

Reference	Planned action/ objective	Rationale	Key Outputs and Milestones
1.1	Regularise SAT meetings and progress reviews	Ensure AS plan is followed	Calendar invites in SAT team diaries for quarterly meetings for the year.
			Review action plan
1.2	Review and rebalance SAT membership across staff (academic and professional) and students (UG, PGT and PGR)	A diverse and balanced SAT will result in better outcomes.	Annual review of membership at commencement of teaching year; new members identified by HoS, SAT Lead, and ALMs. Maintain SAT at 16-19 members, with spread of SAT representatives.
		Bronze application process highlighted importance of continuity of membership	Forward planning to account research leave.
1.3	Create cycle of Athena SWAN actions and diarise action plan accordingly	Allows timeline of actions to be implemented and monitored	Create cycle of actions
			Published diary of actions
1.4	Staff survey to be revised. Biennial Staff survey to be conducted and revised	Revise biennial School survey regarding issues identified in Athena SWAN bronze application	Review results and amend questions accordingly
			Conduct survey
			Undertake survey
2.1	Explore why proportionally fewer women apply for PGR	Data indicates that less than 40% of all PGR applicants are women	Publish results
			Review of PGR recruitment materials
			Collect PGR data on scholarships offered by School
2.2	Collect data on gender balance of PGR students (FT and PT)	Ensure accuracy of data	Evaluate gender balance of supervisors
			Data collected and checked
2.3	Investigate the feasibility of women's PGR scholarships	To increase the number of applications by women	Feasibility report
2.4	Increase opportunities for PGR students to tutor in the Law School	Preparation of PGRs for academic careers.	Twice yearly advert for tutors.
	Research students to be included in tutor training to support career development	PGR student survey indicates dissatisfaction with School tutoring opportunities	All PGR students can attend Law School tutor training.
	Provide opportunities for PhD students to mentor other students		Review of PGR tutor recruitment annually

			Explore the implementation of the Peer Assisted Student Support (PASS) mentor scheme
2.5	Discuss with University central administration the possibility of amending the SCEF forms to enable students to articulate experiences where gender difficulties have been encountered	Identification by students through focus groups of lack of capacity to provide gender difficulties feedback on SCEF forms	Arrange a meeting with academic services to discuss. If not possible, Law School to include space for written response on forms at School level
3.1	Ensure job adverts and further particulars clearly articulate School commitment to gender equality	Promoting our commitment to gender equality to potential employees	Production of an FAQ.
3.2	Monitor information relating to recruitment	Reduce gender bias in the recruitment system by monitoring the information	Request access to report from University recruitment system to determine the gender balance across applications, interviews and appointments.
3.3	Include gender in local data collection regarding School research grant applications and outcomes	To identify any gender patterns or bias	Gather gender information.
			Review information
			Prepare plan if required to support women applicants
3.4	Committee allocations made in consideration of gender balance taking into account the needs of the committee.	Review indicated that although not actively monitored until the SAT process started, that gender balance was being achieved on committees.	Review the gender balance across all committees including committee chair, to ensure gender balance in committees is in line with gender balance in the school where possible.
			Input on committee membership and convenorship by ALMs.
3.5	Involve staff with the workload model process and outcomes	54% of staff currently feel the workload model is not of benefit	Workload model is refined with input from staff
			Model refined annually
3.6	Reduce barriers to research to ensure that research staff of all genders have equal opportunity to submit to REF 2020	In 2014 50% of eligible women and 58% of eligible men were submitted to REF	Cross reference publication quantity and quality with workload, sabbatical, teaching and research funding data.
			Develop plan to reduce barriers
			Implement plan if required

3.7	Internal funding for research and teaching activities to include care for dependents	Staff focus group indicated that care costs can prohibit attendance at conference and training	Care funding incorporated into research application process and staff encouraged to apply
3.8	Revised staff induction manual	The staff survey indicates that 21% of staff do not find induction helpful	Manual content is revised
			Manual is made available electronically and in print
3.9	Effective staged induction	Staff focus groups identified difficulties with induction occurring in one session at commencement of employment	Development of staged induction programme
			Implement staged induction programme
			Feedback regarding staff induction programme by new staff
3.1	Unconscious bias training for all staff	Increased awareness of unconscious bias	A schedule of training sessions is to be set up
3.11	Increase in uptake of internal training	Staff survey comments indicate training not attended due to teaching and administrative duties coupled with rapid uptake of available courses	ALMs to assist staff to reschedule teaching and administrative duties where possible to encourage attendance
			Staff encouraged to identify training difficulties and report to ALMs and CASS development surgeries
3.12	Raise awareness and uptake of the relaunched University-wide mentoring scheme	Survey revealed low uptake of the mentoring scheme within the school, but survey conducted before the scheme relaunched in summer 2016	Raise awareness to all staff of the scheme through agenda item at staff meeting, and the annual review process. ALMs raise awareness of scheme to staff as appropriate
3.13	Reinstate early career group	School survey indicates desire for more support at ECR stage.	Appoint group chair.
			Encourage membership of ECG.
			Develop schedule of meetings and send calendar invites
3.14	Discussion and information relating to the promotions process (including contribution awards) embedded in the annual review process	In staff survey, 44% of staff were unsure of the process and 20% did not understand the process	Train ALMs in promotions process
			Develop a checklist of information to integrate into the Annual review process to incorporate promotions.

			6 month catch-up to include discussion on promotion.
4.1	Reinforce to staff from induction onwards that maternity/paternity/parental leave is a right for parents and university policies ensure that such leave will not impact on career progression	Staff survey reveals that 29% of staff believed that leave would negatively affect their career and 36% were unsure if taking leave would affect their career	Induction process to highlight parental leave policies and to be part of ALM meetings and annual review as appropriate in individual cases.
4.2	University practice of encouraging the use of Family friendly hours for meetings (10am-4pm) promoted and staff encouraged to be cognisant of these times when scheduling meetings	Staff survey/focus group indicates that not all staff are aware that family-friendly hours practice occurs	All staff encouraged to review the timing of meetings they schedule
4.3	Distribute summary Athena SWAN application and action plan to staff and encourage participation	Staff survey reveal that 69% of staff did not contribute to the Athena Swan Process	Standing item at staff meetings
4.4	Promote Athena SWAN principles and actions and engage staff widely	To prepare for silver application	Establish and update AS webpage on Law
4.5	Explore with staff suitable days and times for research seminars	Focus groups identified that not all staff can attend seminars at 4pm on Friday and 6pm on Thursday.	30% of research seminars within family friendly hours (10 – 4pm). Monitor attendance at seminars
4.6	Address gender bias related to research seminars	At present data 78% of seminar speakers are men	Gender of speakers and organisers
4.7	Collect data on outreach activities	At present data regarding gender distribution is not known	Data collected on gender of outreach activity participants

|

|

|

|

|

|

|

|

Timeframe		Person responsible	Staff member to take forward	Success criteria and outcome	Progress after first quarter
(start/end date)					End Oct 2019
		SAT lead	Sarah Duncan	Reporting system in place and included in the diary of actions and annual tasks	
		HoS, SAT Lead	Anne-Michelle Slater/Greg Gordon	Annual membership review set up and included in the diary of actions and annual tasks.	
		SAT Lead	Sarah Duncan	Published document available by February each year	
		SAT survey sub-group	Anne-Michelle Slater	At least 85% of staff participation in survey each year (72% baseline)	
		SAT lead	Daria Shapovalova, Jo Kunzlik and Stephanie Dropuljic	10% increase in PGR % women applying in 2017/2018	
				25% increase by 18/19	
		SAT lead and Co-ordinator, Graduate Programmes	Jo Kunzlik		
		Graduate School Officer	Jo Kunzlik	Report recommendations	
		HoS	Greg Gordon	PGR student survey indicates an increase in satisfaction relating to teaching opportunities.	
				Increase to 50% satisfaction improvement by December 2017	
				(32% baseline)	

		Director of Learning and Teaching	Sarah Duncan	Identification of gender issues which can then be fed into the Athena SWAN process	
		HoS and HR.	Anne-Michelle Slater/Greg Gordon	Future recruitment rounds attain gender equality	
		HoS, HoC, HR Partner	Anne-Michelle Slater, Natalie Reid, Sarah Duncan	Assessment of gender equality of applicants, interviewees and appointments	
		SAT lead	Tamas Gyorfi	Database established	
	Review complete				
	Plan (if required) created				
	Establish baseline of % women applying for research grants and success rates				
		HoS, ALMs	Anne-Michelle Slater/Greg Gordon, Natalie Reid, all Academic Line Managers	Gender balance in committees and convenors in line with gender balance in School.	
		HoS, ALMs	Greg Gordon, Sarah Duncan	Increase by at least 15% in staff perception of benefit of workload model (46% baseline)	
		Research Director, HoS	Tamas Gyorfi, Greg Gordon	Identification of barriers, and reduction of barriers (if required)	

		HoS, Director of Research, ALMs	Greg Gordon, Tamas Gyorfi, ALMs	Future staff survey reveals whether barriers to attendance exist	
				(no baseline as identified through focus group)	
		Induction sub group	Titi Adebola, Alisdair MacPherson, Daria Shapovalova and Sarah Duncan	Increased staff satisfaction of 10% regarding helpfulness of induction (72% baseline)	
		Induction sub group	Titi Adebola, Alisdair MacPherson, Daria Shapovalova and Sarah Duncan	Programme complete	
				Review complete	
		E&D Advisor	Tina Hunter	At least 50% staff have undertaken unconscious bias training by 2019	
		ALMs, HR	ALMs, Natalie Reid	Staff survey indicates satisfaction with training.	
				Staff survey establishes level of satisfaction with training opportunities and capacity to attend	
		ALMs, HoS, HR	Tina Hunter, staff meetings	Increase in take up of University scheme by all staff (0% baseline)	
		HoS, ALMs and Mentors	Daria Shapovalova	Number of members.	
				Activity of the group	
		HoS, HR	Greg Gordon and ALMs	Training complete. Annual reviews completed. 6 months catch ups completed.	
				Women applications increased by 10% in 2018 and 25% by 2019.	

		HoS, ALMs			
		HoS, ALMs, HR	Greg Gordon	Staff survey indicates improved perception of leave (35% baseline)	
		All staff	Sarah Duncan	Staff survey indicates staff satisfaction with timing of meetings	
		SAT lead	Tina Hunter	When done Improved awareness and staff participation in implementation of plan	
		SAT lead	Anne-Michelle Slater, Tina Hunter	Improved awareness as measured by staff survey	
		Research Seminar Co-ordinators	Tina Hunter, Irene Couzigou	Number of seminar attendees	
		Research Seminar Co-ordinators	Tina Hunter, Irene Couzigou	Gender distribution of speakers and organisers	
		SAT data collection sub-group	Tina Hunter, Roddy Paisley, Isla Callander, Tamas Gyorfi	Gender distribution in outreach activity participants	

|

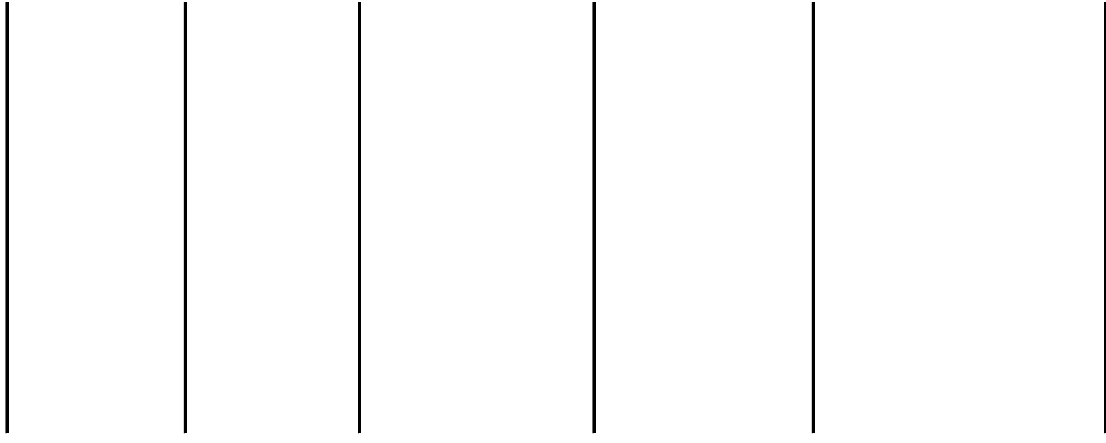
|

|

|

|

|



Yellow	Yellow	Yellow
Light Blue	Light Blue	Light Blue
Light Blue	Light Blue	Light Blue
Green	Green	Green
Green	Green	Green
Green	Green	Green
Green	Green	Green
Green	Green	Green
Yellow	Yellow	Yellow
Yellow	Yellow	Yellow
Yellow	Yellow	Yellow
Yellow	Yellow	Yellow
Yellow	Yellow	Yellow
Green	Green	Green
Green	Green	Green
Green	Green	Green

Yellow	Yellow	Yellow
Yellow	Yellow	Yellow
Green	Green	Green
Green	Green	Green
Green	Green	Green
Green	Green	Green
Green	Green	Green
Green	Green	Green
Green	Green	Green
Green	Green	Green
Green	Green	Green
Yellow	Yellow	Yellow
Yellow	Yellow	Yellow
Yellow	Yellow	Yellow
Yellow	Yellow	Yellow
Yellow	Yellow	Yellow
Green	Green	Green

Yellow	Yellow	Yellow
Green	Green	Green
Yellow	Yellow	Yellow
Green	Green	Green
Green	Green	Green
Yellow	Yellow	Yellow
Green	Green	Green
Green	Green	Green

|