Section 4: Future action plan

4.1 Action plan

Priority Area 1: Embedding Athena Swan within the governance of ASBS					
Objective	**Rationale**	**Planned Action**			
		Ref	**Description**	**Timeframe**	**Responsibility**	**Success Measure**
Continue to embed GEDIS initiative across School governance.	Formally embedding GEDIS within ASBS governance is a critical step in mainstreaming Athena Swan, and the broader EDI agenda, throughout the School. This approach will ensure that EDI principles are integral to the decision-making and strategic planning processes at all levels of governance.	1	Alignment of Athena Swan in all School strategies, with baseline measures captured and improvement targets set for all KPIs where gender disaggregation is possible.	Sep 2024 – Aug 2025	SLT	Baseline measures present for all relevant KPIs.
		2	All School strategies to incorporate dedicated actions to improve baseline measures as appropriate.	Sep 2025 – Aug 2028	Strategy Directors, SLT	Improvement in measures towards our long-term ambition of achieving fair gender representation (40%F/40%M/20%F/M) across all School KPIs.
		3	GEDIS to be introduced as a standing agenda item on all School committees, with issues escalated to SAT as appropriate.	Sep 2024 – Aug 2028	Committee chairs, SAT	Committee minutes and reports to indicate GEDIS in agenda for at least 50% of committees by interim review and 100% of committees by final review.
		4	All School reports to include a dedicated section discussing Athena Swan/EDI work.	Sep 2024 – Aug 2028	SLT	A review of reports to show that at least 50% include a dedicated section by interim review, with 100% by final review.
Mainstream GEDIS initiative across staffing roles.	Mainstreaming Athena Swan, and broader EDI work, within staffing roles of all School members is essential to fostering a truly inclusive and equitable environment. It encourages all staff members to take ownership of EDI outcomes, rather than EDI work being seen as peripheral activities.	5	Existing role remits to be updated when term limits are reached, and all new roles to include GEDIS responsibilities.	Sep 2025 – Aug 2028	Staffing Committee, POD	As most roles have 3-year terms, 33% to be achieved by interim review with 100% by final review.
		6	Update recruitment material to include GEDIS responsibilities.	Sep 2025 – Aug 2028	Staffing Committee, POD	Recruitment material to include GEDIS from Sept 2025.

Priority Area 1: Embedding Athena Swan within the governance of ASBS

Objective	Rationale	Planned Action				
		Ref	Description	Timeframe	Responsibility	Success Measure
Improve data collection and monitoring capacity.	Robust data collection and monitoring are foundational to understanding and addressing inequalities, yet a substantial and ongoing challenge in Athena Swan has been negotiating access to data both within the School and across relevant functional areas of the university.	7	Develop Athena Swan Data Dashboard	Sep 2024 – Aug 2026	ASBS data analyst; Rankings & Accreditation Manager; Operations Manager	Dashboard operational by interim review.

Priority Area 2: Achieving gender balance across all areas of ASBS

Objective	Rationale	Ref	Description	Timeframe	Responsibility	Success Measure
Increase male participation in student experience events and activities.	Participation in student experience activities is higher for female students (61%) as compared to female representation in our student body of 53%.	8	Develop case studies from a diverse range of students that highlight the benefits and relevance of student experience activities.	Sep 2024- Aug 2028	Student Experience Team	Student participation by gender to be within 5 percentage points of gender distribution across student body.
Improve gender balance in PS staff.	Within professional services there is overall male underrepresentation (72%F vs 28%M), but female staff are proportionally less likely to be represented at higher grades (62%F at grades 8/9). In the ASCS only 57%(57%F vs 62%M) of PS staff indicated they are actively encouraged to develop their career. Qualitative comments to the survey reflected a perspective that PS staff do not have the same promotion and regrading opportunities as academic staff.	9	Review recruitment materials to ensure that they are equally attractive to all genders, by ensuring gender-neutral language and revising equality statement as appropriate.	Sep 2024- Aug2025	POD, Hiring Managers	Recruitment data to show 40F:40M:20 F/M in applications for each grade.
		10	Create succession plans for all key PS roles.	Sep 2024- Aug 2026	Line Managers	Plans in place for each role by interim review
		11	Hold biennial workshop on career progression opportunities in PS.	Sep 2024- Aug 2028	HoPS, POD	Participation data to show 40F:40M:20 F/M gender balance. Post-workshop evaluation to show 70% agreement to increased awareness of promotion and development opportunities.
		12	Create case studies of PS staff who have been successful in promotion and/or re-grading.	Sep 2024- Aug 2025	SAT	Case studies in place by interim review.
		13	Encourage PS staff to attend the new UofG grade 5 and grade 7 training programmes.	Sep 2024- Aug 2028	Line Managers	50% (75%) of eligible staff to have attended training programme by interim (final) review.

Priority Area 2: Achieving gender balance across all areas of ASBS

Objective	Rationale	Planned Action				
		Ref	Description	Timeframe	Responsibility	Success Measure
		14	Develop local process to record data on PS staff who are promoted within UofG, but with out the School.	Sep 2024-Aug 2025	Operations Manager	Process in place by interim review.
Stem the leaky pipeline in academic staff by improving the recruitment and promotion of female staff across all academic levels.	Application data indicate proportion of offers made to female candidates is within 40F:40M:20 F/M gender balance, but there are fewer female applicants especially in Accounting and Finance and Economics. The ASCS indicates only 61% (55%F vs 68%M) respondent report their PDR included a career progression discussion. According to the UofG PDR policy, women typically spend longer at the same grade before being promoted than men, which is particularly pronounced at the Grade 9/10 promotion point.	15	Increase diversity in the pool of applicants, particularly focusing on reaching more applications from female candidates for those subjects with female representation.	Sep 2024-Aug 2028	Staffing committee; Recruitment committees	Increase the female proportion of applicants, with the long-term ambition that applications data show 40F:40M:20 F/M gender balance.
		16	Career progression to be included in PDR discussions and a development plan formulated as per UofG PDR policy.	Sep 2024-Aug 2028	PDR reviewers	Increase in PRR to question regarding career progression discussions during PDRs to 70% with no significant gender difference.
		17	As per UofG PDR policy, staff performing strongly at Grade 9 who have been at this grade for more than seven years to be encouraged to further discuss development plan with HoSG.	Sep 2024-Aug 2028	HoSGs	Increase in female representation at professor level to 30%, with the long-term ambition of 40F:40M:20 F/M gender balance.
Increase inflow into the academic pipeline.	To effectively address systemic female underrepresentation, particularly in specific subject areas, requires actively increasing the inflow of female students into the first stage of the academic pipeline.	18	Continue to hold our School outreach programmes and support other HEIs in introducing programmes based on the format we have developed.	Sep 2024-Aug 2028	RSM, SAT, Events team	School outreach programmes adopted by at least one external partner.
Increase understanding about reasons why staff leave.	New online exit survey was introduced in 2023, but did not have sufficient responses to analyse according to gender. A standardised set of questions was introduced in 2023 for in-person interviews. Turnover data reveals a higher turnover rate amongst female staff for both job families: 25%F vs 18%M for academics; 20%F vs 13%M for PS.	19	Periodic analysis of exit interview data – when sufficient returns have been received to allow analysis by job family and gender.	Sep 2024-Aug 2028	HoPS	Annual report on leavers presented to SLT.

Priority Area 2: Achieving gender balance across all areas of ASBS					
Objective	**Rationale**	**Planned Action**			
		Ref	**Description**	**Timeframe**	**Responsibility**	**Success Measure**
Achieve gender balance on all committees.	Since 2020/21 female representation across all committees combined has been within the benchmark of fair gender representation (40F:40M:20 F/M). But some individual committees have female over/underrepresentation.	20	As committee membership is assigned by role rather than to an individual, to focus on fair gender representation in allocation of roles which involve committee duties.	Sep 2024-Aug 2028	HoSGs; HoPS	All individual committees to reflect 40F:40M:20 F/M membership.
Improve gender balance amongst research seminar speakers.	A new recording process was developed with a focus on encouraging more diverse nominations of speakers. There was an initial rise in female representation to 35%, but fell back to 29% in 2022/23.	21	Meet annually with seminar organisers to emphasise focus on diversity of seminar speakers.	Sep 2024-Aug 2028	SAT; Research Cluster Leads	5% point improvement for each subject group by end review, towards long-term aspiration of attaining a 40F:40M:20F/M gender balance across seminars.
Priority Area 3: ASBS as a supportive environment					
Reduce the proportion of colleagues on the Early Career Development Programme (ECDP) who remain on the programme beyond the expected timescales.	Currently 9% of Early Career Development Programme (ECDP) participants remain on the programme longer than expected, indicating there are potential barriers to progression. ECDP data from POD currently does not incorporate extended periods of leave, such as parental leave.	22	Co-create a recording process with POD for duration on ECDP that discounts leave periods.	Sep 2024 – Aug 2026	ECDP champion	Availability of accurate calculations of individual duration on ECDP.
		23	Hold individual meetings and focus groups with ECDP participants to identify challenges with progression and if these are related to personal characteristics/circumstances, forming actions as necessary.	Sep 2024 – Aug 2028	ECDP champion; Line Managers	Decrease proportion on program longer than expected to 5% by end of award period, with long-term ambition of all ECDP participants completing programme within the expected timescale.
Establish a formal process to provide mentors for all staff members who would like mentor support.	The formal allocation of mentors is limited to individuals on the ECDP, leaving a gap in support for senior academics and professional services staff, which may limit the potential for career advancement and the development of leadership skills among these groups.	24	Co-create processes with POD for individuals to request and/or volunteer to be a mentor, and to assign mentor-mentee pairs.	Sep 2024 – Aug 2028	Staffing committee, POD	Processes created by interim review. PRR of 65% to a new question in ASCS regarding mentors.

Priority Area 3: ASBS as a supportive environment					
Objective	**Rationale**	**Planned Action**			
		Ref	**Description**	**Timeframe**	**Responsibility**	**Success Measure**

Objective	**Rationale**	**Ref**	**Description**	**Timeframe**	**Responsibility**	**Success Measure**
Improve training opportunities for professional services staff to advance their career.	In the ASCS only 52% (54%F vs 52%M) of PS staff agreed that they received sufficient training opportunities to advance their careers, with 57%(57%F vs 62%M) indicating they are actively encouraged to develop their career.	25	Introduce a dedicated time allowance for PS staff to be used for training and development.	Sep 2024-Aug 2025	HoPS, CEWG	Allowance agreed and communicated to PS staff by interim review. Increase in PRR to 70% in ASCS question regarding training opportunities.
		26	Review and update line management training to support development of staff.	Sep 2024-Aug 2025	HoPS, CEWG	Increase in PRR to 75% in ASCS question regarding career development encouragement.
		27	Develop local process to record training undertaken by PS colleagues.	Sep 2024-Aug 2025	Operations Manager	Process in place by interim review.
Introduce an in-person induction event to complement the online induction process.	The new induction process introduced in 2022/23 is conducted entirely online. This is a missed opportunity to set the tone of School culture for new colleagues.	28	Hold in-person induction event every 6 months.	Sep 2024 – Aug 2028	SAT, Operations Manager, POD, ECDP champion	At least 75% of new staff to have attended in-person induction event within 12 months of joining the School.
		29	Redesign post-induction survey to align with new induction materials and in-person event.	Sep 2024-Aug 2028	SAT, Operations Manager, POD	New survey in place by interim review. Completion rate and overall PRR targets of 70% and 75% respectively.
Improve satisfaction with the annual PDR.	In the 2023 ASCS only 49% (48%F vs 57%M) reported finding their PDR helpful. Qualitative comments indicated the usefulness of the review often depended on the assigned reviewer, with not all reviewers covering all expected discussion points. PDR workshops for both reviewers and reviewees are organised each year by the college POD team, but attendance is low.	30	PDR reviewers to be required to attend PDR workshop every 3 years.	Sep 2024-Aug 2028	HoS, HoPS, POD	Increase in PRR to 60% (70%) to survey question regarding usefulness of PDR by interim(final) review.
		31	PDR to be included as agenda item in summer School council meetings.	Sep 2024-Aug 2028	HoS, HoPS, POD	

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Objective	**Rationale**	**Planned action**				
		Ref	**Description**	**Timeframe**	**Responsibility**	**Success Measure**
Improve satisfaction with WLM allocation process.	Responses to the 2023 survey indicated: i: 46%(48%F/50%M) thought WLM transparent ii. 33%(31%F/36%M) thought WLM fair iii. 48%(47%F/54%M) had a clear understanding of the WLM iv. 33%(25%F/43%M) agreed that WLM accounted for all their activities. v. 59%(56%F/65%M) were familiar with the WLM policy. Our current WLM iterates each year and has become overly complex. Qualitative comments indicated that the WLM is confusing especially for new staff, that allocations do not always reflect time input required for a role, that the WLM should be released quicker.	32	Overhaul and redesign WLM to reduce complexity and increase transparency of allocations.	Sep 2024-Aug 2025	DHoS, HoSGs	New WLM to be in place by interim review.
		33	Timely release of first drafts of annual WLM, along with updated WLM policy describing how allocations for roles are derived.	Sep 2024-Aug 2028	DHoS, HoSGs	First draft of WLM released by May each year.
		34	WLM to be introduced in induction process for new staff.	Sep 2024-Aug 2028	SAT, Operations Manager, POD	Increase in PRR by 10 percentage points to ASCS questions regarding WLM with no significant gender differences.
		35	Agenda item on WLM to be introduced for all subject group meetings.	Sep 2024-Aug 2028	HoSGs	
Improve the experience for Graduate Teaching Assistants (GTAs) teaching on programmes at ASBS.	Currently GTAs are not as integrated into the workforce as we would like. In addition, we want to ensure that they feel included and fairly treated as peers. GTAs make up a significant amount of workforce.	36	Create and implement a structured induction programme for GTAs.	Sep 2024 – Aug 2028	Director of Learning and Teaching; Learning Innovation Team	GTA induction programme implemented by interim review. Post-induction survey indicates 75% satisfaction with induction programme.
		37	Devise and launch annual GTA engagement survey to ensure GTA voice is integrated as key part of ASBS engagement across all relevant areas of work.	Sep 2024 – Aug 2028	Director of Learning and Teaching; Staffing committee	GTA engagement survey to indicate 75% satisfaction to question regarding opinions being valued.

Priority Area 3: ASBS as a supportive environment						
Objective	**Rationale**	**Planned action**				
		Ref	**Description**	**Timeframe**	**Responsibility**	**Success Measure**
		38	Create, implement and monitor GTA deployment approach, and ensure clear communication about roles and responsibilities.	Sep 2024 – Aug 2028	Director of Learning and Teaching; GTA Advisors; Teaching Resource and Planning Manager	Communication plan launched and operational by interim review. GTA engagement survey to indicate 75% satisfaction to question regarding understanding of roles and responsibilities.
		39	Develop a governance structure for GTAs to escalate issues about teaching and fair treatment.	Sep 2024 – Aug 2028	Director of Learning and Teaching; GTA Advisors; Teaching Resource and Planning Manager	Governance structure implemented by interim review. GTA engagement survey to indicate 75% satisfaction to question regarding receiving fair treatment.
Priority Area 4: Building inclusion into the ASBS environment						
Further develop our approach to hybrid and flexible working to maximise their benefits.	Our new building has infrastructure to accommodate new ways of working. Comments from the disability peer support network indicate that some individuals with underlying health conditions can have challenges in attending in-person meetings, which was also highlighted in the carers forum. The ASCS indicated only 59% (56%F vs 66%M): of respondents agreed that "The timing of meetings, seminars and events takes into consideration colleagues with caring responsibilities".	40	Meeting organisation guidance to be updated to highlight meetings should take place within core hours only (10am-3pm) and the default format for meetings should be hybrid.	Sep 2024-Aug 2025	SAT, CEWG	Increase in PRR by 10 percentage points and decrease in gender gap to the ASCS question regarding timings of meeting.
		41	Formalise the currently informal policy of "Meeting-free Fridays". Promote awareness of Hybrid-working guidance.	Sep 2024-Aug 2025	SAT, CEWG, Staffing Committee, Line Managers	Improve PRR from 29% (33%F vs 28%M) for ASCS question "I find it easy to switch-off from work" by at least 10 percentage points.
Organise and hold annual events that celebrate and recognise all genders.	Events such as International Women's Day (IWD), International Men's Day (IMD), and Pride Week actively promote inclusivity and diversity within the School community.	42	Co-create and organise calendar of events.	Sep 2024 – Aug 2028	SAT, Events team	Improve overall PRR for the Belonging and Inclusion section of the ASCS by at least 10 percentage points. (Baseline: 56%).

Priority Area 4: Building inclusion into the ASBS environment						
Objective	**Rationale**	**Planned Action**				
		Ref	**Description**	**Timeframe**	**Responsibility**	**Success Measure**
Improve understanding and address challenges faced by staff according to protected characteristics.	Questions in the ASCS regarding support for each of protected characteristic covered by the Equality Act (2010) revealed highest NRRs for parental status, age, disability, race, sex and gender reassignment. Only 59% (57%F vs 67%M) of respondents to ASCS 2023 survey agreed with the statement "I feel comfortable speaking up and expressing my opinions", with 50% (47%F vs 58%M) agreeing that the School's working environment is inclusive and equally supportive for all staff. There was a substantial difference between job families (81% PS vs 63% Academics) in the response to the question "Individual differences (e.g. cultures, backgrounds, ideas) are respected at the University" in the CES.	43	Hold two listening forums per year with groups of staff by protected characteristic to establish pathway of reporting challenges and identify potential intersectional challenges.	Sep 2024 – Aug 2028	SAT	Gender balance in forum participation. Increase in PRR to 70% and closing of gender gap to ASCS questions regarding being comfortable expressing opinions and an inclusive work environment. Closing of gap between job families to less than 10 percentage points for the CES question regarding individual differences.
Enhance the visibility and impact of diversity efforts to improve staff perceptions of inclusivity and representation across the School.	Despite data indicating improvements in staffing diversity, and in particular female representation, ASCS responses indicate perceptions of diversity have not improved. In 2021 54% (52%F vs 58%M) agreed that "There is diverse representation in important roles", which decreased to 52% (42%F vs 67%M) in 2023.	44	Create a communications strategy to highlight Athena Swan and other diversity initiatives.	Sep 2024 – Aug 2028	SAT, Comms team	Communications strategy in place with regular communications by interim review. Revised webpages and video content in place by interim review and updated prior to final review. Increase PRR to 60% in ASCS question regarding diversity, with a closing of the gender gap to within 10 percentage points.
		45	Revamp internal and external webpages to ensure that images prominently reflect the diversity of the School community.	Sep 2024 – Aug 2028	Comms team	
		46	Produce and display content on internal video screens that showcases the diversity of students and staff within the School.	Sep 2024 – Aug 2028	Comms team	
		47	Introduce new GEDIS category for ASBS Colleague excellence awards.	Sep 2024 – Aug 2028	HoS, Staff Awards committee	

Priority Area 4: Building inclusion into the ASBS environment					
Objective	Rationale	Planned Action			
		Ref	Description	Timeframe	Responsibility	Success Measure
Enhance student voice regarding EDI issues.	Incorporating student voices in EDI discussions is essential for creating an inclusive environment that reflects the needs and experiences of our diverse student body.	48	Extend coverage of ASCS to our student GTAs, tailoring survey questions as appropriate.	Next ASCS survey	SAT	New survey in place by interim review. Completion rate target of 60% - in line with our staff completion rate.
		49	Negotiate with student surveys team for dedicated EDI questions to be included in The Student Survey.	Sep 2024-Aug 2028	SAT	EDI questions to be included in the UofG annual student survey in the Community section.
		50	Hold biennial focus groups with UG & PGT student representatives coinciding with ASCS.	Sep 2025-Aug 2028	SAT	Focus group held prior to interim and final reviews. Gender-balance in student participation.
Priority Area 5: ASBS as a safe environment						
To expand our support for menopause and menstrual health.	Supporting staff experiencing menopause and menstrual health challenges is essential for promoting well-being and retention. From ASCS responses, around 20% of female staff in ASBS are peri-or post-menopausal. Although our pilot line management training was well attended, there was low representation by male or academic colleagues.	51	Annual menopause workshop to be held during Wellbeing week.	Sep 2024 - Aug 2028	SAT, ASBS academic expert	Post-event survey to show PRR of 75% with usefulness of workshop.
		52	Leverage internal ASBS expertise in providing consultative support to the UofG EDI unit to codesign line management and other training on supporting menstrual health and menopause.	Sep 2024 - Aug 2028	SAT, ASBS academic expert	Increase participation by academic and male line managers to 50%.
		53	Collaborate with UofG EDI unit to support university-wide menopause café.	Sep 2024 - Aug 2028	SAT, ASBS academic expert	One café to be held per semester.
		54	Use ASBS academic expertise to evaluate impact of events and training. This action demonstrates best practice in supporting wider change beyond the School environment.		SAT, ASBS academic expert	Evaluation to be completed by final review.

Priority Area 5: ASBS as a safe environment

Objective	Rationale	Planned Action				
		Ref	Description	Timeframe	Responsibility	Success Measure
Continue work to mitigate bullying and harassment and foster a culture of respectful and inclusive communication across the School.	Although the ASCS indicates the proportion of staff reporting experiencing or witnessing Bullying and Harassment has decreased, the rates are still too high - 15% (17%F vs 14%M) for experiencing and 25% (30%F vs 17%M) for witnessing. In 2023 Colleague Engagement Survey (CES) indicated a PRR of 78% (75%F vs 90%M) to the survey question "I have not felt bullied/harassed at work in the past 12 months". Our previous actions were implemented two years ago, during the working environment in the pandemic, and need to be updated to reflect current working practices. Despite 95% (97%F vs 92%) of staff indicating they are aware of appropriate and expected behaviour, the ASCS revealed concerns with communication within the School, with only 53%(47%F vs 64%m) of staff agreeing that all communication is respectful and marked differences in perceptions across job families and genders with professional services staff and female colleagues reporting lower levels of satisfaction with workplace communication.	55	Introduce a 'Zero-Tolerance' approach towards bullying and harassment.	Sep 2024 – Aug 2026	SAT, CEWG	ASCS to show continued decline in experiencing or witnessing bullying and harassment towards a long-term ambition of 0%. CES to show increased PRR towards a long-term ambition of 100%. Increase in PRR to 65% with no marked gender difference for ASCS question regarding communication.
		56	Update ASBS guidance introduced to address bullying and harassment.	Sep 2024 – Aug 2026	SAT, CEWG	
		57	Annual School-wide communications to raise awareness of policies, expected behaviour and reporting channels.	Sep 2024 – Aug 2028	HoS, HoPS, SAT, CEWG	
		58	Introduced Active Bystander training to equip individuals with the skills and confidence to recognise, intervene, and prevent inappropriate behaviours, including bullying and harassment.	Sep 2024 – Aug 2028	CEWG	
Hold annual Staff Wellbeing week.	The Wellbeing section is consistently ranked lowest in the ASCS, with 43% (40%) of respondents agreeing that ASBS provides adequate support for mental (physical) health and wellbeing. Current resources focus on providing support to those experiencing mental or physical health challenges rather than proactively preventing them. We held a Health and Wellness Day in April 2024, but not all staff were able to attend due to flexible and hybrid working patterns.	59	Organise programme of events to be held in April each year.	Sep 2024-Aug 2028	CEWG	Participants at event balanced in terms of gender and job family. Increase in PRR of 10 percentage points to ASCS questions regarding support for health and wellbeing.