Department Application

Bronze and Silver Award

ACTION PLAN

Note
*** Indicates an action that was proposed in the School's 2014 Bronze GEM Action Plan**

In the Timeframe column, O=Ongoing, A=Annually
For other abbreviations, including 'Responsibilities' please see p.5 Glossary of Abbreviations.

Our Action Plan is built around five objectives:

1. Embed Athena SWAN principles into every level of School culture for staff and students;
2. Improve opportunities for career development and progression for staff of all genders;
3. Support colleagues in managing workloads, especially in relation to career breaks and caring responsibilities;
4. Improve gender balance of student community at all levels.
5. Improve data monitoring and explore data in depth.

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1. Embed Athena SWAN principles into every level of School culture for staff and students.							
1.1	Promote **MANAGEMENT BUY-IN** and strategically embed AS principles in School policy, practice and procedure.	To succeed, the AS process must be supported at the highest strategic decision-making level. Important progress has been made since 2014 Bronze but must become further embedded. *Impact since Bronze: 89% agree 'staff in leadership roles demonstrate a visible commitment to diversity' (2016 staff WCS, up from 77% in 2013).*	*AS/E&D written into School Strategic Plan annually since 2014/15. *AS/E&D standing item on P&R (since Feb 2013) and SMG (since Dec 2012). AS/E&D discussed at annual School Staff Away Days Jan 2015 and 2016, May 2017. *HoS and DoPS are *ex officio* members of AS SAT/EDC (since its creation). EDD (AS SAT Chair) is *ex officio* member of SMG (since Nov 2016).	AS/E&D will be written in the School Strategic Plan, annually. Divinity will embed AS/ED as a standing agenda item on P&R and SMG. Divinity will ensure that the Annual School Staff Away Day always includes an AS/E&D training session or workshop **(see AP1.4)**.	A O May, A	HoS DoPS HoS/ DoPS/ EDD	AS/E&D targets and activities included in Plan logged with CAHSS. AS/E&D raised as standing item at P&R and SMG (minuted). ≥1 E&D/AS session taken place annually for whole school staff (academic and PSS).
1.2	Develop and embed a culture of ongoing gender-equality **SELF-ASSESSMENT** within the	To succeed, the AS process requires ongoing monitoring and reflection by a dedicated School committee and officer.	* At least three meetings per year of the AS SAT since its founding in Dec 2012. * Annual review of data set and survey results. *EDD provides annual report to SMG and P&R	At least three SAT/EDC meetings per year scheduled by School. EDD recruited (3 year rotation) through formal appointment process using agreed job specification.	O 2017/ 18	DoPS HoS	≥3 SAT/EDC meetings scheduled, annually. EDD recruited on a 3 year rotational basis, using job spec; workload allocation 0.1FTE.

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	academic planning cycle.		every autumn (since Oct 2014, minuted and posted to webpage). EDD role (which includes AS SAT Chair) formalised, clarified and given 0.1FTE workload allocation (SMG minutes Jan 2017). EDD adopted as *ex officio* member of SMG (Nov 2016). EDC remit (including AS SAT role) clarified and documents provided on staff intranet (July 2015). Experience on AS assessment panel once every two years included in EDD job spec (Jan 2017).	Gender-balance of EDC/SAT to be improved through recruitment of more men. UG rep to be recruited to improve quality of discussion around UG issues. SAT/EDC to review annual data set and biennial surveys (see Objective 5 below). E&D/AS annual progress report to be published on School webpage. EDD to volunteer for AS assessment panel.	Sept 2018 O Oct, A 2018/ 19, B	EDD EDD EDD EDD	Membership published on staff intranet. Not more than 10% either side of gender parity. Summary data and minutes of discussion on intranet. Report minuted at SMG and on webpage. EDD participates in ≥1 AS assessment panel biennially.
1.3	Ensure **CLEAR COMMUNICATION** of Divinity's commitment to AS/E&D principles to staff, students and visitors.	To fully integrate E&D/AS values into the School, these must be clearly communicated to all members of the community.	School webpages and marketing materials contain images of male and female students and staff, and AS logo. Audit of marketing materials (Nov 2016) included attention to gender balance.	EDD to meet annually with Director of Recruitment to audit inclusivity of School marketing; report to EDC. Staff handbook to be reviewed, updated and circulated annually **(AP2.2)**.	Oct, A Aug, A	EDD DoPS	SAT/EDC minutes record discussion; action points taken forward to SMG (minuted). ≥ 90% of academic staff and PSS (all genders) agree 'Divinity has given

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		In 2016, 79% of academic and 71% of PSS agreed that 'Divinity has given me clear information about UoE policies on matters relating to gender equality'.	*AS/E&D statement included in Handbooks for Staff, Students, and PG Tutors (2014); reviewed & expanded summer 2017. *AS/E&D webpages added to School website (2014), containing Bronze application, annual reports, summary survey data, statements of commitment to AS/E&D. E&D notice board created in prominent space in New College (Sept 2016). *EDD gives talk on AS/E&D during UG and PG induction (since 2014). One-off events including: -Renaming rooms after two leading New College women (Sept 2016); -IWD photograph (March 2015); - 'Women and Religion' Wikipedia Edit-a-thon (Nov 2016).	Webpages to be reviewed and enhanced annually. Annual report and WCS summary data to be added each year. Notice board to be reviewed and expanded each semester. EDD talks to incoming UGs & PGs to be reviewed and enhanced each year. Poster campaign to increase visibility / awareness of EDD and other sources of support and advice. LGBT+ Ally lanyards to be offered to all staff to ensure visible commitment at key events such as open days and Welcome Week. Event will mark every International Women's Day, arranged in collaboration with PG committee.	Oct, A Sept, Jan, A Sept, A Sept 2018 June 2018 Mar, A	EDD EDD EDD EDD DoPS EDD	me clear information about UoE policies on matters relating to gender equality'. ≥90% of PG students (all genders) agree 'My School provides me with information about what the University's policies are on matters that may relate to gender equality'. ≥1 poster campaign scheduled. ≥90% of female PG students agree the School is 'inclusive' or 'more inclusive than exclusive' (from 74% in 2016) IWD event annually, publicised on School webpage and around building.

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			- Creation of banners celebrating women of New College for display during IWD 2018 and beyond.	Diversity budget of £1000 annually, to support student-led events celebrating diversity of New College community.	2017/ 2018, A	EDD	≥1 additional "diversity" event 2018/19 ≥2 "diversity" events in addition to IWD annually 2019/20 onwards.
1.4	Achieve 100% completion of online E&D and Unconscious Bias **TRAINING** for all academic staff and PSS in the School and build on this with face-to-face events.	Uptake of online training has increased dramatically but further training and regular revision is necessary to ensure full E&D awareness. Monitoring systems need improvement. *Impact since Bronze: WCS 2016 indicates increased uptake from 21% (2013) to 65% for E&D training, and 9% (2013) to 75% for UB training.*	*100% of staff involved in appointments panels, annual reviews and promotions completed online *e-Diversity in the Workplace* and *Overcoming Unconscious Bias* training. DoPS ensured compliance. * Since 2014, links to training in Staff Handbook, webpages, intranet, and biannual email from EDD. Staff Away Day May 2017 included face-to-face training in UB.	Biannual email to all staff to encourage towards 100% completion of online training modules. Pilot CAHSS system for monitoring training uptake. Evaluate at SMG. Training to be refreshed every three years. Annual Staff Away Day to be used as forum for face-to-face E&D training. (Inclusive Teaching training scheduled for May 2018)	Oct, Jan, A 2018/ 19 May, A	EDD DoPS DoPS/ HoS	2018 WCS shows ≥95% staff have completed online training. 2020 WCS shows 100%. Training completion logged by School. 100% staff completed training by end 2019/20. Training log shows three-yearly renewals. ≥1 E&D/AS training session taken place annually for whole school staff (academic and PSS).
1.5	Further improve the **GENDER CULTURE of the PG STUDENT COMMUNITY**.	Surveys in advance of 2014 Bronze application showed discontent amongst PG women, who were a minority and	*"Café Couthie" informal meetings of female staff and PG students continued quarterly from 2013 until 2016, when review showed a more gender-inclusive	Review student feedback on "PG Conversations" annually and plan continuation in collaboration with PG committee.	June, A	PG rep with EDD	≥ Quarterly staff-PG discussion around E&D/gender culture.

* indicates action proposed in 2014 Bronze Action Plan

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		felt unsupported. Substantial improvements have been made but progress is ongoing. A positive gender culture will also help to further improve gender balance (**see 4.1**). *Impact since Bronze: Improvement to 34 of 37 PG survey questions, (2013-2016). 91% satisfaction with mentoring and coaching for PGs 2016 (up from 76% in 2013).*	model would be preferred. Gender-inclusive "First Friday PG Conversations" commenced 2016-17. *PGR mentoring scheme running since Sept 2014. Responsibility for the scheme included in EDD job spec. *Welcome Week induction includes 45-min E&D session for all PG students to set clear expectations. Post of E&D PG rep created (2017) as part of PG Committee, elected by student community, serving as PG rep on SAT/EDC.	Create School webpage about PG life including details of PGR mentoring scheme, case studies and testimonials. Welcome week E&D session to be reviewed and enhanced every year. E&D PG rep to be elected by student community annually. Will serve as PG rep on SAT/EDC. Provided with relevant training to enable them to act as source of support to PGs.	Sept 2018 Sept, A Sept, A	EDD EDD PG rep/ EDD	Webpage created. Participation in mentoring scheme increases ≥10% each year. Survey shows satisfaction with mentoring and career support ≥95% (all genders). Included in School's Welcome Week schedule. Annual election of PG E&D rep. Female PG WCS responses to "culture" questions improved to within 5% of male PG responses.
1.6	Embed AS/E&D principles in the Divinity **CURRICULA AND PEDAGOGY.**	Including under-represented voices and issues in teaching is key to encouraging full participation in academia at all levels.	*All taught courses (UG and PGT) reviewed for the extent to which they are inclusive of unrepresented voices and issues in course content and reading lists (2014/15). Same requirement added to	E&D reflection to be a compulsory part of course proposal and review. EDD will meet with programme directors to identify ways to further diversify the curriculum.	O Oct 2018	Dir. Teaching EDD	≥2 new courses / major course revisions to embrace AS/E&D. Meeting taken place. Report discussed at EDC (minuted) and suggestions taken

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			course proposal forms. Policy requested by Edinburgh University Student Association as example of best practice to circulate to other Schools. Resulting changes include new course on marginal theologies and adjustments to existing courses. Annual tutor training includes session on E&D values including inclusive teaching (since 2015).	Report to EDC for further discussion and action. Training on inclusive teaching for all staff at Away Day 2018.	 May 2018	 EDD/ HoS	forward to UG Studies Committee (minuted). Post-training feedback indicates ≥75% teaching staff understand principles of inclusive teaching.
1.7	Promote a **TRANS INCLUSIVE CULTURE** in the School.	The School is committed to tackling the discrimination and exclusion often faced by trans people.	2016/17: SAT/EDC discussion; all staff informed of need to use gender-inclusive language and to respect chosen pronouns; E&D notice board and webpage contain explicit message of inclusion; improved signposting of gender-neutral toilet facilities. Representative of EDC attended Stonewall Scotland Workplace	Question about trans experience to be added to survey; results monitored and used to inform further action as necessary. LGBT+ Ally lanyards to be made available to all staff as visible statement to visitors, staff and students. EDC to explore how Stonewall Inclusive Policy Toolkit can assist in improving School policies.	May 2018 June 2018 Oct 2018	EDD, EDC DoPS EDC	Additional question provides data on trans experience. Issues arising discussed at EDC (minuted) and actions taken forward to SMG. Discussion minuted, and recommendations taken to relevant School committees.

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			Conference (Nov 2017) and fed recommendations back to EDC.	School to support two staff members (one academic, one PSS) in attending Stonewall Ally training when next available locally, or work with CAHSS to host the training at UoE.	By 2021	DoPS	School has two Stonewall trained Allies by 2021/22. Information clearly disseminated.
1.8	Establish clearer reporting systems, training and support to address **SEXUAL HARASSMENT** within and outwith the University.	As studies and media reports show, students and staff still encounter harassment regularly in HE, either within their own institution or at conferences and other events. The School wishes to ensure students and staff are empowered to identify, report and effectively intervene in such situations.	Clear definitions of harassment included in PG Welcome Week handout. Links to information and sources of support about harassment provided on webpage.	Hold training for academic and PS staff on: (un)professional conduct, harassment, bystander interventions, reporting systems and support. Integrate session on harassment, gender-equality in HE, reporting/ support systems and bystander interventions in compulsory PG *Approaches to Research* course. PG E&D rep to be given training to enable them to act as source of support and advice to PG students. Working party (staff and students) to explore best	May 2019 Nov 2018, A June 2018, A Jan-March 2019	DoPS/ EDD DirPG DoPS EDD	Post-training feedback indicates ≥75% academic and PS staff understand how to identify harassment, and how to respond to reports. ≥20% decrease in proportion PGs agreeing they have 'experienced a situation where I felt uncomfortable because of my gender' (from 30% in 2016). Training undertaken. PG E&D rep advertised widely within PG community. Report discussed at EDC (minuted) and

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				way of ensuring issues are reported. Create and display posters indicating sources of support, including EDD, PG rep, and student support officers. Include same information in UG, PG and Staff handbooks, and webpage.	 Sept 2018	 EDD	recommendations implemented. Posters, handbooks and webpages clearly identify sources of support.
1.9	Ensure gender balance of presenters at **SPECIAL LECTURES AND RESEARCH SEMINARS**.	Research seminar speakers are important role models for students and staff. Gender-balance has improved significantly *(19%F 2013/14 to 42%F 2017/18)*, but needs monitoring.	Convenors urged to increase proportion of female speakers and ensure chair allows full range of voices to be heard. Issue discussed multiple times at P&R and SMG in EDD's reports and communicated directly to convenors. Schedules reviewed at EDC.	SAT/EDC to review seminar programmes annually. Every seminar series to have at least 40% female speakers annually.	A 2018/ 19	EDD EDD	1 review annually minuted at SAT/EDC and lodged on staff intranet. Programmes show no more than 10% either side of gender parity. PG and staff WCS (all genders) shows ≥90% agreement that there are visible female role models.
2. Improve opportunities for career development and progression for staff of all genders.							
2.1	Ensure **RECRUITMENT** processes encourage applications from all genders, and	Gender balance in academic appointments is fair (33%F in 2013/14 and 2015/16; 50%F in 2014/15), and	*Since 2014, all appointments panels are gender inclusive and all members have completed online E&D and unconscious bias training as	Appointments panels to be as close to gender-balance as feasible given overall number on panel (which is usually odd) and complete mandatory training.	O	DoPS	100% completion of training by appointments panels. Panels gender-inclusive and close to gender-balanced.

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	are transparent and free from gender bias.	gender balance of applications is improving (27.2%F in 2013/14; 27.8%F in 2014/15; 33.3%F in 2015/16). PSS appointments are gender biased in favour of women, and not currently monitored. There is still progress to be made in order to reach gender parity.	well as *Recruitment for Excellence* and *Recruitment and the Law*; monitored by DoPS. *DoPS ensures adverts are carefully worded according to UoE guidelines to ensure no gender bias. *Website clearly displays AS logo and statements about our inclusive culture, as well as links to LGBT and other networks.	Job adverts to include AS logo; references to flexible working and family leave entitlements; statement welcoming applications from under-represented groups (BME; women at academic UE10; men at PSS). Job titles of PS posts to be reviewed for gender bias and adjusted as necessary. PSS job adverts to include statement explicitly welcoming applications from men.	O Sept 2018	DoPS DoPS	100% job adverts include AS logo, references to flexible working and family leave entitlements, and statement welcoming under-represented groups. Academic gender balance no more than 10% either side of parity at all levels by 2021/22. PSS gender balance improves ≥10% by 2021/22.
2.2	Provide a comprehensive **INDUCTION** for all new academic and PS staff.	Induction procedures at School level have been informal and have broken down when key staff have been on leave. Induction is ideal opportunity to ensure staff are supported in their new role and have	*Staff Handbook includes information about School structures and processes, career progression and promotion opportunities, as well as AS and E&D. Reviewed by working party in 2017; expanded to include links to family friendly and flexible working policies, and more information for PSS and part-time, fixed-term,	Staff Handbook to be reviewed and enhanced annually and circulated to all staff. Induction guidelines to be formally adopted by SMG and used for all new starts. New staff to be contacted after one year to feed back on the strengths and weaknesses of their	Aug, A June 2018, A O	DoPS DoPS DoPS	Expanded Staff Handbook on staff intranet and circulated to all staff annually. Guidelines logged on staff intranet and used for all new staff. ≥85% staff (academic and PSS, all genders) agree that Divinity provides a

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		clear career objectives.	research-only and teaching-only academic staff. *A mentor is allocated to all new staff. 2017: working party produced written guidelines for induction, including expectations of mentoring relationship.	induction; action points to be discussed at EDC.			comprehensive induction. EDC discussion of any improvements needed (minuted); Induction guidelines expanded / processes improved based on feedback.
2.3	Ensure clear and transparent **PROMOTION AND REWARD** processes support and reward staff of all genders.	There is no evidence of gender disparity in academic promotions processes. However, there has been no improvement on the 73% of staff in the WCS (2013 and 2016) agreeing they understand the promotion process. PSS have limited options for promotion within the School, but can be given one-off rewards.	*Since 2014, School has academic Promotions Advisors of both genders. *Promotions panel has male and female members. Promotions panel considers all academic staff, not just those who have put themselves forward. Readiness for promotion discussed at Annual Review. Promotions processes align with UoE/CAHSS guidelines and are clearly communicated by email and on School webpages, and in Staff Handbook.	HoS to invite CAHSS HR rep to talk to whole School about promotions processes. New written guidance for content of Annual Review **(AP2.7)** to include strategic planning for promotions, including for part-time staff and those on research-only and teaching-only contracts. PSS Annual Review to include discussion of career pathways outwith the School and rewards schemes.	2018/19 2018/19	HoS EDC, SMG	≥85% staff agree they understand promotion process (all genders, academic and PS staff). Working party report discussed at EDC, Feb 2019. SMG discussion and approval April 2019. Guidelines in use for Annual Review May 2019 onwards.

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2.4	Support academic staff on **TEACHING-ONLY CONTRACTS** to progress in their career.	Teaching-only staff, including those on GHC (most of whom are also PhD students), require training and career support in order to progress. At UoE all academic roles beyond UE08 currently require a research component.	Focus group convened Oct 2016 to discuss career support for those on fixed-term, part-time, research-only and teaching-only contracts. Report (discussed SAT/EDC Feb 2017) revealed exclusion of GHC staff who are not also PG students: March 2017, these staff included in staff mailing list and given hot-desking and kitchen facilities. All staff who work ≥300 hours are given Annual Review, access to mentoring and training. Since 2017, GHC staff working <300 hours given proportional and appropriate Annual Review. School appointed Teaching Fellow (full time, OEC) to train, support and review GHC tutors, most of whom are PG students in the School.	Review of career-development sessions for PhD students (including majority GHC staff) to ensure coverage annually of: academic career building, publishing, postdoctoral applications, teaching development and accreditation. All teaching-only staff of post-doctoral standing to have access to research support including annual "research conversations" with DirRes, School research fund, and support with research applications **(AP2.9)**. This provision clarified in revised Staff Handbook **(AP2.2)**. EDD to advocate for better career progression options for teaching-only staff at UoE and CAHSS AS networks.	Aug 2018 Aug 2018 2018/ 19	EDD/ DirPG DoPS EDD	Annual programme of PG/GHC career development sessions published on website. ≥95% teaching-only staff (all genders) agree they are encouraged to take up career development opportunities. Revised Staff Handbook clarifies entitlements and support: logged on intranet and circulated to all staff. ≥60% teaching-only staff take up a "research conversation" each year. Issue appears on network agenda / minutes.

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2.5	Enhance support for academic staff on **FIXED TERM CONTRACTS** to enable career development.	The School has a responsibility to provide career support for staff on fixed-term contracts including GHC. FTCs are usually research-only or teaching-only so balanced career development can be challenging.	All staff are included in Annual Review and have access to training. Staff working ≥300 hours allocated a mentor. GHC tutors supported by a dedicated teaching fellow. Dec 2016: Post-doctoral researcher recruited to Research Committee.	All staff of post-doctoral standing, including teaching-only and research-only staff, to have access to research support, clarified in enhanced Staff Handbook **(see AP2.4)**.	Aug 2018	DoPS	Revised Staff Handbook clarifies entitlements and support. ≥95% FTC staff (all genders) agree they are encouraged to take up career development opportunities.
				Mentoring of postdoctoral researchers to be included in job spec of Deputy Director of Research, who will also convene a group for post docs within the School to facilitate better support and career planning.	Sept 2018	DirRes	Job spec includes clear definition of mentoring role. Post-doc group launched and meets ≥3 times per year.
				New School webpage to showcase contributions of postdoctoral researchers to enhance their profile within and beyond the School.	Oct 2018	EDD/ web officer	New webpage launched.
				Representative of research-only staff to be elected to EDC each year.	Sept 2018, A	EDD	Elected rep included in membership of EDC.

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2.6	Increase engagement of academic and PS staff with career development **TRAINING** and keep records of this.	While 89% of staff (WCS 2016) say the School encourages them to undertake training (up from 71% in 2013), there is no system for reviewing or recording this. Uptake is better among PS than academic staff.	WAM (adopted 2014/15) includes 5% allocation for academic staff for training and development. Annual Review documentation encourages staff to note any training needs. Staff Handbook includes information about staff development opportunities. Training and support provided for PG tutors by dedicated Teaching Fellow.	School to pilot CAHSS system for monitoring training uptake. Evaluate at SMG and adopt or adjust. Revised School Annual Review guidelines will include proactive identification of training needs, to include work shadowing, mentoring, workshops, conferences and study opportunities. School to fund ≥1 Aurora place annually, for academic or PSS. Staff Away Day to include career development session for PSS. PSS to have time allocation for training.	2018/ 19 May 2019 2018/ 19, A May 2018, A 2018/ 19, O	DoPS EDC, SMG HoS DoPS DoPS	100% staff have current training profile, updated at least annually. ≥90% academic and PSS (all genders) undertaking training annually. ≥95% academic and PSS (all genders) agree the School encourages them to undertake training. ≥1 Aurora place annually (balance of academic and PSS participants). ≥1 PSS career development session per year. Training time-allocation agreed for all PSS, and ≥90% uptake.
2.7	Add value to the **ANNUAL REVIEW** process for all academic and PS staff.	Although we now have 100% Annual Review for all staff that work more than 300 hours per	*Since 2014, 100% Annual Review for all staff, including GHC working >300 hours per year.	A working party will develop new guidance for the content of Annual Review discussion, to include: training,	2018/ 19	EDC, SMG	Working party proposal discussed at EDC, Feb 2019. SMG discussion and approval April 2019. Guidelines in use for

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		year, there is room for improvement in the *value* of the process. Annual Review is a key process for career planning. *Impact since Bronze: 73% staff agree that the School provides a helpful annual review (WCS 2016; 58% in 2013).*	Processes guided by CAHSS documentation. *Since 2014/15 all reviewers have undertaken online training in E&D and unconscious bias. Monitored by DoPS. *Reviewers include female and male staff. 2017: Introduced proportional and appropriate Annual Review process for staff working <300 hours per year.	committee service, career development and promotion plans, recognition of outreach activities and other external activities, re-grading and progression targets (for PSS). Promote e-learning module *Understanding Annual Review* via email to all staff.	 May 2018, A	 DoPS	Annual Review May 2019 onwards. ≥85% staff (PS and academic, all genders) agree that the School provides a helpful Annual Review. ≥25% uptake of *Understanding Annual Review* in first year, increases by ≥10% each year.
2.8	Improve participation in **MENTORING,** as a way to enhance career development for academic staff and PSS.	Improvement in this area shown by WCS agreement that the School provides useful mentoring opportunities (44% 2013; 76% 2016) but take-up could be more systematically encouraged. Mentoring could be of particular use to early-career staff	* 2014: School appointed EDD as "Mentoring Champion"; included in job specification (Jan 2017). Information about UoE Mentoring Connections scheme circulated regularly but only 2 academic staff serve as mentors, and 1 signed up as mentee. No PSS participating. *Mentors (from within School) are appointed to all	Increase uptake of Mentoring Connections scheme, through advertising campaign and including discussion of mentoring opportunities in new School Annual Review guidelines for academic and PS staff **(AP2.7)**. Ensure mentors are allocated to all new academic and PS staff (OEC/FTC) and GHC	Oct 2018, A O	EDD/ DoPS DoPS	Participation in Mentoring Connections increases to ≥3 mentors and ≥3 mentees per year, including ≥1 academic and PSS. ≥85% staff (PS and academic, all genders) agree that the School provides useful

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		and those on fixed-term contracts.	new academic staff (OEC/FTC). Expectations of this relationship clarified in new induction guidelines **(AP2.2)**.	working >300 hours per year. Review success of new-staff mentors through induction feedback **(AP2.2)**.			mentoring opportunities.
2.9	Ensure all staff are able to develop their **RESEARCH** profile.	The School wishes to support all staff in their research. Research is core to most academic contracts, and some of those on teaching-only contracts still wish to be research-active, not least because promotion opportunities require a research component. There is gender disparity in application and success rates for research grants that needs addressing through improved support.	*School is working towards 100% return in the 2020 REF. Since 2014/15, annual "research conversations" with Dir Research and another professor support and encourage staff towards REF-readiness. All research active academic staff have a UoE research profile account ("PURE"). Teaching-only staff are also eligible but must request this. All staff offered support and peer review of grant applications. Dec 2016: Postdoctoral representative recruited to Research Committee.	Introduce process for following up with staff who have unsuccessful grant applications. Lodge successful grant applications on School intranet to encourage further applications. "Research conversations" used to identify promising projects; referred to CAHSS research support officer for 1-1 support. New WCS question will explore if support for research grant applications is sufficient. Revised Staff Handbook to clearly state research support available to all staff	2018/19 2018/19 O May 2018 Aug 2018	DirRes DirRes DirRes EDD DirRes /DoPS	100% staff have access to supportive follow-up; monitored by School office. ≥10% increase in research grant applications by female staff. Research grant success rates within 15% of gender parity. 100% return of eligible staff in REF 2020/21 (in line with UoE policy). ≥85% staff (all genders) agree that support for grant applications is sufficient. Revised Staff Handbook logged on staff intranet

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				(FTC/OEC; full-time/part-time, GHC) including access to School research funds.			and circulated to all staff.
2.10	Improve gender balance in **COMMITTEE MEMBERSHIP**.	Diverse committees ensure multiple voices are heard at decision-making level, and participation in committees is essential to career development. *Impact since Bronze: Increase in number of committees ≥30%F from 3 (2012/13) to 8 (2016/17) of 9, and 4 of these are chaired by a woman.*	*HoS advertises key roles and asks for expressions of interest, which are discussed at SMG. *2014: Survey question added to explore whether 'School committees promote diverse representation and enable a broad range of views to be heard'. 87% agreed in 2016, up from 83% in 2014.	Committee membership to rotate (usually) on a three-yearly basis. Roles to be advertised, including statement supporting possibility of job-sharing. SAT/EDC to monitor committee membership annually and report any issues of gender-imbalance to SMG. Annual Review guidance **(AP2.7)** to include discussion of committee membership, including concerns of overload and expressions of interest.	O Feb, A May 2019	HoS/DoPS EDD DoPS	Roles advertised, including support for job-sharing. ≥1 role held on job-sharing basis. Gender-balance on committees not more than 10% either side of parity. ≥90% agreement that 'School committees promote diverse representation' (all genders).
2.11	Support and recognise staff participation in **EXTERNAL COMMITTEES** and other career-building activities outwith UoE.	Academic career progression depends upon participation in wider scholarly community, which can impact on work-life balance	From 2016/17 staff are encouraged to report external committee service, KE and outreach work on "PURE" (UoE online research portal) and this will feed into Annual Review discussion.	New School Annual Review guidance **(AP2.7)** to include discussion of service on external committees, to encourage career development of all genders.	May 2019	DoPS	≥85% staff agree that 'I am encouraged to represent the school externally and/or internally' (up from 73% 2016)

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		and cause challenges for those with caring responsibilities.		School to explore how WAM can account for external activities **(AP3.3)**.	2018/ 19	EDC, SMG	New School WAM includes appropriate allocation for external roles.
3. Support colleagues in managing workloads, especially in relation to career breaks and caring responsibilities							
3.1	Improve support for academic and PS staff commencing or returning from **MATERNITY LEAVE,** to ensure a healthy transition from work to leave and back to work.	The School recognizes the impact of family leave on career momentum and wishes to help mitigate these effects where possible, as well as enabling appropriate work-life balance.	Staff meet HR rep in run-up to maternity leave to discuss options. Staff are encouraged to take their full entitlement in a way that suits their circumstances. Phased returns are made possible by use of accrued annual leave or flexible working arrangements.	Divinity will have mandatory use of the 'Maternity Check List for Managers', 'Work Planning Template', and 'Maternity Risk Assessment' for academic staff and PSS. Creation of a 'maternity factsheet' to summarise policies and options. Introduce a mandatory 'Maternity/Family Leave Agreement' outlining staff member's preferred level of contact during leave; to be upheld by line manager. 'Agreement' will highlight access to 10 voluntary 'Keeping in Touch' (KIT) days, also be used for career development activities (training and conference attendance).	O Aug 2018 2017/ 18	DoPS DoPS DoPS	100% uptake of 'Checklist' 'Template' and 'Risk Assessment', by managers for all staff commencing leave, recorded by School Office. Factsheet published on intranet and AS/E&D webpage. 100% of staff commencing maternity leave have a 'Maternity Agreement' in place, recorded by School Office.

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				Establish a "returner's career development fund" for academic and PS staff returning from maternity/adoption leave of £500 per person.	2018/19	DoPS	Details included in Maternity Factsheet and Staff Handbook. ≥75% uptake.
3.2	Improve awareness of policies and opportunities surrounding **FLEXIBLE WORKING AND FAMILY LEAVE,** to help staff with caring or other responsibilities maintain a healthy work-life balance.	While many PSS are on flexible working patterns, only one academic staff has formally applied for this. 'Agree' responses to 'My School has given me clear information about what the University's policies are on matters that relate to gender equality' up only slightly: 71% (2013) to 78% (2016).	*Policies are noted on School's AS/E&D webpage. *HR led information session in Feb 2015. EDD circulated information paper at P&R in May 2016. Issues discussed at Staff Forum (Nov 2017) where preference was expressed for maintaining *informal* flexibility for academic staff.	Staff Handbook to be revised to include information about support for both formal and informal flexibility in working patterns, for academic and PSS staff, including examples. Question to be added to WCS to ascertain extent to which academic staff agree that the School's position on flexible working is appropriate and applied fairly.	Aug 2018 May 2018	EDD/DoPS EDD	Revised Staff Handbook made available to all staff. ≥85% staff (all genders) agree that the School has given clear information about policies relating to gender equality. ≥80% staff (all genders) agree that the School's position on flexible working is appropriate and applied fairly.
3.3	Enhance the use of the **WORKLOAD ALLOCATION MODEL** to promote fair and transparent planning,	Use of a WAM (adopted 2014/15) ensures a transparent allocation of workloads. *Impact since Bronze: In 2016, 76% staff*	CAHSS WAM adopted 2014/15 to review academic workloads. WAM allocations for teaching, admin, and standard percentages for research and development.	SAT/EDC will make recommendations to SMG on how the new CAHSS WAM might best be used to manage and predict workloads, to avoid overload, and to ensure recognition of the full range	2018/19	EDD	School WAM, adapted from new CAHSS WAM, in use from 2019/20 planning cycle. ≥80% staff disagree that the School has a long hours culture.

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	reviewing and managing of workloads.	*agreed that 'work is allocated on a clear and fair basis, irrespective of gender' (up from 58% in 2013).* However, it is still in the process of becoming embedded in planning processes, and suggests that a long-hours culture may exist for academic staff.	Staff forum (Nov 2016) included extensive discussion of WAM; HoS fed back to CAHSS on suggested improvements. From 2016/17 WAM used in planning teaching and administration workloads for academic staff. Allocations for some activities increased in response to staff feedback. EDD, HoS and DoPS involved in CAHSS working group reviewing WAM allocations and processes.	of activities including external roles, mentoring and outreach. Staff involved in allocating workloads to complete IAD training *Allocating, Monitoring and Supporting Work* and *Developing your people*.	2018/ 19	DoPS	100% staff involved in allocating workloads have completed training, monitored by DoPS.
3.4	Promote the possibility of **PART-TIME** work, and ensure equality of career-development opportunities for part-time staff.	The School wishes to encourage part-time working as a part of flexible working options. However, at present part-time staff may struggle to develop their careers and need opportunities to gain additional	All staff who work ≥300 hours are given Annual Review, access to mentoring and training. Since 2017, GHC staff working <300 hours given proportional and appropriate Annual Review.	Job-sharing to be stated as an option in future calls for interest in School management roles, to enable career development of part-time staff. New Annual Review guidelines **(AP2.7)** to ensure process is used for career planning and	O May 2019	DoPS/ HoS DoPS	≥1 School role held on job-share basis. ≥1 successful promotion of a part-time staff member

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		experience and skills. Between 2012/13 and 2016/17, no part-time staff applied for promotion in Divinity.		identification of areas in need of development.			
3.5	Embed AS principles into **SCHEDULING** to optimise participation in School activities, while safeguarding healthy work-life balance for academic staff and PSS.	Since 2014, School meetings are scheduled 9.30am-4pm, but research seminars can take place outside these hours. *Impact since Bronze: Agreement that 'Meetings are completed in core hours' up for academic (61%-75%) and PS (83%-86%) staff, 2013-16.*	Oct 2015: EDD contacted research seminar convenors to encourage consideration over scheduling. Staff Forum discussion (Nov 2016) concluded in favour of a flexible approach based on advanced notice and planning.	Divinity will ensure all meetings scheduled between 9.30am and 4pm. Divinity will ensure that all public lectures and research seminars are advertised 6-8 weeks in advance, to allow planning by those with caring or other responsibilities.	O O	DoPS EDD	100% of School meetings are scheduled 9.30am-4pm. 100% of public lectures and research seminars announced (minimum) 6-8 weeks in advance. ≥90% of academic and PSS agree that 'meetings are completed in core hours' (all genders).
3.6	Ensure workload and working culture are not adversely affecting **STAFF TURNOVER**.	There is no robust process for recording reasons for staff leaving. It is important to discover whether working patterns / workloads are contributing.	* Divinity circulate voluntary CAHSS exit survey to all academic and PSS leavers.	All staff to be offered a voluntary confidential exit interview with DoPS or alternative member of staff.	O	DoPS	≥75% of academic and PSS staff leavers (all genders) have participated in exit survey. 100% leavers invited to optional exit interview.

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4. Improve gender balance of student community at all levels							
4.1	Improve the **GENDER BALANCE of the PG COMMUNITY**, by attracting more women.	There is still a significant gender imbalance at PGT and PGR (39%F and 28%F respectively in 2016/17). Gender-balanced recruitment and activities to support progression UG>PGT>PGR should help redress this imbalance, as well as ensuring sufficient female PGs proceed to academic careers. *Impact since Bronze: Increased proportion of PG females especially at PGR (19% 2012/13 to 28% 2016/17).*	*Annual information sessions for UG and PGT students considering further study. Director of PG Studies regularly reminds staff to be proactive in identifying promising students in class and supervisions. * Improved marketing materials with more prominent female voices and images. Scholarships committee is gender balanced (2M:3F in 2016/17; 4M:1F in 2013/14) and makes offers on academic merit against clear criteria; applications anonymous to ensure no gender bias. Improvements to gender culture **(see 1.5)** have improved reputation of school as place supportive of female PGs.	EDD will meet annually with Director of Recruitment and Director PG. Discussion to include gender-balance in marketing materials and recruitment events, web presence, student support, and ideas for targeted recruitment. Annual report discussed at EDC then presented to SMG. AS logo to feature prominently on marketing materials (if successful) including website, prospectus and email signatures. PGR recruitment materials to note family friendly policies and career support / mentoring available. Scholarships committee to record gender-balance of scholarship offers as well as uptake.	Oct, A Nov 2018 Sept 2018 O	EDD DirPG / Dir Recruitment DirPG / Dir Recruitment DirPG	Annual report discussed at EDC and SMG (minuted). ≥1 targeted PGR recruitment campaign featuring female students. PGT and PGR populations both ≥40%F by 2021/22. Gender-balance of scholarship offers minuted and not more than 10% either side of parity.

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				PG committee to evaluate decliners' survey to ensure no gendered dimension to decisions whether or not to take up a PG place.	Oct, A	DirPG	Discussion minuted. Suggestions taken forward to EDC.
				Divinity to further diversify modes and fields of study at Masters level.	O	DirPG	≥1 new online MSc course developed by 2021/22
4.2	Carefully monitor and seek to improve the gender balance in **UG STUDENT COMMUNITY**, by attracting more men.	Our UG intake is over 60% female. While this is in line with national benchmarks, we should explore ways to increase recruitment of male UG students through marketing and widening participation activities. We must also find ways to understand UG issues without overburdening students with additional surveys.	Outreach activity is recorded in "PURE" (UoE online research portal) and from 2017 features in Annual Review. School participates in Sutton Trust Summer School (a widening participation event) annually (since 2013). HoS serves as Schools' Liaison Officer for the University, including attending annual widening participation briefing.	'Outreach officer' (5%FTE) to be appointed on trial basis to explore how best to increase outreach activity through events with local school pupils and improved links with teachers.	July 2018	HoS	Outreach officer appointed. Outreach report discussed at SMG (minuted). ≥1 Outreach event p.a.; gender-balance of participants within 10% of parity.
				EDD will meet annually with Director of Recruitment and report to EDC. Discussion to include gender-balance in marketing materials and recruitment events.	Oct, A	EDD	Discussion minuted at SAT/EDC. Action points taken forward to SMG. Gender balance of staff within 10% of parity at all recruitment events.
				UG rep to be recruited to SAT/EDD to improve quality of discussion on UG issues.	Sept 2018	EDD	UG rep recruited annually.

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5. Improve data monitoring and explore data in depth							
5.1	**GATHER, REVIEW AND ANALYSE DATA** related to staff and student gender balance, benchmarked against HESA National and Russell Group benchmarks, to measure progress of AS process and inform further improvements to policy and practice.	Review of data is essential in order to monitor changes in gender balance and workplace culture, and inform discussion in SAT/EDC.	*Full AS data set gathered annually: Staff Data academic/PSS M:F ratio by UE Grade, turnover, external recruitment, promotion/regrading, committee membership, contracts, family leave, REF submissions. Student Data M:F ratios for UG, PGT, PGR, Access entrants, degree classifications, applications, offers and acceptances.	Annual AS data set expanded to include: gender balance of research seminars and external speakers; recruitment and progression of PSS; PG scholarship offers; UG>PGT>PGR progression; gender-balance of outreach participants; external committee service; uptake of training; gender pay gap; intersectionality with ethnicity.	2017/ 18, A	ASPro / DoPS	Annual data review available on staff intranet.
			* Data discussed annually at SAT/EDC. * Summary (without sensitive data) published on staff intranet.	Data, including comparative analysis, discussed at SAT/EDC; AS impact mapped; future action projected.	Oct, A	EDD	Discussion of data set minuted at SAT/EDC.
			2016/17: Data analysis extended to include ethnicity, fee status, and age, in preparation for AS Silver application.	Summary data and action points discussed at SMG and P&R, and included in annual report.	Oct, A	EDD	Discussion minuted at SMG and P&R; report published on School AS/E&D webpage.
5.2	Regularly **SURVEY GENDER CULTURE** within Divinity, for	Direct responses from staff and students are	Gender Culture Survey devised and run spring 2013. Response rates 66%	Academic staff, PSS and PG culture surveys to run biennially.	May 2018, 2020	ASPro	Surveys take place (minimally) biennially.

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	comparative analysis and future action.	essential in order to monitor changes in gender and workplace culture and inform discussion in SAT/EDC. *Impact since Bronze: Improvement >12% for 10 staff questions; Improvement to 34 of 37 PG questions, >10% for 17 of these.*	academic staff; 55% PSS; 26% PG. Results analysed and informed GEM 2014 application. * Survey ran annually 2014-2016 for staff and PG students. Response rates 2016: 67% academic staff; 60% PSS; 40% PG. * UG survey ran in 2015. * Results analysed and discussed by SAT/EDC. * Summary results placed on webpage and key points highlighted in annual report presented at SMG and P&R.	Publicity campaign (plasma screens, email, website, social media) to improve response rates, especially amongst male PSS and PG students. Questions to be added: Trans experience; informal flexible working; research grant support. Summary of responses published on AS/E&D webpages, biennially. Responses, including comparative analysis, impact of AS, and actions required, discussed at SAT/EDC. Summary responses and actions discussed at SMG and P&R, and noted in annual report.	May 2018, 2020 May 2018 2018, 2020 Oct 2018, 2020 Oct 2018, 2020	DoPS EDD EDD EDD EDD	Response rates: >70% for academic and PS staff (all genders); >50% for PGs (all genders). Summaries published on website, biennially. Survey responses are presented to SAT/EDC ≥1 biennially. Discussion minuted; minutes on Staff Intranet. Survey responses discussed at SMG & P&R ≥1 biennially (minuted); report published to E&D webpage.

* indicates action proposed in 2014 Bronze Action Plan