Department Application
Bronze and Silver Award

School of History
University of St Andrews

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.

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	**10,700**	**10,188**
Recommended word count		
1.Letter of endorsement	700	684
2.Description of the department	500	509
3. Self-assessment process	1,000	624
4. Picture of the department	2,000	2162
5. Supporting and advancing women's careers	6,000	6045
6. Case studies	n/a	n/a
7. Further information	500	164

Name of institution	University of St Andrews	
Department	History	
Focus of department	AHSSBL	
Date of application	18 May 2018	
Award Level	Bronze	
Institution Athena SWAN award	Date: 7 May 2018	Level: Bronze
Contact for application Must be based in the department	Prof. Frances Andrews	
Email	fea@st-andrews.ac.uk	
Telephone	01334 463308	
Departmental website	https://www.st-www.st-andrews.ac.uk/history/	

Table of contents

LIST OF ABBREVIATIONS

AS	Athena SWAN
ASDP	Academic Staff Development Programme
ASO	Academic Support Officer
BME	Black & Minority Ethnic
CAPOD	Centre for Academic, Professional and Organisational Development
CROS	Careers in Research Online Survey
dHoS	Deputy Head of School
DoI	Director of Impact
DoLI	Director of Library and Information
DoR	Director of Research
DoPGs	Directors of Postgraduates, sometimes identified separately as:
DoPGR	Director of Postgraduate Research Students
DoPGT	Director of Postgraduate Taught Students
DoT	Director of Teaching
E&DC	Equality and Diversity Committee
E&DS(s)	Equality and Diversity Survey(s)
EOC	Equal Opportunities Committee
FPE	Full Person Equivalent (HESA measure)
HoS	Head of School
HR	Human Resources
O&C	Organisation and Culture
PG	Postgraduate
PGR	Postgraduate Research Students
PGT	Postgraduate Taught Students (MLitt)
RBDC	Research Business Development and Contracts
SAO	School Admissions Officer
SAT	Self-Assessment Team
SL	Senior Lecturer
SOC	School Office Coordinator
UG	Undergraduate
URAS	Undergraduate Research Assistant Scheme

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
Recommended word count: Bronze: 500 (+ 200) words. Actual: 684.

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 | **FOUNDED 1413**

School of History

18 March 2018

Dear Equality Charters Manager,

I am writing as the Head of School of History at the University of St Andrews to endorse the School's application for an Athena SWAN Bronze Award, which is enclosed with this letter.

Since becoming Head of School in 2014, I have made inclusivity, fairness, and compassion my lodestars and have tried to be humane and compassionate to all members of the School – regardless of gender, race, ethnicity, nationality – acting on the basis of each individual's circumstances. I have encouraged four future female leaders to take part in the Aurora programme; have supported the University's new Elizabeth Garrett Mentoring Programme for senior women; and have tried to foster a relaxed working environment in which no member of staff, however junior, feels inhibited.

Also since 2014, our School Executive team has been more balanced than in the past and the key roles of Deputy Head of School, Director of Research, and Director of Teaching have been female for much of the time.

The Athena SWAN process became a major objective at a point when I was still acclimatizing myself to a new environment (having been made Head of School within two years of my appointment to St Andrews in 2012). The Deputy Head, Dr Bridget Heal, took on responsibility for Athena SWAN as part of the Deputy Head's portfolio until she went on research leave, at which point Professor Frances Andrews, also a member of the University Court, became our Athena SWAN Chair, working in tandem with the new Deputy Head Dr John Clark. Both Chairs have been given my full backing to delegate tasks across the school as part of the formation of the submission and generally to advance equality, with activity mainstreamed to become an essential part of the school workload model.

Over the past two sessions Athena SWAN has been a core fixture on the Agenda of both the School Executive and the School Staff Council. Indeed, we recently devoted a special session of the School Staff Council exclusively to Athena SWAN matters. We have both an Athena SWAN Committee and an Equality and Diversity Committee, which report to the School Executive through the Deputy Head or at periodic meetings of the Executive with Degree Chairs – as illustrated in Figure 4.

No institution is perfect. Supporting cultural and practical change means not only instituting new structures and processes, but also being ready to confront individuals whose practices and behaviours could disrupt positive developments. In my four sessions as Head of School I have done this, while seeking to maintain the School's collegial harmony. As a result, I believe there has indeed been a culture change in the past few sessions.

I fully endorse and support our ambitions for the future set out in our action plan, and confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the School of History.

Yours,

Colin Kidd,

Head of School

(494 words)

University of St Andrews

School of History

13 April 2018

Dear Equality Charters Manager,

I write as incoming Head of School (from August 2018) to offer my full support to the attached application. I have been a member of the SAT during 2017-18 and intend to remain a part of the committee as HoS. I am therefore fully aware of the committee's past work and am committed to the actions needed to take it forward. As outlined in the application, our intention is for the work of the SAT and the EDC to closely inform the conduct and work of the School Executive committee.

The SAT's work has uncovered several areas for attention and further action. Some of these are linked to gender balance and work environment for staff (e.g. mentoring, promotions, workload transparency, distribution of administrative positions). Others are linked to teaching, the 'pipeline', and student outcomes – notably the possible influence of types of assessment on degree outcomes by gender. The monitoring of these diversity and equality issues, and the development of strategies to improve matters, will be a priority in the running of the School over the period of my tenure as HoS.

Yours sincerely,

Simon MacLean

sm89@st-andrews.ac.uk

(190 words)

2. DESCRIPTION OF THE DEPARTMENT
Bronze: 500 words. Actual: 509 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 History is in the Faculty of Arts and Social Sciences and is located on three sites in the centre of St Andrews. It has ninety-eight staff, fifty-six on open-ended contracts (23 female, 33 male), nineteen on fixed term contracts (10 female, 9 male) and twenty-three Graduate Teaching Assistants (GTAs). Ninety are academics (40 female, 50 male), and 8 are Professional Support Staff (PSS). The overall staff gender balance is 47% female [Table 1] but despite recent increases, the largest category, Research & Teaching [Figures 1&2], has the lowest proportion of women: 35%, compared to 33% at institutional level.

Table 1 Total staff population (Dec 2017)

Job Category	Female	Male	% Female
GTA	13	10	57%
Research Only			47%
Research Professor			100%
Teaching Only			60%
Research and Teaching	16	30	35%
PSS			75%
Total	46	52	47%

Figure 1 Job category by gender (Dec 2017) [*] *CHART REDACTED*

Figure 2 Distribution of Staff by Job Category (Dec 2017)
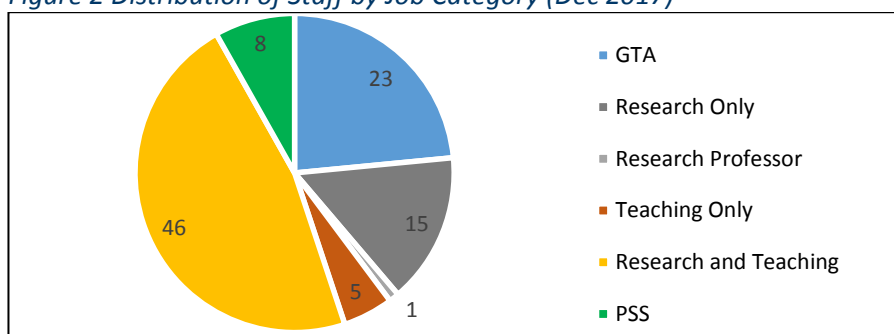
The December 2017 ethnicity profile for the School shows the staff on open-ended or fixed-term contracts is 84% white, with the remaining 16% disclosed as Asian, Other, Information Refused or Not Known (actual proportions or numbers are not available due to Data Protection). The School will be engaging in the University's Race Charter Initiative

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[*] Staff data are presented as headcount and students as FTE throughout (unless otherwise stated). See also section 7.

from September 2018, with the aim of aligning with sector best-practice in attracting BME staff.

We offer undergraduate degrees in History, Mediaeval, Modern and Scottish History, Middle East Studies, joint degrees with most disciplines in the Faculty, and fourteen MLitt (PGT) programmes. Research Centres and Institutes provide focal points for staff and students working in particular fields. Ancient History is taught in Classics, and History Students may take modules in both Schools. Most UGs graduate with an MA (Hons) after four years. The degree follows the Scottish route: in years one and two, History is studied alongside other subjects; in the final two years students take 100% History modules (or 50% if taking a joint degree). Each year we offer c. 70 third-level and 30 fourth-level modules.

Table 2 Student Population (2017/18)

Degree Level	Female	Male	Total	% Female
Undergraduate	338	272	610	55%
Postgraduate Taught	24	47	71	34%
Postgraduate Research	32	36	68	47%
Total	394	355	749	53%

Figure 3 Student Population by gender (2017/18)
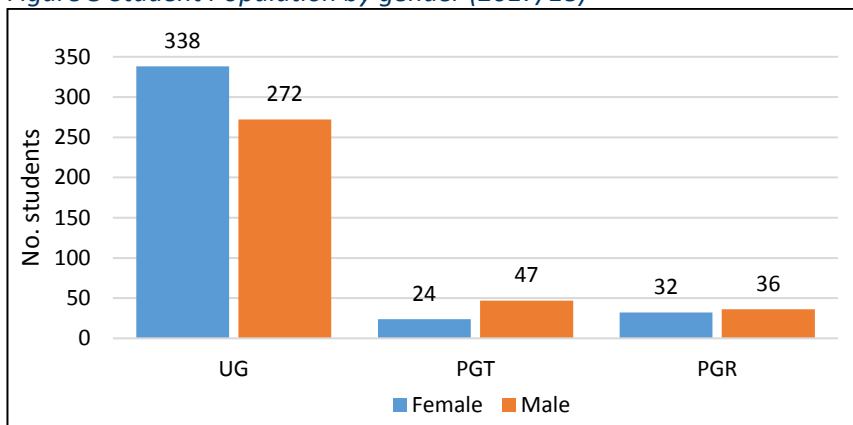
Structure

The School has a single HoS, who chairs the Executive, which meets fortnightly during teaching and is attended by the dHoS, DoR, DoT, DoI, DoPGR, DoPGT, DoLI, and SOC. Policies are strongly influenced by the Offices of the University Principal and Deans, while the HoS works closely with the SOC.

Four times a year the HoS chairs the School Staff Council (SSC) which includes all academic, research and teaching staff. The other decision-making committees are (with chair and

frequency):

1. Teaching and Curriculum Committee; DoT: twice a semester, or as needed.

2. Postgraduate Committee; DoPGs: once a semester.

3. Degree Committees; Degree Chairs: History, Mediaeval, Middle Eastern Studies, Modern, Scottish: twice a semester.

4. Athena Swan SAT; AS Champion. Has met six times since autumn 2017 but will meet twice a semester after submission. Linked to Executive by Deputy HoS who sits on both.

5. Equality and Diversity Committee (formerly Equal Opportunities Committee); E&D Officer: twice a semester.

6. Staff-Student Committee; DoT, Degree Chairs, DoPGT, Student President, 2 Student Representatives per academic year (one Mediaeval, one Modern); Subhonours module coordinators in attendance: once a semester.

We also have informal Research, Teaching or E&D discussion lunches, alternating before each SSC.

Figure 4 School Structure
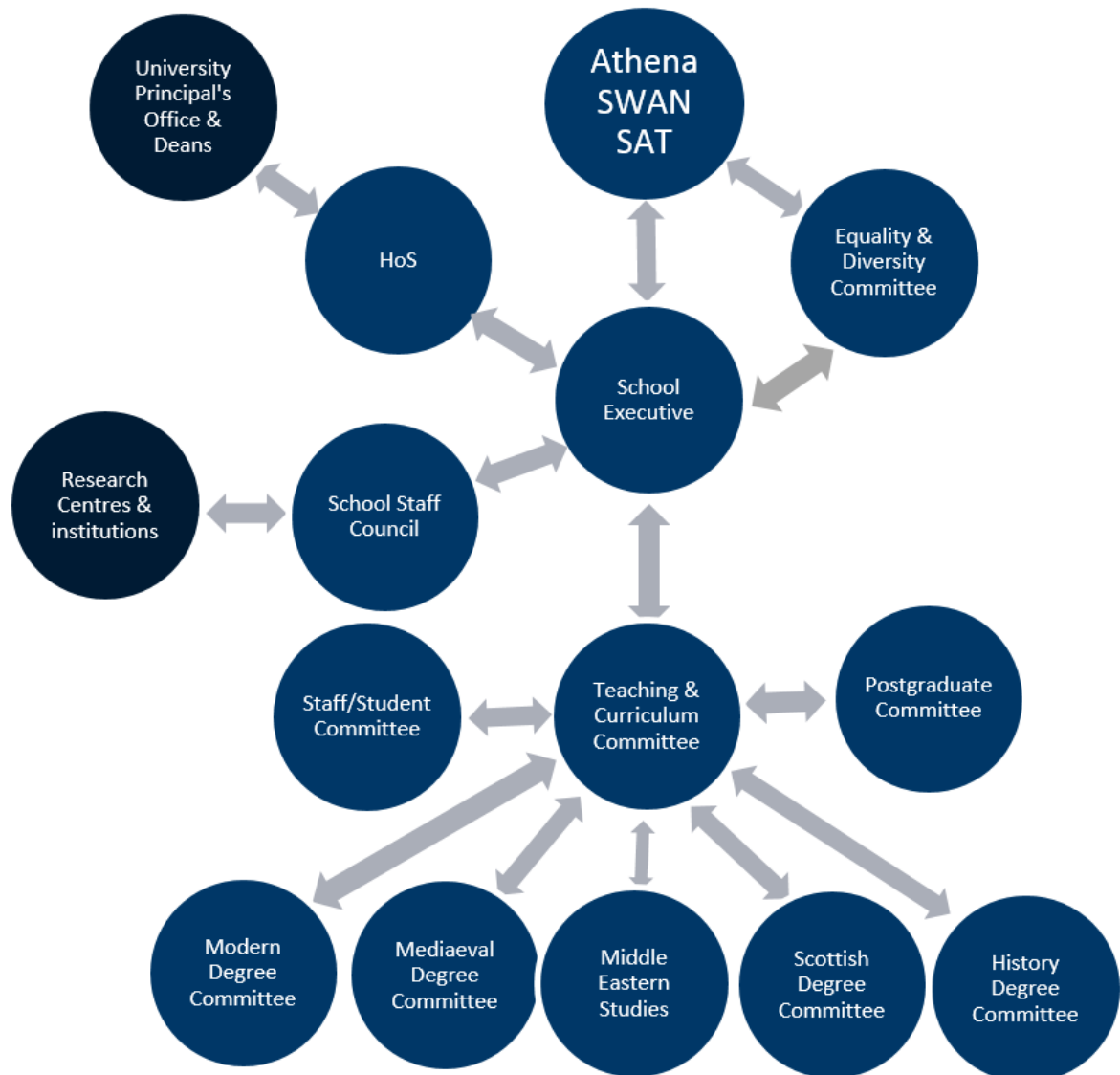
3. THE SELF-ASSESSMENT PROCESS
Bronze: 1000 words. Actual: 624 words.

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

After discussions in spring 2016 between the HoS, Deputy HoS and the convenor of the School's EOC, the HoS asked Dr Bridget Heal (dHoS), with Professors Frances Andrews and Richard Whatmore to serve as AS Champions, taking responsibility for constructing Staff and Student Equality and Diversity Surveys. An initial SAT also included representatives of PSS, PGR, PGT, UG students and the Convenor of the EOC. Following a staff survey, conducted in September 2016, two working parties were established, the first examining organisation and culture (O&C) and the second our workload model. The first consisted of Bridget Heal, Frances Andrews and 6 volunteers: 5 lecturers and 1 research fellow

(female). The second consisted of Richard Whatmore, the DoT and Degree Committee Chairs. At the end of 2016-17 members of this working party were, at their request, co-opted to membership of either the SAT or a new E&D Committee (E&DC) designed to develop E&D activities beyond AS Bronze concerns alone, with the result that both now include strong representation from all grades and backgrounds.

Table 3 SAT 2017-18 (Alphabetical order)

Name/ Gender	SAT Role	Career stage	St Andrews Biography/ SAT Expertise
Frances Andrews[†]	SAT Chair 2017- AS Champion 2016- O&C Working group 2016-17	Professor	Joined 1995. Teaching includes history of social exclusion. Dual career.
John Clark	Deputy HoS 2017-18	Senior Lecturer	Joined 2000. Research and teaching interests in gender history.
Sarah Easterby-Smith	O&C Working group 2016-17	Lecturer	Joined 2012. Research and teaching interests in gender history.
Will Eves	Postdoctoral Member	Research Fellow	Joined 2017.
Kate Ferris	E&DC Chair 2017-18 O&C Working group 2016-17	Reader	Joined 2009. Research interests in Gender History.
Justine Firnhaber-Baker	O&C Working group 2016-17	Senior Lecturer	Joined 2010. Teaching interests in Gender History.
Simon Maclean	Incoming HoS	Professor	Joined 2002. Research interests in Gender History.
Angus Stewart	Convenor School EOC 2013-17	Lecturer	Joined 2001. Research and teaching interests in Cultural Encounters.
Audrey Wishart	PS staff O&C working group 2016-17	Administrator	Joined 2004.
Sophia Silverman	PGT rep 2017-18	PGT	Started 2017
Hailey Ogle	PGR rep	PGR	Started 2017.
Alice Foulis	Student President	UG	Started 2017.

[†] Dr Heal and Prof Whatmore went on leave 09/2017.

(ii)   an account of the self-assessment process

Discussion of gender equality in the University (beyond STEMM) was triggered by the Royal Historical Society 2015 Gender Report. We invited Prof. Dame Jinty Nelson (author of the Report's foreword), Prof. Dame Ottoline Leyser (Cambridge) and 5 female professors from the University to speak at a well-attended discussion forum, chaired by the Principal.

Figure 5 Open Forum: Breaking Through the Glass Ceiling. April 2015
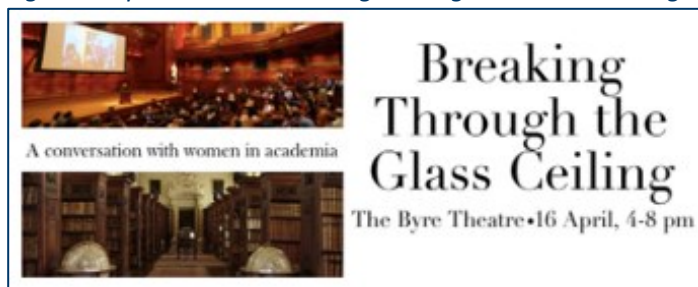
The forum led to the establishment of the initial SAT in 2016. From June 2015 the convenor of the School's EOC attended the University's E&DC/AS meetings, and during 2015-16 worked alongside the dHoS to introduce the School to the AS Charter and to the University's AS support team. The School was invited to comment on the University E&DC proposals for revisions to academic promotion criteria, to consider issues such as gender balance amongst seminar speakers, and to complete online training modules on diversity and unconscious bias.

In 2016-17 AS became a standing item on the agenda of the Executive and SSC. During August and September 2016 discussions within the SAT (conducted via email and face-to-face) focussed on preparation of the Staff E&DS, in consultation with the University's AS team and SATs in other Schools. In September 2016 all academic and professional support staff in the School were invited to complete the survey. The response rate of 71% suggests that most engaged with the AS process from the start.

On receiving the Staff E&DS returns, the workload working party met in December 2016 [see section 5.6 (v)], and reported to the Executive and SSC in February 2017. The O&C working party met in January and February 2017 and proposed several initiatives which were discussed at an AS lunch, to which all staff were invited and at the SSC on 8 February 2017. These informed our initial APs.

In early 2017 the SAT, assisted by the DoT and DoPG, also prepared a Student E&DS, which all UG, PGT and PGR students were invited to complete. The response rate was low: UG 15%, PGT 10%, PGR 35%. Engaging students at all levels with our AS submission and with E&D issues is a high priority. The AS Champions held meetings with student representatives in March and October 2017 and February 2018, to find ways to address the low turn-out.

- **Action 3.1**: Revised Student E&DS with new introduction to be issued through the School and the Student History Society mailing list and to be mentioned during student social events and in lectures.

Figure 6 Timeline of Self-Assessment Process

2015

Apr | Jun | **2016** | Sep | Oct | Dec | **2017** | Feb | Mar | Sep | Oct | Nov | **2018** Jan | Feb | **2018**

Above the timeline:

2015-16
EOC Chair
introduces
School to AS
Charter.

9/2016
Establishment
of initial SAT.
Preparation of
staff E&DS

12/2016
1st meeting
of Workload
Working
party

1/2017
1st meeting of O&C
working party

2/2017
1st AS Staff
Lunch
AS on SSC
agenda

3/2017
AS
Champions
1st meeting
with
Student
reps to
discuss
Student
E&DS
response
rate

9/2017-2/2018
Regular SAT meetings

11/2017 &
15/2/2018
SAT chair meets
student reps to
discuss new
Survey

14/2/2018
SSC approval of all
Action Points

28/2/2018
Application sent
for internal &
external review

Below the timeline:

4/2015
Open Forum
visit from
Prof Jinty
Nelson.
Discussion of
RHistS
gender
report

6/2015
EOC Chair
attends
University's
E&DC/AS
meetings

9-10/2016
Staff E&DS.
High
response
rate

2/2017
Workload
Working
party
reports to
Executive
& SSC

2/2017
Student E&DS.
Low response rate

9/2017
Establishment of
larger SAT incl.
members of
working parties

9/2017
Establishment
of new E&D
committee

11/2017
Application
drafted

SAT
finalised
Action
Points

School
Executive
Approval of
Submission

30/04/2018
Application
to AS Bronze
submitted

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

Our aim is to maintain a strong E&D policy and up-to-date AS Action Plan, informed by excellent data on all aspects of what we do. After submission of this application the SAT will meet twice a semester to drive this agenda. The newly constituted E&DC will also continue to meet twice a semester, to support the work of the SAT (with some shared membership) and to move forward on other E&D issues including race, disability, religion, sexual orientation and age.

> **Action 3.2** SAT and E&DC meetings to be embedded in School Schedule of Leading Dates each summer.

4.   A PICTURE OF THE DEPARTMENT
Bronze: 2000 words. Actual: 2162 words.

4.1.   STUDENT DATA

(i)   Numbers of men and women on access or foundation courses: n/a

**(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.

There are 610 UGs studying in the School in 2017-18, 55% female, which exceeds the national average [Table 4/Figure 7]. This is in line with the larger number of applications received from women. However, whilst overall UG numbers have been increasing, the female percentage has slightly declined, moving closer to the national average.

Table 4 Undergraduate population by year and gender

Academic Year	Female	Male	Total Students	% Female	National Average
2017-18	338	272	610	55%	-
2016-17	328	265	593	55%	-
2015-16	314	262	576	55%	52%
2014-15	316	222	537	59%	51%
2013-14	286	191	478	60%	51%

Figure 7 Percentage female undergraduates against national average
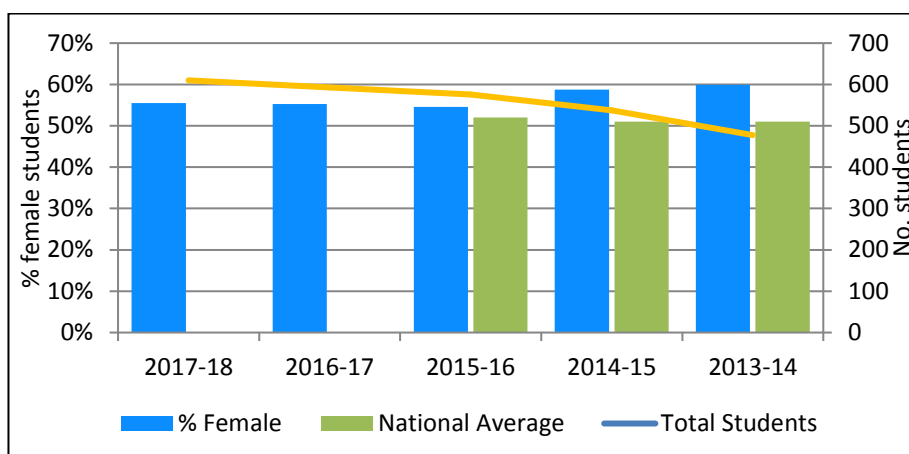
Our part-time UG numbers are too small to identify trends [Table 5], perhaps partly a product of the small population local to St Andrews.

Table 5 Part-time Undergraduates by gender (data as headcount, recorded since 2015-16)

Academic Year	Female	Male	% Female
2017-18			0%
2016-17			100%
2015-16			-

In addition to the day-time degree programmes, the University's *Lifelong Learning programme* also in part accounts for the lack of part-time UGs and ensures widening participation through the part-time Evening Degree, for which the School has offered modules since 2001, with high female take-up (60-79% of the cohort) [Table 6].

Table 6 Lifelong learning student population - History modules

Academic Year	Female	Male	Total	%Female
2016-17				79%
2015-16				60%
2014-15	19	11	30	63%
2013-14				73%
2012-13	24	15	39	62%

Table 7 and Figure 8 show that the rate of UG offers since 2012-14 favours women (with an average of 5.6% variance between genders), but the percentages accepting those offers are closely comparable.

Table 7 Undergraduate application, offers, acceptances and entrants (single & joint honours)

Year of entry	Offer Type	Female	Male
2017-18	Applications	740	541
	Offers	338	237
	Acceptances	111	77
	Entrants	88	64
2016-17	Applications	727	573
	Offers	358	206
	Acceptances	108	70
	Entrants	89	54
2015-16	Applications	622	535
	Offers	288	239
	Acceptances	115	119
	Entrants	67	70
2014-15	Applications	619	494
	Offers	322	236
	Acceptances	142	130
	Entrants	96	84
2013-14	Applications	624	467
	Offers	265	170
	Acceptances	140	80
	Entrants	89	49

Figure 8 Undergraduate applications converting to offers

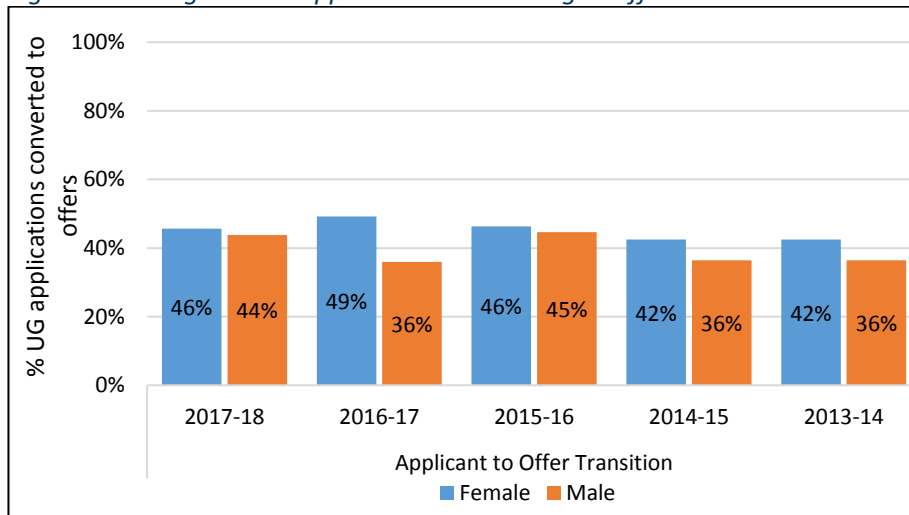Figure 9 reveals that there is no gender bias between offers and entrants (the overall variance is 1.2% in favour of women since 2013-14). This suggests good practice is in place and should continue. The University Admissions team explained that in addition to meeting or exceeding minimum grade requirements, personal statements and references are used to deepen perceptions of each UG applicant and, to ensure widening

participation, data is contextualised before decisions are made. Qualifying grades from pupils attending low progression schools are, for example, acknowledged as indicative of potential and commitment. The School of History itself has participated in the Sutton Trust Summer School each year since 2008, and such participation is flagged on UCAS applications.

Figure 9 Student Undergraduate offers converting to entrants

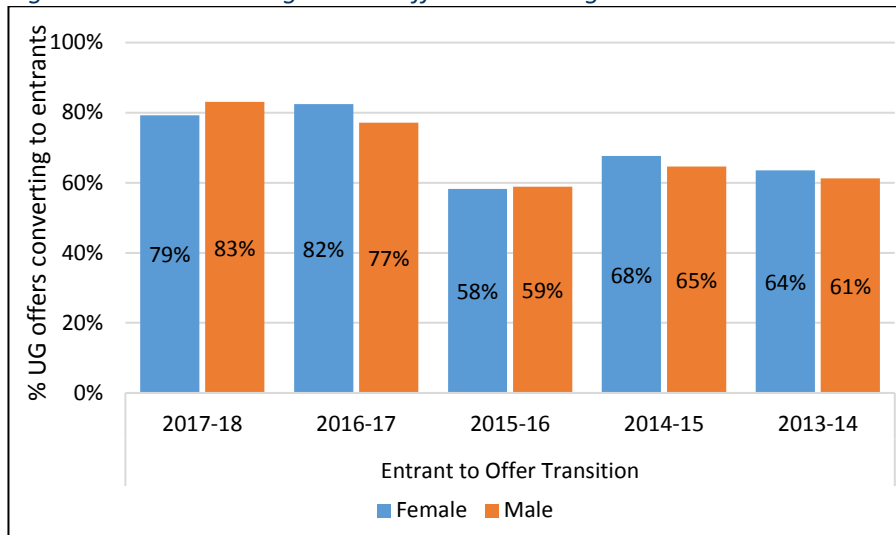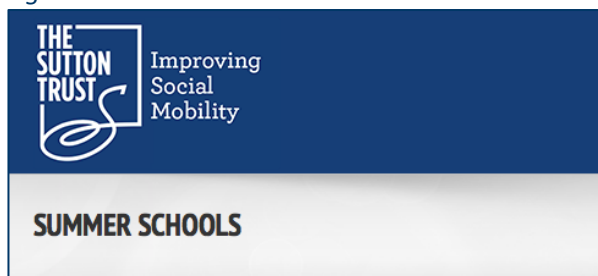*Figure 10 The Sutton Trust*

Table 8/Figure 11 reveal that when broken down by degree intention, our Single Honours programmes have recently been moving closer to a 50:50 split. However substantially more women than men take History as part of a joint honours degree (HESA figures are not available for single and joint honours students, so we cannot yet test this against national benchmarks).

Table 8 Undergraduates by Honours Intention

Academic Year	Honours Intention	Female*	Male*	Total Students	% Female
2017-18	Single	233	207	439	53%
	Joint	106	65	171	62%
2016-17	Single	231	202	433	53%
	Joint	96	64	160	60%
2015-16	Single	227	201	427	53%
	Joint	88	61	149	59%
2014-15	Single	232	177	409	57%
	Joint	84	45	129	65%
2013-14	Single	219	142	361	61%
	Joint	68	49	117	58%

*Numbers include all students rounded up to nearest whole.

Figure 11 Undergraduates by degree type and gender
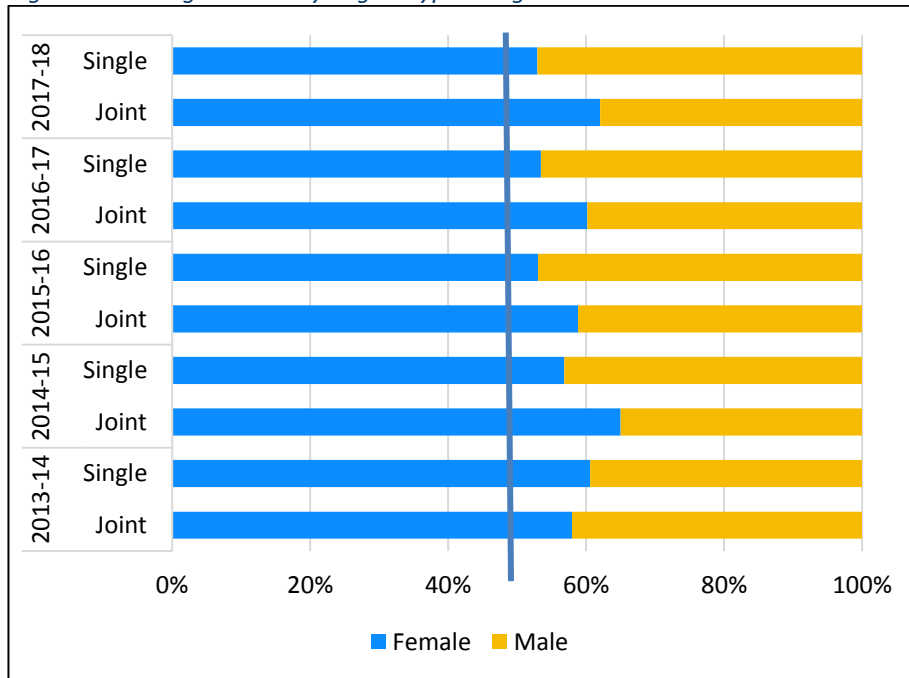
The SAT discussed the higher percentage of women taking History. Admission to Joint Honours is not entirely within the School's remit, a product of the Scottish four-year degree, which allows students to change degree intention. We agreed that as our aim is to address the leaky pipeline further along the career path [see tables in section 4.1], we accept we will continue to admit higher numbers of women at UG level. We nonetheless invited the School Admissions Officer (SAO) to a SAT meeting to discuss this and undertook an analysis of the gender balance of subjects with which we share joint degrees [Figure 12].

Figure 12 Schools affiliated through Joint Honours programmes showing % female
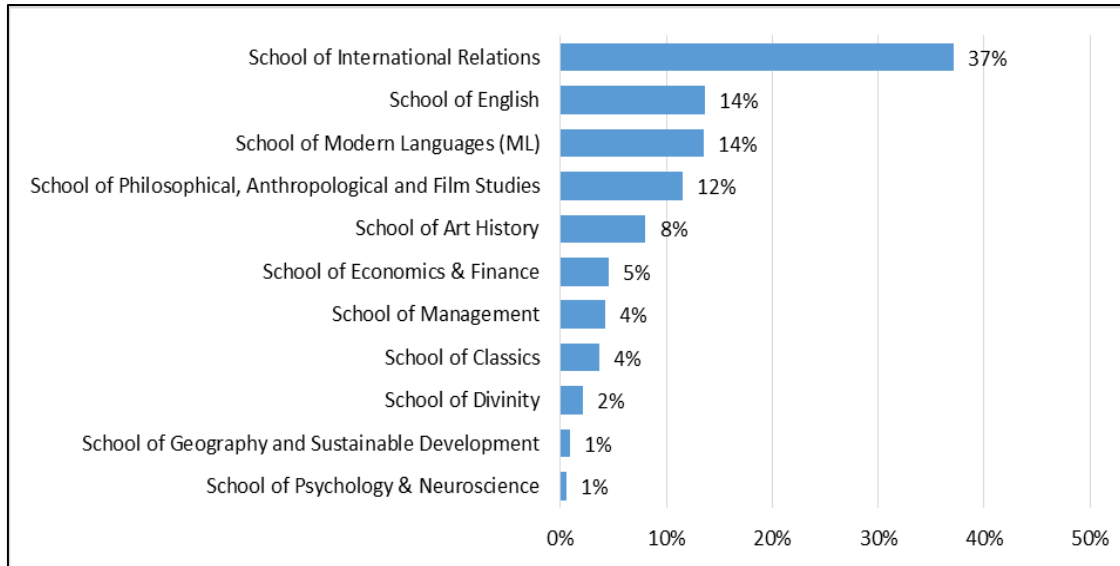

Figure 13 Percentage female students within 2016-17 UG population
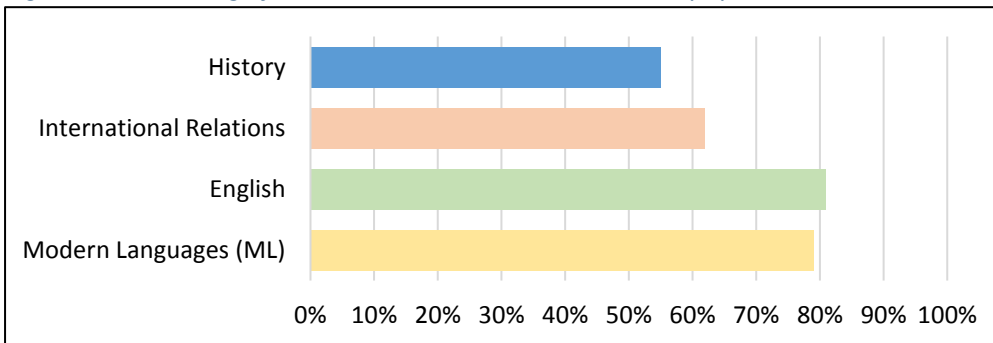
The largest group of students taking joint honours with History comes from International Relations. Their UG population for 2016-17 was 62% female; 7% higher than in the School of History that year [Figure 13].

As well as consulting with Central Units, we also re-examined our own in-School processes and realised that in the past three years, Visiting Days have been led by male colleagues, with no female role models present.

> **Action 4.1** Discussion of detailed figures on UG recruitment and identifiable trends supplied by Admissions Team to be a standing item for the SAT. SAO to be an ex-officio member of the SAT.

> **Action 4.2** We will trial male and female colleagues giving Visiting Day talks together, or staff of the gender not presenting to students being available to chat informally to students and parents, and will keep a record of staff participants.

> **Action 4.3** We will liaise with other Schools as they work towards their AS Accreditation in order to gain a better understanding of what drives our Joint Honours recruitment.

Table 9 Undergraduate degree awards by classification (calculated as headcount, percentages as proportion of year's gender group)

Year of Award	Classification	Female	Male	% Female	% Male
2016-17	1st			22%	31%
	2:1			75%	66%
	2:2			3%	3%
	3rd			0%	0%
2015-16	1st			19%	27%
	2:1			74%	72%
	2:2			7%	2%
	3rd			0%	0%
2014-15	1st			20%	25%
	2:1			73%	72%
	2:2			7%	4%
	3rd			0%	0%
2013-14	1st			25%	37%
	2:1			69%	54%
	2:2			5%	9%
	3rd			0%	0%
2012-13	1st			18%	23%
	2:1			76%	69%
	2:2			6%	8%
	3rd			0%	0%

Figure 14 Undergraduate degree awards by classification (percentages as proportion of year's gender group)
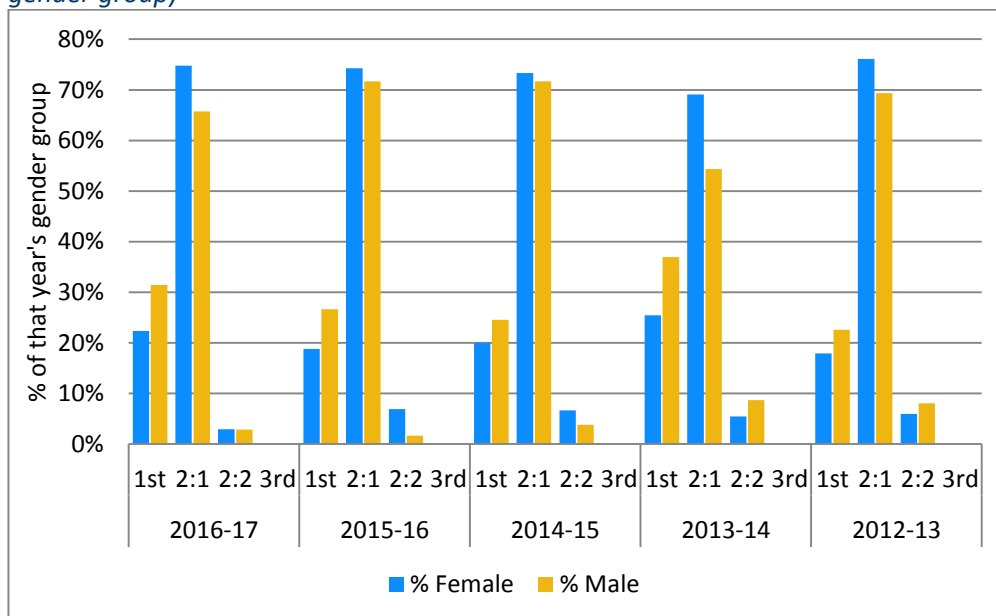
A lower percentage of the female cohort than the male attains firsts, while women outperform men at 2.1 level [Figure 14]. The numbers are small [Table 9], but this disparity is consistent and is a matter of real concern. Break down by Single and Joint Honours reveals that the Single Honours degree is a contributing factor [Table 10/Figure 15].

Table 10 Undergraduate Awards gained by programme type and gender (2016-17)

Award Classification	Female		Male	
	Single	Joint	Single	Joint
1	10	13	12	10
2.1	51	26	28	18
2.2				
Total				

Figure 15 Undergraduate awards by classification and programme type, 2016-17 (percentages as proportion of year's gender group)
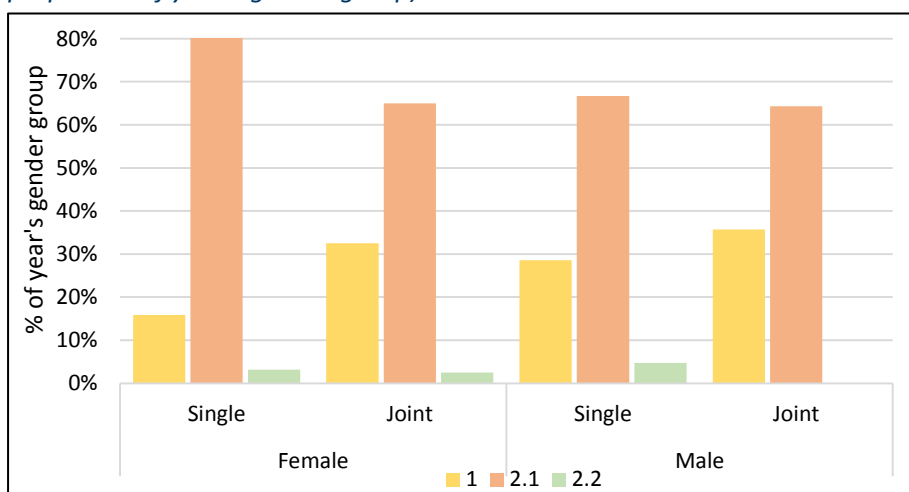
After SAT discussion, we agreed that the probable cause of differences in attainment relates to assessment. The School offers a variety of assessment options in third and fourth year, combining written and oral coursework and seen and unseen examination formats. In October 2017 we started a data-mining exercise to establish whether there is any correlation between types of assessment and the gender of student or teacher. Results will be available in June 2018. Meanwhile, in order to assist students in fulfilling their potential and ensure that confidence and presentation are not a reason for lower female achievement, the School introduced an 'Honours Skills' module in semester one, which all third years are encouraged to attend. It is designed to build self-confidence for class participation and the types of writing that are required in years three and four.

> **Action 4.4** We will use the results of the data-mining exercise, due after completion of an academic cycle (June 2018), to set benchmarks and reshape future assessment practices.

> **Action 4.5** We will acquire student feedback on the new Honours Skills module, monitor attendance and results by gender, and modify the module as needed for semester 1 2018-19.

(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.

NB: None of our 14 PGT courses averages more than 15 students. As trends for small figures are difficult to discern, the numbers are aggregated here.

Table 11 Postgraduate Taught population with benchmarking

Academic Year	Female	Male	Total	% Female	National Average
2017-18	24	47	71	34%	-
2016-17	31	28	59	53%	-
2015-16	22	25	47	46%	57%
2014-15	23	32	55	42%	55%
2013-14	28	30	58	48%	54%

Figure 16 Percentage of female History PGT student Population
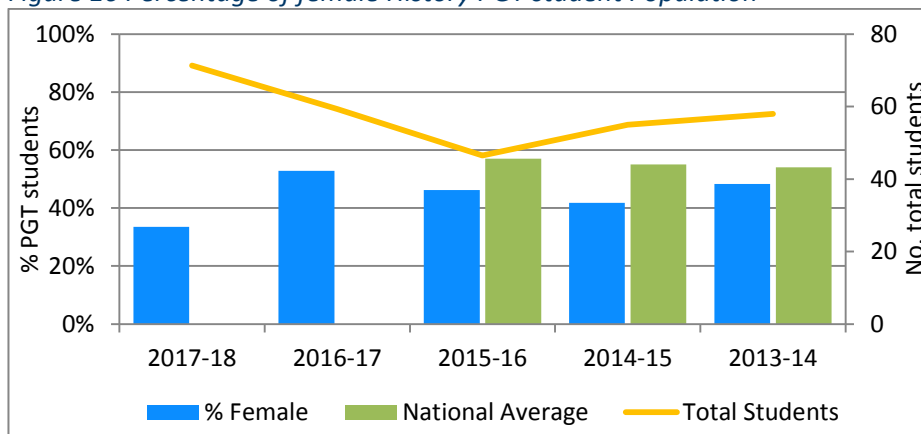
Table 12 Part-time PGT student population (data recorded since 2015-16) CHART REDACTED

Table 13 PGT applications, offers, acceptances & entrants

Year of Entry	Offer Type	Female	Male
2017-18	Applications	82	121
	Offers	61	93
	Acceptances	24	47
	Entrants	23	46
2016-17	Applications	100	92
	Offers	78	67
	Acceptances	35	30
	Entrants	31	28
2015-16	Applications	76	75
	Offers	57	55
	Acceptances	25	27
	Entrants	21	25
2014-15	Applications	78	82
	Offers	71	71
	Acceptances	25	35
	Entrants	23	32
2013-14	Applications	80	73
	Offers	58	56
	Acceptances	31	30
	Entrants	27	30

Figure 17 Percentage of PGT female History applications, offers, acceptances and entrants
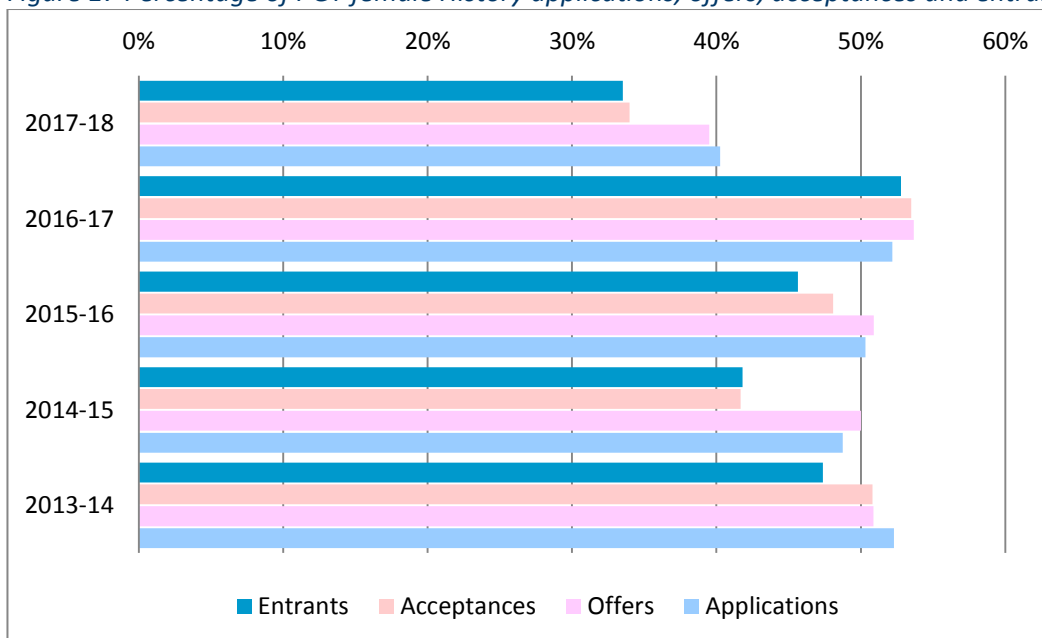
The PGT cohort fluctuates. In 2016/17 for the first time it comprised a greater number of females than males (53% to 47%) [Table 11]. In 2017-18 this has dropped back to 34% female, despite substantial cohort growth (though part-time numbers are again very small [Table 12]). National benchmarking indicates a gradual increase in female representation in recent years (54% in 2013/14 – 57% 2015/16) whereas the School's PGT female cohort

has averaged 45% over the last 5 years, c.5% below parity [Figure 16]. Offers are made on the basis of assessment of UG grades (normally a good 2:1 degree or equivalent), samples of written work and references. Offer rates are high and in 2014-16 the School was making more offers to female candidates in relation to application numbers [Table 13]. This year, the number (and percentage) of female applications has dropped substantially [Figure 17], as has the percentage of female offers converted to entrants. One year is not a trend, but this drop is a matter of deep concern. We aim to increase female application numbers and conversions and, after discussion with current students, have identified lack of information about maternity leave, childcare and part-time study as possible reasons for lower female applications and conversions.

Action 4.6 Ensure presentations and both text and images in School and University recruitment materials are diverse and gender-balanced and include information on University provision for maternity/paternity leave, childcare and our openness to taking part time students.

Action 4.7 PGT Programme Coordinators encouraged to work with the University's Admissions Office to provide on-line discussions with prospective female students. We are also introducing a new recruitment video, making sure that it is diverse and inclusive and that our various School blogs aim for diversity and gender balance.

Action 4.8 PGT Programme Coordinators to initiate e-mail correspondence with prospective female students directly in the wake of offers.

Table 14 PGT Completion rates (headcount)

Start Year	Gender	Still Registered	Successfully Completed	Changed Level	Did Not Complete	Total	Percentage achieving intended or higher qualification level
2016-17	F					33	97%
	M					28	92%
2015-16	F					21	95%
	M					25	100%
2014-15	F					21	95%
	M					32	100%
2013-14	F					27	96%
	M					28	100%
2012-13	F					20	100%
	M					24	100%
Grand Total		3	252	5	4	264	97%

Table 14 shows that the percentage of PGT students completing their intended degree is very high overall, with no clear gender difference in those changing the intended qualification, though those not completing any qualification at all were all female.

Action 4.9 The SAT, in discussion with the DoPGT, agreed that although numbers are small we need to establish the reasons for non-completion, so we will start to

follow up with all PGT students who do not complete. The University has also changed the banding for assessment, while also reducing workload in line with peer institutions, which should ensure that more students graduate with an MLitt.

(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.

Table 15 PGR population by gender

Academic Year	Female	Male	Total Students	% Female	National Average
2017-18	32	36	68	47%	-
2016-17	31	34	65	47%	-
2015-16	28	52	79	35%	48%
2014-15	27	46	73	37%	48%
2013-14	24	39	63	38%	47%

Figure 18 Percentage of female History PGR Student population
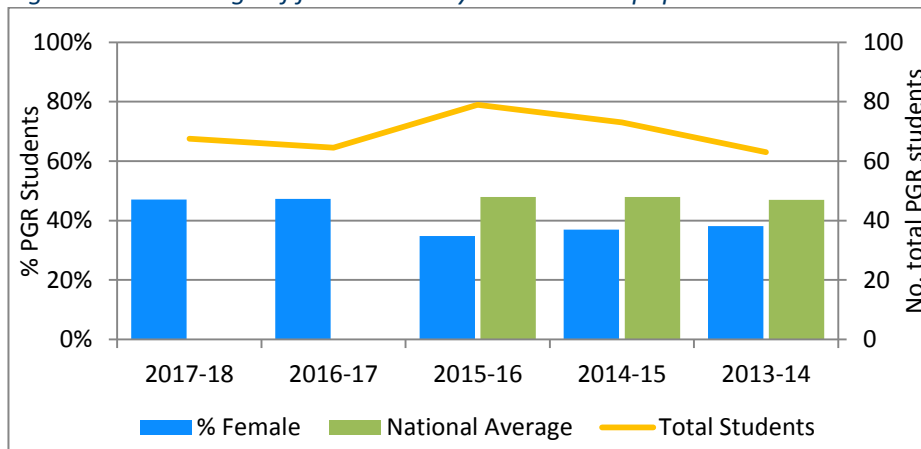
Table 16 Part-time PGR students (data collected since 2015-16)

Academic Year	Part-time students		
	Female	Male	% Female
2017-18			50%
2016-17			50%
2015-16			40%

Table 15 shows our overall percentage of female PGRs has fluctuated between 35% and 47%, below or at the national average, but often below [Figure 18]. Table 16 shows that we again have very small numbers of part-time students at this level, and that they are fairly evenly gender balanced.

Table 17 PGR applications, offers, acceptances & entrants

Year of Entry	Offer Type	Female	Male
2017-18	Applications	27	38
	Offers	24	31
	Acceptances	10	12
	Entrants		
2016-17	Applications	30	39
	Offers	23	32
	Acceptances	15	10
	Entrants		
2015-16	Applications	28	45
	Offers	25	39
	Acceptances	10	22
	Entrants		
2014-15	Applications	21	39
	Offers	19	30
	Acceptances		
	Entrants		
2013-14	Applications	36	61
	Offers	25	43
	Acceptances	12	26
	Entrants	10	22

Figure 19 Percentage PGR female History applications, offers, acceptances and entrants

Table 17 reveals that the School consistently receives significantly more male applications for PGR studies. The conversion of applicants to offers is then comparatively balanced, however the conversion from offers to entrants is less stable. In 2016-17, 57% of women who were offered a place became entrants. For 2017-18, the percentage offers to entrants
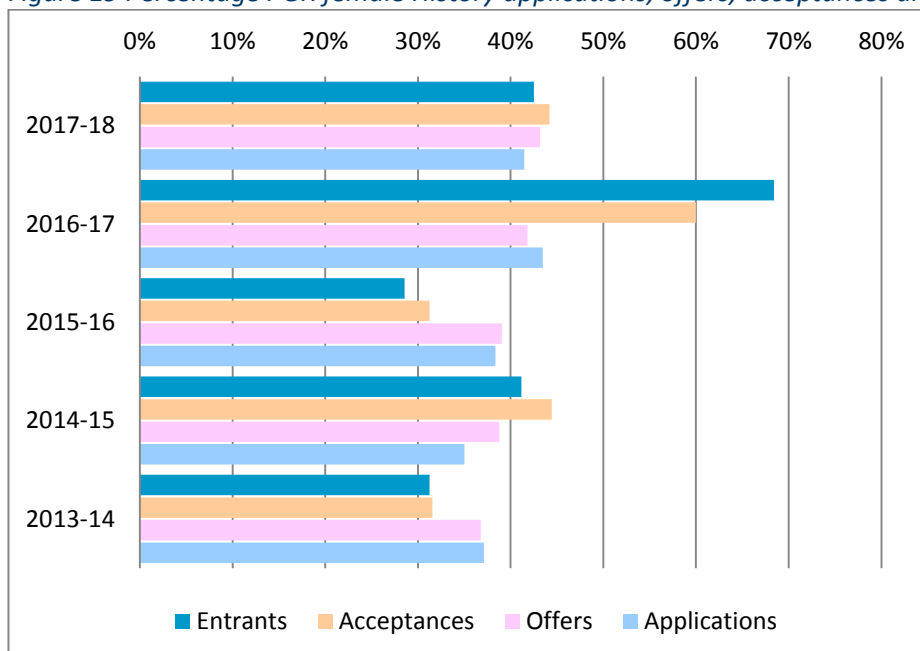
by gender was very close (39% female, 38% male). The overall percentage from application to entrant was also very close: 33% for women, 32% for men. These numbers suggest that neither gender was particularly favoured and that a key factor explaining the smaller cohort of women is original application numbers (see below **AP 4.10**).

Discussion with students indicates ability to take up a PhD place is strongly dependent upon funding. It is a priority for the School to achieve gender balance in the allocation of both MLitt and PhD funding, whether through the AHRC or other schemes [See section 5.3 (iv)].

> **Action 4.10** As for PGT students, we will include a page on our PGR website emphasising maternity/paternity leave and childcare provision and our openness to taking part time students.

Table 18 PGR Completions by gender (headcount) *TABLE REDACTED*

Table 18 shows that the female percentage of the PGR cohort completing has tended to decline. For comparison, HESA data (based on FPE not FTE) shows that for 2015-16, 47% of those achieving a doctorate in History were women.

The SAT nonetheless investigated non-completion in discussion with current doctoral candidates. Our numbers are small, but it became clear that reasons for non-completion vary according to individual circumstances and include external financial pressures as well as health. The data also includes part-time students who are not expected to complete within four years.

(v) Progression pipeline between undergraduate and postgraduate student levels

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

Table 19 Student progression pipeline: entrants by gender

Academic Year	UG			PGT			PGR		
	F	M	%F	F	M	%F	F	M	%F
2017-18	88	64	58	23	46	34	▮	▮	43
2016-17	89	54	62	31	28	53	▮	▮	68
2015-16	67	70	49	21	25	46	▮	▮	29
2014-15	96	84	53	23	32	42	▮	▮	41
2013-14	89	49	64	27	30	47	10	22	31

Figure 20 Percentage female entrants by level and academic year
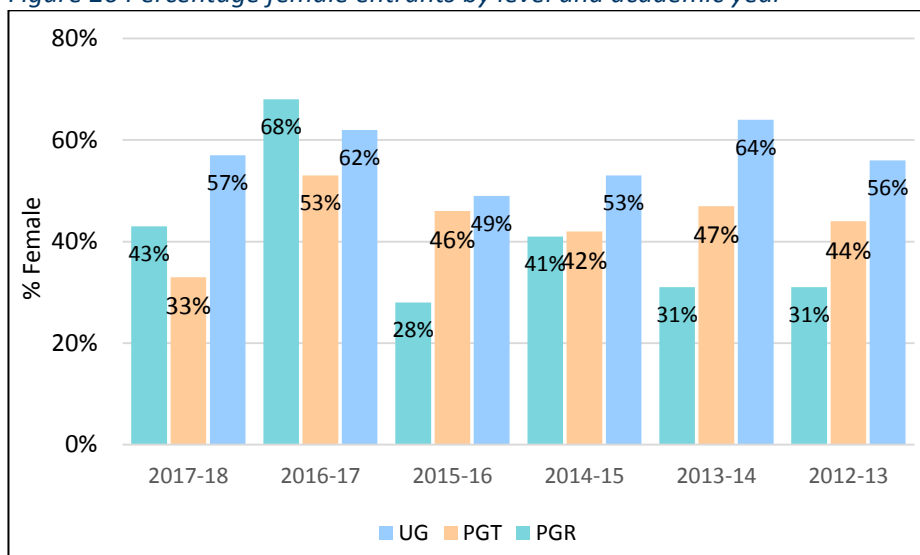
We have a consistently higher proportion of female than male students at UG, a balance which reverses at PG [Table 19/Figure 20]. In 2016-17 female PGT and PGR entrants outnumbered male but this has not continued, reminding us that a year's shift in data need not indicate a new trend. Improvement in overall figures will depend heavily on recruitment. Only 13% of PGT entrants in 2013-2017, but 40% of PGR were previously St Andrews students (either as UG or PGT). The figure for PGR, where men outnumber women overall, indicates we need to improve support for female progression.

> **Action 4.11** to encourage and maintain high-quality applications from women, as a first step E&DC to organise an informal UG session on careers in history for women, to be repeated annually.
>
> **Action 4.12** As for PGT, we will redesign our recruitment materials to ensure they show diversity and include women.

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.

Table 20 Job category to HESA translation to HESA post 2012/13

| University Role	Grade	Higher Education Statistics Agency (HESA) post-2012/13
Research-Only	5-8	Researcher
Teaching-Only	5 & 6	Lecturer
Lecturer	7	Lecturer
Senior Lecturer	8	Senior Lecturer
Reader	8	

Professor	9	Professor

Table 21 Staff population by job category, grade and gender (headcount)

Job category/ Grade	2017			2016			2015			2014			2013		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Research-only			47			64			68			59			57
Grade 5			67			-			-			75			40
Grade 6			40			56			50			45			57
Grade 7			-			-			-			-			-
Grade 8			-			-			-			-			-
Bespoke			-			-			-			-			-
Research Professor							-	-	-	-	-	-	-	-	-
Teaching-only			60			40			40			40			38
Grade 5			-			-			-			-			-
Grade 6			60			40			40			40			38
Research and Teaching	16	30	35	16	30	35	16	30	35	15	30	33	14	33	30
Lecturer			30			47			50			50			42
Senior Lecturer			70			57			60			50			40
Reader			33			33			29			29			33
Professor			20			17			17			13			12
Total	27	40	40	28	38	42	31	39	44	27	40	40	25	44	36

Figure 21 Academic staff gender ratios against benchmarking
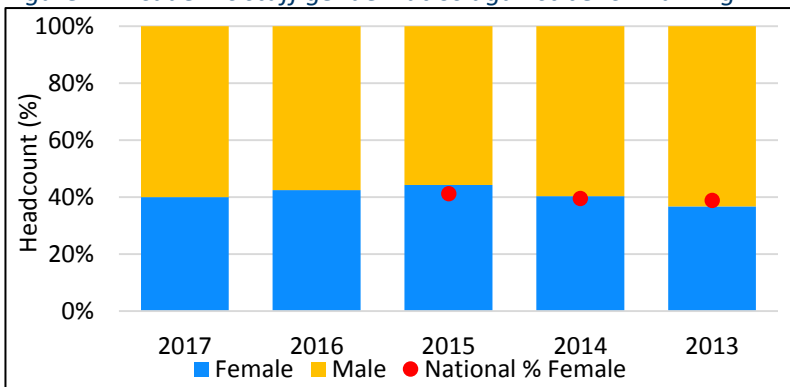
The National % Female represents HESA benchmarking data

Table 22 Academic staff population by gender and part-time/full-time status

Year	Female		Male		Part-Time	
	Full-time	**Part-time**	**Full-time**	**Part-time**	**% Female**	**% Male**
2017	25		39		66%	33%
2016	25		36		60%	40%
2015	26		38		83%	17%
2014	22		39		83%	17%

2013	22	██████	42	██████████	60%	40%

Figure 22 Current staff by job category (Dec 2017)
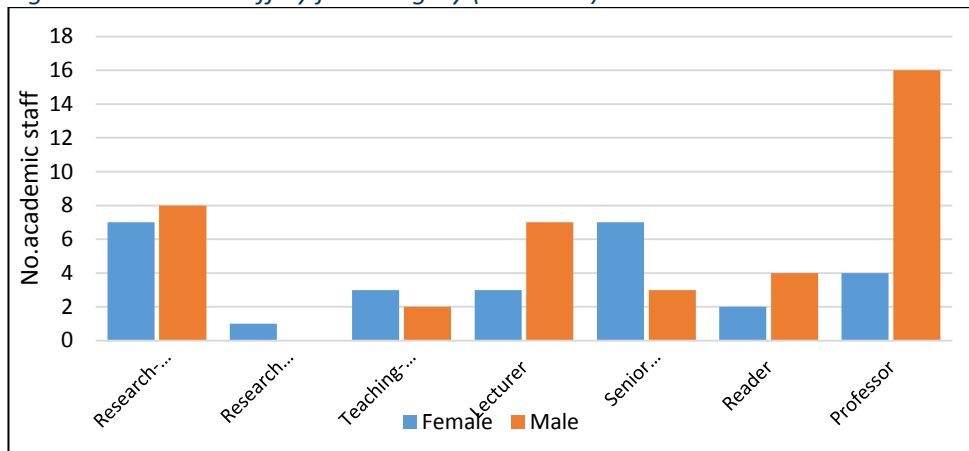
Table 23 GTA Staff by gender and contract period

Academic Year	Semester	Female	Male	%F
2017-18	First	13	10	57
2016-17	Second	██████████		30
	First			32
2015-16	Second	10	11	48
	First	12	10	55
2014-15	Second	10	11	48
	First	17	12	59
2013-14	Second	██████████		36
	First			44
2012-13	Second	██████████		45

Figure 23 GTA staff by gender
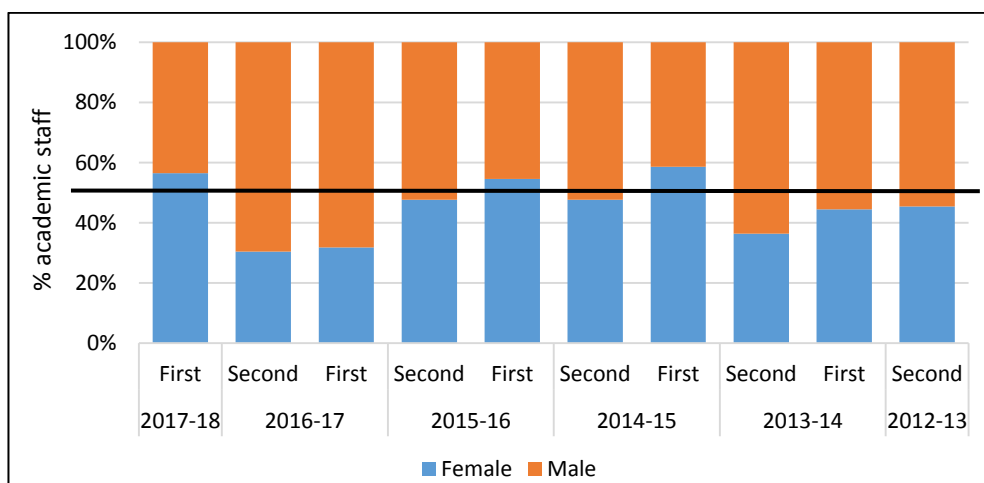
The percentage of female academic staff in History has fluctuated from a low of 36% (2013) to a high of 44% (2015) [Table 21/Figures 21-22, 24]. GTA percentages too have oscillated, between 30% and 59% female [Table 23/Figure 23: currently 57%]. In 2017-18 there are more male than female research fellows and more female than male teaching-

focussed Lecturers, with one research-only female professor. Among staff with Research and Teaching contracts, grades 7-9, only female Senior Lecturers outnumber the men. At the level of reader and professor there are significantly more men than women (23% female).

Both men and women have been appointed to part-time contracts [Table 22], but overall the pattern suggests a problem with progressing towards higher grade, full-time contracts for women and especially roles where research is often valued for promotion (grades 8 and 9). Across all Arts schools in St Andrews the pattern is similar up to the level of reader (ranging from 22% to 27% over the period). HESA benchmarking data tells the same story: the proportion of female professors in History across the UK has risen from 22.8% in 2013 to 27.5% in 2016. The imbalance in History is a matter of concern, particularly as two of our five female professors, both appointed as senior researchers in their fields, are on fixed term contracts. We have introduced **APs** designed to help female colleagues achieve promotion and to attract female applications to senior posts [See **APs 5.2, 5.6, 5.12**].

Figure 24 Percentage female History staff within job grouping
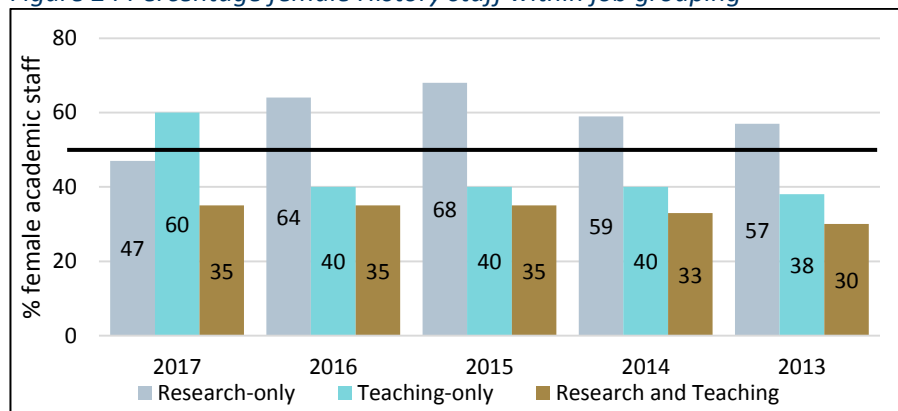
*Research Professor excluded as the representation of 1 person may appear misleading.

(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.

The University does not employ on zero-hours contracts. In addition to GTAs, who are employed through short-term contracts with specified hours per semester [Table 23], the School also employs 18 academic staff on fixed-term contracts (10 women, 8 men), with 56% of employees in this category being female [Table 24/Figure 25].

Table 24 Fixed-term contracted staff by job category, grade and gender

Role / Job Category	2017			2016			2015			2014			2013		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Research-only			**50**			**73**			**75**			**60**			**58**
Grade 5			67			100			100			75			40
Grade 6			38			57			56			44			60

	2017			2016			2015			2014			2013		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Grade 7			-			-			100			-			-
Grade 8			-			-			-			-			-
Bespoke			100			-			100			100			100
Research Professor			100			100			-			-			-
Teaching-only			**67**			**33**			**33**			**25**			**29**
Grade 5			-			-			-			-			-
Grade 6			67			33			33			25			29
Grade 7			-			-			-			-			-
Grade 8			-			-			-			-			-
Research and Teaching			**50**			**50**			**50**			**50**			**50**
Lecturer			-			-			-			-			-
Senior Lecturer			-			-			-			-			-
Reader			-			-			-			-			-
Professor			50			50			50			50			50
Total			**56**			**65**			**67**			**52**			**48**

Table 25 Standard contracted staff by job category, grade and gender

Role / Job Category	2017			2016			2015			2014			2013		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Research-only			**33**			**33**			**33**			**50**			**50**
Grade 5			-			-			-			-			-
Grade 6			50			50			33			50			50
Grade 7			-			-			-			-			-
Grade 8			0			0			-			-			-
Bespoke			-			-			-			-			-
Research Professor			**-**			**-**			**-**			**-**			**-**
Teaching-only			**50**			**50**			**50**						
Grade 5			-			-			-						
Grade 6			50			50			50						
Research and Teaching			**34**			**34**			**34**			**33**			**29**
Lecturer			30			47			50			50			42

Senior Lecturer			70			57			60			50			40
Reader			33			33			29			29			33
Professor			17			13			13			7			7
Total	17	32	35	17	32	35	17	32	35	16	30	35	15	33	31

Figure 25 Overall percentage female staff by contract type
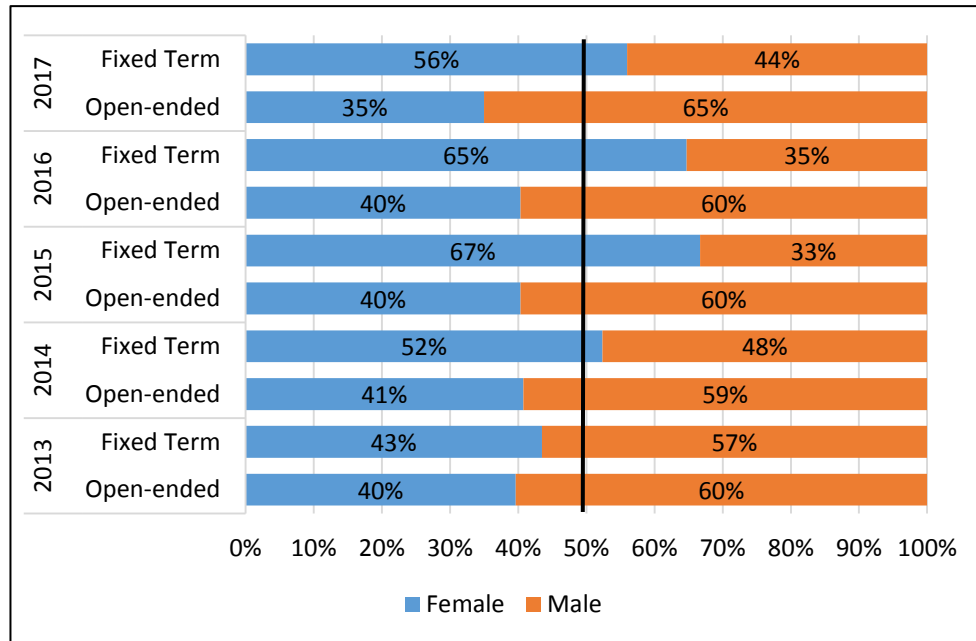

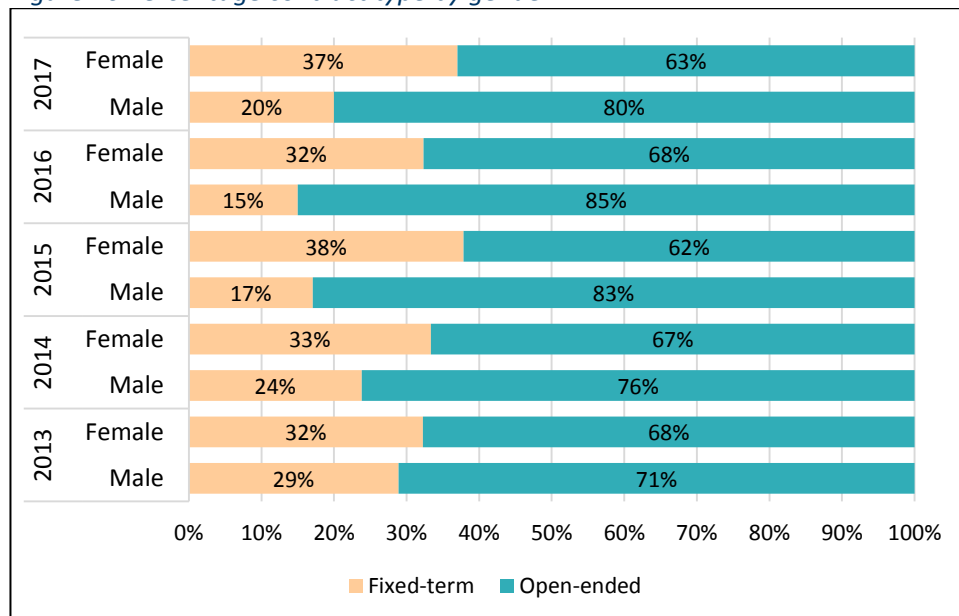*Figure 26 Percentage contract type by gender*

Table 25 and Figure 26 show that there are always proportionally fewer women than men in open-ended contracts (currently 63% female, 80% male). This matches the greater presence of women at grade 5 [Table 24] and indicates that proportionally more women than men are in precarious roles, often coinciding with child-bearing age. When the figures

are broken down into research or teaching posts, we have usually employed more female Researchers and more male Associate Lecturers (teaching), in general reflecting application patterns [see 5.1 (i) below]. This year the latter figure has reversed, though the numbers are very small (2:1). We also employ 3 fixed-term professors (one male, two female), who offer teaching and/or research leadership on 0.2FTE contracts. Other fixed-term teaching staff, usually covering for maternity or funded research leave, are employed through the same recruitment process used for staff on open-ended contracts. In the School's workload allocation model [see section 5.6 (v)] they receive the same Early Career Allowance as new staff on open-ended contracts (60 notional hours in year one, 50 in year two, 40 in year three). They also have a full annual research allowance (currently £1,200). The School aims through these measures to allow temporary teaching staff to continue to develop the research profiles that will help them secure open-ended positions.

When they are not holders of personal postdoctoral fellowships, fixed-term research staff are usually attached to grants that have limited life-spans. They receive a £600 research allowance from the School, which is topped up as necessary from project overheads. Both Research and Teaching staff on fixed-term contracts have the same library book purchasing allowance as open-ended contract staff (initially £1000 per annum).

> **Action 4.13** To work towards balancing the proportion of men and women on fixed-term and open-ended contracts we will organise a focus group to document and assess the experience of current colleagues and use their responses to devise appropriate interventions.

GTAs [Table 23] are recruited by an open application process within the School. See below, section 5.3 (iv). We aim to ensure that all PGRs have the opportunity to teach at least two tutorial groups, and offer them appropriate training in the School and through CAPOD.

(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.

Since 2013 sixteen academic women (9 full-time) and twenty-one academic men (16 full-time) have left the School. Two male academic colleagues on open-ended contracts retired [Tables 26 and 27].

In 2014 the University introduced an online exit questionnaire to determine why staff leave as part of its AS and E&D programme. From History, three women and five men, all on fixed-term contracts, have so far responded. Four left because of the end of their contracts but one woman gave as a reason 'fears over Brexit' as well as better career prospects. Two men left because of better career prospects, one because of a better remuneration package elsewhere.

> **Action 4.14** To encourage a higher response rate for the University's exit questionnaire the SOC will write to all departing colleagues and invite a response. SAT will review data annually.

Table 26 Leavers by gender and FT/PT status

Year	Job Category/ Grade	Female		Male	
		FT	PT	FT	PT
2017*	**Research-Only**				

Year	Contract Type		
	Grade 5		
	Grade 6		
	Teaching-Only		
	Grade 6		
2016	**Research-only**		
	Grade 6		
	Grade 7		
	Bespoke		
	Teaching-only		
	Grade 6		
	Research & Teaching		
	Professor		
2015	**Research-only**		
	Grade 5		
	Grade 6		
	Teaching-only		
	Grade 6		
2014	**Research-only**		
	Grade 5		
	Teaching-only		
	Grade 6		
	Research & Teaching		
	Senior Lecturer		
2013	**Research & Teaching**		
	Professor		
Total		14	23

*2017 data is 11 months (1 January-30 November)

Table 27 Summary of leavers by contract type and gender TABLE REDACTED

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words. Actual: 6045 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.

Table 28 Academic recruitment by job category, year and gender

Year	Job Category	Applications			Shortlisted			Offers		
		F	M	% F	F	M	% F	F	M	% F
2017*	Research	34	31	52%			47%			38%
	Teaching	21	27	44%			75%			
	Lecturer									
	Senior Lecturer	-	-	-	-	-	-	-	-	-
	Reader	-	-	-	-	-	-	-	-	-
	Professor	-	-	-	-	-	-	-	-	-
2016	Research			36%			50%			100%
	Teaching			45%			25%			100%
	Lecturer			42%			75%			
	Senior Lecturer	-	-	-	-	-	-	-	-	-
	Reader	-	-	-	-	-	-	-	-	-
	Professor	-	-	-	-	-	-	-	-	-
2015	Research	49	49	50%			46%			
	Teaching	-	-	-	-	-	-	-	-	-
	Lecturer	-	-	-	-	-	-	-	-	-
	Senior Lecturer	-	-	-	-	-	-	-	-	-
	Reader	-	-	-	-	-	-	-	-	-
	Professor	-	-	-	-	-	-	-	-	-
2014	Research	19	18	51%			38%			67%
	Teaching			35%			25%			
	Lecturer	-	-	-	-	-	-	-	-	-
	Senior Lecturer	-	-	-	-	-	-	-	-	-
	Reader	-	-	-	-	-	-	-	-	-
	Professor	-	-	-	-	-	-	-	-	-
2013	Research	25	19	57%			63%			75%
	Teaching	27	64	30%			36%			40%
	Lecturer			25%						
	Senior Lecturer	-	-	-	-	-	-	-	-	-

	Reader	-	-	-	-	-	-	-	-	-	-
	Professor	▮		41%	▮		50%	▮			

*2017 data is 11 months (1 January-30 November)

Table 29 New starts by job category and gender

Year	Job Category & Grade	F	M	Total
2017*	Research-Only			7
	Grade 5			2
	Grade 6			4
	Bespoke			1
	Teaching-Only			1
	Grade 6			1
2016	Research-Only			1
	Grade 6			1
	Research Professor			1
	Lecturer			1
2015	Research-Only			3
	Grade 5			1
	Grade 6			1
	Grade 7			1
	Teaching-Only			2
	Grade 6			2
	Professor			2
2014	Research-Only			3
	Grade 6			3
	Teaching-Only			1
	Grade 6			1
	Lecturer			1
2013	Research-Only			7
	Grade 5			2
	Grade 6			3
	Bespoke			2
	Teaching-Only			4
	Grade 6			4
	Lecturer			1
	Professor			2

*2017 data is 11 months (1 January-30 November)

The School observes best practice in its recruitment processes and complies with the University's ED&I Policy. All staff involved in advertising, shortlisting and interviewing are required to complete an Online Recruitment Training Module (26 of 56 on open-ended contracts had completed it as of January 2018). Recruitment panels always include at least one woman and one man. Academic and research posts are advertised on the University website, through the School's social media and through www.jobs.ac.uk.

Since 2013 [Tables 28 and 29] the School has made 37 appointments, including 3 women to combined research and teaching positions (1 lecturer, 2 professors, one on a 0.2 FTE contract) and 4 men (2 lecturers, 2 professors), so we have made fewer female appointments to higher grade, research and teaching posts. In 2017 we also had an all-male applicant pool for an open-ended lectureship. This is a matter of serious concern.

Action 5.1 to ensure that women are encouraged to apply to work at St Andrews we are updating our website to ensure that potential recruits are aware of the School's commitment to E&D and inclusivity and of policies on mentoring, parental leave, and flexible working.

Action 5.2 advertising for all posts to mention the lack of female representation and our commitment to Athena SWAN. We will also implement a policy of no single-sex shortlists for academic posts through institutional HR processes.

Figure 27 A recent advertisement for a postdoctoral position:

(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.

HR provides all new staff with an ID/Library card, IT/email access, and sets them up on the Payroll system. Information is sent to all new colleagues before arrival, including details of relevant online resources. Academics, for example, are sent the link to an Academic Induction page on the website. This explains how the University works and includes video presentations from the Principal's Office and the Students' Association, with signposting to other information and resources. New staff also receive a hard copy of the University Staff Handbook (otherwise available online): a comprehensive guide to working for the University, with contact details and references to sources of further information.

All new staff are invited to two University induction events: 'New Staff Essentials' (monthly, covering essential policies and processes) and 'All Staff Induction', which takes place twice a year. A full day event involving the Principal and key central Units, the latter introduces University resources, including mentoring schemes.

Newly appointed academic and research staff are also contacted by CAPOD within their first month of employment, with information about the professional and career development opportunities available. Since 2013-14, twelve School staff have attended the 'Essentials' Induction Event (7 female/5 male), while a further sixteen have been to the All Staff Induction (9 female/7male).

All University Inductions are evaluated using standard feedback forms which are reviewed each time to ensure that induction is as effective and up-to-date as possible. The average 'satisfaction index' calculated from feedback forms following Inductions since 2013-14 is 80.67% and responses to our School E&DS also show general satisfaction [see 5.5 below].

Despite overall happiness with provision at University level, induction was identified by the O&C working party [see **3 (ii)**] as an area of the School's activities that needed attention.

> **Action 5.3** In the first week of employment any new member of staff (teaching and research) to meet with HoS. Teaching-only staff to meet the DoT, ASO and relevant DCM Chair; PSS staff to meet with the SOC; Research-only staff to meet PI. Monitoring of effectiveness to occur via staff E&D survey.

> **Action 5.4** All relevant documentation on leading dates, School committee membership, teaching, research and E&D policies to be updated before the summer break each year: School IT officer to have scheduled interviews with all continuing and incoming office-holders in May/June each year and upload to website.

> **Action 5.5** Informal lunch held before the first SSC of the year, to enable all new staff to meet colleagues.

(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.

Since 2013 there have been twelve female and thirteen male applications for promotion to Senior Researcher, SL or Reader, and two female, five male applications for promotion to Professor [Figures 28/29]. Nineteen applications were successful, nine women, ten men [Table 30]. The numbers suggest that women are willing to apply and are beginning to enjoy success in achieving promotion (particularly in 2017, when the success rates were at or above AHSSBL averages).

Table 30 Promotion application and success rates

Year	Role	Applications				Successful			
		F	M	% F	AHSSBL % F*	F	M	% F	AHSSBL % F*
2017	Research Grade 8			-	-	-	-	-	-
	Teaching Grade 8			-	-	-	-	-	-
	Senior Lecturer			75%	54%	3	0	100%	60%
	Reader			50%	30%	1	0	100%	38%
	Professor			50%	50%	1	1	50%	50%
2016	Research Grade 8								
	Teaching Grade 8			-	-	-	-	-	-
	Senior Lecturer				39%				47%
	Reader			0%	20%				25%
	Professor			50%	60%				67%
2015	Research Grade 8			-	-	-	-	-	-
	Teaching Grade 8			-	-	-	-	-	-
	Senior Lecturer			100%	40%				20%
	Reader			67%	50%				50%
	Professor			0%	-				-
2014	Research Grade 8			-	-	-	-	-	-
	Teaching Grade 8			-	-	-	-	-	-
	Senior Lecturer			-	45%	-	-	-	67%
	Reader				25%				29%
	Professor				29%				25%
2013	Research Grade 8			-	-	-	-	-	-
	Teaching Grade 8			-	100%	-	-	-	100%
	Senior Lecturer				50%				67%
	Reader			50%	14%				20%
	Professor				-				-

*AHSSBL %F reflects the % female for all AHSSBL Schools within St Andrews University.

Figure 28 Promotion success: summary by year and gender CHART REDACTED

Figure 29 All promotions (2013-2017) by job category CHART REDACTED

The annual promotions cycle is centrally driven and the methodology was revised after University-wide consultation in 2016-17 [see section 3.2 (1)]. The University invites colleagues to submit applications early in semester 2. The HoS submits a report to accompany the application and requests comments from professorial colleagues to aid in compiling this. A University Promotions committee, divided by Faculty, reads and scores all applications. Until 2016 the process also included an interview in front of a university panel. This has been scrapped.

The SAT identified the relative lack of female Readers and Professors as a major issue for the School and intervening in the promotions cycle as a first place to drive change. Together with the O&C working party, the SAT proposed a number of interventions, which were implemented in time for the 2017 promotion round:

> **Action 5.6** an annual academic promotion workshop open to all staff in grades 5-8 is chaired by the HoS and a professorial colleague of the opposite gender, and timed to coincide with the beginning of the promotion cycle.
>
> **Action 5.7** The HoS and the same professorial colleague to offer follow-up individual consultation on applications.
>
> **Action 5.8** Once the promotion process is completed, the HoS (or the Deputy Principal of the University) offers feedback to unsuccessful applicants to identify what actions can be taken to support colleagues in advance of subsequent applications.

Career development is a key part of the School's strategy to ensure that more women reach the top levels of the academic scale. The School is committed to ensuring an equitable distribution of teaching and administrative tasks [see 5.6 (v)], and to enabling all staff with combined teaching and research contracts to devote as much time as possible to research. As well as publications and successful teaching, the winning of research grants, both for individual study and for larger projects, and the supervision of PhD students are important University criteria for promotion. The School offers teaching relief for those who are preparing large grant applications (normally over £350,000) and individual support and advice on any external funding questions [see 5.3 (v)]. Each member of staff writing a second book has a mentor tasked with advising them on finding the time and space to advance their next major research project. The Workload working party and comments in the staff E&DS identified PhD supervision as a major concern [see also 5.6 (v) and related AP].

(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.

Table 31 RAE 2008 summary

Gender	Eligible	Eligible but not submitted	Submitted	% Submitted
Female				100%
Male				89%

Table 32 REF 2014 Summary

Gender	Eligible	Eligible but not submitted	Submitted	% Submitted
Female				86%
Male				85%

The process for selection of outputs for REF2014 was led by the DoR (female) and included internal review of outputs by colleagues in related fields, close liaison with the Institutional REF E&D Committee (chaired by a Vice-Principal), and external, field specific review of any output where the internal scores were below the University determined bar.

In 2008 all eligible women were submitted [Table 31], and in 2014 [Table 32], when the University imposed a higher overall minimum tariff, women had a slightly higher success rate than men. All colleagues discussed the selection of individual outputs and impact case studies with the HoS (male) and DoR (female). The School is satisfied that there was no major gender imbalance in submission of outputs and a calibration exercise in 2016-17 again ensured gender balance of assessors.

In 2014 REF Impact case studies, which rely on a long period of activity, were selected by the same HoS/DoR team. The four submitted were led by male colleagues, in large part because we had only one full-time female professor at that date.

> **Action 5.9** In the run up to REF2021 the HoS and DoR will continue to ensure gender balance of staff involved in preparation meetings and in evaluation of colleagues' work. The HoS and DoI will encourage female colleagues to develop impact activities with a view to developing REF Impact Case-studies, either for 2021 or thereafter, while also bearing in mind the proportionally lower representation of female grade 9 colleagues.

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?

Colleagues in the School have access to professional and career development through CAPOD, which offers specific development streams aimed at different groups. The *Academic Staff Development Programme* (ASDP) includes workshop-based development events, plus larger forums focusing on specific topics (often with external speakers). The ASDP also provides access to online learning resources, such as the *Epigeum University and College Teaching programme*.

For research staff CAPOD offers a *CoRe Skills* programme. This includes workshops and Lunchtime Panel Sessions, focusing on different aspects of professional and career development, and each including participation by senior experts.

CAPOD also offers a structured pathway for ECRs, focused on career development and employability: *Passport to Research Futures*. This combines workshops, online learning, social learning groups, mentoring and access to a *Vitae Researcher Development Framework Planner* account. Participants can achieve an in-house certificate or a development award from the Institute for Leadership and Management (ILM).

CAPOD coordinates other development programmes open to academic and research staff including the *Passport to Management Excellence* for aspirant or serving managers in all Schools and Central Units of the Universities, and which again offers an ILM development award.

CAPOD's *GRADskills* programme, aimed at research students and GTAs, also provides development opportunities which are open to research and academic colleagues (such as Data Analysis). There is in addition an *IT Training Service* open to all staff which includes all MS Office applications, various Adobe products and other IT and Learning Technology, often at a bespoke level as required (e.g. Moodle).

Since 2013-14 there have been 47 School attendances at ASDP events (24 female and 23 male). There have been 29 attendances at CoRe Skills and *Passport to Research futures* workshops (25 female and 4 male), showing that female ECRs are much more active in this area.

CAPOD also offers funding for academic and research staff wanting to undertake training externally, where this is not available internally. Additionally, there is a specific CAPOD fund which can be accessed by the DoR to support professional development and networking events within the School.

In collaboration with Dundee, CAPOD coordinates an *ECR Mentoring Scheme*, available to academic staff. This is a long-standing scheme which has been cited by *Vitae* and the *ECU* as an example of good practice, and is the model for schemes launched by other Universities. Since 2013-14, a total of 10 staff from the school have participated: 6 female (4 mentees 2 mentors), 4 male (3 mentees, 1 mentor).

Alongside informal mentoring, the *Aurora Leadership Programme* and *Elizabeth Garrett Mentoring Programme for Senior Women* are also available to all female staff at grades 7-8 and a coaching service is available to academic and research staff via the *University's Coaching Programme* which is run as a collaboration with Aberdeen. So far only Heads of School have used the coaching service. Two colleagues have been supported to complete the Aurora programme (2014/15: 1 Reader since promoted to Professor; 2016/17: 1 Senior Lecturer). The second of these, who found it very useful, wrote a blog which helped encourage two others, who are currently participating (1 Lecturer and 1 Reader).

Figure 30 Webpage promoting the Aurora scheme

Staff in the School receive regular updates on internal and external development opportunities from CAPOD. Regular emails for PSS, and newsletters targeted for academic staff and research leaders or for research-only staff, are issued approximately every six weeks. Posters, flyers, leaflets, induction events and a university weekly staff email, 'In the Loop', as well as emails from colleagues are heavily used.

Evaluation

CAPOD organises evaluation of its training centrally and updates this regularly to ensure that events are as effective and up-to-date as possible and that provision meets a benchmarked standard of overall satisfaction. Since 2013-14 ASDP events show an average 85.23% satisfaction rate and CoRe Skills/Passport to Research Futures an average 86.45%.

In response to an E&DS question about training, of 39 staff, 72% agreed that they had 'opportunities for professional development/training'; 2% disagreed. Of female respondents, however, only 60% agreed with the statement while of male respondents 80% agreed. The SAT therefore looked for alternative training and development opportunities for women.

> **Action 5.10** to encourage all non-professorial academic women in the School to attend the Aurora or Elisabeth Garrett Leadership Programmes detailed above by 2021.

(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.

Since 2014 the School has operated a 'light touch' appraisal system, with colleagues invited to complete a form outlining their research, funding applications, impact / KE activities, teaching, student feedback, curriculum development and service, both internal and external. This is discussed with an assigned appraiser, often in person, but not necessarily so. Appraisers are from grades 7-9, not automatically senior to the appraisee. Women appear under-represented as appraisers, even in relation to the overall

percentage of female staff in grades 7-9, but the numbers are so small that adding one female appraiser would lead to women being over-worked.

Table 33 Number of appraisers by gender

Year	Female	Male	Total
2017	█████████████		11
2016	█████████████		11
2015	█████████████		11

Q.20 of the Staff E&DS addressed feedback [Figure 31]. Although we think the wording may have led to some confusion, the low agreement rate amongst both women and men is a matter of concern.

Figure 31 Academic and Postdoc. Staff responses to survey Q.20

'I feel that I am provided with useful and constructive feedback from my manager/supervisor'

	Agree/Strongly agree	Neutral	Disagree/Strongly disagree
Total	26	13	6
Male	16	7	5
Female	10	6	1
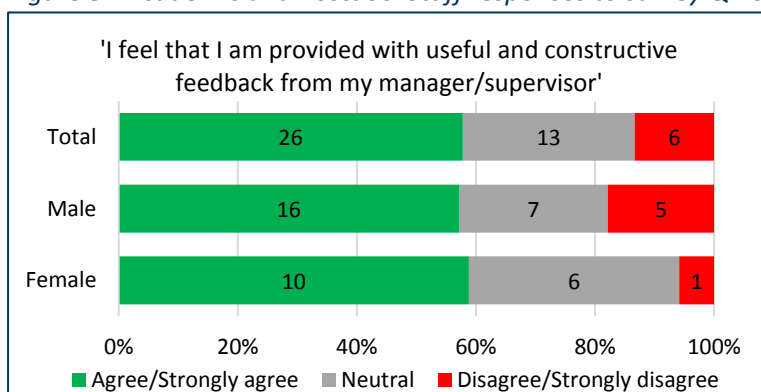
Action 5.11 We will revise the question for the next E&DS and organise a focus group to devise a new system of feedback from 2018-19. We will continue to ensure that women are always proportionally represented as appraisers in any new scheme.

(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.

The first port of call for support for career progression is within the School. All academic staff, including postdoctoral researchers, have an allowance to support their research and a fund for library purchases [see section 4.2 (ii)]. The current light-touch appraisal scheme is intended as a support mechanism, as is the second book mentor scheme. We also operate a competitive funding scheme for conferences, allowing colleagues to organise events in St Andrews.

The promotions workshop introduced in 2017 is also intended to support career progression. As research is critical to career development for most academics, we run a sabbatical scheme designed to allow protected time to focus on research or for impact deriving from research. All academic and research staff on open contracts build up eligibility for these sabbaticals and can also apply for externally funded research leave. Table 34 shows that 56 colleagues have taken leave since 2012, with take-up roughly in

line with the proportions of female and male staff on open-ended contracts in the School in these years (33%-35%). Of these, five women and three men have held externally funded leave, suggesting that women may be more pro-active and successful at winning such leave, though the numbers are very small.

Table 34 Research leave taken by gender

| Academic Year | Role | Female | | Male | | Total Funded Leave |
		University Leave	Funded Leave	University Leave	Funded Leave	
2016-17	Lecturer					
	Senior Lecturer					
	Reader					
	Professor					
2015-16	Lecturer					
	Senior Lecturer					
	Reader					
	Professor					
2014-15	Lecturer					
	Senior Lecturer					
	Reader					
	Professor					
2013-14	Lecturer					
	Senior Lecturer					
	Reader					
	Professor					
2012-13	Lecturer					
	Senior Lecturer					
	Reader					
	Professor					
Total		14		34		8

Figure 32 Research & teaching staff on leave by gender percentage (with base-line marker of current % F staff)
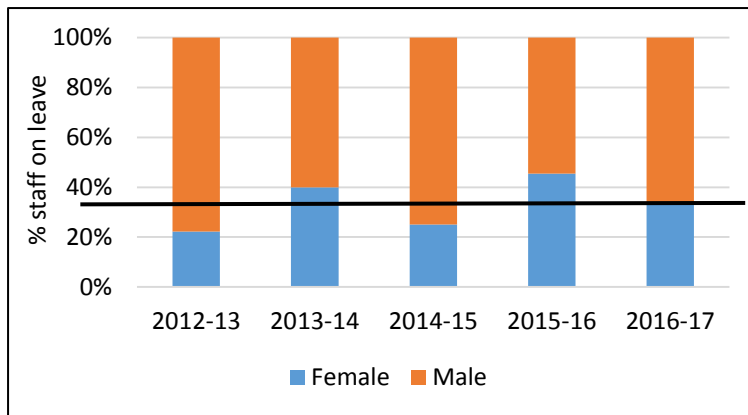
Outside the School CAPOD offers various courses and a mentoring scheme in collaboration with Dundee, as detailed above, open to postdoctoral colleagues as to all academic staff [see section 5.3 (i)].

Figure 33 Academic and postdoc responses to Survey Q.19
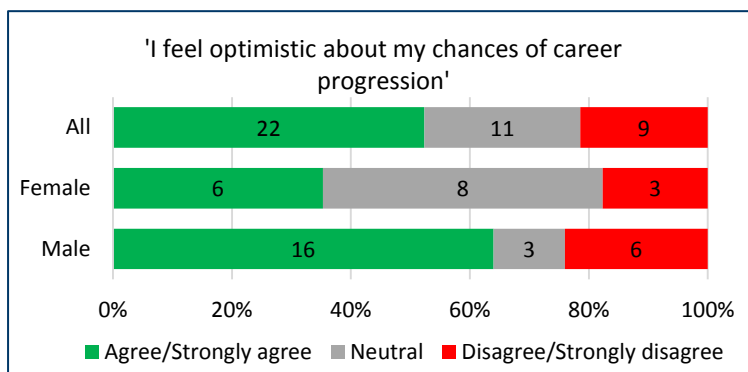
Q.19 of the Staff E&DS addressed careers [Figure 33]. Given the relatively low agreement rate, the SAT has built in several APs relating to career development for post-doctoral researchers and lecturers:

Action 5.12 All staff below grade 9, including post-doctoral researchers, to be offered mentors by HoS on an opt-out, not opt-in basis.

Action 5.13 The School will host an annual workshop on publication strategies and turning PhD theses into books, inviting external input from a publisher.

Action 5.14 A postdoctoral coffee session, without PI present, will be held once a year, including a gender balanced group of staff (e.g. DoR, HoS and two senior colleagues). We will also document where our postdoctoral fellows go after working here.

Action 5.15 The E&DC will introduce an informal 'Women Historians' event to highlight female achievement in the discipline and discuss the opportunities and constraints faced by women in their careers.

(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).

All students have access to a centrally organised Professional Skills programme which aims to help strengthen the skills needed in academic and non-academic careers [see also section 4.1 (ii)].

The School of History initiated a programme of subject-specific academic skills workshops for UGs, delivered by PGR students, and which especially helps students who wish to transition to an academic career. This is now run by CAPOD.

The School also offers paid internships for UGs. These short-term positions, which range from research assistantships to seminar and conference organisation, are advertised to the students and filled on the basis of applications and, where necessary, brief interviews. They are one way to gain experience of what an academic career in History might entail and to encourage applications for further study. Information about gender identity has not been collected in the past.

Additionally, UG students entering their third (Honours) year have the opportunity to apply to the Laidlaw Undergraduate Internship Programme in Research and Leadership to enable them to follow a paid independent research project over two years [Table 35].

Table 35 Laidlaw Applications and success for the School of History

Year	Applications Submitted		Successful	
	Female	**Male**	**Female**	**Male**
2018				
2017				
2016				
Total	17	11	11 (39%)	

Since 2015-16 the School has also participated in the URAS sponsored by the University [Table 36]. The DoR selects projects proposed by staff, and these are openly advertised to UG students in any year of study. The data set is small, but suggests that women may be more likely to apply, even allowing for the gender balance amongst the UG population as a whole. Success rates have varied considerably, from 90% for women in 2015-16 to 0% in 2017-18.

Action 5.16: Continue School funded paid UG internship scheme and collect data about gender take-up to match that supplied for URAS internships. DoR will

monitor success rate to ensure it remains proportional to gender of UG cohort and continue to support applications to Laidlaw scheme.

Table 36 URAS applications and success rates by gender

Academic Year	Applications				Successful			
	Female	**Male**	**Total**	**% Female**	**Female**	**Male**	**Total**	**% Female**
2016-17	44	35	79	56%				90%
2015-16	56	32	88	64%				50%

Each year the School offers a number of MLitt. scholarships to help cover the cost of PGT courses. These are advertised on the School and University websites, and are awarded by the School's gender-balanced PG Committee on the basis of academic record.

Table 37 PGT Scholarships, applications and success rates by gender

Academic Year	Female			Male		
	Applied	**Awarded**	**Success rate**	**Applied**	**Awarded**	**Success rate**
2017-18			14%			70%
2016-17			29%			6%
2015-16			30%			50%
2014-15			20%			20%
2013-14			39%			18%
Total	80	20	25%	106	15	14%

Table 37 shows that PGT scholarship applicant numbers are small and fluctuate substantially: female from 10 to 21; male from 8 to 43. Success rates also fluctuate very widely: for women from 14% to 39%; for men from 6% to 70%.

> **Action 5.17** Ensure fair distribution of PGT scholarships, and therefore accepted offers, by gender.

PGR funding. In the first semester of MLitt study, programme coordinators encourage students with strong academic records to consider the possibility of PhD research. Potential supervisors and the DoPGR work closely with applicants to formulate research proposals and complete funding bids. Applications for AHRC, ESRC, University, Wolfson and other funding schemes are ranked by a gender-proportionate committee of six drawn from all parts of the School. The School panel includes one 'additional marker' who scores all those applications where a conflict of interest exists with a panelist. The highest-ranked applicants are nominated for funding and are invited to submit draft applications in advance of the submission deadline. Drafts receive feedback from prospective supervisors, the DoPGR, and a gender-balanced University panel.

Table 38 PGR scholarships, application numbers and success rates by gender

Academic Year	Female			Male		
	Applied	Awarded	Success rate	Applied	Awarded	Success rate
2017-18			6%			11%
2016-17			13%			6%
2015-16			13%			15%
2014-15			57%			20%
Total	54			65		

Table 38 reveals the great fluctuations in application numbers (from 17 overall to 36) and again the substantial variation in relative success rates by gender: females from 6% to 57%; males from 6% to 20%.

> **Action 5.18** To ensure equal distribution of PGR scholarships, and therefore accepted offers, by gender, and to increase the percentage of female PGR applicants converting to entrants to bring it in line with national average (c. 54%)

CAPOD's *GRADskills Programme* provides extensive support for PGR students in the development of transferable skills to improve career prospects. There are >50 face-to-face workshops and online courses, and students can apply for funding to attend external courses, and to develop their own projects (thereby practicing grant-writing skills). *GRADskills* includes a workshop strand specifically to support PGRs making the transition to employment (within and outside academia), including workshops on getting published, public engagement, CV writing, interview skills, applying for postdocs, funding applications, etc. Several of these are delivered by the Careers Centre PG support advisor. Since 2013-14 there have been 133 attendances on GRADskills workshops (75 female and 58 male).

At School level, we recognize the importance to PGRs of producing high-quality research and publications, as also of research/conference travel, presenting papers, acquiring teaching experience, and organising (and funding) workshops and conferences. Alongside *GRADskills*, School staff therefore offer skills sessions for historians. All PGRs are encouraged to attend but take up is uneven (4-20, ave. 10-12) in part because workshops appeal at different stages, such as sessions on first year reviews or on vivas. During the first three years (or part-time equivalent) PGRs receive an annual £400 allowance and can apply for up to £325 more for conference or research travel. They can also apply for School funds for bursaries for language courses abroad and to organise workshops and conferences. Applications are assessed by the School PG Committee.

PGRs are encouraged to consider working as GTAs, teaching tutorials of 6/7 UGs in years one or two. The modules that require tutors are advertised in May. All eligible PGRs (year 2 and above) are invited to attend an open session describing the duties, hours and payment involved and to complete a form indicating which modules they would wish to teach. The DoT and Degree Committee Chairs assess the applicants' suitability, in discussion with supervisors and bearing in mind the impact on the PhD. In general, those

who wish to tutor and who have time and relevant knowledge are accepted. We also employ recently qualified PGR students as GTAs, offering some continuity at a critical moment in the career. GTAs are required to complete the Diversity in the Workplace training module and to attend a university Tutoring and Assessment workshop provided by CAPOD: since 2013/14 there have been 176 attendances (70 female and 106 male).

In general, the gender distribution amongst GTAs [Table 23] is approximately equal and fluctuates in line with the gender balance within the School's PGR community, though in 2016-17 there was an unusually low female percentage (32%).

> **Action 5.19.** The DoT will ensure that allocation of teaching opportunities is congruent with the gender distribution of those who apply. Should the underrepresented group fail to apply, the DoT will liaise with supervisors to encourage more applicants, drawing PGRs' attention to the career benefits of acquiring teaching experience. We will also introduce an anonymous exit questionnaire to acquire better information on their experience of teaching.

(v) Support offered to those applying for research grants

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

Discipline-specific advice is available for all potential grant applicants from the School's DoR. The DoR runs an annual discussion lunch about grant possibilities, open to all academic staff (including fixed-term and postdoctoral fellows). They also offer one-on-one support on request, ranging from informal conversations about possible projects, to detailed feedback on draft applications, and mock interviews where appropriate. The workload model also makes provision for those writing large grants, whether or not they are successful.

At University level the Research Business Development and Contracts (RBDC) team provides help and support to staff applying (or wishing to apply) for funding. This includes regular visits to the School, one-to-one advice, access to the *Research Professionals* database, and notification to staff of new funding calls. RBDC also collaborates with CAPOD to offer general training in research funding and writing successful grant applications. The Finance department works with CAPOD to offer training in managing research funding and Full Economic Costing.

The success of colleagues in winning funding, with 63 awards since 2012/13 and a female success rate of 49%, male of 39%, suggests these processes are working effectively, particularly with female colleagues. As grant winning is valued in promotion applications, this will feed into the promotion process.

5.5 FLEXIBLE WORKING AND MANAGING CAREER BREAKS

Note: Present professional and support staff and academic staff data separately

There have been no career breaks for colleagues since 2012 other than those related to maternity or paternity leave and no PSS staff have taken breaks at all.

(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.

The School follows University policies with regard to maternity and adoption leave, with information on these policies made available to all staff via HR and the University website.[3] In each case the staff member discusses their needs with the HoS and with an HR representative. The HoS then applies for cover from the University.

Q.26 of the Staff E&DS addressed career breaks [Figure 34].

Figure 34 Q26 survey responses (all staff) by gender

'The School is supportive of staff that need to take maternity/paternity/carers/special leave'

	Agree/Strongly agree	Neutral	Disagree/Strongly disagree
All Staff	33	7	2
Male	20	4	1
Female	13	3	1
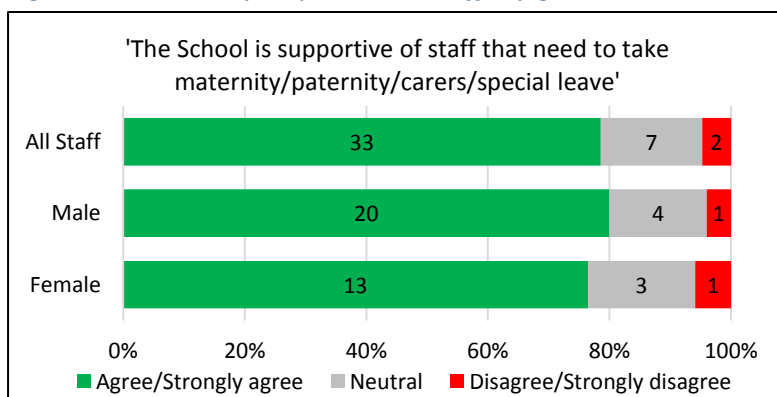
Two members of the O&C working party reported in greater detail to the SAT on their own experiences of taking maternity leave. Both reported that the HoS and HR were supportive and flexible, but experienced a lack of coherent and readily accessible information regarding procedures and entitlements. In particular, there was uncertainty regarding the start dates and additional costs for research grants already won. Being able to share experience was deemed highly desirable.

Action 5.20: As well as the joint meeting with HR, the HoS will have a separate formal consultation with the member of staff to identify goals and concerns for the leave period and return to work.

Action 5.21 All staff to be notified at the beginning of the year and kept informed by HoS about University-wide carers, parents and disability support networks.[4] We will also include anonymous case studies on the staff E&D webpage.

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[3] https://www.st-andrews.ac.uk/staff/policy/hr/
[4] https://www.st-andrews.ac.uk/hr/edi/

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

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

Staff on maternity and adoption leave continue to have the standard research and book purchase allowances and are able to use their paid 'Keeping in Touch' (KIT) days (up to ten) for research or for activities such as meeting with PhD students if they wish. The School counts all maternity and adoption leave, paid and unpaid, towards eligibility for sabbatical research leave. Since 2012-13 only one member of staff has used KIT days (a colleague on maternity leave, who told the SAT she only realised this was possible on her second maternity).

> **Action 5.22** HoS to ensure staff awareness of the University's mechanisms for support including paid KIT days, and of School support during leave and return to work, also via an updated webpage.

(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 has meeting(s) with the HoS via phone/email to ensure suitable arrangements are in place for returning to work, including discussion of workload. Requests for flexible working are considered at this time and steps taken to accommodate individual requirements. Childcare for nursery-age children is made more manageable by the fact that academic staff are free to arrange their own teaching schedules, apart from c. 5-10 UG lectures per year. Comments in the Staff E&DS included: 'being allowed to schedule our own teaching sessions is absolutely crucial' (Q.8).

Salary sacrifice can be used to pay (pre-tax) for childcare vouchers. In late 2018 this system will be replaced by the Government's tax-free childcare scheme. Since 2012-13 between seven and eleven members of staff (academic and PSS) per year have made use of the University's childcare voucher scheme.

Childcare issues for school-age children are made more complicated by the fact that University vacations do not overlap with local school holidays. This point was raised several times in the comments sections of the Staff E&DS.

> **Action 5.23** Since the University has decided not to change vacations to align with School holidays, coordinators of Sub-honours modules will be asked to switch the sequence of lecturing during school vacations whenever possible, so that no individual is disproportionately affected.

(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.

Since 2012-13 five academic, research and teaching staff and no PSS have taken maternity leave. 100% returned to work and all are in post after more than twenty-four months [Table 39].

(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.

Since 2013 ten members of staff have taken maternity or paternity leave (REDACTED). Information about leave schemes is provided in staff induction packs and is available on line. There has been a 100% return rate amongst these staff.

Table 39 Maternity and Paternity Leave rates REDACTED

> **Action 5.24** To ensure all members of staff, including those entering on fixed-term contracts, are aware of their entitlements regarding maternity and paternity leave, this information has been included on the School's E&D webpage and will be verbally drawn to the attention of new members of staff during induction.

(vi) Flexible working

> Provide information on the flexible working arrangements available.

The School follows University policies on flexible working, which are made available to all staff via HR and on the University website.[5] Academic staff make extensive use of informal flexible working arrangements, including working from home and all staff are committed to the core hours for meetings policy.

Since 2012-13 we have had one formal request for flexible working (which was granted), from a postdoctoral researcher who has since left. A second agreed a flexible working contract in 2009 to allow for childcare which is still valid.

'…found it extremely helpful and supportive… as an ease of mind whenever I have the children after school - which during term-time is…pretty much Monday to Friday…. Overall, my experience has been … a very positive one - though I am not sure to what extent members of staff with parental duties are aware of the option'.

This approach benefits those with children but should also help those who have other caring responsibilities, or disabilities, etc. [See **AP 5.25**]

Q.8 of the Staff E&DS addressed teaching patterns [Figures 35/36].

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[5] https://www.st-andrews.ac.uk/staff/policy/hr/

Figure 35 Q8 Academic and postdoctoral survey responses

'Overall I feel that there is sufficient flexibility with regard to the scheduling of teaching sessions'

	Agree/ Strongly Agree	Neutral	Disagree
Total	40	3	1
Male	24	2	1
Female	16	1	
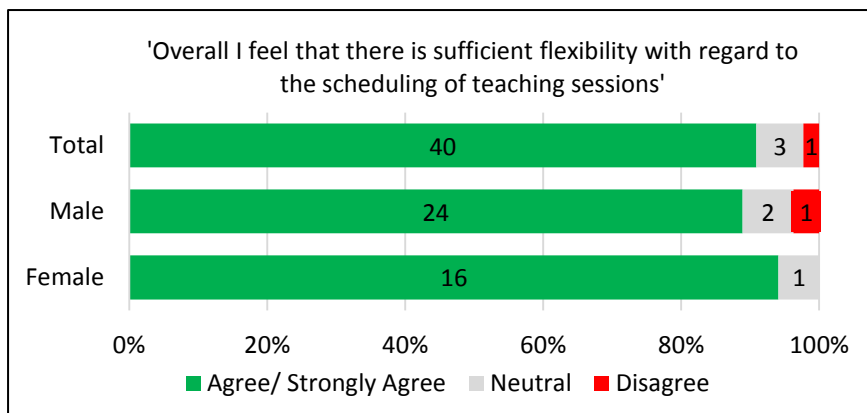
Figure 36 Q24 Survey responses by job grouping

'I feel that my line manager/supervisor is supportive of flexible working'

	Strongly agree/Agree	Neutral	Disagree/Strongly disagree
Total	24	5	1
Professional Services Staff	4		
Postdoctoral Staff	5	1	
Academic Staff	33	4	1
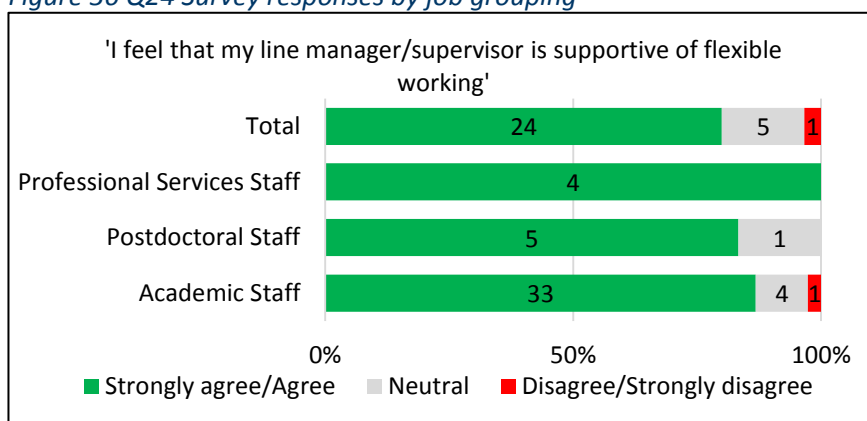
PSS work to fixed office-open hours. Some flexibility is available via part-time contracts which cover term-time only, allowing for parental responsibilities during vacations, a format one colleague has used since 2013/14. Informal flexible working is also managed by part-time staff who schedule extra hours as needed at busy periods in the semester, compensated by being able to work reduced hours during University holidays. All staff can also take three carer days each year (but data on take-up has not so far been collected).

Table 40 PSS staff, full- & part-time REDACTED

Table 40 shows that PSS staff are overwhelmingly female but that both those occupying the highest grade are male. Across the faculty, women hold 56% of the PSS posts at Grade 6 and above so History is out of line. The very small total number, however, and very slow turnover of staff (one leaver and one new colleague in a decade) makes it difficult to assess the effect of recruitment or promotion opportunities and staff report satisfaction with gender equality [see Figure 37].

In general, the E&DS responses show flexible working arrangements, both formal and informal, are deemed effective.

> **Action 5.25** We will ensure that all staff know of their entitlement to apply for formal flexible working via the induction process and the School's E&D webpage. Data will be stored on take-up of carer days.

(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.

The School again follows all University HR policies in regard to returning to full-time work after career breaks and has details of these linked to its E&D webpages. Since 2013 one PSS colleague has moved to full-time work from part-time, but this was not following a career break. No other staff have changed from part-time to full-time work.

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 School is strongly committed to nurturing the talents of all staff and students through fair practices designed to facilitate career progression, and to advancing gender equality through sustainable structural and cultural change. Much of the data presented in this application has been recorded for years, but had not been thoroughly examined across the School. The AS process has provided a crucial stimulus for making this data widely available to staff, and has prompted constructive discussions drawing upon it in working parties, in the SAT, and in School meetings.

Our E&DSs have been immensely useful for assessing the culture of the School. The response rate for the Staff E&DS was high but amongst students was low [see section 3 (ii) and **AP 3.1**].

The Staff E&DS showed that 92% of colleagues feel that they work in a 'collegial and supportive environment'. Responses to questions about gender equality within the School were somewhat less optimistic however (with the exception of PSS, whose responses were uniformly positive). Q.28 addressed perceptions [Figures 37/38]:

Figure 37 Q.28 Responses by job grouping

'I believe there is gender equality within the School'
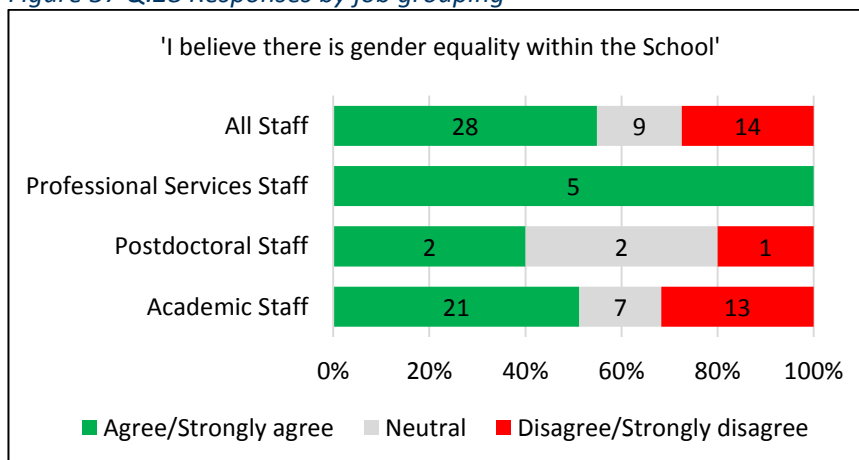
	Agree/Strongly agree	Neutral	Disagree/Strongly disagree
All Staff	28	9	14
Professional Services Staff	5		
Postdoctoral Staff	2	2	1
Academic Staff	21	7	13

Figure 38 Q.28 responses (all staff) by gender

'I believe there is gender equality within the School'

	Agree/Strongly agree	Neutral	Disagree/Strongly disagree
Male	17	6	7
Female	11	3	7
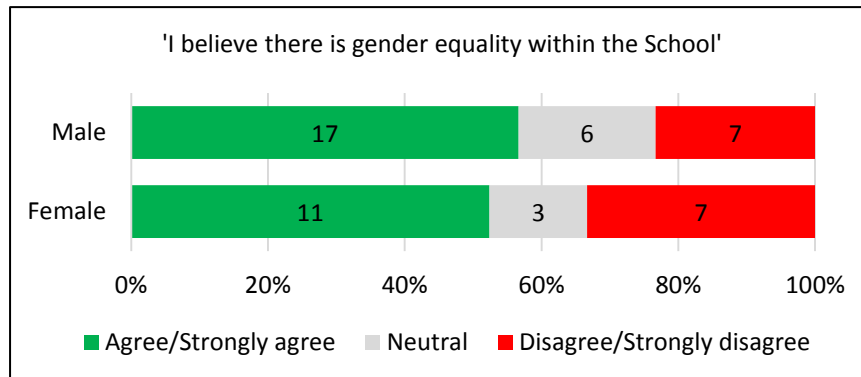
These less positive perceptions were reflected at student level too. Although the response rates were too low to be of statistical use, the comments section of the surveys noted the lack of female professors, and the fact that there 'seem to be more men in the higher positions'.

UG, PGT and PGR students did, however, also comment that they had found plenty of strong, positive role models – both female and male – within the School.

The small number of female readers and professors is a key concern. Several of the APs described above **(AP 5.6, 5.7, 5.8, 5.10, 5.12, 5.13, 5.15)** are intended to ensure that we improve the balance at all levels over the next 4 years, especially at the level of reader / professor. There has not been a female HoS, though all other senior roles in the School have been occupied by both women and men [see **section 5.6 (iii)** below]. Comments on the Staff E&DS suggested that administrative jobs within the School need to be allocated more transparently.

- **Action 5.26** We will agree criteria for administrative posts and the HoS will then consult with the current post holders, with the Executive and with DCM chairs before making new appointments, using gender balance in proportion to overall staff numbers as an explicit criterion.

To promote equality and inclusivity within an open working and learning environment, information on staff and PGR publications, prizes and research awards, major lectures and outreach activities is disseminated on a voluntary basis via a fortnightly 'School of History Gazette' and via a 'Monthly Round Up' on the School blog.

Gender history is introduced to all students during their first two years via the survey modules, but the School agreed that gender requires greater signposting at this level.

Action 5.27 We will highlight to students the gender-related content of first and second year survey courses in course handbooks and in lectures. We will also make diversity in the curriculum a required consideration in all new module proposals, taking into account the HEA 'Embedding E&D in the Curriculum' principles.

Action 5.28 The reading lists for first and second year survey courses have, from 2017-18, included the first names of all authors, in order to draw students' attention to the contributions made by female historians. We will extend this to Honours and PGT.

Action 5.29 The information about staff activities included in the Gazette and Monthly round up will be taken from PURE (the University's research database), to reduce the need for duplication of effort and to encourage staff engagement.

Many third- and fourth-year UG modules attest to the extent to which considerations of gender and inclusivity are embedded within the School. There are specialized modules, for example, on women's and gender history, the history of religious persecution, social exclusion, ethnicity and identity, slavery, and colonial and post-colonial history. The wide range of teaching expertise amongst members of staff also means that numerous PhD theses and MLitt and UG dissertations are written on gender and diversity related topics.

Action 5.30 When planning delivery of third and four-year UG modules, the DoT and ASO to ensure that a selection of modules and topics related to gender and diversity is available to students each year. Planning will also start to track take-up by gender and inform the SAT each semester.

(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.

The School follows University guidelines on bullying, harassment and discrimination.[6] The School E&D Officer is now the first port of call. If a complaint cannot be resolved informally at School level, the University's E&D Officer invokes formal procedures. Information on these procedures is made available to all staff, in particular those with management responsibilities, via HR.

Action 5.31 All HR policies on bullying, harassment and discrimination, including the University's new 'Dignity at Work' document, are linked to the School's own E&D webpage.

Action 5.32 E&DC to monitor data for consistency in application of equality, bullying, harassment and discrimination policies.

Evidence from the E&DSs and from the HoS suggests that formal procedures are very rarely, if ever, invoked. 75% of staff agreed that they would feel able to challenge discrimination based on gender within the School if they encountered it; 10% disagreed. Comments indicated that members of staff would feel able to bring cases of 'outright and explicit' discrimination to the attention of the HoS, but that more 'subtle forms of discrimination', such as informal comments made during meetings, might be harder to deal with.

Action 5.33 All Staff to complete online training modules on diversity and unconscious bias. Monitored by SAT.

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[6] https://www.st-andrews.ac.uk/staff/policy/hr/

Amongst the small sample of students who responded to the survey, there was less clarity regarding procedures, either formal or informal, for dealing with all forms of discrimination, though most of those who responded felt that support would in theory be available. PGRs expressed particular concern about discriminatory comments between students.

> **Action 5.34** From the start of 2017-18, all students are invited to complete an online training module on diversity and unconscious bias during initial lectures and tutorials and via an email from the Chair of the E&DC.

> **Action 5.35** The Chair of the E&DC is the first port-of-call for informal concerns about discrimination. The Chair is introduced to PGRs, PGTs and UGs during induction sessions at the start of each year.

Figure 39 PhD Induction day 2017

(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.

Table 41 Staff membership of key committees (plus Directors of Centres & Institutes) REDACTED

There are three key committees, of which the Executive is the most influential [see Section 2/Figure 4]. Appointments to all three are normally determined on the basis of administrative roles (e.g. all Chairs of degree committees sit on the Teaching & Curriculum Committee; Convenors of PGT courses sit on the PG Committee). These roles will be allocated by the HoS, after consultation [see **AP 5.26**]. The Chairs of Degree committees attend the Executive once a semester. The Teaching Committee is of particular concern to the SAT, as it has oversight of the School's curriculum and timetable. In recent years the gender balance on most of these committees has improved, and the slightly disproportionate burden on women of the Teaching Committee has been off-set by membership of the PG committee.

Action 5.36 Ensure the E&DC chair is invited to attend the Executive once a semester and that E&D is a standing item. HoS to seek gender balance of core committees wherever possible, and as a matter of School policy.

Action 5.37 Ensure that one SAT member, who is fully briefed on the School's E&D agenda, always sits on the Teaching Committee.

(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 either serve on University committees by virtue of their office (DoT, DoR), or are nominated by the Principal's Office (Promotions Panel, ProDeans etc) in consultation with the HoS. They may also be elected by the Faculty (e.g. to the University's governing body). Beyond the University, the School has no ability to oversee the opportunities to serve on the committees of learned societies, the editorial boards of journals, funding allocation boards or on other similar bodies.

- **Action 5.38** Ensure that in the new appraisal/feedback process mentors and appraisers discuss the value of external appointments in terms of career progression, particularly with female colleagues.

(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 School has a workload model based on notional hours that takes into account UG and PGT teaching loads, supervision of PGRs and Postdocs, internal examining of PhDs, major funding applications and administrative responsibilities. There is an early career allowance for new members of staff during their first three years in post, and this is also given to fixed-term teaching staff. The SAT Chair and the Chair of the E&DC, who from 2017-18 has responsibility for several APs, each receive 30 hours in the School's workload model. This is equivalent to the allocation for chairing a medium-sized degree committee.

The model is available on the staff intranet, and is administered and closely monitored each year by the DoT and HoS, though not previously for gender bias. To ensure transparency, a draft completed spreadsheet showing the notional hours of each member of staff is circulated to all colleagues at the start of each semester and colleagues are able to update and correct any errors of fact before a final version is made available. Major administrative roles such as HoS, DoR, DoT, DoPG and Degree Committee Chairs rotate approximately every three years [see **AP 5.26**].

Question 15 in the staff survey asked about workloads [Figures 40/41]. All those who felt these are unfairly distributed are academic staff.

Figure 40 Q15 Survey responses (all staff) by gender

'I feel that work is allocated fairly in my School'

	Agree/Strongly agree	Neutral	Disagree/Strongly disagree
All Staff	35	6	6
Male	21	4	2
Female	14	2	4

■ Agree/Strongly agree ■ Neutral ■ Disagree/Strongly disagree
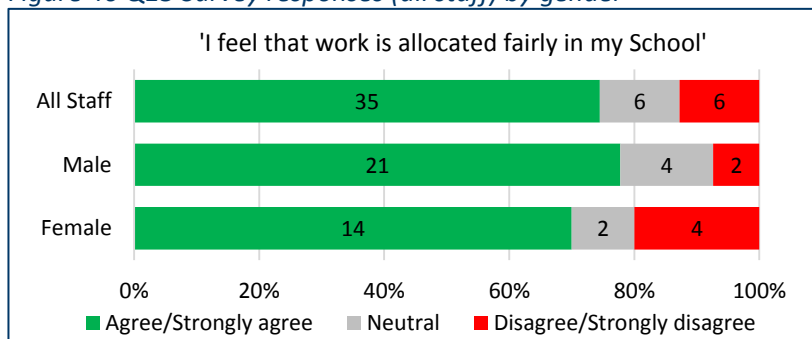
Figure 41 Q15 survey responses (all staff) by job grouping

'I feel that the work is allocated fairly in my School

	Agree/Strongly agree	Neutral	Disagree/Strongly disagree
Professional Services Staff	3	1	
Postdoctoral Staff	2	1	
Academic Staff	30	5	6

■ Agree/Strongly agree ■ Neutral ■ Disagree/Strongly disagree
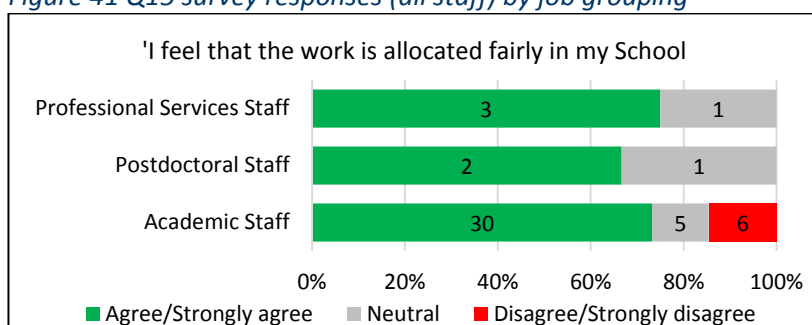
In the comments section of the survey, several academic colleagues identified the weighting given to PhD supervision as a particular reason for dissatisfaction with workload distribution. Workload weighting has therefore been adjusted in order to encourage co-supervision and thus broaden participation in PGR supervision across the School [see Section 3 (i)].

> **Action 5.39** The effect of adjustments to the weighting of PGR supervision will be monitored by the number of co-supervised PGRs being recorded on a yearly basis.

> **Action 5.40** From 2018-19 the DoT will store data about workloads on a gender basis and provide this information to the SAT. Any significant trends in the data gathered will be used to shape policy on distribution of teaching and administrative duties.

(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.

There is an induction lunch at the start of the year and an Examiners' Dinner in June, but School meetings have not previously been scheduled to take into account colleagues with caring responsibilities or working on part-time contracts. The SAT therefore consulted with the University's AS team, and agreed two action points:

> **Action 5.41** All School business meetings to be scheduled in core hours, between 9.30 and 4.00. This includes the Executive, SSC, Teaching Committee, Postgraduate Committee, the Degree Committees, SAT and E&DC.

> **Action 5.42** Colleagues will be expected to manage other, non-core meetings and social events in a thoughtful manner that facilitates full participation, using doodle

polls (or equivalent) to identify mutually agreeable slots. We will also introduce colleagues to the University's online 'Event & Meeting Inclusion Guide' and make use of the University's centrally funded onsite crèche child care facility where required for events and conferences.

Q. 25 in the Staff E&DS also asked about the culture of School meetings [Figures 42/43]. Several comments suggested that staff found it difficult to speak out in SSC.

Figure 42 Q25 survey responses (all staff) by gender

'I feel that work meetings in my School are equally welcoming to all'

	Agree/Strongly Agree	Neutral	Disagree/Strongly Disagree
All Staff	40	7	4
Male	21	5	3
Female	19	2	1
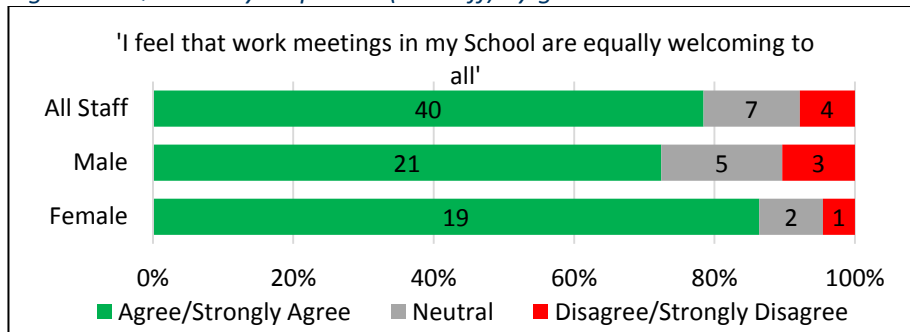
Figure 43 Q25 survey responses (all staff) by job grouping

'I feel that work meetings in my School are equally welcoming to all'

	Agree/Strongly agree	Neutral	Disagree/Strongly disagree
All Staff	40	8	4
Professional Services Staff	4	1	
Postdoctoral Staff	4		
Academic Staff	32	7	4
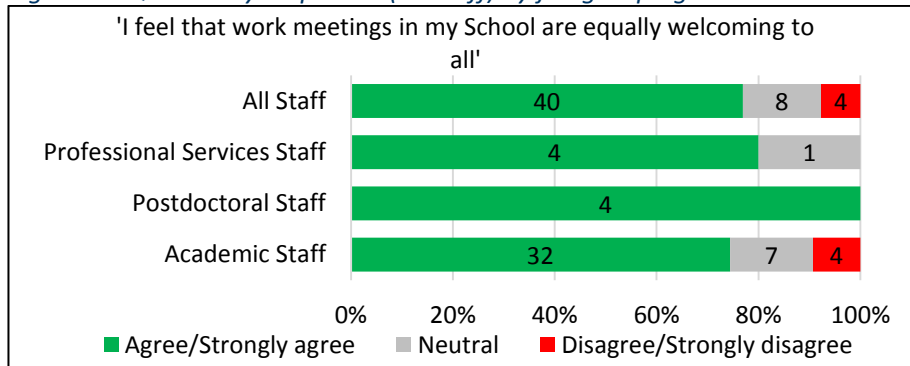
On further investigation of the E&DS results, we found that eight of eight female lecturers/associate lecturers agreed that meetings are welcoming but only four of nine male lecturers/associate lecturers.

> **Action 5.43** The Executive to include a brief description of key items for discussion on the SSC agenda circulated in advance, in order to give colleagues time to prepare interventions.

Most research seminars and public lectures are scheduled at 5.15pm. Q.9 of the Staff E&DS asked colleagues about this [Figure 44]:

Figure 44 Q9.Survey responses (all staff)

'On the whole, I feel that research seminars are scheduled at reasonable times'

	Agree/Strongly agree	Neutral	Disagree/Strongly disagree
All Staff	28	10	10
Male	19	4	7
Female	11	6	3
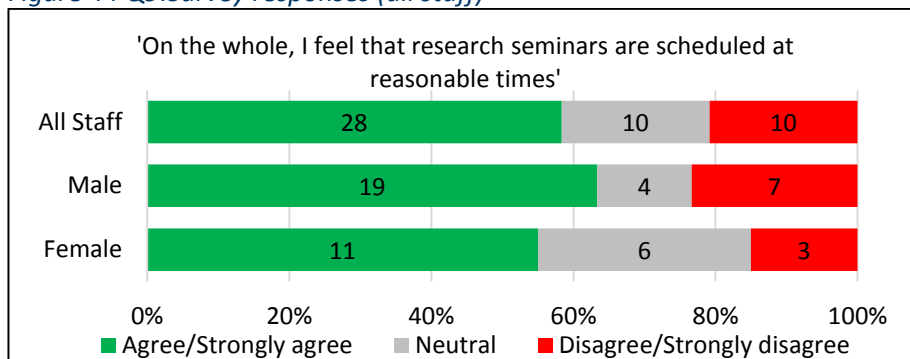
The timing of research seminars was discussed by the SAT and SSC. Moving them all to within core hours is not practical because of the impact that this would have upon colleagues' ability to schedule their teaching in a flexible manner and because the University space policy prioritises teaching.

> **Action 5.44** From 2017-18 seminar coordinators have been asked to experiment with occasional lunch-time meetings, especially for internal speakers.

> **Action 5.45** Seminar papers that take place outside core hours to be recorded when speaker agrees and uploaded to the web for those unable to attend.

In order to facilitate engagement with discussion in School meetings we agreed that it would help if colleagues working in different buildings got to know each other better. This should also help grow a more inclusive culture. In January 2017 we introduced a School coffee morning on Tuesdays at 11, alternating between our two main buildings. Clashes with teaching meant take-up was not high, so we have rethought this:

> **Action 5.46** Each week during teaching, unless a School 'Teaching', 'Research' or 'E&DS' lunch is scheduled, there will be an informal 'bag lunch' at 1pm on a Wednesday, to which all staff, including PSS are invited. A room will be booked for this purpose, alternating between School buildings, with coffee and tea supplied and reminders sent out.

(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.

Question 30 of the Staff E&DS asked about role models [Figure 45]:

Figure 45 Q.30 Survey responses (all staff) by gender

'I believe that there are strong, positive role models for me within the School'
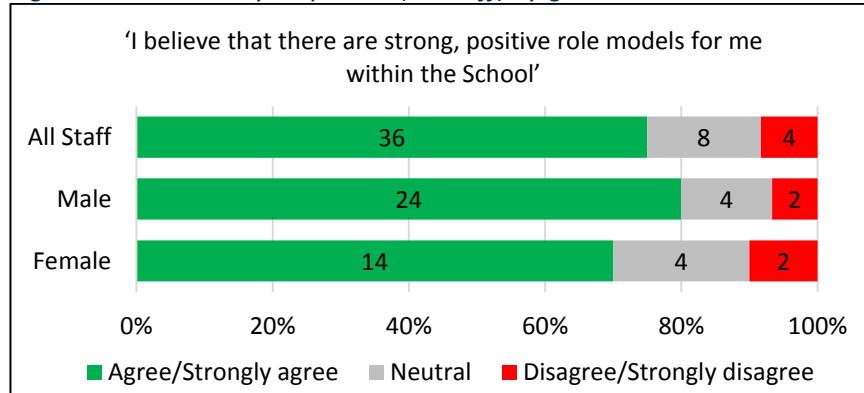
The numbers disagreeing or neutral seem to relate to the lack of female Readers and Professors. Our action points to increase the number of women on higher grades via promotion or recruitment are intended to improve this position. See **APs 5.6, 5.7, 5.8, 5.10, 5.12, 5.13, 5.15.**

The School runs eight seminar series, six organised by staff and two by PGRs. In 2015-16 the SAT gathered statistics on the gender balance within the staff-organised series and made that data available to colleagues for discussion [Table 42]. Proportions of female speakers fluctuate, and also vary between the different sub-disciplines. Given the large number of seminars across the year, all colleagues are involved in chairing meetings if they wish.

> **Action 5.47** As a result of discussions at SSC, the School has committed to maintaining a minimum of 40% female speakers across the eight series. SAT to keep records.

Table 42 Research seminar speakers by gender (data collected since 2014)

Seminar series	2017-18		2016-17		2015-16		2014-15	
	F	M	F	M	F	M	F	M
Medieval	14	15	12	11	7	13	10	9
Early Modern	1	3	5	5	3	7	2	11
Modern	6	8	8	3	4	8	5	8
Scottish	7	6	10	5	4	6	1	9
Middle Eastern	3	2	1	5	2	4	2	4
Intellectual	10	11	8	13	4	13	4	14
Postgraduate medieval	8	12	8	13	11	11	10	12
Postgraduate modern	4	8	-	9	1	5	-	-
Total	53	65	52	64	36	67	34	67
Percentage female	45%		45%		35%		33%	

In 2016-17 the School introduced an annual lecture on the *History of Women, Gender and Sexuality*. The first took place on International Women's Day (8 March 2017) and was given by Professor Sasha Roseneil of the University of Essex. It was widely advertised, and was well attended by staff and students.

Figure 46 Poster advertising 2017 workshop
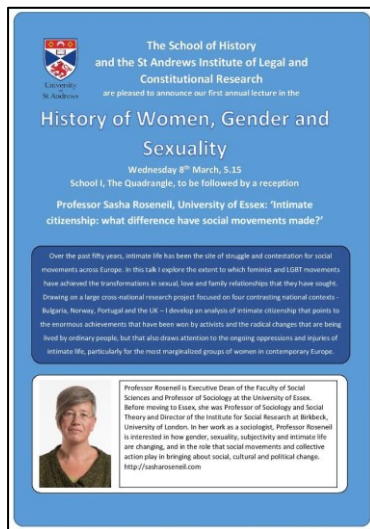
Action 5.48 The School has set aside a budget of £750 per year to continue the *History of Women, Gender and Sexuality* lecture series, which will be organised by the E&DC.

In 2017 the Student History Society organised a workshop for Women's History Month, at which the dHoS and E&DC chair both spoke. The Society is committed to continuing this tradition.

Action 5.49 SSC, SAT and E&DC to encourage academic staff to provide the support the Society needs.

We are currently awaiting a redesign and upgrade of our website, to be undertaken by the University IT team. The SAT and E&DC will have extensive input regarding the images and texts chosen to represent the School. In the meantime, we have added an E&D webpage to our current website, which promotes and explains our approach to AS, and provides reliable online links to the University:

- Good Gender Equality Practice in Employment
- Family Friendly Flowchart (linking to HR policies)
- Guidelines for scheduling meetings
- Carers, Childcare and School Holidays information
- Health and Wellbeing at Work initiatives
- Aurora Leadership Programme for women in higher education
- University Equality Policy (staff and students)

Figure 47 School of History webpage showing E&D section
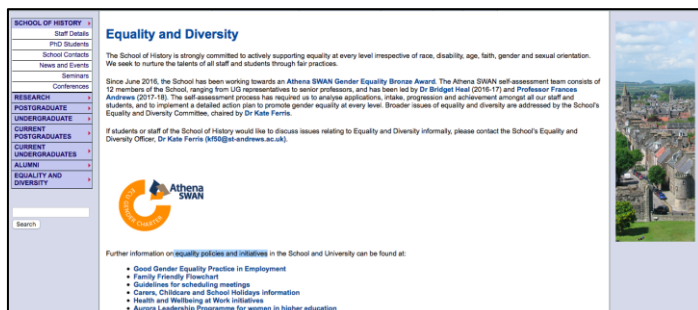
(viii) Outreach activities

> 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 activities of colleagues and students in outreach have not previously been recorded. Apart from the SAO, who receives 75 virtual hours in the School workload model, student recruitment is dealt with through the School on Visiting Days. Staff speaking at these are rewarded by an allocation of 10 virtual hours per semester. Other forms of outreach include Staff delivering talks at schools or collaborating with historical exhibitions, much of which is related to Research Institutes and Centres or particular grant-holders.

Whilst the School hasn't previously stored data on the grade or gender profile of staff contributing to these events, our REF2014 submission shows that large numbers of the public were involved in staff outreach activities.

> **Action 5.50** We will accurately record, via PURE and our Communications team, all staff participation in outreach events by gender and grade, to assist with planning and ensure that the School is presenting a balanced outward facing image.

7. FURTHER INFORMATION

Bronze: 500 words. Actual: 164 words.

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

This submission includes the latest available data sets in order for the School as a whole to self-evaluate our progress on gender equality utilising the AS framework. There may be variations in data time frames which result from differences in calendar and academic years and the availability of comparator data. Variations include:

- All staff data is provided in headcount, whilst student data is by FTE.

- Recruitment data captures applicants by the year the applied and states their progression stage to the end of the given year. For this reason the number of offers made will not precisely match the number of New Starts reported here.

- UK percentage figures are sourced using data provided by HESA referring to the (139) cost centre up to 2015/16.

- Due to a central change in data capture for Athena SWAN, 2017 Staff data is only available as at 1 December 2017, resulting in a reflection of 11 months for cumulative figures such as New Starts, Recruitment, Leavers, Maternity/Paternity leave.

School of History Action Plan

This plan includes actions already implemented, actions agreed and planned, and areas where further data collection is required. It will form the agenda for meetings of the School E&DC and SAT. Rationales are explained in the main submission above.

Responsibility is usually assigned to a role holder such as the HoS, Chair of the SAT or E&DC, or the SOC. Most of the individuals responsible will change over the four-year implementation period. The reference numbers link to the relevant numbered points of the application form. Items are presented in the same order.

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3.1	To have usable feedback from our students on E&D issues and use it in developing our E&D practices.	Initial student E&DS issued 2/2017. Very low response rate. Useful written comments.	Written comments used to inform this application. Meetings with student UG, PGT and PGR representatives to agree ways to address low response rate.	We will trial a revised student E&DS 05/2018 issued through School and Student History Society mailing list and advertised during social events and lectures. Use responses to inform our E&D actions and measure their effect. Repeat biennially	May 18	May 2020 and biennial there after	SAT (Chair with UG, PGT and PGR reps)	Increased student response to E&DS. (> 35% of all student groups (UG, PGT, PGT). Student perceptions recorded in SAT minutes and used in revising APs.

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3.2	To have a strong E&D policy and up-to-date AS Action Plan in the School, informed by excellent data on all aspects of what we do.	SAT & E&DC established and regular meetings introduced.	Informed action points in this application.	SAT and E&DC meetings to be embedded in School Schedule of Leading Dates each summer, ready for the beginning of each academic year.	Jun 18	ongoing	SOC and chairs of SAT and E&DC	SAT & E&DC meetings monitor actions in this plan, update them and produce minutes which are uploaded to the School intranet.
4.1	Ensure Admissions process is gender neutral and work to balance conversion of acceptances to entrances so that it does not favour either gender (**See also 4.2**)	Data on UG Applications, Offers, Acceptances and Entrances obtained from University Planning and Statistics team. Discussed by SAT in conjunction with School Admissions	Informed action points agreed for this application.	Discussion of detailed figures on UG recruitment and identifiable trends supplied by Planning and Stats team to be a standing item for SAT. Data to be used to advise School Admissions Officer.	End of Admissi-ons cycle	yearly	SAO (working with University Admissions Team) SAT chair E&DC chair	Minutes of SAT meetings show annual receipt of data and its use to revise and agree new actions as needed. E&DC minutes show use of this data to inform discussion and that SAO is using the

		Officer, who is now ex-officio member of School E&DC and SAT.						results if new actions agreed.
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4.2	Ensure Admissions process is gender neutral and balance conversion of acceptances to entrances so that it does not favour either gender.	Discussion as above under 4.1 led to us realising that in the past three years Visiting Days have been led by male colleagues, with no female role models present.	Informed action points agreed for this application.	We will trial male and female colleagues giving visiting day talks together, or the gender not presenting to students being available to chat informally to students and parents.	Next Visiting Day after (May 2018)	Every Visiting Day until further notice	HoS and SAT Chair	Visiting Days always involve both male and female staff. Balanced conversion rates from acceptance to entrant for both male and female applicants by 2021.
4.3	Ensure Admissions process is gender neutral and balance conversion of	Discussion as above under 4.1.	Informed action points agreed for this application.	We will liaise with other Schools in the Faculty as they work towards their Athena Swan accreditation in	04/2018		SAT chair and SAO	SAT has minuted better information on Honours recruitment trends in other Schools, informing new APs

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	acceptances to entrances so that it does not favour either gender.			order to gain a better understanding of what drives our Honours recruitment.				for History (as needed) once we have sufficient data.
4.4	Ensure that the assessment methods we use do not discriminate by gender, so that male-female UG degree results are balanced in proportion to cohort size by gender.	In view of the realisation that a greater percentage of male UG students attain a First, while more women attain an Upper Second Class degree, in October 2017 we started a data-mining exercise to establish whether there is any gender correlation by	Informed action points agreed for this application.	We will use the results of the data-mining exercise, due after completion of an academic cycle (June 2018), to work out benchmarks for achievement by gender in the different assessment categories (presentation, essay, exam, etc) and the impact (if any) of the gender of tutor. We will adjust assessment methods	Jun 18	Yearly until further notice	SAT; DoT, School IT officer	School has reliable data on gender and assessment, which is discussed (and minuted) by SAT and the Teaching and Curriculum Committee; taking data into account, School adjusts assessment practices so as to modify any trends identifiable in the data. Within 4 years, results are more

		tutor or types of assessment.		in line with new benchmarks.				proportionate to the female and male students in each yearly cohort (e.g. for 2017-18 entrants, 53% female Single Honours History, 47% male) when compared to the trend up to 2018 (i.e. less than 5% difference).
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4.5	Ensure that the skills we expect students to use do not discriminate by gender, so that male-female UG results are balanced in proportion to	Introduced an 'Honours Skills' module in semester one of third year, designed to build self-confidence for class participation and the types of	Honours Skills module now part of annual teaching programme. Attendance ranged from 5 to 153 students in 2017-18.	We will acquire student feedback on the Honours Skills module, continue to monitor degree results by gender (**see 4.4**), and modify the module as needed for semester 1 2018-19.	Sept 18	Data-mining yearly until further notice.	SAT, working with School IT officer, University IT services, School Teaching and Curriculum Committee ASO and DoT	Student uptake of Honours Skills Module sustained across course. School acquires data on effectiveness of Honours Skills Module and keeps

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	cohort size by gender.	writing required in years 3 & 4 of the degree.						updating delivery each year. Within 4 years, final degree outcomes are balanced, proportionate to the female and male students in each yearly cohort (e.g. for 2017-18 entrants, 53% female Single Honours History, 47% male)(less than 5% difference).
4.6	Achieve gender balance in PGT cohort and ensure admissions process	Assessed data supplied by Planning and Statistics Office. Identified relatively low	Discussions informed this AP **(and also 4.7. 4.8)**	Ensure presentations and both text and images in School recruitment materials are always	Spring 2018 prospect -us	Ongoing	DoPGR DoPGT	Recruitment materials are gender balanced and include information on

| | | | | diverse and gender-balanced and that our PGT webpages include information on University provision for maternity/paternity leave, childcare and our openness to taking part time students. | | | | University E&D provision. |

	addresses gender equality, thereby improving pipeline.	female PGT numbers. Discussion of reasons for acceptance of a place with current PGT students. Suggestion that acceptance may be affected by lack of awareness of University provision on maternity/patern-ity leave, childcare and our openness to taking part-time students.		diverse and gender-balanced and that our PGT webpages include information on University provision for maternity/paternity leave, childcare and our openness to taking part time students.				University E&D provision.
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4.7	Ensure admissions process	As above, we discussed data supplied by	Informed this AP (and also **4.6, 4.8**).	PGT Programme Coordinators encouraged to work	Ongoing from	Ongoing	DoPGT	Directors of PGT courses engage in regular online

| | | | with the University's Admissions Office to provide on-line discussions with prospective female students. | spring 2018 | | Directors of PGT courses | discussions with female applicants.

PGT female numbers align (within 5%) with size of UG Single Honours History cohort (e.g. c. 55%) |

| addresses gender equality at PGT level. | Planning and Statistics Office which identified low female PGT numbers.

Discussion of reasons for acceptance of a place with current PGT cohort. | |

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4.8	Ensure admissions process addresses gender equality at PGT level so as to increase female entrants as percentage of offers made.	As above, we discussed data supplied by Planning and Statistics Office which identified low female PGT numbers.

Discussion of reasons for acceptance of a | Informed this AP **(and also 4.5, 4.6)** | PGT Programme Coordinators to initiate email correspondence with female prospective students directly in the wake of offers. All those who reject the offer to be asked about the reasons. | Ongoing | Ongoing | PGT Programme Coordinators.

PSS Administrators of PGT programmes | Increase in take-up of PGT places by female students to align with UG single honours cohort (e.g. c. 55% in 2018).

School has better information on reasons for student choices and uses |

		place with current PG students identified contact with the School as a key factor.						this to adapt and inform advertising, with the effect that we average more female PGTs overall (> 45% of cohort).
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4.9	Ensure PGT completion rates of male and female as proportion of cohort are balanced.	Reviewed data supplied by Planning and Statistics Office which suggests that small numbers fail to complete (though all female). The SAT, in discussion with the DoPGT, agreed that nonetheless we need to establish the reasons for	Informed this AP	We will follow up with all PGT students who do not complete, to find out why and also monitor the effect of the change to the banding of assessment.	Ongoing	Ongoing	DoPGT Directors of PGT programmes	We will have data on why students do not complete and on the effects of changes to the banding of assessment minuted by the PG committee. Should the numbers not completing become statistically significant (>5%) we will be in a position to

		non-completion. The University has also changed the banding for assessment, while also reducing workload in line with our peer institutions, which should ensure that more students graduate with an MLitt.					introduce measures to alleviate the problem.
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4.10	Increase percentage of female PGR applicants converting to entrants to bring it in line	We assessed the data supplied by Planning and Statistics and agreed that our website should be more	Informed this AP (see also **AP 5.18**)	As for PGT students (see above **AP 4.6**), we will make sure our PGR webpages emphasise maternity/paternity leave, childcare	Spring 2018 prospec-tus 2022	DoPGR School IT Officer	Webpages clearly advertise our provisions for inclusivity, such as maternity/ paternity leave. Percentage of PGR

	with national average (currently c. 54%).	informative about inclusivity.		provision and our openness to taking part-time students.				female entrants is within 5% of national average.
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4.11	Encourage and maintain high-quality applications for PGR from women.	After discussion in the SAT we agreed that our own UG and PGT female students are a key potential cohort, and that we could help them understand the value of PGR training.	Informed this AP	E&DC to organise an informal session on careers in history for UG and PGT women, to be repeated annually.	Oct 18	annual	E&DC	Regular attendance at session on careers and higher numbers of high-quality applicants from our own UG and PGT cohort (≥20%).
4.12	Encourage and maintain high-quality applications for PGR from women.	**See 4.11**	Informed this AP	Ensure presentations and both text and images in School PGR recruitment materials are always diverse and gender-	For 2019 entry	annually	DoPGR	Better recruitment leads to sustained increase in high quality applications from women (≥ 10% above 2018 level).

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				balanced and include information on University provision for maternity/paternity leave, childcare and our openness to taking part time students.				
4.13	To balance the proportion of men and women on fixed-term and open-ended contracts.	Discussed in SAT following feedback from an external review.		We will start by organising a focus group to document and assess the experience of current colleagues and use their responses to devise appropriate interventions.	10/2018		HoS and SAT chair	Focus group identifies actions appropriate to help improve the gender proportions of colleagues on fixed-term and open-ended contracts (to within 5% of gender parity) informing new Aps.
4.14	To acquire better	Discussed in SAT and data on	Informed this AP	To encourage a higher response rate	May 18	Ongoing	SOC	Most departing colleagues

| | | | | for the University's exit questionnaire the SOC will write to all departing colleagues and invite a response. The SAT will review the data annually. | | SAT chair | complete exit questionnaire. SAT minutes show review of data annually and SAT uses the information to inform future strategies, with APs as appropriate. |
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5.1	Attract strong applications from women for academic posts in the School.	Discussion in the SAT identified the information available to candidates as a key element in attracting applicants. School is working with the University in attracting BME	Informed this AP **(see also 5.2)**	Website to be updated to ensure that potential staff are aware of the School's commitment to E&D and inclusivity, with policies on mentoring, parental leave, and flexible working.	Ongoing		E&DC	Website has clear information about School policies on E&D, mentoring, parental leave and flexible working. Number of strong applications from women for academic posts in the School increases by c.10% a year until a

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		applications through the Race Charter initiative.						consistent average of no more than 5% difference in female-male applications is achieved.
5.2	Attract strong female applications to academic posts in the School.	Discussion in the SAT and at Institutional level led to a revision of our advertising.	Advertising for all posts since December 2017 specify that women are under-represented in Arts posts in the University and mention our commitment to Equality, including AS.	Ensure advertising for all posts mentions the lack of female representation and our commitment to AS. We will implement a policy of no single-sex shortlists for academic posts through institutional HR processes.	Ongoing		HoS	Number of strong applications from women for academic posts in the School increases by c. 10% a year until a consistent average of no more than 5% difference in female-male applications is achieved.
5.3	Improve the inclusivity of	Problems for new staff identified by O&C Working	Informed this AP	In the first week of employment all new staff (teaching and	Pre-session-	Each Semester	Degree Committee Chairs;	Staff E&DS shows staff satisfied with

				research) to meet with HoS. Teaching-only staff to meet the DoT, ASO and relevant DCM Chair; PSS staff to meet with the SOC; Research-only staff to meet PI. Monitoring of effectiveness to occur via new question on staff E&D survey.	al week 09/2018		SOC; Supervisors of Research Staff; SAT (to devise new E&DS question).	induction process (>75%).
induction into the School.	party. Also discussed in SAT.							
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5.4	Assist new staff in becoming familiar with the School Organisational	Information problems for new and in-post staff identified by O&C Working party.	Informed this AP	All relevant documentation on leading dates, school committee membership,	May/ June annually	annual	School IT officer in liaison with all School Office-holders.	Staff E&DS shows staff satisfied with information flow in the School (≥75%).

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	Culture and allow all staff easy access to up-to-date policies and information.	Also discussed in SAT.		teaching, research and E&D policies to be updated before the summer break each year: School IT officer to have scheduled interviews with all continuing and incoming office-holders in May/June each year and upload to website.				
5.5	Assist new staff in becoming familiar with colleagues and feeling included.	Problem identified in SAT discussion, in part related to size and split-site location of School. Agreed to hold an informal lunch for all staff	First informal lunch held before SSC in September 2017.	Informal lunch to be held before the first SSC of the year, every year. New colleagues to be contacted for feedback in May, asked if they are happy for their responses to be	Yearly Sept and May	Annual	SOC SAT chair to contact colleagues for feedback in May and 12 for	May feedback shows new staff satisfied (>75%).

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		before the first SSC of the year.		shared and if so, written comments reviewed by SAT in September. If not satisfied, modifications to be agreed in consultation with recent staff.				discussion in September.
5.6	Increase the number (and proportion) of female Readers and Professors in the School on open-ended contracts.	The O&C working party and SAT discussed possible interventions, agreeing on an annual academic promotion workshop open to all academic staff in grades 5-8, chaired by the HoS and a professorial	In 2017, 10 staff attended, 4 female and 6 male, and feedback was very positive. 5 women were promoted, including one to professor. **See also AP 5.7**	An annual academic promotion workshop open to all staff in grades 5-8 chaired by the HoS and a professorial collea-gue of the opposite gender, timed to coincide with the beginning of the promotion cycle.	Feb 18	Annual	HoS	Proportion of female readers and professors increases to within ≤5% of gender group percentage in the School.

		colleague of the opposite gender, and timed to coincide with the beginning of the promotion cycle.						
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5.7	Increase the number (and proportion) of female Readers and Professors in the School.	The O&C working group agreed that following the promotions workshop individual consultation on applications would be useful.	**See AP 5.6**	The HoS and the same professorial colleague who attended promotion workshop to offer follow-up individual consultation on applications.	Feb 18	Annual	HoS	Proportion of female readers and professors increases to within ≤5% of gender group percentage in the School.
5.8	Increase the number (and proportion) of female Readers and Professors in the School and provide guidance for	HoS offered feedback to unsuccessful applicants in 2017.	Informed this AP	Once the promotion process is completed, the HoS (or the Deputy Principal of the University) to continue to offer feedback to	May 18	Annual	HoS/Deputy Principal	Applicants who are not successful gain insight into the reasons and guidance on how to succeed in a future round.

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	those who were not successful to identify what actions can be taken to support colleagues in advance of subsequent applications.			unsuccessful applicants to identify what actions can be taken to support colleagues in advance of subsequent applications.				Number of re-applications increases.
5.9	To ensure REF preparation process treats all staff equally.	Discussion with DoR (present and past) established that gender balance was carefully monitored and maintained in the 2008 RAE and 2014 REF exercises in relation to outputs, and will	The evaluation team for REF2021, selected by the DoR from available grade 8 & 9 colleagues includes 8 women out of 19 – 42% – approximately in line with gender	In the run up to REF2021 the HoS and DoR will continue to maintain gender balance of staff involved in preparation meetings and in evaluation of colleagues' work (percentage to be established once REF guidelines finalised).	May 18	12/2021	DoR and HoS	Gender balance of staff involved in preparation, submission and evaluation for REF matches gender proportion of female-male submittable staff.

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		continue to be for REF2021. The preparation of Impact case studies in 2014 was led by the DoR (female) who wrote the template, but the four case studies were led by senior male colleagues. A DoI (female) has been appointed for REF2021.	ratios in the School.	The HoS and DoI will invite female colleagues to develop impact activities with a view to eventually submitting REF case studies for 2021 or c.2027, while bearing in mind the proportionally low representation of female grade 9 colleagues.			DoI and HoS	Impact case-studies led by female staff beginning to take shape by 2021.
5.10	Increase female participation in leadership roles in the School and University.	We identified Aurora Leadership training and the University's Elisabeth Garrett mentoring	Two colleagues have been supported to complete the Aurora programme (2014/15: 1	Continue to encourage all non-professorial academic women in the School to attend the Aurora & Elisabeth Garrett	Ongoing	2021	HoS and E&DC	All eligible women in the School to have completed the Aurora Leadership programme by 2021 (unless they

		programme as useful tools to develop female confidence in leadership roles.	Reader since promoted to Professor, and 2016/17: 1 Senior Lecturer); 2 colleagues are participating in 2017-18: 1 Lecturer and 1 Reader).	Leadership Programmes.			explicitly do not wish to). ≥50% of women will have been involved in leadership roles in the School and/or University.
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5.11	Ensure staff have useful and constructive feedback from line manager / supervisor	Included question about management feedback in staff E&DS; in analysing the responses, identified the question text (a reference to 'manager/super-visor' and no direct reference	Informed this AP	Revise the question for the next E&DS to clarify, and organise a focus group to devise a new system of feedback from 2018-2019. We will continue to ensure that women are always proportionally represented as	Oct 18	2021	SAT and E&DC (for E&D survey); HoS (for gender balance of appraisers).	Negative responses (disagree/strongly disagree) to staff E&DS question about feedback significantly reduced/ eliminated.

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		to appraisals) as confusing for some respondents.		appraisers in any new scheme.				
5.12	Improve staff perception of their potential career progression	E&DS identified low satisfaction with career progression prospects, with the particularly low satisfaction rate among women (40%) a cause for significant concern.	Informed this AP	All staff below grade 9, including post-doctoral researchers, to be offered mentors by HoS on an opt-out, not opt-in basis.	Sept 18	ongoing	HoS in consultation with SAT and E&DC	Staff E&DS shows greater satisfaction with career prospects (> 60% agreeing).
5.13	Improve postdoctoral and early career colleagues' confidence in their career prospects.	The SAT and E&DS identified the first book hurdle as a major reason for lack of confidence about career prospects.	Informed this AP	The School will host an annual workshop on publication strategies and turning PhD theses into books, inviting external	Nov 18 and yearly there-after	2021	E&DC and HoS	E&DS shows clear improvement (>10%) in Early Career colleagues' confidence about career prospects.

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			input from a publisher.					
5.14	Improve postdoctoral and early career colleagues' confidence in their career prospects.	The E&DS identified (a) that postdoctoral researchers don't feel sufficiently integrated within the school, beyond their own research team/PI and (b) that the School has not kept official record of the next steps taken by postdoctoral researchers after they leave us.	Informed this AP (which was drawn up with a postdoc member of the SAT).	A postdoctoral coffee session, without PI present, will be held once a year, including a gender balanced group of staff (e.g. DoR, HoS and two senior colleagues). We will also document where our postdoctoral fellows go after working in St Andrews.	May 18, then ongoing	2021	DoR	E&DS responses show that postdoctoral researchers feel integrated within the School (≥60% satisfied); full dataset available recording postdoctoral researchers' next steps from end A/Y 2018-19.
5.15	Improve staff perception of their potential	E&DS identified a particularly low satisfaction rate with career	Informed this AP	The E&DC to introduce an informal 'Women Historians' event to	Nov 18, then yearly	2021	E&DC	Staff E&DS shows greater satisfaction with career prospects among

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	career progression.	progression prospects among women (40%).		highlight female achievement in the discipline and discuss the opportunities and constraints faced by women in their careers. DoPGR will also encourage engagement with events organised through the Scottish Graduate School for Arts and Humanities.			DoPGR	women (≥ 60% agreeing). St Andrews female staff regularly involved in Scottish Graduate School for Arts and Humanities networking events.
5.16	To ensure gender balance in provision of internship opportunities to UG students.	The SAT investigated and discussed the gender balance of applications & successful candidates for those internship	Informed this AP	Continue School funded paid UG internship scheme and collect data about gender take-up to match that supplied for URAS internships. Ensure	Sept 18, then ongoing	2021	DoR	Full dataset about gender take-up of School funded UG internship scheme from A/Y 2018-19; evidence demonstrating that the success rate for

		schemes where data has been collated (Laidlaw & URAS).		success rate remains proportional to gender of UG cohort and use student-authored blogs on the School's social media to highlight their appeal. Encourage application for Laidlaw scheme.				those schemes run entirely within the School remains proportional to gender of UG cohort. Evidence that UG historians applying for Laidlaw scheme.
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5.17	To ensure fair distribution of PGT scholarships and therefore accepted offers by gender.	SAT recognised that despite advertising of Mlitt Scholarships on School and University webpages and Gender-balanced PG committee assessing on basis of academic	Informed this AP	Ensure all applicants for MLitt are aware of the opportunity to apply for funding, PGT coordinators to offer advice on applications; PG committee to assess on basis of academic record. DoPGs and the HoS (who oversee the process	2018-19 cycle	Repeated annually.	DoPGT and HoS	Strong applications for MLitt funding received and fair distribution of scholarships by gender (in proportion to gender of entrant cohort).

| | | record, success rates vary widely. | | but do not participate in the scoring) will check the list against the gender proportion of all applicants. In case of significant divergence, the DoPGs and HoS retain the right, in consultation with the committee, to compare applications either side of the cut-off line and to adjust the ranking if justified. | | | | |

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5.18	To ensure equal distribution of PGR scholarships, and therefore	Discussion in SAT and with current PG students identified funding as a major issue	Discussion informed this AP **(and 4.10)**	The School will undertake to ensure that the evaluation team is gender balanced. Before	Annual from A/Y 2018-19	2021	DoPGR	Gender profile of applicants matches or is very similar to the gender profile of scholarship

accepted offers, by gender and to increase the percentage of female PGT applicants converting to entrants to bring it in line with national average (c. 54%)	restricting take up of places. The School nominates applicants for scholarships funded by the University and by the AHRC consortium. The decision as to which applicants are nominated is based on a single ranking list created by aggregating the scores awarded to all applications by the evaluation team, made up of 6 colleagues.		finalising the School's ranking, the DoPGs and the HoS (who oversee the process but do not participate in the scoring) will check the list against the gender proportion of all applicants. In case of significant divergence, the DoPGs and HoS retain the right, in consultation with the committee, to compare applications either side of the cut-off line and to adjust the ranking if justified. Data on grants awarded by gender will be stored and				nominations; number of female PGR entrants at or above national average (currently 54%).

			assessment panels will reflect on the gender balance of awardees.				
Ref	**Objective**	**Actions to April 2018**	**Impact April 2018**	**Further action planned**	**Timeframe (start/end date)**		**Responsibility**	**Criteria for success and outcome**
5.19	To ensure the fair distribution by gender of teaching opportunities for GTAs.	As of 2017, the School implemented the University's policy on Graduate Students who Teach. As part of this: teaching roles are formally advertised and applied for; GTAs are offered training and mentoring; and the School ensures that the amount of teaching taken on by each student	Currently in action for the first time.

The gender distribution in the first semester of AY 2017-8 was 57% female. | The DoT will ensure that allocation of teaching opportunities is congruent with the gender distribution of those who apply for them. If the underrepresented group fail to apply, the DoT will liaise with supervisors and the E&DC to encourage more applicants. The DoT will also introduce an anonymous exit questionnaire to acquire better | Ongoing | 2021 | DoT and E&DC | Gender profile of GTAs congruent to pool of applicants and to overall PGR numbers. Feedback from anonymous questionnaires considered by DoT and used to inform future strategies. |

Ref	Objective	Actions to April 2018	Impact April 2018	Further action planned	Timeframe (start/end date)		Responsibility	Criteria for success and outcome
		does not go above a stipulated limit.		information on their experience of teaching.				
5.20	To ensure colleagues going on Maternity or Paternity leave have confidence and clarity about the procedures involved.	Currently the member of staff discusses their needs with the HoS and with a representative from HR. E&DS feedback and discussion in SAT led to a revised policy.	Informed this AP (see also **5.19, 5.22**).	As well as the joint meeting with HR, the HoS will have a separate formal consultation with the member of staff to identify goals and concerns for the leave period and return to work.	Started AY 2017/18		HoS	Coherent and readily accessible information regarding procedures and entitlements is available to staff going on Maternity and Paternity Leave. This is reflected in Staff E&DS responses.

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5.21	To allow colleagues with children or other caring needs to find support.	Discussed in SAT.	University networks established and E&DC chair circulates details of meetings and links via email.	All staff to be notified and kept informed about University-wide carers' and parents' networks. We will also include anonymous case studies on the staff intranet.	Started AY 2017/18		E&DC chair IT Officer	Website has links to information about University-wide carers' and parents' networks. Regular emails sent to all colleagues about University carers' and parenting networks.
5.22	To ensure colleagues going on Maternity or Paternity leave have confidence and clarity about the procedures involved including KIT days	Investigated current awareness via E&DS.	E&DS result informed this AP.	HoS to ensure staff awareness of the University's mechanisms for support including paid 'Keeping in Touch' (KIT) days, and of School support during leave and return to work,	Ongoing from 2017-18		HoS	E&DS survey shows improvement in staff awareness and take up of procedures (>50%).

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			including an updated webpage.					
5.23	To create an inclusive working environment including parents of school-age children.	Discussed in SAT: Since the University has decided not to change vacation dates in line with local schools, it was agreed that we should encourage switching lectures so that no individual is disproportiona-tely affected.	Discussion informed this AP	Coordinators of Sub-honours modules will be invited to switch the sequence of lecturing during school vacations if possible, so that no individual is disproportionately affected.	May 2018	ongoing	DoT and DCM chairs	Improved satisfaction rating in E&DS (>10% increase) among colleagues with school-age children.
5.24	To ensure all members of staff, including those entering on fixed-term contracts, are	Discussed in the SAT	This information has been included on the School's E&D webpage.	To ensure all members of staff, including those entering on fixed-term contracts, are aware of their	Started AY 2017/18		HoS	Improved satisfaction (>10% better) in E&DS responses to questions about maternity and

	aware of their entitlements regarding maternity and paternity leave.			entitlements regarding maternity and paternity leave, this information has been included on the School's E&D webpage, and will be verbally drawn to the attention of new members of staff during induction.			paternity leave provision.
Ref	**Objective**	**Actions to April 2018**	**Impact April 2018**	**Further action planned**	**Timeframe (start/end date)**	**Responsibility**	**Criteria for success and outcome**
5.25	To ensure that all staff know of their entitlement to apply for formal flexible working.	Discussed in SAT and agreed this should be included in induction process.	Discussion informed this AP	We will inform staff of their entitlement to apply for formal flexible working via the induction process. SOC will also store data on take-up of carer days and we will include discussion of	Sept 18		HoS, DoT DCM Chairs (as office holders responsible for personal induction meetings). SOC (data storage).	E&DS response shows staff know of and use their entitlements as appropriate to their circumstances.

| | | | flexible working in a focus group on how to improve staff awareness of entitlements, to be run in autumn 2018. | | | SAT chair (organise focus group. | |

Ref	Objective	Actions to April 2018	Impact April 2018	Further action planned	Timeframe (start/end date)		Responsibility	Criteria for success and outcome
5.26	Administrative jobs distributed in a transparent manner.	E&DS revealed dissatisfaction with current distribution of jobs. SAT took this to Executive for a decision.	Executive and HoS discussed this and agreed criteria should be related to administrative skills.	School will agree criteria for each post and the HoS will then consult with the current post holders, with the Executive and with DCM chairs. The HoS will use gender balance in committee membership in proportion to overall staff numbers as an explicit criterion in the selection process.	From 09/2018	As posts arise	HoS and Executive DCM chairs	Clear process for distribution of administrative jobs is established. Improved satisfaction score on this on E&DS (>10%).

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5.27	Make students aware of gender diversity in the discipline of history.	Discussed the need in SAT and SSC particularly in view of low response rate to E&DS.	Discussion informed this AP.	We will highlight to students the gender-related content of first and second year survey courses in course handbooks and in lectures. We will also make diversity in the curriculum a required consideration in all new module proposals, taking into account the HEA 'Embedding E&D in the Curriculum' workshop (St Andrews Nov/Dec 2016) learning, in-line with the University Inclusive	Sept 18	Repeat each semester	Module coordinators and DoT.	Module handbooks for first and second year survey course signpost material on gender.

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				Curriculum Toolkit (and utilising ECU resources).				
5.28	Draw students' attention to the contributions made by female historians.	After discussion in SAT we agreed to fund a student intern to revise all bibliographies to include authors' first names.	The reading lists for first and second year survey courses have, from 2017-18, included the first names of all authors.	We will extend bibliography requirements to Honours and PG.	Sept 18	annually	DoT SAT	All module handbooks include authors' first names.
5.29	To promote equality and inclusivity in an open working environment	SAT and E&DC agreed that the current Gazette and Monthly Round-up are not as effective as they could be but are very time consuming.	Informed this AP	The information about staff activities included in the Gazette and Monthly round up will be taken from PURE (repository of activities and publications), to reduce the need for duplication of effort.	Sept 18	ongoing	School Communication Officers	Gazette and Monthly Round-Up emails are perceived as inclusive by all colleagues, as measured by a new E&DS survey questions.

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5.30	Draw students' attention to the importance of gender and equality.	The School offers numerous specialised modules which cover gender and equality and we agreed this needs to be maintained.	Informed this AP	When planning delivery of third and four-year UG modules each year, the DoT and ASO to ensure that a selection of these modules and topics is available to students each year University Planning will also start to track take-up by gender and inform the SAT each semester.	Feb 2018	yearly	DoT and ASO SAT chair to contact University Planning Office	Course handbooks show continued regular listing of modules and topics related to gender and diversity is available Data collected and investigated to inform development of ways to broaden take up to 50/50 male female, if necessary.

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5.31	Ensure all staff and students feel able to act on bullying, harassment and discrimination.	Discussed E&DS survey results in SAT.	Informed this AP (See also **5.32**).	All HR policies on bullying, harassment and discrimination, including the University's new 'Dignity and Respect at Work' document are linked to the School's own E&D webpage.	Feb 2018	Ongoing	E&DC chair, liaising with School IT officer.	Website includes link to relevant HR policies. Clearer confidence expressed by respondents to E&DS (>10% improvement).
5.32	Ensure all staff and students feel able to act on bullying, harassment and discrimination should they witness it.	Question about bullying, harassment and discrimination included in Staff and Student E&DS.	See also **5.31**	E&DC to monitor data for consistency in application of bullying, harassment and discrimination policies and use the findings to inform the development of actions as needed. This will be a fixed agenda item at first	Sept 2018	Ongoing	E&DC chair SAT chair	Clearer confidence expressed by respondents to E&DS (>10% improvement).

Ref	Objective	Actions to April 2018	Impact April 2018	Further action planned	Timeframe (start/end date)		Responsibility	Criteria for success and outcome
				E&DC meeting each year.				
5.33	Reduce incidence of unconscious bias and increase inclusivity of the School.	Introduced online unconscious bias and diversity training for staff.	73 colleagues in History completed unconscious bias training and 124 (including GTAs) completed diversity in the workplace training between April 2016 and January 2018.	All new staff to complete online training modules on diversity and unconscious bias. In response to both staff feedback and national media (BBC etc.) highlighting of the limited effects of online training, we recognise the need for further reinforcement and in 2018-19 we will invite Equality Challenge Unit to give training to staff in the School together with other	Ongoing		E&DC chair SAT chair	Data on completion of training matches staff numbers. Monitored attendance at ECU training sessions.

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				schools in the Faculty.				
5.34	Reduce incidence of unconscious bias and increase inclusivity of the School.	Introduced online unconscious bias and diversity training for students.		From the start of 2017-18, all students are invited to complete an online training module on diversity and unconscious bias during initial lectures and tutorials and via an email from the Chair of the E&DC.	Ongoing		E&DC Chair SAT Chair All sub-honours module coordinators.	Monitoring of numbers completing the online module shows increased uptake. E&DS survey results show reduction in concern about discrimination and unconscious bias (>10%).
5.35	Ensure all staff and students feel able to act on bullying, harassment and discrimination	The chair of the E&DC is the first port-of-call for informal concerns about discrimination. They are	This happened for the first time in September 2017.	The chair of the E&DC continues to be introduced to PGRs, PGTs and UGs in induction sessions at the start of each year.	Ongoing		E&DC; DoPGR; DoPGT, DoT	E&DS survey results show greater confidence in handling discrimination (>10% improvement).

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	should they witness it.	introduced to PGRs, PGTs and UGs in induction sessions at the start of each year.						
5.36	Ensure that gender balance of committees and gender aware policies are maintained and further developed.	E&DC and SAT chairs invited to attend the Executive once a semester and E&D is a fixed agenda item.	E&DC chair invited from autumn 2017. SAT chair included from Sept. 2018.	Ensure the E&DC and SAT chairs are invited to attend the Executive and that E&D is a standing agenda item. HoS to seek gender balance of core committees, as a matter of School policy.	Ongoing		HoS SAT	Attendance minuted; E&D items on the agenda; checking of gender balance in committee membership minuted by SAT. Women proportionately represented on all committees.
5.37	Ensure AS principles are at the heart of School	Principles discussed by SAT and at SSC in 2017 and 2018.	Discussions informed this AP.	Ensure that one SAT member, who is fully briefed on the Schools E&D agenda, always sits on the	Ongoing		SAT DoT	Changes to committee membership.

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	management culture.			Teaching Committee.				
5.38	Increase participation on influential external committees.		Recognised that **AP 5.36** feeds into this AP, because many appointments are *ex officio* linked to School roles.	Ensure that in the new appraisal/ feedback process to be devised, mentors and appraisers discuss the value of external appointments in terms of career progression, particularly with female colleagues.	Sept 18		Appraisers HoS	All colleagues aware of benefits of participation in influential external committees. Monitored by E&DS.
5.39	Workload model widely agreed to be fair.	Attitude to workload model assessed by E&DS and discussed in O&C working party.	Workload weighting has been adjusted in order to encourage co-supervision and thus broaden participation in	The number of co-supervised PGRs will be recorded on a yearly basis.	Ongoing		DoPGR SAT	Increase in co-supervision of postgraduate students. More even distribution of teaching hours for PGR supervision,

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			PGR supervision across the School. Entrant numbers now measured for spread of supervision beyond grade 9 (2017-18: 17 by grade 9; 9 by grade 8 and below).					leading to more equal distribution of teaching at UG level.
5.40	That colleagues perceive workload model to be fair.	Attitude to workload model assessed by E&DS and discussed in O&C working party. It was realised that we have no sense of gender implications.	Informed this AP.	From 2018-19 the DoT will start to store data about workloads on a gender basis and provide this information to the SAT. Any significant trends in the data gathered will be used to shape policy on distribution of	Ongoing		DoT SAT	Data available on gender balance in teaching loads overall, and at different levels of curriculum. Monitoring of this information will inform improvements to the workload model as needed.

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				teaching and administrative duties.				
5.41	Ensure that regular departmental meetings are accessible to staff with caring or other responsibilities.	Consultation with University AS team over best practice.	From session 2017-18 new core hour strategy introduced.	All School meetings to be scheduled in core hours, between 9.30am and 4pm. This includes the Executive, SSC, Teaching Committee, Postgraduate Committee, the Degree Committees, SAT and E&DC.	Ongoing		SOC and committee chairs.	Policy to be maintained and perceived as normal practice.
5.42	Ensure that extraordinary departmental meetings and other social events are accessible to staff with caring	Non-core meetings are increasingly being organised by doodle polls (or equivalent).	Dissemination of policy within School.	Colleagues to continue to manage non-core meetings and social events in a thoughtful manner that facilitates full participation, using doodle polls (or	Ongoing		All colleagues organising a meeting.	Policy maintained and perceived as normal practice, reflected in E&DS responses.

or other responsibilities.			equivalent) to identify mutually agreeable slots. We will also introduce colleagues to the University's online 'Event & Meeting Inclusion Guide' which outlines appropriate provisions for design, content, participation and timing guidance, to safeguard against discrimination or exclusion. We will make use of the University's centrally funded onsite crèche child care facility where required for events and conferences.				

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5.43	Ensure that the culture of School meetings encourages all participants to feel confident to contribute.	Discussed by SAT following analysis of Staff E&DS.	Informed this AP	The Executive to include a brief description of key items for discussion on the SSC agenda circulated in advance, in order to give colleagues time to prepare thoughts and interventions.	Ongoing		SOC and HoS	All colleagues more confident to speak and be heard at meetings; to be monitored by E&DS.
Ref	**Objective**	**Actions to April 2018**	**Impact April 2018**	**Further action planned**	**Timeframe (start/end date)**		**Responsibility**	**Criteria for success and outcome**
5.44	Ensure that Research seminars are arranged so as to enable participation by all members of the School.	Investigation of issue through E&DS; issue discussed by SAT.	Some seminar programmes have begun to introduce lunchtime meetings.	Seminar coordinators to continue to experiment with occasional lunch-time meetings, especially for internal speakers.	Ongoing		Seminar Programme Co-ordinators.	Greater satisfaction with the flexibility of the seminar programmes, to be monitored by E&DSs.
5.45	Ensure that Research seminars are accessible to	Issue discussed by SAT.	Some seminar programmes have begun recording seminars.	Seminar papers that take place outside core hours to be recorded when	Ongoing		Seminar Programme Co-ordinators.	Increased satisfaction regarding seminar accessibility, to be

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	those prevented from attendance by other responsibilities.			speaker agrees and uploaded to the web for those unable to attend.				monitored by E&DS.
5.46	To facilitate greater ease of interaction and inclusivity within the School.	From January 2017 to February 2018 coffee mornings alternated between the Mediaeval and Modern buildings, but take up was poor.	Discussion at SSC led to decision to move to the 'Wednesday bag lunch'.	Each week during teaching, unless a 'School teaching' 'E&DI or 'Research' lunch is scheduled there will be an informal 'bag lunch' at 1pm on a Wednesday, to which all staff, including PSS, are invited. A room will be booked for this purpose, alternating between the buildings; coffee and tea will be supplied	Sept 18		SOC	Greater uptake of 'bag lunch' relative to coffee mornings leads to stronger interaction and sense of inclusivity in the School, measured by responses to E&DSs.

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			and reminders will be sent out by SOC.					
5.47	Provide more visible female role models for Staff and for students; ensure greater gender balance with seminar speakers.	Data collected for eight seminar programmes in the School; issue discussed by SAT and SSC.	New policy agreed by SSC	Seminar coordinators will continue to maintain a minimum of 40% female speakers across the 8 seminar series.	Ongoing		Seminar Coordinators SAT to monitor	Target of at least 40% female speakers to be met consistently.
5.48	Provide more visible female role models for Staff and for students.	Establishment of new annual lecture on the *History of Women, Gender and Sexuality.*	First annual lecture on 8 March 2017 well attended (the lecture for 2018 had to be rescheduled because of UCU strike: now to be May 2018).	The School has set aside a budget of £750 per year to continue the *History of Women, Gender and Sexuality* lecture series, which will be organised in future by the E&DC.	Ongoing annually		E&DC	Maintain lecture programme, funding and strong attendance numbers.

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5.49	Support the efforts of the student History Society to promote Women's History as part of its activities.	Support provided by the School for the Society's workshop in 2017; both the dHoS and the E&DC Chair were speakers.	Commitment of History Society to continue such events has led to a further event in 2018.	SSC, SAT and E&DC to encourage academic staff to provide the support the Society needs.	Ongoing		SSC SAT and E&DC	Continuation by the Student History Society of events marking Women's History.
5.50	Ensure that staff and student contributions to outreach	Discussion in the SAT in response to the questions on the AS	Informed this AP	We will accurately record, via PURE and our School Communication	Ongoing		HoS Communicatio-ns team	School has data on staff and student outreach activities, including

activities are recognised, to assist with planning and ensure that the School is presenting a balanced outward facing image.	submission template.

Agreed that we need to record and recognise this activity. | | Officers, all staff participation in outreach events by gender and grade. | | | SAT | breakdown by gender and grade. If this shows an imbalance by summer 2019, the SAT will use the information to devise a new AP. |