

**Edinburgh Law School Action Plan 2017-2020** (Actions are prioritised within each sub-section, and objective; they do not feature chronologically)

ID	Objective	Rationale	Action already taken to date and outcome	Further action planned	Date/ Timescale	Person responsible	Success Measure
<b>1 Developing a culture of support, inclusion and respect and making the principles of Athena SWAN central to strategy</b>							
1.1	Promote <b>MANAGEMENT</b> buy-in, to embed gender equality and AS in EULS policy, practice & procedure	To succeed, the AS process must be embedded and supported at the highest strategic decision-making level.	2016/17, E&D & AS are written into ELS strategic Plan. AS Action Plan is approved at SMG & SM, March/April 2017.  Membership of AS SAT (future E&D Committee) is ex-officio for HOS and DOPS, to embed AS agenda at SMG. Membership of SMG made ex-officio to role of Director of E&D (DOED).	ELS will ensure that AS is included in ELS annual review of strategic School Plan, feeding into the strategic CAHSS plan.  ELS will make AS/E&D a standing item on the SMG & SM agenda.  Revision of ELS constitution to include AS/E&D principles.	Q3 2016/17  Q3 2016/17  Q1 2017/18	HOS  HOS  DHOS	AS targets feature annually in ELS strategic Plans; feeding into CAHSS strategic plan.  AS raised as a standing agenda item at all SMG & SM meetings (minuted).  School meeting adopts revised Constitution including AS/E&D principles
1.2	Develop and embed a process of ongoing gender equality <b>SELF-ASSESSMENT</b> within the	ELS requires a dedicated committee to lead gender equality (and wider AS related initiatives); and to champion AS and gender equality	AS self-assessment team (SAT) established in February 2013. 2013/14-2016/16, SAT meet quarterly.	AS SAT will become E&D Committee, to address gender equality and wider E&D agenda for AS Silver.	Q4 2016-17	DOED	≥4 ELS AS/E&D Committee meetings scheduled, annually (minimum).

	academic planning cycle; and implement the Athena Swan Action Plan	at Subject, ELS, and University level.	June 2016-May 2017, SAT meet monthly.	DOED (Office Bearer) to chair E&D Committee on a 3-year rotational basis.  DOED granted 100 hrs. allowance in WAM; and £2000 annual 'AS <i>New Initiatives</i> ' budget.  DOED will generate an annual AS progress report, presented at SMG and published on ELS intranet.  DOED to volunteer for AS assessment panel.	Q4 2016-17  Q4 2016-17  Q4 2017/18  Q3 2018/19	DOED  HOS; DOPS  DOED  DOED	DOED appointed through formal process, triennially.  ≥£2000 budget utilised, annually to progress initiatives.  ≥1 AS progress report to SMG, annually, published.  DOED to volunteer for ≥1 assessment panel.
1.3	Substantially increase rate of completion of <b>E&amp;D AND UNCONSCIOUS TRAINING</b> across all staff, with mandatory training for office bearers and staff with responsibilities, e.g. admissions and recruitment	E&D and Unconscious Bias (UB) training have not historically been compulsory throughout ELS. 2015, 20% of academic staff and 40% of PSS had completed E&D training. 15% of academics and 25% of PSS had completed UB training.	Minimum 1 person on recruitment panels and all AR reviewers completed online E&D/UBT. CAHSS HR ring-fence spaces for ELS on next Unconscious Bias training on 6th June 2017.  ELS HoS and DoPS attended 1-day Pearn Kandola UB training workshop, 2014/15.	ELS will make ' <i>e-Diversity in the Workplace</i> ' and ' <i>Unconscious Bias</i> ' training compulsory for ELS Office Bearers and staff with responsibilities (admissions staff; recruitment/promotions/scholarship panellists; Programme Directors; annual reviewers).  ELS will extend E&D and UB training (online /face-to-face) across academic and PS cohorts; and new starts (including at Induction).	Q2 2017/18  Q1 2018/19	DOPS, HOS  DOPS	100% of Office Bearers have completed E&D and UB training, as recorded in new training database.  ≥80% of academic staff and PSS 'agree' 'I have completed E&D' 'UB training' (for all genders).
1.4	Embed gender equality and AS principles in the ELS <b>CURRICULA</b>	Many programmes within ELS include content on E&D, but the School has not routinely asked staff to think about gender	Individual course organisers have addressed gender balance in lecture programmes and course reading lists	ELS will include in Course Organiser notes an instruction to address gender balance in course reading/resource lists and course themes (unless clear pedagogical rationale for exclusion).	Q4 2017/18	DOED	100% of course approval documentation contains gender equality marker;

		or BME balance in reading lists, lecture or course themes.	(e.g. Gender and Justice; EU and UK Equality Law), but no guidelines regarding this have been developed in ELS.	ELS Board of Studies course approval documentation will contain section for Course Organisers to confirm this has been done, or explain pedagogical rationale for exclusion.	Q1 2018/19	CBS	recorded by School Office.
1.5	Promote Athena SWAN principles and activities through the creation of dedicated <b>VIRTUAL SPACES</b>	<p>To address a lack of understanding of CAHSS and UoE policies and practice, and AS activity.</p> <p>2015, only 61% of academic staff and 80% of PSS 'Agree' 'ELS gives clear information regarding UoE policies relating to gender equality'.</p> <p>2015, 53% of academic staff and 70% of PSS 'Agree' 'ELS provides information about career development and work-life balance matters'.</p>	<p>September 2013 and July 2015, gender culture survey data published on ELS intranet.</p> <p>AS dataset published annually on ELS intranet.</p> <p>March 2017, ELS E&amp;D and Gender Equality webpages launched.</p>	<p>ELS will expand the content of the ELS E&amp;D and Gender Equality webpages:</p> <p>Signposting training and development opportunities; mentoring; flexible working; family leave; UoE policies relating to 9 protected characteristics; links to UoE LGBT+ and Women's Group; AS/E&amp;D news and events; highlights of staff and student research and other work in areas relating to AS/E&amp;D.</p> <p>Across ELS website, feature case studies on different groups, e.g. male PSS, ECCRs, S/TFs showing contribution to ELS life, with monthly 'meet ELS feature'. AS logo will feature on ELS website and staff e-mail signatures, if successful.</p> <p>Publish gender culture survey results and annual AS data on ELS SharePoint.</p>	<p>Q4 2017/18</p> <p>Q4 2017/18</p> <p>Q1 2017/18</p> <p>Q4 2017/18</p>	<p>DOED</p> <p>DOED</p> <p>DOED</p> <p>POAS</p>	<p>≥1 monthly review of webpage content.</p> <p>&gt;85% of academic staff and PSS agree that ELS 'gives clear information regarding policies that relating to gender equality' (for all genders).</p> <p>≥85% of academic staff and PSS 'Agree' 'ELS provides information about career development and work-life balance matters' (all genders).</p> <p>Survey results (biennially) and AS data (annually) published.</p>

1.6	Develop and embed a <b>LUNCHTIME DISCUSSION SERIES</b> for academic staff and PSS on administrative and cultural topics of concern or interest.	To create a structure to allow opportunity for academic staff and PSS to feed back to the School on working-culture and career development issues, in an open two-way dialogue.		<p>ELS will hold two sessions per semester and invite all colleagues to suggest topics of interest, e.g. flexible working; UoE training opportunities; maintaining work-life balance; specific development challenges for PSS.</p> <p>ELS will schedule sessions to accommodate part-time staff and flexible working patterns. Dates announced 4-6 weeks in advance, to allow staff to plan attendance.</p> <p>As a staff forum, discussions and feedback to feed into strategic policy and decision-making.</p>	<p>Starting Q1 2017/18</p> <p>Starting Q1 2017/18</p> <p>Q2 2017/18</p>	DOED	<p>≥2 lunchtime discussion sessions held per semester.</p> <p>≥10 academic staff and PSS attend each discussion; including part-time-staff (all genders).</p> <p>DOED reports session feedback to SMG, 1xsemester.</p>
1.7	Embed AS principles into <b>SCHEDULING</b> practices (for workload and meetings), to support inclusivity and a healthy work-life balance for academic staff and PSS.	<p>Research seminar attendance is important for career development, including networking.</p> <p>2015, 82% of academic staff 'and 55% of PSS Agree' 'ELS meetings are completed in core hours'. 40% of PSS 'don't know'.</p> <p>80% of academic staff and 75% of PSS 'agree' 'Work-related social activities are</p>	<p>All core meetings are scheduled within working hours 9am – 5pm.</p> <p>'School Committee' meetings (most ELS staff) are scheduled on Wednesday afternoons, when there is no teaching.</p> <p>ELS meetings – of all decision-making committees – are published up to a year in advance to allow colleagues to plan their time.</p>	<p>In conjunction with DOR, ELS E&amp;D Committee will write and publish a 'Scheduling Policy', of best practice guidelines:</p> <p>Guidelines will request that colleagues schedule seminars and social events in working hours, avoiding evenings and weekends where possible, and varying days, evenings Networking to be held, where possible, before not after event.</p> <p>Guidelines will request that seminars and social events are publicised 4-6 weeks in advance, to allow staff with caring or other responsibilities to attend.</p>	<p>Q4 2017/18</p> <p>Q4 2018/19</p> <p>Q4 2017/18</p>	DOED	<p>≥65% of seminars run during working hours, weekdays.</p> <p>≥90% of academic staff and ≥85% of PSS 'Agree' 'ELS meetings are completed in core hours' (all genders).</p> <p>≥90% of academic staff and ≥85% of PSS 'Agree' 'Work-related social activities are</p>

		welcoming to all genders.'					welcoming to all genders' (all genders).
1.8	Embed gender balance in the programming of external speakers, to provide visible female and male <b>ROLE MODELS</b> for staff and students.	2015, 86% of academic staff (87%F; 86%M) and 82% of PGR (69%F; 100%M) students agree 'ELS uses women and men as visible role models'.  This suggests ELS needs to do more to promote female PGR role models.	2 out of 4 public lectures delivered by female speakers in 2016/2017 Staff Pride Network Event for LGBT and allies event on same sex marriage hosted; Constitutional Law Discussion Group organised events on same sex marriage; Centre for Law and Society on Irish Abortion law	ELS will publish guidelines to ensure gender balance at seminars and events; regarding speakers, chairs, and those leading seminar workshops.  ELS will ensure (with DOED input) that seminar series content reflects the interests of a diverse audience (gender, plus other protected characteristics).  ELS E&D Committee will present celebratory event showcasing work of existing and recent F PGR graduates ( <b>AP5.7</b> ).	Q2 2017/18  Q4 2017/18  Q3 2017/18	DOR  DOR  DOED	≥40% female and male representation in speakers, chairs and seminar and workshop leaders.  ≥5 equality-themed events scheduled, annually (organized across ELS).  ≥90% academic staff and PGRs 'Agree' 'ELS uses women and men as visible role models'.
1.9	Promote a <b>TRANS INCLUSIVE CULTURE</b> in ELS.	ELS is committed to tackling the discriminatory treatment often experienced by Trans people.	Nov. 2016, Trans Forum established, (CAHSS Schools of Social & Political Science, Business, and Edinburgh College of Art). March 2017, Trans Forum extend invite to join to ELS.	ELS will circulate survey and aim to expand membership of Forum.  ELS will fund Trans awareness training for staff/PGRs.  ELS will ensure gender-neutral toilets are included in design of refurbished ELS in Old College. Facilities to be clearly signposted, including in Staff and Student Handbooks and School website.	Q1 2017/18  Q1 2018/19  Q1:2019/20	DOED  DOPS, HOS  DOPS	≥1 additional Trans Forum member.  ≥1 attendance per year at Trans awareness training.  Old College building will have clearly signposted gender-neutral toilets; excluding existing disabled toilets.

## 2 Improved opportunities for career development and progression in ELS in particular by prioritising gender equality

2.1	Ensure all academic staff and PSS have access to an <b>ANNUAL REVIEW (AR)</b>	Annual Review is a key mechanism for ELS to promote career development and a healthy work-life balance, through an effective two-way dialogue with academic staff and PSS.	Mandatory Annual Review was introduced across CAHSS in 2012/13 but not for GHC.  2015/16, Annual Review completion rate for academic staff and PSS in ELS was 95% (after exceptions applied).	ELS will ensure an Annual Review completion rate of 100%.  ELS will extend mandatory AR for academic staff and PSS to FTC, and GHC staff working >300 hours (except for legal professionals where it is inappropriate). GHC staff <300 hours will be offered optional Annual Review.	Q4 2017/18  Q1 2017/18	SDO  SDO	100% AR completion rate, as recorded in AR return.  100% of OEC/FTC/GHC (>300 hours) staff have a mandatory AR, as recorded in the AR return. 100% of GHC (<300 hours) have been offered an optional AR.
2.2	Add value to <b>ANNUAL REVIEW (AR)</b> in order to promote career development and a healthy work-life balance for academic staff and PSS.	2015, only 69% of academic staff and 40% of PSS 'Agree' 'ELS provides a helpful Annual Review'.  While a majority of reviewers for academic staff and PSS have completed AR training, this is not always the case for PIs reviewing early-career researchers.  ELS has not historically monitored uptake of required training.	All academic (SDC members) and PSS annual reviewers complete Annual Review Training, plus E&D and Unconscious Bias training.  ELS applies basic CAHSS AR Discussion mandate and SDO/DHOS review action points from AR in order to gain overview of ELS needs and to ensure actions are taken.	ELS will develop and apply the CAHSS 'AR Discussion Mandate' to ensure key issues (career progression/promotion (especially for TF and STF; and for PSS); training; mentoring opportunities; leadership responsibilities; family leave; flexible working, work/overload etc.) are addressed. Feedback sheets from reviewees to be reviewed by SDO/DHOS.  ELS will ensure all Annual Reviewers ( <b>including PIs</b> ) have completed IAD AR training, plus E&D and UB training.  ELS will promote optional IAD AR training (via Staff Handbook; ELS website; e-mail) to help academic staff/PSS get the most from AR.	Q2 2017/18  Q1 2018/19  Q2 2017/18	SDO  SDO  DOPS	100% of 'Staff AR Records', address all 'AR Discussion Mandate' topics.  ≥85% of academic staff and PSS 'Agree' 'ELS provides a helpful AR (for all genders). 100% of reviewers complete AR, E&D and UB training, recorded in training database.  ≥50% of academic staff and PSS have completed optional

							AR training (all genders).
2.3	Ensure that all academic staff and PSS have access to <b>MENTORING</b> support for career development.	2015, only 69% of academic and 25% of PSS 'Agree' 'ELS provides useful mentoring opportunities'.  This response suggests provision, particularly for PSS, can be improved.	ECCRs participate in ECDP giving enhanced access to training and mentoring.  Early career academic staff (UE08) allocated mentors when join UoE.  Only 3M academic staff (and no PSS) participate in UoE Mentoring Connections.	ELS will appoint a School Mentoring Champion (SMC).  Staff will be encouraged to participate in Mentoring Connections via information in Staff Handbook and on website.  SMC, in conjunction with SDO and DOED, will create mentoring scheme open to all academic and PSS to ensure that all OEC/FTC/GHC (>300 hours) academic and PSS staff have access to a mentor, using Mentoring Connections as model.  ELS will embed 'Mentoring Opportunities (mentor/mentee) in 'AR Discussion Mandate' <b>AP2.2</b>	Q1 2017/18  Q1 2017/18  Q3 2017/18  Q2 2017/18	HOS  HOS  HOS  SDO	ELS Mentoring Champion appointed by formal process.  ≥2 academic or PSS per annum sign up Mentoring Connections until ELS scheme ready.  ≥80% of academic staff and PSS 'Agree' 'ELS provides useful mentoring opportunities' (for all genders).  ≥100% of Staff AR Records, include mentoring update.
2.4	Increase engagement of academic staff and PSS with <b>TRAINING &amp;</b> development opportunities to promote career development, particularly amongst female staff.	86% of academic staff and 55% of PSS 'agree' they are encouraged to take up career development and training opportunities.	Training needs are discussed and met as part of both mentoring and Annual Review in ELS. Training is mandatory discussion topic at AR.  Two members of staff have previously	Ensure training opportunities are communicated to all academic and PSS staff by: weekly communications bulletin and regular emails; Staff Handbook, School website.  S/TFs and early career staff given opportunity to complete optional teaching accreditation (EdTA; PgCert Academic Practice).	Q1 2017/18  Q1 2017/18	DOPS  SDO	≥90% of academic and ≥70% of PSS staff 'agree' they are encouraged to take up development and training opportunities.  ≥1 S/TF annually begins teaching accreditation programme.

			<p>completed Aurora programme.</p> <p>Access to 'Ingenious women' and 'Enterprising women' already available for early and mid-career staff and PGRs.</p>	<p>IAD invited to present each year in ELS to highlight training opportunities (academic/PSS).</p> <p>ELS commits to funding 1 additional Aurora place for academic/PSS annually, beyond CAHSS provision.</p> <p>Training included in WAM (triennial WAM revision).</p> <p>Introduce monthly emails for Line Managers containing details of upcoming training opportunities so that they can positively encourage staff to attend.</p>	<p>Q1 2017/18</p> <p>Q1 2017/18</p> <p>Q1 2019/20</p> <p>Q1 2017/18</p>	<p>DOED</p> <p>DOPS</p> <p>HOS</p> <p>DOPS</p>	<p>≥1 IAD training opportunities workshop hosted by ELS, annually.</p> <p>≥1 additional Aurora place funded, annually (academic staff/PSS).</p> <p>WAM revision discussion 2019/20 to include inclusion of training.</p>
2.5	Embed engagement with <b>TRAINING</b> opportunities across ELS	Improving engagement with training enhances the effectiveness of staff carrying out key roles and helps to eliminate gender bias; with no record of training not possible to evaluate level of engagement	Currently, there is no central record of training undertaken in ELS.	<p>Support personal and professional development in the School by developing a system to record and analyse training and development requirements arising from annual review action plans.</p> <p>Start a database of training undertaken by all members of staff, and encourage staff to tell Resources/HR team of training undertaken.</p>	<p>Q2 2018/19</p> <p>Q3 2017/18</p>	<p>SDO</p> <p>DOPS</p>	ELS has a record of training uptake for all academic staff and PSS, updated (minimum) annually.
2.6	Promote gender balance in <b>COMMITTEE MEMBERSHIP</b> ; to ensure diverse ideas	2015/16, 6 of 7 core committees have membership with >30% representation of females and males.	Office-bearers/committee convenors are selected by the Head of School following	ELS will issue policy stating all decision-making committees must have at least 40% female/male membership.	Q2 2017/18	HOS	ELS decision-making Committees will achieve at least 40% female/male membership.



	are represented at decision-making level, and as a tool for career progression.	Of these, 4 have membership >40%.  Outlier is Library Committee, traditionally not recruited by open call or from volunteers.	an open call across the School	Office-bearers/committee convenors will be recruited via an open call and formal interview process.  Where membership of committees is not <i>ex officio</i> , members will be recruited following an open call.  ELS will issue guidance stipulating gender of Office Bearer should normally be rotated over time to ensure equal representation.	Q1 2018/19  Q2 2017/18  Q1 2018/19	HOS  HOS  HOS	100% of office bearers /convenors appointed by formal process.  100% of committee roles recruited through open-call.  Office-bearers will (normally) rotate on a M/F basis over three year rolling cycle of replacements.
2.7	Promote responsive and effective <b>LEADERSHIP OF COMMITTEES</b> making membership more attractive to those with caring responsibilities	Well run committees are clearer about their purpose, more effective at decision-making, and better at delegating and consulting with stakeholders, thus making membership more rewarding for M/F members by using time better. Committee chairs do not currently undertake training pertaining to role as chair.	DOED has undertaken one-to-one guidance session with UoE chair training provider and talked one-to-one through a range of best practices in relation to agenda-setting, convening of discussions and practices of decision-making.	New chairs should be required to undertake UoE committee chair training to ensure best practice standards are adhered to, including ensuring meetings do not run beyond viable hours.  E&D Committee will draw up ELS best practice guidance on chairing committees and managing decision-making with a view to adhering to Athena SWAN principles.	Q1 2018/19  Q1 2018/19	HOS  DOED	All new chairs/convenors will attend UoE Committee Chairing Training.  Best practice guidance adopted by SMG and School Meeting.
<b>3. Key stages on career progression: prioritising gender equality</b>							
3.1	Improve marketing to encourage	To address any gender imbalance for men or women	The DOPS oversees all academic and professional services	DOED will oversee all adverts alongside DOPS.	June 2017	DOPS, DOED	100% of job adverts to contain wording incl. declaration of

	<p>applications and staff</p> <p><b>RECRUITMENT</b></p> <p>from under represented genders and more clearly promote ELS's inclusive culture, including GHC staff</p>	<p>(UE06-UE10), ELS must present an inclusive outward facing image.</p> <p>There are fewer female applicants for UE09-UE10 jobs</p> <p>There are fewer M applicants for UE06-UE07 appointments (Teaching Fellowships and researchers) and all PSS posts.</p>	<p>advertises, and ensures language is not gender specific, and refers to family-friendly policies.</p> <p>Where possible, if part-time, flexible working or job-share can be supported, this is placed in the advert.</p>	<p>Job adverts will contain new wording including: declaration of commitment to equality; links to information on family-friendly policies; link to ELS E&amp;D website and other information reflecting inclusive culture.</p> <p>Job adverts to contain encouragement to apply for underrepresented gender (F for UE08-UE10; M for UE06-07 and PSS)</p> <p>Include Athena SWAN logo (if successful) on website, recruitment materials, and job adverts.</p>	<p>June 2017</p> <p>Q1 2018/19</p> <p>Q2 2017/18</p>	<p>DOPS, DOED</p> <p>DOPS, DOED</p> <p>DOPS</p>	<p>commitment to equality and info reflecting inclusive culture, plus encouragement to apply to underrepresented gender.</p> <p>100% recruitment materials and job adverts, plus website, include AS logo.</p>
3.2	<p>Increase <b>RECRUITMENT</b> of women at professorial level, to redress under-representation of women at UE10 across ELS.</p>	<p>2012/13-2015/16 proportion of UE10 women was 38.8%, 41.7%, 41.3% and 38.0% respectively. In 2015/16 applicants for UE10 post 4F/10M</p>	<p>No steps have previously been taken directly to address the underrepresentation of women amongst applicants for UE10 posts.</p>	<p>Ensure that all UE10 recruitment exercises make explicit reference to ELS commitment to gender equality and include welcoming statements for women as underrepresented gender.</p> <p>Promote the university's 'Partner Career Transition Policy' as a way of overcoming some of the obstacles to UE10 recruitment, where the appointee is in a dual career partnership.</p> <p>Where ELS employs an external agent for UE10 recruitment, a gender-balanced shortlist will be specifically requested.</p>	<p>Q3 2016/17</p> <p>Q3 2016/17</p> <p>Q1 2017/18</p>	<p>DOPS</p> <p>DOPS</p> <p>HoS</p>	<p>≥40% female representation in applications for UE10 posts.</p> <p>≥40% female and male representation amongst shortlisted candidates at UE10.</p>

3.3	Ensure that ELS supports a fair and transparent <b>RECRUITMENT</b> process free from gender bias, for academic and professional services staff.	Recruitment processes are potentially prone to personal and unconscious bias; including gendered stereotypes of specific roles (e.g. female bias in PS).  In 2015/16, 81.4% of PSS are female.	All recruitment panels use candidate score sheets to facilitate criteria-based evaluation of candidates ELS aim to have (minimum) 1 female and 1 male panellist, where possible.  Panellists encouraged to complete UoE IAD recruitment training, but previously only mandatory that 1 panellist completed it	Require all those who are eligible to serve on recruitment and selection panels to complete (and update every 4 years) the university formal training 'Recruitment Selection and the Law'. Chairs also complete 'Recruiting for Excellence'.  Ensure all PSS recruitment exercises make explicit note of ELS commitment to gender equality and include welcoming statements for men as underrepresented gender.  Ensure balanced representation of male & female staff on panels.  Make contact with applicants who reject offers to ascertain reason for rejection	Q1 2017/18  Q1 2017/18  Q1 2017/18  Q1 2017/18	HOS  DOPS  DOPS  DOPS	100% of panel members have completed recruitment training.  Increase proportion of male PSS by >5%.  ≥40% female and male representation on 100% of recruitment panels.  Record reasons for rejection of offers in anonymised form.
3.4	Provide a comprehensive staff <b>INDUCTION</b> to ensure new academic and PS staff are aware of policies, procedures and opportunities within ELS and	Effective induction processes and activities promote an inclusive culture and assist both the rapid adjustment of newcomers and an enhanced sense of welcome.	ELS holds regular induction events and facilitates individual induction for academics and PSS via line managers.  ELS staff handbook contains important information for new and existing staff about policies,	ELS commits to updating and improving handbook, in particular to signpost AS/E&D commitment and family-friendly policies.  The handbook will be handed out regularly in hardcopy format to new and existing staff and made available via website and intranet.	Q1 2017/18  Q1 2017/18	DOPS	≥85% of academic staff and PSS 'Agree' 'ELS provides clear information on career development and work-life balance matters' (for all genders).

	UoE, including E&D and family friendly policies.		processes and practices.  CAHSS and UoE hold induction events.	ELS will introduce a feedback loop after induction activities (including buddies (see 3.5)).  ELS will promote CAHSS and University wide induction events.	Q1 2017/18  Q1 2017/18		≥80% of academic and PS feedback on induction activities agree that ELS activities useful or very useful.
3.5	Enhance formal <b>INDUCTION</b> and mentoring programmes, by offering staff an informal first point of contact to help with adjustment.	Early intervention through personal contact provides some of the best experience of joining a new workplace.	ELS has not previously offered news starts an 'Induction Buddy', to provide support in the first 4-6 weeks.	ELS will introduce an 'Induction Buddy' programme, for academic and PS staff (offering a choice amongst volunteers). 'Buddies' will act as a first point of contact for general queries and concerns in the first 4-6 weeks of employment.	2017/18	DOPS, HOS, SDC	≥80% of academic and PS feedback on induction activities respondents respond positively as to whether the 'Induction Buddy' scheme is helpful (for all genders).
3.6	Increase ELS-wide support for academic staff around career progression and <b>PROMOTION</b> , in particular for staff working on part-time or fractional contracts, as well as ECCRS, TFs and STFs	2012/13-2015/16, there were 0 (zero) applications for promotion from part-time staff, and yet ELS has developed very successful system to support full-time staff to apply successfully under current CAHSS system (7 out of 7 successful applications in 2017 for UE08-to-Ue09 promotion, of which 3 by women). Success needs to be rolled out	SDC oversees promotions process and members of SDC act as 'buddies' for staff going forward for promotion. Promotions workshops are held annually and sometimes twice a year.  2016/17 SDO/DHOS review all staff for fit to promotion criteria.  All staff are included in REF/REF-writing workshops, including those not currently	Ensure promotions workshops are held twice a year, to coincide with the bi-annual CAHSS promotions rounds.  Include specific information in workshops on promotion for part-time staff.  Invite CAHSS HR to give an additional promotions workshop at ELS, focusing particularly on the challenges faced by PT staff.  Ensure awareness by PT staff of promotions workshops by	Q1 2017/18  Q1 2017/18  Q2 2017/18  Q1 2017/18	SDO, HOS  SDO  SDO  SDO	≥2 promotions workshops annually, with an additional CAHSS HR workshop hosted by ELS.  ≥1 applications for promotion by part-time staff, annually.  ≥75% of academic staff will agree that 'staff who work part-time are offered the same career development opportunities as full-time staff.'

			<p>eligible for submission.</p> <p>All academic staff are eligible to make use of Research Support Funds to facilitate research development.</p> <p>SDO/RKEO organise ECCR/TF lunches, emphasising the importance of TF and ECCR participation in ELS activities</p>	<p>emailing them individually to invite them to attend.</p> <p>SDO/DHOS undertake proactive review of all staff against promotions criteria to extend to part time staff.</p> <p>Promote uptake of Research Support Fund via email circulars, personal contacts (e.g. Annual Review, mentors, SDO meetings) and research funding events</p> <p>ELS will hold CV guidance workshop especially aimed at ECCR staff, as well as S/TFs</p> <p>ELS will introduce arrangements for part-time staff to take on co-convenorship of committees.</p>	<p>Q1 2017/18</p> <p>Q1 2017/18</p> <p>Q2 2017/18</p> <p>Q1 2018/19</p>	<p>SDO</p> <p>DOR</p> <p>SDO</p> <p>HOS</p>	<p>≥75% uptake of Research Support Fund across all eligible staff.</p> <p>≥1 EECR CV workshop scheduled, annually.</p> <p>≥1 part-time staff member co-convening one ELS committee.</p>
3.7	Embed fair and transparent <b>PROMOTION</b> practices, in particular to increase the number of female staff progressing to professorial level (UE10)	Women represent 36% of UE10 staff at ELS and have never been higher than 38% Staff Development Committee (SDC) is currently 57.1% male. Staff Development Officer (SDO) is female (DHOS (M) convenes committee)	<p>ELS established SDC in 2013/14 building on establishment of SDO post in 2010</p> <p>ELS undertook preliminary analysis of gender pay gap in March 2017 finding gap favouring men (on-scale) and favouring women (off-scale)</p>	<p>ELS will ensure balanced male/female representation in SDC.</p> <p>Benchmarking data (internal and external) will be provided for panels to ensure internal relativities and external benchmarks are considered when setting pay at promotion.</p> <p>UE09 female staff will be invited to work with UE10 mentors with</p>	<p>Q1 2017/18</p> <p>Q1 2017/18</p> <p>Q1 2017/18</p>	<p>HOS</p> <p>HOS</p> <p>SDO</p>	<p>≥45% female/male representation in SDC.</p> <p>Reduce pay gap &lt;5% (on-scale) and &lt;1% (off-scale)</p> <p>≥5% increase in proportion of women at UE10 until parity.</p>

				a view to obtaining promotion to UE10			
3.8	Promote gender equality in submissions to <b>RESEARCH EXCELLENCE FRAMEWORK</b> (REF 2020).	Inclusion in REF is important for career progression for all academic staff on research or research/teaching contracts.  Access to REF-related training in personal development time important element of career progression for teaching-only staff.	DOR undertaking extensive REF2020/21 preparation with all staff regardless of expected eligibility, including workshops on “What is REF?” and REF writing workshops, as well as one-to-one research conversations with staff, with assistance of senior staff.	Develop further DOR and senior staff work on preparing for REF (workshops on writing for REF open to all academic staff, continued updating of ‘What is REF’).  Support for REF writing to be embedded in mentoring and Annual Review via updated AR mandate and mentoring scheme <b>(AP2.2-2.3)</b> .	Q3 2017/18  Q2 2017/18	DOR  SDO	Parity of submission rates for M and F staff in REF2020/21 (depending upon criteria to be used).  100% submission rates for eligible M and F staff.

#### 4. Career breaks, workloads, supporting colleagues with caring responsibilities

4.1	Improve resources available to staff returning from <b>FAMILY LEAVE</b> , to promote career development and support a smooth and manageable transition back to work.	Embedding Athena SWAN principles in arrangements and supporting a good work/life balance is beneficial for staff with childcare responsibilities, whilst allowing staff to take advantage of career development opportunities such as conferences and training	At present, ELS has ad hoc arrangements for academic staff to transition back to teaching activities, arranged with senior staff.  PSS discuss transition with line managers and DOPS and may introduce flexible working (see below).	Current informal arrangements for flexible return to work for academic staff to be formalised in triennial revision of WAM.  ELS will introduce a Returners’ Career Development Fund of up to £1000 per person to support training and development opportunities, including conference attendance, and including child care elements, above and beyond academic Research Support Fund and extending also to PSS.	Q1 2019/20  Q1 2017/18	HOS  DOPS	≥90% of those returning from family leave take advantage of transitional arrangements and/or returners’ career development fund to facilitate a smooth transition back to work.
4.2	Improve access to information	61%/80% of academic/PSS staff	ELS use the ‘Maternity Check List	ELS will require the use of the UoE ‘Maternity Leave Toolkit’, as	Q1 2017/18	DOPS	100% uptake of ‘Maternity Checklist’;

	and support around <b>FAMILY LEAVE</b> and work-life balance policies.	agree ELS provides information on policies relating to gender equality. 53%/70% of academic/PSS staff agree ELS provides information on career development and work/life balance matters	for Managers'; 'Work Planning Template'; and 'Maternity Risk Assessment', before academic and PS staff commence leave.	well as promoting Shared Parental, Paternity, and Adoption Leave, via the Staff Handbook, E&D webpages, and ELS intranet, as well as Parental Leave Policy of 2 weeks paid leave to look after any child <18.  Promote 2 week paternity leave and adopt formal 'Paternity Leave Form'.  ELS will host a biennial 'CAHSS HR - Family Leave and Flexible Working Opportunities' talk.	Q1 2017/18  Q3 2017/18	DOED  DOED	'Risk Assessment'; and 'Planning Template' for maternity cases, recorded by ELS Office.  ≥85% of academic staff and PSS 'Agree' 'ELS provides information on matters relating to gender equality (for all genders).  ≥1 'CAHSS HR - Family Leave and Flexible Working Opportunities' talk, hosted biennially.
4.3	Safeguard staff entitlement to privacy and access to career development opportunities during a period of <b>FAMILY LEAVE</b> .	Staff with caring responsibilities find it more difficult to take advantage of career development opportunities, such as conferences and training, during a period of family leave.	UoE promotes voluntary KIT days on School website.	ELS will introduce a 'Maternity/Family Leave Agreement', outlining the staff member's preferred level of contact during leave. 'Agreement' to be upheld by line-manager. 'Agreement' will highlight access to 10 voluntary 'Keeping in Touch' (KIT) days, which can also be used for career development activities (conference attendance; promotions workshop; training).	2017/18	DOPS, HOS	100% of staff commencing family leave have a pre-arranged 'Maternity/Family Leave Agreement', as recorded by ELS Office.  ≥80% of staff on maternity and Shared Parental leave have elected to use voluntary KIT days for career development activities.

4.4	<p>Improve facilities available to staff returning from <b>FAMILY LEAVE</b> to support a smooth and manageable transition back to work.</p>	<p>It is necessary to extend current provision and improve practical support and spaces for staff with childcare responsibilities.</p>	<p>University crèche and childcare information is signposted through the UoE website.</p>	<p>ELS will provide dedicated baby changing facilities by installing in clearly signposted toilets in newly-refurbished building.</p> <p>ELS will invite volunteers to join a pool of 'Returner Buddies' (staff with experience of adjusting from extended leave back to work) to provide an additional level of support for recent returners.</p> <p>ELS will signpost UoE crèche and childcare voucher scheme in ELS Staff Handbook; and on ELS E&amp;D/AS webpages; and intranet.</p> <p>Provide signposting in refurbished ELS building to appropriate (non-toilet) space(s) to express and store breast milk &amp;/or to breastfeed; provide information in staff and student handbooks, and on E&amp;D website.</p>	<p>Q1 2018/19</p> <p>Q3 2017/18</p> <p>Q1 2017/18</p> <p>Q1 2018/19</p>	<p>DOED</p> <p>DOED</p> <p>DOPS</p> <p>DOED</p>	<p>≥1 baby changing facilities installed at Old College.</p> <p>≥75% returners acting as Returner Buddies.</p> <p>≥85% of academic staff and PSS 'Agree' 'ELS provides information on matters relating to gender equality (for all genders).</p>
4.5	<p>Promote formal <b>FLEXIBLE WORKING</b> agreements (FWA), to support staff with caring, or other, responsibilities in maintaining a healthy work-life balance.</p>	<p>85%F/100%M PSS agree that ELS is supportive of flexible working arrangements</p>	<p>Thus far, academic staff largely rely on informal flexible working arrangements. One academic staff member has formal flexible working arrangement.</p> <p>PSS have flexible working agreements</p>	<p>ELS will ensure flexible working agreements are formalized, to protect the terms of the agreement for academic and PSS staff.</p> <p>ELS will hold an annual 'CAHSS HR - Family Leave and Flexible Working Opportunities' talk, to inform those wishing to make use of flexible working arrangements and to ensure managers are full</p>	<p>Q1 2017/18</p> <p>Q3 2017/18</p>	<p>HOS</p> <p>DOPS</p>	<p>100% of flexible working agreements formalized.</p> <p>≥1 'CAHSS HR - Family Leave and Flexible Working Opportunities' talk held annually.</p>



			with 100% of those requested agreed by managers for those returning from maternity leave	informed and able to support staff wishing to request flexible working			
4.6	Develop existing <b>WORKLOAD ALLOCATION MODEL</b> and ensure it works effectively, and is properly understood and transparent, in order to prevent gender bias.	The current model, in place since 2008/09, does not fully recognise real workloads and in particular does not work well for staff on teaching only contracts. This may therefore pose a particular problem for female staff who are over-represented in these roles.	WAM has been used in ELS since 2008/09. A WAM working group established during 2016-17 (5F/2M) with representation from SMG, senior staff and a UE08 academic staff.	Subject to ratification by SMG, review of WAM will uprate certain tasks to reflect real commitment (e.g. DOED), mandate review of outcomes of WAM by DHOS to ensure equity and give SDO specific role in relation to inequity of burdens across the School. SMG will continue work to ensure more robust framework for evidence-based workload management and a comprehensive WAM review will be undertaken triennially, including: reviewing allocations, and inclusion of new roles and responsibilities.	Q4 2016/17  Q1 2019/20	HOS  HOS	2016/17 WAM review results in more robust framework for evidence-based workload management  ≥1 triennial review of WAM, including incorporating elements drawn from ASAP (returners; training, etc.)

### 5 Supporting students, embedding AS principles in learning and teaching and balancing student gender profile

5.1	Redress gender imbalance in UG, PGT and PGR <b>STUDENT POPULATIONS</b> through effective gender balanced communications and marketing strategy.	In 2015/16, the proportion of female students at UG is 69%, PGT 61%, and PGR 39%.  ELS can redress gender imbalance by (in part) projecting a gender balanced outward-facing image	DOED attended UoE/UCU event 'Attracting Diversity in Admissions.' ELS Web Team and CAM Officer strive to project a diverse, inclusive and accurate visual representation of ELS student body in all	ELS DOED, Web Team and CAMO to complete a formal annual review of online and hardcopy promotional materials (including prospectus; ELS webpages; and PG funding leaflets) to ensure images and content represent all genders. UG/PG Managers will also be involved in the review.  ELS will develop targeted recruitment campaigns at UG and	Q4 2017/18  Q1 2017/18	DOED  DOED	≥10% improvement in gender parity within UG, PGT student populations by 2021.  ≥5% improvement in gender parity within PGR population by 2021.  ≥1 targeted UG and PGT recruitment
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		to prospective female and male students.	recruitment materials.	<p>PG level, specifically profiling UG and PGT male students and female PGR students (podcasts, videos). Online (including Q&amp;A) and hardcopy materials to be circulated to schools/colleges by UoE SRA. Webpages to include signposting funding opportunities and family friendly policies. PGT programme directors to make direct contacts.</p> <p>AS logo to feature prominently on marketing materials; including website, prospectus and e-mail signatures, if successful.</p> <p>For PGR, recruitment materials to refer specifically to family friendly policies, and other measures, such as female mentors, to support women PGR students.</p> <p>DOED will report to SMG annually on progress of marketing campaigns for equitable recruitment of students.</p>			<p>campaign featuring male students.</p> <p>≥1 targeted PGR recruitment campaign featuring female students.</p> <p>AS logo appears on ELS website, prospectus and email signatures.</p> <p>≥85% of PGRs 'Agree' 'ELS provides information on gender equality matters' (for all genders).</p> <p>≥1 annual marketing and communications update to SMG.</p>
5.2	Direct strategic attention to redressing the imbalance in PGR <b>STUDENT POPULATION</b> Target under-represented groups in	<p>In 2015/16, the proportion of female students at PGR 36%, contrasting starkly with UG 69% and PGT 67%.</p> <p>PGR admissions are done within the</p>	<p>November 2016, ELS SAT was represented at an ECU workshop 'Attracting Diversity in Student Recruitment'.</p> <p>Recommendations from the workshop</p>	<p>Introduce a best practice recommendation for PGR skype interviews to avoid male only panels for female applicants.</p> <p>Require E&amp;D and UB training for those involved in recruiting PGRs and in particular those involved in scholarship decision-making.</p>	<p>Q2 2017/18</p> <p>Q1 2017/18</p>	<p>DPGR</p> <p>DOED</p>	<p>≥5% improvement in gender parity within PGR population by 2021.</p> <p>≥10% improvement in gender parity within UG, PGT student populations by 2021.</p>

	recruitment strategy for <b>UG and PGT</b>	School; PGT and UG largely within CAHSS.  In PGR focus groups, male and female students have commented on challenges faced by female PGRs and on issues of culture and environment in ELS.	were reported at the following SAT meeting (December 1 <sup>st</sup> ) and fed into the action plan.	To attract more women to PGR study, ensure family-friendly policies for students are highlighted in: PGR supervisor training, marketing materials, and E&D website.  Review UG/PGT recruitment strategy with CAHSS Admissions to ensure that gender imbalance is addressed within the strategy where possible.	Q1 2017/18  Q1 2017/18	DPGR  DUGS DPGT	  ≥1 review of recruitment strategy scheduled into ELS and CAHSS Admissions calendars.
5.3	Increase focus on <b>PGR FUNDING</b> provided by ELS on legal/socio-legal studies related to E&D and AS principles	As reported in Focus Groups, many PGR students (M&F) choose to study in order to ‘make a difference’ or for reasons of social difference, aligning closely with E&D/AS.  Focus Groups have requested more emphasis to be given to ELS work by staff and students in these areas, including equality, human rights, etc.		ELS commits to raising the level of resource that it provided for PGR bursaries and scholarships from all available sources, including endowments which focus on E&D/AS. In so doing it will specifically attend to supporting projects that bear upon questions of equality, diversity and social justice. These may encompass a wide range of the School’s substantive research areas, including those of families and relationships, gender and sexuality, employment, contracts, crime and justice, environment, peace, war and conflict, and human rights.	Q1 2017/18	HOS	≥1 scholarship/ bursary annually focused on issues of E&D and social justice.  ≥1 website case study of ‘making a difference’ based on research funded by ELS
5.4	Expand <b>ONLINE-DISTANCE LEARNING</b> portfolio at PGT level to promote	Online distance learning offers flexibility at PGT level for students with caring and other	A small number of students who study PGT on-campus can take some of their	Increase awareness of options for PGT students to study some courses online as well as on-campus through marketing and recruitment campaign (answering	Q1 2018/19	DPGT	≥10% increase in numbers of PGT students combining online and on campus

	flexible learning and support students with caring or other responsibilities.	responsibilities, especially if online and on campus models can be mixed within programmes.	course options as ODL courses.	questions like ‘How can I fit my studies around my caring commitments?’).  Provide guidance and training to PGT Personal Tutors working with students who have caring commitments to ensure they actively promote the online courses offered as a means of encouraging flexible programmes of study.	Q1 2018/19	DPGT	offerings to facilitate flexible learning
5.5	Provide additional support to encourage students to consider <b>ACADEMIC PROGRESSION</b> , specifically to redress gender imbalance at PGR level	In 2015/16, the proportion of female students at PGT was 61%, and PGR 31%.  In focus groups, students report perceptions that ELS takes insufficient steps to encourage UG and PGT students to progress to next stage or to consider PGR study.	‘Final Year Futures’ event was held (for UG students) in February 2017 to showcase opportunities post-LLB, and topics included professional practice, alternative careers and postgraduate study.  LLM Programme Directors provide information on course marks to course tutors so they can encourage PGR applications.	‘Final Year Futures’ event will be held annually and will be expanded to include representation from PGT/ PGR Role Models.  DPGR will present ‘Thinking about a PhD?’ during ‘Induction Extra’ for PGTs, including available funding opportunities ( <b>see 5.3</b> ).  ELS will highlight to prospective students those steps it is taking, e.g. mentors for female PGRs or availability of study interruptions which provide best conditions for PGR study.	Q3 2017/18  Q1 2017/18  Q1 2018/19	UGM, DUGS  DPGR  DPGR	‘Final Year Futures’ event held annually. ‘Induction Extra’ event held annually.  ≥5% improvement in gender parity within PGR population by 2021.
5.6	Provide enhanced <b>STUDENT SUPPORT</b> to facilitate the	PGR focus groups highlight importance of providing information about family-friendly	PGRs at ELS follow a structured 3 year programme of training (project management,	ELS will offer female mentors to female PGR students to ensure they receive full support and pastoral care during their studies.	Q1 2017/18	DPGR	≥85% of PGR students ‘agree’ ‘ELS provides advice and mentoring to help me progress to an academic career’

	highest levels of achievement by all students at PGR regardless of gender.	policies for those having children mid-course, plus assurances on how ELS takes steps to help PGRs offset stress of completing programme. Visible role models were also regarded as important to help PGRs reach their goals.	communication, subject-specific training, with feedback on progression).  Students interrupting their studies, including for maternity or caring reasons can use concessions and study interruptions.	ELS will introduce best practice guidance on the composition of first year/viva panels and supervisory teams for students, to promote visibility of role models and to ensure that female PGRs do not face all male panels.  ELS will improve information flow regarding family friendly options, including study interruptions for maternity and caring responsibilities (Student handbook; ELS website; e-mail).	Q3 2017/18  Q3 2017/18	DPGR  DOED	(for all genders) [from 71%, in 2015].  100% of female PGR panels have minimum 1 female and 1 male.  ≥85% of PGRs 'agree' 'ELS provides information on matters relating to gender equality' (all genders) [59%, 2015].
5.7	Improve <b>CAREER DEVELOPMENT OPPORTUNITIES</b> for PGR students to facilitate progression to an academic career.	Information about career development opportunities and opportunities for training and networking enhance the capacity of PGRs to make reasoned decisions about career choices.	PGRs are invited to attend UoE 'Ingenious Women' and 'Enterprising Women' training.  PGRs planning to enter the legal profession can participate in UoE-led Leadership Foundation for Women Lawyers.	ELS PGR training will be enhanced to enable supervisors better to support PGR career development. ELS will hold regular seminars (4x per year) on career options for PGRs.  Celebrate achievements of PGRs, especially female PGRs through events and website profiling.	Q3 2017/18  Q1 2017/18	DPGR  DPGR	≥4 'PGR Careers' seminars scheduled, annually.  ≥1 event annually celebrating PGR achievements focusing attention on female PGRs.
5.8	Encourage and recognise <b>OUTREACH</b> , to promote engagement and redress gender imbalance in the UG/PGT/PGR cohorts.	In 2015/16, the proportion of female students at UG is 69%, PGT 61%, and PGR 39%.  ELS can redress gender imbalance by (in part) projecting a	Workshops run as part of widening participation work (UG) seek to have male and female students represented.	Ensure those running workshops for prospective students strive to achieve a balance in gender of school representatives (staff and students).  Attract more male volunteers by making clearer the direct career and cv benefits, that come from	Q1 2017/18  Q1 2017/18	DOED  DUGS	Open Day and Post-Offer Visit Day staff and students are 40% male/female.



6.2	Regularly <b>SURVEY GENDER CULTURE</b> within ELS, for comparative analysis and action.	<p>Capturing quantitative and qualitative data enables ELS to gauge staff/student perceptions of gender culture and map AS progress.</p> <p>2015, response rates were only 45% (academic); 44% (PSS); 17% (PGR).</p>	<p>Gender Culture Surveys of staff and PG students ran in 2013 and 2015. 2015, separate academic staff and PSS surveys ran, to reflect distinct career trajectories.</p> <p>2013 and 2015, survey results were published on the ELS intranet.</p>	<p>ELS will run academic staff, PSS and PG gender culture surveys, biennially.</p> <p>ELS will increase response rates with an online/e-mail advertising campaign, highlighting the gender balanced AS remit (post-2015) and benefits to academic staff, PSS and PGR students.</p> <p>To promote transparency, survey summaries will be published on the ELS SharePoint.</p> <p>E&amp;D SAT will generate a comparative analysis of survey results published on AS SharePoint; reported to SMG.</p>	<p>June 2017/18</p> <p>2017/18</p> <p>2017/18</p>	<p>DOED POAS</p> <p>DOED</p> <p>DOED</p>	<p>Gender Culture Survey will be conducted biennially.</p> <p>≥65% response rate for academic staff and PSS (all genders). 30% increase in PGR response (all genders)</p> <p>Survey summaries published on ELS SharePoint, biennially.</p> <p>Comparative analysis published, biennially; report to SMG (minuted).</p>
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### Action Plan Glossary:

CAHSS	College of Arts, Humanities and Social Sciences	PI	Principal Investigator
CAMO	Communications and Marketing Officer	POAS	Athena SWAN Project Officer
CBS	Chair of Board of Studies	PS	Professional Services
DOED	Director of Equality and Diversity	REF	Research Excellence Framework
DOPS	Director of Professional Services	RKEO	Research and Knowledge Exchange Office
DOR	Director of Research	SDC	Staff Development Committee
DUGS	Director of Undergraduate Studies	SDO	Staff Development Officer
DUGS	Director of Undergraduate Studies	SM	School Meeting
ECCR	Early Career Contract Researcher	SMC	School Mentoring Champion
ECPLS	Edinburgh Centre for Professional Legal Studies	SMG	School Management Group
EdTA	Edinburgh Teaching Award	SRA	Student Recruitment and Admissions (CAHSS)
ELS	Edinburgh Law School	TF/STF	Teaching Fellow/Senior Teaching Fellow
HOS/DHOS	Head of School/Deputy Head of School	UBT	Unconscious Bias
HOSA	Heads of Subject Area	UG	Undergraduate (students)
IAD	Institute for Academic Development	UGM	Undergraduate Manager
PGR/DPGR	Postgraduate Research (students)/Director of PGR	WAM	Workload Allocation Model
PGT/DPGT	Postgraduate Taught (students)/Director of PGT		