

Gender equality charter mark

Department analysis and action template

Analysis and action relating to academic staff only is required for the completion of this template

Contact information

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Level of award applied for

Silver

Provide a summary of your department, including the information requested below and any other contextual information that you feel is relevant to your submission.

Cardiff Business School (CARBS) is predominantly an orthodox social science school whose primary focus is contributing to creating and disseminating knowledge. Recent UK policy suggests reducing the mission variety among business schools to a single mission of increasing economic growth. Our School sees the delivery of economic value as a subset of creating wider public value to society as a whole.

Our social science approach, coupled with our commitment to delivering wider social benefits, has driven our School vision, defined in our current Strategic Plan (2011-15), as 'to achieve a profile of *Balanced Excellence* across its core activities of Research, Learning and Teaching, Engagement, Equality and Diversity and Human Resources'. Equality was, for the first time, established as one of CARBS' main strategic areas, with the aim of mainstreaming equality and diversity (E&D) into all activities. CARBS was the first in Cardiff University to promote its new programme of mandatory E&D training, and, in 2012, the first to appoint a dedicated E&D officer.

CARBS is one of the UK's leading business schools with an international reputation for the quality of its research and scholarship. In the 2008 Research Assessment Exercise, the School ranked fourth from more than 100 UK Business and Management Schools. The School has also secured the Association to Advance Collegiate Schools of Business (AACSB) accreditation, a globally recognised form of professional accreditation.

Based chiefly in the accessible Aberconway Building near the centre of the capital, CARBS is the largest School in the College of Arts, Humanities and Social Sciences, second largest in Cardiff University and one of the largest, research-intensive business schools in the UK. It offers 24 undergraduate (UG) programmes, 18 postgraduate taught (PGT) programmes and research degrees across all areas of business and management.

Academic staff are organized into five academic sections. Their titles denote their main disciplinary base which itself forms the primary organising unit for all activities: Accounting & Finance (AF), Economics (ECON), Human Resource Management (HRM), Logistics & Operations Management (LOM), and Marketing & Strategy (MS). In addition, there is a Professional Services (administration) section. Academics are also organised into research groups, which bring researchers together to focus on specific areas. They operate mainly within Sections but also link across them. Membership of groups is voluntary, and individuals can be members of multiple groups if they feel able to contribute to all. The research groups are not centrally managed as they seek to develop a creative and supportive space in which academics can thrive, but the Research Committee requires the leads of each group to report on activities biennially.

As at April 2014, CARBS employed 276 staff; 186 academic and research staff (60 female), and 90 professional services staff (61 female). In the academic year 2012-2013, the School had 86 postgraduate research students, 1,025 postgraduate taught students and 1,677 undergraduate students.

The Dean is supported by the Deputy Dean, three Associate Deans (AD) and five Heads of Sections (HoS) and the Director of Administration who heads up Professional Services. Together, they form the Senior Management Team (SMT). Each AD is responsible for one of the key strategic areas of Research, Learning and Teaching, and Engagement. The Deputy Dean is the E&D champion while the Dean is ultimately accountable for Human Resources. The SMT oversees the progress of CARBS in its Balanced Excellence agenda. In 2012-13, 25% (3 of 12) of CARBS's SMT was female (further details are detailed in **Principle B**).

CARBS developed its own E&D strategy in 2008 and has taken a lead in the University in the annual collection of data, completion of equality impact assessments (EIAs) and the implementation of innovative new policies, such as our Returners' Scheme (detailed later in **Principles C, D and F**). Our outcome-focused E&D Action Plan is also considered an example of best practice, and has been replicated across other Schools.

Cardiff Business School
Dean and Head of School Professor Martin Kitchener BSc (Econ) MBA PhD
Ysgol Fusnes Caerdydd
Dean a Phennaeth yr Ysgol Yr Athro Martin Kitchener BSc (Econ) MBA PhD

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UNIVERSITY

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13 March 2014

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Dear Amy Felsing and Ellen Pugh,

I am writing to endorse the submission from the Cardiff Business School to the Equality Challenge Unit trial Gender Equality Mark. This submission, for a potential bronze or silver award, has my strongest possible support. My personal commitment to the equality agenda has been demonstrated throughout my academic career, and it formed the core of my scholarly work for seven years at the University of California. As an immigrant, dual-career family member with two young children, I was inspired by the pioneering E&D efforts I encountered in California. On our return to the UK, I was disappointed with the limited progress on the E&D agenda evident among UK business schools. I was, therefore, delighted with potential that GEM offered to act as a catalyst for self-analysis and improvement among business schools and other non-STEM departments.

Since taking up my position as Dean of Cardiff Business School in September 2012, I have demonstrated commitment to improving the gender balance at senior levels and to ensuring that support mechanisms are in place to enable the effective career progression of female staff. On a personal level, I have taken very seriously my responsibility to display leadership in our drive to enhance E&D activity within the School. I have, for example, recently dedicated a meeting of the School's International Advisory Board to explaining and seeking advice on our E&D efforts. In response to suggestions received, I have taken on an additional female colleague as a mentee, I have encouraged members of my senior management team to do likewise, and I have agreed that the School will host the annual Superwoman event in October 2014, which recognizes female achievements in business and public life.

Under my leadership of the School, Equality and Diversity is embedded as one of the four main pillars of the Schools' strategy, we have Cardiff University's only school-based E&D officer, and I have appointed the School's Deputy Dean, Prof. Mohamed Naim, to lead on E&D. These arrangements have helped the School to: improve mentoring opportunities for female staff, introduce a scheme to support staff returning from maternity, paternity and adoption leave, make use of search committees to encourage applications from well qualified female staff, and organise annual promotion workshops to aid career development. Since 2010/11, we have also organised the collection of equality monitoring data for staff and students, and this has provided us with a robust evidence base for monitoring and developing our strategic actions. I am also pleased that the School has taken a lead within the University in ensuring that all our staff complete E&D training, and in conducting Equality Impact Assessments on our strategies.

Whilst I am delighted by our progress, I recognise that much more must be done. My experience in California convinced that this is possible, and that significant benefits accrue. The GEM self-assessment process has been extremely valuable both in highlighting good practice in the School,

and in identifying areas where further action is needed. I have learned a great deal through my involvement with the self-assessment team and I have every confidence that the enthusiasm and capacity generated by the process has provided a good basis from which we can deliver the further actions outlined in the submission. Meanwhile, a GEM award would provide appropriate recognition of our efforts to date, and help signal (externally and internally) our commitment to further improvement.

Yours sincerely,



Professor Martin Kitchener

A To address gender inequalities, commitment and action at all levels of the institution is required

Ongoing commitment

1. Describe the self-assessment process including information on members of the self-assessment team.

In 2011, the School's E&D committee established a task-and-finish (T&F) group to assess the School's progress in relation to gender equality. The group reviewed the Athena Swan criteria and decided, before the announcement of the GEM project, to use these criteria to self-assess CARBS' progress. This group met five times during 2011/12.

In 2013, after a successful submission in the pilot ECU project, CARBS was invited to participate in the ECU trial. The Deputy Dean, supported by a newly appointed E&D Officer, selected a self-assessment team (SAT) representative of CARBS in terms of grade, discipline, gender, function and life experiences. These members are listed below.

To protect sensitive and personal information, the biographies of SAT members have been redacted.

b) An account of the self-assessment process.

CARBS' self-assessment process and staff consultation commenced before the trial project, when the T&F group established in 2011 focused on mentoring and the career development of female staff. A series of focus groups and interviews were held with a range of male and female, academic and professional, staff and formed the focus of further work (detailed later in this application). The current self-assessment process has been informed by the findings of this work.

Staff were further consulted on gender equality by means of a modified version of the HE Gender Equality Culture Survey, emailed to all staff in 2012/13, and two focus groups held in early 2013. A similar survey had been distributed to staff in 2007, so modifications were made to the survey to enable meaningful comparisons.

The SAT met on five occasions between November 2013 and April 2014. Five meetings were also held with the leads of other GEM applications across the College, with support from the University's HR team. CARBS' Deputy Dean and E&D Officer met weekly and also participated in Cardiff University's Athena Swan steering group. There was also regular communication, formal and informal, between team members throughout the application process.

c) Plans for the future of the self-assessment team.

CARBS has made a strategic commitment to E&D. The SAT, led by the Deputy Dean and supported by the E&D officer and E&D committee, aims to ensure that all staff are

consulted on the self-assessment and action plan, and will continue to meet at least quarterly to discuss progress and ensure that actions are implemented.

Progress of the action plan will be reported to the E&D committee, School Board and to SMT. Progress will also be discussed at University level through the University's E&D Contacts Group and the Athena Swan Steering Group, with further collaboration sought from the other trial Schools in the University.

B The absence of diversity at management and policy-making levels has broad implications which the institution will examine

Ratio of men and women in:

Academic departmental senior management team (**see table T3**) 6:1 (avg. over 3 years)

Academic teaching and learning committee or equivalent (**see table T4**) 1:1 (avg. over 3 years)

Research committee or equivalent (**see table T5**) 3:2 (avg. over 3 years)

How does line management work in the department? How are line managers chosen, do the roles rotate?

A University Panel selects the Dean. Applicants are invited to apply in open competition during which the confidential views of staff are solicited by a member of the Panel and one of the Pro-Vice Chancellors. The position of Dean is currently fixed for three years.

Section Heads and Associate Deans are appointed by a School panel consisting of the Dean, Deputy Dean and either an additional member of SMT or the Director of Staffing, ensuring full gender representation. Roles and responsibilities of the post are advertised, and applications are invited via a covering letter and short CV. These are also three year posts.

CARBS' Director of Administration is on an open-ended contract and was recruited via national advertisement. The Director directly line manages a Senior Administrators Team, who themselves are line managers for their respective functional staff.

What is the department doing to address gender imbalance on committees? What success/progress has been made?

There is, in some cases, a fundamental gender imbalance at a sectional level, which is then often reflected in committees. We attempt to mitigate such gender imbalance via the recruitment process. CARBS has search panels for senior posts, which have at least one member of female staff. In sections where gender imbalance is most noticeable (such as Economics), CARBS convenes a search panel for *all* academic posts.

The process for selection of committee Chairs varies, with the Associate Deans responsible for their functional committees and the Dean appointing for other committees. The Dean has taken an active role in appointing female staff for substantive appointments to act as role models for female colleagues, including Director of Post-Graduate Research, Chair of Undergraduate BoS and Chair of the Research Ethics committee.

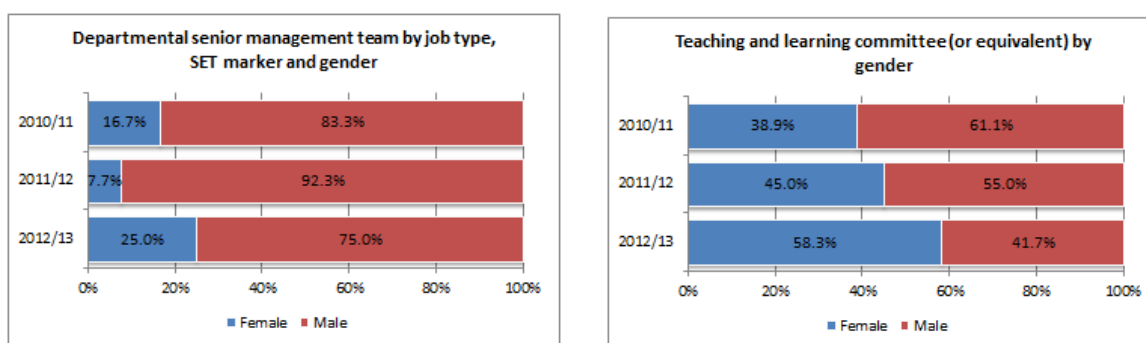
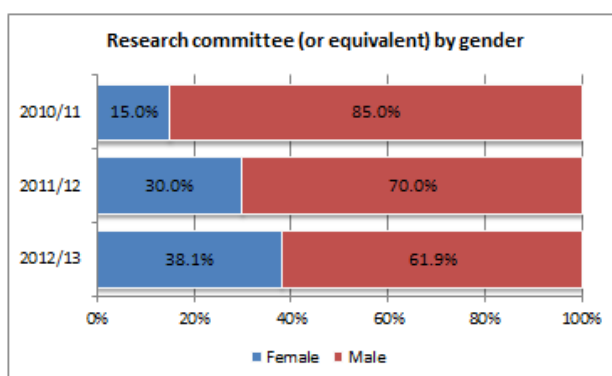


Fig. B1 (above left), Fig.B2 (above right), Fig. B3 (below)



B1 highlights the lack of gender balance within SMT. There is a clear need to make substantive accountability roles more appealing to all colleagues and more representative of the staff body.

Two further key functions within CARBS are Research and Learning and Teaching. The former is now led, for the first time, by a female professor.

Whilst CARBS has made considerable and sustained efforts to improve the number of female staff in senior posts, we are wholly cognisant that committee structures themselves may need to change. Where there are few women on committees of significant influence, we are committed to examining and amending structures to enable a more diverse balance and have reflected this in our action planning (see Next Steps on page 10).

Where there is an imbalance, what is the department doing to ensure a broad range of views are heard?

Each committee has varied terms of reference and membership. The primary principle is that each committee has representation from each academic section, and professional services as relevant, who is elected by the section's members. Sections meet formally quarterly and their agendas ensure coverage of committee matters.

Each section committee representative presents a paper as appropriate, as well as ensuring communication between section meetings. The views of section members are taken by the representatives and expressed as necessary at committee meetings.

From 2014/15, we will append details on committee protocol to the committee list that is circulated to all staff annually, including instructions on equitable chairing and participation, and update CARBS' committee secretary toolkit.

We will also work with staff to ensure that they have access to training to enable them to participate confidently and without prejudice.

Next steps: We acknowledge that, given the low number of females in senior roles in CARBS, we must work harder to ensure that female staff are encouraged to apply for senior posts. We plan to examine the qualifying factors that define entry onto senior committees, and amend these criteria to encourage diversity at decision-making level (B1).

How is consideration for gender equality embedded in the thinking and processes of committees and their related structures and procedures?

CARBS' governance has included an E&D Committee since 2001. In conducting its work, the Committee aims to value and promote E&D and eliminate discrimination. It makes decisions on any matters relating to E&D delegated to it by the Dean or the School Board.

The E&D committee considers all the protected characteristics as defined in the Equality Act 2010 and has identified gender imbalance as the most visible characteristic that needs addressing.

In promoting the E&D Committee's activities, CARBS also formally requires that all other committees should give due consideration of E&D and undertake EIAs.

What training and induction is provided to committee members and those with decision-making powers?

All staff are required to undertake E&D training (at April 2014, 67% of CARBS staff have undertaken the online and/or face-to-face training). Reminders about the training are issued centrally and locally, and also reiterated by way of annual appraisal (57% of School staff completed an appraisal in 2012/13).

Members of SMT are asked to attend an appropriate leadership training programme which may be in the form of University programmes, such as the accredited *Practical Leadership for University Managers*, or external programmes. Those appointed Dean are encouraged to attend the joint ABS / European Foundation for Management Development's International Dean's Programme.

Next steps: From 2014/15, develop a mandatory programme for senior staff, ensuring that all chairs of appointment panels attend at least the University's *Chairing University Appointment Panels* training (B2).

C That employment policies, practices and procedures should actively promote gender equality

1. How is gender equality considered in the development and implementation of departmental policies, practices and procedures?

The University uses quantitative and qualitative data to inform policymaking, as well as engaging with staff, students, trade unions and the community to support EIAs that have equality, including gender, at their core.

For example, the University ran two staff attitude surveys (2008, 2011) in which staff were asked about their job satisfaction and experience of discrimination, bullying and harassment at work. We also ran a *Careers in Research* survey. The results of these surveys informed the University's policy on the *Concordat to Support the Career Development of Researchers*. CARBS also undertakes its own bespoke data collection, including local satisfaction, culture surveys and focus groups, and disaggregates it by protected characteristics, including sex.

Evidence of the way that CARBS has promoted gender equality can be seen in the way it has actively encouraged female professional services staff to attend *Springboard* training, and has - in addition to the University's commitment to fund one place - voluntarily funded a second place on *Aurora*, a Leadership Foundation's scheme to enhance leadership amongst women in HE.

Additionally, in developing practices such as CARBS' mentoring scheme, elements were built in to permit those who wished engage with the scheme to select either a male or female mentor. A similar facility is also allowed in the appraisal; as all Section Heads are currently male, this allows women (or men) to request a female appraiser if they feel this would be a more successful relationship for them.

The introduction of the University's teaching and scholarship pathway, in parallel with the traditional teaching and research pathway, is intended to provide staff with guidance on the development of their career and assist Schools in the development of common expectations and the fair and transparent allocation of workloads. There is scope in the teaching timetabling operation to accommodate childcare restrictions that, while it impacts on both sexes, predominantly affects female staff members.

2. How does the department monitor the effect of policies, practices and procedures on gender equality? What steps does it take when positive and/or negative impact is found?

All University and School policies are subject to EIA, and we actively collect data to inform and assess the effectiveness of policy, criterion and practice. Where there is an evidence of good practice (for example, CARBS' Returners' Scheme, which is being considered for duplication across the University), this good practice is shared; where there is an indication of negative impact, we work with stakeholders to swiftly mediate any such negative impact.

CARBS routinely calls for staff to participate in EIA panels, ensuring that each panel reflects participants of different grades, positions and protected characteristics, and ensures that ownership of EIAs remains with that of the policy/procedure author, and not that of a bespoke E&D professional or committee.

3. Does the gender balance of staff whose research outputs were submitted to UK funding bodies' Research Excellence Framework 2014 (see table T6) reflect the gender balance of department staff eligible to submit to the REF?

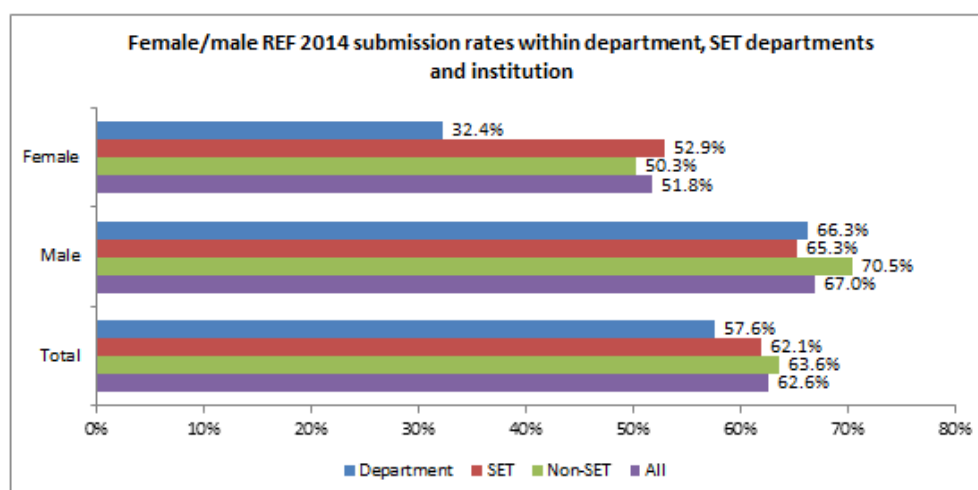


Fig. C1 REF submission rates comparators

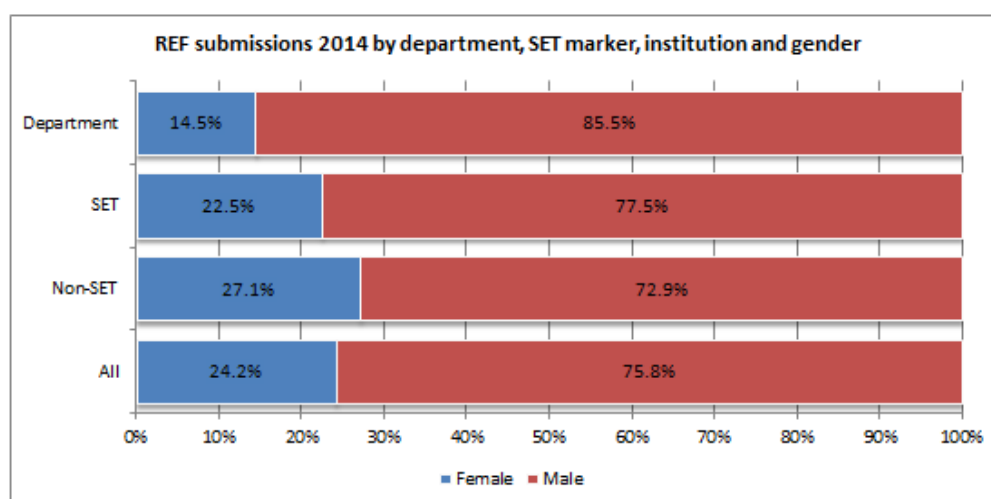


Fig. C2 REF 14 by dept., SET, HEI & gender

We acknowledge that, compared to the University as a whole, the Business School's female REF returns were strikingly and disproportionately low, with just 32.4% of eligible female staff submitted compared to 51.8% across the University as a whole. Just 14.5% of our REF returns were submitted by female academics.

Male returns are also lower in CARBS; across the University 62.6% of eligible male staff submitted, compared to 57.5% of eligible males in the Business School.

Next steps: this indicates a stark differential at both School and University level. Whilst we have some mechanisms in place to attempt to mitigate this disparity (Returners' Scheme; Mentoring Scheme), this is a critical priority. We aim to identify why this has happened, then explore what support the School can give to individuals aiming for the next REF round (C1).

One hypothesis we will explore is that due to the highly competitive nature of the unit assessment that we are in, CARBS set a very high threshold for inclusion in the REF which may mean that professors, who are predominately male, dominated our submission.

4. Where a gender imbalance is identified, what action will the department take to enable a more representative sample of returns to future research assessment and funding allocation exercises?

In 2012, CARBS introduced a Returners' Scheme, based upon a similar initiative implemented at the University of Bristol. The scheme – implemented to support staff to develop/re-establish their careers after a period of maternity, additional paternity or adoption leave – provides space for those returning from such leave to spend concentrated time on research. The scheme was developed in response to the belief that protracted absence associated with maternity leave, combined with a full teaching load upon return, makes it difficult for academics to give sufficient priority to research/scholarship activity.

Although open to both sexes, it is recognised that women are more likely to benefit from the Returners' Scheme, as maternity leave is the most common form of leave taken over a protracted period. The scheme is available to all academic staff.

Next steps: As the Returners' Scheme has been in place for eighteen months, we will evaluate the impact of the Returners' Scheme and explore whether further obstacles prevent women from succeeding their publication agenda (C2).

D There are personal and structural obstacles to making the transition from undergraduate level to PhD and then into senior academic positions and managerial levels, which require the active consideration of the institution

Comment and reflect on the following student data for the past three years:

(Refer to supporting data in T1)

Student data is divided into undergraduate¹, postgraduate and postgraduate research. Over the three year period from 2010/11 to 2012/13, there was a small increase in the percentage of female students on undergraduate courses in CARBS, a trend which also occurred at postgraduate taught level to the extent that in 2012/13, female students on PGT courses marginally exceeded the number of males. However, the opposite was the case when considering the data relating to postgraduate *research* students: the percentage of females pursuing research reduced each year. This was driven by a fall in numbers of female students that was not replicated in males.

Across the country, fewer females than males pursue a PhD degree in this discipline. In 2012/13, 46.5% of Cardiff Business School's PhD students were female, compared to 40.5% nationally in the UK.

The number of female students in our PGT programmes has also increased. Three years ago, this figure was below national averages. In 2012/13 however, 48% of students studying PGT Business across the country were female. In Cardiff Business School, this is 50.2%.

CARBS appears to attract an increasing percentage of female applicants to PGT programmes vis-a-vis undergraduate degrees, but this dips markedly when applications for postgraduate research are considered. However, the data indicates that females who do apply are disproportionately more likely to be offered places when compared to their male counterparts, with this being particularly emphasised in 2011/12.

Next steps: We intend to explore this data more thoroughly, and identify why female students who complete UG/PGT degrees are not applying to CARBS for research degrees (D1).

Student assessment

CARBS takes steps to ensure that assessment is undertaken fairly and consistently. Only student ID numbers are available on exam papers, ensuring that names, and hence perceived gender, cannot be identified to the marker.

¹ Undergraduate data is sub-divided into "first degree" and "other"; the numbers included in "other" are so small that the commentary relates to all students, as there is no significant difference between all students and "first degree" which means that no additional conclusions may be drawn.

Whilst CARBS has fewer females undertaking first degree undergraduate programmes, more females than males achieve a First or 2:1 degree, a trend that continues to increase and is broadly in line with national data.

1. Comment, reflect on and explain gender differences in staff data on recruitment job application and success rates (see table T11).

Figures D1/2 show application success data for lectureships by gender within CARBS from 2010/11 to 2012/13. The focus is placed on academic posts below the level of Chair (Lecturer grade A, Lecturer grade B, Senior Lecturer and Reader), as these are the typical grades at which posts for academics are advertised. 58 lectureship posts were filled in CARBS in this time period.

Next steps: As this data does not disaggregate appointments by **job title**, only **grade**, it is not always possible to identify data trends unique to Lecturers, Senior Lecturers, Researchers etc., or the challenges which may be present in particular disciplines. We have identified this for further action (D2).

From Figure D1, we can observe that men are more likely to apply for academic vacancies than females (on average, 62% over this period). However, once they apply, women are slightly more likely to be appointed than men (across all three years).

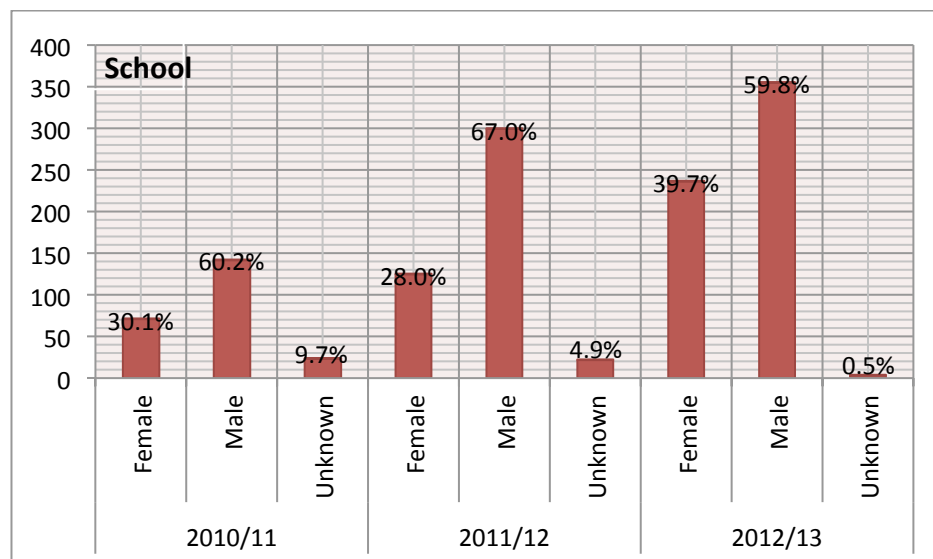


Fig. D1 Numbers/Percentages of Job Applications by Gender for Lectureships in School

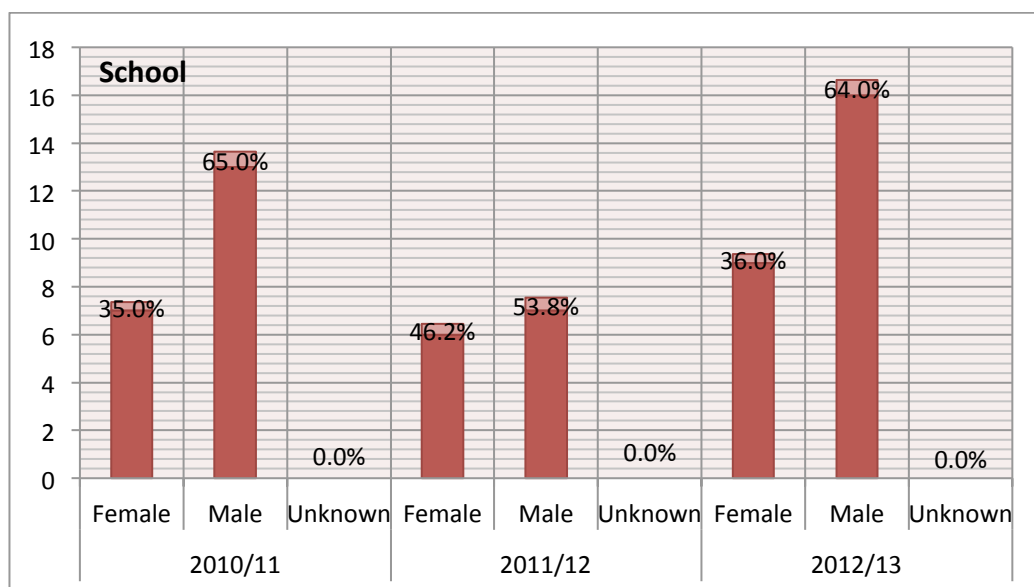


Fig. D2 Numbers/Percentages of Successful Applications by Gender for Lectureships in School

Figure D2 shows the breakdown by gender of successful applications for lectureships within CARBS. Whilst the percentage of appointments for men appears largely relative to those for women, this is likely due to the large number of applications from men.

In relation to professorial applications, between 2010/11 and 2012/13 only five professorial appointments were made. Compared to lectureships, CARBS attracted a higher proportion of female applicants for these posts than previously (50%). Although the total number of applicants was small, the data reveals higher success rate of male applicants. Two female professors (10% of female applicants) and three male professors (15% of male applicants) have been appointed during this time.

Next steps: we will continue to encourage female applications for lectureships (e.g. active recruiting to influence shortlist gender distributions), as well as continue to monitor applications for all posts by academic section, grade and gender. Where female staff numbers are disproportionately low (for example, in our Economics section), we will continue to work to improve this (D3).

2. Describe the induction and training support provided to new staff at all levels, and how consideration of gender equality is embedded across the department and/or in the institution. Please provide data and analysis as appropriate.

The University has a mandatory induction programme for staff which includes signposting to E&D training. Furthermore, CARBS employs its own dedicated induction for staff which further emphasises E&D (detailed later in Section 11 of this Principle and Section 2 of Principle E).

3. Comment on career development and progression, looking at staff in all levels.

The University has a staff development programme available to all. Line managers are required to discuss career development/training with staff during annual appraisal, highlighting development opportunities and encouraging applications.

Led by the Vice-Chancellor, the University has introduced a 'Futures' programme, a development initiative designed to support early career academics (and those new to the University) to promote collaborative working across disciplines. Participants are able to explore key trends shaping the changing landscape of HE with senior leaders from this, and other, institutions.

The University provides training on giving/receiving feedback in all its leadership development training. All staff with leadership roles and/or management responsibilities, including research staff, can access relevant training either by line manager nomination or by self-referral with line manager support. An annual career development workshop for female academics is also provided.

University training for interview panels includes the principle of positive feedback to all applicants, whether successful or otherwise.

Early Career Researchers Development

The period since the University's submission to Athena SWAN in 2009 has seen a significant increase in the provision of sessions supporting the career development of early career research staff.

The University offers a free development programme for staff employed within the Research pathway, which includes a specific session on employability, rights and responsibilities under the Equality Act 2010. The Researcher programme provides early stage researchers with a range of opportunities including hands-on workshops, information-based sessions and one-to-one coaching. The programme sets out the University's expectations about the broader development of researchers, and is aligned with Vitae's Researcher Development Framework.

In 2010, Cardiff University was shortlisted for Outstanding Support of Early Career Research by the Research Council UK. The University is committed to implementing the principles of the Concordat to Support the Career Development of Researchers and was among the first ten UK higher education institutions to receive the European Commission's *HR Excellence in Research* accreditation. The University has recently been reaccredited in recognition of its progress to date in implementing the Concordat and its two-year action plan for the period 2012-14. Work on the Concordat was informed by the feedback received from University staff.

The University is the lead institution in the Welsh Crucible, a programme developed for talented early-to-mid-career researchers working in any discipline and in any organisation in Wales. In November 2013, its work gained a national award for Outstanding Contribution to Leadership Development.

4. Describe current appraisal schemes for staff at all levels.

Appraisal is mandatory for all (non-probationary) staff, and is conducted by the line manager or Head of School. Currently appraisal completion rates across the University stand at 60% (at CARBS, this is formally recorded as 77% for academics; 36% for PS staff²) with the aim of achieving 100% by 2015. Appraisals are considered vital and provide an annual opportunity for staff to discuss career development with their line managers. Appraisal training courses and online guidance is available for all staff.

Outcomes of appraisal are monitored and the Deputy Vice-Chancellor communicates with School Heads to ensure that staff are appraised and training plans submitted to the Staff Development team. Promotion discussions may commence with the appraisal process.

The University's Promotions Committee monitors closely the gender-related data associated with promotions, and Heads of School have a responsibility to ensure all academics are offered advice and support to achieve promotion. Our appraisal system is defined to ensure that all staff have clear objectives and targets.

5. Comment, reflect on and explain gender differences in staff data on promotion and success rates (see table T12).

The data indicates that in the past three years there have been no applications for promotion to Chair from female staff members, while all four male applicants have been successful. Female applicants for promotion to Senior Lecturer and Reader were universally successful, with almost the same success rate for male candidates (although with a higher number of applicants from the latter group).

The lack of applications from females for promotion to Chair stem from the absence of female staff at Reader-level, the grade from which applications to Chair would be made. Until this gender balance at this level is redressed, there will be continue to be gender imbalance in promotion at this level.

Following a School staff survey, efforts are being made to encourage dialogue between line managers and staff so that those who are ready to apply for promotion do so at an early stage. Staff are also encouraged to engage with presentations and/or work with University/School mentors to prepare confidentially for promotion aspirations.

Next steps: Develop a targeted approach to encourage applications for promotion so that female staff are confident they have a realistic chance of success if an application is submitted (D4).

Staff applying for promotion are encouraged to disclose personal mitigating circumstances that may have had a defined or ongoing impact on any aspect of their application.

² The School is confident that many more have completed an appraisal; HR are simply unable to formalise completion until paperwork is returned

Detailed, constructive feedback is provided to unsuccessful applicants, so that staff will be armed with useful information for future applications. Staff are also invited to discuss their application with the Vice-Chair of the Academic Promotions Committee and the Dean in order to gain personal feedback.

The University's Strategic Equality Plan, monitored annually, contains actions designed to increase the number of women academics submitting promotion applications.

6. Comment, reflect on and explain gender differences in staff data on staff turnover (see table T13).

Neither the University nor CARBS currently collate exit interview data. We have made it a priority to commence collecting this information from the 2014/15 Academic year to ensure we capture the views of staff leaving CARBS.

We will also work with central university staff to explore the impact of the voluntary severance and turnover has had on the institution/School.

7. Describe what the department does to support staff on maternity leave and the arrangements in place to provide cover during a period of maternity leave.

HR runs training for line managers on utilising and implementing HR policies, which cover maternity, career breaks and unplanned career interruptions. Heads of School are asked to regularly communicate the policies to reinforce this information.

The University provides bespoke and centrally-based training for line managers to support positive responses to requests for career breaks, maternity leave and flexible working. When staff return from maternity, line managers are required to conduct return-to-work interviews and provide any necessary support and resources. In CARBS, this is further supported by our new Returners' Scheme (see **Principal B**).

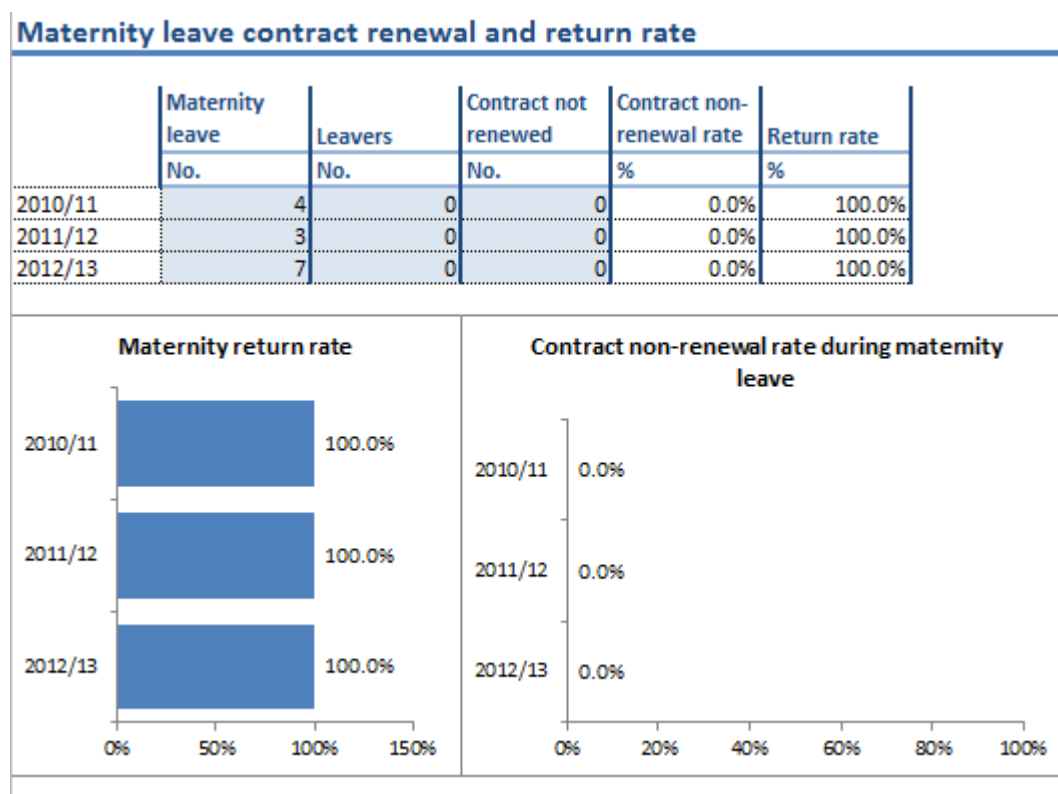
Next steps: we will seek best practice from the sector on how best to further develop our support of maternity returners beyond legal compliance (D5).

8. Comment on data on maternity leave return rate (see table T14).

Maternity return rates are monitored at College/University level, with a report submitted to the University E&D Committee and to the University Athena SWAN SAT. The percentage of women returning from maternity between 2009 and 2011 has increased across the University from 80.2% to 94.3%.

In 2012, CARBS introduced the Returners' Scheme with the rationale to protect time for women returning from maternity to concentrate on their research. There have been four successful applications (and no unsuccessful applications) since the introduction of the scheme, which is still being trialled across CARBS. We will again impact assess the scheme in

2014 (action C1), and it may be rolled out across the university. We also aim to explore and strengthen how the scheme can support returners on the T&S pathway.



In CARBS, 100% of females who took maternity leave across the three-year period returned following their leave. However, we do not as yet drill down into the data to examine how long returners remain at CARBS (i.e. if they stay for 12 months or more after returning).

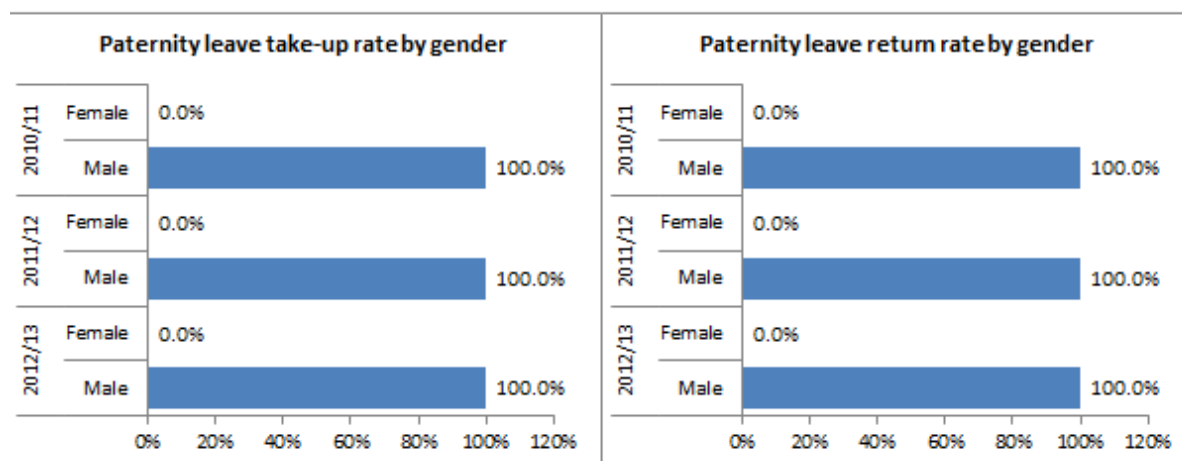
Next steps: ensure that “return rates” accurately reflects reality i.e. explore if staff return for a few weeks/months and then leave (D6).

9. Comment on data on uptake of paternity (see table T17), additional paternity (see table T18) and adoption (see table T19) leave by grade and gender.

The University has a Work-Life Balance Policy, and the Paternity Leave Scheme offers provision for new parents, regardless of gender. The University also offers adoption leave provision.

Paternity leave take-up and return rate by gender 2010/11-2012/13

		Eligible for paternity leave	Paternity leave	Leavers	Take-up rate	Return rate
		No.	No.	No.	%	%
2010/11	Female	0	0	0	#DIV/0!	#DIV/0!
	Male	1	1	0	100.0%	100.0%
2011/12	Female	0	0	0	#DIV/0!	#DIV/0!
	Male	3	3	0	100.0%	100.0%
2012/13	Female	0	0	0	#DIV/0!	#DIV/0!
	Male	2	2	0	100.0%	100.0%



Between 2010/11 and 2012/13, six men at CARBS took paternity leave and all leave takers returned.

During the last three years, no staff in CARBS have taken adoption leave (see Table T17). Consequently, we have no data to explore but will continue to monitor the impact of our policies and routinely revise/update as necessary.

10. Comment on data on formal requests for flexible working by gender and application success rate (see table T18).

While the University procedure details only the legislative requirement to offer flexible working, requests at School level are accommodated 'locally'. To date, we have not routinely kept records of flexible working requests, but are working to develop a more formal system to aid data collection from the 2014/15 Academic year (action E2).

Teaching/meetings are timetabled, as far as possible, to take account of staff who need flexible working arrangements and to discourage any form of long hours culture (see **Principal E**).

Staff awareness of the University's work-life balance policy has given rise to an increase in requests for flexible working. In the *Work Relationships and Work-Life Balance* section of the 2011 staff survey, for example, 76% of staff (3427) responded positively to the

statement *As long as I get the work done, I have the freedom to work in a way that suits me* (10% disagreed), while 63% (3318) agreed that *I am able to ask my manager to make reasonable adjustments to accommodate my individual requirements in relation to caring responsibility* (6% disagreed).

11. Provide information on support for staff who are carers or have caring responsibilities.

The University has its own nursery facilities and, as part of the Positive Working Environment, a salary-sacrifice childcare voucher scheme. The University's Day Care Centre also has a quiet room that can be used for breastfeeding. These details are available on the website and disseminated at recruitment, and again at induction, with E&D training also reminding staff of their entitlement.

The University has a network to support Carers and Lone Parents. It aims to provide a gateway of support to staff who are carers/lone parents, and offer a forum for carers' and lone parents' issues in the workplace. It also provides feedback to the University on its policies.

12. Describe the work the department has undertaken to evaluate the impact of its initiatives designed to tackle personal and structural obstacles to progression for staff.

Staff are encouraged to disclose personal/family circumstances that may have had a defined or ongoing impact on any aspect of their work.

For the University's recent REF submission, a bespoke E&D panel was set up to review submissions and ensure staff were not disadvantaged by any output reduction due to personal circumstances such as long-term disability absence or maternity leave. A similar system is also implemented for CARBS' own Research Leave scheme.

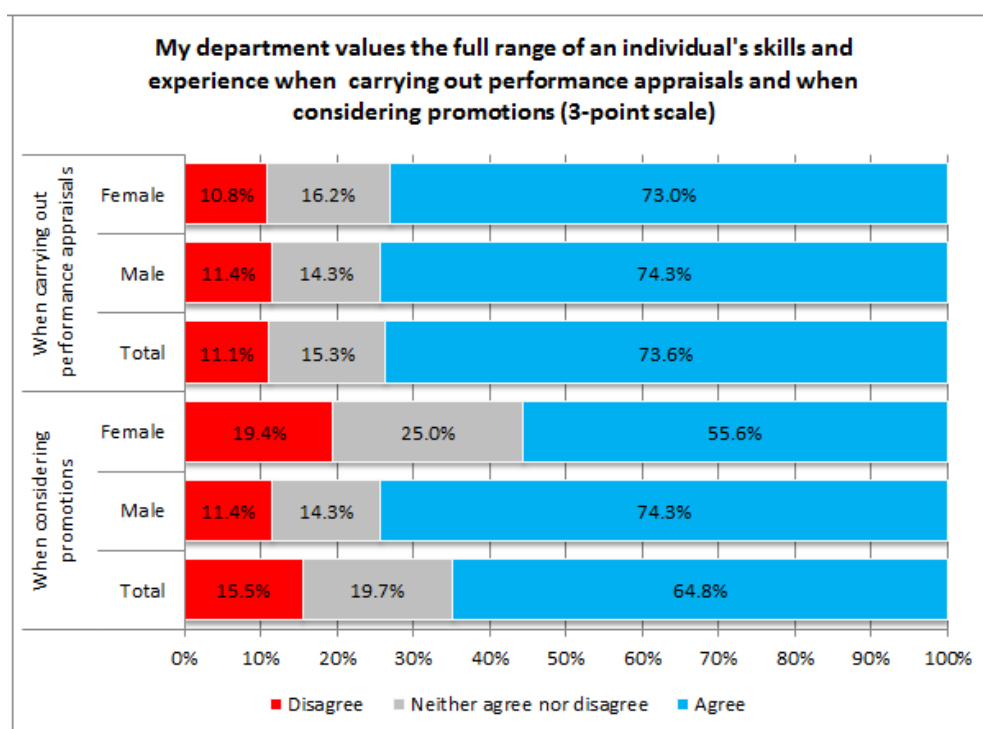
At School level, we have also developed an EIA timetable to ensure that all new policies/procedures are assessed for their potential impact, as well as retrospectively assessing policies already in place.

E to tackle unequal representation of women or men requires changing cultures and attitudes (within the department) and across the institution

CARBS provides several social spaces, including a common room, kitchen, free hot drink facilities for staff, quiet rooms, and an on-site refectory. We also frequently organise team-building events, including monthly dinners for staff at the Dean's house, and formal dining events for staff and students. However, we are cognisant of the need to provide a variety of mechanisms to engage and support our staff, and are mindful that we need to ensure that our events are wholly inclusive.

In addition to the University's Dignity at Work framework, CARBS has additionally implemented its own Dignity at Work guidelines. Drawn from the personal experiences of School staff, it seeks to typify examples of real-life workplace behaviours and enable staff to feel confident challenging unacceptable behaviour.

1. Using the UKRC cultural analysis tool for staff (see page 7 of the trial handbook) – what do the findings indicate?



The majority of School academics agree that skills and experience are taken into consideration when applying for promotion (64.8%) or undertaking an appraisal (73.6%). The data suggests that appraisals are assessed fairly across both sexes.

With respect to promotions, the survey returns demonstrated a significant increase in the dissatisfaction of female academics, with almost half (44.4%) opting not to agree with the

statement. This is a troubling statistic, and one we have actioned to urgently explore further.

Next steps: monitor impact of Teaching and Scholarship pathway on School academics, including an EIA screening (at University or School level) (E1)

Next steps: explore why female academics are more dissatisfied with the promotions process by way of qualitative research (surveys; focus groups) and seek ways to mitigate this dissatisfaction (E2)

2. How do you ensure line managers are familiar, or at a minimum aware of the range of policies available to staff? How do you ensure they actively support staff to utilise relevant policies and benefits?

E&D and induction training, delivered at both University and School level, works to ensure that staff should be aware of the University-wide and local policies available to them. Our website also provides bespoke information/advice for staff with leadership and managerial responsibilities.

Policies are disseminated from SMT and School board via Section Heads and Committee Chairs, and should be discussed at committees and section meetings, including managers. Likewise, as all sections have representation on committees all committee policies should feed directly into section meeting via section representatives. See **Principle B** and **Principal D** for more details.

3. Demonstrate how the department is gender aware and how it promotes the involvement of women.

CARBS has strived to improve its appeal to female staff amongst academics and professional services, and acknowledges that CARBS was once considered male-dominated. Formal and informal evidence collated by way of internal and external stakeholders (applicants, staff and external business leaders by way of our International Advisory Board) intimate that we must strive to continue to promote gender equality.

We ensure that females are present on all recruitment and selection panels, seek potential new female academics by way of formal search committees, and have worked to improve gender balance on decision-making committees as detailed in **Principal B**. However, we are acutely aware that gender balance at senior and professorial levels is not satisfactory, and we must continue with these efforts for a sustained, meaningful change in culture.

Focus group: non-academic staff

As part of our exploration on how we promote the involvement of women, this focus group looked at gender in professional services at CARBS, with specific reference to the Springboard Women's Development programme, a training course offered to female PS

staff. The training has been, and continues to be, offered at all grades and places are allocated on a first come, first served basis.

The programme trainers perceive the programme as 'designed to enable women to reach their full potential by analysing their skills, values and qualities, and setting goals for themselves and achieving them'.

Trained participants unanimously found the training worthwhile and felt inspired by the speakers, even if they did not share the values of the 'highflyer' life that some presenters led. They particularly welcomed presentations from employees of the university, with whom they could relate. Participants also enjoyed the opportunity to engage with staff from elsewhere in the university, and in some cases continued to liaise with fellow trainees on an informal basis.

The Springboard training is a well-received programme that is generally seen to develop personal skills of staff. As it has not yet led to tangible changes in the workplace, the group felt that, in this sense, CARBS' commitment to the programme is admirable.

Next steps: seek to further explore, and address, the cultural/attitudinal concerns that arose at the focus group meeting (E3).

4. Provide evidence of how staff with family responsibilities and part-time staff are considered when scheduling meetings and social gatherings.

Whilst CARBS informally encourages scheduling to take account of individuals with other responsibilities such as elder- and childcare, there are currently no formal guidelines in place.

However, as a result of the culture survey and the GEM pilot project, we will implement a core hour policy in order to ensure equity and consistency (see Q5). This policy will consider not only the impact of timings and venues on meetings and committees, but also social gatherings.

Next steps: From 2014/15, we will ensure that days/times of meetings are varied throughout the year to better enable part-time staff to attend, regardless of working pattern (E4).

5. Where long-hours culture is an issue, what actions are being taken to address it?

Neither CARBS nor the University currently implement a core hours policy. Whilst CARBS does, informally, make adjustments for staff needing to work flexibly (and usually holds meetings between 10am-4pm), we acknowledge that this is not sufficient and formal guidelines are more effective. We plan to implement core hour guidelines for the commencement of the 2014/15 academic year and commit to ensuring that key meetings are scheduled between 10am and 3.30pm.

Whilst there is rarely an expectation for staff to work long or atypical hours, we do appreciate that some senior staff members do work late on occasion, therefore potentially perpetuating the myth that staff need to work long hours in order to progress.

This is untrue. We work closely with all staff to dispel this impression, as well as ensure that staff are able to access time management and/or support training to enable them to competently manage their workload, regardless of grade. Where possible we have sought to put in place measures to assist workload management, such as permitting staff more time for marking, or time off in lieu.

Next steps: implement Core Hours guidelines for the start of the 2014/15 academic year (E5).

6. Comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres (see table T19).

	Female		Male		Total	
2010/11	2	66.7%	1	33.3%	3	100.0%
2011/12	1	33.3%	2	66.7%	3	100.0%
2012/13	4	66.7%	2	33.3%	6	100.0%

The appraisal scheme encourages managers to acknowledge outreach activities as part of staff's citizenship activities, but we believe that we should and could do more to better capture the efforts of staff who work in outreach activities.

Next steps: work with Heads of Sections/line managers to ensure that outreach activities are formally and consistently captured by way of appraisal/promotion documents (E6)

F the system of short-term contracts has particularly negative consequences for the retention and progression of female academics

1. Comment on the proportions of men and women on fixed-term, open-ended and zero-hours contracts (see table T20).

In this section 'short-term' and 'fixed-term' contracts are used interchangeably. Within Cardiff's University policy, fixed-term contracts are understood as those that normally cover a period of four years or less and are used:

- To provide cover (e.g. maternity leave);
- For a clearly defined training or career development position;
- For short/medium term appointments which are project or task-related or require specialised skills for a time limited period, normally of four years or less; and
- In periods of specific business uncertainty, where there may be a need to make adjustments to the workforce.

Comment on the proportions of men and women on fixed-term, open-ended and zero-hours contracts (see table T18).

Table F1 shows that in the last three years the percentage of staff on fixed-term contracts in CARBS has increased by 14% with the female-male ratio changing so that more men have been hired on fixed-term contracts over this period.

In contrast, staff on open-ended contracts decreased by ten in 2012/13. While the gender balance appears to favour male staff, this is likely due to the gender composition CARBS in absolute terms. The proportion of staff on fixed-term contracts in relation to open-ended has increased by 20% from 2010/11 to 2012/13. However, in 2011/12 this ratio decreased by 2 points compared to the previous year given the increase of staff on open-ended contracts.

The statistics indicate that in the last two years staff are more likely to be employed on an open-ended basis if male – an issue that we must explore and mitigate urgently.

Next steps: ensure that both genders are equitably short-listed for interview (F1).

Table F1. Gender proportion by type of academic contract

		Fixed-term		Open-ended		Zero Hours	
		No.	%	No.	%	No.	%
2010/11	Female	17	48.6%	55	30.9%	0	0
	Male	18	51.4%	123	69.1%	0	0
	Total	35	100.0%	178	100.0%	0	
2011/12	Female	13	40.6%	57	31.5%	0	0
	Male	19	59.4%	124	68.5%	0	0
	Total	32	100.0%	181	100.0%	0	
2012/13	Female	14	34.1%	52	32.3%	0	0
	Male	27	65.9%	109	67.7%	0	0
	Total	41	100.0%	161	100.0%	0	100%

Cardiff University does not employ staff on zero-hours contracts. As the University undertakes a variety of work in different disciplines, some work is predictable and long term; other work becomes available for short periods or relates to specific projects which have a prescribed time limit. Therefore, we employ some staff on variable-hour contracts, and these staff are required to submit time-sheets. The form and terms of contract are determined by the nature and extent of the work.

The University undertook a regularisation exercise in 2009 (backdated to 2006) to assimilate variable hours staff onto the standard university pay spine.

Staff contracted for less than 20% FTE are made aware at the time of their employment of the minimum and potential total number of hours of work. If such workers build up a regular pattern of work, there is an automatic process to offer part-time contracts.

What are the department's policies about transferring staff to permanent contracts?

CARBS follows Cardiff University's policy, which has adopted a successive fixed-term contract approach. This means that after a fixed-term contract comes to an end, there are opportunities to convert this contract into an open-ended contract if (i) the post-holder has four-year continuous service with the university; and (ii) a contract renewal exists to take the post-holder beyond the four-year continuous service. A contract is generally renewed through an additional *time or funding bound* source.

As detailed above, staff on fixed-term contracts have tended increasingly to be male. However, this data does not show the number of fixed-terms contracts converted into open-ended in CARBS, nor the gender composition of those staff with converted contracts. Without this information it is difficult to assess gender issues in more depth, and therefore, we will be working to improve our data analysis in order to address these questions.

CARBS has shown a positive approach in supplementing the university's policy on successive fixed-term contracts. Over the last three years, CARBS has helped open-ended contracts to overcome the 'bound-source' factor by offering a change in career pathway (e.g. from

research only to research and teaching) to those staff who experienced a non-regular and open-ended contract for successive years.

Next steps: Analyse the number of fixed term contracts converted into open-ended contracts and the gender composition of those staff with converted contracts (F2)

Ensure all staff are informed about University policies of succession for fixed term contracts (F3)

If staff are not transferred, why not?

The normal expectation is that a staff member, where being re-engaged after four completed years in employment or following completion of successive fixed-term contracts, will be engaged on an open-ended contract.

Where circumstances prevent this, a written record will be made, and the staff member will be informed of the decision made following an objective justification.

Are there gender issues and how are they being addressed/have they been addressed?

One principal issue affecting retention and progression of staff on fixed-term contracts may be linked to maternity/paternity leave.

Maternity/paternity allowance by law should not be seen as detrimental to academic career progression. However, the short-termism of fixed-term contracts poses a challenge for staff who would like to become pregnant within the period of their contract, especially when it runs for two years or more. Staff face a dilemma: to go on maternity/paternity leave under a high pressure timescale, or postpone this option in order to advance their careers. This situation differs from that of staff under regular open-ended contracts who are not bounded by specific outputs in a specific timeframe.

CARBS has shown positive approaches to supporting staff on maternity/paternity leave through its Returners' Scheme. Although implicitly this scheme includes staff under fixed-term contracts, the list of options it offers to help staff gain time lost during leave does not apply to staff under fixed-term contracts who have to deliver outcomes within tight periods of time³.

Next steps: To carry out formal consultation (e.g. focus groups), alongside the University, to determine the satisfaction of staff on fixed-term contracts and the ways in which staff plan to take maternity/paternity/adoption leave. We should also consider how the University might be able to further support such staff (F4)

³ According to the biennial Careers in Research Online Survey 2013, fixed-term staff tend to be (i) dissatisfied with the terms and conditions of employment (58%) and (ii) concerned at the lack of opportunities for promotion and progression (56%) (see www.cardiff.ac.uk/humrs/research/index.html).

G a broad range of work activity undertaken by staff is recognised in their career progression and promotion

- 1. Describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities are transparent, fairly applied and are taken into account at appraisal and in promotion criteria.**

Since the University's Athena SWAN Bronze award in 2009, a Working Group has developed a draft Workloads Framework for the University, which takes into account not only academic but also administrative activity (e.g. committee roles, work on Athena SWAN). 17 Schools are currently involved in piloting the above framework with a view to implementing it across the University. The purpose is to produce a consistent method of working across the University and ensure work is allocated transparently and equitably. The university is in consultation with Schools, including CARBS, seeking staff input and feedback into the planning and implementation of these processes and an EIA is due to be conducted in 2014. Workload allocation will form a key part of annual appraisal. The information arising from this process will be reported to ECU's Gender Systematic Change Project.

In the meantime, CARBS operates its own teaching allocation model, which has been impact assessed. Teaching allocation is also transparent with information presented on the staff intranet. The model works on the basis that teaching accounts for 40% of research active academic's workload with another 40% allocated for research and the remaining 20% to cover citizenship duties such as attendance in committee meetings. The equivalent for academics on the T&S pathway is that teaching counts for 80% of the workload and citizenship, the other 20%. The teaching allocation model also compensates those staff who have substantive administrative duties such as programme directorship and committee chairs.

2. Is the department using workload management/modelling?

As mentioned above, CARBS currently operates its own teaching allocation model. Following an initial EIA of this workload model in 2010, and feedback gathered by a task and finish group, a number of minor revisions were made to the model in 2011 and a common framework for recording workload allocation was implemented across CARBS from October 2012. This system enables equity across the different academic sections to the extent possible and enables the collection of teaching allocation data for each member of staff.

Next steps: It is envisaged that by 2014/15 significant changes will need to be made CARBS' workload model. While the central HR department has conducted an initial equality impact screening of the University's model, implementation of the model at CARBS will also need a full EIA assessment (G1)

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3. **UKRC Cultural Analysis Tool: Looking at Table T21 of the data template, discuss analyse and develop any necessary action points in relation to the results. See page 7 of trial handbook for further information.**

Please refer to **Principal E**, which details the culture of CARBS, and **Principal D**, which explores progression and promotion.

H to tackle the unfair treatment often experienced by trans people requires changing cultures and attitudes across the institution

1. What steps is the institution taking to ensure that trans people do not experience unfair treatment when working as a member of staff at your institution?

Cardiff University is committed to providing a supportive environment for transgender staff and students, ensuring that we meet needs and proactively challenge and mitigate discrimination. A policy supporting gender reassignment and equality for trans students and staff has been developed, and offers information on definitions and support for trans staff and students.

The University, and School, also have in place complementary Dignity at Work/Study policies which outline steps a member of staff/student can take if they feel they are being treated unfairly or experiencing discrimination. All staff and students are made aware of their responsibilities with regards to their behaviour through policy and training. Our web-based training is also available to all students and recommended to all student representatives.

The University encourages members of staff/students to report any instances of bullying/discrimination, using both formal and informal channels, so that the University can challenge any such behaviour. Cardiff University's LGBT+ working group considers how inappropriate behaviour can be addressed, and the Chair of the staff/PG student LGBT+ network - and the Chair of the Student Union LGBT+ Association - actively engage with the group.

2. What further initiatives are necessary to ensure trans people do not experience unfair treatment at your institution?

Further plans to tackle negative attitudes over the next year include the production of podcasts to underline the behaviour that is expected of all students throughout the University, a poster campaign to encourage positive attitudes to diversity and the consideration of running specific transgender awareness training courses for staff.

3. How does the institution monitor (and act on any findings of) positive and/or negative impact of its policies and procedures on trans people?

At present the University gathers qualitative feedback from staff and students via the respective networks, as well as via the staff E&D Contacts Group, at which all Schools are represented.

Next steps: CARBS does not currently have guidelines supporting transitioning staff/students. We need effective and practical support guidance (H1)

CASE STUDY: Professor Annette Davies

To protect sensitive and personal information, the case studies here have been redacted.

CASE STUDY: Karen Jones

To protect sensitive and personal information, the case studies here have been redacted.

Final word count (inc. of headers): 9,921

**[exclusive of action plan, endorsement letter, SAT biographies & glossary
(2200 words combined)]**

Action plan

Principle ref number	Objective	Rationale i.e. what evidence is there that prompted this objective?	Action already taken to date and outcome	Further action planned	Timeframe		Person responsible Include job title	Target outcome Where possible include a tangible measure of success	Comments
B1	Increase the number of women on decision-making committees.	The low number of females in senior roles in CARBS.	Through the SAT, the Deputy Dean, Director of Staffing and E&D Officer have discussed the problems of insufficient females on decision-making committees, e.g. using shadow committees. We also already have in place the Returners' Scheme and a Mentoring Scheme.	Examine the qualifying factors that define entry onto senior committees, and amend this criteria to encourage and promote diversity at decision-making level.	From 2014/15 AY	On-going	Deputy Dean	Demonstrate an increase in the number of females on decision making panels e.g. SMT within 3 years.	Priority A

B2	Improve the number of female applicants (related to D2).	Currently, CARBS states that Chairs <i>should</i> receive training. We intend on making it a mandatory step and part of the Head of Section training process.	Develop a mandatory training programming for senior staff and ensure that all chairs of appointment panels must attend the University's Chairing University Appointment Panels training.	Seek views of all applicants (un- and successful) to better understand their reasons for applying to CARBS.	January 2015	January 2018	Director of Staffing	Annual review of applicant and appointment data and analysis of trends.	Priority B
C1	Improve REF submissions from eligible female academics	Only 32.4% of eligible females submitted to REF.	We have already completed the data analysis, but now need to explore why the returns from female academics was disproportionately low. What can we do to better support staff?	Improve the number of submissions next REF. Review Returners' Scheme (C1).	Summer 2015	Three years to 2018	Associate Dean for Research	Qual/quant. data from female staff and better REF stats for next round	Priority A
C2	Continue to monitor and analyse the outcomes of the Returners' Scheme	The Scheme has been trialled since 2012. Since we have had only one applicant who has applied and completed her research leave, it is too early to draw conclusions yet.	Monitor and review the impact of the Returners' Scheme following the trial period.	Seek feedback from all (4) successful applicants.	September 2012	September 2014	HR Officer	Qual/quant. data on success of the scheme.	Priority B

D1	Explore this data more thoroughly, and identify (qualitative data) why female students who complete UG/PGT degrees are not applying for research degrees	Fewer females apply to CARBS for PG research degrees.	Queries raised with central HR.	Depends upon outcome of the initial exploration	April 2015	On-going	E&D Officer / Director of Recruitment	Increased number of females applying to, and studying, PGTR degrees in next 3 years	Priority C
D2	Disaggregate appointment data by job title.	As data does not currently disaggregate appointments by job title, only grade, it is not always possible to identify data trends unique to Lecturers, Senior Lecturers, Researchers etc.	N/A	Undertake data analysis to produce required information.	July 2014	August 2014	HR Officer	Better data to inform policy and EIA evidence base.	Priority B

D3	Continue to encourage female applications for lectureships. (Related to B2).	Female staff numbers are disproportionately low (for example, in our Economics section).	We will continue to monitor applications for all posts by academic section, grade and gender.	Worked closely with HR training to ensure recruitment panels and search committees are fair and transparent.	April 2014	April 2015 and then on-going	Dean of School	Demonstrate an increase in number of female applications	Priority B
D4	Higher number of females successfully applying for promotion.	Fewer female than males apply for promotion. Survey data suggest some females lack confidence.	The University provides workshops.	Develop a targeted approach to encourage applications for promotion.	September 2015	On-going	Dean of School	Increased numbers of females achieving promotion	Priority B
D5	Ensure that we are positively promoting adoption, maternity and paternity leave to all staff.	Lack of evidence that all staff are aware of Returners' Scheme and other support mechanisms available.	N/A	Beyond the Returners' Scheme, explore what more CARBS can do to go beyond compliance.	August 2014	On-going	E&D Officer	Improve number of downloads of documents, as well as applications to schemes.	Priority C

D6	Ensure that definition of “return rate” accurately reflects actual patterns of returning.	Lack of clarity about the data regarding returners.	As a SAT, we have worked with HR and the ECU to clarify the definition of returner. However, we’re anxious to capture staff who return for a short time and later leave.	N/A	July 2016	On-going	E&D Officer	Demonstrate a clear, accurate picture of returners’ rate at CARBS	Priority C
E1	Ensure that the T&S pathway does not disproportionately disadvantage staff	There’s no data on the impact of the T&S pathway on career progression	Asked HR to clarify the criteria for T&S promotion.	Impact assess Teaching and Scholarship pathway on CARBS academics, including an EIA screening (at University or School level)	September 2016	June 2017	E&D Officer	Better data to inform policy and EIA evidence base.	Priority B
E2	Increase satisfaction of female academics about promotion framework	Female staff are significantly less positive about the current promotion framework	Staff surveyed in 2011 and 2013.	Explore why female academics are more dissatisfied by way of qualitative research (surveys; focus groups) and seek ways to mitigate this dissatisfaction	October 2014	October 2015	E&D Officer & Director of Staffing	Increase percentage of positive replies from female staff following survey	Priority A

E3	Improve culture of CARBS for all staff, but particularly female colleagues	The cultural and attitudinal concerns that arose at the focus group meeting	A focus group for female professional services was held to inform the GEM application.	CARBS could consider introducing the Navigator programme for male colleagues Annual focus event for female staff	December 2014	On-going	E&D Officer	Better outcomes on staff surveys / focus groups	Priority A
E4	Ensure all staff have access to key meetings by alternating days/times throughout the academic year	Some part-time staff continuously miss key meetings owing to scheduling conflicts.	We have trialled this with E&D Committee in 14/15 academic year.	Ensure that days/times of meetings are varied throughout the year to better enable part-time staff to attend, regardless of working pattern	September 2014	On-going	E&D Officer / Deputy Director of Admin.	Have varied days/times for meetings	Priority C
E5	Implement Core Hours guidelines for the start of the 2014/15 academic year.	Neither the University nor CARBS work within core hours guidelines.	The Dean has already agreed to consider implementing a core hours guidance document before the next academic year.	Ensure staff are surveyed to capture what they deem as “typical” core hours.	September 2014	On-going	Director of Administration	Have guidelines in place by October 2014.	Priority B

E6	Work with Heads of Sections and line managers to ensure that outreach activities are formally and routinely captured by way of appraisal and promotion documents.	Colleagues do not always report their outreach activities.	Whilst CARBS does capture citizenship activity by way of the appraisal document, we need to ensure that outreach work is properly recorded and valued.	N/A	October 2015	To implement by October 2016	Director of Staffing	Training for Heads of Sections. Training for staff. Better recording on appraisal forms.	Priority B
F1	Ensure the candidate most suitable for the specific requirements of the post is always appointed.	No formal records are kept of the gender balance of those shortlisted.	CARBS already ensures that there is a senior female of each recruitment panel and Search Committee.	Establish a target to ensure females are shortlisted for each post.	April 2015	On-going	Deputy Dean	Improve gender balance across all sections of academic sections	Priority B
F2	CARBS needs to obtain data from HR central with regard to gender composition of those staff with converted/fixed term contracts.	Lack of data regarding contract changes.	N/A	Ensure that females are not disadvantaged owing to fixed-term contracts.	December 2016	On-going	HR Officer	Analyse data re: fixed-term contracts across CARBS.	Priority C

F3	CARBS should ensure that all staff are informed about its policies of succession for fixed term contracts.	Lack of supporting evidence that staff understand contract changes.	Staffing Committee reviews contract changes.	Development of communication material for all staff.	September 2014	On-going	Director of Staffing	A formal written document regarding the policy.	Priority B
F4	Ascertain fixed-term staff perceptions of limitations for maternity/paternity/adoption leave.	Survey data indicates dissatisfaction with fixed-term contracts.	SAT have interviewed fixed term staff to ascertain their views.	Formal consultation (e.g. focus groups) should be carried out by CARBS.	April 2015	On-going	E&D Officer	Promotion material to make staff aware of their legal entitlement.	Priority C
G1	It is envisaged that by 2014/15 significant changes will need to be made to CARBS' workload model.	CARBS only currently has a teaching allocation model.	An initial equality impact screening of the University's model has been conducted by central HR.	The implementation of the model by CARBS will also need a EIA screening.	September 2014	April 2015	Deputy Director of Administration	CARBS will have an EIA'd workload allocation model.	Priority B

H1	Guidance on effective and practical support of transitioning/ed staff/students	CARBS does not currently have guidelines supporting transitioning staff/students and/or line managers	N/A	Robust consultation with the University's LGB/T+ group, existing trans staff and full EIA.	April 2016	On-going	E&D Officer/ Deputy Dean	CARBS will have guidelines/policy on supporting transitioning staff/students	Priority B
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Action planning 2014-2017 (Gantt diagram)

