University of St Andrews School of English Department Application

Bronze and Silver Award

REDACTED

ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

We have provided the following recommendations as a guide.

Department application	Bronze	Actual
Word limit	**10,500**	**10,101**
Recommended word count		
1.Letter of endorsement	500	476
2.Description of the department	500	533
3. Self-assessment process	1,000	1,095
4. Picture of the department	2,000	1,833
5. Supporting and advancing women's careers	6,000	6,096
6. Case studies	n/a	n/a
7. Further information	500	68

Name of institution	University of St Andrews	
Department	English	
Focus of department		AHSSBL
Date of application	30 April 2019	
Award Level	Bronze	
Institution Athena SWAN award	Date: May 2018	Level: Bronze
Contact for application Must be based in the department	Dr Katie Garner	
Email	klg7@st-andrews.ac.uk	
Telephone	01334 4464029	
Departmental website	www.st-andrews.ac.uk/english	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

University of St Andrews
Scotland's first university

600 YEARS
1413 – 2013

English

Dear Athena SWAN assessment panel,

I have pleasure in submitting the application from the School of English, University of St Andrews, for a Bronze Award under the ECU's Athena SWAN Charter. This self-assessment process is now helping to shape our future. As a School, we are committed to our Action Plan, which has been drawn-up by Dr Katie Garner (EDO) and Lenna Cumberbatch (HR), but which is collectively owned by the whole School, including our students, who have played a vital role in gathering data and establishing new targets.

The School of English at St Andrews is a small unit compared with other UK English departments; its collegial atmosphere has been fostered by a growing culture of equality and diversity. Our Berry Chair was founded in 1897. It was held by a woman, the early-modern scholar, Professor Lorna Hutson, for the first time in 2004. Our female professors (40% of professors in the School are now female) initiated a keen scrutiny of E&D matters at both School and University level. Three of the last four Heads of School have been women, and when Professor Hutson took up the Merton Chair at Oxford, she was succeeded by Professor Anne Coldiron from Florida State University. Our student population, in common with the rest of the sector, is heavily weighted in favour of female students and we see the collection of data on the experience of male students as one of our most urgent tasks.

Our MLitt in Women, Writing and Gender was initiated in 2000 as the first of its kind in the UK to introduce students to key issues surrounding the contemporary discussion of gender. Across all levels of our undergraduate teaching, students consider broader historical and contemporary debates in feminism and gender studies, and examine the diversity of women's literary practices from the early modern period to the contemporary. We are in the process of overhauling all our pre-honours modules to ensure not only even representation of all genders, but also representative inclusion of voices of colour.

This application marks the culmination of years of attention to gender issues in the School's teaching and wider collegial environment. We participate in the scholarly recovery of women's voices at the same time as supporting colleagues through flexible working after maternity leave. The School has just made its first flexible working arrangement to enable a male colleague to become the primary carer for a new baby. We have been invigorated and encouraged by our preparation for this submission and we look forward to implementing the targets that have been set by our students and ourselves in the coming years.

I am happy to certify that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the School of English.

Yours sincerely,

Professor Jane Stabler
Head of School

(Word count: 476)

Abbreviations

ARD	Academic Review and Development
AS	Athena SWAN
AHSSBL	Arts and Humanities, Social Sciences, Business and Law
BME	Black and Minority Ethnic
CAPOD	Centre for Academic, Professional and Organisational Development
EDC	English Equality and Diversity Committee
EDO	English Equality and Diversity Officer
EDS	Equality and Diversity Survey
EDS2019	Equality and Diversity Survey 2019
HoS	English Head of School
DoT	English Director of Teaching
DHos	Deputy Head of School
DoPGR	Director of Postgraduate Research Students
DoPGT	Director of Postgraduate Taught Students
FTE	Full Time Equivalent
F	Female
IT	IT Officer
M	Male
PGR	Postgraduate Research student
PGT	Postgraduate Taught student (MLitt; MFA)
PlanMan	Planning and Management Committee
PSS	Professional Services Staff
SAT	Self Assessment Team
SC	Staff Council
SSCC	Staff and Student Consultative Committee
UG	Undergraduate
WWG	Women, Writing and Gender

2. DESCRIPTION OF THE DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The School of English at St Andrews is a thriving community with an international reputation as a centre for scholarly research and literary creativity, based in three listed buildings between the town centre of St Andrews and the cliffs overlooking the North Sea. The School is currently ranked 1st in the Times and Sunday Times Good University Ranking for all Universities for the Subject of English; it was ranked 2nd in the UK, and 1st in Scotland in the most recent league table for research-intensive departments; and it was placed in the top ten in the 2014 Research Excellence Framework (REF). Creative Writing has been part of the School's undergraduate and postgraduate teaching since the appointment of the distinguished Scottish poet Douglas Dunn as Professor and Chair of Department in 1995.

The School has a longstanding international reputation for teaching women's writing, feminist theory, and gender studies. The MLitt in Women, Writing and Gender has been running for 19 years. Our UG students complete a four year MA (Hons) in English (or joint hons) over four years: two at subhonours level (1000 and 2000 level modules) and two at honours (3000 and 4000 level). Undergraduate students are introduced to feminist approaches, queer theory, and gender studies from their first year; in third and fourth years, individual modules on offer over the last five years have included 'Romantic Writing and Women', 'Renaissance Women Writers', and 'Renaissance Sexualities'. In 2012 the School made two strategic appointments to increase the range of BME writers and post-colonial and world literature researched and taught. A new MLitt in Postcolonial and World Literatures was established in 2017 and is currently in its second year of operation.

The Head of School is the officer responsible for the management of the School. She convenes School Council, which provides the focal point of the School's governance. This body comprises all colleagues and student representatives; it meets twice per semester. Ancillary committees (learning and teaching; equality and diversity; staff-student consultative committee, etc) report to School Council (fig. 2.1). In addition, the Head of School convenes the Planning and Management Committee as a smaller advisory body which meets the week before School Council. This comprises the School's key administrative officers, the office manager, and an early career academic.

Figure 2.1 School Management Structure

The School employs 39 academic staff and 5 professional services staff (PSS) who provide administrative, secretarial and IT support. One colleague was jointly appointed by the School of History (0.6 in English)**.**

Our gender ratio among total staff is nearly balanced, with 24 female colleagues and 20 male (fig. 2.2). Of our support staff, all are female. Among academic staff our gender ratios over the last five years have been consistently in line with the national average, with the largest fluctuation being 10% more male staff than female in 2016 and 2017 (fig. 2.3). Currently we are almost at 50/50 representation amongst academic staff.
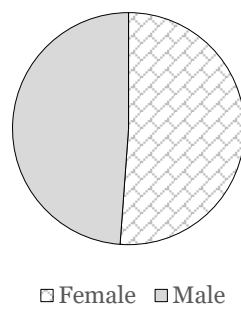
Figure 2.2 All staff by gender

□ Female   □ Male

Table 2.3 Total Number of Academic, Research and Teaching Staff by Gender

Year	Headcount			Headcount (%)		National % Female
	Female	Male	Total	Female	Male	
2014	20	20	40	50%	50%	55%
2015	19	20	39	49%	51%	56%
2016	17	21	38	45%	55%	56%
2017	18	22	40	45%	55%	
2018	19	20	39	49%	51%	

Table 2.4 Full and part-time staff by gender

Year	Part-time Academic	PSS	Part-time Total	Full-time Academic	PSS	Full-time Total	Grand Total
2018	**8**	**2**	**10**	**31**	**3**	**34**	**44**
Female			8	13		16	24
Male			2	18		18	20
2017	**8**	**2**	**10**	**32**	**3**	**35**	**45**
Female				12		15	23
Male				20		20	22
2016	**7**	**2**	**9**	**31**	**3**	**34**	**43**
Female				13		16	22
Male				18		18	21
2015	**10**	**1**	**11**	**29**	**4**	**33**	**44**
Female				11		15	24
Male				18		18	20
2014	**11**	**1**	**12**	**29**	**3**	**32**	**44**
Female				13		16	24
Male				16		16	20

As is normal in our subject area, we have many more female undergraduate students (80%) than male. Figure 2.5 shows our numbers for the current academic year (2018-19). The gender imbalance among our students decreases by 10% overall as they progress through PGT and PGR study.

Figure 2.5 Total number of students by gender 2018-19 (with FTE rounding, so totals may not be exact)

Degree Level	Female	Male	Total	% Female
Undergraduate	306	75	380	80%
Postgraduate Taught	36	11	47	77%
Postgraduate Research	25	11	35	70%
Total	**366**	**96**	**462**	**79%**

Undergraduate Students

Taught Postgraduate Students

Research Postgraduate Students
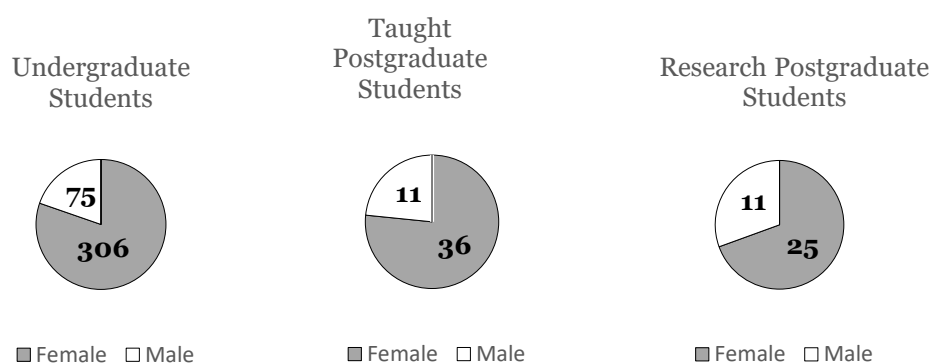
(Word count: 533)

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

This is the first AS application prepared by the School. The School's Equality and Diversity Committee (EDC) was established in February 2016 and also functions as the SAT. A new Equality and Diversity Officer post (EDO) was created by the HoS at the same time, with responsibility for convening the EDC. Staff were invited to volunteer for the EDC and the inaugural meeting was held on 9 March 2016. The original six members of the EDC were the EDO and chair (lecturer), HoS *ex officio* (professor), and four ordinary members (3 lecturers; 1 senior lecturer).. To improve gender balance and the representation of senior staff, Deputy HoS (reader) joined the SAT *ex officio* in March 2016.

The EDC was expanded in August 2017 to introduce student and professional services staff representation and increase the representation of flexible working/part-time staff. The full EDC currently has 12 members (table 3.1). This includes a core of 7 members from the School; 2 external staff based in HR; and 3 student representatives. The gender balance of members from the School is good, but overall women outnumber men. Membership has fluctuated year to year due to changeover of staff roles, and maternity or research leave (table 3.2). The current EDC includes part-time staff; mature students; staff with caring responsibilities; early career staff; the School's trade

union representative; and members of staff who have served as Admissions and Disabilities officers for the School.

Since its creation the EDO position has been occupied by women, successively a lecturer (2016-17); a lecturer and professor as co-chairs (2017-18); and a lecturer (2018-19). The EDO receives recognition in the School's Workload Model equal to one of the senior administrative offices within the school (50 points), and teaching relief equivalent to 4 hours per week plus marking relief. Ordinary members of the EDC also receive credit in the workload model (10 credits), equivalent to co-ordinating an MLitt module. As part of her role the EDO sits on the central University Equality, Diversity and Inclusion Committee.

Table 3.1 Current members of the School of English EDC

Name	Job title	EDC responsibilities/expertise	Member since
Katie Garner	Lecturer	Equality and Diversity Officer and Chair of EDC.	March 2016
Jane Stabler	Professor	Head of School.	September 2017
Alex Davis	Senior Lecturer	Deputy Head of School (Semester 2).	September 2017
Anindya Raychaudhuri	Lecturer	Has experience as Admissions Officer.	March 2016
Sam Haddow	Lecturer	Has experience as Disabilities Officer.	March 2016
Lesley Glaister	Senior Lecturer	Represents Creative Writing staff.	March 2016
Fabien Trouvaix	PGR student (PhD)	PGR student representative.	September 2018
Roberta Marangi	PGT student (MLitt)	PGT student representative.	September 2018
Jessica Armstrong	Undergraduate student, School President	Elected by the student body; chairs the Staff-Student Consultative Committee (SSCC).	September 2018
Laura Macintosh	School administrator	PSS representative. Provides administrative support for the EDC and prepares minutes.	September 2017
Louise Milne	HR business partner for School of English	Advises on School and institutional HR policy.	September 2018
Lenna Cumberbatch	Equality Awards Adviser	Advises on Athena SWAN project management and good practice. Sits on the IEDIC.	September 2018

Table 3.2 Past members of EDC

Name	Job title	EDC responsibilities/expertise	Membership
Susan Manly	Reader	Deputy Head of School (Semester 1).	September 2017- July 18
Susan Sellers	Professor	Co-Athena SWAN lead and EDC co-chair (with Katie Garner).	September 2017- July 18
Clare Gill	Lecturer	Equality and Diversity Officer, 2016-17.	March 2016- July 2017
Gill Plain	Professor	HoS, 2014-2017.	March 2016- July 2017
Kathryn Browne	Planning and Statistics officer	Assists with the presentation of data and provides statistical analysis. Sits on the IEDIC.	September 2017- August 2018
Tom Jones	Reader	Deputy HoS, 2014-17.	March-July 2017

(ii) an account of the self-assessment process

The first business of the EDC was to establish the role of the committee and its relation to School decision and policy making. In April 2016 'Equality and Diversity' was made a standing item on the School Council agenda to raise awareness of E&D issues for all staff and report regularly on the progress of this application. Table 3.3 below documents the self-assessment process over the last 3 years.

Table 3.3 Self-assessment activities, 2016-2019

Date	Activity
9 March 2016	Inaugural meeting of the EDC
6 April 2016	EDC meeting
14 November - 5 December 2016	First Equality and Diversity survey (staff and students)
21 November 2016	EDC meeting
16 October 2017	EDC meeting
2 November 2017	Student survey results analysis meeting (EDO, UG, PGT and PGR representatives)
14 November 2017	EDC meeting
3 April 2018	ECD meeting
12 April 2018	AHSSBL EDOs meeting to share best practice
25 June 2018	Application drafting afternoon/workshop
June 2018	Commencement of diversity curriculum review process
19 June 2018	Data analysis meeting (EDO and Planning and Statistics staff)
20 September	Data analysis meeting (EDO and Planning and Statistic staff)

September 2018	Established Promotions working group (EDO and two members of staff)
3 October 2018	EDC meeting
31 October 2018	EDO attendance at SSCC to speak on E&D issues
7 November 2018	EDC meeting
13 February 2019	EDC meeting
28 January – 25 February 2019	Second Equality and Diversity survey (staff and students)
12 March 2019	EDC film party for students
3 April 2019	EDC meeting
4-17 April 2019	EDC drafting meetings (between EDO and individual EDC members)
19 April 2019	EDC Final Draft Action Plan review meeting

The EDC's policy is to avoid meetings during School holiday periods. There have been two noticeable gaps in EDC meetings, the first between December 2016 and September 2017, and the second from November 2017 and April 2018, the latter due largely to UCU strike action by the majority of staff in the School over the pensions dispute, which ran across 5 weeks of the semester. Work on the application by the EDO in consultation with staff from HR and Planning continued during both periods. To avoid repetition of any similar lapses in EDC meetings, we will establish a regular calendar for meetings twice a semester (the same amount as School Council and the Planning and Management committee), and publish all meeting dates in the School Handbook at the beginning of the academic year.

ACTION 3.2

A. Establish standard meeting weeks for EDC for the academic year by publishing in School Staff handbook.

B. Room bookings to be made.

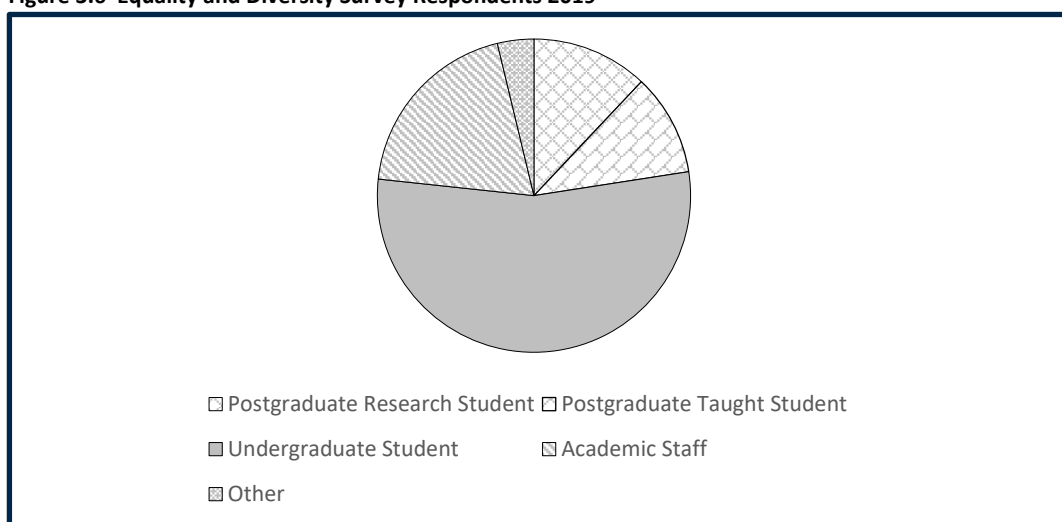C. Minutes of EDC to be added to staff intranet (protected)

Two data collection surveys of staff and students inform this application. The first, in November 2016, received 101 responses in total. The gender balance among staff respondents was nearly equal, in line with statistics, and the gender split among students aligned with the profile of our student body overall.

Tables 3.4 Equality and Diversity Survey Respondents 2016

Undergraduate and Postgraduate Students	
Gender	**No. Responses**
Female	49
Male	20
Transgender	-
Prefer not to specify	-
Other	1
Total	70

Academic and Professional Services Staff	
Gender	**No. Responses**
Female	16
Male	15
Transgender	-
Prefer not to specify	-
Other	-
Total	31

We ran a second survey in February 2019 which received 133 responses in total.

Figure 3.6 Equality and Diversity Survey Respondents 2019

☐ Postgraduate Research Student ☐ Postgraduate Taught Student

☐ Undergraduate Student ☒ Academic Staff

☒ Other

Exactly the same number of staff (31) completed the survey in 2019 as in 2016. We were pleased to see a significant rise in engagement with the survey from the student population, up from 70 in 2016 to 97 in 2019, an increase of 7 percentage points. There are currently 463 students in the School, however, and so engagement remains relatively low overall, at 21%. To raise the profile of the School's E&D work and encourage more students to complete the School Equality and Diversity Survey 2019, we held a film party screening a film adaptation of a novel, play or short story directed by a female or BME director, selected by the students via an online poll. We also held a book voucher raffle for all students who completed the survey. The film party appears to have been successful in increasing engagement and awareness among the student population, and we will run a similar event to promote the next survey in 2021. Survey results were discussed with UG, PGT and PGR student representatives at EDC meetings, and in focus groups with the EDO.

This application was co-ordinated by Katie Garner, with the other ordinary staff members of the EDC taking responsibility for drafting sections relating to their knowledge and experience (Alex Davis; Lesley Glaister; Sam Haddow; Anindya Raychaudhuri; and Jane Stabler). Laura Cameron-Macintosh (PSS) provided administrative support and conducted data gathering for historic School activities. Throughout the process the EDO has consulted widely through School Council discussions and individual consultations with staff on areas that fall within their experience or expertise.

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

The self-assessment process has demonstrated that while the EDC has been formalised for some time, it has not yet been fully embedded into the life of the School. By 2022, EDC meetings will be more prominent and E&D initiatives will be more deeply integrated into the School's publicity materials, internal communication and existing management structures.

ACTION 3.

   A. Creation of 'duties of the EDC' document, outlining the main responsibilities of the EDC for new members

   B. EDC ordinary members will serve for 3 years and then be replaced by a member of staff with no EDI experience, until everyone has experience.

   C. One member of the EDC to attend each SSCC meeting

   D. EDO to sit on Planning and Management Committee *ex officio*

As well as oversight responsibilities for the implementation of the Action Plan, in future the EDC will be responsible for managing the new English Diversity Fund, set up in March 2019 to provide financial support for E&D activities by staff and students.

ACTION 3.1

   A. Set up cost code for English Diversity Fund with £1000 per year.

   B. EDC to draw up a paper setting the remit of the fund and establishing commitments to yearly activities.

   C. EDC to manage fund and monitor spending.

   D. Advertise fund to students and staff via SC and SSCC.

We will also ensure regular rotation of EDC membership (in line with existing School practice). The EDC will also have responsibility for overseeing the English Equality and Diversity survey for staff and students, which will run biannually from now on, and reporting the results. The workloads of the EDO and EDC ordinary members will be closely monitored.

> **ACTION 3.5**
>
> A. EDO and EDC to log hours spent on Action Plan tasks and report to HoS and DHos.

Wherever possible, we will seek to maintain gender balance within the EDC, and across administrative roles with pastoral responsibilities that are likely to involve contact with vulnerable students (i.e. Disabilities Officer, Welfare Officer), and have put actions in place to bring us towards our aim of male and female co-chairs of the EDC by 2022.

> **ACTION 3.4**
>
> A. HoS will consider gender balance in the annual allocation of administration roles.
>
> B. New policy that EDO, Disabilities, and new Welfare Officer posts will always be occupied by a combination of female and male staff.
>
> C. Move to joint male and female co-chair model for EDC.

(Word count: 1,087)

4. A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Silver: 2000 words

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

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

The School has run an Evening Degree programme consisting of part-time and distance learning students since 2001. We currently offer 4 evening degree modules, one each at 1000 and 2000 levels, and two at 3000 levels.

Table 4.1 Students on evening degree programmes within the School of English

Programme Type	2013/4 S	2014/5 S	2015/6 S	2016/7 S	2017/8 S
Evening Degree	24	12	19	11	18

Over the past 5 years 83% of our Evening Degree students have been women. The average gender disparity among Evening Degree students has therefore been higher (by 3-5%) than among full-time undergraduates in the School (see section 4.1.ii below). It is

difficult to identify trends across such a small population. A re-structuring of the evening degree structure (in progress) will place greater emphasis on distance learning, and it is anticipated that this might have an effect on the gender ratio.

> ACTION 4.1
>
> A. Work with Admissions Office to establish a benchmark for our evening degree cohort in relation to other AHSSBL schools and develop monitoring

(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

Table 4.2 shows the growing number of undergraduate students over the last five years.

Table 4.2 Total number of Undergraduate students by year and gender

Academic Year	F	M	Total Students	% Female	National Average
2018-19	306	75	380	80%	-*
2017-18	328	80	408	80%	-*
2016-17	337	81	418	81%	73%
2015-16	311	73	384	81%	73%
2014-15	285	79	363	78%	72%

HESA cost centre data not yet available.

Almost all our students study full-time; our part-time numbers are extremely low. Since 2015-16, we have had a total of 9 part-time students across undergraduate and postgraduate (both PGR and PGT) cohorts. With such small numbers, little can be read into the gender ratio of part-time students. The low numbers of part-time students result from the small population local to St Andrews.

> ACTION 4.2
>
> A. Ensure that opportunities for part-time studies are highlighted in the prospectus, webpages, visiting day talks and other forms of publicity.
>
> B. Work with Admissions Office to establish a benchmark for our part-time cohort in relation to other AHSSBL schools and develop monitoring process for enquiries.

Gender disparity within the UG population is clear, with women consistently accounting for c.80% of total students (figure 4.3). The national average is based on the HESA Cost Centre for English Language and Literature, and the School population has typically exceeded this benchmark by 7-8%:

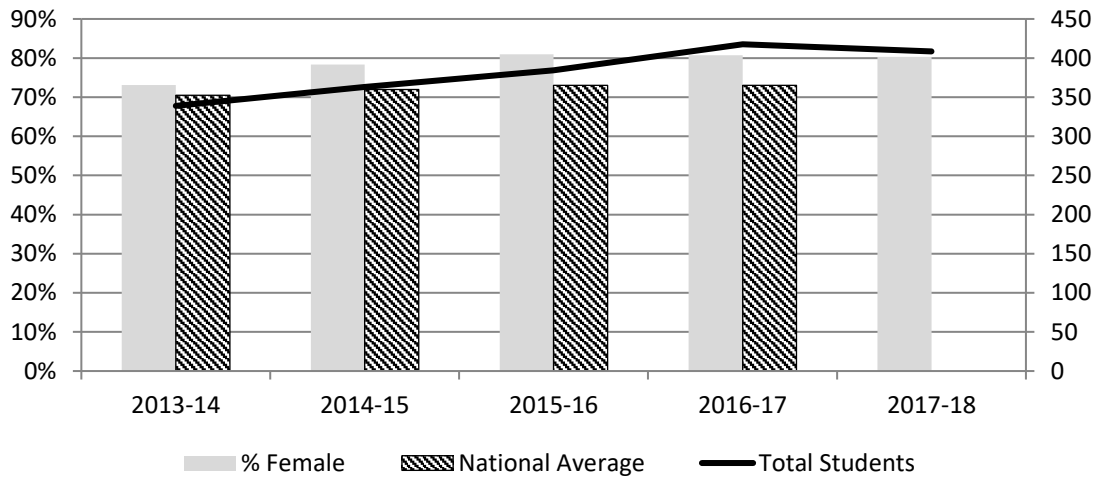**Figure 4.3 Percentage of female undergraduate students with benchmarking**

Table 4.4 below details each stage of the student intake process by gender. There is a clear gender imbalance in applications to the School, consistently between 76%-80% female over the last five years. Historically, men have been equally or slightly more likely to receive offers than women, but are generally less likely to accept offers. However, over the years there seems to have been a slight increase in the gender disparity in the applications to offers ratio in favour of women (see table 4.4). In 2018-19, for example, we made offers to 45% of female applicants but only 38% of male applicants. In 2017-18, this disparity was 0% and in 2016-17 it was 1%. It is still too early to tell if this increase in disparity is a trend or an anomaly, but we will monitor it closely.

Table 4.4 Number of Undergraduate applications, offers, acceptances and entrants (FTE)

Year of Entry	Offer Type	Gender		School %F	%F St Andrews AHSSBL
		Female	Male		
2018-19	Applications	791	218	78%	59%
	Offers	359	83	81%	62%
	Acceptances	151	32	82%	61%
	Entrants	78	16	83%	64%
2017-18	Applications	771	217	78%	61%
	Offers	362	100	78%	64%
	Acceptances	151	41	79%	64%
	Entrants	80	20	80%	66%
2016-17	Applications	754	235	76%	62%
	Offers	377	115	77%	63%
	Acceptances	161	40	80%	64%
	Entrants	100	22	82%	66%
2015-16	Applications	693	192	78%	62%
	Offers	378	95	80%	64%
	Acceptances	146	34	81%	63%
	Entrants	95	22	81%	64%
2014-15	Applications	669	168	80%	61%
	Offers	388	95	80%	63%
	Acceptances	172	44	80%	62%
	Entrants	109	28	80%	63%

Figure 4.5 Percentage of Undergraduate female applications, offers, acceptances and entrants with internal benchmarking
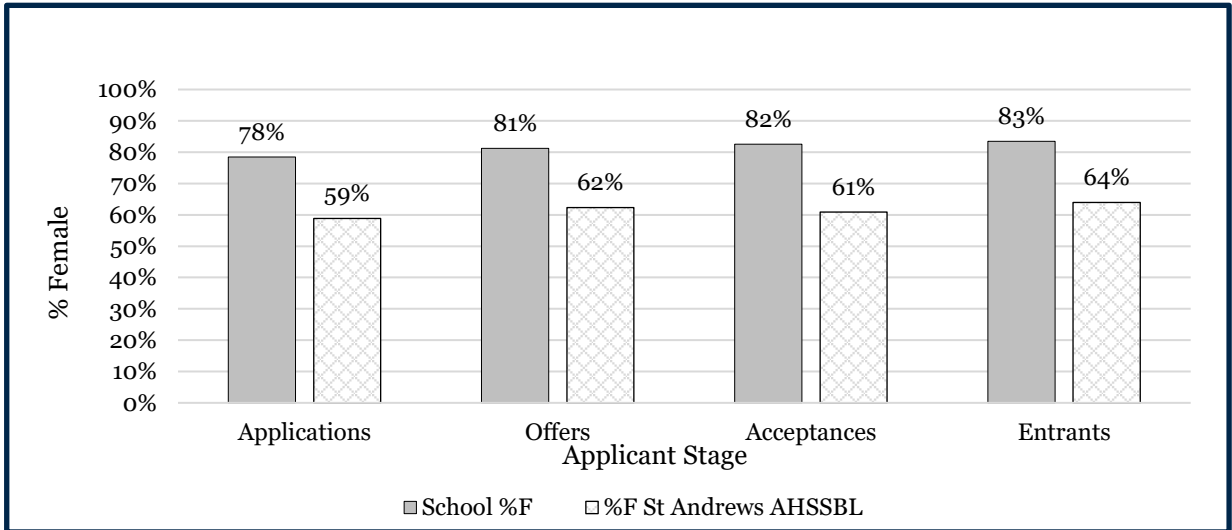
ACTION 4.3

A. School Admissions Officer will become an ex-officio member of EDC.

B. Work with Central University Admissions to understand the reasons for this disparity.

C. Depending on conclusions from 4.4, request more training from CAPOD for School Admissions Officer

The gender disparity in undergraduate applications is a long-term trend and is a concern across the sector. Since 2015-16, the disparity between male and female applications has remained broadly consistent, with applications from male students representing between 21-23% of the total.

ACTION 4.4

   A. Hold focus group with current male UG students to find out about their experience studying in the School.

   B. Revise all School publicity material to ensure visible diversity and gender balance.

   C. Equal numbers of male and female staff member will be allocated visiting day talks each year.

   D. Prepare a slide to indicate the importance the School places on E&D to be included in visiting day talks.

   E. Work with Admissions to collect new data on visitors to the School by gender.

The percentage of the UG cohort receiving First Class degrees varies by gender year on year (table 4.6). The percentage of men attaining Firsts has fluctuated between 15-37% in the last five years, while the data for women shows greater stability (largely due to bigger numbers), staying between 27%-30% except in 2014-15 when the percentage was abnormally low (16%). The relationship between our degree classification spread and the national average has remained broadly consistent. Typically, we award a higher proportion of Firsts and Upper-Seconds to both male and female students than the national average. In 2016-17 (the latest year for which data is available) percentages of Firsts were 6% higher than the national average for female students, and 7% higher for men. At the lower end of the scale, our numbers are much lower than the national average – the percentages of students graduating with a 2.2 is consistently between 10% and 20% lower than the national average and, since 2013-14, we have had no Thirds.

A higher percentage of men than women achieved a First in three out of the last five years. While this is not statistically significant, we shall continue to monitor data. Recent staff training in unconscious bias will probably have a beneficial effect on the perception of merit in different essay-writing styles. Beyond First Class, the data is more consistent. 2.1 awards account for 60-70% of the awards for both genders over the last three years (Figure 4.7). Again, this stability is due to the larger numbers in this category. There does not appear to be a significant pattern to indicate ongoing gender bias, but the number of Firsts by gender should be carefully monitored in future.

Table 4.6 Number and percentage of awards for Undergraduates by degree classification (Percentages presented as a proportion of that year's gender group [FTE])

Year of Award	Classification	School awards by Gender			National Average	
			% F	% M	% F	% M
2013-14	1st		30%	15%	18%	19%
	2:1		68%	79%	64%	58%
	2:2		3%	6%	16%	20%
	3rd		0%	0%	2%	3%
2014-15	1st		16%	30%	19%	21%
	2:1		80%	67%	63%	57%
	2:2		5%	4%	16%	18%
	3rd		0%	0%	2%	4%
2015-16	1st		27%	37%	20%	23%
	2:1		67%	63%	63%	56%
	2:2		6%	0%	14%	18%
	3rd		0%	0%	3%	4%
2016-17	1st		27%	30%	21%	23%
	2:1		68%	70%	63%	55%
	2:2		5%	0%	14%	19%
	3rd		0%	0%	2%	3%
2017-18	1st		27%	21%	-	-
	2:1		68%	64%	-	-
	2:2		5%	14%	-	-
	3rd		0%	0%	-	-

Figure 4.7 Undergraduate English degree classification by gender
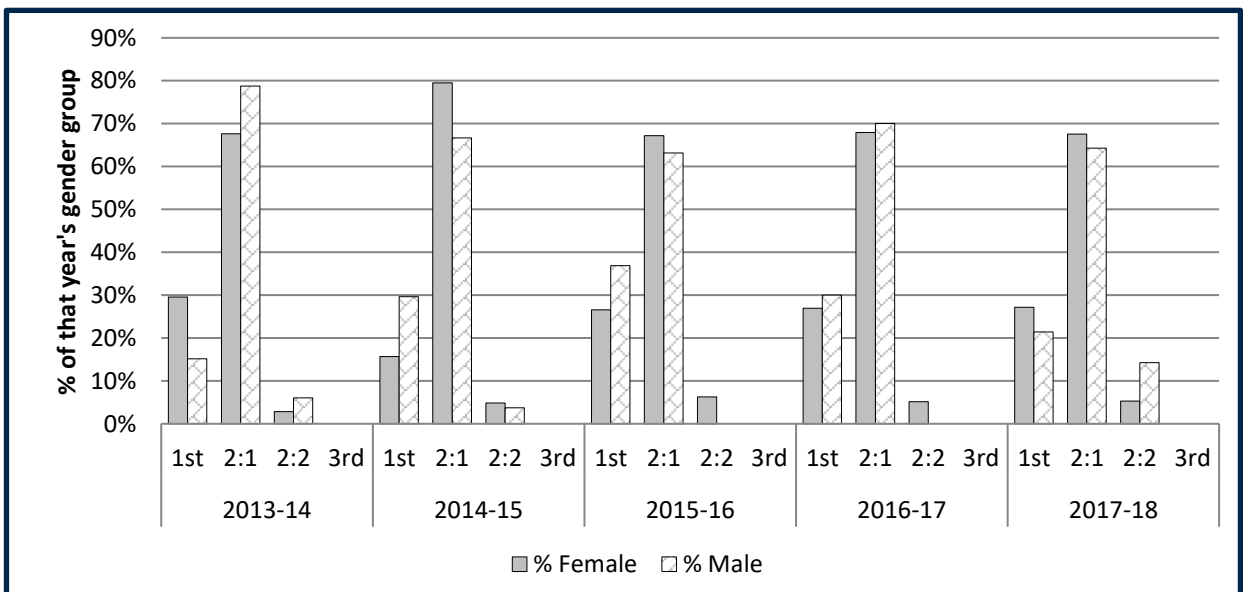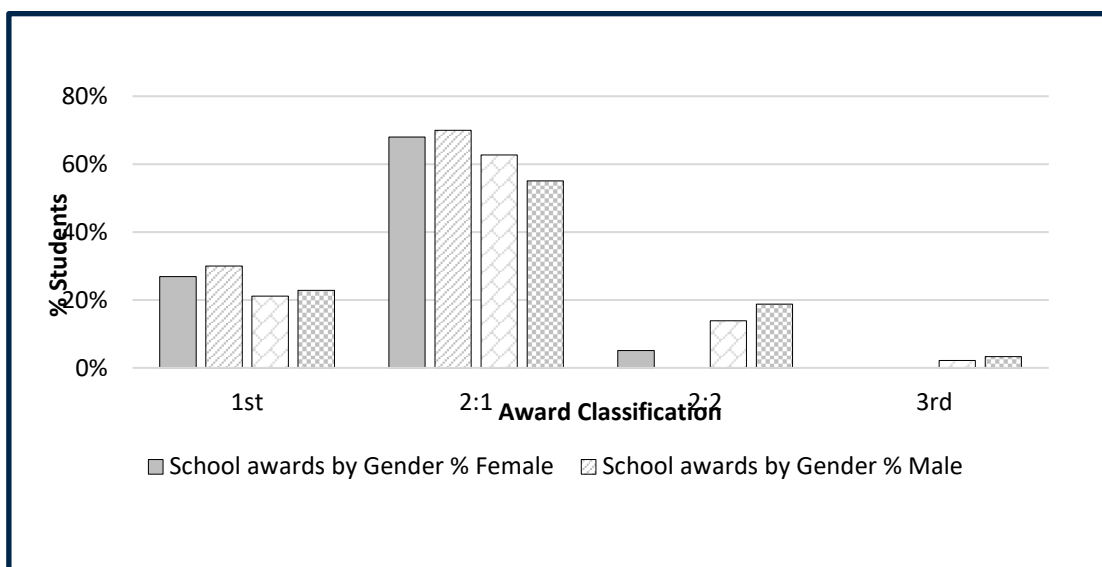
Figure 4.8 Proportion of 2016-17 awards for English undergraduates with benchmarking by gender

ACTION 4.5

A. Organise an information session in the academic year 2020-21 for the entire School to increase awareness of this data and to discuss ways to identify possible biases within an anonymous marking system.

B. Hold a biannual marking circus, at which colleagues will mark sample essays and discuss, in order to calibrate marking across School.

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

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

Our Postgraduate Taught (PGT) population has increased over the last five years from 17 students in 2014-15 to a current high of 47 in 2018-19.

Table 4.9 Number of PGT students by gender

Academic Year		Total Students	% Female	National Average
2018-19		47	77%	-
2017-18		42	86%	-
2016-17		30	83%	70%
2015-16		36	75%	72%
2014-15		17	71%	71%

The increase in total numbers of PGT students follows the creation of new PGT programmes: Playwriting and Screenwriting, introduced in 2018-19, Postcolonial and World Literatures, launched in 2017-18, and Romantic/Victorian Studies, introduced in 2016-17. Gender disparity continues to be variable across the various PGT programmes, sometimes in ways that are difficult to explain. For example, in 2017-18, the Postcolonial and World Literatures MLitt cohort was 100% female, while the cohort for the same programme was 100% male the following year.

There is a clear gender imbalance in PGT applications, which has slightly increased over the years. In 2015-16, applications from male students represented 25% of the total; in 2018-19, this figure dipped to 21%. Given the small numbers of PGT students, this may well be anomalous rather than representative of any trend. Historically, men have been equally or slightly more likely to receive offers than women, but are generally less likely to accept offers. However, the gender disparity in the applications-to-offers ratio is now slightly in favour of women (see table 4.10). In 2016-17, for example, we made offers to 57.14% of male applicants but only 49.57% of female applicants. In 2018-19, however, 54.92% of female applicants were given offers, as opposed to 50% of male applicants.

Table 4.10 PGT applications, offers, acceptances and entrants by gender

Year of Entry	Offer Type		School %F	%F St Andrews AHSSBL
2018-19	Applications		79%	61%
	Offers		80%	62%
	Acceptances		75%	56%
	Entrants		77%	55%
2017-18	Applications		79%	61%
	Offers		77%	60%
	Acceptances		87%	54%
	Entrants		86%	52%
2016-17	Applications		77%	64%
	Offers		74%	66%
	Acceptances		82%	61%
	Entrants		83%	59%
2015-16	Applications		74%	63%
	Offers		74%	63%
	Acceptances		77%	55%
	Entrants		74%	56%
2014-15	Applications		78%	61%
	Offers		69%	61%
	Acceptances		78%	55%
	Entrants		71%	54%

Figure 4.11 below shows the % of women within the total population against national benchmarking. The under-representation of men (currently 23% of the cohort)

increased between 2015-18 whilst the national benchmark (30%) remained static, but the most recent data shows a sharp jump from 6 to 11 male PGT students in the cohort. The School still has 7% more women in its PGT cohort than the latest national figure (70% in 2016-17), but the 2018-19 numbers suggest that the new programmes are attracting a more balanced range of applicants, and that numbers are moving closer to the national average as the PGT population also increases.

Figure 4.11 Percentage of female PGT students with benchmarking
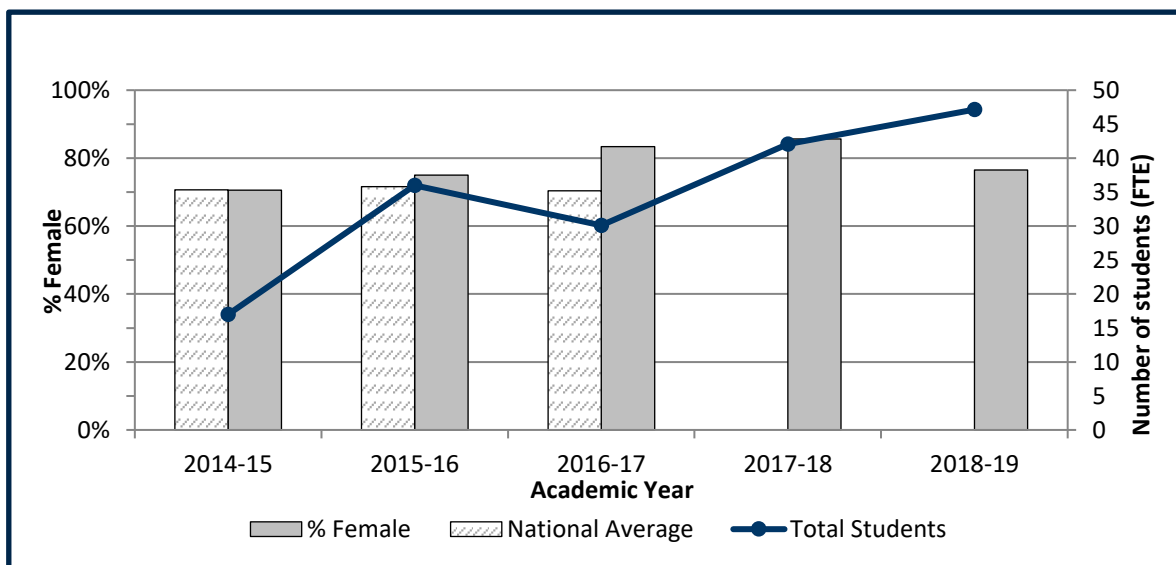
Gender does not appear to be an influencing factor in completion rates, although over the last five years only men have exited with a Postgraduate Certificate/credit. Numbers are too low to draw conclusions; however, this should be a point for continued monitoring.

Table 4.12 Number and percentage of awards for postgraduate taught English by degree classification. Percentages are presented as a proportion of that year's award group (FTE)

Year of Award	Award		% F	%F St Andrews AHSSBL
2017-18	Taught Masters		87%	63%
	Postgraduate Diploma		100%	61%
	Postgraduate Certificate/Credit		0%	100%
2016-17	Taught Masters		72%	57%
	Postgraduate Diploma		50%	56%
	Postgraduate Certificate/Credit		0%	11%
2015-16	Taught Masters		58%	53%
	Postgraduate Diploma		0%	66%
	Postgraduate Certificate/Credit		0%	60%
2014-15	Taught Masters		62%	62%

	Postgraduate Diploma			100%	59%
	Postgraduate Certificate/Credit			0%	-
2013-14	Taught Masters			75%	56%
	Postgraduate Diploma			0%	45%
	Postgraduate Certificate/Credit			0%	47%

<div style="background:#add8e6">

ACTION 4.6
  A. Review all PGT-related publicity material for diversity and gender balance.
  B. Hold an information session for MLitt directors so they can highlight EDI in PGT visiting day talks.
  C. Organise a focus group of male PGT students to understand reasons for gender disparity.

</div>

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

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

The Postgraduate Research (PGR) student population has also grown over the last five years (table 4.13; fig. 4.14). Years where there were fewer students show greatest disparity against the benchmark and the volatility of percentages here should also be considered. The percentage of women in the current (2018-19) student population is only 5% higher than the latest available national average (2016-17), but there is still a 20% divergence from gender parity.

Table 4.13 Number of PGR students by gender

Academic Year		Total Students	% F	National Average
2018-19		35	70%	-
2017-18		36	67%	-
2016-17		29	72%	65%
2015-16		30	63%	64%
2014-15		23	78%	65%

Figure 4.14 Percentage of PGR students with benchmarking

Percentage of female English Postgraduate Research students
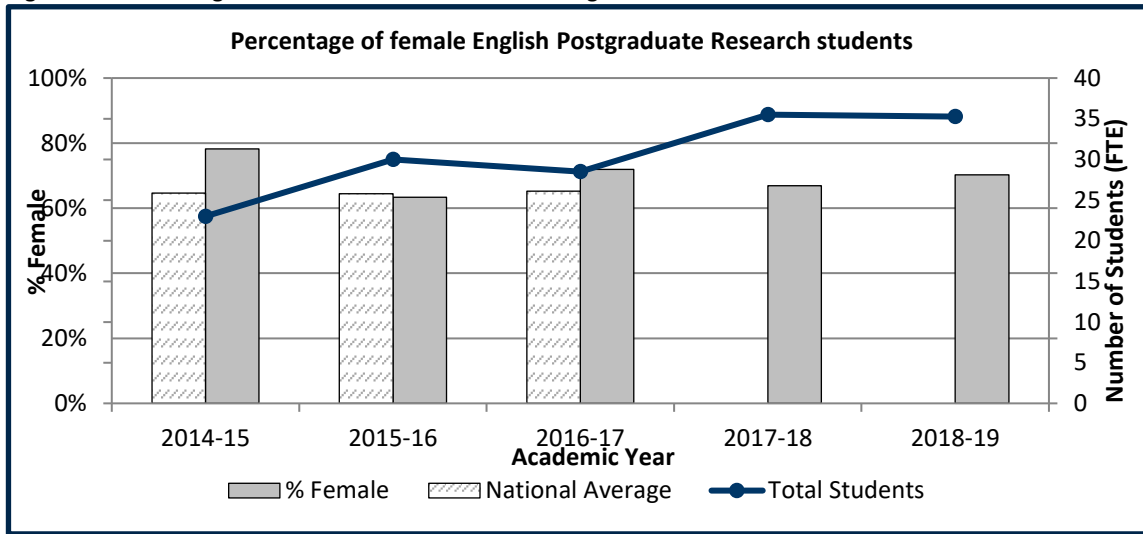
As is the case at UG and PGT levels, the majority of PGR applications received are from women. As the number of applicants has increased, so has the gender imbalance among applicants, reaching a high of 77% of applications this year. 2015-16 stands out as an unusual year when the gender split was very close to 50/50% and the final cohort of entrants 62% male. Reasons for the recent decline in male PGR applications are not clear, and need further investigation.

Table 4.15 PGR applications, offers, acceptances and entrants (FTE)

Year of Entry	Offer Type		School %F	%F St Andrews AHSSBL
2018-19	Applications		77%	46%
	Offers		76%	47%
	Acceptances		75%	41%
	Entrants		74%	46%
2017-18	Applications		70%	41%
	Offers		77%	44%
	Acceptances		76%	47%
	Entrants		76%	46%
2016-17	Applications		68%	44%
	Offers		72%	49%
	Acceptances		88%	51%
	Entrants		88%	52%
2015-16	Applications		49%	39%
	Offers		57%	44%
	Acceptances		43%	43%
	Entrants		38%	43%
2014-15	Applications		74%	43%
	Offers		75%	47%
	Acceptances		75%	50%
	Entrants		71%	49%

Overall, completion rates broadly reflect the proportion of women within the population. 39 women have completed PhDs over the last five years, and 11 men. Only women have completed the Research Masters, but numbers are too small to be indicative.

Table 4.16 PGR completions by gender

Year of Award	Award		% Female	%F St Andrews AHSSBL
2017-18	PhD		100%	43%
	Research Masters		100%	33%
2016-17	PhD		100%	42%
	Research Masters		0%	40%
2015-16	PhD		71%	37%
	Research Masters		0%	20%
2014-15	PhD		69%	52%
	Research Masters		0%	20%
2013-14	PhD		74%	53%
	Research Masters		0%	29%

(v) Progression pipeline between undergraduate and postgraduate student levels

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

Figure 4.17 shows current student numbers by level of study. The gender balance across UG and PGT levels is similar, with a positive increase in male representation at PGR level. This pattern also reflects the national average for English. All three levels of study (at School and national levels) show a considerable under-representation of men in the subject.

Figure 4.17 Students by level of study, 2017-18 (most recent year available)
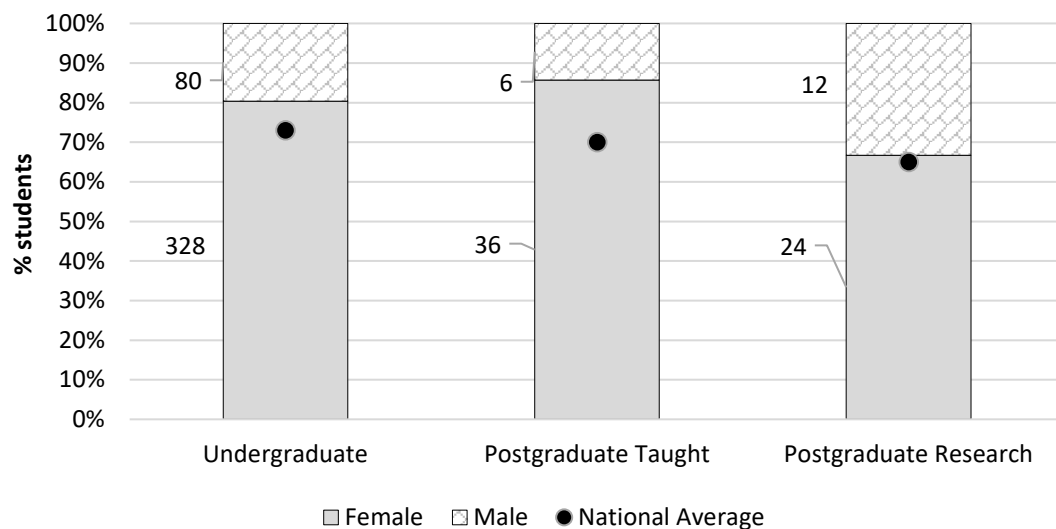
4.2. Academic and research staff data

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

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

The School employs staff in the following roles and grades.

Figure 4.18 University Roles in the School of English

University Role	University Grade	HESA 2012/13 onwards
Postdoctoral Researcher (Research)	5-9	Researcher
Associate Lecturer (Education Focused)	6	Lecturer
Lecturer (Research and Education)	7	Lecturer
Senior Lecturer (Research and Education)	8	Senior Lecturer
Reader (Research and Education)	8	
Professor (Research and Education)	9	Professor

The gender balance of academic staff in the School has been consistently within 5% of 50/50 over the last five years, placing us closer to equal representation than the national average for English (figure 4.19).

**Figure 4.19 Academic, Research and Teaching Staff by Gender**
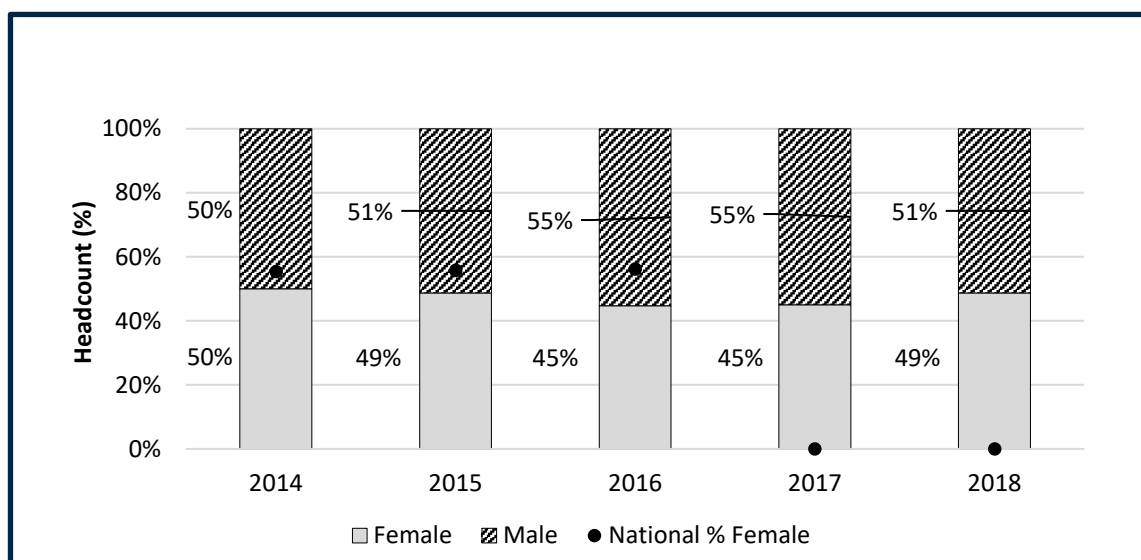
At each pay grade, representation remains largely within 10% of 50/50, with the exception of Senior Lecturer level (currently 67% women). This disparity at Senior Lecturer level may be connected to the comparatively low take up of CAPOD training among male staff (see 5.3 below). Numbers are considerably smaller at Senior Lecturer and Reader levels and therefore more volatile. Representation is most even at lecturer level (56% women), and female representation at Reader and Professor grades (40%) is much higher than in other AHSSBL Schools (27%).

Table 4.20 Current academic staff 2018 with AHSSBL benchmarking

Role/Grade		Total	% Female	AHSSBL% Female
Lecturer		16	56%	47%
Senior Lecturer		6	67%	47%
Reader		5	40%	34%
Professor		10	40%	27%
Academic Total		**39**	49%	

Figure 4.21 Gender Ratios by Pay Grade, 2018
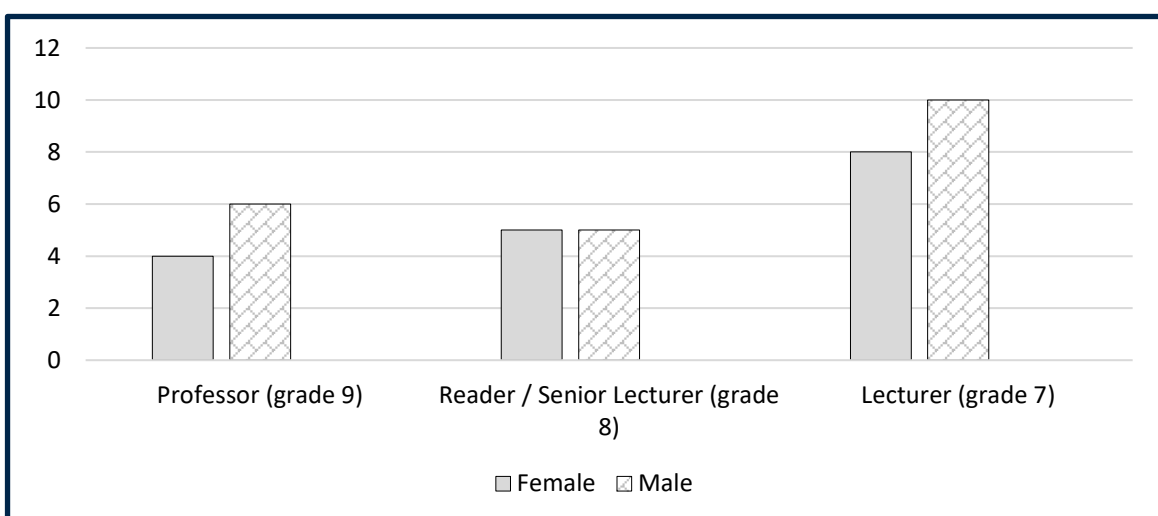
ACTION 4.8
  A. Highlight the benefits of CAPOD training and continuing professional development in Annual Review meetings (September-December and February-June).
  B. Hold focus group of female colleagues with a view to understanding reasons for caution in entering promotion process and encouraging timely applications and progression.

SILVER APPLICATIONS ONLY
Where relevant, comment on the transition of technical staff to academic roles.

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

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

As a School we seek to reduce the casualisation of labour within Higher Education. We have no staff on zero-hours contracts, and our only hourly paid staff are PGR students who tutor on subhonours modules while studying. During the review period, the number of staff on fixed-term contracts has reduced from 10 to 3. This number is naturally changeable as fixed-term staff are typically appointed to replace permanent colleagues with externally funded research leave or maternity leave.

Our colleagues on fixed-term contracts are officially on full lecturer contracts for the duration of their tenure, and have parity in terms of personal research allowance with permanent staff. They are eligible for sabbatical leave, carry the same base teaching load, and are given administrative responsibilities appropriate to their experience.

Table 4.22 Total Number of Academic, Research, and Teaching Staff by Gender and Contract Type

Year		% Fixed Term by Gender		% Permanent by Gender	
		F	**M**	**F**	**M**
2014		60%	40%	47%	53%
2015		80%	20%	44%	56%
2016		75%	25%	41%	59%
2017		33%	67%	46%	54%
2018		33%	67%	50%	50%

Overall more women have been hired onto fixed-term contracts during this time, though the gender disparity is volatile because the total number of staff on fixed-term contracts has not exceeded 5 in recent history (figure 4.23 below). In 2015, 80% of fixed term staff were female, but this figure has fallen to 33% alongside the overall reduction of fixed-term contracts.

Figure 4.23 Fixed Term Academic, Research and Teaching Staff by Gender
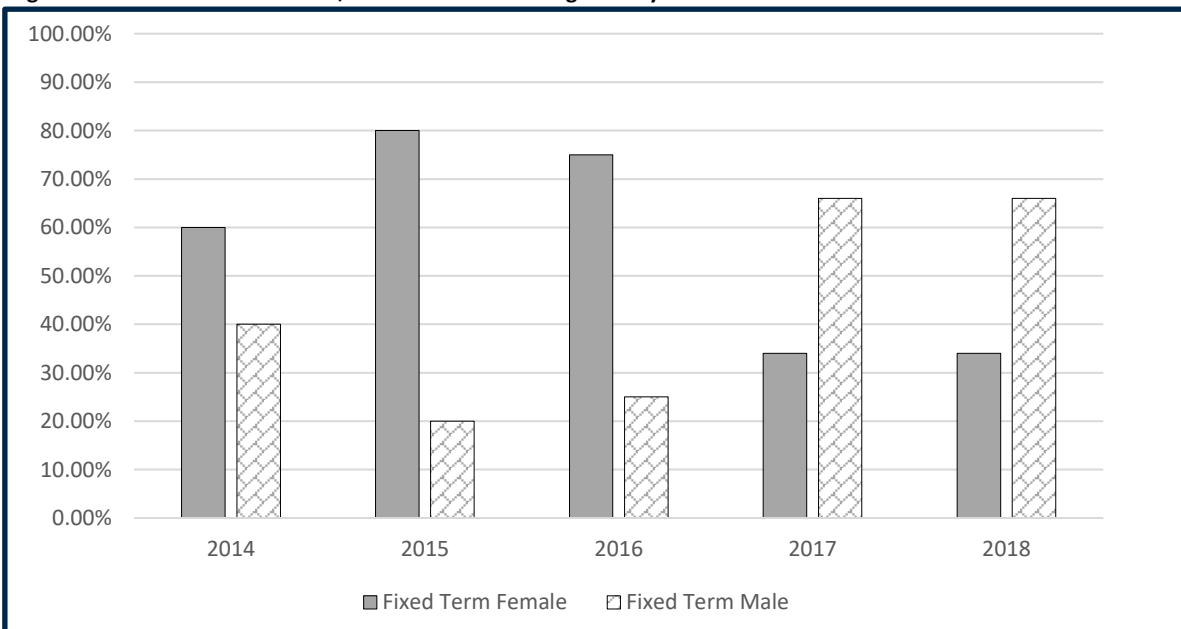
During the review period, we have upgraded the contracts of four of our colleagues from fixed-term to permanent. We are committed to preventing distinctions between the kinds of work undertaken by academic staff. In 2018 the School was asked by the Centre to consider the appointment of a teaching-only member of staff to absorb extra teaching and a number of administrative roles. Planning and Management declined to

alter the School's culture in this way. The gender split between academic, research and teaching staff on permanent contracts has remained solidly level at c.50/50 for the last five years: currently the gender split is exactly 50/50.

Figure 4.24 Permanent Academic, Research and Teaching Staff by Gender
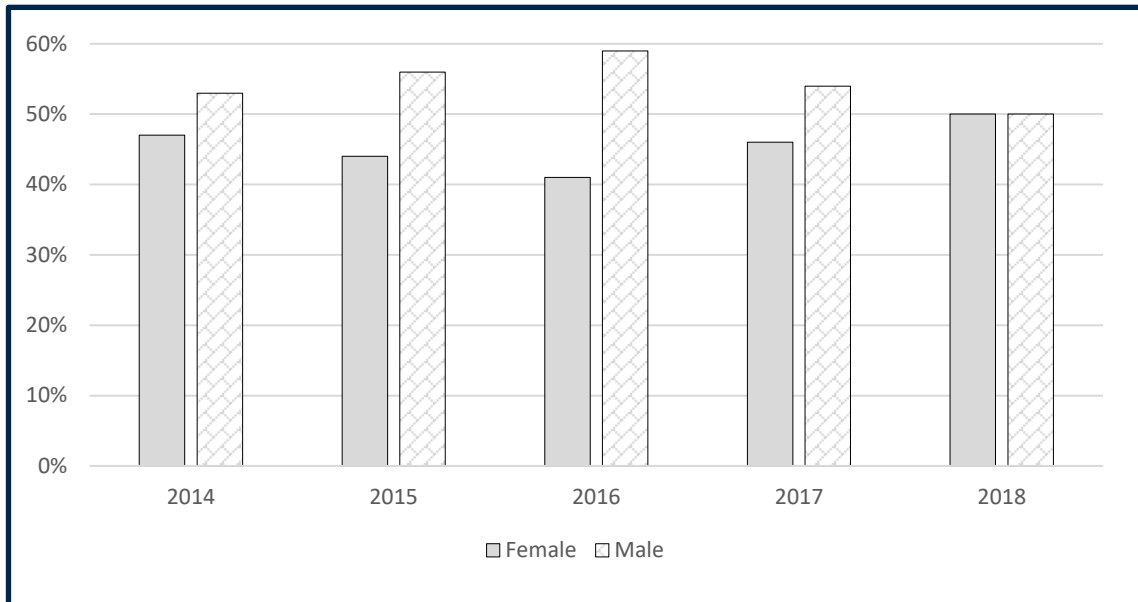
ACTION 4.9
   A. Monitor gender disparity among staff on fixed-term contracts. If the number of staff on fixed-term contracts exceeds 10, and the disparity is more than 10% compared to the ratio for staff on permanent contracts, then the EDO will report to Planning and Management and investigate further.

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

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

20 staff have left the School in the last five years. The majority of leavers have been those on fixed-term contracts (65%). Of those, 8 out of 13 were Teaching Fellows or Associate Lecturers hired to cover the teaching duties of permanent staff with externally-funded research grants. Data is collected by HR according to contract end dates, and it should be noted that the high number of fixed-term leavers is rather misleading: during the review period, 4 fixed-term 'leavers' moved to permanent contracts and remain current members of the School. The data for permanent staff more accurately reflects actual leavers. Three Senior Lecturers retired and one lecturer relocated to an equivalent post elsewhere. The Professors left to take up chairs elsewhere (Oxford, Florida, and Dublin).

Table 4.25 Total Number of Academic, Research, and Teaching Staff Leaving

Year	Role	
2014 - 2018	Research Focused	
	Education Focused	
	Lecturer	
	Senior Lecturer	
	Reader	
	Professor	

(Word count: 1,833)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words Silver: 6500 words

5.1. Key career transition points: academic staff
(i) Recruitment

> Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

The School consistently attracts an equal number of candidates from both genders for new posts. We also receive closer to 50% of applications from women for posts than is the norm across other AHSSBL schools. Almost all hires in the last five years have been entry level positions for permanent lecturers or fixed-term education-focused positions (advertised between 2014-2016 as 'Teaching Fellow', and since 2017 as 'Associate Lecturer'). 2014 saw an unusual number of 7 new hires to fixed-term contracts to cover five staff who had obtained teaching relief through successful external research funding applications. In 2016 we made our only senior hire of the period, at professor level, to fill the School's prestigious named chair, the Berry Chair. The 34 applications to the post were evenly split between genders (50/50).

Throughout this time we had 1,102 applicants (566 female, 496 male, 40 unspecified), 1,068 of which were for fixed-term and permanent entry level positions, and 34 for the professorship.

Table 5.1 Academic, Teaching and Research Applications to the School of English

Year	Role	Applications					AHSSBL% Female
		F	M	Not given	Total	% Female	
2014	Research Focused	-	-	-	-	-	43%
	Education Focused	131	89	2	222	59%	48%
	Lecturer	118	160	9	287	41%	34%
	Senior Lecturer / Reader	-	-	-	-	-	11%
	Professor	-	-	-	-	-	40%
2015	Research Focused	-	-	-	-	-	48%
	Education Focused	-	-	-	-	-	56%
	Lecturer	99	61	8	168	59%	38%
	Senior Lecturer / Reader	-	-	-	-	-	46%
	Professor	-	-	-	-	-	30%
2016	Research Focused	-	-	-	-	-	38%
	Education Focused	-	-	-	-	-	48%
	Lecturer	48	41	4	93	52%	42%
	Senior Lecturer / Reader	-	-	-	-	-	18%
	Professor	17	17	-	34	50%	40%
2017	Research Focused	-	-	-	-	-	44%
	Education Focused	89	71	11	171	52%	50%
	Lecturer	-	-	1	1	-	45%
	Senior Lecturer / Reader	-	-	-	-	-	33%
	Professor	-	-	-	-	-	32%
2018	Research Focused	-	-	-	-	-	35%
	Education Focused	-	-	-	-	-	56%
	Lecturer	64	57	5	126	51%	39%

Senior Lecturer / Reader	-	-	-	-	-	-
Professor	-	-	-	-	-	20%

The average percentage gender split overall of 50/50 among applicants is broadly maintained at the shortlisting stage. When placed alongside the applications data, the shortlisting statistics vary by a maximum of 7% in favour of women candidates across 2015-18. Only the shortlists from 2014 (the unusually busy hiring year mentioned above) depart dramatically from an even gender split among applicants, as significantly more men were shortlisted than women for the 3 lecturer posts, and more women than men were shortlisted for the 9 'education focused' posts. Given the consistency in the data overall and the fact that both genders saw fluctuations, this anomaly seems to reflect the unusual nature of this hiring year.

Table 5.2 Shortlisted applicants to the School of English by gender

| Year | Role | Shortlisted | | | |
		Not given	Total	% Female	AHSSBL% Female
2014	Research Focused	-	-	-	33%
	Education Focused	-	24	71%	50%
	Lecturer	-	10	20%	32%
	Senior Lecturer / Reader	-	-	-	-
	Professor	-	-	-	35%
2015	Research Focused	-	-	-	55%
	Education Focused	-	-	-	74%
	Lecturer	-	14	64%	47%
	Senior Lecturer / Reader	-	-	-	0%
	Professor	-	-	-	50%
2016	Research Focused	-	-	-	50%
	Education Focused	-	-	-	60%
	Lecturer	-	9	56%	53%
	Senior Lecturer / Reader	-	-	-	0%
	Professor	-	4	50%	52%
2017	Research Focused	-	-	-	48%
	Education Focused	-	17	59%	47%
	Lecturer	-	-	-	51%
	Senior Lecturer / Reader	-	-	-	54%
	Professor	-	-	-	28%
2018	Research Focused	-	-	-	58%
	Education Focused	-	-	-	58%
	Lecturer	-	10	50%	45%
	Senior Lecturer / Reader	-	-	-	-
	Professor	-	-	-	25%

Four members of standard contract staff from across all grades participate in shortlisting by the HoS for each post, in addition to those staff on the interview panel, which ensures that a wide portion of the School are involved in recruitment. Single sex shortlists are prohibited and gender-balanced recruitment panels required by university

policy, introduced in 2018. At School level we will ensure that the short-listing process is also gender-balanced from now on.

Between 2014 and 2018 the School of English made 25 offers of employment, 15 to women and 10 to men. The data for offers of employment is subject to extreme fluctuations due to very small numbers, but for the two years with four new hires (2015 and 2017), the gender balance was pleasingly 50%.

Table 5.3 Offers of employment for Academic, Teaching and Research posts by the School of English by gender

Year	Role	Offers					
		F	M	Not given	Total	% F	AHSSBL% Female
2014	Research Focused			-	-	-	63%
	Education Focused			-	9	78%	58%
	Lecturer			-	3	0%	37%
	Senior Lecturer / Reader			-	-	-	-
	Professor			-	-	-	20%
2015	Research Focused			-	-	-	71%
	Education Focused			-	-	-	83%
	Lecturer			-	4	50%	40%
	Senior Lecturer / Reader			-	-	-	0%
	Professor			-	-	-	50%
2016	Research Focused			-	-	-	75%
	Education Focused			-	-	-	70%
	Lecturer			-	3	67%	55%
	Senior Lecturer / Reader			-	-	-	0%
	Professor			-	1	100%	67%
2017	Research Focused			-	-	-	50%
	Education Focused			-	4	50%	47%
	Lecturer			-	-	-	50%
	Senior Lecturer / Reader			-	-	-	50%
	Professor			-	-	-	0%
2018	Research Focused			-	-	-	47%
	Education Focused			-	-	-	64%
	Lecturer			-	1	100%	59%
	Senior Lecturer / Reader			-	-	-	-
	Professor			-	-	-	0%

> **ACTION 5.1.3**
>
> A. Check that all staff involved in recruitment have completed diversity and unconscious bias training in addition to other mandatory recruitment panel service training.
>
> B. At least one member of the EDC to be involved in longlisting
>
> C. Add section on gender balanced recruitment panels to description of EDC in Staff handbook.

(ii) Induction

> Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

All new staff are required to attend an introductory meeting with HR, a one-day university 'All Staff Induction', and a follow-on afternoon session, 'New Staff Essentials', both administered by the university's training unit, CAPOD. At School level, all new staff have an induction meeting with the HoS, usually on the first day of their contract. The HoS assigns all new academic staff a mentor, a senior member of staff in the School. The purpose of the mentor is to advise on career progression and provide ongoing support on School processes through regular meetings. The Office Manager gives the new member of staff a tour of the buildings, key offices and services, and provides copies of all relevant handbooks and policies. The Director of Teaching advises new academic staff on teaching arrangements, online systems, and processes, unusually through a mixture of email and informal meetings. Completion of Equality and Diversity training will be built into the School induction from 2019 onwards.

> **ACTION 5.1.1**
>
> A. Alert new starts to EDI training and activities of EDI committee in induction meeting.
>
> B. Contact all new starts in September with information about the two CAPOD training modules, 'Diversity in the Workplace' and 'Unconscious Bias'.

(iii) Promotion

> Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

All seven promotions applications put forward by the School in the last five years have been successful. Applications open in Semester 2, and the School provides an internal round of monitoring and feedback before applications go forward to a central university panel. Between 2014–2018, 3 staff were promoted, 2 to Professor and 1 to Reader. In

the same period four members were promoted, one to Senior Lecturer, one to Reader and one to Professor.

Table 5.4 Promotion applications and success rate

Year	Role	Applications		Successful		Success Rate		
			Total		Total	F	M	Total
2014 – 2018	Research Grade 8		-		-	-	-	-
	Education Focused Grade 8		-		-	-	-	-
	Senior Lecturer		2		2	-	100 %	100 %
	Reader		2		2	100 %	100 %	100 %
	Professor		3		3	100 %	100 %	100 %

The 100% success rate is positive, but suggests that staff might be overly cautious and waiting longer than is necessary to apply. The 2019 survey revealed that 5 staff waited 5 years or more before applying:

Figure 5.5 Staff EDS 2019 result, Q29: 'When did you last apply for promotion?'

		Grand Total
0-2 yrs		3
3-5 yrs		1
5 yrs +		5
I have not yet applied for promotion		9
I am ineligible for promotion		5
Prefer not to answer		2
Grand Total		25

Numbers are small but indicate that women are waiting longer to apply for promotion than men. Furthermore, only half of staff respondents were optimistic about their options for career progression, and this figure was slightly lower for female members of staff (42%):

Figure 5.6 Staff EDS 2019 result, Q14: 'I am optimistic about my options for career progression following my current role or course of study'.
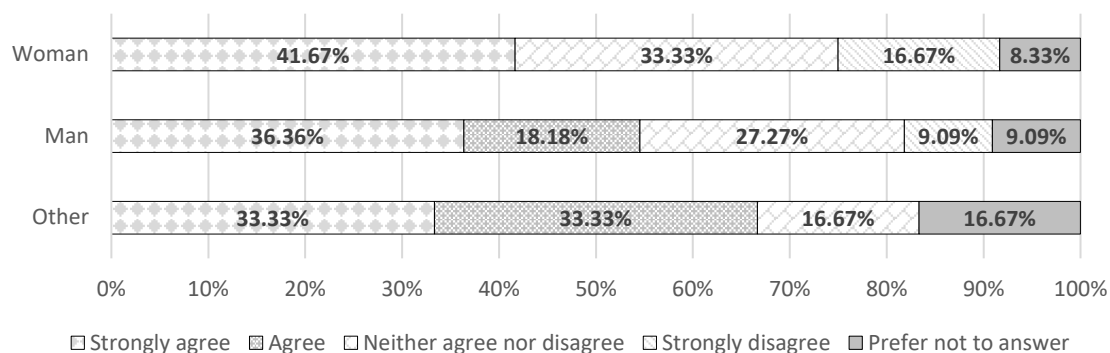
	Woman	**Man**	**Other**	**Grand Total**
Strongly agree	41.67%	36.36%	33.33%	**11**
Agree		18.18%	33.33%	**4**
Neither agree nor disagree	33.33%	27.27%	16.67%	**8**
Disagree				**2**
Strongly disagree	16.67%	9.09%		**2**
Prefer not to answer	8.33%	9.09%	16.67%	**2**
Grand Total	**12**	**11**	**6**	**29**

Concerns about the transparency of the promotions procedure and the risk of bias against women were also raised in individual comments. Free text comments suggest that dissatisfaction with the process may lie more at university than School level, but requires further investigation. We have formed a Promotions Working Group (composed of the EDO and two staff who have been through the promotions process) who will collect more qualitative data.

In February 2019 the HoS organised a promotions information session for the School led by previous panel members. The School offered to cover transport costs for colleagues who were on unpaid leave/not working in semester 2 to enable full participation. 2019 survey comments indicated that this was helpful, and we have since received 7 application for promotion for 2019. This is a huge increase on the last five years (which saw 7 application overall), and while the increase may reflect the University's recent reform of the promotions procedure in 2016-17, the sharp rise combined with positive comments on the promotions information session in the EDS 2019 suggest that this had a clear positive effect, and we will build this into general School practice in future.

ACTION 5.1.2

   A. Promotions Working Group will run an additional focus group to collect more qualitative data on the experience of applying for promotion.

   B. Make the promotions information session an annual event.

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

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

Our REF staff submission rates are generally higher than the rest of the university, with the exception that other AHSSBL Schools returned 5% more eligible men in 2014. The same members of staff were not included in the 2008 and 2014 submissions because one was 'research inactive' and the other had publications that the School felt unlikely to meet the exercise's criteria for 3-star work across their four outputs. We have consistently returned 100% of women to the exercise in its last two rounds, while the number of female staff submitted by the university and by other AHSSBL schools fell by c.10% over the same period.

Table 5.7 REF Submissions for English 2014

| REF Grouping | Female | | | | Male | | | | Total |
| | Submitted? | | | | Submitted? | | | | |
	No	Yes	Total	% Submitted	No	Yes	Total	% Submitted	
School of English	0.0	13.5	13.5	100%	2.0	14.5	16.5	88%	30.0
AHSSBL Schools	15.0	98.2	113.2	87%	43.3	176.8	220.0	80%	333.2
University	31.7	160.7	192.4	84%	80.0	358.0	438.0	82%	630.4

Table 5.8 RAE Submissions for English 2008

| REF Grouping | Female | | | | Male | | | | Total |
| | Submitted | | | | Submitted | | | | |
	No	Yes	Total	% Submitted	No	Yes	Total	% Submitted	
School of English	0.0	11.9	11.9	100%	2.00	13.00	15.0	87%	26.9
AHSSBL Schools	3.0	63.6	66.6	95%	15.0	191.3	206.3	93%	273.0
University	4.0	112.4	116.0	97%	38.2	379.1	417.3	91%	533.3

The data reflects our longstanding School policy to enter all eligible staff to REF, which we have done with great success: in the 2008 RAE the School achieved the highest proportion of 4* publications in the UK. Equality of opportunity for everyone in the School to pursue ambitious research is underwritten by our flat teaching requirement across all staff, which ensures that staff at all levels from lecturer to professor have the same teaching undergraduate commitments across sub-honours and honours. Four members of staff sit on a School level pre-REF return review panel for REF 2021, and review all staff submissions internally. The current HoS ensured that this was gender balanced, and this requirement will be written into School policy from now on.

ACTION 5.1.4

A. Four members of staff will sit on a School level pre-REF return review panel for all future REF returns, to review all staff submissions internally.

B. Add section on gender balanced REF panels to Staff handbook.

SILVER APPLICATIONS ONLY

5.2.   Key career transition points: professional and support staff

(i)   Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

(ii)   Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

5.3.   Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

The main training provider for staff in the School is CAPOD, the university's centralised internal training and development department. They offer a range of courses for professional development in research, teaching and administration. The self-assessment process revealed that female English staff engage with training opportunities much more than their male colleagues.

Table 5.9 CAPOD training course registrations by gender, 2015-18

	F	M
2017-18	71 (90%)	8 (10%)
2016-17	86 (66%)	45 (34%)
2015-16	44 (73%)	16 (27%)

The increase in training uptake by both genders in 2016-17 reflects the EDC's push for all staff to complete the 'Diversity in the Workplace' training that year, which all staff (44; 100%) have now done. The results of the EDS2019 confirmed the gender imbalance overall. While 92% of women agreed that they were encouraged to take up training opportunities, only 54% of men felt the same (figure 5.10). 45% of men said that they had attended a training course, compared to 92% of women (figure 5.11).

However, since all colleagues have now completed Diversity training, these figures have already improved. Responses might reflect a difference in perception between 'attending' a training activity and 'undertaking' one on-line.

Figure 5.10 Staff EDS19 result, 'I am encouraged to undertake additional professional training (e.g. through CAPOD or technical training as appropriate to my discipline).'
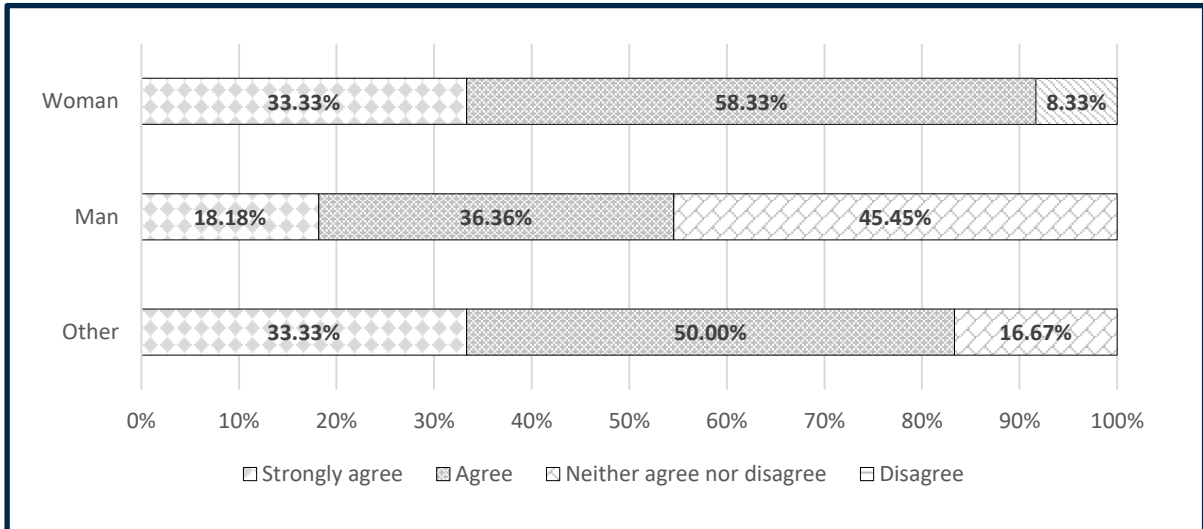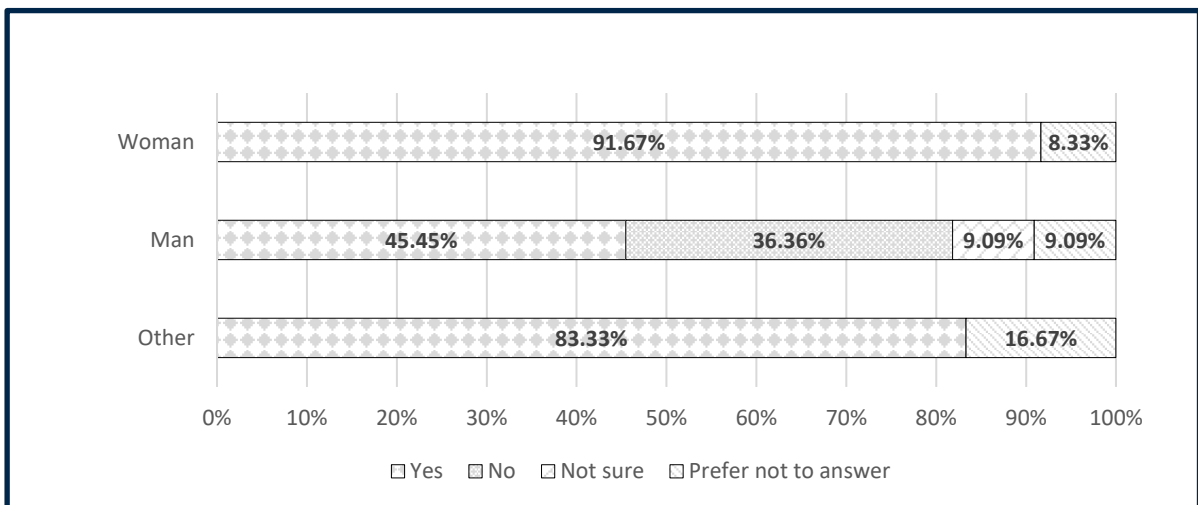

Figure 5.11 Staff responses to EDS19, Q23: 'In the past 18 months I have attended at least one professional training activity (other than Induction)'

School administrative roles are rotated every 3 years, and as part of this cycle all members of staff are involved in informal peer-to-peer training for role handover and offer support to incoming colleagues in the first stages of new responsibilities. Some role shadowing also takes place for key student-facing roles, such as Director of Teaching, but at present there is no formal in-School shadowing scheme. The Health and Safety officer monitors the number of colleagues who are trained in fire safety and first aid, and the Disability officer organises regular training in mental health awareness for all staff.

To date no staff in English have completed the Aurora leadership training programme. The EDS 2019 revealed that 4 out of the 26 staff completing the survey were aware of it:

<div style="background-color:#a8dadc; padding:1em;">

ACTION 5.3.3

    A. Hold focus group with male staff in English and obtain up to date data on male uptake of training.

    B. Consult with other Arts Schools with similar gender profiles.

    C. If there are patterns to investigate, form AHSSBL Working Group on Gender and Training, with the aim of preparing a report for the institutional ED&IC.

    D. Recommend CAPOD training to all staff during Annual Review.

</div>

Figure 5.12 Staff responses to EDS2019, Q24: 'I have heard of the following programmes'

The University's Diversity Budget fully funds any attendees, and other AHSSBL Schools have had participants in the scheme since 2014. We will take action to promote the scheme in the School from now on.

<div style="background-color:#a8dadc; padding:1em;">

ACTION 5.3.2

    A. Include information about Aurora in School inductions for members of staff identifying as female.

    B. Hold an information session about Aurora programme for eligible members of staff with panel of past participant(s) from other AHSSBL schools

    C. Circulate details of the Aurora programme to relevant staff and call for expressions of interest in enrolment.

</div>

In 2017-18 one member of staff completed the Leadership Foundation in HE Diversifying Leadership (BAME) programme, fully funded by the university; they are one of only two members of staff across the university to have done so.

(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

It is a University requirement that all staff have an annual development review with HoS or another senior colleague/line manager. The reviews of the administrative/support staff are handled by the Office Manager; since 2017-18, both Grade 3 administrative officers have applied for the 'Passport for Excellence' career development programme. The IT Officer is a higher grade than the Office Manager and so is reviewed by HoS. Newly-appointed colleagues have their first meeting within one month of arriving in St Andrews. In the last three years, this prompt commencement of the annual review scheme has been achieved by 100% of all newly appointed staff. At the start of each semester, HoS invites all colleagues to make an appointment for academic review at a point 12 months after their last one (the exact timing varies across the year depending on type of contract and sabbatical leave); colleagues who are away from St Andrews on maternity leave or sabbatical leave can schedule a meeting by telephone or wait until they return if they prefer a face-to-face meeting.

Figure 5.13 Annual Review Completions

Year	F	M	Overall uptake
2018-19	51%	49%	94.5%
2017-18*	58%	48%	64.8%
2016-17	48%	52%	67.5%

Industrial action affected Semester 2, so data is unreliable.

This suggests that we are moving closer to gender parity in the uptake of annual review. There is clearly room for improvement on the perceived usefulness of these reviews for career development (41.6% F; 36.3% M; 83.3% other strongly agreed that they were useful for role development).

Figure 5.14 Staff responses to EDC19, Q26: 'The Annual Review and Development Scheme (a.k.a. Q6 or appraisal) has been/will be a useful process in which to discuss development in my role'.

Woman	41.67%	41.67%	16.67%	
Man	36.36%	27.27%	18.18%	9.09% 9.09%
Other	83.33%		16.67%	

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Prefer not to answer
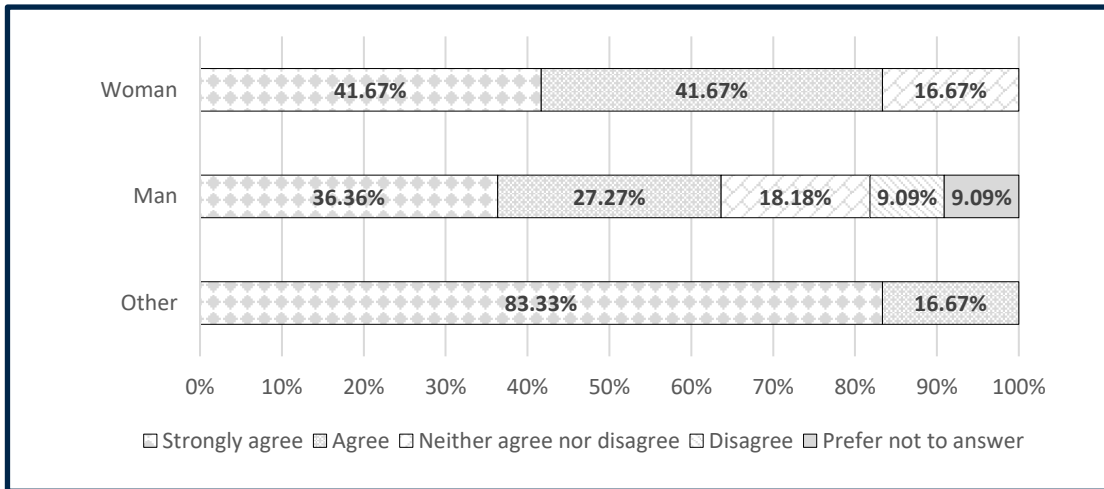
In some cases, senior colleagues perceive their careers as already fully developed but HoS will continue to work at improving the career progression element of the annual reviews for staff at all grades (for example, by adding a section on CAPOD development opportunities to the university's annual review form for academic staff). The School has had only one non-visiting post-doctoral researcher in recent years; they participated in the same mentoring and review process as permanent colleagues and moved to a permanent contract within 2 years of initial appointment.

> ACTION 5.3.3
> D. Recommend CAPOD training to all staff during Annual Review.

(iii) Support given to academic staff for career progression

> Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

Within the school, there are good levels of conversion from part-time to full-time posts (see section 4.2.ii above). Postdoctoral researchers and fixed-term lecturers are given the same research allowance as permanent members of staff; this is an annual personal stipend of £2200 which the individual is permitted to spend on whatever research or training resources they require for their current projects. Each claim from this fund is subject to approval by HoS while receipts are verified by Salaries. Reimbursement for research/training expenses is made directly to the individual's next available paycheque. Advance payment is possible with the agreement of Salaries to prevent financial hardship when a major research trip is being planned.

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

> Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

At undergraduate level, students receive careers talks from Student Services which are programmed and introduced by the school Careers Officer. In February 2019, the SSCC and staff worked together to organise an open discussion panel about academic careers

with three early career members of staff. At postgraduate level, students take the EN5100 course 'Literary Research: Skills and Resources', which is compulsory for all English Mlitt students with the exception of Creative Writing students (who have their own professional development programme). This course introduces students to various activities that are common within an academic career, including presenting work at conferences, writing book reviews and applying for funding. At doctoral level, the school runs a series of 'professionalising the PhD' sessions for doctoral candidates, including talks from former PhD students who went in to academia, and those who chose alternative careers.

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

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

The School keeps sample applications from successful and unsuccessful research grant applicants on file in the PG office for any member of academic staff to consult. All applicants are regularly invited to submit their applications to the shared folder, but it is not mandatory. There are CAPOD courses available to staff members which focus on grant-capture and funding applications, and the Business Development Manager for Arts and Humanities, provides individual advice and assistance on funding schemes that are available and suited to the interests of particular researchers.

If the application is unsuccessful and was internal, feedback is available from the Director of Research/HoS, and whilst grant-capture is encouraged and celebrated when it occurs, colleagues are assured that grant application activity, not just success is a valued part of our research culture. Feedback on external grant application varies depending on the scheme but when the application was shared with the School, the HoS/DoR offers a supportive debrief and advice on revision/resubmission when eligible.

5.4.   Career development: professional and support staff

(i)   Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(vi)   Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

(ii)   Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

5.5.   Flexible working and managing career breaks

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

Explain what support the department offers to staff before they go on maternity and adoption leave.

HoS provides a familiar first point of contact for colleagues taking leave. The University's policies on maternity and adoption leave are advertised on the Human Resources website. Colleagues due to take maternity leave simultaneously contact HoS and inform Human Resources. HoS will consult with them about their needs. Following this discussion, she will complete a risk assessment form in relation to the member of staff. This form prioritises fire, proximity to biological hazards, and the risk of contracting swine flu. By these standards the working environment in English is relatively unproblematic. However, measures that might be discussed include: encouragement to work flexibly, or from home; changes to office arrangements; and IT provision to facilitate revised work patterns.

The EDS2019 indicated a strong sense that the School is supportive of colleagues taking maternity or adoption leave. One colleague from 27 respondents disagreed that the School would support a request for maternity/paternity/adoption or other parental leave (fig.5.15).

Figure 5.15 Staff responses to EDS 2019 Q37, 'I am confident that the School would be supportive if I requested maternity/paternity/adoption or other parental leave'.
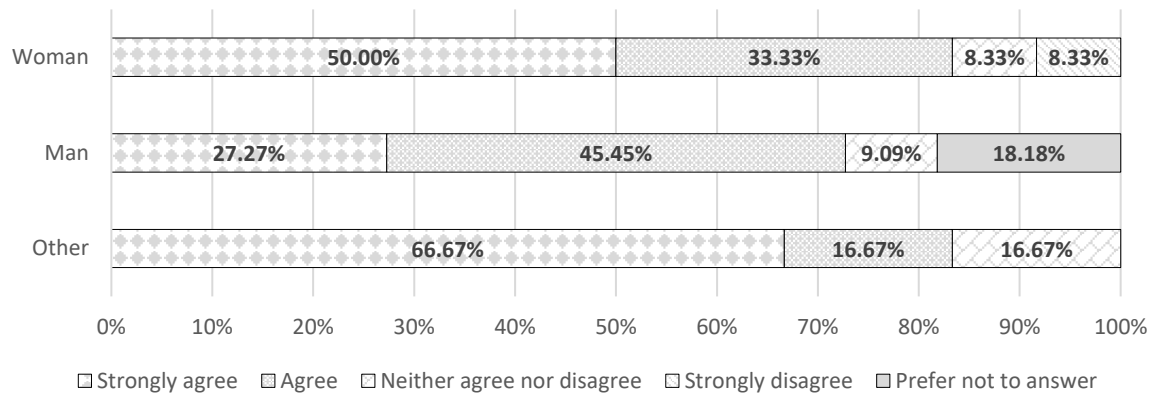
	Woman	Man	Other	Grand Total
Strongly agree	50%	27.27%	66.67%	**13**
Agree	33.33%	45.45%	16.67%	**10**
Neither agree nor disagree	8.33%	9.09%	16.67%	**3**
Strongly disagree	8.33%			**1**
Prefer not to answer		18.18%		**2**
Grand Total				**29**

Despite these consistent results, the negative response is a concern. We will act to ensure that School policy on parental leave is advertised in the staff handbook, a *vade mecum* of practice and procedures that is a first port of call for colleagues; and on the School's new E&D webpages (currently under development and due to be rolled out by 2021). In this way we aim hope to universally disseminate the message that parental leave is a right that the School supports.

ACTION 5.5.1
B. Promote parental leave policies on the School's new E&D webpage through links to HR pages and through a designated section in the staff handbook.
C. Highlight parental leave policies during induction for new staff.

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

Explain what support the department offers to staff during maternity and adoption leave.

All employees (including fixed-term staff) are eligible for 52 weeks maternity/adoption leave irrespective of length of service or hours of work. This period of leave is factored into their research leave calculations as normal and their research allowance is unaffected. During maternity / adoption leave, up to ten 'Keeping in Touch' (KIT) days can be arranged with HoS, during which research, teaching, or professional development activities may be pursued. Since 2016 no members of staff have used KIT days, when 3 were eligible. We will prioritise raising awareness of this resource across the School.

> ### ACTION 5.5.1
> A. Hold focus group with 3 members of staff who did not take up KIT days to find out reasons for lack of take up.

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

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Towards the end of leave, the staff member consults with HoS via phone, email, or in person to ensure suitable arrangements are in place for returning to work, and the Director of Teaching and Honours advisers will be informed of their returning colleague's plans. It is at this stage that requests for flexible working or a modified teaching or administration load are taken into account. The School aims to accommodate individual requirements wherever possible. In order to further support for parents returning to work, the School has established an 'Equality, Diversity and Inclusion Fund' that can be used to assist with childcare or travel costs. A repeated request in the free-text responses to the EDS 2019 (Q. 48) survey was for baby-changing facilities in the School, and we plan to introduce these within 1 year (subject to building regulations).

> ### ACTION 5.5.1
> D. Include assistance with childcare or travel costs in the remit of the newly established 'English Diversity Fund' and publicise resources to all staff.
>
> ### ACTION 5.5.2
> A. Installation of baby-changing facilities in main School building.

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Four members of staff have taken maternity leave in the last five years, and all four have returned to work.

Table 5.16 Total Number of Academic Staff taking Maternity / Paternity Leave

Year	Role	Still in Post		Left following leave	
		Maternity	**Paternity**	**Maternity**	**Paternity**
2014 - 2018	Research Focused	-	-	-	-
	Education Focused	-	-	-	-
	Lecturer	2	2	-	-
	Senior Lecturer	1	-	-	-
	Reader	-	-	-	-
	Professor	-	-	-	-

Table 5.17 Total Number of Non-Academic Staff taking Maternity / Paternity Leave

Year	Grade	Still in Post		Left following leave	
		Maternity	**Paternity**	**Maternity**	**Paternity**
2014 - 2018	Grade 1	-	-	-	-
	Grade 2	-	-	-	-
	Grade 3	1	-	-	-
	Grade 4	-	-	-	-
	Grade 5	-	-	-	-
	Grade 6	-	-	-	-
	Grade 7	-	-	-	-

* 2017 reflects only 11 months, January - November.

The one free-text comment on maternity leave (Q. 42) in the 2019 E&D survey describes the School of English as: '[A] very warm, supportive and understanding School—helpful to have colleagues who have also had experience of maternity and child care issues and long-term care for elderly relatives. We look after each other'. The School aims to safeguard its 100% return rate through the promotion of University policies on leave and the establishment of the 'English Diversity Fund' as described in actions 3.1 and 5.5.4, above, and in general by maintaining its leave-friendly ethos.

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Two lecturers have taken paternity leave in the last two years (see fig. 5.16 above); there were no applications for paternity leave between 2014-2016.

(vi) Flexible working

Provide information on the flexible working arrangements available.

The University's Flexible Working policy aims to promote flexible working arrangements that improve the balance between colleagues' working and non-working lives, and allows colleagues to modify their working hours, their times of work, or to work from home. Since 2014, 3 colleagues have taken this opportunity (fig. 5.18).

Table 5.18 Flexible Working Uptake

Year	Academic		Professional Support	
	Female	Male	Female	Male
2014 - 2018	1	0	1	0
	0	0	1	0

As with other measures discussed here, we will in future aim to promote knowledge of the Flexible Working policy through the Staff Handbook and E&D website.
Beyond the Flexible Working policy, the School also aims to promote flexibility for staff in other ways. The Honours advisers aim to accommodate requests for timetable changes from colleagues with children. School meetings are scheduled within core business hours wherever possible.

The School is open to requests for moves to part-time working. Within the last four years, two colleagues have moved from full-time to .5 (single semester) contracts, and one has completed a 5-year period at .5, taken in order to facilitate childcare. These practices aim to benefit members of staff with children, but also those with caring responsibilities, disabilities, or health problems.

The School's Equality & Diversity surveys indicate a strong sense that the School is supportive of colleagues needing to take long term sickness leave or special leave. In the 2019 E&D survey, no respondent disagreed with the proposition that the School would support such an application (fig. 5.19).

Figure 5.19 Staff responses to EDS2019, Q39: 'I am confident that the School would be supportive if I required long term sickness leave or special leave (e.g. time off for dependants, carer's leave, or compassionate leave).'
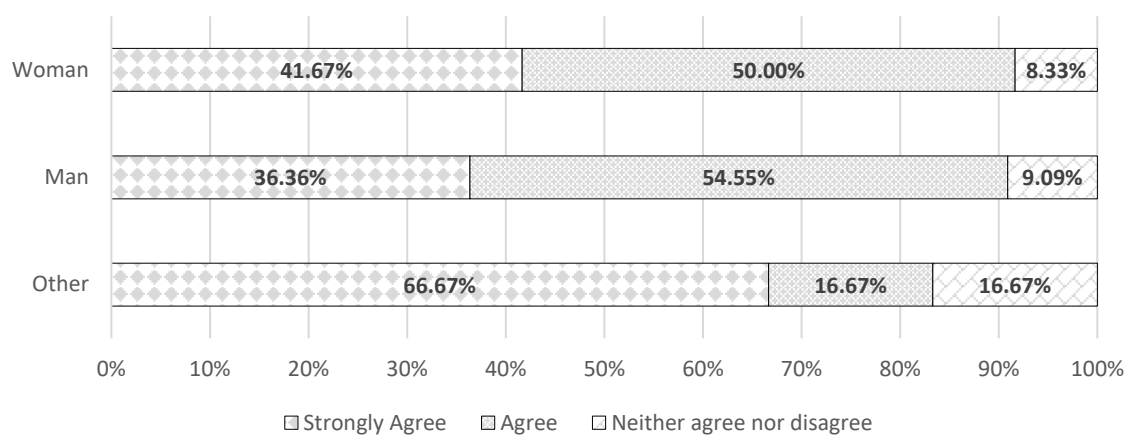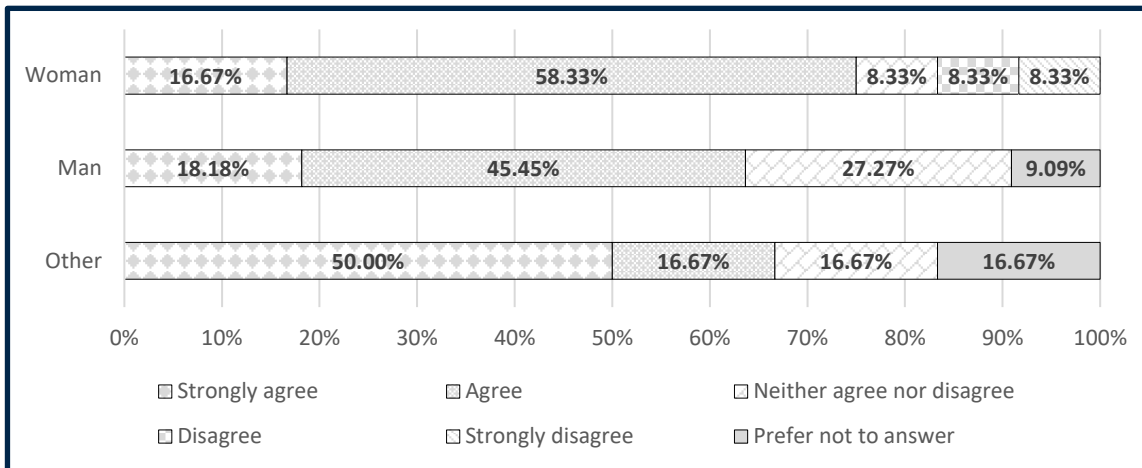
	Woman	Man	Other	Grand Total
Strongly agree	41.67%	36.36%	66.67%	13
Agree	50%	54.55%	16.67%	13
Neither agree nor disagree	8.33%	9.09%	16.67%	3
Grand Total				29

The broadest question in EDS 2019 regarding leave asked colleagues who had taken any kind of leave whether the School had been supportive. A clear majority of respondents thought that the School had been that, with only three neutral or ambiguous responses and no negative ones. In addition, two colleagues who had taken sick leave offered free-text comments on the accommodating environment within the School:

- 'Some years ago, I had medical leave, at which point colleagues did a great job of support. I have also been involved in supporting other staff and know the environment is conducive to mutual support.'

- 'The School was exceptionally supportive during illness, consulting me on what could be done to help and anticipating and heading off possible difficulties arising from particular tasks or overall workload. The School (the two Heads concerned and other staff) could not have been more supportive, considerate and reassuring.'

At the same time, while belief in the supportiveness of the School is strong, the 2019 survey indicates that not all colleagues are well-informed as to the location of information on leave (69%; fig. 5.20).

Figure 5.20 Staff responses to EDS2019, Q38: 'I know where to find information if I required long term sickness leave or special leave (e.g. time off for dependents/carers leave/compassionate leave)'

Woman	16.67%	58.33%	8.33%	8.33%	8.33%
Man	18.18%	45.45%	27.27%	9.09%	
Other	50.00%	16.67%	16.67%	16.67%	

Legend: ☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☐ Prefer not to answer

This may be because at any given time most colleagues do not need this information. Nonetheless, we will act to ensure that it is better advertised internally, again with the aim of eliminating uncertain responses to this question.

ACTION 5.5.3
  A. Add information on leave policies on to the School's new E&D webpage through links to HR pages and through a designated section in the staff and student handbook.
  B. Highlight this information on leave policies in induction for new staff and remind existing staff through School Council updates by EDO.

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

In 2017, one colleague who had been on maternity leave and then a .5 contract moved back to full-time work; the member of staff on a fixed-term contact who had been supplementing her work moved to cover a different, full-time colleague on leave. Two other colleagues are on .5 contracts with one planning to move back to a full-time post within the next 4 years. As with return from parental leave, HoS will look to liaise with returning colleagues in a sensitive and timely manner and is open to discussion of individual requirements (see section 5.iii, above).

The 2019 E&D survey did not direct questions to part-time staff specifically. However, in the 2016 survey, only 2 responses from 31 disagreed that the School was supportive of staff in that category.

Table 5.21 Staff responses to EDS 2019, Q: 'Part-time staff and those on temporary breaks (e.g. carer leave or sabbaticals) are encouraged to remain included in on-going life in my department if they wish.'

5.6. Organisation and culture
(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

The 2016 and 2019 Equality and Diversity survey results were extremely positive about the School's culture. Comments from students collected in EDS2019 referred to the School as 'welcoming and inclusive' and 'exceptionally friendly', and a space 'to voice concerns over any issue'. Staff likewise describe the School as 'welcoming to all', with a 'notably collegial atmosphere, evident in the tone of School Council meetings'.

The School celebrates the contributions of staff members of all genders through the curation of its buildings and workspaces. The School buildings house two rooms named to honour the service of previous members of the department. The main teaching and meeting room in the central English building was renamed the Barbara Murray Room in 2012, in honour of Dr Barbara Murray, Senior Lecturer in Restoration Drama, 1974-2012. A commemorative portrait of Dr Murray was produced by a current member of staff, Dr Sara Lodge (senior lecturer), and hangs outside the room.

Figure 5.22 Portrait of Dr Barbara Murray by Dr Sara Lodge outside the Barbara Murray Room in the main School building.

A selection of portraits of honorary degree recipients and famous writers decorate School's two main teaching/lecturing spaces, including Jackie Kay, J. K. Rowling, George

Eliot, and Muriel Spark. The AS process has highlighted how the shared student-staff common room, named in honour of former staff member Dr Stephen Boyd, is dominated by portraits of male writers. In response the School has committed to redecoration of this space in collaboration with SSCC, with the aim of present to profile a more diverse range of writers and role models.

<div style="background-color: #aadce0; border: 1px solid black; padding: 10px;">

ACTION 5.6.2
      C. Redecorate the Stephen Boyd room with photographs of women writers and writers of colour.

</div>

We have created an environment conducive to gender discussion as reflected in PhD subjects.

Table 5.23 Recent PhD completions in the area of women's writing, feminist theory, masculinity, and gender studies

PhD Thesis title	Completed
Challenging Maleness – The New Woman's Attempts to Reconstruct the Binary Code	2013-14
Speaking in Silence: Female Agency in Sensation Fiction 1850-1880	2014-15
Imperfect Adumbrations': Boys, Men, and Masculinities in the Work of Virginia Woolf	2014-15
Manufacturing Selves: The Poetics of Self-Representation and Identity in the Poetry of Three "Factory-Girls", 1840-1882	2016-17
Masculinity and Manliness in the Work of Elizabeth Gaskell	2016-17
Fixed and Framed: The Gendering of Scientific Vision and the Specimen in Literature, 1890-1990	2017-18

In June 2017 the School awarded funding to two current postgraduates for a one-day conference on 'The Man of House', investigating modern models of masculinity. The plenary address was given by Professor Gill Plain, one of the founders of the MLitt in Women, Writing and Gender. Going forward we will use the 'English Diversity Fund' to support applications from postgraduates with plans for similar research events that address aspects of E&D.

Figure 5.24 Conference programme for 'Man of the House', June 2018.

Man of the House Conference Programme

22nd June, 2018

Lawson Room, Kennedy Hall

School of English, University of St Andrews

8:30-9:00	Registration and Welcome
9:00-10:30	Panel 1: Living Spaces
	Panel Chair: Grace Bullas
10:30-11:00	Coffee Break
11:00-12:30	Panel 2: Monstrous Men
	Panel Chair: Anna Campbell
12:30-1:30	Lunch
1:30-2:50	Panel 3: The Home Inside/Out
	Panel Chair: Dr Katie Garner
2:50-3:10	Coffee Break
3:10-4:10	Keynote Lecture: Professor Gill Plain
4:10-5:00	Questions and Roundtable Discussion
5:10-6:20	An Evening of Creative Responses: Poetry reading by Professor Robert Crawford and a Special Collections exhibition (Martyrs Kirk)
6:30-8:30	Dinner at the Byre.

University of St Andrews — CAPOD

ACTION 3.1

D. Advertise English Diversity Fund to students and staff via SC and SSCC.

Confidence in School structures and support is extremely high among both staff and students. 97% of staff respondents to EDS 2019 agreed that Equality, Diversity and Inclusion are priorities.

Figure 5.25 Staff responses to EDS 2019, Q4: 'Equality, Diversity and Inclusion are a priority within the School of English'

Woman: 75.00% | 16.67% | 8.33%
Man: 54.55% | 45.45%
Other: 33.33% | 66.67%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

☐ Strongly agree   ☐ Agree   ☐ Disagree
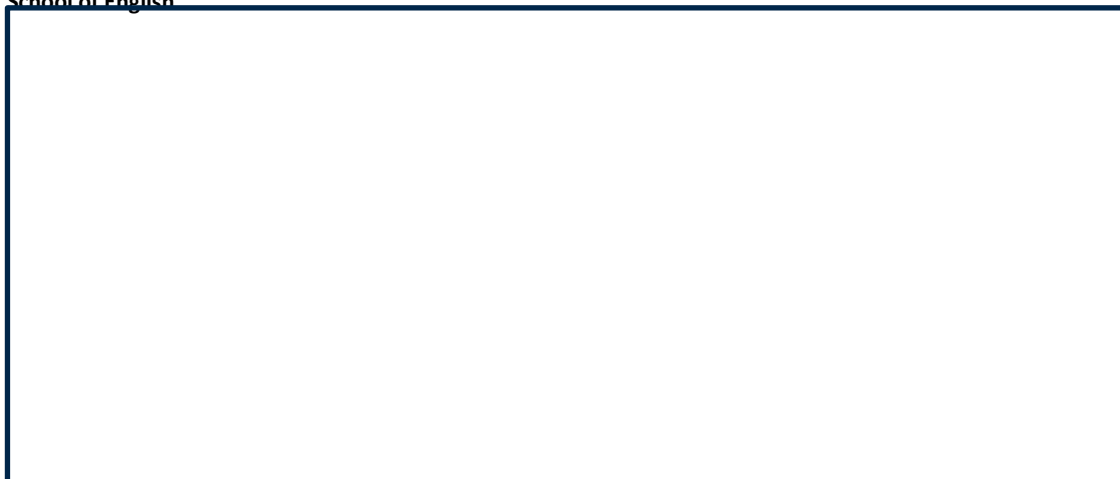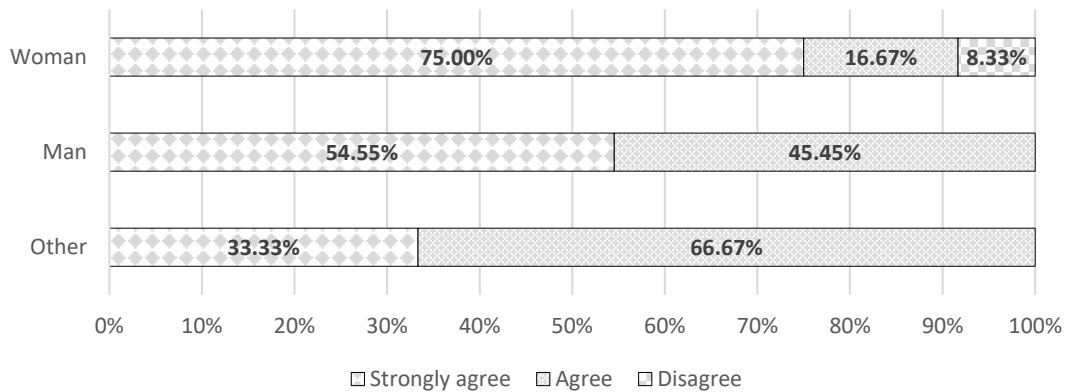
The largest student issue emanating from the EDS 2019 was the diversity of the curriculum. 19% of respondents disagreed that the course curriculum is representative of a diverse range of perspectives.

Figure 5.26 Student responses to EDS2019, Q11: 'The course curriculum is representative of a diverse range of perspectives'.

Woman: 18.57% | 42.86% | 18.57% | 14.29% | 4.29% | 1.43%
Man: 29.41% | 35.29% | 11.76% | 11.76% | 5.88% | 5.88%
Other: 33.33% | 16.67% | 16.67% | 33.33%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

☐ Strongly agree   ☐ Agree   ☐ Neither agree nor disagree
☐ Disagree   ☐ Strongly disagree   ☐ Prefer not to answer
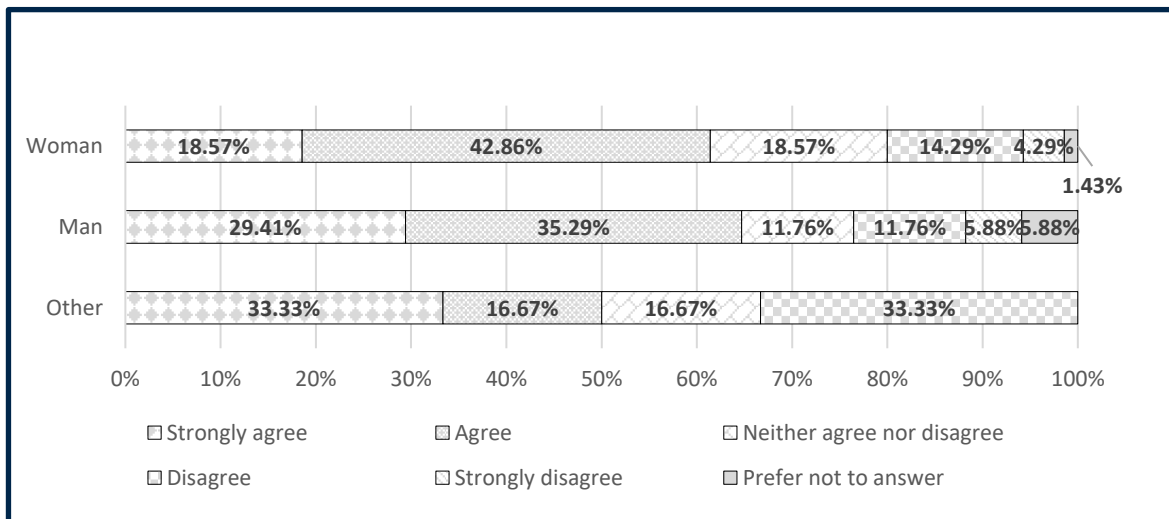
It should be noted that over half the students agree that our curriculum is diverse [57/93; 61%]), but curriculum diversity is a clear area for improvement. Individual comments by students collected in the survey and in SSCC discussions suggest that subhonours modules are perceived to be the least diverse in terms of gender and race, and will be our priority in future curriculum revision.

The School began the process of an internal Curriculum Diversity Review in June 2018. The Curriculum Diversity Review will reflect on comments collected from students in the survey and its progress publicised on the E&D section of the School website, which will serve as a public record our ongoing actions in this area. We will also add pictures of writers of colour and women writers to the new E&D webpage. Currently 2 out of 4 of our core subhonours modules are gender balanced in terms of authors taught, and we are taking steps to increase the diversity of the remaining two.

> **ACTION 5.6.2**
>
> A. One member of EDC committee to attend each SSCC meeting (2 a year) to respond to items about diversity in the curriculum.
>
> B. Add a description of diversity curriculum review process to new E&D webpage, and update regularly with progress and information about changes.

The School has received positive feedback from external examiners on curriculum diversity over the last year.

Figure 5.27 Feedback received from current external examiners, 2018-19

> The Programme continues to offer an ambitious and wide-ranging suite of modules. Together they have a coherence that can be appreciated both within each module and looking across the programme as a whole. It is impressive to see contributions from a wide range of staff with differing research expertise. This is an important commitment to addressing diversity in English Studies curricula – and is a pressing issue across all university degree programmes. **External Examiner for the MLitt in Postcolonial and World Literatures**

> This is an extremely substantial course, using sport as a way of accessing cultural-theoretical questions of serious and topical import, such as, for example, the national and the transnational, and the relationships among work, leisure and economic structures. The topics are imaginatively selected, as are the range of canonical (Hemingway, Mailer, DeLillo, and so on) and non-canonical authors and cultural producers. The reading list is also strikingly diverse in terms of both race and gender. **External Examiner for MLitt (Hons) in English**

In 2017 the incoming HoS introduced an email policy for all staff to help protect work-life balance. Staff are expected to limit the sending of email to between the hours of 8am-6pm on weekdays and avoid emailing on weekends, except in very urgent cases. Email practices in the School will be monitored from now on through the EDS.

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR polices.

Heads of school change every three years so the consistent application of HR policies on these issues is monitored by HoS in close collaboration with the School's HR business partner. When HoS takes office, they are briefed by the out-going head and/or the HR business partner on any on-going issues; HoS is in contact with the HR business partner every month thereafter. No differences between policy and practice have been identified in the last 3 years. HoS is kept informed and updated by the HR business partner and she/he disseminates information to Planning and Management meetings and thence to School Council. The Office Manager, who has responsibility for the application of HR policies relating to administrative and support staff, is briefed directly by HR on these matters.

Staff place high levels of confidence in the School's ability to support them on these issues. 90% of staff respondents to EDS2019 agreed that the School handles Equality, Diversity and Inclusion concerns well. This compares to 58% of students. Outright disagreement among students on our handling of equality and diversity concerns is very low (6%) but the statistics suggest that our students are less aware of our equality and diversity work overall.

Figure 5.28 Staff response to EDS 2019 survey, Q43: 'The School handles Equality, Diversity & Inclusion concerns well'.
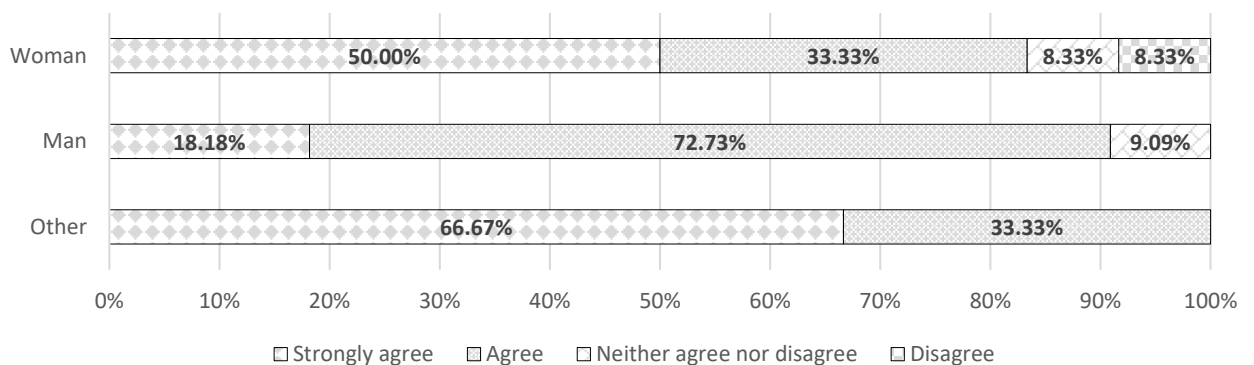
Figure 5.29 Student response to EDS 2019 survey, Q43: 'The School handles Equality, Diversity & Inclusion concerns well'.
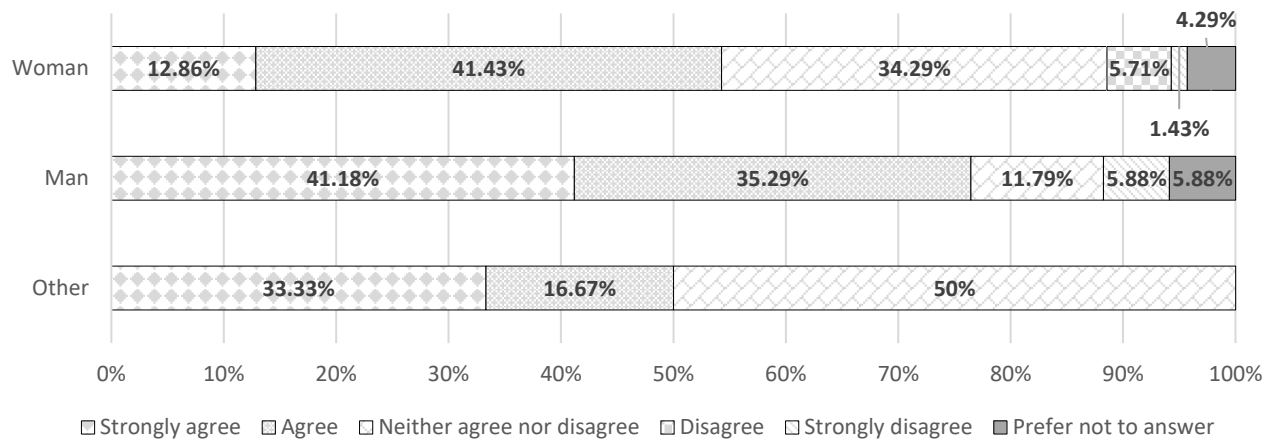
	Woman	Man	Other	Grand Total
Strongly agree	12.86%	41.18%	33.33%	**18**
Agree	41.43%	35.29%	16.67%	**36**
Neither agree nor disagree	34.29%	11.79%	50%	**29**
Disagree	5.71%			**4**
Strongly disagree	1.43%	5.88%		**2**
Prefer not to answer	4.29%	5.88%		**4**
Grand Total				**93**

The EDS 2019 also revealed that 35% of staff and 47% of student respondents were unclear about where to find information on discrimination, bullying, or harassment (answering either 'neither agree nor disagree or disagree').

Figure 5.30 Staff response to EDS 2019, Q44: staff response: 'The School has clear guidance on where to find support around issues such as discrimination, bullying or harassment.'

	Woman	Man	Other	Grand Total
Strongly agree	50%	9.09%	33.33%	**9**
Agree	16.67%	54.55%	33.33%	**10**
Neither agree nor disagree	16.67%	27.27%	33.33%	**7**
Disagree	16.67%	9.09%		**3**
Grand Total				**29**

Figure 5.31 Student response to EDS 2019, Q44: 'The School has clear guidance on where to find support around issues such as discrimination, bullying or harassment.'

	Woman	Man	Other	Grand Total
Strongly agree	12.86%	35.29%	33.33%	**17**
Agree	37.14%	29.41%	66.67%	**31**
Neither agree nor disagree	30%	23.53%		**29**
Disagree	17.14%	11.76%		**14**
Prefer not to answer	2.86%			**2**
Grand Total				**93**
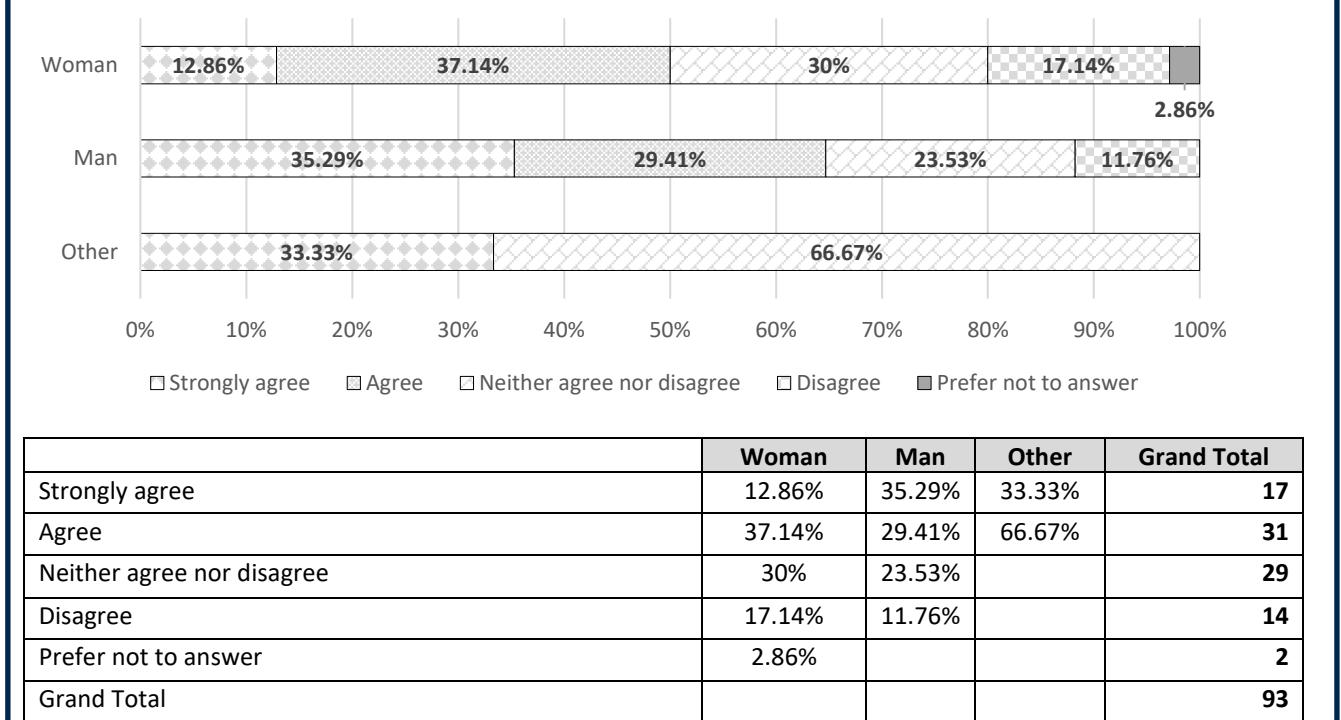
This is a clear area for improvement, and in response we will create the new post of Welfare Officer, who will provide additional pastoral support to students, and promote HR policies on the new School E&D webpage.

<div style="background-color:#a8dce0;padding:1em;">

ACTION 5.6.4

   A. Creation of new Welfare Officer post.

   B. Draw up remit of Welfare Office role document.

   C. Welfare officer to sit on EDC *ex officio.*

   D. Add question on student welfare support to EDS 2021 to monitor effectiveness of new post.

   E. Add links to HR polices on discrimination, bullying and harassment to School website.

</div>

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

Membership of school committees is determined by admin roles requiring *ex officio* participation. Any non-*ex officio* members are appointed by the HoS who ensures fair distribution of administration responsibilities by using the Workload Allocation Model.

Table 5.32 shows that the School has successfully balanced committee membership over the last five years. On the whole imbalances and fluctuations are minimal (usually 1-2). The greatest gender imbalances have been in the Postgraduate Committee from 2015 onwards, where men outnumbered women (2015-16) (2016-17), and (2017-18). Gender balance is also poor for the IT Committee, because it is composed entirely of Professional Services staff, and the HoS.

Table 5.32 Representation of Staff on School Committees

	2014-18	
	F	M
Learning and Teaching	12	8
Planning Management	21	22
Postgraduate	9	23
Research Leave	14	12
Research Support	6	20
SSCC	11	1
IT	13	0
Ethics	17	17

There are two factors that increase the risk of uneven distribution on committees in the future. First, the increase in sabbatical rotation in 2017 (from 1 semester in 7 to 1 in 6) has disrupted some of the stability of committee membership, as a higher proportion of staff are on leave at one time. Second, the creation of a fully diverse EDC carries the risk that staff in minority groups in the School outwith biological gender (such as race, sexual orientation, disability) may become subject to 'committee overload'.

ACTION 3.4

    A. HoS to consider gender balance in the annual allocation of administration roles.

ACTION 5.6.8

    A. Data on gender balance of school committees collated and presented at EDC

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Staff take part in committees external to the School through *ex officio* roles set out in their administrative responsibilities. Informal mentoring by colleagues already involved in journal publication supports colleagues in joining editorial boards. For example, the journal *Romanticism* is edited by a professor in the School and the role of Reviews Editor carried out by a ECR; *Forum for Modern Language Studies*, an interdisciplinary journal managed by several ASSBL schools including English, has passed the role of English Subject from a senior lecturer, to a lecturer, and to a lecturer during the review

period. These roles are also discussed as part of research and service commitments with the HoS through the ADR process.

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The workload model is prepared annually by the Deputy HoS and organised on a credit-based, numerical system, with extra credits allocated to those who teach larger class sizes. It includes all teaching duties at UG, PGT and PGR levels. Before compilation, all staff are invited by email to make the DHoS aware of additional workload commitments that may escape staff handbooks and School records, such as service as journal editors, or lectures for other AHSBBL schools. Administrative work is distributed across staff following a consultative process in Annual Review in accordance with their seniority, experience and interest in particular roles. Early career, new, and fixed term members of staff are allocated a minimal administration load. Each member of staff usually holds an admin role for three years, followed by a rotation of responsibilities. HoS receives a two semesters' sabbatical leave following a three-year period in office.

Overall staff are extremely happy with the recognition of roles in the model. The EDS 2019 revealed that all staff feel that their role is appropriately recognised, with only 2 of 25 staff choosing not to answer.

Figure 5.33 Staff response to EDS 2019: 'My role is appropriately recognised in the workload allocation model'.
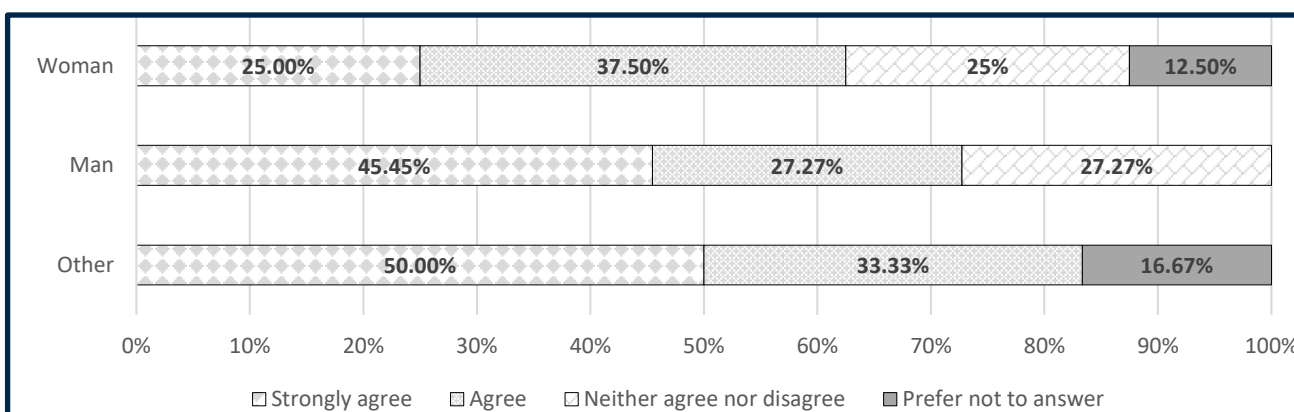
	Woman	Man	Other	Grand Total
Strongly agree	25%	45.45%	50%	10
Agree	37.50%	27.27%	33.33%	8
Neither agree nor disagree	25%	27.27%		5
Prefer not to answer	12.5%		16.67%	2
Grand Total				25

Open discussion of the workload data takes place at School Council once a year. All staff are invited by email to recommend adjustments to credits allocated to particular roles in advance, and identify any gaps in work not accounted for. Following discussion at School Council, the results are circulated to all staff by email. Adjustments to the workloads of staff are made following the review of the year's totals by Planning and Management. Staff with the highest scores are usually allocated a reduced workload for the following year or after they demit office from particularly demanding roles (such as Director of Teaching). All colleagues have an opportunity to discuss workload at their Annual Review.

In the EDS2019, 72% of responding staff agreed that the workload model was transparent, there was a single disagree from a colleague, and that is a concern.

Figure 5.34 Staff responses to EDS 2019, Q32.1: 'The workload model encompasses the University's principles of (1) Transparency'.

	Woman	Man	Other	Grand Total
Strongly agree	62.5%	18.18%	66.67%	11
Agree	18.18%	27.27%	33.33%	7
Neither agree nor disagree	12.5%	36.36%		5
Disagree		9.09%		1
Prefer not to answer		9.09%		1
Grand Total				25
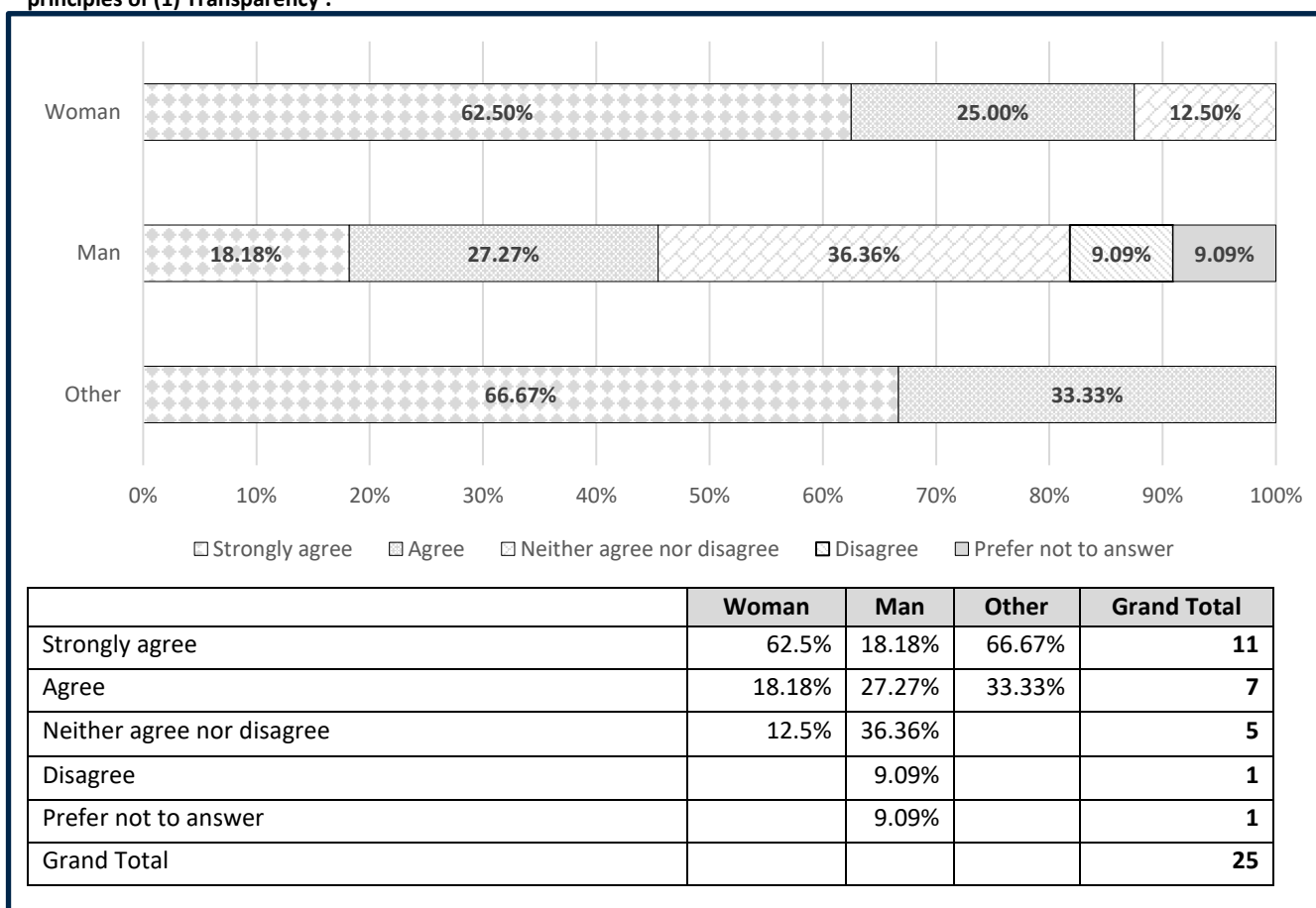
Staff were less positive (68% agreement overall) when asked whether the model recognises leadership and administration service effectively, in line with University principles. Again, disagreement with the current model was recorded by two colleagues. The small proportion of disagreement does not indicate the need for widescale revision of the model, but the reasons for this disagreement are not clear, and we will investigate this by creating a new free text question on workload satisfaction for the next EDS in 2021, with the aim of eliminating negative responses by 2023.

Figure 5.35 Staff responses to EDS 2019, Q32.2: 'The workload allocation model encompasses the University's principles of (2) Recognition of leadership and administrative service.'

	Woman	Man	Other	Grand Total
Strongly agree	50%	18.18%	66.67%	10
Agree	12.5%	36.36%	33.33%	7
Neither agree nor disagree	25%	27.27%		5
Disagree				1
Strongly disagree	12.5%	9.09%		1
Prefer not to answer		9.09%		1
Grand Total				25
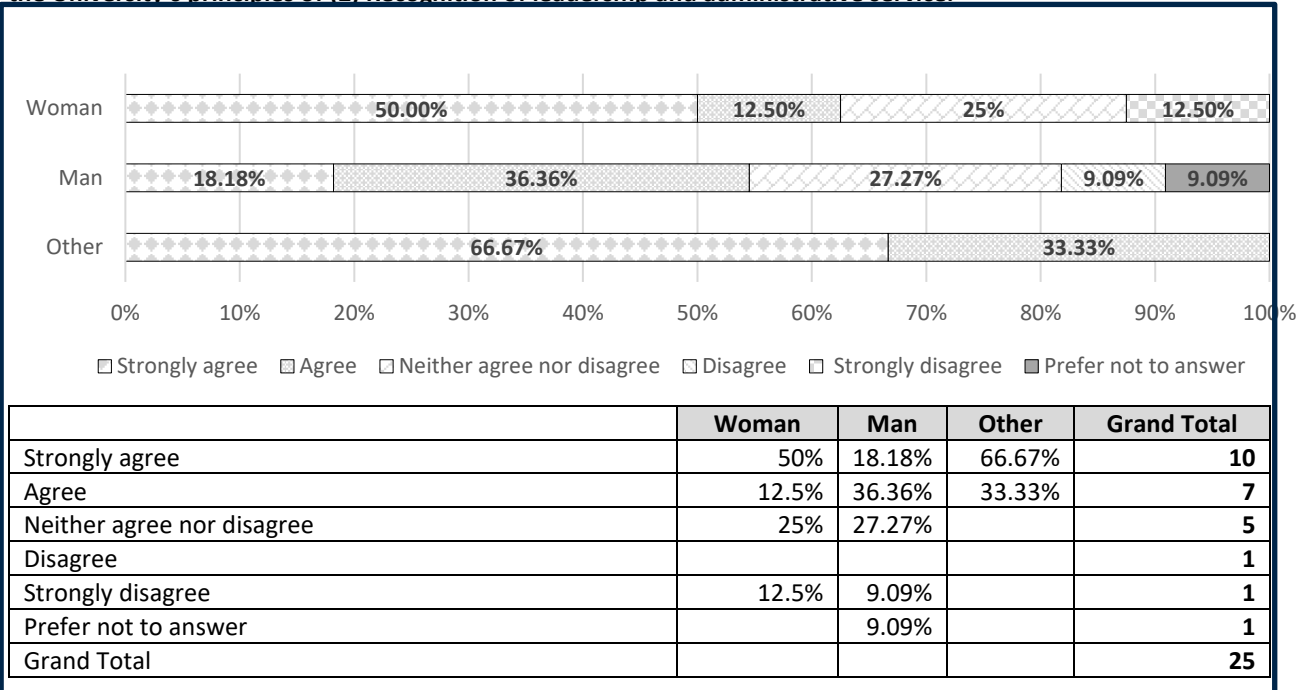
Figure 5.36 Staff responses to EDS 2019, Q32.3: The workload allocation model encompasses the University's principles of (3) Equality. (https://www.st-andrews.ac.uk/media/human-resources/equality-and-diversity/athena-swan/Workload-Model-Principles.pdf)

	Woman	Man	Other	Grand Total
Strongly agree	37.5%	18.18%	66.67%	9
Agree	37.5%	27.27%	33.33%	8
Neither agree nor disagree	25%	36.36%		6
Disagree		9.09%		1
Prefer not to answer		9.09%		1
Grand Total				25
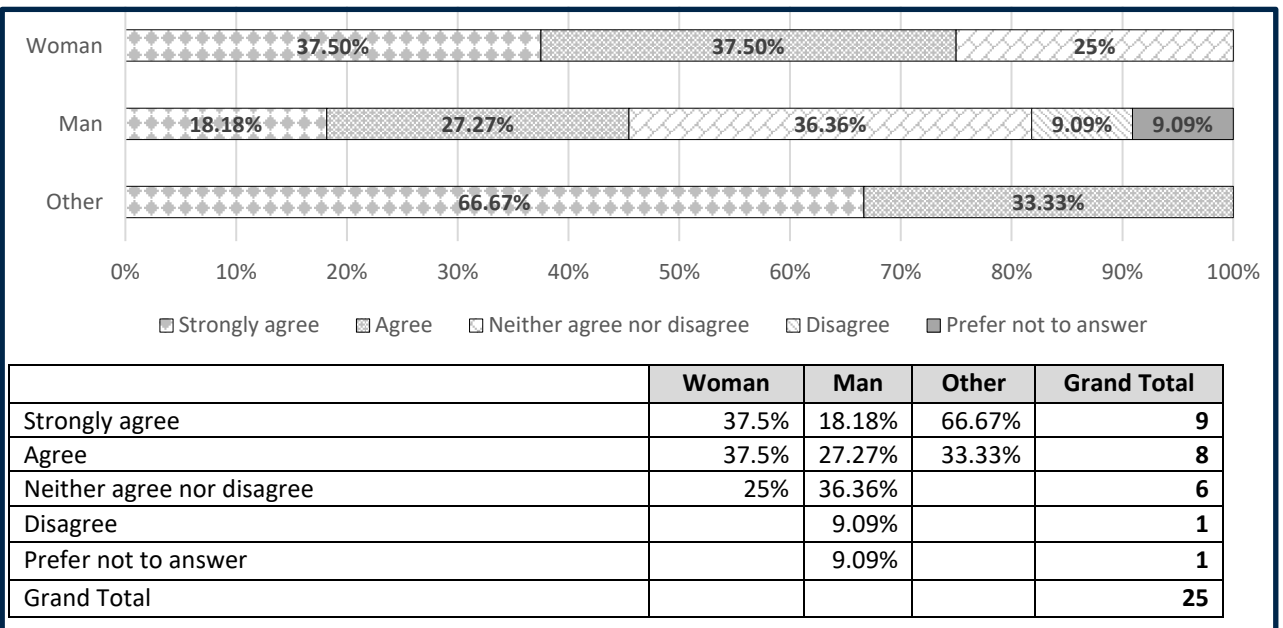
Until now the gender bias in the workload model has not been monitored officially, though Heads of Schools current and past have made adjustments based on registered fluctuations in the staff at the top of the table by gender. From 2020 the DoHS will include a statement on gender bias when reporting the model to all staff at School Council, which will formally recognise this work.

> ACTION 5.6.3
>
> B. Gender bias will be a required element of the yearly report on the Workload model at School Council.

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

The core meeting hours for the School are 9.30pm-4.30pm, which covers core teaching and administration activities. Staff also teach outside these hours on the evening degree (6.30-7.30pm) and occasionally perform visiting day talks and run conferences and events during weekends. The School Research Seminar takes place at 5.15pm, as it can be guaranteed that no staff will be prevented from attendance by administration or teaching.

In the EDS 2019 two members of staff suggested moving the Research Seminar to lunchtime. As the vast majority of respondents agreed that social activities were welcoming (90%; fig. 5.37) and happy with their timing (93%; fig. 5.38), we will continue to hold the Research Seminar at 5.15pm but extend current opportunities for staff to network with visiting speakers at lunchtime or over coffee earlier in the afternoon.

Figure 5.37 Staff responses to EDS19, Q9: 'The social activities within the School of English are welcoming to all'
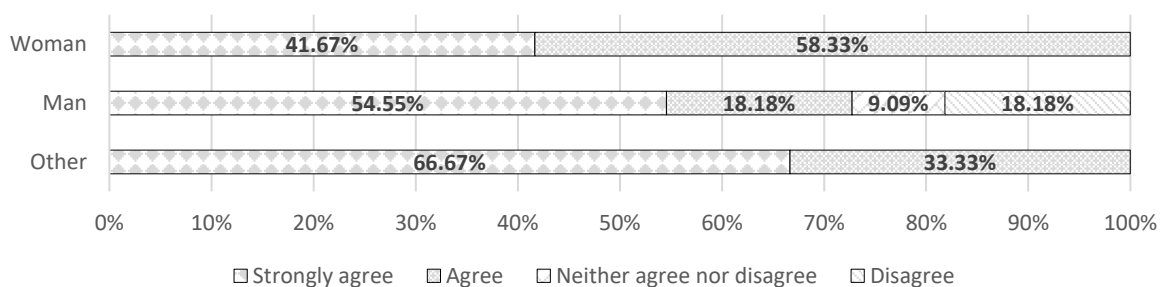
Figure 5.38 Staff responses to EDS19, Q25: 'Core activities like events/meetings are scheduled during the School core hours of 9.30-4.30pm'

	Strongly agree	Agree	Neither agree nor disagree	Disagree
Woman	41.67%	41.67%	16.67%	
Man	18.18%	54.55%	18.18%	9.09%
Other	50.00%	33.33%	16.67%	
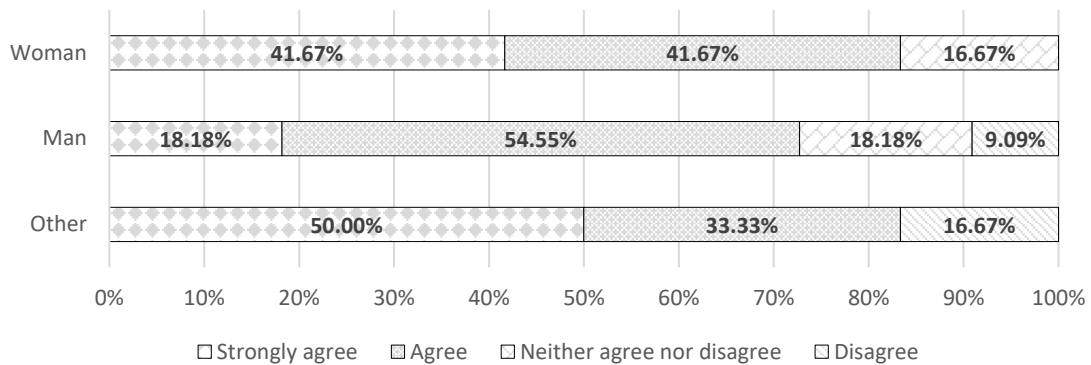
ACTION 5.6.1

A. Geographically close speakers will be invited to network with colleagues at lunchtime before their 5.15PM talks.

B. Include question about English Research Seminar in EDS2021 and seek free-text feedback to new lunchtime arrangements

---

Planning for a School beehive began in earnest back in October 2018: 9 members of staff and 3 postgraduate students have volunteered to maintain the hive year-round, and as well as running group training sessions and regular hive visits in late-Spring and early-Summer. All staff (including emeritus staff) are invited to the popular Christmas lunch. This takes place in core hours and the School Office closes for the occasion so that everyone can attend. 31 staff attended the Christmas Lunch in 2018, and free-text comments in the EDS 2019 indicated that it is an accessible and welcoming event.

(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

The majority of staff and students see strong role models for them in the department, though levels of agreement are higher amongst student respondents (70%) than staff (62%).

Figure 5.39 Staff responses to EDS2019, Q13: 'There are strong role models for me within the School of English'

	Woman	Man	Other	Grand Total
Strongly agree	66.67%	45.45%	66.67%	17
Agree	8.33%			1
Neither agree nor disagree	16.67%	45.45%	33.33%	9
Strongly disagree	8.33%			1
Prefer not to answer		9.09%		1
Grand Total				29
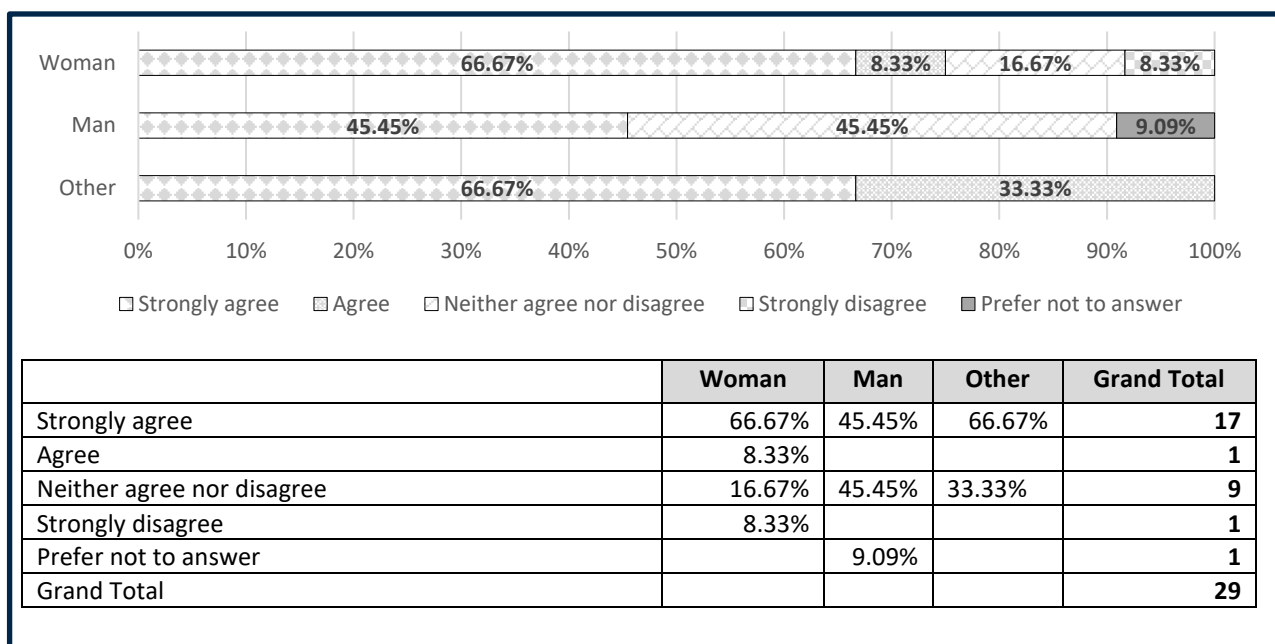
Figure 5.40 Student responses to EDS2019, Q13: There are strong role models for me within the School of English'
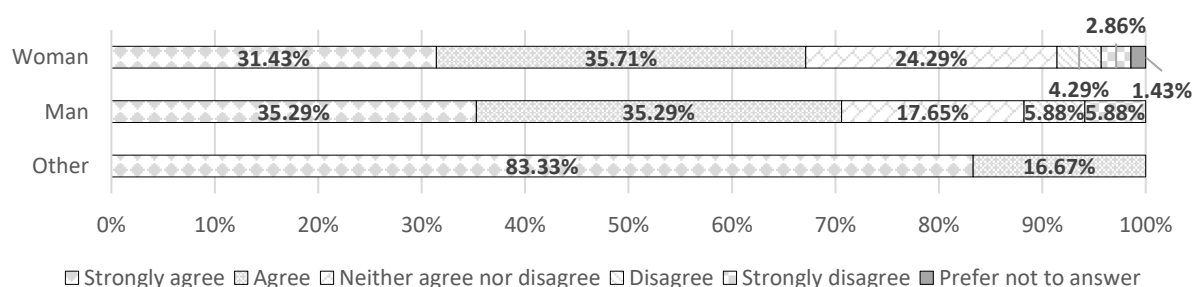
	Woman	Man	Other	Grand Total
Strongly agree	31.43%	35.29%	83.33%	33
Agree	35.71%	35.29%	16.67%	32
Neither agree nor disagree	24.29%	17.65%		20
Disagree	4.29%	5.88%		4
Strongly disagree	2.86%	5.88%		3
Prefer not to answer	1.43%			1
Grand Total				93

Staff also put themselves forward as visible role models. In 2017 Dr Susan Manly (reader) contributed to St Andrews' *Academic Women Here!* publication on women's career trajectories.

Figure 5.41 Dr Susan Manly's profile in *Academic Women Here! On Being a Female Academic at the University of St Andrews* (2017), edited by Aileen Fyfe, Ineke De Moortel and Sharon Ashbrook.

The School has a central Research Seminar to which research groups (Medieval and Renaissance; 18th Century, Romantic and Victorian; Modern and Contemporary; Creative Writing) invite speakers. Each seminar is chaired by a different member of staff. All staff are also invited to apply for the annual English Symposium fund to host an international two-day symposium on a specialised research topic. In 2017-18 the EDC collected data on the breakdown of visiting speakers to the English Research Seminar and the annual symposium (fig. 5.42).

Figure 5.42 Visiting speakers to the School of English by gender, 2014-18, for the English Research Seminar (Semesters 1 & 2) and English Symposiums (held yearly, usually in Spring/Summer).

	2014-15		2015-16		2016-17		2017-18	
	F	M	F	M	F	M	F	M
English Research Seminars								
English Symposium								
TOTAL								
Percentage female	**57%**		**41%**		**56%**		**50%**	

The consistent proportion of female speakers at c. 50% over the last 4 years suggests that research groups already invite an even distribution of men and women. The EDC will continue to monitor the visiting speaker data by gender on a yearly basis.

ACTION 5.6.8

A. Data on gender balance of visiting speakers collated and presented at EDC meetings.

Our School website landing page currently has a rolling image banner showing all women in teaching or presenting roles:

Figure 5.43 Current School website rolling banner

Expertise in all periods of English and Scottish literature
Thirty-one permanent staff members with expertise in all fields and periods of English and Scottish literature.

The AS process has drawn our attention the underrepresentation of male staff in main website images. We are currently redeveloping the website as part of a university-wide remodelling, and will install new photographs to more accurately reflect our c.50/50% gender split among academic staff.

ACTION 4.4

> B. Revise all School publicity material, including website, to ensure visible diversity and accurate reflection of gender balance among staff and students.

(viii)   Outreach activities

> Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

The school is a long-running participant in the Sutton Trust UK Summer Schools programme, aimed at widening access to higher education and improving social mobility. Five members of the School give lectures for the programme each year. The gender balance of speakers has been consistently as good as possible with such small numbers for the last 4 four years (fig. 5.44; fluctuating between 60/40% in favour of men or women).

Figure 5.44 Staff involved in Sutton Trust UK Summer School by gender, 2014-2018 REDACTED

To avoid an imbalance such as that in 2014 happening again (80/20% in favour of women), we will create a requirement for an alternating 60/40% gender split in speakers year to year. We have also moved towards a better presentation of staff from higher grades in recent years (fig. 5.45), and will ensure that a member of Grade 9 staff is involved every year in future. The data-gathering process also revealed a disproportionately high focus on male writers in the lecture topics (fig. 5.46).

Figure 5.45 Staff involved in Sutton Trust UK Summer School by gender and grade, 2014-2018

Figure 5.46 Lecture topics for Sutton Trust Summer School, 2014-18 REDACTED

Lecture Topics

Year	Topics
2018	Introduction and Alexander Pope, *The Rape of the Lock* Creative Writing Romantic sonnets 19th-century newspapers and sensation fiction Robert Burns, 'Tam o'Shanter'
2017	Robert Burns, 'Tam o'Shanter' Anglo-Saxon Riddles John Donne/ William Shakespeare Lord Byron Creative Writing
2016	Robert Burns, 'Tam o'Shanter' Anglo-Saxon riddles Oscar Wilde's prose Don Delilo, *Underworld* Race, immigration and culture
2015	Robert Burns, 'Tam o'Shanter' Anglo-Saxon Riddles Oscar Wilde's prose Race, immigration and culture Don Delilo, *Underworld*
2014	Seamus Heaney's *Beowulf* Contemporary Poetry Lewis Carroll, *Alice in Wonderland* Jane Austen and continuations William Wordsworth, 'My heart leaps up'

ACTION 5.6.7

A. Recruit even numbers of male and female staff for the Sutton Trust programme annually.

B. One Sutton Trust summer school lecture to be given by at least one Grade 9 lecturer every year.

C. Actively seek at least two lectures on named women writers out of five for the Sutton Trust programme.

At student level, the School participates in the shared ASBHLL undergraduate honours module, ID4002 Learning and Teaching in the Arts and Humanities, for which students complete a placement in a local Fife school. The module is designed to provide focused career training for students who wish to enter primary or secondary education, and is now in its fourth year. In 2018-19 the gender balance among students taking ID4002,

83% in favour of women, reflects that of the overall UG population for this year (80% female).

Table 5.47 Number of English UG students taking ID4002, 2015-19

(Word count: 6,096)

7.   FURTHER INFORMATION
Recommended word count: Bronze: 500 words | Silver: 500 words

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

Three staff expressed concern about the accessibility of our buildings (listed Victorian houses) for disabled students and staff in EDS 2019. Two buildings have ramp access to the ground floors and all three have no internal lifts. Structural changes to the buildings are beyond the School's control, but in response we will introduce new measures to better publicise the adjustments available for students with physical disabilities.

ACTION 5.6.5

A. Circulate Instructions on how to request a ground-floor teaching location to all students at enrolment.

B. Contact all staff and ask them to add information about the accessibility level of their personal office to email signatures and to offer adjustments.

(Word count: 68)

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

LANDSCAPE PAGE

If you require a landscape page elsewhere in this document, please turn on SHOW/HIDE and follow the instructions in red. This text will not print and is only visible while SHOW/HIDE is on. Please do not insert a new page or a page break as this will mean page numbers will not format correctly.

Ref. 3	Objective (**= priority action)	Rationale	Actions	Start	End	Person responsible	Success criteria and measurable outcome
3.1	Increased engagement of staff and student body with E&D initiatives in the School.**	Student uptake of EDS2019 improved from 2016 but is still low (21%). There is no separate fund for staff and students who wish to hold E&D events, and free text responses in the 2019 survey indicated an appetite for more events promoting E&D activities.	a) Set up cost code for English Diversity Fund with £1000 per year. b) EDC to draw up a paper setting the remit of the fund and establishing commitments to yearly activities; c) EDC to manage fund and monitor spending d) Advertise fund to students and staff via SC and SSCC (e) Hold E&D film party to promote student	a)February 2019 b)September 2019 c)January 2020 d)January 2020 e) February 2021	a)February 2019 b)December 2019 c)July 2020 d)June 2020; at least once a semester thereafter e)February 2021	Office Manager EDC EDC School Office EDO/EDC EDC	Annual allocation of over 70% of funds available for E&D events and new strategies in the School. Fund supports at least two staff events and at least one student event each year. 50% response rate to EDS 2023 from student body.

			awareness of E&D work in the School and engagement with EDS 2021.				
3.2	EDC meetings are more frequent and prominent.	Other committee meeting times for the academic year are published in Sept. in School Handbook; EDC is not; in the past three years there have been some gaps in EDC activity.	a) Establish standard meeting weeks for EDC for the academic year by publishing in School Staff handbook. b) Room bookings to be made. c) Minutes of EDC to be added to staff intranet (protected)	September 2018 September 2019	September 2019, and annually thereafter. October 2019, and ongoing thereafter.	EDO; School Office School Office EDO, IT officer	a) EDC meetings appear listed in School Handbook on publication every September. b) Two meetings held in both semesters in Weeks 3 and 8. c) Minutes posted promptly to intranet within 2 weeks of meeting.
3.3	EDC and EDI is fully integrated into everyday School practice and administration**	EDI has been a standing item on the SC agenda since April 2016, but survey results show that some students and staff are not aware of AS and	a) Creation of 'duties of the EDC' document, outlining the main responsibilities of the EDC for new members b) EDC ordinary members will serve for 3 years and then be replaced by a member	a)September 2019 b)April 2016	a)December 2019 b)September 2019, and every three years thereafter	EDC HoS	100% of staff aware of AS work in EDS 2021; 20% increase in student awareness in EDS 2021. Full archive of EDC minutes for

		the School's EDI work.	of staff with no EDI experience, until everyone has experience.				2019-2020 available
			c) One member of the EDC to attend each SSCC meeting	c)November 2019	c)December 2019, and ongoing thereafter.	EDC ordinary member	
			d) EDO to sit on Planning and Management Committee *ex officio*	d)September 2019	d)December 2019, and ongoing thereafter.	EDO	
						IT Officer	
			e) Visibility of meetings aided by 1.2 c above.	e)October 2019	e)November 2019, and ongoing thereafter.		
3.4	Consideration of gender balance is built into the creation and restructuring of School Committees and roles	The gender balance on the EDC is currently 50/50, but this needs to be formally maintained to avoid imbalances in representation	a)HoS to consider gender balance in the annual allocation of administration roles	January 2020	Ongoing	HoS	Balance of EDC core members by gender (50/50%) and student support roles (EDO, Welfare, and Disabilities) do not go beyond 66/33% gender
			b) New policy that EDO, Disabilities, and new Welfare Officer posts will always be occupied by a	July 2019	Ongoing	HoS	

		occurring in future. So far all EDC Chairs have been women. The next rotation of administration roles will take place in July 2022.	combination of female and male staff. c)Move to joint male and female co-chair model for EDC	July 2022	Ongoing	HoS	split over next four years. Female and male co-chairs of EDC in place.
3.5	Workloads for EDO and EDC ordinary members are monitored effectively.	The EDO's role is currently accounted for in the Workload model (50 points), and ordinary members (10 points) but we recognise that ED workload will vary depending on the point in AS cycle.	a) EDO and EDC to log hours spent on Action Plan tasks; b) Report to HoS and DHos who have responsibility for workloads table, and allocation of admin tasks.	May 2019 December 2019 and May 2020	September 2019. Ongoing annually	EDO and EDO HoS and DHoS	Accurate weighting of AS related labour in Workloads Model.

Ref. 4	Objective (**= priority action)	Rationale	Actions	Start	End	Person responsible	Success criteria and measurable outcome
4.1	Decreased gender disparity in evening degree students.	Currently the gender imbalance is higher among evening degree students than among the UG population (by 3%).	a)Work with Admissions Office to establish a benchmark for our evening degree cohort in relation to other AHSSBL schools. and develop monitoring process for enquiries	June 2020 September 2020	June 2021 June 2023	EDC, IT officer Admissions Office	20% increase in volume of enquiries and/or applications for the evening degree from students identifying as male.
4.2	Increased visibility of existing opportunities for part-time study	We have minimal part-time students at present and want to welcome students who would benefit from part-time education.	a)Ensure that opportunities for part-time studies are highlighted in the prospectus, webpages, visiting day talks and other forms of publicity. b)Work with Admissions Office to establish a benchmark for our part-time cohort in relation to	June 2020 September 2020	June 2021, and ongoing thereafter June 2023	EDC, IT officer Admissions Office	20% increase in volume of enquiries and/or applications for part-time study.

			other AHSSBL schools and develop monitoring process for enquiries.				
4.3	Reduction to gender disparity in offers made to UG applicants**	In 2018-19, there was a disparity of 7% between offers made to male and female UG applicants, in favour of women.	a) School Admissions Officer will become an ex-officio member of EDC. b) Work with Central University Admissions to understand the reasons for this disparity. c) Depending on conclusions from 4.5b, request more training from CAPOD for School Admissions Officer	September 2019 September 2019 September 2020	October 2019, and ongoing thereafter September 2020 September2021	School Admissions Officer School Admissions Officer EDC, School Admissions Officer, CAPOD	Elimination of 7% disparity between offers made to UG applicants in relation to overall % applications (to 0%).
4.4	Increased public visibility of School's current gender profile, with a view to addressing low numbers of	Our gender disparity in UG applications is currently 8% above the most recent national average, in	a) Hold focus group with current male UG students to find out about their experience studying in the School.	a)September 2019 b)September 2019	a)December 2019	EDO and DoT	More accurate presentation of School gender profile in publicity materials and on visiting days.

	applications from students identifying as male.**	favour of women.	b)Revise all School publicity material to ensure visible diversity and accurate reflection of gender balance among staff and students.		b)December 2019, and ongoing thereafter	EDC, CO, School Office	Admissions data collected on numbers of male visitors and available for analysis.
			c) Equal numbers of male and female staff member will be allocated visiting day talks each year.	c)1August 2019	c)30 August 2019 and annually thereafter	School Office	
			d) Prepare a slide to indicate the importance the School places on Equality and Diversity, and contact all staff to include this in the visiting day talks	d)August 2019	d)30 August 2019, and circulated for use thereafter	EDO	
			e) Work with admissions to collect new data on visitors to the School by gender, with particular attention to the gender	e)September 2019	e)September 2020	EDO and Admissions	

			perceptions of male applicants and possible reasons for not applying.				
4.5	Investigation of reasons for fluctuating UG First Class awards by gender.	A higher proportion of UG men than women achieved a first in three of the last five years. The most disparate year was 2014-15, when 30% of men but only 16% of women achieved firsts, but there is no clear trend.	a)Organise an information session in the academic year 2020-21 for the entire School to increase awareness of this data and to discuss ways to identify possible biases within an anonymous marking system. b) Hold a biannual marking circus, at which colleagues will mark sample essays and discuss, in order to calibrate marking across School.	September 2020 September 2020	December 2020 September 2021, and every two years thereafter	EDC DoT	Increased awareness across School of possible gender bias in according merit to different essay writing styles, to be measured by new question in EDS 2021 about awareness of possible gender bias in the aforesaid.
4.6	Reduction in gender disparity in PGT applications.	Our gender disparity in PGT applications is currently 18% above the figure across St	a) Review all PGT-related publicity material for diversity and gender balance. b) Hold an information session for MLitt	September 2020	December 2020	PG Administrator, CO, DoPGT	The gender disparity of PGT applications between us and St Andrews

		Andrews AHSSBL, in favour of women.	directors, so they can highlight E&D in PGT visiting day talks. c) Organise a focus group of male PGT students to understand reasons for this disparity.	October 2019 December 2020	April 2020 September 2021	EDO EDO	AHSSBL will be reduced by 10%.
4.7	Reduction in gender disparity in PGR applications.	Our gender disparity in PGR applications is currently 31% above the figure across St Andrews AHSSBL, in favour of women.	a) Review all PGR-related publicity material for diversity and gender balance. b) Prepare an information sheet about EDI to be circulated among all staff who are potential PGR supervisors c) Organise a focus group of male PGR students to understand reasons for this disparity.	September 2020 October 2019 December 2020	December 2020 December 2019 September 2021	PG Administrator, CO, DoPGR EDO EDO	The gender disparity of PGR applications between us and St Andrews AHSSBL will be reduced by 10%.

4.8	Reduction in gender disparity among staff at senior levels.	Women are currently over-represented at SL level (67%). EDS 2019 suggested that women are waiting longer to apply for promotion than men.	a)Highlight the benefits of CAPOD training and continuing professional development in Annual Review meetings (September-December and February-June). b)Hold focus group of female colleagues with a view to understanding reasons for caution in entering promotion process and encouraging timely applications and progression.	1 June 2020 November/December 2019	30 June, and annually November/December 2019, and annually if continuing trend.	HoS HoS	The gender disparity at SL level will be reduced by 10%. 50% increased applications from women for progression from SL/Reader to Reader or Professor over next four years. Reduction by 50% in the number of staff waiting more than 5 years to apply for promotion in four years.
4.9	Monitoring of gender disparity among fixed-term staff	Women are currently over-represented among fixed term staff (67%)	a) Monitor gender disparity among staff on fixed-term contracts. If the number of staff on fixed-term contracts	September 2019	Ongoing	EDC, EDO, Planning and Management	No gender disparity between staff on fixed-term contracts when

							the number of such contracts is even and exceeds 10.
			exceeds 10, and the disparity is more than 10% compared to the ratio for staff on permanent contracts, then the EDO will report to Planning and Management and investigate further.				
Ref. 5.1	**Objective (**= priority action)**	**Rationale**	**Actions**	**Start**	**End**	**Person responsible**	**Success criteria and measurable outcome**
5.1.1	Incorporated EDI training into School induction for new staff.	While 100% of current staff have completed EDI training, it is not currently embedded into the School induction process for new staff.	a)Alert new starts to EDI training and activities of EDI committee in induction meeting; b)Contact all new starts in September with information about the two CAPOD training modules, 'Diversity in the Workplace' and 'Unconscious Bias'.	September 2018 September 2018	December 2018, and ongoing thereafter with any new recruitment October 2018, and ongoing thereafter with any new recruitment	HoS EDO	95% new staff have completed E&D training modules within three months of start date. 10% increase in number of staff who agree that EDI is a priority within the School, in EDS2021

| 5.1.2 | Improved satisfaction with promotions process. | According to EDS2019, 50% of all staff and 42% of women reported that they were optimistic about their promotions prospects. Concerns about the transparency of the promotions procedure and the risk of bias against women were raised in individual comments. The dissatisfaction with the process may lie more at university than School level, but this requires further investigation. | a) A Promotions Working Group (formed of the EDO and two members of staff who have been through the promotions process, one female, one male) will run an additional focus group to collect more qualitative data.

b) Make Promotions information session an annual event | January 2020

January 2020 | December 2020

September 2021, and annually thereafter, according to promotions timetable. | Promotions Working Group

HoS | 10% increase in number of staff who are optimistic about their promotions prospects in EDS2021 |

5.1.3	Reduction in gender disparity when shortlisting candidates for staff recruitment.	When placed alongside the applications data, the shortlisting statistics vary by a maximum of 7% in favour of women candidates across 2015-18. We are operating a gender-balanced panel procedure at present, but this is not written into School policy.	a) Check that all staff involved in recruitment have completed unconscious bias training in addition to other mandatory recruitment panel service training.	September 2018	December 2018, and annually thereafter	HoS, EDO	We will be within 5% of gender balance across all shortlists over the next review period.
			b) At least one member of the EDC to be involved in longlisting	September 2019	December 2019, and ongoing thereafter with any new recruitment	Chair of recruitment panel, EDC	
			c) Add section on gender balanced recruitment panels to description of EDC in Staff handbook.	May 2019	September 2019		
5.1.4	Gender parity in the School's future REF preparations is a formal part of School operations.**	We are operating a gender-balanced internal REF review panel for 2021, but this is not formally part of School policy.	a) Four members of staff (two male, two female) will sit on a School level pre-REF return review panel for REF2021, to review all staff submissions internally.	January 2019	December 2020, and ongoing thereafter according to REF schedule	HoS, DoR	Our School internal REF panels over the next review period will be gender balanced.
				July 2020	December 2020, and ongoing thereafter	HoS, DoR	

			b) Write gender balanced internal REF panels into School policy. Add section on gender balanced REF panels to Staff handbook.		according to REF schedule		

Ref. 5.3	Objective (**= priority action)	Rationale	Actions	Start	End	Person responsible	Success criteria and measurable outcome
5.3.1	Increased awareness of mentoring schemes among all staff.	Only 46% of respondents were aware of mentoring schemes for staff, according to EDS2019.	a) Organise an information session about mentoring for current staff, featuring selected mentors and mentees from English, and other Schools	September 2020	June 2021	HoS, EDO	10% increase in number of staff and students who are aware of relevant mentoring schemes in EDS2021
			b) Make new appointees aware of relevant mentoring schemes in initial meetings with HoS and mentor.	September 2020	December 2020, and ongoing thereafter with new recruitment	HoS; mentoring colleagues	

5.3.2	Increased awareness of the Aurora Leadership scheme amongst eligible participants and successfully support staff members through the programme.	The School has not enrolled any staff in Aurora to date, whereas many other Arts schools have had several staff complete since the scheme was launched. The EDS 2019 revealed that only 4 out of 26 know about it.	a) Include information about Aurora in School inductions for female members of staff.	September 2020	December 2020, and ongoing thereafter with new recruitment	HoS and future Aurora participant(s).	One member of eligible staff will have completed the 2019-20 Aurora programme.
			b) Hold an information session about Aurora programme for eligible members of staff with panel of past participant(s) from other AHSSBL schools	December 2020	December 2020	EDO, and future Aurora participants	English has at least one member of staff enrolled in Aurora for the next four consecutive years (2019-23).
			c) Circulate details of the Aurora programme to relevant staff and call for expressions of interest in enrolment.	March 2019	June 2019, in time to register participants for 2020-21 cycle	EDO	
5.3.3	**Investigated reasons for disparity in training uptake between men and women	The disparity between training take up (completed by 91% of women and 46% men) was the highest point of difference between male	a) Hold focus group with male staff in English and obtain up to date data on male uptake of training;	a)September 2019	September 2020	EDO	The gender disparity between training take up will be reduced to 20 percentage points in EDS2021.
			b) Consult with other Arts Schools with similar gender profiles;	b)September 2020	September 2021	EDO	

			c) If there are patterns to investigate, form AHSSBL Working Group on Gender and Training, with the aim of preparing a report for the institutional ED&IC	c)September 2021	September 2022	EDO English, EDO AHSSBL Schools	
			d)Recommend CAPOD training to all staff during Annual Review.	d)September 2019	September 2020, and annually thereafter	HoS	
Ref. 5.5	**Objective (**= priority action)**	**Rationale**	**Actions**	**Start**	**End**	**Person responsible**	**Success criteria and measurable outcome**
5.5.1	Increased awareness of University policies on maternity, paternity, and adoption leave	According to EDS2019, 8.3% of female colleagues strongly disagreed that they would know where to find information about parental leave. Since 2016, no eligible staff	a)Hold focus group with 3 members of staff who did not take up KIT days to find out reasons for lack of take up. b)Promote policies on the School's new E&D webpage through links to HR pages and through a designated section in the staff handbook.	a)1 December 2019 b)June 2019	a)20 December 2019 September 2021	CO, EDC, HR HoS	The proportion of respondents to EDS2021 who agree that the School would be supportive of colleagues who were taking parental leave will go up by 10%.

		have taken KIT days during parental leave (0 out of 3).	c)Highlight Parental leave policies during induction for new staff. d) Include assistance with childcare or travel costs in the remit of the newly established 'English Diversity Fund' and publicise resources to all staff.	c)September 2020	c)December 2020, and ongoing thereafter with new recruitment		
5.5.2	**Introduced baby-changing facilities in a ground-floor, gender-neutral toilet (subject to building regulations).	There are currently no baby-changing facilities in the School.	Contact University Estates to arrange installation of baby-changing facilities.	August 2019	December 2019	School Administrator, HoS, Estates	Baby-changing facilities will have been installed and visible to potential users among staff and students.
5.5.3	Increased awareness of University policies regarding leave, and part-time work, and where to find information.	While staff were generally confident (over 90% agreed or strongly agreed) that the School would support them if they needed long-term leave, a lower proportion	a)Add information on policies on to the School's new E&D webpage through links to HR pages and through a designated section in the staff and student handbook. b)Highlight this information in	September 2020 September 2020	September 2021	IT Officer, EDC, HR HoS, EDO	The percentage of staff and students who are unsure about where to find information will be reduced by 10% according to EDS2021.

		(69%) said they knew where to find relevant information.	induction for new staff and remind existing staff through School Council updates by EDO		December 2020, and ongoing thereafter with new recruitment		
Ref. 5.6	**Objective (**= priority action)**	**Rationale**	**Actions**	**Start**	**End**	**Person responsible**	**Success criteria and measurable outcome**
5.6.1	Access to visiting speakers is increased.	There is currently 93% staff satisfaction with social activities in the School, but two staff respondents to the EDS19 suggested that moving the English Research Seminar (currently held at 5.15pm) to a lunchtime slot would increase their ability to attend.	a)Geographically close speakers (less than 3 hours away) will be invited to network with colleagues at lunchtime before their 5.15 talks. b) Include question about English Research Seminar in EDS2021 and seek free-text feedback to new lunchtime arrangements	September 2020 June 2021	December 2020 September 2021	Heads of research groups EDC	Maintain a least 90% satisfaction with social activities in EDS2021 of staff. At least two positive comments on new lunchtime research activities received.

5.6.2	**Visibility of our current work on curriculum diversity is increased	The diversity of the curriculum question produced the highest amount of negative responses from students in the EDS 2019.	a)One member of EDC committee to attend each SSCC meeting (2 a year) to respond to items about diversity in the curriculum.	September 2019	June 2020 and ongoing.	EDC (ordinary members to alternate)	Increased awareness of diversity curriculum review among student population.
			b) Add a description of diversity curriculum review process to new E&D webpage, and update regularly with progress and information about changes.	March 2020	September 2020	EDO	Across all 4 subhonours modules, we will be within 30% of parity in terms of set authors .
			c) Redecorate Stephen Boyd room with photographs of women writers and writers of colour.	September 2019	July 2020	SSCC; HoS	More positive comments on curriculum diversity collected in EDS2021.
5.6.3	Data on current dissatisfaction with Workload Model is collected.	2 members of staff signalled their dissatisfaction with aspects of the current	a) Add free text comment question to EDS 2021 to collect data on staff dissatisfaction;	January 2021	February 2012, and biannually for future surveys.	EDC	New free text comments about workload model in EDS2021 reflects greater satisfaction

		Workload model, but the reasons for this are not clear.	b) Gender bias to be a required element of the yearly report on the Workload model at School Council;	February 2020	June 2020, and annually thereafter.	DHoS	among staff; no dissatisfaction by 2023.
5.6.4	Pastoral support for students is increased.	Discussions at SSCC and responses to the EDS 2019 called for more in-School pastoral support.	a)Creation of new Welfare Officer post b)Draw up remit of the role document c)Welfare officer to sit on EDC *ex officio* d)Add question on student welfare support to EDS 2021 e) Add links to HR polices on discrimination, bullying and harassment to School website.	May 2019 May 2019 September 2019 January 2021	September 2019 and ongoing. September 2019 December 2019, and ongoing thereafter June 2021	HoS DoT with SSCC consultation Welfare Officer EDO	Achieve over 70% satisfaction for welfare support provided in School by EDS 2021.
5.6.5	Improved visibility of adjustments for students with disabilities.	3 staff commented on the School's access issues for disabled	a) Circulate Instructions on how to request a ground-floor teaching location to all students at enrolment.	August 2019 July 2020	December 2019, and ongoing thereafter	Disabilities Officer	All students receive information. 100% of staff will have accessibility

		students in the EDS 2019.	b)Contact all staff and ask them to add information about the accessibility level of their personal office to email signatures and to offer adjustments		September 2020, and ongoing thereafter	Disabilities Officer	information in their email signatures.
5.6.6	Data about effectiveness of the core email hours policy is collected.	There is general agreement and satisfaction with the new policy, but its effects and responses have not been formally monitored, and this information could be of use to other Schools looking to create a similar policy.	a)Include a free text question on email policy in the EDS 2021 b)Review responses; circulate report to other ASBHLL schools.	February 2021 December 2021	September 2021 December 2022	EDO EDC	New free text comments about email policy in EDS2021 reflects greater satisfaction among staff
5.6.7	Sutton Trust teaching is more evenly spread across staff grades and diversity of sample curriculum	There has only been one lecture with a female writer named in the title in the last five years, and the majority of staff	a)Recruit even numbers of male and female staff for the programme annually. b)One lecture to be given by at least one	May 2019 May 2019	July 2019 and yearly thereafter July 2019 and yearly thereafter	Sutton Trust coordinator	Annual staff representation does not exceed 60%/40% for all genders, one of which is at Grade 9. At least two lectures each

	presented is increased.	contributing summer school lectures historically have been Grade 7.	Grade 9 lecturer every year c)Actively seek at least two lectures on named women writers for the lecture programme	May 2019	July 2019 and yearly thereafter		programme are on women writers.
5.6.8	Data on visiting speakers to the School by gender is recorded.	This information has not historically been collected, and we wish to monitor the gender balance of speakers closely over the next four years.	Data on gender balance of visiting speakers collated and presented at EDC meetings.	October 2019	October 2019 and annually thereafter.	PSS staff	Clear data on the gender breakdown of visiting speaker is stored, and any imbalances brought to EDC for discussion and action.
5.6.9	Gender balance of committee membership is formally monitored and recorded.	This information has not historically been collected, and we wish to monitor the gender balance of committee membership	Data on gender balance of school committees collated and presented at EDC meetings.	October 2019	October 2019 and annually thereafter.	PSS staff	Clear data on the gender breakdown of visiting speaker is stored, and any imbalances brought to EDC for discussion and action.

		closely over the next four years.					