in this respect based on positions aligning to specific roles.

Given the higher numbers of men in senior roles in the School as compared to women, absolute parity of representation would involve a larger proportion of female staff being required to sit on committees. We are conscious that this might risk overburdening women with administrative responsibilities, and so equality will be further embedded into the structures of committees by reviewing committee membership for comparable proportions of male and female representation as well as mitigating the risk of overburdening individuals with reference to the Work Model:

Action 5.6.4:	Analyse committee membership for comparable proportions of male and female representation as well as monitoring for the risk of overburdening individuals with reference to the Work Model.

(iv)   Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Position	Public authority	Third sector	Business	External academic
Female, surveyed Feb 2017, 11 responses (several staff members held multiple positions)				
T&L	3	1	-	3
L	3	1	-	2
SL	-	3	1	-
PROF	-	2	-	11
TOTAL	**6 (44%)**	**7 (77%)**	**1 (50%)**	**17 (36%)**
Male, surveyed July 2017, 18 responses (several staff members held multiple positions)				
T&L	-	-	-	-
L	2	-	-	-
SL	-	-	-	10
PROF	9	2	1	20
TOTAL	**11 (64%)**	**2 (23%)**	**1 (50%)**	**30 (64%)**

Table 59. Staff response to Feb. 2017 survey re: participation in external committees by gender

In February 2017, the School conducted a survey of academic staff asking them to provide information relating to influential external committees. Of the 53 members of staff contacted, 29 responded, 11 female and 18 male. The responses are indicated in the table above. No significant differences can be discerned in the representation on external committees of female as compared with male colleagues. However, it is interesting to note the higher proportion of women involved with Third Sector organisations. We suspect this is due to the greater proportions of women researching and teaching on issues highly represented in the Third Sector, for example, immigration and asylum, labour law, equalities, and family law.

Action 5.6.5:	We will continue to collect information from staff on this and will aim to improve response rates to assist with gendered evaluation of external committee participation.

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The School workload allocation model (WLM) accords academic staff a set number of hours per teaching and administrative task or role, including supervision of Masters and PhD students, outreach, and relevant Athena SWAN activity.

An equal number of hours are allocated, in addition, to academic staff to carry out research. The number of hours allocated for teaching tasks (contact time; examination; and course convening) is adjusted to take account of variations in class size, as well as the credit weighting for each course.

Staff workloads differ depending on their position and number of contracted hours. New staff on the ECDP have reduced teaching and administrative loads. Others may have their teaching and admin 'bought out' as part of research projects.

Workload allocations are made by the School's Workmodel Co-ordinator in consultation with the HoS and individual staff member in question. Every effort is made to ensure a fair and equitable allocation, taking into consideration any gender equality issues which arise.

To ensure full transparency, the Work Model is published on the School intranet, to which every staff member has access. A document detailing how workloads are calculated and roles allocated within the School – the 'work load method' – is also available on the School intranet.

In order to allow staff members on part-time contracts to take on important administrative roles in the School, it may be possible for these roles to be held on a 'job share' basis. The role of Research Director is currently held on such a basis by one female and one male Professor.

The Model is reviewed periodically by the College and School, and was last reviewed by the School in 2016, through a process of consultation with all academic members.

Action 5.6.6:	Amend 'work model method' to ensure gender equality is taken into account when allocating work and according hours to particular roles.

(vi)   Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

In 2015 the School introduced a policy that meetings, research events and social gatherings must all be scheduled with consideration of the needs and constraints of colleagues on reduced contracts and/or with caring responsibilities. A written statement to this effect was published on the School's Equality and Diversity Moodle (intranet) pages and periodic reminders are sent to staff by email.

While we recognise that it may be impossible to arrange meetings such that all colleagues can attend all of the time, staff are expected to take all reasonable steps to ensure colleagues are included for as many of these meetings as is reasonably achievable.

Survey data from 2016 suggests this approach is working for school meetings but less so for social activities:

Meetings:
Meetings within the School are generally scheduled to enable those with caring responsibilities to attend (e.g. during core hours such as 10am-4pm, and where possible outwith school holidays periods):
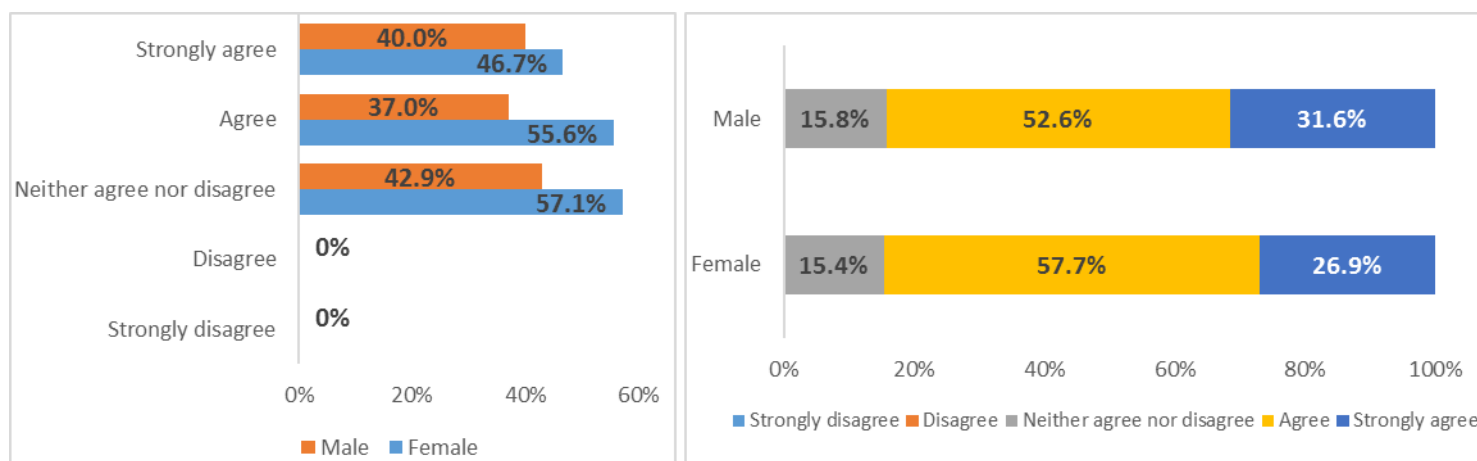
Figures 21-2. Staff survey responses to question about scheduling of School meetings across (Fig.21) and within (Fig. 22) gender (%)

No respondents were in disagreement that meetings are scheduled to enable those with caring responsibilities to attend and there were reasonable similarities within and across genders by responses.

Social Activities:

Work related social activities such as staff parties or networking events are scheduled where possible to allow those with caring responsibilities to attend:
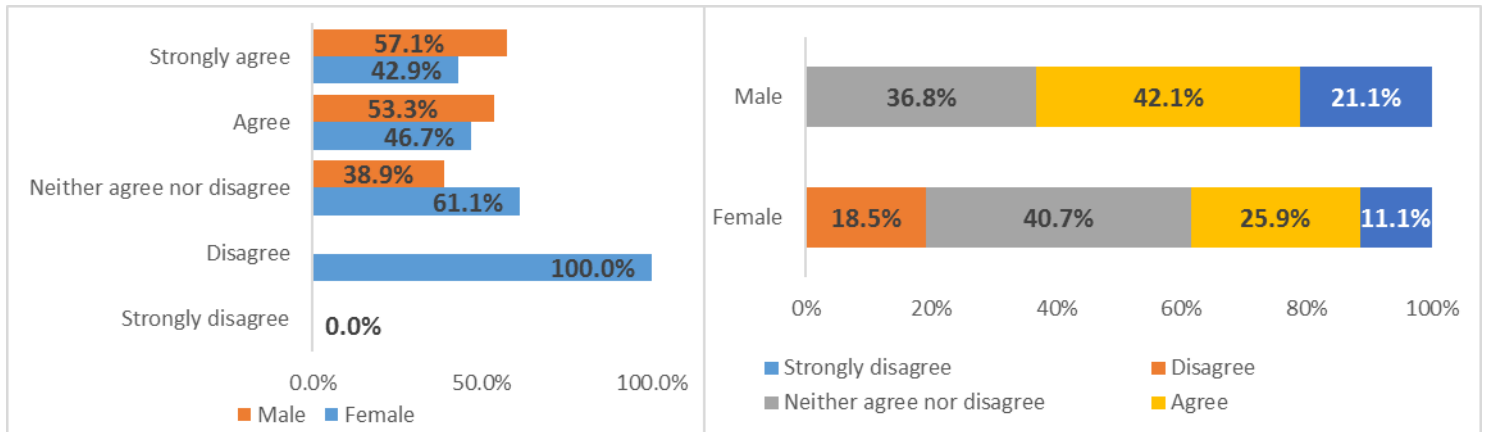
Figures 23-4. Staff survey responses to question about scheduling of School meetings across (Fig.23) and within (Fig. 24) gender (%)

18.5% (n=5) of female respondents disagreed that social and networking events were routinely scheduled, where possible, to allow for those with caring responsibilities to attend; male respondents either agreed or responded as neutral to this question, but none were in disagreement.

We need to re-evaluate this approach:

Action 5.6.7:	Require Research Group leaders (who bear primary responsibility for organising research events in the School) and Committee Chairs to confirm awareness and understanding of the School policy. Enhance guidance to these groups about practical aspects of what implementing the policy entails.

(vii)   Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.
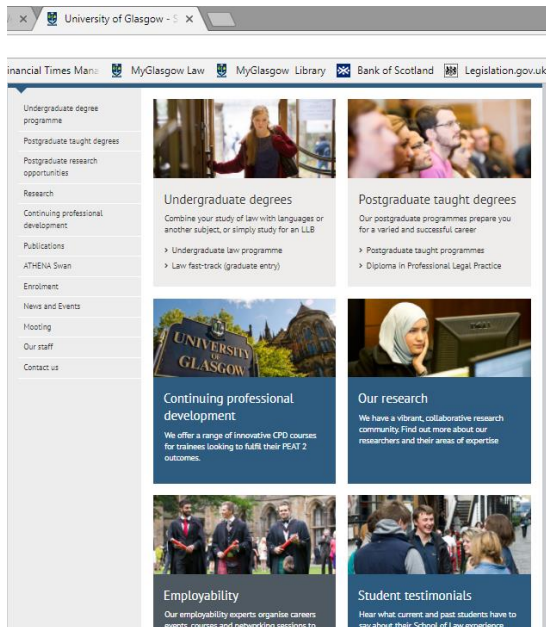
Picture 7. Screenshot of School webpage

The School prioritises the visibility of female role models in our online presence as well as our physical environment (as outlined above under s.5.6 (i)). The front page of our website presents an approximately equal gender balance of men and women of various ethnicities (with representations of mixed-gender groups predominant).

The School strives for equality of representation in its social media output, utilising its platforms to showcase female achievement: e.g. International Women's Day in March 2017 was marked by a series of tweets publicising the photo portraits of the School's first five female professors.

The School's gender balance for external events, such as conferences and invited speaker seminars, stands at 39% female/61% male for the years 2013 to 2016. For high profile guest lectures and symposiums, the ratio is 50/50.

Smaller seminars organised by individual research groups vary more significantly in their composition of speakers and chairpersons, where the gender split ranges from 32% - 55% female/68 – 45% male for the years 2013 to 2016.

Action 5.6.8:	In the course of the academic year 2017/18, establish a procedure and monitoring process for achieving approximate gender parity in invited speaker lists. The procedure will be endorsed and communicated by the Head of School. Research group heads will also be invited to endorse the principle of approximate gender parity in invited speaker lists.

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Outreach activities encompass summer visits of small school parties and the University's open days for prospective students and offer-holders.

Approximately 20-30 S5 school pupils from across the West of Scotland, selected through the 'Reach' programme, take part in a week-long summer school every June.

The participant list follows a strict 50/50 gender ratio and is compiled by the University. The pupils engage in a range of law-related activities, culminating in a court room 'moot' (debate). Recent data (2013-2016) show a 50/50 gender split of academic staff involved in the project, and a mix of early career and senior academics. Staff are supported by two fourth year UG students, typically one female and one male (though this has not historically been tracked).

University open days and Offer Holders' days are attended by two academics from the School, one male, one female. They hold talks and answer questions at the Law 'stand'. The current gender split for activities is 75/25: a female Admissions Officer, a female Widening Participation Officer and two lecturers, as mentioned above, who offer Admissions support. Until very recently, the gender split was 50/50.

Outreach work is accorded hours on the work model as follows: for the Admissions Officer, 100 hours; for Admissions Support, 50 hours each; for Widening Participation, 25 hours.

We want to formalise records of involvement of all staff and students involved:

Action 5.6.9:	Establish a procedure for tracking outreach and engagement activities, ensuring an approximate 50/50 gender split (both staff and student), for such events with an even spread across grade.

N.B. This action plan is organised in line with sections of the submission. We believe this will assist current and future SAT members to coordinate its implementation, being able to quickly align it with the discussion and narrative informing the actions within our submission document. Timelines have been used to signal priority throughout the action plan.

Ref.	Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
3. SAT Organisation, Membership and Action Plan Implementation:					
3.1	Introduce online project management platform (e.g. Trello, Yalla or similar) to facilitate coordination of the work of the SAT, including implementation of AS Actions.	Experience of SGEO and SAT to date reveals the difficulties involved in keeping track of, and up to date with, the programme of Actions throughout the year. More innovative team working platforms were identified as being a useful tool to support this.	December 2017 – January 2018	SGEO, Digital Engagement Officer	Implementation of online project management tool. All SAT Members signed up to participate in online platform. Action Plan, organised by timeframe uploaded to platform.
3.2	Annual Report to be made to the School and published on the Moodle pages, detailing progress with the AS action plan and other activities.	To raise awareness of Athena SWAN work across the School. Ensure that all School staff know about the work of the SAT.	December 2018 and annually thereafter	SGEO, HoS	New question in the next staff survey shows that staff are aware of Athena SWAN; and know about the work of the SAT. At least 75% positive response by all staff with no significant

Ref.	Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
	The HoS will circulate an email to all staff flagging and directing staff to the report.				differences by gender or job family.
3.3.1	Appoint new SGEO.	Desire to allow an additional colleague in the School to become knowledgeable about the AS process and gender equality policies and practices, and to gain experience of leading the SAT.	By end December 2017	HoS, Workmodel Coordinator	Appointment of new SGEO.
3.3.2	Annual open invitation to join SAT from Head of School to all staff and students. Membership of the SAT to be adjusted so as to improve its representativeness, aiming for parity representation of male and female colleagues, and for representation of UG as well as PG students.	To regularly refresh the SAT and enable new members to join. Ensure adequate staff/student representation of SAT membership. Upholding Athena SWAN principle of benefitting from the talents of all. Consulting as many different stakeholders as possible.	January 2018, and annually thereafter	HoS, SGEO	At least 2 new SAT members annually. Overall SAT membership to include representatives (i) across grades (ii) of those flexible/PT working (iii) of each job family. Gender split not to exceed 55% of either gender.

4. Supporting Staff and Student Progression and Transitions					
Ref.	**Planned action**	**Rationale**	**Timeframe**	**Person responsible**	**Success criteria and outcome**
4.1.1	Support Reach programme and analyse the gender of participants in our WP programmes annually. Ensure equitable participation of staff in Reach by gender.	Recent data made available to the School shows high female engagement with the Reach programme. We want to ensure that male pupils have access to positive role models on the programme.	Liaison with WP and School Reach participants from May 2018, with any changes taking effect in August 2018 aligned to new school year	School Admissions Officer, WP Team	Equitable participation by male and female staff in the Reach programme. Impact over the life of the action plan demonstrated by increase by males in Reach from 0% in 2015/16 to at least 20%.
4.1.2	Analyse participation and evaluation of PAL by gender to ensure that it is providing equitable support to male and female students	PAL programme will be re-established in 2017 as a form of peer support for UG students.	Re-introduced and launch by 2018/19 academic session	SAT (MF)	Equitable participation by male and female UGs in PAL, to be representative of gender proportions within cohort. Evaluations (qualitative) of the usefulness of the programme show positive results, with no discernible gender differences.
4.1.3	Keep admissions data for PGRs under review to ensure that there is not a re-emerging trend towards the underrepresentation of	Good improvement in proportion of female PGR applicants over the review period.	October 2018 and annually thereafter following	SAT (RD), UGEO	Female PGR proportions remain between 35% – 45%.

Ref.	Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
	female PGR applicants. And take action to rectify where this seems to be the case.	We saw a slight drop in the last year analysed and want to ensure that this does not signal a declining trend.	completion of main recruitment cycles.		Where the data show a continuous (2 years in row) decline, actions supporting UG/PGT – PGR transition will be reviewed and revised, with action plan updated to reflect new actions.
4.1.4	Analyse the pipeline data to ensure that our efforts to encourage LLB, LLM and MRes dissertation supervisors within the School to publicise PhD funding opportunities to female as well as to male UG and PGT supervisees have a positive impact on the proportions of female applicants at PGR level.	As above	As above	As above, Incl. School UG, PGT Convenors	Female PGR proportions remain between 35% – 45%.
Ref.	**Planned action**	**Rationale**	**Timeframe**	**Person responsible**	**Success criteria and outcome**
4.2.1	Revise annual training of P&DR Reviewers, emphasising the importance, in the case of reviewees on open-ended contracts with funding end dates and fixed-term contracts, of discussing	Desire to ensure that certain matters are addressed as part of the P&DR process: and, especially, where appropriate, continuity of	Guidance developed in time for next P&DR round May/June 2018, and used and delivered	SAT (LF), Head of Human Resources in the College; HoS	Those staff members who have been employed on fixed term or open-ended contracts with end dates feel supported by the School in respect of their continuity of employment or redeployment.

	the matter of continuity of employment or redeployment.	employment or redeployment. Only one member of staff on this type of contract has completed the University Exit Questionnaire, which does not provide enough data to self-assess about the routine discussion of redeployment.	annually until November 2021.		This will be evidenced in future Athena SWAN Staff Surveys with a new question on support for continuity of employment and a minimum 70% positive response with no significant gender differences from respondents on those contracts. This will also be addressed in the course of exit interviews, with qualitative feedback affirming a discussion.

Ref.	Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
4.2.2	Formalise the School policy of conducting exit interviews. Create a standard set of questions to be asked of the leaver and institute a mechanism for recording and periodically analysing responses.	Formalisation and standardisation should allow for the identification of common reasons for staff members leaving the employment of the University, if there are any such, so that these might be addressed. Surveys are run by the University currently but we find that response rates are low, with no real useable data (3 responses in total over the last 2 years).	By March 2018; by November 2021.	SAT (SB), HoS, Head of Human Resources in the College	The formalisation and standardisation of School policy in respect of exit interviews with template question set. Over time, and by November 2021, the building up of a bank of data regarding leavers' experiences and reasons for leaving, analysed by the SAT, and used to inform future actions.

5. Attracting, Retaining and Supporting Career Progression					
Ref.	**Planned action**	**Rationale**	**Timeframe**	**Person responsible**	**Success criteria and outcome**
5.1.1	When Professorial roles come up for advert, a search committee will be convened and list of 50/50 male female names identified and invited to apply.	The low numbers of female applicants for senior positions, especially Professorial roles.	Between November 2017 and November 2021.	SAT (KL), HoS	The number of female candidates will be reviewed and success will be demonstrated through increased numbers over the next 3 years to at least 35% of applicant pool being female. (Baseline = c.18%)
5.1.2	All colleagues on recruitment panels to undertake unconscious bias training.	The low numbers of female applicants for senior positions and the relatively low success rates for women in terms of being shortlisted and appointed to senior positions. Online Unconscious Bias training now offered by University. And a mandatory pre-requisite of attendance at Recruitment and Selection Training.	Between November 2017 and November 2021.	SAT (KL), HoS, Head of Human Resources in the College	All staff who sit on recruitment panels will have completed unconscious bias training and recruitment and selection training. To be evidenced by reference to reports from HR to panel Chair.

| 5.1.3 | Revision of the School's induction process with an induction buddy to be introduced. Update the process (5.1.5 below) and the School intranet (5.1.4 below). | The University has an Induction Checklist that we implement within the School to assist with standardisation and consistency.

Desirability of greater formalization and standardization arose during self-assessment, with anecdotal reports suggesting varied experience. | By May 2018. | SAT (SH), HoS, HoSA, Head of Human Resources in the College. | Formalised and standardised induction process in place.

Positive response to receiving an appropriate induction by respondents to next staff survey recruited since May 2018. At least 75% positive response, with no significant difference by gender or job family. |
| **Ref.** | **Planned action** | **Rationale** | **Timeframe** | **Person responsible** | **Success criteria and outcome** |
| **5.1.4** | Induction materials to include equality and diversity policies as well as other relevant University and School policies. These materials to be posted on the School's Equality and Diversity Moodle pages | New members of staff should be aware from the outset of equality and diversity policies, as well as other relevant information. | By May 2018. | SAT (SH), HoS, HoSA | The revised staff induction materials for new staff will be available as of the next academic session 2018/19.

Positive response to receiving an appropriate induction by respondents to next staff survey recruited since May 2018. At least 75% positive response, with no significant |

Ref.	Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
					difference by gender or job family.
5.1.5	In recognition of the importance of mutual respect and understanding between staff members from different groupings, P&S staff will be involved in the induction of new academic staff and vice versa.	To encourage and facilitate mutual respect and understanding between staff members from different groupings.	From May 2018.	SAT (SH), HoS, HoSA.	AS part of the revised induction process, P&S staff should be involved in the induction of new academic staff and vice versa. P&S and Academic staff report positive experiences of being involved in one another's inductions in next staff survey. Positive response rates amongst elibigle respondents as per Actions 5.1.3-4 above.
5.1.6	Additional targeted support for staff members who have not yet published REF-eligible output.	A desire to see all research active staff included in the School's REF submission if possible, and to address previous imbalance between male and female colleagues in terms of outputs rated at 3* or 4*.	From November 2017.	Research Directors, Research Mentors HoS	Increased total number and improved proportion of female colleagues with at least one REF 3*/4* output to 100%; with all eligible male and female staff submitting a component to REF.

Ref.	Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
5.3.1	All staff to complete online E&D Training, with SGEO and HoS specifically targeting those who have yet to complete it. In next P&DR round, forms will not be signed-off by HoS where staff have not completed the training.	79% of all staff have completed mandatory E&D training.	From November 2017 onwards and in line with next P&DR cycle- June- October 2018.	SGEO, HoS	By end 2018, all members of staff in the School should have completed the E&D training.
5.3.2	Revise annual training of P&DR Reviewers, reminding them of the School's P&DR Principles, and recommending that clear emphasis be given to training needs and personal development.	Survey data from 2016 suggested that high proportions of staff did not believe that the P&DR process recognised and helped to develop the full range of their skills and abilities (59% females and 53% of males disagreed); nor did they believe that P&DR had helped them to identify useful training opportunities (44% of females and 26% of males agreed)	From May/June 2018 until November 2021.	SAT (LF), SGEO, ,	At least 60% of female and 50% of male staff members should report that P&DR helped them to identify useful training opportunities (informed by 2016 survey baseline); at least 50% of female and 50% of male staff members should report that the P&DR process recognised and helped to develop the full range of their skills and abilities in next staff survey

Ref.	Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
5.3.3	Formalise policy on use of P&DR process to identify colleagues in a position to apply for promotion.	There are fewer women than men, proportionately, in promoted posts in the School.	By Spring 2018, in time for the next round of P&DR.	SGEO, HoS, P&DR Reviewers.	In addition to a proportional balance in the number of male and female staff applying for promotion, success will be measured by an increase in the numbers of all staff applying for promotion.
5.3.4	This new policy should also be publicised within the School, in an effort to address perceptions about the extent of encouragement and support offered.	Survey showed a significantly lower proportion of female than male staff believed that staff are encouraged and helped to apply for promotion within the School.	By Spring 2018, in time for the next round of P&DR.	SAT (JM), SGEO	At least 60% of female and 60% of male academic staff members should report that staff are encouraged and helped to apply for promotion within the School in next staff survey.
5.3.5	SGEO/HoS to hold bi-annual (ie every second year) meetings in advance of the Promotions round to discuss promotion criteria and preparing applications: one targeted at Grades 7/8, one for Grade 9.	Survey data from 2016 suggested that a significantly lower proportion of female than male staff believed that staff are encouraged and helped to apply for academic promotion within the School.	First meetings to be held by end November 2018.	SGEO/HoS	At least 60% of female and 60% of male academic staff members should report that staff are encouraged and helped to apply for promotion within the School. There should be no significant differences in positive

	Ensure new TLS promotion criteria are covered in bi-annual promotion meetings to ensure that staff on this track are equipped with appropriate support.				responses amongst staff on different tracks (e.g. RT, TLS etc.)

Ref.		Rationale	Timeframe	Person responsible	Success criteria and outcome
5.3.6	Review and evaluate submission and success rates of external funding applications by gender to ensure women are equitably supported, and add a new question in the staff survey to assess whether this they feel they are. Build consideration of the types of awards being applied for as well as the amounts funded.	This information is not presently provided to the School on a systematic basis.	From November 2017 until November 2021	Research Directors, RSO	Databank of submission and success rates of external funding applications that can be used by Research Directors to inform their support of staff. Where any significant differences by gender are identified, these will be reported via the SAT to SEG and actions devised in the plan to address this.
5.5.1	By the end of 2017, and with a view to formalising and standardising the support offered to staff taking maternity and adoption leave, the School will review and adopt a localised version of the University Checklist and Planning Template.	The need to formalise and standardise support offered to staff taking maternity leave based on anecdotal evidence that suggested variable experiences within the School.	By the end of January 2018.	SAT (MF), HoS, SGEO Head of Human Resources in the College	A high proportion of staff should continue to report feeling well supported when taking maternity leave during informal discussions with SGEO. This should be reflected in the next staff survey with 75% positive responses at least from eligible respondents (i.e. women who have taken

					maternity leave since end 2017).

Ref.	Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
5.5.2	Assess impact of Maternity Checklist and Planning Template (Action 5.5.1)	As above.	From January 2018 until November 2021.	HoS, HoSA, SAT (MF)	Checklist and Planning Template routinely used. This will be evidenced through at least 75% positive responses to relevant question in next staff survey. We will also include a new question to test line managers' awareness of the Checklist- and expect to see a minimum of 70% agreement in next staff survey.
Ref.	Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
5.5.3	The SAT should liaise with College HR and Research Support Office to review the Academic Returners Research Support Policy. Discussion about possible application to be initiated by Head of School in advance of	A concern that such Support should be as easy as possible to apply for; that it should not be the source of undue additional pressure on returning academics.	By September 2018.	HoS, SAT (MF), Research Directors, Head of Human Resources in the College	Amendments to the Academic Returners Research Support Policy, if necessary, to ease application and clarify the expectations of College/School management where Support is granted.

	maternity leave (Action 5.5.1)				Staff members to be encouraged to apply for Support in advance of the commencement of maternity/adoption leave, and to be supported in making an application.
Ref.	**Planned action**	**Rationale**	**Timeframe**	**Person responsible**	**Success criteria and outcome**
5.5.4	The SAT should liaise with College HR and Research Support Office to review the Academic Returners Research Support Policy.	Desire to ensure that staff in the School of Law are aware of the scheme in advance of planning their maternity leave and to ensure that they are well supported in applying for and participating in it. Discussion of it will be embedded in the Checklist (see Action 5.5.1) 45% of eligible female and 31% of eligible male staff reported awareness	By May 2018.	SAT (MF), SGEO, Research Directors, Research Mentors	Greater visibility of this policy on website (including College HRCollege Research Support office webpages and School's Equality and Diversity Moodle pages). Evidence in next staff survey that awareness has improved – increase to at least 75% of eligible female and 65% of eligible male in next staff survey in late 2018. We expect this to improve to 90% of both eligible male and female staff reporting awareness by 2021.

Ref.	Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
		of the scheme in the staff survey.			
5.5.5	Publicise the University's paternity, shared parental, adoption, and parental leave policies on the School's Equality and Diversity Moodle pages.	Survey data from 2016 suggested that staff awareness of policies and support in relation to adoption leave and shared parental leave was relatively low.	By May 2018.	SAT (MF)	Greater visibility of these policies on the School's Equality and Diversity Moodle pages.

Evidence in next staff survey that awareness has improved – increase to at least 75% of both eligible female and eligible male staff in next staff survey in late 2018.

We expect this to improve to 90% of both eligible male and female staff reporting awareness by 2021. |

Ref.	Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
5.5.6	Draft and implement Flexible Working Guidance for the School.	Staff reported different reasons for not applying for flexible working during the consultation which suggested that staff mostly associated it with part-time working. This guidance will recommend a trial period - to allow people to test the arrangements before they become permanent. It will also highlight different types of flexible working that are not solely based on reduction in FTE. We will refer to guidance from Family Friendly Working Scotland on this.	By May 2018, Guidance drafted and approved. Circulated by end of academic session 2017/18 (June 2018) Highlighted as part of National Work Life Week October 2018	SAT (RO'D), HoS, HoSA	Staff should express high levels of satisfaction with the management of requests for flexible working and demonstrate awareness of the guidance and different kinds of flexible working within the School evidenced via 75% positive response rate to a new question in next staff survey with no significant differences by gender or job family.

Ref.	Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
5.6.1	Issue guidance on event coordination and include this in induction so that staff are aware of whose responsibility it is to arrange for set up and clearing of events, highlighting that it is not the role of P&S staff to do this.	P&S staff reported in interviews that they often felt like some academic staff expected them to clear up after staff social events and meetings. The majority of P&S staff are female.	Guidance drafted Dec 2017- Feb 2018 and launched no later than March 2018	HoS, HoSA, SGEO SAT (KL)	New question on the impact of this guidance to be included in next staff survey. Responses will show at least 85% positive response from P&S staff in relation to these behaviours, and declaring in follow-up interviews that they do not experience the same treatment.
5.6.2	Introduce a feature on the school blog introducing P&S staff and their role to raise the profile of those staff so that helps empower them to have a voice at meetings.	P&S staff felt less empowered to speak in School meetings. This action will raise their profile and awareness of these staff so they feel more visible and able to participate.	Question template to issue to staff for feature to be devised by April 2018. 1 post on P&S to feature each semester (2/year)	SAT (RO'D)	At least 85% positive response from male and female P&S staff to question in the next staff survey about feeling visible and able to participate in School meetings.
5.6.3	Institute the 'Family Day' as an annual School Event	A desire to continue to foster a welcoming environment in the School for all staff	Annual event- June 2018 until June 2021	SAT (MF), HoSA	A very high proportion of staff should continue to report that they believe the School to be welcoming and supportive of

		members and PGR, regardless of gender and of caring responsibilities. 85% of female and 100% of male respondents agreed that the school is welcoming and supportive of all genders in the survey. c.7% of female respondents disagreed and c.7% were neutral.			all genders, increasing female positive responses to 100% and maintaining 100% male positive responses.

Ref.	Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
5.6.4	Analyse committee membership for comparable proportions of male and female representation as well as monitoring for the risk of overburdening individuals with reference to the Work Model.	Desire to ensure that committees continue to have a good gender balance without overburdening any individual.	From November 2017 until November 2021.	HoS, Committee Chairs; Workmodel Coordinator	Committees have good gender balance (min.40% of each gender); individual members not overburdened by being made to represent too broad a constituency of staff; female staff not overly assigned specific roles to detriment of them gaining varied experience.
5.6.5	We will continue to collect information from staff on this and will aim to improve response rates to assist with gendered evaluation of external committee participation.	55% (29/53) staff responded to single issue survey on external committee membership sent in Feb 2017.	Repeat in Feb 2018, and annually thereafter	SAT (SB)	Improve response rate to future survey to at least 75% of all academic staff. Data to show positive participation by male and female staff and where significant gender disparities are identified, actions will be devised to encourage the underrepresented group to participate in external committees.

Ref.	Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
5.6.6	Amend 'work model method' to ensure gender equality is taken into account when allocating work and according hours to particular roles. Annual assessment by gender of hours attributed to each category of work to ensure women not disproportionately allocated large administrative, less strategic, roles.	In order to ensure that gender equality is explicitly taken into account when allocating work. 40% of eligible female and 57% of eligible male respondents reported agreement that work is allocated on a clear and fair basis irrespective of gender.	By January 2018 and annually thereafter.	SGEO, Workmodel Coordinator	The 'work model method' is amended accordingly. Improvements in eligible staff reporting that they believe that work is allocated fairly to at least 75% of both male and female respondents agreeing in next staff survey.
Ref.	Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
5.6.7	Require Research Group leaders (who bear primary responsibility for organising research events in the School) and Committee Chairs to confirm awareness and understanding of the School policy. Enhance guidance to these groups about practical aspects of	To ensure that when meetings and events are scheduled in the School, consideration is given to the needs and constraints of those with flexible working patterns and caring obligations.	By January 2018.	SGEO, Research Group leaders, Committee Chairs	At least 50% of female and male staff members should report that meetings and social events are routinely schedules, where possible, to allow for those with caring responsibilities to attend.

Ref.	Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
	what implementing the policy entails.				
5.6.8	Establish a procedure and monitoring process for achieving approximate gender parity in invited speaker lists.	A desire to ensure that there are a sufficient number of role models of all genders for staff and students in the School.	From November 2017 until June 2018	SAT (RO'D), HoS, Research Group leaders	No less than 40% of all invited speakers in any given academic year should be female.
5.6.9	Establish a procedure for tracking outreach and engagement activities, ensuring a 50/50 gender split (both staff and student), for such events with an even spread across grade.	A desire to ensure that outreach and engagement activities reach and inspire the greatest possible number of pupils and students, regardless of gender.	From November 2017 until November 2021	SAT (SB), HoS, Work Model Coordinator	New procedure for tracking outreach and engagement activities in place; an approximately 50/50 gender split for staff and students involved in such activities.