



Department Application Bronze and Silver Award

Hertfordshire Law School





¹HERTFORDSHIRE LAW SCHOOL ACADEMIC STAFF SPEAKING AT THE INTERNATIONAL WOMEN'S DAY EVENT (2019); ²CROSS-SCHOOL EVENT FOR INTERNATIONAL WOMEN'S DAY (2020); ³EQUATE ENGAGEMENT SERIES WORKSHOP (2020); ⁴WOMEN IN LAW POSTER EVENT (2019); ⁵EDIT DISPLAYING THEIR BADGES (2020); ⁶ACADEMIC STAFF OF HERTFORDSHIRE LAW SCHOOL (2019-20)

ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

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

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

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

Section	Recommended Word Limit	Actual Word Count
1. Letter of endorsement	500	633
2. Description of the department	500	853
3. Self-assessment process	1,000	801
4. Picture of the department	2,000	1,885
5. Supporting and advancing women's careers	6,000	6,324
7. Further Information (ADDITIONAL WORDS TO COVER IMPACT OF COVID-19 CRISIS)	500	366
Total	10,500 + 500 extra COVID-19 words	10,862

Name of institution	University of Hertfordshire	
Department	Hertfordshire Law School	
Focus of department	AHSSBL	
Date of application	30-04-20	
Award Level	Bronze	
Institution Athena SWAN award	Date: April 2018	Level: Bronze
Contact for application <small>Must be based in the department</small>	Dr Anna Tippett	
Email	a.tippett@herts.ac.uk	
Telephone	07835267867	
Departmental website	https://www.herts.ac.uk/study/schools-of-study/law	

List of Abbreviations

Abbreviation	Full Term
ADR	Associate Dean of Research
AP	Action Plan
AS	Athena SWAN
AWAG	Academic Women's Advancement Group
BAME	Black, Asian and Minority Ethnic
CCA	Co-curricular Activities
CJC	Criminal Justice and Criminology
CPAD	Continuing Professional Academic Development Programme
CPD	Continuing Professional Development
ECR	Early Career Researcher
EDIT	Equality, Diversity and Inclusion Team
EDI	Equality, Diversity and Inclusion
EES	Equate Engagement Series
ESO	EDIT Student Officer
F	Female
HEA	Higher Education Academy
HESA	Higher Education Statistics Agency
HLS	Hertfordshire Law School
HRBP	HR Business Partner
IWD	International Women's Day
JH	Joint Honours
KIT	Keeping in Touch Day
KPI	Key Performance Indicator
M	Male
OH	Occupational Health
PG	Postgraduate
PGR	Postgraduate Research

PGT	Postgraduate Taught
QR	Quality Related
REC	Race Equality Charter
REF	Research Excellence Framework
SAM	School Administration Manager
SAT	Self-Assessment Team
SEG	School Executive Group
SMART	Specific, Measurable, Achievable, Relevant and Time-bound
SPMG	Student Performance Monitoring Group
SMT	Senior Management Team
SPL	Shared Parental Leave
SSR	Student Satisfaction Rate
SST	Student Support Tutor
StAR	Student Administration Review
U	Unidentified ('prefer not to say' gender)
UG	Undergraduate
UH	University of Hertfordshire
UPR	University Policy and Regulation
VL	Visiting Lecturer
VPN	Virtual Private Network
WoW	Women's Day War of Words

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.

Athena SWAN Manager, ECU
7th Floor Queen's House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ

28th April 2020

Dear Ruth Gilligan,

As Dean of Hertfordshire Law School, I am delighted to support the School's application for an Athena Swan (AS) Bronze Award.

I took over as permanent Dean of HLS in May 2018, having been Acting Dean since March 2017. As a female Dean in a traditionally male-led discipline, a core principle of my vision for HLS has been to promote gender equality and inclusivity in every aspect of the School's work, from both a staff and student experience perspective alike, seeking to embed AS principles in the School's DNA. The Action Plan (AP) submitted with this application is a living document through which we intend to continue to strive to achieve gender equality. The actions are also part of the School's strategic planning processes, with a budget being allocated to promote gender progression (e.g. through Advance HE programmes, noted within this application).

We have made considerable progress of late with four out of five members of the School's Senior Management Team now being women. When I took over as Acting Dean, the ratio was two women to four men. I have championed a Distributed Leadership Model, and this has seen a number of mid-career colleagues progress to senior management positions, with others developing their careers at middle management levels through programme leadership. Taking on additional responsibility has also seen more women successfully progress to Senior and Principal Lectureship positions. Alongside this, the School actively supports colleagues who want to work flexibly, to help staff achieve a better work/life balance and manage childcare/caring responsibilities whilst also actively progressing their careers. For example, I have supported female staff to increase their Full-Time Equivalent (FTE) posts, often following a change in childcare responsibilities. This has largely been achieved by a more pro-active approach to vacancies, with several 1FTE posts being divided into smaller fractional contracts.

There are areas where the School must strive to improve, particularly to ensure that research routes for development and promotion are supported to the same

extent as management progression based on administrative responsibilities. With a female Associate Dean Research at the helm, I am confident that, through our AP, the outcomes of our AS submission will be translated into practices that tackle hidden gendered factors affecting all aspects of staff progression and development. There is also an under-representation of men at both student and staff (professional and academic) levels which needs to be addressed. The recent appointment of seven male academic members of staff and our first male professional staff member is a welcome step in the right direction.

It has been a pleasure and a privilege to co-chair the School's Equality, Diversity and Inclusion Team (EDIT) (formerly the Self-Assessment Team), and I give my full support to the report and AP produced under Dr Anna Tippet's leadership. From this year, I will also become Chair of the EDIT to more strongly signal the support of senior management and ongoing importance of EDI across the School.

HLS submitted its first award application in April 2019 and received an unsuccessful result. We took this as an opportunity to refine our approach to EDI in the School, broaden the EDIT, increase the participation of staff and students further and improve our submission. All panel feedback has been taken on board, such as through significantly deepening our analyses (including intersectionally) and SMARTening our AP.

I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution/department. A Bronze Award would recognise the School's substantial progress in promoting gender equality, and our unwavering commitment to EDI in all aspects of the School's life. HLS is committed to building on our strengths and addressing areas of challenge identified in the AP to eventually work towards a submission for a Silver Award in 2024.

Yours sincerely,



Penny Carey
Dean of Hertfordshire Law School

Direct Line: 01707 286227
Email: P.Carey@herts.ac.uk



University of Hertfordshire Higher Education Corporation is an exempt charity

(632 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.

Hertfordshire Law School (HLS) comprises two undergraduate (UG) degree programmes, the LLB (Hons) in Law and the BA (Hons) in Criminal Justice and Criminology (CJC). Along with this we offer postgraduate qualifications, LLM programmes and research degrees.

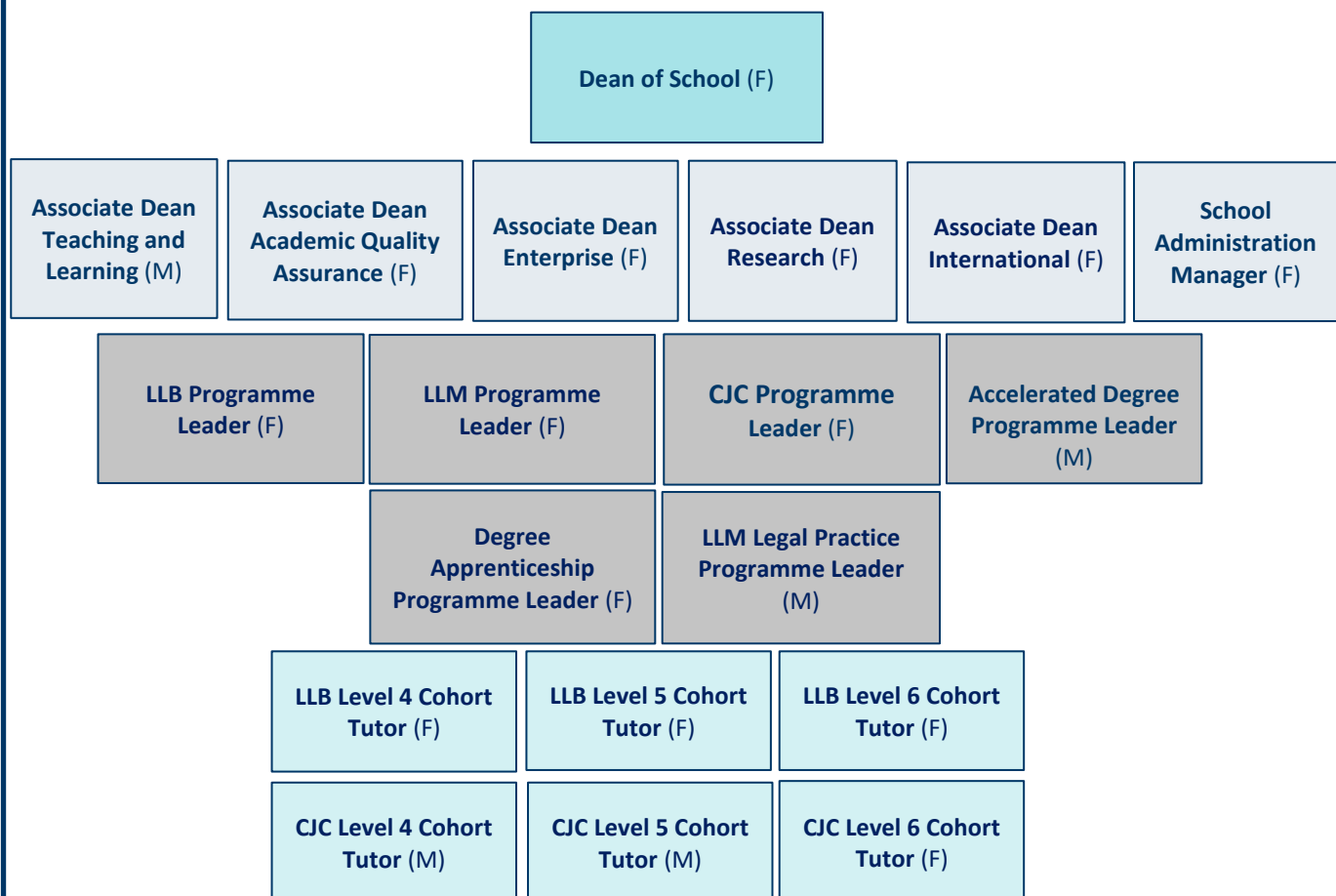


Figure 1. Management Structure of HLS

The LLB (Hons) Law programme is offered as a three-year degree, with two entry points per year, or a two-year accelerated course, which is particularly attractive to mature students or students who have already completed a primary degree in another discipline. The LLB (Hons) will also be offered as a Supported Distance Learning programme for students who are studying at international locations in Malaysia and Pakistan. The BA Criminal Justice and Criminology (Hons) programme currently has one intake for students in September but the School is investigating adding a Semester B intake at Level 4 to provide increased flexibility

for international students and students from non-traditional academic backgrounds. All undergraduate degree programmes within the School give students the option of completing a placement or study abroad year at the end of their second year of studies. The School is committed to advancing innovative teaching methods, incorporating digital technology into teaching via a flipped classroom approach, whilst also maintaining a thriving research community for staff and students.



The purpose-built Law Court Building for HLS which opened in 2011

The School is divided into two teaching teams, Law and Criminology, although some academics teach within both. There was a restructure in HLS during 2016-17 which saw a female Dean of School appointed to the previously male-held position, alongside a female Associate Dean of Research (ADR) being appointed - the first person to hold the role.

Examples of HLS research areas:

Data protection, privacy, legal reform, discourses of internationalisation, gender-based violence, human rights, deviant identities, sexualisation of popular culture.

Academic Staff

In 2018-2019, HLS had 60 (47F:21M) salaried staff: 52 (33F:19M) academics whose responsibilities are divided between teaching and research and 8 (7F:1M) professionals who work in administrative, technical and support roles.

Year	Female	%	Male	%	Total
2016-17	33	73%	12	27%	45
2017-18	33	73%	12	27%	45
2018-19	33	67%	19	33%	52

Table 1. Gender distribution of academic staff

Academic women have consistently outnumbered men and the proportion of academic women is higher than that of the sector in Law at 51.4%F (Advance HE, 2019).

Professional Staff

Until 2018-19, 100% of HLS professional staff were women, compared to the national average of 62.7% (Advance HE, 2019). Our first male colleague joined the team in 2018. HLS remains committed to enhancing the experience of all its staff, both academic and professional. Professional staff sit on our EDIT and three women were also promoted during this time, constituting 38% of all professional staff.

Year	Female	%	Male	%	Total
2016-17	8	100	0	0	8
2017-18	8	100	0	0	8
2018-19	7	87.5%	1	12.5%	8

Table 2. Gender distribution of professional staff

UH is currently implementing a Student Administration Review (StAR) which will have significant impact on our professional staff moving forward, including moving them out of the School itself. This has made formulating actions through consultation activities difficult and has also resulted in feelings of uncertainty for this staff group. We intend to engage further with professional staff in the lead up to StAR in order to best support them through this period of transition (**AP2.1**).

AP 2.1	Engage further with professional staff in lead up to the StAR implementation in order to best support them through this period of transition.
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Students

The overall student gender breakdown in HLS (64%F) is consistent with UK benchmarks in Law (63.5%F, Advance HE 2019).

Year	Female	%	Male	%	Total
2016-17	763	62%	464	38%	1,227
2017-18	761	62%	472	38%	1,233
2018-19	878	64%	494	36%	1,372

Table 3. Gender distribution of total HLS students (breakdown by level in Student Data section)

Intersectional Analyses

One of our ongoing objectives has been to monitor the diversity of our staff and student populations not only by gender but also across a range of characteristics, and to implement actions in relation to these. Not all data are available from the University (**AP2.2**). Due to word count limitations, we only include a snapshot of findings.

AP 2.2 Lobby University to make intersectional data for student recruitment and attainment accessible via Tableau and investigate these areas further across multiple characteristics.

We are becoming actively involved with the University's Race Equality Charter, Disability Confident (disability equality) and Stonewall (LGBT+ equality) work and have considered other areas affecting our staff and students (e.g. commuting). This additional work will undoubtedly also benefit women with other intersecting characteristics and will involve incorporating actions into a wider EDI action plan that relates specifically to these protected characteristics, but these will not all be included in our AS application. We have also set up a number of sub-groups or 'EDIT Networks' (detailed throughout the application) to more effectively target support within particular areas/communities (**AP2.3**).

AP 2.3 Implement EDIT Networks and monitor impact of initiatives on different staff and student groups.

Intersectional Analysis – Staff

With 73% of students identifying as Black, Asian and Minority Ethnic (BAME), our staff population (Table 4) is not representative of the student body (only 23.33% BAME). Interestingly though, more female staff identify as BAME than male whereas with students the opposite is the case, as we have more BAME male students. BAME staff representation is something we aim to tackle as part of our Race Equality Charter (REC) work (See EDIT Network 1).

Category	Female	Male
Ethnicity	<ul style="list-style-type: none">White: 50% (30)BAME: 15% (9)Not disclosed: 1.67% (1)	<ul style="list-style-type: none">White: 21.67% (13)BAME: 8.33% (5)Not disclosed: 3.33% (2)

Table 4. Intersectional breakdown of HLS staff by gender and ethnicity

The ages (Figure 2 below) of our staff are quite spread. Over half our female staff are aged 41-60. According to the NHS, women typically enter menopause between 45 and 55 years of age and can be affected by symptoms for many years.

We are therefore ensuring that we promote the activities of the University Menopause Network to staff.

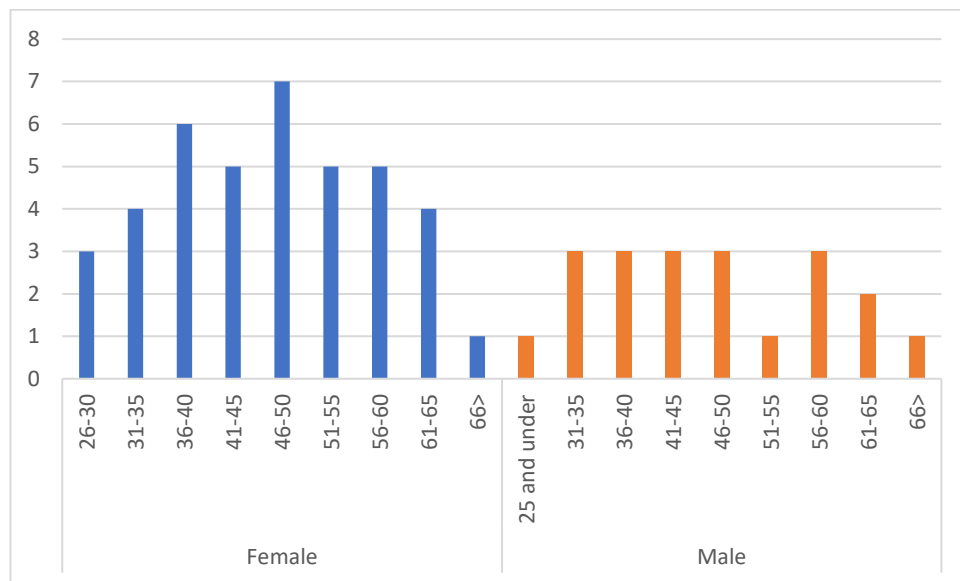


Figure 2. HLS academic staff by gender and age

Intersectional Analysis - Students

Table 5 and Figure 3 (below) offer a snapshot of various characteristics of our overall student body (benchmarking statistics from Advance HE Statistical Report 2019):

- Notably, HLS has the most diverse student population at UH (See EDIT Network 1), with 73% (60%F) identifying as BAME. This is twice the sector (34.6%). A higher proportion of male students identify as BAME overall (81%) than female (68%).
- The number of students declaring a disability (12%) aligns with the percentage nationally (11.8%). More female students have declared a disability.
- Our age profile (67% age 18-20) is slightly younger than the sector (63.5%). Our female students tend to be younger, with 72% aged 18-20 as compared with 58% of male students. Still, HLS has many mature students (See EDIT Network 2).
- Women outnumber men in all areas apart from overseas students where we attract more male students (61%M). We have discussed this but would like to understand further the reasons behind it, and whether it is the result of cultural or other factors relating to international recruitment. This could also shed light on ways to make programmes more attractive to male students, who are under-represented (**AP 2.4**).

AP 2.4 Investigate reasons for higher numbers of male international students.

EDIT Network 1	Rationale	Target	Staff/Students Involved
BAME Student / Staff Network	<ul style="list-style-type: none"> Student body is the most ethnically diverse in UH (73%) Staff body is only 23.33% BAME Needed to inform wider Race Equality Charter work <p>Network will:</p> <ul style="list-style-type: none"> Implement initiatives at School-level, e.g. during Black History Month Host social events and feedback sessions to inform the wider University's Race Equality work Liaise with BAME Staff Network, BAME Student Advocates, BAME Attainment Working Group and Student Monitoring Performance Group 	All staff and students who are invested in supporting initiatives in this area	Lead: BAME Student-Staff Network Co-Leads (2M)

EDIT Network 2	Rationale	Target	Staff/Students Involved
Mature Students Network	<ul style="list-style-type: none"> Mature students in HLS constitute: (1) 33% (20%F:29%M) of UGs; (2) 31.5% (25%F:38%M) of PGTs Feedback from EDIT members revealed mature students can feel alienated throughout their course of study/often feel they do not need to be integrated into their programme beyond the academic side <p>Network will:</p> <ul style="list-style-type: none"> Consider effective actions to combat this issue Set up social events targeted at mature students at the beginning and end of each semester Establish a 'Mature Students Forum' 	All students who identify as mature students	Lead: Lecturer in Criminology (F)

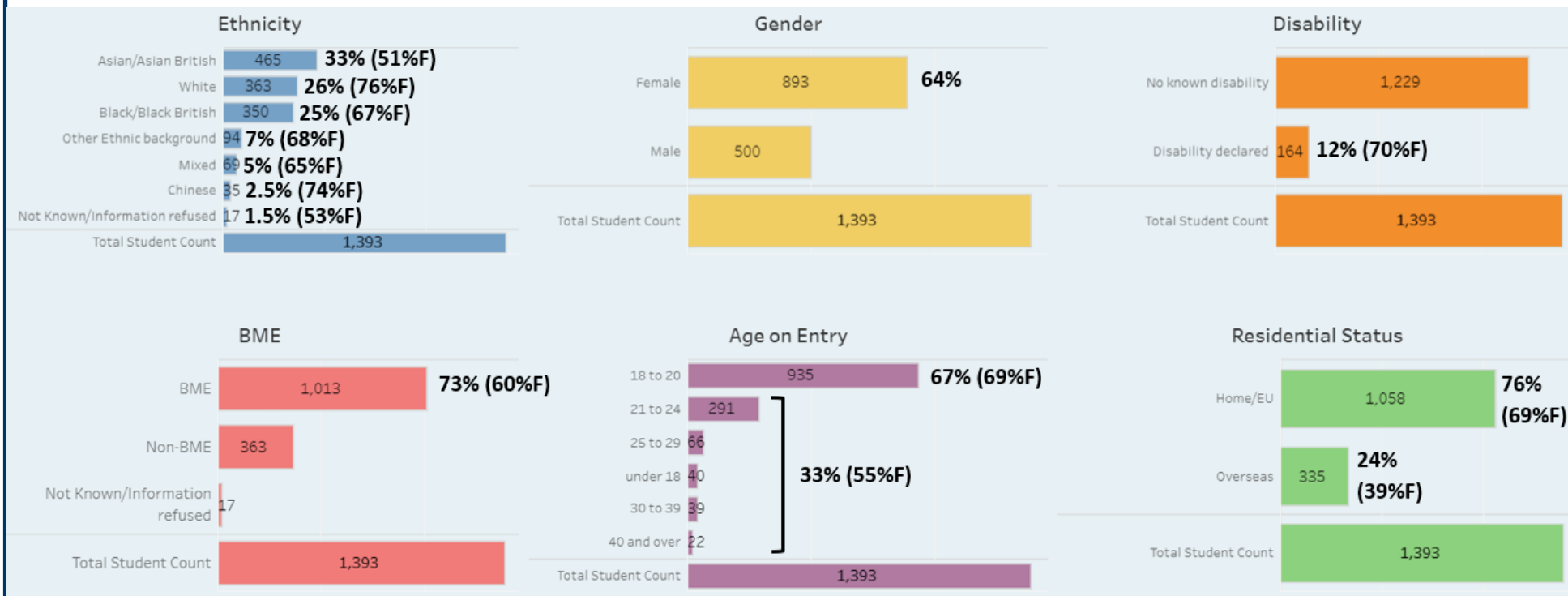


Figure 3. Snapshot of overall HLS student body by various characteristics

***Please note that the above information is derived from the University's Tableau Dashboard where the term Black and Minority Ethnic (BME) has been used, as opposed to Black, Asian and Minority Ethnic (BAME) which we utilise throughout the rest of this application.

(853 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

In May 2017, the Associate Dean of Academic Quality Assurance invited expressions of interest from staff for the role of Athena Swan (AS) Champion. Interviews followed, and the AS Champion (F) was appointed on a 0.2 workload allowance. An Alternate Champion of the opposite gender (M) was subsequently appointed to attend meetings and oversee the role of the Champion in her absence. In September 2017, invitations were sent out to all staff to join the SAT which formed in October.

The SAT, which in 2019 transformed into the EDIT, was chaired by the AS Champion (Dean as Alternate) until April 2020. Moving forward, it will be chaired by the Dean to more strongly signal the support of senior management and the ongoing importance of EDI across the School. Administrative duties are overseen by two members of professional staff.

From 2020 all staff in HLS will receive 75 hours to participate in various EDI areas/activities/initiatives (e.g. AS, REC, wellbeing, Active Staff, School events etc.) to recognise varying interests in different areas.

The EDIT currently consists of eighteen core members: six men (33%) and twelve women (67%) which is proportionate to the overall gender balance in HLS. Four members identify as BAME and two as LGBT. Ages range from early twenties for students (EDIT Student Officers (ESO's)), and from early thirties up to late sixties amongst staff, providing a representative sample of students and staff in the School.

The ESO's (three UG's (2F:1M) and one PGR (F) student) were recruited through submitting expressions of interest, alongside attending an informal interview. We still need to secure PGT student representation **(AP3.1)**.

AP 3.1 Secure PGT student representation (1F and 1M) on the EDIT.

The Dean and AS Champion are members of the University AS SAT. The Champion is also a member of the central AS Champions Network where good practice is shared. AS is an agenda item of the School Executive Group (SEG) where progress is discussed with members and the Dean, who chairs the meetings.

Name	Job Title	AS Role	Experience of Work-Life Balance
Dr Kofi Addo (M)	Lecturer in Criminology Level 4 Cohort Leader	Event support	Married in dual career household; works full time, three children, commutes 1.2 hrs to UH
Shaan Ahmed (M)	CJC Student	EDIT Student Officer Commuting Staff-Student Network Co-Lead	Full-time undergraduate student. Commutes over an hour to the university
Susan Brown (F)	Lecturer in Criminology Level 6 Cohort Leader	Mature Students Network Co-Lead	Married in dual career household. Returned to education as mature student, now a 'mature' lecturer! One grown-up daughter; recently also a mature student
Penny Carey (F)	Dean of School	EDIT Alternate Chair Application support	Married in dual career household; has worked part time then full time, three children, travels internationally with job
Raashi Chauhan (F)	Lecturer in Law	Event support	Married in a dual career household, set of triplets, husband works abroad a lot of the time
Steve Goulton (M)	Senior Lecturer in Law	Mature Students Network Co-Lead	Married in a dual career household, works full-time, three children all under the age of four
Dr John Moore (M)	Senior Lecturer in Criminology BAME Attainment Working Group School Representative	BAME Student-Staff Network Co-Lead	Second-career academic, caring responsibilities across three generations, works full-time
Cat O'Donnell (F)	Administrative Assistant	EDIT Clerk	Dual career household with no children, works full-time
Dr Sham Qayyum (M)	Lecturer in Law Race Equality Charter Working Group Member BAME Attainment Working Group School Representative	BAME Student-Staff Network Co-Lead	Full-time job, with some voluntary work. Commutes 1 hour to the university
Dr Felipe Romero-Moreno (M)	Senior Lecturer in Law	Application support and data analysis	Single career household, works full-time
Jade Rozycki (F)	CJC Student	EDIT Student Officer Commuting Staff-Student Network Co-Lead	Full-time undergraduate student with a part time job. Commutes 1 hour to the university

Dr Sarah Goler Solecki (F)	Athena SWAN Officer	Overall application support and guidance	Married in dual career household; works full-time flexibly, two pre-school age children
Anna Lampard (F)	LLB Student	EDIT Student Officer Society for Student Parents Network Lead	Mum to one, pursuing career change from IT to Law. Short commute to university, benefit from timetable adjustments and use of university nursery
Dr Laura La Coco (F)	Lecturer in Law	Event support	Married in dual career household, one small child, international family. Worked part time then full time, benefits from flexible working.
Sophie Tarrasenko (F)	Senior Lecturer in Law Joint Honours Deputy Programme Leader	Event support	Dual career household, works full-time, shares care of elderly parent
Dr Ferya Tas Cifci (F)	Principal Lecturer in Law and Criminology Criminology Programme Leader	Application and event support Working Parents Network Lead	Dual career household, one young child, works full-time and flexibly
Dr Anna Tippet (F)	Senior Lecturer in Criminology Criminology Deputy Programme Leader	AS Champion, EDIT Chair, event organisation and application writing LGBT Mentor Scheme Lead	Dual career household with no children, works full-time, commutes 55 miles to UH and benefits from flexible working
Honor Townshend (F)	CJC PhD Candidate	EDIT Student Officer Postgraduate Students Network Lead	Full-time PhD student with part-time (0.5 FTE) job, commutes for 1.25 hours to UH

Table 5. Members of the EDIT



Figure 4. Members of the EDIT

(ii) an account of the self-assessment process

The first SAT meeting took place on 18th October 2017. Table 6 below provides an outline of subsequent meetings and events. Further to the SAT meetings, consultations with staff were conducted via surveys (School and university-wide), focus groups and informal interviews/discussions to inform the action planning, identify key areas for development and future initiatives **(AP3.2)**. We were very pleased with the overall response rate to our School staff survey of 89%. Engagement with students was via the ESO's.

AP 3.2 Run regular staff/student surveys and focus groups to assess impact of action plan.

Date	Activity	Data Type	Details
Oct 2017	First Meeting	Qualitative	<ul style="list-style-type: none">• First steps in self-assessment process• Discussions and comments• Plan for the future
Nov 2017	School Staff Survey (academic staff)	Quantitative and Qualitative	<ul style="list-style-type: none">• Informed by first SAT meeting• Informed by analysis of HR data• Disseminated to academic staff using Bristol Online Survey platform• Key areas covered included: workload, appraisal, career development, promotion, recruitment, parental leave and flexible working.• Response rate: 89% (29W, 4M, 7 prefer not to say)
Jan 2018	AS SAT Meeting	Quantitative and Qualitative	<ul style="list-style-type: none">• Disseminate findings of staff survey• Attended by academic, professional and VL staff members
Jan-Mar 2018	UH Pulse Survey	Quantitative	<ul style="list-style-type: none">• Conducted centrally for all staff across the University• Key areas covered included: Employee engagement, resource allocation, senior leadership etc.• Response rate: 49% (19W, 7M)
Mar 2018	AS Away Day	Qualitative	<ul style="list-style-type: none">• Equality and Diversity session delivered by Equality Office• Action planning
Apr 2018	AS SAT Meeting	Quantitative and Qualitative	<ul style="list-style-type: none">• Discussion of action planning/progress• Review of whole submission

Jun 2018	Planning and Handover	Quantitative and Qualitative	<ul style="list-style-type: none"> • Discussion of planning and draft of application to date • Handover to new AS Champion
Sep 2018	AS SAT Meeting	Quantitative and Qualitative	<ul style="list-style-type: none"> • Continued writing of application • Final discussion of action planning and delegation of SAT responsibilities
Nov 2018	Staff focus group	Qualitative	<ul style="list-style-type: none"> • Informal discussions hosted by AS Champion • Discussed balancing research commitments and caring responsibilities
Dec 2018	AS SAT Meeting	Quantitative and Qualitative	<ul style="list-style-type: none"> • Discussion of overall application • Delegating parts of Section 5 to sub-teams of the SAT
Dec 2018	SEG Meeting	Quantitative and Qualitative (Evaluation of progress to date)	<ul style="list-style-type: none"> • AS Champion met with members of the SEG • Discussion of HLS initiatives to date • Review progress and streamline action planning
Feb 2019	AS SAT Meeting	Quantitative and Qualitative (Review and action planning)	<ul style="list-style-type: none"> • Final draft complete • Review action planning and implement review dates for these initiatives
May-Sep 2019	<i>Transition of SAT to EDIT</i>		
Sep-Oct 2019	EDIT Consultations	Quantitative and Qualitative	<ul style="list-style-type: none"> • Panel assessment and feedback received for unsuccessful application; re-submission plan formulated
Nov 2019	EDIT Meeting	Quantitative and Qualitative	<ul style="list-style-type: none"> • Introduction of new members and ESO's • AS Action Plan review • Review Race Equality Charter mark • LGBT Mentor Scheme planning
Jan 2020	EDIT Meeting	Quantitative and Qualitative	<ul style="list-style-type: none"> • AS and Race Equality Charter updates • Formation of sub-groups • LGBT History Month event planning
Mar 2020	EDIT Meeting	Quantitative and Qualitative	<ul style="list-style-type: none"> • Update from the Equality Office • AS re-submission review and discussion • Sub-group progression update

Table 6. Timeline of SAT/EDIT meetings and consultation activities

Initial SAT discussions following the results of our staff survey were particularly productive and aided in our action planning. In response to some of the points raised, such as the need for more networking opportunities in the School, the SAT was able to immediately implement many changes. For instance, the AS Champion started a monthly *Tea and Talk* which serves as a drop-in networking session for both staff and students (**AP3.3**).

AP 3.3 Continue to hold *Tea and Talk* drop-in networking and discussion sessions.

The focus of *Tea and Talk* was to discuss EDI in an informal and open environment. Some events were themed, including celebrating *International Men's Day* and *International Women's Day*, with a focus on creating larger-scale events, discussions and research projects surrounding these.




Discussing gendered experiences and intersectionality at *Tea and Talk* in October 2018


To gain a deeper understanding of the importance of intersectionality, the SAT held a workshop entitled 'Gendered Experiences' in October 2018. Discussions covered gender as experienced through sexuality, transgender identity, race, ethnicity and age. A large amount of time was spent discussing the gender-neutral toilets HLS had trialled in the Law School Building during the spring semester of 2018. We are working to raise awareness of trans rights and commemorated *Transgender Day of Remembrance* in November 2018 and 2019, which involved colleagues presenting their research on trans rights, alongside a short film screening.



AS Champion & EDIT member hosting the Transgender Day of Remembrance event in November 2018 (attendance 20F:4M)

Other key activities have included:

Date	Activity	Details
8 th Mar 2017	Women's Global Issues 	<ul style="list-style-type: none"> Organised in tandem with UH Equality Office Panel discussion with over 70 participants Internal and external speakers Topics included sexual and family behaviours in Switzerland; sons as the perpetrators of honour killings in Turkey; social justice and the imprisonment of women; perceptions of gender equality in Saudi Arabia
14 th Mar 2018	Women in Law	<ul style="list-style-type: none"> Led by former AS Champion Event focused around role played by women in legal professions
21 st Mar 2018	Women's Day War of Words (WoW)	<ul style="list-style-type: none"> Organised by former AS Champion Lively debate themed around gender equality, in recognition of Women's History Month
1 st May 2018	Shared Parental Leave Conference at UH	<ul style="list-style-type: none"> Led by SAT member Chaired by SAT member Researchers and academics attended from across the country
20 th Jun 2018	School Away Day	<ul style="list-style-type: none"> Led by Dean Included update on School's AS application
5 th Jul 2018	British Society of Criminology Annual Conference	<ul style="list-style-type: none"> SAT member presented her research on gender-based violence against transgendered people
6 th Sep 2018	UH workshop on equality and diversity	<ul style="list-style-type: none"> Two SAT members attended Colleagues from outside SAT also attended
5 th Nov 2018	Race Equality Charter Meeting	<ul style="list-style-type: none"> Chaired by Dean
7 th Nov 2018	<i>Tea and Talk</i> with Student Representatives	<ul style="list-style-type: none"> Hosted by AS Champion Discussed the trial of the gender-neutral toilets in the Law Court Building
17 th Nov 2018	Celebrating International Men's Day at <i>Tea and Talk</i>	<ul style="list-style-type: none"> Hosted by AS Champion Focused discussions on male mental health
12 th Dec 2018	Transcend Event at <i>Tea and Talk</i>	<ul style="list-style-type: none"> Hosted by AS Champion Celebrated pioneering work of LGBT activists

		<ul style="list-style-type: none"> Discussed ways in which HLS can support and celebrate LGBT staff and students
15th Jan 2019	First EQUATE Engagement Series Seminar	<ul style="list-style-type: none"> Hosted by the AS Champion and Dean Discussed how to make routes to promotion more transparent
27th Feb-8th Mar 2019	Celebrating International Women's Day	<ul style="list-style-type: none"> SAT member and AS Champion presented gender-based research Discussions with colleagues on gender and sexism
28th May 2019	Women in Law Poster Event	<ul style="list-style-type: none"> HLS hosted month-long poster series celebrating achievements of women in law over the past 100 years Included event where colleagues could view posters and discuss progress made
31st Oct 2019	Mental Health First Aid Training	<ul style="list-style-type: none"> Organised and led by Wellbeing Champion One-day intensive training course, attended by 30 colleagues from HLS
19th Nov 2019	Celebrating International Men's Day	<ul style="list-style-type: none"> Led by male academic Discussion of male mental health and the Smash the Stigma campaign
21st Nov 2019	'Climbing Mountains', Keynote Speech by Dr. Funke Abimbola	<ul style="list-style-type: none"> Inspirational talk on women in the legal profession Q+A and networking afterwards Attended by staff and students
5th Dec 2019	AS Charter Achievement Event	<ul style="list-style-type: none"> AS Champion attended Networking with AS Champions across the UK 
11th Feb 2020	Journeys to Success from Black, Asian and Minority Ethnic staff	<ul style="list-style-type: none"> Event supported by HLS
19th Feb 2020	Second EQUATE Engagement Series Seminar	<ul style="list-style-type: none"> Hosted by the Dean and SMT Discussed routes to promotion
19th Feb 2020	LGBT+ History Month Pride Film Screening	<ul style="list-style-type: none"> Hosted by HLS
26th Feb 2020	UH LGBT+ Pride	<ul style="list-style-type: none"> Attended by colleagues and EDIT Student Officers from HLS
11th Mar 2020	International Women's Day Cross-School Event	<ul style="list-style-type: none"> Co-organised by AS Champion with Schools of Education, Humanities and Business

		<ul style="list-style-type: none"> • Presentation on gender-based violence delivered by HLS Senior Lecturer (F)
Sep 2017-present	UH AS Champions Network	<ul style="list-style-type: none"> • Attended by former and current AS Champion • Collaboration with other AS Champions
Nov 2019-present	Develop staff and student networks	<ul style="list-style-type: none"> • EDIT initiative to provide further support for staff and students from targeted communities • Networks for PG students, mature students, commuting staff/students, international staff, staff/student parents, BAME staff/students and Research, Collegiality and Support

Table 7. Key Activities of the EDIT

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

Over the next four years and beyond, the Dean and EDIT are committed to continually improving our AS and EDI agendas through several ways:

- The EDIT will continue to meet every quarter to monitor progress of action points, alongside considering the addition of new actions.
- Membership of the EDIT and the AS Champion role will be on a rotating basis, with members serving a minimum of three years to ensure continuity.
- Working subgroups will meet on a more regular basis to address particular tasks and sections.
- AS will continue to be reported on and discussed at the SEG as a standing item, which will ensure that action points are integrated into the whole-School action planning process **(AP3.4)**.
- The results of evaluation of progress and impact will be reported to all HLS staff through posting of EDIT meeting minutes, development opportunities, School meetings, and the inclusion of reference to AS in School induction events and staff training **(AP3.5)**.
- The progress and results of initiatives will be populated to HLS in a yearly report with drop-in sessions held to discuss action planning and progress. Drop-in sessions will be incorporated into staff work programmes, with EDIT members expected to attend at least two per academic year **(See AP3.5)**.

AP 3.4	Ensure that AS actions and their impact are incorporated into discussions of the strategic direction of the School.
AP 3.5	Increase participation and raise awareness of the School's EDI initiatives and progress amongst staff and students.

(801 words)

4. A PICTURE OF THE DEPARTMENT

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

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

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

N/A

- (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.

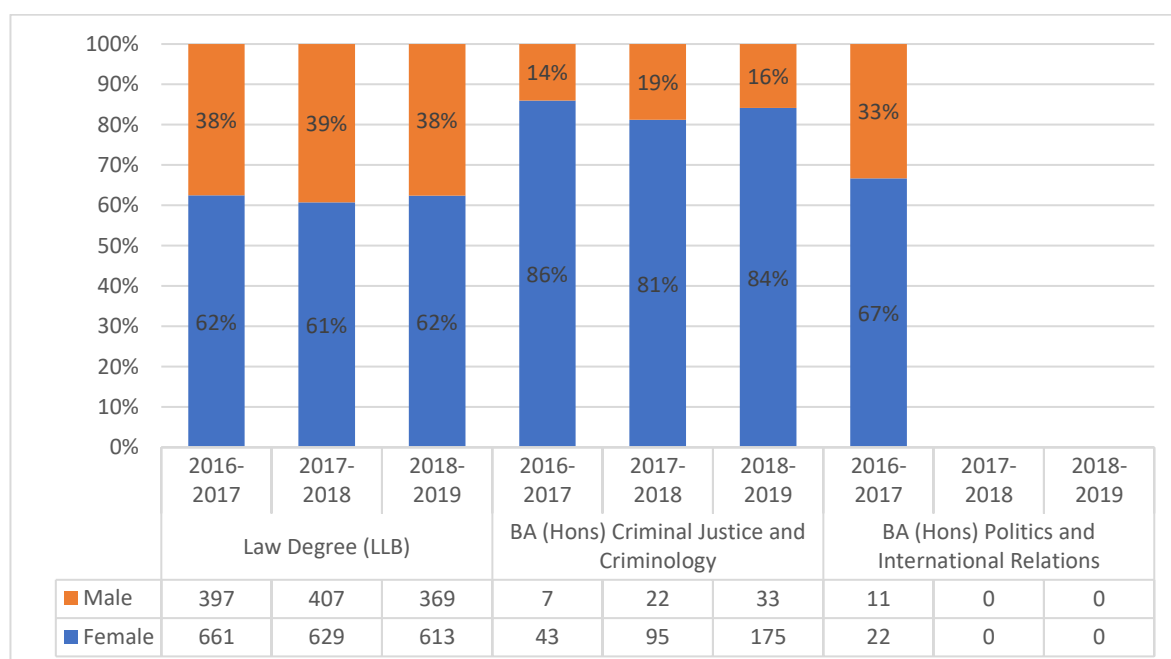


Figure 5. Total UG students by programme and gender (FT and PT)***

***The programmes in HLS included a BA in Politics and international Relations until the end of the 2017 academic year, when it was moved into the School of Humanities. Data for this programme is therefore not included throughout the rest of the submission.

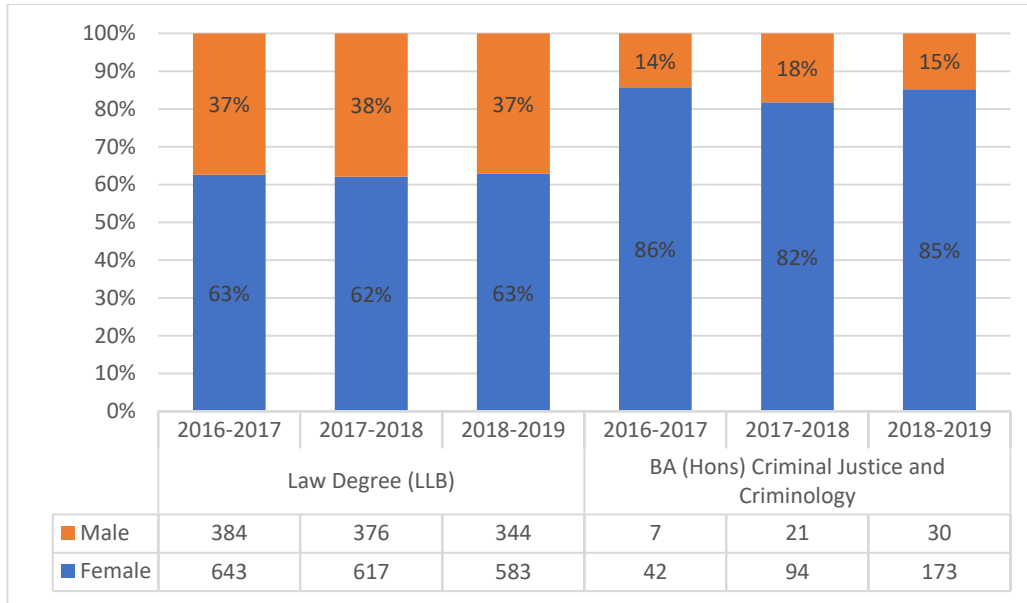


Figure 6. Number of full-time UG students by programme and gender

Most of our UG students study full-time and the proportion of men and women has remained relatively consistent over the past three years in both programmes. Numbers of women in Law compare with the average benchmark of 64% (HESA, 2018-19). This is not the case in CJC where women significantly outnumber men, highlighting a gender imbalance of more than 21% when compared to wider trends in Social Studies, where 36% of subject enrolments are male (HESA, 2018-19).

Numbers of both men and women have increased in HLS's CJC programme in-line with the programme's growth. The degree is now in its fourth year and staff within the CJC team have been committed to a range of marketing and outreach activities (e.g. Open Days, Applicant Days, Taster Sessions in schools and colleges) to ensure its continual growth. However, we need to focus on more targeted interventions to address the under-representation of UG men across the School, particularly in CJC (**AP4.1**).

AP 4.1

Increase the number of men studying full-time and applying at UG-level, particularly in CJC, and PGR-level.

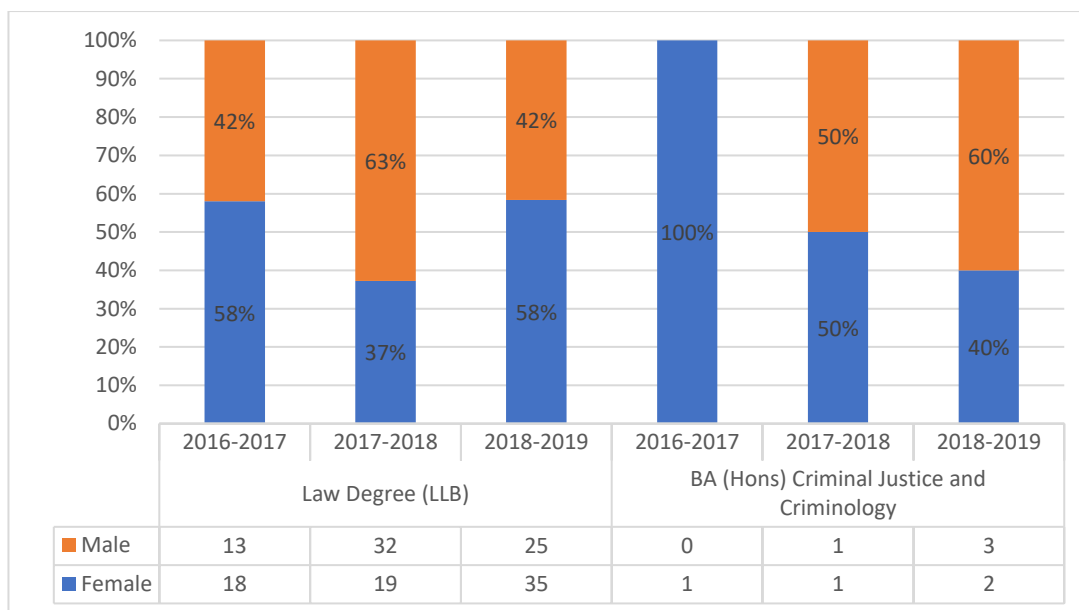


Figure 7. Number of part-time UG students by programme and gender

We have seen fluctuations in overall numbers of part-time students and these programmes have interestingly attracted a higher proportion of men than our full-time programmes, with a jump in the number of women in 2018-19 as well. This has brought the numbers closer to gender parity. Still, it is important to find out why there are more men in these programmes to see if any good practice can be used to increase the number of men in full-time study (**See AP4.1**).

Applications, Offers and Acceptances

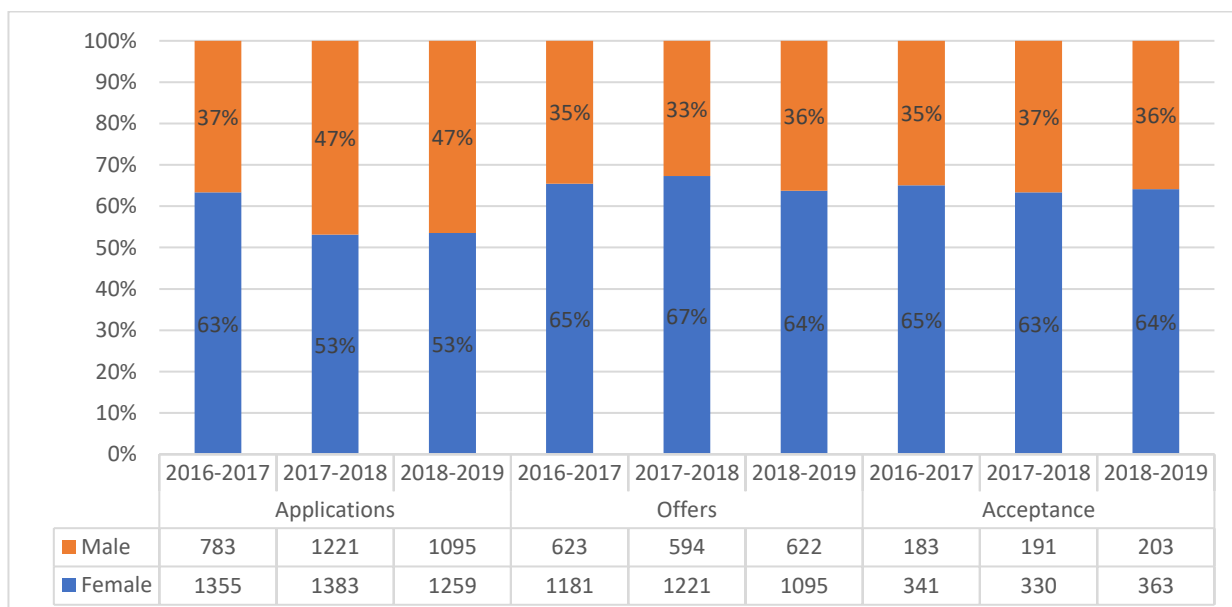


Figure 8. Total UG applications, offers and acceptances by gender in HLS

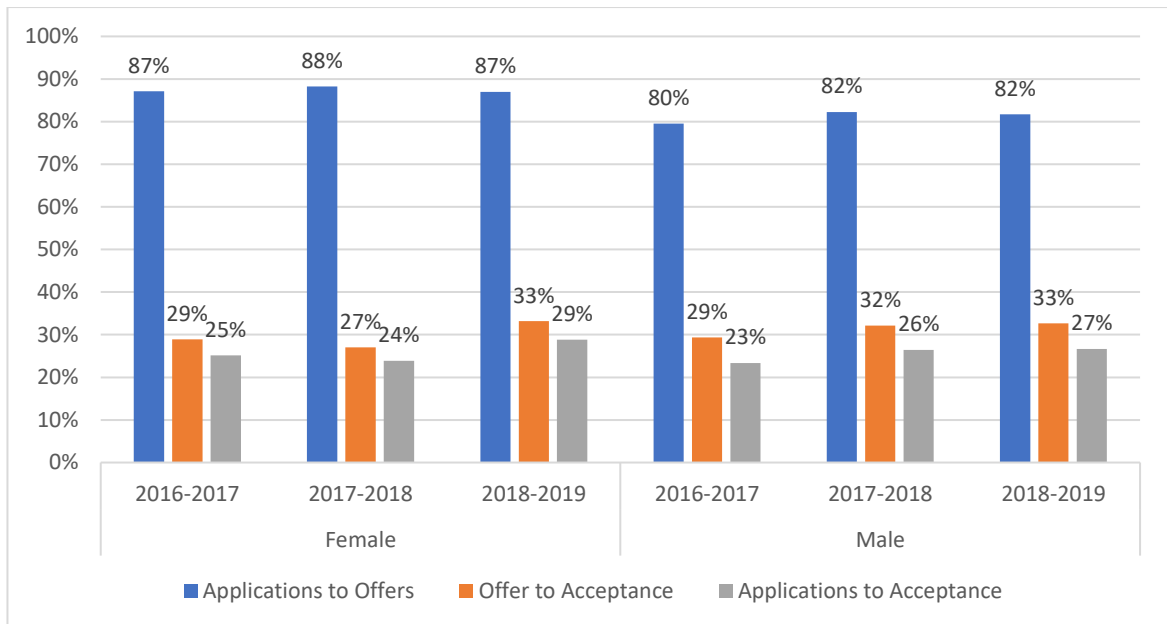


Figure 9. Total UG recruitment conversion rates by gender in HLS

We receive more applications from women than men, although there has been a shift towards greater gender parity in this area from 2017-19. Figure 9 shows that proportionally women receive slightly more offers across all three years and suggests that men are lost from the pipeline at the ‘applications to offers’ stage of recruitment, as their acceptance rates are the same and even higher than women once they reach the offer stage. Therefore, we need to ensure that men are not being disadvantaged in any way by the recruitment process (**AP4.2**).

AP 4.2 Examine student recruitment practices at UG and PGR levels to ensure men are not being disadvantaged.

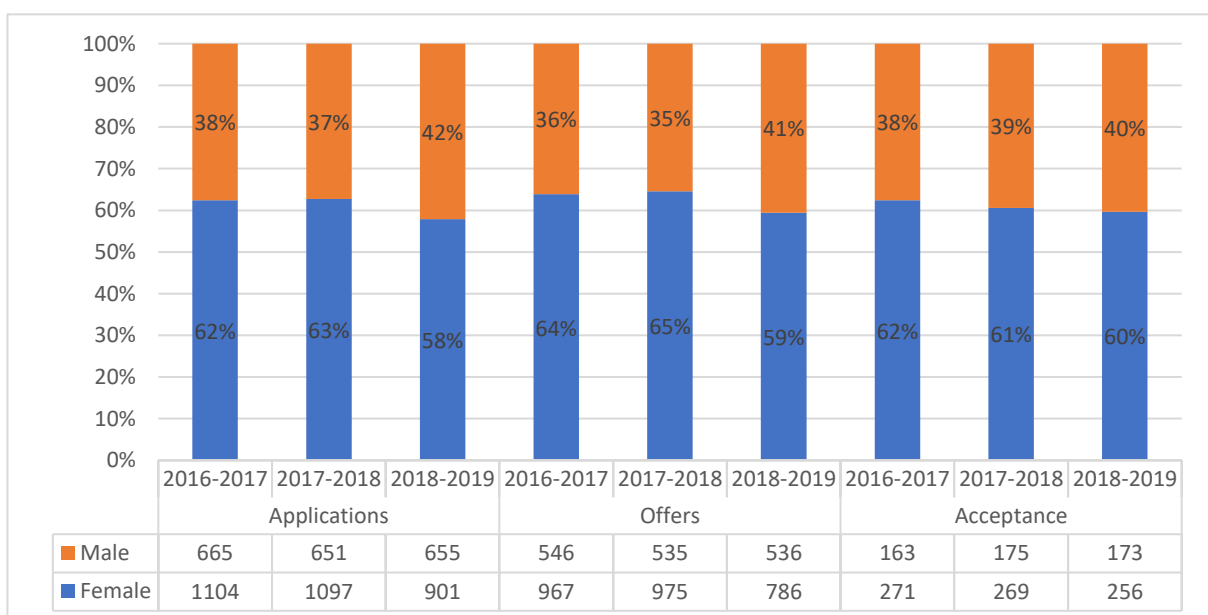


Figure 10. UG applications, offers and acceptances by gender and programme (Law)

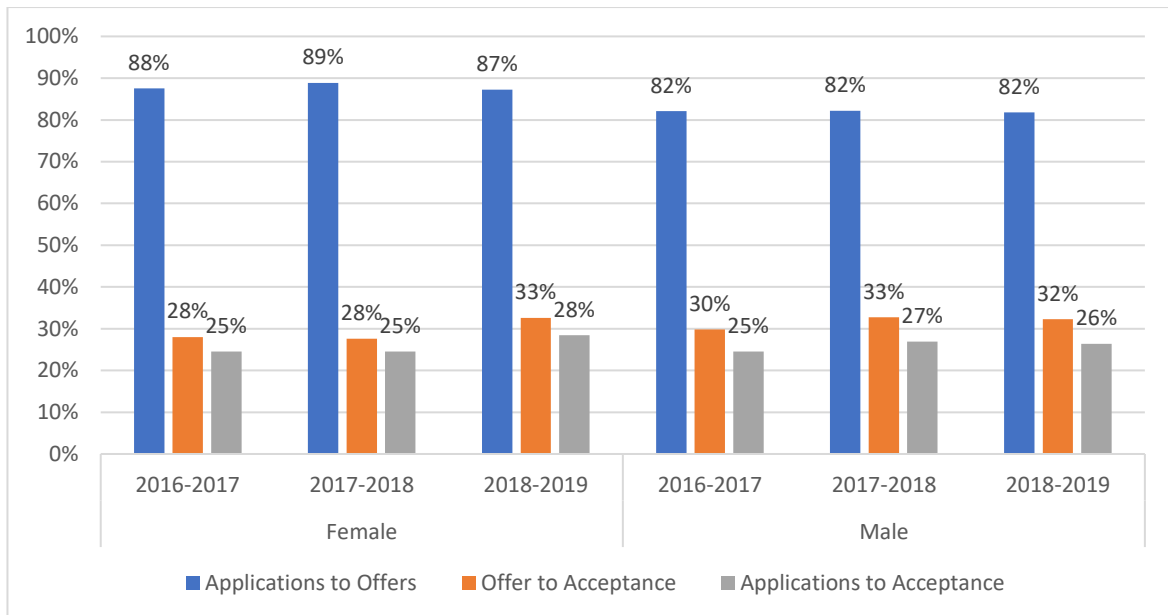


Figure 11. UG recruitment conversion rates by gender and programme (Law)

When broken down by programme, the data for Law (Figures 10 and 11) are relatively consistent and conversion rates are similar within HLS as a whole. The number of applications from women have decreased slightly and applications from men have remained stable (**See AP 4.2**).

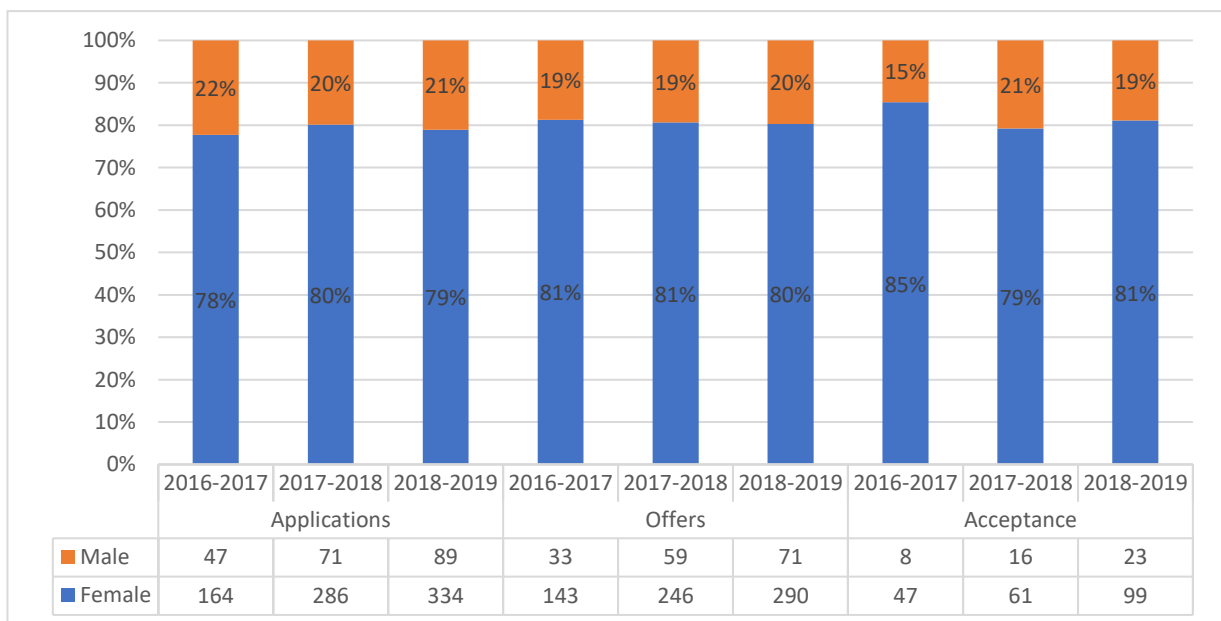


Figure 12. UG applications, offers and acceptances by gender and programme (CJC)

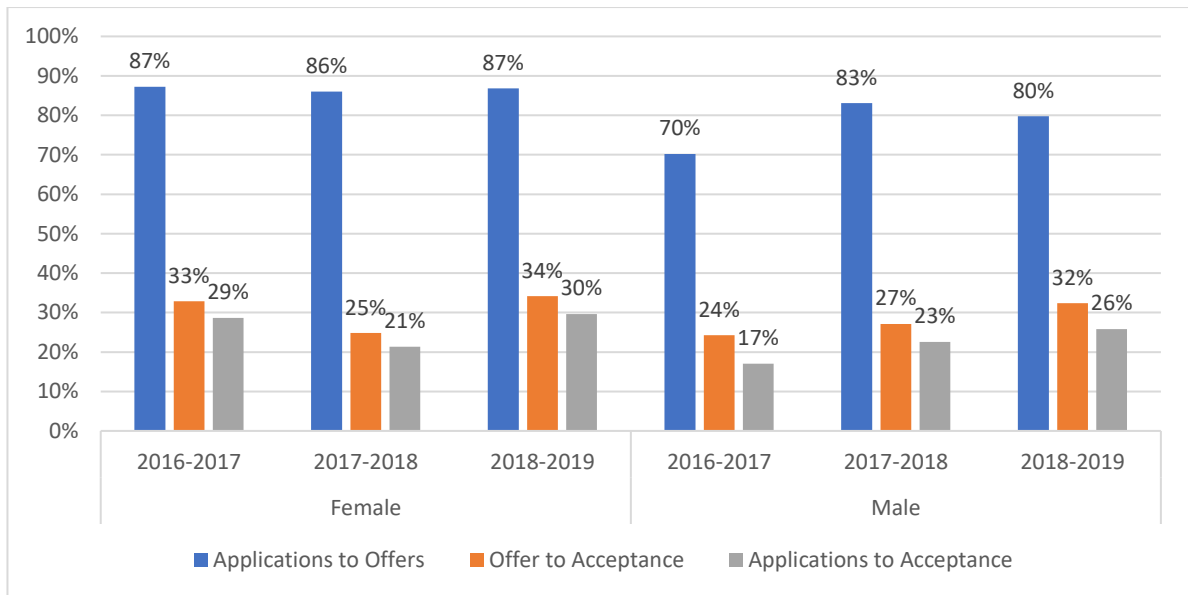


Figure 13. UG recruitment conversion rates by gender and programme (CJC)

Figure 12 shows consistency in applications, offers and acceptances for men and women but also highlights that we receive three to four times as many applications from women for CJC (compared with around 1.5 times or less in Law).

This is reflective of the national picture for the Social Sciences, where the A-level gender gap reveals a consistently higher ratio of F:M entries in both Sociology (25,088F:7,451M) and Psychology (42,847F:14,161M) at A-level (Education Policy Institute, 2019). Criminology cannot be studied exclusively at A-level and, as an interdisciplinary field, constitutes the compulsory content of the Sociology A-level. It is therefore likely that, due to this earlier engagement with studying crime and deviance, more women will consider Criminology programmes at UG-level. Figure 13 also indicates that proportionally fewer offers were made to men in CJC than in Law, particularly in 2016-17 (**See AP4.2**). Positively, the applications to acceptances rate has improved for men across the three years.

Degree Attainment

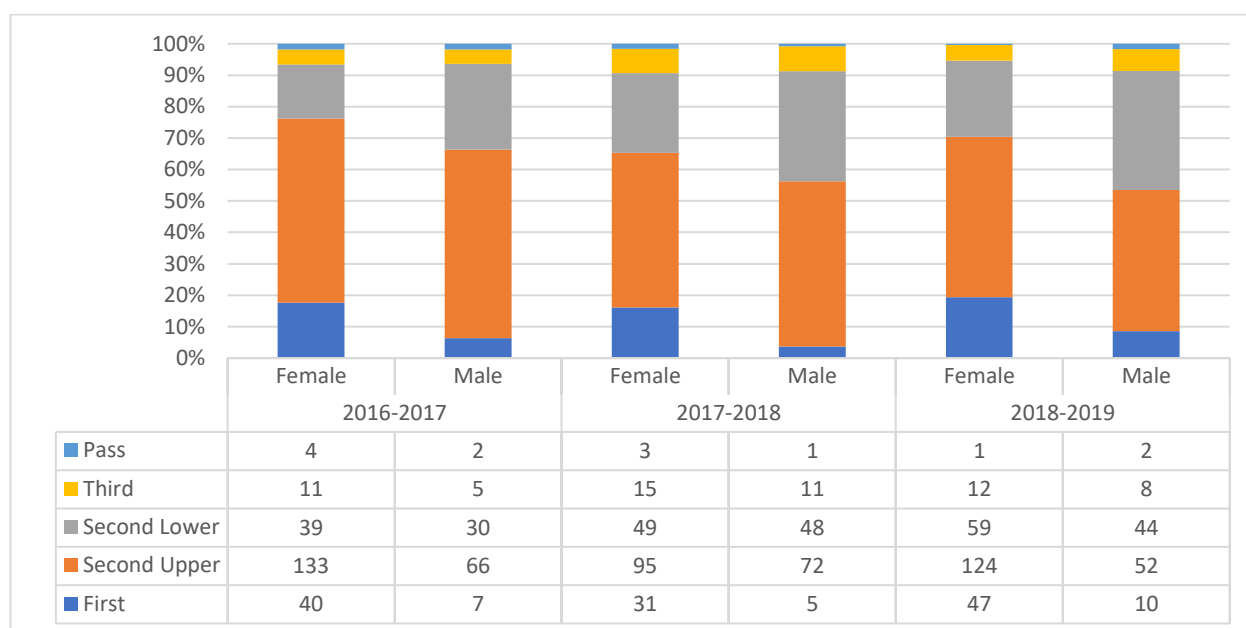


Figure 14. UG degree attainment by gender in HLS as a whole

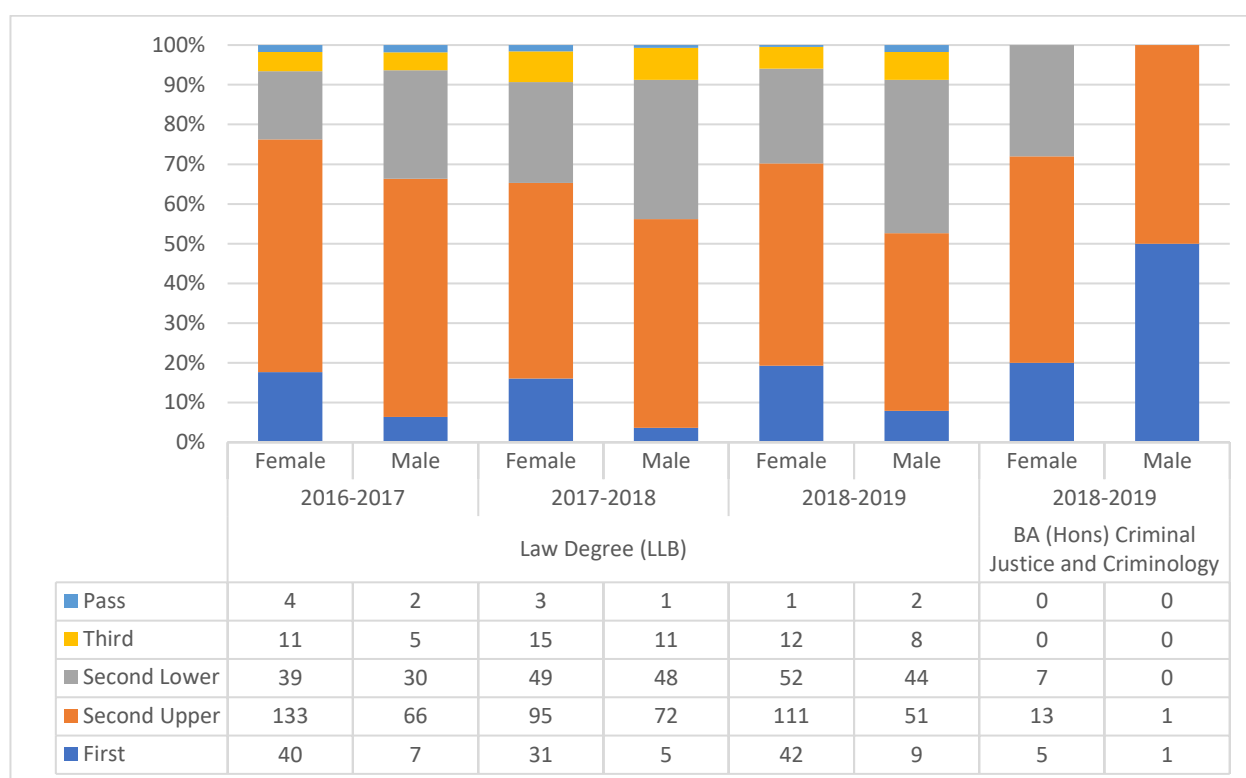


Figure 15. UG degree attainment by gender and programme***

***Please note that the BA (Hons) Criminal Justice and Criminology programme only started running in 2016-17 so there were no awards data until 2018/19.

Overall, female students are gaining a higher proportion of Firsts, with Upper Seconds being more consistent in line with male students. Across the three years

men received increasingly more Lower Seconds than their female counterparts. This is an issue that the School has been aware of since 2016-17 and we are attempting to address this with the creation of our new Student Support Tutors (SST), which were implemented in September 2019. The impact of these extra support measures will be closely monitored (**AP4.3**).

AP 4.3 Continue to monitor degree attainment by gender and measure impact of extra support measures put in place.

(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.

HLS only offers PGT degrees in Law so only data for this area are included.

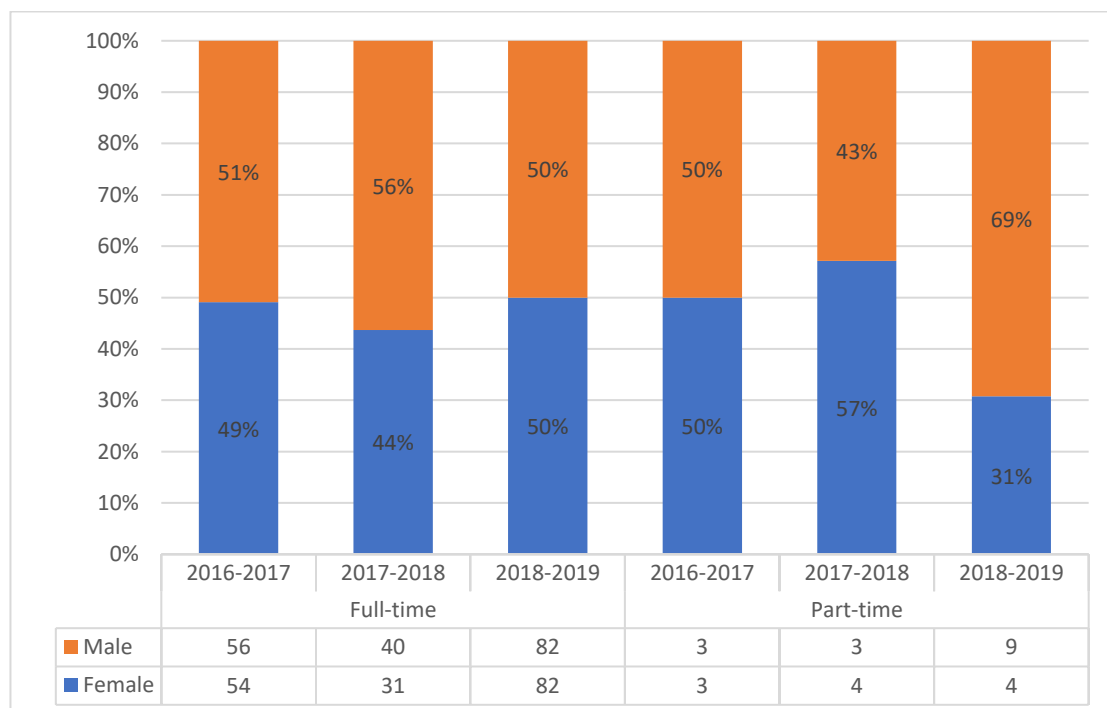


Figure 16. Total PGT students by gender (FT and PT)

Compared to UG, numbers of PGT students are relatively small. There is greater gender parity, particularly amongst the full-time cohorts, than nationally (58.5%F:41.5%M in Law, Advance HE, 2019).

Applications, Offers and Acceptances

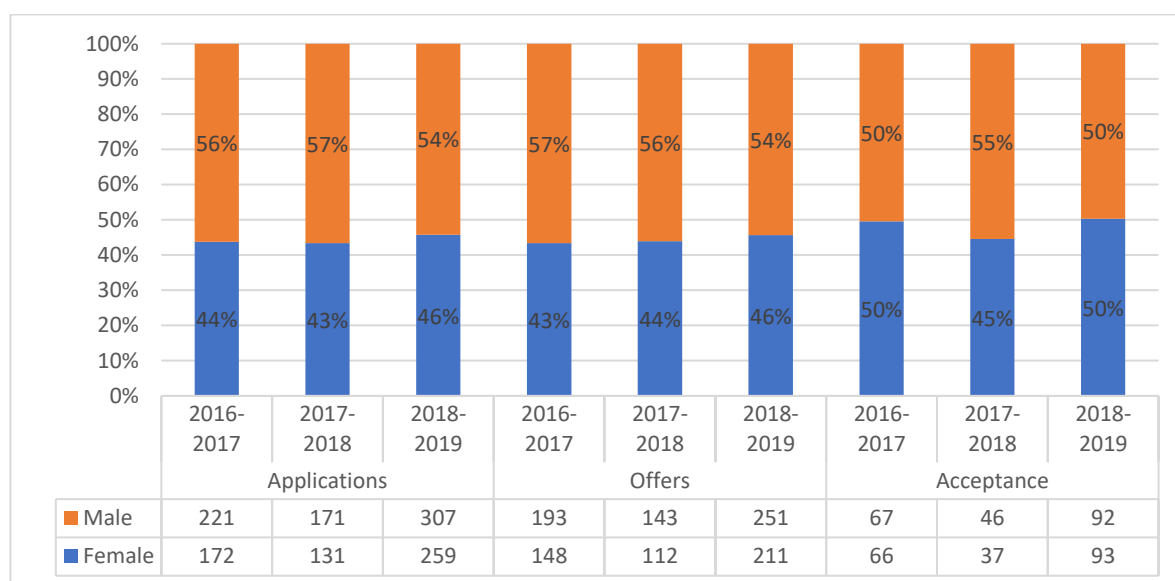


Figure 17. PGT applications, offers and acceptances by gender

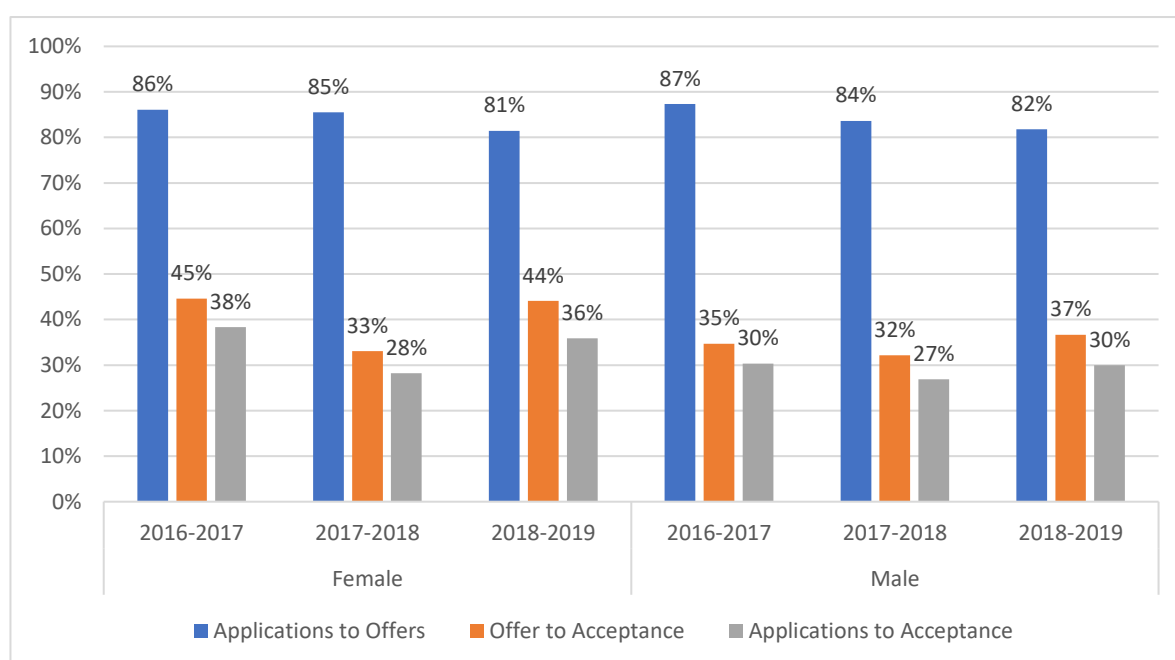


Figure 18. PGT recruitment conversion rates by gender

Gender ratios for PGT applications, offers and acceptances have been relatively consistent, with the last academic year even becoming equal in terms of acceptances. More men apply but a higher proportion of women accept once they have received an offer, leading to gender parity.

Degree Attainment

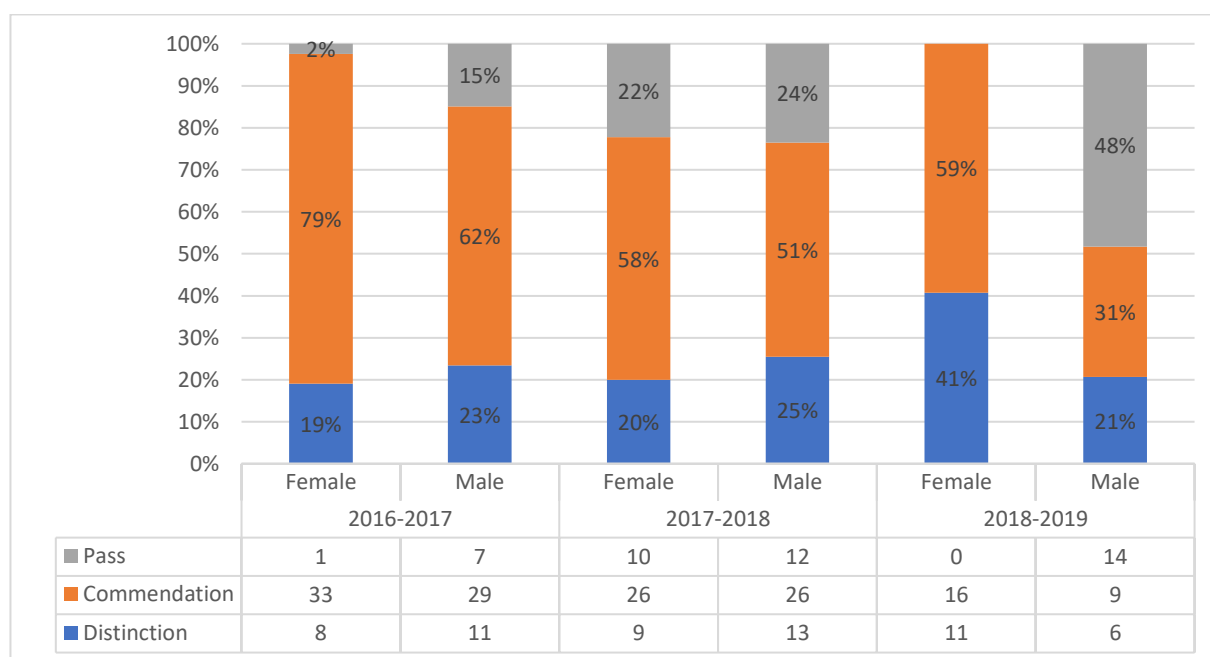


Figure 19. PGT degree attainment by gender

Although male students outnumbered female students in attaining a higher proportion of Distinctions between 2016-2018, these statistics shifted positively in 2018-19 for women. What is worrying, however, is that men seem to be performing increasingly worse across the three years. By 2018-19 the number of men receiving Distinctions and Commendations reduced considerably and the number receiving a Pass increased to almost half of the male cohort (**See AP4.3**).

(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.

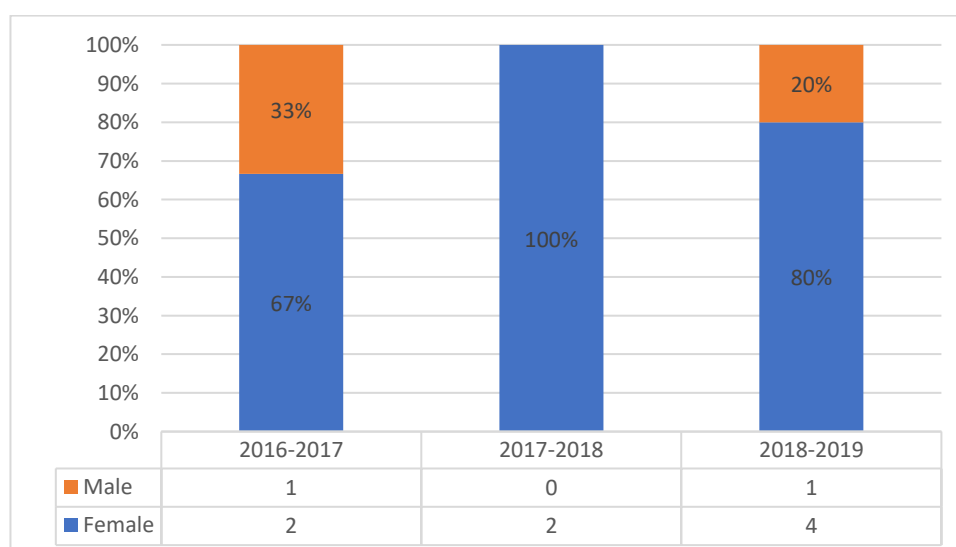


Figure 20. Number of full-time PGR students by gender

Our PGR programmes are still in their infancy. The number of students is tiny and therefore no generalisations can be made. There is no one studying part-time and there has been one successful completion (F) to date (February 2020). More women have undertaken research degrees than men, proportionally greater than the national average of 52.3%F:47.7%M in Law (Advance HE, 2019) (See AP4.1).

Applications, Offers and Acceptances

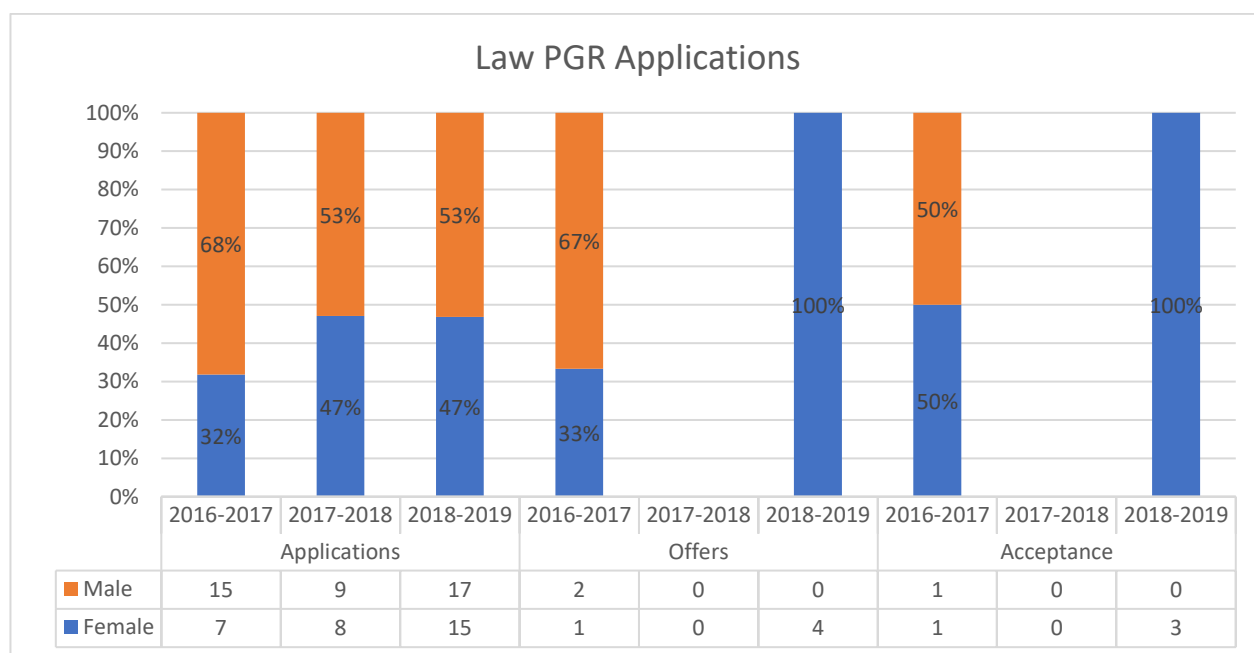


Figure 21. PGR applications, offers and acceptances by gender

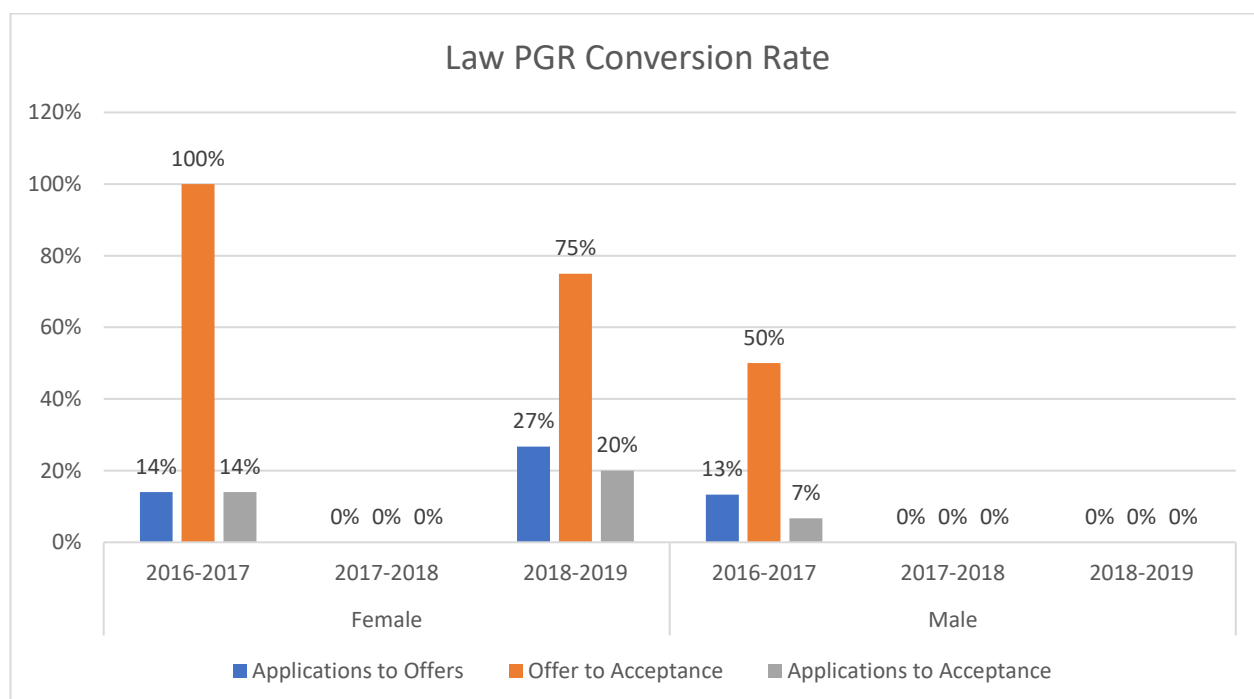


Figure 22. PGR recruitment conversion rates by gender

No offers were made during 2017-18 based on the quality of proposals, qualifications and/or unsuccessful formal interviews. Further to this, there was an initial rule which required a first/distinction at both the LLB and LLM level which hindered recruitment levels. This has subsequently been broadened to accept at least upper second-class/commendation for both LLB and LLM. As a result of this change, the number of accepted applicants increased in 2018-19.

We consistently receive more applications from men, yet all offers made in the last two years have been to women. Upon further investigation with our PGR Lead, the offers made were based on the quality and feasibility of the specific research project including relevant qualifications, and it is not anticipated that there is a gender bias. The above-mentioned change in accepted qualifications could help increase offers for both men and women (**See AP4.2**).

The decision for PGR growth in HLS was taken in 2017 when the first research roles were advertised. We are keen for this to continue to complement and nurture the wider research culture of the School. HLS is offering PhD Scholarships to exceptional students and during 2018-19, six were advertised but only four (all women) successful. From July 2020 we will offer a total of nine scholarships. It will be crucial to consider how AS will be integrated into the strategy of growing these programmes, notably in recruiting students (**AP4.4**).

AP 4.4 Integrate AS values into the expansion of the research degree programme.

(v) Progression pipeline between undergraduate and postgraduate student levels

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

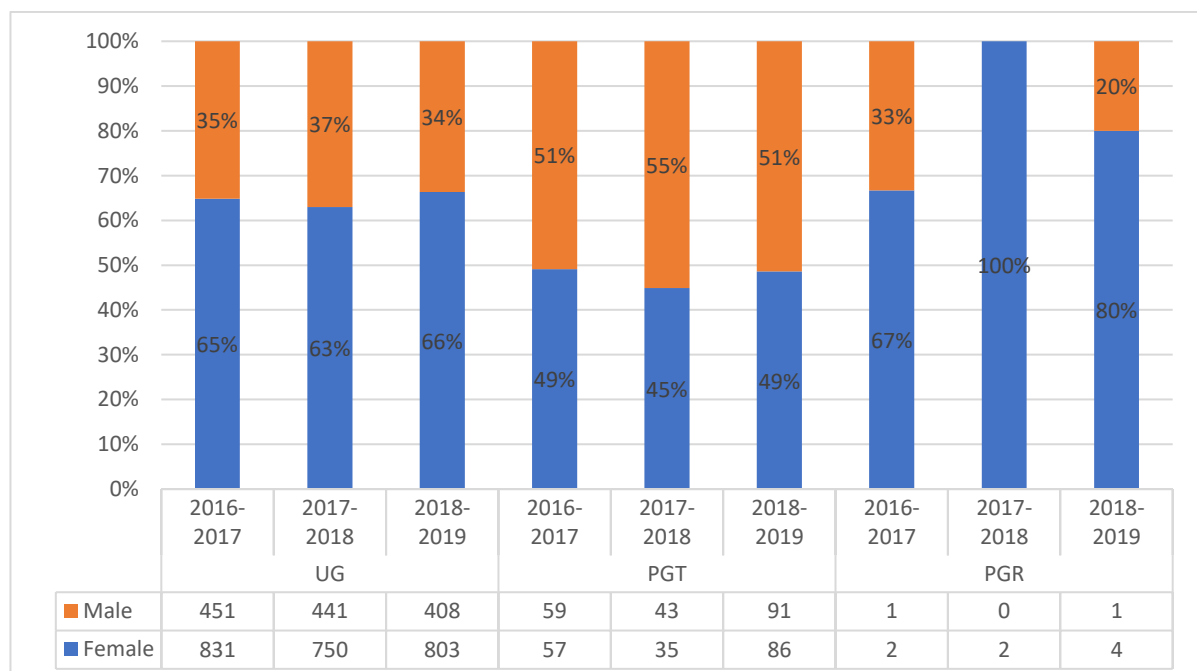


Figure 23. HLS student pipeline from 2016-2019 by gender

HLS has somewhat of a complex student pipeline. We have a significant overabundance of women at UG-level, which does not translate to PGT-level where there have been more men studying and applying. The trend reverses at PGR level with more women studying but more men still apply. Considering this, for women there seems to be a 'leakage point' in student progression from UG to PGT levels. And for men, the difficulty lies in the initial UG entry-point and at PGR-level. These issues will continue to be assessed as both our PGT and PGR programmes grow and will be addressed by various targeted actions (**AP4.1-4.4**).

(1,144 words)

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.

Grade	Academic Posts	Research Posts
Academic Manager/Professor AM1, AM2, AM3, AM4, AM5	Academic Managers including Deans of School/Heads of Department/Associate Deans	Professor
UH9	Principal Lecturer/Associate Professor	Reader
UH8	Senior Lecturer	Senior Research Fellow
UH7	Lecturer	Research Fellow
UH6	N/A	
UH5	N/A	Research Assistant
UH4	N/A	

Table 8. Pay and grading structure for Academic/Research salaried staff at UH

All academic staff in HLS are on academic contracts (covering both teaching and research). The one exception from 2016-17 was a full-time staff member (female) on a research-only contract; however, since 2017-18 there are no research-only contracts. The ratio of women to men is inconsistent with national trends (51.4%F:48.6%M, Advance HE, 2019) but is proportionate to the representation within our student body. Positively, seven men (four of whom are BAME) were recruited in 2018-19 and this is an area we intend to target further (**See AP4.5**).

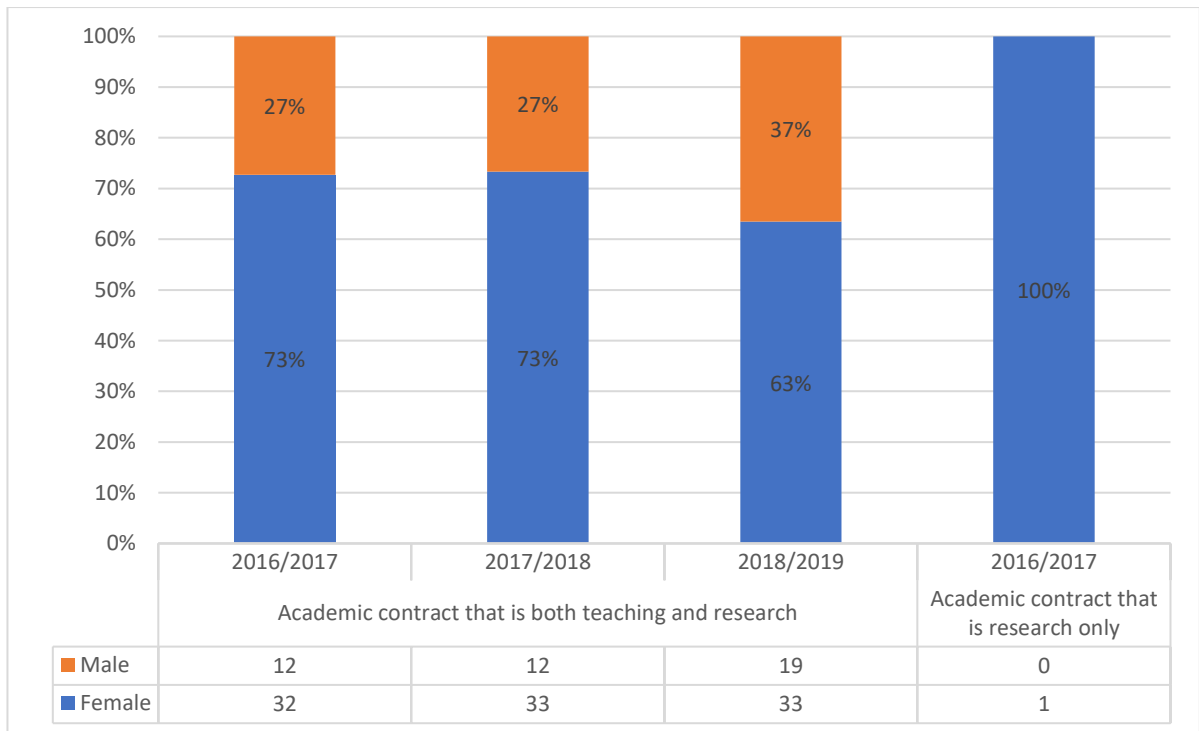


Figure 24. Academic contracts by gender 2016-19

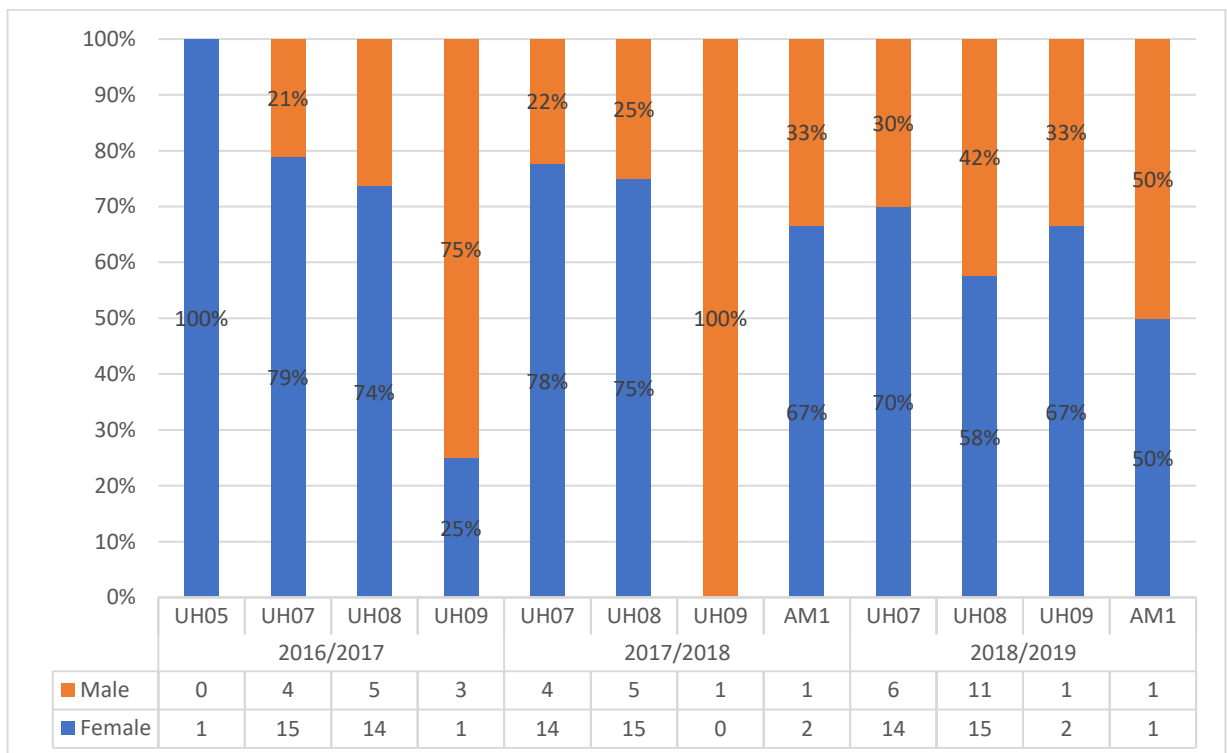


Figure 25. Academic staff by gender and grade 2016-19

Figure 25 demonstrates a positive change in the representation of women in the upper UH grades (UH9 and AM1). We have achieved the University Equality Objective of increasing the number of women at UH9 and above. This is an area that has been actively targeted by HLS and where we have seen success. For example, the School established an annual workshop for UH8 staff, available for

all but led by female members of the Senior Management Team (SMT), which outlines the steps to UH9-level (**See AP5.4**).

HLS's investment-led growth plan also focuses on increasing the scale and scope of middle-management positions (e.g. new UH9 posts), to provide more opportunities for progression within the School and upwards.

Further appointments at AM1-level have been made throughout the academic year of 2019-20. Although statistics for this year have not yet been disseminated, to date women now outnumber men at AM1-level, as two new female appointments have been made for Associate Dean Enterprise and Associate Dean International Development. Both appointments were fractional (0.5), which made the roles more accessible to women, particularly those with caring responsibilities.

The increasing and proportionate representation of women at senior levels is something to celebrate, particularly considering the over-representation of female staff in the School. We now need to address the under-representation of men at the entry grade (**AP 4.5**).

AP 4.5	Increase the number of male academic staff at UH7.
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- (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.

HLS has an excellent record (2018-19: 100%F:100%M) in terms of the proportion of men and women on permanent contracts, which are significantly higher than the national average (66.5% Advance HE, 2019).

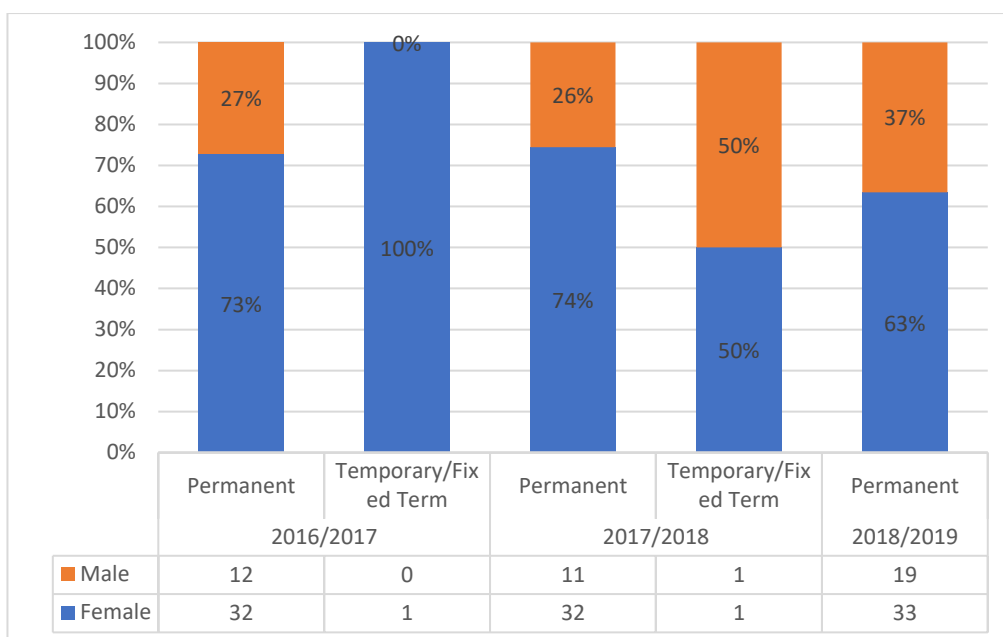


Figure 26. Permanent and temporary contracts by gender and contract type 2016-19

Very few staff have been employed on fixed-term contracts over the past three years (UH8-3F:1M), with all temporary contracts being transitioned to permanent by 2018-19. The School employs Visiting Lecturers (VLs) who fall under casual staff. We have a good history of transitioning employees' statuses to permanent part-time or full-time contracts: although there has been a greater proportion of female VL appointments over the past three years, eight (6F:2M) transitioned to permanent contracts between 2016-19.

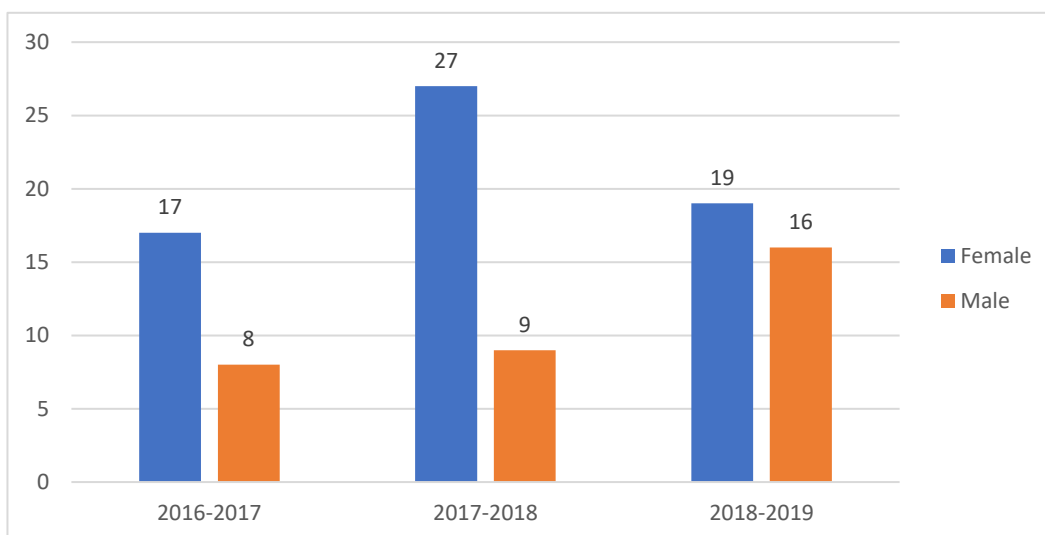


Figure 27. Number of VL appointments by gender

HLS does not employ staff on zero hours contracts and makes attempts to utilise part-time staff who may want to increase their teaching hours for short periods of time. If additional teaching cover is needed due to staff sickness, part-time staff are offered additional teaching hours and are paid extra on additional VL contracts.

Although VL contracts can be viewed as undesirable due to their lack of permanency, they can also offer opportunity to early career academics and PhD students who want to gain teaching experience at HE level. The higher number of male appointments could also improve the visibility of men in the School.

(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.

Eighteen members of staff left HLS over the period – two at the end of fixed-term contracts (both female), one retired (female) and fifteen moved to other jobs (11F:4M). The ratio of staff who moved to other jobs is identical to the proportion of staff in HLS during 2016-18 (73%F:27%M), and close in proportion to staff numbers in 2018-19 (67%F:33%M), so we do not feel that this is necessarily a gendered trend.

Academic Leavers	2016-17		2017-18		2018-19		Total
	Count	%	Count	%	Count	%	Count
Female	1	7%	6	43%	7	50%	14
Full time	1	9%	4	36%	6	55%	11
UH04	-	-	1	100%	-	-	1
UH05	1	33.3%	1	33.3%	-	-	2
UH07	-	-	1	50%	3	75%	4
UH08	-	-	1	100%	3	100%	4
Part time	-	-	2	33%	1	17%	3
UH05	-	-	1	50%	-	-	1
UH08	-	-	1	100%	1	100%	2
Male	1	25%	2	50%	1	25%	4
Full time	1	33.3%	2	66.6%	1	100%	4
UH07	-	-	1	100%	1	25%	2
UH08	1	100%	-	-	-	-	1
UH09	-	-	1	100%	-	-	1
Total	2	11%	8	44%	8	44%	18

Table 9. Number of academic leavers by grade, gender and full/part-time status

There has been a gradual increase in full-time female academics leaving the School, largely due to pursuing opportunities elsewhere. Reasons for staff leaving have included:

- Achieving further progression at senior level
- Catering research interests to the expertise of specific institutions
- More affordable housing by moving outside of the surrounding London area

Until recently there have also been few middle management positions for staff to aspire to. This has changed with the growth plan mentioned above and it is hoped that staff will look to progress within the School rather than pursuing opportunities elsewhere. The Dean will be personally monitoring the impact of such changes and will hold further focussed meetings with the SMT on leavers to ensure everyone can undertake an exit interview (central process currently being reviewed by HR) **(AP4.6)**. It should be noted that male academic leavers have fallen in the last year, as have the number of part-time female academic leavers.

AP4.6	Monitor impact of growth plan on staff leavers and liaise with HR on improving exit interview process, feedback dissemination and increasing staff uptake.
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(741 words) **Total word count for Section 4: 1,885**

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.

HLS follows University recruitment procedures, with interview panels including at least one person of each gender and from a diverse ethnic background. HR monitors the School's adherence to University Equal Opportunities criteria. Interview panels are chaired by the Dean (F). All panel members attend Recruitment and Selection, Equality and Diversity and Unconscious Bias training. As well as the interview, candidates deliver presentations/mock teaching sessions to staff, who provide feedback to the Dean.

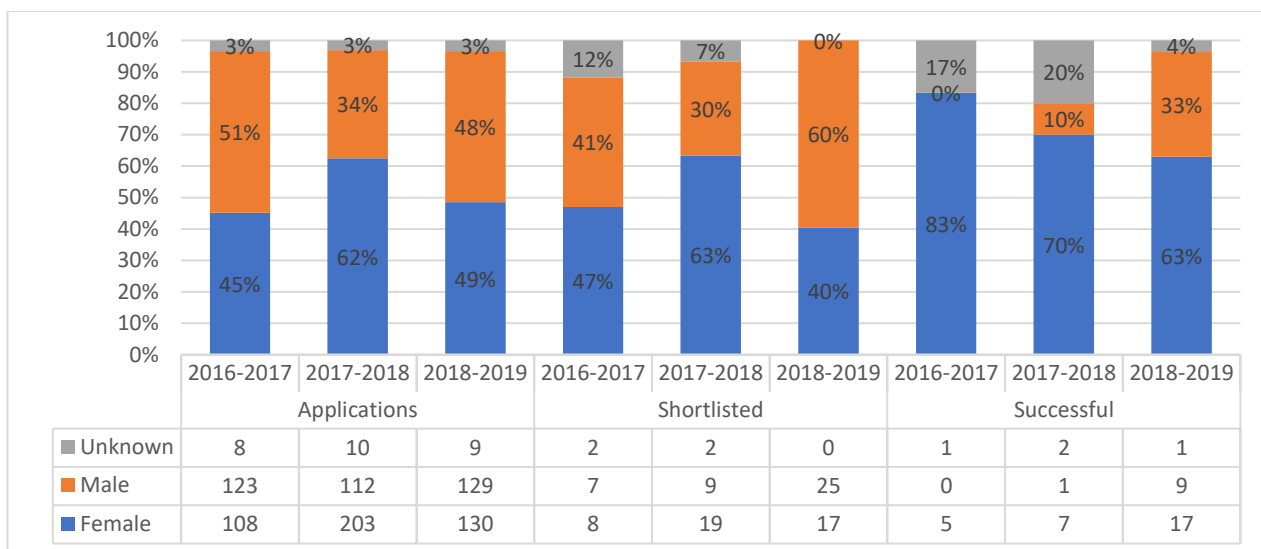


Figure 28. Academic staff recruitment 2016-19 by gender

During 2016-19, the data reveals that 26 (72%) of the 36 appointments made were female, 9 (25%) were male and 1 (3%) chose not to disclose their gender.

On average, more men than women applied for lectureships, particularly at UH7 level, although there was a marginal shift in these figures during 2017-18:

- 105M:48F applicants (2016-17) for permanent UH7 positions
- 31F:25M applicants (2017-18) for permanent UH7 positions
- 46M:32F applicants (2018-19) for permanent UH7 positions

Despite more men applying, Figure 29 below shows that women are more often successful. The imbalance in the number of men applying *and being appointed* in the School needs to be scrutinised further to ensure there are no biases in the recruitment process. This is especially pertinent considering the under-representation of male academic staff, particularly at UH7 level (**AP5.1 and See AP4.5**).

AP 5.1	Investigate gender imbalance in recruitment and further embed EDI into recruitment strategies.
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Greater gender parity is present at UH8 as the data reveal that, out of the 13 appointments made, 7 (54%) successful appointments were female and 6 (46%) were male.

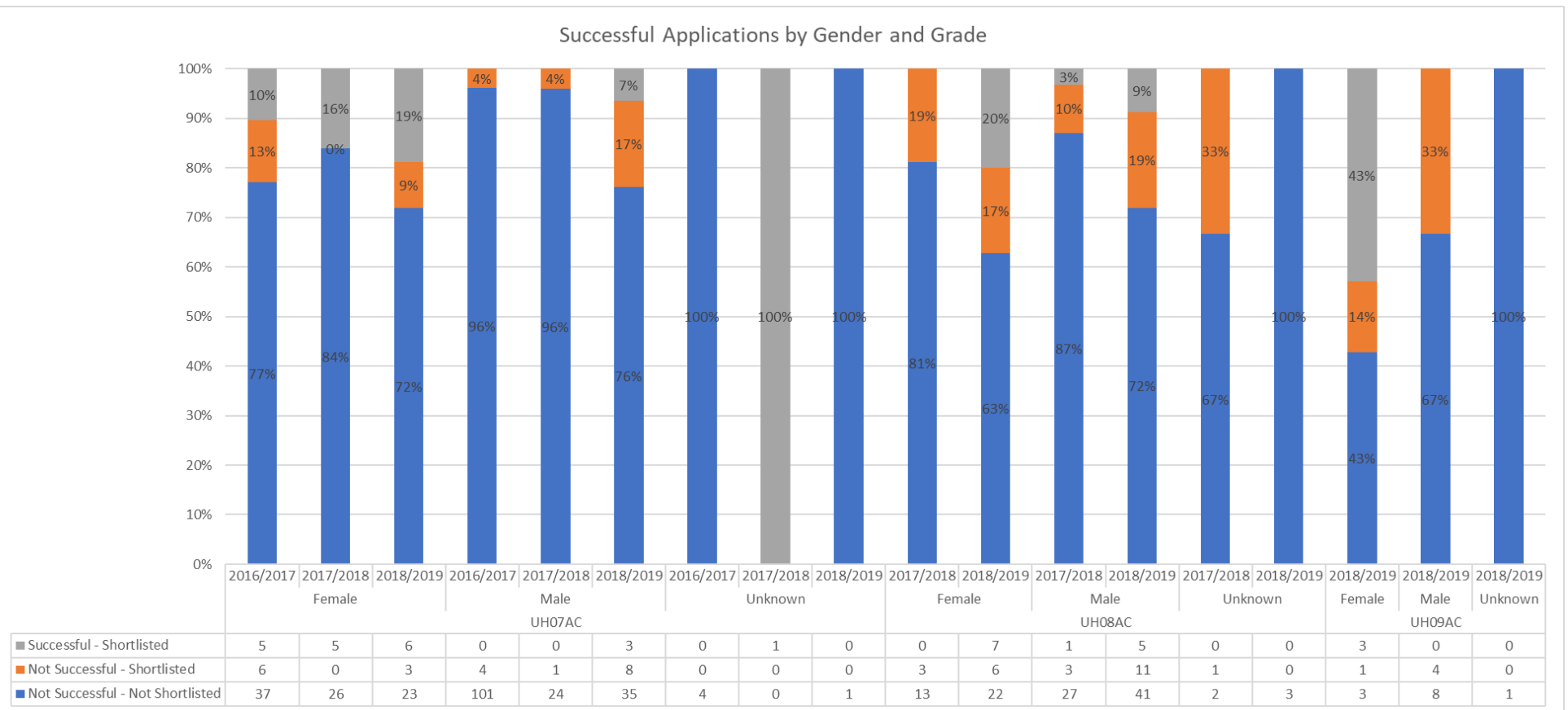


Figure 29. Applicants by gender and grade 2016-19

(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.

New staff undergo a range of induction and training activities. Mentors are provided to staff in their first year in HLS and can be relied upon for support, advice and information where needed.

Activity	Offered by	When
Introduction to HLS	Line Manager	At start of post
Health and Safety training	UH Central Induction Team	During Central Induction on starting at UH
Equality and Diversity training	UH Central Induction Team	During Central Induction on starting at UH
Library and Computing Services familiarisation	UH Central Induction Team	During Central Induction on starting at UH
Work practices, policies, procedures familiarisation	In-School induction: Line Manager and mentor, guided by HR checklist	During first 12 months in post
UH Research Information System (RIS) training	Central UH training events	During first 12 months in post
Continuing Professional and Academic development (CPAD) course	UH Learning, Teaching and Innovation Centre (LTIC) - accredited course (60 masters level credits)	During first 1 -2 years in post – length of programme depends on staff's previous teaching experience

Table 10. Induction activities for new staff

The staff survey revealed that 57% of staff (Figure 30) felt that their induction to HLS was inadequate, with many qualitative responses indicating that no induction was received. Women comprised the highest category of complainants.

"it was very much a case of sink or swim" (F PT Academic: 10-20 years in position)

"most of my training modules didn't work during my first week and this wasn't adequately addressed...I was very much thrown in at the deep end with little support provided" (F FT Academic: less than 2 years in position).

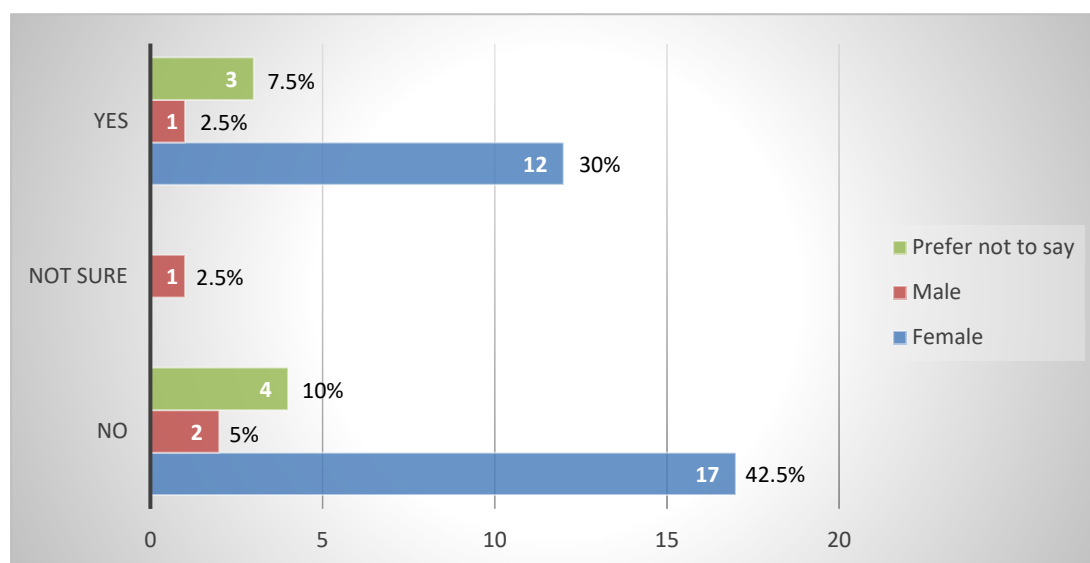


Figure 30. Survey results: Did you feel that your induction into your role was adequate?

It should be noted that the staff survey included both long-serving and new staff. But considering the recent uptake in new starters, it is disappointing to see the trend still pointing towards inadequate. These findings highlight the need to review local induction process and provide improved monitoring of its effective implementation (**AP5.2**). Currently, staff training on effective induction continues and a staff handbook is being developed. All new staff are also appointed a mentor.

AP 5.2	Improve local induction process and provide closer supervision of its effective implementation.
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(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.

Academic staff can apply for a promotion via the Equate Job Evaluation System by completing a detailed portfolio of evidence outlining the ways in which they meet the criteria for a promoted grade. Afterwards, the form must be approved by the individual's line manager and the Dean. It is then assessed by HR before being approved by the Deputy Vice Chancellor to ensure organisational equity.

Until the 2019-20 academic year when an annual 'academic promotions round' was instigated by the University, applications for promotion could be submitted at any time throughout the year and as a result no data were kept for this. The only exception is for the Associate Professor pathway which began in 2018 (see Table 12 below: 2F:0M applications, 1F success). Therefore, we have not been able to

calculate success rates for all promotions and are only able to provide data on the number of successful candidates. However, we will monitor success rates from 2019-20 moving forward to see if any issues arise **(AP5.3)**.

AP 5.3	Monitor success rates for promotion in annual academic promotions round.
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Year	Female				Male				Total
Promotional Grade	FT		PT		FT		PT		
2016-17	2	50%	1	25%	1	25%	0	0%	4
UH08	1	33%	1	33%	1	33%	0	0%	3
2017-18	5	72%	1	14%	1	14%	0	0%	7
UH05	1	100%	0	0%	0	0%	0	0%	1
UH08	3	100%	0	0%	0	0%	0	0%	3
AM1	1	33%	1	33%	1	33%	0	0%	3
2018-19	3	60%	1	20%	1	20%	0	0%	5
UH05	1	100%	0	0%	0	0%	0	0%	1
UH08	2	50%	1	25%	1	25%	0	0%	4
Total	10	63%	3	18.5%	3	18.5%	0	0%	16

Table 11. Promotions by gender and FT/PT status

Table 11 shows that in HLS more women than men were promoted, primarily to UH8 Senior Lecturer positions. The number of promotions between 2018-19 were not proportionate to the overall gender balance of HLS (67%F:33%M 2018-19); with only 20% of male staff promotions. Promotions at this level were due to programme development, programme leadership, admissions/recruitment and EDI efforts (including AS). The three promotions to AM1 saw long-standing members of staff become Associate Deans of Learning and Teaching (1M), Research (1F), and International and Development (1F) (as mentioned previously, in more current data this is now four with the new Associate Dean of Enterprise). There are low number of staff transitioning from UH08 to UH09 level; this is an issue we intend to address as a School (see below).

Associate Professorships 2018	Total of applications received	AP in Research	AP in Learning & Teaching	AP in Enterprise & Entrepreneurship	Gender Overall split
1. Initial applications	2	2F, 0M	0	0	2F
2. Supported by Dean of School	2	2F	0	0	2F
3. Progressed to Interview	1	1F	0	0	1F
4. Successful at interview	1	1F	0	0	1F

Table 12. Associate Professor applications to success by gender

No applications for Associate Professor were submitted from HLS in 2019. However, the Dean is encouraging people to explore this route, with more staff becoming eligible as they build up their profiles. We also hope that the recent appointment (2019-20) of an AD of Enterprise (F) will help increase applications in this area.

According to the staff survey results, when asked if they understood the promotions process:

- 10% ($n=4F$) of colleagues 'strongly disagreed'
- 18% ($n=7F$) 'disagreed'
- 23% ($n=5F:2M:2U$) were 'neutral'

The 51% ($n=16F:2M:2U$) of those sitting on a neutral to strongly disagree borderline reveals a wider issue concerning the transparency of the promotions process. Due to this, the AS Champion and Dean started the *Equate Engagement Series* (EES) which involves an annual workshop and mini workshops at grade-specific levels (**AP5.4**). All staff wishing to progress are encouraged to attend and this will help both women and men develop, given that the data show the latter have been promoted less often in the School.

EES Attendance:

- 2019 - 14F:1M
- 2020 - 9F:7M

AP 5.4

Ensure transparency in the promotions process and increase awareness of personal development opportunities.

The aim of the EES is to clarify the promotions process and advise colleagues on how to cater Continuing Professional Development (CPD) choices to their applications for promotion.



The Dean delivering the EES in January 2019 (left) and January 2020 (right)

Qualitative data collected from the first workshop saw staff recognise the EES as an opportunity to take '*individual responsibility for their career progression*' and

view their CPD as a *‘living document’*. The issue of maternity leave was also raised as a *‘big challenge which can delay career progression’* (See AP5.4 and AP5.6). These issues are addressed as part of the wider EES series, with mini workshops entitled *‘Caring Commitments and Your Career’* and *‘The Road to UH09’* being organised for the next academic year.

AP 5.5 Integrate EDI work and support into promotion and progression criteria.

(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 REF 2021 will be HLS’s first application, within which there are several issues. These require institutional as well as School-level responses, which need to be focussed around staff with caring responsibilities and high levels of teaching commitments.

Informal interviews with research-active staff highlight a gendered issue around research time allocation. Female academics who were unable to submit to an institutional mock REF due to being on maternity leave were informed that their research time would be cut as their key performance indicators (KPI) were not met. This was also the case for Early Career Researchers (ECRs) (all female). Such findings emphasise a deep-rooted problem of research support, particularly for ECRs and those with caring responsibilities. This

“I was given a generous teaching workload but still managed to push ahead with my research. I produced two papers in my first year at HLS but, due to lengthy publication turnaround times, I was informed my research allocation would be halved as I couldn’t submit to the mock REF.”
(ECR, F, UH07)

feeds into a wider culture in HLS which needs to be addressed in order to improve the research standing of the School and ensure continued female progression.

Year	Female		Male		Total	
2016-17	9	69%	4	31%	13	100%
2017-18	10	71%	4	29%	14	100%
2018-19	7	39%	11	61%	18	100%

Table 13. Research time allocation in work programme by gender

As evidenced in Table 13, there is a clear gender discrepancy in research time allocation which, although more proportionate to the overall gender balance of staff between 2016-18, has completely swapped to favour men in the last year. This trend is deeply concerning and greater gender parity in this area is required, alongside a review of the time allowance for research.

HLS management will continue to monitor and institute initiatives to address the impact of caring responsibilities, particularly with regard to new appointments and the research career progression of existing female staff **(AP5.6)**. This will be done primarily through staff development activities, including policy workshops to influence institutional policies, the appraisal system, and the EES **(See AP5.4)**. It will also include monitoring concerns over the balance between administration, teaching, and research for individuals. The SMT also encourage flexible working applications.

AP 5.6	Rectify gender discrepancy in research time allocation through review of time allowance and enhance support for ECRs and those with caring responsibilities
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HLS will also ensure that staff not attached to REF units are provided with equal support to develop their research. This can be done through QR research monies being diverted from REF units to non-REF subject areas to support researcher development **(AP5.7)**.

AP 5.7	Enhance the research support provided for staff not attached to REF units in order to ensure equity across the School.
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5.2. 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?

There are numerous development opportunities available to all staff in HLS, most delivered centrally. Regular emails are sent out by the institutional development team. Staff are allocated time in their work programmes for training workshops and are encouraged by line managers to attend particular courses.

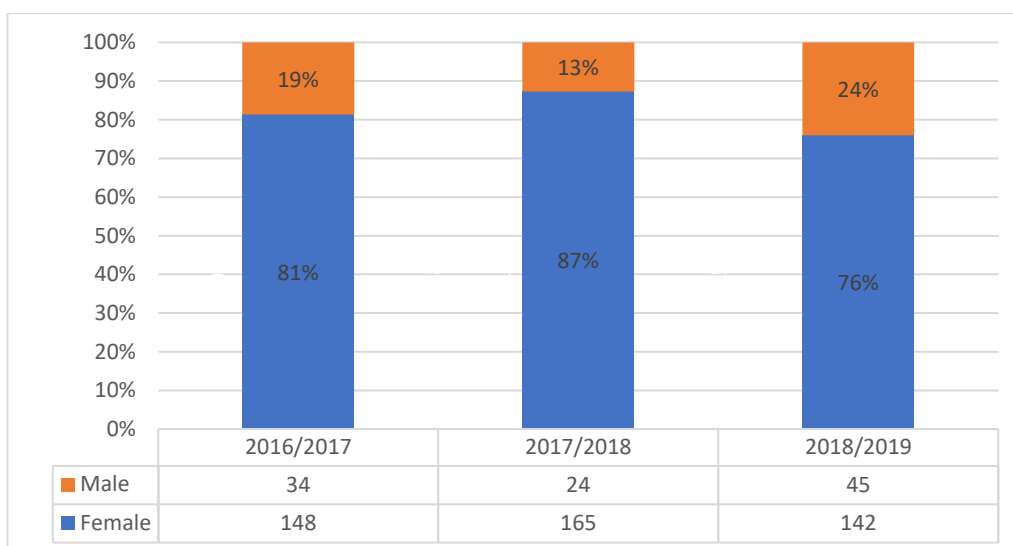


Figure 31. Uptake of academic staff development and training by gender

According to the staff survey, 88% felt they were able to access training/development opportunities that would advance their careers. Of those who agreed, 73% of female staff (29) felt positive about this. Opportunities for training will be further promoted through the EES, with an emphasis on how they can be catered to applications for promotion (See AP5.4).

Core areas of training and development at UH:

- About UH
- Business and Enterprise Practice
- Enhancing Educational Practice
- Equality, Diversity and Inclusion
- Health, Safety and Wellbeing
- IT Systems and Applications
- Leadership and Management
- Personal Skills
- Professional and Administrative Practice
- Research Practice

(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.

Appraisals in HLS are carried out once a year, with an additional interim review after 6 months. The appraisal provides a productive space to discuss performance, with a focus on progression, support and setting targets for the following year. Staff are required to have attended training workshops throughout the year and are expected to discuss how these have helped develop their overall performance. An Action Plan is formulated and support is provided to meet objectives and achieve long-term career goals.

All salaried staff (including VLs) participate in appraisal and 95% of staff have completed them. Unfortunately, the staff survey revealed a significant percentage of staff (particularly women) didn't find the appraisal system useful for planning career development (Figure 32). HLS needs to ensure that staff have confidence around appraisal utility **(AP5.8)**.

AP 5.8 Improve staff confidence around the utility of appraisal as an effective tool for development.

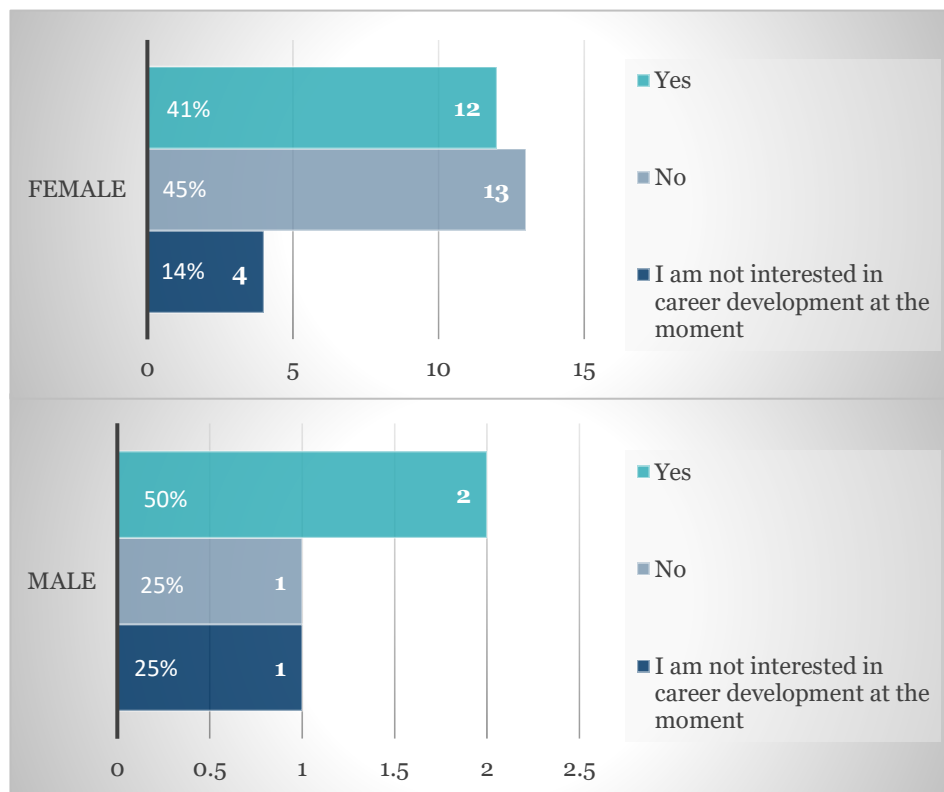


Figure 32. Staff survey results: Do you find the appraisal system useful for planning your career development?

(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.

Academic staff in HLS are supported through the appraisal system, where guidance for career progression should be discussed with their line manager. They are also encouraged by the SMT, development team and programme leaders to attend training sessions catered to their individual development.

Staff are also encouraged by the University to consider leadership roles by nominating annually for Advance HE's Aurora and Diversifying Leadership programmes. Unfortunately, Aurora nominations have been largely overlooked in

HLS. Positively and more recently, three candidates (2F:1M) were put forward for Diversifying Leadership in 2020 and one woman was successful. HLS will encourage further nominations for both programmes moving forward and advise female staff invested in leadership roles to apply via their line managers (**AP5.9**).

AP 5.9	Encourage nominations for female staff to attend Advance HE's Aurora and Diversifying Leadership Programmes.
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The Equate system enables managers to take an active role in advising staff on what they need to do to get a promotion, and we are further encouraging line managers to be more engaged in this area as part of the EES (**See AP5.4**). Most female and male staff found their line manager to be a source of encouragement for career progression (Figure 33).

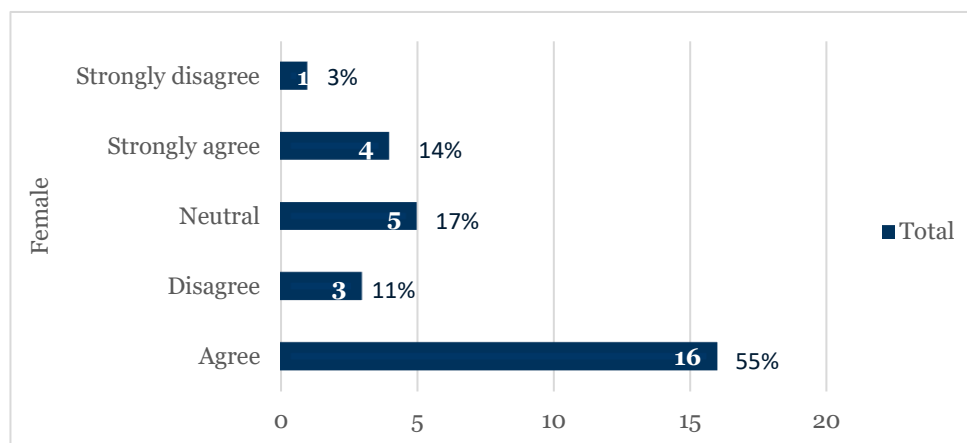


Figure 33. Staff survey results: 'My manager encourages me to take on new roles that enable me to develop in my career'.

Survey results further show that 50% of staff ($n=20$: 14F:1M:5U) didn't feel there were adequate opportunities to support their development as a researcher. Qualitative responses again drew attention to the lack of support for ECRs. HLS has a yearly research seminar series which allows all staff to present their research in a supportive conference-style format. ECRs are particularly encouraged to present but HLS will work towards greater sustenance in this area, alongside the ADR having informal discussions with ECRs about measures to improve (**AP5.10**). The actions in Section 5.1(iv) relating to the REF and research time will also help with this issue.

AP 5.10	Provide further support for individual career development, particularly for ECRs.
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Postdoctoral researchers in HLS are granted a research time allocation in their work programme, with full-time members of staff also being allocated PhD post-

completion work time where necessary. All staff also receive .1 scholarly activity time.

Staff are encouraged to apply to become Associate Fellows/Fellows/Senior Fellows of the HEA, with 28 (19F:9M) holding a category of Fellowship. Others have some form of alternative teaching qualification or are working towards one. The development team holds 'Applying For HEA Recognition' workshops, alongside 'HEA Writing Opportunity' workshops which staff are encouraged to attend. Additionally, all staff who successfully complete the CPAD programme are awarded HEA Fellowship. The Dean is personally motivating staff to progress through HEA fellowship levels and is herself applying for Principal Fellow status to inspire others as well.

Several staff felt that there were a variety of steps the School could offer to benefit individuals' career development (staff survey) that we have addressed. These included information and advice on applying for grants (**See AP 5.14 and EDIT Network 3 below**), career advice (EES), supervisory skills (Doctoral College/HEA Training) and increased networking within the department (Tea and Talk/Lunch and Write). This provides incentive to work towards more networking initiatives which focus on developing research-based roles (**See AP5.10**).

EDIT Network 3	Rationale	Target	Staff/Students Involved
Research, Collegiality and Support Network	<ul style="list-style-type: none"> Feedback from staff revealed that more needs to be done to establish a research community in HLS Support particularly needed for ECR's, alongside opportunities for collaboration amongst more established researchers <p>Network will:</p> <ul style="list-style-type: none"> Host four workshops per year focusing on the road to publishing, networking, funding and conference organisation 	All research-active colleagues, alongside colleagues who wish to seek support as ECR's	Lead: AD Research

Another key area of development sought by female staff centred around mentoring. Although HLS has a mentoring system in place, this needs to be revised to become a more effective tool in the development process, with mentors initiating meetings as opposed to remaining dormant unless approached by mentees (**AP5.12**).

AP 5.11	Revise the mentoring system to ensure it is actively and effectively used.
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(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).

There is a range of support available to students in HLS, at both School and subject-level. Although there is some overlap, opportunities are increasingly divided between the CJC programme and the LLB/LLM programmes. The amalgamation of the Law and CJC programmes is an issue that has been raised in the past as problematic, predominantly by CJC students (both female and male). HLS is working to differentiate between the two programmes and ensure CJC-focused career events take place. Progress in this area can be seen in the 'Criminology Careers and Volunteering Opportunities Events' which ran from January-February of 2020 and included talks on careers in counter-terrorism, prisons, policing and discussed PG options.

SST's also hold individual meetings with Level 6 students to discuss their future. This regularly involves considering the option of postgraduate study, helping them identify appropriate courses and institutions, and writing references for them. We aim to host a 'Considering Postgraduate Study?' event which will run separately for the LLB and CJC programmes, with a focus on engaging female UG students as their numbers decrease at the UG to PGT stage (AP5.12). We also hope that the eventual implementation of an MA in Criminology will serve to inspire HLS CJC students to consider the option of PGT study.

AP 5.12 Work towards greater distinction of Law and CJC events and hold PG study events for students.

A PGR student (F), who is one of EDIT's ESO's, has drawn attention to the need for more PGR networking opportunities within HLS (EDIT Network 4). HLS's PGR students can also teach from their second year of study, undertaking the CPAD programme. Successful completion results in automatic Fellowship of the HEA.

EDIT Network 4	Rationale	Target	Staff/Students Involved
Postgraduate Student Network	<ul style="list-style-type: none">Feedback from the PGR ESO (F) indicated that more needs to be done for our growing cohort of PGR students in terms of socialising, sharing ideas and helping promote a sense of belonging as PGR study can be isolating. Network will:	Postgraduate students (PGR initially and eventually PGT)	Lead: PGR ESO (F)

	<ul style="list-style-type: none"> • Implement a variety of social, research and networking events to help bring together our small but growing PGR community • Organise School-level PGR conference <p><i>*NB:</i> Once PGT representation on the EDIT is secured, more streamlined initiatives for PGT students will be implemented</p>		
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The CJC UG programme is still quite new (having just received its fourth year of students) and the development of a PG programme is being discussed. Doing so will allow for individual staff development and will encourage UG students to aspire to PG study, with a focus on the progression of female students to PGT level (**See AP5.12**) and the recruitment of men who are underrepresented. Consultations on how to do this will continue to take place but recent suggestions from staff have included ensuring marketing imagery features more men, alongside more male academic staff leading Open Days and outreach activities (**AP5.13**).

AP 5.13	CJC Team to adapt marketing and outreach activities in development of PG programme to encourage more applications from men.
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HLS offers a range of co-curricular activities (CCAs) which enable students to improve their confidence, research ability and understanding. CCAs include *Trial Advocacy* and *Mooting* for LLB students, which take place in the replica Crown Court, and *Restorative Justice Training* and *Forensic Psychology Skills* for CJC students. Once students have accumulated hours at co-curricular sessions (or through voluntary work/community engagement/research), they are eligible for a *Go Herts Award*. The award demonstrates the transferrable skills that will stand them in good stead for their future careers.

At School-level, the employability fair is run each academic year and allows students to engage with a variety of employers. Support is also given at an institutional level by the Careers and Employability Team who run drop-in sessions, alongside the online Career Hub which provides students with a wealth of career information, allows them to search for jobs directly, and ask questions which are sent directly to a career's adviser.

Furthermore, HLS opened its Law Clinic in October 2019, offering HLS students the experience to work on client cases and build their CV alongside their studies. 85 female students and 21 male students of all different course levels currently volunteer in the clinic, providing valuable first-hand experience in dealing with clients under the guidance of a qualified lawyer.

(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 UH Research Office provides support to all academics preparing research funding applications. Research activity is further supported by the ADR.

The data in Table 14 reveals that female academics exclusively applied for research grants between 2016-19. This decline in overall submissions is being addressed as part of wider discussions on research productivity in the School.

Year of Submission	Gender				
	Female		Male		Total
2016	5	100%	-	0%	5
2017	5	100%	-	0%	5
2018	3	100%	-	0%	3
2019	2	100%	-	0%	2
Total	15	100%	0	0%	15

Table 14. HLS research grant applications by gender 2016-19

When asked about equality of treatment with respect to funding, 90% of staff in HLS felt there was no gender difference, but a few respondents thought that women were slightly disadvantaged (3F:1Undeclared).

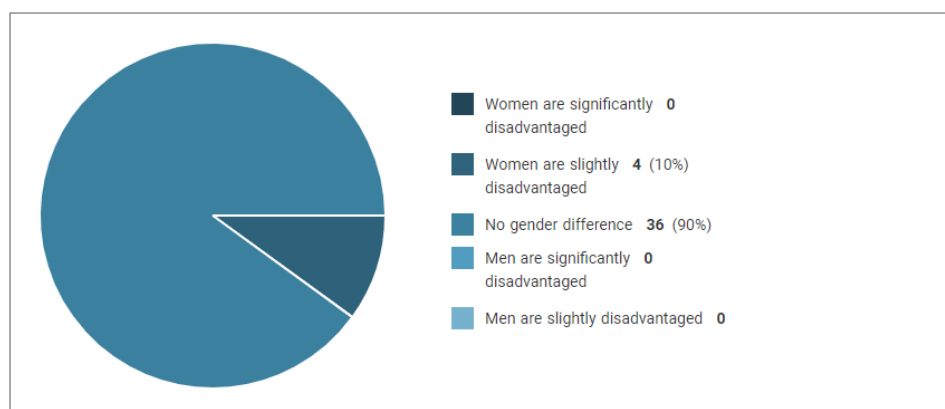


Figure 33. Staff survey results: What is your perception of the equality of treatment in your School with respect to funding?

A focus group discussion with staff (5F:2M) revealed more insight into this and drew attention to the issues of time constraints and caring responsibilities, with female staff members considering research grant applications more of an opportunity to those not experiencing the *'double burden' of unpaid domestic labour beyond teaching and research hours*. These findings further highlight a

need to address the ways in which women may be more disadvantaged in developing their careers in this area than their male counterparts, an area we hope will be improved through efforts from the EES and the Working Parents Network (See AP5.4, 5.5, 5.6 and EDIT Network 5).

HLS is in the very early stages of development regarding research activities and needs to aspire to build up a solid funding application record. Both female and male staff expressed an interest in more advice on applying for grants in the staff survey. A series of discussions led by the ADR will therefore take place and address the issues in this area, with a focus on female researchers with caring responsibilities (AP5.14).

AP 5.14	Provide further information and advice for staff on applying for research grants.
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The AS Champion implemented a new initiative in January 2020 called *Lunch and Write* which aimed to drive forward research efforts in the School. It involves a 2.5-hour workshop (twice per Semester) and is open to all academic staff and PGR students. Two core hours are for working on research or grants, alongside a half hour window of networking, allowing colleagues to share and gain feedback on their projects.

Beyond this, HLS continues to encourage women to join the Academic Women's Advancement Group (AWAG) who run grant writing retreats twice per year.



Image from the *Lunch and Write* session held in February 2020 (attendance 5F:1M).

(2,759 words)

5.3. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

(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.

Four female academic staff went on maternity leave during the past three years, alongside three male academic staff taking paternity leave. No professional staff have taken leave.

	UH4	UH5	UH6	UH7	UH8	UH9	AM1	VL
16-17	-	-	-	2	-	-	-	-
17-18	-	-	-	-	-	-	-	-
18-19	-	-	-	2	-	-	-	-
Total	-	-	-	4	-	-	-	-

Table 15. Uptake of maternity leave 2015-19

Prior to a staff member going on maternity leave, the line manager advises them to contact the Employee Support team to get advice on their rights and entitlement, which includes leave, pay, antenatal appointments, Keeping in Touch (KIT) days and signposts to the relevant policies on the staff intranet. Occupational Health (OH) is available to give advice on health and safety issues.

HLS usually covers staff antenatal appointments and maternity leave through sharing the workload amongst the wider School. This was seen during the maternity leave taken to date, as two members of academic staff (one UH7 and one VL) were asked to cover the teaching beyond their remit on the CJC programme during its first year. This essentially left the CJC degree with only two Criminology-focused lecturers running the programme which could be viewed as detrimental to both staff and students. However, due to the initial low intake of Level 4 students (43), cover during this time was adequate in terms of the staff-student ratio.

The School will revise its approach to cover during parental leave and look to build up a repertoire of VL staff who can be called upon to cover in such instances and when colleagues are off sick. This will remove the strain from the wider team who have existing responsibilities and enable a more balanced workload for all (AP5.15).

AP5.15	Establish a repertoire of VL staff (with a focus on recruiting men) to cover parental leave and/or long-term sickness leave.
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Further to this, discussions amongst staff have revealed that there is a noticeable lack of support and focus in HR guidance for women undergoing IVF treatment. One staff member (F) stated that “*practical considerations, such as having access to a private room to inject, is lacking*”. We aim to tackle this lack of support through the Working Parents Network and to lead institutional discussions to influence policy and practice in this area across the University.

AP5.16	Lead initiative to enhance support across the University for staff undergoing IVF treatment.
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(ii) [Cover and support for maternity and adoption leave: during leave](#)

[Explain what support the department offers to staff during maternity and adoption leave.](#)

Staff are made aware of the opportunity to carry out work activities for up to ten KIT days during their parental leave period, for which they receive compensation. This can be a beneficial way of keeping staff up-to-date with key changes and allow them to still feel engaged with their role whilst on leave.

One of the four staff who went on maternity leave used two KIT days to attend the School’s Away Day and sit on an interview panel, finding them useful in terms of staying engaged with the School and catching up with colleagues. Another member of staff from 18-19 stated she was called during her maternity leave and offered KIT days, alongside being informed of any pressing updates. Although she did not use her KIT days, she felt the phone call had kept her ‘in the loop’ which she found beneficial.

However, staff interviewed agreed that support and information before, during and after maternity leave could be improved. We will therefore invest time in improving line manager training on maternity leave and implement appropriate adjustments for pregnant or returning employees (**AP5.17**). Line managers will be educated to use the KIT day support documents and checklists made available through HR.

AP5.17	Develop line manager training on maternity leave and implement appropriate adjustments for pregnant or returning employees (such as flexible working agreements).
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(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.

On returning to work, staff have a discussion with their line manager about any suitable arrangements or adjustments. HLS is flexible regarding whether staff return on a formal or informal basis and take into consideration phased returns to work if this is requested, although we aim to implement more active discussions surrounding this **(See AP5.17)**. HLS has a good track record of female staff lowering their contracts from full-time to part-time, and eventually returning to full-time once their children are of school age. Informal flexible working agreements were granted to the two staff interviewed which meant that these academics did not teach beyond 4pm to ensure they could meet nurse pick-up times.

At present, there is only one room located on the De Havilland campus in the Business School (a floor up from HLS) that can be used for breast-feeding, and it is also a First Aid room. Concerns have been raised regarding the lack of availability of breast-feeding rooms, alongside the lack of privacy provided for the one room available as all staff can access it. HLS aim to lobby for more breast-feeding rooms to be made available on site, particularly after the completion of the new Business and Social Hub building in 2020 on the De Havilland Campus **(AP5.18)**.

AP5.18	Lead initiative to better signpost and increase number of breast-feeding rooms on de Havilland campus.
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(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.

Three out of the four academic staff who took maternity leave returned to work within six months. The one staff member who did not return permanently decided to become a full-time parent and take a break from academia. Two female academic staff who returned to full-time employment at UH7 level after six months and have both since been appointed to UH8 level.

Informal interviews with those who have returned from maternity leave revealed that further support from line managers would be welcomed. Although informal flexible working arrangements were praised, staff felt that simple check-ups from line managers over the first month of returning would allow for more consistency in provision **(See AP5.17)**. The EDIT is implementing a *Working Parents Network*

and *Student Parents Network*, which will launch in October 2020 to lead on tackling these issues (**EDIT Networks 5 and 6**).

EDIT Network 5	Rationale	Target	Staff/Students Involved
Working Parents Network	<ul style="list-style-type: none"> 57% of staff in HLS have caring responsibilities for children under the age of 18 Discussions within the EDIT surrounding the importance of flexible working and support for parents demonstrated that a dedicated network to discuss and progress provision in this area was necessary <p>Network will:</p> <ul style="list-style-type: none"> Support all colleagues with children or caring responsibilities, alongside supporting colleagues who are anticipating parental leave or undergoing IVF treatment Offer a forum for sharing experiences and advice Organise events around working and being a parent, such as 'Parent Chat' coffee mornings 	All colleagues with children or caring responsibilities, or colleagues anticipating parental leave/IVF treatment	Lead: Criminal Justice and Criminology Programme Leader (F)

EDIT Network 6	Rationale	Target	Staff/Students Involved
Society for Student Parents Network	<ul style="list-style-type: none"> Network is an extension of the Student Union's Student Parents Society and is led by its founder <p>Network will:</p> <ul style="list-style-type: none"> Raise awareness amongst Law and CJC students of central society Support all students with children or caring responsibilities, alongside supporting colleagues who are anticipating parental leave or undergoing IVF treatment Organise events around studying and being a parent, such as the end of semester 'Parents' Picnic' event. 	All students who are parents, or are anticipating parental leave/IVF treatment	Lead: ESO (F)

(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.

There are policies on paternity, shared parental, adoption, and parental leave on the staff intranet, to which staff are directed by line managers. There has been no uptake of shared parental leave (SPL) in HLS and only one person (male) has taken SPL across the whole institution to date. Three male staff in the School took paternity leave between 2016-19 (Table 16).

	UH4	UH5	UH6	UH7	UH8	UH9	AM1	VL
16-17	-	-	-	1	1	-	-	-
17-18	-	-	-	-	-	-	-	-
18-19	-	-	-	-	-	-	1	-
Total	-	-	-	1	1	-	1	-

Table 16. Uptake of paternity leave 2016-19



Images from the Shared Parental Leave Conference in the Law School Building in 2018

An academic member of staff hosted a conference in UH on SPL in April 2018 which was chaired by the AS Champion. We will continue to discuss partner-focused parenting initiatives with HR and are working with the UH Equality Office to influence practice in this area. The current aim is to improve line manager training on SPL, outlining how they can support staff and remove the parenting stigma for men **(AP5.19)**.

AP5.19	Improve line manager training on SPL and investigate ways of removing the parenting stigma for men.
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(vi) Flexible working

[Provide information on the flexible working arrangements available.](#)

Flexible working can be regarded as one of HLS's strong points. All staff have the opportunity to apply for a flexible working agreement and are advised of their statutory rights to make such a request to adjust work arrangements. Staff are also reminded that they don't have to be a parent or carer to do so.

For professional staff, flexible working is assessed on an individual basis, with staff being able to amend their working hours to cater to wider commitments. One full-time member of professional staff has early starts and finishes and a part-time member of staff can choose her three working days, although she works normal hours. Consultations with professional staff found a general agreement that flexibility was difficult due to the *"student-facing nature of professional roles"*. However, a degree of flexibility will continue to be offered in keeping with wider university policy.

All academic staff can work flexibly outside of timetabled teaching or campus-specific commitments. UH has a policy of 'anytime, anywhere, any device', operationalised through our Virtual Private Network (VPN) allowing staff to access emails and folders remotely.

Qualitative data from the staff survey revealed a generally positive response to flexible working, with staff citing it as being "a great opportunity", "valuable", "advantageous" and an "enhancing aspect of work life". Further to this, Figure 34 shows that 73% ($n=29$: 21F:4M:4U) of staff either strongly agreed or agreed that flexible working is a supported and encouraged initiative within the School.

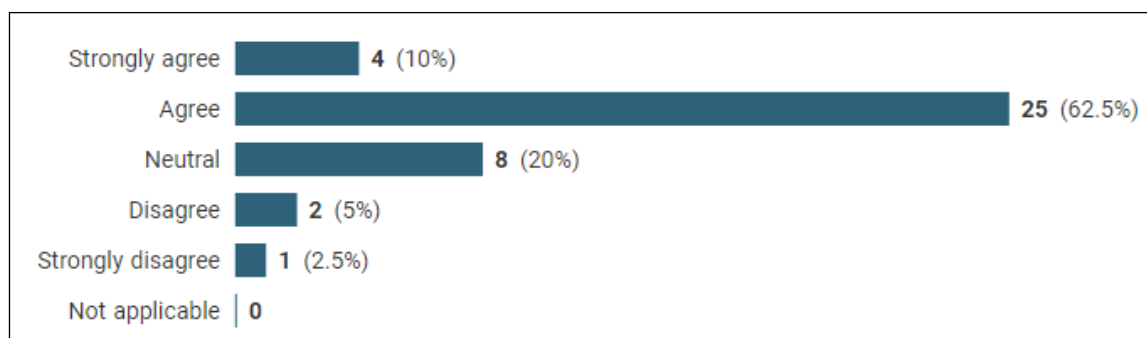


Figure 34. Staff survey results: 'Flexible working is supported and encouraged in my School'.

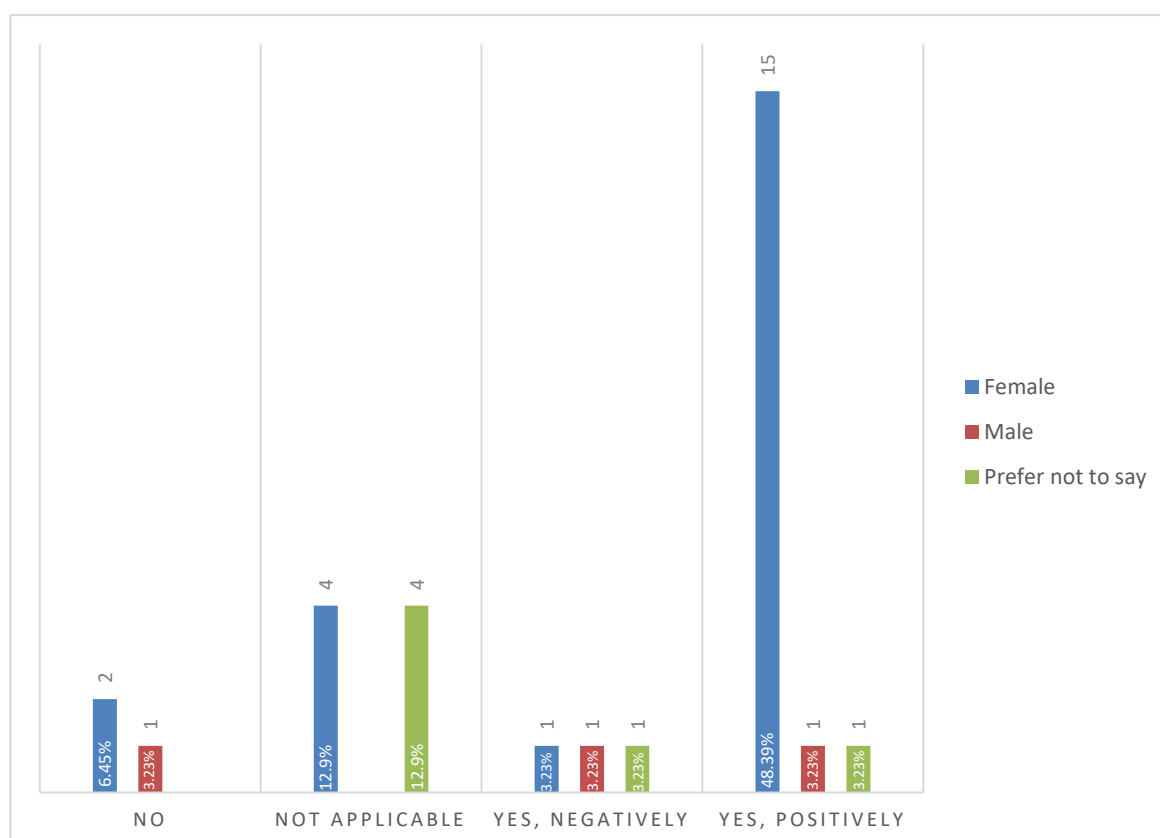


Figure 35. Staff survey results: Has flexible working impacted on your work/life balance?

The staff survey revealed that 55% of staff (overwhelmingly female) felt that flexible working had positively impacted on their work/life balance, with 10% (2F:1M) stating they felt it had a negative effect.

A focus group with academic staff (4F:2M) with flexible working agreements found that, for some, flexible working produced a negative effect due to it not being fully utilised. Staff felt such agreements sometimes seemed futile due to the “*workload model not being commensurate*” and, particularly for VL staff, due to inconsistency of pay making flexibility impractical.

As one VL mentioned: “*working during term time only means that this can lead to financial issues if there is no income for the months when not working such as*

during university holidays". The nationwide problem of hourly paid lecturing contracts is thus an understandable issue, in HLS and beyond, in terms of the pros and cons it allows in its illusory flexibility. With this in mind, HLS will continue to promote flexible working and hold a series of focus groups with staff over the coming months and years to assess what 'flexible working' really looks like to all staff, permanent and temporary **(AP5.20)**.

AP5.20	Assess merits of flexible working for permanent and temporary staff and what further measures can be put in place post-COVID-19 to make HLS an employer of the future.
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The meaning and practice of 'flexible working' will undoubtedly change following the COVID-19 crisis. It will be important to take the impact of this into consideration when normality returns to ensure that the positive benefits of increased workplace flexibility are retained. A consultation document on flexible working was produced in January 2020 and was to be reviewed at the April 2020 EDIT meeting. Discussions have been postponed due to UK lockdown and will resume once staff return to campus.

(vii) Transition from part-time back to full-time 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.

HLS has a good track record of staff transitioning from full-time to part-time, and eventually back to full-time again, alongside staff taking unpaid career breaks. Between 2016-18, one female academic took an unpaid sabbatical to work on their PhD and one male academic took an unpaid sabbatical due to caring commitments. HLS follows UH policy on managing career breaks and is open to discussions on adjusting contracts if requested. Informal interviews with staff emphasised concerns over career progression when reducing hours from full-time to part-time. The EES will take this into consideration and work towards catering opportunities for development specifically to part-time staff **(AP5.21)**.

AP5.21	Work towards catering opportunities for development specifically to part-time staff.
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(1,615 words)

5.4. 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.

HLS is fully committed to promoting gender equality and inclusivity and aims to incorporate the AS principles in all we do. The appointment of a new Dean (female) in 2017 also marked a significant shift in workplace culture. Top words used to describe HLS as a place to work in the staff survey included 'supportive' (60%: 18F:3M:3U), 'welcoming' (55%: 17F:3M:2U), 'stressful' (50%: 15F:2M:3U) and 'inclusive' (45%: 11F:3M:4U). We aim to conduct further consultations with staff on levels of stress, identifying areas for improvement and liaising with the central Wellbeing Champions Network. There is also a new budget specifically for wellbeing activities (**AP5.22**).

AP 5.22

Further explore and address staff perceptions of the School as 'stressful'.

Focus groups amongst academic staff (6F:1M) unveiled hostile attitudes towards preceding management, with "ageism", "sexism" and "division" being key words used to describe the workplace culture of earlier years. However, the eventual transition to new management has been received positively by colleagues who felt the culture had shifted to a progressive and inclusive environment which incorporates genuine opportunities for development and promotion.

"It is an excellent place to work. I value the flexibility and pleasant working environment. I value my colleagues and think the School is moving toward a new era of transparency and respect amongst the staff and between staff and management" (F, part-time, 10-20 years in role)

"A good place to work. New Dean is approachable and open to new ideas" (F, part-time, 2-5 years in role)

"It is a very welcoming place to work and there appears to be opportunities to progress" (F, VL, less than 2 years in role)

Though our BAME staff representation does not mirror our students, HLS is a culturally diverse School with staff from across the globe contributing to this diversity (including French, Spanish, Ghanaian, Turkish etc.). Over 50% of our staff and 15% of students identify as international (**EDIT Network 7 and 8**).

EDIT Network 7	Rationale	Target	Staff/Students Involved
International Staff Network	<ul style="list-style-type: none"> Over 50% of our staff population identify as international It was noted by an EDIT member that staff who come to work and live in the UK for the first time need to be appropriately supported, and such support is best delivered by those who have also gone through this transitional period <p>This Network will:</p> <ul style="list-style-type: none"> Bring international staff together to share experiences and support each other where necessary 	All staff who identify as international	Lead: AD International Development (1F)

EDIT Network 8	Rationale	Target	Staff/Students Involved
International Student Network	<ul style="list-style-type: none"> Over 15% of our student population identify as international University life can be even more overwhelming for international students in terms of cultural adaption; we want to ensure they can connect with other people who are in similar positions to themselves It has also been reported that central support for international students is lacking <p>Network will:</p> <ul style="list-style-type: none"> Bring international students together to share experiences and support each other where necessary 	All students who identify as international	Lead: AD International Development (1F) and Cohort Leaders (4F:2M)

HLS is also a School of commuters, with 70% of the student population and 60% of staff commuting to UH (**EDIT Network 9**).

EDIT Network 9	Rationale	Target	Staff/Students Involved
Commuting Staff-Student Network	<ul style="list-style-type: none"> 70% of the student population in HLS commute 60% of staff commute Commuting can prove challenging in terms of maintaining a work-life balance, can result in staff/students making up their hour(s) spent travelling during evenings, early mornings or at weekends <p>This Network will:</p> <ul style="list-style-type: none"> Bring staff and students together, particularly during the earlier hours and during the later rush hour, to network and allow for more opportunities for commuting students to integrate and meet each other Investigate how commuting affects ones work and study, both benefits and challenges, and put in place support if needed 	All staff and students who commute	Lead: AD of Learning and Teaching (M) and ESO's (1M:1F)

(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.

HLS is active in ensuring HR policies and practices are implemented and followed. HLS monitors the consistency of HR policies through a variety of channels which include the following:

- Changes to University Policies and Regulations, including those focusing on equality, are discussed at the School Academic Committee (SAC) and SEG.
- Dean meets HR Business Partner (HRBP) to discuss policy implementation.
- 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.

- 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.

The Equality Office is also represented on the institutional SAT, alongside the School's EDIT, and works closely with all Schools to understand the implications of policy on staff.

The staff survey found that the HR staff intranet pages are a useful resource for colleagues, particularly in terms of accessing information regarding training, flexible working and wider policies. However, informal discussions with staff found that there is a general unawareness of the policies surrounding bullying/harassment and where they can go for support. We aim to raise awareness of the available support surrounding bullying/harassment, ensuring staff are aware of the Dignity and Respect Advisors **(AP5.23)**.

AP 5.23	Raise awareness of available support surrounding bullying and harassment, e.g. Dignity and Respect Advisors.
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(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.

Two committees are involved in the governance and running of HLS: the School Academic Committee (SAC) and the School Executive Group (SEG).

SAC is the main committee for ensuring governance within University policies and procedures. Membership is by virtue of role and through election of one academic staff member, and one student representative. The high percentage of women on the committee reflects the fact that 86% of the roles are currently held by women. The membership of SEG is solely due to virtue of role. To achieve greater gender parity on these committees, HLS will review the way in which roles are allocated **(AP5.24)**. Where committee participation is not an intrinsic part of a role, it is acknowledged separately on the workload allocation.

AP 5.24	Review the way in which roles are allocated to ensure proportional gender representation on influential committees.
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School Academic Committee (SAC)						School Executive Group (SEG)				
Year	Female		Male		Total	Female		Male		Total
2016-17	13	72%	5	28%	18	6	46%	7	54%	13
2017-18	17	89%	2	11%	19	7	70%	3	30%	10
2018-19	19	86%	3	14%	22	8	80%	2	20%	10

Table 16. Membership of SAC and SEG 2016-19

Role	School Academic Committee (SAC)					School Executive Group (SEG)				
	Female		Male		Total	Female		Male		Total
Dean	1	100%	0	0%	1	1	100%	0	0%	1
Associate Dean	2	67%	1	33%	3	2	67%	1	33%	3
Programme Leader	2	100%	0	0%	2	0	0%	0	0%	0
Academic Staff	3	100%	0	0%	3	0	0%	0	0%	0
Academic Registrar	1	100%	0	0%	1	0	0%	0	0%	0
Director of Academic Quality Assurance	1	100%	0	0%	1	1	100%	0	0%	1
Admissions Tutor	0	0%	1	100%	1	0	0%	0	0%	0
Chief Information Officer	1	100%	0	0%	1	1	100%	0	0%	1
Student Representative	3	100%	0	0%	3	0	0%	0	0%	0
School Admin Manager	1	100%	0	0%	1	1	100%	0	0%	1
School Finance Officer	0	0%	0	0%	0	1	100%	0	0%	1
School HR Business Partner	0	0%	0	0%	0	1	100%	0	0%	1

School Marketing Manager	0	0%	0	0%	0	0	0%	1	100%	1
Other Administrative Roles	2	100%	0	0%	2	0	0%	0	0%	0
TOTAL	18	95%	2	5%	19	8	80%	2	20%	10

Table 17. 2018-19 Membership of SAC and SEG 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?

Staff are encouraged to participate in external committees where available, with opportunities being advertised and promoted predominantly by the Dean via email communication.

The staff survey showed that more female staff felt that opportunities for development were available, with 60% of respondents (all of whom were female) stating that they sit on a departmental or external committee. No men ticked this option, instead ticking that they attend conferences. Two male members and five female members of staff ticked that they 'are not encouraged to partake in any activities'. This is therefore an area that HLS needs to address.

Although the School encourages staff to be actively involved in a range of external opportunities, there is room for growth and encouragement. HLS will therefore aim to streamline such developmental opportunities to staff whose expertise aligns with the skill set of the advertised role, with a focus on encouraging staff (particularly men) who have yet to sit on an external committee **(AP5.25)**.

AP 5.25	Encourage staff (particularly men) who have not sat on an external committee to apply, with a focus on streamlining specific roles to staff with the relevant skill set.
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(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.

HLS increased the transparency of its workload model during the 2018-19 academic year. Each staff member's work programme is available online and can be viewed by all staff. It covers a range of responsibilities specific to academic staff, including hours of teaching, research, supervision, recruitment activity, administration and CPD. The terminology used on the spreadsheet is gender neutral, but the form is not currently monitored for gender neutrality.

Feedback received following these changes in 2019 revealed that there was not complete transparency in terms of how work models were established, with staff only being granted transparency upon their publication. This is an area for further discussion in future EDIT meetings. As an action point, we intend to revise the administrative procedures surrounding our workload model to ensure that allocations are properly reflected in work programmes throughout the academic year **(AP5.26)**.

AP 5.26	Revise administrative procedures surrounding the workload model to ensure work programmes are kept up to date throughout the academic year.
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(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.

The scheduling of School meetings attempts to take account of individual working patterns. A calendar of core meetings is published at the start of the academic year to allow individuals to plan attendance. For some staff, this may involve making appropriate childcare or caring arrangements in order to attend. Minutes are published of meetings for information. Arrangements for non-core meetings are usually made in consultation with participants (e.g. by Doodle poll).

The staff survey showed that the majority of staff (63%: 20F:2M:3U) felt meetings were scheduled in the core hours of 9:30-4 'most of the time', with 35% of staff (8F:2M:4U) stating that they felt meetings were 'always' scheduled during these hours.

The scheduling of meetings was particularly pertinent for part-time members of staff, some of whom stated that they had to make an 'extra effort' just to attend. This was also an issue for those with caring responsibilities who, in informal discussions, voiced concerns that meetings could occasionally be scheduled to finish later in the day (usually at 5pm) which placed an added pressure on their childcare commitments. This was unveiled to be a predominantly female issue as male colleagues voiced no concerns over such matters.

There is a university-wide policy in place which states that meetings should not be held before 9:30am but there is no cap on when they should be held at the end of the day. HLS is exploring implementing official 'core hours' (9.30-16.30) to give more consideration to the timing of meetings to accommodate all full-time and part-time staff **(AP5.27)**.

We will therefore monitor the scheduling of meetings per semester and continue our current trial of allowing staff working flexibly to attend meetings remotely where possible **(See AP5.27)**. This has been successfully achieved during the second semester of the 2018-19 academic year, with some staff Skyping into meetings, and will likely become common practice as a result of COVID-19 and enhancements to remote working technologies (e.g. Microsoft Teams).

AP 5.27	Monitor the scheduling of meetings per semester and assess whether 'core hours' should be implemented, making adjustments where necessary.
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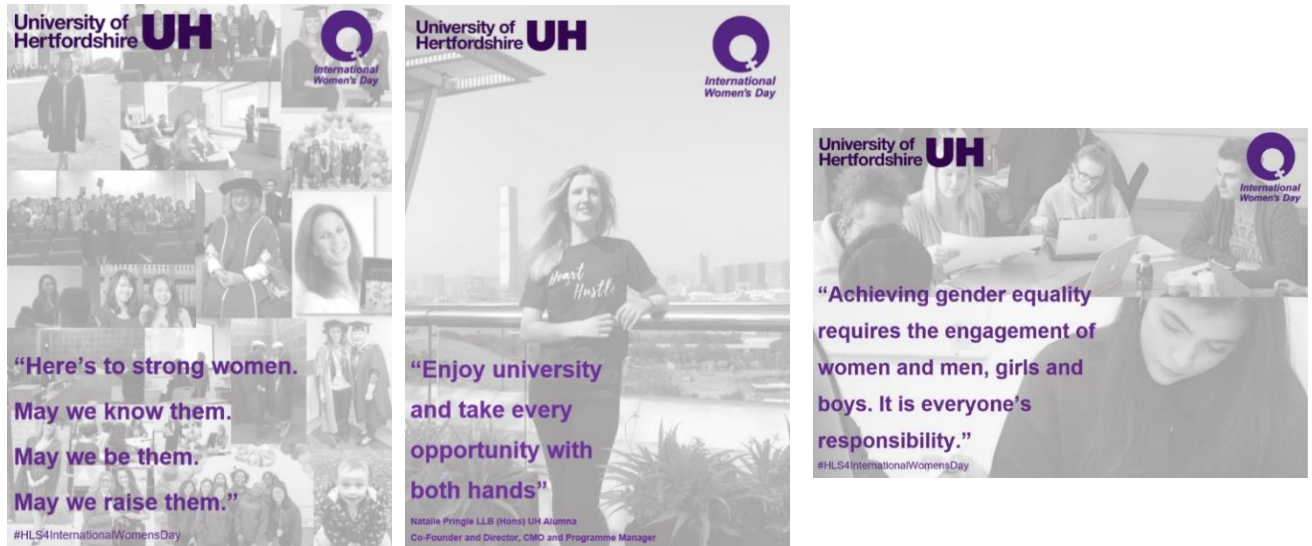
(vii) **Visibility of role models**

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.

HLS aims to promote an inclusive and progressive environment which is reflected in the School's webpages and marketing. The online images and videos aim to feature real staff and students from within the School, aptly representing the diverse nature of the staff and student bodies. However, this needs to be reviewed following recent central webpage changes and attention needs to be paid to the representation of men as active subjects who are seen to be leading in the video stills and images, particularly on the Co-Curricular Courses page **(AP5.28)**.

AP 5.28	Review the marketing of the website and ensure that the media used presents a more balanced representation of gender and ethnicity.
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The School has often invited successful alumni to come and speak, all of whom are represented on the 'Feel Empowered' wall. The posters shown in the images below focus on successful female Law alumni, alongside current staff and students, and were displayed throughout March 2019 in keeping with the wider celebrations surrounding IWD.



Staff, alumni and student posters for International Women's Day 2019

For IWD, HLS hosted their own celebration in 2019 and co-led efforts for a cross-School collaborative event in 2020. Three members of the EDIT presented research and commentary on gender-based issues over both years, with wider discussions taking place on gender equality.



HLS's International Women's Day 2019 (*left* attendance 15F:1M) and the cross-School International Women's Day 2020 co-led by HLS (*right* attendance 20M:50F)

In November 2019, HLS furthered its celebrations of Women in Law by hosting the 'Climbing Mountains' address Dr Funke Abimbola MBE. Dr Abimbola delivered a talk on her work in gender equality, race diversity and social mobility.



Dr Funke Abimbola MBE delivering her talk 'Climbing Mountains' in November 2019 (attendance: 74F:32M); talk was well attended by both staff and students and was one of the most successful events to date

Further to this, we are currently formulating an LGBT+ Mentors Initiative (**EDIT Network 10 below**) through which members of staff (academic and professional) will be available to talk to students and colleagues who may be experiencing difficulty with their sexuality or gender identity. This is an initiative we aim to implement for the next academic year 2020-21.

EDIT Network 10	Rationale	Target	Staff/Students Involved
LGBT+ Mentors Network	<p>Feedback indicates that there is a lack of support in place for students who identify as LGBT+. Because of the culturally diverse background of our student body, it was felt that some of our students may find themselves in particularly challenging circumstances when belonging to a sexual/gender minority group.</p> <p>This Network will:</p> <ul style="list-style-type: none"> • Offer staff awareness training at School-level to increase understanding of LGBT+ issues • Train several staff to act as mentors to students and colleagues in need of support 	All staff and students who are invested in supporting initiatives in this area	Lead: AS Champion (F)

In February 2019, HLS celebrated LGBT History Month by distributing rainbow lanyards to all those who signed the university's LGBT+ Allies Pledge. The School also hosted a film screening of the LGBT film *Pride* which was well attended by both staff and students.



Promotional poster for HLS's *Pride* film screening (attendance 34F:19M), alongside an image of rainbow lanyards distributed

Of further importance in the School is the visibility of male role models, particularly in the areas of SPL (**See AP5.19**) and mental health. Discussions at *Tea and Talk* for International Men's Day highlighted the need for more initiatives surrounding male mental health. In 2019, discussions were led by a male academic as opposed to the female AS Champion which, we hope, will be the standard for future events in this area.



Male Academic Promoting the Shared Parental Leave Campaign (left) and *Tea & Talk* for International Men's Day (right - attendance 2M:6F, not all pictured)

(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.

There are a variety of outreach activities which are divided between the Law and CJC provisions. These range from lectures, taster workshops, 'Inspiring Ideas' showcases which are open to the public, school talks, and recruitment initiatives abroad – including Malaysia, Nigeria, Ghana, Canada and India. At present, data on outreach activities is not collected. We will therefore ensure that data is collected going forward in order to monitor the gender-balance and increase recognition in this area **(AP5.29)**.

AP 5.29	Devise and implement data collection system for outreach activities and enhance staff recognition.
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At a glance, the gender balance in terms of outreach activities is predominantly female due to the higher female:male ratio of HLS. To meet this objective, we will need to increase the visibility of CJC staff **(See AP5.13)**. In terms of the audiences involved, these appear to be relatively mixed although there has been a trend towards female interest in the CJC programme in particular.

The School also runs outreach programmes that connect with local charities and organisations. For example, the CJC programme works closely with a Hertfordshire-based rehabilitation organisation which is dedicated to the care and resettlement of offenders. Three academic members of staff (all female) have worked alongside this organisation in both a research capacity and a student outreach capacity, with volunteering opportunities being provided for students in HLS. The uptake of volunteering during the academic years 2017-18 and 2018-19 was exclusively female.

HLS is committed to furthering outreach opportunities. The past two academic years have seen a range of co-curricular opportunities for HLS students (both Law and CJC), including *Let's Debate* (led by a male academic), *Restorative Justice Training* (led by a female academic), *Understanding Forensic Psychology* (led by a female and a male academic) and *Being A Detective* (led by a male academic).

(1,950 words)

Overall word count for Section 5: 6,324

7. FURTHER INFORMATION

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

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

HLS is currently enduring an unprecedented and challenging time in its history due to the COVID-19 pandemic. The decision was made to close the University on Friday 13th March shortly after it was confirmed that a student had tested positive for the virus. The University has responded to the current crisis in an efficient and organised manner. A Reading Week was implemented for the week directly following the University's closure to ensure staff and students had some time to prepare for a full transition to online learning.

At School level, the Dean wrote to all staff early on advising them to 'do what they can' and to put their caring responsibilities first. Staff were told that they had 'permission to make mistakes' and have consistently been reminded to speak to their line managers if they are struggling. Line managers have been instructed to talk to their staff every week to ensure they are okay and to reallocate workload for colleagues who are struggling due to caring or other commitments. The SMT also ensured everyone had access to IT facilities at home and that, if needed, items from procurement could be arranged.

The University will be distributing a survey across each School during May 2020 to assess how staff have felt about the support they have received during this time. We will analyse this data accordingly and implement initiatives/changes where necessary (AP5.30).

AP 5.30	Analyse data from the COVID-19 staff survey and implement initiatives/changes where necessary.
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HLS's Wellbeing Champion has been hosting a 'Sandwich and Share Your Thoughts' lunch hour via Microsoft Teams every Wednesday for all staff, which enables colleagues to touch base on a more sociable level. Regular meetings, at all levels and programmes, are still running effectively and the University at large has been praised for its ability to adapt quickly and efficiently during this period.

Although the current situation has undeniably slowed down several of our campus-specific initiatives, we are optimistic and excited about implementing our Action Plan over the months and years to come. If the physical distancing imposed by the current UK lockdown continues into the next academic year, we are confident that, due to the collegiate and 'can do' culture in HLS, we will ensure an engaging and productive academic experience for all our students.

Overall word count for Section 7: 366

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.



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HERTFORDSHIRE LAW SCHOOL ACTION PLAN

Some timescales have been adapted or estimated due to the current COVID-19 UK lockdown and the uncertainty of when UH will reopen for face to face teaching

	High-priority		Mid-priority
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Ref.	Objective	Rationale	Action to be taken to achieve objective	Timescale	Responsibility	Desired outcome and impact
Section 2: A Description of the Department						
2.1	Engage further with professional staff in lead up to the StAR implementation in order to best support them through this period of transition.	UH is currently implementing a Student Administration Review (StAR) which will have significant impact on our professional staff moving forward. This has resulted in feelings of uncertainty for this staff group. We intend to engage further with professional staff in lead up to StAR to best support them through this period of transition.	<ul style="list-style-type: none"> At least two individual meetings with each member of administrative staff to discuss concerns and issues moving forward. Conduct de-briefs with all staff following consultation with senior management. Signpost staff to Employee Assistance Programme for legal and wellbeing support. 	Sept 2019-August 2020	School Admin Manager and SEG member	Professional staff report (through individual feedback) being provided with adequate support in lead up to StAR implementation.
2.2	Lobby University to make intersectional data for student recruitment and	Student recruitment and degree attainment data are not currently available across varied characteristics, apart	<ul style="list-style-type: none"> Liaise with Student Information Planning, Learning, Teaching and Innovation Centre and Equality 	Sept 2020-Dec 2020	EDIT Chair	Data becomes available to whole University via Tableau online platform. Further intersectional

Ref.	Objective	Rationale	Action to be taken to achieve objective	Timescale	Responsibility	Desired outcome and impact
	attainment accessible via Tableau and investigate these areas further across multiple characteristics.	from gender. We need this information in order to conduct intersectional analyses of these areas to isolate and tackle any further issues.	<p>Office about data needs and how to take project forward.</p> <ul style="list-style-type: none"> Once data is available, conduct analysis of student recruitment and attainment across various characteristics. Develop actions if needed. Host a series of meetings to discuss how intersectionality can impact on career progression and student attainment, hosted by various members of the EDIT. 	<p>Jan 2021- Jan 2022</p> <p>Jan 2022- Ongoing</p>	<p>AS Champion and AS Alternate</p> <p>EDIT Chair</p>	analyses conducted, and issues identified. Actions added to AP, if needed.

Ref.	Objective	Rationale	Action to be taken to achieve objective	Timescale	Responsibility	Desired outcome and impact
2.3	Implement EDIT Networks and monitor impact of initiatives on different staff and student groups.	We are becoming actively involved with the University's EDI work and have considered other areas affecting our staff and students (e.g. ethnicity, sexual orientation, commuting etc.). We have also set up a number of sub-groups or 'EDIT Networks' (detailed throughout the application) to more effectively target support within particular areas/communities. This work will inevitably also impact women in an intersectional way. The progress and impact of these needs to be monitored.	<ul style="list-style-type: none"> • Develop terms of reference, aims and mini-APs for each Network. • Meeting with Networks to discuss how they can support overall AS and EDI objectives of School and University. • Schedule initial meeting and calendar of events. • Invite staff and student members to attend via various media channels. • Organise meeting with Chairs to assess participation and progress. • Obtain feedback from members about utility and value of Networks, and any areas for improvements (via focus groups and short survey). 	Sept 2020-onwards Nov 2020 Jan 2021 Feb 2021 Mar 2021 June 2021	EDIT Network Leads EDIT Chair, Equality Office and EDIT Network Leads	Networks run regular sessions and events throughout the year and members of each group report feeling happy with activities and additional support. Increased feedback from the student population via ESO's engaging with leaders from student EDIT Networks. Key events in the EDI calendar are celebrated through the leadership and organisation of the EDIT Networks.

Ref.	Objective	Rationale	Action to be taken to achieve objective	Timescale	Responsibility	Desired outcome and impact
	assess impact of action plan.	run another School-wide survey to check qualitative progress around our initiatives whilst also being mindful to avoid 'survey fatigue'.	<ul style="list-style-type: none"> Conduct smaller interim 'bitesize surveys' to try to avoid 'survey fatigue' and track impact of initiatives around various targeted areas highlighted in HLS AS Staff Survey. Conduct focus groups to follow up on issues raised in the staff survey. Conduct focus groups with ESO's and Student Reps to discuss impact of AP on student body. 	Mar 2022 Ongoing Feb 2021- Apr 2021 Oct 2021- Nov2021	ensure participation	Increase full staff survey response-rate to 95%. Gain a better understanding of how the AP and EDI efforts have been received by the student body.
3.3	Continue to hold <i>Tea and Talk</i> drop-in networking and discussion sessions.	Feedback from staff survey indicated a need for more networking opportunities in the School. <i>Tea & Talk</i> is also an important forum to discuss matters of EDI, organise key events in the EDIT calendar and support staff. Participation to date has been relatively small but inclusion of EDI hours in staff work programmes will hopefully improve attendance rates.	<ul style="list-style-type: none"> Organise sessions in annual calendar, changing day/time to allow all staff to plan and participate Monitor participation Include questions in staff survey relating to sessions and asking for staff feedback Invite informal feedback from participants around usefulness / enjoyment of sessions and allow for further recommendations. 	Ongoing Nov 2021 Ongoing	AS Champion and Alternate EDIT survey working group	Offer opportunities for colleagues to discuss all matters related to EDI in a safe and collegiate environment. Desired outcome for each member of staff to attend at least one session per year. Questions in staff survey reveal awareness of <i>Tea and Talk</i> and informal discussions indicate perception of usefulness and enjoyment of attendance.

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3.4	Ensure that AS actions and their impact are incorporated into discussions of the strategic direction of the School.	Although AS is a standard agenda item of the SEG, progress on the implementation of the action plan will need to be regularly addressed.	<ul style="list-style-type: none"> Integrate action points into the People section of the annual School Business Plan with key objectives and specific targets/milestones. EDIT to disseminate findings/progress to wider School at all-staff meetings. 	<p>Annually</p> <p>Quarterly</p>	<p>Dean</p> <p>EDIT Members</p>	<p>Approval and Implementation of Business Plan by UH SMT.</p> <p>Impact of actions shared, resulting in raised awareness of progress towards greater gender equality in the School (See AP 3.5).</p>
3.5	Increase participation and raise awareness of the School's EDI initiatives and progress amongst staff and students.	Although engagement with AS and EDI work in the School has improved in the past year, staff and student participation in AS activities beyond the EDIT needs to increase further to raise awareness of key issues and create the regular opportunity for staff and students to engage and discuss any EDI concerns and suggest improvements. In the staff survey 32.5% of people agreed that AS has had a positive impact in the School but 62.5% were neutral and one person disagreed. We would like more staff and students to be aware of the overall impact.	<ul style="list-style-type: none"> Develop annual programme of awareness-raising and engagement events focused around EDI, in addition to <i>Tea and Talk</i>. Continue to mark key dates (e.g. Transgender Remembrance and International Women's Day) with a variety of events such as film screenings, networking, presentations and debates. Produce and distribute yearly report which details all EDIT research/initiatives implemented, their progress and future aims; Report findings to be presented and discussed at the annual School Away Day. Monitor hours dedicated to AS/EDI; staff will be asked to 	<p>Distribute calendar Sept Annually</p> <p>Events Ongoing</p> <p>Sept Annually</p> <p>Aug-Sept Annually</p>	<p>AS Champion and EDIT Members</p> <p>AS Champion</p> <p>Associate Dean Learning and Teaching</p>	<p>Increase in numbers of staff and students attending EDIT events and activities, as measured via new monitoring system.</p> <p>Increase in awareness of AS and EDIT activities, as measured through staff and student surveys. Staff survey response to question "AS has had a positive impact on the culture within the School" to increase to 75%.</p> <p>AS/EDI become embedded in student induction programme.</p>

Ref.	Objective	Rationale	Action to be taken to achieve objective	Timescale	Responsibility	Desired outcome and impact
			account for their EDI hours at appraisal. <ul style="list-style-type: none"> Develop staff internal Sharepoint site to showcase work in relation to EDI in the School, events etc. Results of evaluation of progress and impact to be reported to all HLS staff through Sharepoint site, development opportunities, School meetings, and the inclusion of reference to AS in School induction events and staff training. Develop monitoring system for event attendance. Organise further sub-groups to work on action points. Incorporate AS/EDI into student induction programme. 	Sept-Dec 2020 Sept 2020-Ongoing Sept 2020-Jan 2021 Sept 2020-Ongoing July 2020-Annually	AS Champion EDIT Members AS Champion EDIT Chair and AS Champion EDIT Members and Programme Leaders	Continuous increase in number of hits on staff Sharepoint webpage, once developed.
Section 4: A Picture of the Department						
Student data						
4.1	Increase the number of men studying full-time and applying at UG-	Men are under-represented at full-time UG-level in the School, particularly in the CJC	<ul style="list-style-type: none"> Ensure visibility of men (particularly CJC) in outreach and recruitment activities, including 	Sept 2020-Sept 2023	SMT, UG Admissions Tutors,	Increase by 5% in proportion of men studying

Ref.	Objective	Rationale	Action to be taken to achieve objective	Timescale	Responsibility	Desired outcome and impact
	level, particularly in CJC, and PGR-level.	programme, and also at PGR-level.	<p>websites and promotional materials (Also see AP 5.28).</p> <ul style="list-style-type: none"> Form a UG working group to examine and identify key areas for improvement within the marketing and admissions process in order to make HLS UG degrees more appealing to male applicants, if necessary. See AP 4.2. Interview male UG full-time and particularly part-time (there is a higher proportion of men in part-time study) students to understand why they chose to study with us to help to inform how to attract more male students. Ensure at least one male academic is present at all Open Days. Monitor impact of changes in broadening accepted degree qualifications at PGR level, in terms of whether more men are successful and see AP 4.4. 	<p>Sept 2020-Ongoing</p> <p>Jan 2021-Apr 2021</p> <p>Sept 2020-Onwards</p> <p>Sept 2020-Onwards</p>	Programme Leaders, Marketing and Comms Team, ESOs	<p>Law and 8% in CJC at UG-level.</p> <p>Improved and targeted recruitment practices.</p> <p>Better understanding of reasons for men choosing part-time study over full-time.</p> <p>Create recommendations to address issues if required.</p>
4.2	Examine student recruitment practices at UG and PGR levels	Far more applications are received from women than men and men are under-represented at UG-level in our	<ul style="list-style-type: none"> Conduct Equality Impact Assessment of recruitment stages and create a 'student journey case 	June 2021-June 2022	Admissions Tutors, Programme	Increase by 5% in number of applications from men at UG-level.

Ref.	Objective	Rationale	Action to be taken to achieve objective	Timescale	Responsibility	Desired outcome and impact
	to ensure men are not being disadvantaged.	School, particularly in CJC. The data also indicate that proportionally women receive slightly more offers than men across all three years and suggests that men are lost from the pipeline at the 'applications to offers' stage of recruitment, as their acceptance rates are the same and even higher than women once they reach the offer stage. We also receive more applications from men at PGR level, yet men are overall less successful, and no places were offered to men in the previous two years.	<p>study' at each level of study to identify any barriers or biases.</p> <ul style="list-style-type: none"> For UGs, target 'applications to offer' stage. Form a PGR working group to analyse recruitment practises and identify areas for improvement; monitor application to offer stage and put more support in place for research project proposals. Ensure all staff involved in recruitment of students has undergone EDI Essentials and Unconscious Bias training. Also see AP 4.1. 	<p>June 2021- June 2022</p> <p>Nov 2020- May 2021</p>	Leaders and Line Managers	<p>At least one male PGR student per year in line with programme growth.</p> <p>All recruitment staff to have undertaken EDI Essentials and Unconscious Bias training by January 2021.</p>
4.3	Continue to monitor degree attainment by gender and measure impact of extra support measures put in place.	Overall, female UG and PGT students perform better than male students.	<ul style="list-style-type: none"> Monitor the impact of new Student Support Tutors through interviews and feedback from students. Address any issues and/or needs of the system, amend as needed following feedback. 	<p>Sept 2019 - Jul 2021</p> <p>Aug 2021 – Aug 2022</p>	SMT, Cohort Tutors and Programme Leaders	Better awareness of effective support measures, particularly for male students, and improvement in male performance (specific target set by attainment working group).
4.4	Integrate AS values into the expansion of the research degree programme.	We are growing our PGR programmes and need to ensure that AS/EDI is considered in all areas of this expansion, for example in	<ul style="list-style-type: none"> Advertise the 20% alumni discount more broadly to current students. Increase number of outreach/engagement visits and 	Nov & Feb Annually	Research Degree Admissions Tutor, PhD Supervisors	Higher visibility of men in outreach/ engagement activities. A marked increase in outreach/ engagement visits by 10%

Ref.	Objective	Rationale	Action to be taken to achieve objective	Timescale	Responsibility	Desired outcome and impact
		ensuring that as many women as men continue to apply and have equal chances for success. At the moment, data show that men are not as successful as women and have not gained any places, or scholarships, in the last two years.	<p>involve additional academic staff (particularly men) in outreach events.</p> <ul style="list-style-type: none"> Allocate hours in work programmes to participate in outreach across a range of staff to ensure a greater balance of gender and ethnicity. Use positive action statement within PhD scholarship opportunity communications, focusing on men and BAME students. Run PhD project proposal workshop for interested PGT students, encourage men and BAME students to participate. Also see AP 4.1 and AP 4.2. 	<p>Sept 2020-Onwards</p> <p>Annually</p> <p>Annually</p>	<p>Associate Dean of Teaching and Learning</p> <p>Research Degree Admissions Tutor</p> <p>Research Degree Admissions Tutor</p>	<p>with at least one man present.</p> <p>By September 2021 onwards, at least one male PGR student per year.</p>
Academic and research staff data						
4.5	Increase the number of male academic staff at UH7.	The ratio of women to men in HLS is inconsistent with national trends. Men are most underrepresented at UH7 level where there are 17F (70%) and only 6M (30%). This is an issue in other Schools as well and in society as a whole where great efforts have been	<ul style="list-style-type: none"> Adopt positive action in recruitment drives. Include the following statement in job advertisements where necessary: "We encourage applications from men and ethnic minorities, who are currently under-represented at this level of HLS." See AP5.1. 	Jan 2021-Jan 2023	SMT and Programme Leaders	Increase in number of male academic men in UH7 post to 40%.

Ref.	Objective	Rationale	Action to be taken to achieve objective	Timescale	Responsibility	Desired outcome and impact
		made to get girls interested in STEMM subjects, but little is done to encourage men into certain areas such as teaching and nursing. Liaising with other Schools could help identify good practice in terms of attracting more men to the School.	<ul style="list-style-type: none"> • Include balanced case studies of male and female academics in Law on external webpage. • Hold workshop with male colleagues to discuss reasons behind trend. • Organise cross-School event with the Schools of Education and Health and Social Work (where men are greatly under-represented) focused on reasons behind the under-representation of men (e.g. 'feminine vs. masculine' professions, open discussion of 'nervousness' about concentrating on men when women are still not doing as well in the workplace etc.). • See AP5.28. 	Nov 2020-Dec 2020 Oct 2020 Sept 2021-Sept 2022	AS Champion and AS Officer SMT and Programme Leaders EDIT	
4.6	Monitor impact of growth plan on staff leavers and liaise with HR on improving exit interview process, feedback dissemination and increasing staff uptake.	New middle management positions have been put in place for staff to aspire to. It is hoped that staff will look to progress within the School rather than pursuing opportunities elsewhere. This needs to be monitored further through the exit interview process reviewed in	<ul style="list-style-type: none"> • Continue to monitor academic leavers by gender and incorporate ethnicity. • HRBP to report to EDIT on central University exit interview review. • Review local School exit interview process. • Work to ensure that feedback from staff leavers cascades back 	Sept 2019-Sept 2023 Feb 2021 May 2021 June 2021	Dean and SMT HRBP Dean and SMT HRBP and Dean	Overall decrease in number of School leavers, particularly women, pursuing opportunities at other HEIs and better understanding of reasons for leaving.

Ref.	Objective	Rationale	Action to be taken to achieve objective	Timescale	Responsibility	Desired outcome and impact
		line with central University changes to the process.	<p>to the School from HR for consideration (this does not currently happen).</p> <ul style="list-style-type: none"> Review leavers' feedback and address issues, if any. 	Ongoing	Dean and SMT	
Section 5: Supporting and Advancing Women's Careers						
5.1	Investigate gender imbalance in recruitment and further embed EDI into recruitment strategies.	More men apply for positions in the School; however, more women than men are appointed. Not all staff have undertaken Unconscious Bias training. It is currently a desirable but not essential CPD session. Staff in HLS are also primarily White-British.	<ul style="list-style-type: none"> Conduct Equality Impact Assessment of HLS staff recruitment processes. Promote use of an online gender language tool to ensure the use of gender-neutral language and promote 'happy to talk flexible working' logo. Make Unconscious Bias training a mandatory CPD session that all staff must undertake within 6 months of this announcement. Make EDI training mandatory for those long-serving staff who have not attended as part of newer induction process. Staff will be expected to attend refresher training sessions every 3 years. 	<p>June-Sept 2021</p> <p>Next hiring cycle June 2021 Ongoing</p> <p>Oct 2020-Mar 2021</p> <p>Mar 2021-Dec 2022</p> <p>Ongoing</p>	<p>EDIT Member</p> <p>AS Champion and EDIT Members</p> <p>Dean, SMT and Line managers</p> <p>Dean, SMT and Line managers</p> <p>Line managers</p>	<p>100% of all staff have undertaken Unconscious Bias and EDI training by Dec 2022.</p> <p>Increase in applications from women and ethnic minorities.</p> <p>Proportional success rates by gender, gender-balanced and robust recruitment as assurance of lack of bias.</p>

Ref.	Objective	Rationale	Action to be taken to achieve objective	Timescale	Responsibility	Desired outcome and impact
			<ul style="list-style-type: none"> Begin reviewing recruitment and selection data and process for ethnicity biases and ensure publicity materials promote inclusivity and diversity. Monitor job advertisements and recruitment practises, including utilising positive action statement focusing on men and BAME candidates (see AP4.5). 	Aug 2021 Annually Sept 2020 Ongoing	EDIT Chair SMT & Programme Leaders	
5.2	Improve local induction process and provide closer supervision of its effective implementation.	Staff survey results revealed that 23 members of staff (57%) felt that their induction to HLS was inadequate. It highlighted a lack of support during induction, with training modules not working and little guidance being provided.	<ul style="list-style-type: none"> Conduct review of current induction process. Complete staff training on effective induction. Complete staff handbook. Interview new starters over the past 2 years to identify where improvements to current process can be made. Address any issues that arise from staff consultation and review. Include question about induction in 'bitesize' survey and review responses. 	Jan 2021 - May 2021 Jan2020-Dec 2020 Jan 2021-Sept 2021 Mar 2021-Apr 2021 June 2021-June 2022 Dec 2022	SMT SMT SMT and Line Managers Line managers SMT, Line Managers and EDIT Members EDIT staff survey working group	Increase in new starter satisfaction with local induction to 85%.

Ref.	Objective	Rationale	Action to be taken to achieve objective	Timescale	Responsibility	Desired outcome and impact
5.3	Monitor success rates for promotion in annual academic promotion round.	A new central 'academic promotions round' started in 2019-20 and previously no data were held around the number of applications submitted. Therefore, we have not been able to interrogate success rates aside from Associate Professorships from 2018. We need to monitor this moving forward.	<ul style="list-style-type: none"> Review data across various characteristics after every annual academic promotion round. Put in place actions to address any inconsistencies, if needed. 	Jul 2021 and Annually Ongoing	Dean and SMT	Better understanding of promotion success rates, providing a basis for putting actions in place to address any inconsistencies if revealed.
5.4	Ensure transparency in the promotions process and increase awareness of personal development opportunities.	Many staff (51%, 15F) do not agree that they understand the promotions process. Staff feedback during the EES has also indicated perceptions of caring responsibilities as a hindrance to career progression. Additionally, staff survey results revealed that some female staff felt less inclined to see their line manager as a source of encouragement for career progression.	<ul style="list-style-type: none"> Continue and monitor attendance at EES workshops and address obstacles to promotions through open and honest discussions with staff. Organise sessions on staff experiences/concerns around parental leave and ways to overcome challenges - Actively identify issues and implement recommendations to address them. Hold one annual session outlining routes to promotion and separate grade-specific sessions focusing on transition from one grade to the next. 	Annually Sept 2020-Ongoing Jan 2021-Annually	Dean AS Champion and EDIT Members SMT and AS Champion	<p>Series of annual workshops delivered by SMT covering the promotion process and how to apply.</p> <p>Positive feedback from staff received through informal interviews, in relation to workshops.</p> <p>Greater understanding (increase to 80%) of different routes to promotion and process as measured through next staff survey.</p>

Ref.	Objective	Rationale	Action to be taken to achieve objective	Timescale	Responsibility	Desired outcome and impact
			<ul style="list-style-type: none"> Streamline relevant CPD sessions during appraisals. Promote training opportunities and encourage staff to cater their CPD training to applications for promotion. Hold EES session on how CPD can contribute towards applications for promotion Line manager training on supporting and encouraging career progression of staff they manage. Actively identify eligible staff at appraisals and put in place plans of action accordingly in consultation with line managers. Run workshop for staff and managers on promotion (Associate Professor) through Learning, Teaching and Enterprise routes (as opposed to just Research), as these are not well understood. 	<p>June Annually</p> <p>Ongoing</p> <p>Nov 2020 Annually</p> <p>Jul 2021 Annually</p> <p>Aug-Sept 2020 Annually</p> <p>August 2021- Annually</p>	<p>Line Managers</p> <p>Line Managers</p> <p>SMT and Line Managers</p> <p>L&OD</p> <p>Line managers and staff</p> <p>SMT</p>	
5.5	Integrate EDI work and support into promotions and progression criteria.	HLS is continuing to draw importance to EDI and work in relation to this needs to be formally recognised. This will	<ul style="list-style-type: none"> Add EDI work to promotional criteria at School-level. 	Sept 2020-ongoing	Dean	AS/EDI work added to promotional criteria at School level.

Ref.	Objective	Rationale	Action to be taken to achieve objective	Timescale	Responsibility	Desired outcome and impact
		certainly benefit women as it is often women who take on the bulk of EDI roles. There is currently not formal recognition of EDI work at University level and the School seeks to change this.	<ul style="list-style-type: none"> Ensure work is recognised in appraisals. Partner with AS Champion in School of Engineering and Computer Science to lobby University for more recognition at central level. 	June-Sept Annually Apr 2020 Ongoing	Line Managers AS Champion	Individual feedback from those involved in EDI work shows recognition in appraisals.
5.6	Rectify gender discrepancy in research time allocation through review of time allowance and enhance support for ECRs and those with caring responsibilities.	Until 2018-19, research time allocation was more proportionate to the overall gender balance of staff in the School. However, this completely swapped to favour men in the last year (61%M:39%F). This has particularly affected women with caring responsibilities and ECRs, who feel there is a lack of support.	<ul style="list-style-type: none"> Review research time allocation in work programmes with a view to addressing gender disparities. Lead collaborative project with the University to ensure that mock REF processes do not disadvantage women and ECRs in future. Run policy workshops to address the impact of caring responsibilities on research career progression. See AP 5.8 in relation to support via appraisals and AP 5.10 in relation to ECRs. 	Sept 2020-Annually Sept 2020-Dec 2021 May 2021-Ongoing	Associate Dean of Research Associate Dean of Research and EDIT Members AS Champion and EDIT Members	Research time allowance becomes more proportionate to overall staff balance, at least 50%F.
5.7	Enhance the research support provided for staff not attached to REF units in order to	Focus on the REF has allowed for staff without research allocation to be marginalised. Informal discussions with staff found that more support in	<ul style="list-style-type: none"> Establish research support (below) for staff outside of the REF to encourage greater uptake of research. 	Jul 2020-Apr 2024	Associate Dean of Research	For more staff, particularly female, to gain research allocations after appropriate support has been provided.

Ref.	Objective	Rationale	Action to be taken to achieve objective	Timescale	Responsibility	Desired outcome and impact
	ensure equity in the School.	this area would be well-received.	<ul style="list-style-type: none"> QR research monies diverted from REF units to non-REF subject areas to support researcher development. Encourage conference participation amongst staff without research allocation. Invite staff without research allocation to <i>Lunch + Write</i> to encourage them to begin work on a research project. 	Sept 2021-Sept 2023 June 2020-onwards Sept 2020-Semesterly	Dean Associate Dean of Research AS Champion	
5.8	Improve staff confidence around the utility of appraisal as an effective tool for development.	The staff survey revealed a significant percentage of staff didn't find the appraisal system useful for planning career development.	<ul style="list-style-type: none"> Incorporate more EDI into appraisal discussions. For example, the impact of caring responsibilities (childcare, adult caring, disability etc.), confidence and culture. Organise School session of 'Developing Your Career and Preparing for Your Appraisal' CPD session with central Learning and Organisational Development. Refresh training amongst appraisers. Conduct interviews after annual appraisals to gauge whether support has been put in place. 	June-Sept 2020 Annually Apr 2021 Mar 2021 Jan 2022	SMT, Line Managers Dean, L&OD SMT AS Champion	Manager training refreshed and opportunity provided for staff to better prepare for appraisal. Greater awareness of development opportunities and utilising appraisals. This will be measured by staff feedback in the EES. Improvement by 10% of people who view appraisals as useful for career development, as measured in next staff survey.

Ref.	Objective	Rationale	Action to be taken to achieve objective	Timescale	Responsibility	Desired outcome and impact
5.9	Encourage nominations for female staff to attend the Advance HE's Aurora and Diversifying Leadership Programmes.	There have thus far been no nominations in HLS for Advance HE's Aurora Programme. The University now sponsors BAME individuals to attend the Diversifying Leadership programme and we will ensure relevant staff have the opportunity to apply.	<ul style="list-style-type: none"> Build awareness of the merits of the Aurora programme. Email opportunities when they arise and encourage nominations, particularly amongst female staff invested in leadership roles. Produce case studies and hold workshop to share participant experiences. Track participant experiences over next 3 years. 	Sept 2020 -Ongoing As they arise	AS Champion Dean, SMT and AS Champion	At least one nomination made within HLS per year.
5.10	Provide further support for individual career development, particularly for ECRs.	Survey results show that 50% of staff (n=20) didn't feel there were adequate opportunities to support their development as a researcher. Qualitative responses drew specific attention to the lack of support for ECRs. The staff survey also indicated that staff felt there were a variety of steps the School could offer to benefit individuals' career development.	<ul style="list-style-type: none"> Encourage and monitor uptake of ECRs' participation in the research seminar series Hold informal meetings with research-active staff to discuss progress and areas for development about effective measures of improvement to support ECRs. Provide workshops relating to career advice, supervisory skills and increased networking opportunities. 	Sept 2020 -Sept 2021 Jan 2021 - Jan 2022 Ongoing	AS Champion AS Champion, Line Managers SMT, Line Managers	Increase participation in the research seminar series and instil confidence in ECR's as measured by increase in number of ECR presenters (currently 0). Provide support to all research-active staff and identify areas for development. Improvements evident through staff focus group.
5.11	Revise the mentoring system to ensure it is	Although HLS has a mentoring system in place, this needs to	<ul style="list-style-type: none"> Organise project to review effectiveness of the mentoring 	Sept 2021- Jan 2022	SMT	Mentoring system revised and uptake increases.

Ref.	Objective	Rationale	Action to be taken to achieve objective	Timescale	Responsibility	Desired outcome and impact
	actively and effectively used.	be revised to become a more effective tool in the development process. There is a lack of engagement with the mentoring system, by both mentors and mentees.	<p>system and identify key areas for improvement.</p> <ul style="list-style-type: none"> Implement recommendations to ensure a more effective mentoring system. Consult with staff, both those utilising and those not involved with the mentoring scheme, to determine how to increase uptake and usefulness. Signpost staff to new central Women and Professors Network (encompassing Associate Professors, Readers and Professors) who have a pool of existing mentors and to Academic Women's Advancement Group. Also signpost new central BAME Mentorship and LGBT+ Mentor schemes (once rolled out) for interested staff. 	<p>Jan 2022-May 2022</p> <p>Jan 2022-May 2022</p> <p>Ongoing</p>	<p>SMT, Line Managers</p> <p>AS Champion</p> <p>AS Champion</p>	Informal discussions will take place with both mentors and mentees to assess the success of these changes over time.
5.12	Work towards greater distinction of Law and CJC events and hold PG study events for students.	Feedback from CJC students (female and male) has deemed the amalgamation of the Law and CJC programmes problematic. Women in both programmes would benefit from further PG study-focussed events as they are	<ul style="list-style-type: none"> Ensure separate CJC and LLB career events and opportunities regularly take place. Host 'Considering Postgraduate Study?' event separately for LLB and CJC programmes, with a focus on engaging female UG students. 	<p>Ongoing</p> <p>Nov 2020 - Ongoing</p>	<p>CJC and LLB Teams</p> <p>CJC and LLB Teams</p>	More streamlined career events for CJC students will take place. This will benefit female students in particular as the CJC programme has a higher ratio of female students. Student feedback will evidence this.

Ref.	Objective	Rationale	Action to be taken to achieve objective	Timescale	Responsibility	Desired outcome and impact
		lost at the pipeline from UG to PGT.				
5.13	CJC Team to adapt marketing and outreach activities in development of PG programme to encourage more applications from men.	There is currently no PG CJC programme but development of one is in the pipeline. AS values need to be incorporated into this process to encourage UG students to aspire to PG study, with a focus on the progression of female students to PGT level, and the recruitment of men who are underrepresented.	<ul style="list-style-type: none"> Discuss with CJC team how AS values will be incorporated into development of PG programme. Ensure marketing imagery features more men, alongside more male academic staff leading Open Days and outreach activities. Conduct a student survey after the first year of PGT study to identify any gendered differences in student experience. 	<p>Sept 2020- Sept 2021</p> <p>Sept 2021- Sept 2023</p> <p>Aug 2022</p>	<p>SMT and CJC Team</p> <p>CJC Team</p> <p>AS Champion</p>	<p>UG CJC students will have the opportunity to continue study at Master's level and applications from men and women will increase by 5%.</p> <p>Staff in the CJC Team gain benefit of programme development experience.</p> <p>Meaningful feedback received from future CJC PGT students, improvements implemented if/where necessary.</p>
5.14	Provide further information and advice for staff on applying for research grants.	Few funding applications are submitted from the School and staff survey results revealed that information and advice on applying for grants would be welcomed.	<ul style="list-style-type: none"> Consult with staff to target particular areas they need support with. Continue <i>Lunch and Write</i> twice per semester. Hold series of meetings amongst the research team to offer advice and guidance on grant applications, with a focus on 	<p>Ongoing</p> <p>Twice per semester</p> <p>Quarterly</p>	<p>Associate Dean of Research</p> <p>AS Champion</p> <p>Associate Dean of Research</p>	Research active staff gain confidence and skills to apply for grant leading to increase in grant applications, particularly amongst female staff with caring responsibilities.

Ref.	Objective	Rationale	Action to be taken to achieve objective	Timescale	Responsibility	Desired outcome and impact
			<p>female staff with caring responsibilities.</p> <ul style="list-style-type: none"> Encourage women to join the Academic Women's Advancement Group (AWAG) grant writing retreats. 	Ongoing	AS Champion	
5.15	Establish a repertoire of VL staff (with a focus on recruiting men) to cover parental leave and/or long-term sickness leave.	There is a lack of available staff to cover long-term leave. The School needs to revise its approach to cover during parental leave and look to build up a repertoire of VL staff who can be called upon to cover in such instances and when colleagues are off sick. This will remove the strain from the wider team who have existing responsibilities and enable a more balanced workload for all.	<ul style="list-style-type: none"> Establish a repertoire of VL staff who want to work part-time/flexibly. Focus on recruiting men in particular to allow for a greater gender balance of academic staff. Include a question in the staff survey to gain feedback on whether staff feel cover arrangements have been successful. 	<p>Jan 2021-Apr 2024</p> <p>Apr 2020-Sept 2022</p> <p>Dec 2021</p>	<p>SMT</p> <p>Programme Leaders</p> <p>AS Champion</p>	Number of VL's will increase (by 10% depending on wider staff numbers) and programmes will have appropriate cover when needed, as measured through positive staff survey response.
5.16	Lead initiative to enhance support across the University for staff undergoing IVF treatment.	Feedback from staff has revealed that there is a noticeable lack of support and focus in HR guidance for women undergoing IVF treatment. This is an inclusivity issue and an initiative to influence policy and practice across the	<ul style="list-style-type: none"> Launch initiative via Working Parents Network to liaise with HR about enhancing information and support. Create EDIT subgroup to support HR in the implementation of guidance on staff undergoing IVF treatment. 	<p>Jan 2021-May 2021</p> <p>Sept 2021-Sept 2022</p>	<p>Working Parents Network Lead</p> <p>EDIT Members</p>	Recognition of staff undergoing IVF treatment is integrated into all central University HR documents and processes.

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		institution is needed, with more recognition of people undergoing this treatment.	<ul style="list-style-type: none"> Explore sector best practice to inform approach. 	June-Aug 2021	EDIT Members	
5.17	Develop line manager training on maternity leave and implement appropriate adjustments for pregnant or returning employees (such as flexible working agreements).	Informal feedback from staff found a lack of support and information before, during and after maternity leave.	<ul style="list-style-type: none"> Improve line manager training on support for pregnant or returning employees. Make staff aware of right to request flexible working agreements to accommodate work-life balance. 	Jan 2021-Jan 2022 Ongoing	Cohort Tutor, L&OD and Line Managers SMT and Line Managers	Interviews with returning female staff indicate positive line manager support before, during and upon returning to work.
5.18	Lead initiative to better signpost and increase number of breast-feeding rooms on de Havilland campus.	Concerns have been raised regarding the lack of availability of breast-feeding rooms on the de Havilland campus, alongside the lack of privacy provided for the one room available as all staff can access it.	<ul style="list-style-type: none"> Work with other Schools to secure additional room for breastfeeding employees and ensure room is well-signposted. 	Once new building completed Sept 2020-Sept 2021	AS Champion, EDIT Members and Estates	Increase in number of private breast-feeding rooms available on de Havilland campus.
5.19	Improve line manager training on SPL and investigate ways of removing the parenting stigma for men.	There has been no uptake of SPL in HLS. There is also a lack of understanding amongst staff of what SPL entails.	<ul style="list-style-type: none"> Discuss partner-focused parenting initiatives with HR. Improve line manager training on SPL to encourage uptake amongst male staff, as part of AP 5.17. 	Aug 2021-Dec 2021 May 2021-Aug 2021	Cohort Tutor and EDIT Members	Greater awareness of SPL in HLS, measured through staff survey. Line managers will discuss SPL with any expectant staff, as evidenced through

Ref.	Objective	Rationale	Action to be taken to achieve objective	Timescale	Responsibility	Desired outcome and impact
			<ul style="list-style-type: none"> Run screening of EDIT member's SPL video and Q&A session, open to all staff and students at UH. 	Jul 2021-Aug 2021	AS Champion, Cohort Tutor and Equality Office	interviews with returning staff.
5.20	Assess merits of flexible working for permanent and temporary staff and what further measures can be put in place post-COVID-19 to make HLS an employer of the future.	Focus group findings revealed that flexible working wasn't always fully utilised or considerate of wider staff needs. The meaning and practice of 'flexible working' will also undoubtedly change following the COVID-19 crisis. It will be important to take the impact of this into consideration when normality returns to ensure that the positive benefits of increased workplace flexibility are retained.	<ul style="list-style-type: none"> Hold further focus groups to understand what flexible working means to staff to gain insight into their perceptions of what this meant before, during and after the COVID crisis. Identify gains that have been made in terms of flexibility around the COVID crisis. Develop School 'flexible working policy' and good practice guidance to outline working from home information and strategies, incorporating good practice from COVID-19 period. 	Oct 2020-Oct 2021 Sept 2020-Jan 2021 Upon full return to campus	AS Champion AS Champion and SMT AS Champion and SMT	A clear analysis of what flexible working means to staff in HLS. Local flexible working policy/guidance developed and all staff aware of its existence, as measured through staff survey.
5.21	Work towards catering opportunities for development specifically to part-time staff.	Informal interviews with staff emphasised concerns over career progression when reducing hours from full-time to part-time.	<ul style="list-style-type: none"> Integrate workshops into the EES catered specifically to part-time staff. Circulate Doodle poll to ensure all interested staff can attend, either in person or virtually. 	Jan 2021-onwards	Dean, SMT and AS Champion	Increased confidence towards career progression for part-time staff, measured through staff survey.

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5.22	Further explore and address staff perceptions of the School as 'stressful'.	The staff survey revealed that 50% of staff (50%: 15F:2M:3U) characterise the School as 'stressful'.	<ul style="list-style-type: none"> Hold drop-in session for staff to discuss perception and reasons behind it in more detail. Gather practical suggestions for minimising stress within the School. Put in place further actions if required. Liaise with the central Wellbeing Champions Network to organise series of events/activities focusing on staff wellbeing. 	Nov 2020-Jan 2021 Feb 2021 Jan 2021-onwards	AS Champion and Wellbeing Champion EDIT Members Wellbeing Champion and EDIT	Better understanding of characterisation of the School as 'stressful' and measures put in place to reduce levels of stress.
5.23	Raise awareness of available support surrounding bullying and harassment, e.g. Dignity and Respect Advisors.	Informal discussions with staff found that there is a general unawareness of the policies surrounding harassment and where they can go for support.	<ul style="list-style-type: none"> Organise a session with the Equality Office and HR on bullying and harassment, with all staff expected to attend. This will also be open to students. Hang posters and put leaflets in strategic locations around School with information relating to D&R Advisor Network. 	Feb 2021 and Feb 2022 Sept 2020	AS Champion, HR, UH Equality Office AS Champion	Greater awareness amongst staff and students about what constitutes bullying and harassment and the measures that can be taken to address this. To be measured by 'bitesize' survey of staff and students.
5.24	Review the way in which roles are allocated to ensure proportional gender representation on influential committees.	The membership of SEG is solely due to virtue of role, which doesn't allow for equal representation.	<ul style="list-style-type: none"> Explore possibility of instigating deputising system to give more staff opportunity to participate in influential committees. 	Sept 2020-Apr 2023	SMT	Proportional representation in terms of gender on influential committees.

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5.25	Encourage staff (particularly men) who have not sat on an external committee to apply, with a focus on streamlining specific roles to staff with the relevant skill set.	No male staff in HLS sit on external committees.	<ul style="list-style-type: none"> Continue to advertise and promote roles as they arise, targeting members of staff with particular skill-sets. Specifically encourage men to participate. Discuss with male colleagues reasons behind lack of participation in external committees to determine if extra measures need to be put in place or if individuals do not feel they would benefit from the experience. 	Sept 2020-Sept 2022 May 2021	SMT and Line Managers SMT	Staff report in the staff survey that they have had opportunity for external roles, if desired. Increase of men by 50% (currently at zero).
5.26	Revise administrative procedures surrounding the workload model to ensure work programmes are kept up to date throughout the academic year.	HLS increased the transparency of its workload model during the 2018-19 academic year. However, feedback received following these changes in 2019 revealed that there was not complete transparency in terms of how work models were established, with staff only being granted transparency upon their publication.	<ul style="list-style-type: none"> Revise the administrative procedures surrounding our workload model to ensure that allocations are properly reflected in work programmes throughout the academic year. Conduct audit of workload model for gender neutrality. Assess whether changes to workload model have impacted staff positively. 	Ongoing Sept 2021-May 2022 July 2022	Associate Dean of Teaching and Learning EDIT Members	Increased transparency of work programmes. Positive feedback in staff survey 2021. Greater consistency of workload model, with appropriate changes made when they occur.
5.27	Monitor the scheduling of meetings per	Part-time staff and those with caring responsibilities stated	<ul style="list-style-type: none"> Keep a record of the timings of School-wide meetings. 	Apr 2020-Sept 2022	AS Champion	An analysis of the timing of meetings will allow for

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	semester and assess whether 'core hours' should be implemented, making adjustments where necessary.	in the staff survey that meetings in HLS could occasionally be scheduled to finish at 5pm which impacted on their hours and flexible working arrangements.	<ul style="list-style-type: none"> Allow staff working flexibly to attend meetings remotely (e.g. via Skype or Microsoft Teams) where possible. Explore investment in improved conference calling equipment. Explore possibility of instituting 'core hours' (9.30-16.30) policy for the School. Meetings and CPD sessions would be held during this time. 	<p>Upon full return to campus and Ongoing</p> <p>May 2020- Ongoing</p>	<p>Programme Leaders and Line Managers</p> <p>Dean, SMT and AS Champion</p>	<p>reflection and appropriate action to be taken.</p> <p>Increased attendance of meetings by part-time staff.</p> <p>A higher proportion of meetings (expectation=70%) held between core hours.</p>
5.28	Review the marketing of the website and ensure that the media used presents a more balanced representation of gender and ethnicity.	HLS staff are primarily White-British, and men are not widely represented as active subjects in various media. We therefore need to review our publicity materials to ensure we are promoting inclusivity and diversity through imagery.	<ul style="list-style-type: none"> Ensure that the marketing tools reflect a more equal gender balance in media imagery. Secure male role model to lead awareness campaign for paternity and SPL and International Men's Day event. Develop dedicated HLS EDI webpage to showcase AS work. 	<p>Apr 2021- Apr 2022</p> <p>Nov 2020 Ongoing</p> <p>Jul- Aug 2020</p>	<p>Marketing and Student Recruitment Lead and AS Champion</p> <p>AS Officer</p>	<p>A more diverse and inclusive representation in images used on the HLS web page.</p> <p>Male-led IMD event and successful awareness campaign.</p> <p>EDI webpage created and increase in hits monitored over time.</p>
5.29	Devise and implement data collection system for outreach activities and enhance staff recognition.	Data on outreach activities in the School is currently not collected. Staff are also not formally recognised on a regular basis.	<ul style="list-style-type: none"> Devise recording method for outreach activities (e.g. online spreadsheet). Develop quarterly Dean's newsletter celebrating staff outreach and other achievements. 	<p>Sept 2020- Ongoing</p> <p>Jan 2021 - Quarterly</p>	<p>AS Champion</p> <p>Dean</p>	<p>Accurate picture of extent of outreach activities amongst staff gained.</p> <p>Informal interviews with staff involved in outreach reveal they feel they have</p>

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						been recognised by the School.
5.30	Analyse data from the COVID-19 staff survey and implement initiatives/changes where necessary.	UH is circulating a survey to staff related to working from home and support during the COVID-19 crisis. We need to analyse this data by various staff characteristics to ensure everyone has received equal support and implement initiatives/changes where necessary.	<ul style="list-style-type: none"> Analyse survey data by various characteristics (e.g. gender, ethnicity, age etc.) and identify key areas for improvement, if necessary. Form an EDIT subgroup to implement changes to support measures (if/where necessary) during unprecedented times of University shutdown. 	<p>May 2020</p> <p>June 2020- Sept 2020</p>	<p>Dean, AS Champion and EDIT Members</p> <p>EDIT Members and SMT</p>	Insights will provide opportunity to revise/improve support measures (where necessary) and ensure staff in HLS feel supported should a similar situation arise in the future, particularly considering the possibility of a second wave of Coronavirus occurring in the UK.