



ECU GENDER CHARTER

Department Application
Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

This form should be used for applications for Bronze and Silver department awards. You should complete each section of the application applicable to the award level you are applying for.

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

WORD COUNT

The overall word limit for applications are shown in the following table. There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section. We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	10,500	12,000
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1000	1000
4. Picture of the department	2000	2000
5. Supporting and advancing women's careers	6000	6500
6. Case studies	n/a	1000
7. Further information	500	500

Name of institution	University of Edinburgh
Department	Edinburgh Law School
Focus of department	AHSSBL
Date of application	28 th April 2017
Award Level	Bronze
Institution Athena SWAN award	Date: 04/15 Level: Silver
Contact for application Must be based in the	Professor Jo Shaw Salvesen Chair of European Institutions
Email	jo.shaw@ed.ac.uk
Telephone	0131 650 9587
Departmental website	http://www.law.ed.ac.uk/

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



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28th April 2017

Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

Dear Equality Charters Manager,

As Head of School, I write to endorse this application by Edinburgh Law School (ELS) for a Bronze Award under the Equality Challenge Unit Athena SWAN Charter. The information, both quantitative and qualitative, contained herein represents a true picture of ELS.

I have been a member of the Athena SWAN SAT since my appointment as Head of School in 2014, attending meetings and engaging fully in the work of the Committee. In particular, I have ensured the inclusion of AS principles and objectives in the School Strategic Plan from 2017 onwards, and altered the composition of the School's Senior Management Group by making the Director of Equality and Diversity a member. That, together with my own ex officio membership of the SAT, ensures a powerful strategic link between the AS work undertaken to prepare this application (and to implement the associated plan) and the strategic direction of ELS.

The process of compiling the report, based on a wide range of data sources, has assisted us in identifying areas of strength and – in particular – weakness, that will be addressed through the implementation of the Action Plan, regardless of the success or failure of this application. If, and only if, we are successful with this application, we will do this explicitly under the logo of the Athena SWAN Charter. However, ELS is committed to mainstreaming E&D in all of our work.

In particular, we have now focused attention on 4 areas where there is a significant gender imbalance in ELS's staff and student body:

- We have too few female professors
- We have too few male professional services staff (PSS)

- There are too many women in jobs focused solely on teaching or research in the lower academic grades of UE06 and 07; many have precarious status and/or are employed part-time and have fewer prospects of career progression
- We have too few female postgraduate research students, well short of national and RG benchmarks.

Our surveys and focus groups have also identified areas where staff, especially PSS, feel they have insufficient information about policies and insufficient support to maintain a healthy work/life balance.

We are putting in place actions to redress these imbalances and negative aspects of the ELS environment. These include: making our recruitment and induction processes, annual review, and mentoring to support career progression more robust; directing support towards staff on part-time contracts and those on fixed-term contracts; projecting an inclusive image of ELS to the outside world, as well as internally, through the use of female role models; and providing resources to support our commitment in the form of additional PGR scholarships in areas of legal study related to equality and diversity, a new initiatives budget for the Director of Equality and Diversity, funds to support those returning from maternity and parental leave, and ELS financial support for participation in the Aurora mentoring scheme for academic and professional services staff.

Preparing this application has set Edinburgh Law School on a path towards a more inclusive and more effective future.

Yours sincerely



Professor Richard Sparks
Head of School

Section 1 Total: 499 Words.

GLOSSARY OF ABBREVIATIONS

ACS:	Academic Staff
AS:	Athena SWAN
AR:	Annual Review
ASAP:	Athena SWAN Action Plan
CAHSS:	College of Arts, Humanities and Social Science
DOED:	Director of Equality and Diversity
DoPS:	Director of Professional Services
DoR:	Director of Research
DSE	Director of the Student Experience
ECCRs:	Early Career and Contract Researchers
EC staff:	Early career staff
ECPLS:	Edinburgh Centre for Professional Legal Practice
ELS:	Edinburgh Law School
E&D:	Equality and Diversity
F:	Female
FT:	Full-time
FTC:	Fixed-term Contract
GEM:	Gender Equality Charter Mark
GHC:	Guaranteed Hours Contract
HESA:	Higher Education Statistics Agency
HoS:	Head of School
KIT:	'Keeping in Touch' Days
LEAPS:	Lothians Equal Access Programme for Schools
L&T	Learning and Teaching
M:	Male
ODL:	Online Distance Learning
ORP:	Oxford Research and Policy
PG:	Postgraduate
PGR:	Postgraduate Research
PGT:	Postgraduate Taught
PSS:	Professional Services Staff
PT:	Part-time
RA:	Research Assistant
RF:	Research Fellow
RG:	Russell Group
RKEO:	Research and Knowledge Exchange Office
SAT:	Athena SWAN Self-Assessment Team
SDC:	Staff Development Committee
SDO:	Staff Development Officer
STF:	Senior Teaching Fellow
SMG:	School Management Group
SYWTBAL:	'So you want to be a lawyer?'
TF:	Teaching Fellow
UB:	Unconscious Bias (Training, etc.)
UG:	Undergraduate
UoE:	University of Edinburgh
WP:	Widening Access and Participation

UNIVERSITY OF EDINBURGH PAY GRADES

Table 1: University of Edinburgh pay grade (UE Grade) and equivalent job description

UE Grade	Equivalent Job Description (Academic/Research Staff)
UE06	Research Assistant, Research Associate
UE07	Teaching Fellow, Research Associate
UE08	Lecturer, Research Fellow, Senior Teaching Fellow
UE09	Senior Lecturer, Reader, Senior Research Fellow
UE10	Professor, Professorial Research Fellow

****There is no equivalent pay grade scale for PSS; diverse roles span UE02-UE10****

UNIVERSITY OF EDINBURGH STATEMENT ON HOURS TO BE NOTIFIED (HTBN) DATA

"The University of Edinburgh does not employ staff on zero-hours contracts. However, from 2014-15 the University employs a number of its staff on 'Guaranteed Hours' contracts to meet the University's complex business needs while providing flexibility and a greater degree of certainty for staff in terms of access to work and pay. A majority of guaranteed hours staff in the School of Law are employed as Tutors."

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

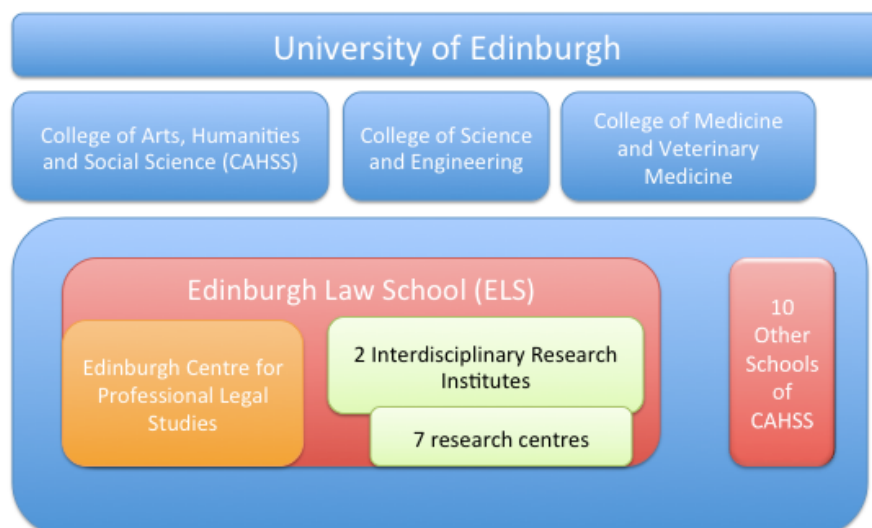
Law has been taught at UoE since 1707, previously within the Law Faculty and now in the successor Edinburgh Law School. ELS is one of eleven Schools within CAHSS (**Figure 1**). The LLB in Law has been offered since 1862, and women first graduated in 1909, before women could enter the legal profession in Scotland. Today the LLB can be taken as a 4yr LLB (Honours) degree, or 2yr LLB for graduate entrants. Diploma in Professional Legal Practice taught by ECPLS is a 1yr bridge between graduation and legal practice. ELS has 15 on-campus LLM/PGT programmes, 2 MSc programmes, 3 research LLMs and 6 eLLM programmes available through ODL. 2015/16, UG, PGT, and PGR populations were 849, 690, and 121, respectively. In addition to teaching, ELS is research active, including PGR training, and does public/community engagement. Staff/students come from >90 countries.

Management structure devolves downwards from SMG (7F/5M; 60%F), comprising HoS(M) Deputy HoS(M), DOPS(F), Directors of Research(F), L&T(F), UG Studies(F), PGT(M), PGR(M) and E&D(F), Senior Tutor(M), SDO(F), UE07-UE08 representative(F). Under the School's Constitution (under revision), School Meeting, comprising academic staff and senior PSS, is ultimately responsible for major decisions. To date, one HoS has been female (2010/11-2013/14).

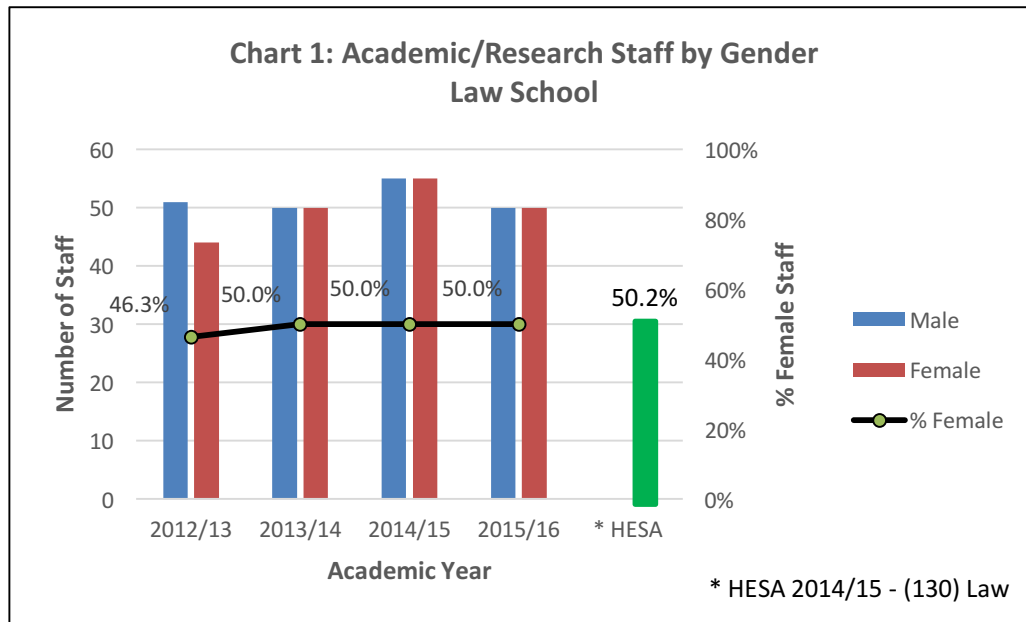
2015/16, ELS had 100 academic staff (50%F) and 43 PSS (81%F). 9% academic staff and 21% PSS work part-time (**Tables 55-56**). 75% academic staff (**Chart 27/Table 27**) and 74% PSS are employed on open-ended contracts. A further 168 GHC staff work as tutors.

ELS is currently located on 4 sites in central Edinburgh, pending a refurbishment of its historic offices in Old College, to provide high grade office, teaching, meeting, library and social spaces. Seven research centres and two interdisciplinary institutes support research development.

Figure 1



Academic/Research Staff



2015/16, ELS had 100 academic staff (50%F). 2013/14-2015/16, female representation was 50% (**Chart 1/Table 2**), comparable with national (50.2%), above RG (47%) benchmarks. Despite gender balance overall, women are over-represented at UE06-UE07 (Research Assistant/Teaching Fellow), comprising 77% of staff, 2015/16 (**Chart 2**). 2012/13-2015/16, proportion of UE08 women rose 37%-47%. 2015/16, women are nevertheless under-represented at UE09 (40%) and professorial UE10 (30%). Actions will target recruitment and promotion, to improve proportion of women at UE09, UE10 (**AP3.2,3.7**).

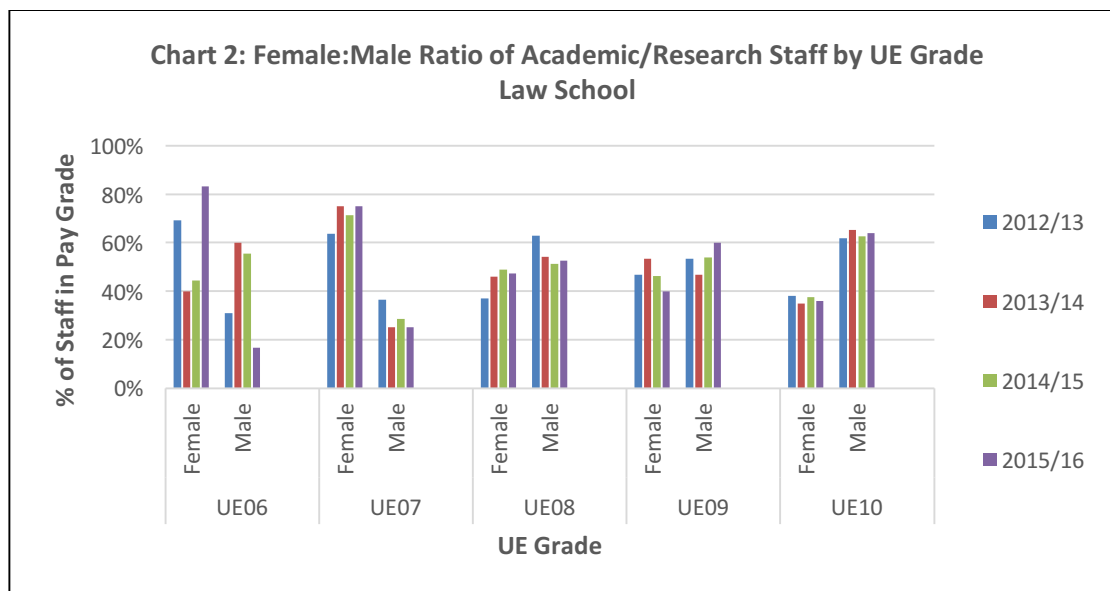


Table 2: Academic/Research Staff by UE Grade (Law)
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Professional Services Staff

2015/16, ELS had 43 PSS (81%F), up from 78%, 2012/13 (**Chart 3/Table 3**), comparable with national and RG benchmarks (81%). UE09 DoPS(F) manages PSS. Female numbers over the 4-year period remained overall stable (35). Males dropped (10-8). 2015/16, proportion of women at UE03-UE07 was 71%-89% (**Chart 2**), reflecting application profiles in external recruitment. ASAP addresses disparity through a gender aware recruitment policy to encourage more men to apply (**AP3.3**), improved gender balance in selection panels (**AP3.3**) and actions to encourage PSS progression, including F and M role models (**AP1.6,1.8,3.3**).

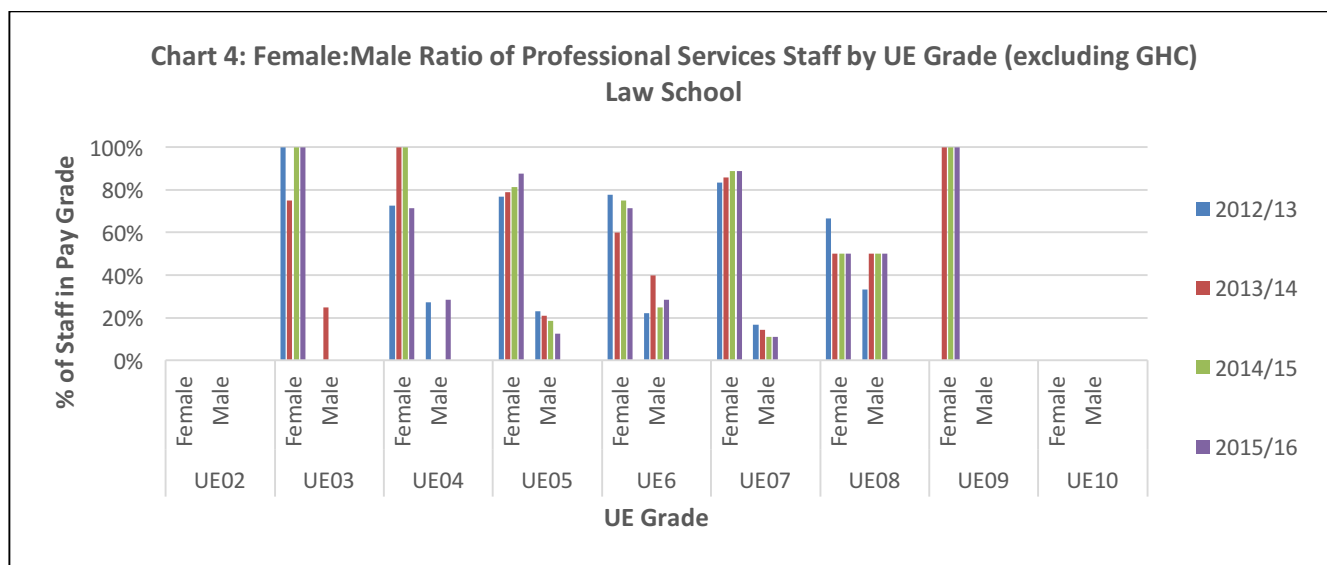
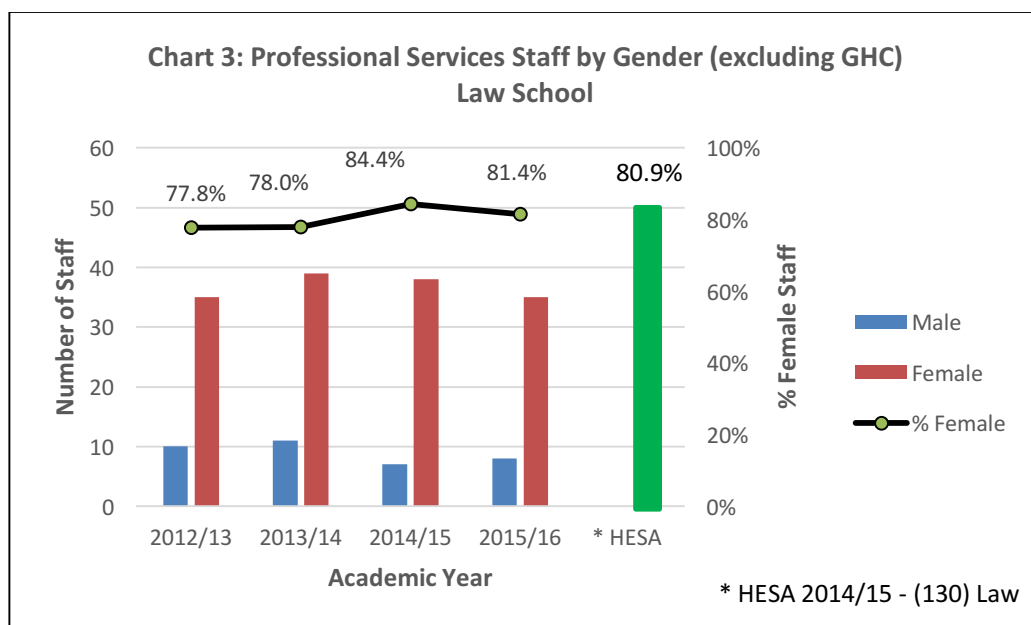


Table 3: Professional Services Staff (excluding GHC), by UE Grade (Law)
[REDACTED FROM THIS VERSION OF THE APPLICATION]

Tutors and Demonstrators (GHC)

From 2014/15, AS data includes GHC staff (**P8**). These colleagues are employed on ‘tutors and demonstrators’ contracts, including LLB Course Tutors (UE06), and Diploma Tutors (UE07). >65% of UE06 and >95% of UE07 tutors are practicing legal professionals. The remainder are postgraduates gaining teaching experience for academic progression. 2015/16, 43% of GHC staff (n=72) were women. GHC numbers increased 28% (131-168; 22%F and 33%M), 2014/15-2015/16 (**Chart 5/Table 5**). Actions will ensure GHC recruitment is gender-aware (**AP3.1**), and embed GHC Annual Review and mentoring (**AP2.1,2.3**), except where inappropriate for legal professionals.

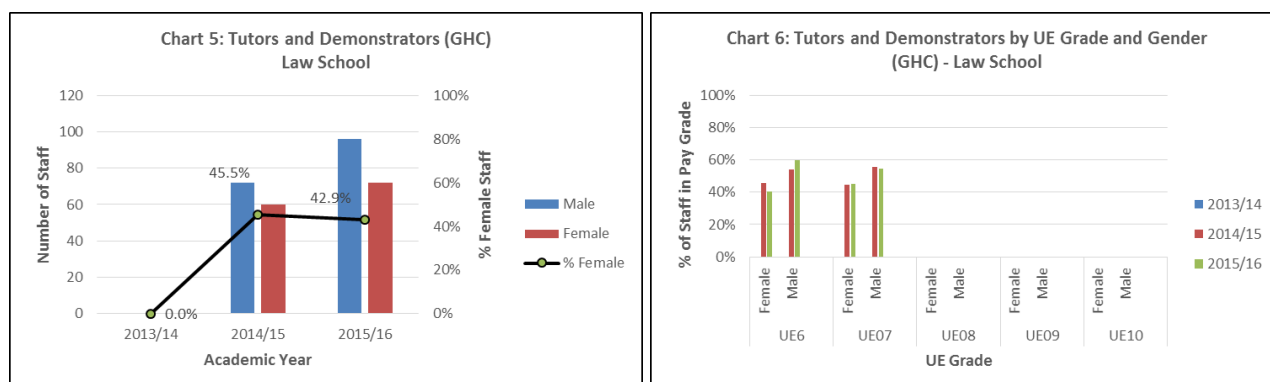


Table 4: Tutors and Demonstrators (GHC), by UE Grade (Law)

Tutors and Demonstrators (GHC)		UE6	UE7	UE8	UE9	UE10	Total
2014/15	Male	32	40	0	0	0	72
	Female	27	32	0	0	0	59
	% Female	45.8%	44.4%	0.0%	0.0%	0.0%	45.5%
2015/16	Male	49	47	0	0	0	96
	Female	33	39	0	0	0	72
	% Female	40.2%	45.3%	0.0%	0.0%	0.0%	42.9%

Section 2 Total: 510 Words.

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words

(i) a description of the self-assessment team

The ELS AS SAT currently includes 21 academic staff, PSS, and PGR representatives (14F:7M; 66.6%F) (Table 5).

Table 5: Athena SWAN self-assessment team (Law)

[REDACTED FROM THIS VERSION OF THE APPLICATION]

Table 6: Key to biographies table (Table 5).

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

ELS established a gender equality SAT February 2013, expanding membership October 2014 and May 2016. SAT was recruited through open invitation and ex-officio appointment. All SAT members contributed to the submission, taking responsibility for information-gathering and report-writing of individual sub-sections. Established and new academic staff and PSS at all career levels are represented. To ensure AS feeds into School strategy, membership of SAT is ex-officio to the roles of HoS and DoPS, and the E&D Director was made ex-officio to SMG. Together they act as a liaison between the SAT and SMG. PhD students facilitate dialogue with PGR student body, and CAHSS HR representative advises on policy. An AS Project Officer sits on every CAHSS SAT to promote good practice across College.

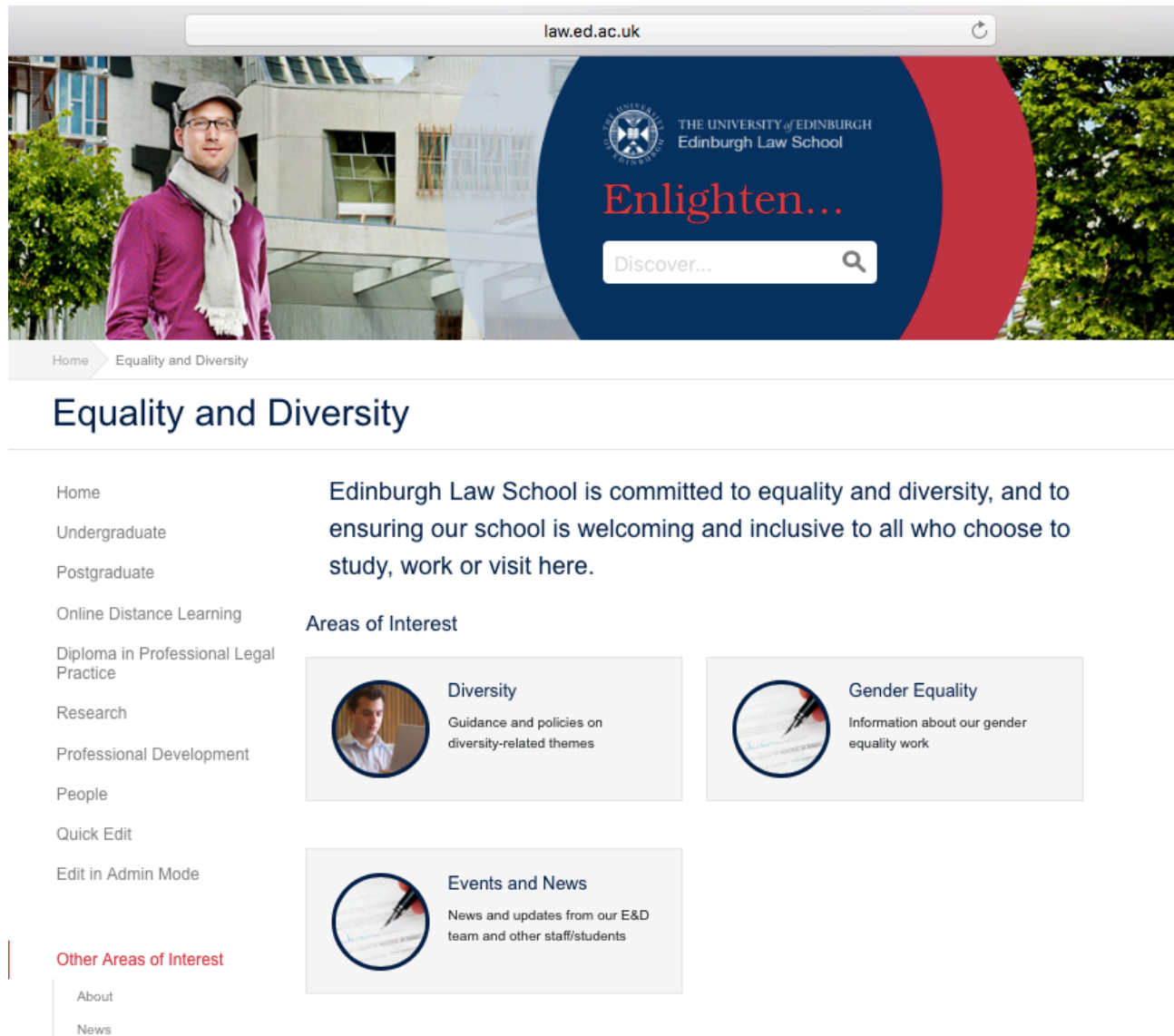
2012/13-2015/2016, SAT met quarterly, then monthly from June 2016. Meetings facilitate group discussion around submission drafts and action points. April 2017, a dedicated meeting of SMG in aligned ASAP and ELS strategic plans. Planning meetings between Convener, DoPS and Project Officer took place throughout self-assessment. SAT members ran focus groups relating to AS surveys and sub-section topics, including PGR perceptions of obstacles to PGR study (Table 7).

Table 7: AS SAT self-assessment focus groups (Law).

Focus Group	Date	Issues Targeted
AS Gender Culture Survey (2013)	08/13	Staff and student survey results; qualitative free-text responses.
PGR Student Recruitment and Support	08/14	Obstacles to embarking upon and completing a PhD (male PGR cohort)
PGR Student Recruitment and Support	08/14	Obstacles to embarking upon and completing a PhD (female PGR cohort)
AS Gender Culture Survey (2015)	05/15	Comparative analysis of 2013 and 2015 survey results; perceived impact of AS
Lessons Learnt from GEM	09/16	Obstacles to gender equality in Law; solutions (with University of Glasgow)
PGR Student Recruitment and Support	04/17	Obstacles to embarking upon PhD and perceptions of male bias (male PGR cohort)
PGR Student Recruitment and Support	04/17	Obstacles to embarking upon PhD and perceptions of male bias (female PGR cohort)

Gender equality news articles and training opportunities are circulated regularly. SAT members champion AS within ELS and the wider University. A shared intranet site allows staff to access all AS materials and statistics, in addition to a School E&D/Gender Equality webpage (**AP1.5**).

Figure 2: Edinburgh Law School E&D and Gender Equality Webpages (extracts/snapshots)



Internal/External Collaboration

SAT seeks to promote gender equality/AS at School, College and national level. Members attend quarterly UoE AS Network meetings, and SAT is represented at triannual UoE Advancing Gender Equality Working Group and Scottish AS Network meetings. SAT Convener and DOED attend 6-weekly CAHSS AS Network and participated in a Post-2015 AS workshop, led by Ruth Gilligan (ECU) (April 2017). 2016, SAT established a collaborative relationship with AS counterparts at the University of Glasgow's School of Law, Bronze Award holders since 2014 (GEM). A focus group (September 2016) brainstormed obstacles to gender equality within Law, and lessons learned from GEM. The SAT is represented within the UoE Race Charter Mark committee and one member co-chairs the UoE Staff Pride Network. Members of SAT are leading members of various professional association and Law Society E&D committees.

(ii) an account of the self-assessment process

February 2013, ELS committed to producing a gender equality self-assessment report and action plan, based upon the STEMM AS model. Though not a trial participant, the GEM template was used to write a draft, mapped to the revised AS template for AHSSBL in July 2015.

July 2013, a preliminary statistical review was followed by online gender culture surveying of staff and PGR students. The survey was repeated in May 2015, and will run biennially (**AP6.2**). The 2013 staff survey generated 118 responses: 48% of academic staff (40%F/53%M) and 40% of PSS (45%F/20%M). As areas of concern, the surveys highlighted recognition of the full range of experience at Annual Review and in considering promotions; encouragement to apply for promotion; transparency of policies relating to career advancement and work-life balance; access to Annual Review. Only 19% and 9% of academic staff had completed E&D and Unconscious Bias training, respectively. Equivalent figures for PSS were 21% (E&D) and 11% (UBT). 12 staff members will participate in training sessions on 6 June 2017 and further sessions will be facilitated (**AP1.3**). 2015, separate academic staff and PSS surveys ran, to reflect the cohorts' distinct career trajectories. 45% of academic staff (42%F/38%M) and 44% of PSS (22%F/42%M) participated. In 2017, Law will promote engagement and redress gender disparity in response rates with an e-mail advertising campaign, highlighting the gender balanced, intersectional AS remit post-2015, and benefits to both academic staff and PSS (**AP6.2**). A comparison of 2013 and 2015 academic staff responses indicated marked improvement for 10 questions (**Table 8**) and slight improvement for a further 4 questions. 2015 surveys are discussed in detail in 'Culture' (**P59**).

Table 8: Comparative 2013 and 2015 academic staff survey responses, with positive impact.

Survey Question (% of academic staff agreeing with statement)	2013	2015	Positive Impact
I am encouraged to take up career development and training opportunities	63.8%	85.7%	21.9%
I am encouraged to represent the School externally and/or internally	43.8%	69.4%	25.6%
Law provides me with useful mentoring opportunities	60.0%	69.4%	9.4%
Law provides me with a helpful Annual Review	50.1%	69.4%	19.3%
Meetings are completed in core hours	58.8%	81.6%	22.8%
I am kept informed by Law about career development and work-life balance matters	43.8%	53.1%	9.3%
I have undertaken E&D training	18.8%	20.4%	1.6%
I have undertaken unconscious bias training	8.8%	14.6%	5.8%

As regards PSS, 12 questions indicated a marked improvement (**Table 9**) and a further 4 suggested slight improvement. Both surveys suggest weaknesses in a number of areas to be addressed by the ASAP, including transparency and understanding of policies relating career development and work-life balance (**AP4.2**), E&D and UBT (**AP2.2**).

Table 9: Comparative 2013 and 2015 professional services staff survey responses, with positive impact.

Survey Question (% of professional services staff agreeing with statement)	2013	2015	Positive Impact
Individual differences are respected	57.9%	70.0%	12.1%
Inappropriate images that stereotype women or men are not allowed in the School	57.9%	90.0%	32.1%
In Law work is allocated on a clear and fair basis, irrespective of gender	57.9%	70.0%	12.1%
Law gives clear information regarding policies that relate to gender equality matters	57.9%	80.0%	22.1%
Law are supportive of requests for flexible or more limited working or temporary leaves	73.7%	80.0%	6.3%
I am kept informed by Law about training and development and work-life balance matters	47.4%	70.0%	22.6%
I have undertaken E&D training	21.0%	40.0%	19.0%
I have undertaken unconscious bias training	11.1%	25.0%	13.9%

2013-2015, response rate for the PGR student survey decreased from 20% (23:28%F/15%M) to 17% (17:18%F/16%M). There was marked improvement in PGR perceptions for 10 questions (**Table 10**), and slight improvement for a further 10. In 2017, Law will address a lower response rate, particularly for male PGRs, with a targeted e-mail advertising campaign (**AP6.2**).

Table 10: Comparative 2013 and 2015 PGR student survey responses, with positive impact.

Survey Question (% of PGR staff agreeing with statement)	2013	2015	Positive Impact
I find the culture friendly	95.7%	100.0%	4.3%
I find the culture encouraging	82.6%	100.0%	17.4%
Men and women are equally likely to be chosen for special activities and opportunities	52.1%	70.6%	18.5%
Law offers me support to progress from study to a graduate career	26.1%	70.6%	44.5%
I think that female and male students are is good as each other in our discipline	91.3%	100.0%	8.7%
Academic staff treat female and male students with equal respect	82.6%	94.1%	11.5%
Law is helpful in seeking solutions when work and other life obligations conflict	73.9%	88.2%	14.3%
Law would deal effectively with any complaints about harassment or bullying	73.9%	100.0%	26.1%

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

In line with its commitment to AS, ELS included AS and E&D in the School Strategic Plan (and will do so in its revised Constitution) (**AP1.1**). AS is a standing item on SMG's agenda (**AP1.1**). October 2016, DOED joined SMG *ex officio* to ensure a formal link between AS SAT/SMG and to deliver a succession plan for oversight of E&D. Subsequent to Bronze submission, SAT becomes E&D Committee (chaired by DOED), charged with developing and monitoring best practice, including AS and the ASAP, across full range of protected characteristics (**AP1.2**). Membership will rotate on a 3-year basis, to prevent stagnation and overload. DOED, appointed by formal internal recruitment process, has been granted a WAM allocation of 100 hours to accommodate additional responsibilities, including membership of SMG and Staff Development Committee (**AP1.2,4.6**). Responsibility for individual AS Actions will be delegated to team members. The committee will continue to meet quarterly to implement ASAP, map progress, and plan future activity (**AP1.2**). ELS will promote awareness of gender equality and champion AS by expanding the current AS/E&D website content across all protected characteristics, creating an open dialogue with staff and students (**AP1.5**). Academic staff, PSS and PGR student surveys will be circulated biennially, followed by a report summarising results

to promote transparency **(AP6.2)**. An annual statistical analysis of the AS dataset **(AP6.1)** will enable the SAT to measure progress and will be published, with an annual progress report, on the ELS intranet **(AP6.1)**. Using good practice benchmarks, including the ECU website, ELS will prepare for a subsequent Silver Award application **(AP6.3,1.2)**.

Section 3 Total: 1004 Words.

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words

4.1 Student data

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

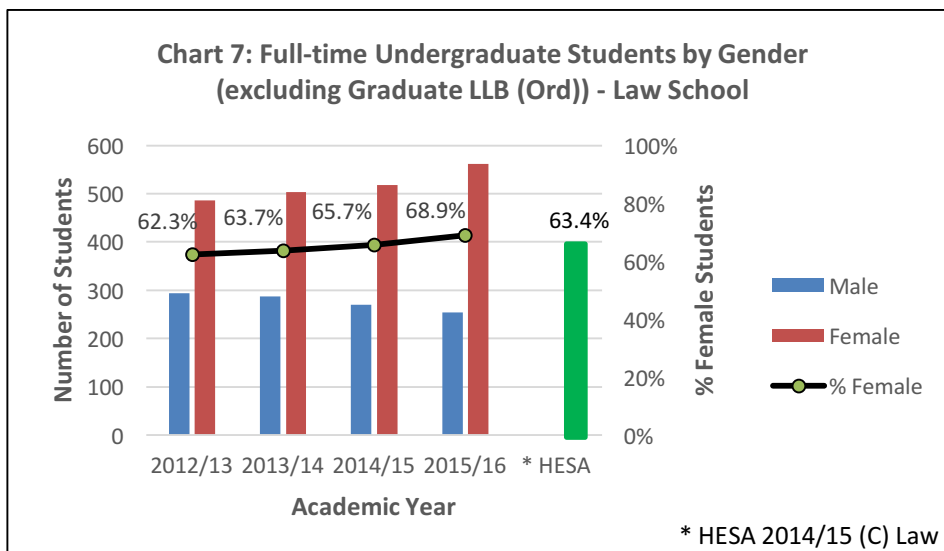
Table 11: Access students, by entry route and gender (Law School)
[REDACTED FROM THIS VERSION OF THE APPLICATION]

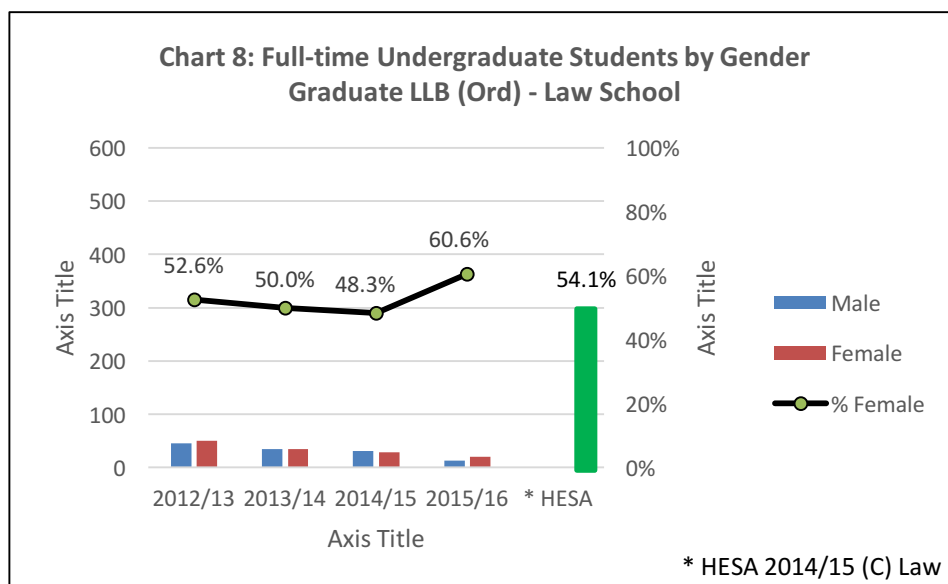
ELS does not offer foundation courses. Two staff participate in the Open Learning Network, redesigning UoE Access courses. ELS has a Director of Student Experience (DSE) responsible for professionalizing outreach and widening participation (WP), including 'Pathways to the Professions', 'Reach Edinburgh' and 'LEAPS'. All work with secondary state school pupils in Edinburgh, Lothians, Borders and Forth Valley. DSE also works with Edinburgh College's HN Legal Services cohort to encourage applications. Building on UoE's WP bursary scheme, Access programmes seek to raise aspirations and provide prospective students with opportunities to experience the legal profession and HE. DSE is not an Office-bearer role, so is not rotational. DSE is female, though a male covered maternity leave, 2015/16.

2012/13-2015/16, students entering through Access channels were predominantly female, rising 66%-70% female (**Table 11**). This ratio roughly matches the Law Society of Scotland's statistics on males and females entering the profession (65%F), available within 'Law Society Admissions by Gender' (**Table 12; P23**). ELS will ensure staff participating in WP and outreach represent a mix of genders, with a strong male presence to encourage more men to consider studying at ELS (**Section 5.6 viii; AP5.9**).

(ii) Numbers of undergraduate students by gender

UG Student Headcount





UG programmes are taught full-time. 2012/13-2015/16, a majority of UG students are women. For 4-year LLB (**Chart 7**), proportion of women rose 62%-69%, 2012/13-2015/16, higher than national and RG benchmarks (63%). Number of women rose 16% (486-562); males dropped 14% (294-254), largely in LLB Law and LLB Law/French (largest programmes).

Graduate (Ord) LLB is a fast-track qualifying degree. 2012/13-2015/6, number of women enrolled fell 60% (50-20); males fell 45-19 (58%) (**Chart 8**). Female representation rose 53%-61% above national (54%) and RG (57%) benchmarks. As annual fees are £9250, graduate LLB numbers fluctuate with market factors. ELS will monitor headcount and act upon any sustained disparity (**AP6.1**).

UG Applications, Offers, Acceptance

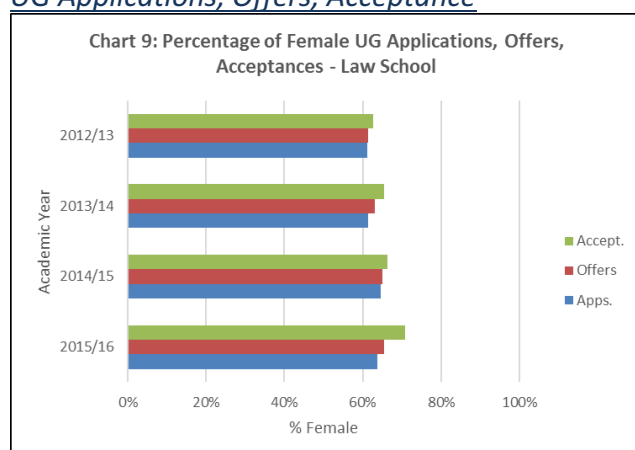


Table 12: UG application success rate by gender (Law)

UG	Female				Male			
	Apps.	Offers	% Success	Accept.	Apps.	Offers	% Success	Accept.
2012/13	1294	397	30.7%	176	819	250	30.5%	105
2013/14	1255	397	31.6%	186	790	232	29.4%	98
2014/15	1313	422	32.1%	179	721	227	31.5%	91
2015/16	1457	468	32.1%	216	829	248	29.9%	89

UG Admissions are managed by CAHSS. Statistics show female and male application success rates are almost equal, but ELS attracts far fewer applications from men (approximately 36%) (**Chart 9**). Fewer males accept offers with average 40% of males accepting and 45% of females. ELS will use a targeted recruitment campaign to address gender disparity at UG, profiling male UG students and ensuring marketing through the ELS website and all other promotional material presents a strong female and male presence and the AS logo (if successful) (**AP 5.1**). There are wider issues of male school attainment that ELS seeks to address through outreach and WP highlighted above (**Section 4.1i**).

Table 13: Open Day staff volunteers

Academic Year	Females	Males	% Female
2012/13	11	24	31.4% F
2013/14	16	20	44.4% F
2014/15	12	26	31.6% F
2015/16	9	18	33.3% F

Table 14: Post-Offer Visit Day staff volunteers

Academic Year	Males	Females	% Female
2012/13	1	1	50% F
2013/14	1	1	50% F
2014/15	2	1	66.7% F
2015/16	1	2	33.3% F

Male and female staff are present at all Open Days and Post-Offer Visit Days, both at information desks and in presentations. More males than females are represented at Open Days (**Table 13**). ELS will ensure gender balance in representation of staff at recruitment events, Open Days and Post-Offer visit days, as well as visibility of a gender-balance (minimum 40%) of role models at outreach events and in marketing materials (**AP 5.9**).

Proportion of UG women is slightly above The Law Society of Scotland's statistics on proportion of women entering legal practice by being admitted to the Law Society of Scotland as solicitors (**Table 15**).

Table 15: Law Society Admissions by Gender (Law Society of Scotland Statistics).

Admissions by gender Practice Year	Admissions – female	Admissions – male	% Female
2012 - 2013	318	200	61.4%
2013 - 2014	300	202	59.8%
2014 – 2015	307	178	63.3%
2015 – 2016	403	213	65.4%

The most recent 'Destinations of Leavers of Higher Education (DLHE) Survey', undertaken by Careers Service shows 67% of LLB (Hons) graduates (2014/15) went onto further study. 67% embarked upon qualifying legal study e.g. Diploma in Professional Practice. 74% of graduate entry LLB (Ord) students commence further study, 100% of these on Law-related courses. This difference from LLB (Hons) is unsurprising, as the LLB (Ord) Graduate entry is primarily taken as a route to the legal profession.

UG Degree Attainment by Gender

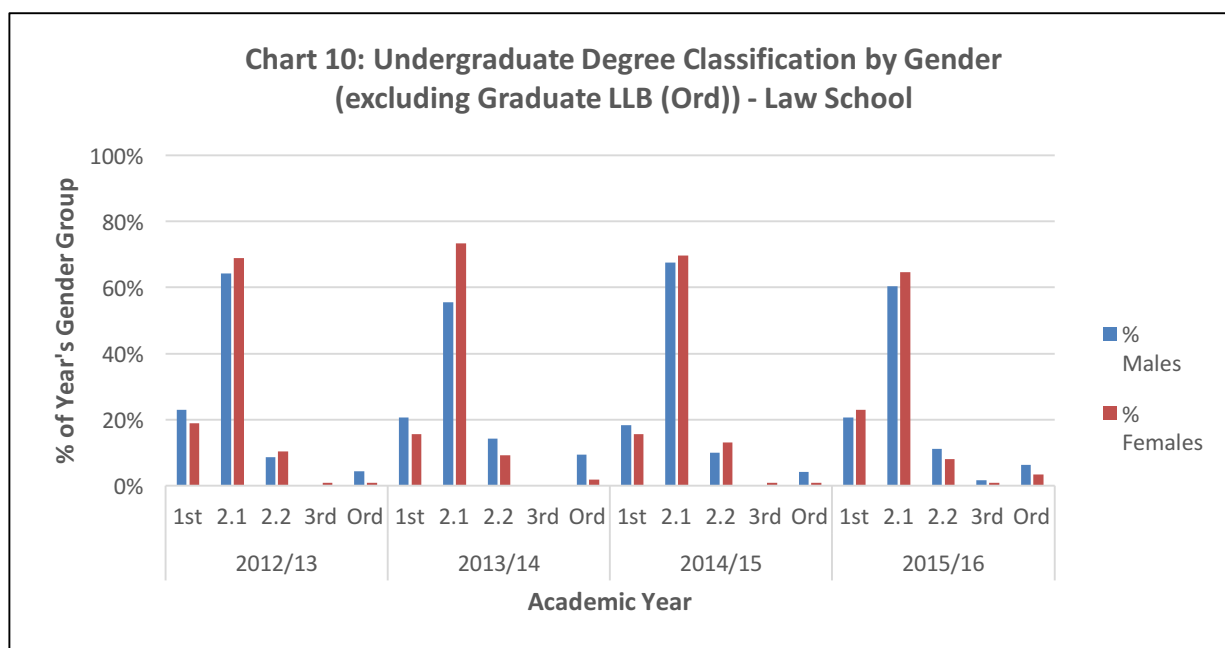


Table 16: Undergraduate qualifiers by Degree classification and gender, 2012/13-2015/16 (Law)

Degree	2012/13				2013/14				2014/15				2015/16			
	Female	% Female	Male	% Male	Female	% Female	Male	% Male	Female	% Female	Male	% Male	Female	% Female	Male	% Male
1st	20	18.9%	16	22.9%	17	15.6%	13	20.6%	18	15.7%	13	18.3%	26	23.0%	13	20.6%
2:1	73	68.9%	45	64.3%	80	73.4%	35	55.6%	80	69.6%	48	67.6%	73	64.6%	38	60.3%
2:2	11	10.4%	6	8.6%	10	9.2%	9	14.3%	15	13.0%	7	9.9%	9	8.0%	7	11.1%
3rd	1	0.9%	0	0.0%	0	0.0%	0	0.0%	1	0.9%	0	0.0%	1	0.9%	1	1.6%
Ord.	1	0.9%	0	4.3%	2	1.8%	0	9.5%	1	0.9%	3	4.2%	4	3.5%	4	6.3%

2015/16, females were more likely to achieve a 1st class degree, reversing a trend that saw more males achieve a 1st, 2012/13-2014/15 (**Chart 10**). Proportion of women receiving a 2:1 was consistently higher, 2012/13-2015/16. Proportion of women (10%) and men (10%) achieving 2:2 was comparable, less than 1% of all genders achieved a 3rd.

Overall female performance compares favourably to HESA benchmarks (in brackets). 2012/13-2015/16, 18% of women secured a 1st (*12%). 69% attained a 2:1 (*58%). At the lowest grades 2:2/3rd, ELS sits significantly below benchmarks, suggesting a strong performance. 10% of women secured a 2:2 (*26%); 0.7% a 3rd (*4%). Males also compare well against national attainment at 1st/2:1. 21% of men secured a 1st (*12%), 64% a 2:1 (*55%), 11% a 2:2 (*28%), and 0.4% a 3rd (*6%).

2012/13-2015/16, percentage of women (1.8%) and men (2.7%) graduating with an Ordinary degree was balanced to within 1%, suggesting no gender disparity. As numbers rose 2014/15-2015/16, ELS will monitor annually and act upon sustained trends (**AP6.1**).

**HESA 2014/15: Law (UG Degree Classification).*

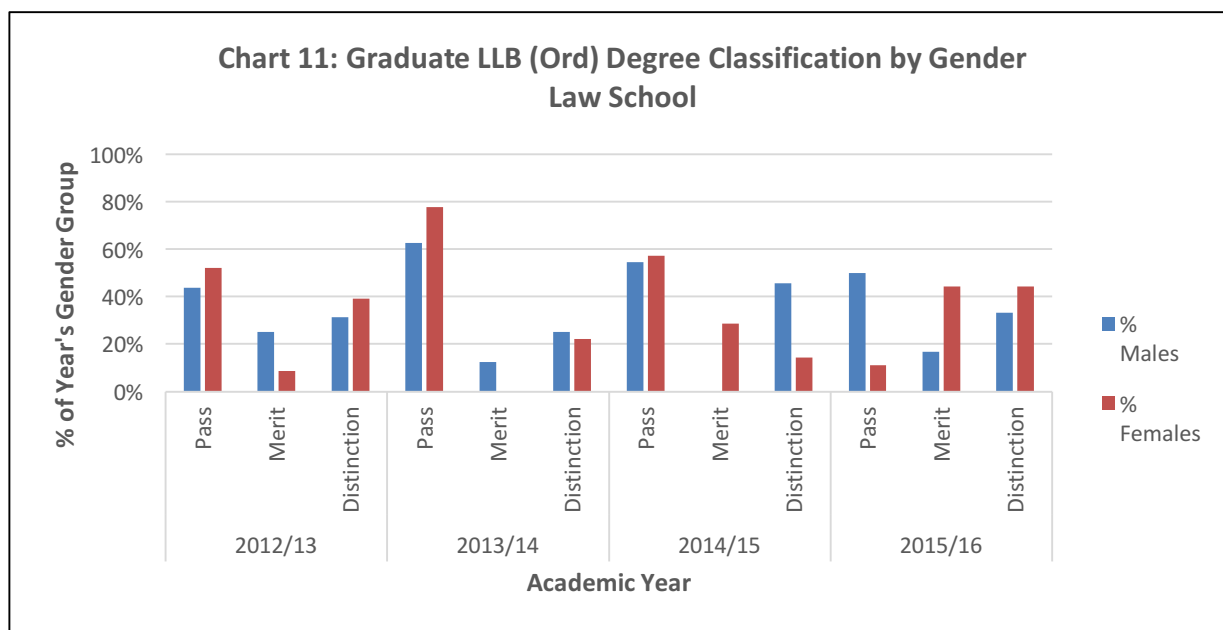


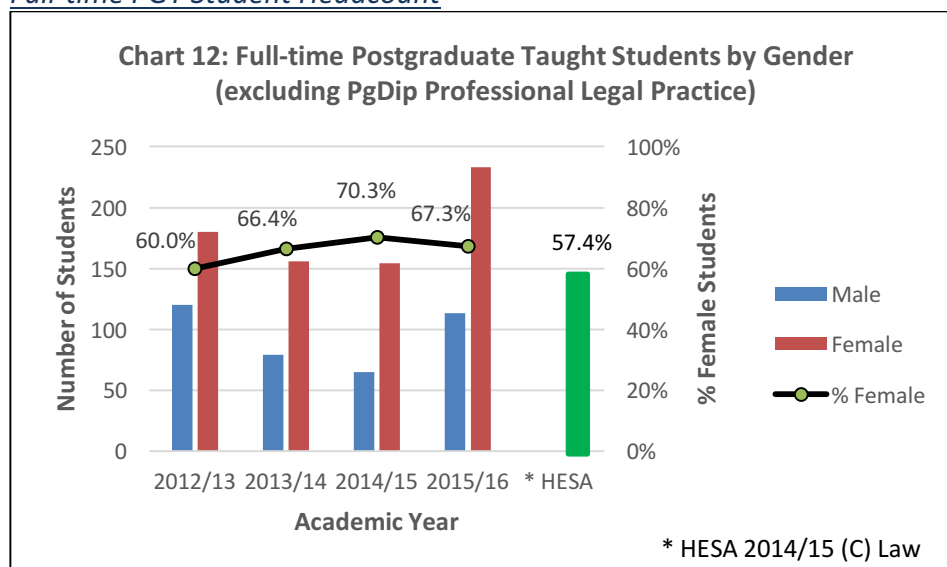
Table 17: Graduate LLB (Ord) qualifiers by Degree classification and gender, 2012/13-2015/16 (Law)

Degree	2012/13				2013/14				2014/15				2015/16			
	Female	% Female	Male	% Male	Female	% Female	Male	% Male	Female	% Female	Male	% Male	Female	% Female	Male	% Male
Pass	12	52.2%	7	43.8%	7	77.8%	5	62.5%	4	57.1%	6	54.5%	1	11.1%	3	50.0%
Merit	2	8.7%	4	25.0%	0	0.0%	1	12.5%	2	28.6%	0	0.0%	4	44.4%	1	16.7%
Distinc.	9	39.1%	5	31.3%	2	22.2%	2	25.0%	1	14.3%	5	45.5%	4	44.4%	2	33.3%

2012/13-2015/16, 33% of female and 34% of male Graduate (Ord)LLB students achieved a distinction (**Chart 11/Table 17**), suggesting no gender bias in attainment.

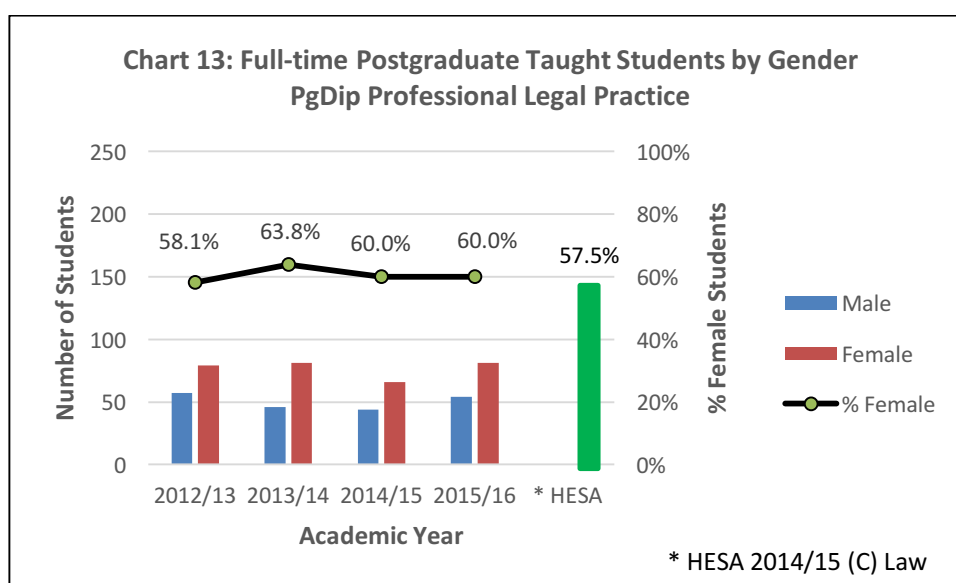
(iii) Numbers of men and women on postgraduate taught degrees

Full-time PGT Student Headcount



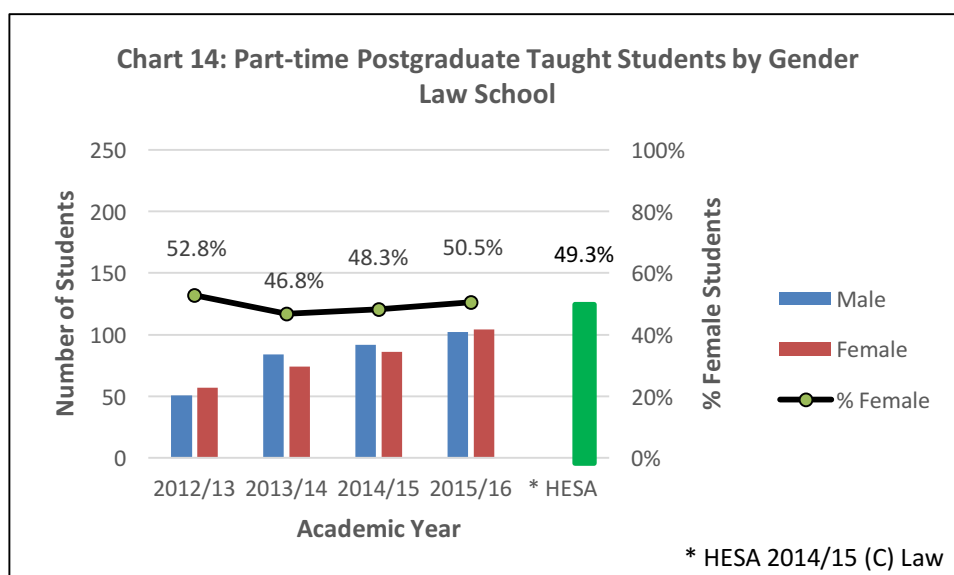
Principal markets for ELS Masters programmes are outside ELS, Scotland and UK. 2015/16, proportion of PGT FT women declined from UG (69%) to PGT (67%). 2012/13-2015/16, female representation rose 60%-67%, higher than national (57%) and RG (60%) benchmarks. Average number of women was stable (180), rising to 233 (2015/16). Average number of males dropped 22% (120-96), rising in 2015/16 (when ELS experienced a spike in PGT entrants due to market conditions). 2015/16, 71% of women and 58% of men were 'Overseas' (**Table 18**), highlighting the limited impact ELS has on feeder markets, where student may benefit from country of origin scholarships.

Table 18: Intersection of PGTs, by fee status and gender; sample of most popular programmes (Law).
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A higher number of female than male graduates are enrolled on FT PGT Diploma in Professional Legal Practice. 2012/13-2015/16, female representation rose 58%-60%, peaking at 64% (2013/14) (**Chart 13**), higher than national (58%) and comparable with RG (61%) benchmarks. Average number of women (77) was stable, despite dropping to 66 (2014/15). Average number of males dropped 12% (57-50). Gender profile reflects the higher number of women enrolled on LLB(Hons) (69%F, 2015/16) and graduate LLB(Ord) (60%F, 2015/16) degrees, as most LLB graduates progress to the PGT Diploma in preparation for a career in professional legal practice.

Part-time PGT Student Headcount



All on-campus and distance learning (ODL) Masters programmes (excluding Law/Chinese) are available on a PT PGT basis. 2012/13-2015/16, proportion of women approached parity 53%-51% (**Chart 14**), comparable with national (49%) and RG (48%) benchmarks. Number of women increased 82% (57-104) and males doubled (52-102). Most PT students are enrolled on ODL programmes, rise in PT students is attributed to ODL LLM International Commercial Practice (45%F, 2015), LLM Law (44%F), and PgCert Law (49%F), launched 2011/12. Proportion of ODL females ranged 48%-50% (**Table 19**).

ODL offers flexibility to accommodate professional and personal circumstances. Campus-based students can take ODL courses to complement campus learning. ELS is committed to promoting flexibility (**AP5.4**).

Table 19: On-line distance learning (ODL) students, by gender (Law)

Qualification & Programme Name	2012/13			2013/14			2014/15			2015/16		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
LLM in Information Technology Law	4	6	40.0%	3	6	33.3%	5	5	50.0%	5	4	55.6%
LLM in Innovation, Technology and the Law	6	7	46.2%	7	6	53.8%	8	7	53.3%	7	9	43.8%
LLM in Intellectual Property Law	11	9	55.0%	13	13	50.0%	10	6	62.5%	11	5	68.8%
LLM in International Commercial Law and Practice	0	0	0.0%	4	14	22.2%	14	20	41.2%	23	28	45.1%
LLM in Law	5	5	50.0%	13	5	72.2%	17	13	56.7%	14	18	43.8%
LLM in Medical Law and Ethics	13	14	48.1%	18	25	41.9%	19	29	39.6%	19	24	44.2%
PgCert in Law	4	3	57.1%	11	6	64.7%	14	7	66.7%	21	22	48.8%
Sub Total	43	44	49.4%	69	75	47.9%	87	87	50.0%	100	110	47.6%

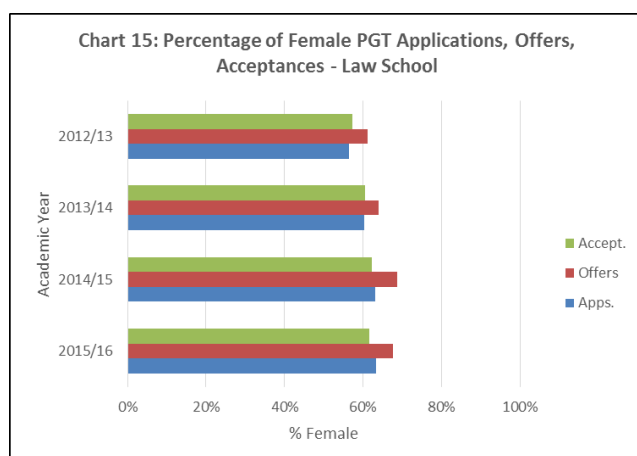


Table 20: PGT application success rate by gender (Law)

PGT	Female				Male			
	Apps.	Offers	% Success	Accept.	Apps.	Offers	% Success	Accept.
2012/13	1258	808	64.2%	317	967	514	53.2%	237
2013/14	1453	849	58.4%	290	951	477	50.2%	189
2014/15	1523	1016	66.7%	278	891	465	52.2%	169
2015/16	1737	1287	74.1%	423	1007	614	61.0%	265

PGT admissions are managed by CAHSS PG Office, adhering to selection criteria agreed annually with Programme Directors, who will take E&D and UB training (**AP1.3**). Male and female staff and students participate in PG Open Days (on campus and online), as well as internal UG-PG progression events. Online and hardcopy promotional materials are gender-neutral, and will display AS logo if successful (**AP5.1**). 2012/13-2015/16, a greater proportion of women applied for PGT study: 57%-63% (**Chart 15**). Average female applications increased 19% (1258-1492), average male applications dropped 1% (967-954) (**Table 20**). New LLM and PGCert programmes increased applications for all genders, 2015/16 (**Chart 12-14**). ELS will develop a targeted recruitment campaign profiling PGT males to redress imbalance (**AP5.1**). Success rate for women (64%-74%) was higher than for men (50%-61%). Conversely, average female acceptance rate (33%) was lower than male (42%). ELS will develop work on offer-acceptance conversion, including webpages (signposting funding sources and family-friendly policies), online Q&A and direct contact from Programme Directors (**AP5.1**).

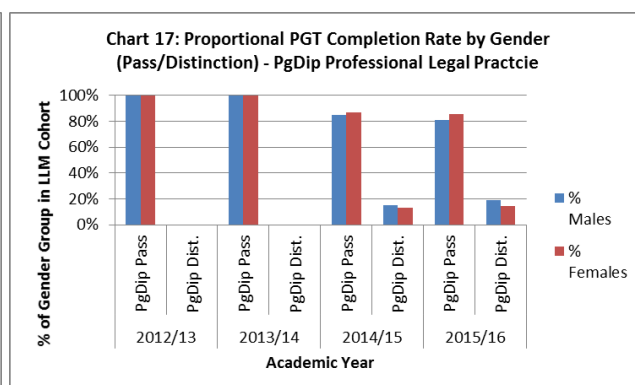
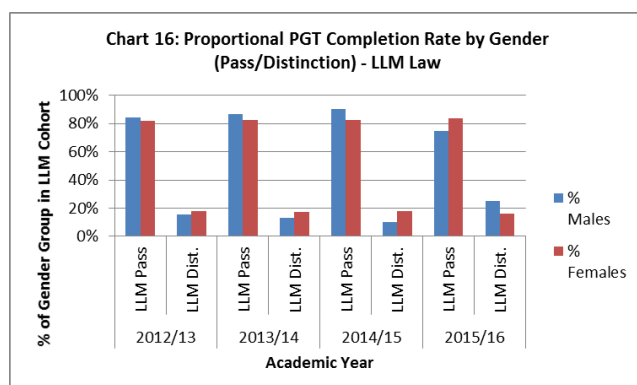
DipLP admission are defined by The Law Society of Scotland, based upon professionally requisite subjects. 2012/13-2015/16, every applicant received an offer.

PGT Degree Completion Rate by Gender

2012/13-2015/16, completion rates reflect PGT gender demographic: 61%, 62% and 63% of PGT graduates were women in 2013/14, 2014/15 and 2015/16, respectively. Completion rates are broadly comparable with female populations of 58%, 60%, 61% in corresponding years, accounting for PT PGT (**Table 21**). 2012/13-2015/16, PGT attrition rate was 6% (4.5%F; 8.5%M), suggesting men may be slightly less likely to graduate than women. ELS will develop support activity for PGT students on course through Programme Directors and tutors to minimize attrition (**AP5.6**).

Table 21: PGT completion rates by programme and gender, 2012/13-2015/16 (Law School).

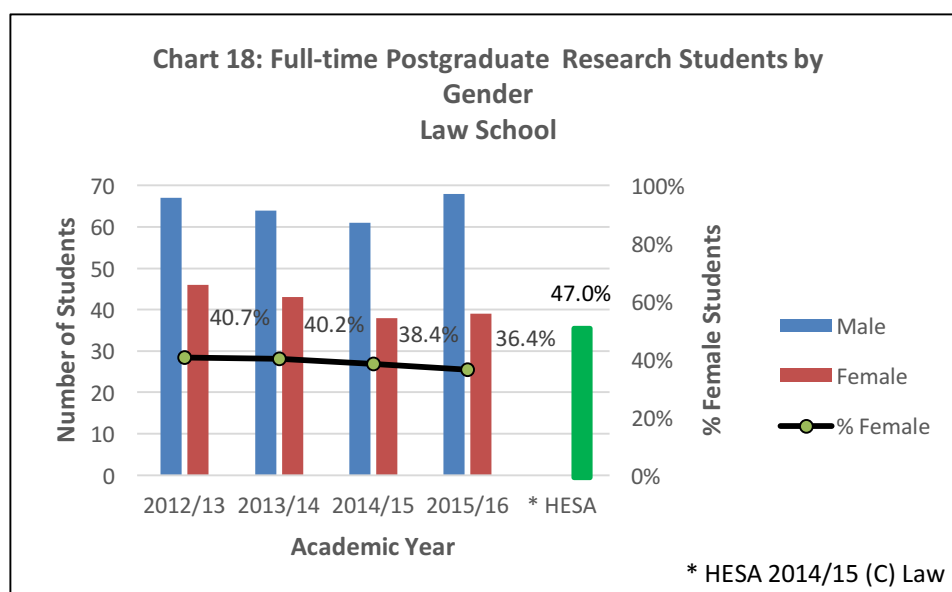
PGT Programme		2012/13			2013/14			2014/15			2015/16		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
PgCert		4	0	100.0%	0	0	0.0%	3	4	42.9%	7	5	58.3%
PgDip		7	5	58.3%	2	2	50.0%	1	5	16.7%	7	2	77.8%
PgDip Professional Legal Practice	Pass	77	62	55.4%	87	50	63.5%	58	39	59.8%	67	42	61.5%
	Distinction	0	0	0.0%	0	0	0.0%	9	7	56.3%	11	10	52.4%
MSc	Pass	15	5	75.0%	26	15	63.4%	25	6	80.6%	20	3	87.0%
	Distinction	2	0	100.0%	4	1	80.0%	0	4	0.0%	2	1	66.7%
LLM	Pass	105	88	54.4%	127	93	57.7%	107	64	62.6%	113	59	65.7%
	Distinction	23	16	59.0%	27	14	65.9%	23	7	76.7%	22	20	52.4%
Total		233	176	57.0%	273	175	60.9%	226	136	62.4%	249	142	63.7%



2012/13-2015/15, 21% of women and 19% of men secured distinction in LLM Law (**Chart 16**). 7% of women and 9% of men graduated with distinction in DipLP (**Chart 17**). Parity to within 2% in both cases suggests no gender bias (**AP6.1**).

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

Full-time PGR Student Headcount

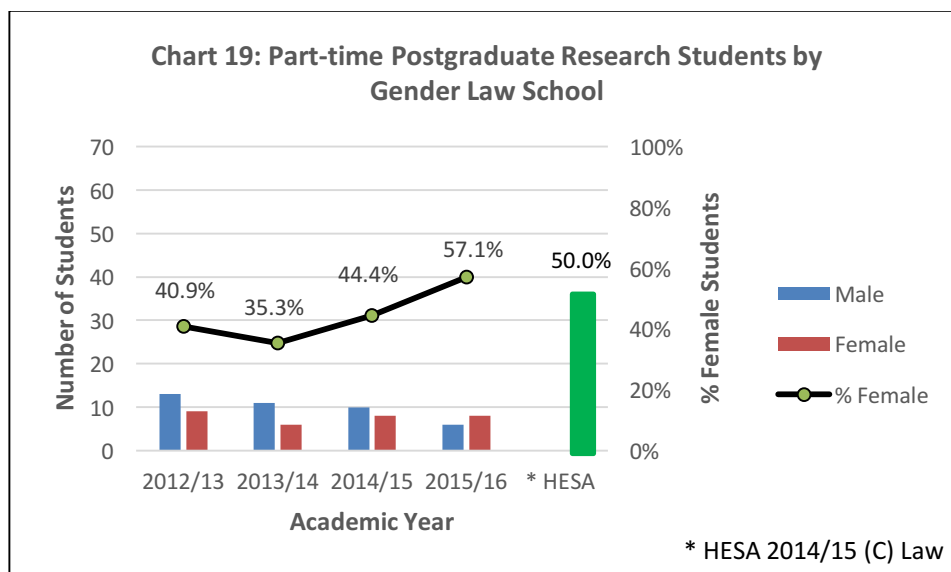


A vibrant PGR community is critical to ELS's research environment. 2012/13-2015/16, proportion of women declined 41%-36% (**Chart 18**) below HESA (47%) and RG (49%) benchmarks. Female numbers

dropped 15% (46-39). Males remained stable (67-68), despite falling to 61, 2014/15. This contrasts with proportion of women at UG (69%), DipLP (60%), and PGT (67%). Decline in proportion and number of female PGRs represents a serious challenge to progression of women into academic careers. To redress this imbalance actions target gender-aware recruitment (**AP5.2**) and marketing (**AP5.1**), PG progression events with visible female role models (**AP5.5**), and enhanced information about flexibility within PGR study, funding (**AP5.6**), and academic careers, through 'Final Year Futures' events (**AP5.7**).

Part-time PGR Student Headcount

2012/13-2015/16, PT PGR numbers are low (<20). Proportion of women averaged 44% (8) (**Chart 18**), higher than national and RG benchmarks (50%). Average number of women was stable (8), males dropped 13-6 (2015/16).



PGR Applications, Offers, Acceptances

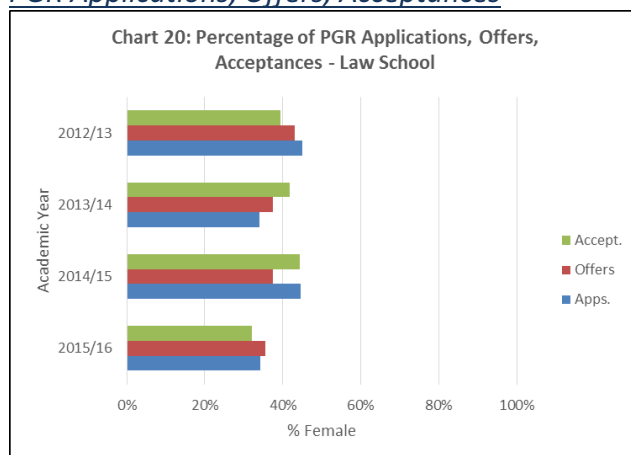


Table 22: PGR application success rate by gender (Law)

PGR	Female				Male			
	Apps.	Offers	% Success	Accept.	Apps.	Offers	% Success	Accept.
2012/13	109	28	25.7%	15	133	37	27.8%	23
2013/14	85	24	28.2%	10	164	40	24.4%	14
2014/15	91	18	19.8%	12	113	30	26.5%	15
2015/16	81	16	19.8%	8	155	29	18.7%	17

ELS receives more PGR applications from men than women. 2012/13-2015/16, proportion from women dropped 45%-34%. Average success rates for women (23%) and men (24%) were comparable, as were average acceptance rates (52% and 51%). ELS applies academic and English language requirements, but ensures close contact between applicant and subject area prior to submitting a research proposal, followed by review by potential supervisors. Applicants are interviewed by Skype. ELS provides guidance on interviewing; interviewers and those making

funding/scholarship decisions must complete E&D and UBT **(AP1.3)**. ELS will introduce a best practice recommendation for gender-balanced interview panels **(AP5.2)**.

2015, 40% of surveyed PGR females 30% of PGR males, indicated they would not have considered applying without active encouragement by an academic. This is replicated by PGR focus groups (2014 and 2017). Females indicated that encouragement (ELS or elsewhere) was a factor in applying, raising confidence in ability and eligibility. Information about family-friendly policies for those having children mid-course, plus assurances on how ELS supports PGRs facing stress were of interest. Where a PGR had completed PGT at ELS, there was a perceived lack of information about applying for PhDs. Students suggested progression events might have solicited more applications.

ELS will revise its website, regarding PGR visibility (a) PGRs become more visible as part of the ELS community (b) role models are visible to encourage female PGR applications **(AP1.5)**. 'Induction Extra' lectures for PGTs will include a talk on 'Thinking about a PhD?' by PGR Director **(AP5.5)**. Information pre-application will be upgraded to attract all genders, including family-friendly policies (degree and funding interruptions) and pastoral care **(AP5.6)**. AS logo to be displayed (if successful) **(AP5.1)**.

PGR Degree Completion Rate by Gender

Table 23: PGR completion rates by programme and gender, 2012/13-2015/16 (Law School)
[REDACTED FROM THIS VERSION OF THE APPLICATION]

2012/13-2015/16, attrition was 11%, 18% of females (n=7) and 9% of males (n=5). To generate more robust data, ELS will monitor attrition over a further period and act upon any sustained disparity **(AP6.1)**.

(v) Progression pipeline between undergraduate and postgraduate student levels

ELS acknowledges the declining proportion of women students from UG (69%), through PGT (67%) to PGR (36%). ASAP targets serious underrepresentation of women at PGR **(Section 4.1iv)**. Focus group feedback (2017) also highlighted the vital insight that many women (and men) do PhDs for reasons of social justice and to 'make a difference'. Students feel this is insufficiently emphasized in ELS publicity and action. Accordingly, ELS action will focus on enhancing the pipeline of funding for PhDs in these subject areas with scholarships for legal and socio-legal study on aspects of E&D and human rights **(AP5.3)**, as well as improving website visibility through case studies for this aspect of ELS work **(AP1.5)**.

4.2 Academic and research staff data

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

Academic Research and Teaching Staff:

Most ELS academic staff are employed on 'Research and Teaching' contracts. 2015/16, 71 staff are employed UE08-UE10, from 67 in 2012-13 (**Chart 21/Table 24**). From 2015/16, no staff are employed UE06-UE07. 2013/14-2015/16, female representation UE08-UE10 dropped 42%-38%, below national (47%) and RG (41%) benchmarks. Proportion of UE08 women rose 5% (36%-41%), though a decline is evident UE09-UE10. 2015/16, women constitute 36% of UE09 and UE10 staff (**Chart 21**). Actions target recruitment (**AP3.1,3.2,3.3**), promotion (**AP3.6,3.7**), Annual Review (**AP2.1,2.2**), mentoring and training (**AP2.3,2.4,2.5**) to redress gender disparity.

2015/16, 97% of staff are employed on OECs (96%F; 98%M), 3% work part-time (4%F; 2%M). There are with no GHCs.

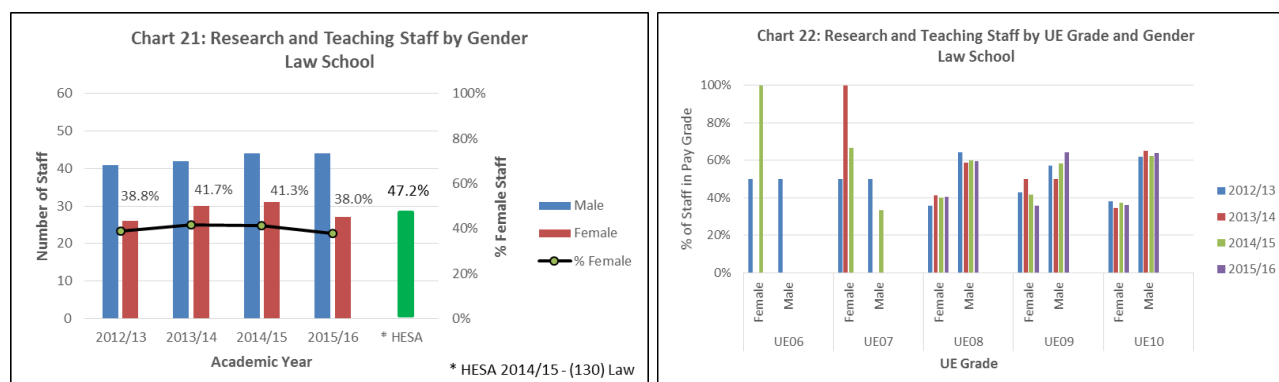


Table 24: Research and Teaching staff, by UE Grade (Law School)
[REDACTED FROM THIS VERSION OF THE APPLICATION]

Academic Research-Only Staff:

2015/16, 17 staff are employed on UE06-UE08 research-only contracts (82%F). 2012/13-2015/16, number of women increased (11-14), males decreased (7-4) (**Chart 23/Table 25**). Percentage of women increased 61%-82%, above national and RG benchmarks (65%). This group comprises ECCRs employed on external research funds. The precarity of this female dominated group is universally acknowledged, and - elaborated in Section 5 - actions (mentoring, Annual Review, grant application workshops, CV guidance (**AP2.1,2.2,2.3,3.8,3.6,3.8**)) seek to encourage staff to persevere with an academic career and obtain OECs, or employment drawing on their research experience.

2015/16, 6% of research-only staff are employed on OECs (7%F; 0%M), 24% were employed part-time (29%F; 0%M). This almost exclusively female cohort face double exclusion via precarity and PT work. Action to support FTC and PT staff are described in **Sections 4.2ii** and **5.3iv**, respectively.

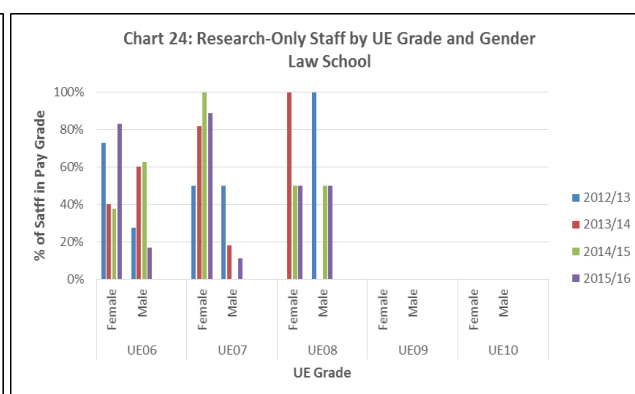
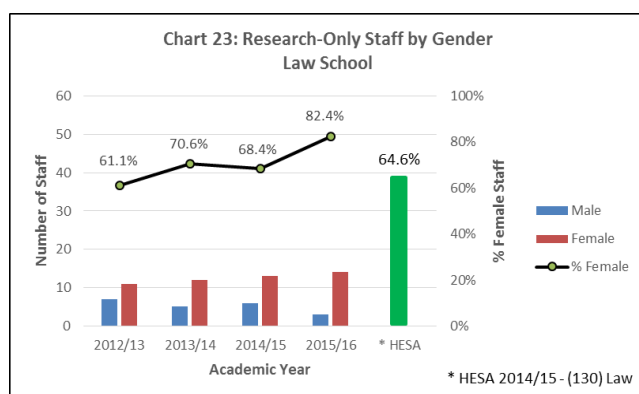


Table 25: Research staff only, by UE Grade (Law)
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Academic Teaching-Only Staff:

2015/16, ELS employed 12 UE07-UE09 Teaching Fellows and Senior Teaching Fellows (75%F). 2012/13-2015/16, number of women increased (6-9), males ranged 3-5 (**Chart 25/Table 26**). Female representation increased 67%-75%, higher than national and RG benchmarks (55%). 2013/14-2015/16, 100% of UE08-UE09 staff (Senior Teaching Fellows) were women. TF and STF roles face particular challenges relating to career progression. Actions focus on this (e.g. targeted promotion support, building on enhanced Annual Review (**AP2.2**), mentoring (**AP2.3**), opportunity to supervise PG students (**AP3.6**)) building on existing policies (20% protected personal development time).

2015/16, 33% of staff are employed on OECs (38%F/33%M). 27% of this cohort were employed part-time (13%F; 67%M).

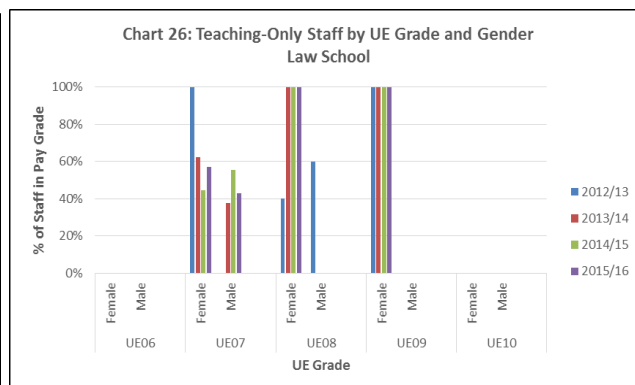
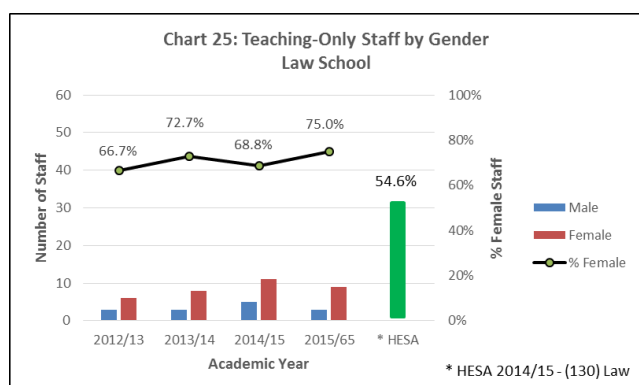


Table 26: Teaching-only staff, by UE Grade (Law)
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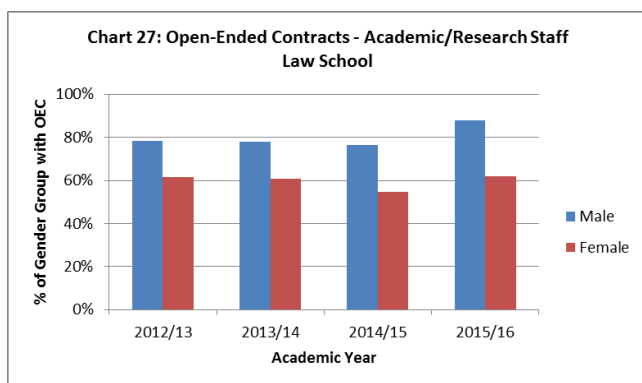
- (ii) **Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender**

2012/13-2015/16, gender gap in academic staff holding OECs increased (**Chart 27/Table 27**). 2015/16, only 62% of women held an OEC, compared to 88% of men. Percentage of men on FTCs dropped 24% (n=13)-12% (n=6), 2014/15-2015/16. Equivalent decrease for women was 46% (n=25)-38% (n=19). These figures reflect the fact that 94% of research-only contracts (82%F) and 67% of teaching-only contracts (75%F) are FTC. Actions highlighted in **Section 4.2i** and **Section 5** target the challenges disproportionately experienced by women in relation to FTCs.

Chancellor's Fellows are included in this data. This 5-year UE08 FTC post supports transition from research to an OEC Lectureship. ELS had two Chancellor's Fellows, both men. [SENTENCE REDACTED FROM THIS VERSION OF THE APPLICATION] The remaining FTC UE08-09 posts are teaching-only roles held by women (**Section 4.2i**). [SENTENCE REDACTED FROM THIS VERSION OF THE APPLICATION]

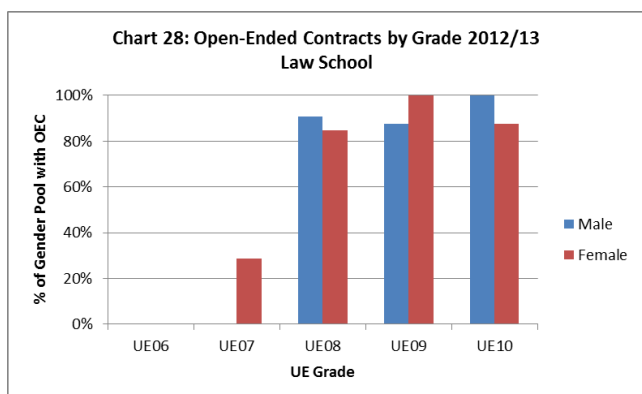
ELS follows UoE policy on conversion of FTC-OEC. FTCs with four years continuous employment and a renewed contract, may be deemed open-ended. ELS follows a university life-cycle, with clear advice on HR policies (extension, redeployment and termination), including the University Talent Register, giving staff at risk of redundancy guaranteed interviews for comparable posts. Members of staff at risk of redundancy may be eligible for bridging funds for 6 months, if a contract is confirmed. FTC staff are included in AR, when the question of post-FTC plans are raised to support career development. ASAP targets improved AR (**AP2.1,2.2**), mentoring (**AP2.3**) and workshops to develop research for career progression (e.g. inclusion in REF and writing workshops) (**AP3.8**).

Table 27: Contractual agreements by gender (Law)



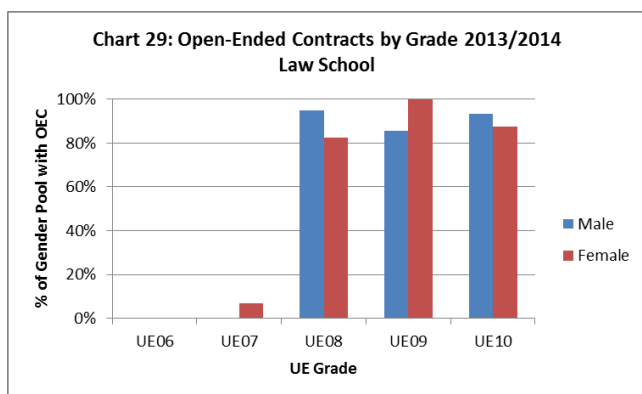
	Female			Male		
	Fixed	Open	% Open	Fixed	Open	% Open
2012/13	17	27	61.4%	11	40	78.4%
2013/14	20	30	60.0%	11	39	78.0%
2014/15	25	30	54.5%	13	42	76.4%
2015/16	19	31	62.0%	6	44	88.0%

Table 28: Contractual agreements by gender (2012/13)



2012/13	Female			Male		
	Fixed	Open	% Open	Fixed	Open	% Open
UE06	9	0	0.0%	4	0	0.0%
UE07	5	2	28.6%	4	0	0.0%
UE08	2	11	84.6%	2	20	90.9%
UE09	0	7	100.0%	1	7	87.5%
UE10	1	7	87.5%	0	13	100.0%

Table 29: Contractual agreements by gender (2013/14)



2013/14	Female			Male		
	Fixed	Open	% Open	Fixed	Open	% Open
UE06	2	0	0.0%	3	0	0.0%
UE07	14	1	6.7%	5	0	0.0%
UE08	3	14	82.4%	1	19	95.0%
UE09	0	8	100.0%	1	6	85.7%
UE10	1	7	87.5%	1	14	93.3%

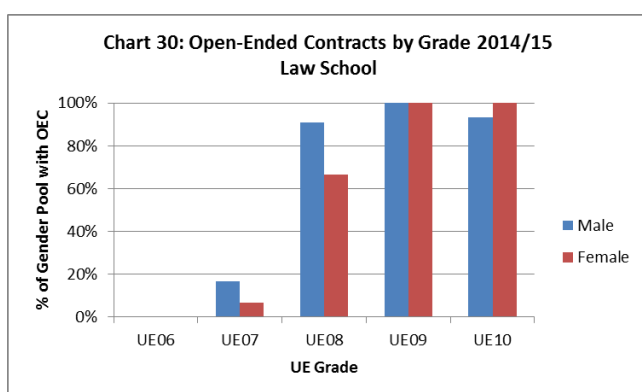


Table 30: Contractual agreements by gender (2014/15)

2014/15	Female			Male		
	Fixed	Open	% Open	Fixed	Open	% Open
UE06	4	0	0.0%	5	0	0.0%
UE07	14	1	6.7%	5	1	16.7%
UE08	7	14	66.7%	2	20	90.9%
UE09	0	6	100.0%	0	7	100.0%
UE10	0	9	100.0%	1	14	93.3%

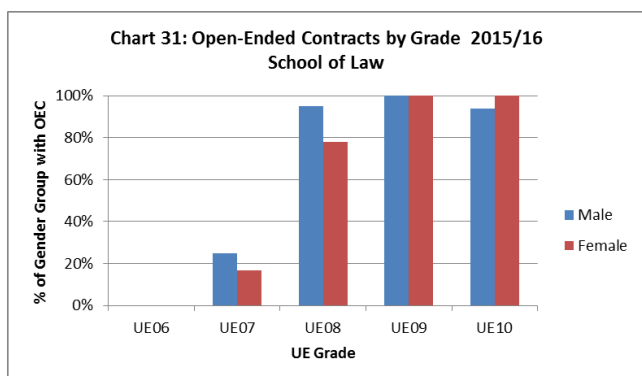


Table 31: Contractual agreements by gender (2015/16)

2015/16	Female			Male		
	Fixed	Open	% Open	Fixed	Open	% Open
UE06	5	0	0.0%	1	0	0.0%
UE07	10	2	16.7%	3	1	25.0%
UE08	4	14	77.8%	1	19	95.0%
UE09	0	6	100.0%	0	9	100.0%
UE10	0	9	100.0%	1	15	93.8%

ELS also values the contribution of 168 (43%F) 'Tutors and Demonstrators' (**Charts 5-6/Table 4**). This group includes PhD students gaining teaching experience for academic career development, and legal professionals. ASAP embeds GHC Annual Review (**AP 2.1**) and mentoring (**AP 2.3**).

(iii) Academic leavers by grade and gender and full/part-time status
[REDACTED FROM THIS VERSION OF THE APPLICATION]

Section 4 Total: 2522 Words

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

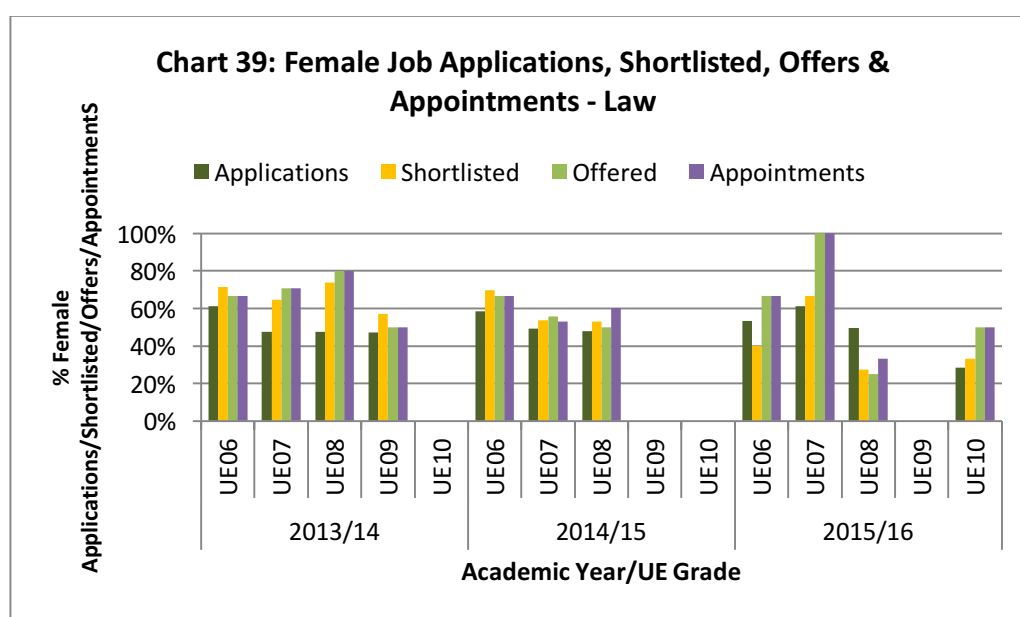
5.1 Key career transition points: academic staff

(i) Recruitment

DoPS and the DOED oversee all academic staff and PSS job adverts, ensuring language is gender neutral and family friendly. Where part-time working can be supported, this is highlighted. Future advertisements will refer to job sharing and flexible working, welcome applications from underrepresented groups, signpost University policies and websites (Dignity and Respect and family-friendly), and include the AS logo (if successful) **(AP3.1,3.2,3.3)**.

ELS is committed to gender-balanced selection panels, ensured locally, with minimum 1F/1M, building towards parity **(AP3.3)**. Existing requirements dictate that one member of every panel undertake 'Recruitment Selection and the Law' training, encouraging all panelists to complete E&D and UB training. ASAP embeds mandatory recruitment, E&D and UB training for all panelists **(AP1.4,3.3)**.

2012/13-2015/16, most academic recruitment was UE06-UE08. 4 appointments were made UE09-UE10 **(Chart 39)**. 67% (UE06), 68% (UE07), and 62% (UE08) of appointments were women. 50% of appointments at both UE09 and UE10 were women.



2013/14

Table 33: Academic applications, shortlisted, offers, and appointments, by gender (2013/14 - Law).

2013/14	Applications			Shortlisted			Offers			Appointments		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE06	11	7	61.1%	5	2	71.4%	2	1	66.7%	2	1	66.7%
UE07	72	80	47.4%	20	11	64.5%	12	5	70.6%	12	5	70.6%
UE08	69	76	47.6%	17	6	73.9%	4	1	80.0%	4	1	80.0%
UE09	17	19	47.2%	4	3	57.1%	1	1	50.0%	1	1	50.0%
UE10	0	0	0.0%	0	0	0.0%	0	0	0.0%	0	0	0.0%
Total	169	182	48.1%	46	22	67.6%	19	8	70.4%	19	8	70.4%

Table 34: Shortlisted success rate, by gender, 2013/14.

2013/14	Female Apps.	Female Listed.	Female Success	Male Apps.	Male Listed.	Male Success
UE06	11	5	45.5%	7	2	28.6%
UE07	72	20	27.8%	80	11	13.8%
UE08	69	17	24.6%	76	6	7.9%
UE09	17	4	23.5%	19	3	15.8%
UE10	0	0	0.0%	0	0	0.0%
Total	169	46	27.2%	182	22	12.1%

Table 35: Appointed success rate, by gender, 2013/14.

2013/14	Female Apps.	Female Appoints.	Female Success	Male Apps.	Male Appoints.	Male Success
UE06	11	2	18.2%	7	1	14.3%
UE07	72	12	16.7%	80	5	6.3%
UE08	69	4	5.8%	76	1	1.3%
UE09	17	1	5.9%	19	1	5.3%
UE10	0	0	0.0%	0	0	0.0%
Total	169	19	11.2%	182	8	4.4%

2013/14, 27 staff were appointed (70%F) (**Tables 33-35**). UE06 applications are 61%F, proportion of women drops at UE07 (47%), UE08 (48%) and UE09 (47%). Shortlists UE06-UE09 favour women (57%-74%), as do offers UE06-UE08 (67%-80%). Offers/appointments at UE09 were gender-balanced (1F:1M). Female success rate (11%) is higher than male (4%).

2014/15

Table 36: Academic applications, shortlisted, offers, and appointments, by gender (2014/15 - Law).

2014/15	Applications			Shortlisted			Offers			Appointments		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE06	163	116	58.4%	23	10	69.7%	12	6	66.7%	12	6	66.7%
UE07	53	55	49.1%	15	13	53.6%	10	8	55.6%	9	8	52.9%
UE08	36	39	48.0%	9	8	52.9%	3	3	50.0%	3	2	60.0%
UE09	0	0	0.0%	0	0	0.0%	0	0	0.0%	0	0	0.0%
UE10	0	0	0.0%	0	0	0.0%	0	0	0.0%	0	0	0.0%
Total	252	210	54.5%	47	31	60.3%	25	17	59.5%	24	16	60.0%

Table 37: Shortlisted success rate, by gender, 2014/15.

2014/15	Female Apps.	Female Listed.	Female Success	Male Apps.	Male Listed.	Male Success
UE06	163	23	14.1%	116	10	8.6%
UE07	53	15	28.3%	55	13	23.6%
UE08	36	9	25.0%	39	8	20.5%
UE09	0	0	0.0%	0	0	0.0%
UE10	0	0	0.0%	0	0	0.0%
Total	252	47	18.7%	210	31	14.8%

Table 38: Appointed success rate, by gender, 2014/15.

2014/15	Female Apps.	Female Appoints.	Female Success	Male Apps.	Male Appoints.	Male Success
UE06	163	12	7.4%	116	6	5.2%
UE07	53	9	17.0%	55	8	14.5%
UE08	36	3	8.3%	39	2	5.1%
UE09	0	0	0.0%	0	0	0.0%
UE10	0	0	0.0%	0	0	0.0%
Total	252	24	9.5%	210	16	7.6%

2014/15, 40 staff were appointed (60%F) (**Tables 36-38**). Proportion of female applications declined from UE06 (58%), close to parity at UE07 (49%) and UE08 (48%). UE06-UE08 shortlists favour women (53%-70%), as do offers UE06-UE07 (56%-67%). Offers at UE08 were gender-balanced (3F:3M), one male declined. Female success rate (10%) is higher than male (8%). No UE09-UE10 vacancies.

2015/16

Table 39: Academic applications, shortlisted, offers, and appointments, by gender (2015/16 - Law).

2015/16	Applications			Shortlisted			Offers			Appointments		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE06	8	7	53.3%	2	3	40.0%	2	1	66.7%	2	1	66.7%
UE07	25	16	61.0%	10	5	66.7%	7	0	100.0%	7	0	100.0%
UE08	54	55	49.5%	3	8	27.3%	1	3	25.0%	1	2	33.3%
UE09	0	0	0.0%	0	0	0.0%	0	0	0.0%	0	0	0.0%
UE10	4	10	28.6%	1	2	33.3%	1	1	50.0%	1	1	50.0%
Total	91	88	50.8%	16	18	47.1%	11	5	68.8%	11	4	73.3%

Table 40: Shortlisted success rate, by gender, 2015/16.

2015/16	Female Apps.	Female Listed.	Female Success	Male Apps.	Male Listed.	Male Success
UE06	8	2	25.0%	7	3	42.9%
UE07	25	10	40.0%	16	5	31.3%
UE08	54	3	5.6%	55	8	14.5%
UE09	0	0	0.0%	0	0	0.0%
UE10	4	1	25.0%	10	2	20.0%
Total	91	16	17.6%	88	18	20.5%

Table 41: Appointed success rate, by gender, 2015/16.

2015/16	Female Apps.	Female Appoints.	Female Success	Male Apps.	Male Appoints.	Male Success
UE06	8	2	25.0%	7	1	14.3%
UE07	25	7	28.0%	16	0	0.0%
UE08	54	1	1.9%	55	2	3.6%
UE09	0	0	0.0%	0	0	0.0%
UE10	4	1	25.0%	10	1	10.0%
Total	91	11	12.1%	88	4	4.5%

2015/16, 15 staff were appointed (73%F) (**Tables 39-41**). Proportion of female applications was 53% (UE06) and 61% (UE07), dropping to parity at UE08 (50%). At UE10 only 29% of applications were female. At shortlisting, males are underrepresented at UE07 (33%), 100% of UE07 offers (7) were to women. UE08, 75% (n=3) offers were to men, with one declined. UE10 offers/appointments were gender balanced (1F:1M).

ASAP targets increased male applications UE06-UE07 and female applications UE08-UE10, ensuring recruitment materials are attractive to all genders (**AP3.1**), and including reference to UoE Partner Career Transition Policy and a statement encouraging underrepresented groups (**AP3.1,3.2**). Where external agents are employed for UE10 recruitment, a balanced shortlist will be requested (**AP3.2**). To inform future action, ELS will contact applicants declining an offer to ascertain the reason (**AP3.3**).

(ii) Induction

Academic staff

New staff meet HoS, DoPS and key officeholders in Week 1, to discuss their role. Induction sessions run biennially, including a programme of talks led by key members of staff (**Figure 3**), including E&D (with DOED) since 2017. ASAP introduces 'Induction Buddies' for the first two months of employment, helping staff to adjust. A choice will be offered amongst volunteers (M&F) (**AP3.5**).

Figure 3 Sample Induction Programme

[REDACTED FROM THIS VERSION OF THE APPLICATION]

Feedback will be sought following induction, to inform improvements **(AP3.4)**. E&D and UB training will be incorporated into induction **(AP1.3)**. Thereafter, SDO allocates a mentor for newly appointed early-career staff, who meet (minimum) 3-x-year. Ongoing progress and training requirements are discussed via mentors, Annual Review, and meetings with DoR/SDO **(Sections 5.3(i)-(iii))**. UoE and CAHSS induction events will be promoted through Staff Handbook; ELS website; e-mail **(AP3.4)**.

Professional Services Staff

In addition to ELS Induction, PSS have local induction, coordinated by line-manager and reflecting information required for their role and meetings with key colleagues.

ELS publishes a regularly updated hard copy all-Staff Handbook, containing information about:

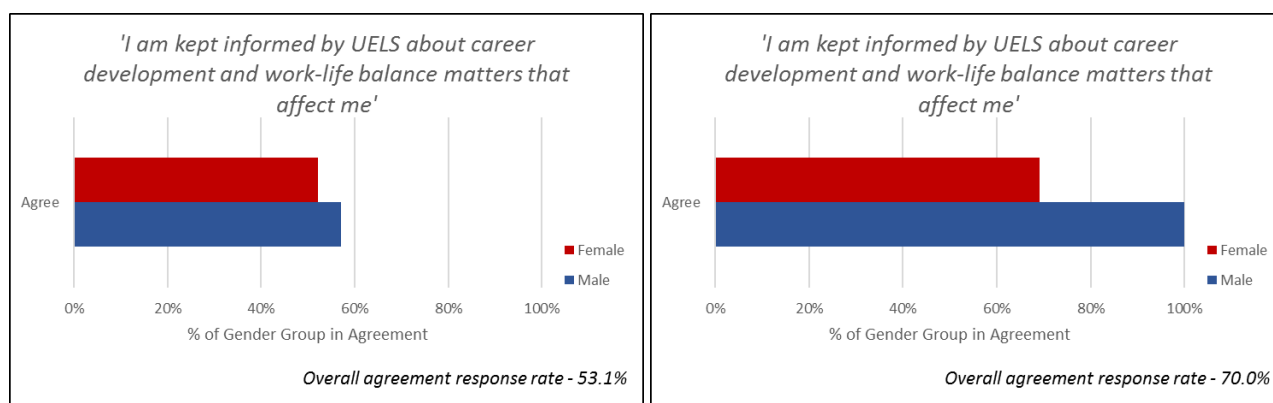
- facilities
- staff responsibilities
- office-bearers
- ELS structures
- committees
- degree programmes
- academic policies (ELS, CAHSS, UoE)
- training opportunities
- support for research
- University facilities, including counselling

ELS commits to revising this Handbook to include signposting to E&D/AS, UoE E&D website, and family-friendly policies **(AP3.4)**. As only 53% (academic) and 70% (PSS) of staff in 2015 agreed ELS keeps staff informed **(Figures 4-5)**, this information will also be available through ELS website and regularly publicized to new and existing staff by e-mail **(AP3.4,4.2,4,4)**.

Special arrangements are made for ECCRs. Through Edinburgh Career Development Portfolio (ECDP), they benefit from intensive mentoring and support from induction onwards. This includes an individually-tailored career development plan, targeting transferable skills, with input from mentors and line-managers, and agreed with HoS and SDO **(Section 5.3(i)-(iii))**.

Figure 4: Academic perceptions of information, 2015.

Figure 5: PSS perceptions of information, 2015.



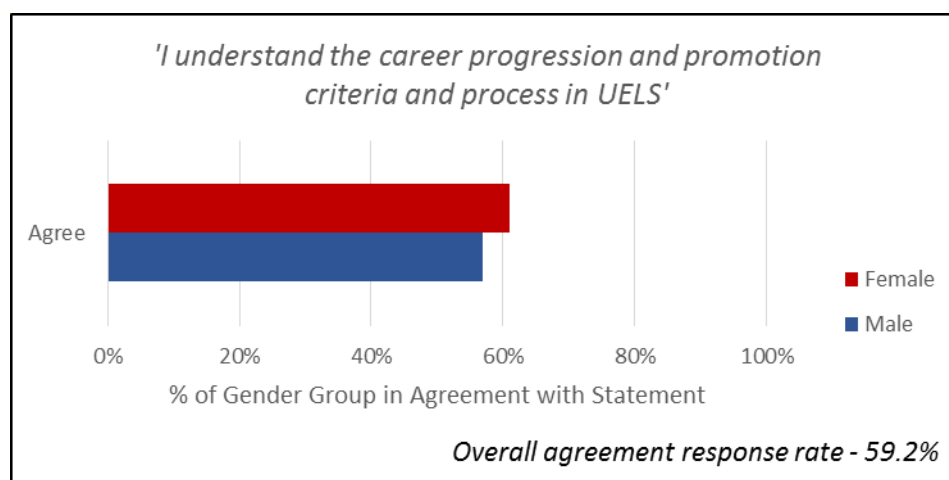
(iii) Promotion

[REDACTED FROM THIS VERSION OF THE APPLICATION]

Table 42: Overall applications for promotion and success rate for full-time staff, by gender
[REDACTED FROM THIS VERSION OF THE APPLICATION]

Table 43: Applications for promotion and success rate, by UE Grade and gender (Law)
[REDACTED FROM THIS VERSION OF THE APPLICATION]

Figure 6: Staff perceptions of the promotions process in ELS, Gender Culture Survey 2015.



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

Submission of staff for RAE2008 showed almost perfect gender balance (**Table 45**), whereas a lower percentage of women (66%) than men (81%) were returned for REF2014 (**Table 44**). This reflected a higher degree of selectivity driven by UoE policy. Percentage of staff *not* submitted was 35%F (n=10) and 19%M (n=8). The number of female staff submitted (35%) is somewhat lower than the female proportion of eligible staff in ELS (40%F/60%M).

Eligible individuals were included in REF after an extensive and independent assessment of outputs by internal and external peer reviewers. ELS expectations of staff research attainments recognise that an early stage of their careers, staff may not be ready to submit to the REF: of the 10F not

submitted, 5 were 'early career', whereas only 1M not submitted was early career. Excluding those not included due to career stage, the rate of non-submission to REF2014 was 21%F/17%M.

For REF2020/21, extensive work is being led by the DoR, supported by senior staff, to ensure all staff, including ECCRs and S/TF understand the nature of 'writing for the REF', both to improve ELS outturn and to facilitate career development for those who aim to become REF eligible, including PT and FT staff. The aim is to ensure gender parity and 100% eligible staff submission in REF2020/21, using this work, sabbaticals, Annual Review (**AP2.2**), mentoring (**AP2.3**) and one-to-one research planning conversations with DoR (**AP3.8, Section 5.3v**).

Table 44: REF 2014 Submissions by gender (Law)

REF 2014 Submissions	Female		Male		Total	
Submitted	19	65.5%	35	81.4%	54	75.0%
Not Submitted	10	34.5%	8	18.6%	18	25.0%

Table 45: REF 2008 Submissions by gender (Law)

RAE 2008 Submissions	Female		Male		Total	
Submitted	15	93.8%	28	93.3%	43	93.5%
Not Submitted	1	6.2%	2	6.7%	3	6.5%

5.3 Career development: academic staff

(i) Training

2015 surveys suggested ELS can do more to promote training. 55% of academic staff and 85% of PSS agreed they were encouraged to take up opportunities (**Figures 7-8**), with the lowest response from academic males. Staff have access to diverse training: Edinburgh Research Support; Institute for Academic Development (IAD). Courses include project management, IT, leadership, public speaking and influencing skills. Staff are kept informed by emails from providers and ELS, and in future via Staff Handbook (**AP3.4**) and ELS website (**AP2.4**).

Recent ELS events included 'What is REF?' training, provided by DoR for ECCRs and TFs.

EC staff and PGRs can access earmarked funding via IAD, to pay for training not available through ELS/IAD. UE10 managers can take 360 degree training with an external consultant, useful for strengthening leadership capacity of female UE10s (4F/2M, to 2015/16).

Academic staff discuss training needs with mentors (minimum) triennially, who assist in identifying appropriate training. Training requirements are also discussed at AR, reviewed by HoS and SDO (**Section 5.3ii**). The AR discussion mandate embeds this topic for all staff groups (**AP2.2**).

ELS advertises leadership training opportunities, such as Aurora (1 academic; 1 PSS, to 2015/2016), and UoE 'Ingenious Women' and 'Enterprising Women' programmes, for academic staff and PSS. If CAHSS provision is exhausted, ELS will fund training to facilitate participation (**AP2.4**).

As training uptake is not currently recorded, ELS will implement a database for all staff, to monitor participation and regulate completion of mandatory training for office bearers (E&D and UBT) (**AP2.5**). Online E&D and UB training will also be offered at Induction (**AP1.3**) and highlighted through mentoring and AR. Face-to-face UB training is available at a June 6th workshop. (**AP1.3**).

Figure 7: Academic perceptions of training, 2015.

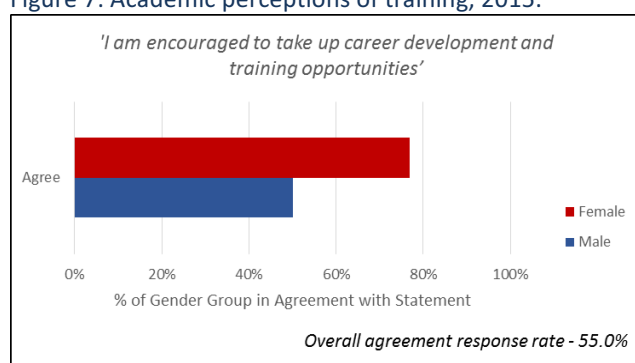
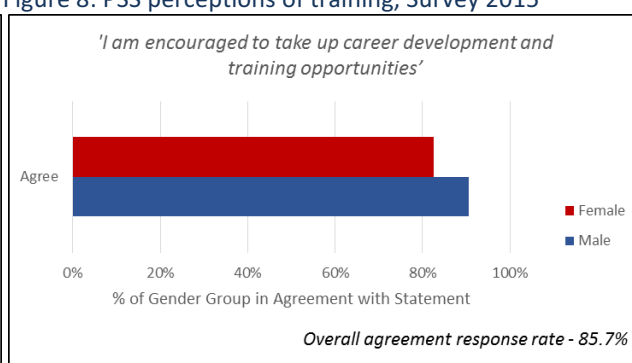


Figure 8: PSS perceptions of training, Survey 2015



(ii) Appraisal/development review

Since 2012/13, Annual Review (AR) is compulsory for all OEC/FTC academic staff and PSS.

Academic staff complete AR form forwarded to reviewer >1 week in advance. Reviewers are UE10 members of the Staff Development Committee (SDC). Reviewers undertake mandatory AR, E&D and

UB training. After review, reviewee and reviewer complete 'Agreed Note of Action'. The document is read by Head of School and Staff Development Officer (SDO). Measures are taken to implement the action points, which may include sourcing training and ensuring uptake.

For post-doctoral researchers and Research Fellows, Principal Investigators (PIs) undertake AR. ASAP commits to PIs mandatorily completing AR, UB and E&D training before undertaking AR (**AP2.2**). ELS will provide compulsory AR for OEC/FTC/GHC staff (>300hours) and optional AR for GHC (<300 hours) (**AP2.1**).

AR completion is reported to CAHSS. 2015-2016, 26 of 129 reviews were not completed, with an exception in all but 4 cases (**Table 46**). ELS commits to 100% AR completion (**AP2.1**).

Table 46: Annual Review Reporting 2015-2016.

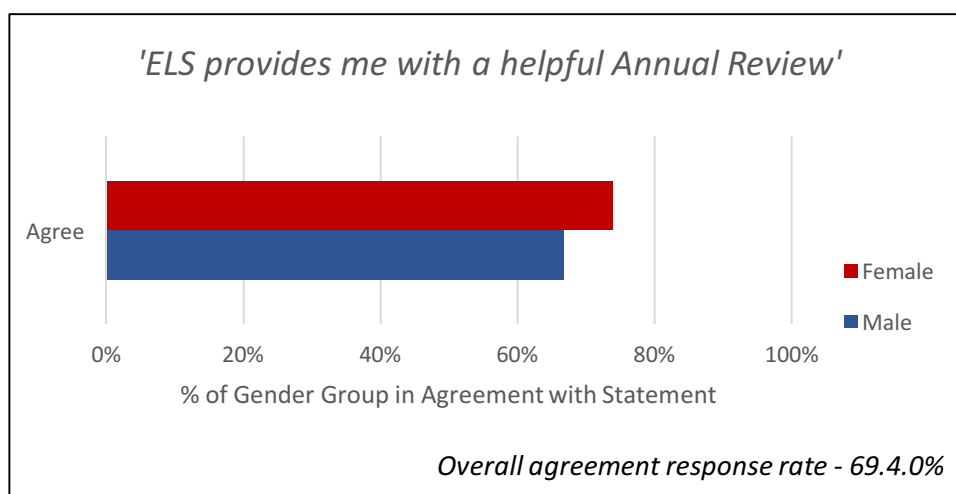
College/Support Group Name	2015-16				
	Headcount	Completed ARs	Incomplete ARs	% of Completed ARs to Headcount	% of Incomplete ARs to Headcount
School of Law	129	103	26	79.84%	20.16%
			22 of which have an exception reason		

Building on staff feedback, ELS will develop an 'ELS AR Discussion Mandate', developing a feedback sheet for reviewees, which SDO will read to identify or highlight concerns (**AP2.2**). The AR Discussion Mandate once fully developed will operate as quality assurance, ensuring discussion on key matters: promotion/progression, mentoring and training opportunities, as well as an opportunity to express interest in administrative/leadership roles, or concerns regarding administrative overload.

Table 47: 2015 Academic Staff Survey – 'ELS provides me with a helpful Annual Review'.
[REDACTED FROM THIS VERSION OF THE APPLICATION]

At least half of respondents at all career stages 'Agreed' AR is helpful (**Figure 9**), though those in researcher and TF roles (typically occupied by women) find it less helpful and so will benefit from measures outlined above. Overall, 69% of ELS staff responded positively (74%F:67%M).

Figure 9: Staff perceptions of AR, Survey 2015.



(iii) Support given to academic staff for career progression

2015, 70% of academic staff, but only 25% of PSS ‘Agree’ ELS provides useful mentoring opportunities (**Figures 10-11**), with females less satisfied than males. SMC, with SDO and DOED, will facilitate a mentoring scheme open to academic staff and PSS (OEC/FTC/GHC). ELS will also promote engagement (mentor/mentee) with UoE Mentoring Connections (MC) (**AP2.3**). Building on current participation (3M ACS), MC will be promoted at Induction and all staff will be asked if they want a mentor at AR. A Mentoring Champion will be appointed to support mentoring activity in ELS (**AP2.3**).

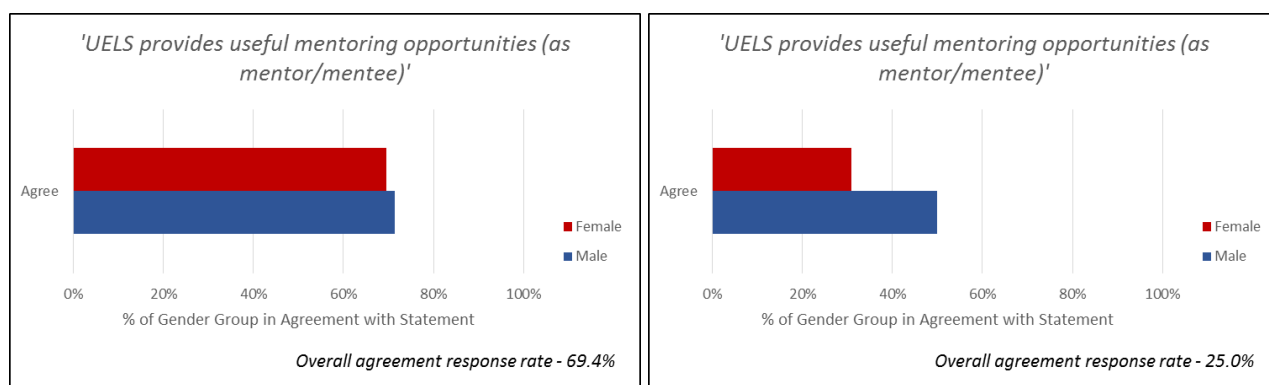
ECCRs benefit from: Edinburgh Career Development Portfolio (ECDP). This represents a guaranteed space to develop skills for career progression, within research or not. ECCRs develop a career development plan with guidance from a mentor and consultation with line manager. The focus lies on transferable rather than research skills: Knowledge Exchange and Impact, effective writing skills, developing funding applications. The scheme is overseen by SDO who offers advice, and SDO and HoS certify the completed ECDP. ECCR community is represented at School Meeting by an elected representative, regular meetings of the ECCR community are convened by the SDO and HoS.

All staff can apply to Research Support Fund to facilitate research activities. U08-UE10 can apply for £1,550, plus 40-80 hours research assistance. UE07-UE08 Teaching Fellows can apply for £1,025 for personal development, plus 40 hours research assistance. ECCRs can apply for £500, annually. Vital for personal and research development, publicity, AR, mentors, SDO meetings and research funding events will promote uptake of these funds (**AP3.6**) and ELS will aim at uptake of at least 75% of the funds available on average across all eligible staff (**AP3.6**).

To promote an inclusive community, SDO, DoR and RKEO organise events, such as ECCR lunches, emphasising the importance of TF and ECCR participation in ELS activities (**AP3.6**). The ELS website will include a monthly ‘Meet ELS’ interview with a TF, ECCR and PSS, to promote the efforts staff who may otherwise be overlooked (**AP1.5**). Spotlights on staff on FTCs or GHCs will be prioritised.

Figure 10: Academic perceptions of mentoring, 2015.

Figure 11: PSS perceptions of mentoring, 2015



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

Table 48: Active supervising staff (each student has 2) (at date of submission of AS application)

	N	%
M	45	63
F	26	37
Total	71	

Table 49: Supervisory teams (to September 2016)

	N	%
Mixed	38	40
All-male	47	50
All-female	9	10
Total	94	100

*excludes 3 awaiting confirmation of second supervisor

Table 50: Supervisory proportion (to September 2016 - supervision generally allocated on 30/70 or 50/50 split with some exceptions)

	%
Male	69
Female	31

Tables 48-50 reflect female under-representation in categories eligible to supervise PGR students, although OEC STFs may supervise PGTs. It is not feasible to introduce a non-mono gender rule, given academic specialisms, though ELS will produce guidance recommending teams should be non-mono gender (**AP5.6**). Guidance for first year progression panels (below) and PGR vivas will ensure female PGRs do not have all male panels (**AP5.6**) and give preference to non-mono gender arrangements.

PGR study is FT or PT, and students may switch between modes. Timings of meetings and seminars are adjusted to facilitate PT attendance. Study time concessions (stopping the clock) are used to interrupt or allow extra time in the event of life events that might impact on study (parental leave, caring commitments, physical or mental health issues).

ELS has a dynamic PGR body, active in organising academic and social events, fostering the student experience and career options after PGR. Students elect the Postgraduate Research Student Board to promote PGR interests and serve liaison between PGRs and ELS staff. The Board and PGRs will be

bound by the new ELS Guidance Code on timings of meetings, workshops, and seminars. **(AP1.7)**.

ELS offers a three-year Research Training Programme, led by PGR Director, to develop a range of skills: project management, communication, subject-specific training, with feedback on progression. Additional training is offered by IAD: support for teaching and researcher development, through continuing professional development in teaching and supervision. PGRs also access pastoral care via supervisors, and mentors, including access to female mentors for female PGRs **(AP5.6)**.

PGRs will receive enhanced support for academic career progression, particularly via supervisors and mentors who receive comprehensive training and guidance **(AP5.7)**. The goal is to ensure all students develop personal, professional and academic skills required to excel in academic or external job markets. PGRs are invited to attend UoE 'Ingenious Women' and 'Enterprising Women' training, targeting entrepreneurial skills for female researchers. PGRs planning to enter the legal profession can participate in the work of the UoE-led Leadership Foundation for Women Lawyers, which organises networking events. ELS will hold regular seminars (≥ 4 , annually) on PG career options **(AP5.7)**.

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

Support for applying for research grants comes from Research and Knowledge Exchange Office (RKEO). This team provides support throughout the research-funding trajectory, from preparation of applications to submission of report to funders. This includes internal peer review and demand management, ethical approval, and costings. RKEO also support research events and communications. A rigorous process of peer review (2 reviewers) is in place for applications $\geq \text{£}10\text{k}$.

DoR runs an annual workshop in funding, using successful and unsuccessful applications as examples. Targeted mentoring is given for post-doctoral fellowship funding and the application is peer reviewed. The ECCR ECDP also addresses research-funding applications.

Colleagues who are unsuccessful in funding applications are given feedback from within ELS and/or wider University who have experience of the funding body. The RKEO (via a pre-award administrator) works closely with individuals to understand their research and their funding needs, to identify schemes that might be appropriate in the future. Staff are also invited post application, and/or through the AR process to discuss research funding plans with the DoR.

ELS has a Strategic Investment Fund of approximately $\text{£}60\text{k}$, used to support seed-corn projects being developed for future, large scale funding. Those on a research-based contract can apply for funding over $\text{£}5\text{k}$. 2013/14-2015/16, 11 of 18 awards were to female applicants. Staff have access to research support funds **(Section 5.3iii)**, to pump-prime funding bids, promoted in conjunction with the ASAP **(AP3.6)**.

Academic Year	Female			Male					Female	Male
	Successful Applications	% Female	Award Value	Successful Applications	% Male	Award Value		Unsuccessful Applications	% Female	% Male
2013/14	8	50%	£2,026,192	8	50%	£1,920,463		27	59% (16)	41% (11)
2014/15	14	54%	£4,617,498	12	46%	137,033		31	31% (10)	69% (21)
2015/16	11	50%	£372,291	11	50%	£91,608		45	42% (19)	58% (26)
Total	33	52%	£7,015,981	31	48%	£2,149,104		103	44% (45)	56% (58)

Table 51 indicates a high level of performance by female staff. 2013/14-2015/16, female success rate is 42%; male is 35%. Average female grant value is £212,605; average value for males is £69,325. ELS will monitor this data over a longer timescale and act upon any sustained disparity **(AP6.1)**.

5.5 Flexible working and managing career breaks

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

Academic staff and PSS (including GHCs), who are pregnant, or in the process of adoption or IVF, are entitled to 12 months leave with options involving statutory maternity pay and UoE maternity pay. HoS/DoPs discuss parental leave, pay, and workload cover in advance with the staff member.

ELS will promote the UoE 'Maternity Leave Toolkit' in the Staff Handbook and on ELS's E&D/AS webpages. Use of the UoE 'Maternity Check List for Managers' and 'Work Planning Template' will be made compulsory to support planning **(AP 4.2)**.

Staff are entitled to paid time off for ante-natal appointments and 6 paid leave days for adoption related appointments. Annual leave is discussed in advance, to provide regular breaks. Preferred arrangements for contact and 'Keeping in Touch' (KIT) days will be embedded in a 'Maternity Agreement', safeguarding the privacy of staff members by formalising preferred level and mode of contact **(AP 4.3)**. A mandatory Maternity Risk Assessment is conducted and adjustments made **(AP 4.2)**.

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

Where replacement is needed for academic staff (e.g. teaching cover) a fixed-term Teaching Fellow is appointed. PSS maternity leave is always covered fixed-term and recruitment is advertised internally and externally to promote development opportunities to all staff. Pregnant staff are involved in development of the job description, clarifying work to be covered during their absence.

Several individuals who have taken leave were FTC. In each case, they were provided with clear advice regarding their rights in terms of redundancy and support entitlement. One academic staff member, with a contract due to expire during the leave period, had the case to convert FTC-OEC successfully taken forward during leave.

Plans for KIT days, which staff will be encouraged to use for training and development purposes, will be embedded in the Maternity Agreement **(AP 4.3)**. If agreed, DoPS will contact individuals to ensure they are receiving any requested information, e.g. about promotions or contribution rounds.

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

A formal 'return to work' meeting informs academic staff and PSS of changes and addresses workload. Adjustments to working hours (job share/part-time) are considered through 'Flexible Working Requests' (all granted since records started, 2015/16). Training needs are discussed.

To support a phased return, academic staff meet with senior staff responsible for teaching allocation, to discuss timing of the return to work and gradual phasing of teaching and assessment responsibilities, depending on time of year. This will be formalized in the WAM **(AP4.1,4.6)**.

ELS will create a 'Returners Career Development Budget' for academic and PSS, to fund conference

attendance and training (including child care) **(AP4.1)**. The allowance will be granted in addition to the Research Support Allowance for academic staff. ELS will also 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 staff returning from leave **(AP4.4)**.

Flexible and homeworking are available to support breastfeeding. On completion of Old College renovations, ELS will ensure dedicated and suitable spaces for breastfeeding, and expressing and storing milk are clearly signposted **(AP4.4)**. Baby-changing facilities will be installed **(AP4.4)**. UoE crèche and local nurseries, plus UoE Childcare Voucher Scheme, will be included in the Staff Handbook **(AP4.4)** and ELS E&D/AS webpages **(AP4.4)**.

ELS will also promote the Parental Leave Policy of 2 weeks paid leave to look after any child (<18) **(AP4.2)**

(iv) Maternity return rate

[REDACTED FROM THIS VERSION OF THE APPLICATION]

Table 52: Academic/research staff maternity leave uptake (Law)

[REDACTED FROM THIS VERSION OF THE APPLICATION]

Table 53: Professional services staff maternity leave uptake (Law)

[REDACTED FROM THIS VERSION OF THE APPLICATION]

(v) Paternity, shared parental, adoption, and parental leave uptake

[REDACTED FROM THIS VERSION OF THE APPLICATION]

(vi) Flexible working

ELS applies UoE policy in supporting flexible working, to maintaining work/life balance and recognise caring responsibilities **(AP4.5)**. This is not reflected in staff survey responses. 2013, 51% of academic staff and 58% of PSS 'Agreed' sufficient information about working policies is provided, including flexible working. ELS addressed this with signposting to HR policies on the ELS intranet **(AP1.5)**. 2015, results were improved, with 80% of PSS (85%F; 100%M), but only 61% of academic staff (74%F; 52%M) agreeing. ELS will host a CAHSS HR talk on family leave and flexible working **(AP4.2)**, flexible working opportunities will be discussed within the at AR mandate **(AP2.2)**.

2012/13-2015/16, informal flexible working arrangements have been put in place for academic staff, not always centrally recorded. ELS recognises that informality relying upon assumed academic customs is not satisfactory, and will formalise such arrangements to safeguard the terms **(AP4.5)**.

PSS submit a flexible working request in writing to their line manager. As with academic staff, ELS commits to formal recording of all arrangements **(AP4.5)**. 2012/13-2015/16, there were eight PSS

formal flexible working agreements, for female colleagues UE03-UE06. These involve temporary or permanent changes in contractual hours, both reduction of hours and also amendments to accommodate family responsibilities, such as school pick-ups (**Table 54**).

Professional Services

Table 54: Formal professional services staff requests for flexible working, by UE Grade and gender (Law)

[REDACTED FROM THIS VERSION OF THE APPLICATION]

(vii) Transition from part-time back to full-time work after career breaks

ELS had no cases of individuals transitioning PT-FT, other than staff returning from a period of sickness absence or maternity leave where transition has been a few weeks or months, supported through discussion with DoPS. Where necessary formal guidance is sought from Occupational Health. To support transition, ELS will identify a pool of volunteer 'Returner Buddies' (**AP4.4**).

Part time figures in the table below generally relate to FTCs, particularly research and teaching staff. There is one recorded instance of an academic on part-time OEC (M/UE07/TF), requested at appointment to continuation of professional legal practice.

Table 55: Academic and research staff by full-time/part-time contractual agreement (Law)

[REDACTED FROM THIS VERSION OF THE APPLICATION]

2012/13-2015/16, proportion of female PT staff dropped 18%-12%, equivalent drop for males was 8%-6%. 2014/15 peak in PT staff for both genders stemmed from REF2014 related research contracts. ASAP embeds career development activities for PT staff, including promotions workshops and the opportunity to co-convening committees for leadership experience (**AP3.6, Section 5.1iii**).

Professional Services Staff

2012/13-2015/16, an average 24% of PSS were employed PT (27%F:14%M). Number of PT PSS females ranged 8-12 (23%-32%), with 1-2 PT males. ASAP embeds AR (**AP2.1**), mentoring (**AP2.3**) and training (**AP2.4**) for all staff.

Table 56: Professional staff by full-time/part-time contractual agreement (Law)

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5.6 Organisation and culture

(i) Culture

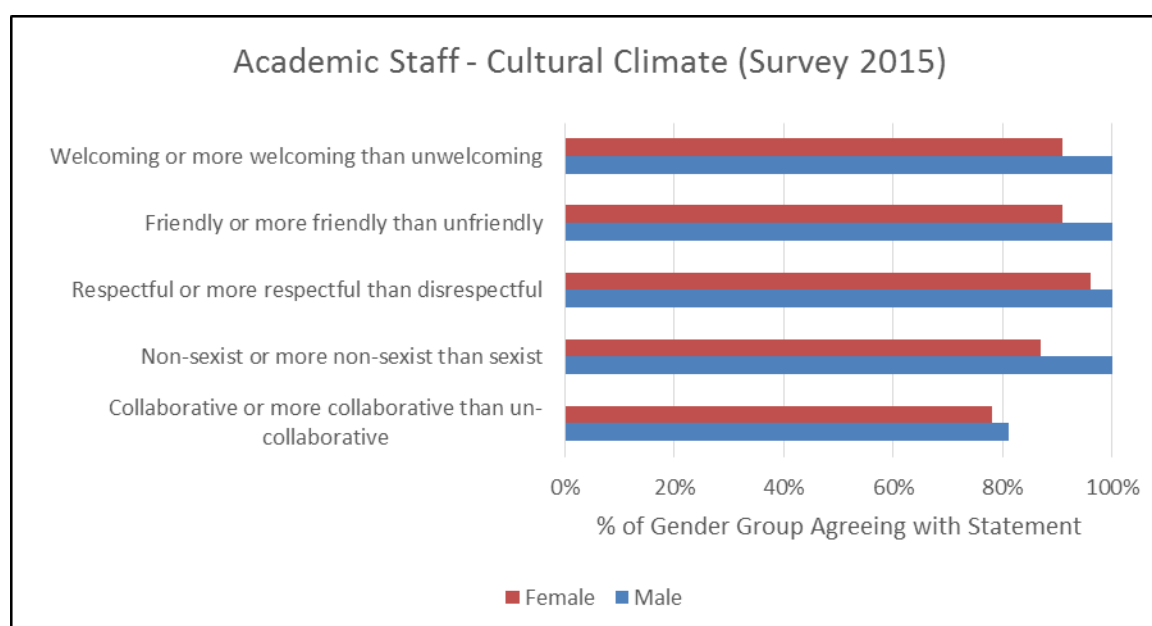
ELS has committed to biennial gender culture surveying to map AS impact (**AP6.2**). ACS, PSS, and PGRs were surveyed in 2013 and 2015. Positive impact in response since 2013 was observed for 14, 16, and 20 questions in ACS, PSS, and PGR surveys respectively, in 2015 (**Tables 8-10**).

The 2015 survey is a baseline for the AS plan. Response rates were 45% (ACS), 44% (PSS), 17% (PGR) (**Section 3**). As the second run generated lower ACS (-3%) and PGR (-3%) responses, an online publicity campaign will promote staff/student engagement, 2017 (**AP6.2**).

Cultural climate

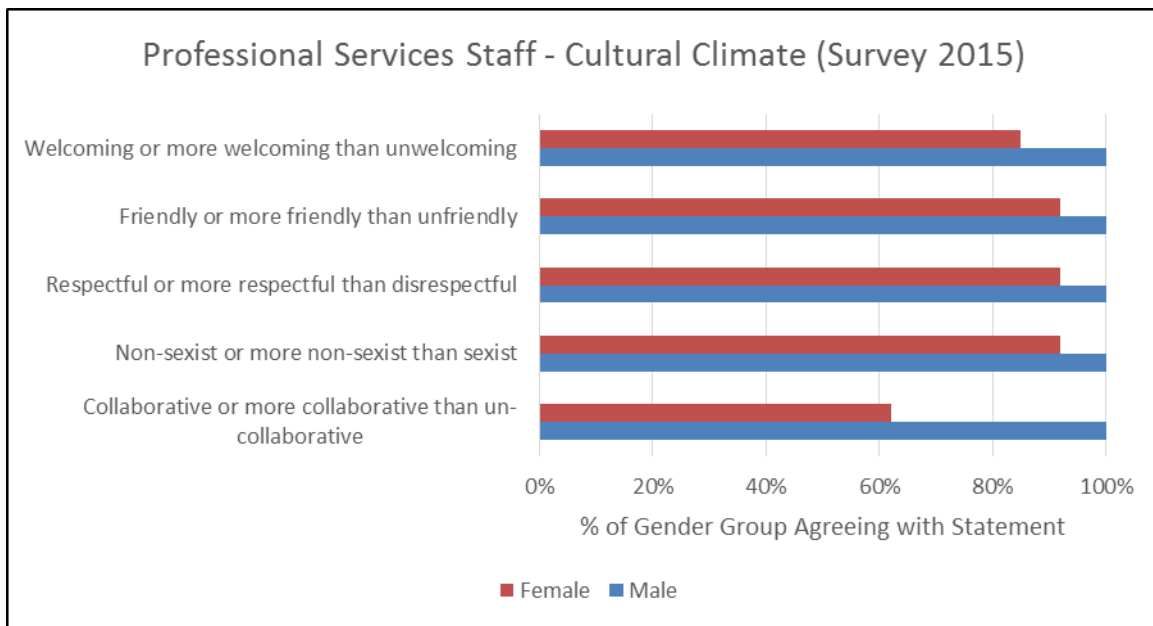
5 questions related to cultural climate in ELS. Aggregate results of the two positive responses for ACS (**Figures 12-14**) were favourable (>78%), ranging 98% (96%F: 100%M) for 'respectful', to 78% (78%F: 81%M) for 'collaborative'. Notably, women responded less positively than men for every question, including whether ELS is non-sexist (87%F: 100%M).

Figure 12: Academic staff perceptions of the School cultural climate by gender (Law).



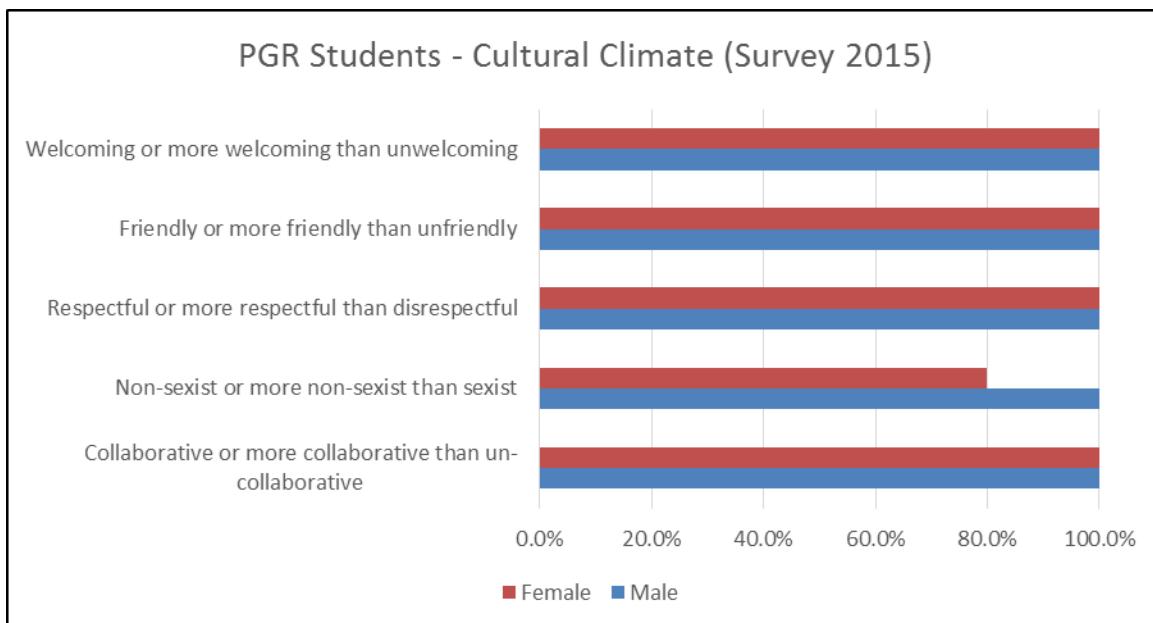
PSS responses ranged 90%, for 'friendly' (92%F/100%M) and 'non-sexist' (92%F/100%M), to 60% for 'collaborative' (62%F/100%M). Females again responded less positively than males. AS work, especially in relation to improved virtual spaces helps to develop an enhanced sense of shared ownership of ELS (**AP1.5; Section5.3iii**).

Figure 13: Professional services staff perceptions of the School cultural climate by gender (Law).



Accepting the low response rate for PGR students, results again indicate a positive view. PGR responses were 100% positive, with the exception of 'non-sexist', where one female disagreed.

Figure 14: PGR student perceptions of the School cultural climate by gender (Law)



To target gender disparity in the positive response rate of female and male staff/students, Law has set gender specific success measures throughout the ASAP, for survey results.

Academic Experiences in the Law School

86% of ACS agreed staff are encouraged to engage with training (83%F/91%M), and ELS uses visible female and male role models (87%F/86%M). 82% agree staff are treated on merit, irrespective of gender, with a lower positive response from females (78%F/91%M). 82% agreed meetings are scheduled in viable hours (78%F/86%M). Despite >10% improvement in positive response since 2013, 23% of ACS disagree Law provides mentoring (30%F/29%M), 31% did not agree a useful AR is available (26%F/33%M). ASAP will add value to AR with a discussion mandate **(AP2.2)**, and embed mentoring for OEC/FTC/GHCs **(AP2.3)**. Only 61% (74%F/52%M) of ACS agree ELS provides information on policies relating to gender equality, and 53% (52%F/57%M) regarding career development. To address transparency and understanding **(Section 5.5)**, ASAP embeds a lunchtime discussion series **(AP1.6)**, revised Staff Handbook **(AP3.4)**, and E&D/AS webpages **(AP1.5)**.

Professional Services Staff Experiences in the Law School

80% of PSS agreed ELS provides information on policies relating to gender equality (70%F:100%M), is supportive of flexible working (85%F:100%M), and uses visible role models of all genders (85%F:100%M). 65% disagreed ELSE provides access to mentoring (62%F:50%M), and 50% disagree a helpful AR is available. ASAP promotes PSS uptake of mentoring opportunities (OEC/FTC/GHC) **(AP2.3)**, the new AR mandate reflects the distinct PSS career trajectory **(AP2.2)**. 30% of PSS disagree ELS provides career development information (31F:0%M), 45% disagree they are encouraged to engage with training (77%F:50%M). ASAP will embed a dedicated PSS career development session **(AP1.6)**, annually. PSS AR mandate will include training **(AP2.2)**.

Only 15% of academic staff and 25% of PSS had completed UBT. ASAP makes this and E&D training mandatory for office bearers and panelists, targeting 100% uptake across ELS long-term **(AP1.3)**.

PGR Student Experiences in the Law School

Though PGR responses were positive **(Figure 14/Table 10)**, response pool (14%) was small. ASAP seeks to improve participation in 2017 **(AP6.2)**. PGR focus groups supplemented survey data **(Table 7)**. August 2014/15 and April 2017, female and male PGR reps ran separate sessions with respective sexes, identifying perceived obstacles to obtaining a PhD. Both groups highlighted funding, though women expressed concerns family planning, reflected in the ASAP **(AP5.1,5.2)**. Male PGRs pointed out that female (and male) students undertake a PhD for social justice reasons, or to change the world, and this was insufficiently highlighted in ELS. ASAP targeted curriculum in response **(AP1.4)**.

Trans Staff and Students

ELS promotes a Trans-inclusive working environment for staff/students. CAHSS Trans Forum was established, November 2016. ELS will circulate a confidential survey, to gauge interest within Law and expand membership **(AP1.9)**. Trans-Awareness training will be funded **(AP1.9)**. Gender-neutral toilets are assigned, clearly signposted in Staff/Student Handbooks and online **(AP1.9)**.

ELS ran a programme of SAT led focus groups (academic staff; PSS; PGR) **(Table 7)**, to gauge staff/student perceptions of working culture and supplement survey data.

(ii) HR policies

HR policies on equality are defined at UoE-level with guidance from CAHSS or ELS. Examples include, ELS guidance on equitable employment of PGRs, and ELS guidance on email etiquette, complementing the 'Dignity and Respect Policy'.

CAHSS HR analyse impact of policies regarding equality. Reports on success rates according to equality indicators are provided for promotions, grading, and performance-related pay processes, considered by the College Staffing Management Committee. Records are held at College HR level in respect of disciplinary and grievance cases, including any cases relating to dignity and respect.

ELS devolves day-to-day staff management in accordance with HR policy. College HR and DoPS meet fortnightly, to consider HR related staffing matters. CAHSS HR and/or DoPS liaise with managers to provide advice, guidance and direct support. SDC, which reports to SMG, considers common HR themes, with CAHSS HR in attendance. All formal HR procedures are managed by CAHSS HR.

Training and development activities to support line managers are delivered at UoE, College, and School-level, and well attended by ELS managers. Training includes induction for staff taking on new roles, Unconscious Bias training, and Employment Law training. ELS circulates regular updates via email in respect of HR policy changes, new guidance and reminders. The revised Staff Handbook **(AP3.4)** and enhanced School website **(AP1.5)** represent improved conduits for flow of information.

ELS is committed to developing a database of training attendance to target resources and ensure mandatory training has been undertaken by office holders, as quality assurance **(AP2.5)**.

(iii) Representation of men and women on committees

Senior Management Group (SMG) is ELS's lead committee, supplemented by six core functionally specific committees **(Table 57)**, four of seven are currently convened by women.

Table 57: ELS decision-making committees, by gender (excluding secretary in all cases)

University of Edinburgh Law School Committee	Academic Year	Female: Male Ratio	% Female	Convenor
School Management Group (SMG)	2012/13	4F:3M	57%	Female
	2013/14	3F:5M	38%	Female
	2014/15	3F:5M	38%	Male
	2015/16	4F:5M	44%	Male
	2016/17	7F:5M	58%	Male
Learning and Teaching Committee	2012/13	No data	No data	No data
	2013/14	No data	No data	No data
	2014/15	4F:5M	44%	Female
	2015/16	6F:5M	55%	Female
	2016/17	6F:5M	55%	Female
Undergraduate Studies Committee	2012/13	8F:3M	73%	Female
	2013/14	6F:4M	60%	Female
	2014/15	7F:4M	64%	Female
	2015/16	5F:5M	50%	Male
	2016/17	5F:4M	56%	Female
Postgraduate Teaching Committee	2012/13	14F:13M	52%	Female
	2013/14	15F:15M	50%	Female
	2014/15	14F:13M	52%	Female
	2015/16	12F:10M	55%	Female
	2016/17	12F:10M	55%	Male
Research Committee	2012/13	6F:9M	40%	Male
	2013/14	8F:9M	47%	Male
	2014/15	11F:8M	58%	Female
	2015/16	9F:11M	45%	Female
	2016/17	7F:12M	37%	Female
Staff Development Committee	No data	No data	No data	Female
	2013/14	3F:3M	50%	Female
	2014/15	2F:3M	40%	Male
	2015/16	3F:4M	43%	Male
	2016/17	3F:4M	43%	Male
Library Committee	2012/13	4F:12M	25%	Male
	2013/14	4F:12M	25%	Male
	2014/15	5F:17M	23%	Male
	2015/16	5F:11M	31%	Male
	2016/17	4F:15M	21%	Female

SMG (2015/16) comprised HoS, Deputy HoS, DOPS, Directors of Research, L&T, UG Studies, PGT and PGR, Senior Tutor, SDO and UE07-UE08 representative (DOED, added 2016/17). 2012/13-2016/17, gender configuration oscillated between under and over-representation of women. Office-bearers are selected by Head of School following an open call across ELS, with competences assessed against job descriptions and overload considered. Gender balance is explicitly considered, and with rotation, which is on a three-year basis, ELS can commit to introducing M/F rotation over time (**AP2.6**). Office-bearer roles are recognized in the WAM. Membership of other committees comprises ex officio

office-bearers plus members identified by open call. ASAP introduces open calls for office-bearer roles highlighting shared convenorships, for part-time or early career staff development. **(AP3.6)**

2016/17, ELS have achieved gender parity (>40% F/M representation) for five of seven committees. The outlier is the Library Committee. The former has operated via a ‘tap on the shoulder’, which will be substituted by open call. ELS commits to a policy stating all committees should achieve at least 40% female/male membership **(AP 2.6)**. AR discussion mandate will give staff an opportunity to discuss interests in committee roles, or concerns regarding overload **(AP2.2)**

To ensure committees are effectively run, chairs will be required to undertake UoE chair training and follow ELS best practice handbook, to ensure meetings do not run beyond viable hours **(AP2.7, Section 5.6vi)**.

Table 58: Committee membership by UE Grade and staff/student group (Law)

2016/17	Academic Members		Professional Services Members		Student Members	
Committee	Female	Male	Female	Male	Female	Male
School	7 x UE06 11 x UE7 17 x UE08 6 x UE09 9 x UE10	3 x UE06 3 x UE07 18 x UE08 13 x UE09 13 x UE10	7 x UE06 1 x UE08 1 x UE09 6 x UE07	1 x UE06 1 x UE07 1 x UE08	9	7
Total	50	50	15	3	9	7
School Management Group	2 x UE10 2 x UE09 1 x UE08	2 x UE10 1 x UE09 2 x UE08	1 x UE09	0	0	0
Total	5	5	1	0	0	0
Learning and Teaching Committee	2 x UE09	2 x UE10 1 x UE09 2 x UE08	1 x UE09 1 x UE08 2 x UE07	0	0	0
Total	2	5	4	1	0	0
Research	3 x UE10 1 x UE09	8 x UE10 4 x UE09	1 x UE09 2 x UE07	0%	0%	0%
Total	4	12	1	0	1	0
PGTC	1 x UE10 1 x UE09 6 x UE08	4 x UE10 2 x UE09 2 x UE08	1 x UE09 1 x UE08 1 x UE06	1 x UE06	1	1
Total	8	8	3	1	1	1
UGSC	1 x UE10 2 x UE09 1 x UE08 1 x UE07	1 x UE09 2 x UE08	0	1 x UE08	4	0
Total	5	3	0	1	0	0
Staff Development/ Promotions	3 x UE10	3 x UE10	1 x UE09	0	0	0
Total	3	3	1	0	0	0

5.6 (iv) Participation on influential external committees

ELS supports staff participating in committees and roles across UoE and beyond. Academic and PSS are encouraged to reflect at Annual Review on opportunities for career progression. Colleagues hold office within the broader University (e.g. Assistant Vice Principal for Community Engagement, Director of IASH, both female). Several colleagues are 'special advisors' to the Scottish Government or Scottish Parliament. Colleagues serve as role models for those who wish to take on duties beyond ELS. **Table 59** provides a snapshot, focused on EC academic staff and women.

Table 59: Committee membership by UE Grade and staff/student group (Law)

[REDACTED FROM THIS VERSION OF THE APPLICATION]

5.6 (v) Workload model

An ELS workload allocation model (WAM) has been in place since 2008/09. Staff must enter their own data including teaching, assessment and supervision, as well as administrative duties such as tutoring, course organization and office bearer roles. Allowances for research buyout and early-career status ensure balance across all career levels. The model was previously completed retrospectively, staff now populate it in advance to aid forward planning. When forward teaching plans are discussed in ELS, WAM is consulted and data returns are analysed by Annual Reviewers. To ensure fairness and transparency, all returns are visible to all academic staff and composite data and means are reported ELS, annually. The WAM has become increasingly granular, with minor changes made each year.

A review of the WAM is ongoing (2016/17) in a group (5F/2M) with representation drawn from SMG, senior and UE08 staff. The group addressed WAM structure and weightings, and how the WAM is used currently and should be used in future. Its approach was to align the School WAM as closely as possible with CAHSS guidance and principles. Input was sought from ELS staff, and took into account ELS policies and strategic priorities. Key changes made (subject to ratification by SMG on 01/05/17) included: increase in DOED allocation; inclusion of membership of working groups, e.g. Athena SWAN; inclusion of CPD allocation allowance; increase in SDO allocation; SMC. SDO will be mandated to review workload distributional and highlight inequities to the DHOS. **(AP4.6)**. Recognising its evolving character, a full review of WAM will be carried out triennially **(AP4.6)**.

(vi) Timing of departmental meetings and social gatherings

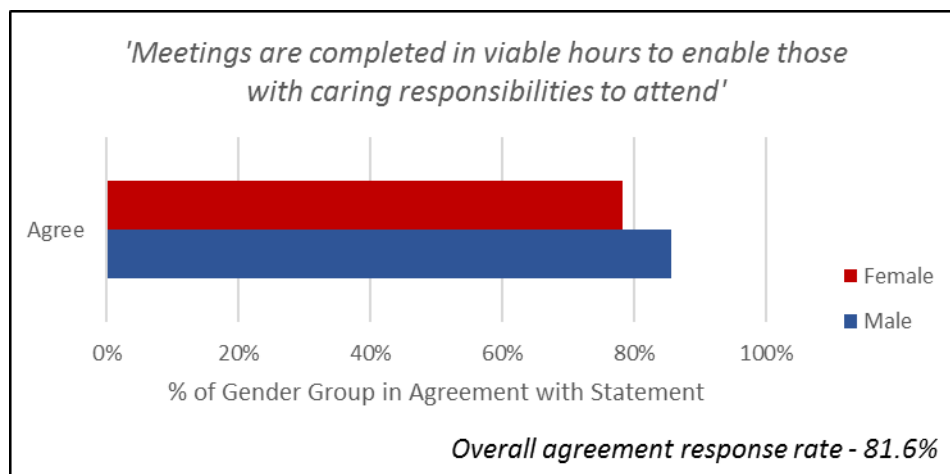
ELS previously scheduled social evenings, moving away from this practice. Activities such as ELS Christmas/Winter party is held in the afternoon, to optimise participation. High profile public-facing events, such as the recent unveiling of a bust of the late Professor Sir Neil MacCormick, are held in working hours. Regardless, flexibility is required when working with colleagues engaged in legal practice, to permit the availability of speakers and potential audience. These events are often scheduled around 6pm to ensure maximum participation. As this may exclude colleagues with caring responsibilities, ELS will ensure 4-6 weeks' notice of events to allow attendees to plan **(AP1.7)**.

Research seminars, workshops, and lectures take place at a variety of times, before and after 5pm. To promote inclusivity, ELS will compile guidance on event scheduling, such as varying the day for evening events, mixing day and evening events, requesting that networking activities take place

before the event rather than afterwards (**AP1.7**). For committees, the ELS calendar is published up to a year in advance, allowing colleagues to plan. All meetings finish by 5pm.

Comparison of 2013 and 2015 (**Figure 15**) survey suggest increased positive staff response to 'Meetings are completed in viable hours', 59%-82% (**Table 8; Section 5.6iii**), reflecting impact of AS. 2015, female response (78%) was lower than male (86%), to be monitored, 2017 (**AP6.2**).

Figure 15: Staff perceptions of scheduling in ELS, Gender Culture Survey 2015.



(vii) Visibility of role models

[TEXT REDACTED FROM THIS VERSION OF THE APPLICATION]

To ensure gender balance of role models, ELS will introduce monitoring of speakers by gender (**AP6.1**) and regulate gender balance of speakers (40%F/M, annually) (**AP1.8**). A celebratory event showcasing work of female PGR graduates will be scheduled (**AP1.8,AP5.7**), within a programme spotlighting gender equality and E&D themes within Law, 2017-2018 (**AP1.8**).

Figure 16: Staff perceptions of role models, 2015.

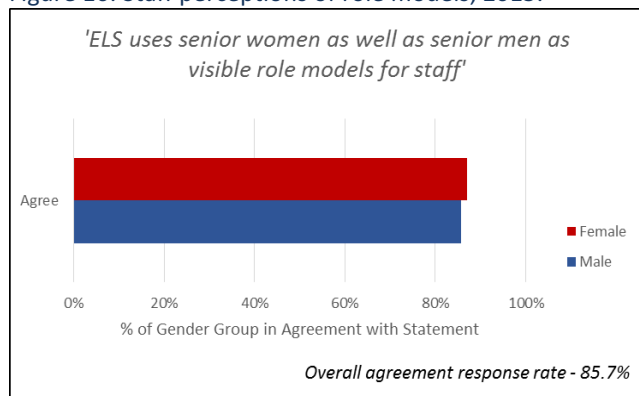
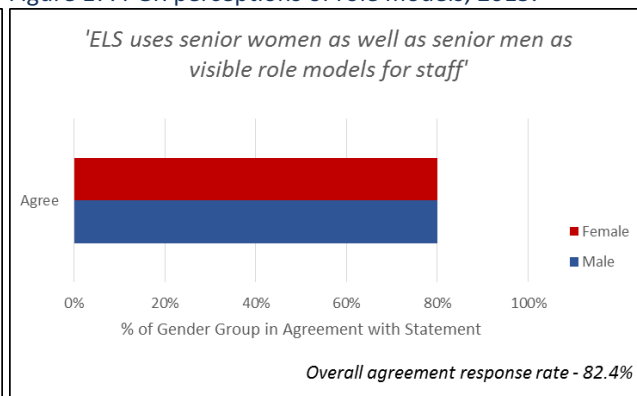


Figure 17: PGR perceptions of role models, 2015.



(viii) Outreach activities

ELS has a strong record of outreach, with a dedicated WP and outreach role (since 2005). Director

of Student Experience (DSE), is responsible for design and delivery of events (female UE07) (**Open Days-Section 4.1i**). DSE invites colleagues and students to speak to under-represented groups of prospective students, including at 'Pathways to the Professions'/'Reach' annual 'So You Want to be a Lawyer' (SYWTBAL) events, where pupils listen to ELS and external speakers, and students. In SYWTBAL 2015/16, there were 5 female and 2 male speakers, and 3 female and 1 male student(s). Events include subject taster workshops for primary school pupils (schools feeding into state schools with low HE progression). Three annual Academic Mentoring workshops (Pathways/Reach offer-holders) are run jointly by DSE and a male WP colleague, 50:50 gender representation.

As ELS has not historically recorded staff engagement with outreach, annual monitoring will be introduced (**AP6.1**). Data will be used to ensure gender balance of female and male staff/students at outreach events (**AP5.9**). ELS will monitor gender balance of student volunteers, widening the pool by highlighting career and cv benefits of outreach work. DSE will generate a checklist of transferable skills, including where hours count towards an 'Edinburgh Award for volunteering' (**AP4.6,5.9**).

Total Word Count – 5854 Words

7. FURTHER INFORMATION

March 2017, SAT conducted a preliminary analysis of UE10 gender pay gap in ELS. UoE 'Equal Pay Audit 2015' recorded a UoE-wide mean UE10 pay gap of 11% (£6934), in favour of men. 2012/13-2015/16, on-scale UE10 pay gap in Law favours men. Off-scale pay gap (salaries >£96756) favours women (**Table 59**).

Table 59: Mean gender pay gap at UE10 (on-scale/off-scale) by gender and £ value (Law).

2012/13		2013/14		2014/15		2015/16	
On-Scale Pay Gap	Value	On-Scale Pay Gap	Value	On-Scale Pay Gap	Value	On-Scale Pay Gap	Value
13% (male bias)	£9,645	12% (male bias)	£9,538	13% (male bias)	£9,882	12% (male bias)	£9,322
Off-Scale Pay Gap	Value	Off-Scale Pay Gap	Value	Off-Scale Pay Gap	Value	Off-Scale Pay Gap	Value
3% (female bias)	£3,139	6% (female bias)	£5,257	9% (female bias)	£8,401	3% (female bias)	£2,986

2012/13-2015/16, on-scale UE10 pay gap drew 1% closer to parity (13%-12%), higher than the UoE mean (11%). Despite rising to 9% (2014/15), off-scale pay gap was 3% in 2012/13 and 2015/16, and consistently female biased. ASAP targets gender equal salary positioning in recruitment and promotion to reduce the UE10 pay gap to <5% (on-scale) and <1% (off-scale) (**AP3.7**). Progress will be mapped annually (**AP6.1**).

Section 7 Word Count – 111 Words

Total Word Count – 10,500 Words