



DEPARTMENT APPLICATION

Bronze and Silver Award



Contents

Section	Description	Recommended word limit	Actual word count
1	Letter of endorsement	500	526
2	Description of the department	500	447
3	Self-assessment process	1,000	921
4	Picture of the department	2,000	2,312
5	Supporting and advancing women's careers	6,000	6,023
6	Case studies	n/a	n/a
7	Further information	500	
		10,500	10,229

List of abbreviations

Abbreviation	Full term
AD	Associate Dean
ADR	Associate Dean Research
AFE	Accounting, Finance and Economics
AM	Academic Manager
AP	Action Point
AS	Athena SWAN
CPAD	Continuing Professional Development
DRWA	Dignity and Respect at Work Advisor
ECU	Equalities Challenge Unit
EDI-SAT	Equality, Diversity and Inclusion Self-Assessment Team
F	Female
FTC	Fixed Term Contract
FT	Full Time
GEM	Gender Equality Charter Mark
GHC	Guaranteed Hours Contract
HBS	Hertfordshire Business School
HE	Higher Education
HESA	Higher Education Statistics Agency
HOD	Heads of Department
HOG	Heads of Group
HR	Human Resources
IAP	Institutional Action Plan
IWD	International Women's Day
JNCC	Joint Negotiating Consultative Committee
KIT	Keeping in Touch
M	Male
MKE	Marketing and Enterprise
MLO	Management, Leadership and Organisations
MFQ	Module feedback questionnaire
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PT	Part Time
P&R	School Planning & Resources Committee
RAE	Research Assessment Exercise
REF	Research Excellence Framework
SA	Subject Area
SEG	School Executive Group
SLT	Senior Leadership Team
SMC	School Senior Management Committee
SPL	Shared Parental Leave
STEMM	Science, Technology, Engineering, Mathematics and Medicine
UG	Undergraduate
UH	University of Hertfordshire
VLs	Visiting Lecturers

Name of institution	University of Hertfordshire
Department	Hertfordshire Business School
Focus of department	AHSSBL
Date of application	November 2018
Award Level	Bronze
Institution Athena SWAN award	Date: November 2014 Level: Bronze
Contact for application Must be based in the department	Lindsey German
Email	l.german@herts.ac.uk
Telephone	01707 285718
Departmental website	http://www.herts.ac.uk/apply/schools-of-study/business

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

Equality Charters Manager
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London WC2A 3LJ

Dear Ms. Gilligan,

I am delighted to provide this letter of endorsement for the application from the Hertfordshire Business School (HBS) for the Athena SWAN (AS) Bronze Award and can express my personal support and that of the School to the principles of equality.

As the son of a woman who left school early, had children and then re-engaged with learning, I have a strong understanding of the challenges faced by women. What my mother achieved through education, and becoming the first in her family to graduate, was to lead to a successful career of leadership in education. I saw how she supported the transformation of other peoples' lives and I am aware of what can be achieved when appropriate support and opportunities are offered, such as flexible working arrangements and encouragement to attend programmes such as AURORA.

This has ensured that through my professional practice I endeavour to achieve equality of opportunity for all. As Dean of HBS I have engaged purposefully with the AS self-assessment process. I am a member of our Equality, Diversity and Inclusion Self-Assessment Team (EDI-SAT) and have allocated a dedicated budget to help drive the project forward. The Action Plan (AP) is an integral part of our strategic plan and overall the School has a good gender balance. But in recognition of the need for an intersectional approach to gender equality, we have delved deeper into the figures to understand some of the challenges we face such as the disparity of men and women in different subject areas and the impact of ethnicity and class in our student population.

The contribution of women across the School is important, and they fulfill many of our senior management and leadership roles - comprising six out of nine of our Associate Deans and five out of eight of our heads of subject group. This indicates that employment and career prospects are excellent in the School. We use the University's EVALUATE process to enable parity of pay and promotion, and in recent years have seen an increase in the number of women promoted, with more women than men being successful. There are concerns that the process needs to be more transparent and that it may present more challenges for part-time staff, and we intend to examine and address these.

At the same time, the AS process has highlighted areas where our support for career development could be further improved and this will be a key area to follow up on in the next four years. Our plans include further investigating the gender pay gap and

developing ways to positively encourage equality in promotion, including the University's new annual promotion round for Associate Professors, Readers and Professors. We are also looking to increase awareness of opportunities for flexible working and parental leave.

I give my full support to the AS process, to the report we have produced, and to the AP developed. A Bronze Award would be an excellent way to recognise what we are doing to recruit, retain, and promote women within HBS. I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the School.

Yours sincerely



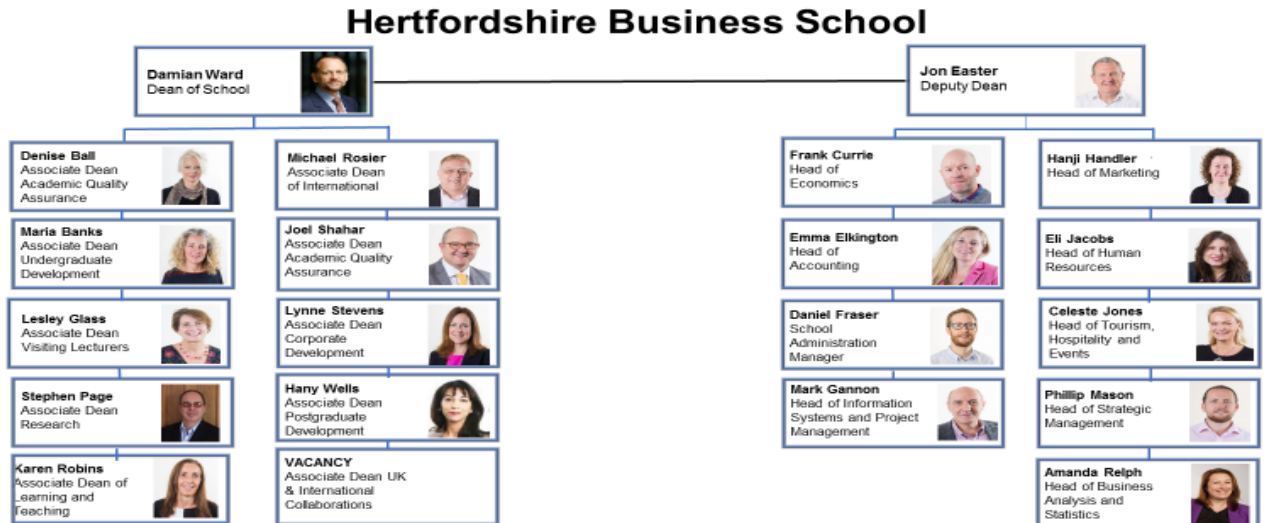
Prof Damian Ward
Dean of Hertfordshire Business School

(526 words)

2. DESCRIPTION OF THE DEPARTMENT

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

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



23.07.18

Figure 1: Organisational Chart

HBS offers eight different Subject Areas (SAs) which cover all areas of teaching, research and consultancy within the School. With a student body of more than 4,300 the School delivers close to 20,000 scheduled learning activities per annum, supporting more than one million hours of student learning. The subject groups are: Accounting; Economics; Marketing; Tourism, Hospitality and Event Management (THEM); Business Analysis and Statistics (BAS); Human Resource Management (HRM); Strategic Management; and Information Systems and Project Management (ISPM).

This structure was implemented in early 2018 following a review and consultation aimed at aligning management more closely to the student experience and bringing clearer accountability. The resulting re-structure had a significant impact on the roles of women within the HBS leadership team, as can be seen from the organisation chart above. Of the ten Associate Dean roles, six are held by women, and five of the eight heads of subject groups are women.

The vision of HBS is to empower students through transformational education and research, enabling them to play their part in the global economy. HBS has a variety of business-facing activities which underpin its work and reflects values of the wider institution. These are supported through Business Academy training, development and consultancy, the HBS Executive Programmes, MBA masterclasses, Europe Week, and other research events. Internally we offer all staff opportunities for

personal learning, in pedagogy, management and leadership to support ongoing development of individuals.

In 2015/16 the School created a number of strategy working groups, giving academic and professional staff the opportunity to work together to support these strategic goals. The groups include Undergraduate (UG) and Postgraduate (PG), Staffing, Commercial, Employability, Marketing Recruitment and Admissions, Collaborations, Learning and Teaching, Academic Quality, International and Accreditation, and Research. These groups are enabling, and across the different themes have the potential to support the AS principles.

Academic and Professional Staff

In 2017/18 the School had 242 salaried staff: 209 academic and 33 professional. Overall HBS has more female employees although the gender differential is less pronounced among academic staff.

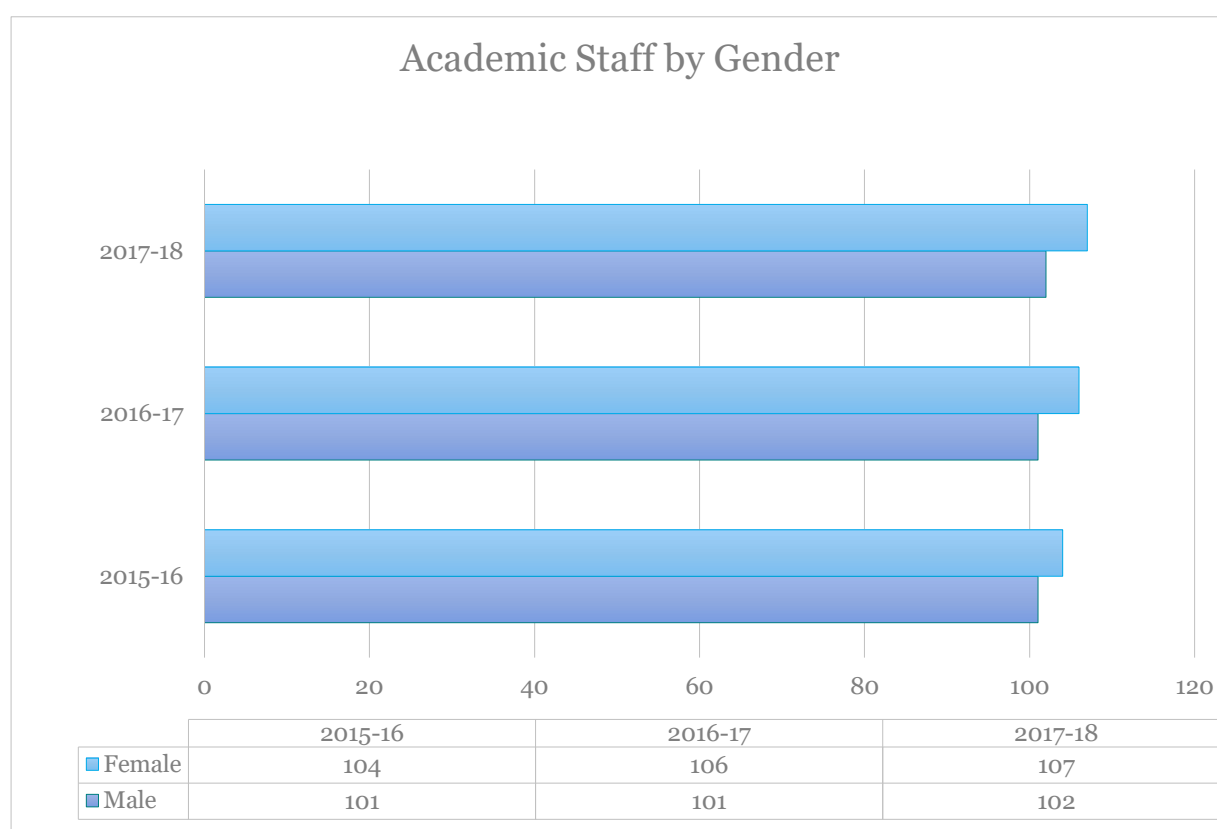


Figure 2: Academic (including research) staff by gender

Academic staff are marginally more likely to be female and this trend has continued over the last three years. The breakdown of gender within different grades for academic staff is considered in section 4.2.

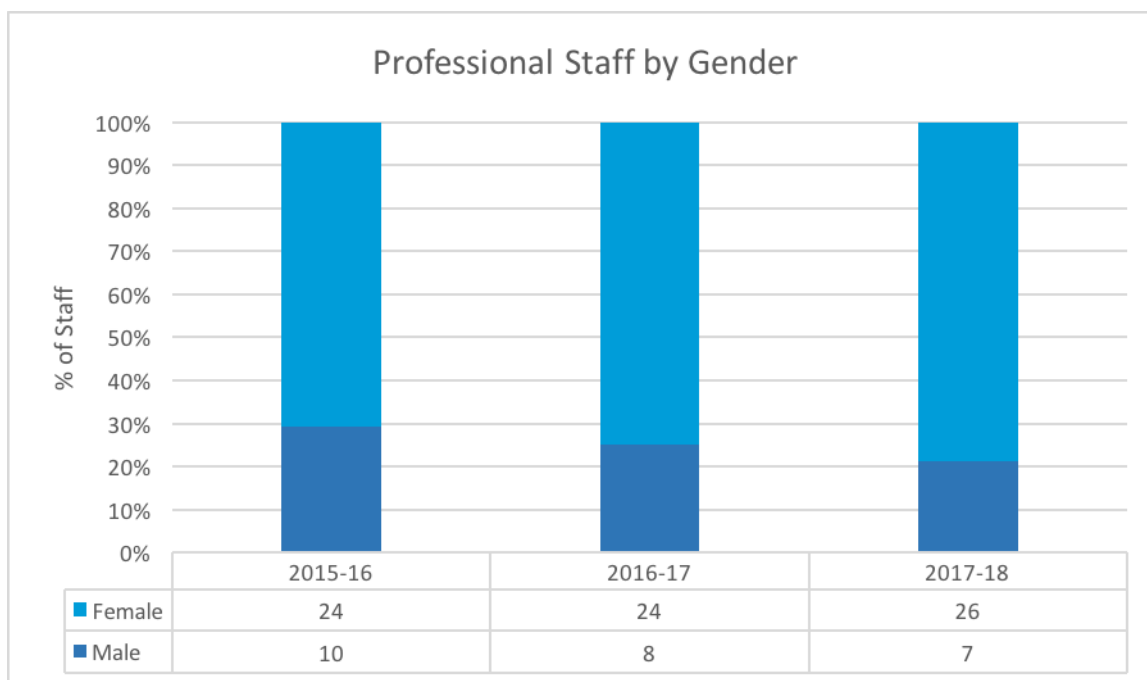


Figure 3: Professional staff by gender

The majority of professional staff are female. Due to the size of the team any changes can cause significant fluctuation, particularly within the smaller number of senior roles.

Undergraduate Students					
Year	Female	% Female	Male	% Male	Total
2014-15	1685	46%	1978	54%	3663
2015-16	1650	46%	1986	54%	3636
2016-17	1652	46%	1988	54%	3640
Postgraduate Students					
Year	Female	% Female	Male	% Male	Total
2014-15	444	50%	439	50%	883
2015-16	417	52%	403	48%	820
2016-17	391	55%	358	45%	749

Table 1: UG and PG students by gender

Students

Table 1 shows a slightly higher number of male students (on average 54%) at UG level. At PG level there has been an increase in the number of female students of 5% in three years. The data is more nuanced when broken down by department (Section 4).

(447 words)

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i) A description of the self-assessment team

We re-vamped our self-assessment team (EDI-SAT) in 2017 to reflect the importance of considering equality, diversity and inclusion in a way which reflects a broader intersectional approach. An open call was made, and interviews conducted for the role of AS Champion, which is allocated a 0.2 post at Senior Lecturer level. The new Champion (F) invited volunteers to participate in the EDI-SAT. This was highly successful and led to the recruitment and appointment of 21 academic and professional staff volunteers (Table 2) with diverse life and career experiences. The team includes the Dean of School and five professional members of staff, plus two Professors, a Reader, nine Doctors, one PhD student and one UG. The current EDI-SAT consists of 7 men and 14 women, with five members (F) who identify as BAME. It is chaired by the School AS Champion, who also sits on the Central University SAT and the UH AS Champions network. The alternate Chair is male.

Name	Role in HBS	Details
Dr Rachelle Andrews	Principal Lecturer and Director of Centre for Executive Leadership	I work full time, have a husband who is retired, and have three grown up children
Elizabeth Babafemi	HR Consultant, Visiting Lecturer, PhD Student	African, married with 2 children. One is a teenager, and the other is close to being one!
Dr Nika Balamenou	Senior Lecturer, (Events Management), Research active	FT, Have under 5 in school. EU immigrant without family in UK
Professor Michael Brookes	Professor of Work and Employment	Married in dual career household with 3 teenage daughters
Dr Moira Calveley	Principal Lecturer, MBA programme	Married in dual career household (retired October 2018)
Catherine Cox	Visiting Lecturer	Single mother, one child, PT
Daniel Fraser	HBS Administration Manager	FT, studying PT through degree apprenticeship programme. Single male, no children
Dr Lindsey German	AS Champion and	Part time, with second part time

	lecturer in HRM dept	occupation. Dual career household
Dr Sarah Goler Solecki	AS Officer UH Equality Office	Married in dual career household; works FT flexibly. Completed PhD following birth of son. Currently on maternity leave with daughter
Helen Harris	Human Relations Business Partner	Main salary earner, 2 children 1 elderly mother, working a 9-day fortnight (compressed hours) agreed under Flexible Working Policy
Dr Philip Mason	Alternate Chair of EDI-SAT, HoG	Father of three young children, FT, hidden disability
Dr Chris McLachlan	Senior Lecturer, research active in employment relations	Male single early career researcher (left October 2018)
Aisha Motin	UG student (previously on HBS placement)	BME female, final year UG
Akua Owusu-Nyantakyiwaa	Lecturer, PHD student	FT, Dual Career Household, Black African EU immigrant, Carer. Autistic son is 5 years old
Jacqueline Roberts	Senior Administrator	FT, Shared caring responsibilities for elderly mother
Joel Shahr	HBS Associate Dean	FT, plus doctoral studies, partner also working FT. Surviving on caffeine, sugar and goodwill of family, friends and colleagues
Dr Anita Sharma	Senior Research Fellow	FT, dual career household. BME female
Dr Neil Spencer	FT Reader in Applied Statistics	Juggling school run duties with work
Professor Damian Ward	HBS Dean	I live 200 miles from my family, commuting at weekends. Skype is our meal time meeting zone
Chloe Whinnett	Clerk to EDI-SAT	Full time, single (left September 2018)
Maryam Zaman	Student Information Officer and clerk to	Presents live radio show at local radio station. Co-founded UH's first

	EDI-SAT	poetry slam society. BME female
--	---------	---------------------------------

Table 2: EDI-SAT members and Biographies

(ii) An account of the self-assessment process

The challenges for the EDI-SAT have been twofold: (1) To identify areas of gender inequality within the School and to explore improvements and (2) To create a body to develop the work. This body must be strongly committed to change and able to motivate those around them to see the possibility of positive outcomes as a result of our work, forming the foundation of new ways of working across the School. There has been a process of reflection on the EDI work already done while at the same time searching for new data and new means of raising awareness about the whole AS process and the issues relating to equality. The previous SAT (set up in 2015) carried out a staff survey (further discussed in section 5) to help this process (93 responses: 62 (66.7%) female; 29 (31.2%) male; 2 prefer not to say), and this was followed up with focus groups.

The EDI-SAT meets monthly in term time to review work, HBS practice, and assess areas for strategic development for our EDI practice, and has had seven meetings since it was reconstituted in December 2017. The team has a number of sub-teams working on different areas related to the application, and we intend that work to continue. The EDI-SAT and AS Champion have been helped in this by the University-wide SAT and Equality Office, learning from best practice from a variety of formal and informal sources. Other sources of information have included the HBS Champion attending a diversity symposium at York University on AS and inclusivity in business schools. This has led to a series of discussions about how best to integrate new initiatives and promote equality within the School.

Several steps have been taken towards raising the profile of AS within the School. EDI-SAT members sit on key Strategic Planning Groups. The AS Champion regularly updates Senior Management on issues concerning AS, who report to the Senior Executive Group (SEG). There are regular briefings and discussions on the topic of equality at group and department meetings for teaching staff. The Champion also highlights issues connected to gender and race in the School.

There is a recognition of the need to raise awareness of AS principles throughout the School at every level through a range of means including a dedicated noticeboard, specific AS items in staff communications, and promotion of AS material on the HBS website, including a specific item on the drop-down menu (AP3.1). There have been a series of events (Table 3) organised by the EDI-SAT and Champion to promote awareness of the issue and process.



Aisha Motin, UG student member of the EDI-SAT, with the exhibition that she helped prepare

Event	Details	Outcomes
International Women's Day (IWD) March 2018	'Women and Power' workshop co-organised with History department, School of Humanities. Many women, including HBS academics, presented on themes to do with equality and gender. Over 100 attendees	Due to success, intended to become annual campus-wide event (AP3.2).
Sandwich lunch February 2018	Monthly HBS sandwich lunches dedicated to AS. Exhibition highlighted what AS is, presented facts about inequality in HE. Widely attended by academic and professional staff	Raised the profile and awareness of the EDI-SAT. Will be repeated in 2019.
EDI-SAT Away Day	Stimulating away-day. Having the time and space to discuss at	Played big part in progressing work on the

May 2018	length was of great value, and there was a strong sense of purpose at the meeting. Attended by more than half of the EDI-SAT, including the Dean, plus small number of other colleagues, including an AD.	report and AP.
Research seminar October 2018	An HBS research seminar marked 100 years since women won the vote. Organised jointly with AS and featured feminist historian Sheila Rowbotham, and BME equality consultant Marie Taylor Stewart.	To develop various equality and diversity themes at HBS research seminars.

Table 3: Events organised by the EDI-SAT



A working group at the EDI-SAT Away Day in May 2018

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

Four clear future roles for the EDI-SAT include: (1) the implementation of the AP; (2) monitoring the impact of activity; (3) communicating activity and reporting results; and (4) maintaining a high AS public profile.

The process and value of working as a team to undertake the application has helped strengthen the EDI-SAT and has highlighted key areas for future development. This includes broadening from the current focus on gender to consider other areas of EDI (AP3.3). We want to ensure the EDI-SAT reflects the make-up of the School in terms of gender and ethnicity (AP3.4), promotes the broader EDI themes across HBS and creates opportunities to engage with researchers, businesses and the community from outside UH (AP3.5). We will also be looking at succession planning in terms of the AS Champion and alternate.

Two areas in particular that we intend to develop as we work towards Silver in 2022 are:

- (1) Further student engagement - increasing our understanding of intersectional issues as they apply to our highly diverse student body (AP3.6).
- (2) Issues related to professional staff - this staff body has a rather different gender equality composition from academic staff. We'd like to consider ways in which this can be improved (AP3.7).

The EDI-SAT will meet at least four times a year and will recruit appropriate representatives that reflect the composition of the School and continue working groups to implement specific actions. We will also organise regular staff surveys to examine EDI issues (AP3.8). Furthermore, the AS action plan will be a regular agenda item at Strategy Group and SEG meetings to ensure that there is appropriate progress and that the plan is integrated into the whole School planning process.

Summary of action points: The Self-Assessment Process	
AP3.1	Raise profile of AS and its activities within the School.
AP3.2	Organise annual celebration of International Women's Day.
AP3.3	Expand focus of AS Principles from gender to encompass broader EDI themes and promote across the work of the School.
AP3.4	Continue to monitor the composition of the EDI-SAT to ensure that it is representative of the diversity of staff and students at HBS.
AP3.5	Further promote AS and EDI themes and create opportunities to engage with researchers, businesses and individuals from outside UH.
AP3.6	Improve understanding of intersectional issues as they apply to the student body and increase student engagement.
AP3.7	Begin to interrogate issues relevant to professional staff.

AP3.8	Run biennial staff survey and focus groups to ensure adequate staff and student consultation.
-------	---

(921 WORDS)

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data

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

HBS takes students on foundation courses from 4 feeder colleges in Hertfordshire, which we see as an important connection to the wider community. In the last year we took 51 students. We do not have access to EDI data from these colleges (AP4.1).

(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

There are fewer female (46%) than male (54%) full-time students in HBS, although this is broadly in line with applications for places (45%F to 55%M) and is slightly below the national statistics (49%F to 51%M) for students studying for business and administrative degrees (HESA 2018). We need to consider why we are attracting fewer female students than the national figures suggest and consider marketing and recruitment policies, which should be reviewed on a regular basis (AP4.2).

Full-time undergraduate students					
Year	Female	% Female	Male	% Male	Total
2014-15	1550	46%	1800	54%	3350
2015-16	1537	46%	1835	54%	3372
2016-17	1529	46%	1796	54%	3325
Part-time undergraduate students					
Year	Female	% Female	Male	% Male	Total
2014-15	135	43%	178	57%	313
2015-16	113	43%	151	57%	264
2016-17	123	39%	192	61%	315

Table 4: FT and PT UG students by gender

There are relatively few students who undertake part-time study at UG level. However, somewhat surprisingly considering that women make up more of the UK PT workforce (ONS 2017), there are more males than females. The differential has increased fairly significantly in the past. The reason for this should be further investigated, including looking at whether this is affected by ethnicity and class background (AP4.2 and AP4.3).

For our student body overall, the underlying subject group figures show a more complex picture. Student numbers for the Accounting and Finance department lean heavily towards male students (64%), however, this is not reflected across all subject groups. Although in Accounting, Finance and Economics (AFE) subjects only 36% of students are female, International Management (64%) and Work Based Learning for Leading in the Public Services (65%) are both highly feminised subject areas. There is a similar pattern in the Marketing and Enterprise subject area where men lean towards the business subjects (65% in BA Business Administration) and Sport Management (87%), while females are more likely to be studying Event Management, Tourism and Hospitality (83%) or Marketing subjects. Again, there are clear divisions in a number of the subjects in the Management, Leadership and Organisation department. While the overall gender split is reasonably close (47% female and 53% male) some subjects, such as the BA, MA and PgDip HRM Programmes are dominated by women. Men dominate Information Technology subjects and there are slightly more men overall in Business and International Business subjects.

In many ways these figures reflect gender stereotyping found in other disciplines, and we are looking at how to promote subjects in order to begin to overcome this, including marketing, developing role models and wider culture (See AP4.2).

Year of entry	Gender	Applications	Offers	Acceptances	Applications to Offers	Offer to Acceptances	Application to Acceptance
2014-15	F	3192	2609	883	82%	34%	28%
	M	3543	2865	976	81%	34%	28%
2015-16	F	3708	2936	840	79%	29%	23%
	M	4107	3178	890	77%	28%	22%
2016-17	F	3504	2886	808	82%	28%	23%
	M	4287	3419	1027	80%	30%	24%

Table 5: Ratio of applications, offers and acceptances onto UG courses

The tendency is for more UG applications from males than females, and although the application-to-offer ratio slightly favours females (82%) over males (80%) the applications-to-acceptance ratio is almost even at 23% and 24% respectively. These figures should be reviewed for gender bias on an annual basis. We have a very diverse ethnic student population and it would also be of value to monitor the above ratios by ethnicity as well as gender to encourage equality across ethnic groupings.

HBS staff are currently engaged in a review of the University-wide 'Widening Participation' strategy which seeks to support and encourage social mobility for less advantaged groups. As a post-1992 University likely to recruit students from economically disadvantaged backgrounds, HBS will assess this strategy and attempt

to monitor the progress of our UGs from these backgrounds. We will monitor application to acceptance ratios intersectionally on an annual basis so that strategies can be developed and improved to ensure fair access to all. (See AP4.3).

The figures in Table 5 demonstrate fairly low conversion rates from application to acceptance for both male (2016: 24%) and female (2016: 23%) students. One way that we hope to address this is by asking current students (with opportunities to discuss this at programme committees/UG Strategy group) how they felt about the process and hear their suggestions for improvement (AP4.4).

Year	Gender	First	% First	Upper second	% US	Lower second	% LS	Third	% Third	Pass	% Pass	Total
2014-15	FEMALE	97	21%	219	46%	128	27%	20	4%	8	2%	472
	MALE	69	15%	198	40%	154	33%	50	11%	9	2%	471
2015-16	FEMALE	113	27%	167	40%	111	27%	19	5%	7	2%	417
	MALE	95	18%	194	37%	160	30%	60	11%	19	4%	528
2016-17	FEMALE	142	28%	217	43%	107	21%	23	5%	10	2%	499
	MALE	116	22%	229	43%	128	24%	39	7%	25	5%	537

Table 6: UG attainment by grade and gender

Nationally, 28.4% of women gained a First Class honours degree in 2016-17. Female students in HBS compare with the national figure (2016-17 28%). However, we are concerned that male students performed less well (2016-17 22%). At Upper Second level, both male and female achievement at 43% for 2016-17 are below the national averages (50.8% F, 46.8% M, HESA – all subjects) but the men's achievement rate at 43% is lower. We need to explore the reasons for this under-performance (AP4.5).

Breakdown by department shows similar F/M attainment in AFE department (First Class 27/26% respectively 2016/17), but considerably higher female attainment of firsts in MKE and MLO departments (27/16% and 39/28%).

We are aware of the difference in national attainment rates for students from ethnic minority backgrounds, particularly black male students. HBS statistics reflect this pattern and we are currently undertaking a scoping exercise to identify the interventions necessary to help improve the attainment rates of black male students. UH is involved in a research project with partner universities Kingston, De Montfort, Greenwich, UCL and Wolverhampton to consider reasons for the attainment gap. (HEFCE 2017, HEA 2018) Alongside this, HBS already have various strategies in

place including: a BME advocate, student peer mentors, anonymous marking for all assessments and unconscious bias training open to all staff. There is awareness raising of this issue with academic and professional staff across the School.

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

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

Year of entry	Full-time postgraduate taught					Part-time postgraduate taught				
	F	% F	M	% M	Total	F	% F	M	% M	Total
2014-15	244	45%	300	55%	544	200	59%	139	41%	339
2015-16	136	42%	186	58%	322	265	58%	190	42%	455
2016-17	144	49%	149	51%	293	223	56%	176	44%	399

Table 7: PG taught degree students by gender

Although our HBS total PG student numbers differ from the published national average figures (HESA 2017), our male/female differential is less. We have fewer females (HBS 53%/HESA 60%) and more males (HBS 47%/HESA 40%) than the national average for this student group. Our male FT student numbers at 51% are well above the national average of 41% and correspondingly we have fewer FT female students which, at 49%, is well below the national average (59%).

The higher female PT PG numbers might be expected as this fits with the national trend of more females (62%) to males (38%) (HESA 2016). There are certain taught programmes, e.g. the part-time MA Human Resource Management, which are traditionally female dominated. As an accredited CIPD Programme of study, this is a popular choice for HR professionals, many of whom are women.

Year of entry	Gender	Applications	Offers	Acceptances	Applications to Offers	Offer to Acceptances	Applications to Acceptances
2014-15	F	838	637	275	76%	43%	33%
	M	1157	806	275	70%	34%	24%
2015-16	F	660	482	177	73%	37%	27%
	M	918	630	198	69%	31%	22%
2016-17	F	722	566	246	78%	43%	34%
	M	938	658	220	70%	33%	23%

Table 8: Ratio of applications, offers and acceptances onto PG taught degrees

Historically there have been more applications from men than from women for taught PG degrees at HBS and this remains the case in the 2016-17 academic year. The acceptance-to-application rate, however, increased during the same period. Hence,

we see less women than men applying for places but more of them are being offered places and the same number of women as men are accepting their offer. We need to investigate further to consider why this might be the case. As women are more likely to receive and accept offers for places, a priority for HBS is to review marketing practices in order to attract a wider pool of women candidates for taught PG programmes (See AP4.2).

						Attainment by gender			Proportion Female/Male by classification		
Entry Year	Gender	Dist.	Comm.	Other	Total	% Dist.	% Comm.	% Other	% Dist.	%Comm.	% Other
2014	F	31	96	109	236	65%	59%	45%	13%	41%	46%
	M	17	68	131	216	35%	41%	55%	8%	31%	61%
2015	F	22	81	76	179	59%	58%	42%	12%	45%	42%
	M	15	59	105	179	41%	42%	58%	8%	33%	59%
2016	F	22	72	55	149	52%	48%	42%	15%	48%	37%
	M	20	77	75	172	48%	42%	58%	12%	45%	43%

Table 9: PG taught degree attainment by gender

In 2014 women were almost twice as likely as men to attain a Distinction. The attainment rates of male PG students have since improved relative to females and we will monitor this at Programme level (See AP4.5).

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

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

Despite relatively small numbers, there are still a greater number of male than female doctoral students and the reason for this is unclear and requires further investigation (See AP4.2).

Full-time postgraduate research						Part-time postgraduate research				
Year	F	%F	M	% M	Total	F	%F	M	% Male	Total
2014-15	6	40%	9	60%	15	12	40%	18	60%	30
2015-16	4	31%	9	69%	13	12	40%	18	60%	30
2016-17	6	27%	16	73%	22	18	51%	17	49%	35

Table 10: PG research degree students by gender

More men apply for PG research degrees than women (Table 11). However, women are twice as likely to be offered a place as men are. Female applicants make particularly strong applications and do well at interview. Anecdotal evidence is that

women are more likely to make early contact with possible supervisors and will also seek initial feedback on their research idea. Once offers are made, there is an almost 100% acceptance rate by both men and women; this reflects the rigorous selection process which includes a formal interview with the Research Tutor/Doctoral Programme Director and the Principal Supervisor. It has been agreed by Senior School Research Tutor that we should include an investigation of the lower application rate amongst women (See AP4.2).

Year of entry	Gender	Apps	Offers	Accs	Apps to Offers	Offers to Accs	Apps to Accs
2014-15	F	9	4	4	44%	100%	44%
	M	26	14	13	54%	93%	50%
2015-16	F	5	3	3	60%	100%	60%
	M	16	13	13	81%	100%	81%
2016-17	F	44	10	10	23%	100%	23%
	M	86	11	11	13%	100%	13%

Table 11: Ratio of applications, offers and acceptances onto PG research degrees

(v) Progression pipeline between undergraduate and postgraduate student levels

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

We have a strong progression pipeline between UG and PG student levels in HBS, with an almost even split between male and females. The proportion of women who study at PG level (2016/17: 55%) is considerably higher than the female UG figure of 46% (2016/17), whilst the male percentage at 45% is slightly lower than the 54% UG figure. As some of our PG Programmes are accredited by professional bodies, a significant number of our PG students are not recent graduates but those who have industry practice, or mature students looking to regain entry into a business field. This would help explain our strong progression pipeline.

References

HESA (2018) HE student enrolments by subject of study 2016/17: Business and Administrative studies
<https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

<http://webarchive.nationalarchives.gov.uk/20180319132156/http://www.hefce.ac.uk/sas/barriers/projects/kingston/>

<https://www.heacademy.ac.uk/individuals/strategic-priorities/retention/bme-attainment-gap#section-1>

4.2. Academic and research staff data

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

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

In this section we are reporting on academic staff as a whole. Available data distinguishes between 'research-only' staff (low numbers – 2, 2015; 1, 2016; 3, 2017) and 'other' academic staff. Table 12 gives an overview of the pay grading structure for academic staff. In Figure 5 there is a breakdown of staff that covers grade, gender and year.

Grade	Academic posts	Research posts
Academic Manager/ Professor	Academic Managers including Deans of School/ Heads of Department, Associate Deans	Professor
UH9	Principal Lecturer	Reader/Associate Professor
UH8	Senior Lecturer	Senior Research Fellow
UH7	Lecturer	Research Fellow
UH6	N/A	
UH5	N/A	Research Assistant
UH4	N/A	

Table 12: Pay and grading structure for salaried academic and research staff at UH

The career pipeline (Figure 4) appears to be relatively balanced between men and women. Three-year trends in the proportion of women to men shows a substantial rise at AM, slight decline at UH09 and UH08, and a rise at UH07 and below. It is interesting that there is a pipeline of female staff at UH09 that is now more strongly represented at AM level. These figures look at gender only but there is a recognised need to explore intersectionality within the staff context that is discussed in section 5 (See AP5.2, AP5.3). Awareness of intersectionality is particularly important because of the diversity of students at HBS, and the need to remain aware of how diversity is represented across staff at all levels (AP4.7).

The gender pay gap figures were published in line with government legislation in March 2018. The figures for HBS showed a median pay gap of 14% and a median bonus gap of 53%. The bonus gap tends to reflect the small number of staff at managerial level who receive various bonuses, and the fact that men outnumber women in the top quartile of employees. In responding to concerns about the pay gap, we recognise that it needs further investigation (AP4.7) as it suggests that females are concentrated more heavily in the lower grades, both academic and professional. Figures show that 68% of the lowest quartile are female, and this falls to 45% in the highest. This problem of vertical segregation is common across the sector and one main reason for the gender pay gap (Dawkins 2018).

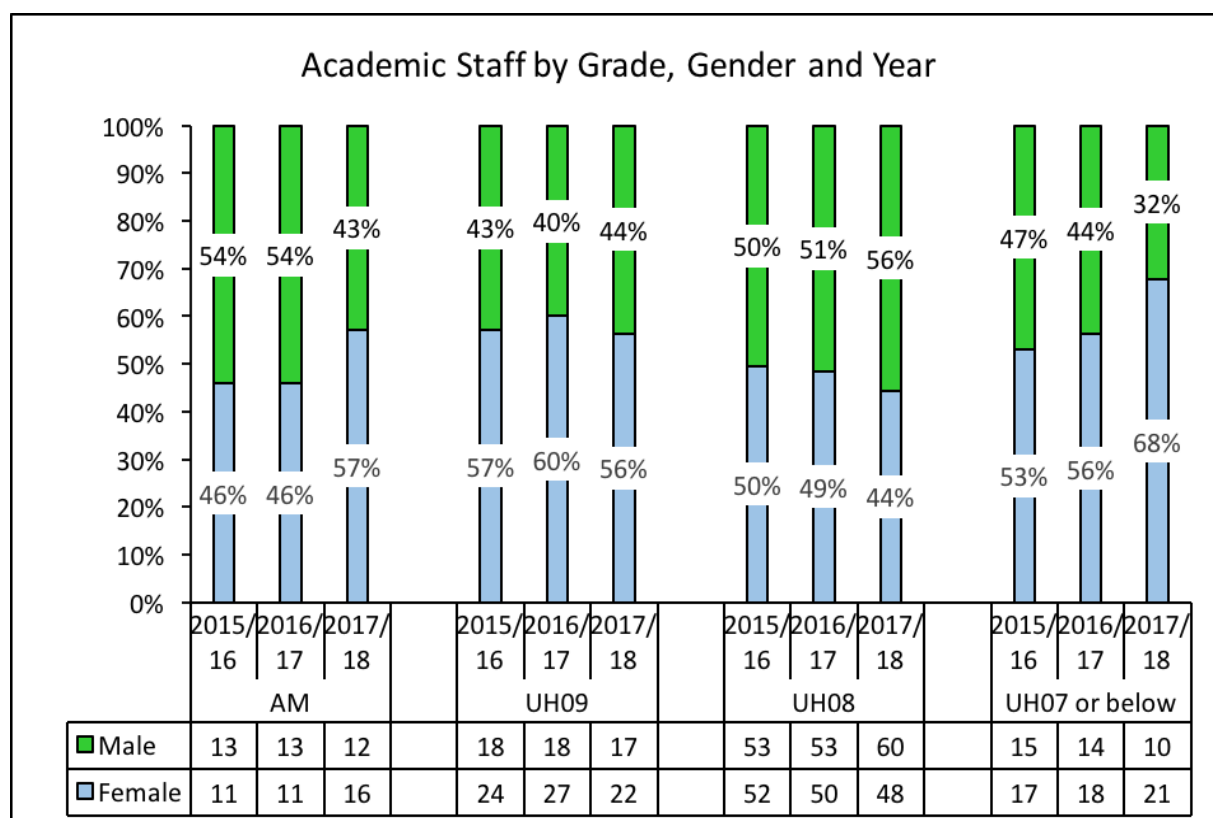


Figure 4: Academic staff by grade, gender and year

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

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

In HBS, the number of academic and research staff not on permanent contracts is extremely low compared to the national average (ECU 25.3%): 8/198, 2015; 6/204 in 2016; 9/209, 2017 equal numbers of men and women in this category in 2015 and 16, but with 6 women and 3 men in 2017.

HBS relies on a body of Visiting Lecturer (VL) staff, all on permanent flexible hours contracts. However, there is not necessarily a guarantee of work in future academic years. Currently there are 122 VLs and we recognise that there is a higher proportion of men to women (55%M and 45%F). We continue to work to recruit as diverse a range of VLs as possible by offering work during both core hours and evening hours to fit in with caring responsibilities and other employment. Currently 26% of the VLs are from minority ethnic backgrounds.

There is a formal process to recruit VLs. On entering UH as a VL following an interview process, they receive a Handbook, New VL Induction, an annual conference, a development day in January, PG dissertation training and Module Leader training if appropriate – all of which is paid. We offer substantial support for VLs and part of this is an observation in their first semester. VLs without a teaching qualification are offered paid attendance on the Continuous Professional Academic Development (CPAD) courses at UH where upon successful completion they gain Associate Fellowship of the Higher Education Academy (AFHEA).

VLs who teach over 110 hours in an academic year, become part of the peer review process. They are appraised and all new VLs have a one-to-one in the first academic year with ADVL. There are further opportunities for VLs to move to fractional contracts and this is a route that a number of part- and full-time staff have taken to further their academic teaching careers. Former VLs have progressed to positions as researchers, programme tutors, and senior managers. In the last academic year 3 VLs were converted to fractional permanent appointments in accordance with the University's policy on conversion of long-standing VL's where there is a future demand for the work. HBS staff who retire often become VLs sustaining the expertise across the teaching teams. VLs are made aware of these possibilities of progression through the annual conference, appraisals, and regular 1:1s.

Below we concentrate on staff with full-time and part-time contracts.

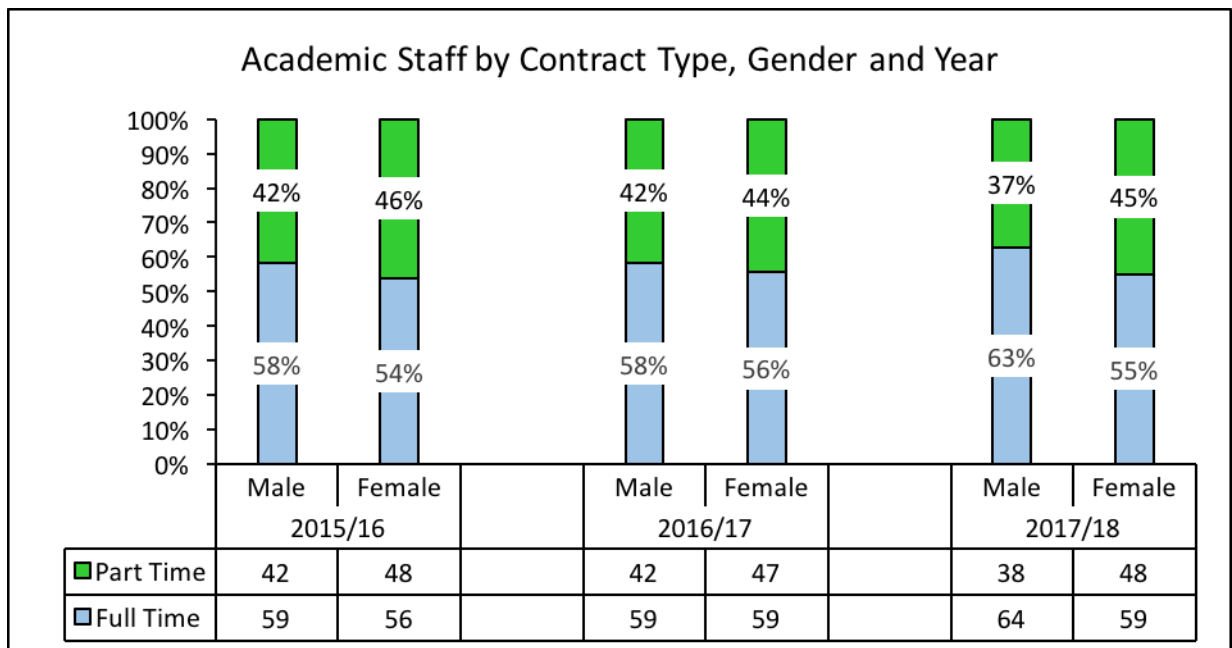


Figure 5: Academic Staff by Contract Type, (FT/PT) Gender and Year

In 2017-18, more men were working FT (63%) than women (55%). The national average for females working PT is 40.3% (ECU – all subjects 2016-17). Interestingly more males work PT (37%) than the national average of 27% (ECU – all subjects 2016-17). When broken down by pay grade (Fig 6) this reflects a more defined picture.

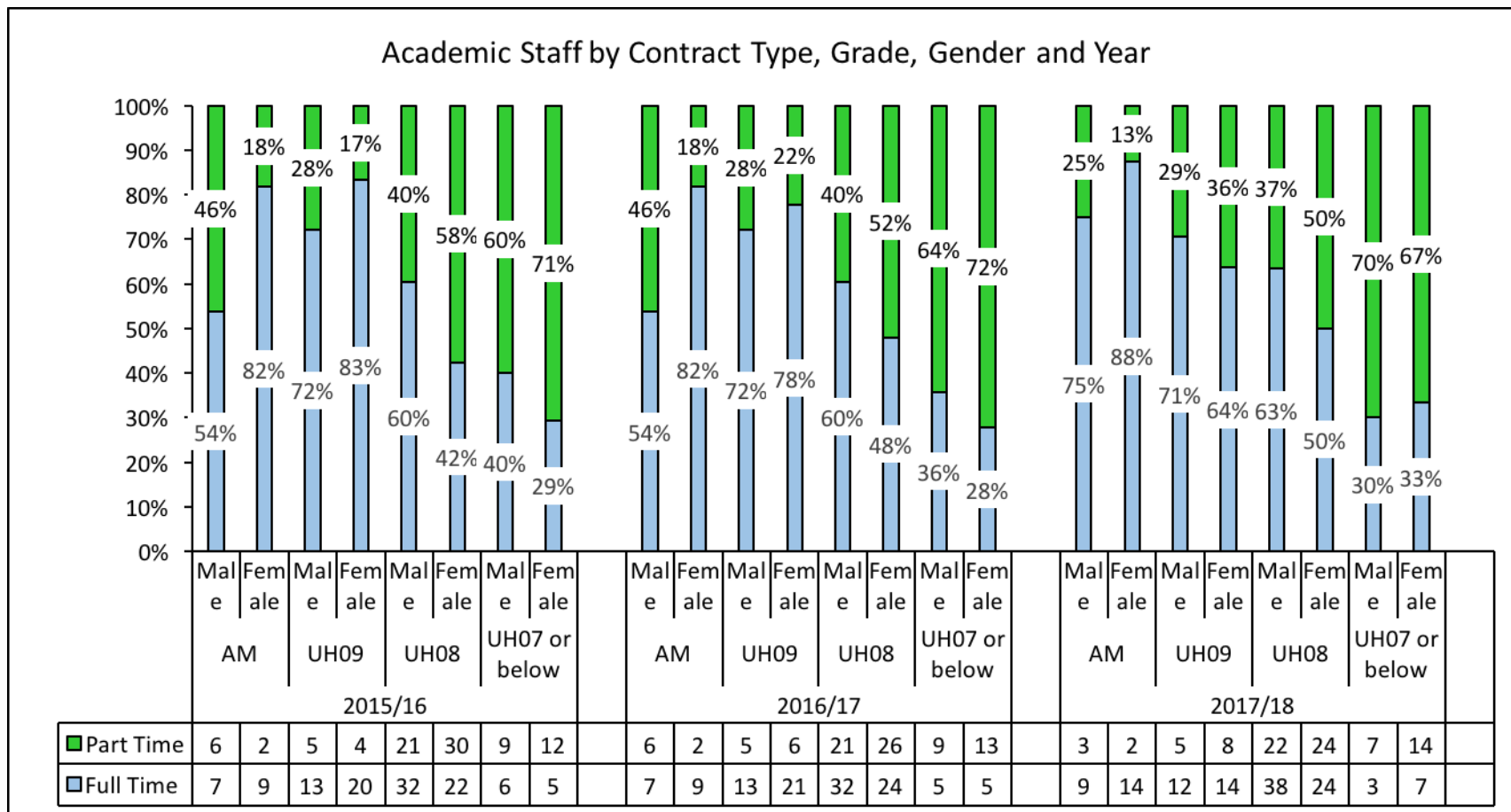


Figure 6: Academic Staff by Contract Type, Grade, Gender and Year

For the 2015-18 period the largest percentage of females working PT continues to be seen at UH7 or below; more PT women than PT men work at UH8; and at UH9 there a higher percentage of FT staff of both genders (Male 71%/Female 64%), indicating it may be more challenging to work PT at this level. An exploration of these trends, shows some movement in the balance of male and female in 09 and AM grades reflecting opportunities for increased flexible working and this could indicate that there may be increased opportunities for women to work part-time in more senior positions (See AP5.4).

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

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

From the 2017-18 data, 11 leavers were identified; 1 retirement (male AM3 grade) and 6, all at grades UH08 or 07, left for posts in other HEIs (4F:2M); and 4 (2M:2F) left due to organisational changes and were all at UH09 or AM grades. HR hold a list of leavers but HBS do not have a process for exit interviews in place as this is being revised currently by the Head of HR (AP4.7).

References:

Dawkins, J *Identifying the Perceived Causes of the HEI Sector's Gender Pay Gap* 30.5.18
Advance HE <https://www.advance-he.ac.uk/news-and-views/HEI-Sector-Gender-Pay-Gap>

Summary of action points: A Picture of the Department	
AP4.1	Review foundation degree student cohort data to explore EDI themes and the diversity of students transferring over to UH.
AP4.2	Review marketing and promotional strategies vis-a-vis attracting more female (and male where applicable) applicants to varied subject areas.
AP4.3	Conduct intersectional analyses on student data to develop and improve strategies and ensure fair access to all.
AP4.4	Explore low conversion rates from application to acceptance for male and female UGs.
AP4.5	Increase overall student attainment at UG and PG level and promote academic support available to all students.
AP4.6	Continue to monitor gender pay gap annually and work to reduce it and support a balance of staff at all grade levels.
AP4.7	Conduct intersectional analyses of staff data to develop and improve strategies and ensure fair access to all.

AP4.8	Liaise with HR about exit interview process for leavers and promote in order to find out about possible issues.
-------	---

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

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

Recruitment Panel Chairs are required to attend Recruitment and Selection training and the majority also undertake Unconscious Bias training. The Panel Chair is required to choose a panel from staff who have attended R&S selection training and who represent a diverse background. It is strongly encouraged that all panel members should have attended R&S, Equality and Diversity Essentials and Unconscious Bias training. We strive to ensure that gender balance is achieved in the recruitment team, in terms of interview panels and other staff involved in the recruitment process.

The main entrance points for an academic post to HBS are at UH07 and 8. There have been few direct appointments to UH09 although these posts have been gained through promotion and is something we would like to explore further (AP5.1). The School's recruitment processes aim to encourage both female and male applicants through ensuring that adverts and person specification requirements are non-gender specific, required experience is couched in terms which will encourage a wide range of applicants. We will consistently review our recruitment literature and School webpages to ensure that gender-neutral language is used and any images reflect gender-balance, diversity and inclusivity. The University's positive action statement used in all adverts will be reiterated and enhanced for the purposes of the School (AP5.2).

At senior grades of AM and UH09, there is general consistency in the proportion of males and females who apply and who are shortlisted, although far fewer females apply. What is striking is the conversion of shortlisted female candidates into offers, where no offers were made to females in the senior grades of AM and UH09. This is worrying, and suggests we need to ensure interview panels are balanced, as well as looking for issues of unconscious bias in the procedure. The UH08 and UH07 grades demonstrate a more even picture, between females and males applying and being shortlisted. In terms of offers made at UH08 and UH07, females are typically more successful than at AM and UH09. Given that the majority of those recruited are at UH08 the data here is, arguably, a more

accurate representation of the gender balance in the recruitment process, and that in applications, shortlists and offers to females still constitute a smaller proportion than males. The lower percentages of successful females in the senior grades mirrors wider trends, in terms of the disparities in the gender pay gap and the under-representation of females in senior positions (AP5.3).

<u>2015/16, 2016/17, 2017/18 combined</u>															
	<u>Applications</u>					<u>Shortlisted</u>					<u>Offers</u>				
<u>Grade</u>	F	M	T	% F	% M	F	M	T	% F	% M	F	M	T	% F	% M
AM/Prof	18	50	68	26%	74%	4	9	13	31%	69%	0	3	3	0%	100%
UH9	7	16	23	30%	70%	3	11	14	21%	79%	0	3	3	0%	100%
UH8	229	436	665	34%	66%	44	64	108	41%	59%	12	20	32	38%	63%
UH7	69	115	184	38%	63%	13	11	24	54%	46%	3	2	5	60%	40%
<u>2015/16</u>															
	<u>Applications</u>					<u>Shortlisted</u>					<u>Offers</u>				
<u>Grade</u>	F	M	T	% F	% M	F	M	T	% F	% M	F	M	T	% F	% M
AM/Prof	10	32	42	24%	76%	2	7	9	22%	78%	0	1	1	0%	100%
UH9	0	0	0	n/a	n/a	0	0	0	n/a	n/a	0	0	0	n/a	n/a
UH8	83	166	249	33%	67%	11	23	34	32%	68%	2	7	9	22%	78%
UH7	17	36	53	32%	68%	4	3	7	57%	43%	0	1	1	0%	100%
<u>2016/17</u>															
	<u>Applications</u>					<u>Shortlisted</u>					<u>Offers</u>				
<u>Grade</u>	F	M	T	% F	% M	F	M	T	% F	% M	F	M	T	% F	% M
AM/Prof	8	17	25	32%	68%	2	1	3	67%	33%	0	1	1	0%	100%
UH9	6	12	18	33%	67%	2	7	9	22%	78%	0	2	2	0%	100%
UH8	103	208	311	33%	67%	23	30	53	43%	57%	6	7	13	46%	54%
UH7	27	58	85	32%	68%	6	7	13	46%	54%	2	1	3	67%	33%
<u>2017/18</u>															
	<u>Applications</u>					<u>Shortlisted</u>					<u>Offers</u>				
<u>Grade</u>	F	M	T	% F	% M	F	M	T	% F	% M	F	M	T	% F	% M
AM/Prof	0	1	1	0%	100%	0	1	1	0%	100%	0	1	1	0%	100%
UH9	1	4	5	20%	80%	1	4	5	20%	80%	0	1	1	0%	100%
UH8	43	62	105	41%	59%	10	11	21	48%	52%	4	6	10	40%	60%
UH7	25	21	46	54%	46%	3	1	4	75%	25%	1	0	1	100%	0%

Table 12: Applications to offers

(ii) Induction

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

All new staff undertake an induction programme, personalised to suit their current skill-set and role. Elements of the induction process are reviewed on an ongoing basis at UH-level. A project was undertaken in 2015 to investigate induction and on-boarding at HBS. Feedback gained was utilised to inform a more welcoming and informative process. It suggested that there was opportunity to have a follow-up after 6 months, which is now in place. In order to monitor the effectiveness of induction follow-up, we plan to consult with recently-hired staff to ensure their needs have been met (AP5.4).

Induction activity
Introduction to HBS
Health and Safety training
Equality and Diversity training
Unconscious bias training
Information Hertfordshire familiarisation
Work practices, policies, procedures familiarisation
UH Research Information System (RIS) training
UH ethics procedures training for people undertaking dissertation supervision
Continuing Professional and Academic development (CPAD) course

Table 13: Induction activity for new staff

(iii) Promotion

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

UH and HBS have policies in place for staff who request to be promoted. All posts within HBS are advertised to all staff by email and on the central HR system.

Staff can also undergo a job evaluation process (EVALUATE). Individuals, with the support of their line manager, prepare a portfolio of evidence to demonstrate how they meet the criteria for a promoted grade. This is assessed by HR and

discussed with the line manager before being approved by the appropriate Pro-Vice-Chancellor to ensure organisational equity.

Promotions are not done in 'rounds' every year, it is an individual decision for staff to propose themselves. The process is reliant upon the support of the individual's line manager, which might cause conflicts of interest in some cases.

The AS survey reflected a number of issues surrounding promotions and responses were mixed and sometimes contradictory. Responses showed that slightly more women had applied for promotion than men, and slightly more had successfully been promoted. Gender was, however, considered an issue by participants. One respondent stated: *I do not believe gender was an issue*; but another said: *I was convinced that I was dismissed in my claim due to my gender*. Interestingly, both men and women claimed that the process favoured the other gender. A general feeling was apparent that the only way to secure a promotion is to work over and above responsibilities agreed in the workload model. This was perceived as particularly being a block to women, with one respondent claiming: *Mothers of young children in particular are de facto out of the equation*.

The areas in which staff concurred were that more information and transparency about the process would be welcome, a perception that staff had to undertake additional responsibilities on top of their roles in order to be considered for promotion, and that an explanation of the EVALUATE process is needed (AP5.5). These all have implications for gender equality, particularly if caring responsibilities preclude staff from taking on extra responsibilities. The focus groups carried out in spring 2018 also registered a perceived lack of consistency in the EVALUATE process.

Various reasons were given for this including concerns about the need for support of the line manager, and therefore potential for 'bias.' On the other hand, line managers felt ignored in the process, which opened up the potential for discrimination. Further issues included the perception of a political edge to EVALUATE 'if we evaluate you we'll have to evaluate them' and the issue of precedent setting. There is an urgent need to consider ways in which this process can be made more transparent and accessible, particularly for those in caring and/or part-time roles.

Within the framework of promotion opportunities, academic staff progress along pathways encompassing learning and teaching, consultancy and enterprise work as well as the more usual research route. The University encourages, and has recently awarded, Professorial and Readership titles to staff in recognition of their work in the fields of Learning and Teaching and also Enterprise. The new role of Associate Professor is also a route for progression. In the initial round 11 people applied, 3 were shortlisted and one female was appointed. We will actively continue to promote this route to encourage more people to apply. Figure 8 shows the percentage of staff who underwent promotion in each of the three years 2015-18.

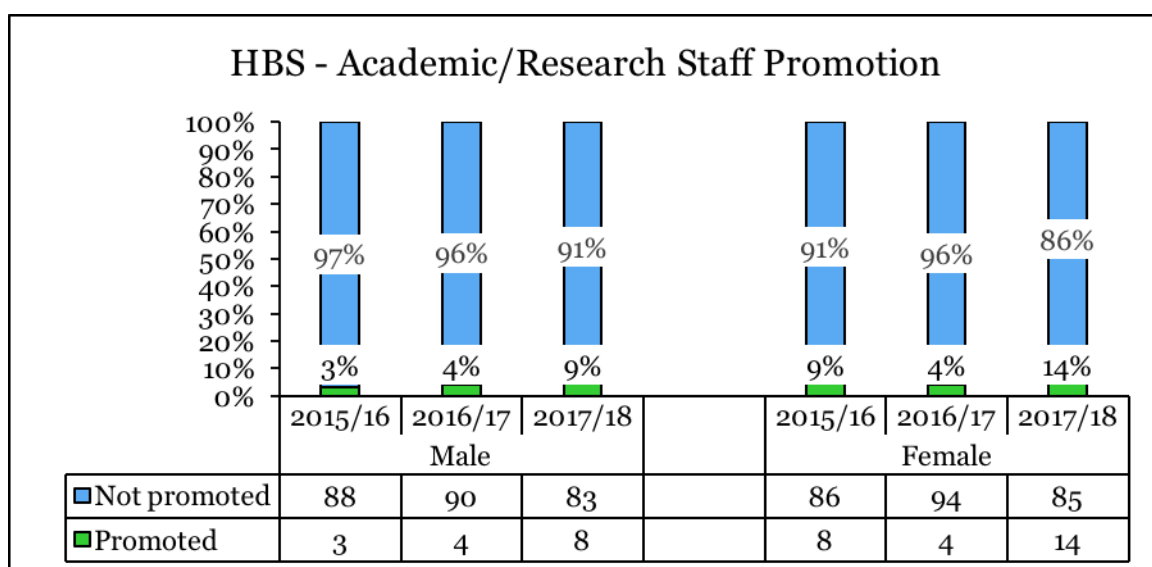


Figure 7: Academic/Research staff promotion (male/female)

Figures 9 and 10 show that the percentage of full-time and part-time staff being promoted varies from year to year as an overall figure which is broken down into male and female in table 11.

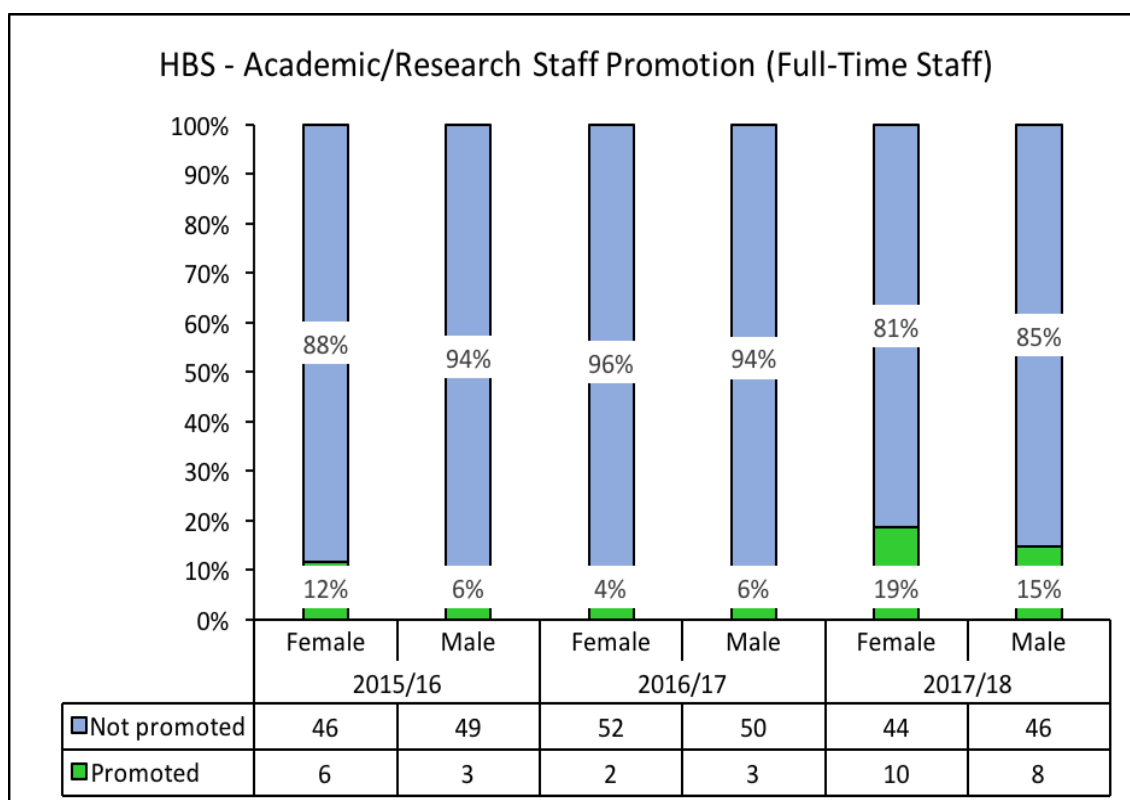


Figure 8: Academic/Research staff promotion (FT)

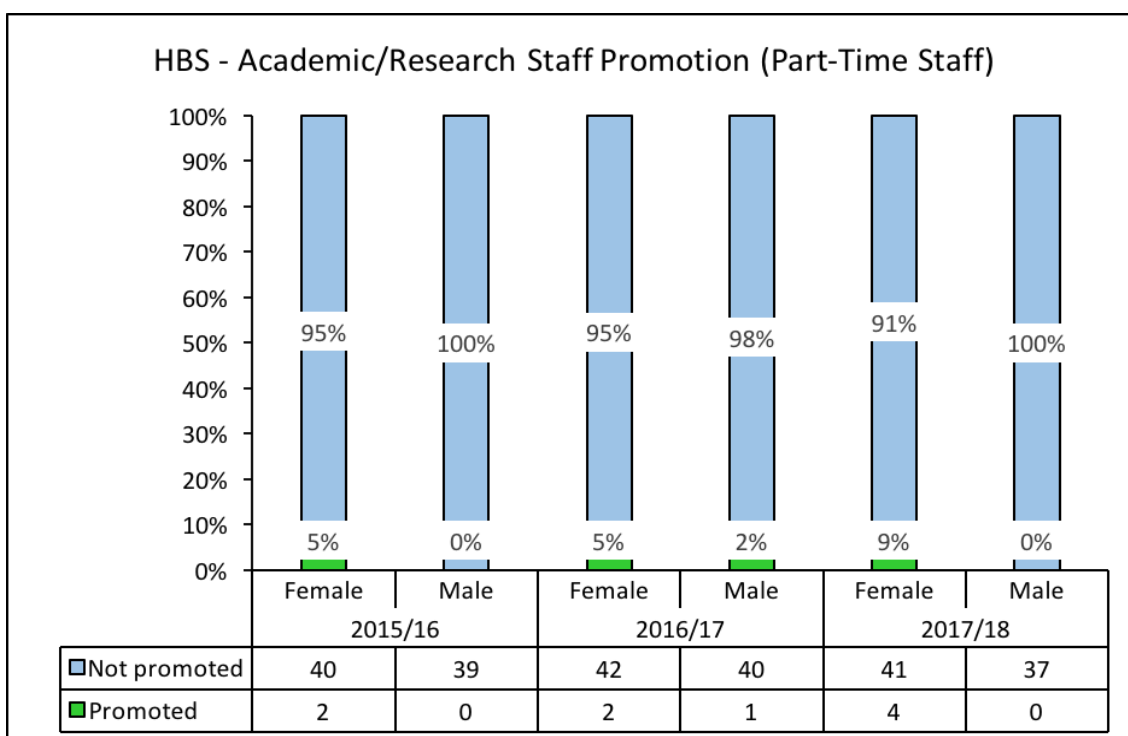


Figure 10: Academic and staff promotion (PT)

Figure 10 shows that females have been promoted more than males and that a large number of these have been promotions to Principal Lecturer/ Reader.

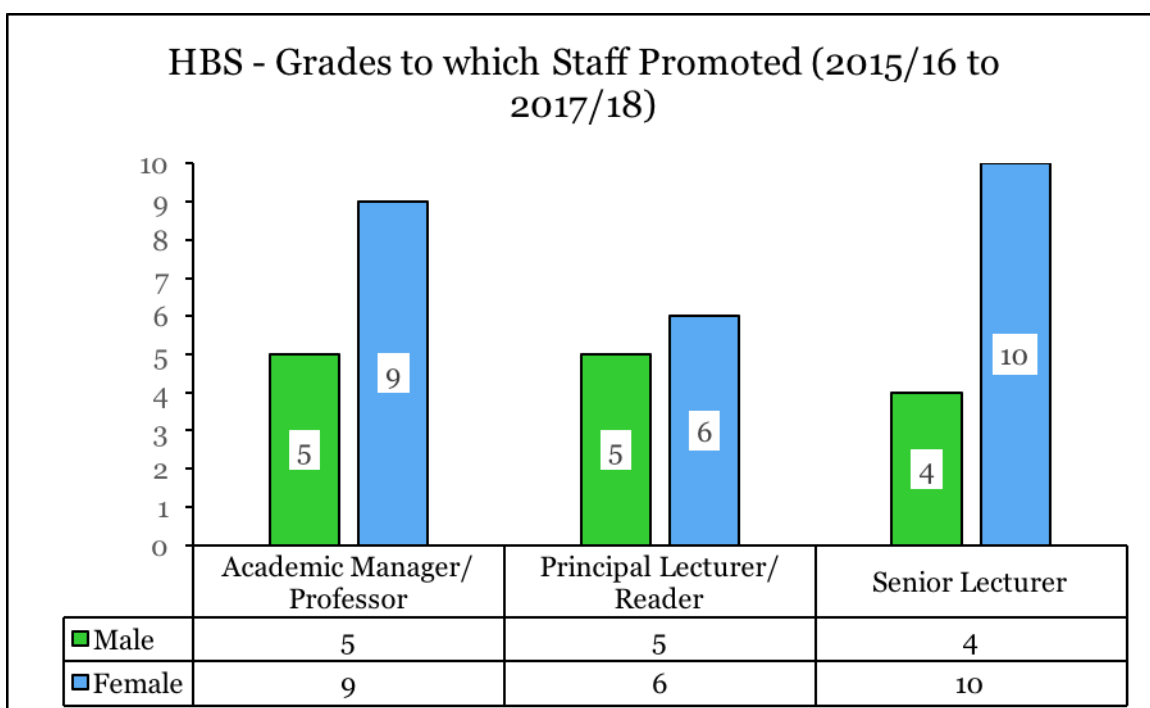


Figure 11: Grades to which staff appointed

There is no clear process in place to offer support to staff at all levels to explore development and promotional opportunities. This suggests that bringing information together and making it available would raise awareness (See AP5.5).

There are some opportunities in place for women to explore leadership opportunities in HE roles such as HBS supporting one academic (2015-16) and one professional staff member (2016-17) to participate in the nationwide Aurora Programme for Women into Leadership. HBS will continue to offer one place per year on a competitive basis.

Supplementary to the Aurora scheme the University runs a women-only 'Future Leaders' programme. The University has begun an internal leadership programme, open to those with line management responsibilities, which had 12 academic and 2 professional staff participating (75%F) in 2017. There is also a 'Transition to Leadership' course. The University runs events including a 'Management Matters Book Club' and 'In Conversation With' where staff can benefit from the experience of more senior members of staff. An interesting project has been the introduction of peer coaching, through which staff are trained in coaching skills and then are available to help other staff through periods of transition. One-day development workshops can address specific skill deficits. There is an opportunity to assess the impact on career development of those taking part in these programmes and to draw on their experiences to support others within the School (See AP5.5).

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

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

The data for the REF 2014 derives from colleagues who met the UH definition of 'research active' – those who at the time had at least one output in the REF period. Twenty colleagues were entered in the REF in 2014 (9F:11M). Out of the 9 women, 5 were professors. Only 1 woman aged 25-39 was submitted, compared to 3 men. In comparison, 3 women between the ages of 40-49 were submitted, and no men. An explanation could be that women of childbearing age fall behind in their research careers. In the 2008 RAE the School submitted 12.4 FTE of which 2 FTE were female. This shows a substantial improvement in gender balance on the previous assessment.

A new Associate Dean of Research (ADR) has been appointed and a new Research Strategy Group has been set up which seeks to promote engagement with research. This creates opportunities to monitor the gender balance of staff involved with research in general and working toward the REF (AP5.6). Personal research conversations are offered to all members of staff to support the development of individual publication plans as part of the appraisal process. The Research Allowance application process has changed to three-year periods with interim progress reports to research mentors, to give colleagues enough time to undertake and submit research for publication. There is help and additional support to Early Career Researchers, who can get Research Allowances as part of their initial workload agreement. A new six-month Sabbatical Scheme was

introduced in 2016-2017; 6 Sabbaticals are allocated through a competitive process. In the first round of Sabbatical allocations, 70% of the successful applicants were women, 2 of whom had returned from maternity leave within the past two years.

Summary of action points: Supporting and advancing women's careers	
Key career transition points: academic staff	
AP5.1	Consider reasons why female staff tend to gain posts through promotion rather than recruitment.
AP5.2	Conduct audit of current recruitment literature and practices to ensure we are attracting staff who reflect the diversity of our student groups.
AP5.3	Increase the number of female staff taking up senior leadership positions.
AP5.4	Evaluate effectiveness of local School induction programme.
AP5.5	Ensure transparency, understanding and encouragement in the promotion and progression process.
AP5.6	In preparation for the next REF, consider gender balances in research projects and outputs to ensure that HBS reflects diversity in their research community.

(2,312 words)

5.3. Career development: academic staff

(i) Training

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

Training is provided at both a central University level and a local School level and is geared to both new starters and established members of staff. All staff are encouraged to undertake regular training (AP5.7). New lecturers are expected to attend Continuing Professional Academic Development programme, to learn the foundations of good practice in HE teaching. Completing levels 1–4 of CPAD leads to Fellowship of the Higher Education Academy (HEA). There is a fee-waiver policy for staff wanting to pursue part-time study. Unconscious bias training is now a requirement for the induction of all new staff and new VLs. All existing staff will be encouraged to undertake this training.

- The effectiveness of training is discussed during appraisal. In addition, all staff must complete an evaluation of the usefulness of the training/conference in which they have participated. As part of the training provision, we have specific learning and teaching workshops and seminars, covering many different aspects of teaching topics this year include 21st Century Learning, Student Engagement, and Principles of Responsibility in Management Education.
- The HBS Learning and Teaching conference disseminates best practice in pedagogy for teaching staff.
- For research active staff the Researcher Development Programme (RDP) gives access to research training for PhD students as well as other interested members of staff.

The following table provides a breakdown of the take up of staff training in HBS. With the introduction of the new student IT interface 'Canvas' all staff have been required to take on additional training for which workload allowance has been given. The increased numbers are represented in the table below.

Course Type	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
About UH	19 (58%)	14 (42%)	10 (56%)	8 (44%)	11 (48%)	12 (52%)
Academic Practice	164 (69%)	72 (31%)	126 (67%)	61 (33%)	n/a	n/a
Business and Enterprise Practice	4 (50%)	4 (50%)	5 (42%)	7 (58%)	n/a	n/a
Conferences	23 (52%)	21 (48%)	23 (53%)	20 (47%)	73 (52%)	67 (48%)
Enhancing Educational Practice	n/a	n/a	n/a	n/a	114 (55%)	92 (45%)
Equality and Diversity	32 (71%)	13 (29%)	22 (73%)	8 (27%)	24 (52%)	22 (48%)
Health Safety and Wellbeing	24 (60%)	16 (40%)	34 (67%)	17 (33%)	5 (38%)	8 (62%)
IT Systems and Applications	13 (76%)	4 (24%)	18 (69%)	8 (31%)	109 (56%)	86 (44%)
Leadership and Management	26 (93%)	2 (7%)	42 (69%)	19 (31%)	39 (78%)	11 (22%)
Personal Skills	7 (100%)	(0%)	1 (25%)	3 (75%)	24 (71%)	10 (29%)
Professional and Administrative Practice	10 (83%)	2 (17%)	5 (42%)	7 (58%)	14 (56%)	11 (44%)
Research Practice	28 (56%)	22 (44%)	47 (57%)	35 (43%)	26 (84%)	5 (16%)
Total	350 (67%)	170 (33%)	333 (63%)	193 (37%)	439 (58%)	324 (42%)

Table 14: Uptake of UH-provided training opportunities

It can be seen that there is generally more take up of learning opportunities by Female staff, and significantly more in the take up of Leadership and Management training with 78% and only 22% male. This could be reflected to some extent in the increased pipeline of female managers. However, it is noted that this is not fully reflected in females taking up the most senior roles at HBS. In terms of training and development there is no evidence of significant differences relating to opportunities and progression across the genders, according to the 2016 staff survey. In most cases, females tend to view HBS more positively in relation to training and development opportunities but the differences were only very marginal (See AP5.7).

(ii) Appraisal/development review

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

The appraisal process is mandatory for all staff to have a full annual appraisal, as well as a 6-month review, and this is audited centrally.

The scope of appraisal covers a review of the previous year, a discussion about the next year's objectives including identification of training or support which may be required and a discussion of longer-term career goals. All staff are required to identify at least one development target to embed the principle of ongoing personal development.

Question	% Strongly agree/Agree	% Neither agree nor disagree	% Disagree/Strongly disagree	% Total
Appraisal process is fair and transparent	56.7	31.1	12.2	100
Appraisal process provides adequate opportunities for career development and training	64.0	22.6	13.4	100

Table 15: opinions on appraisal process

Staff survey comments highlighted feelings that gender discrimination did not come into play in this area. Instead, more issue was taken with the fact that the appraisal system relied too much on the skill and commitment of the appraiser and the lack of means to have these addressed without escalating to grievance procedures. There is an opportunity to increase awareness of the skills required for positive appraisal experience for all staff (AP5.8). At HBS there is also an annual peer review process to share knowledge and best practice between academic staff.

(iii) Support given to academic staff for career progression

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

The staff survey asked whether respondents considered that their line manager actively supports and facilitates career and development activities. Overall over 70% agreed or strongly agreed, with 72% of females giving a positive response compared to 65% of men. There was a lower percentage when asked if 'senior management' support this activity with an overall 47.7% agreeing or strongly agreeing. It is also noted that men feel more positive about this than women in the survey. This perception could be explored further in future staff surveys to expand the focus on opportunities for male/female staff to encompass a perspective of ethnicity, diversity and inclusion (See AP3.8).

Across UH all staff can access confidential coaching or mentoring opportunities with colleagues who have undertaken accredited training.

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

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

HBS have been proactive in helping all students to personally develop.

Support for UG students

In addition to the University wide support services such as UH Careers and Employment Service, HBS offers a range of support services to our students, including:

- Centre for Academic Skills Enhancement,
- Careers, Employment and Enterprise Service
- Study Abroad Office
- Pastoral and Academic Support
- HBS Information Point

HBS have in place a Student Development Programme and resources are available to help students improve their achievement rates. Evidence, from student feedback shows that students who make use of this resource achieve equal to, or above, their own expectations. We know from this programme that females are more likely to utilise this resource than their male counterparts and further, that black males are less likely than males from other ethnicities to do so. Uh is involved in the BME Attainment Project, a Hefce funded collaborative project between the University of Hertfordshire, Kingston University and 4 other Higher Education Institutions. The project uses a value-added metric (to statistically compare the expected attainment and actual attainment for white and Black and Minority Ethnic students) and an inclusive curriculum framework to address the Black and Minority Ethnic (BME) attainment gap (See AP 4.5). Staff get regular updates on findings and how these relate to student teaching and support.

Support for PG students

HBS offers a DBA and a DMan PT. It also offers Master's either taught or by research over 1 year FT or 2 years PT, as well as a range of personal and executive development opportunities for professionals and entrepreneurs all of which are flexibly delivered.

HBS has close relationships with a whole range of professional bodies which ensures that our PG teaching is supplemented and informed by the latest industry best practice and it collaborates closely with leading organisations from

both the public and the private sector to facilitate the best support for our students.

PhD students have supervisors but can also access support from the University, which is committed to the *Concordat to support the career development of researchers* the *Vitae Researchers Development Framework* and the *HR Excellence in Research Awards*. The University runs a Doctoral College with courses in skills such as grant application, communication, ethics, research governance, information management, knowledge transfer, as well as leadership skills, transferable skills and sessions on opportunities within and outside academia.

HBS includes doctoral students in the activities of its research groups, thus enabling them to access collegial support from more experienced researchers in the group.

PhD students in HBS can take the opportunity to work as VLs within the School. This gives them the opportunity to be mentored by a more experienced Module leader, who provides them with class-specific shadowing (AP5.9).

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

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

The central UH research team advises on all aspects of research grant applications including financial and impact planning. Support is also available from professors within the School, both in identifying bidding opportunities and in developing thinking based on feedback from unsuccessful bids. We seek to increase the proportion of staff involved in research grant applications, since we consider it is too low, and in future will monitor the process more carefully, including more detailed monitoring on the basis of gender (See AP5.6, AP5.9).

Summary of action points: Supporting and advancing women's careers	
Career development: academic staff	
AP5.7	Regularly encourage all staff to undertake regular training and development to increase opportunities for knowledge of AS/EDI in student and staff groups.
AP5.8	Ensure that the appraisal process is effective way of encouraging a positive experience and opportunity for staff development.
AP5.9	Maintain a strong pipeline of research staff.

5.5. Flexible working and managing career breaks

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

Explain what support the department offers to staff before they go on maternity and adoption leave. Staff uptake of parental leave and KIT. Provide data and comment on the maternity return rate

Academic Year 2015/16

Category	Maternity	Paternity	KIT
Academic	4	0	2
Research	0	1	0
Professional	0	0	0
Grand Total	4	1	2

Academic Year 2016/17

Category	Maternity	Paternity	KIT
Academic	4	1	0
Professional	0	0	0
Grand Total	4	1	0

Academic Year 2017/18

Category	Maternity	Paternity	KIT
Academic	1	0	0
Professional	0	0	0
Grand Total	1	0	0

Table 12: Staff uptake of parental leave and KIT in HBS 2015-2018

Professional and academic staff members are encouraged by their line managers to contact the HR Teams for advice on their maternity rights and entitlement. These include maternity leave and pay, antenatal appointments and Keeping in Touch (KIT) days. KIT days allows women on maternity leave to work for up to 10 days paid without affecting their rights or impacting their status. They can be used for any work-related activity, including training, conferences or meetings and are agreed in advance of the leave, with their line manager. Employees on shared parental leave are entitled to up to 20 SPLIT (Shared Parental Leave in Touch) days for each parent (40 total).

The staff member discusses with their line manager how their work will be covered during their leave period. Line managers provide support for securing appropriate cover whilst staff are away. Work may be distributed among other staff members in the department, although in line with their own workload commitments, or through fixed-term appointment contracts or to visiting lecturers. UH has a day nursery for babies and pre-school children with a reduced rate available for children of staff. Staff are provided with information about the nursery prior to their leave and are encouraged to put in an expression of interest at an early stage.

The EDI-SAT carried out interviews with staff members affected by maternity leave, which suggested they felt supported by their line managers before they went on leave and discussed the potential for flexible working for those with parental responsibility on return to work. Staff noted they would have preferred more personal and supportive one-to-one meetings with the HR Team to alleviate any maternity concerns they had and that finding information such as forms and policies before going on leave was problematic. One staff member said HR came back with links via email on where to find policy documents where she would have preferred a more personal approach. The School is working with HR to put in place personal interviews for those going on maternity leave (AP5.10).

No interviewees reported any worry regarding the safety of their post/role after the return from maternity leave; this was made clear by their line managers, although there was not always clarity about whether they could go part-time for a limited period.

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

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

Depending on the nature of the job, the staff member may arrange with their manager before maternity leave for reasonable contact by agreeing to a “keep in touch plan”. This can involve phone calls, emails or letters to keep in touch and be updated with workplace developments in their absence.

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

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

Comprehensive guidance is available on StaffNet relating to all types of parental leave and the support available. Staff members returning to work are provided with opportunities for regular discussions with their line manager to ensure a smooth re-adjustment. The line manager completes a risk assessment on the employee’s return and makes reasonable adjustments to ensure access to a safe and comfortable environment for the staff member. Several first aid rooms on the campus can be used for resting, breastfeeding/expressing.

An individual can request flexible working on their return from leave. Staff can request to work flexibly on their return to work on a formal or informal basis. Both returning academic staff members interviewed found their line managers and colleagues to be supportive, for example by putting them on a phased return to

work e.g. providing cover for some work, timetabling taught modules at convenient times or not scheduling teaching for several months. This enables the individual to refresh their skills, rebuild relationships, familiarise with systems and policies and enable them and their family to settle in. A staff member interviewed said she was able to get more training and development opportunities during the phased return to work, which can also include a short-term period of flexible working.

Two main concerns were raised:

1) The level of financial support offered by UH (Amounting to six weeks of full pay, two weeks of pay at 90%, 18 weeks of 50% pay plus Statutory Maternity Pay (SMP) for six months).

2) Accessing support and information from HR

There is no central funding available to staff returning from maternity leave – each SBU could consider this locally (AP5.11). We should also consider offering more support for staff taking maternity leave, including championing a change in university policy regarding the level of financial support offered by UH (AP 5.12).

(iv) Maternity return rate

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

In the last three years, 9 female academic staff members went on maternity leave and all returned to work. Statistically this number is too small to draw any robust conclusions.

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

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

Shared Parental Leave (SPL) enables eligible mothers, fathers, partners and adopters to choose how to share time off work after their child is born or placed for adoption. This could involve returning to work for part of the time and then resuming leave at a later date. No HBS staff member has yet taken advantage of this provision.

The School promotes and encourages take-up of paternity leave and SPL where appropriate through discussion with line managers.

In HBS, we still see a low turnout of men claiming parental leave, despite the school encouraging more men to take it. Generally, in the UK, SPL hasn't worked as the government hoped. The number of parents taking SPL might increase if

fathers' remuneration was rethought and uptake by men was normalised by employers. Research has suggested that only 8% of expecting parents plan to use the entitlement. A recent study showed that the financial barrier was the top reason for parents not intending to share their leave (UCL Institute of Education, 2018; *Personnel Today* 2018 (AP5.13)).

From 2015 to 2018 two colleagues took paternity leave. The comments from these colleagues were largely complimentary towards their line managers but not towards UH HR policies, issues that have been addressed at the Central UH SAT and by the University and College Union. Loss of income at a critical time is a concern as well as use of annual leave to avoid this. The biggest issue, as expressed by a colleague is that: *"the UK's parental leave policy is hardly generous toward men, and hardly working in the favour of gender equality in the workplace. The system is clearly geared toward getting the man back to work quickly."*

This is an area where the HBS EDI-SAT will work with the other UH SATs and Unions to investigate appropriate entitlement and support (See AP5.12).

Though the university offers an enhanced shared parental pay to help relieve the financial burden, the enhanced pay could perhaps be offered later in the first year, not just in the first four months (See AP5.13).

(vi) Flexible working

Provide information on the flexible working arrangements available.

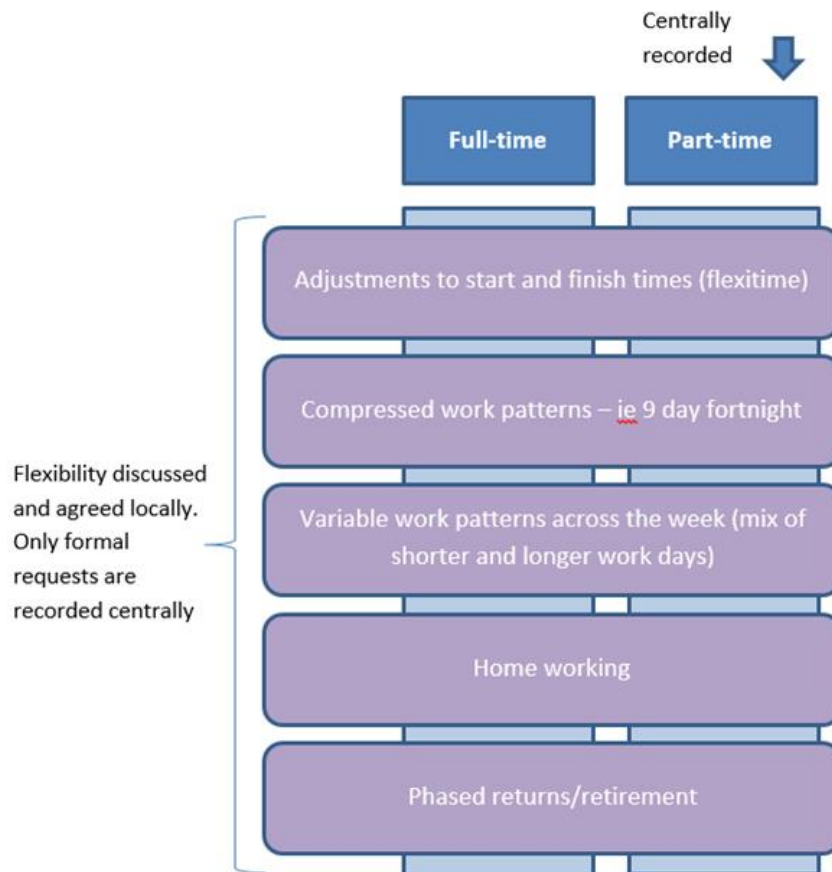
In line with UH culture, HBS operates a system of informal flexible working. This is open to men and women, academic and professional staff. Adjustments of working hours include the compression of hours, part-time working from home or working total hours over more than a week. HBS staff are supported in working remotely when appropriate. Staff well-being is further supported through a 'Family friendly and wellbeing' space on the UH intranet which highlights a wide range of policies, guidance and benefits which support complex lives.

However, focus groups conducted revealed that some staff have expressed concerns on the effect flexible working may have on career progression. There was also concern that *'not having children is a disadvantage'* with a perception that this amounts to time off from working for some but not all.

It may be beneficial to investigate the perceived impact of flexible working on career development. It may also be beneficial for staff to quantify how much extra-curricular work they engage in. Some flexible or PT workers felt that they had the same burdens as FT in terms of admin, training, meetings etc. (AP5.14).

The situation is somewhat different for professional and admin staff. Less than 10% of professional staff work PT, for the rest flexible-working is available under UH policy, including shift-working, compressed hours, staggered hours, flexi-time and home-working; 10 professional staff have taken advantage of this with 3 working compressed hours, 2 undertaking home-working and 7 staggered hours.

Staff undertake flexible working for a variety of reasons, however the most common are illustrated below. Central HR only monitors formal requests (such as part-time working) for flexible working.



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

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

Individuals can discuss informally with their line manager any request to an adjustment to their working pattern, then may move on to more formalised discussions involving HR. Requests are considered on an individual basis, in line with HBS policy. Transition from PT to FT working is rare but does happen. Additional hours are offered to staff where a gap they could fill arises. There is no right to return to FT work from PT after maternity leave – this is at managers' discretion

The more frequent practice is from FT to PT, where members of staff may reduce their working hours due to caring responsibilities, combining work in HBS with other personal or professional interests, phased retirement arrangements and well-being issues.

References:

<https://www.ucl.ac.uk/news/headlines/2018/aug/parents-steer-clear-shared-leave-over-financial-and-career-concerns>

<https://www.personneltoday.com/hr/shared-parental-leave-survey-financial-barriers-could-increase-uptake/>

Gheyoh Ndzi ,Ernestine School of Computer Science, University of Hertfordshire. Presentation on shared parental leave July 2 2018 on need to increase awareness and raise paternity leave to 2 weeks fully paid.

Summary of action points: Flexible working and managing career breaks	
AP5.10	Ensure that staff going on Maternity/ Paternity leave have access to adequate support from HR and policy information prior to going on leave.
AP5.11	Consider policies which would facilitate parental leavers' return, including a possible fund to ease responsibilities in early months.
AP5.12	Look into a change in university policy regarding the level of financial support offered for maternity and paternity leave.
AP5.13	Launch campaign to improve the take-up of Shared Parental Leave (SPL), including looking at increasing length of paid parental leave.
AP5.14	Address concerns around the perceived impact of flexible working on career development.

5.6. Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.



Presentation at International Women's Day event 8 March 2018

Until our decision to embark on the AS award process, the School had not addressed gender equality in such a specific manner. However, as a result of our involvement in this work and the need therefore to examine current practices, we have been provided with the opportunity to address and begin to examine the culture of the School in more depth.

Work on the previous AS draft application highlighted this, as did the staff survey which supported it. There has not been an opportunity to hold a subsequent staff survey to inform this application, although one is planned in the near future. Instead, a series of targeted focus groups were undertaken and revealed a number of issues, which are discussed in the relevant sections. The groups were very useful, but the School is mindful that they may not be representative and is therefore cautious in its use of the findings. However, the richness of the data provided in these focus groups will inform discussion in the School and shape the next staff survey (See AP3.8).

(ii) HR policies

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

At HBS there is a strong focus on maintaining consistency in the monitoring of HR policies and is assured through the following system:

- Pre- and post-appraisal meetings with all line managers set expectations for targets for staff and standardise the ways in which these expectations are implemented.
- Changes to University Policies and Regulations, including those focusing on equality, are discussed at the School Academic Committee and SEG.
- Dean of School meets the HBS HR Business Partner (HRBP) to discuss policy implementation. She is a member of the HBS EDI-SAT.
- Line managers consult HRBP for advice before implementing policy or meeting staff to discuss issues to ensure parity. HRBP provides support and advice for these processes and updates staff at SEG on any policy updates.
- Consistency in application of HR policies such as bullying, harassment, grievance, sickness and discipline is achieved via monitoring against protected characteristics.

The Equality Office is also represented on our EDI-SAT, which supports our understanding of the implications of equality policy for the staff body and individuals within it.

We also work to ameliorate unconscious bias in order to attract and retain the highest quality staff (AP5.15).

The Dignity and Respect at Work Advisor (DRWA) has been in post on behalf of HBS since January 2017. She is one of a team of DRWAs can be a point of contact for any member of staff or students who feel they are experiencing harassment and/or bullying. School-wide, the DRWA has a poster campaign to generate awareness. She is also part of the Staffing Group, and we will use the Dean's newsletter and School newsletter to generate further awareness of her role within the School.

Decision-makers are to be targeted by the Chair of the EDI-SAT so that bullying and harassment and the role of the DRWA informs the next HBS staff survey (See AP3.8).

(iii) Representation of men and women on committees

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

Committee	Fem	Male	%	%
			Fem	Male
School Executive Group	14	10	58	42
The 2020 Business Advisory Group	12	26	32	68
School Academic Committee	10	11	48	52
Equality, Diversity and Inclusion Self-Assessment Team (EDI-SAT)	14	7	66	33

Table 17: Membership of key School committees by gender (2017-18)

The SEG is central to the work of the School and the Academic Committee plays an important role. The new HBS Centre for Executive Leadership provides an opportunity to address professional outreach and relevance, according to gender and other EDI ambitions. It is hoped this outreach activity will support a better balance on the 2020 Business Advisory Group (AP5.16). There is a need to give more consideration to gender equality and balance, and this is something we will address in future composition of these committees.

(iv) Participation on influential external committees

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

A number of staff participate in committees outside the School and University, and the School encourages academic and professional staff to become active in external societies and institutions. A full list of HBS staff acting as External Examiner is kept, and at the last census date there were 22F and 15M members of staff.

No other extra-University participation is currently captured. The School recognises that this is valuable information. Consequently, this information will be collated and captured in future.

Intra-University participation includes committees such as the Academic Board where the Dean (M) represents the School, the Research Committee, on which

the School is represented by the ADR (M). These lead to School-level committees, on which greater numbers of HBS staff participate and allows them a voice in contributing to University-level policy.

Professional staff are also offered the opportunity to contribute to external working groups where appropriate. Invitations to become members of external committees are on occasion circulated to all staff across the University.

(v) Workload model

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

The focus groups demonstrated some problems with workload. Flexible and part-time workers felt that they had the same burden as full-time employees with much of the work perceived not to be effectively 'pro-rated' down such as admin, boards, group meetings and training.

From the academic year 2017-18 the following actions have been undertaken:

- All workloads for all subject groups were made available on the shared drive for any member of staff to view
- HOGs are currently engaged in peer review of workloads to determine whether there are discrepancies or if there are areas where further clarity was needed to ensure equity
- A workload analysis report was produced for subject groups showing the amount of resource in each subject group, the types of activity that they were engaged with and how this compared to the number of students being taught. There has been no pay grade analysis within this as this is not information that is held by the HOGs. It has been enhanced in the current academic year by including the activities being performed by VLs.
- SEG was presented with data from the workload report at an away day to see what resources are being used.
- The workload manager is currently gathering data from the HoGs on programme leader allowances and looking at areas where there are variances away from the standard model. This will be reviewed by the SLT when all this data has been gathered.

The HBS Workload Manager will liaise with the Chair of the EDI-SAT so that impact on these changes can be measured and assessed in upcoming years (AP5.18).

(vi) Timing of departmental meetings and social gatherings

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

Since the University achieved the Athena SWAN bronze award, significant efforts have been made in HBS to communicate to make meetings accessible to all. No meetings are scheduled before 9:30 and it is recommended that they finish before 4:30, in order for colleagues with caring responsibilities to be able to attend. The Dean also hosts an informal monthly 'sandwich' lunch which gives staff the opportunity to network.

(vii) Visibility of role models

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

HBS has undertaken a number of specific photo shoots to give us a bank of photos that reflect the diversity of our student and staff communities. From this, HBS selects publicity materials for events or other promotional activities to represent this diversity in all materials.



We would like to create a staff and student poster campaign celebrating the wealth of talent and expertise across the full equality and diversity spectrum. In addition to this, we do not have specific examples that are publicised to staff of particular role models and this is something that could be explored to increase awareness both in the case of gender but also EDI principles. It would also be beneficial to create an Equality webpage on the HBS section on the UH website to show its commitment to the principles of AS and the work being undertaken (AP5.19).

The Business Academy runs a number of events, workshops and seminars for the business community. Currently, gender balance at these events is not monitored and this will be addressed to ensure that we are offering events that are of interest to a diverse business community. The Business Academy run a leadership programme specifically for Women in Business.

Presenters at HBS events are currently not chosen with gender balance in mind (AP5.20); however, one example involves the Research Seminar Series where we invite speakers throughout the year. In this programme there is a balance of male and female although currently not monitored specifically. Decisions about who to invite are largely devolved to the heads of the School's four research groups. Three of the four research groups are headed by women.

The Global Work and Employment research group have a number of staff (up to and including Professorial level) and Doctoral students (not mutually exclusive) who undertake research and publish in the area of EDI. The areas of research explore workplace experiences within the contexts of gender, race and ethnicity, disability and class, recognising the intersectionality of all these characteristics. HBS academics have also undertaken consultancy research in the area of equality and diversity for external organisations. Members of this research group are part of the EDI-SAT and bring a depth of knowledge and understanding to the group. They are involved in presentations at the biennial research conference and in research seminars.

(viii) Outreach activities

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

Our MBA Masterclass series seeks to encourage members of the wider business community to access the University and HBS. We will continue to develop these outreach programmes.

We perform regular school visits to promote business study. We also welcome a number of school parties to take part in 'taster' days, with short business lectures to give a flavour of the topics that we cover here at HBS. We will continue to increase our outreach to secondary school students to engage with HBS activities.

We have a Director of Social Enterprise Unit and as part of their remit we have built excellent relationships with charities, social enterprises and other organisations in the third sector. Many of these relate to supporting groups including women, ethnic minorities, and disadvantaged young people. We have set up the Enactus Society to support student outreach to these groups. Enactus is an international non-profit organisation dedicated to inspiring students to improve the world through entrepreneurial action. Based in HBS but open to all students, this provides a platform for teams of outstanding University students to create sustainable solutions to society's biggest challenges. Our work transforms both the lives of the people we serve, and in turn, the lives of our students as

they develop into more effective, value-driven leaders. Our team has won several awards at National level for the work that has been undertaken.

We do not collect a bank of information on staff who are involved in these activities specifically. This is something we hope to rectify to ensure these staff are recognised for their contributions (AP5.21).

Summary of action points: Organisation and Culture	
AP5.15	All HBS staff to complete Unconscious Bias training over the next year as part of Appraisal Action Plans.
AP5.16	HBS Centre for Executive Leadership to deliver measurable outreach targets and contribute to better gender balance in the 2020 Business Advisory Group.
AP5.17	Capture external committee participation to better gauge staff involvement outside the University.
AP5.18	Liaise with HBS Workload Manager so that impact on changes can be measured and assessed.
AP5.19	Enhance the visibility of role models and EDI principles through a poster campaign and new EDI webpage.
AP5.20	Target event organisers to ensure guest speaker invitations are offered with equality and diversity in mind and put in place monitoring system.
AP5.21	Develop monitoring system for participation in outreach activities to ensure staff and student recognition.

(6,023 words)

7. FURTHER INFORMATION

Please comment here on any other elements that are relevant to the application.

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

This plan is envisaged as a live document which will be annotated and amended on a regular basis. We see a number of priorities, including increasing the profile of AS and its activities; addressing the level of female student participation where appropriate; carrying out another staff survey which can monitor a number of issues; improving parental leave choices; and addressing inequalities in pay and promotion. The specifics of these are outlined below with appropriate dates and actions. The plan's monitoring and evaluation by the EDI-SAT will be supplemented by regular monitoring by other School committees where appropriate, and is seen as part of the School's strategic plans for the future.

	Objective	Rationale	Planned Activity	Responsibility	Time-scale	Success Measures and impact
THE SELF-ASSESSMENT PROCESS						
AP3.1	Raise profile of AS and its activities within the School.	To create greater awareness of EDI issues. This has already been under way, with exhibition posters displayed in shared spaces; presentation and discussion at HBS monthly lunch; budget secured £3000; Engagement with the wider AS community through UH SAT and AS Champion attended conferences in Liverpool Oct 2018 and York Jan 2018.	<p>Quarterly update in Dean's monthly newsletter.</p> <p>Place AS notice board in shared space for EDI-SAT updates.</p> <p>Run event for Black History month.</p> <p>Develop EDI webpage on HBS website.</p>	<p>Dean</p> <p>Dean's EA</p> <p>EDI-SAT</p> <p>AS Champion</p> <p>Associate Deans</p> <p>Facilities Manager</p> <p>AS Officer</p>	<p>January 2019</p> <p>December 2018</p> <p>Oct 2019, Oct annually</p> <p>Jun-Aug 2019</p>	<p>HBS staff are kept informed and are fully aware of the aims and principles of AS, as measured in the next staff survey</p> <p>EDI issues discussed regularly on School committees</p> <p>HBS staff have the opportunity to feedback and comment on the work of AS and the EDI-SAT.</p>
AP3.2	Organise annual celebration of	To recognise importance of IWD and to increase awareness	Set up planning group to work across different	AS Champion	Jan-Mar 2019 and annually	Annual event held. Number of attendees increases year-on-

	Objective	Rationale	Planned Activity	Responsibility	Time-scale	Success Measures and impact
	International Women's Day.	throughout School. Event held in 2018.	<p>disciplines/Schools to create an agenda for IWD that includes students and staff.</p> <p>Raise profile of event externally.</p> <p>Implement IWD event (in partnership with Schools across UH).</p>	<p>Equality Office</p> <p>EDI-SAT</p>		year, including larger number of men, since 2018 event nearly all female.
AP3.3	Expand focus of AS Principles from gender to encompass broader EDI themes and promote across the work of the School.	The need to develop an intersectional approach in relation to the School, in particular in terms of race equality issues. Liaison with BME Advocate and Equality Office in engaging with these themes already taking place.	<p>Work closely with the Race Equality Framework colleagues to highlight issues.</p> <p>Organise events and publicity to increase awareness of intersectional approach.</p> <p>Develop dedicated HBS training course on EDI principles to encourage more collegiate understanding of staff and student relations, possibly entitled 'think diversity'.</p> <p>Add course to staff and student inductions.</p>	<p>AS Champion</p> <p>BME Advocate</p> <p>Equality Office</p>	<p>Ongoing</p> <p>Ongoing</p> <p>2019/20 academic year trial</p>	<p>Greater investigation of EDI principles, measured through attendance and staging of events around subject. School and wider consideration of EDI issues across staff and students</p> <p>Required attendance of staff and students, achieving 90-100% by second year</p>

	Objective	Rationale	Planned Activity	Responsibility	Time-scale	Success Measures and impact
AP 3.4	Continue to monitor the composition of the EDI-SAT to ensure that it is representative of the diversity of staff and students at HBS.	To ensure School EDI-SAT incorporates a wide range of experience and knowledge. Team also needs a better gender balance, as there are more women. Also, to reflect changes in staffing, turnover and the need to develop responses to new challenges.	Maintain a diverse constitution for the EDI-SAT, with special efforts to increase representation of men and professional staff. Re-advertise opportunities to join.	EDI-SAT, AS Champion	2018-2022	EDI-SAT is fully representative of the diversity within the staff and students of HBS, including a 50/50 gender balance. EDI-SAT reflects a broad range of different experience within the School.
AP3.5	Further promote AS and EDI themes and create opportunities to engage with researchers, businesses and individuals from outside UH.	Reflects the need to develop equality themes in our wider work with business and community partners, as well as improving effectiveness of EDI-SAT in developing these themes.	Annual Away Day for EDI-SAT. Discussions with HoGs, Research dept, liaison with business partners. Hold meetings with business partners to discuss EDI themes Research seminars to reflect aspects of EDI study	Dean Heads of Strategy groups ADR AS Champion	Annually March 2019-October 2019 Ongoing	Equality principles are central to whole School strategy as evidenced by School policy and practice, to be evaluated through School Survey. External partners embrace School's approach to equality and diversity through adopting policies and practices which embrace EDI principles.
AP3.6	Improve understanding of intersectional issues as they apply to the student body and	To reflect the diversity of the School's student body and to help overcome lack of awareness and gaps in attainment .	Publicity campaign aimed at students promoting EDI issues. Student activities around	AD UG AD PG Student	2019-20 academic year	Greater student awareness and engagement with issues, measured through discussions with student representatives and programme tutors.

	Objective	Rationale	Planned Activity	Responsibility	Time-scale	Success Measures and impact
	increase student engagement.		IWD and Black History Month. Incorporate into induction process.	Experience Office BME Advocate		10% more students attending events highlighting awareness.
AP3.7	Begin to interrogate issues relevant to professional staff.	Extension of EDI-SAT work to professional staff as part of working towards Silver in 2022, looking especially at the considerable gender gap in terms of male/female employment.	Information-gathering from professional staff in next staff survey and focus groups over questions of promotion, culture and recruitment. Follow-up any issues with new actions as needed.	School Admin Manager AS Champion	2019-21	Awareness of need to narrow gender gap, from 75/25% F/M to closer to 66/33% by 2021 and increase women in management grades.
AP3.8	Run biennial staff survey and focus groups to ensure adequate staff and student consultation.	The need to maintain and extend understanding of staff and student attitudes and to monitor whether changes are taking place and whether problems are being dealt with.	Set up survey development sub-group. Decision-makers to be targeted by the Chair of the EDI-SAT so that focus group data and results informs the next HBS staff survey. Decision-makers are to be targeted by the Chair of the EDI-SAT so that bullying and harassment and the role of the DRWA informs the next HBS staff survey.	AS Champion EDI-SAT HoGs ADR AD VL	March 2019 for survey in September 2019 March 2021 for survey in September 2021 Ongoing	Increase in response rate from 39% in 2015 survey to 45% in 2019 survey and 50% by 2021. Specific issues raised in these surveys dealt with as appropriate. Regular consideration by decision-makers of bullying and harassment in consultation with DRWA, continues to be agenda item at relevant committee meetings.

	Objective	Rationale	Planned Activity	Responsibility	Time-scale	Success Measures and impact
			Run survey.		September 2019 then biennially	Greater awareness and consideration of EDI issues among decision-makers.
A PICTURE OF THE DEPARTMENT: STUDENT DATA						
AP4.1	Review foundation degree student cohort data to explore EDI themes and explore the diversity of students transferring over to UH.	We do not currently have access to EDI data from our feeder colleges.	Work with partner institutions to clarify need for any interventions related to diversity and equality and then develop if required.	Link tutors	2019-2021	Improve our understanding of diversity on foundation degrees through analysis of gender and other data.
AP4.2	Review marketing and promotional strategies vis-a-vis attracting more female (and male where applicable) applicants to varied subject areas.	We attract fewer applications from female UG and PG students than the national figures suggest, at all levels of study. Additionally, a more nuanced gender breakdown shows an imbalance of men and women in different subject areas. A review of promotional material to ensure equal representation of males and females in images across all subjects and use of gender neutral information is needed.	<p>Monitor subject recruitment by gender and benchmark nationally.</p> <p>Consider whether this is affected by ethnicity and class background.</p> <p>Campaign to spotlight non-stereotypical students/alumni who are studying/have studied/HBS courses with case studies and</p>	<p>Admissions Tutors</p> <p>HoGs and Marketing Exec</p> <p>Community engagement team</p> <p>EDI-SAT</p> <p>AD PG/AD UG</p>	<p>2019-20 academic year</p> <p>2019-20 academic year</p> <p>January 2019-December 2019</p>	<p>Role models identified.</p> <p>Positive impact on female recruitment.</p> <p>Greater understanding of the impact of progression routes leads to a rise in overall applications.</p>

	Objective	Rationale	Planned Activity	Responsibility	Time-scale	Success Measures and impact
			<p>posters for on and offline dissemination.</p> <p>Ensure equal representation at open days and promotional outreach events.</p> <p>Conduct a student focus group to learn more about the kind of support men and women may need to progress further.</p> <p>Include talks about progression routes in personal tutorial talks to level 6 students.</p> <p>Develop curriculum and pastoral measures to ensure interested and well-suited students have the opportunity to progress.</p> <p>Encourage PG females to act as mentors to UG females.</p>		<p>Ongoing from January 2019</p> <p>March 2019</p> <p>2019-20 academic year</p> <p>2019-20 academic year</p> <p>2019-20 academic year</p>	

	Objective	Rationale	Planned Activity	Responsibility	Time-scale	Success Measures and impact
AP4.3	Conduct intersectional analyses on student data to develop and improve strategies and ensure fair access to all.	UH is a post-1992 University likely to recruit students from economically disadvantaged backgrounds. HBS needs to assess this strategy and attempt to monitor the progress of our UGs from these backgrounds.	Consider data taking into account socio-economic factors as well as EDI issues affecting our students. Investigate research which considers value added data in relation to intersectionality.	UH Registry AD UG AD PG Admissions tutors	2019-21	Increase in attainment for students from economically disadvantaged backgrounds. Increase in awareness of issues affecting such students.
AP4.4	Explore conversion rates from application to acceptance for male and female UGs.	Figures show 24%M and 23%F application to acceptance rate for incoming UG students.	Set up focus groups to consult with current students how they felt about the process and incorporate their suggestions for improvement. (with opportunities to discuss this at programme committees/UG Strategy group)	Programme tutors UG Strategy Group Student Experience office AD UG	Begin investigation 2019, see improvement by 2021	See some increase in level of conversion from applications to acceptances for undergraduates in two years. Maintain equal gender balance in conversions

	Objective	Rationale	Planned Activity	Responsibility	Time-scale	Success Measures and impact
AP4.5	Increase overall student attainment at UG and PG level and promote academic support available to all students.	<p>Data show that male UG students tend to under-perform relative to their female peers in the School.</p> <p>There is a BME male attainment gap.</p>	<p>A scoping exercise is underway to help improve attainment rates of black male students.</p> <p>Assess impact of current strategies including student peer mentors, anonymous marking, unconscious bias training and PG workshops.</p> <p>Continue with this work and run brainstorming session to examine new ways in which academic skills can be enhanced.</p> <p>Monitor attainment rates of PG students at Programme level.</p> <p>Collect further information for the number of non-completions and the reasons for them.</p>	<p>Associate Dean Learning and Teaching</p> <p>Student Success and Inclusive Practice Lead</p> <p>Centre for Academic Skills and Excellence</p> <p>EDI-SAT</p> <p>AD UG</p> <p>AD PG</p> <p>BME Advocate</p>	2019-2022, ongoing	<p>Accurate data to allow for annual monitoring of impact of any initiatives on UG and PG pipeline.</p> <p>Narrowing of BME attainment gap.</p> <p>Improvement in the number of male students achieving first class degrees by 5% over three years.</p>

A PICTURE OF THE DEPARTMENT: ACADEMIC AND RESEARCH STAFF DATA

	Objective	Rationale	Planned Activity	Responsibility	Time-scale	Success Measures and impact
AP4.6	Continue to monitor gender pay gap annually and work to reduce it and support a balance of staff at all grade levels.	Published pay information shows a disparity.	Undertake research to explore the gender pay gap and identify strategies for narrowing it. Develop plan to reduce pay gap.	Dean HR	Plan to be drawn up 2019	Reduction of pay gap, less imbalance of staff at certain levels.
AP4.7	Conduct intersectional analyses of staff data to develop and improve strategies and ensure fair access to all.	We have not yet interrogated the staff data by characteristics such as ethnicity, and this is essential when considering our highly diverse student body. Plans for new survey 2019, focus groups took place in spring 2018.	Collect data which takes EDI into account, such as ethnicity, age and LGBT. Analyse data and develop new actions accordingly.	ADR AS Champion HR	Aug 2019, annually Aug-Dec 2019, annually	Further insight will be gained into EDI trends related to staff in order to better address them.
AP4.8	Liaise with HR about exit interview process for leavers and promote in order to find out about possible issues.	We do not currently have an exit interview procedure in place. We need to discover the reasons why staff leave and what possible steps can be taken to reduce this.	Adopt HR's new system of exit interviews for leaving staff. Consider whether these provide generalisable issues to inform management on a regular basis.	HR Heads of Subject Groups	Ongoing	Insight into reasons staff leave is gained.

SECTION 5: SUPPORTING AND ADVANCING WOMEN'S CAREERS

Key transition points: academic staff

	Objective	Rationale	Planned Activity	Responsibility	Time-scale	Success Measures and impact
AP5.1	Consider reasons why female staff tend to gain posts through promotion rather than recruitment.	The main entrance points for an academic post to HBS are at UH07 and 8. There have been few direct appointments to UH09 although these posts have been gained through promotion.	Create a career development database to monitor application/appointment. As part of this, ensure chairs of recruitment panels have diversity training and updates.	HBS management HR	May 2019 to see improvements by 2021	Regular updates on diversity training for recruitment panel chairs leading to greater consideration of direct recruitment of females at higher levels
AP5.2	Conduct audit of current recruitment literature and practices to ensure we are attracting staff who reflect the diversity of our student groups.	We reviewed our recruitment literature and School webpages to ensure that gender-neutral language is used, and any images reflect gender-balance and diversity and inclusivity generally. Nevertheless, far fewer women apply to senior-graded posts. The staff at present do not reflect the BME make-up of the student body.	SEG to draw up a strategy for developing appointments in areas/teaching which do not reflect the diversity of the School. Shortlisting panels to be representative. To make it mandatory in the School that those who sit on panels must attend E&D and unconscious bias training. Mandatory approval of recruitment adverts by School Administration Manager to provide a consistent approach.	Dean SEG HR SAM EDI-SAT Chair	From January 2019 to 2020	SEG produced a strategy document on recruitment. All HBS job adverts have a positive action statement. 100% of adverts and appointments reviewed and approved by the SAM. 100% of recruitment and shortlisting panels are representative (gender-wise at very least). 100% of Chair panels have completed recruitment training.

	Objective	Rationale	Planned Activity	Responsibility	Time-scale	Success Measures and impact
			Ensure that chairs of all recruitment panels to undertake University recruitment training as required.			
AP5.3	Increase the number of female staff taking up senior leadership positions.	The data show that women are less successful at senior graded posts, although we have recently seen a number of women promoted to higher positions.	<p>Monitor promotion and career development over a period of several years.</p> <p>Create a career development database to monitor application/appointment.</p> <p>Create mentoring opportunities for women seeking promotion with more senior staff helping less experienced colleagues prepare for promotion.</p>	<p>ADs</p> <p>HR</p> <p>HBS management</p>	<p>2019 ongoing</p> <p>January 2020</p> <p>June 2019</p>	<p>Continue to maintain and where possible increase number of females in senior leadership positions.</p> <p>Consider gender balance when new appointments necessary.</p> <p>Female participation in new mentorship programme.</p>
AP5.4	Evaluate effectiveness of local School Induction programme.	Changes were made to the HBS local induction in 2015 but its effectiveness has not been evaluated since then.	Consult with recently-hired staff to ensure their needs have been met – through interviews and focus groups.	EDI-SAT	June 2019	Improvements to induction programme made on an informed basis.

	Objective	Rationale	Planned Activity	Responsibility	Time-scale	Success Measures and impact
AP5.5	Ensure transparency, understanding and encouragement in the promotion and progression process.	The staff survey revealed that staff would welcome more information, explanation and transparency about the EVALUATE process. We must also combat the perception that staff feel they have to undertake additional responsibilities on top of their roles in order to be considered for promotion.	<p>Ensure promotion is discussed as part of the appraisal process in addition to other personal development goals.</p> <p>Introduce a Career Development workshop.</p> <p>Reiterate questions in next staff survey and monitor responses.</p> <p>Add a brief section on Evaluate to Staffpoint with links to further information about the process on the UH intranet with contact details for the School's HR Business Partner</p> <p>Provide guidelines to line managers on Evaluate process for staff wishing to develop their career potential, whilst explicitly encouraging those in full-time and part-time positions</p>	<p>HBS Line Managers</p> <p>SAM</p> <p>EDI-SAT</p> <p>SAM</p> <p>HR</p>	<p>September 2019</p> <p>October 2019</p> <p>September 2019</p> <p>June 2019</p> <p>March 2019</p>	<p>100% of appraisals include an opportunity to discuss personal development and promotion, as agreed through appraisal process.</p> <p>Agree a School target of 70% for the question: I understand the career development and promotion/progression process in my School. (This must be across both genders).</p> <p>Career workshop introduced.</p>

	Objective	Rationale	Planned Activity	Responsibility	Time-scale	Success Measures and impact
			to do so. In particular, to highlight and explain the Evaluate promotion process through different channels.			
AP5.6	In preparation for the next REF, consider gender balances in research projects and outputs to ensure that HBS reflects diversity in their research community.	Although the proportion of women submitted for REF has improved significantly since 2008, this must be monitored in preparation for the next REF.	<p>Looking at the gender balance for the upcoming REF and encourage broader female participation in research.</p> <p>Positively encouraging research projects on EDI subjects.</p> <p>Continue to monitor weekly research events held throughout academic year to ensure a balance of speakers.</p>	ADR	2018-2021	<p>Improved gender balance for REF, aiming at 50/50.</p> <p>Three successful research projects on EDI subjects, including completed PhDs.</p>
SECTION 5: SUPPORTING AND ADVANCING WOMEN'S CAREERS						
Career development: academic staff						
AP5.7	Regularly encourage all staff to undertake regular training and development to increase opportunities for	There are a wide number of training schemes which all staff are expected to undertake. Staff need to be made fully aware of the training provided at School level, as well as at UH level.	<p>New training on diversity for HBS. Bulletins on training opportunities for staff.</p> <p>Unconscious bias training extended to all staff.</p>	AD VL	January 2019 -2020	<p>Greater understanding and knowledge of EDI issues among staff</p> <p>All staff undertake unconscious bias training</p>

	Objective	Rationale	Planned Activity	Responsibility	Time-scale	Success Measures and impact
	knowledge of AS/EDI in student and staff groups.					
AP5.8	Ensure that the appraisal process is effective way of encouraging a positive experience and opportunity for staff development.	Staff Survey indicated that individuals feel the appraisal system relies too much on the skill and commitment of the appraiser. These skills must be enhanced to ensure a positive appraisal experience for all staff.	Continued monitoring of appraisal experience of staff. Liaison with HoGs on appraisal	EDI-SAT AS Champion	March 2019	An increase to 65% of those questioned in the next staff survey who have positive experience of the appraisal system.
AP5.9	Maintain a strong pipeline of research staff.	Working with our PhD students gives us an opportunity to recruit from a pool of early-career researchers. We need in particular to encourage women to apply for PhDs, and to ensure that they receive the support for successful completions.	Investigate why we have lower rates of application from females. Promote support mechanisms for women students, including mentoring. Market the School's research groups and their research interests to encourage more women to apply.	AD PG ADR Research Office	2019- 2020 Ongoing 2019-20 academic year	A higher proportion of women students studying research degrees by 2020, to at least 45%. Greater promotion of research interests which might encourage women, including on EDI themes. An increased pool of early-career researchers.

SECTION 5: SUPPORTING AND ADVANCING WOMEN’S CAREERS

Flexible working and managing career breaks

	Objective	Rationale	Planned Activity	Responsibility	Time-scale	Success Measures and impact
AP5.10	Ensure that staff going on Maternity/ Paternity leave have access to adequate support from HR and policy information prior to going on leave.	Interviews conducted with maternity leavers and returners indicated a need for clearer information and more one-to-one support from HR.	<p>Work with our HR Business Partner to improve transparency and understanding of policies related to parental leave and flexible working entitlement and opportunities on the University intranet.</p> <p>Create a line manager briefing for guidance on appropriate support for staff before, during and returning from maternity and adoption leave.</p> <p>Promote information about KIT days which can be used for training activities, conference attendance and other career development activities.</p> <p>Invite HR Business Partner to give a talk on Family Leave and Flexible working.</p> <p>Introduce a section to</p>	<p>Staffing group HR/Line manager</p> <p>Staffing group HR/Line manager</p> <p>EDI-SAT</p>	<p>Jun 2019</p> <p>March 2019</p> <p>March 2019</p> <p>February/March 2019</p>	<p>All line managers have access to up to date information to provide to staff going on maternity/paternity leave, as supplied by HR.</p> <p>100% of staff going on maternity/paternity leave with an optional KIT agreement signed off by their line manager.</p> <p>An increase in positive experiences by women going on maternity leave who felt they were adequately supported by HR, as measured through staff one-to-one interviews.</p>

	Objective	Rationale	Planned Activity	Responsibility	Time-scale	Success Measures and impact
			<p>Staffpoint with brief information and links to the information on the UH intranet with contact details for HR Business Partner.</p> <p>Ensure line managers are aware of policies.</p> <p>Liaise with HR Business Partner to introduce personal interviews for those applying for maternity leave.</p>		<p>June 2019</p> <p>February/March 2019</p> <p>Ongoing</p>	
AP5.11	Consider policies which would facilitate parental leavers' return, including a possible fund to ease responsibilities in early months.	We note the difficulties that those returning from maternity leave might have in dealing with aspects of their workload, and also note that some HEIs have specific policies to ease the workload of those returning.	<p>Discuss with HoGs allowances to allow returners to have their admin or teaching responsibilities temporarily lessened.</p> <p>Consider a dedicated fund to help provide for this.</p>	<p>Dean</p> <p>HR Business Partner</p> <p>EDI-SAT</p>	2019	<p>Fund acquired to ease return to work for those returning from maternity leave</p> <p>New policy adopted to ease responsibilities</p> <p>To increase satisfaction with the experience of returning from maternity leave, as measured in interviews with returners.</p>

	Objective	Rationale	Planned Activity	Responsibility	Time-scale	Success Measures and impact
AP5.12	Look into a change in university policy regarding the level of financial support offered for maternity and paternity leave.	A main concern cited in maternity and paternity leave returner interviews was the level of financial support offered by the university, which is deemed to be too low.	Start discussion with management at School and UH levels to consider whether possible to increase paid support.	EDI-SAT Equality Office HR	April 2019-2020	Consideration by UH of improved level of financial support. Higher levels of staff satisfaction with policies, as measured by interviews with those taking and returning from leave.
AP5.13	Launch campaign to improve the take-up of Shared Parental Leave (SPL), including looking at increasing length of paid parental leave.	No staff members have taken advantage of the SPL provision and financial barrier is the top reason for parents not intending to share their leave.	Ensure line managers are aware of policies. Publicity campaign to increase awareness among staff.	HR HBS management	2020	All line managers have access to up to date information to provide to staff regarding shared parental leave. Take up of SPL by at least one colleague. Increase in length of SPL.
AP5.14	Address concerns around the perceived impact of flexible working on career development.	Focus groups revealed that there is a perceived impact of flexible working on career development, particularly for PT staff.	Mentor part-time staff about career development Discuss specifically in appraisals.	HoGs EDI-SAT	September 2019	Improved perception that flexible working does not negatively impact career development, as measured through future staff focus groups and survey.

SECTION 5: SUPPORTING AND ADVANCING WOMEN'S CAREERS

	Objective	Rationale	Planned Activity	Responsibility	Time-scale	Success Measures and impact
Organisation and Culture						
5.15	All HBS staff to complete Unconscious Bias training over the next year as part of Appraisal Action Plans.	Recognition that unconscious bias needs to be dealt with specifically in dealing with EDI issues.	Introduce to on-boarding activities and as part of appraisal process.	HR and Line Managers	January 2019-January 2020	100% HBS staff have undertaken unconscious bias training by January 2020.
AP5.16	HBS Centre for Executive Leadership to deliver measurable outreach targets and contribute to better gender balance in the 2020 Business Advisory Group.	The need to extend EDI principles into our outreach work and to increase female participation in the Business Advisory group/	Discuss with CExL its plans to improve gender balance in group and outreach work.	CExL Director	June 2019- 2020	Improved gender balance in Business Advisory Group to bring it closer to 50/50 F/M.
AP5.17	Capture external committee participation to better gauge staff involvement outside the University.	At present we do not have systematic measurement of staff external committee involvement on a gender basis.	Set up monitoring system for participation including by gender.	SAM	January-December 2019	Develop better understanding of staff external involvement and encourage if appropriate a better gender balance

	Objective	Rationale	Planned Activity	Responsibility	Time-scale	Success Measures and impact
AP5.18	Liaise with HBS Workload Manager so that impact on changes can be measured and assessed.	The need to assess impact of workload and changes in it, especially in relation to non-standard work patterns.	Conduct investigation of impact of workload changes.	Chair of EDI-SAT HBS Workload Manager	January-September 2019	More transparency and staff satisfaction with workload assessment, reflected in the next staff survey.
AP5.19	Enhance the visibility of role models and EDI principles through a poster campaign and new EDI webpage.	The need for role models at staff and student level reflecting the importance of a diverse approach and the successful achievements in equality.	HBS to create a staff and student poster campaign celebrating the wealth of talent and expertise across the full equality and diversity spectrum. Create new EDI webpage on HBS site	Student Experience Office AS Champion	March-June 2019	Increased visibility of role models through posters and webpage. Greater awareness of the need to promote EDI issues among the whole School.
AP5.20	Target event organisers to ensure guest speaker invitations are offered with equality and diversity in mind and put in place monitoring system.	An annual programme of events is run throughout the year encompassing all areas of HBS. To ensure that this programme fully reflects EDI principles	Monitor gender balance of speakers to make sure these provide adequate variety of role models. Monitor gender balance of attendees at events to determine impact on participation.	EDI-SAT AD Commercial	2019-20	Wider engagement with events. Improved gender and BME balance of speakers at events to ensure that they reflect the wider School community.

	Objective	Rationale	Planned Activity	Responsibility	Time-scale	Success Measures and impact
AP5.21	Develop monitoring system for participation in outreach activities to ensure staff and student recognition.	Role of individual staff and students' involvement in outreach activities is not currently undertaken.	Set up monitoring system to keep track of participation in outreach by gender. Develop recognition of outreach work.	EDI-SAT	2020	Greater recognition of outreach work and its contribution to the School, including relevant awards and progression. Wider understanding of EDI composition of those involved in outreach work.



This guide was published in May 2015. ©Equality Challenge Unit May 2015.
Athena SWAN is a community trademark registered to Equality Challenge Unit:
011132057.

Information contained in this publication is for the use of Athena SWAN Charter member institutions only. Use of this publication and its contents for any other purpose, including copying information in whole or in part, is prohibited.
Alternative formats are available: pubs@ecu.ac.uk