



Department Application
Bronze Award



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|--------------------------------|---|------|--------------------------|
| Name of institution | University of Birmingham | | |
| Department | Birmingham Law School | | |
| Focus of department | AHSSBL | | |
| Date of application | 20 May 2020 | | |
| Award Level | Bronze | | |
| Institution award | Athena | SWAN | Date: 2011 Level: Bronze |
| Contact for application | Must be based in the department | | |
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| Telephone | | | |
| Departmental website | birmingham.ac.uk/schools/law | | |

LIST OF ABBREVIATIONS/LOCAL TERMS

| | |
|------------|--|
| AP | Action Point |
| AS | Athena Swan |
| BEACON | The University of Birmingham's scheme, accredited by Advance HE to award Associate Fellowship, Fellowship and Senior Fellowship. |
| BLS | Birmingham Law School |
| CAL | College of Arts and Law |
| Canvas | This is the university's virtual learning environment. It also functions as the Law School's intranet for staff and students. |
| CEPLER | Centre for Professional Legal Education and Research |
| CPD points | CEPLER Professional Development points are a mode of recognising |

| | |
|--------------|--|
| | students' participation in extracurricular activities that contribute to their training as lawyers. Points appear on their enhanced transcripts. |
| DHoR | Deputy Head of Research |
| EDIO | EDI Officer |
| EIA | Equality Impact Assessment |
| HoE | Head of Education/ Deputy Head of School (Education) |
| HPGR | Head of Postgraduate Research |
| DHoSSS | Deputy Head of School; Staffing and Strategy |
| HoR | Head of Research/Deputy Head of School (Research) |
| HSD | Head of Staff Development |
| EDAP | University Equality and Diversity Advisory Panel (as required for REF2021) |
| EDI | Equality, Diversity and Inclusion |
| Good Honours | A 1H or 2:1 undergraduate degree |
| HEFi | Higher Education Futures Institute, University of Birmingham |
| HoS | Head of School |
| LEAP | Legal Education and Pedagogy group |
| PDR | Performance Development Review |
| PI | Principal Investigator |
| PGCHE | Postgraduate Certificate in Higher Education |
| PRES | Postgraduate Research Experience Survey |

| | |
|--------------|---|
| POD | People and Organisational Development |
| RAP | Reasonable Accommodation Plan. This is an individual plan produced by the Student Disability Service, detailing the teaching and learning adjustments required by disabled students. |
| Research Hub | CAL Research and Knowledge Transfer office |
| SAT | Self-Assessment Team |
| SLSA | Socio Legal Scholars Association |
| SMT | Senior Management Team |
| T&R | Academic staff on Teaching and Research contracts |
| T&S | Academic staff on Teaching and Scholarship contracts. Note, these are not 'teaching only' posts. |
| V C Review | Vice- Chancellor's Integrated Review This is a 5-year strategic and institutional review process at the University of Birmingham, encompassing a review of teaching and research quality, people and staffing. |
| WAM | Workload Allocation Model |

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

Dear Athena Swan Charter Managers,

I am delighted to support this Athena Swan Bronze application on behalf of Birmingham Law School. I am a graduate of BLS, and the second woman to lead the school since its foundation in 1923. Through my work with the Law Society, I am deeply engaged in efforts to ensure that legal education is hospitable to women.

Our vision of a global, diverse, and civic law school means that we are concerned with all forms of exclusion. As you will see from this application, we take an intersectional approach to gender equality which emphasises the relationships between gender, race, nationality, class and family status. This intersectional approach is evidence across the full spread of Law School activity. Gender equality discussions are not siloed within dedicated events but arise organically in the development of policy across our research, education and administrative work.

At the same time, we recognise the need to ensure that equalities issues are at the heart of School governance. For this reason, I have approved the constitution of a new EDI Committee, covering both staff and student issues, clearly linked to our most important committees, and headed by an EDI Officer drawn from senior staff. This will replace SAT in 2020-21. Our ongoing commitment to the Athena Swan action plan is demonstrated by the fact that it will remain a standing agenda item at School Executive, within the EDI portfolio.

We are proud of our outstanding record on promoting women and hiring them to senior leadership positions. Over 65% of our professors are women; this is unusual both for British law schools and for the wider University. We have taken concrete action to ensure that, in future, women with other protected characteristics will also benefit from our equality-sensitive hiring practices. Recognising the impact of precarity on academic colleagues, we successfully supported colleagues to move from teaching fellowships and visiting lectureships to permanent positions, and from there to promotions.

As you will see from our action plan, several changes to School practice – in particular around workload allocation and PDR - were implemented during the self-assessment period as a direct result of SAT's advocacy.

We have not yet achieved all that we would wish. Concerns around work-life balance have been a recurring and theme in both our staff survey and focus group discussions. More must also be done to enhance career development for ECRs and Teaching and Scholarship (T&S) academics. However, our Action plan establishes clear targets from improvement, and I am confident that they are achievable.

I warmly support this application and confirm that the information presented here (including qualitative and quantitative data) is an honest, accurate, and true representation of the Law School.

Yours faithfully,

Professor Lisa Webley.

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words



Figure 1: Law School Building

BLS is a global, civic and diverse law school. Founded in 1923, it is based in CAL. It is a 51-100 QS Top 100 Law School, and a THES top 100 Law School. It is home to CEPLER; a multi-award-winning leader in practice-based teaching and public engagement. Following refurbishment in 2019, all Birmingham staff offices are in a single complex at the Edgbaston campus.

BLS is amongst the largest Russell group law schools, with almost 1800 students. Last year, almost 70% of undergraduates were women. The sector average is 65% (HESA, 2019). BLS students come from 71 countries. 32% of undergraduates were from overseas: the third highest percentage of overseas students among Russell Group Law Schools. 41% of BLS undergraduates in 2018/19 were BAME (the sector average is 36%).

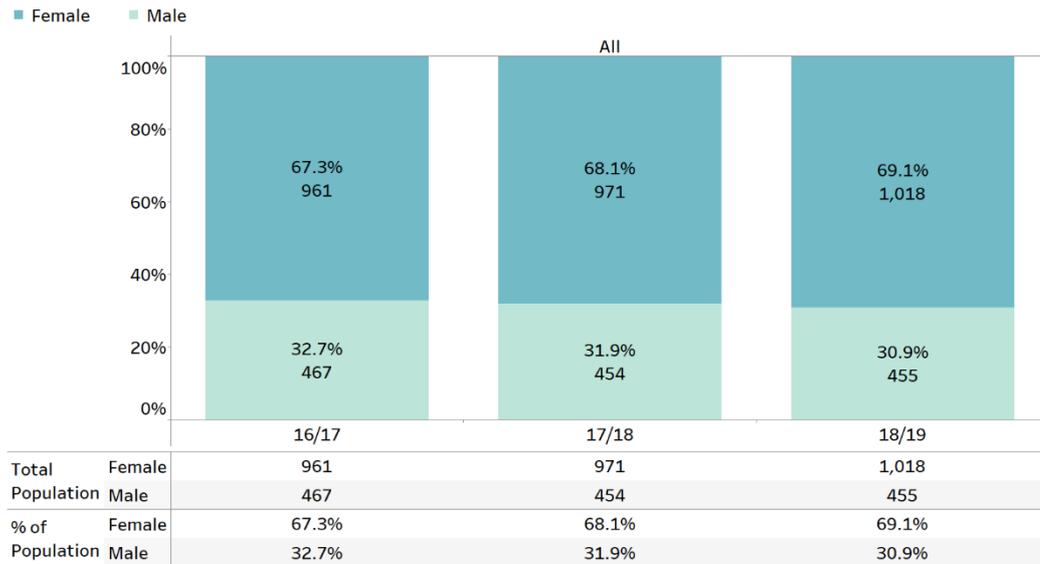
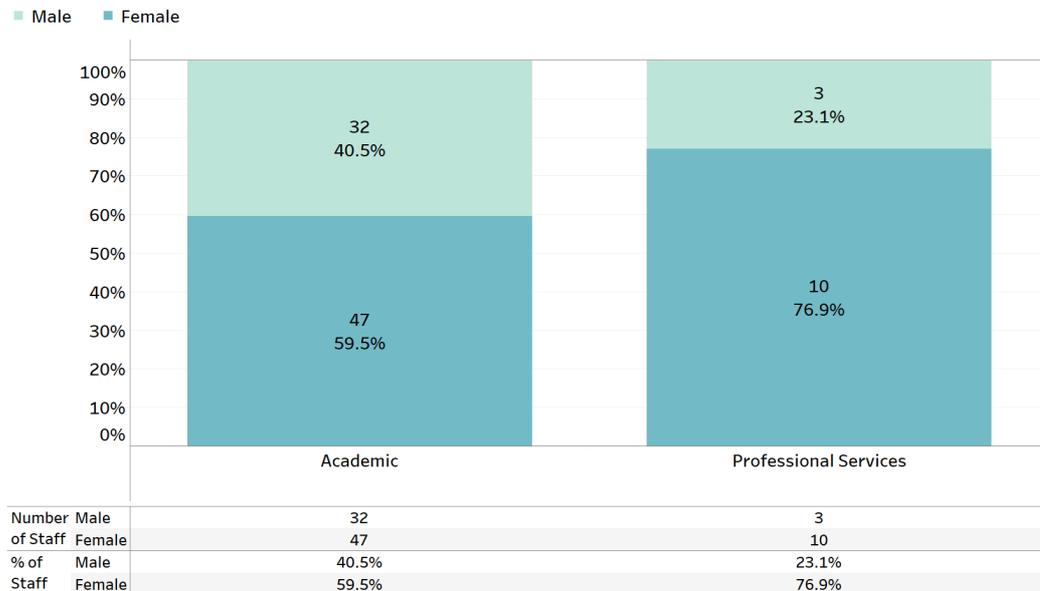


Figure 2: Student Population: Gender Distribution



Source: Human Resources data, updated January 2020.

Figure 3: Staff gender distribution

In December 2019 BLS had 92 staff; 79 academic and 13 PSS. In 2014, 50% of academics were women; today it is 59.5% (sector average: 51.4% (**HESR, 2019**)). 47 academics are employed on T&R contracts, 19 on T&S and 13 on research contracts. 19% of academic staff identified as BAME in 2019 (sector average: 10.6%, (**HESR, 2019**)).

SMT (5 members – 3 women and 2 men) oversees everyday School management and meets at least weekly. It consists of the HoS (as chair) the Deputy Heads of School (Staffing and Strategy, Education and Research), and the School Operations Manager.

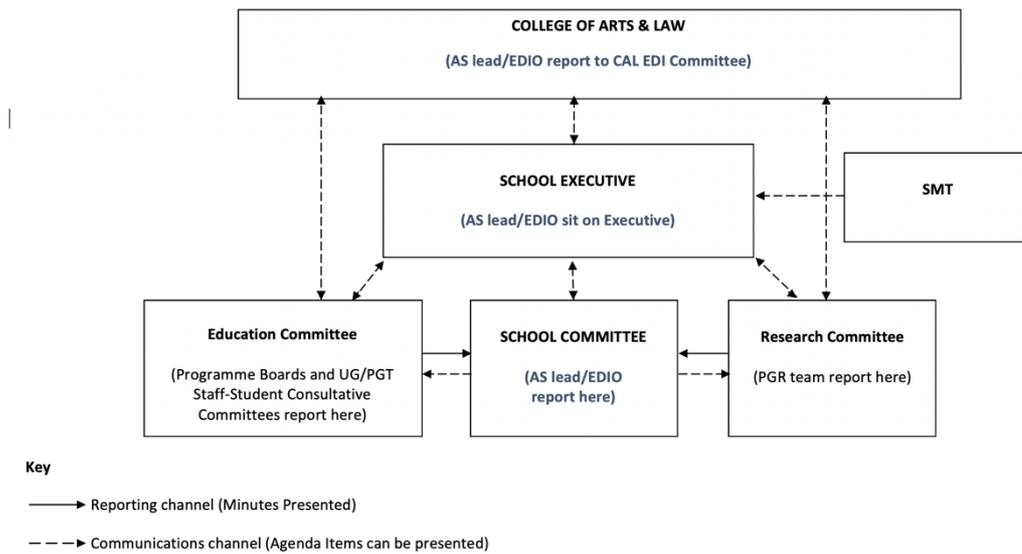


Figure 4: BLS Committee Structure

SMT members and major administrative portfolio holders sit on the School Executive which meets every two months. The Executive (i) advises SMT on operational management and leadership, (ii) ensures oversight of administrative portfolios that do not report to Education or Research Committee, and (iii) allows co-ordinated discussion on strategy. In Spring 2020, 8 of the then 13 members were women. The AS Action Plan is a standing item on the Executive’s agenda, under the EDI portfolio. **(AP 2.1)**

Table 1: School Executive Membership:

| |
|--|
| Head of School |
| Deputy Head of School; Staffing and Strategy |
| Deputy Head of School; Education |
| Deputy Head of School; Research |
| Deputy Head of Research |
| Deputy Head of Education |
| Director of PGR Study |
| Head of Staff Development |
| Head of PGT Study |
| Director of CEPLER |
| Head of International Strategy |
| EDI Officer |
| Operations Manager |
| Assistant Operations Manager |
| Academic Administration and Quality Manager |

All academic staff are members of School Committee; a termly forum for discussion and consultation on decisions taken by School Executive and other major committees. PSS staff may also attend.

This AS consultation process came at a time of change for BLS. Since 2015, SMT has prioritised creating a culture of gender equality. Ten years ago, women were under-represented in BLS leadership positions. Today, women are 65% of professors, including women in HoS and Deputy HoS roles. Despite these achievements, BLS acknowledges continuing challenges; particularly (i) mainstreaming equality issues across our governance processes (ii) addressing overwork, (iii) understanding the intersections of gender and other protected characteristics (iv) strengthening pathways to promotion for teaching-focused staff and (v) enhancing staff understanding of School decision-making processes. AS has allowed us to build a concrete action plan to address these priorities.

AP 2.1 –Athena Swan action plan to remain as standing item on School Executive agenda (EDI portfolio)

Section word count: 456

3. THE SELF-ASSESSMENT PROCESS

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

(i) a description of the self-assessment team

SAT consists of 14 members; 7 women and 7 men. It includes the Head of School (ex-officio).

Table 2 : Self-Assessment Team Members

| Name | Gender | Role | Core Contributions to Draft | Appointed at BLS | FT/PT | Caring Role | Additional Information |
|-----------------|--------|--|--|------------------|-------|-------------|--|
| Máiréad Enright | F | AS Lead Interim EDI Officer, Reader | | 2016 | FT | No | Promoted SL-R, 2019 Academic expertise in gender equality Member of School Executive |
| Georgia Foster | F | Acting School Operations Manager (from 2020) | Action Plan, Workplace Culture, Maternity Leave, Precarity Administrative Support | 2018 | PT | Yes | Member of SMT and School Executive |
| Anthony Arnull | M | DHoSS, Professor | Action Plan, Hiring and Promotions | 1991 | FT | Yes | Member of SMT and School Executive |
| Meghan Campbell | F | Senior Lecturer, Post-doctoral research mentor, LLM | PGT issues, Postdoctoral Issues, Promotions | 2017 | FT | No | Promoted L-SL, 2019 Academic expertise in |

| | | programme team | | | | | gender equality |
|--------------------|---|---|--|------|----|-----|---|
| Emily Carroll | F | Senior Lecturer, Senior Undergraduate Tutor | UG Issues, Workload, T&S staff issues | 2014 | FT | Yes | Promoted L-SL, 2019 Former Teaching Fellow at BLS Pipeline member: Currently undertaking PhD at BLS |
| Sean Coyle | M | Head of Staff Development, Professor | Staff Development, Mentoring and PDR | 2011 | FT | No | Member of School Executive |
| Rosie Harding | F | Professor | Data analysis | 2012 | FT | Yes | Promoted SL-Chair 2015 Academic expertise in gender equality |
| Richard Hughes | M | Senior School Administrator | Workplace Culture | 2018 | PT | Yes | |
| Natasa Mavronicola | F | DDR, Reader | Research, Student Experience, Workload | 2016 | FT | No | Promoted SL-Reader 2019 Member of School Executive |
| Rehana Parveen | F | Lecturer, Head of Quality Assurance | UG and PGT issues, T&S staff issues, Mentoring | 2012 | FT | Yes | Former Teaching Fellow at BLS |

| | | | | | | | |
|----------------------|---|--|--|------|----|-----|--|
| | | | | | | | Pipeline member. Recent PhD graduate BLS |
| Claudio Pulisciano | M | Taught Programmes Assistant Team Manager | Workplace Culture | 2011 | FT | Yes | |
| Mohammad Shahabuddin | M | Professor | Promotions and Intersectional Concerns | 2016 | FT | Yes | Promoted Reader-Prof 2020 |
| Linden Thomas | F | Senior Lecturer, Acting Director CEPLER | Pay, T&S staff issues, Outreach, Role Models | 2013 | FT | No | Promoted L-SL (T&S) 2018 |
| Bosko Tripkovic | M | Senior Lecturer, HPGR | PGR issues | 2016 | FT | Yes | Promoted L-SL 2019 Member of School Executive |

(ii) an account of the self-assessment process

SAT members receive WAM recognition (**see 5.4.v**) (200 points for AS Lead and 50 for individual members).

AS Lead organised an open SAT recruitment process in Autumn 2018. SAT includes staff with experience of parental and bereavement leave, promotions, caring responsibilities, disability accommodations, and leadership positions, including SMT.

SAT met periodically to consider organisation of focus groups, consultation with administrative portfolio holders, formulation of the action plan and responses to policy decisions from key committees. It met face-to-face 2-3 times a semester, with further consultation via email and in one-to-one and small group meetings. All SAT members reviewed 3 full drafts of this application; in November 2019, March 2020 and May 2020.

We have consulted with members of SATs within the University and at other law schools for advice and mentorship.

Our analysis covers 2015-2020. Student application and degree data are based on calendar year of entry and graduation. Staff recruitment, promotions and turnover is also based on calendar year. For sector benchmarking purposes we rely on HESA and HESR data.

This application arose as an action point from the 2017 V-C Review. AS Lead participated in the CEPLER review and in drafting the REF Environment template. This application, therefore, has been an opportunity to catalyse and enhance conversations on equality already happening across BLS.

SAT surveyed all academic and PSS staff in October-November 2018. The survey asked 58 questions, focusing on 3 areas; career development, work-life balance and workplace culture. 61% of staff (54) responded, but fewer men than women participated relative to their presence at BLS. We distributed a PGR survey at the same time, but the response rate was poor (14 respondents: 20%) **(4.1.iv)**. Invitations for further group discussion were unsuccessful. It may be that PGRs already have adequate means to raise equality issues, including the PRES survey and CAL Staff-Student Committee.

EDI Committee will undertake a staff and PGR equality survey every two years beginning in Autumn 2020 **(AP 3.1)**. Surveying PGRs and staff together will distinguish this survey from other PGR consultative forums. EDI Committee will also directly involve male staff in survey design and directly invite participation. **(AP 3.2)**. The response rate from Visiting Lecturers and GTAs was, similarly, lower than expected, and EDI Committee will take the same steps towards inclusion **(AP 3.3)**.

In February 2019, SAT arranged three thematic focus groups of 15 academics each (on (i) care and parenting, (ii) workload and (iii) workplace culture) to explore the survey data. The themes were based on survey responses. SAT members chaired the groups and collated data. AS Lead offered one-to-one appointments in Spring 2019 to staff who could not attend focus groups or preferred private conversation. When focus groups showed workload was a significant equalities issue, we dedicated part of the 2019 School Education Away Day to exploring it. SAT also organised three coffee mornings at which staff could raise issues of concern. Despite low attendance, they generated suggested action points and made gender equality discussions visible in BLS social space.

As this application took form, SAT consulted with key school committees to ensure ownership of the action plan. The application was discussed at the EDI Committee in April 2020 and at School Executive in January, March and May 2020. AS Lead reported regularly on progress to School Committee, including by summarising survey and focus group outcomes, and circulated the draft application to all staff for feedback before submission.

We sought student views on the action plan through sharing the draft with (i) elected PGT, PGR and postdoctoral representatives and (ii) UG and PGT members of EDI Committee and inviting their feedback. This allowed us to draw on an existing,

committed subgroup of students already concerned with equality issues in the Law School. Reconstitution of the EDI Committee will embed regular feedback on progress with the AS action plan from committed students (**see 3.iii below**). General calls for UG, LLM and PGR participation on SAT were ineffective, perhaps suggesting EDI fatigue or poor awareness of complex gender equality issues within the student body. Accordingly, we will ensure dedicated gender equality student representatives on EDI Committee in future (**AP 6.3**).

AS Lead offered one-to-one conversations in May 2020 to staff who have joined since Spring 2019 to invite their feedback on the draft. The EDIO will offer these conversations annually (**AP 3.4**).

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

We have proactively used this application to better integrate equalities work into BLS governance and to clarify decision-making pathways. SAT and EDI Committee were established separately in 2018. EDI Committee has focused on student-facing issues. EDI representatives sit on Education and Research Committee (**AP 3.5**). EDI has also taken the form of 'projects' rather than overarching policy. A co-ordinated framework will replace this fragmented approach.

From January 2020, AS Lead served as interim EDIO, chairing EDI Committee during the permanent EDIO's leave. This enabled structured consideration of how BLS could streamline its EDI infrastructure. From September 2020, student and staff-facing issues will be folded into a single reconstituted EDI Committee, chaired by the EDIO (**AP 3.6**). EDI Committee will meet four times a year. The EDIO will oversee progress on the AS plan, and EDI Committee will replace SAT in that regard (**AP 3.7**). Work on the AS plan will continue to receive WAM credits, with the EDIO receiving an allocation appropriate to the role's seniority (**AP 3.8**). From January 2020, AS Lead/EDIO sat on School Executive, reporting on this application's development. This relationship continues in relation to the 5-year plan (**AP 3.9**). At School Executive, the EDIO also participates with other major administrative portfolio-holders in strategic and policy-making decisions. They will report to School Committee on progress with the 5-year plan (**AP 3.10**). EDI Committee succession will be planned at SMT, with emphasis on maintaining representative membership in terms of personal experience and expertise (**AP 3.11**). BLS will ensure regular turnover through open recruitment, allowing a range of staff to deepen their knowledge of EDI issues. The EDIO will continue to sit on and report to CAL's EDI Committee.

AP 3.1 Conduct joint staff and PGR equality surveys every 2 years, beginning Autumn 2021

AP 3.2 Engage in direct outreach to male members of staff to encourage effective participation in future surveys.

AP 3.3 Engage in direct outreach to part-time staff to encourage effective participation in future surveys.

AP 3.4 EDIO to continue to offer annual one-to-one conversations with staff on AS issues

AP 3.5 Practice of appointing EDI representatives to Research and Education Committees will be maintained.

AP 3.6 Establish single EDI Committee, chaired by EDIO, and meeting monthly, with responsibility for both staff and student-facing EDI issues. EDI Committee and EDIO to assume responsibility for overseeing progress on AS 5-year plan

AP 3.7 AS action plan to be standing monthly item on EDI Committee agenda

AP 3.8 Work on implementing AS action plan to receive continued appropriate WAM allocation

AP 3.9 EDIO to sit on School Executive, and report on progress with AS action plan

AP 3.10 EDIO to report to School Committee on progress with AS action plan

AP 3.11 SMT to keep recruitment to EDI Committee under review, including at appointment of incoming EDIO

Section word count: 987

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words



Figure 5: Students at Graduation

4.1. Student data

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

A2B students enter UoB on a reduced tariff, receiving a small scholarship, provided they complete UoB's Higher Education Learning Module. BLS PGRs set and mark their summer assignments.

In 2018-19, 13% of UoB's A2B students and 48% of CAL's A2B students studied Law. The proportion of women A2B students has grown as the A2B intake has increased. In 2018-19, over 80% of BLS A2B students were women.

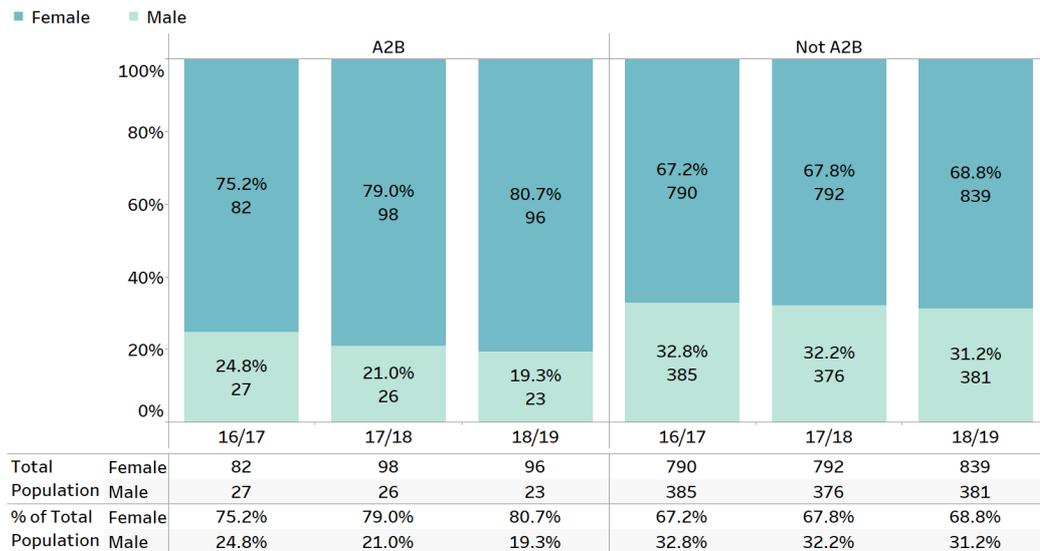


Figure 6: Comparison of A2B and non A2B cohorts

A2B students' attainment on graduation, including gender balance, is broadly in line with the wider cohort, as seen below.

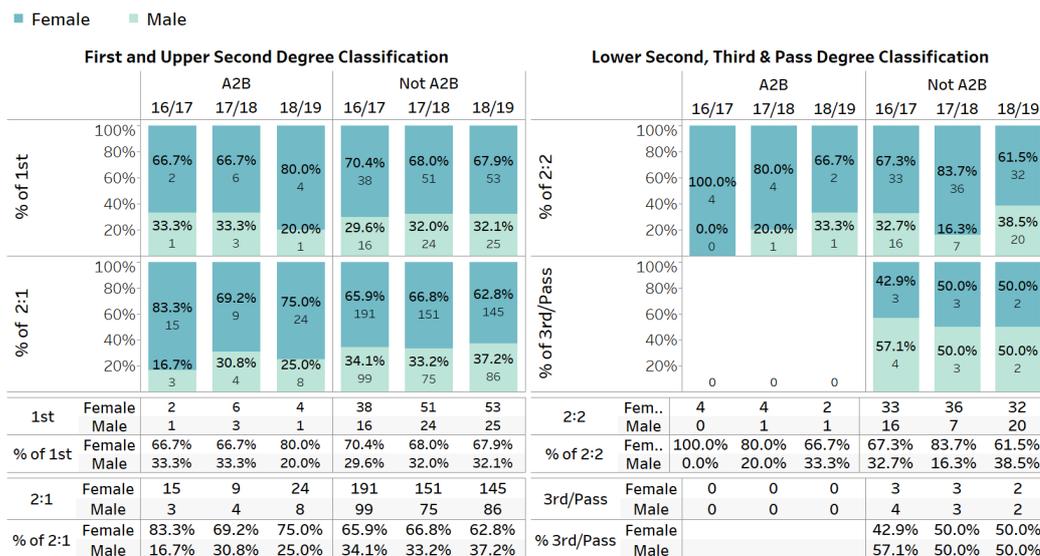


Figure 7: A2B v. non A2B Attainment

There is a small attainment gap (1.9% for good honours) between POLAR 1 and POLAR 2-5 students. The numbers affected are small, with no evidence of a systemic trend. We discuss academic support at (4.1.ii) below.

(ii) Numbers of undergraduate students by gender

In 2018-19, BLS had 1339 undergraduates; 935 (70%) women and 404 (30%) men. Although more women than men enter legal education in the UK, BLS's gender balance is out of step with national trends: 58.4% of UK law undergraduates were women in 2017-18. The proportion of undergraduate men at BLS fell each year from 2015/16, as the undergraduate population grew.

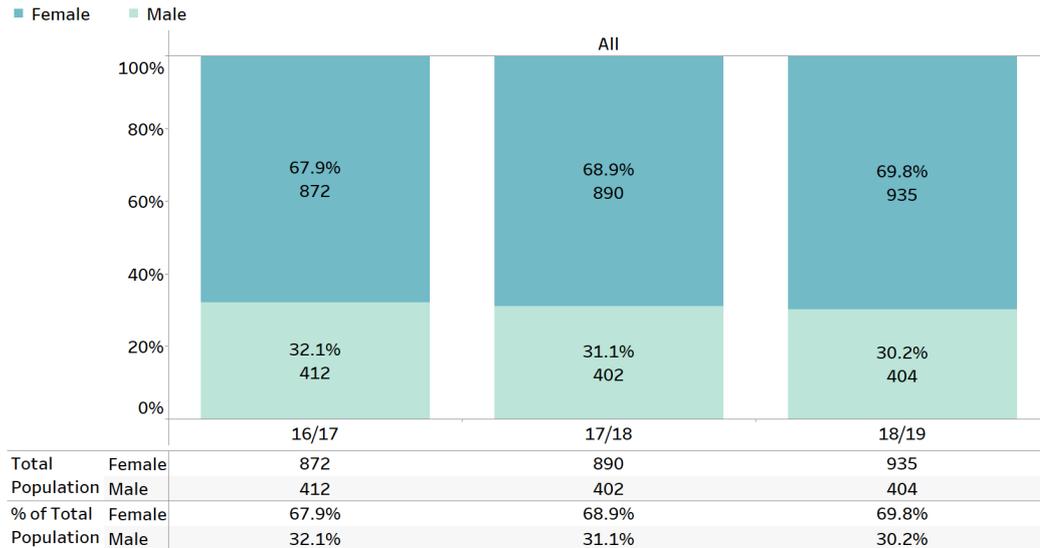


Figure 8: Undergraduate Body: Gender Distribution

Our undergraduate courses are Law, Law with Business Studies; Law with Criminology; Law with French Law; Law with German Law; Law with Computer Science; International Law and Globalisation, and the Law for Graduates. Most Law for Graduates students are Overseas mature students. Students visiting for one year e.g. under the Socrates programme, undertake a Certificate in English law.

Table 3: Gender Breakdown by LLB Programme 2018/19

| | Men | Women | % Women |
|-------------------------------------|-----|-------|---------|
| Law | 283 | 651 | 69% |
| Law w/Business Studies | 30 | 38 | 56% |
| Law w/Criminology | 6 | 74 | 93% |
| Law w/ French Law | 12 | 32 | 73% |
| Law w/ German Law | 6 | 12 | 67% |
| Law w/Computer Science | 1 | 0 | 0% |
| International Law and Globalisation | 25 | 74 | 75% |
| LLB for Graduates | 38 | 50 | 57% |

More women than men apply to BLS. Applications have increased in recent years, but the gender balance remains roughly consistent (women are 67-70% of applicants, men are 30-33%).

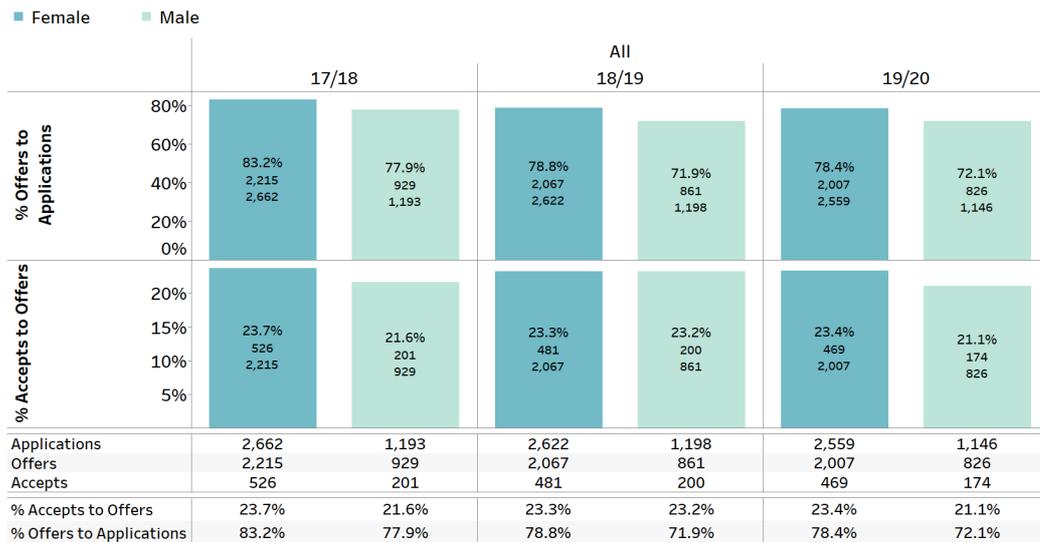


Figure 9: Undergraduate Applications by Gender

There is no statistically significant gender difference in conversion rates from offer to acceptance, but more women than men receive offers. The gap is slightly more pronounced with Home/EU applicants.

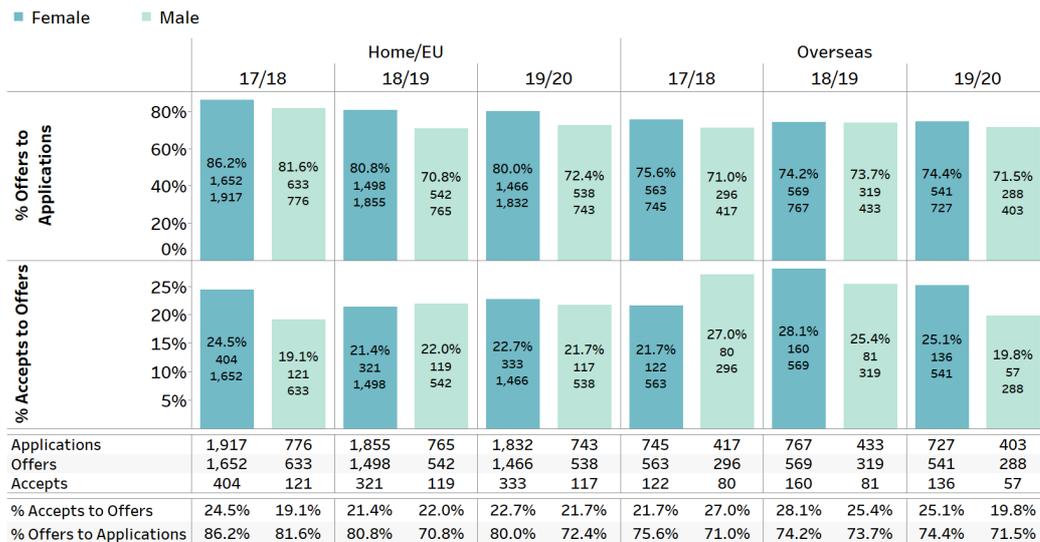


Figure 10: Gender Comparison: Home/EU vs. Overseas Applicants

BLS will convene a staff-student working group to investigate reasons for our unusual gender -balance and suggest actions as appropriate. **(AP 4.1)**

Most undergraduates achieve a first or 2:1 degree. The 2018-19 cohort was the first to graduate under our revised curriculum. This incorporates non-standard assessment modes and focuses on a range of employability skills, enabling more students to excel.

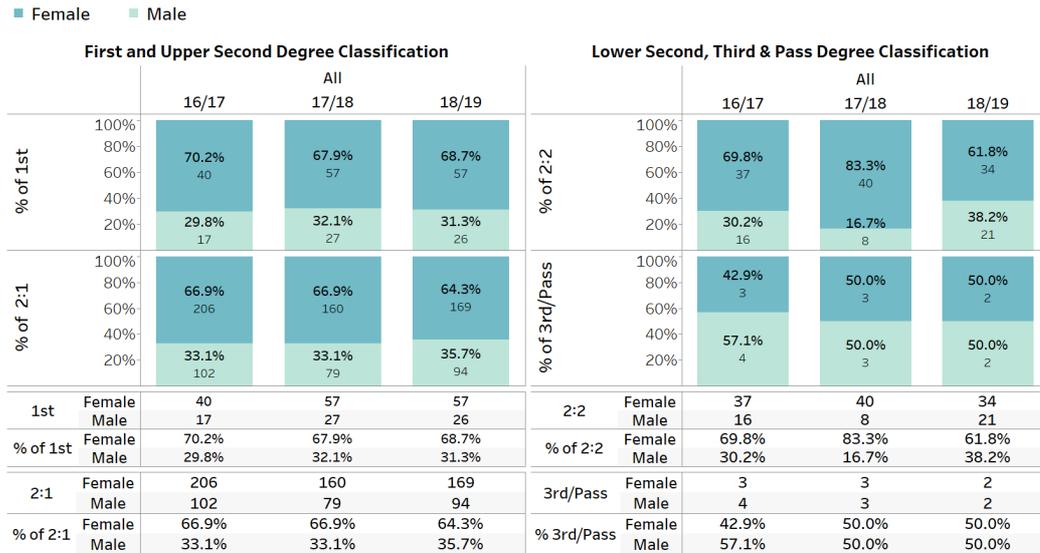


Figure 11: UG Degree Attainment: Gender Breakdown

There is no statistically significant gender performance gap at undergraduate level in respect of good honours degrees. Although performance at lower grades is more variable, the numbers involved are small.

Women’s attainment of first class degrees at BLS is consistently higher than the sector average, while the proportion of good honours degrees is in line with sector averages (HESA, 2019).

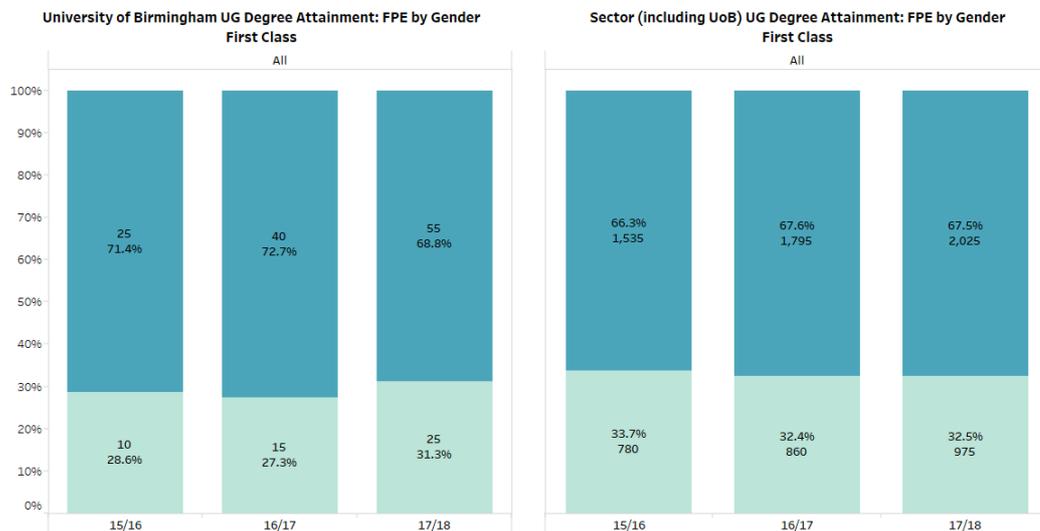


Figure 12: UG First Class Degree Attainment

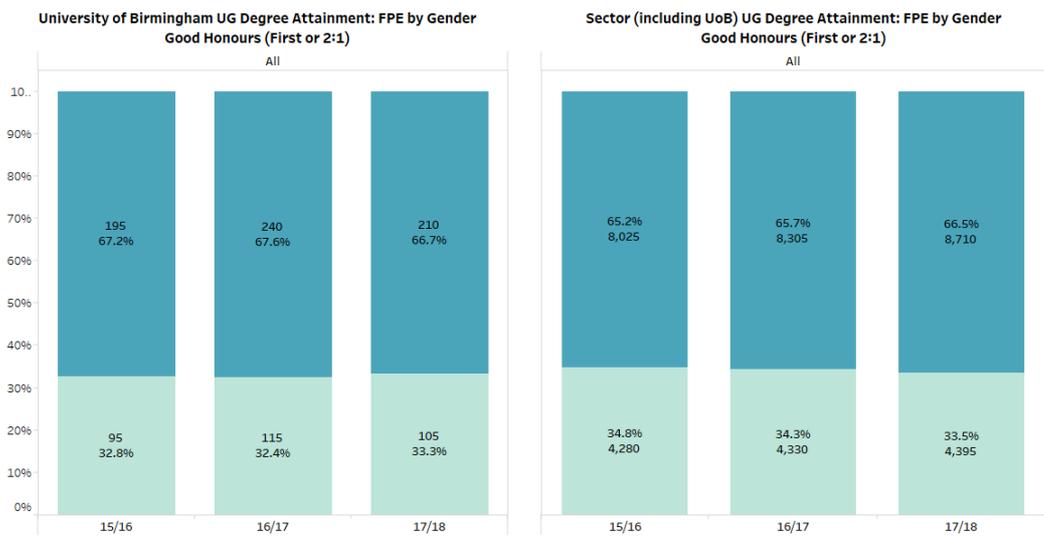


Figure 13: UG Good Degree Attainment

Our non-continuation rate from first year to second year was 2.1% in 2018-19, down from 5.5% in 2017-18. This is below the sector average. In 2018-19, 2.2% of first-year women did not progress, compared to 1.6% of men.

Students have three annual progression reviews with personal tutors. They can meet tutors by appointment or in weekly drop-in office hours. Welfare tutors offer one-to-one specialised pastoral care and signposting to support services. The Senior Tutor oversees whole-cohort provision. This includes an Academic Support workshop programme and drop-in service (300 hours) during term. Since 2017, students have had access to face-to-face individual feedback meetings on examination performance. In October 2019, Education Committee agreed to pilot reviewing assessment performance of every second-year with an RAP. Those not on track for a 2:1 will be invited to one-to-one meetings, and supported as necessary. **(AP 4.2)**

BLS acknowledges a continuing, if improving, BAME attainment gap. For good honours the gap is 8.7%, improving from 12.5% in 2017-18. For firsts, it is 13.5%, improving from 18.6% in 2017-18. For UK BAME students, the gap is 4.9% for good honours, and 11.1% for firsts. UoB does not publish statistics showing how gender, overseas status and BAME status interact.. BLS is focusing on BAME students' learning needs, discussed below at **(6)**.

BLS does not offer part-time undergraduate courses. Two full-time welfare tutors support students to obtain adjustments as needed, including extensions, re-weighting assessments, leave of absence and external candidate status.

AP 4.1 Staff-student working group to review recruitment strategy to consider how BLS may attract more high-achieving students of all genders, including to the A2B programme.

AP 4.2 Implement and review pilot RAP support programme, and report on progress to EDI Committee

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

In 2018-19 we had 70 PGT students (74% women and 26% men) on campus. Our 7 LLM programmes are the LLM General, Criminal Law and Criminal Justice, Commercial Law, International Commercial Law, International Trade Law, International Law and Globalisation and International Criminal Justice and Human Rights. An online LLM in Energy and Environmental Law began in March 2020.

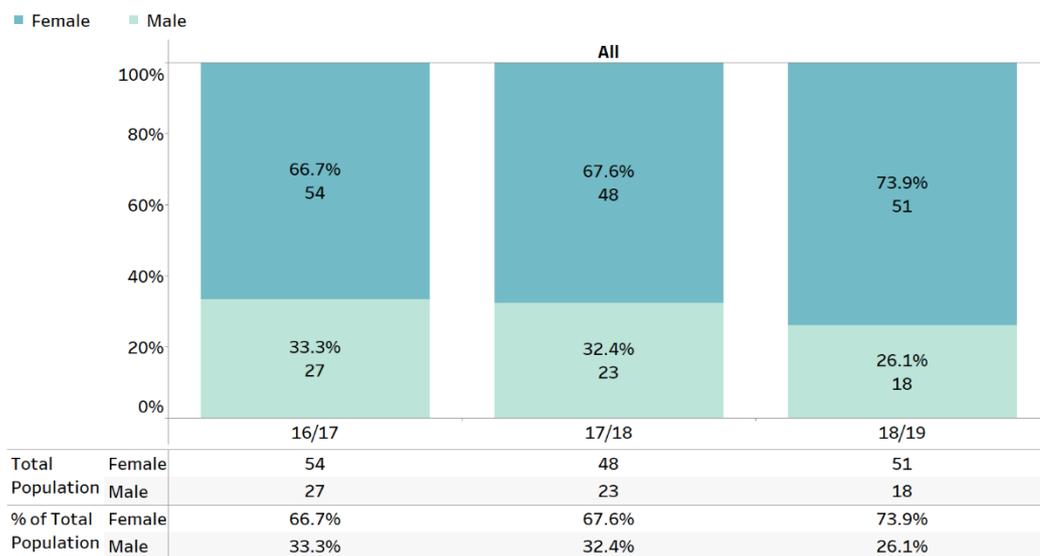


Figure 14: PGT Student Numbers

PG offers are based on admissions criteria; typically a 2:1 undergraduate degree or equivalent. A small number of PGT students (12-15 each year) study part-time. This option makes our courses accessible to a wider range of students.

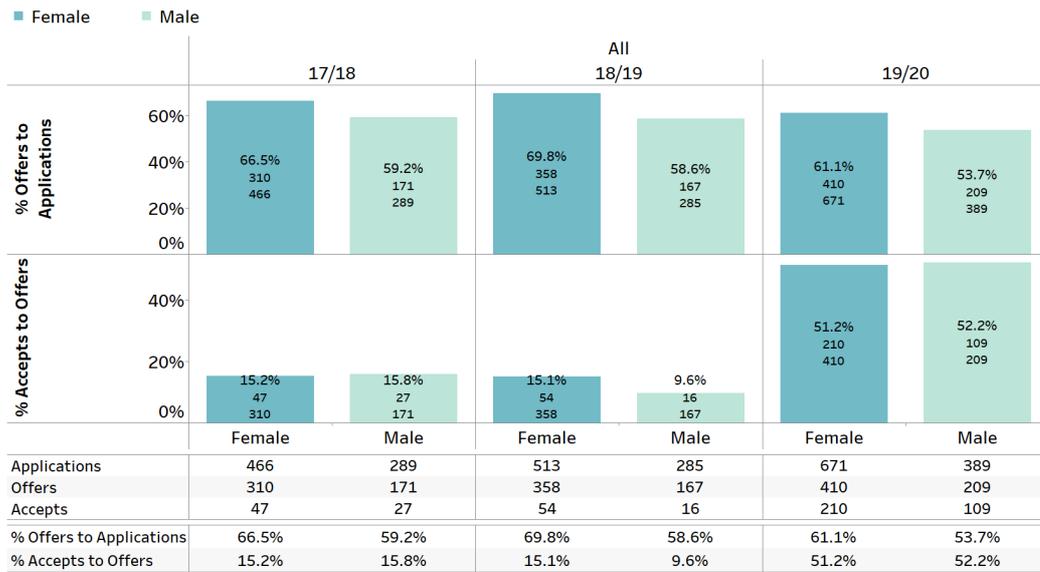


Figure 15: PGT Applications by Gender

In the last four years, 62-65% of PGT applications were from women. However, women are more successful than men at offer stage. This is more pronounced in the case of Overseas applications. This is partly attributable to speculative applications, and will be addressed by improving applicant guidance. **(AP 4.3)**

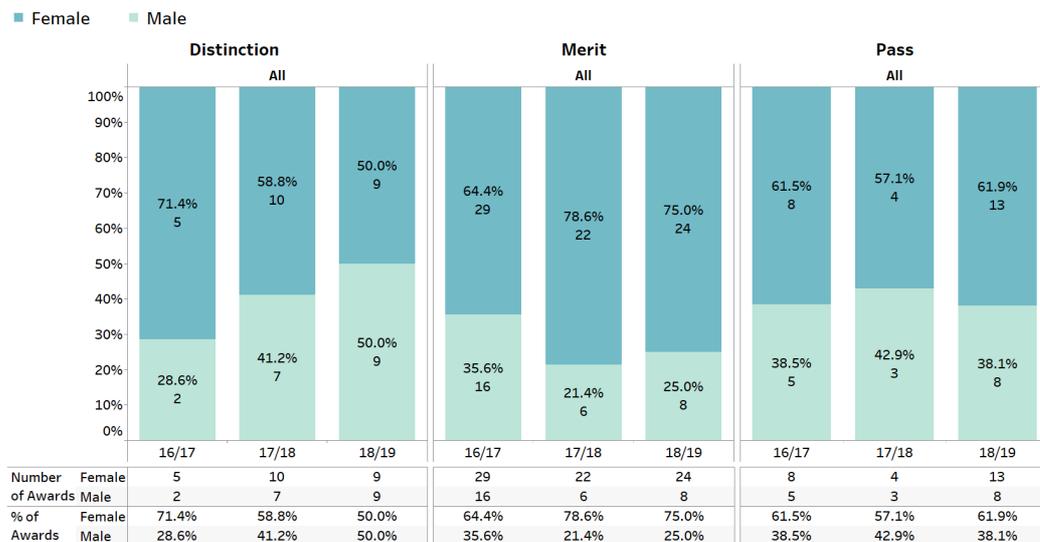


Figure 16: PGT Attainment by Gender

There is no consistent gender performance gap at PGT. However, the numbers involved are small. **(AP 4.4)** LLM students can avail of the academic support infrastructure discussed above at **(4.1.ii)**

AP 4.3– Review guidance provided to LLM applicants on the BLS website, to clarify expectations and support students who might otherwise submit poor applications.

AP 4.4 – EDI Committee to work with LLM students representatives to understand context for any apparent gender performance gap

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

There are currently 72 PGRs at BLS. 46 are full-time researchers. 35% of PGRs in 2018-19 had Overseas status.

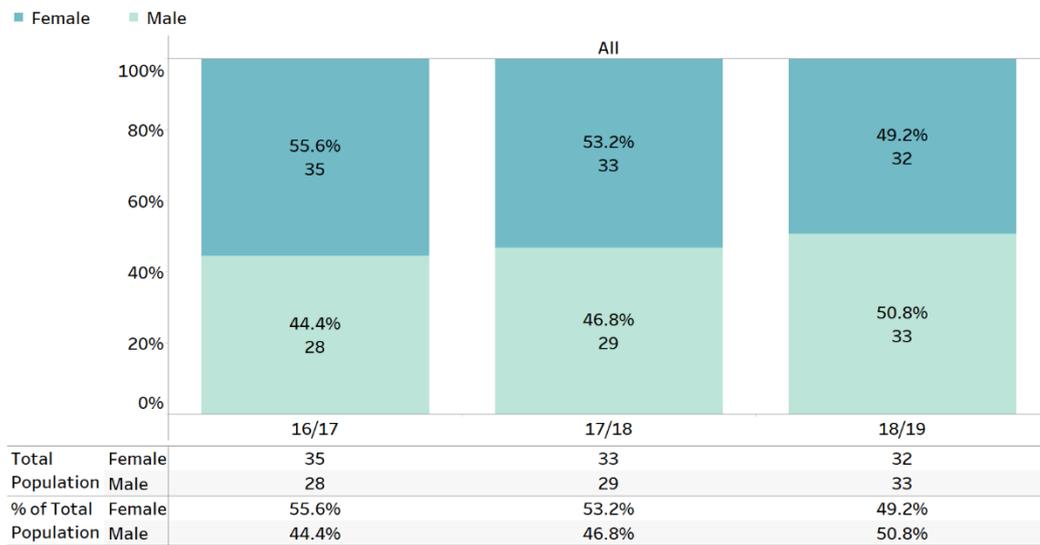


Figure 17: PGR Numbers by Gender

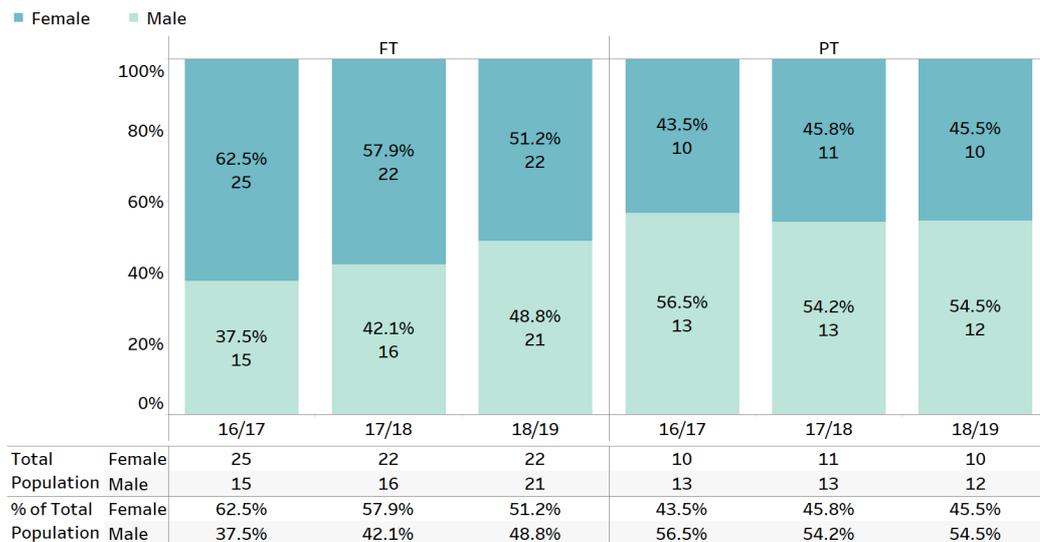


Figure 18: Gender Balance across FT and PT cohorts

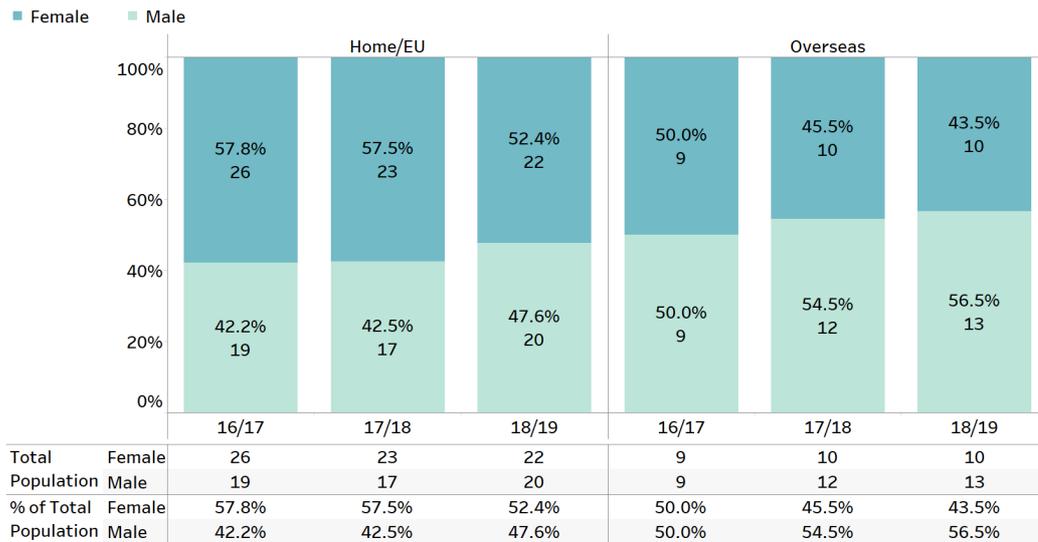


Figure 19: Home/EU vs. Overseas Comparison

The gender balance in the student body is relatively even, but slightly more Home/EU PGRs are women, while the reverse is true of Overseas PGRs.

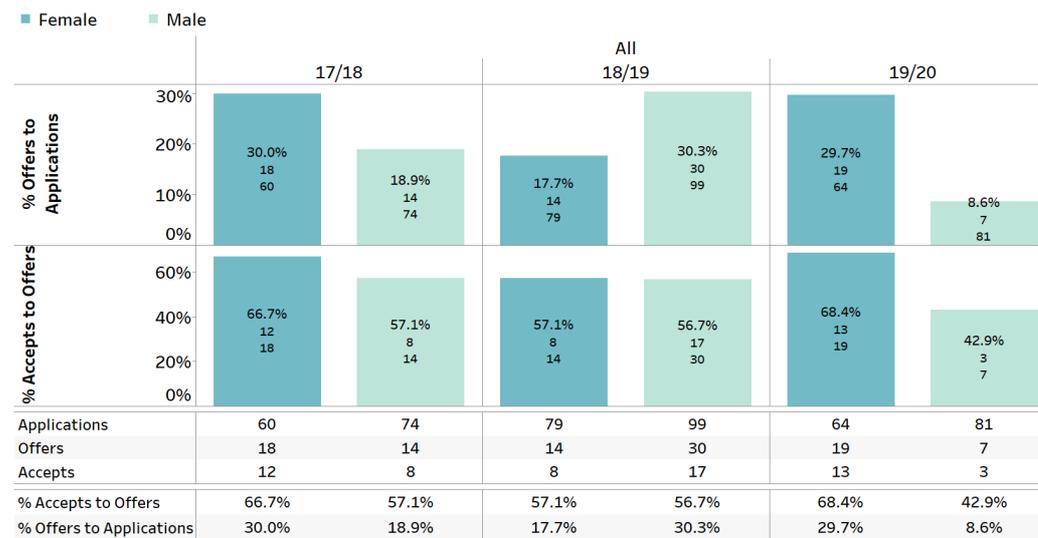


Figure 20: PGR Applications

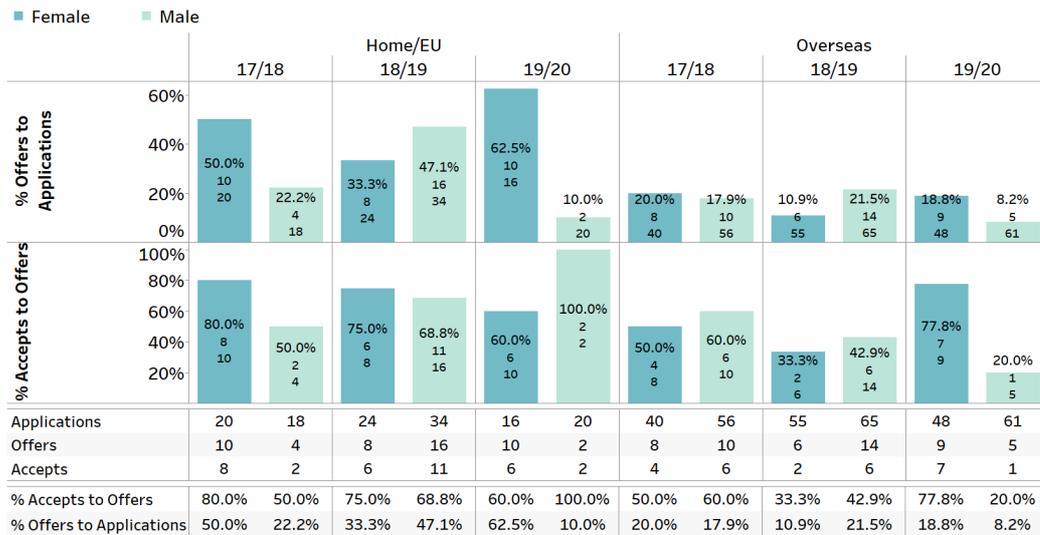


Figure 21: PGR Applications: Home/EU vs. Overseas Comparison

There is an apparent gender imbalance in offers to Home/EU applicants. Overseas applicants are less likely to receive an offer. The numbers involved are small. Applications may be rejected due to (i) lack of appropriate qualifications (ii) lack of supervisory capacity (iii) poor performance at interview or (iv) under-developed proposals. The PGR team updated and clarified application guidance on our website and encourage applicants to approach prospective supervisors for advance support with applications. **(AP 4.5)** Applicants may also be unable to accept offers without funding. CAL runs an annual PGR funding workshop. In 2019, BLS launched its own targeted annual funding workshop. **(AP 4.6)** Unsuccessful applicants shortlisted by BLS for UKRI funding are automatically considered for CAL and BLS funding.

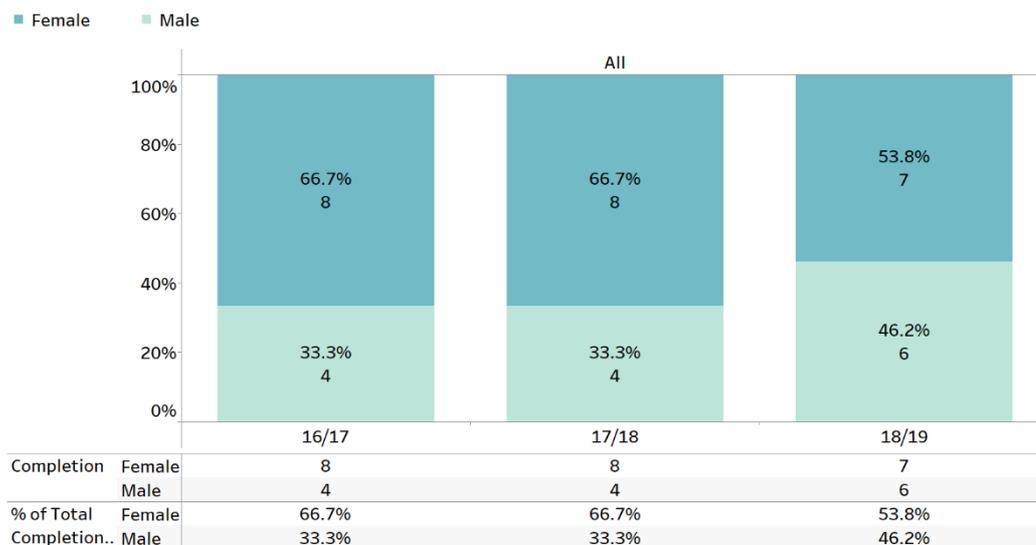


Figure 22: PGR Completions by Award Year

CAL does not collate withdrawal data in a format that readily lends itself to gendered analysis **(AP 4.7)**. Withdrawal rates has been variable in the past. An unusually high

number of PGRs in the 2013-2014 full-time cohort withdrew from PhD study, for a range of individual reasons. However, as BLS has developed more structured support for PGRs, this has improved significantly.

Table 4: Completion Rates: Full-time PGRs

| Entry year | Completion year | Enrolled | Completed within 3 years | % Complete |
|------------|-----------------|----------|--------------------------|------------|
| 2012-13 | 2016-17 | 9 | 9 | 100% |
| 2013-14 | 2017-18 | 18 | 8 | 44% |
| 2014-15 | 2018-19 | 13 | 10 | 77% |

Table 5: Completion Rates: Part-PGRs

| Entry year | Completion year | Enrolled | Completed within 6 years | % Complete |
|------------|-----------------|----------|--------------------------|------------|
| 2010-11 | 2016-17 | 2 | 1 | 50% |
| 2011-12 | 2017-18 | 2 | 0 | 0% |
| 2012-13 | 2018-19 | 6 | 3 | 40% |

The Head and two Deputy Heads of PGR (Admissions and Funding; Environment) lead PGR provision. All PGRs have a two-person supervision team. New supervisors undertake training with UoB's Graduate School, and complete online refresher courses every two years. In addition to monthly supervisions, PGRs undertake annual progression reviews. Remote supervisions are offered to accommodate PGRs' familial and other responsibilities.

New PGRs complete a Development Needs Analysis to identify training needs, and training progress is monitored via annual reviews. BLS runs compulsory first-year training workshops in Term 1, with accompanying online resources. First-year PGRs also present their work in Term 2 PGR forums, receiving feedback from academic staff and senior peers. The HPGR (Environment) organises social events, including 'trouble-shooting' lunches. In addition to addressing training needs, these build community, alleviate stress, and enhance access to the HPGRs. PGRs have a one-to-one mentor; usually the HPGR (Environment), who they meet termly. They also have the support of BLS and CAL welfare teams

30% of BLS PGRs have caring responsibilities. PGRs can apply for leave of absence of up to 12 months for reasons including illness and parental leave (see 5.3.i). One PGR is currently on maternity leave. PGRs are regularly encouraged to contact the HPGRs or their mentor about difficulties with supervision or progress. The HPGR team recognise that gender equality has not been an explicit focus of PGR events to date. Research

Committee will work with the PGR team and PGR representatives to formulate an appropriate plan for inclusion in BLS’s 2020-2025 PGR strategy, overseen by CAL **(AP 4.8)**.

(v) Progression pipeline between undergraduate and postgraduate student levels

Table 6: Student Pipeline – UG to PGR

| | 2016-2017 | | | | 2017-2018 | | | | 2018-19 | | | |
|------------|-----------|-------|-----|-------|-----------|-------|-----|-------|---------|-----|-----|-----|
| | Women | | Men | | Women | | Men | | Women | | Men | |
| UG | 872 | 67.9% | 412 | 32.1% | 891 | 69% | 401 | 31% | 935 | 70% | 404 | 30% |
| PGT | 54 | 66.7% | 27 | 33.3% | 48 | 67.6% | 23 | 32.4% | 51 | 74% | 18 | 26% |
| PGR | 35 | 55.6% | 33 | 53.2% | 33 | 53.2% | 29 | 46.8% | 32 | 50% | 32 | 50% |

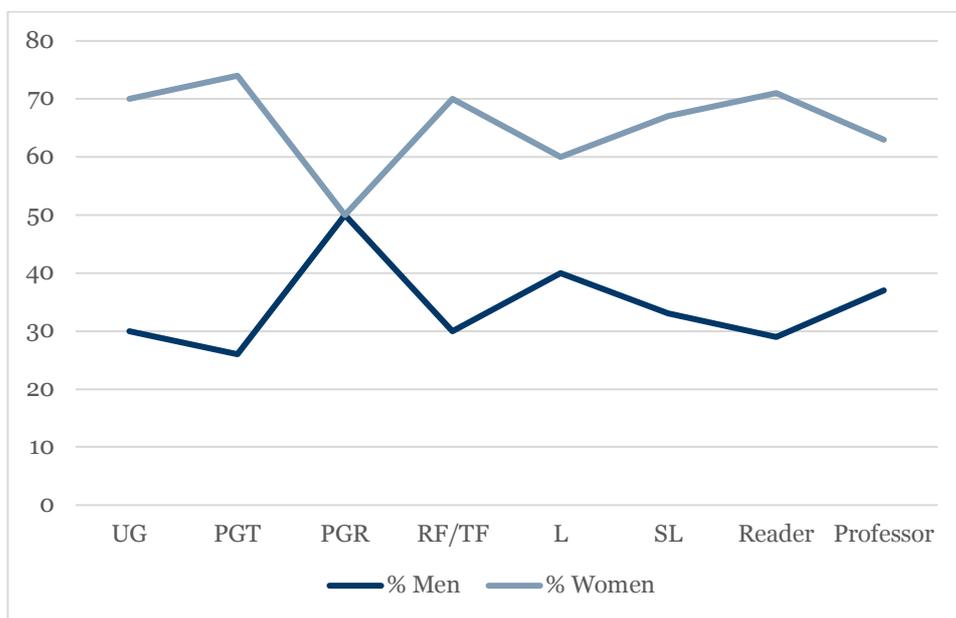


Figure 23: BLS Scissor Diagram 2018-19

While women make up a larger proportion of UG and PGT students, the gender imbalance is much less pronounced by PGR stage. This is not a ‘true’ pipeline - most PGRs are not Birmingham graduates. Women may be going elsewhere for PGR study, or may not be as willing to consider it as men. We will directly address women’s experience in the academy in our funding support **(AP 4.6)** and careers events **(AP 5.27, below)** as part of broader efforts to retain BLS graduates. BLS is committed to diversifying the legal academy, and we believe that efforts to improve BAME UG experience **(see 5.2.(iv) below)** help ensure that talented women can progress to PGR study.

AP 4.5 – Maintain and review up-to-date online guidance for prospective applicants and continue to encourage early contact with intended supervisors.

AP 4.6 Continue to run BLS-specific funding workshop, and address gender-specific challenges in grant-writing

AP 4.7 Pursue collection of gender-specific data on withdrawal, applications for leave of absence etc

AP 4.8 Explicitly incorporate EDI planning into annual CAL review of PGR programme, with a focus on gender

4.2. Academic and research staff data

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

Women academic staff outnumber men. This has been true for several years at all grades and contract types.



Source: Human Resources data, updated January 2020.

Figure 24: Academic Staff by Grade

At Professorial level, female representation rose from 42% in 2016 to 65% in 2020; well in excess of the university average of 27.3%. This is attributable both to construction of search committees to attract leading women scholars, and a supportive promotions environment (see 5.1.iii). Three professors, two men and a woman, are BAME (one promoted 2020). (see 5.1.i)

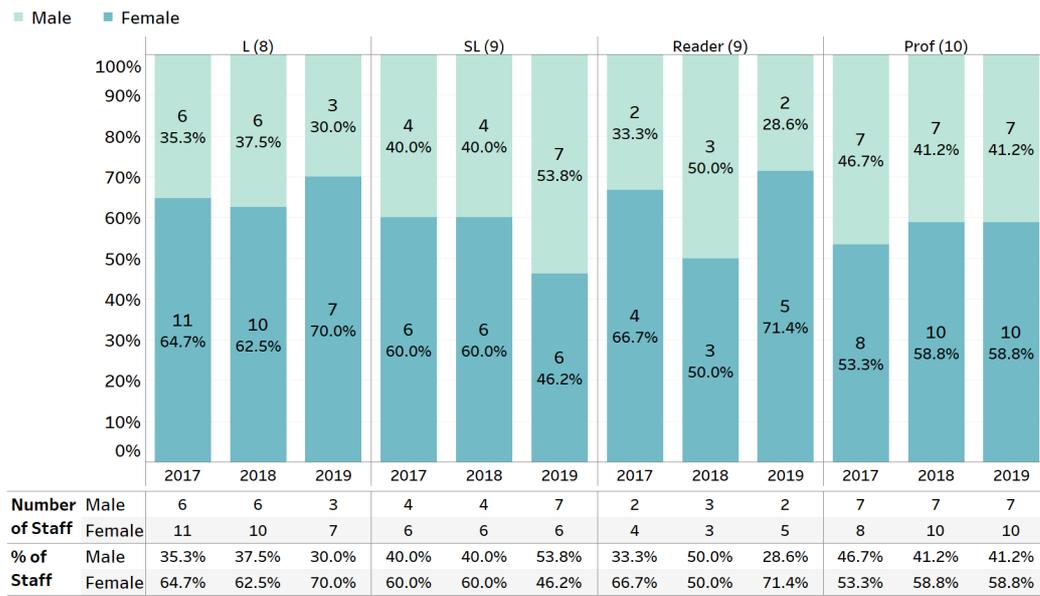
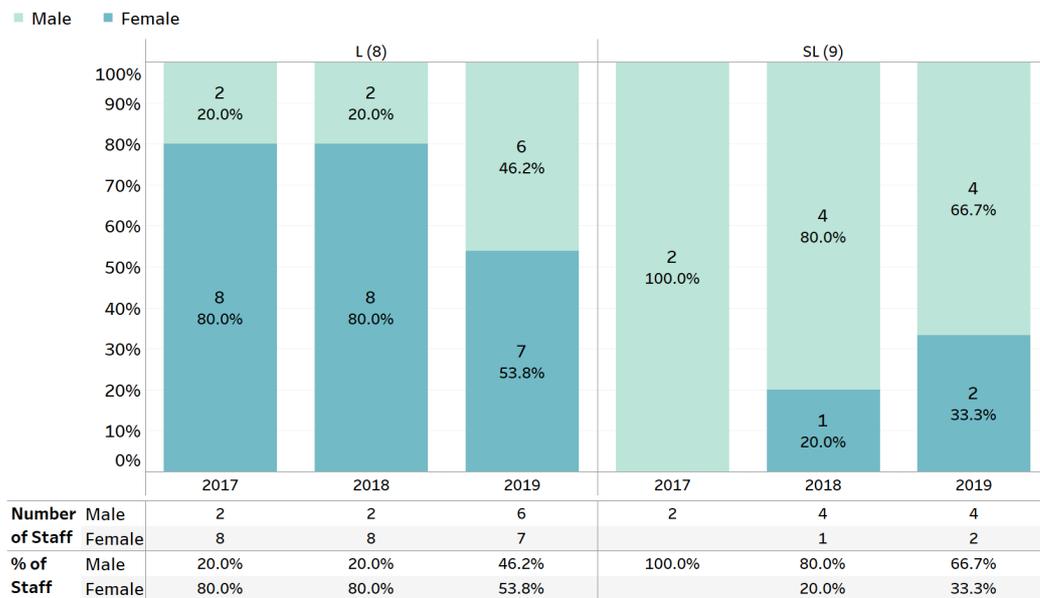


Figure 25: T&R Staff by Grade



Source: Human Resources data, updated January 2020.

Figure 26: T&S Staff by Grade

Most T&S staff are women. No Professors or Readers hold T&S contracts. Of the 9 women T&S staff, 7 are Lecturers.

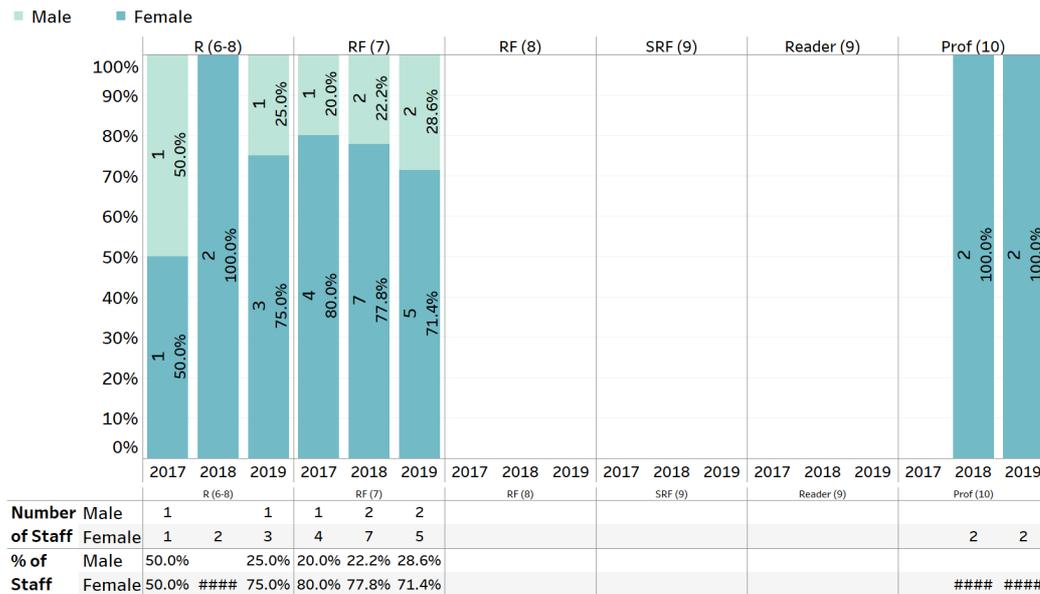
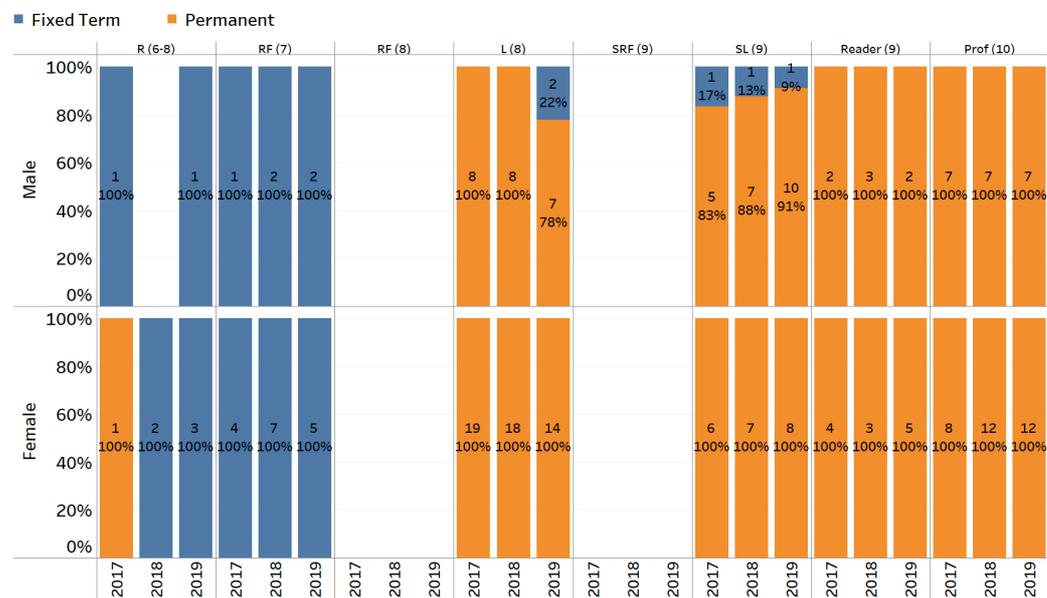


Figure 27: Research Staff by Gender

As is typical for law schools, research-only staff are a new feature of BLS life. Numbers have increased with greater success in grant capture. Most research-only staff (currently 85%) are women post-doctoral researchers.

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



Source: Human Resources data, updated January 2020.

Figure 28: Academic Staff by Grade and Contract Type

BLS employs some staff on fixed-term contracts; as Teaching Fellows, Research Assistants and Research Fellows. Research-only contracts are usually postdoctoral positions, attached to research grants. 10 PGRs teach for BLS as Postgraduate Teaching Assistants.

A further 10 Visiting Lecturers teach at BLS. These may be legal professionals or academics or PGRs who also teach for other institutions. They may work on term-long or

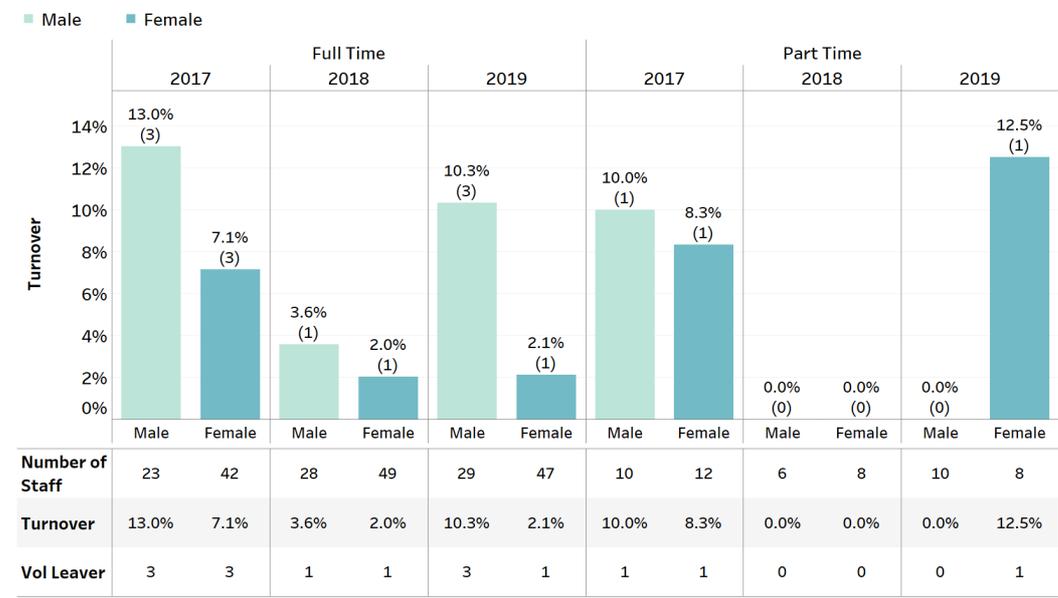
1-year fixed-term contracts. Some teach specialist modules which BLS could not otherwise offer. UoB does not use zero hours contracts for academics. In the last 3 years, 11 colleagues (8 women) have moved from casual or fixed-term to permanent lectureships at BLS.

Until 2017, many staff were employed as Teaching Fellows. 18 out of 31 (60%) were women in 2016 and 12 out of 20 (60%) were women in 2017. Teaching Fellows were classed as ‘academic-related staff’ with no direct pathways to promotion. In 2017, SMT took a proactive approach to this issue, successfully advocating for the creation of new lectureships. Two staff originally appointed as Teaching Fellows have been promoted to Senior Lecturer, and a third from Senior Lecturer to Professor (in 2020).

In 2019-20, BLS employed three Teaching Fellows; two women and one man. Two are on short-term contracts funded by research buy-out and maternity leave. HoS successfully advocated for renewal of all 3 contracts in 2019-20. UoB discourages funding applications which generate temporary contracts of less than 12 months duration. Where such contracts arise, BLS has committed to extend them to at least 12 months (AP 4. 9).

AP 4.9 Maintain good practice on precarity, including in contract extension and renewal, where university funding allows

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



Source: Human Resources data, updated January 2020.

Figure 29: Academic Leavers: Full and Part-time

| | | R (6-8) | | RF (7) | | RF (8) | | L (8) | | SRF (9) | | SL (9) | | Reader (9) | | Prof (10) | |
|------|-----------------|---------|--------|----------|--------|--------|--------|-------|--------|---------|--------|--------|--------|------------|--------|-----------|--------|
| 2017 | Turnover | | | 100% (1) | | | | | | | | | | | | | |
| | 150% | | | | | | | | | | | | | | | | |
| | 100% | 0% | 0% | | 25% | | | 13% | 5% | | | 17% | 17% | 0% | 0% | 0% | 13% |
| | 50% | (0) | (0) | | (1) | | | (1) | (1) | | | (1) | (1) | (0) | (0) | (0) | (1) |
| 2018 | Turnover | | | | | | | | | | | | | | | | |
| | 150% | | | | | | | | | | | | | | | | |
| | 100% | | | | | | | | | | | | | | | | |
| | 50% | | 0% | 0% | 0% | | | 13% | 0% | | | 0% | 0% | 0% | 0% | 0% | 8% |
| | | (0) | (0) | (0) | (0) | | | (1) | (0) | | | (0) | (0) | (0) | (0) | (0) | (1) |
| 2019 | Turnover | | | | | | | | | | | | | 50% | | | |
| | 150% | | | | | | | | | | | | | | | | |
| | 100% | | | | | | | | | | | | | | | | |
| | 50% | 0% | 0% | 0% | 0% | | | 11% | 7% | | | 0% | 0% | | 50% | 0% | 0% |
| | | (0) | (0) | (0) | (0) | | | (1) | (1) | | | (0) | (0) | (1) | (0) | (0) | (0) |
| | | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| 2017 | Number of Staff | 1 | 1 | 1 | 4 | | | 8 | 19 | | | 6 | 6 | 2 | 4 | 7 | 8 |
| | Turnover | 0% | 0% | 100% | 25% | | | 13% | 5% | | | 17% | 17% | 0% | 0% | 0% | 13% |
| | Vol Leaver | 0 | 0 | 1 | 1 | | | 1 | 1 | | | 1 | 1 | 0 | 0 | 0 | 1 |
| 2018 | Number of Staff | 0 | 2 | 2 | 7 | | | 8 | 18 | | | 8 | 7 | 3 | 3 | 7 | 12 |
| | Turnover | | 0% | 0% | 0% | | | 13% | 0% | | | 0% | 0% | 0% | 0% | 0% | 8% |
| | Vol Leaver | 0 | 0 | 0 | 0 | | | 1 | 0 | | | 0 | 0 | 0 | 0 | 0 | 1 |
| 2019 | Number of Staff | 1 | 3 | 2 | 5 | | | 9 | 14 | | | 11 | 8 | 2 | 5 | 7 | 12 |
| | Turnover | 0% | 0% | 0% | 0% | | | 11% | 7% | | | 0% | 0% | 50% | 0% | 0% | 0% |
| | Vol Leaver | 0 | 0 | 0 | 0 | | | 1 | 1 | | | 0 | 0 | 1 | 0 | 0 | 0 |

Source: Human Resources data, updated January 2020.

Figure 25: Academic Leavers by Grade

Recent staff turnover has been reasonably low with no appreciable gender disparity in the number of departures. SAT reviewed recent departures and confirmed that they were (i) moves for promotion or other work opportunities and (ii) family-motivated moves.

Where appropriate, retention cases were made and supported at College level. The HSD has historically offered informal exit interviews to departing staff. These showed that most departures related to (i) personal circumstances (ii) promotion opportunities elsewhere or (iii) colleagues seeking a different research culture. **(see further 5.1.ii)**

Since January 2020, EDIO has reviewed anonymised exit interview data and incorporated relevant equalities trends into the AS Action Plan. **(AP 4.10)** From September 2020, exit interviews will include a direct question on equalities provision **(AP 4.11)**. The HSD and EDIO will offer informal voluntary interviews to new joiners, six months from their appointment, enabling early action on emerging issues. **(AP 4.12)**

AP 4.10 EDIO will continue to review any data produced by leaver interviews and report to School Exec.

AP 4.11 Leavers will be invited to raise EDI issues contributing to their departure in exit interviews

AP 4.12 HSD and EDIO will hold 'catch-up interviews' with all new entrants to identify any difficulties soon after arrival.

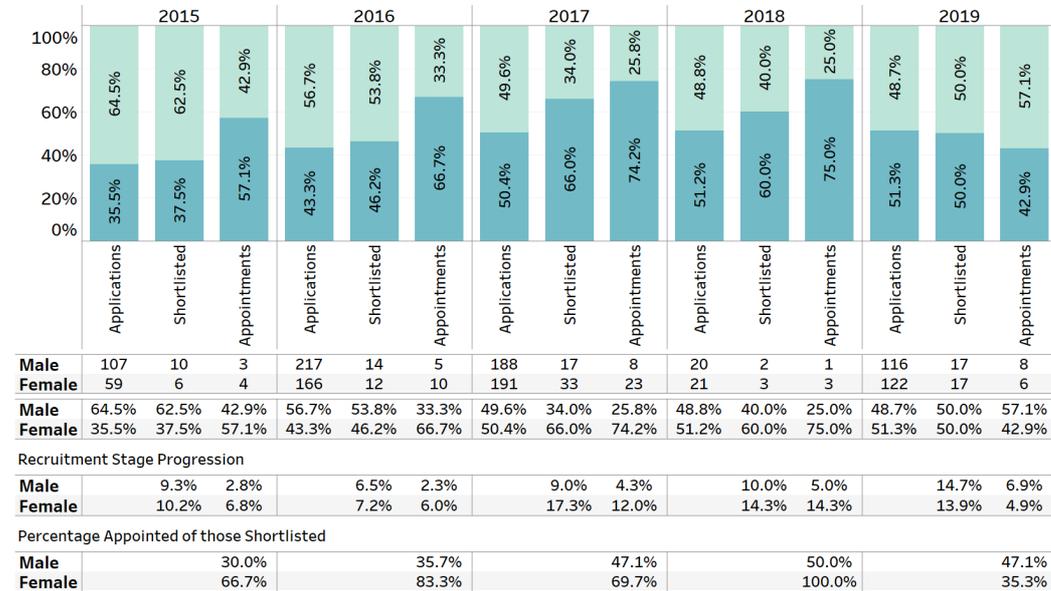
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5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

5.1. Key career transition points: academic staff

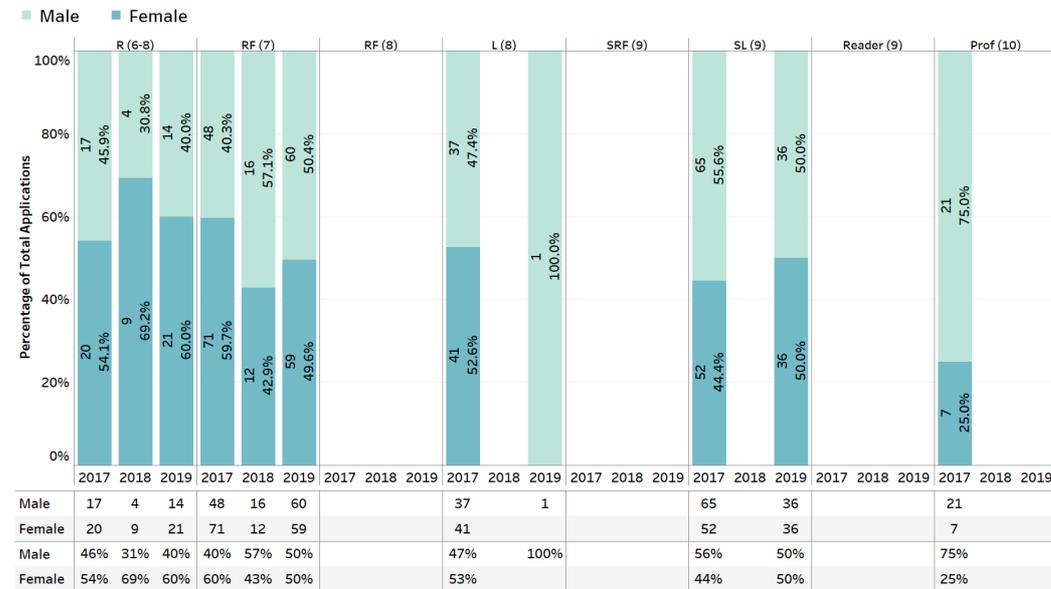
(i) Recruitment



Source: Human Resources data, updated January 2020.

Figure 30: Academic Recruitment

BLS has a strong record of attracting high-quality women applicants for posts at all levels, as indicated by recent recruitment statistics.



Source: Human Resources data, updated January 2020.

Figure 31: Applications by Grade



Source: Human Resources data, updated January 2020.

Figure 32: Shortlisting by Grade

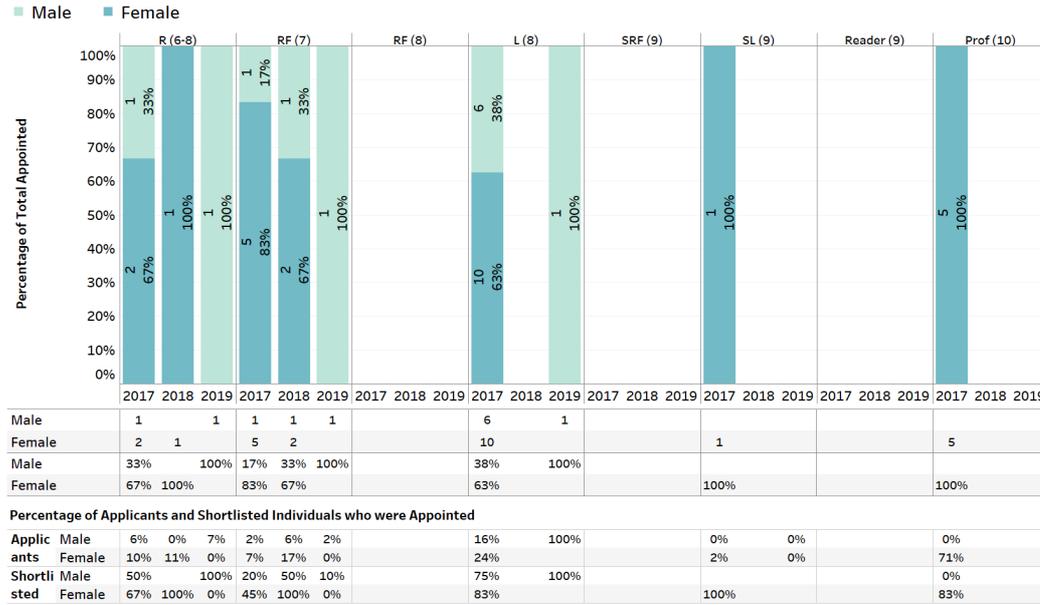


Figure 33: Appointments by Grade

Shortlisting and interview panels are gender-balanced. Members undertake unconscious bias training. Job advertisements include statements of BLS’s equality and diversity commitments. In 2020, the AS Lead consulted with UoB’s EDI Office on best practice in hiring. EDI-related criteria are now included in job advertisement role specifications. This was first done (for a PSS role) in March 2020 (AP 5.1). Beginning in March 2020, the EDIO participates in academic shortlisting panels. (AP 5.2). Future interviews will include a question on EDI issues. (AP 5.3)

BLS will participate in the UoB BAME Network’s recently-established interview panel project, matching us with volunteer BAME external panel members. (AP 5.4) Although

UoB no longer offers the 'Two Ticks' scheme for candidates declaring disabilities, BLS will shortlist qualified candidates who do so. **(AP 5.5)**

AP 5.1 EDI criteria to be included in job advertisements.

AP 5.2 EDIO sits on shortlisting panel for academic posts

AP 5.3 Interview candidates to be asked EDI related questions

AP 5.4 Participation in BAME Network interview scheme

AP 5.5 Commitment to shortlist qualified candidates declaring a disability

(ii) Induction

BLS invites new staff to group induction talks by the DHOSSS, HoR, HSD, HoE, and Assistant Operations Manager. If a colleague cannot attend, individual induction is arranged. To foreground gender equality issues, the EDIO will participate from September 2020 **(AP 5.6)** and review the staff handbook to improve EDI information **(AP 5.7)**.

AP 5.6 – EDIO (or delegate) to present at Staff Induction

AP 5.7 - Review Staff Handbook, to include up-to-date references to EDI information

(iii) Promotion

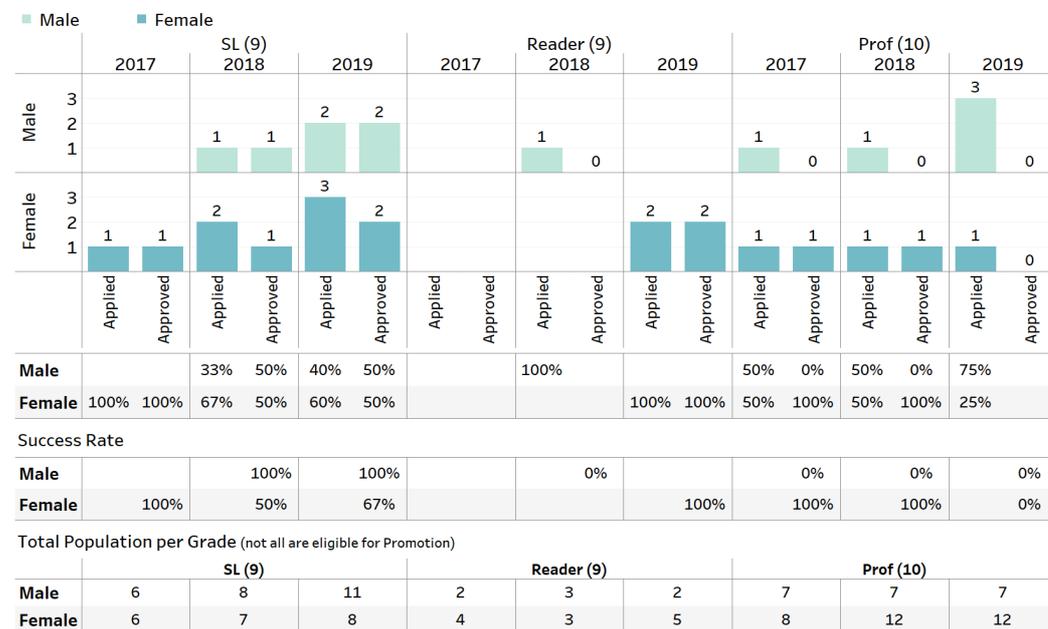
Promotions Committee, chaired by the DHOSSS, assesses SL applications. There are no interviews. The panel is gender-balanced. In 2020, for the first time, the EDIO sat on the committee **(AP 5.8)**. More senior applications are considered by CAL's Promotions Committee, a gender-balanced Committee chaired by the HoC. This Committee interviews candidates.

There is no policy ensuring BAME membership of either Committee. SMT agreed to address this at BLS and raise it at CAL Board. **(AP 5.9)** The EDIO has requested gender-sensitive statistics on BAME candidates' success rates at shortlisting and interview **(AP 5.10)**.

BLS supports promotions planning through PDR and mentorship **(see 5.2.ii -iii)**. The HoS, DHOSSS and HoC have an open-door policy for informal promotions discussions, including with unsuccessful applicants.

Recent successful promotions applications are available on Canvas. **(5.11)**. Since 2016, members of CAL’s promotions committee have delivered well-attended annual workshops to BLS staff.

Nevertheless, 24% of academics surveyed felt that promotions criteria were unclear. That survey also suggests that women have less faith in the promotions process than men. Over twice as many women as men disagreed or strongly disagreed with the statement “the promotions process values the full range individual skills and experience”. The 2020 promotions event focused on recently-promoted female colleagues’ experiences, aiming to ‘bust myths’ and draw attention to the range of profiles recognised in recent promotions rounds. A follow-up ‘Promotions clinic’ is planned for late Summer 2020 at which colleagues working on promotions applications can receive peer feedback from recently-promoted colleagues. **(AP 5.12)**



Source: Human Resources data, updated January 2020.

Figure 34: Promotions by Grade

Between 2017 and 2019, 9 men and 11 women applied for promotion at BLS. (Some individuals applied more than once). Women were more successful at all grades. 1 man was promoted to Reader in this period, while no man successfully applied for promotion to Professor. However, in 2020, 4 men were promoted; 1 SL, 2 Readers and 1 Professor. Feedback from CAL Promotions Committee suggests women often wait longer before applying and seek more substantive feedback on applications; a point emphasised at 2020’s promotions workshop. The HSD will inform PDR reviewers and mentors of this trend so that men are supported accordingly. **(AP 5.13)**

Many T&S lecturers originally joined BLS as Teaching Fellows, with no opportunity for promotion, **(see 4.2.ii)**. This delayed their career progression **(see further 5.2.ii)**.

52% of staff surveyed did not know whether men and women are paid equally at BLS. CAL does not collate School pay gap information. However, HoS will explore means of doing this at School level. **(AP 5.14)**. SAT has compiled a document outlining the principles

for pay offers to new colleagues. This is on Canvas, and a further discussion on pay, to include bonuses and professorial banding will take place as part of our AS Plan. **(AP 5.15)**

Promotions application forms encourage staff to reference module evaluations. This is problematic given reported staff experience of receiving gendered feedback. UoB's PVC (Education) is reviewing this policy. **(AP 5.16)** The Senior Tutor has delivered sessions to second year students on module evaluation and will upload a short whole-student-body guide to Canvas **(AP 5.17)**.

AP 5.8 – EDIO to continue to sit on BLS Promotions Committee

AP 5.9 – Ensure BAME representation on BLS Promotions Committee and advocate for the same policy at CAL

AP 5.10 - Continue to request BAME data on BLS hiring

AP 5.11 - Maintain up-to-date bank of successful promotions applications on Canvas

AP 5.12 Continue to run annual promotions information workshop, adapting content to staff requirements and create more opportunities for peer mentoring around promotions

AP 5.13 Ensure that mentors and PDR reviewers are aware of gender differences in approaches to promotion applications.

AP 5.14 EDI Committee to contribute as appropriate to new UoB Pay Gap Action Group

AP 5.15 Pay principles document uploaded to Canvas. Further discussion to include bonuses and professorial banding planned for 2021-22.

AP 5.16 EDI Committee to contribute to UoB review of policy on module evaluation questionnaires

AP 5.17 -Pending action on 5.15, Senior Tutor and EDIO to create short student guide to module evaluation for uploading to Student Canvas Hub

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

Women comprised 52% (16) of FTE staff submitted in REF2014, consistent with their then presence in BLS. UoB cannot supply data on REF2008.

BLS Research Committee actively contributed to the UoB's REF2021 Code of Practice.

Most eligible staff contribute at least 2 outputs to BLS's portfolio, proposing up to 5 for internal review. At least 2 of BLS's REF reading group (15 members, including HoS and HoR.; 10 women and 5 men; all Professors or Readers) review and rank each output. BLS's Output Review Group (5 members: 4 women and 1 man, all Professors or Readers) selects outputs for inclusion in BLS's portfolio. CAL finalises the selection. Both groups' membership lists are published on Canvas. Members undertake REF-tailored EDI training.

EDAP's periodic EIAs ensure these processes reflect BLS's diversity profile **(AP 5.18)**

Women lead all BLS Impact Case Studies. Staff received some teaching relief and case studies formed part of two women's recent promotions cases.

T&R staff (including postdoctoral researchers) discuss REF-preparedness and 5-year research plans annually with the HoR or DHoR. In line with REF2021 requirements, T&R staff may voluntarily disclose personal circumstances affecting research productivity to EDAP and receive a corresponding output reduction. The HoR proactively encourages disclosure; explaining the process at annual meetings and School Committee, and assisting staff to complete forms if requested. With the colleague's consent, relevant information is shared with the HoS, and support agreed if appropriate. **(AP 5.19)**

Academics can send works-in-progress to BLS's established peer review group. T&R colleagues who had not produced a 3*-rated piece for REF2021 by 2019 received tailored support **(AP 5.20)**. Options included workload adjustment, teaching relief, support for professional copy-editing, and supportive subject-specialist mentorship. These staff submitted articles to their target journals.

AP 5.18 – HoS to report to School Committee on any actions arising from REF

AP 5.19 - Continue to support colleagues in applying for adjustments to REF contributions as required

AP 5.20 – Ensure that, for the next REF cycle, staff are aware of available supports for participation in REF, if applicable.

5.2. Career development: academic staff

(i) Training

ECRs identify training needs at probationary review, PDR and mentoring processes. New permanent teaching staff without relevant qualifications undertake the PGCHE.

POD offers training on mentorship, career planning, time management and grant writing. UoB offers the Leadership Foundation for Higher Education's Aurora programme and the Aditi programme for BAME academic leaders. The HoS also nominates staff to UoB's

Emerging Leaders, Senior Leaders and Emerging Research Leaders programme. The number of staff expressing interest usually exceeds available places (**see 5.4.iv below**).

BLS' Educational Innovation Lead supports teaching staff on HeFI's Beacon HEA accreditation programme, and convenes a LEAP pedagogy group. Weekly staff seminars discuss teaching as well as research matters. Staff, including PGRs, have recently achieved associate and senior HEA Fellowships.

Over 94% of staff surveyed reported having undertaken EDI training (78% online). Four staff (2 academic and 2 PSS) have undertaken UoB Trans* Ally training.

Over 50% of staff surveyed responded neutrally or negatively when asked if BLS provides them with useful training opportunities. Annual PDRs and research meetings ask staff to identify necessary training. In future years, however, the bespoke PDR form will ask about specific obstacles to training, including lack of time (**AP 5.21**)

(ii) Appraisal/development review

Probation is normally three years for lecturers and one year for teaching fellows. The HoC can extend a lecturer's probation to 4/5 years in consultation with the VC or Deputy Pro-VC. Within 6 weeks of starting employment, the probationer, their allocated mentor and the HoS agree a Probationary Personal Development Plan. This is reviewed annually. Probationers can raise progress issues with their mentor, the HSD or HoS. Probationers meet mentors formally at least every three months.

Following probation, academics have PDR meetings every Spring. PDR allows HoS to identify those ready for promotion or requiring support. Meetings are shaped by a bespoke form, which the HSD reviews and updates annually (**AP 5.21**). SMT reviews the completed forms when allocating workload (**see 5.4.v below**). Uptake is normally 100%. The HSD oversees mentoring, and PDR Reviewers meet annually to discuss best practice.

In focus groups, staff expressed uncertainty around how issues raised in PDR inform School policy. Accordingly, from 2020, the HSD will review PDR forms and collate anonymised issues of common concern for action by SMT (**AP 5.22**).

BLS has no T&S professors or Readers. This poses difficulties in providing appropriate mentorship and PDR. In 2019, for the first time, CAL's Director of Education offered T&S tailored advice at the promotions workshop, and advised T&S staff who subsequently applied successfully for promotion. HSD will consult with T&S staff to collate resources for T&R mentors. (**AP 5.23**)

Staff undertake teaching peer observation every two years. For probationers this happens twice in Year 1 and once in Years 2 and 3. Observation is an opportunity to share best practice and engage in reflective feedback.

Post-doctoral researchers have individual mentors in addition to their PI and have annual research meetings with the HoR. In 2019, following a significant increase in our postdoctoral community, BLS established a postdoctoral forum, chaired by a Senior Lecturer, to facilitate discussion of shared issues. Attendance was low initially, but participant feedback has been positive. A postdoc representative sits on Research Committee. The HoR has informed PIs who supervise postdoctoral researchers of their Vitae's Research Development Concordat obligations to provide them with regular career development support. **(AP 5.24)** Most relevant research projects are new, and we will proactively monitor them for emerging issues.

AP 5.21 - Keep PDR form under review, and adapt questions annually to emerging EDI and welfare concerns including training needs

AP 5.22 – HSD will review PDR forms and collate anonymised reports of issues of common concern for action by SMT.

AP 5.23– HSD to ensure T&R mentors of T&S staff are aware of particular promotions needs and challenges on that pathway

AP 5.24 – Discuss postdoctoral researchers' career development experience at postdoctoral forums, at least annually.

(iii) Support given to academic staff for career progression

Non-professorial academics have formal mentors who offer career advice and institutional knowledge. Mentors receive a small WAM allocation. The HSD oversees mentoring. Women academics value one-to-one mentoring, but express concerns in focus groups about consistency in mentors' approaches and expertise. ECRs asked for opportunities to discuss career planning with professors outside formal or hierarchical relationships. Some staff provide significant unrecognised informal mentorship to others. New staff seminars will supplement one-to-one mentoring with efficient collective knowledge exchange **(AP 5.25)**. An annual 'best practice' meeting to update mentors on EDI priorities. This year's meeting will focus on 'reverse mentoring'; informing senior mentors about junior colleagues' workplace equality challenges **(AP 5.26)**.

AP 5.25 – Supplement one-to-one mentoring with collective mentoring sessions as part of the staff seminar series, responding to emergent needs.

AP 5.26 – Hold annual best practice meetings with mentors.

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

BLS encourages taught students – especially those from minority backgrounds – to pursue academic careers. However, of 72 current PGRs, 18 are BLS graduates. The HPGR now targets our best LLM and LLB students for retention. A dedicated staff seminar in 2018-19 helped raise staff consciousness around this priority. Normal practice at BLS is for personal tutors and module leaders to advise students interested in postgraduate study, and for potential supervisors to help with applications. To augment this support, BLS runs three careers events, targeted at different cohorts: (i) CEPLER runs an annual session for UG and PGT students considering academic careers. In 2019 the AS Lead delivered the session with a woman PGR. 50 students attended. **(AP 5.27)** (ii) The HPGR introduces our PhD programme to new LLM students at induction and (iii) CEPLER and the PGR team ran a ‘Spotlight on the Birmingham PhD’ event in February 2020, allowing students to hear from current PGRs. This will run again in October 2020 **(AP 5.28)**.

BLS is active in UoB’s annual undergraduate research scholarship scheme, and the CEPLER LLM Re-Skill Scheme. These enable students to undertake paid research for academics; building mentoring relationships and strengthening later PhD applications. In 2020, 6 of 13 CEPLER Re-skill Scheme participants were women.

PGRs can access BLS developmental workshops on academic publishing and presentation and participate actively in CAL’s peer mentoring scheme. Financial support for career and research development is available from dedicated BLS and CAL funds. In December, PGRs organised a careers and networking event focusing on careers outside academia. PGRs and VLs are invited to present at BLS seminars and BLS’s annual research conference (established 2019). 10 PGRs teach for BLS, and are mentored by the HoE.

The 2019 PRES survey indicated that only 26% of PGR respondents at BLS agreed that they had received careers advice within the department. BLS appointed a HPGR (Research Environment) in 2019 with responsibility for overseeing PGRs’ integration into our research community. HPGR will ensure that supervisors incorporate more regular careers discussion into monthly supervisions **(AP 5.29)**. PGRs serve as deputy research theme leads **(AP 5.30)**.

5 BLS ECRs are PhD alumni. Since March 2020, where PGR or BLS ECR applicants are not shortlisted for entry-level posts at BLS, the EDIO has offered feedback on their applications **(AP 5.31)**.

AP 5.27 - Continue to run academic careers session for UG and PGT students including focus on obstacles to accessing an academic career.

AP 5.28 – Run ‘Spotlight on the Birmingham PhD’ session at LLM induction

AP 5.29 - Encourage focus on career planning in monthly PGR supervisions

AP 5.30– Continue to include PGRs as research theme deputies

AP 5.31 – EDIO to offer feedback to PGR and BLS ECR applicants where not shortlisted for entry-level posts.

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

BLS’s Grant Capture Strategy aims to maximise income while supporting staff’s key careers ambitions. Research advice workshops run as part of BLS’s seminar series and annual research away days. PDR, mentorship, and annual research meetings with the HoR facilitate proactive funding planning.

T&R staff may apply for up to 2 terms’ research leave every three years. T&S staff may apply for study leave. Research Committee provides feedback on draft applications. 41 staff had research/study leave from 2014-2019; 21 men and 20 women.

Small competitive internal funding pots within BLS and CAL allow academics to lay ground for new research and impact. In 2017, T&R staff’s annual personal research allowance increased from £750 to £1000. From 2019, permanent T&S staff receive a £500 personal scholarship allowance (£350 from CAL, topped up by BLS). This recognises that scholarship activity is a T&S promotions criterion. **(AP 5.32)** Teaching Fellows may apply to the HoS for research funding. All staff can apply for a share of BLS’s unspent research funds at the end of the year.

HoR has raised with College Board the possibility of providing additional funding to defray the costs of childcare or disability accommodation associated with research travel. **(5.33)**. Research committee also encourages academics to include these costs in funding bids e.g. by offering fee waivers or bursaries, where permitted. **(AP 5.34)**

To date, BLS has not recorded grant capture data in a format readily lending itself to equalities analysis. However, Table 9 offers an indicative snapshot.

Table 9: External Grant Applications June 2018- May 2019 (Where Outcome Known)

| | | Male PI | Of Whom Professors | Female PI | Of Whom Professors |
|---------------------------------------|----|---------|--------------------|-----------|--------------------|
| Total Applications with BLS PI | 26 | 12 | - | 14 | - |
| Individual applicants | 19 | 9 | 3 | 10 | 6 |
| Successful Applications | 14 | 8 | 1 | 6 | 4 |
| Individual Grantholders | 10 | 4 | 1 | 6 | 4 |

In this period there were 7 applications for grants over £100,000. 4 were made by women PIs, mostly professors. This snapshot suggests that women who are not professors were less likely to apply for grants than men of equivalent status. Research Committee will collate data on grant applications and successes from September 2020, monitor it annually gender discrepancies and propose necessary actions; especially around size and frequency of applications, participation as co-investigator with PIs based elsewhere, and funder types **(AP 5.35)**.

The DhoR (Funding) proactively identifies staff who may benefit from funding support or associated training. Research Hub offer one-to-one grant-writing assistance including mandatory grant- development workshops, access to successful example bids and assistance with re-working unsuccessful applications.

Mentors and PDR reviewers also raise funding issues where relevant to probation, promotion and study leave discussions. ECRs are encouraged to apply for internal funding to build confidence for external applications, and participate in our funding peer-review group, building their understanding of grant-writing.

AP 5.32 - Advocate for continued Personal Scholarship Allowance, and monitor uptake and adequacy.

AP 5.33 – Continue to advocate for CAL fund to offset costs of research travel for carers/disabled researchers

AP 5.34– Encourage academics to provide, where possible, for childcare costs in funding bids.

AP 5.35 – Collate research funding data, and analyse any gendered discrepancies for action by DhoR (Funding).

5.3. Flexible working and managing career breaks

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

Parental leave information for staff is published on UoB's staff intranet and Canvas. UoB policy is that once an academic announces their pregnancy or adoption plan, the HoS (i) undertakes any necessary risk assessment, to include any risk of overwork in late pregnancy (ii) refers staff to HR for advice on leave entitlements (iii) discusses cover arrangements to ensure smooth handovers and (iv) discusses Keeping in Touch days. Staff initiate these processes, and arrange leave and return dates with HR. For PSS staff, discussions around return to work and any changes to work patterns occur between the individual, their line manager and, if necessary, HR.

In focus groups, recent leavers confirmed HoS and Operations Manager are well-informed and supportive around maternity leave, and recent issues have been resolved appropriately. However, colleagues who had taken maternity leave at BLS in the last 5 years raised difficulties in accessing information that would have allowed them to safeguard their time at times of intense workload and plan the integration of leave with their career goals. They emphasised that support for parental leave and parenting should be more embedded in the School's working culture; particularly in practice within individual teaching teams.

BLS EDI Committee will draw on colleagues' recent experience of maternity leave to produce PGR and academic pre-parental leave checklists, to assist with future leave planning (**AP 5.36**). A new section in the Staff Handbook will outline reasonable expectations during and in the weeks before maternity leave. It will also cover expectations around support for colleagues experiencing menopause, abortion, miscarriage or fertility treatment. (**AP 5.37**) The HSD will support mentors to signpost mentees to appropriate sources of information and assistance. (**AP 5.38**) The EDIO will organise a School Committee session on practical approaches to parental leave in 2020-21, and record and upload related advice to Canvas. (**AP 5.39**)

AP 5.35- Support introduction of new UoB carers', family, leave and menopause policies.

AP 5.36 – Produce parental leave checklists

AP 5.37 – Insert new sections into Staff Handbook, clarifying expectations around support for colleagues experiencing pregnancy, menopause, abortion, miscarriage, or fertility treatment.

AP 5.38 – HSD to ensure mentors are aware of sources of support and information for colleagues experiencing pregnancy, menopause, abortion, miscarriage, or fertility treatment.

AP 5.39 – Organise whole-school discussion on planning parental and family leave.

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

All UoB staff are entitled to up to 52 weeks' maternity leave. Staff who have worked continuously at UoB for 12 months prior to their expected week of childbirth and agree to return to work at UoB for at least 3 months after their leave, receive UMP; 18 weeks full pay followed by 21 weeks SMP. Others receive SMP or SMA only. Fixed-term and permanent contracts are treated the same, but if a fixed-term contract ends during maternity leave, SMP entitlements may be affected.

Staff on maternity/adoption/parental leave are entitled to optional, paid Keeping-In-Touch (KiT) days. Staff agree the timing and number of these days with their line manager; for academics, this is the HoS.

A central fund meets the costs of covering academics' work while on leave. Affected staff expressed some uncertainty about what 'cover' entails in practice. This uncertainty may leave staff feeling obliged to overwork in the weeks preceding leave; for example, to set assessments or complete administrative work early. A clear explanation of principles applied by BLS in implementing UoB policy will be added to the staff handbook from 2020-21. **(AP 5.40)**

AP 5.40 – Use the staff handbook to clarify BLS's approach to redistributing workload when a colleague goes on parental leave.

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

Returning staff are invited to join the informal UoB-wide Parents and Carers Network, which hosts monthly meetups. Maternity leave is taken into account in assessing promotions and study/research leave applications.

UoB permits T&R academics who have taken maternity or adoption leave for six months or more to take one term's workload remission on their return to work, enabling them to re-focus on research or teaching as appropriate. T&S staff have no remission entitlement.

T&R staff agree remission arrangements with the HoS (or representative) before returning to work. If the workload remission is from teaching, UoB meets associated costs from the Central Maternity Fund; up to one third of 13 weeks' salary. Some T&R staff are concerned that, in practice, remission may be difficult to protect. ECRs who do not have significant administrative roles may have heavy or intense teaching loads after remission. A written policy in the Staff Handbook could safeguard current best practice for the future. **(AP 5.41)**

BLS has no dedicated breastfeeding space. There are three 'nursing mothers' rooms within ten minutes' walk of our building. However, shared refrigerators are inappropriate for storing breastmilk and many colleagues will prefer a private space. The Operations Manager has developed *ad hoc* solutions; for example, providing private office refrigerators, or making a temporarily unoccupied office available. The HoS will continue to make the case to CAL for appropriate space in our building. **(AP 5.42)**

AP 5.41– Produce written policy on reasonable collegiate expectations of staff returning from parental leave

AP 5.42 – Continue to advocate for appropriate breastfeeding accommodation in BLS

(iv) Maternity return rate

6 people (all academics) started maternity leave between 01/01/2016 and 31/12/2018. The present return rate is 100%. Two people are currently on maternity leave (2019-2020). They were on permanent contracts at the time of leave. One had recently moved from a fixed term to a permanent contract. Paternity, shared parental, adoption, and parental leave uptake

In three years, nobody took additional paternity, shared parental or adoption leave. Given the need to avoid inadvertently reinforcing gender stereotypes around childcare, BLS aspires to support parents to make a range of choices. A proposed seminar on

practical approaches to parental leave will facilitate whole-school identification of obstacles to using the full range of available parental leave. **(see above AP 5.38)**

(v) Flexible working

UoB policy entitles staff returning from maternity/adoption/partner leave or otherwise requiring alternative provision to request a range of PT or flexible working arrangements.

The teaching timetable is centralised and automated. Academics complete timetabling questionnaires every January. Colleagues can make requests for any reason, including religious observance, occupational health, or caring responsibilities. Colleagues report that requests are accommodated. HoS can also adjust teaching blocks to facilitate rest breaks or breastfeeding. Parents note that UoB's nurseries, and most schools, close before the teaching day ends (though a 6.15pm nursery closing time is being piloted at UoB).

The staff survey indicated poor awareness of flexible working options **(see above AP 5.7)**. Since then, the HoS has proactively engaged with individual staff on this issue **(see 5.3.vi)** AS SAT has made UoB's Flexible Working Guidelines accessible on the Law School Canvas and the HoS invites all staff to consider flexible working requests annually in January.

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

One colleague currently has a formal flexible working arrangement in place. HoS has used discretion to make individual flexible timetabling arrangements to accommodate e.g. caring responsibilities. HoS has also proactively offered adjusted working patterns relating to occupational health needs, including changes to the balance of tasks or duties assigned to the individual, or a phased return to work following illness. Affected colleagues may also agree to unpaid leave or a drop in fractional hours if they feel that other routes; e.g. compassionate, annual or exceptional leave are unsuitable.

5.4. Organisation and culture

(i) Culture

87% of staff surveyed reported that they understood BLS's reasons for addressing gender equality issues. In focus groups, established colleagues spoke of a former culture of hierarchy and sexism which had visibly transformed, but which had nevertheless affected career progression for staff who have worked at BLS for some years.

Workload and related stress was the dominant theme in focus group discussions. Survey responses indicate that this is a gendered issue.

Table 10: Gender Distinctions in Responses to Survey Questions on Workload

| Survey Question | Response | Men | Women | Total |
|---|----------------------------|-----|-------|-------|
| "I am happy with my work-life balance" | Disagree/Strongly Disagree | 9% | 28% | 37% |
| "All work is allocated on fair and transparent basis irrespective of gender" | Disagree/Strongly Disagree | 4% | 24% | 28% |
| "I have disproportionate responsibilities for student-facing activity, taking into account my role and contract type" | Agree/Strongly Agree | 3% | 9% | 12% |
| "I am required to work early mornings, late evenings or weekends" | Very often | 17% | 26% | 43% |

We discuss BLS’s response extensively at **(5.4.v)**. Our focus there emphasises workload allocation structures. However, focus group discussion disclosed a sense of deeper cultural and interpersonal challenges within BLS which are difficult to resolve within a WAM framework. As part of its actions, the working group discussed at 5.4.v will carry out anonymised semi-structured interviews with a cross-section of women staff, including parents, to develop a detailed picture of the relational pressures impacting women staff, especially around student-facing responsibilities and emotional labour.

During REF2021 Environment planning, Research Committee drafted a detailed Internal Research Events Policy. It includes practical measures around disability and neurodiversity accessibility; equitably sharing the unpaid administrative and hospitality work associated with research events; curating diverse panels; accessible chairing and presentations; welcoming attitudes to childcare responsibilities. **(AP 5.43)** We recognise that ensuring a more inclusive research culture requires training and support. Accordingly, we will schedule a staff seminar on the new policy, and follow-up specialist events as needed. We will develop a bank of Inclusive Research resources on Canvas to assist colleagues organising events **(AP 5.44)**.

AP 5.43 – introduce new Internal Research Events Policy

AP 5.44 – Run training seminar to support introduction of Internal Research Events Policy

(ii) HR policies

BLS HR procedures conform to UoB and CAL policy. The HoS and Operations Manager are responsible, on behalf of CAL, for disseminating relevant information and implementing HR policies.

In 2018, we established a BLS AS Canvas page, collating university EDI policies and updated every term (**AP 5.45**). We will review the Staff Handbook in Summer 2020, and the EDIO will add sections covering relevant HR and BLS policies. (**AP 5.46**) AS SAT has taken responsibility for analysing and monitoring compliance with HR policies. This responsibility passes to EDI Committee in September 2020.

AP 5.45 Continue to update AS Page on Canvas

AP 5.46 Update relevant sections of BLS Staff Handbook

(iii) Representation of men and women on committees

All academics are members of School Committee. This meets termly to discuss administrative proposals emerging from major committees including School Executive. All academics can attend Education Committee and (from September 2020) Research Committee. Until 2020, minutes were emailed to committee members. From 2020-21 they will be uploaded to Canvas for easier access by all staff (**AP 5.47**).

In January 2020, the size of School Executive was reduced, to facilitate more efficient decision-making by key administrative portfolio holders. Consequently, the Executive no longer includes elected unpromoted members. Instead, a termly Staff Voice Forum will take soundings on key policy developments (**AP 5.48**). All staff can also attend Executive meetings. Women survey respondents were six times more likely than men to disagree with the statement 'I have genuine opportunities to participate in key decisions affecting the Law School'. New and ECR staff were more likely to disagree than established staff. School Executive will review the Voice Forum's operation every semester in the first year,

and modify its format to ensure that it effectively enhances participation by these cohorts. **(AP 5.48).**

Committee chairs have responsibility for considering the equalities impact of agreed actions. UoB’s EDI policy checklist can be used for this purpose **(AP 5.49)** EDI representatives sit on Research and Education Committees and will report to EDI Committee from September 2020. **(AP 5.50)**

Table 11: Gender Composition of Major Academic Committees

| | Current composition | Chair |
|------------------------|---|--------------|
| SMT | 3 women, 2 men. | F |
| School Executive | 8 women, 5 men | Rotating |
| Education | 7 women, 5 men (but all staff can attend) | M |
| Research | 9 women, 3 men (but all staff can attend) | F |
| Assessment & Quality | 7 women, 3 men | F |
| PGT | 5 women, 5 men | F |
| EDI (as at April 2020) | 10 women, 3 men | F |
| CEPLER | 8 women, 4 men | M |

The gender balance of most Committees reflects that of the School. Under-representation of men on EDI Committee will be addressed during its reconstitution **AP 3.11 above)**

Table 12: Administrative Roles:

This table is a rough guide to senior leadership roles. 50 points approximates 90 hours’ work annually. Some staff may have more than one such role. Distribution of leadership roles reflects BLS’s gender balance.

| | F | M |
|-------------------|----------|----------|
| 200 + WAM credits | 6 | 5 |
| 150 + WAM credits | 8 | 3 |
| 100 + WAM credits | 6 | 6 |

Roles attracting significant WAM credits **(see below 5.4.v)** have workload and promotions implications. When roles become vacant the HoS invites expressions of interest via e-mail, and allocates these based on availability, experience, and career development needs. Staff can raise promotions ambitions at PDR **(see above 5.2. ii)** enabling SMT to prioritise candidates for leadership roles. Roles attracting 200 WAM credits or more will be advertised openly from September 2020. **(AP 5.51)**

AP 5.47 – Post minutes of major Committees to Canvas

AP 5.48 – Establish Staff Voice Forum

AP 5.49– Committee chairs to maintain EDI issues as standing agenda item on their committee agendas

AP 5.50 – Education and Research Committee EDI Reps to sit on EDI Committee

AP 5.51– Administrative roles attracting > 200 WAM credits will be openly advertised

(iv) Participation on influential external committees

Several staff sit on University and CAL Committees related to their administrative portfolios. HoS encourages staff to self-nominate for other roles and associated training and development opportunities as they arise. Positions are advertised by email. BLS women professors hold senior CAL positions including sitting on Promotions Committee, the UoB REF EDAP, directing the Graduate School and chairing the Sustainability Committee.

Staff also hold leadership positions on scholarly and professional bodies. Thomas is the Birmingham Law Society's youngest-ever President and co-chairs the Clinical Legal Education Organisation, Harding chairs the SLSA. Others hold significant positions with the Nuffield Council, UKRI peer review colleges, visiting professorships and major editorial boards.

BLS' support of leadership schemes has helped staff to undertake these roles. For example, Harding became SLSA Chair following completion of senior leadership training, and Thomas completed Emerging Leaders training before taking up her role with the Law Society (**see above 5.2.i**)

(v) Workload model

BLS introduced a WAM in 2010. In 2020-21, a new WAM takes effect across CAL.

The HoS allocates work to academics in conjunction with SMT. The HoE determines teaching and marking allocations. These are demanding processes run to tight university timetabling deadlines.

SMT reviews draft individual WAM allocations to avoid imbalanced workload distribution. WAM successfully sets maximum workloads: credit limits act as 'red flags' identifying colleagues at risk of severe overwork. However, focus groups disclosed issues around (i) awareness of workload allocation processes (ii) intensity of workload at busy times (iii) avenues for reporting overwork and seeking adjustments.

BLS aims to disrupt normalisation of overwork because it damages staff morale and welfare and inhibits career progression. BLS encourages open discussions of workload, including at dedicated whole-School seminars in February and November 2017, November 2019, and Education Away Day in summer 2019 (**5.52**). In some respects,

these have succeeded in clarifying expectations; for example, in establishing norms around managing email, and raising awareness of emotional labour in teaching teams.

(i) Awareness of workload allocation processes

Focus group discussions demonstrated low awareness of available remedies in cases of overwork, especially among ECRs. The HoS accordingly restated the formal principles underpinning the WAM in writing in 2019 (**AP 5.53**). Colleagues can compare their WAM allocation to the BLS average and can see each other's teaching, administrative and marking allocations as separate documents.

Where WAM allocations for administrative roles do not reflect the time involved, HoS can work with affected colleagues to make adjustments at key times: at the end of the year, at teaching allocation or in planning future study leave.

Some focus groups participants worried that marking and teaching may be re-allocated to staff perceived to be 'competent' and 'collegiate' mid-year, for example during staff illness. Where marking is reallocated, HoE can relieve staff of other equivalent work, and will not ask them to consider extra marking where their workload is already high.

(ii) Intensity and Overwork

Student numbers have grown since 2010. This has increased burdens around module leadership, marking, gendered emotional labour, attendance monitoring and student welfare cases. In 2017, BLS committed to reduce the staff: student ratio from 26:1 to 20:1 and the UG personal tutor ratio to 30:1 by 2020. The staff: student ratio is now formally 21:1. Some staff have over 40 personal tutees.

Many staff associate overwork with teaching and associated university deadlines. Education Committee made clear progress on these concerns in 2019-20 by (i) adjusting WAM marking tariffs to reduce core module workload (ii) reducing the number of modules on which individual staff teach (iii) reviewing assessment deadlines (iv) encouraging new approaches to formative assessment and (v) encouraging combination of related optional modules. In 2020-21, UoB moves to semesterised teaching, meaning that summative marking no longer overlaps with teaching.

Although afforded additional WAM credits reflecting their probationary status, probationers report above-average teaching allocations. From 2020-21, WAM will allocate additional credits for developing new teaching materials, which may assist probationers. BLS policy is to protect probationers from demanding administrative roles. However, in recent years, some probationers have held significant portfolios. These can form part of a case for promotion.

Many staff struggle to balance teaching and research/scholarship. Although staff are not formally entitled to 'research days', the centralised timetable aims to generate one teaching-free day. Research Committee runs "Shut up and Write" events, and dedicated Research Coffee Mornings allow peer feedback on research challenges. (**AP 5.54**). To ensure that research and scholarship are considered in formulating teaching policy, a Research Committee representative sits on Education Committee. DhoR and HoE meet

monthly to discuss related issues (**AP 5.55**). In 2019, Research Committee clarified that staff will not undertake marking while on research/study leave.

5 academic and 2 PSS staff, mostly women, deliver CEPLER's intensive clinical, employability and professional training programmes. The 2019 CEPLER review recommended that BLS should revisit the distribution and content of portfolios among those staff (**AP 5.56**).

(iii) Reporting Overwork

Staff can report overwork in several ways. Academics can raise issues with the HoS at the point of teaching and marking allocation, or later if workload becomes unsustainable. For 2020-21, PDR (**see 5.2.ii -iii**) and probation forms will expressly encourage staff to flag any anticipated overwork risk before teaching and marking are allocated (**AP 5.57**). Bespoke BLS PDR forms ask staff to reflect on work-life balance, including by asking whether staff have taken their full leave entitlement. Mentors are encouraged to discuss workload pressures with mentees, and suggest strategies for addressing unreasonable workload (**AP 5.58**). These mechanisms require individuals to assess their own workload, and advocate for themselves. However, existing software does not enable SMT to spot all likely work 'bottlenecks' before allocating workload.

(iv) Next Steps

CAL will review the new WAM in December 2020. To inform this process, EDI Committee will convene a working group in Autumn 2020 (**AP 5.59**). This group will (i) survey staff about their experiences of overwork and coping mechanisms (ii) convene an open discussion of findings (iii) identify established but unequal or unsustainable work practices and suggest alterations (iv) raise awareness of overwork and encourage 'early' reporting of difficulty to mentors, PDR reviewers, EDIO or HoS as preferred.

AP 5.52 - Continue to hold regular open discussions around workload

AP 5.53 – Detailed WAM principles published annually and updated as appropriate

AP 5.54 - Continue to run Shut Up And Write Sessions and Research Coffee Mornings

AP 5.55 – Continue regular workload consultation between HoE and HoR

AP 5.56 – Address CEPLER Review recommendations on workload allocation

AP 5.57 - Use PDR and probation forms to flag overwork risk prior to annual Teaching Allocation

AP 5.58 – Encourage mentors to directly raise overwork issues with mentees

AP 5.59 - Convene working group to feed into CAL December review of WAM and deepen BLS understanding of workload challenges across four key areas

(vi) Timing of departmental meetings and social gatherings

Key committee meetings are scheduled in advance, using a shared Canvas calendar. Where meetings have no set timeslot, chairs consult members e.g. by Doodle poll. Most research events, including BLS seminars, key committees, and research group meetings, take place on Wednesday afternoon, which is kept free of teaching. T&S staff are less able to attend due to higher teaching and extracurricular workload. Research Committee will explore possibilities for recording events, to address this difficulty. **(AP 5.60)**

In the 2017 V-C review, BLS committed to minimise ‘out of hours’ events. Under BLS’s 2020 research events policy, **(AP 5.61)** research events ordinarily will not run after 4pm. CEPLER endeavours to hold employability events in working hours. However, reliance on legal professionals as speakers, and student schedules means evening events are common.

20% of survey respondents did not agree that “work-related social events at BLS are welcoming to everyone” **(AP 5.62)**. Most BLS social events happen during working hours in our Common Room. These include morning coffee, staff seminars, lunches at induction and interviews, annual celebration of new books, receptions at the beginning and end of term, a Christmas-themed staff seminar, and occasional pot-luck lunches. At the end of Term 1, PSS, and academic staff are invited to share a meal. In 2019, the Operations Manager asked colleagues to select a date and celebration type for 6 months beforehand by Doodle poll. BLS held a lunchtime “welcome back” event early in Term 2.

The proposed Internal Research Events policy includes a commitment to providing vegan/vegetarian food and non-alcoholic beverages as default options. EDI Committee will assess the impact of this policy once implemented, with a view to considering extension to social events. **(AP 5.63)**

AP 5.60– Encourage organisers of research and staff development events to record discussions where possible, for sharing with colleagues who cannot attend

AP 5.61– Monitor success of Research Committee’s presumption against holding research events outside of normal working hours

AP 5.62- Use the 2020-21 staff survey to analyse any continued sense of exclusion from social events

AP 5.63 – Analyse impact of Internal Research Events hospitality policy and consider extending to other areas of School activity if appropriate

(vii) Visibility of role models



Figure 35: Baroness Hale Speaks at CEPLER Leaders in Law Event, November 2018

83% of BLS staff surveyed agreed that BLS uses both men and women as role models. BLS frequently welcomes high-profile women speakers. Recently, these included Baroness Hale, Iryna Polovets (WTO), and our alumna Sandie Okoro (World Bank). Most speakers at student-facing events are invited by CEPLER, which ensures a gender-balanced programme. Since 2019, Education Committee requires that at least 33% of invited Employability speakers are from BAME backgrounds and at least 50% are women. **(AP 5.64)** CEPLER aims for similar representation in selecting legal professionals to participate in pro bono work or judge student competitions. In 2019, BLS reviewed its visiting scholars policy, prioritising diversity in the profile of invited visitors **(AP 5.65)**.

Since 2016, BLS has used monthly newsletters to celebrate appointments to prestigious scholarly societies, funding successes, promotions and prizes, recognition of excellence in professional services, and family announcements. Regular Student Experience newsletters share staff and student achievements.

Our website, marketing materials and social media feature a wide cross-section of staff and students. A working group reviewed the website in 2018-19 and produced new images and videos reflecting BLS's diverse identity **(AP 5.66)** BLS professors de Londras and Quigley feature in UoB's 'Birmingham Heroes' campaign, which raises public awareness of UoB research impact.

Research Committee displays recent staff-authored books in the Common Room and organises a collective annual celebration of new books. It nominates staff for significant external prizes. Three professors (2 women) were recently elected to the Academy of Social Sciences. Three women professors have recently held the Leverhulme Prize. Three women have recently won University prizes for research impact. In 2019, Research Committee affirmed a policy of avoiding single gender and single race panels at research events, including staff seminars. It will require applicants for BLS events funding to demonstrate attention to these issues. **(AP 5.67)**

In the V-C review, BLS acknowledged a cultural challenge around the perceived ‘invisibility’ of teaching and scholarship relative to research. BLS is committed to recognising excellent teachers. Since then, BLS has nominated, and several staff have won CAL and HEFi teaching and supervision prizes. In 2020, Emma Flint was shortlisted for Law Teacher of the Year.

Most images of people on permanent display in the Law School building are of men associated with its history. A student-led ‘Alumni Project’ planned for 2020-21 and supported by CEPLER will generate a display of photographs and written contributions from leading BLS alumni, from a diversity of personal and career backgrounds. **(AP 5.68)**

AP 5.64 Maintain CEPLER speaker diversity policy

AP 5.65 Monitor the practice of ensuring that the employability speaker programme is representative of the wider student body, and consider extending this practice to other areas of School activity

AP 5.66 Keep marketing and online materials under regular review and take actions to maintain current balance of representation.

AP 5.67 Support staff to incorporate EDI provision into plans for internally-funded research events, and consider extension of this policy to other areas of School activity

AP 5.68 Run collaborative Alumni Project

(viii) Outreach activities



Figure 36: Undergraduate Students receiving award for ‘Best Contribution by a Team of Students’ at the Attorney General’s Pro Bono Awards 2017

CEPLER co-ordinates BLS’s prize-winning student-led outreach programme. Students work pro bono alongside external partners. Initiatives include a Free Legal Advice Group, StreetLaw, partnerships with Birmingham Community Law Centre and Women’s Aid, and

schemes supporting self-represented litigants. Students also run sessions at the UoB School. Over 200 students participate in these activities annually, receiving CPD points in recognition of their contributions. CEPLER does not monitor participation by gender but will do so from September 2020 **(AP 5. 69)**

Since 2016-17, rotas distribute staff participation in Open Days and Offer-Holder Visitor Days, ensuring gender-balanced participation. Open Days are held on weekdays as well as weekends.

Seven staff (2 men, 5 women) have voluntarily taught on UoB's "Routes to the Professions" summer scheme for second-level students considering the A2B programme. CEPLER arranges a gender-balanced programme of professional speakers.

AP 5.69 – CEPLER to collate data on gender balance of student participation in Outreach Activities.

Section word count: 5916

6. FURTHER INFORMATION

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



Figure 37: Alumna Sandie Okoro meets BLS undergraduates, International Women's Day, 2019

Research on Gender

BLS has become a recognised centre of excellence for research on gender and the law. The gender and law research group, revived in 2019, meets several times a term and is attended by staff and students at all levels. Recent events included guest seminars on topics including gender recognition, law and literature, abortion rights, and gender and precarity in the university.

Staff at BLS are also active in the Institute for Global Innovation's Gender Inequality stream. Bedford and Krajewska have directed its stream on sexual, reproductive and marital rights. BLS is committed to supporting public engagement with this research. In recent years academic staff working on gender have spoken at prestigious events including the Hay Festival and the ESRC Festival of Science.

Staff are also active in enhancing women's participation in the legal profession. Webley is a member of the Law Society's EDI Committee. In collaboration with Birmingham Law Society, CEPLER is undertaking a participatory research project 'Women Lost to Law', exploring the reasons why women may leave legal careers, what they go on to do and what, if anything, might have enabled them to stay.

Teaching

BLS is responding to equality issues in our teaching and learning culture. Students participate in schemes including Access to the Bar, Aspiring Solicitors and Freshfields' Stephen Lawrence scholarship. The student Holdsworth Society has two EDI representatives. In 2017, BLS devised and adopted an EDI statement emphasising

equality and dignity in staff and student interactions. It is reproduced in student handbooks and introduced at induction **(AP 6.1)**.

In 2017-2018 a staff-student team ran focus groups with BAME students to consider actions to address learning culture issues including (i) integration, (ii) intersectionality, (iii) decolonising the curriculum and (iv) welfare provision. Most participants in these activities have been women. Students presented a report to staff at the 2018 Education Away Day. This led to the development of a compulsory first year UG module on decolonising law, to begin in 2020-21, joining our established optional module on Gender and Law.

In 2019, the EDIO successfully bid to UoB's Education Enhancement fund to support 'Journeys'; a programme of external speakers, training, and collaborative staff-student research on equality issues in legal education. It will mainstream EDI issues across the curriculum by justifying evidence-based changes to teaching practice. PGT and UG students and PGRs will be invited to participate as paid research assistants and volunteer discussants. As noted above at **(2 ii)**, despite a strong culture of equalities engagement among the student body, it has been difficult to interest students in the Athena Swan agenda. We will ensure that 'Journeys' includes a clear intersectional gender equality strand, as a means to raise student consciousness around complex and less visible gender issues affecting their community **(AP 6.2)**.

6 student BAME Ambassadors sit on EDI committee, appointed by competitive application in 2020. **(AP 6.3)**. Six academic 'Diversity Champions' (4 women, 2 men) are a port of call for students with EDI concerns **(AP 6.4)**. At 2019 graduation, BLS presented its first student EDI award, recognising students' contribution to this agenda.

AP 6.1 – Continue to promote BLS EDI statement to student body and encourage its use in seminars and other teaching

AP 6.2– Run the Journeys Project and work with the team to ensure a clear focus on gender equality and its intersection with BAME and other minority experiences.

AP 6.3 – Continue to appoint student EDI Champions to EDI Committee, ensuring at least two dedicated Gender champions

AP 6.4 – Continue to publicise availability of EDI Champions to student body with new emphasis on visibility of Gender issues

Section word count: 500

7. INITIAL IMPACTS OF COVID-19 - 500 WORD LIMIT

SMT circulated a new welfare policy when BLS moved to remote working in March. School Committee agreed it in May. This policy is underpinned by CAL's commitment that staff, particularly those with caring responsibilities, are currently required to work as normal, and need only use 'best endeavours'.

Staff were allocated to small welfare 'teams' who contact one another weekly. Team leaders report any concerns to the HSD for action by School Executive.

BLS uses Canvas to share resources on home working, and on issues which may affect staff mental health, including bereavement and isolation.

In April, SMT appointed two academics (one SAT member) to survey academics and PSS staff. This will inform BLS's efforts to minimise the gendered impacts of remote working. The AS Lead contributed to the survey design. 59 staff responded. Most (34) were women. Of these, 40% mentioned children. The survey identifies major challenges around (i) interaction of work and childcare (ii) variable quality of home working environment and (iii) ensuring democratic, accessible meetings.

BLS records online meetings where possible and uses Canvas discussion boards to maintain space for wider discussion without requiring 'live attendance'.

UoB's decision to reduce students' assessment diet has reduced most academics' marking load, which is welcome, despite tight deadlines. Staff who did significant additional work to implement this policy have reduced marking allocations.

BLS established a new team of 6 academics to triage and answer assessment queries and signpost students to appropriate further help. At May EDI Committee student representatives proposed producing video resources to assist incoming students to students from minority cohorts and offering reverse mentoring to staff to make online teaching more accessible.

Some BLS internal events have been postponed, including two career development events (**see 5.12**). Postponements respond to indicators in April's survey that target participants cannot access these meetings now. Staff committees, seminars and informal social events (including poetry readings, companionable silent working sessions and coffee mornings) have continued online and have been a valuable, non-compulsory source of connection, support and focus.

CAL is taking protective measures to address potential impacts on women's career development. Although PDR and probation processes have continued as planned, CAL recognises that it will not be possible to achieve all set goals. Promotions application deadlines will be extended. Other decisions may have negative impacts on women's career progression. For example, personal research allowances will be temporarily

frozen, and CAL has not offered new postgraduate scholarships. Some planned posts will not now be filled. Policy on flexible working requests may become temporarily stricter, given timetabling constraints imposed by social distancing.

UoB will confirm its online teaching policy this week. SMT and School Executive will formulate school-level implementation plans in June. The EDIO will participate in these deliberations as a member of School Executive. BLS will discuss the likely equalities impacts – especially on women, ECRs and T&S staff - in whole-School discussions at the School Education and Research Away Days, planned for successive half-days on June 10 and 11.

Section word count: 494

8. ACTION PLAN

| Reference | Planned Action/Objective | Rationale | Timeframe Start/End date where relevant | Person Responsible | Success Criteria and Outcome |
|--------------------------------------|--|---|--|---|--|
| Description of the Department | | | | | |
| AP 2.1 | Athena Swan plan to remain as standing item on School Executive agenda (EDI portfolio) | Ensure clear lines of accountability for implementation | At School Executive meetings | EDI Officer (appointed September 2020) | Regular, proactive, transparent discussion of AS plan as evidenced by EDI Committee portfolio reports to School Executive Application for AS Silver Award |
| Self-Assessment Team | | | | | |
| AP 3.1 | Conduct joint staff and PGR equality surveys every 2 years | Monitor success of ongoing implementation of AS plan, identify emerging EDI issues and set further actions. | Every 2 years. There may be a case for postponing this year's survey, given that BLS is in a period of adjusting to the effects of COVID. | EDI Officer (delegating responsibility for conducting and analysis to two members of Committee) reporting to School Committee | >75% response rate achieved Regular pro-active whole-school consideration of AS plan. |

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| | | Questions will be modified to allow active analysis of important issues – see references in ‘Success Criteria and Outcome’ column. | | | Follow-up actions emerging from survey consultation, agree at School Executive, and incorporated into AS Silver action plan. |
| AP 3.2 | Engage in direct outreach to male members of staff to encourage participation in future surveys, including involvement in survey design as appropriate | Address underrepresentation of men’s views in original staff survey | TBD; in the three months leading up to each survey. | Two male staff on EDI Committee delegated responsibility for survey. | Proportionate participation by male staff |
| AP 3.3 | Engage in direct outreach to part-time staff to encourage participation in future surveys | Address limited participation by part-time staff in original staff survey | TBD; in the three months leading up to each survey. | VL and GTA Liaison and HoE Members of EDI Committee delegated responsibility for survey. | Proportionate participation by part-time staff |
| AP 3.4 | EDI officer to continue to offer annual one-to- | Ensure that staff and PGRs have clear | Annually, or at individuals’ request | EDI Officer | >75% of survey respondents are |

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| | <p>one conversations on AS issues and report on uptake to EDI Committee</p> <p>Include new question in future staff surveys to test awareness of this option, and take remedial action if necessary</p> | <p>means of raising personal issues and initiatives for action</p> | | | <p>aware of this option and report willingness to use it</p> |
| AP 3.5 | <p>Practice of appointing EDI representatives to Research and Education Committees will be maintained, but with requirement to formally report to EDI Committee.</p> | <p>Ensure integration of EDI considerations in key areas of BLS work</p> | <p>Re-appoint as necessary in September each year, in time for first meeting</p> | <p>HoE and HoR (as chairs)</p> | <p>Regular transparent consideration of gender equality and EDI issues evident in Committee minutes and in reports to School Executive/School Committee</p> <p>Inclusion of EDI in Research and Education Away Days</p> |

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| <p>AP 3.6</p> | <p>Establish single EDI Committee, with terms of reference, chaired by EDI officer, and meeting monthly, with responsibility for both staff and student-facing EDI issues.</p> <p>EDI Committee and EDI Officer to assume responsibility for overseeing progress on AS 5-year plan</p> | <p>Address fragmentation of EDI policy within BLS and ensure clear lines of accountability</p> | <p>September 2020 onwards, subject to PSS workload constraints</p> | <p>SMT, EDI Officer</p> | <p>Four two-hour meetings per year.</p> <p>Sub-groups will meet more frequently as required – for example AS SAT met monthly as the application was finalised.</p> <p>Regular, minuted consideration of issues flowing from EDI Committee to School Executive and School Committee.</p> |
| <p>AP 3.7</p> | <p>EDI Committee to take over AS plan implementation from AS SAT</p> | <p>Ensure integration of Athena Swan with wider BLS EDI policy</p> | <p>Following AP 3.6</p> | <p>EDI Officer</p> | <p>Regular, proactive, transparent discussion of AS plan as evidenced by Committee portfolio reports to School Executive (every meeting) and</p> |

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| | | | | | School Committee (at least once a semester) Application for AS Silver Award |
| AP 3.8 | Work on implementing AS action plan to receive continued appropriate WAM allocation once portfolio shifts to EDI Committee | Ensure that implementing AS action plan is not an undue administrative burden, especially for women staff | Credits allocated annually during Term 3 workload allocation process. | HoS | Documented in workload allocation model, and commensurate with equivalent senior roles. |
| AP 3.9 | EDI officer to sit on School Executive, and report on progress with AS action plan | Ensuring that gender and other equality issues are fully integrated into BLS policy making. Implemented because of SAT Advocacy in 2019/2020 | School Executive meets twice a term | School Executive Chair (Rotating) | Regular minuted discussions of issues emerging from EDI Committee, including adaptation of policy proposals in line with advice from EDI Committee as appropriate. |
| AP 3.10 | EDI officer to report to School Committee on progress with AS action plan | Ensuring opportunities for whole-school feedback and | School Committee meets twice a term, following School Executive. | School Committee Chair (usually HoS) | Annual written progress report to School Committee |

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| | | discussion of AS action plan, as appropriate. | | | in Semester 1 each year Regular minuted discussions of progress, including adaptation of approach to implementation, in line with staff feedback at Committee |
| AP 3.11 | HoS to keep recruitment to EDI Committee under review, including at appointment of incoming EDI Officer | Ensuring that EDI Committee includes an appropriate balance of staff by gender, seniority and protected characteristics. | Annually in Term 3 when administrative roles are allocated as part of general workload allocation. | HoS | Balance of EDI Committee to reflect that in the School, including in seniority. Clear and transparent action to recruit new members where make-up of Committee is no longer consistent with its aims. |

Picture of the Department

| Reference | Planned Action/Objective | Rationale | Timeframe | Person Responsible | Success Criteria and Outcome |
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| AP 4.1 | Staff-Student Working Group to review recruitment strategy to consider how BLS may attract more high-achieving students of all genders, including to the A2B programme. | To better understand the reasons for underrepresentation of men in BLS undergraduate and A2B programmes | September 2021 Report findings and suggested strategy to EDI Committee in September 2022 Consult with School Committee and agree actions in September 2022 | EDI Officer, Senior Admissions Tutor, Head of Internationalisation, Student Experience Officer, volunteer Student EDI Committee members. | Report generated by working group EDI Committee to develop and implement suggested plan of action, if appropriate, based on findings. |
| AP 4.2 | Implement and review RAP support programme, and report on progress to EDI Committee | To address unequal attainment on basis of disability | TBD in light of increased Welfare Team workload as a result of COVID-19 and staff member's recent bereavement. | Law Welfare Team, HoE | Reduced disability attainment gap. |
| AP 4.3 | Review guidance provided to LLM applicants on the BLS website, to clarify expectations and support students who might otherwise submit poor applications. | To address evidence of weaker applications by international male applicants | Annually every January, in line with timing of LLM applications. | Head of LLM Programmes | Improved LLM application success rate for international male applicants, in line with sector averages |

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| AP 4.4 | Work with LLM students representatives to investigate context for any apparent gender attainment gap | To raise LLM students' consciousness of gender issues, address any evidence of gender gap in performance at LLM level, and explore opportunities for deeper integration of LLM students into ongoing work on equalities and the curriculum | Commence January 2021, assuming campus opens, but review if necessary. Decide timescale at EDI Committee by end of 2021-22 academic year. | EDI Committee and volunteer student representatives, in consultation with the Head of LLM Programmes | Improved understanding of gender issues affecting LLM student experience, and development of transparent SMART action plan. |
| AP 4.5 | Maintain and review up-to-date online guidance for prospective PGR applicants and continue to encourage early contact with intended supervisors. | To improve gendered disparities in application success rates | Annually in November, well in advance of UKRI funding deadlines | HPGR team, in consultation with EDI Officer | Improved application success rate, as reported in annual CAL PGR Review. |
| AP 4.6 | Continue to run BLS-specific funding workshop, and address | To enhance access to PGR funding and, in turn, to academic careers | Re-run annually, at most appropriate time considering student | HPGR team, in consultation with EDI Officer | Improved funding success rate, as reported in annual CAL PGR Review |

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| | gender-specific challenges | | availability and UKRI funding deadlines | | |
| AP 4.7 | Continue to request gender-specific data on withdrawal, applications for leave of absence etc | To allow deeper analysis of intersectional inequities affecting timely PhD completion | Annually as part of the CAL review of our PGR programme | HPGR team | HPGR team can access and analyse data and propose SMART actions to School Executive as necessary |
| AP 4.8 | Explicitly incorporate EDI planning into annual CAL review of PGR programme. (This involves advance reporting to School Committee and School Executive) | To ensure the same degree of attention to EDI issues in the PGR as in the taught student community. | Annually as part of the CAL review of our PGR programme | HPGR team in consultation with EDI Officer and PGR representatives | Effective and transparent development of strategy to enhance access to the PhD programme and to academic careers. |
| AP 4.9 | Maintain good practice on precarity, including in contract extension in making cases for renewal, as UoB funding allows | Addressing Athena Swan Principle 6 | Continue ad hoc, as issues arise | HoS | No academics on contracts shorter than 12 months, without transparent objective justification |

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| AP 4.10 | EDI officer will continue to review any data produced by leaver interviews and report to School Exec. | To identify any EDI issues driving departures from BLS Implemented as a result of AS Lead advocacy in 2019-20 | Continue ad hoc, as issues arise. Departures are likely to take place at the end of a Term. | HSD and EDI Officer | Proactive and minuted discussion of any action points, and appropriate follow-up at School Executive |
| AP 4.11 | Leavers will be specifically invited to raise EDI issues contributing to their departure in exit interviews | Creates opportunity for reflection and action on difficulties with BLS culture | Ad hoc, as issues arise, but departures are likely to take place at the end of a Term. | HSD conducts interview and EDI Officer reviews data | Proactive and minuted discussion of any action points, and appropriate follow-up at School Executive |
| AP 4.12 | HSD and EDIO to hold 'catch-up interviews' with all new entrants to identify any difficulties soon after arrival. | Creates opportunity for reflection and swift action on issues affecting new colleagues | Ad hoc, as issues arise, but arrivals usually take place at the start of Term 1. | HSD conducts interviews and reports confidentially to HoS. | Proactive and minuted discussion of any action points, and appropriate follow-up at School Executive Staff survey indicates no material distinction in satisfaction ratings as between newer (joined in last |

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| Supporting and Advancing Women's Careers. | | | | | |
| Reference | Planned Action/Objective | Rationale | Timeframe | Person Responsible | Success Criteria and Outcome |
| AP 5.1 | EDI criteria to be included in job advertisements as appropriate. | Allows BLS to effectively prioritise EDI issues into the hiring process and better identify candidates who can contribute effectively to BLS's equal and diverse community. First implemented 2020 as a result of AS Lead advocacy Pre-cursor to 5.3 below. | Address as job advertisements arise. | Chair of Job Search Committee | All future job advertisements will include a general EDI criterion relevant to the post |
| AP 5.2 | EDI officer sits on shortlisting panel for academic posts | Ensures that all panel members are aware of and implement UoB equalities policy and | Address as hiring opportunities arise. | EDI Officer and Chair of Job Search Committee. | EDI Officer presents annual review of shortlisting data (by gender and BAME status of applicants) |

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| | | best practice in shortlisting. First implemented March 2020 as a result of AS Lead advocacy | | | to School Committee, identifying any discrepancies in hiring related to protected characteristics |
| AP 5.3 | Interview candidates to be asked EDI related questions as appropriate | Reinforces 5.1 above | Address at the next hiring opportunity | EDI Officer and Chair of Job Search Committee. | All future interviews will incorporate a question of this kind, and candidates will be notified in advance |
| AP 5.4 | Participation in BAME Network interview scheme | Demonstrates commitment to inclusive and equitable hiring, without unduly burdening BAME BLS academics | Address at the next hiring opportunity | EDI Officer and Chair of Job Search Committee. | All future interviews will include a volunteer panel member from the BAME Network scheme |
| AP 5.5 | Commitment to shortlist qualified candidates declaring a disability | Demonstrates commitment to inclusive and equitable hiring | Deliberate continuation of former policy under UoB Two Ticks Scheme | EDI Officer and Chair of Job Search Committee. | Qualified candidates declaring a disability will be offered interviews |

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| <p>AP 5.6</p> | <p>EDI Officer (or delegate) to present at Staff Induction</p> <p>Seek feedback from new staff on efficacy of induction at post-induction interviews (see 4.12)</p> | <p>Sets tone for new hires and creates opportunities for knowledge exchange</p> | <p>Next induction for new staff in September 2020</p> | <p>EDI Officer or their delegate</p> | <p>Visible and informative EDI representation setting the tone for inclusion of new colleagues</p> |
| <p>AP 5.7</p> | <p>Review Staff Handbook, to include up-to-date references to EDI information</p> <p>Organise specific staff seminars on these issues if future staff surveys indicate continued poor awareness</p> | <p>Ensures easy staff access to EDI policies and advice</p> | <p>Annually in August with bi-annual reminders in staff newsletter</p> | <p>EDI Officer and Academic Administration and Quality Assurance Manager</p> | <p>Staff survey indicates greater confidence in accessing information around previously troublesome issues; particularly (i) maternity leave entitlements (ii) HR policies relating to gender equality (iii) flexible working.</p> <p>Targets:</p> <p>>75% agree that BLS has made its</p> |

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| | | | | | <p>policies on gender equality clear to staff (Staff survey : 33% agreed)</p> <p>>75% demonstrate knowledge of flexible working policy (Staff survey: 65.4% answered 'Don't Know')</p> <p>>75% agree that 'the School keeps me informed of gender equality issues that affect me' (Staff survey: 21.2% answered 'Don't Know', 36.5% Disagreed)</p> |
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| AP 5.8 | EDI Officer to continue to sit on BLS Promotions Committee | Ensures that all Committee members are aware of and implement UoB equalities policy and best practice in recommending promotion. | Annually during promotions round; usually Term 1 | EDI Officer and DHOSSS | Improved attention to any discrepancies in promotion, related to protected characteristics. Report by EDI Officer to School Committee at earliest opportunity following each promotions round |
| AP 5.9 | Ensure BAME representation on BLS Promotions Committee and continue to advocate for the same policy at CAL Promotions Committee. | Ensures appropriate representation at all levels of promotion. | At the next promotions round; usually Term 1. | EDI Officer and Chair of Job Search Committee | Improved attention to any discrepancies in promotion, related to protected characteristics |
| AP 5.10 | Maintain up-to-date bank of successful promotions applications on Canvas | Assists promotions applicants to prepare well-formed applications. The bank of application was out of date. | Request copies of successful applications immediately following promotions announcements. | EDI Officer | Continued resourcing of strong applications. Wider diversity of available examples |

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| AP 5.11 | Continue to run annual promotions information workshop, adapting content to staff requirements | <p>Opportunity for networking and knowledge exchange between potential applicants and staff involved in promotions process.</p> <p>Recognises need to vary format to respond to changing needs of cohorts seeking promotion.</p> | Usually runs annually in Term 2. | EDI Officer | <p>Continued stream of strong promotions applications.</p> <p>Improved academic staff awareness of and trust in promotions criteria as indicated by >75% positive response to relevant questions on staff survey.</p> |
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| AP 5.12 | Create more opportunities for peer mentoring around promotions | Consider peer review of promotions applications as a means to enhance staff understanding of promotions criteria. | Events postponed until COVID workload stabilises, but no later than Summer Term 2021 for first event. | EDI Officer | Continued stream of strong promotions applications. More open, informal discussion of promotions applications between colleagues. Improved academic staff awareness of and trust in promotions criteria as indicated by >75% positive response to relevant questions on staff survey. |
| AP 5.13 | Ensure that mentors and PDR reviewers are aware of gender differences in approaches to promotion applications. | Ensure that senior support is tailored to junior staff's needs. | Annually in August. | HSD | Continued improvement in 'first attempt' promotion rates for men. |

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| AP 5.14 | Continue to request BLS Pay Gap information from CAL, and take action, if possible, to collate this data internally. | Enable us to fully address Athena Swan Principle 4 | By Autumn 2023 | HoS | With accurate school-specific pay gap information, EDI Committee may propose actions to School Executive. |
| AP 5.15 | Further whole-school discussion to include bonuses and professorial banding planned for 2022-23. | Enhance staff understanding of factors contributing to pay inequality. | School Committee Autumn 2023 (allowing time for investigation and collation of issues relating to professorial banding) | EDI Officer, HoS | Increased staff confidence around fairness of pay distribution at BLS, as indicated by staff survey. |
| AP 5.16 | EDI Committee to contribute to UoB review of policy on module evaluation questionnaires Include specific question in future staff surveys | Address gender and other bias in student feedback, and potential impact on promotions. | TBD, pending confirmation from DPVC (Education) | EDI Officer, HoE | Staff confidence that an appropriate balance has been struck, as indicated by staff survey. |

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| AP 5.17 | Pending action on 5.15, Senior Tutor and EDI Officer to create short student guide to module evaluation for uploading to Student Canvas Hub | Equip students to navigate feedback mechanisms in an equality-sensitive manner | November 2020, in time for first round of module evaluation questionnaires | EDI Officer, Senior Tutor | Improved staff experience of questionnaire system, as indicated by staff survey. |
| AP 5.18 | HoS to report to School Committee on any actions arising from REF EDAP review | Ensure representative participation in REF2021 in line with UoB's Code of Practice | TBD by EDAP. No issues were raised by the first EIA, in Spring 2020. | HoS | This is part of the UoB's internal EIA process for REF2021. |
| AP 5.19 | Continue to support colleagues in applying for adjustments to REF contributions as required | Ensure representative participation in REF2021 | Ongoing until REF EDAP deadline. | HoR | Representative selection of staff 'submitted' for REF2021, as confirmed by UoB EDAP. |
| AP 5.20 | Ensure that, for the next REF cycle, staff are aware of available supports for participation in REF, if applicable. | Respond holistically to diversity of staff needs as they interact with working towards 'REF-able' research | At start of next REF Cycle, as relevant. | HoR | Stronger sense of inclusive research environment, as indicated, for example, in discussions at Research Away Day. |

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| AP 5.21 | Keep PDR form under review, and adapt questions annually to emerging EDI and welfare concerns | Encourage individual reflection and feedback on equalities issues affecting career progression. Regularly reviewing and updating the form encourages reflection on workplace equality issues. | Review next in January 2021. | HSD | Stronger staff confidence in value of PDR, as indicated in responses to staff surveys. >75% of respondents agree that PDR is useful (staff survey indicates that 36.5% agree). |
| AP 5.22 | HSD will review PDR forms and collate anonymised reports of issues of common concern for action by SMT. | Ensure clear integration of staff experience and school policy Implemented for the first time in 2020 as a result of AS SAT advocacy. | Following each PDR cycle, usually March-April. Where appropriate, HSD should report on actioned issues to next School Executive. | HSD, SMT | Stronger staff confidence in value of PDR, as indicated in responses to staff surveys. >75% of respondents agree that PDR is useful (staff survey indicates that 36.5% agree). |

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| AP 5.23 | HSD to ensure T&R mentors of T&S staff are aware of particular promotions needs and challenges on that pathway | Enhance promotions mentorship for T&S staff | In advance of each PDR cycle, usually January. | HSD | Stronger T&S staff confidence in mentorship as a promotions support, as indicated in responses to staff surveys. |
| AP 5.24 | Discuss postdoctoral researchers' career development experience at postdoctoral forums, at least annually. | Ensure compliance with Research Concordat obligations. | Annually, as agreed with postdoctoral researchers. | PDR Forum Lead, HoR | Strong career outcomes for departing BLS postdoctoral researchers as reported by HoR. |
| AP 5.25 | Supplement one-to-one mentoring with collective mentoring sessions as part of the staff seminar series, responding to emergent needs. | Ensure more effective knowledge exchange, and reduce 'mental load' on a small number of knowledgeable staff. | At least annually, as required. Timetabled within BLS Seminars. | EDI Committee, BLS Seminar organiser. | Enhanced staff sense of value of available mentorship, especially among ECRs, as indicated in responses to staff survey. |

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| AP 5.26 | Hold annual best practice meetings with mentors. | Ensure that mentorship is sensitive to equalities issues, and offers appropriate strategies to a variety of mentees. | Annually, in August. | HSD, EDI Officer | Enhanced staff sense of value of available mentorship, especially among ECRs, as indicated in responses to staff survey. |
| AP 5.27 | Continue to run academic careers session for UG and PGT students, including focus on obstacles to accessing an academic career. | Enhance access to academic career paths. | Annually in Term 1. | HoE, HPGR | Stronger BLS pipeline from UG and PGT to PGR (at BLS and elsewhere). |
| AP 5.28 | Run 'Spotlight on the Birmingham PhD' session at LLM induction | Enhance access to academic career paths. | Annually in Term 1 – next event in October 2020. | HPGR Team | Stronger BLS pipeline from UG and PGT to PGR (at BLS and elsewhere). |
| AP 5.29 | Encourage focus on career planning in monthly PGR supervisions | Enhance PGR awareness of career strategy. | Termly reminders. | HPGR (Environment) | Improved career outcomes for PhD candidates. |
| AP 5.30 | Include PGRs as research theme deputies | Means of integrating PGRs into research community. | Annually in August. Encourage open application. | Research Theme Leads | Each Research Theme is led by a PGR. |

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| AP 5.31 | <p>EDI officer to offer feedback to PGR and BLS ECR applicants where not shortlisted for entry-level posts.</p> <p>This was first trialled in March 2020, following advocacy by the AS Lead.</p> | <p>Offers additional support to job applicants within the BLS community, for future applications in BLS and elsewhere. May also address Athena Swan Principles 5& 6.</p> | <p>Within 3 months of completion of shortlisting committees, as relevant.</p> | <p>EDI Officer</p> | <p>Enhanced careers outcomes for PGR and BLS ECR applicants</p> |
| AP 5.32 | <p>Advocate for continued CAL funding of Personal Scholarship Allowance, and monitor uptake and adequacy.</p> | <p>Recognises that dissemination of scholarship is a promotions criterion for T&S staff</p> | <p>Annually, every new financial year.</p> | <p>DHoR, PDR reviewers.</p> | <p>Increase in T&S staff's access to scholarship activity, as reported at PDR.</p> |
| AP 5.33 | <p>Continue to advocate for CAL to provide some additional funds for carers'/disabled researchers' additional research costs.</p> | <p>Seek to address unequal financial burdens experienced by some colleagues.</p> | <p>As issue is considered by College Committees e.g. in formulation of CAL EDI Plan during 2020-21</p> | <p>EDI Officer, HoR, HoS</p> | <p>Improved access to research travel for affected researchers</p> |
| AP 5.34 | <p>Encourage academics to provide, where possible, for carers costs in funding bids.</p> | <p>Addressing caring obligations which may function as an obstacle to participation in research.</p> | <p>On an ad hoc basis.</p> | <p>DHoR (Funding)</p> | <p>Increase in BLS-organised research events incorporating bursaries/fee waivers for carers.</p> |

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| AP 5.35 | Collate research funding data, and analyse any gendered discrepancies for action by DHoR funding. | Identify any gendered obstacles to accessing research funding and additional support needs within BLS, particularly at non-professorial level. | Annually in Term 3, beginning May 2021. | Research Committee, DHoR (Funding) | Report to School Executive by September 2021 and propose actions as necessary. |
| AP 5.36 | Produce parental leave checklists | Assist colleagues to prepare for future parental leave | EDI officer to consult with interested colleagues in Term 2 of 2020-21 | EDI Officer | Checklists available on Canvas. EDI Officer will seek feedback from colleagues who use them and adjust as required. |

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| <p>AP 5.37</p> | <p>Insert new sections into Staff Handbook, clarifying expectations around support for colleagues experiencing pregnancy, menopause, abortion, miscarriage, or fertility treatment.</p> <p>Insert new specific questions in staff survey to measure staff awareness of this policy, and satisfaction with its implementation.</p> | <p>Clarify workplace expectations around reproductive health issues.</p> | <p>Following implementation of new UoB policy on these issues (forthcoming, publication date TBD)</p> | <p>EDI Officer, School Operations Manager</p> | <p>Improved workplace culture around reproductive health issues, as evidenced by >75% positive responses to new satisfaction and knowledge questions in staff survey.</p> |
| <p>AP 5.38</p> | <p>HSD to ensue mentors are aware of sources of support and information for colleagues experiencing pregnancy, menopause, abortion, miscarriage, or fertility treatment.</p> | <p>Support inclusive workplace norms around reproductive health issues.</p> | <p>For discussion at best practice meeting in September 2021, following introduction of new UoB policy.</p> | <p>HSD</p> | <p>Mentors can address reproductive health issues in a supportive and knowledgeable manner, and mentees feel able to raise them where relevant.</p> |

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| | | | | | Evidenced by positive responses in staff survey – (see 5.38 above). |
| AP 5.39 | Organise whole-school discussion on planning parental and family leave. | Explore reasons for low uptake of certain forms of parental leave at BLS, and improve staff knowledge of entitlements. | Dedicated whole-school discussion with external experts, no later than January 2022, following introduction of new UoB policy. | EDI Officer | Increased uptake of parental leave in eligible cases. Enhanced staff confidence around entitlements as indicated in staff survey. |

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| AP 5.40 | Use the staff handbook to clarify BLS's approach to redistributing workload when a colleague goes on parental leave. | Encourage appropriate culture around workload and parental leave, especially within teaching teams. | September 2021, following introduction of updated UoB policy. | EDI Officer, HoS | Improved experience of parental leave, especially pregnancy-related parental leave, as indicated in staff surveys. |
| AP 5.41 | Produce written policy on reasonable expectations of staff returning from parental leave | Encourage appropriate culture around workload and parental leave, especially within teaching teams. | September 2021, following introduction of updated UoB policy. | EDI Officer, HoS | Improved experience of parental leave, especially pregnancy-related parental leave, as indicated in staff surveys. |
| AP 5.42 | Continue to advocate for appropriate breastfeeding accommodation in BLS | Ensure that all staff and visitors requiring breastfeeding facilities can access them easily, even if they do not have a private office. | Ongoing. | HoS, Operations Manager | Dedicated breastfeeding accommodation in the Law School complex. |

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| AP 5.43 | Introduce new Internal Research Events Policy | Inculcate inclusive practices in organising research events, and provide opportunities for staff to learn about related issues and develop skills. | To be considered at May 2020 Research Committee and reviewed annually. | HoR, DHoR | Visible positive change in format and type of Research Events run at BLS as reported by DHoR to Research Committee. |
| AP 5.44 | Run training seminar, and generate resources to support introduction of Internal Research Events Policy. | Support staff who are thinking about issues of accessibility and research event design for the first time or who wish to improve their understanding. | Following approval of Research Events Policy above, as part of 2020-21 staff seminar series. It may be practical to delay the training seminar until after campus reopens. Follow-up and refresher events may be desirable. | DHoR | Enhanced staff confidence in engaging with accessibility issues in running research events. Positive feedback on ease of implementation of recommended strategies. |

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| AP 5.45 | Continue to update AS Page on Canvas (rebranded as EDI Page) | Ensure 'one stop shop' for access to relevant policies and information | At least annually | EDI Officer | Download figures from Canvas indicating reasonable level of use. Enhanced staff confidence in using procedures, as reported in staff survey e.g. >75% confident in reporting harassment, bullying, offensive behaviour (Staff survey: 57%) |
| AP 5.46 | Update relevant sections of BLS Staff Handbook | See 5.7 above | See 5.7 above | See 5.7 above | See 5.7 above |
| AP 5.47 | Post minutes of major Committees to Canvas | Enhance transparency around decision-making, and enable time-poor staff to participate in decision-making as issues arise. Reduce email burden. | From 2020-21 academic year, COVID workload allowing. | Committee Secretaries | Minutes of major committees are consistently available to all staff on Canvas, and download figures suggest reasonable degree of use. |

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| AP 5.48 | Establish Staff Voice Forum and review patterns of participation. | To compensate for effects of alterations in composition of School Executive. | From 2020-21 academic year, albeit online at first. Initial review within 6 months of foundation. | School Executive, with soundings on effectiveness of the forum taken by EDIO. | Forum meets termly and has a visible input into BLS policy making e.g. proposals from the Forum are tabled as agenda items at School Executive and School Committee, and the Forum has meaningful input into BLS policy. Forum is well-used by women and ECR staff. |
| AP 5.49 | Committee Chairs to maintain EDI issues as standing agenda item on their committee agendas | Ensure integration of EDI considerations in key areas of BLS work | Following reconstitution of EDI Committee | Committee Chairs | Regular, proactive, transparent discussion of EDI issues at all major committees, including evidence of modifications to policy as a result of EDI considerations. |

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| AP 5.50 | Education and Research Committee EDI Reps to sit on EDI Committee | Ensure integration of EDI considerations in key areas of BLS work | Following reconstitution of EDI Committee | Education Officer | Regular, proactive, transparent discussion of Education and Research issues at EDI Committee, and regular effective proposal of relevant actions to School Executive and School Committee. |
| AP 5.51 | Administrative roles attracting > 200 WAM credits will be openly advertised and expressions of interest sought. | Ensure equitable and transparent distribution of roles attracting significant WAM credit. | As roles become vacant, but beginning with EDI Officer in September 2020 | SMT, DHOSS | Clear, strategic distribution of senior BLS roles. Grounds for action to pursue more representative distribution if necessary. |
| AP 5.52 | Continue to hold regular open discussions around workload | Ensure regular 'temperature checks' on established workplace norms around over-work. | At least every two years, or as issues arise | EDI Officer, HoS, Operations Manager | Enhanced staff confidence in fairness of informal culture around workload at BLS, as indicated in staff surveys. |

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| AP 5.53 | Detailed WAM principles published annually and updated as appropriate | Ensure that all staff understand the formal principles underpinning workloading at BLS | When teaching allocation is circulated (usually April, but may be delayed this year due to COVID) | HoS | Enhanced staff confidence in fairness and transparency of workloading at BLS, as evidenced in staff surveys. |
| AP 5.54 | Continue to run Shut Up And Write Sessions and Research Coffee Mornings | Support taking regular space for discussion of research, even at busy times. | Periodically across the year. Writing sessions currently run online twice a week. | DHoR | Regular participation, even if in small numbers. |
| AP 5.55 | Regular workload consultation between HoE and HoR | Ensure that allocation of teaching duties takes account of expectations around research during term time. | Twice a term and at SMT. | HoE, HoR | Improved balance of duties on both T&R and T&S contracts, as reported by staff at Research Away Day |
| AP 5.56 | Address CEPLER Review recommendations on workload allocation | Address over-reliance on a small number of T&S staff to deliver CEPLER programme. | During annual workloading process, 2021-2022 | HoS, PDR Reviewers of CEPLER staff | Improved work-life balance for CEPLER staff as reported in PDR |

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| AP 5.57 | Use PDR and probation forms to flag overwork risk prior to annual Teaching Allocation | Support reporting of overwork risk, addressing shortcomings in WAM system's ability to detect them. | During annual PDR, from 2020-21. PDR usually takes place in early Spring. | PD Reviewers, HSD, HoS | Staff who report overwork risk via PDR have opportunity to discuss workload plan with HoS |
| AP 5.58 | Encourage mentors to directly raise overwork issues with mentees Include specific question around opportunities to raise overwork in staff survey. | Cultivate supportive atmosphere around disrupting normalisation of overwork. | Mentors and mentees meet at least twice a year. | Mentors, HSD | Mentees report feeling supported to address overwork, take breaks, refuse unreasonable requests, as evidenced in positive responses to staff surveys |

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| <p>AP 5.59</p> | <p>Convene working group to feed into CAL December review of WAM and deepen BLS understanding of workload challenges</p> | <p>Address and clarify any aspects of new WAM which appear not to work fairly for BLS staff. Identify steps that can be taken within BLS to improve workloading experience and BLS culture around workload.</p> <p>Conduct anonymised semi-structured qualitative interviews to enhance detailed understanding of informal factors impacting women's working patterns.</p> | <p>TBD, pending clarification of WAM implications of COVID. Likely Autumn-Winter 2020</p> | <p>EDI Officer and working group members</p> | <p>EDI Officer to present report to School Committee immediately preceding review, and propose actions as necessary</p> <p>Actions incorporated into AS Silver application</p> |
| <p>AP 5.60</p> | <p>Encourage organisers of research and staff development events to record discussions where possible, for sharing with</p> | <p>Facilitate staff whose work schedule clashes with typical event schedules.</p> | <p>From January 2021</p> | <p>HoR, Staff Seminar Organisers</p> | <p>Accessible collection of useful recordings available on Canvas, and frequently</p> |

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| | colleagues who cannot attend | | | | used, as indicated by download figures |
| AP 5.61 | Monitor success of Research Committee's presumption against holding research events outside of normal working hours, and engage with individual event organisers to encourage compliance. | Facilitate improved work-life balance. | Report May 2022 | DHoR | Annual review of room bookings data indicates that >75% of BLS research events take place within core hours |
| AP 5.62 | Use the 2020-21 staff survey to analyse any continued sense of exclusion from social events | | 2020-21 academic year | EDI Officer | Improved sense of inclusiveness of staff social events as indicated by 95% satisfaction rate in staff survey (20% of respondents to the staff survey raised concerns) |

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| AP 5.63 | Analyse impact of Internal Research Events hospitality policy and consider extending to other areas of School activity if appropriate | Sharing best practice across areas of School Activity | September 2022 | EDI Officer, DHoR | Extension of hospitality policy to other areas of School activity, agreed by School Committee, with objective justifications for any modifications. |
| AP 5.64 | Maintain CEPLER speaker diversity policy | Ensure that students are exposed to a diversity of role models | From September 2020 | CEPLER Director | CEPLER maintains balance of current gender and BAME external speakers. |
| AP 5.65 | Monitor 5.64, and consider extending this practice to other areas of School activity | Ensure that students are exposed to a diversity of role models | From September 2022 | EDI Officer | Visible balance in speaker programmes, including those invited by student societies |
| AP 5.66 | Keep marketing and online materials under regular review | Ensure that students are exposed to a diversity of role models, and ensure a variety of applicants see a place for themselves at BLS | Annually in August | Director Admissions, EDI Officer, Director Internationalisation | Marketing materials and website reflect student gender balance in Law School, while visible including under-represented cohorts |

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| <p>AP 5.67</p> | <p>Support staff to incorporate EDI provision into plans for internally-funded research events, and consider extension of this policy to other areas of School activity</p> <p>Include new specific question in future staff surveys.</p> | <p>Enhance diverse and welcoming research culture</p> | <p>From September 2020</p> | <p>Research Committee</p> | <p>Visible improvement in accessibility of BLS research events.</p> <p>Enhanced staff confidence in addressing EDI issues in the research environment, as indicated by >75% positive response by T&R and R staff.</p> |
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| AP 5.68 | Run collaborative Alumni Project | Enhance visibility of female and BAME role models. | From 2022-2023 academic year (assuming return to campus) | CEPLER Director and EDI Officer | Launch of Alumni Project | |
| AP 5.69 | Improved workplace culture around reproductive health issues, as evidenced in staff survey. | CEPLER to collate data on gender balance of student participation in Outreach Activities. | Ensure that access to career-building opportunities is evenly distributed. | From 2021-2022 academic year (as impact of COVID on Outreach is uncertain) | CEPLER Director | CEPLER will have access to appropriate data, and can tailor access to opportunities as necessary |
| Other | | | | | | |
| AP 6.1 | Continue to promote EDI policy to student body and encourage its use in seminars and other teaching Display prominently in a wider range of locations. | Encourage incorporation of equality norms into everyday teaching practice. | Annual reminder to all staff at start of Term. | HoE | Direct clarification of equality principles within BLS's learning environment | |
| AP 6.2 | Run the Journeys Project, and use it as an opportunity to explore student consciousness of gender issues, | Enhance minority students' experience and attainment at BLS. | Delayed to January 2021, as a COVID adjustment | Journeys Project Team | Enhanced staff and student awareness of student EDI issues in legal education, and clear implementation of a | |

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| | including their intersection with BAME student experience. | Use collaborative research stage to address student attitudes to gender equality issues at BLS | | | range of pedagogic strategies for addressing them |
| AP 6.3 | Continue to appoint student EDI Champions to EDI Committee, ensuring at least two dedicated Gender champions | Source of direct student feedback on EDI policy, including Athena Swan plan | Annually by application in Autumn. | Student Experience Officer | Vibrant and effective EDI Committee |
| AP 6.4 | Continue to publicise availability of staff EDI Champions to student body, with new emphasis on visibility of Gender issues | Visible staff role models and allies | Monthly during Term time, using student newsletters | Student Experience Officer | Champions report regular appointments/office hours with a diversity of students raising EDI concerns |