Athena Swan Silver application form for departments

Applicant information

Name of institution	University of Glasgow
Name of department	Adam Smith Business School
Date of current application	September 2024
Level of previous award	Bronze
Date of previous award	November 2019
Contact name	Dr Tanya Wilson/Jan Shearer
Contact email	Tanya.Wilson@glasgow.ac.uk Jan.Shearer@glasgow.ac.uk
Contact telephone	N/A

Section	Words used
An overview of the department and its approach to gender equality	2429
An evaluation of the department's progress and success	2690
An assessment of the department's gender equality context	2738
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	7857

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 8000 words

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Section 1: An overview of the department and its approach to gender equality

1.1 Letter of endorsement from the head of the department

30 September 2024

Dear Athena Swan Panel

I am delighted to provide this letter of endorsement for the Adam Smith Business School's (ASBS) Silver Athena Swan submission. This marks a pivotal moment for the School as we continue to build on the progress made since our Bronze award in 2019. I am particularly proud to endorse this application as the first female Head of School. My personal commitment to gender equality and inclusivity has been at the heart of my career, and it is my honour and privilege to lead the School.

Our Athena Swan journey has been one of significant growth, development and adaptability, and has presented both challenges and opportunities. Since our last application, student numbers have increased by 48%, and staff numbers have grown by 56%. The COVID-19 pandemic significantly altered our ways of working, with the School effectively operating remotely for 24 months. While this shift created some obstacles, it also presented opportunities for more flexible and hybrid working models. In 2023, we relocated to a state-of-the-art building, designed and equipped to support hybrid working, which we are now embracing. As part of this new approach, we are helping our staff to balance work and personal responsibilities, while also ensuring that hybrid working enhances inclusivity.

Over the period of the award, we implemented our 43-point action plan, introducing 6 new action points and expanding the remit of the action plan to include professional services staff following an interim review. We have achieved success measures in 82% of our action points and will carry forward 4 for which we seek further progress to our future action plan.

Key achievements attained following the implementation of our action plan include increased female representation in postgraduate research students, from 34% to 51%, following actions around increasing gender diversity at PhD level, our actions around promotion have led to an increase of women in senior academic roles, where female representation at Grade 9 has increased from 37% to 46%. These actions have led to an improvement in female representation across the academic pipeline, including a lessening of the "leaky pipeline", and reflect our strong commitment to advancing gender equality across all areas of our School. Additionally, two of our implemented actions, the promotion workshops and menopause and
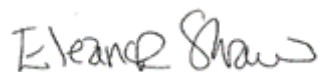
menstrual health training for line managers, have gained traction beyond the School, with both programmes being adopted at the College level.

Our self-assessment process has been rigorous, and I have been directly involved in shaping and reviewing this application. My first action as Head of School has been to transform the School's governance structure to ensure that EDI, including the principles of the Athena Swan charter, is embedded throughout our operations and into the fabric of the School. The Athena Swan chair now reports directly to me, ensuring that gender equality remains a top priority for our senior leadership team.

As we look to the next award period, our self-assessment process has identified five key priorities which we will address in the 59 points in our future action plan. We are committed to addressing the challenges ahead and capitalising on new opportunities to make meaningful progress. Our commitment to gender equality is unwavering, as we strive to ensure that ASBS is a place where everyone can thrive.

I confirm that the information provided in this application is accurate and true to the best of my knowledge.

Your sincerely

Professor Eleanor Shaw, OBE, PhD

Professor Eleanor Shaw - Head, Adam Smith Business School

2 Discovery Place, Glasgow, G11 6EY, Scotland UK
Email: Eleanor.Shaw@glasgow.ac.uk (PA: Marion Fisher – Marion.Fisher@glasgow.ac.uk)

1.2 Description of the department

The Adam Smith Business School (ASBS) was established in 2010. ASBS is one of five Schools in the College of Social Sciences (CoSS) at the University of Glasgow (UofG), a member of the Russell Group and Universitas 21. ASBS enjoys a robust support network through UofG and CoSS services including staff development, employability, and pastoral care. ASBS has autonomy in strategic, academic and resource matters, while cognisant of institutional goals and regulatory frameworks.

ASBS is research-led and professionally-focused. Our mission, 'To connect world-changing people and ideas to create a better world', aligns with UofG's ethos and Adam Smith's legacy. Our vision is to be 'Globally valued as a Business School delivering lifechanging experiences and world changing impact', achieved through engaged communities, an enlightened approach to research and learning, and an entrepreneurial mindset.

Figure 1: ASBS student and staff profile
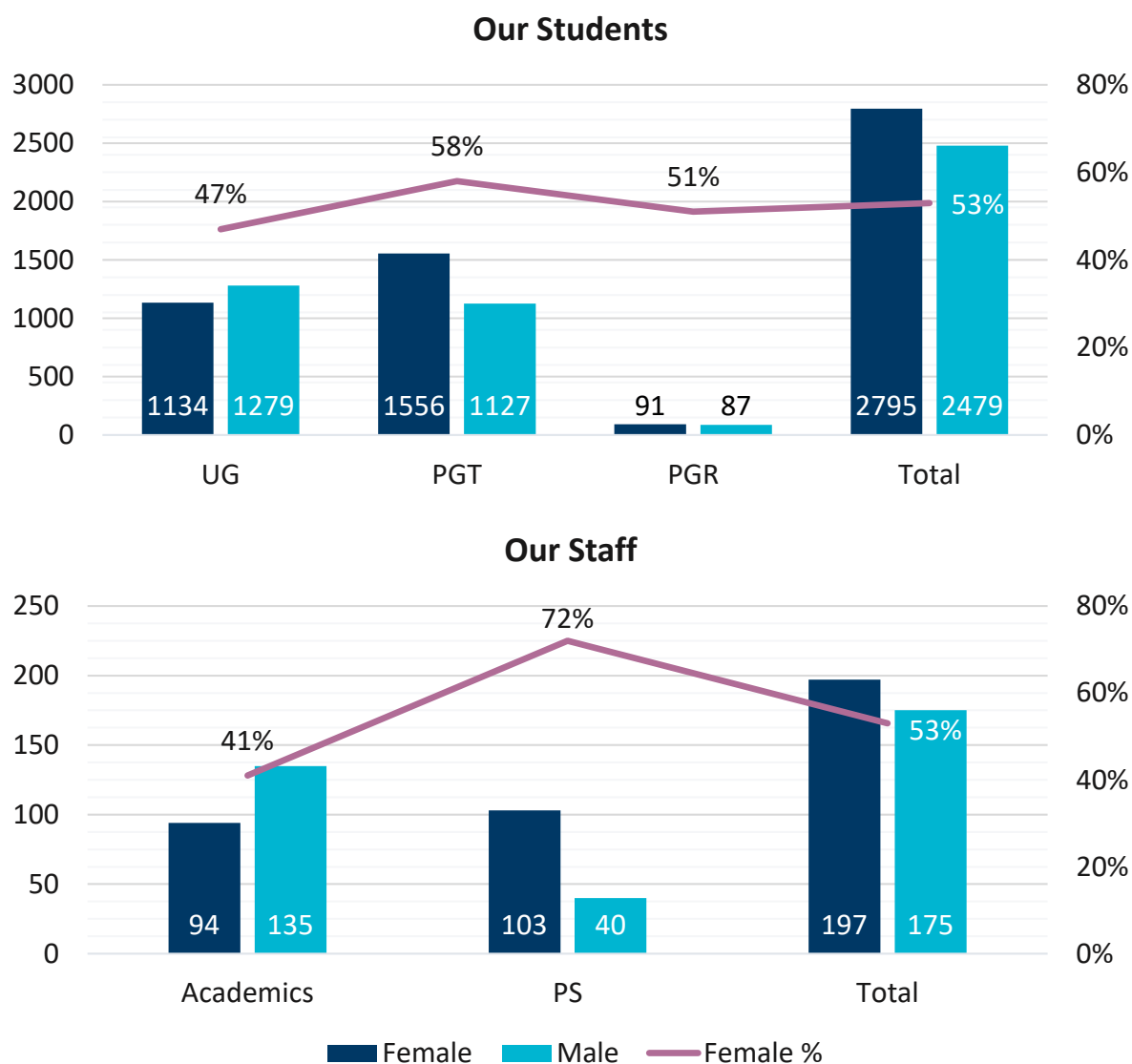
Data for Figure 1 from Tables A2.1.1, A2.3.1, A2.5.1.

Figure 1 above summarises our current student and staff profile. Since our last Athena Swan application, ASBS has undergone significant developments. We have experienced unprecedented growth in both student and staff numbers (increases of 48% and 56% respectively). This growth has been accompanied by an improvement in gender balance, with female over-representation in student numbers reducing from 57%-53% (Table A2.1.1) and a decrease in female under-representation amongst academics 36% - 41% (Table A2.3.1).

In August 2023 we welcomed Professor Eleanor Shaw OBE, our first female Head of School. Professor Shaw brings a wealth of experience, and across her career she has mentored, advocated for, supported and amplified female leadership within the HE sector and beyond. Professor Shaw has introduced the GEDIS (Governance, Equality, Diversity, Inclusion and Sustainability) initiative to embed EDI and sustainability throughout the School's governance structure and mainstream EDI work.

Finally, a major milestone has been our relocation to a purpose-built facility, which began in September 2023 and is now complete. Our new state-of-the-art building is a critical asset in achieving the School's vision, tailored to fostering inclusivity, diversity, and innovation in pedagogy and offering a dynamic and supportive environment that aligns with the School's commitment to excellence.

1.3 Governance and recognition of equality, diversity and inclusion work

ASBS is organised into three main Subject Areas: Accounting and Finance, Economics, and Management, and is governed by the School Leadership Team (SLT). The SLT provides strategic leadership and oversees key areas such as staffing, learner experience, reputation, and data management. SLT meet fortnightly, rotating between Operational and Strategy meetings, with GEDIS, including Health and Safety, as the first agenda item.

Figure 2 details the School Committee and Organisational Structure. Role descriptors for SLT members, and their associated committee remits, align with School strategies. Roles are reviewed every three years, and committee remits and membership are reviewed annually. The SLT have introduced School-wide policies and shared practices across the four directorates and key committees.

Over the past year our School strategies have been updated, and a focus has been to embed EDI across each of these. We are currently working towards mainstreaming EDI work within all staffing roles. Our School strategies, policies and activities complement institutional EDI policies, with School-level EDI initiatives tailored to address the specific needs of ASBS staff and student communities.

Figure 2: Committee and Organisational Structure

SLT
School Strategy, Governance, Budget, GEDIS, H&S

Staffing
Athena Swan, WLM, Colleague Engagement, Wellbeing

LTS Directorate
Admissions, Quality Assurance, Curriculum Design Assessment Feedback

Research & KE Directorate
PGR, REF, Impact, Outputs, Grants Capture, Research Environment

Development Directorate
Internationalisation Partnership Development, Executive Education, Commercialisation

Accreditations & Rankings Directorate
AACSB, AMBA, EQUIS, Athena Swan, RSM, PRME, Branding, Events, Professional Accreditations

Academic Subjects
Accounting & Finance, Economics, Management

Professional Services

The Athena Swan Chair reports directly to the HoS and holds representation on the School Staffing and Accreditation Committees. As part of the GEDIS initiative, Athena Swan is a standing agenda item at SLT, School Council, Subject Group, and Professional Services meetings, ensuring EDI integration into governance. To ensure alignment with university-level EDI structures, the ASBS Athena Swan Chair is a member of the COSS EDI Committee, which directly reports to the UofG's Equality & Diversity Strategy Committee. This committee is responsible for overseeing the university's strategic planning and policy development on equality and diversity, thereby ensuring that ASBS initiatives are connected to and supported by broader institutional efforts.

The Athena Swan self-assessment team (SAT) is co-chaired by the Athena Swan Chair and Professional Services Lead. Initially the SAT was comprised of members who had expressed interest in EDI and were associated with our application in 2019. Membership has been reviewed to ensure the group is representative of our School community, and to avoid over-representation of groups most likely to face EDI inequalities. All members of the working group receive a workload allocation, through the workload model for academic members (250 hours – approx. 0.2FTE for the Athena Swan chair, 50 hours for SAT membership), and through line management agreement for professional services members. Dedicated support is provided through two members of the accreditations team, equivalent to 0.75 FTE, one member having 50% and the other 25% of their role dedicated to Athena Swan. In addition to the dedicated staffing resource, relevant Athena Swan activities are supported through the events and training budgets, and since 2022 the School has funded a student intern to assist Athena Swan each year.

1.4 Development, evaluation and effectiveness of policies

UofG has a rigorous process for policy development, which actively involves staff and students in shaping policies that uphold EDI standards, aiming to create a fair, inclusive and discrimination-free environment. This commitment is encapsulated in the UofG Equality and Diversity Policy, aligned with the Equality Act 2010 and its protected characteristics. Related policies include Dignity at Work and Study, the Code of Professional Conduct, Staff Leave Policies (including those for parents, carers, Religious and Belief Events) and Student Policies for Carers and Parental leave.

ASBS policies complement without superseding overarching UofG policies and follow the university's policy development process. Proposed staff policies undergo staff consultation and committee review before receiving final approval from the SLT. Student-related policies are developed with student representatives at Student Staff Liaison Committees (SSLCs) and the Student Experience team, then forwarded to the SLT for approval.   All new or reviewed policies undergo an Equality Impact Assessment process to ensure equity and non-discrimination and aims to highlight best practice to inform future policy development.

We evaluate the implementation of UofG and ASBS polices through a variety of feedback channels (Table 1). The Athena Swan Culture Survey (ASCS) allows us to include tailored questions, but we also make use of School-level results from university-implemented surveys,

for which we request a gender breakdown of responses. There is an opportunity to provide feedback on policies at subject-group, professional services meetings, and the SSLCs. In addition, the SAT has held focus groups, which have provided a useful forum to understand the success or challenges with policy implementation.

Table 1: Data sources of feedback channels

Staff		Students	
Feedback Channel	Organised By	Feedback Channel	Organised By
Athena Swan Culture Survey	ASBS	SSLC	ASBS
Focus Groups	ASBS	National Student Survey	UofG
Subject/PS Meetings	ASBS	Glasgow Student Survey	UofG
Colleague Engagement Survey	UofG	Graduate Outcomes Survey	UofG

1.5 Athena Swan self-assessment process

1.5.1 Overview of SAT

Dr Tanya Wilson became Athena Swan Chair in January 2020. Many original SAT members have remained since our Bronze application in 2019, and a call goes out every September to allow for new members to join and for current members to step down if they wish. In our interim review we recognised that voluntary membership of the SAT over time had reduced diversity in terms of gender and expertise across job family and functional responsibilities. To address this, we invited individuals whose job remit is closely aligned to and supports the work of Athena Swan. Our current SAT is now representative of the School's demographic and functional profile. Table 2 describes SAT members and their roles as at the time of application (demographic characteristics omitted).

Feedback from our previous submission suggested holding more frequent SAT meetings. In response we initially met monthly, but due to the growing size of the SAT we found this did not allow sufficient time for a full discussion of all agenda points. In 2021 we changed the periodicity of our meetings, switching to monthly subgroup meetings, with our full SAT meeting three times a year. This structure allows detailed discussion within the subgroup meetings and a focussed agenda for the full SAT meeting. Subgroups initially focused on implementing and monitoring actions, but since 2022/23, they have concentrated on analysing these actions and gathering evidence for the future action plan.

Table 2: SAT members and their roles (at the time of the application)

Initials	Job Family and Role	SAT Role/Subgroup	Application Role
TW	A: Senior Lecturer (Economics)	SAT Chair/Culture (Lead)	Analysis Lead, Writing
JS	PS: Rankings & Accreditation Manager	Professional Services Lead	Data Analysis, Writing
JF	A: Professor (Management), Former HoS	Staffing (Lead)	
LC	PS: Human Resources Advisor	Staffing	
PH	A: Lecturer (Management)	Staffing	
BM	PS: Operations Manager	Staffing	Surveys Analysis
KD	PS: Accreditations & Reputation Manager	Flexible Working (Lead)	Surveys Analysis, Reviewer
YZ	A: Lecturer (Accounting & Finance)	Flexible Working	
LK	A: Senior Lecturer (Economics)	Flexible Working	Data Analysis
BoS	A: Senior Lecturer (Management)	Students (Lead)	Surveys Analysis, Reviewer
LW	A: Lecturer (Economics)	Students	Data Analysis
JPL	A: Lecturer (Accounting and Finance)	Students	Data Analysis
PR	Student	Students	Surveys Analysis
GS	A: Senior Lecturer (Economics), Former Deputy HoS	Culture	Data Analysis
JB	A: Senior Lecturer (Management)	Culture	
RA	A: Lecturer (Management)	Culture	
SF	PS: Student Development and Wellbeing Adviser	Culture	
PG	PS: Data Analyst	Culture	Surveys & Data Analysis

1.5.2 Self-Assessment Process

The SAT uses multiple evidence sources, including the feedback channels in Table 1, to evaluate progress and inform our future work. We conducted the ASCS twice, first in October 2021 (177 respondents - response rate 59% (49%F/37%M/14%PNTS)) and then in June 2023 (220 respondents - response rate 65% (49%F/42%M/9%PNTS)). To gather qualitative evidence, we have held three focus groups in addition to regular consultations with students and staff during established meetings. Administrative data for students and staff was provided by the University's Equality and Diversity Unit. Other data is provided by respective functional areas within the School.

In 2021 the School recruited a Data Analyst who assists with quantitative data analysis and we hired an intern to support qualitative data analysis. In 2022 we conducted an interim review of the action plan, which resulted in us updating eight action points to ensure they met the SMART (specific, measurable, achievable, relevant and time-bound) criteria, following the panel feedback provided on the previous application. We also introduced six new action points to address emerging issues identified by the 2021 survey.

To prepare for this application we formed a subgroup within the SAT to undertake analysis on progress against action points in our completed action plan (CAP), and to provide the evidence base underpinning our future action plan (FAP). Individual actions within the FAP were formulated in consultation with the relevant functional areas within the School and received endorsement and formal signoff from the SLT. Feedback on our application was provided by SAT members, the directorate of the accreditation team, and the Head of School. We also benefitted from the advice of two critical friends from outside ASBS who reviewed our application.

1.5.3 Plans for the future SAT

The Chair will step down in December 2024, and the incoming Chair, appointed to start their term in October 2024, will have a two-month handover period. The PS Lead will continue in their role to provide continuity and support to the incoming Chair and SAT members. Consistent with our new School governance structure, the SAT is embedded into governance via multiple channels. The SAT reports into both the Accreditation and Staffing committees, with representatives from each strategy directorate reporting into the SAT. SAT membership will include these representatives alongside voluntary membership, the recruitment process for which will continue as outlined above.

SAT meetings will continue with the current structure, with the wider SAT meeting three times a year and subgroups monthly. The subgroups will be formed in line with the key focus areas in our FAP. A lead will be appointed for each subgroup, to ensure actions are on track and to feedback on progress. Subgroups will be supported by the rankings and accreditation co-ordinator. The PS lead will work with our Data Analyst to build a dedicated Athena Swan data dashboard, to facilitate data analysis.

Section 2: An evaluation of the department's progress and success

2.1 Evaluating progress against the previous action plan

2.1.1 Overview of the Action Plan

The CAP was based on data collected during the academic year 2017/18, including the ASCS ran in October 2018.

To facilitate progress towards gender equality the CAP was built around 6 priority areas, with 43 associated actions:
1. School Governance and Athena Swan Implementation – 6 actions
2. Diversifying Engagement with Students: Outreach and Widening Participation – 5 actions
3. Attracting Talent: Recruitment and On-Boarding – 8 actions
4. Supporting Progression – 7 actions
5. Improving Line Management Capacity to Ensure Equitable Staff Experience – 8 actions
6. Building Inclusion into ASBS Environment – 9 actions

The SAT is accountable for the implementation of actions and evaluation of actions against success measures. We took a flexible and proactive approach during the period of the award and regarded the action plan as a working document. The interim review was undertaken in June 2022, our final review was completed in June 2024.

Figure 3: Summary of Progress

2022 Interim Review   **Original AP: Final Review**   **New AP: Final Review**

■ Completed ■ In Progress ■ Discontinued
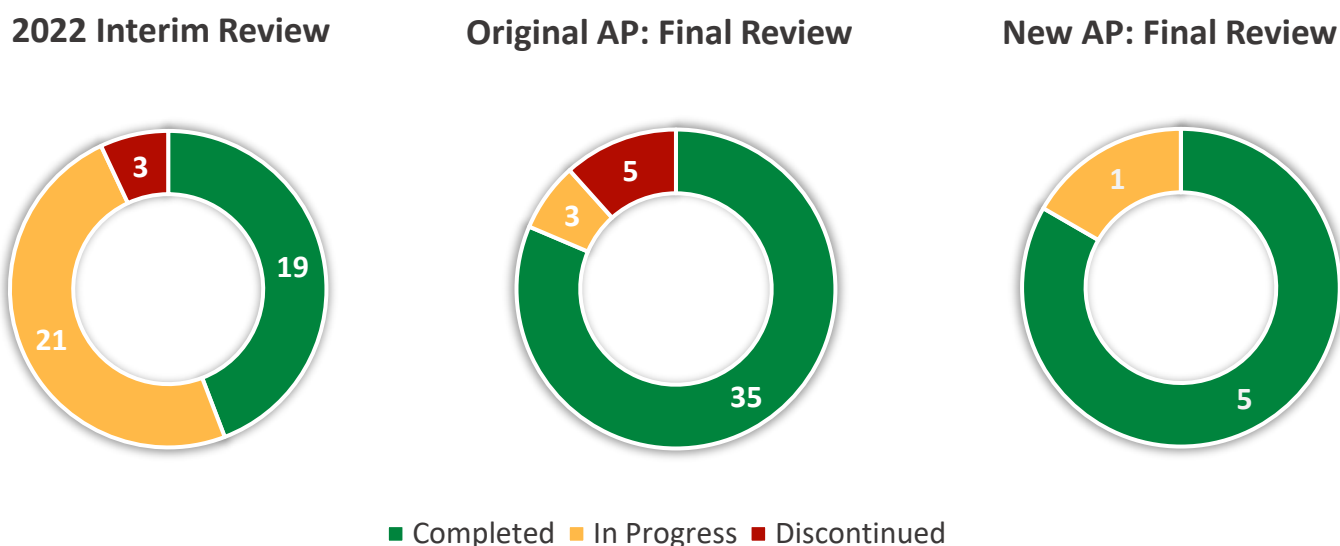
2.1.2 Key Challenges and Adjustments to the Action Plan

1. External Dependencies:
   Some actions required interaction with functional areas outside the School, which could be challenging when our action aims were not aligned with that area's objectives. A particular challenge we faced were barriers to data sharing as certain data was not "owned" by the School. For instance, our ability to evaluate recruitment data (CAP26) was hindered by the difficulty in negotiating access to the requisite information from the People & Organisational Development (POD) team. In the FAP we have co-designed action points requiring external interaction to ensure goal alignment. Other actions required interaction between the SAT and functional areas within the School. These interactions could be challenging when the remit of the action involved an individual or team who was not represented on the SAT. We have addressed this by ensuring SAT membership involves colleagues from across all School functional areas.

2. Vagueness of Success Measures:
   Some success measures lacked specificity and described aspirations rather than metrics we could evaluate our success against. We have ensured our actions in the FAP are SMART.

3. Ambitious Success Measures:
   While it is important to establish ambitious success measures, some were long-term goals not achievable within the award period. We have distinguished between long-term ambitions and shorter-term targets in the FAP.

2.1.3 Evaluation by Priority Area

Figure 4: Priority Area 1 summary

Interim Review

33%

67%

Final Evaluation

17%

83%

■ Met ■ In Progress ■ Not Initiated/Discontinued
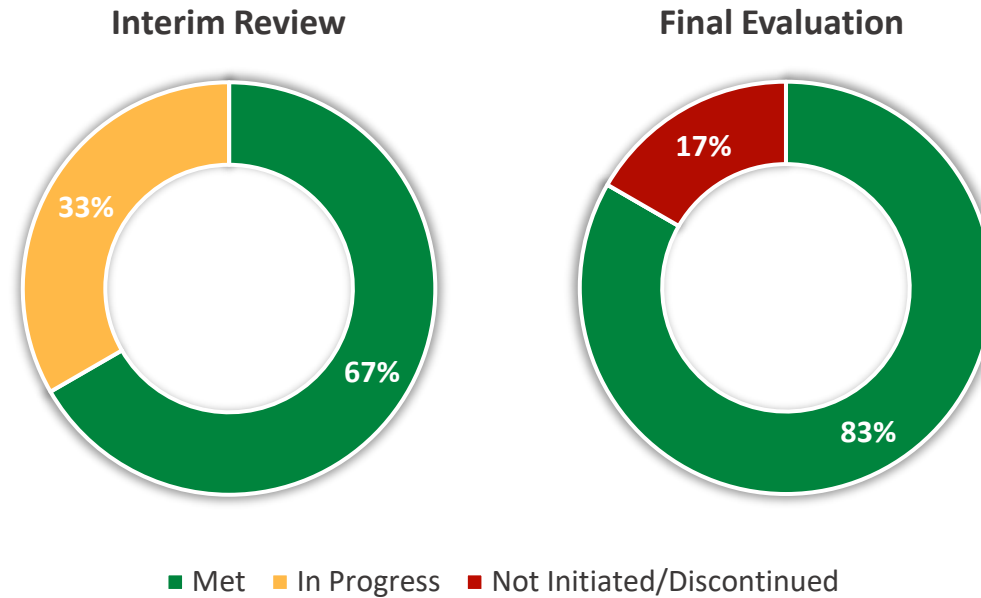
Adjustments made at interim review:
- CAP2 was aspirational and vague and was updated to a measurable and achievable target.
- The success measures of 100% completion for CAP3 and CAP4 were deemed unrealistic and were updated to achievable targets.

Actions rated as Red at final evaluation:
- Although we made progress on CAP4 we did not achieve the success measure; this action point was superseded by a new UofG policy implemented in January 2024.

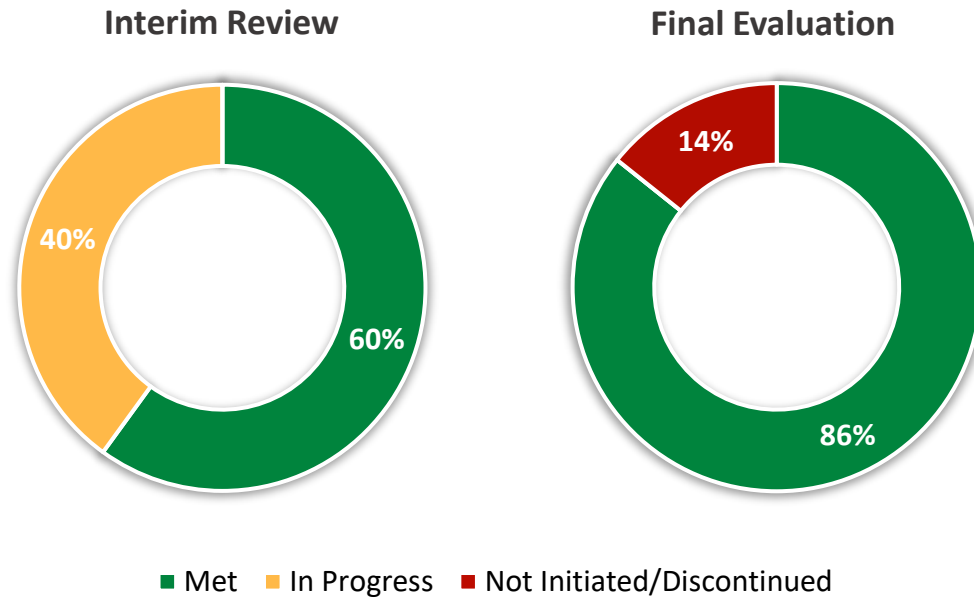| Priority Area 1: School Governance and Athena SWAN Implementation							
Ref	Original Planned Action and Rationale	Timeframe	Responsibility	Success Measure	Actions Taken	RAG 2021	RAG 2023	Comments – progress and challenges
1	Evaluate impact of workforce planning measure on gender balance of School Executive (SE).

To address SE gender imbalance a series of measures were introduced in 2016 including an Alternates system and open calls for positions with transparent interview process. | Sep 2019 – Apr 2023 | Head of School (HoS) | Increase from 30% female current membership to 40F:40M:20F/M. | Job and person descriptions updated and include a strengthened equality statement to explicitly encourage women, and underrepresented groups, to apply.

Open calls for expressions of interest (EoIs) elicited for positions to increase number of candidates applying. | G | G | Female representation increased to 40% in 2018/19 and continues on an upwards trajectory, standing at 50% in 2022/23. |
| 2 | Work with Strategic Advisory (SAB) Chair to improve gender balance on SAB towards 50:50 male and female membership by 2023; in line with Gender Representation on Public Boards (Scotland) Act 2018.

To mirror newly enacted Scottish legislation: Gender representation on Public Boards (Scotland) Act 2018, we will work towards 50% female membership (although ASBS is not subject to the legislation). | Jan 2019 – Jan 2023 | HoS; SAB chair. | Appointment of more females to the SAB aiming for 50:50 gender balance. | Implemented a targeted recruitment plan to increase gender balance on SAB.

As the original success measure was vague, this was updated by the SAT: **To increase female membership of the SAB to within the benchmark of fair gender representation (40F:40M:20F/M), whilst maintaining long-term ambition of achieving gender balance.** | A | G | SAB gender balance has improved from 27%F in 2017/18 to within 40F:40M:20F/M since 2020/21, and continues on an upward trajectory.

Since 2021/22 we began monitoring membership disaggregated by internal (UofG) and external members. Female representation amongst external members on the SAB provided a particular challenge, but increased to 40% in 2022/23. |
| 3 | Link Equality and Diversity (E&D) training completion amongst all staff to PDR sign off. There are 13% PS and 23% | June/July 2019 in time with launch of PDR | HoS; Head of Professional Services (HoPS); | 100% completion of E&D online module. Review data every | We introduced E&D training as a mandatory module for new staff as part of the ASBS induction in 2018. | A | G | After consultation we found that the Core HR portal was unable to provide training completion on an individual basis which prevented us including this as an element in the PDR sign-off. |

	academic staff who have not yet completed this training. PDR sign-off will be aligned to E&D training completion, which can be confirmed by line managers via the CoreHR portal. This approach was successfully adopted by UofG Estates and Commercial Services in 2017/18.	(annually, thereafter)	Line Managers	quarter, in line with central completion reports.	In 2021 the University introduced refresher E&D training to be completed every 3 years. Following the introduction of the University's mandatory training policy in January 2024, completion is now monitored centrally, and non-completion of mandatory training revokes IT access privileges after a grace period. Due to the grace period, which also applies to the induction period of new staff and the addition of refresher training, the original success measure of 100% was deemed to be unrealistic, and was updated by the SAT: **Records at School level to show at least 90% of all staff having completed E&D training.**			Instead, we took various steps to encourage completion of the training, including regular communications via the School newsletter and School council meetings, as well as individual email reminders, and including on the PDR checklist that completion is required prior to an individual's annual review. Since the centralisation of monitoring training completion rates in January 2024, this action point will no longer fall into the remit of Athena Swan, but we have marked this action point as completed as at baseline (2017/18), 80% of staff had completed the E&D module. This increased to 85% in 2020/21 and currently stands at 91%.
4	Mandate Unconscious Bias (UB) training for all staff. Unconscious Bias training is currently only mandatory for staff involved in Recruitment and Selection and REF processes and for staff in leadership roles. This will be part of new staff induction. For existing staff action to be progressed for PS staff via line management and	Immediate start – July 2023	HoS; HoPS; HoSGs; Line Managers	80% PS and Academic staff completion by 2021; rising to 90% by 2022 and 100% by 2023.	We introduced UB training as a mandatory module for new staff as part of the ASBS induction in 2018. The rationale for this action did not contain information on the baseline statistic. This was captured in 2019/20 and indicated that 51% of staff had completed the training. The original success measure of 100% was deemed to be unrealistic, and was updated by the SAT: **Records at School level to show at**	A	R	Upon consultation it was advised that the School does not have the capacity to deviate from University policy and unilaterally mandate UB training for existing staff. Instead, we encouraged completion of the training as good practice along with E&D training (CAP3) Since the centralisation of monitoring training completion rates in January 2024, data on UB training is captured as training completed in the past 3 years, and is not comparable with our

	to be extended to academic staff via Heads of Subject Groups (HoSGs).				**least 60% of all staff having completed UB training by 2023.**			baseline measure. As this action point will no longer fall into the remit of Athena Swan we have marked it as discontinued.
5	Increase Athena Swan survey response rate to enhance engagement, which will run every 2 years. Overall survey response rate (SRR) was 60% (54% Academic SRR; 80% PS SSR). 64% of Academic female and 47% Academic male; and 74% PS female and 100% PS males responded. The actions detailed in this plan will all act to increase awareness of and engagement in the pursuit of equality and diversity; in addition, action outcomes will be communicated, promoted and responses sought.	May 2020 (every 2 years thereafter)	SAT (All); ASBS Engagement Leads; HoS; HoSGs.	Maintain at least 80% PS engagement in next AS Survey (May 2020). Improve male and female Academic staff response rate in next AS Survey to at least 65%.	A communications strategy was developed including pre-survey presentations via School council, subject group and professional services meetings. Staff members received individual links to complete the survey, and regular email reminders were sent. For the 2023 survey this was further expanded to include communications via the School newsletter and team channel, and individual personalised emails were targeted to staff who had not completed the survey in the week before it closed. For both the 2021 and 2023 surveys completion was incentivised via a random draw for vouchers as a thank you for completion.	A	G	We postponed the survey for one year due to the Covid-19 pandemic. In 2021 we ran the survey in October and in 2023 in June to investigate whether fielding the survey at the start vs the end of the academic year impacted survey response rates (no distinguishable impact). In 2021 177 staff completed the Athena Swan survey, a response rate of 59%, rising to 220 completions in 2023, a response rate of 65%, with the difference in response rates by job family falling to 3 percentage points in the 2023 survey. As a significant proportion of colleagues chose the "Prefer Not To Say" option in the gender identity question (14% in 2021; 9% in 2023) it is not possible to calculate the difference in response rates by gender.
6	SAT Chair to provide annual Equality and Diversity Summary as well as a quarterly Progress Report to the SE; actions and outcomes to be communicated to all staff via a standing item to School Council (SC).	May 2019-Apr 2023	SAT Chair; HoS; SE.	Quarterly reports issued to SE, with achievements highlighted and progress reviewed, to be reflected in the meeting minutes and	To ensure clear governance and reporting structures to SE Athena Swan was incorporated into the Accreditations Committee, providing monthly updates on progress on the action plan, with an annual report presented to the School Executive.	G	G	The 2021 survey indicated that 98% of survey respondents were aware of Athena Swan. Due to this high response rate in 2021, it was not felt this question was necessary to be included in the 2023 survey.

| | To ensure E&D principles are firmly embedded in the School culture and practices. And that the SAT and the AS Action Plan is represented in governance and planning regimes. | | | actions. Feedback on progress to SC reflected in 75% positive response to a new question on AS awareness within the next AS Staff Survey. | To raise awareness of the role and remit of Athena Swan, since 2020 an Athena Swan update has been a standing item on the agendas for School council, subject group and professional services meetings. | | | |

Figure 5: Priority Area 2 summary

Interim Review

Final Evaluation

40%

60%

14%

86%

■ Met   ■ In Progress   ■ Not Initiated/Discontinued

Adjustments made at interim review:
- Two action points (CAP8 and CAP9) were introduced to increase our outreach activities, encouraging diversity in our future student body
- CAP12 did not include a baseline to benchmark our progress and was updated to a measurable and achievable target.

Actions rated as Red at final evaluation:
- Despite initial progress on CAP7, this action point was permanently discontinued as the remit was determined not to fall within ASBS.
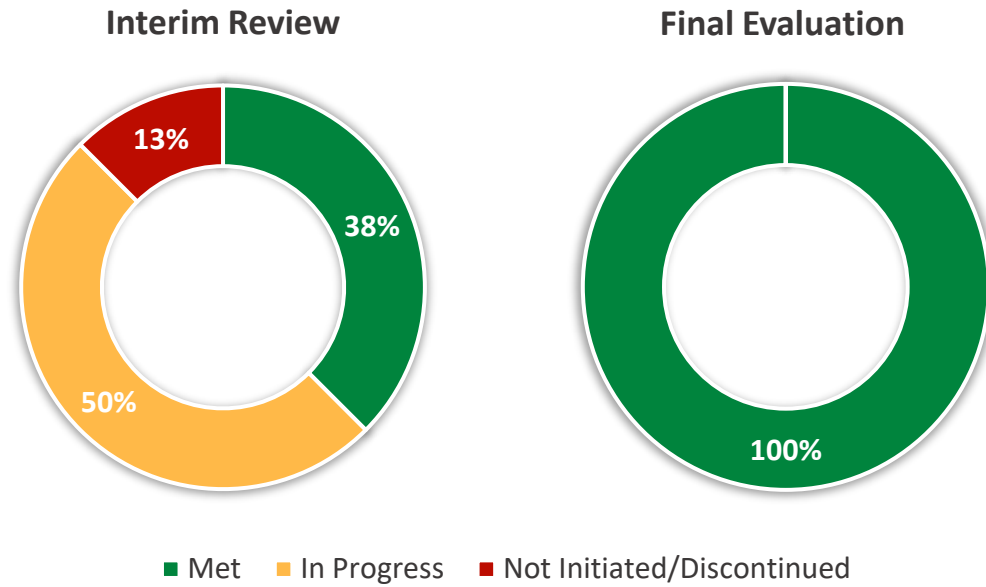
Priority Area 2: Diversifying Engagement with Students: Outreach and Widening Participation								
Ref	Original Planned Action and Rationale	Timeframe	Responsibility	Success Measure	Actions Taken	RAG 2021	RAG 2023	Comments – progress and challenges
7	Work with the University Widening Participation (WP) team to investigate the motivations and intentions for future study of those participating in the Summer School.

Fewer female students apply for UG ASBS programmes (MA Economics and Management) after attending Summer School. Students take a range of courses towards entry and more information on their intentions will help our understanding of the impact of the teaching and delivery on future choices. | Jul 2019 – Apr 2023 | Student Subgroup (SAT); UofG WP; ASBS Summer School Lead. | Implementation of an annual survey with WP students to identify student motivations and why they don't convert to ASBS.

Identify any gender related issues, report to SAT for incorporation into action plan. | Survey designed in 2020, but due to Covid the Summer School did not run in 2020 or 2021.

Consultation with the WP team revealed that the summer School is part of conditional offers of entry for students, who are already current UofG offer holders. As such the gender representation on these courses is determined by the number and gender distribution of students who receive conditional offers under WP arrangements. | A | R | This action point was discontinued, as it was determined the remit does not fall within ASBS, instead lying with UofG central admissions team.

We liaised with the UofG admissions team, sharing the data on female underrepresentation on ASBS-related summer School courses.

We initiated two further action points related to outreach aimed to diversify our student population (CAPs 8 and 9). |
| 8 | Develop a Schools outreach programme aimed at local primary Schools.

We aim to encourage diversity in our future student body by aspiring interest in business amongst pupils. | Aug 2021 – Aug 2023 | RSM lead. | Co-develop programme with external organisation.

Delivery of pilot programme in one local primary School. | External organisation identified – Barefoot in Business – and pilot programme developed whereby undergraduate students from ASBS facilitate a pupil led workshop to design a brand, marketing strategy and sales campaign for a product.

Resources co-created with Barefoot in Business, and training provided to ASBS undergraduate students for their role as facilitators. ASBS | N/a | G | We successfully engaged two local primary Schools to take part, with the project aimed at P7 students before their transition to secondary School.
Since 2022, 18 students from ASBS and over 100 students from the primary Schools have been involved.

Following the successful pilot programme, ASBS and Barefoot in Business intend to create a |

					further sponsors the project through purchasing of product for resale by pupils.			blueprint of the programme to encourage other UK HE Business Schools to adopt for outreach.
9	Develop a Schools outreach event aimed at local secondary Schools targeted at Economics recruitment. Across the School, the Economics subject area has the lowest female representation for undergraduates and across Scotland only 13% of secondary Schools across Scotland offer Economics as a subject choice.	Jun 2021 – Jun 2023	AS Chair.	Co-develop programme with external organisation. Delivery of event to 10 local secondary Schools per year.	Outreach programme co-created and delivered each year with a different partner organisation: 2022 – Bank of England 2023 – Health Foundation 2024 – Scottish Government We marketed the event in the first year to all secondary Schools in Glasgow, expanding the reach to the West of Scotland in year two, and for the 2024 event we contacted all Schools across Scotland.	N/a	G	Due to Covid-19 we were not able to hold the first event until 2022. Over the 3 years we have hosted 42 Schools and a total of 560 pupils. For the 2024 event many Schools expressed an interest, but were not able to attend due to their distance from Glasgow. We intend to contact all HEs in Scotland which offer Economics to support them in setting up similar outreach events following the format we have developed, so that all secondary Schools have the opportunity to attend.
10	Ensure female gender representation in WP Summer School in workload planning and allocation. Self-assessment revealed all Summer School delivery via male ASBS staff. Aim to improve and to provide gender diverse role models.	Apr 2020 – Aug 2020	HoSGs.	Participation of at least one male and at least one female member of staff in the Summer School by 2020.	Along with the annual WLM audit (CAP45 and CAP46), this point was highlighted to the SE, who provided the remit to HoSGs to achieve gender balance in the allocation of staff participation in the Summer School.	G	G	Summer School participation is now part of the WLM allocation made by HoSGs.
11	Work with School PGR team and External Relations (ER) to improve the gender balance in all recruitment and promotional activities and materials.	Jun 2019 – Dec 2019	ASBS PGR Team; ER.	Male and female representation and profiling across three subjects on the website and in	Promotion materials, including the website were revised during 2020/21. These are updated periodically and now include a gender diverse set of case studies.	A	G	Superseding the original action point, since 2020 the ASBS communications team have produced short videos promoting research undertaken across ASBS,

	Female alumni PGR students are well promoted within Management however only male alumni are featured in Economics and Accounting and Finance.			promotion materials for prospective students.				with a key aim is to highlight diversity across our PGR programmes, through initiatives such as "Women in Science" week. These are showcased on video screens across the School estate and promoted on social media channels. As at December 2023 female-focussed videos have received 38,961 views across social media platforms.
12	Work with the School PGR team and External Relations (ER) to embed diversity and inclusion within recruitment strategy towards increasing female applications/engagement. The data show that ASBS is below the Russell Group (RG) average for female recruitment into all PGR programmes. Currently, workshops run to inform UG and PGT of PGR options and how to apply. ASBS PGT students on track to achieve a 'B' grade invited to discuss research degree options. Majority PGR recruitment undertaken centrally with ER. Strategy set with and implemented by ER.	Sep 2019 – Apr 2023	ASBS PGR Team; ER.	New Strategy in place with ER for 2020 recruitment cycle to enhance female applications and conversions by 20%.	Upon consultation it was determined that this action point lay within the remit of the Director of Research. This action point has been embedded in the School Research, Scholarship and Knowledge-Exchange Strategy 2021-2027, which includes the measurement of KPIs to monitor diversity in PGR students. The rationale for this action did not contain information on the baseline statistics, but female representation of PGR students stood at 34% in 2017/18 (Table A2.1.1). The SAT updated the success measure: **To increase female representation amongst PGR students to 40F:40M:20F/M.**	G	G	Since 2018/19 female representation of PGR students has been within the benchmark of fair gender representation (40F:40M:20F/M), and in 2022/23 stood at 51%.

| 13 | Ensure gender representation in both Academic and PS staff at UG Open Days, Offer Holder Days and PGT recruitment sessions.

This action is related to student recruitment (CAP12). There is no systematic planning to ensure gender balance of staff at the events. It is important to include diverse points of contact and role models for prospective male and female students. | Sep 2019 – Apr 2023 | UG and PGT Administrators; Student Recruitment Coordinator; HoSGs; Organisation and Culture Subgroup (SAT). | From September 2019, system for equitable participation at Open Days etc. devised and agreed across ASBS.

Reviews of each event by SAT to demonstrate male and female participation and that responsibility for participating is spread across staff, so as not to overburden the same people. | Each subject group now has a procedure to allocate staff to participate at Open Days etc, where equitable participation (according to gender, grade and tenure) is a key aim. | G | G | Annual audit, undertaken since 2020, reveals fair gender representation of staff at open days has been achieved each year. |

Figure 6: Priority Area 3 summary

Interim Review

38%
50%
13%

Final Evaluation

100%

■ Met ■ In Progress ■ Not Initiated/Discontinued

Adjustments made at interim review:

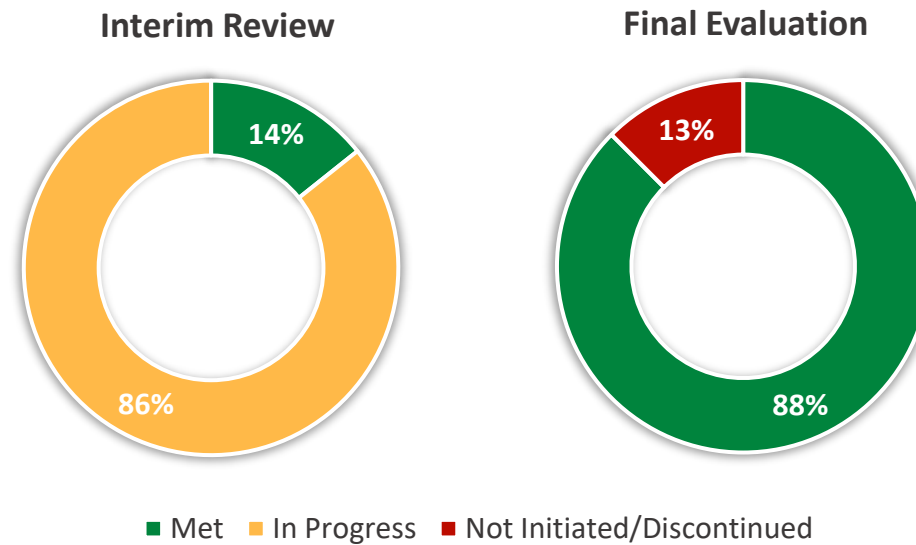- CAP19 and CAP20 was in reference to academic staff only. These were updated to encompass all ASBS staff.

	Priority Area 3: Attracting Talent: Recruitment and On-Boarding							
Ref	Original Planned Action and Rationale	Timeframe	Responsibility	Success Measure	Actions Taken	RAG 2021	RAG 2023	Comments – progress and challenges
14	Strengthen the equality statement in job adverts and candidate brochures for the School to explicitly encourage women, an underrepresented group to apply (a particular issue at Grade 9 and above). There are fewer female than male applications, particularly at Grades 9 and above.	Sep 2019 – Sep 2022	HoS; HoSGs.	Along with other recruitment related actions, the aim is to increase, on average, female applications by 40% across the period at Grade 9 and above.	A strengthened equality statement, encouraging women and other underrepresented groups now features prominently on all recruitment literature.	A	G	Analysis of recruitment data (Data Table A2.7.6) indicates that the number of applications at grade 9 and above by female candidates increased by 159% for the 5-year period 2018/19-2022/23 compared to the period 2014/15-2017/18. This increase stands in contrast with the same analysis for male candidates, which shows applications increased by 94% between the same periods.
15	Challenge internal search committees to identify an equal list of potential male and female candidates for senior posts and encourage applications. Rationale – as per CAP14.	Sep 2019 – Sep 2022	HoS; HoSGs; ASBS POD Lead.	Success measure as per CAP14.	Hiring managers and selection committees actively networked to encourage female applications. The Panel Chair reviewed shortlists to ensure any gender disparities in application numbers were objectively justified.	A	G	See comment to CAP14 above.
16	Highlight ASBS as an inclusive and supportive environment for career development and progression: create profiles of male and female staff linked to recruitment material. Rationale – as per CAP14.	Sep 2019 – Sep 2022	HoS; HoSGs; ASBS POD Lead.	Revise recruitment material to reflect career development opportunities to increase female applications for senior roles.	Athena Swan and University equality statements were promoted on all adverts with links provided to career development and Athena Swan University webpages.	A	G	A key challenge in this action point was to negotiate its implementation with functional areas out with the School which delayed its implementation, but was achieved in 2021.
17	Evaluate recruitment data to ensure that females are not	Sep 2019 – Apr 2023	HoS; HoSGs;	Useable data sets provided to SATs	As there was no "ownership" of these datasets at School level it was not possible to agree a process to	R	G	For posts advertised as graded 7/8/9, the majority of appointments are

	appointed to the lower end of grade spectrums (Grades 7-9). Review of data, across subject specialisms (when available), for posts advertised at Grades 7/8 demonstrates women proportionately more likely to be appointed at Grade 8 than male counterparts. Analysis of data for posts advertised across Grades 7-9 show women proportionately more likely be appointed at Grade 7 than male counterparts.		ASBS POD Lead.	annually for analysis and any emerging issues regarding appointments across Grades 7-9 identified and acted upon via SAT recommendations reported to School Executive (via SAT members on SE, HoS).	obtain the datasets on an annual basis until 2022.	 	 	now at the middle band (grade 8) for both men and women (Table A2.7.4) From 2022/23 onwards the recruitment data will be broken down by subject area to allow the identification of subject-specific challenges and potential remedial actions.
18	Work with HR Recruitment to prioritise gender diversity during senior academic 'talent acquisition'. ASBS to produce briefing for senior recruitment utilising the frameworks provided by Advance HE that outline guidance on identifying diverse candidates. Clear articulation of ASBS commitment to mainstreaming diversity within any future searches will help identify prospective candidates that are more representative of the academic community.	Sep 2019 – Apr 2023	HoS; HR Recruitment.	Success measure as per CAP14.	Recruitment and Selection Training was expanded to include specific modules on Diversity in the Workplace and Unconscious Bias in HE. This ensured that all selection committees prioritized gender diversity and adhered to current best practices.	A	G	See comment to CAP14.
19	Introduce Induction Buddy system for the first 4 weeks of	Sep 2019 – Apr 2023	Line Managers.	All new staff to have a	The induction process was redesigned in 2019/20 for both	G	G	Evaluation of post-induction survey indicated 71% said their experience

	academic staff induction. This emerged from the divergent survey results on the induction question, where only 38% of female academics agreed that process met their needs compared to 68% male. To support academic staff to acclimatise to university life, mirroring best practice from PS staff induction, where the buddy process is already in use.			buddy in place for 4 weeks. At least 70% of academics, and 60% of female academics, responding positively to the 'School induction met my needs' question in the next AS survey. Evaluate the effectiveness of the buddy system by devising a new question for the next staff survey, with at least 70% positive response overall with no significant differences by gender.	academic and professional services staff, with all new staff paired with a buddy. A post-induction survey was introduced and is evaluated annually. The process went online due to Covid from January 2020 – June 2022. The induction process was re-developed in 2022/23 to standardise the induction process across the School and ensure consistency for both academic and professional services staff. The original success measure referenced academic staff only, and was updated by the SAT: **Satisfaction with buddy system to be at least 70%, with no significant differences across gender, job family or grade.**			of the buddy system was excellent and 29% said very good (i.e. 100% positive response rate), with no significant differences across gender, job family or grade.
20	Produce a '10 People to Meet' Guide for new academic staff, according to Subject Area, outlining relevant people to meet in their first month. Rationale as per CAP19.	Sep 2019-Sep 2022	Line Managers.	Issued new academic staff with subject-specific guide on appointment. At least 70% of academics, and 60% of female	In the redesign of the induction process in 2019/20 this guide was introduced for both academic and professional services staff and updated annually. The original success measure referenced academic staff only, and was updated by the SAT:	G	G	The evaluation of the post-induction survey revealed that 25% were very satisfied and 75% were satisfied (100% satisfaction rate) with their induction, with no significant differences across gender, job family or grade.

				academics, responding positively to the 'School induction met my needs' question in the next AS survey.	**Positive response to the question 'School induction met my needs' to be at least 70%, with no significant differences across gender, job family or grade.**			
21	Create process for male PS staff to request a male induction buddy. Men are substantially underrepresented within the PS staff cohort; male PS staff experiences of induction were slightly less positive than female PS staff in AS Survey.	Immediate start – Apr 2023	PS Line Managers.	New question in survey on buddy process (CAP19), yields at least 70% positive response overall with no significant differences by gender for academic and PS staff.	In the redesign of the induction in 2019/20 a process for requesting a specific buddy, or changing a buddy was introduced for both academic and professional services staff.	G	G	The redesign of the induction process included an option for all new staff to state a preference for gender of their induction buddy. The post-induction survey indicated a 100% positive response rate for satisfaction, with no significant differences according to gender or job family (CAP19).

Figure 7: Priority Area 4 summary

Interim Review | **Final Evaluation**

Interim Review: 14%, 86%
Final Evaluation: 13%, 88%

■ Met ■ In Progress ■ Not Initiated/Discontinued

Adjustments made at interim review:

- CAP23 was expanded to include a success measure relating to the representativeness of PDR reviewers, as baseline data revealed female under-representation.
- The success measure for CAP25 was vague and updated to a measurable and achievable target.
- CAP28 was introduced to evaluate one of the initiatives implemented by the School to mitigate the impact of Covid-19 research trajectories.

Actions rated as Red at final evaluation:

- Despite initial progress on CAP24, this action point was discontinued due to the incapability of the central HR system to generate necessary data reports regarding staff training. FAP27 has been introduced to develop a local solution to capturing training data, as the ASCS indicates a decline in satisfaction with training opportunities to facilitate career advancement.

Priority Area 4: Supporting Progression							
Ref	Original Planned Action and Rationale	Timeframe	Responsibility	Success Measure	Actions Taken	RAG 2021	RAG 2023	Comments – progress and challenges
22	Hold annual promotion workshop covering criteria changes and process for all tracks and career stages. Build evaluation into the design of the event to ensure capture of useful attendance data and feedback. Staff survey showed that academics are aware of the University promotion process however, only 44% male and 47% female said they received appropriate support in applying. Inaugural workshop will be planned and launched in advance of the PDR process for academics to prepare them for the promotion process, to maximise the usefulness of progression discussions during PDR. CAP23 to be completed in advance of CAP22 to build additional capacity within PDR review process to discuss career progression, promotion and	May 2020 – Apr 2023	HoS; College Head of HR; PDR Reviewers.	Registration data to show equitable participation by male and female academic staff across the 3 career tracks. Evaluation following the event provides positive qualitative feedback as well as at least 75% male and female participants affirming event's usefulness. At least 65% male and female affirming support for promotion in 2022/23 AS survey (up from c.45% in 2018/19 survey; after two years of promotion workshops).	As the Academic promotion process opens in February each year, we scheduled the promotion workshops to take place over the winter. Due to the size of demand for the workshop in the first year, we have held two workshops per year since 2020/21.	A	G	Over the 4 years, a total of 135 colleagues (55% female) attended the workshops, with post-workshop evaluation indicating high satisfaction with the event. Following the success of ASBS promotion workshops, the format has been adopted by the College, who will run the promotion workshops from 2023/24 to ensure transparency and consistency across all Schools in the college. In the 2022/2023 Athena Swan survey, 80% of individuals who had applied for promotion or regrading reported that they had attended at least one of the annual promotion workshops, with 74% reporting they had received appropriate support during the promotion process.

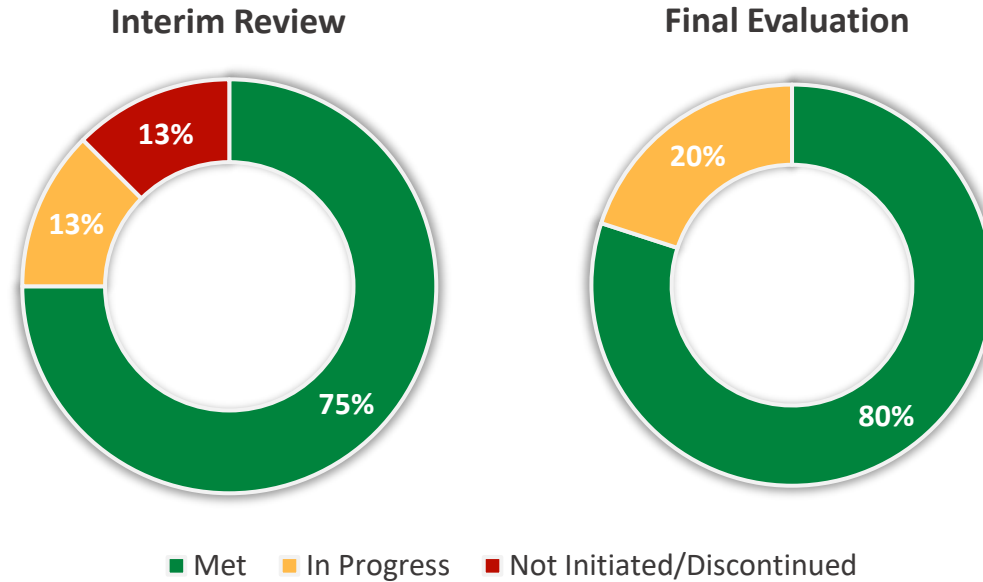|							
	personal development planning. Promotion workshop will build on this approach in CAP22. Having better trained reviewers and more empowered reviewees will maximise the impact of the promotion workshop in subsequent PDR review discussions.						
23	Invite College HR and EOD to deliver on ways to use PDR discussions in progression planning. As per CAP22 – evaluation to be built into planning of the event to assist measuring success. Staff survey showed that 60% males and 48% females agreed that their discussion with their PDR reviewer helped them gain a better understanding of the promotion policy (60% male/51% females said their PDR included a career discussion). Sessions on coaching for line managers are run by EOD but occur sporadically and are not tailored to ASBS environment. Running a bespoke session that reviewers and reviewees can	June 2019, thereafter annually	HoS; College Head of HR; EOD; PDR Reviewers.	Next AS Staff survey to show 70% male and female respondents in agreement that: i. PDR discussions reviewer improved their understanding of the promotion policy; ii. PDR included a career progression discussion.	Holding joint reviewer – reviewee sessions proved infeasible due to staff numbers. Instead, a PDR reviewer workshop is held annually in July, with reviewee sessions taking place during subject group and professional services meetings during July. Baseline data of PDR reviewers in 2018/19 revealed female under-representation amongst PDR reviewers (36%). PDR checklists were introduced for reviewees to assist them in completing the review form, and also for reviewers to prompt them to include all relevant points in the PDR discussion meetings. The SAT expanded this action point to also include:	A	G	Due to Covid, the PDR process was suspended in 2020, with a `light touch' PDR run in 2021. Female representation of PDR reviewers has increased since 2021, standing at 52% in 2022/23, for which the SAT decided to mark the success measure as being met. Agreement with PDR discussions including career progression and improving understanding of the promotion policy declined between the 2021 and 2023 ASCS. From 2023/24 PDR reviewer training will be undertaken by the College HR team to ensure transparency and consistency across all Schools in the college.

	attend will better empower reviewees to raise progression and promotion planning during PDR.				**To increase female representation amongst PDR reviewers to 40F:40M:20F/M.**			
24	Devise process for recording staff participation in both external training and bespoke internal training (esp. for PS Staff) by staff type and gender. External training approved by line manager can be recorded on CoreHR record but process for retrieving and recording data from these reports needs to be identified. Bespoke internal training not always able to be recorded and so we need to create a mechanism for recording this, especially given the prevalence of this kind of training amongst PS staff.	Sep 2019 – Sep 2022	HoS; HoPS; QEA Officer: Staff Subgroup (SAT).	System in place to provide data by gender and staff type on external/bespoke training. Useable data reports produced each year by staff type and gender for SAT to review.	Staff encouraged to report external and bespoke training on central CoreHR portal. Questions introduced in the Athena Swan survey to capture satisfaction with training opportunities: i. Discussions during my annual PDR have helped me to identify training opportunities to advance my career ii. I have received sufficient training opportunities (both mandatory and non-mandatory) to advance my career.	A	R	Although it was determined that the CoreHR portal allows individuals to add any external training they undertake to the system, we discovered that the system is incapable of generating reports to allow us to examine aggregate statistics on training completion. The 2021 survey revealed the positive response rate for i) and ii) was 60% and 69% respectively with no significant differences according to gender. In the 2023 survey these figures had decreased to 44% and 52%, with a significant gender difference emerging for i). This demonstrates a need for actions to be included in our future action plan focussed on training opportunities and is incorporated in FAP27.
25	The SAT to evaluate study leave application and success rates in light of the 'new' approval system by the Director of Research & KE (DoR) and Cluster Leads. Study leave provides key development opportunities.	Sep 2019, thereafter annually	DoR; Research Cluster Leads; SAT Chair; Staff Subgroup (SAT).	DoR to report data to SAT Chair and Staff Subgroup and both to assess required actions, if any.	Evaluation of study leave procedures conducted. DoR incorporated this action point into the new School research strategy, with a designated KPI. As the original success measure was vague, this was updated by the SAT:	A	G	The study leave evaluation indicated that there is no gender imbalance in terms of having leave approved, but that female staff were less likely to apply. In 2022/23 the percentage of applications from female staff rose to 42%, which is in comparable with the

	Changes to School-wide approach to study leave in 2018/19, mean data to be reviewed by SAT to ensure equitable processes for male and female academic staff.				**To increase female proportion of study leave applications to be in line with the actual gender distribution of academic staff.**		G	female proportion of academic staff (39%).
26	Record participation in grant writing workshop by gender and evaluate its usefulness/impact by tracking progress in submitting a grant. New initiative to run grant writing workshops in ASBS to better prepare staff to apply for research grant funding. As this initiative is new, it has not yet been formally assessed. To ensure equitable participation and effectiveness of workshop, mechanism to record attendance and evaluate, by gender, is required.	Jun 2019, thereafter annually	DoR.	Engagement to include female attendance in proportion to those holding RO and RT contracts (33% female in 2017/18). Usefulness to be assessed via a workshop evaluation; carried out 6 months after completion. Evaluation to show equitable proportions of attendees declaring having submitted a grant.	DoR has incorporated CAP26 into the School's research strategy, and the number of grant submissions, and grant income are designated KPIs. EDI is embedded into the strategy and ongoing monitoring of KPIs includes gender disaggregation of measures.	A	G	An initial workshop was held in 2019, but due to Covid did not run in 2020 or 2021. The grant writing workshops were relaunched in 2022 and have been held annually since then. In total there have been 89 attendances at the workshops, 56% female. Due to this success, the SAT has marked this action point green, although it is not possible to evaluate the impact of the workshops on grant submissions (see below). Data on grant submissions, grant holders and grant income is held by the college research office, who are currently not able to provide a disaggregation at School level, or by gender. This demonstrates a need for actions focussed on data collection in our future action plan.
27	Enhance support for those unsuccessful in grant applications by implementing activities developed by College into Research Clusters.	Sep 2019 – Apr 2023	DoR; Research Cluster Leads; College Research Office.	Implement the activities being designed by College and evaluate the	Research clusters provide feedback on grant applications to their members prior to submission. Following the relaunch of the grant writing workshops, those with	A	G	The 2021 survey indicated 38% (no significant gender differences) of staff agreed that they had sufficient support from the School when applying for grants, increasing to 49% in 2023 (no significant gender differences).

				effectiveness of these and feedback. Improvements in next AS staff survey to question about sufficient support when applying for research grants to 75% for both male and female eligible respondents.	unsuccessful bids were invited for 1:1 sessions with to discuss their applications and obtain feedback.		G	Although the success measure has not been met, substantial progress was made between the 2021 and 2023 surveys which the SAT feels justifying marking this action point as complete.
	The CoSS Dean of Research is leading an initiative with all School Directors of Research to support those who have been unsuccessful in securing funding. Application and success rates for research funding showed women more likely to be successful in 3/5 years analysed. However, question about provision of support in the School when applying showed greater disagreement and ambivalence amongst RT female respondents: 52% female: 74% male agree; 13% female: 10% male disagree; 35% female: 16% male neutral.								
28	To mitigate the impact of Covid on research trajectories, The ASBS Research Reinvigoration Fund (RRF) was introduced, where applications can be made for up to £3,000 to support research activities. The 2021 ASCS revealed that 43% of staff agreed with the statement 'The School has taken action to mitigate the adverse gendered impact of the	Sep 2022 – July 2023	DoR.	Female representation in a) applications and b) awards made to be in line with academic gender distribution.	Communications of the RRF scheme included targeted individual emails to female academics. Review panel constituted with balance across gender, grade and subject area.	n/a	G	There was female under-representation in the first round of applications (37%), which increased to 50% in the second round after the targeted communications. 72 awards were made in the two rounds of the scheme (34% of eligible staff), with 40% awarded to female academics, which is comparable to the female proportion of academic staff (39%).

	Covid-19 pandemic on staff' with a lower positive response rate for female staff (42% vs 51%).							
29	Encourage University to expand provision for mitigating impact of career breaks of LTS staff on scholarship production. Returners Scheme has been successfully used by all RT women returning from maternity leave in ASBS. LTS track colleagues currently do not have access to an equivalent scheme to support scholarship on return from career breaks suggesting a potential barrier to LTS women's progression.	Sep 2019 – Sep 2021	HoS; DoR; SAT Chair.	Issue discussed at CMG and fed-up to UofG Gender Equality Steering Group (GESG) to assess quality impact of different provision on female pipeline and progression.	Following discussions, the Academic Returners and Research Support Scheme was amended.	G	G	The Academic Returners and Research Support Scheme now applies to all staff regardless of career track, gender and grade.

Figure 8: Priority Area 5 summary

Interim Review — Met 75%, In Progress 13%, Not Initiated/Discontinued 13%

Final Evaluation — Met 80%, In Progress 20%

Legend: ■ Met ■ In Progress ■ Not Initiated/Discontinued

Adjustments made at interim review:
- CAP32 was introduced to address the findings of the 2021 staff survey regarding support provided to carers.
- CAP36 was introduced following responses to the Bullying and Harassment section in the 2021 staff survey.

Actions rated as Amber at final evaluation:
- Progress on CAP30 was slower than anticipated. The response rate to the original online exit survey was too low to allow meaningful analysis. In 2023 a redesigned exit survey was launched, and a standardised set of questions for exit interviews for all staff was introduced. As these steps have only recently been implemented, we do not yet have sufficient responses to facilitate analysis. This action point has been rolled forward in FAP19.
- Although progress was achieved in relation to CAP36, we recognise that addressing bullying and harassment will require a continued focus through FAP55-58.

Priority Area 5: Improving Line Management Capacity to Ensure Equitable Staff Experience								
Ref	Original Planned Action and Rationale	Timeframe	Responsibility	Success Measure	Actions Taken	RAG 2021	RAG 2023	Comments – progress and challenges
30	Formalise the School policy of conducting exit interviews by using the University POD standard set of questions and institute a mechanism for recording and analysing responses. Completion of the UofG Exit Survey is low, and the data are therefore unusable. Aim is to enhance insights and gain additional information about reasons staff leave and their experience at ASBS and UofG.	Apr 2019 – Apr 2023	HoS; All Line Managers.	To have a new exit interview system in place by January 2020 and to analyse outcomes through 2020/22, with a view to 100% completions by 2023 and an associated action plan.	Redesign of online exit survey introduced in 2023, with enhanced communications to encourage response. Standardised set of questions have been produced to use at exit interviews. Exit interviews have been offered to professional services staff leavers since 2021 and to academic leavers since 2023.	R	A	The response rate for the new online exit survey has improved compared to the previous survey, but since its introduction we do not yet have sufficient responses to analyse according to gender. To maintain confidentiality of respondents, exit interview data will be analysed periodically – when sufficient returns have been received to allow analysis by job family and gender. We estimate the first review of exit interview responses will be possible in 2024/2025 and will remain an area of focus in our future action plan (FAP19).
31	Identify Parental Champions that staff can contact for informal advice, peer support and signposting towards relevant policies, processes and support. Establish process of putting expectant parents in touch with Champions, once leave reported to ASBS. Women taking maternity leave reported in survey comments that, although they were aware of University policy guidelines, they were not comfortable	Jun 2019 – Sep 2019	Line Managers; ASBS POD Lead.	Appointment and communication of Parental Champions across the School. Monitor effectiveness of the champions through new question in next staff survey to show 100% of eligible staff (i.e. those taking leave) were put in	Case studies of our parental champions and information, including the maternity checklist (CAP37) made available via a dedicated SharePoint page.	G	G	An open call was made in June 2019 and parental champions (maternity, paternity, shared parental, adoption) have been in place since 2019/20. All eligible staff are designated an appropriate buddy. Qualitative comments to an open question in the 2021 survey indicate those taking forms of parental leave found this support useful and effective.

	about seeking further guidance and found it difficult to get correct advice and support.			touch with a buddy and of those who took up the support, at least 75% of male and female leavers finding the support useful.				
32	Provide support for staff with caring responsibilities, including identifying a carer's champion that staff can contact for informal advice, peer support and signposting towards relevant policies, processes and support.

The 2021 survey revealed that awareness of carers' and flexible working policies is substantially lower than parental leave policies, and fewer respondents agreed that the timing of meetings and events took into consideration caring responsibilities. | Jun 2022 – Aug 2023 | SAT. | Appointment of a School carer's champion.

Reverse the decline seen between the 2018-2021 surveys regarding timing of meetings and events. | Case study of Carers champion and support information for carers made available via a dedicated SharePoint page.

Colleagues reminded that where possible all meetings and events should be scheduled within core hours (10am-3pm). An informal policy of 'Meeting Free Fridays' is encouraged. | N/a | G | Carers forum held for colleagues to share challenges and barriers faced by colleagues with caring commitments, which revealed female colleagues who are carers in particular are unaware of support already available.

Carer's champion in place since 2022.

Positive responses to timing of meetings question increased from 53%F/63%M in 2021 to 56%F/66%M in 2023. |
| 33 | Raise awareness of the ASBS POD support available via the School newsletter: My Business Schools News and at subject meetings, this will include updates on the POD refresher sessions. | Immediate start - Sep 2019, thereafter annually | ASBS POD Lead; Communication Officer. | Annual POD update item in School online newsletter in September 2019 and item in subject group meetings. | Human Resources has been renamed to the People Organisation and Development (POD) team. The 2019/20 redesign of the induction process included a dedicated session by (POD) to introduce staff to the team and provide information regarding their role. | G | G | The 2021 survey indicated 56% of staff (57% female and 51% male) were aware of dedicated ASBS support.

However, comments to open questions indicated unfamiliarity is related to whether a staff member needs to interact with POD, and there was a high |
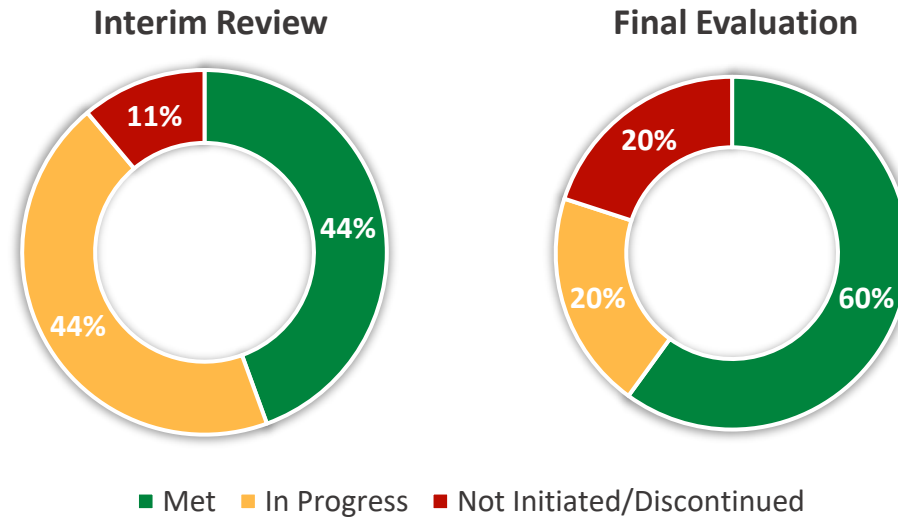
	Academic staff, in particular, are not aware of dedicated ASBS POD support.			80% positive response in next AS survey to a new question about awareness and uptake of dedicated POD support for ASBS, with no significant differences by gender or job family (i.e. Academic/PS).	Presentations by the POD team at School council, subject group and professional services meetings to raise awareness of dedicated POD support. Fortnightly communications from POD highlighting their work is made via the college newsletter.			degree of satisfaction with POD support in the School. The SAT felt that this high satisfaction rate met the success measure.
34	Create 'bite-size' refresher on key POD policies for Line Managers and HoSGs to improve their support for preparing for parental forms of leave, and maternity leave in particular. This was found in the open comments reported by academic women taking maternity leave, although they were aware of University policy guidelines, they were not comfortable about seeking further guidance and found it difficult to get correct advice and support. We will use the PS staff return as best practice.	Aug 2019 - Sep 2020	ASBS POD Lead; Line Managers; HoSGs; Flex Work & Career Breaks Subgroup (SAT).	Ensure academic line managers have the correct information and provide it to staff. Staff returning from maternity leave report positive support/guidance from line managers in qualitative questions in future AS staff surveys (academic sessions, 2020/21; 2022/23).	Bite-size refreshers created by POD and disseminated via the Business School newsletter.	G	G	Comments to open questions in the Athena Swan culture survey indicate positive experiences of returning to work after a period of parental lead in terms of support and guidance from line managers.
35	Further to CAP34, 'Bitesize POD' refresher sessions will include Dignity at Work and	Aug 2019 – Sep 2020	As per CAP34 & Communication Officer.	Positive response in next AS survey least 75% of	This exact question was not asked in 2021 survey, due to the inclusion of	A	G	The 2021 survey revealed a large gender difference in positive response rate (52% female vs 64% male)

	Study Policy, and support and processes. In AS survey 66% Academic staff (59%F: 73%M) were confident their line manager would deal effectively with complaints or occurrences outlined in the Dignity at Work and Study Policy.			academic staff, and female response to be at least 70%.	the new Bullying and Harassment section mandated by Advance HE. Instead, we asked respondents whether they agreed with the statement: "I feel safe and comfortable talking about issues/problems with my line manager".			The positive response rate for this question increased to 83% in the 2023 survey, with no significant difference according to gender.
36	To address the extent to which staff report a bullying and harassment culture within the School. The introduction of the bullying and harassment section in the 2021 survey revealed worrying results, with 28% (45%) of respondents indicating they had experienced (witnessed) bullying and/or harassment at ASBS.	Aug 2022 – Aug 2023	AS Chair AS SAT SE.	Hold a School wide consultation to investigate experiences of bullying and harassment, to determine actions. Proportion of colleagues in 2023 survey reporting experiencing or witnessing bullying and harassment to have significantly declined as compared to 2021 survey.	The consultation resulted in 12 key recommendations, which were endorsed by the SE.	N/a	A	The 2023 survey revealed that the proportion of colleagues reporting experience of bullying and harassment fell to 15%, and witnessing bully and harassment fell to 25%. Although we welcome this progress, we feel that further work is needed to mitigate the extent of bullying and harassment within the School. This issue will therefore be retained as an area of focus in the FAP (FAP55-58).
37	Incorporate the maternity checklist with the briefing 'bite-size' refresher (CAP34) and raise awareness of it with Parental Champions and in 'My Business	Immediate start - Sep 2020	ASBS POD Lead; Line Managers; HoSGs; Communication Officer;	Through the Parental Champions monitor the effectiveness of the checklist,	Information including the maternity checklist and support via the Parental Champions (CAP31) is available via a dedicated page on SharePoint.	G	G	In the open question to the Work-Life balance section in the Athena Swan culture survey, a number of respondents from both job family groups and gender offered experiential accounts of parenthood with regard to

	School News' and Induction materials. Female academics taking maternity leave feel less supported than equivalent PS staff and reported variable experiences of line manager support/knowledge pre-maternity leave via survey comments and SAT meetings.		Flex Work & Career Breaks Subgroup (SAT).	process and support available. Equitable reports of feeling supported from both academic and PS staff in qualitative questions in next AS staff survey.				work-life balance in the Business School. Respondents said that their experience has been positive and that their line manager is accommodating in allowing them to work flexibly around caring responsibilities.
38	Create case study to highlight staff experience of Shared Parental Leave. This will sit alongside the Maternity Leave Checklist and be made available to staff. Only one member of staff has taken shared parental leave in the last 4 years. It is a relatively new and complex policy and demystifying it through staff lived experience may help with awareness and understanding.	Sep 2019 – Jun 2021	SAT Chair; ASBS POD Lead; Communication Officer.	Case study published online. Awareness of SPL to be at least 80% positive amongst male and female respondents (Academic and PS) in next AS survey.	We now have a dedicated Shared Parental Leave champion, and their case study as well as information on support for parental leave is available on SharePoint (CAP31).	G	G	In the 2021 Athena Swan survey, 91% of respondents indicated they were aware of the maternity leave policy, with 80% being aware of paternity leave and 67% aware of share parental leave provisions.

| 39 | Include communication of changes to Paternity Leave within CAP37 (to raise awareness of leave and POD Support in School Newsletter)

During Self-Assessment process, UofG Paternity Leave provisions were increased to two weeks full-pay for staff, regardless of length of service. | Sep 2019 – Apr 2023 | SAT Chair; ASBS POD Lead; Communication Officer; Flex Work & Career Breaks Subgroup (SAT). | Uptake of paternity leave analysed by SAT annually.

Awareness of changes to parental leave provisions to be at least 80% positive amongst male and female respondents (Academic and PS) in next AS survey. | Parental champions include a paternity champion, with a case study on our dedicated SharePoint page (CAP31).

This page is updated with any changes to parental leave policies, which are also communicated by central POD via the college newsletter. | G | G | The number of colleagues taking paternity leave each year is small. However, the 2021 survey revealed a high positive response rate to awareness of parental leave provisions (CAP38). |

Figure 9: Priority Area 6 summary

Interim Review — 44% Met, 44% In Progress, 11% Not Initiated/Discontinued

Final Evaluation — 60% Met, 20% In Progress, 20% Not Initiated/Discontinued

■ Met ■ In Progress ■ Not Initiated/Discontinued

Adjustments made at interim review:
- CAP42 was introduced in response to comments in the 2021 survey regarding the appropriateness of online well-being resources.
- CAP45 did not include a baseline to which we could benchmark our progress. It was determined the stated success measure was ambitious and unachievable within the period of the award and was updated to a measurable and achievable target.
- CAP49 was expanded to include all events held at the School.

Actions rated as Amber/Red at final evaluation:
- CAP40 was discontinued as was found to be not under the remit of Athena Swan.
- Despite initial progress on CAP41, this action point was discontinued following the introduction of a university-wide Health and Wellbeing portal which supersedes the School's online well-being resources.
- Although some progress was made in CAP45, further actions are required to address this area and are incorporated in FAP32-35.
- Ongoing actions are required for progress on CAP48, which has been rolled over as FAP21.

Priority Area 6: Building Inclusion into ASBS Environment							
Ref	Original Planned Action and Rationale	Timeframe	Responsibility	Success Measure	Actions Taken	RAG 2021	RAG 2023	Comments – progress and challenges
40	Name a lecturer theatre in the New Business School building after a prominent female academic, alumni or Glasgow Businesswoman. The building presents the opportunity to profile successful Business School females, and our branding obviously focuses heavily on Adam Smith at present. Reflects recent approach at UofG to profile women in campus developments, where possible- recent examples include Gilchrist PG Club; Isabella Elder Building; McIntyre Building; Mary Stewart Building; new Pears Building for Institute of Health and Well-Being as part of Campus Development. Lady Cosgrove Seminar Room in School of Law.	Apr 2019 – Apr 2023 (Assuming completion of building works)	HoS; New Business School Building Working Group; Organisation and culture Sub-group (SAT).	Lecture Theatre named after successful female academic, alumni or woman in business.	This action point was passed over to Building Naming Committee so that established procedures are followed to ensure that an appropriate person was identified.	R	R	Upon investigation it was found that Athena Swan does not have the authority to name buildings/lecture theatres, the remit lying with the central university Building Naming Committee. All rooms in the new business School building are designated by number.
41	Create a new Staff Wellbeing Resource within SharePoint (including a menopause area) to make information more accessible to staff.	Immediate start – Sep 2019	HoPS; SAT.	At least 75% positive response to questions about awareness of new resource from staff	A set of resources were created and made available on a designated SharePoint page in Summer 2019.	A	R	The 2021 survey revealed that only 50% of staff were aware of the online resources, with 25% having used them. Qualitative comments indicated that many staff felt that online resources

No.	Action	Timeframe	Responsibility	Success measure	Progress			Outcome
	Intersectional considerations of age and gender. Enhancing approach to inclusion via staff wellbeing.			in next AS staff survey.				were appropriate for certain wellbeing issues only but were useful in providing information. Following this feedback the resources were updated and expanded, but it also demonstrates that our future action plan should include other wellbeing related action points. A new health and wellbeing strategy was implemented by POD, with a dedicated health and wellbeing portal launched in 2022, superseding the School-level resource.
42	Provide menopause training for staff and line managers. Comments in the 2021 ASCS indicated that online well-being resources are not always adequate to address wellbeing issues, and that support around menopause in particular would be welcomed.	Jun 2022 – Aug 2024	SAT, ASBS academic expertise.	Participation and satisfaction with new menopause training opportunities	We engaged the services of Hold the Space, an external trainer to deliver an annual workshop for staff. Line management training was developed by ASBS academic. We also identified Menopause champions and provided resources to help alleviate menopause symptoms.	N/a	G	Post-programme evaluation indicated a 60% increase in staff feeling supported with menopause-related issues. 33 individuals attended line management training. Attendance was 88% female, and FAP52 will be to encourage engagement with this training by all line managers.
43	Provide an informal get-together drop-in over lunch once per semester between 12.30-1.30pm to enhance communication between academics and PS and increase opportunities for new staff to network. Co-location by staff/subject groups in different parts of the	Sep 2023 – Apr 2024	Social Committee; Organisation & Culture Sub-group (SAT).	2 drop-in lunch sessions per year. Positive feedback from participants collected at event using simple 'feedback tokens/frames' for instant feedback.	Since 2018 and up to the onset of the pandemic, informal get-togethers occurred at least once a semester. Social committee expanded events to include breakfast, coffee mornings, games nights and summer BBQs.	G	G	Due to social distancing restrictions events were curtailed during the pandemic, but the Social Committee was reinstated in June 2022. During 2022/23 the committee organised seven social events for staff, the most popular being the Big Breakfast, held between 9am-11am to allow colleagues working flexible hours to attend - with one member of staff commenting: "Loved it - glad that even though I

	main building make informal socialising more difficult.			Positive response in next staff survey to question about awareness and participation in lunch events from at least 75% of academic and PS male and female staff.				missed my train and got there a bit later, I still got my breakfast! Well done to all involved in organising!”.
44	Evaluate committee membership to ensure appropriate female representation.

Steps have been taken to introduce Alternate System, Role Rotation and Transparent process to open roles on Committees.

This forms part of workforce planning and should improve diverse representation on School Committees. | Immediate start – Apr 2023 | HoS; Committee Clerks. | Committees to reflect 40F:40M:20 F/M membership. | Historical analysis of committee membership undertaken in December 2019. Report presented to SE as part of annual Athena Swan update (CAP6).

In 2021 a Workload Model (WLM) working group was instituted, the remit of the latter included to enhance gender equality in role allocations. | G | G | Athena Swan analysed committee membership, as well as WLM allocations of roles over 5 years - up to 2019/20 (CAP46). This historic analysis revealed that the gender balance for overall committee membership has been within the benchmark (40F: 40M: 20F/M) for fair gender representation since at least 2015. However academic representation on committees fell below the benchmark.

Since 2020/21 both overall staff and academic staff representation has been within the benchmark of fair gender representation. |
| 45 | To improve the perceived lack of transparency in WLM allocation process, Research Clusters will be encouraged to discuss initial drafts each year to raise pertinent issues for consideration. Staff encouraged | Immediate start – Apr 2023 | HoSGs; Research Cluster Leads, Programme Convenors. | Next AS staff survey shows at least 70% of Academic female and male respondents understand workload allocation | Subsequent to the historical analysis (CAP46), a gender audit of the WLM is conducted annually, with key findings reported in the Athena Swan update at School council and subject group meetings and to the School Executive. | A | A | Responses to the 2023 survey indicated an improvement in the perceptions of fairness and understanding of the WLM, but no change in the perception of the WLM’s transparency, and pre-existing gender gaps were not lessened: i: 48%F/50%M thought WLM transparent |

	to feel able to raise personal issues with the Head of Subject. Qualitative comments indicated lack of transparency around WLM and workload allocation. Annual PDR discussions provide opportunity to discuss workload allocation. The WLM has mechanism for an individual to compare their workload allocation with ASBS averages and how it sits alongside an anonymised histogram of allocations across the School.			and agree that it is undertaken fairly.	Results of annual audit (CAP46) discussed within subject group meetings. Since 2021 a WLM lead has been introduced in each subject group to manage WLM allocations, and discuss issues with individual WLM allocations, in addition to the PDR review process. The rationale for this action did not contain baseline statistics. This was captured in the 2021 survey and indicated i: 49% thought WLM transparent ii. 23% thought WLM fair (with no significant difference by gender) and iii. 44% understood the WLM iv. 16% agreed that WLM accounted for all their activities (with male colleagues having a significant higher positive response rate than female colleagues). The original success measure was deemed to be unrealistic, and was updated by the SAT: **Increase by 10 percentage points the perception of understanding, transparency and fairness of WLM by next survey.**			ii. 31%F/36%M thought WLM fair iii. 47%F/54%M understood the WLM iv. 25%F/43%M agreed that WLM accounted for all their activities. Survey responses to perceptions around the WLM stand in contrast to the improvements seen in the data on WLM allocations (CAP46). Responses to new questions revealed 56%F/65%M were aware of the WLM policy and 82%F/80%M knew who to approach with concerns about their WLM allocation. These findings indicate the actions implemented were either not sufficient to significantly improve perceptions around the WLM, or have not had sufficient time to take effect. SLT agreed in Aug 2024 to review the WLM and develop a more transparent model (FAP32-35).

| 46 | SAT Chair and HoSGs to review convener allocations by gender to ensure equitable allocation of academic administrative roles.

Qualitative comments in staff survey suggested disproportionate allocation of admin heavy roles to women in certain subjects. Programme convening roles are being developed within the School as part of the leadership pipeline. To raise their parity of esteem and more clearly articulate their relationship to leadership development and progression, ASBS created full role descriptors and organisational map in 2017/18. | Immediate start – Apr 2023 | HoSGs; SAT Chair; Communication Officer. | Review to show equitable allocation of roles by gender based on eligible staff pools over last 5 years.

Results to be communicated to all staff to improve (mis)perceptions and to be reviewed in free text comments in next AS staff survey.

Where inequitable allocation by gender is identified, action to be taken to rectify in workload allocation following presentation of issue and recommendations at School Executive. | Historic analysis undertaken in 2019/20 indicated overall gender composition of allocated roles is broadly in line with the gender composition, but evidence of gender disparities in some individual role categories and between subjects. Annual report presented to SE with recommendations forwarded to HoSGs to consider when making WLM allocations.

WLM working group (CAP45) reviewed role descriptors to ensure equitable hour allocations across roles in a WLM policy which is published on SharePoint and updated each year. | G | G | Annual audits indicate that incremental progress has been made each year and the School has achieved fair gender allocations in nearly all role categories and is on a clear trajectory to achieve fair gender representation. For instance female representation in research administrative roles has increased from 27% in 2017/18 to 38% in 2022/23 (Table 3). |
| 47 | Develop a process to record the gender of the speakers at all research seminars and workshops.

These have not been formally recorded. Creation of a process | Sep 2019 – Apr 2023 | Research and Events Team; Organisation and Culture Sub-group (SAT). | Data reports shared with SAT for evaluation, to make recommendations to the relevant committees and research clusters | New data recording process (CAP47) agreed with and implemented by all research seminar convenors. | G | G | Recording process co-created with the research and events team.

Data capture includes nominations and invitations to speak, as well gender of speakers to encourage gender equity at each stage of the process. |

	with the Research and Events team within 'Connect' will formalise this.			based on emerging trends suggesting gender bias.				
48	Improve gender balance amongst research seminar speakers by embedding explicit focus on gender diverse nominations within new Events Strategy and review via new recording system (CAP47). Historically there have been more male than female across the School presenting at research seminars. Research and Events can review lists of speaker suggestions to ensure at least 40% female and revert to HoSGs where not met.	Sep 2019 – Apr 2023	Research Cluster Leads; Research and Events Team; Organisation and Culture Sub-group (SAT).	Attain a 40F:40M:20F/M gender balance across Research Seminar Series.	A focus on encouraging more diverse nominations of speakers disseminated via Athena Swan update at School Council and subject group meetings. Annual report of diversity in research seminars presented to SE and disseminated across School.	A	A	Since implementation of the new process in 2019/20, gender representation rose initially from 24% in 2018/19 to 34% in 2021/22., However this fell back to 25% in 2022/23. Analysis by subject group between 2018-2023 reveals a significant increase for Economics (11% - 26%), maintenance of gender balance for Management (45% - 47%) but a decrease in representation for Accounting and Finance (31% - 27%). This aspirational target may take a number of years to achieve, and demonstrates a need for continued focus in this area in the next action plan (FAP21).
49	Improve gender balance amongst Practitioner Seminars in line with CAPs 47 and 48. Fewer women are represented in Practitioner Seminar Series.	Jan 2020 – Apr 2023	Research and Events Team; Organisation and Culture Sub-group (SAT).	Attain a 40F:40M:20F/M gender balance across Practitioner Seminar Series.	Upon consultation with the events team, the SAT expanded the remit of this action point: **To develop a complimentary data recording process to CAP47 for recording gender diversity in all ASBS events.** **Attain a 40F:40M:20F/M gender balance across all ASBS-organised events.**	A	G	Recording process co-created with the events team. Baseline data recorded Jan-Dec 2021 indicated female representation of invited panellists and speakers, for those who provided information on their gender, was 39% across all ASBS events. Female representation of panellists and speakers increased to 44% in 2022 and 45% in 2023.

2.2 Evaluating success against department's key priorities

2.2.1 Progress in Female Representation

Our staff numbers have increased by 58% since achieving the Athena Swan Bronze award. Priority Area 3, CAP14-CAP18 focussed on improving gender equality in recruitment. Figure 10 shows we have maintained gender parity overall, with improvements in both job families. Professional Services, characterised by female over-representation (male under-representation), experienced a decline from 83% to 72% in female representation. For academics, where we have female under-representation (male over-representation), we experienced an increase in female representation from 36% to 41%.

Figure 10: Female Representation by Job Family
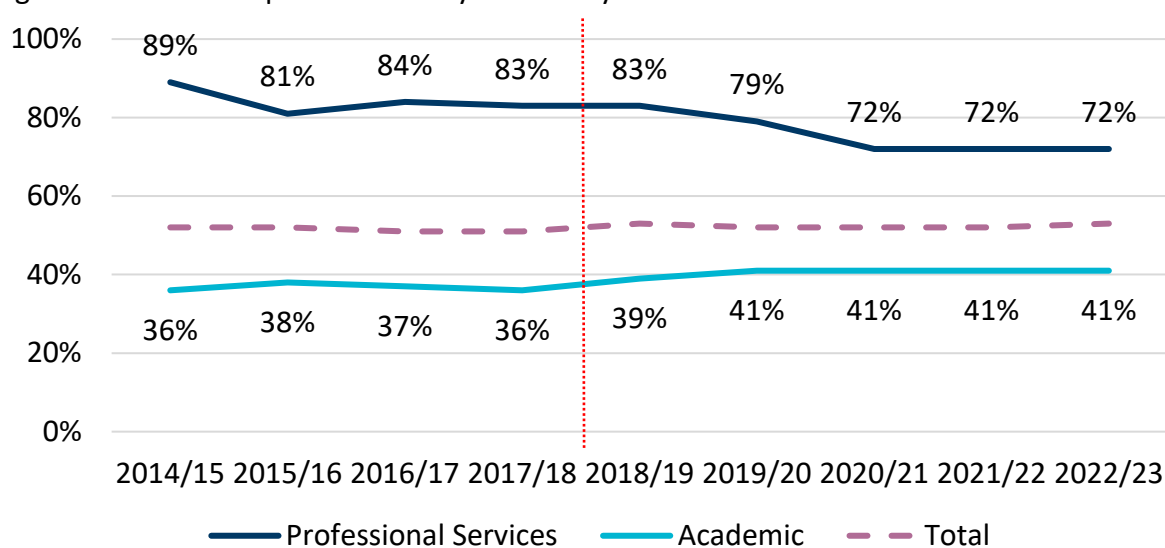
Data for Figure 10 from Tables A2.3.1 and A2.5.1. For Figures 10-14 and Table 3 the vertical line delineates between pre- and post-Athena Swan award periods.

We have also seen a 48% increase in student numbers since the award was given. There has been a decline in female over-representation amongst total student numbers from 57% to 53% (Figure 11), and our actions to improve diversity in the recruitment of PGR students (Priority Area 2 CAP11-CAP12) have resulted in a large increase, from 34% to 51%, in female representation amongst PGR students.

In addition to progress in recruitment, actions in Priority areas 1 and 6 have improved female representation in leadership roles. CAP1-CAP2 targeted senior leadership teams. Figure 12 shows an increase in female representation for both the SLT (33% to 46%) and SAB (27% to 42%).

Figure 11: Female Representation Across All Degree Programmes
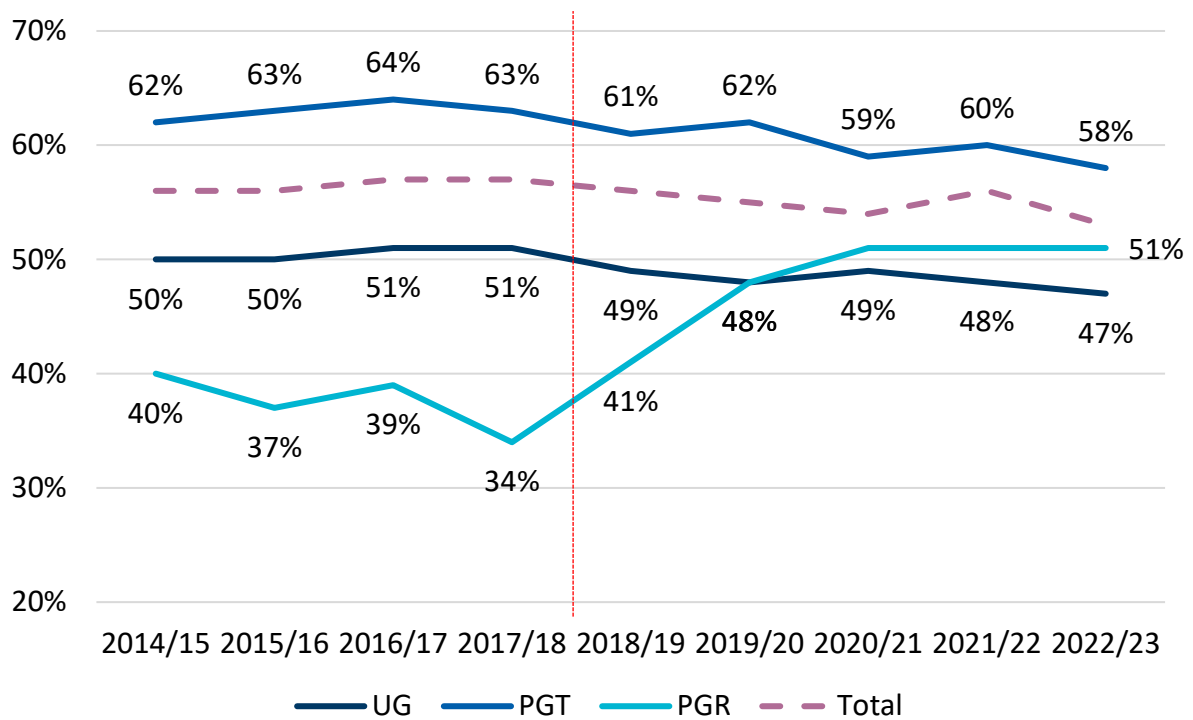
Data for Figure 11 from Table A2.1.1.

Figure 12: Female Representation Across Senior Leadership Teams
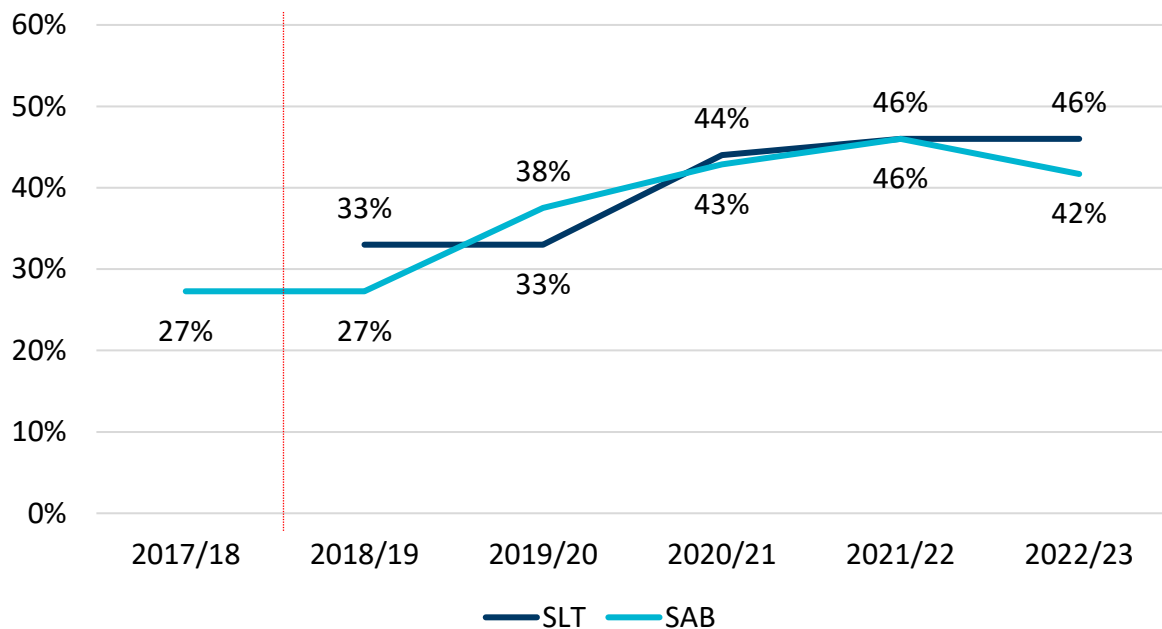
Data for Figure 12 from bespoke dataset collected by SAT.

Priority Area 6, CAP27 focussed on role allocations across academic staff. An initial audit of the Workload Model (WLM) revealed systemic gender differences across roles. As shown in Table 3, prior to our Athena Swan award although female representation across roles was in line with the gender distribution in academic staff, female colleagues tended to be over-

represented in UG administrative roles, whereas female underrepresentation was prevalent in particular for School and research roles.

Table 3: Female Representation Across Roles

ASBS Roles	2015/16	2016/17	2017/18		2018/19	2019/20	2020/21	2021/22	2022/23
	%F	%F	%F		%F	%F	%F	%F	%F
Academic staff	38	37	36		39	41	41	40	41
All Roles	38	42	36		42	46	44	45	44
School Roles	30	41	35		43	51	49	44	46
UG Convenors	54	56	55		50	67	75	63	45
Research Roles	29	29	27		35	36	31	34	38

Data for Table 3 from annual WLM. Green cells indicate gender composition within the 40:40:20M/F benchmark of fair gender representation. Blue (orange) cells indicate male (female) over-representation.

This is noteworthy as these latter roles are more prominent in promotion criteria for academic staff. HoSGs were asked to consider gender equity in the allocation of roles in the WLM, and a clear movement towards more gender balance in role allocation is observed for the post award period. This improvement also impacted the composition of School committees (CAP44), as roles assigned in the WLM determine committee membership, and female representation on School committees increased (Figure 13).

Figure 13: Female Representation on Committees
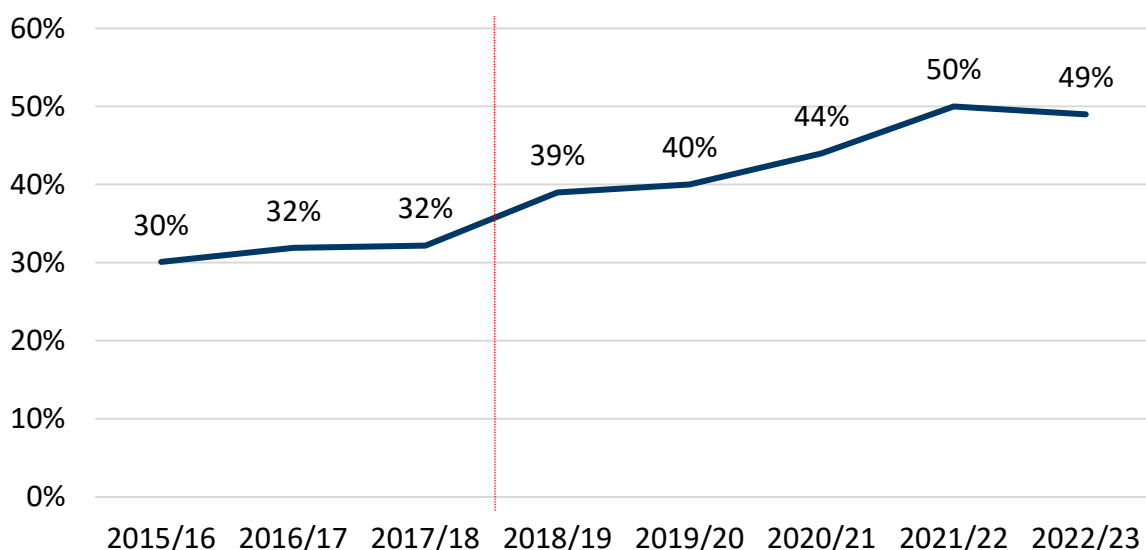
Data for Figure 13 from bespoke dataset collected by ASBS SAT.

These improvements in female representation, along with the impact of the promotion workshops (CAP22) have had a notable impact on the academic pipeline – i.e. the progression of individuals through stages in academia, from undergraduate through to professor. Figure 14 compares the ASBS pipeline for the pre-Award period (2017/18) to our position in 2022/23. Although in both periods there is clear evidence of the well-known leaky pipeline, whereby women leave the academic career path leading to a decrease in representation at higher academic levels, the leak has slowed as indicated by the flatter trajectory in the most recent period. On a less positive note, the graph also indicates only marginal improvement at professor level. We realise that our actions implemented to date have had limited traction in this dimension and have introduced FAP17 to address the bottleneck in promotion at Grade 9/10 which is more prevalent for women.

Figure 14: ASBS Academic Pipeline
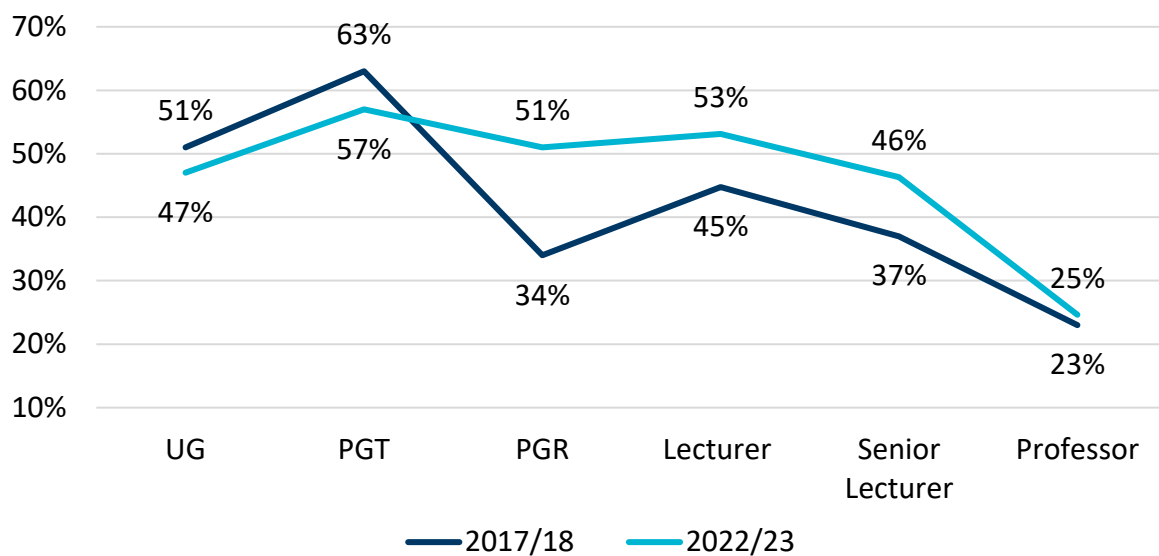
Data for Figure 14 from Tables A2.1.1, A2.3.4

2.2.2 Progress in Building Inclusion

To address CAP41 in priority area 6 we introduced a suite of online resources to support well-being. However, feedback from the 2021 ASCS revealed that the provision of online resources was not seen as adequate to address many impacts on health and wellbeing, and more initiatives around menopause would be welcomed:

> "I do not feel that SharePoint resources can be considered adequate mental health or wellbeing support."

> "I know that work is being done around menopause, but more could be done to support affected women suffering from various effects of menopause."

Recent studies (e.g. Menopause in the Workplace (2022), Fawcett Society) highlight a lack of menopause support in the workplace, leading many women to reduce hours, avoid

promotion, or leave jobs. Implementing initiatives around menopause promotes gender equality in the workplace by addressing a natural stage of life that disproportionately affects women, ensuring they receive the support needed to maintain well-being and career progression. Based on ASCS responses, 20% of female staff are peri-menopausal or post-menopausal and would potentially benefit from menopause support.

We introduced CAP42, implementing five initiatives around menopause: 1) training for employees going through or expecting to go through menopause; 2) training for line managers to equip them with skills and resources to support staff experiencing menstrual health or menopause-related challenges, 3) identifying menopause champions to maintain ongoing dialogue and support; 4) investment in physical resources to help alleviate menopause symptoms, 5) a commitment to hosting an annual menopause-related event reinforcing the importance of the issue within and beyond the School community.

We engaged an external company, Hold the Space, who delivered the innovative Menopause: Translated programme. The programme involves a comprehensive 1.5-day workshop aimed at breaking down barriers and prepares participants for managing menopause. Through annual provision we aim to create a supportive community for women navigating their menopause journey, empowering them to advocate for their needs to foster a more inclusive and understanding work environment.

Post-programme surveys showed a 60% increase in staff feeling supported and a 50% rise in open discussions about menopause. Participants praised the programme's impact:

"This new level of understanding has made a big difference to me. I understand myself and my body a lot more...The workshop gave me lots of advice and insights about how best to mitigate it."

"It's helped me think through my approach and experience with HRT, and act as a support for others. It's given me a sense of empowerment and control I didn't have…and know that the School values the experience and needs of women like me."

We leveraged internal academic expertise through Professor Kathleen Riach, an international expert on menopause at work and currently lead convenor for developing the ISO benchmark on menopause and menstruation in the workplace. Professor Riach devised and delivered a training programme for line managers to support them in providing support for menopause and menstrual health. The programme was piloted in February 2023 within ASBS with 17 participants (94%F). Following the success of the pilot, the training programme was repeated with the invitation base expanded to include line managers across CoSS, 16 registered (81%F).

To broaden the impact of our menopause-related initiatives, our 2024 International Women's Day event, "Menopause and Menstrual Health at Work: Changing the Conversation", was championed by the UofG Principal, Sir Anton Muscatelli, and featured a panel of experts to discuss the practical steps leaders can make towards running menopause and menstrual friendly organisations. Panellists including the Chief Medical Officer from BT Group, the

founder of Black Women in Menopause, the Menopause Lead for Glasgow City Council and representatives from the Scottish Government Women's Health Plan.

2.2.3 Progress in Workplace Culture

Priority area 5 included actions relating to the School's commitment to fostering a positive and inclusive workplace culture. Following Advance HE guidance, the 2021 ASCS included a section on Bullying and Harassment. The results revealed significant concerns, as 28% of respondents (29%F/21%M) reported experiencing bullying and harassment, while 45% (51%F/33%M) reported witnessing such behaviours, underscoring an immediate need to address these issues and the SAT introduced a new point in the action plan (CAP36).

In August 2022 the SAT launched a comprehensive, School-wide consultation aimed at understanding the dynamics and manifestations of bullying and harassment. This process involved gathering insights on when, where, and how such behaviours occurred and who was involved. The consultation process resulted in a detailed report presented to the SLT outlining 12 key recommendations to promote a positive workplace culture around the themes of a) Leadership Commitment and Accountability; b) Training and Development; c) Enhanced Communications. These recommendations were implemented by August 2023.

Table 4 compares the positive response rate (PRR), defined as the number of responding strongly agree or agree as a proportion of responses, by gender between the 2021 and 2023 surveys. The surveys also elicited comments from staff using free text questions.

Table 4: Responses to Bullying and Harassment section in the ASCS

Questions	ASCS 2021			ASCS 2023		
	F	M	F-M	F	M	F-M
I have experienced bullying and/or harassment at ASBS in the past 12 months.	29%	21%	8%	17%	13%	4%
I have witnessed bullying and/or harassment at ASBS in the past 12 months.	51%	33%	18%	30%	17%	13%
I have experienced a situation where I have felt uncomfortable because of my gender	31%	11%	20%	10%	1%	9%
I know how to report instances of bullying, harassment or discrimination	60%	49%	11%	73%	66%	7%
I am satisfied with how bullying and harassment are addressed at ASBS	23%	31%	-8%	27%	40%	-13%
I am familiar with the anti-sexual harassment policy, anti-gender violence policy or equivalent.	42%	56%	-14%	83%	84%	-1%

The comparison indicates a substantial reduction in the incidence of staff experiencing and/or

witnessing bullying and harassment and/or situations where they felt uncomfortable due to their gender. There is an increase in awareness of relevant university policies, which is reinforced by comments received to the surveys. In the 2021 survey some colleagues commented on their lack of knowledge of existing policies:

"I wasn't aware we have a formal procedure for reporting bullying and harassment, or an anti-gender violence policy."

Whereas contrasting comments were received for the 2023 survey:

"There is plenty of support/guidance available to colleagues to inform regarding appropriate behaviours."

Satisfaction with how the School addresses bullying and harassment increased between the 2021 and 2023 survey. Importantly there was also a narrowing of gender differences in responses to questions, indicating the improvement has furthered gender equitability.

Several factors contributed to the success of these initiatives, providing valuable insights that can be applied to other key priorities. Engaging staff in the consultation process and incorporating their feedback fostered a sense of ownership and commitment to creating a positive workplace culture. The visible commitment from senior management played a crucial role in driving cultural change. Equipping line managers and staff with the necessary skills and knowledge, nurtured an environment where issues could be addressed promptly and effectively.

Section 3: An assessment of the department's gender equality context

3.1 Culture, inclusion and belonging

The School is committed to fostering an environment where inclusion and belonging are integral to its culture and practices. This commitment aligns with the UofG vision of being 'The World-Changing University that transforms lives through ideas and actions'.

Figure 16: New Adam Smith Business School Building

ASBS fosters an inclusive workplace and our new building (Figure 16) is central to this effort. This dedicated space is more than a physical structure; it is a multifunctional hub where both formal and informal staff interactions thrive. Equipped with the latest technology for hybrid meetings, it offers flexibility for colleagues while ensuring that everyone can participate fully. It allows us to host a wide range of events, from social gatherings like coffee mornings to significant School events such as International Women's Day and staff awards ceremonies. These events nurture a strong sense of community and reinforce our commitment to inclusivity. The inclusion of a prayer room acknowledges the diverse religious backgrounds of our community, while the addition of a dedicated breastfeeding room highlights our commitment to supporting parents and carers. These features underscore our dedication to creating an environment where everyone feels valued and respected.

ASBS values staff voices and encourages transparency in decision-making. Engagement leads from each job family regularly gather feedback to ensure policies reflect the needs and

perspectives of the community. We use digital resources such as the ASBS SharePoint page (Figure 17) to promote a sense of belonging. This platform not only serves as a communication tool featuring news and achievements but also acts as an advice and support hub, offering easy access to policies and resources for all staff members.

Figure 17: Screenshot of our School SharePoint site
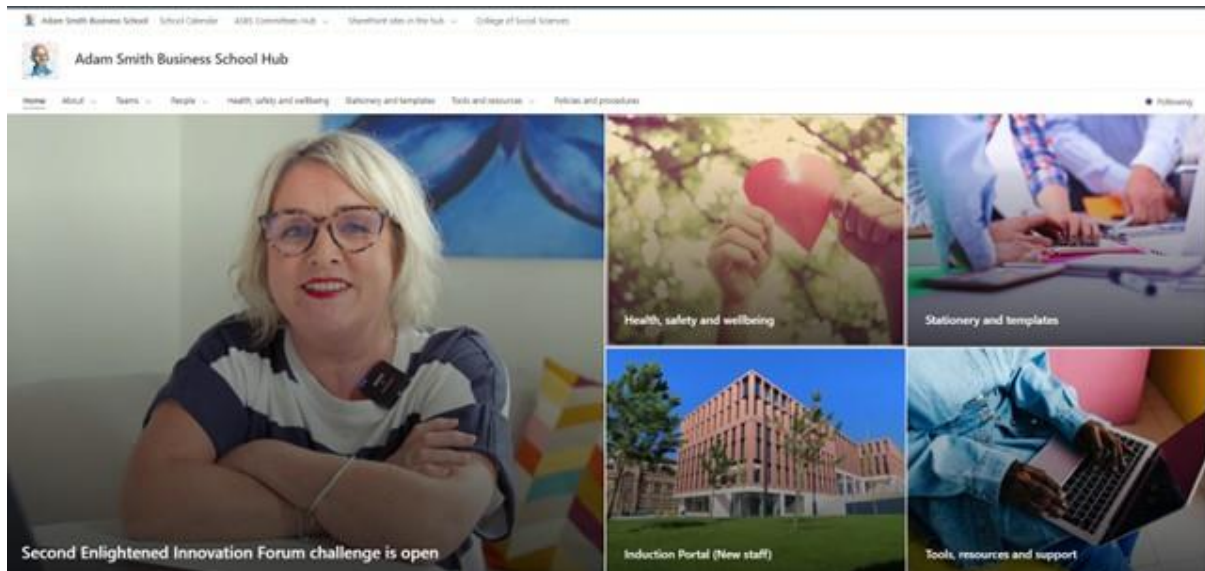
Figure 18: Poster for Staff Health and Wellness Day

Recognising the impact of work-life balance on staff well-being, ASBS has implemented various measures to support flexibility and work-life integration. Post-pandemic, the School has embraced hybrid working models, updated our remote working policy, and introduced meeting-free Fridays. To further support staff, we held a Health and Wellness Day in April 2024 (Figure 18), focusing not only on providing resources for those facing mental and physical health challenges but also on preventing these challenges from occurring. We have addressed the needs of staff with caring responsibilities by ensuring core meetings are not held before 10am or after 3pm.

In 2024 we introduced the ASBS Colleague Excellence Awards to celebrate outstanding contributions of colleagues (Figure 19), and recognise the hard work and dedication of those instrumental in fostering a supportive and committed environment for both students and staff.

ASBS is committed to fostering an inclusive environment for trans and non-binary individuals. There was too low a response rate in the ASCS for gender identity options other than male/female (less than 1%) to evaluate specific needs for this group with survey data, but a dedicated question revealed that 9% of respondents believe more support is needed for gender identity and/or reassignment status. We put out a call for an LGBTQ+ champion, but did not receive any volunteers. Our FAP focuses on providing equitable support across all genders, including FAP43 to host listening forums to better understand the experiences of trans and non-binary staff and implementing actions as necessary to address their specific challenges.

3.1.1 Insights from mandatory data analysis

Feedback from our previous submission encouraged us to analyse our data on staff and students by subject group. Our overall student female representation is at the HESA benchmark[1] for undergraduate students and slightly above for postgraduate taught and research students (Table A2.1.1). The HESA report does not have information on individual subjects to allow us to benchmark these, but comparing female representation across subjects (Tables A2.1.2-A2.1.4) reveals female under-representation at undergraduate level in Accounting and Finance and Economics, and for postgraduate research students in Economics. There is male under-representation at all student levels in Management, and at postgraduate level for Accounting and Finance.

The HESA report for staff includes information for Economics separately to Business and Management. As with our students, female representation amongst our staff is broadly in line with the wider sector: ASBS Economics sits slightly below the sector-wide benchmark, whereas the other two subjects combined are marginally above the benchmark (Table A2.3.5). Examining each of the subjects in detail reveals stark female under-representation in Accounting and Finance and Economics, with a tendency towards male under-representation in Management.

Given that we observe both female and male under-representation, our FAP entails a shift towards supporting all genders. This inclusive approach addresses imbalances holistically, rather than continuing the previous focus solely on female representation. By broadening our focus, we aim to foster gender equity across all disciplines within the school.

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[1] Student Benchmark data uses the Business and Management category, Staff Benchmarks the Business And Management and the Economics and Econometrics categories from the Equality in HE Statistical Report 2023 data tables.

3.1.2 Evaluating our culture via the ASCS

The administrative data on staff and students discussed above was provided to us with a breakdown according to sex registered during the onboarding process. Other individual characteristics, such as ethnicity, were not provided due to GDPR constraints. In contrast, in our survey data individuals were asked to self-identify personal characteristics, although a significant proportion chose not to disclose these. As a consequence, we recognise that it is not possible to directly compare administrative with survey data, and our ability to conduct intersectional analysis is limited to our survey data only.

We conducted the ASCS in 2021 and 2023. Insights from the 2021 survey played a critical role in our interim review. This section focuses on the findings from the 2023 survey, which have provided evidence both for the final review of the CAP and to inform action points in the FAP.

We followed the Advance HE guidelines, dividing the survey into six key sections: Belonging and Inclusion, Bullying and Harassment, Career Development, Gender Equality, Wellbeing and Work-life Balance. We included mandatory questions from Advance HE, and added questions developed by the SAT to address School-specific concerns. Respondents rated their agreement on a 5-point Likert scale, ranging from Strongly Agree to Strongly Disagree, and each section concluding with a free-text question for additional comments. We used the PRR (defined as in Section 2.2.3) to analyse survey responses, with certain questions reverse-coded such that a higher PRR always represents the "better" outcome.

The survey captured a broad spectrum of personal and employment characteristics, enabling analysis across various groups. To protect anonymity, we applied a minimum cell size of 10 responses, requiring the merging of low-response categories for some characteristics. While this limited intersectional analysis, we successfully explored the intersection of Job Family, Gender Identity, and Ethnicity. A qualitative analysis of free-text responses identified key themes and provided deeper insights into the quantitative data.

A full report of the survey findings was presented to SLT, as the ASCS informs both Athena Swan as well as broader EDI work. For transparency our survey reports are made available to all staff via SharePoint.

3.1.3 Overall responses by survey section

For brevity, we present overall responses by survey section according to gender identity, ethnicity along with their intersection. Detailed tables of responses by question for each section are presented in Tables A1.1 – A1.6 along with a comparison of the PRR from the 2021 ASCS for those questions that appeared in both surveys. Heatmaps comparing the PRR for each question across characteristics are presented in Tables A1.7.1 – A1.7.6.

Figure 20: PRR by section and gender – ASCS 2023
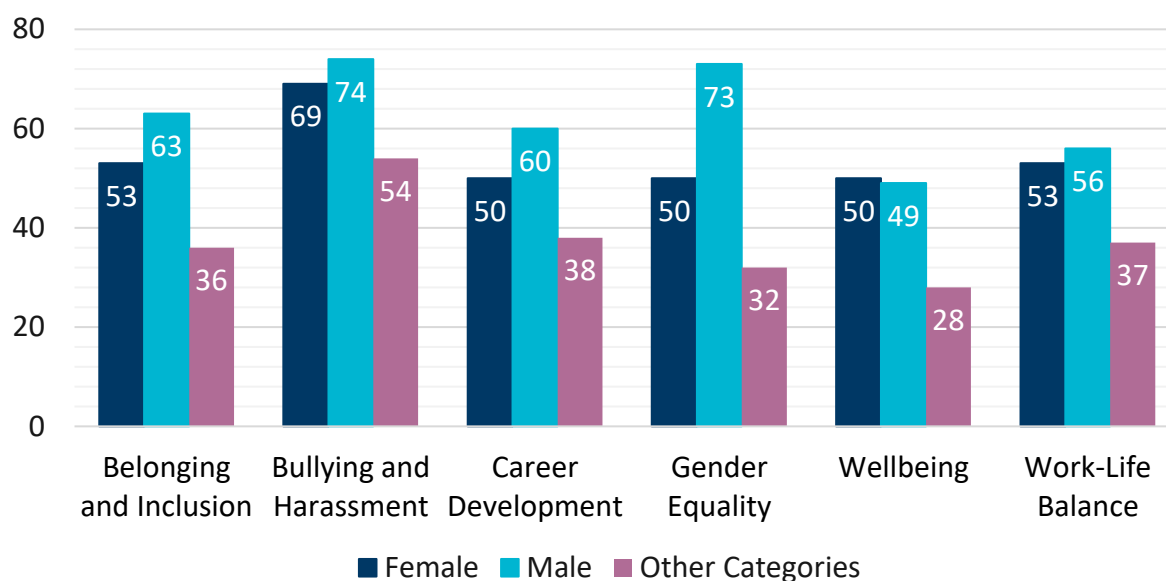
Figure 20 shows respondents in the category including the PNTS option had a lower PRR than those identifying as female/male. The survey did not elicit reasons why some respondents preferred not to indicate gender, but it is evident that colleagues who do not feel comfortable in disclosing this information have lower satisfaction levels. Male respondents have on average a higher PRR than female respondents for all sections apart from Wellbeing and Work-Life Balance, where no significant gender difference exists. In response we have developed two key priorities in our FAP: working towards building gender balance at all levels and to build a more inclusive culture which celebrates and supports all genders.

Figure 21: PRR by section and ethnicity – ASCS 2023
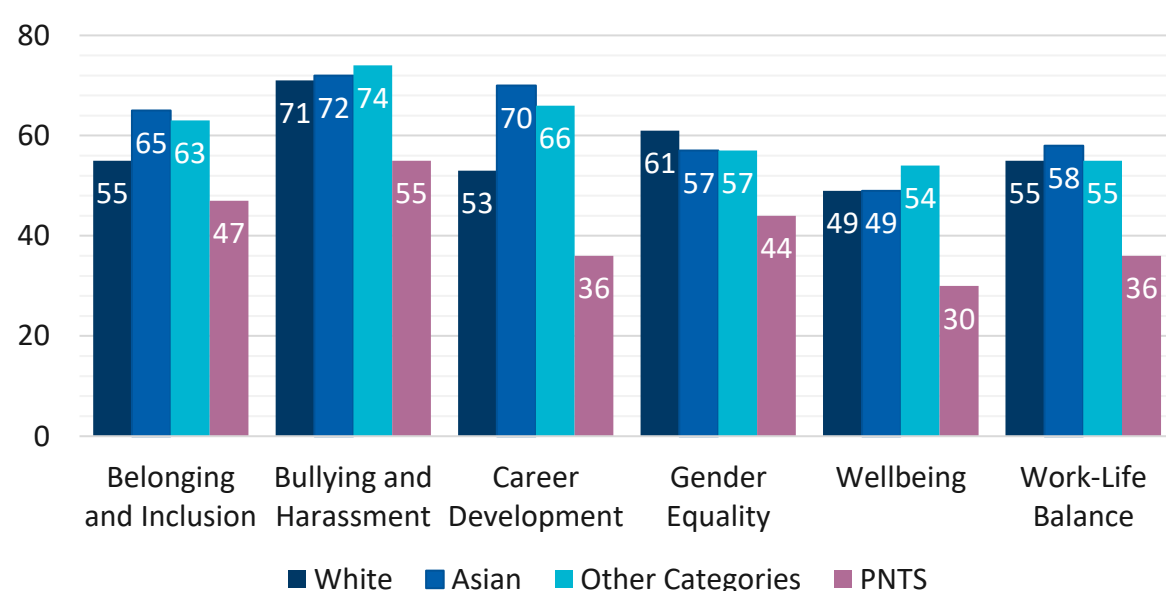
Figure 21 demonstrates that, as with gender, respondents who preferred not to disclose ethnicity had a lower PRR in all sections. Respondents whose ethnicity is other than white respond more positively than white individuals in the Belonging and Inclusion and Career Development sections. In the other sections there was little difference in PRR according to ethnicity. Greater ethnic diversity amongst academic staff suggests these differences

according to ethnicity may be influenced by job family. As such we have introduced a key priority to ensure equitable support for all staff in the FAP.

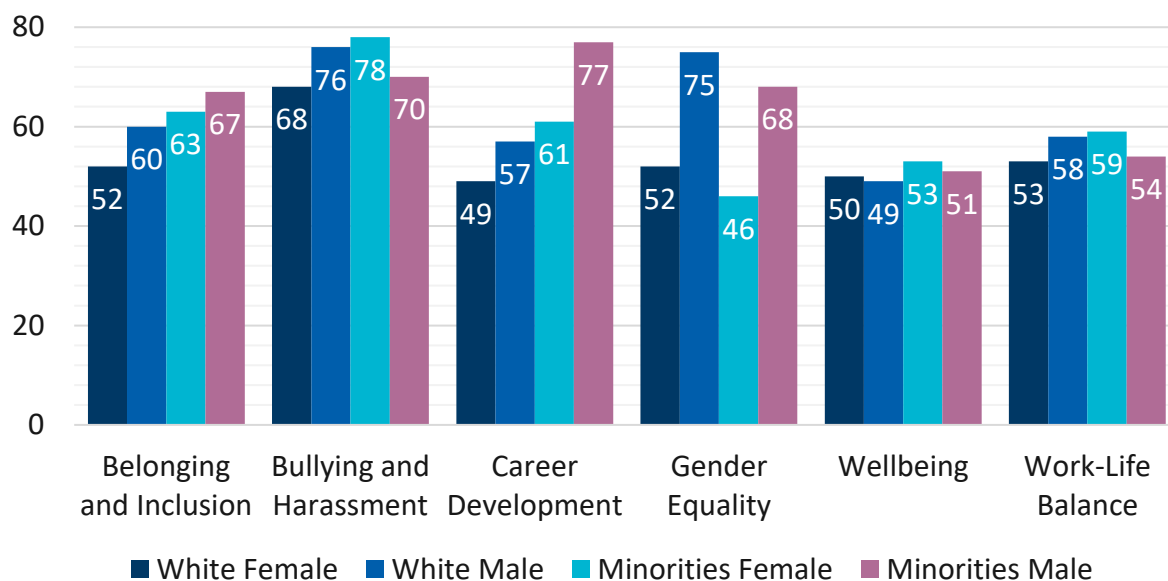Figure 22: PRR intersectionality by section – ASCS 2023

Figure 22 shows the intersection of gender and ethnicity. Due to the confidentiality rule it was necessary to combine all non-white respondents into one category, although we recognise that using just one category to capture all ethnicities other than white can obscure important differences between diverse groups and as such, we should exercise caution in our interpretation of this analysis. There is a higher PRR for minority/female for all sections apart from Gender Equality where the difference is in favour of white/female. Differences between white/male and minority/male respondents are not systematic in direction. Minority males have higher PRR for Belonging and Inclusion, Career Development and Wellbeing, but lower PRR for Bullying and Harassment, Gender Equality and Work-life Balance. Although many differences are small, we recognise there are challenges particularly in the domains of career development and gender equality.

3.1.4 Analysis by Survey Section

Belonging and Inclusion: Male respondents had a higher PRR for most questions (Table A1.7.1), except from feeling comfortable discussing issues with line management, where there was no substantial male-female difference. Free-text comments raised concerns about the effectiveness of communication and management practices in fostering a sense of community. Suggestions included holding more in-person meetings and cross-School social events to bridge the divide between professional services and academic staff. Respondents expressed a desire for more inclusive and transparent decision-making processes, better representation in hiring practices, and actions to improve the visibility and integration of diverse teams within ASBS. This evidence has informed action points in Key Priority 1-4 in the FAP.

Bullying and Harassment: There was a mixed response according to gender for questions in this section (Table A1.7.2). Female staff were substantially less likely to agree that communications are respectful and were more likely to report witnessing bullying and/or

harassment and to know how to report it. There were no marked gender differences in the experience of bullying and harassment, in knowledge of expected behaviours, awareness of policies, or feeling that line management would take appropriate action to address issues. Male respondents were less likely to experience discomfort related to gender. Qualitative comments noted issues related to microaggressions and inappropriate behaviour, particularly towards junior staff and PS colleagues. There were calls for more effective training and awareness programs to address these issues, and more robust support systems for those experiencing or witnessing bullying and harassment. FAP55-58 aim to address these concerns.

Career Development: The male PRR was markedly higher for nearly all questions (Table A1.7.3). The gender difference was particularly large for discussions in the PDR around career development and promotion, and with support regarding individual characteristics. Comments revealed variances in experiences related to PDRs, with respondents noting the influence of line managers on career progression. Concerns included a lack of clear career pathways, especially for early-career academics, and workload pressures limiting opportunities for professional growth. Suggestions called for more management training to ensure consistent support across the School, a need for greater clarity and support in promotion processes, and more equitable workload distribution. Actions to address these issues have been incorporated into Key Priority 3 in the FAP.

Gender Equality: There was a marked lower PRR for females as compared to males for questions in this section (Table A1.7.4), except from feeling that gender had an influence on promotion opportunities where there was no marked gender difference between male and female respondents. In free-text comments respondents acknowledged progress particularly in increasing female representation in leadership roles. However, comments indicated that gender-based microaggressions and biases persist, particularly in the allocation of administrative duties and the support provided to female researchers. Key Priority 2 in the FAP aims to address these issues.

Wellbeing: Few gender differences in PRR were noted (Table A1.7.5), but it was clear that satisfaction levels for this section were low overall. Female respondents were more likely to indicate that resources to support physical health were adequate and to know where to seek help for mental health concerns. Male respondents were more likely to agree that their workload is manageable. Indeed, open comments in this section indicated that wellbeing was closely linked to workload management, with respondents expressing concerns about the mental health impact of high workloads and the School's approach to supporting staff well-being. While efforts to support mental health were recognised, there was a call for more proactive measures to prevent burnout. This evidence informed action points in Key Priority 5.

Work-life Balance: For many questions in this section (Table A1.7.6) there was little male-female difference in PRR. Females were less likely to agree that the WLM captures all work-related activities. Males were more familiar with the WLM policy and felt it considered those with caring responsibilities. Comments were mixed, with some appreciating Meeting-Free Fridays and flexible work, while others highlighted poor workload planning's negative impact on work-life balance. Calls were made for better workload planning, more scheduling flexibility, and clearer communication about expectations. Actions have been incorporated into Key Priorities 3 and 4 to address these concerns.

3.2 Key priorities for future action

Our evaluation identified five key priorities for the School's FAP:

1: Embedding Athena Swan within the governance of ASBS recognises that diverse leadership and inclusive governance structures lead to better decision-making. This involves mainstreaming GEDIS across staffing roles and improving data collection and monitoring. Our goal is to ensure decision-making at all levels is informed by up-to-date data, with diversity and inclusion prioritised throughout School operations. This key priority addresses issues raised in the ASCS regarding diversity in leadership teams (Table A1.1) and comments raised regarding the need for decision-making processes to be transparent and inclusive.

2: Achieving gender balance across all areas of ASBS is key to fostering a dynamic and inclusive environment. We aim to improve gender representation in staffing across job families and subject groups (Section 3.1.1), whilst enhancing our understanding of the factors influencing staff turnover and addressing the "leaky pipeline" that affects the recruitment and promotion of female academics (Figure 14). We aim to create a more gender-equitable environment for our staff and students, addressing the gender disparities in satisfaction highlighted in certain sections of the ASCS (Tables A1.7.1, A1.7.3, A1.7.4), an environment where all individuals have opportunities to succeed.

3: ASBS as a supportive environment which fosters career advancement and personal development for all members of ASBS is fundamental to our mission of nurturing academic excellence, and an engaged and enlightened community. Our future actions are informed by staff responses from the ASCS (Table A1.5) where we aim to ensure all staff feel supported and empowered to achieve their career goals and will continue work to increase satisfaction with the PDR and WLM processes.

4: Building inclusion into the ASBS environment is essential for creating a community where all members feel valued and respected. We aim to address work-life balance challenges (Table A1.3) by further developing hybrid and flexible working practices; enhancing inclusivity and the sense of belonging (Table A1.1) through organising events that celebrate all genders and improving understanding of the challenges faced by our diverse community of staff. We will also work to enhance the visibility and impact of our diversity efforts and ensure that the experiences and perspectives of students are central to our inclusion efforts.

5: ASBS as a safe environment free from discrimination and harassment, and supportive of both mental and physical well-being. Future actions will focus on continuing efforts to mitigate bullying and harassment (Tables 4, A1.4), fostering a culture of respectful and inclusive communication, and initiatives to proactively support well-being – an area which received the lowest satisfaction rating in the ASCS (Table A1.6).

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						
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).	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
	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. | 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 out with 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	

Priority Area 3: ASBS as a supportive environment

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. |

Appendix 3: Glossary

Acronym	Definition
A	Academics
AACSB	Association to Advance Collegiate Schools of Business
Advance HE	Advance Higher Education
AMBA	Association of MBAs
AP	Action Point
AS	Athena Swan
ASBS	Adam Smith Business School
ASCS	Athena Swan Culture Survey
CAP	Completed Action Plan
CES	Colleague Engagement Survey
CEWG	Colleague Engagement Working Group
CMG	College Management Group
CoSS	College of Social Sciences
DHoS	Deputy Head of School
DoR	Director of Research
E&D	Equality and Diversity
ECDP	Early Career Development Programme
EDI	Equality, Diversity and Inclusion
EOD	Employee and Organisational Development
EoI	Expressions of Interest
EQUIS	European Quality Improvement System
ER	External Relations
F	Female
FAP	Future Action Plan
FTE	Full-Time Equivalent
GDPR	General Data Protection Regulation
GEDIS	Governance, Equality, Diversity, Inclusion and Sustainability
GESG	Gender Equality Steering Group
GTA	Graduate Teaching Assistant
H&S	Health and Safety
HE	Higher Education
HEIs	Higher Education Institutions
HESA	Higher Education Statistics Authority
HoPS	Head of Professional Services
HoS	Head of School
HoSGs	Heads of Subject Groups
HR	Human Resources (Renamed to People and Organisational Development)
IMD	International Men's Day
ISO	International Organisation for Standardisation

Acronym	Definition
IT	Information Technology
IWD	International Women's Day
KE	Knowledge Exchange
KPIs	Key Performance Indicators
L&T	Learning and Teaching
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning
LTS	Learning, Teaching and Scholarship
M	Male
MBSN	My Business School News
PDR	Performance and Development Review
NRR	Negative Response Rate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PNTS	Prefer Not To Say
POD	People and Organisational Development (Formerly known as Human Resources)
PRME	Principles for Responsible Management Education
PRR	Positive Response Rate
PS	Professional Services
QEA	Quality Enhancement and Assurance
REF	Research Excellent Framework
RO	Research Only
RRF	Research Reinvigoration Fund
RSM	Responsible and Sustainable Management
RT	Research and Teaching
SAB	Strategic Advisory Board
SAT	Self-Assessment Team
SC	School Council
SE	School Executive (Renamed to Senior Leadership Team)
SLT	Senior Leadership Team (Formerly known as School Executive)
SMART	Specific, Measurable, Achievable, Relevant and Time-Bound
SRR	Survey Response Rate
SSLCs	Student Staff Liaison Committees
UB	Unconscious Bias
UG	Undergraduate
UofG	University of Glasgow
WLM	Workload Model
WP	Widening Participation