# International Relations Department Application
## Bronze and Silver Award

## ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

## ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

## COMPLETING THE FORM

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

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

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

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

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

## WORD COUNT

The overall word limit for applications are shown in the following table.

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

We have provided the following recommendations as a guide.

| Department application | Bronze | Silver |
|---|---|---|
| **Word limit** | **10,500** | **12,000** |
| Recommended word count | | |
| 1.Letter of endorsement | 500 | 500 |
| 2.Description of the department | 500 | 500 |
| 3. Self-assessment process | 1,000 | 1,000 |
| 4. Picture of the department | 2,000 | 2,000 |
| 5. Supporting and advancing women's careers | 6,000 | 6,500 |
| 6. Case studies | n/a | 1,000 |
| 7. Further information | 500 | 500 |

| | |
|---|---|
| **Name of institution** | University of St Andrews |
| **Department** | School of International Relations |
| **Focus of department** | AHSSBL |
| **Date of application** | November 2018 |
| **Award Level** | **Bronze** |
| **Institution Athena SWAN award** | **Date: 7 May 2018     Level: Bronze** |
| **Contact for application**<br>Must be based in the department | Dr Caron E. Gentry |
| **Email** | ceg1@st-andrews.ac.uk |
| **Telephone** | 01334 46 2991 |
| **Departmental website** | www.st-andrews.ac.uk/ir |

## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
**Recommended word count: Bronze: 500 words | Silver: 500 words**

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

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

Equality Charters Manager
Equality Challenge Unit
First floor, Westminster Tower
3 Albert Embankment,
London,
SE1 7SP

30th November 2018

To Whom It May Concern:

The School of International Relations is one of the leading institutions in the world in both our research and teaching. The process of preparing this application and the proposed changes we suggest here will greatly improve the culture of the School for our staff and students at all levels. Our intention is twofold: 1) to acknowledge what we are doing right; 2) to address the challenges we face and put into place serious but achievable action plans to address those.

As the Head of School for the past two years, I have found that my colleagues and our students are some of the best in the world. At the same time, I have learned how structures and cultural assumptions both within and without the School have led to a climate in which too many feel they cannot achieve their best. Our survey and focus groups have revealed evidence of discrimination and harassment in the School. We cannot allow such practice to continue and this submission has provided us a framework to begin work on changing the School environment. I support the Athena SWAN process and have managed the School's resources in order to create long-term support for the changes the Athena SWAN Action Plan will bring. From the outset, I worked with the Equality and Diversity Chair to include the work of the Chair and the Equality and Diversity Committee in the workload model. I have attended a majority of the Equality and Diversity Committee meetings and have thought critically with the Committee about the Action Plan and what needs to happen to change the School structure and culture.

Personally, the process of putting together this application has opened my eyes to the ways in which my own teaching and research have not embodied the liberal and critical perspectives I assumed they did. I teach an undergraduate module on International Political Theory, a subject on which I have also written my own textbook. In reviewing how I teach this subject, I came to realise that I had fallen into the trap of only teaching 'dead white males'. While I think there is much richness in the history of political thought, I forced myself in this academic year to teach my undergraduate module through the work of primarily female scholars. After much investigation, I am proud to say I was able to put together a syllabus which reflected this, focusing on 10 women scholars of political theory as the core readings. Of course, this is only a start; none of these women come from the developing world nor do they represent the diversity of the contemporary order. At the same time, the Athena Swan process has helped me to expand my own teaching and, I hope, research in the coming years.

Over the past few years, the School has instituted some very good practices. It has a transparent workload model, one that provides important means by which the School can monitor and track the environment and work of our staff. Regular review meetings have been instituted in the last few years, providing support for staff at all levels. The School has been and is committed to the fullest possible inclusion of staff in the REF, and we have put in place structures and processes to encourage Early Career Researchers in their efforts to advance their research agendas. And, the admission of female students at all levels of teaching is high. At the same time, the School faces some serious challenges. The actions we propose will, we believe, address these challenges in a clear and consistent fashion. We have set out some ambitious targets, but we believe these ambitions are important for us to achieve greater diversity and respect within the School. We look forward to working with the University on a number of these issues in order to advance the wider diversity agenda at St Andrews. The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department

Sincerely,

Professor Anthony Lang, Jr

**Acronyms**

| | |
|---|---|
| Associate Lecturer | AL |
| CSTPV Administrator Manager/MLitt Convenor | AMC |
| Centre for Academic, Professional and Organisational Development | CAPOD |
| Centre for Global Constitutionalism | CGC |
| Centre for Peace and Conflict Studies | CPCS |
| (Handa) Centre for the Study of Terrorism and Political Violence | CSTPV |
| Centre for Syrian Studies | CSS |
| Early Career Researcher | ECR |
| Equality and Diversity Chair | ED Chair |
| Equality and Diversity Committee | EDC |
| Director of Post-graduate Research | DPGR |
| Director of Post-graduate Teaching | DPGT |
| Director of Research | DoR |
| Director of Teaching | DoT |
| Head of School | HoS |
| Institutional Self-Assessment Team | iSAT |
| International Relations | IR |
| Institute for Middle East and Central Asia and Caucasus Studies | MECACS |
| Institute for the Study of War and Strategy | ISWS |
| Management Committee | MC |
| Third Generation Project | TPG |

**Glossary of Terms**

| | |
|---|---|
| Sub-Honours: | The first two years of under-graduate teaching. |
| Honours: | The last two years of under-graduate teaching. |
| MLitt: | One-year Master's degree. |

| University Role | University Grade | HESA 2012/13 onwards |
|:---:|:---:|:---:|
| **Research** | 5-9 | Researcher |
| **Education Focused** | 5-9 | Lecturer/ Senior Lecturer |
| **Lecturer** | 7 | Lecturer |
| **Senior Lecturer** | 8 | Senior Lecturer |
| **Reader** | 8 | |
| **Professor** | 9 | Professor |

**Table 1. University of St Andrews Academic job categories with translation to HESA staff categories**

## 2.   DESCRIPTION OF THE DEPARTMENT
**Recommended word count:  Bronze: 500 words  |  ACTUAL: 571 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 International Relations is one of the leading institutions in the world in both our research and teaching.  International Relations has been taught at St Andrews since 1978.  A department of International Relations was created in 1990 and the department became a School in the College of Arts and Divinity in 2003.  In the Times/Sunday Times University Guide, we ranked third in the UK. In the Complete University Guide, we ranked first in Scotland and second in the UK. In the National Student Survey, our overall satisfaction was the highest in the UK for politics (94%).  The School was ranked second in Scotland for research by the 2014 Research Excellence Framework, with 72% of its research rated world leading and internationally excellent. We emphasise research-led teaching, something that is reflected in our ranking in the National Student Survey.

The School contains seven research centres and institutes:
- Centre for Global Constitutionalism (CGC);
- Handa Centre for the Study of Terrorism and Political Violence (CSTPV). The CSPTV operates as a quasi-autonomous group with its own budget and staff;
- Institute for Middle East and Central Asia and Caucasus Studies (MECACS);
- Centre for Peace and Conflict Studies (CPCS);
- Third Generation Project (TPG);
- Institute for the Study of War and Strategy (ISWS);
- Centre for Syrian Studies (CSS).

Most academic staff report directly to the Head of School (HoS) and the remaining CSTPV staff report to the Director of CSTPV.  All PSS report to the School Administrator. The Management Committee (MC) serves in an advisory capacity to the HoS and is composed of:
- Deputy Head of School;
- Director of Research (DoR);
- Director of Teaching (DoT);
- Director of Post-Graduate Research (DPGR);
- Director of Post-Graduate Teaching (DPGT);
- Equality and Diversity (ED) Chair;
- Director of CSTPV;
- the School Administrator.

Each of these positions chair the relevant committee or body of staff.  Occasionally, the HoS will invite other members of the School to serve on or report to the MC.  The only chair of a committee not on the MC is the Ethics chair as they participate directly with the University Teaching and Research Ethics Committee.  The reporting structure is shown in Chart 1.
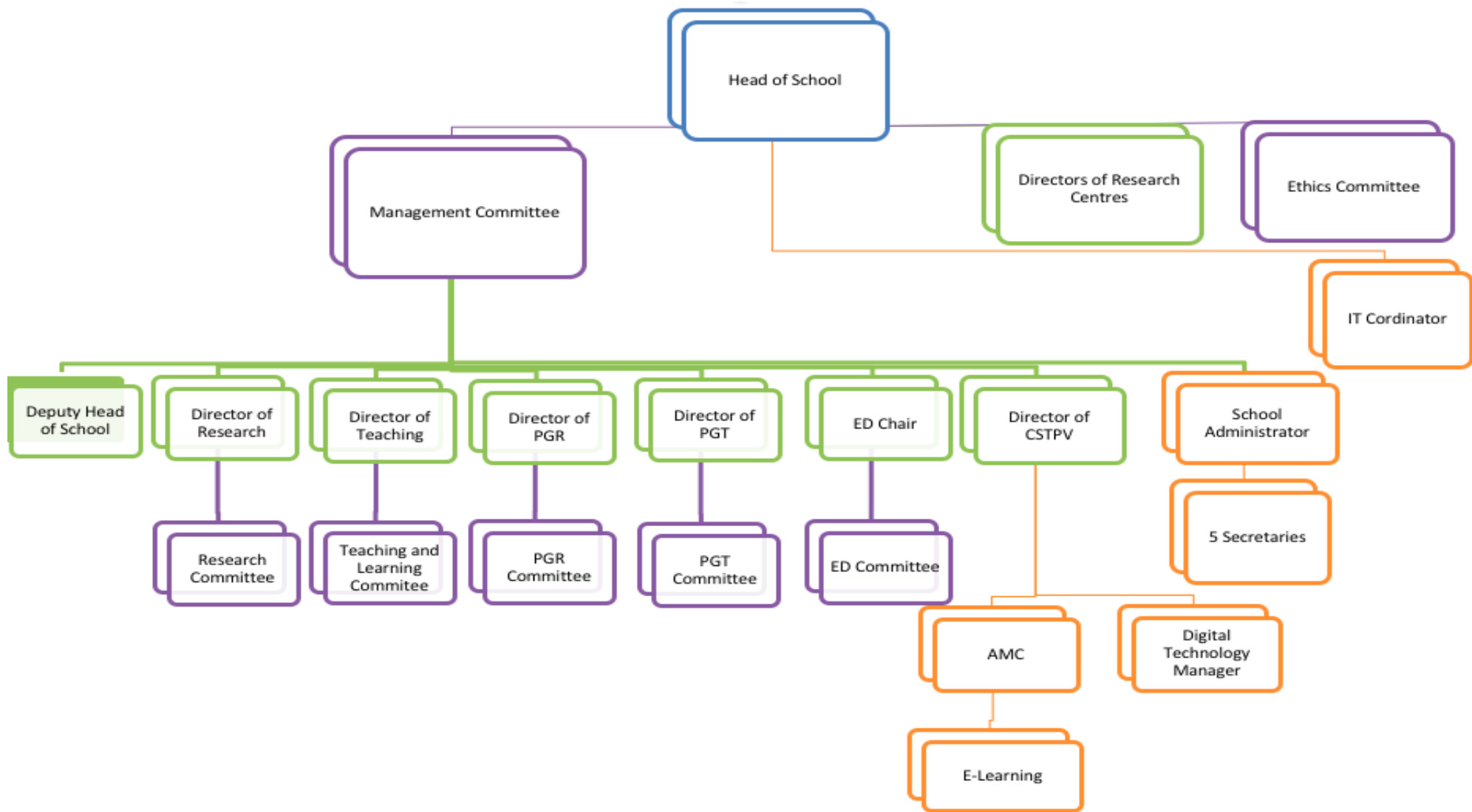
**Chart 1: School Reporting Structure (Key: Green= Administrative Roles; Orange=PSS; Purple=Committees)**

There are additional academic staff administrative roles that report to either the HoS or DoT.  These include the 1st- and 2nd-Year Coordinators, UG advisors, UG and MLitt Dissertation Coordinators, MLitt Convenors, Ethics Committee Chair, Study Abroad Advisor, New Staff Liaison, Careers Link, Admissions Director, Seminar Coordinator, and the Library Representative.

In addition to multiple weekly seminar series and various social events, academic staff meet monthly during term time at the Staff Council chaired by the Head of School, which is scheduled during University core hours (9:30am – 4:30pm).

In the past 15 years staff and student numbers have expanded rapidly.  In 2004, the department had 11 members of academic staff and 3 support staff members. Currently, there are 51 academic staff members (Table 2) and 11 professional support staff (PSS) members, serving the School and CSTPV, including a new research secretary starting in November 2018 (Table 3). (Please see Table 1 for University of St Andrews Academic job categories with translation to HESA staff categories).

| Grades | Female | Male | Percentage Female |
|---|---|---|---|
| **Associate Lecturer (Grade 6)** | | | 67% |
| **Lecturer (Grade 7)** | | | 33% |
| **Combined AL/Lecturer** | 9 | 12 | 43% |
| **Senior Lecturer and Reader (Grade 8)** | | | 31% |
| **Professor (Grade 9)** | | | 21% |
| **Combined SL/Reader/Professor** | 8 | 22 | 27% |
| **Total** | 17 | 34 | 33% |

**Table 2: Academic Members of Staff by Grade and Gender**

| Title | | Grade | Female | Male |
|---|---|---|---|---|
| **School** | School Administrator | 5 | 1 | - |

| | | | |
|---|---|---|---|
| | Secretaries and E-learning Administrator (1 job share) | 3 | 7 | - |
| | IT roles and CSTPV Administration | 6 | 1 | 2 |

**Table 3: Professional Services Staff in School and CSTPV**

With 828 students (Table 4) in 2017-2018, the School is one of the largest in the University, bringing with it tremendous energy but also requiring a large investment in administrative duties by all members of staff.  Our student numbers reflect a gender imbalance inverse to our academic staff profile, something we aim to address in UG admission decisions, forthcoming hires and promotions (see Actions 5A and 6A).

| | Total Number | Percentage Female | Percentage Male |
|---|---|---|---|
| **Undergraduates** | 690 | 63% | 37% |
| **Post-graduate Taught (M.Litt)** | 82 | 49% | 51% |
| **Post-graduate Research** | 56 | 44% | 56% |

**Table 4: Total Student Numbers with Gender Breakdown**

**Word count: 581**

## 3. THE SELF-ASSESSMENT PROCESS
**Recommended word count: Bronze: 1000 words  : 1028 words**

Describe the self-assessment process. This should include:

(i)    a description of the self-assessment team

The committee was formed by Dr Caron Gentry after she was invited by the HoS to become the ED Chair as her administrative role for three years (2017-2020).  The School's SAT is formed of the volunteer members of the Equality and Diversity Committee (EDC).  The committee is comprised of a range of grades from Grade 3 to Grade 9.  It also includes two members of the quasi-autonomous CSTPV and undergraduate and PhD students (see Table 5).  There were originally two BME staff members, but one left the committee due to external commitments.  It has been difficult to find MLitt representation given this is a one-year degree programme. Only 1/3 of the committee members are male and there are no male students, see action 6.2A.

The staff and student members of the EDC come from a variety of perspectives, which adds to the dynamism of the EDC.  It is filled with passionate people who care deeply about the experience of students and staff members within the School.  There are those on permanent and fixed-term contracts as well as part-time and full-time members of staff.  Members of the committee have taken parental leave and have been primary caregivers.  The members are also representative of gender, sexual orientation, and ethnic and geopolitical diversity.

The Head of School sits on the committee and attends a majority of the meetings.  All members of the committee are credited with a Tier 1 (20 sessional hours) role and the Chair is credited with a Tier 4 (75 sessional hours role) in the workload model.  Additionally, in the preceding summer and semester the Athena SWAN application is due, the Chair is released from teaching responsibilities and postgraduate dissertation supervision.  The Chair's workload will be credited with extra hours in the same way the DoR's workload is credited during the REF.

| Member | Title | Sub-Committee Membership (Spring 2018) |
|---|---|---|
| Dr Nick Brooke | Associate Lecturer, CSTPV | Joined September 2018 |
| Dr Filippo Costa-Brunelli | Lecturer | Research Culture |
| Ms Maria Dalton | PhD Student | Harassment |
| Dr Jasmine Gani | Senior Lecturer | * On Research Leave |
| Dr Caron E. Gentry, **Chair** | Senior Lecturer | Harassment, Hiring, Parental Leave, Promotions |
| Ms Josephine Jackson | PhD Student | Mentoring |
| Professor Anthony Lang, **Head of School** | Professor | Hiring, Parental Leave, Promotions |
| Dr Kieran McConaghy | Lecturer, CSTPV | Curriculum  * Left committee September 2018 |
| Ms Sharon McPherson | Undergraduate Secretary | Promotions |
| Dr Gilbert Ramsey | Lecturer, CSTPV | Mentoring |
| Dr Gurchathen Sanghera | Senior Lecturer | * Left committee January 2018 |

| | | |
|---|---|---|
| Dr Natasha Saunders | Associate Lecturer | Curriculum, Research Culture |
| Professor Ali Watson | Professor | * On Research Leave |
| Dr Daria Vorabeya | PhD Student | Mentoring |
| Ms Jessica Yen (2017)<br><br>Ms Sarah Gharib Seif (2017-2018)<br><br>Ms Kat Lawlor (2018-2019) | Undergraduate School President | Focus Groups, Curriculum |

**Table 5: SAT Membership**

(ii)    an account of the self-assessment process

The first meeting of the School's EDC was on 22 of February 2017.  The EDC/SAT has met, on average, two times a semester.  It also communicates via emails and each subcommittee met, on average, twice during the Spring 2018 semester.  The committee members rotate recording the minutes.  The agendas are online.
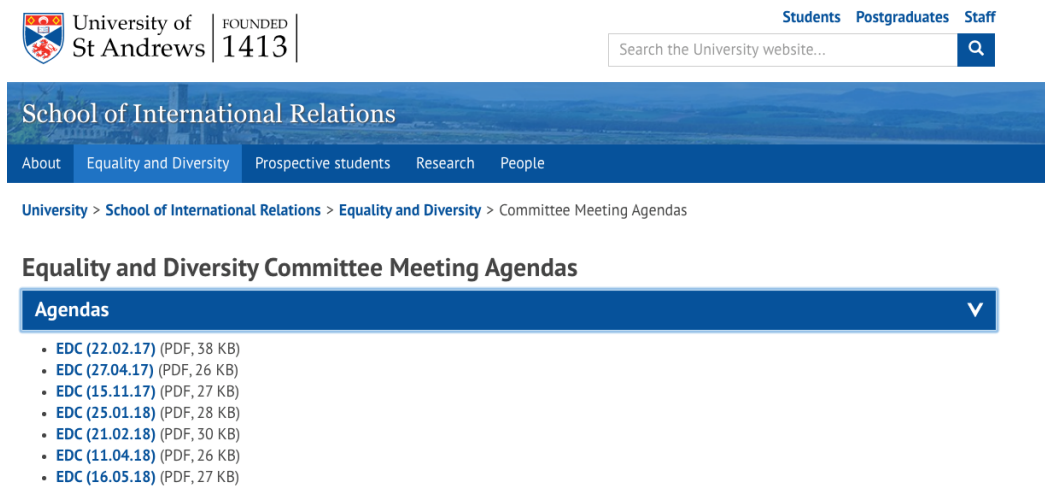


**Image 1: Screenshot of EDC Meeting Agendas**

The survey was written by an EDC sub-committee during the Spring of 2017 and adopted by the EDC in June 2017.  It ran for the first time for three weeks in September 2017 after further consultation with the University's E&D Officer.  Sub-committees were formed in January 2018 after the survey data was discussed.

The survey was opened in September 2017 for three weeks.  It was announced via an email from the Head of School with follow-up emails from him.  Participation from all

staff was reasonable, 42 out of a possible 63, but low among the students: 98 out of 690 UG and 31 out of 132 PG responses.

> 1.2A. Edit the School Annual Survey to capture wider data for measuring policy awareness and effectiveness as well as greater awareness of issues related to diversity and inclusion

In addition to the survey, focus groups generated by student representatives and facilitated by Dr Gentry were held: one with PhD students and ECRs in December 2017 and one with third- and fourth-year UG females in April 2018. Three focus groups were conducted via email in August 2018: with the professors, new fathers, and the ALs.

Once the survey data came back in late 2017, an expanded meeting was held in January 2018 devoted to addressing the main concerns in the data. These concerns were used to form the sub-committees:
- curriculum,
- discrimination/harassment/violence,
- hiring,
- mentoring,
- parental leave,
- promotions,
- research culture.

Spring 2018 was spent in the sub-committees, highlighting the specific data and working out the action plan, with the SAT meetings focused on discussing the presented sub-committee reports.

Where necessary, the sub-committees worked with or consulted with the appropriate member of staff by administrative position, including:
- HoS,
- DoR,
- DoT,
- Directors of PGR and PGT,
- School Administrator,
- CSTPV AMC,
- Tutor's Coordinator,
- Admissions Officer,
- New Staff Liaison,
- 1st and 2nd Year Coordinators.

During February 2018, MC and Staff Council were informed of the discrimination, harassment, and violence statistics borne out of the survey. The Head of School and ED Chair met with the Director of HR, the University's Equality and Diversity Officer, and the School's HR Business Partner.

As a member of the University's iSAT, Dr Gentry participated in larger conversations about team management and good practices. Individually, she met with the ED Chairs

in Biology, English, and Divinity to discuss good practice and how to think through the action plan. She also contacted Chemistry, Management, Biology ED Chairs regarding PhD parental leave policies. Finally, she is a member of a private nation-wide Facebook group for AS chairs for sharing survey materials and good practices. Members of this Facebook group discuss what worked well with our surveys and how we think improvements can be made. For instance, the School has decided to run the survey at a later time in the year (at the start of the second semester instead of at the beginning of the year) so that new students may feel more able to answer the questions and to minimize competition from the beginning of the new academic year processes.

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

Moving forward, the EDC/SAT will implement and support implementation of the Action Plan. The EDC will also tackle issues that came up in the survey and focus groups, including how to create more inclusive events, i.e., in part by reducing the events with alcohol which prevent some people from attending, and address issues facing BME staff and students, and/or those who are differently abled and/or those with mental health concerns (AP 2.2A). It will continue to meet 2-3 times a semester. Membership rotates every three years (see AP 6.2A).

As of Spring 2017, Equality and Diversity are automatically included on the Staff Council agenda. Staff will be updated on implementation, but also informed of current data and trends on issues of inclusion and diversity. As the ED Chair is a permanent member of the MC, this time will be used to liaise with and set up necessary meetings with those responsible for implementing the action plan.

The ED Chair rotates every three years and, per University mandate, it transfers to a member of staff of different gender identity. The ED Chair will remain a member of the iSAT, working with other departments and Schools on applications for awards.

**Word count: 1028**

### 4. A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words: 2044 words

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

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

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.

The undergraduate programme in the School is 4 years; there are no part-time UG students. In the first two years, referred to as 'sub-honours,' all students take the same modules, which are organised by the 1st- and 2nd-Year Coordinators.

For the past 5 years, female students have been accepted into and entered the School at a higher rate than male students, with a spike in 2017-2018 (see Table 6). We are concerned with the gender gap in our UG admissions and are investigating the reasons that might be contributing to the imbalance. We are also working with Equate Scotland and with the University Admissions Office on identifying the reasons for the lack of gender parity in our UG offers but to also identify the reasons why we receive more applications from females than males. Solving this issue may take time as we work with the Admissions Office to find a way to improve the gender balance of applications.

7.4. Admissions standards that aim for gender parity at all levels

| Year of Entry | Offer Type | Gender | | Percentage Female |
| --- | --- | --- | --- | --- |
| | | Female | Male | |
| 2017-18 | Applications | 1185 | 651 | 65% |
| | Offers | 421 | 197 | 68% |
| | Acceptances | 151 | 68 | 69% |
| | Entrants | 124 | 52 | 70% |
| 2016-17 | Applications | 1151 | 572 | 67% |
| | Offers | 448 | 224 | 67% |
| | Acceptances | 137 | 76 | 64% |
| | Entrants | 108 | 55 | 66% |
| 2015-16 | Applications | 1001 | 533 | 65% |
| | Offers | 427 | 226 | 65% |
| | Acceptances | 161 | 99 | 62% |
| | Entrants | 106 | 70 | 60% |
| 2014-15 | Applications | 893 | 485 | 65% |
| | Offers | 375 | 182 | 67% |
| | Acceptances | 141 | 70 | 67% |
| | Entrants | 92 | 40 | 65% |

| | | | | |
|---|---|---|---|---|
| | Applications | 867 | 493 | 65% |
| | Offers | 327 | 173 | 65% |
| 2013-14 | Acceptances | 133 | 71 | 66% |
| | Entrants | 97 | 50 | 66% |

**Table 6: Number of UG IR applications, offers, acceptances, and entrants by gender**

| Year of Entry | Female | Male | Total Students | % Female | National Average |
|---|---|---|---|---|---|
| **2017-18** | 438 | 252 | 690 | 63% | - |
| **2016-17** | 404 | 247 | 651 | 62% | 50% |
| **2015-16** | 411 | 240 | 652 | 63% | 50% |
| **2014-15** | 400 | 241 | 641 | 62% | 49% |
| **2013-14** | 396 | 252 | 648 | 61% | 48% |

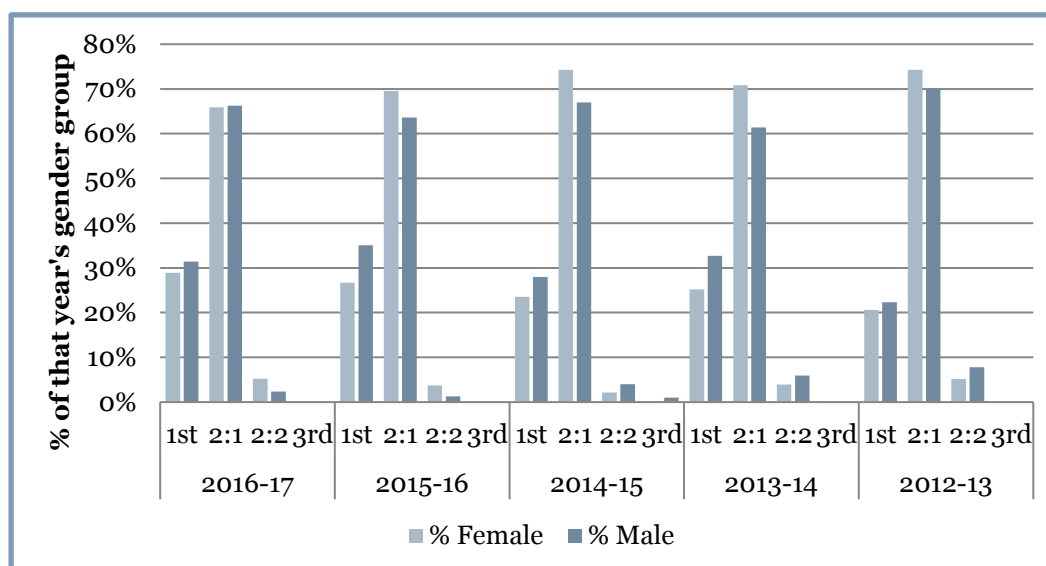**Table 7: Total number of UG students in IR by gender**



**Chart 2: Undergraduate IR Degree Classification by Gender**

Female students make up the majority of our UG students (Table 7); however, when looking at degree classifications by gender, male students have consistently earned more firsts than female students (Chart 2).  While this is in keeping with national data, the gender balance of the students who achieve a first is something the School wishes to address.  In the April 2018 focus group with UG female students, they indicated that teaching practices at sub-honours in particular favour male students.  Thus, teaching practices could be related to classification attainment.  Challenging any unconscious bias towards female students by our students, staff, and tutors is our first step to address this whilst we further investigate other causes.  Mandatory unconscious bias training by Equate Scotland will happen for the first time in the second semester of the 2018-2019 academic year.  Yet, this training may not address all of the reasons behind the classification trend.  For instance, students can change their programmes after sub-honours.  Therefore, it is possible that we lose our majority of female students if enough students change their programme after sub-honours.

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3.3. Improved representation of Undergraduate students receiving firsts

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(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.

**Full-Time Students**

There are 6 taught residential Masters (MLitt) courses:
- International Political Theory;
- International Security Studies;
- Middle East, Caucasus and Central Asian Security Studies;
- Peace and Conflict Studies;
- Terrorism;
- Strategic Studies.

For the past 5 years, the School's percentage of offers to females has consistently been at or above 50% (Table 8).  However, the entrance of females remained almost consistently at 48%, which at 1-3% is slightly lower than the national average (Table 9). The percentage of completion by gender also reflects the percentage of female students who enter St Andrews (Table 10).  We are pleased to see these results with MLitt admissions and plan to continue on this positive trajectory.

A different academic member of staff serves as the MLitt Convenor for each course. The MLitt Convenor, along with 1 or 2 other members of staff, is primarily responsible for admissions.  The School recognises that it is important that it continues to make offers that reflect gender parity (AP 7.4A).

| Year of Entry | Offer Type | Gender | | Percentage Female |
|---|---|---|---|---|
| | | Female | Male | |
| **2017-18** | Applications | 216 | 236 | 49% |
| | Offers | 113 | 112 | 50% |
| | Acceptances | 45 | 45 | 50% |
| | Entrants | 40 | 42 | 44% |
| **2016-17** | Applications | 233 | 221 | 51% |
| | Offers | 111 | 106 | 51% |
| | Acceptances | 50 | 52 | 49% |
| | Entrants | 41 | 44 | 48% |
| **2015-16** | Applications | 243 | 228 | 52% |
| | Offers | 128 | 118 | 52% |
| | Acceptances | 50 | 60 | 46% |
| | Entrants | 43 | 47 | 48% |
| **2014-15** | Applications | 206 | 201 | 51% |
| | Offers | 97 | 93 | 51% |
| | Acceptances | 44 | 49 | 47% |
| | Entrants | 40 | 45 | 42% |
| **2013-14** | Applications | 240 | 200 | 55% |
| | Offers | 100 | 74 | 58% |
| | Acceptances | 41 | 42 | 49% |
| | Entrants | 36 | 38 | 49% |

**Table 8: Number of Post-graduate Taught Applications, Offers, Acceptances, and Entrants by Gender**

## Percentage female
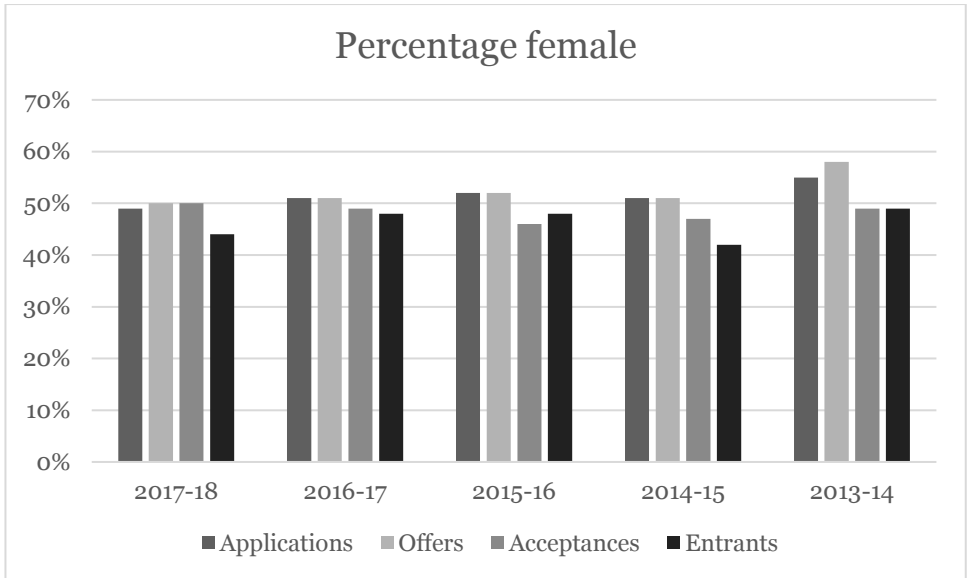


| Academic Year | Female | Male | Total Students | % Female | National Average |
|---------------|--------|------|----------------|----------|------------------|
| **2017-18** | 40 | 42 | 82 | 49% | - |
| **2016-17** | 41 | 44 | 85 | 48% | 49% |
| **2015-16** | 43 | 47 | 90 | 48% | 50% |
| **2014-15** | 40 | 45 | 85 | 47% | 51% |
| **2013-14** | 36 | 39 | 75 | 48% | 49% |

### Number of Post-graduate Taught Applications, Offers, Acceptances, and Entrants by Gender
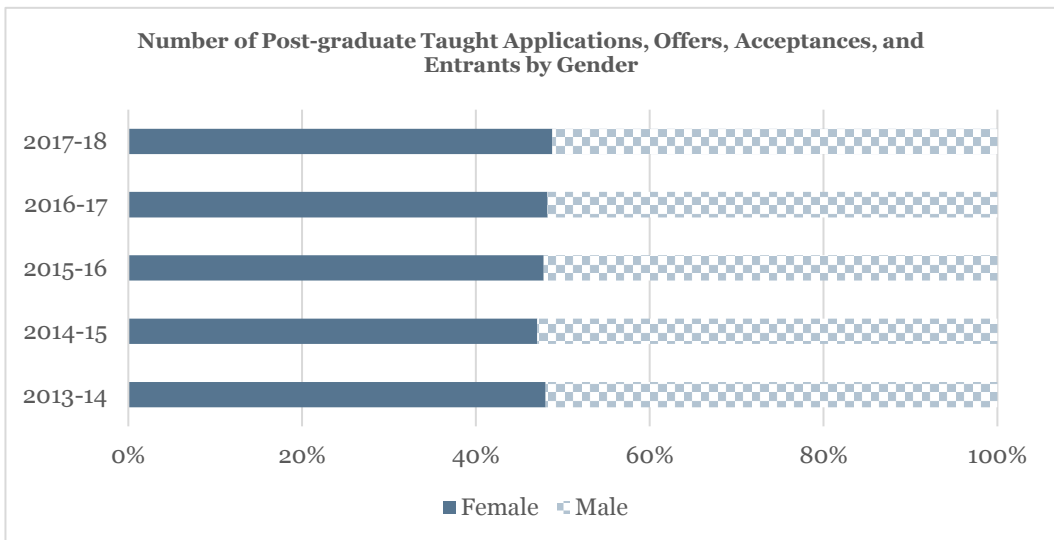
**Table 9: Number of Post-Graduate Taught by Gender**

| Academic Year | Qualification | Female | Male | % Female |
|---|---|---|---|---|
| **2016-17** | Taught Masters | 39 | 35 | 53% |
| | PG Diploma | 1 | 1 | 50% |
| **2015-16** | Taught Masters | 38 | 41 | 48% |
| **2014-15** | Taught Masters | 38 | 37 | 51% |
| | PG Diploma | 2 | 2 | 50% |
| **2013-14** | Taught Masters | 27 | 35 | 44% |
| **2012-13** | Taught Masters | 31 | 30 | 51% |
| | PG Diploma | 5 | 2 | 71% |

**Table 10: Post-graduate Taught Completions by Gender**

**Part-Time Students**

The only PGT part-time students are enrolled in the distance-learning MLitt and Certificate programmes run by CSTPV with the option to complete in 3 or 5 years. While the low percentage of female students is rising (Table 11), traditionally male-dominated fields, including police and military forces, have been amongst the targeted population for these programmes.

This is the first time we disaggregated the data for this programme from the other MLitt programmes. As a result we now understand that in order to achieve better female inclusion in CSTPV distance learning programmes we need to specifically approach women from those populations, such as governments, the police, and the military.

> 7.4D. CSTPV staff will approach potential female applicants in targeted fields for recruitment

| Year of Entry | Offer Type | Gender | | |
|---|---|---|---|---|
| | | **Female** | **Male** | **% Female** |
| **2017-18** | Applications | 10 | 20 | 33% |
| | Offers | 6 | 13 | 32% |
| | Acceptances | 6 | 13 | 32% |
| | Entrants | 4 | 12 | 25% |
| **2016-17** | Applications | 9 | 35 | 20% |
| | Offers | 9 | 22 | 29% |
| | Acceptances | 8 | 20 | 29% |
| | Entrants | 7 | 17 | 29% |
| **2015-16** | Applications | 14 | 33 | 30% |
| | Offers | 9 | 27 | 25% |
| | Acceptances | 8 | 22 | 27% |
| | Entrants | 5 | 22 | 19% |
| **2014-15** | Applications | 18 | 41 | 31% |
| | Offers | 13 | 26 | 33% |
| | Acceptances | 10 | 20 | 33% |
| | Entrants | 7 | 17 | 29% |
| **2013-14** | Applications | 12 | 51 | 19% |
| | Offers | 9 | 25 | 26% |
| | Acceptances | 8 | 23 | 26% |
| | Entrants | 6 | 23 | 21% |
| **Note: the above students are not included within the main PGT recruitment table.** | | | | |

**Table 11: Number of Post-graduate Taught distance learning students (headcount)**

| Academic Year | Qualification | Female | Male | %Female |
|---|---|---|---|---|
| 2015-17 | Taught Masters | 2 | 32 | 6% |
| | Post-graduate Diploma | 0 | 7 | 0% |
| | Post-graduate Certificate/Credit | 0 | 2 | 0% |
| 2013-15 | Taught Masters | 11 | 57 | 16% |

| | | | | |
|---|---|---|---|---|
| | Post-graduate Diploma | 1 | 10 | 10% |
| | Post-graduate Certificate/Credit | 0 | 1 | 0% |
| 2012-13 | Taught Masters | 9 | 51 | 15% |
| | Post-graduate Diploma | 2 | 5 | 29% |

**Table 12: Post-graduate Taught distance learners completions by gender**

(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.

| Academic Year | Female | Male | Total Students | % Female | National Average |
|---|---|---|---|---|---|
| **2017-18** | 25 | 31 | 56 | 45% | - |
| **2016-17** | 29 | 25 | 54 | 54% | 42% |
| **2015-16** | 25 | 33 | 58 | 43% | 41% |
| **2014-15** | 19 | 30 | 49 | 39% | 42% |
| **2013-14** | 28 | 33 | 61 | 46% | 41% |

**Table 13: Number of Post-graduate Research students by percentage in IR**

| Year of Entry | Offer Type | Gender Female | Male | % Female |
|---|---|---|---|---|
| 2017-18 | Applications | 24 | 47 | 34% |
| | Offers | 13 | 23 | 36% |
| | Acceptances | 7 | 12 | 37% |
| | Entrants | 6 | 13 | 32% |
| 2016-17 | Applications | 37 | 54 | 41% |
| | Offers | 26 | 19 | 58% |
| | Acceptances | 11 | 9 | 55% |
| | Entrants | 10 | 7 | 59% |
| 2015-16 | Applications | 23 | 41 | 36% |
| | Offers | 17 | 23 | 43% |

| | | | | |
|---|---|---|---|---|
| | Acceptances | 11 | 12 | 48% |
| | Entrants | 9 | 8 | 53% |
| 2014-15 | Applications | 36 | 59 | 38% |
| | Offers | 15 | 25 | 38% |
| | Acceptances | 6 | 11 | 35% |
| | Entrants | 6 | 9 | 40% |
| 2013-14 | Applications | 52 | 93 | 36% |
| | Offers | 22 | 27 | 45% |
| | Acceptances | 17 | 16 | 52% |
| | Entrants | 16 | 12 | 57% |

**Table 14: Number of PGR IR Applications, Offers, Acceptances, and Entrants by Gender**

The School has done fairly well at maintaining a relatively close ratio of female to male PGR students (Table 13). However, while we have often exceeded the national average for the percentage of female PhD students, our offers are disproportionate when compared with the percentage of applications received by female candidates (Table 14). Table 14 gives the numbers for how many applications we received from male and female applicants and then offered places to between 2013-14 and 2017-18. Therefore, we need to better understand the reasons why the School has rejected candidates and why candidates with offers have not accepted them to ensure we maintain an appropriate balance. We have latterly found out that data on the reasons for rejection by potential supervisors or by the PGR Director exist but this was only in the final days before this submission so time did not allow for analysis on this occasion. We will audit these reasons, looking for any trends going forward. Also, when students decline to study at St Andrews after being accepted, we can make use of the University's survey of all PGR applicants who declined to attend.

7.4C. Audit reasons for rejection for the past 5 years by going through records kept on potential supervisors reasons for rejection and DPGR reasons for rejection
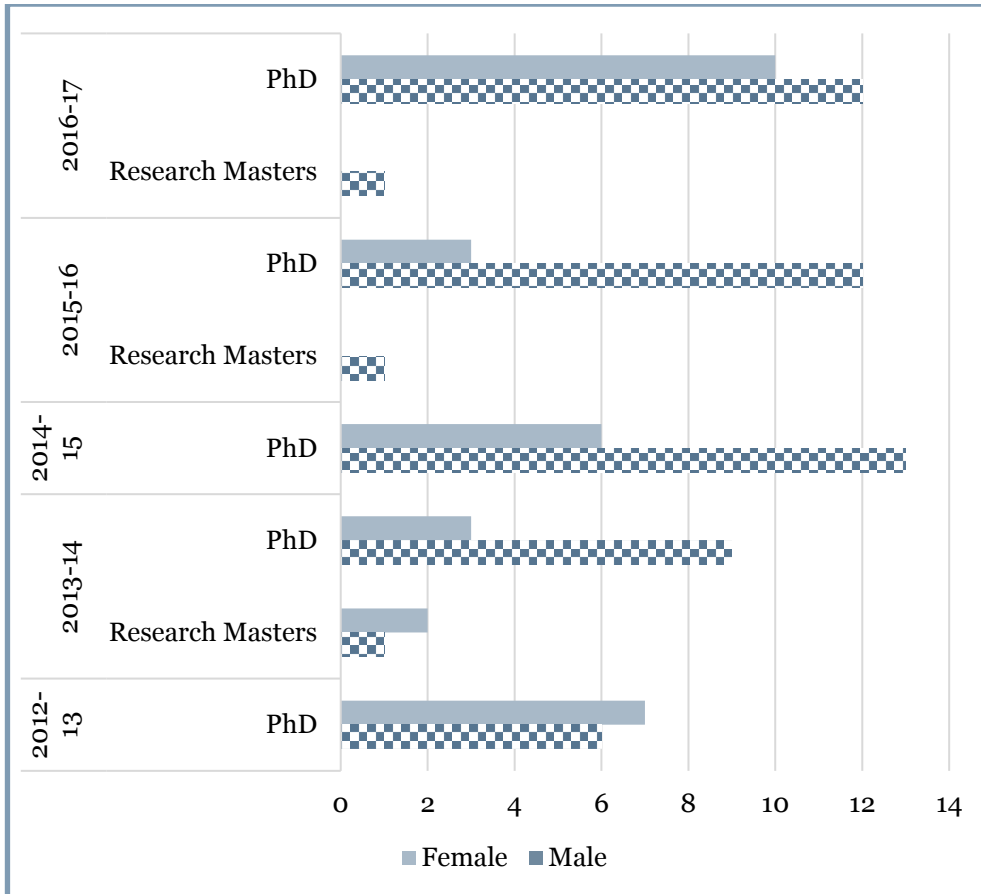
**Chart 3: PGR Completion by Gender (Headcount)**

The completion rate of female PhD students (see Chart 3) is consistently lower than that for male PhD students. When averaging the time to complete by gender over the same five years, female PGRs completed in 5.1 years and male PGRs 4.83 years with full or part-time status having negligible impact. Therefore, it would appear that there is a marginal difference between female and male PGR student completion rates.

Nevertheless, in order to further understand this dynamic we used data on extensions, requests to move from full-time to part-time, withdrawals from the programme, terminations, leave of absences, parental leaves, and part-time status (Table 15). The only data that showed unevenness between genders were extensions and part-time status, where more male students were recorded, and leave of absences, where more female students were recorded. More information on these trends, and the reasons behind them, is needed.

|  | Extensions | | FT to PT requests | | Withdrawal | | Termination | | Leave of Absence | | Parental Leave | | Part-Time | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2013-2018 | F | M | F | M | F | M | F | M | F | M | F | M | F | M |
|  | 8 | 17 | 5 | 7 | 4 | 3 | 4 | 4 | 25 | 11 | 2 | 2 | 9 | 29 |

**Table 15: PGR extensions, part-time transitions, withdrawals, terminations leave of absences, parental leave, and part-time status by gender (Headcount)**

| |
|---|
| 7.1A. Maintain records on hardship funds, extensions, leaves of absences, withdrawals, terminations, part-time to full-time transfer, parental leave, and part-time by gender |
| 7.1B. Audit reasons for full-time to part-time status transfer by gender |
| 7.1C. Address reasons identified in audit and focus groups and any trends in records |
| 7.1D. Refresh students on extension and leave of absence policy at annual review meetings |
| 7.1E. Focus group where appropriate |

(v)     Progression pipeline between undergraduate and postgraduate student levels

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

Our numbers for female students exceeds the national average at the UG level and falls into line with the national average at the PG level.  Our UG female students are not choosing to continue with PG study at St Andrews.  The female UG students (67) who took the survey indicate that 21 of them intend to pursue academia (6 of them at St Andrews), however, a very small percentage of St Andrews students enter post-graduate study at St Andrews (Charts 4 & 5).  As our PGT offers and entrances are close to gender parity, the pipeline between our UG and PG programmes has not been a concern from a gender perspective.  Additionally, Chart 4 demonstrates that from 2013-14 to 2016-17, there was a steady rate of female students entering the PGR programme who had been UG students at St Andrews.  However, there was a sharp decline in 2017-2018 about which we will watch to see if it represents a pattern or an anomaly.  In the meantime in our next School survey we will pose questions to our UG students about their decision to not pursue PG study at St Andrews.

Additionally, the survey data suggests that female UG students are uncertain about what they will do after graduation (Chart 5).  Therefore, this is something we want to specifically address in the creation of a Careers Weekend (AP 7.2).
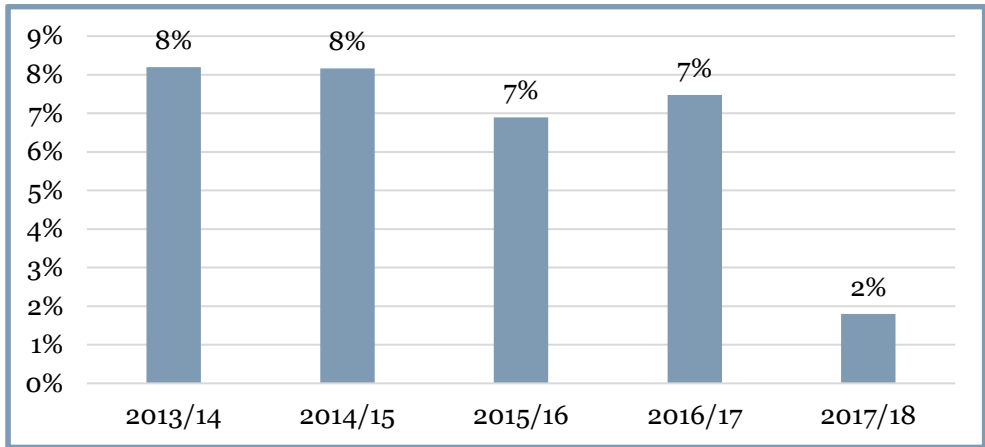
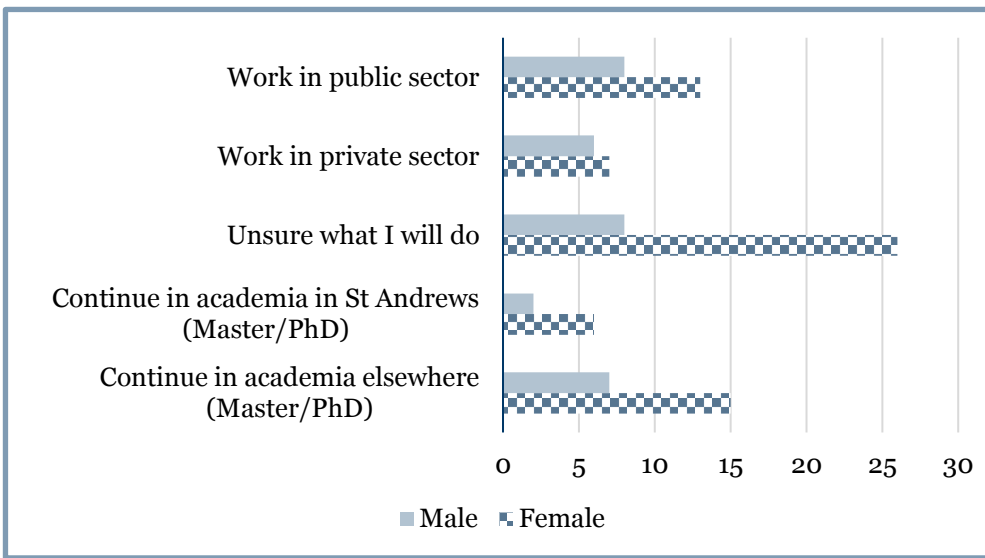**Chart 4: Percentage PGR students who were previously UG at St Andrews**



**Chart 5: Undergraduate survey response: 'What aspirations do you have once you graduate'? (by gender)**

### 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.

| Role / Grade | 2013-2017 | | | | 2013 | | 2014 | | 2015 | | 2016 | | 2017 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | M | Total | % F | % F | AHSSBL % F | % F | AHSSBL % F | % F | AHSSBL % F | % F | AHSSBL % F | % F | AHSSBL % F |
| Research | 13 | 20 | 33 | 39% | 57% | 61% | 44% | 55% | 38% | 51% | 20% | 53% | 25% | 49% |
| Grade 4 | 1 | 3 | 4 | 25% | | 100% | 50% | 50% | 0% | | 0% | | | |
| Grade 5 | 0 | 0 | 0 | | | 50% | | 67% | | 70% | | 100% | | 75% |
| Grade 6 | | | | 33% | 50% | 52% | 50% | 46% | 0% | 38% | 0% | 50% | 0% | 48% |
| Grade 7 | | | | | | 100% | | 60% | | 60% | | 67% | | |
| Grade 8 | 0 | 0 | 0 | | | 100% | | 100% | | | | | | |
| Grade 9 | 0 | 0 | 0 | | | | | | | | | | | |
| Bespoke | 9 | 9 | 18 | 50% | 67% | 80% | 50% | 67% | 60% | 63% | 33% | 25% | 33% | 60% |
| Education Focussed | 7 | 12 | 19 | 37% | 33% | 55% | 25% | 55% | 25% | 58% | 25% | 56% | 75% | 59% |
| Grade 5 | 0 | 0 | 0 | | | 77% | | 67% | | 76% | | 82% | | 89% |
| Grade 6 | 7 | 9 | 16 | 44% | 50% | 52% | 33% | 56% | 33% | 55% | 25% | 55% | 75% | 57% |
| Grade 7 | | | | | | | | 17% | | 17% | | 22% | | 14% |
| Grade 8 | 0 | 0 | 0 | | | 100% | | 100% | | 100% | | 100% | | 100% |
| Bespoke | 0 | 0 | 0 | | | | | | | | | | | |
| Research & Education | 64 | 155 | 219 | 29% | 33% | 34% | 32% | 36% | 30% | 37% | 26% | 37% | 26% | 38% |
| Lecturer | 38 | 76 | 114 | 33% | 38% | 39% | 36% | 43% | 35% | 43% | 25% | 42% | 33% | 42% |
| Senior Lecturer | 6 | 22 | 28 | 21% | 0% | 41% | 33% | 46% | 25% | 46% | 33% | 46% | 15% | 46% |
| Reader | | 0 | | | | 32% | | 30% | | 36% | | 31% | | 38% |
| Professor | 15 | 57 | 72 | 21% | 25% | 22% | 20% | 22% | 19% | 23% | 20% | 25% | 21% | 27% |
| **Academic Total** | **84** | **187** | **271** | **31%** | **37%** | **39%** | **33%** | **40%** | **30%** | **41%** | **25%** | **40%** | **30%** | **42%** |

**Table 16: Academic staff by grade between 2013-2017**

The School has a history with promoting gender diversity amongst the staff: it was the first School of IR/Politics in Scotland to offer a chaired position to a female candidate in 2006. Furthermore, after 3 female hires were made in academic year 2010-2011 and another female staff member was hired in 2013, the School, at 37% female members of staff, was in keeping with the national average of 35% as shown in Table 17 (see AP 5A and 6A). However, this progress began to fall in 2014, as the School hired male staff 2:1 to female staff (and Caucasian staff 8:1 to BME staff) over the next few years. This resulted in the School being behind the national average for female hires by 12% in 2016 (see Table 17 and Chart 6).

| Year | Headcount | | | Headcount (%) | | National % Female |
|------|-----------|------|-------|--------------|------|-------------------|
| | **Female** | **Male** | **Total** | **Female** | **Male** | |
| **2017** | 16 | 38 | 54 | 30% | 70% | - |
| **2016** | 14 | 41 | 55 | 25% | 75% | 37% |
| **2015** | 17 | 39 | 56 | 30% | 70% | 37% |
| **2014** | 19 | 38 | 57 | 33% | 67% | 36% |
| **2013** | 18 | 31 | 49 | 37% | 63% | 35% |

**Table 17: School of IR Total Number of Academic Research and Teaching and Teaching Focussed Staff by Gender, Including Research Only and Scholar Practitioners**

Furthermore, there are only 3 BME staff members in the School, or 5.5%, which is below the UK national average of 8.3% of BME Politics/IR staff in 2015-16. None of the BME members of staff are at the professorial level, putting the School behind the national trend of 6.5% of professors in Politics/IR are BME. The School of IR has outlined a series of actions to do better on both gender and BME.

| |
|---|
| 5.1A. Advertise open positions widely in female and BME specific networks |
| 5.1B. Internal hiring panel representatives must meet with ED Chair or ED Committee member to look at present and future gender and BME imbalances in the School |
| 5.1C. ED Chair or ED Committee member is part of the School's short-listing process before the short-list goes to the Principal's Office |
| 5.1D. Achieve better gender representation from the School on hiring panels |
| 6.1E. Once gender parity is achieved, to rotate each MC role between males and females |

| |
|---|
| 5.2A. Invite the Master (University administrator who oversees academic appointments)/Proctor (University administrator who oversees learning and teaching) to Staff Council annually to provide guidance on promotion |
| 5.2B. Track number of those eligible for promotion by gender and BME identity annually |
| 5.2C. Implement the new policy of annual reviews |
| 5.2D. HoS to email and meet with interested parties and write a yearly statement on what the promotions panel is looking for |
| 5.2E. To offer mentoring from School professors who have served on the panel to those considering promotion |
| 5.2F. Create link on School Staff page to new University policy and procedure on promotion before University promotion applications are due |
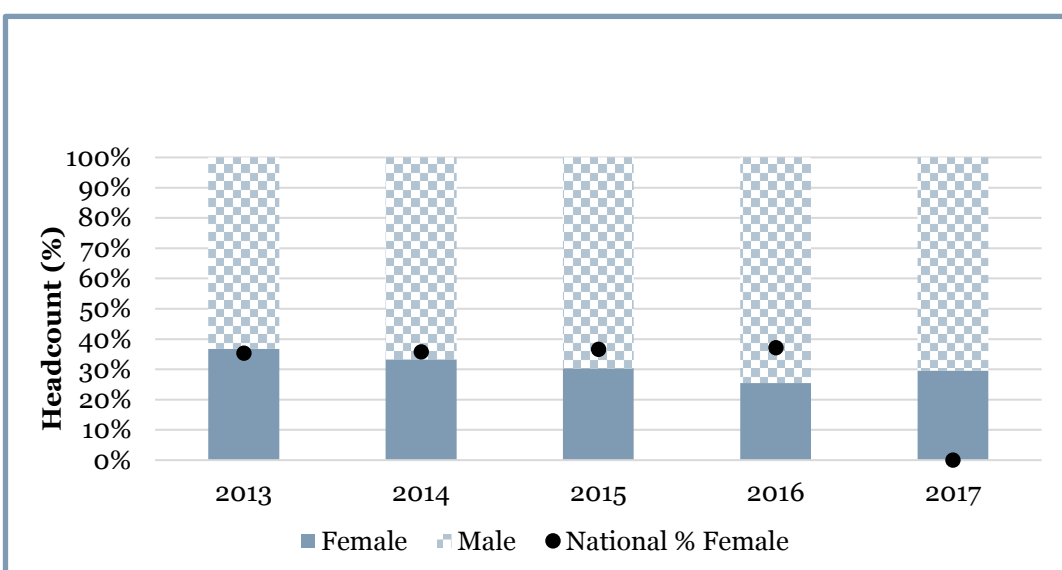


**Chart 6: Total number of School of IR Academic and Teaching Staff with national average including Research Only and Scholar Practitioners**

**Research Only**

The few research-only positions that the School has are all awarded through research grants and affiliated with the research centres. They are not permanent members of the School as they are on fixed-term contracts. There are an average of 7 research only positions within the School each year between 2013-2017. The School is committed to enabling the career progression of Research Only staff members. To this end, they will now be invited to Annual Review meetings with their project manager or HoS (AP 5.4F).

Additionally, it will be made clear that they can expect support on their research funding applications from the Director of Research (AP 5.4C).

**Teaching and Research**

| Grades | Female | Male | Percentage Female | % AHSSBL |
|---|---|---|---|---|
| **Lecturer (Grade 7)** | 5 | 10 | 33% | 42% |
| **Senior Lecturer and Reader (Grade 8)** | 5 | 11 | 31% | 46% |
| **Professor (Grade 9)** | 3 | 11 | 21% | 27% |
| **Total** | 13 | 32 | 29% | -- |

**Table 18: Research and Teaching Staff Broken Down by Grade and Gender**

| Role / Grade | IR % F | AHSSBL % F | History at St Andrews | Scotland Average* (2016/17) |
|---|---|---|---|---|
| Research | 25% | 49% | 47% | 57% |
| Grade 4 | | | | |
| Grade 5 | | 75% | 67% | |
| Grade 6 | 0% | 48% | 40% | |
| Grade 7 | | | | |
| Grade 8 | | | | |
| Grade 9 | | | | |
| Bespoke | 33% | 60% | | |
| Education Focussed | 75% | 59% | 60% | 25% |
| Grade 5 | | 89% | | |
| Grade 6 | 75% | 57% | 60% | |
| Grade 7 | | 14% | | |
| Grade 8 | | 100% | | |
| Bespoke | | | | |
| Research & Education | 26% | 38% | 35% | 31% |
| Lecturer | 33% | 42% | 30% | |
| Senior Lecturer | 15% | 46% | 70% | |
| Reader | | 38% | 33% | |

30

| | | | | |
|---|---|---|---|---|
| Professor | 21% | 27% | 20% | |
| **Academic Total** | **30%** | **42%** | 40% | 33% |

Table 19. Benchmarking for Academic Staff in the School of International Relations (2017)
* All refer to the Politics and International Studies cost centre.

Female staff in the School of IR are underrepresented in comparison to national benchmarking data (see Table 17 & 18 and Chart 6).  The number of female academic staff in the School is strong in comparison to the Scottish Average (see Table 19), which includes data from St Andrews, Edinburgh, and Glasgow Universities.  A better measure is an internal comparison with the School of History as it is a similar size in terms of staff and student numbers.  Here we can see that there is a higher percentage of female ALs (Education Focussed) in the School of IR.  Yet we are behind History by 12% for the percentage of female Research and Education staff members and trail them by 6% in terms of female professors.  This large difference has led to biased perceptions of expertise within our student population and has had an impact on the perception of gender equality in the School leadership and administrative roles (see Section 5).

While the University and School's new hiring and promotion procedures will helpfully re-dress these gaps, the School of IR is looking forward to creating more inclusive and more aware hiring practices and helping hiring committees to be aware of the gender and BME dynamics within the School, but also in the wider-academic environment (see Section 5.1) (see AP 5.1A).

**Associate Lecturers (Education Focussed)**

Female members of staff in the School are overrepresented in the teaching-intensive Associate Lecturer (Education Focussed) positions, formerly known as teaching fellows.  Currently, the School employs 6 ALs.  In the summer of 2018, 3 of the ALs positions were made permanent, joining 1 other permanent AL.  Two ALs in CSTPV remain on fixed-term contracts.  In terms of gender, 3 females and 1 male are on permanent contracts and 1 female and 1 male are on fixed-term contracts.  Therefore, women comprise 67% of the ALs and ED Chair will work with the HoS and Recruitment Chair to work for gender parity as new positions are filled (Action 5A).

**Special Classifications**

There are two additional members of staff who are outside of academic staff.  One is a scholar-practitioner that holds a non-academic Associate Lectureship in CSTPV.  The second is a Senior Research Fellow, also in CSTPV.  These roles are treated like members of academic staff.  They go through Annual Review and are included in the life of the School.  No action needed at this time.

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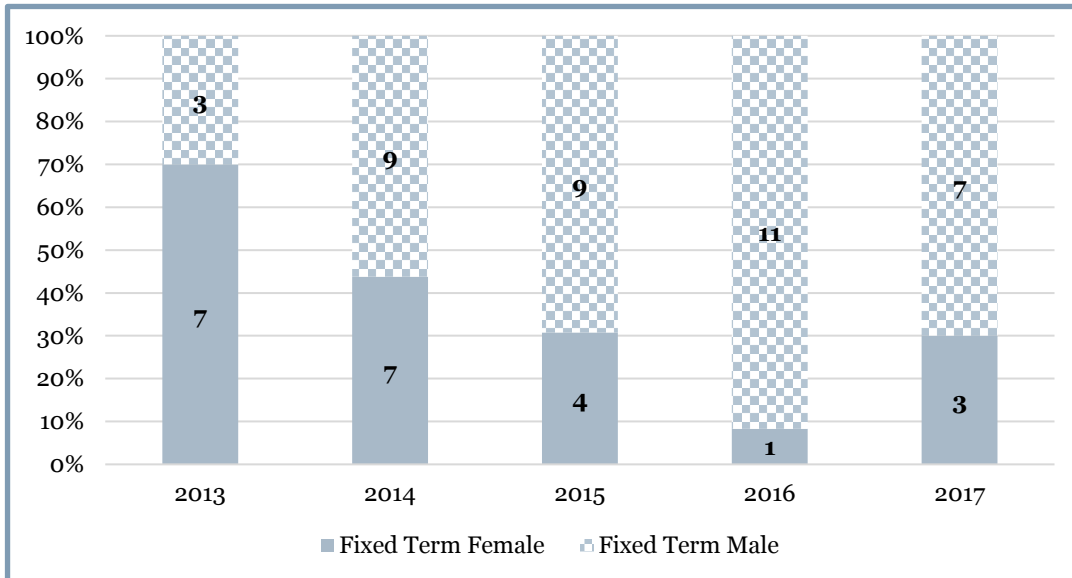


**Chart 7:  Fixed Term Academic, Research, and Teaching Staff by Gender**

Since 2013 the School has hired more male staff members on fixed term contracts (Chart 7).  Fixed-term contracts in the School tend to fall into one of three camps:
- Associate Lecturers who are hired as a buy-out/cover for a research grant or heavy administrative duties;
- Research fellows from one of the research centres or fellows who are paid through a grant;
- Or part-time professors or professors who are hired back after retiring.

At this time, no course of action is needed.

(iii)   Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data. Academic leavers by grade and gender and full/part-time status

| Year | Role | Fixed-Term | | Standard | |
|------|------|--------|------|--------|------|
| | | **Female** | **Male** | **Female** | **Male** |

| 2013-2017 | Research | 7 | 5 | 0 | 1 |
|-----------|----------|---|---|---|---|
| | Teaching Focussed | 0 | 3 | 0 | 1 |
| | Lecturer | 1 | 2 | 3 | 2 |
| | Senior Lecturer | 0 | 0 | 0 | 1 |
| | Reader | 0 | 0 | 0 | 0 |
| | Professor | 1 | 2 | 0 | 4 |
| | Total | 9 | 12 | 3 | 9 |

**Table 19: Total Number of Academic, Research and Teaching Staff Leavers**

All of the academic leavers in the School were full-time status.  All of the Research leavers were fixed-term contracts.  While it appears that more men are leaving during this time period (see Table 19), several of the male leavers moved to different positions and stayed employed within the School, whereas the women left the School and the University.

Historically no exit interviews were conducted which we will rectify going forward to gain a better understanding of why staff are leaving.

| 5.5A. Introduce exit interviews for reasons behind departure |
|---|
| 5.5B. Audit data every two years as needed to monitor for any trends |
| 5.5C. ED Chair to work with relevant administrative role to address any trends |

Word count: 2044

## 5.   SUPPORTING AND ADVANCING WOMEN'S CAREERS
**Recommended word count: Bronze: 6000 words  |  5593 words**

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

The School has generally attracted fewer female applicants than the national average, with the exception of Research only in 2015 and 2013, Lecturer in 2015, Lecturer in 2014 (Table 20).

Going into the 2017 hiring round, CSTPV was aware that there had not been a female member of academic staff in the Centre since early-2016.  Therefore, the Director of CSPTV worked with the ED Chair to advertise the position on female-centred networking sites, including the Feminist Theory and Gender Studies Section of International Studies Association and the Women in Academia Support Network's Facebook pages. While Table 20 does not record this, the 2017 education focussed search resulted in the hire of a female CSTPV fixed-term AL who started in January 2018.

Of the offers made at the lecturer level between 2013 and 2017, 9 out of 14 were made to male applicants.  At the Professorial level, 3 offers were made. Two offers were to male appointments, both products of named searches and both of whom accepted. The other offer was made to a female applicant who declined it.  The School has committed to no longer conducting named hire searches.  The School will prioritise increasing the applicants from female and BME candidates.

| |
|---|
| 5.1A. Advertise open positions widely in female and BME specific networks |
| 5.1B. Internal hiring panel representatives must meet with ED Chair or ED Committee member to look at present and future gender and BME imbalances in the School |
| 5.1C. ED Chair or ED Committee member is part of the School's short-listing process before the short-list goes to the Principal's Office |
| 5.1D. Achieve better gender representation from the School on hiring panels |
| 6.1E. Once gender parity is achieved, to rotate each MC role between males and females |

| Year | Role | Applications | | | | | Shortlisted | | | | | Offers | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Female | Male | Total | % Female | AHSSBL % Female | Female | Male | Total | % Female | AHSSBL % Female | Female | Male | Total | % Female | AHSSBL % Female |
| **2017** | Education Focussed | 7 | 19 | 26 | 27% | 49% | 3 | 1 | 4 | 75% | 3% | 0 | 0 | 0 | - | 47% |
| | Lecturer | 12 | 26 | 38 | 32% | 45% | 0 | 0 | 0 | - | 4% | 0 | 0 | 0 | - | 48% |
| | Senior Lecturer | - | - | - | - | 35% | - | - | - | - | 0% | - | - | - | - | 50% |
| | Reader | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Professor | 3 | 7 | 10 | 30% | 28% | 1 | 2 | 3 | 33% | 1% | 0 | 0 | 0 | - | 0% |
| **2016** | Education Focussed | 52 | 115 | 167 | 31% | 48% | 4 | 7 | 11 | 36% | 5% | 2 | 2 | 4 | 50% | 67% |
| | Lecturer | 52 | 130 | 182 | 29% | 42% | 2 | 8 | 10 | 20% | 2% | 1 | 3 | 4 | 25% | 55% |
| | Senior Lecturer | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Reader | - | - | - | - | 18% | - | - | - | - | 0% | - | - | - | - | 0% |
| | Professor | 5 | 24 | 29 | 17% | 39% | 3 | 5 | 8 | 38% | 1% | 1 | 1 | 2 | 50% | 67% |
| **2015** | Education Focussed | - | - | - | - | 55% | - | - | - | - | 2% | - | - | - | - | 80% |
| | Lecturer | 71 | 134 | 205 | 35% | 38% | 6 | 11 | 17 | 35% | 5% | 1 | 2 | 3 | 33% | 40% |
| | Senior Lecturer | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Reader | - | - | - | - | 46% | - | - | - | - | 0% | - | - | - | - | 0% |
| | Professor | - | - | - | - | 30% | - | - | - | - | 1% | - | - | - | - | 50% |
| **2014** | Education Focussed | - | - | - | - | 45% | - | - | - | - | 5% | - | - | - | - | 57% |
| | Lecturer | 63 | 127 | 190 | 33% | 34% | 2 | 9 | 11 | 18% | 3% | 1 | 3 | 4 | 25% | 37% |
| | Senior Lecturer | - | - | - | - | 11% | - | - | - | - | 0% | - | - | - | - | 0% |
| | Reader | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Professor | - | 1 | 1 | 0% | 40% | - | 0 | 0 | - | 1% | - | 0 | 0 | - | 20% |
| **2013** | Education Focussed | - | - | - | - | 46% | - | - | - | - | 1% | - | - | - | - | 50% |
| | Lecturer | 41 | 92 | 133 | 31% | 38% | 7 | 6 | 13 | 54% | 4% | 2 | 1 | 3 | 67% | 43% |
| | Senior Lecturer | - | - | - | - | 11% | - | - | - | - | 0% | - | - | - | - | 0% |
| | Reader | - | - | - | - | 23% | - | - | - | - | 0% | - | - | - | - | 0% |
| | Professor | - | 1 | 1 | 0% | 34% | - | 1 | 1 | 0% | 1% | - | 1 | 1 | 0% | 33% |

**Table 20: Total number of academic applications by gender**

In 2016-17 a new administrative role, New Staff Liaison, was created to formalise the induction of new members of academic staff. That position is responsible for distributing the New Staff Handbook to relevant persons over the summer or in the months prior to their start date. The role works with the HoS and DoT to ensure the new staff member's teaching load is reduced and that they are given no administrative responsibilities in their first year as outlined in School policy.

New members of staff are paired with a mentor during this time period, although only 4 of the 6 Associate Lecturers indicated they were aware that they could have a mentor. The School will now formalise induction and the assignment of mentors to new staff.

| |
|---|
| 5.6A. Introduce new staff to Director of Teaching, Head of School, Director of Research, and ED Chair |
| 5.6B. Familiarise new staff with School policies, reporting structures, and teaching timelines |
| 5.6C. Train new staff on Moodle and MMS |

(iii)    Promotion

**Teaching and Research Staff**

| Years | Position | Applications | | | Successful | | | Success Rate | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Female | Male | Total | Female | Male | Total | Female | Male | Total |
| **2013-2017** | Senior Lecturer | 2 | 12 | 14 | 2 | 8 | 10 | 100% | 67% | 71% |
| | Reader | 1 | 2 | 3 | 0 | 0 | 0 | 0% | 0% | 0% |
| | Professor | 1 | 3 | 4 | 0 | 2 | 2 | 0% | 67% | 50% |

**Table 21: Total Number of Applications for Promotion**

In the academic year 2016-2017, the university changed its criteria for academic promotion to ensure factors such as teaching and collegiality were taken into account more formally. With these changes, School promotions to Senior Lecturer have been largely successful, with only 1 male unsuccessful in 2016, and 1 female and 1 male applications to professor unsuccessful in 2017 (Table 21). There appears to be no overt gender trend in the data. However, the School has not tracked how many members of the School were eligible for promotion, therefore we are introducing this (AP 5.2B).

| |
|---|
| 5.4A. Distribute details of the mentoring scheme to all new staff members |

As a result of the University changes, and as a result of wishing to have a more formal process in place within the School, the Head of School, after consultation with the MC, put in place a new School procedure.  In 2016-2017, the procedure was as follows:

1. The HoS sent out an email in October asking for any staff who intend to apply to contact the HoS.
2. That individual filled out a School form that sought to capture certain elements of a proposed application.
3. This form was then circulated to one professor for applications to Senior Lecturer or Reader or two professors for applications to Professor.
4. Professors sent written evaluations to HoS, who then collected them, anonymised them, and sent them to the staff member. Along with this, the HoS included his comments on the application.
5. At a meeting, the HoS would discuss the evaluations with the staff member.
6. Staff members were invited to provide an additional draft to the HoS before final submission. While staff can apply without the HoS support it is not advised.

For the 2017-2018 promotion round, the HoS continued the above process but also adopted University's official Review and Development form, which will help the applicants better correlate their achievements to University requirements.  Those applying for promotion to Grade 8 have their application reviewed by two professors and those applying for promotion to Grade 9 have their application reviewed by three professors. The increase in reviewers was made to expand the amount of feedback an applicant will receive.  The feedback was provided to staff in the same way described above.

**Associate Lecturers**

There are two promotional pathways for Associate Lecturers on permanent contract. They can either be promoted within a teaching-focussed pathway, moving from Associate Lecturer to Senior Associate Lecturer to Professor (Teaching Focussed). Alternatively, they can apply to transition contracts, moving from Associate Lecturer to Lecturer (Research and Teaching).  To enable this, the School has created a way to manage maintaining Associate Lecturers research time, which is not a part of their contract, to enable their promotion.

| 5.4D. Manage AL's teaching obligations to ensure they have dedicated time for research |
| --- |

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

The School's process was to aim for 100% inclusion in the 2013 REF and the REF mandates 100% inclusion in the 2020 cycle.  In 2013, the DoR worked with a committee of senior members of academic staff to mentor and locate all staff members' most

promising works and help each individual to develop it further. In 2013, the School put forward 100% of its staff members. The University made the decision to exclude 2 female and 2 male members of staff (Table 22). While this disproportionately affected the percentage of female staff members included, it was an improvement (percentage wise) from the 2008 RAE (Table 23).

| Gender | Eligible | Eligible but not submitted | Submitted | % Submitted | University % Submitted |
|--------|----------|----------------------------|-----------|-------------|------------------------|
| **Female** | 13 | 2 | 11 | 85% | 84% |
| **Male** | 24 | 2 | 22 | 92% | 82% |

**Table 22: REF 2014 Summary**

| Gender | Eligible | Eligible but not submitted | Submitted | % Submitted | University % Submitted |
|--------|----------|----------------------------|-----------|-------------|------------------------|
| **Female** | 5 | 1 | 4 | 80% | 97% |
| **Male** | 24 | 1 | 23 | 96% | 91% |

**Table 23: RAE 2008 Summary**

**SILVER APPLICATIONS ONLY**

**5.2. Key career transition points: professional and support staff**

(i) Induction

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

(ii) Promotion

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

**5.3. Career development: academic staff**

(i) Training

The School of IR provides internal training in relationship to teaching and pedagogy. It encourages participation in University-wide events on teaching, equality and diversity,

and career progression via the advertisement of events either through email, announcements at Staff Council, and in face-to-face contact. 100% of the responses from both academic staff and PSS were favourable that there are opportunities for professional training (Chart 8).

The University also provides training via the Centre for Academic, Professional and Organisational Development (CAPOD) and staff and students in IR have utilised these training opportunities extensively. There were 30 staff and student sessions for equality, diversity and inclusion sessions in the past year (diversity, unconscious bias, and recruitment training). Between 2016 and 2018 there were 274 staff sessions (149F, 125M – 54%F) recorded for other developmental opportunities and 844 sessions (466F, 378M – 55%F) recorded for students, these included course subjects on conference planning for postgraduates, Microsoft Office applications, how to be your own best editor, applied multivariate analysis using R, research funding, and publishing in the arts and social sciences.
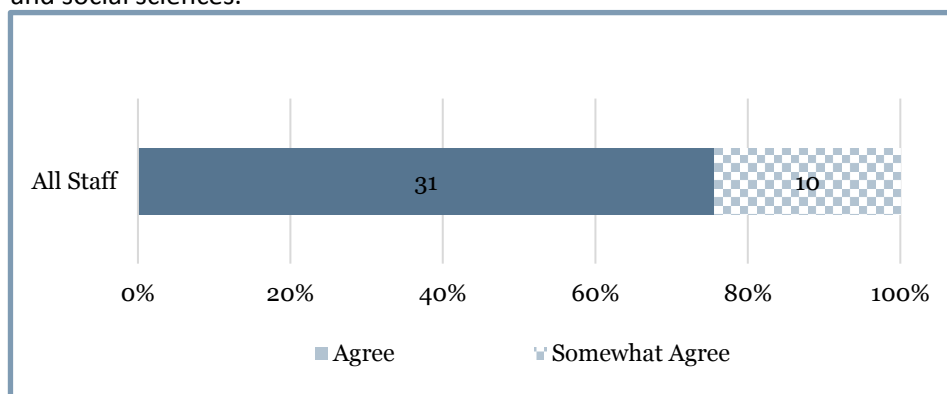


**Chart 8: All Staff Survey Response: 'I have opportunities for professional training'**

(ii)    Appraisal/development review

An area in which we have had success is in the revamping of the Review and Development system. The new HoS set this as a priority area. In 2016- 2017, the Head of School met with 90% of staff and in 2017-2018 met with 95% of staff. Scheduling conflicts precluded three appraisals at this time. The Director of CSTPV met with 100% members of the CSTPV staff, and sent the Review and Development form to the HoS for confirmation. The Annual Survey will include questions in the future measuring the satisfaction of staff with reviews (AP 7.3 B).

(iii)    Support given to academic staff for career progression

This process has identified the need to provide ECRs and ALs with more support for career progression (see Textbox A). Since 2017, the HoS or the Director of the CSTPV have conducted annual reviews with all ALs. Additionally, since 2018, the School has managed ALs teaching load in order to have time for research, even though this is not considered part of their contract (see AP 6B). Through Action 4C this will be formalised along with regular meetings with the Director of Research on strategising output and funding applications.

'There should be more protection of teaching fellows [ALs], especially their research time. They should…be assigned a mentor and professional development training.'

'I'm not convinced that we treat teaching fellows as equals who are given the opportunity to be promoted, but as if they are adjuncts who deserve to be weighed down with a heavy workload.'

**Textbox A: Qualitative Survey Responses regarding Associate Lecturers**

AP 4C
- Associate Lecturers and ECRs to meet with the DoR to discuss research, REF, and related issues;
- HoS to work with ALs and ECRs to manage workload to enable the writing of funding applications.

AP 6B
- Manage AL's teaching obligations to ensure they have dedicated time for research.

Additionally, the DPGR has created a number of events to introduce PhD students to the Business Development Office, including talks on funding and post-doctorate opportunities, as well as seminars on career progression in- and out-side of academia. The School would like to formalise these endeavours through the introduction of a funding newsletter specifically for PhD students, particularly encouraging them to apply for post-doctorates that would enable successful candidates to stay at St Andrews, as suggested in focus group with PGRs.

| 4.4A. Foster a connection between PhDs and the Business Development Office specifically regarding post-doctorate funding |
| 4.4B. Create and disseminate a funding opportunity newsletter targeted at PhDs |

For the research and teaching staff, career progression is informally tied to promotion, as indicated in survey response. The new annual review procedures by the Head of School provide the written feedback, which is asked for in Textbox B.

> '…clearer guidelines around what is expected for career progression, a recognition that those members of staff who work in subfields of IR might have different priorities in terms of publication type/outlet that those in mainstream IR.  Written reports from progress meetings which summarise the priorities of staff and the outcome so that staff and reviewer have a measure by which to judge progress.'
>
> **Textbox B: Staff Survey Response on Career Progression**

For female academic staff, their positivity towards progression is mixed (see Chart 9) and the aim is that the University's new promotion procedures, which are linked on the School's website, and the School's new policy on annual reviews, will engender greater positivity.  Staff responses to these measures will be tracked through the Annual Survey (AP 1.2).

**Academic staff survey responses**

| | Female | Male |
|---|---|---|
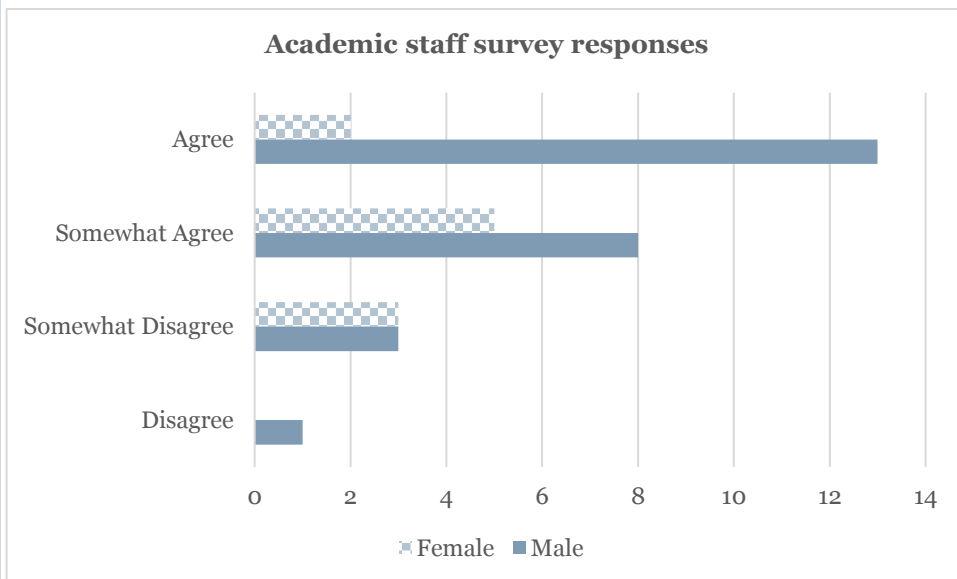
**Chart 9: Academic staff survey responses: 'I am optimistic about career progression'**

| 5.7A. Create and hold a café on career progression in Semester 1 yearly |
|---|

The School invests in and supports events on career advice and mentoring and we have numerous well-attended events per year organised by students, the Careers Office, and the School's Career Office Link.

Academic career events have been conducted in the past two years.  In Autumn 2016, an event, 'Oh the Places You'll Go,' was held in a pub where academic staff members and PhD students shared their career pathways with UG students.  This was a well-attended event.  A similar event was proposed for 2017-2018, but funding was not available and will be reinstituted in 2018-2019.  The School provided financial support for an event hosted by the University's Women in Work Society in November 2019.

The UG School President also organises Student-Staff lunches, where a group of students invites a member of academic staff to lunch.  The lunch is promoted to students via a weekly email and Facebook announcement.  Names of interested students are kept on an Excel spread sheet managed by the IR School President.  Staff are invited by a general email at the beginning of the semester.  Conversation centres on staff research interests and what led to staff career choices, creating ad hoc mentoring on academia.

> 7.2A. Develop careers weekend for UG and MLitt students

In addition to University-wide GRADSkills workshops provided through CAPOD, starting in 2016-17, the DPGR organises Professional Development Workshops catered specifically to our PGR students.  The topics are chosen after discussion with students through the PhD Student-Staff Consultative Committee representatives and emails directly to all students requesting topic ideas.  There is a designated IR Careers Officer available to meet with students to discuss opportunities, provide advice on applying for jobs, and give feedback on mock interviews.  At least two workshops are held per semester.  Each workshop usually lasts two hours and speakers come from the School, wider university, and/or other institutions/organisations.  However, there has been a poor turnout to these with rarely more than 10 students at each event.  Therefore, we will ask about what events the students would like to attend as part of the annual survey. (AP 1.2).

There are also many opportunities within the School to further professional development.  These include PGR workshops provided by leading international scholars visiting the School, tutoring on undergraduate modules, organising graduate conferences, and research assistantships.  PGR students are given the opportunity to apply to attend the after-seminar dinners with visiting speakers and School staff (AP 4B).  The School provides financial support through the PGR Research and Travel fund for students to present at conferences and workshops.  Further financial support is also available through CAPOD funds, in particular the Research Student Development fund which helps students attend external or online events that provide transferable skills development.

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

The School has a strong history with grant and funding applications.  We are proud of our record in helping multiple ECRs win major awards.  In order to maintain such a positive trajectory, in spring 2018, the Director of Research in consultation with the DPGR instituted two reforms via MC and Staff Council that will increase the support for those who apply for grants. The first is an incentive programme through which members of staff applying for grants over £250,000 will receive workload credit, starting at Tier 2.  The Research Committee can decide to increase this allowance depending on the size of the grant and in consideration of the amount of time and effort writing a grant proposal can take.  A concern has been raised that this new policy may adversely impact ALs and ECRs because they may have to take on the teaching or administration from which the research grant applicant is being released (see Action Plan 5.4c)

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5.4C. Provide opportunities for Associate Lecturers and Early Career Researchers to meet individually with the Director of Research to discuss research, REF, and related issues as needed

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Additional support for those applying for research grants comes through the recently reconstituted Research Committee, which started functioning in September 2018 and includes expertise from throughout the School.  The committee is available to discuss or read grant applications and assist the applicant at any time during the process.

The committee will also be available to support the unsuccessful candidate by helping them work out why the application was unsuccessful and helping them identify and prepare the application for a different funding body (AP 4E).

**5.4.    Career development: professional and support staff**

(i)    Training

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

(vi)    Appraisal/development review

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

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

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

**5.5.    Flexible working and managing career breaks**

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

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

The School has historically utilised the University carer leave policies (maternity, paternity, shared and other parental, adoption, and carer leave) and relied on University publicity in this area.  This is in part because there have been so few parental leave takers.  The School wishes to make staff more aware of policy, however, and has highlighted parental leave policy at Staff Council and has included links to the University policy on the School's website.  As part of Action 6.4 we will also invite HR to speak on parental leave, and other HR policies, at Staff Council bi-annually.

In the first case of maternity leave at the School since 2011, the Head of School proactively met with a member of professional services staff before she went off on maternity leave in early February 2018.  Keeping in Touch (KiT) days, cover, and a return to work plan were covered between the member of staff and HoS.  In turn, she also discussed these with HR.

6 PGR students have taken parental leave since 2015-16.  They work with their supervisors and the DPGR to plan for their leave, manage any visa restrictions, and discuss their return to study.

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

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

Full maternity cover was provided for the one staff member who has taken maternity leave and she took 5 KiT days whilst on leave.

The DPGR introduced policies about returning from parental leave to the same working conditions in 2017-2018.  For instance, not all of our PhD students have shared-office desk space; therefore, if a student with a desk went on parental leave they return to a desk, even if it is not in the same office.  Additionally, funds for conference attendance during parental leave were allocated in 2017-2018.

However, PGR students in the focus group indicated some confusion over parental leave.  In the past, it has been applied unequally and some supervisors have expressed that they will not be available to their PGR students during parental leave.  As a result, we have clarified that all are entitled to supervision if they wish to have it.

| |
|---|
| 6.3C. To publish University PhD Parental Leave policy with additional specification of School policy on website and in PGR HB |
| 6.3D. Ensure student is entitled to the same working conditions upon return from parental leave |
| 6.3E. To allow for supervision to happen while the student is on leave if they so desire |
| 6.3F. Student and supervisor come up with a plan for KiT days during parental leave recognising that needs may shift |

(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.

When a member of staff returns from parental leave, they are given the option of having a meeting with their line manager to address any concerns on the part of the returnee.  They are also reminded of our commitment to flexible working, including flexibility on working from home or shifting their daily start and end times if needed.  For example, the PSS female returning from maternity leave worked with the HoS to shorten her working day and for permission to work from home.  She also has dedicated space for nursing and childcare in the School should she need it.

PGR students have noted a frustration over the expense of nurseries in the immediate area and how, by avoiding the use of nursery, this prevents them from fully returning to

their studies once parental leave is over.  We recognize that there are financial burdens for parents that may prevent them from progressing in their studies.  Therefore, a budget line of £5000 will be created for PGR childcare costs per year.  Students will apply to the fund and make a needs-based case with a minimum award of £100 per month with more given if need is demonstrated.  The applications will be made to the HoS, DPGR, and the ED Chair for review.  This will be reviewed annually for effectiveness and cost.

> 6.3G. A budget line of £5000 will be created for PGR childcare costs per year. Students will apply to the fund and make a needs-based case with a minimum award of £100 per month with more given if need is demonstrated

### (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.

Before the current PSS member of staff on maternity leave, the last maternity/adoption leave taken in the School occurred in 2011.  She returned to full time after the leave concluded and remains in her position.

> **SILVER APPLICATIONS ONLY**
> Provide data and comment on the proportion of staff remaining
> in post six, 12 and 18 months after return from maternity leave.

### (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.

There is a gender split on who feels comfortable with asking for leave (see Chart 10).  In terms of paternity leave, the School has been progressive: in 2006 the School paid for teaching cover for 1 male to take paternity leave when the University did not yet cover this leave.  However, we face what seems to be a pattern broader than St Andrews on paternity leave where men feel uncomfortable requesting paternity leave (Chart 10).
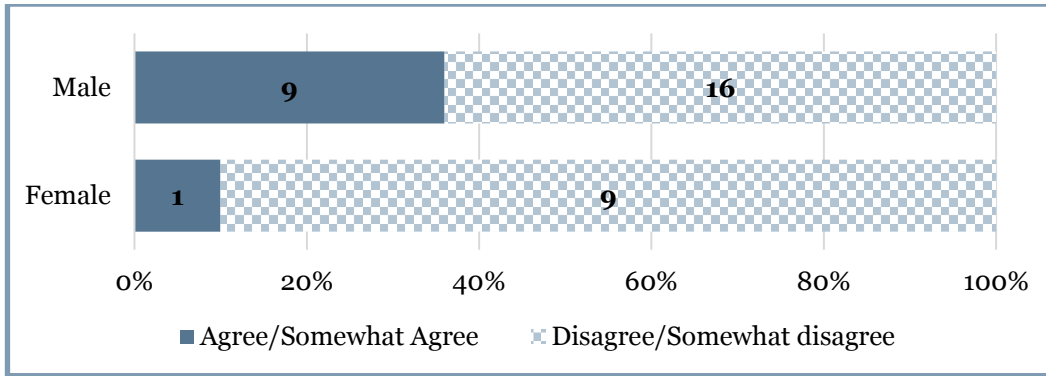
**Chart 10: Academic staff survey response: 'I would feel uncomfortable asking for special leave (maternity/paternity/carers/compassionate)'**

Because of this indicated discomfort, in August 2018 the ED Chair emailed fathers with infants and young children to ask about awareness of parental leave.  The responses from four male members of staff showed differing knowledge. In the past five years, three male members of staff actively worked with the HoS to cover their teaching and administrative responsibilities to take paternity leave.  During the same time period, however, one male member of staff was unaware of this policy and felt unable to have his teaching covered.  Therefore, we will work more proactively to ensure that all staff are aware of parental leave and the School's desire to help them cover their teaching and administrative responsibilities.

| |
|---|
| 6.3A. To publish School processes and make University policy more available by inclusion on the IR E & D website and handbook |
| 6.3B. Invite HR to come in and talk about what the process could be |

(vi)    Flexible working

The School norm has been to support flexible working; therefore there is no formal requirement to request flexible working for academic staff members in the School.  This flexibility is communicated to new staff when they are hired. Only a small percentage of our staff live in the immediate surroundings of St Andrews, in part due to property and housing costs.  Therefore, the School has historically been supportive of those who prefer to work from home, recognising that this helps with caring duties as well as commuting costs.  All staff who participated in the survey indicated satisfaction with current arrangements (Chart 11).
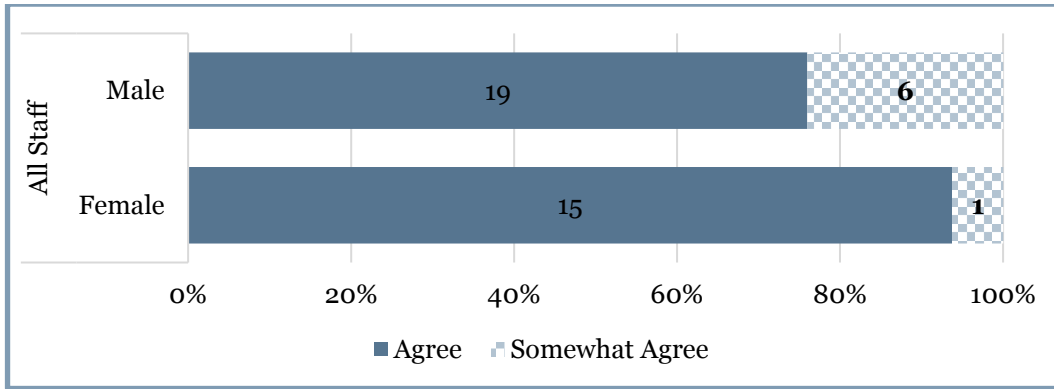
**Chart 11: Staff survey responses: 'I feel that my line manager/supervisor is supportive flexible working'**

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 of IR has not had anyone move from part-time to full-time. The only part-time positions are within the PSS and in an informal focus group those in these roles are aware of the relevant policies. The School Administrator, as the line manager, is aware of the policies.

### 5.6.    Organisation and culture

(i)    Culture

The School benefits from a culture that is dedicated to engaging teaching and strong research. Our PGT and PGR admissions have a strong record of gender balance. It supports members of academic staff with a flexible, transparent, and well-respected workload model. The School is committed to flexible working, understanding that people work in different ways and have different personal commitments that may necessitate them working away from the office. Furthermore, we are eager to engage in creative and lasting change when it comes to issues of equality and diversity. The Athena SWAN process has been eye-opening and we are committed to a process that will best serve our staff and our students as we move forward.

Of greatest concern has been the finding that our survey and focus group data indicates that there are incidents of racial, religious, sexual, and/or sexual orientation discrimination, harassment, and violence. These are serious issues that we are intent on addressing. Additionally, the qualitative data indicated that some members of the School do not know the reporting structure for these incidents (see Chart 11). As you can see from the balance of our actions, this is where we have prioritised our efforts in the next three years.

While we have these findings it is reassuring that UG students feel that the School would support them if they encountered discrimination (Chart 11) even though both

students and staff are less certain about where to report any encounters with discrimination and harassment (Chart 12).

Therefore, we have prioritised increasing awareness amongst students and staff of the culture we wish to create initially utilising the University policies on discrimination, harassment, and violence in order to create certainty about how to report any of these behaviours.  Complementary to these policies are our own raft of new training and procedures which you can see in action 2.1.

| |
|---|
| 2.1A. Work with a specialised drama company to create a new student induction that covers bias and harassment as well as good communication skills in an academic setting |
| 2.1B. Review of content through feedback from attendees that include students, tutors, and other staff members as well as University EDI and conversation with drama company director. |
| 2.1C. The EDC will create a zero-tolerance policy within the School and a shorter statement will be included in all module booklets. |
| 2.1D. Prominently display Zero Tolerance statement within the Arts Building on the welcoming computer screens. |
| 2.1E. The EDC will contribute to creation of PGR student induction seminar on unconscious bias and inclusion training. |
| 2.1F. Policy will be read at the 1st lecture of sub-honours modules each semester. |
| 2.1G. Expand the reporting structure as stated in School Handbook from just Head of School to Equality and Diversity Chair. |
| 2.1H. Put University policy on discrimination, harassment, and violence to School of IR on the School's Equality and Diversity webpage. |
| 2.1I. Develop recruitment process and recruit 3-8 Inclusion Champions. |
| 2.1J. ED Chair and HoS will meet with Equate Scotland to create new training sessions on culture, unconscious bias, discrimination, admissions and recruitment |
| 2.1K. Roll out of staff training by Equate Scotland |
| 2.1L. Disseminate University and School policy on discrimination, harassment, and violence as well as reporting structures to all student populations via School Handbooks and links on website. |

**Image 2 & 3: Photographs of the first IR School Culture Induction**
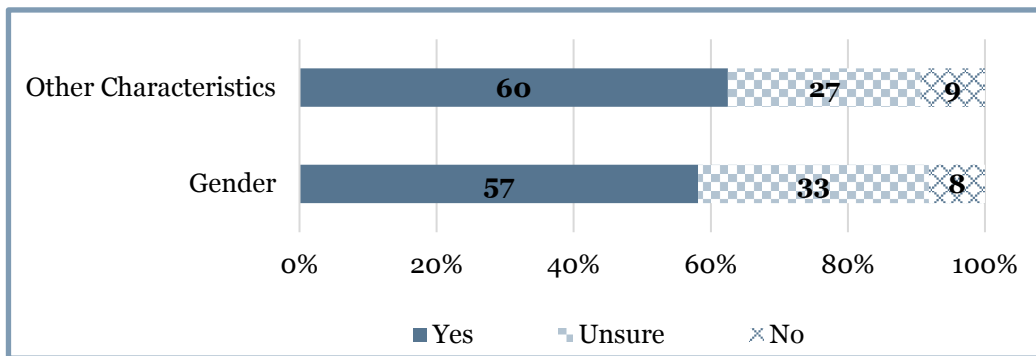


**Chart 11: UG Survey Responses: 'I know that support would be provided from the School in dealing with issues of discrimination based on:'**
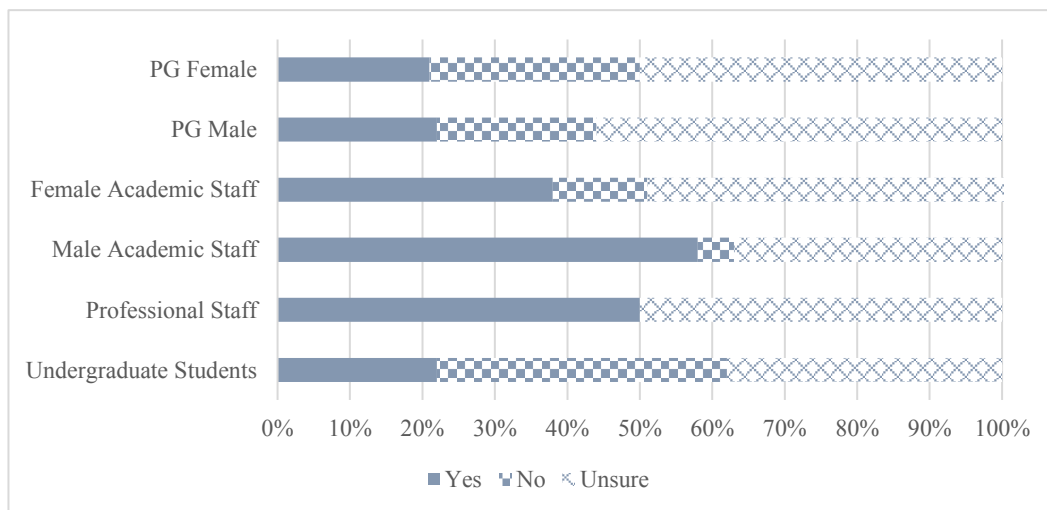


**Chart 12: All Participant Responses: 'If you have experienced violence/harassment/discrimination do you know what offices to bring it to?'**

Additionally, there is awareness within the School that positions of power are not shared equally by the genders (Charts 13, 14, & 15). The students, however, are more positive about gender and positions of power within the School (Charts 16 & 17). The School will begin to address this imbalance by working towards gender balance on committees and rotate major administrative roles by gender where possible (see Section 5.iii and AP 5.1C, 6.1E, 7.4). We recognise that the low numbers of both female and BME identifying members of staff limits our ability to take action in these area, but we do want to create opportunities for inclusion and input particularly on MC and other influential committees.



There is additional awareness that the speakers in our seminar speakers are also not reflective of diversity, therefore we are going to be more proactively inclusive in our seminar invitations (see Section 5.vi and AP 4.1). Furthermore, we have not tracked our seminar speakers for diversity previously and will begin this process now.

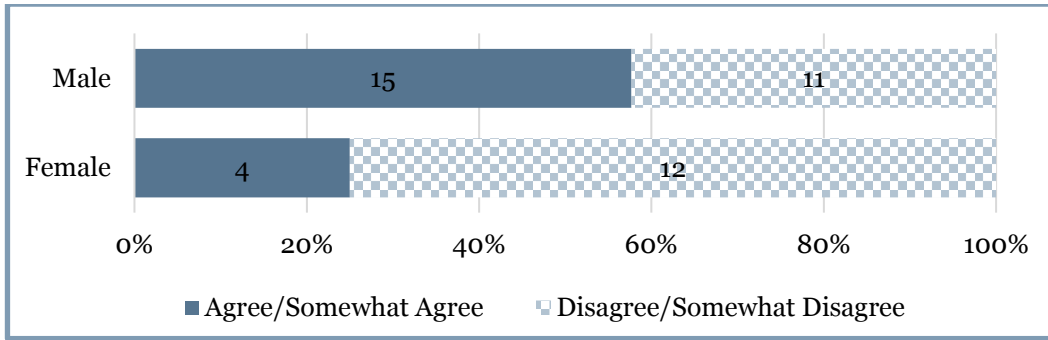| |
|---|
| 6.1A. Make the ED Chair a permanent MC role |
| 6.1B. To annually audit gender balance on MC by administrative position |
| 6.1C. To provide opportunities for BME inclusion on MC and Research Committee through specific invitation |
| 6.1D. To annually audit gender balance on Research Committee |

Chart 13: Staff survey responses: 'There is gender equality within the School'
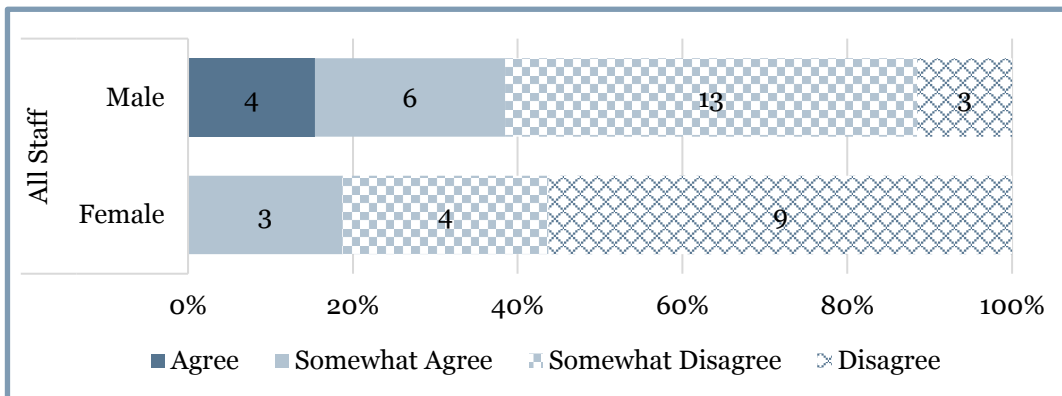


Chart 14: Staff survey responses: 'The gender balance of people within positions of power within the School is about right'
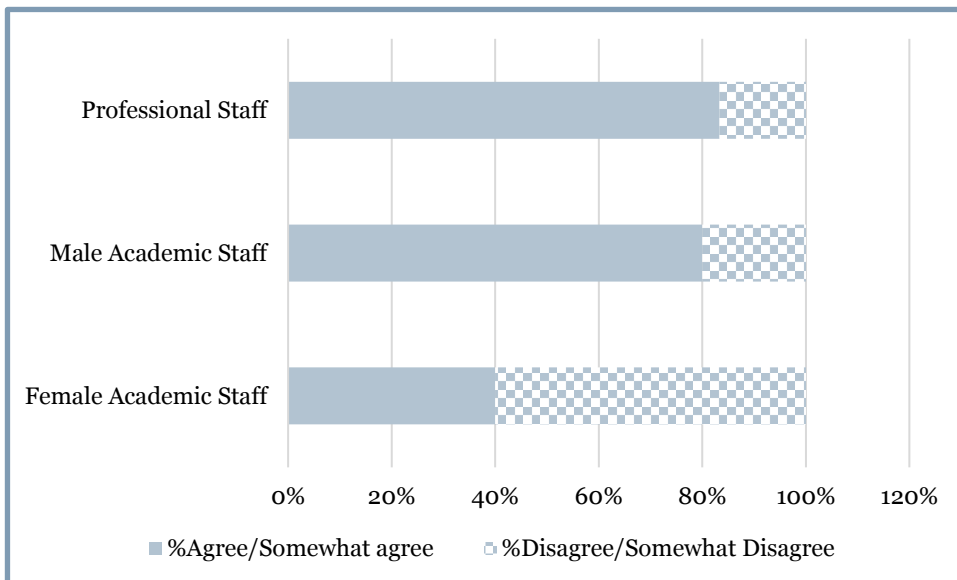


Chart 15: Staff survey Responses: 'Equalities issues are given an appropriate level of priority within the School.'
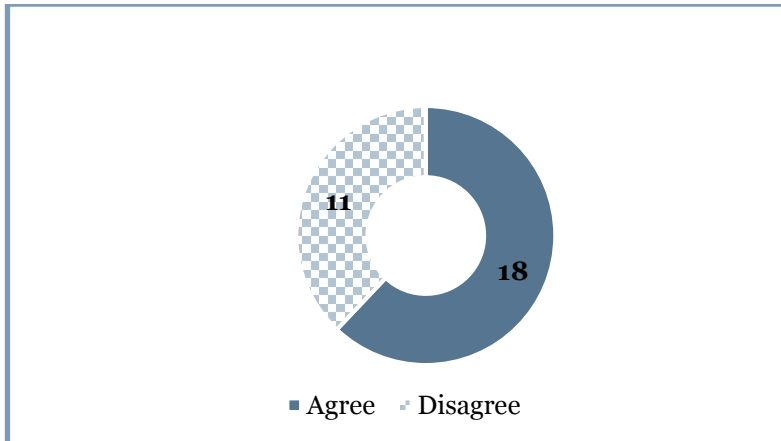
**Agree** **Disagree**

**Chart 16: PG Survey Responses: 'The gender balance of people in positions of power within the School is about right'**



■ %About equally shared by men and women
▪ %Overrpresented by men
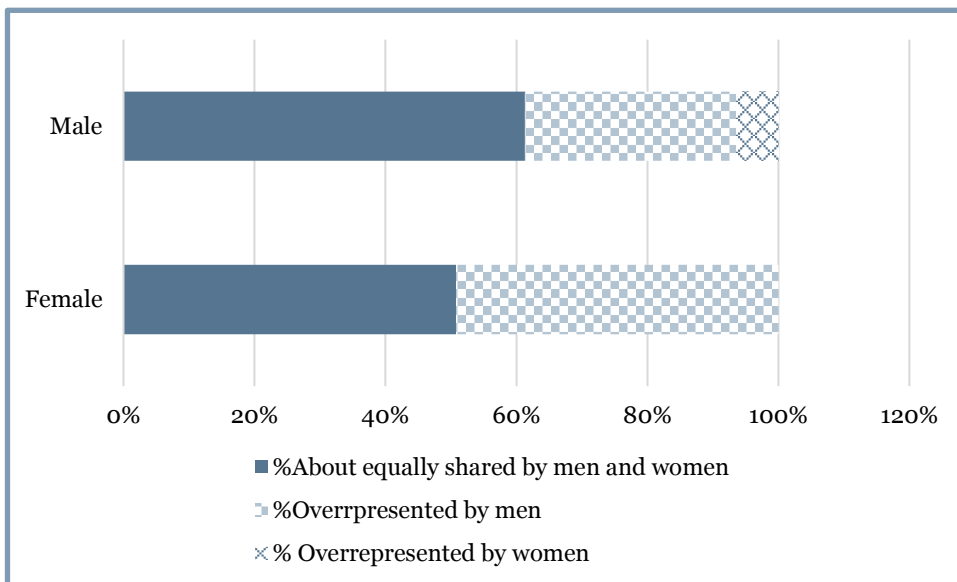✕ % Overrepresented by women

**Chart 17: UG Survey Responses to 'Positions of power are…'**

Students have commented on the lack of diversity amongst staff and within the curriculum (see Textbox C).  We are aware that this provides a narrow representation of expertise and authority.  With the limitations of our existing demographics we will look to redress the lack of representation by disseminating job advertisements to networks for underrepresented academics and using inclusive language in our advertisements in addition to diversifying our seven research seminar speaker series (AP 3.1).  In terms of the curriculum we will ask all lecturers to reflect on the diversity within their assigned readings and to audit the assigned readings at sub-honours for gender (AP 3.1D).

'Diversity goes beyond gender.  There are very few lecturers, for example, that are capable of speaking on behalf of non-Western perspectives.  Most St Andrews lecturers are Caucasian and from Western states [….].  Diversify IR please.'

'Better diversity of professors/ways modules are taught.'

'Perhaps providing a more equal ratio of lecturers in the domains of gender, background, and race.'

'Greater diversity of sub-honours and honours lecturers, in terms of ethnicity, culture, nationality, gender, etc. This will provide further perspectives to consider and broaden students' understanding of IR.  This would easily translate in increased acceptance and necessity for overall equality and fairness.'

'More female lecturers.'

**Textbox C: Qualitative Survey Responses from UG Students Regarding Diversity**

| 3.1A. Target underrepresented groups via the inclusion in job advertising material of statement: "applications from females and underrepresented ethnic minority groups encouraged to apply as these groups are currently under-represented in the School and we are committed to redressing this imbalance." |
| --- |
| 3.1B. Disseminate job opportunities to networks for underrepresented academics, including but not limited to Facebook groups, such as BME-HE Network, Women in Academic Support Network, Feminist Theory and Gender Studies for the International Studies Association, and Women's Caucus in International Studies |
| 3.1C. Recruitment Committee Chair in School to send job ad link to all staff in School and ask to share widely with their networks. |

| 3.2A. All Honours and MLitt teaching staff submit reflective report on the balance of authors at the start of each semester |
| --- |
| 3.2B. First and Second-Year Coordinators to audit assigned readings with particular attention paid to required readings |

Focus groups also raised concerns about bias in tutorials.  During the focus group with UG females, several students commented that they felt silenced by tutors and male students in sub-honours tutorials.  As recorded in the focus group report, "Several noted that because of the silencing in subhonours tutorials and not wanting to continue with male dominated tutorials in honours, they were then not choosing 'hard' security classes even if they were interested and wanted to take them."

| 3.3A. Introduce School Culture Induction covering communication skills, unconscious bias, and problematic behaviours for first-year UGs and MLitts |
| --- |

| 3.3B. Require all tutors to attend School Culture Induction |
|---|
| 3.3C. Deliver an additional 4-6 hours of tutor training to address classroom dynamics, unconscious bias on their part, understanding appropriate staff-student boundaries |
| 3.3D. Implement a formalised application form for PhD tutors that includes a prompt on inclusion issues |
| 3.3E. Introduce inclusivity elements to sub honours tutor observations |

(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 HoS, the Director of CSTPV, the ED Chair, the School Administrator, and the Health and Safety representative are responsible for disseminating knowledge of HR policies and helping staff and students use them.  The School utilises emails, notice boards, Staff Council, and meetings with staff and students to raise awareness about these policies.  The line supervisors are all aware of their responsibility to carry out these policies, particularly in relation to those that arise with some frequency, including promotion, review and development, and, proactively, parental leave.

Currently, the HoS maintains records on academic review and development.  The audits noted in the Actions on dissemination of parental leave policies will continue to instil IR procedures that support HR policies in a more transparent manner (AP 6.4).

The School Administrator is also involved in supporting these policies.  In terms of parental leave for PSS, the School Administrator would apply to Workforce Planning to advertise for suitable cover and sit on the interview panel. The School Administrator is responsible for the return to work phase and coordinating any KiT days that may be applicable.

The School adopted Core Meeting hours (9:30am to 4:30pm) in 2017-18.  The School Administrator is instrumental in maintaining compliance with Core Hours, ensuring that the significant meetings within the School, such as Staff Council, Management Committee, EDC, Research Committee, PGR and PGT committees, are scheduled in these hours and also avoid conflicts with teaching and calendar clashes with the wider University. All committee meetings, except for sub-committees, meet during those hours.  Sub-committees are allowed to set their own meeting times, working with the best times for each member of staff.

The HoS, the ED Chair, and the School Administrator are responsible for following Dignity and Respect at Work as well Equality and Diversity Inclusion.  Should an

instance of bullying or harassment arise for a student, the HoS, ED Chair, or School Administrator will support the student as they report it to Student Services.  If that person is a member of staff, the HoS or the ED Chair will assist them in meeting with the HR Business Partner.  In the past the HR Business Partner has come to Staff Councils and moving forward a yearly invitation will be sent to our HR Business Partner to attend Staff Council and remind staff of the different policies (Action 6.4A).

> 2.1L. Disseminate University and School policy on discrimination, harassment, and violence as well as reporting structures to all student populations via School Handbooks and links on website.

(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.
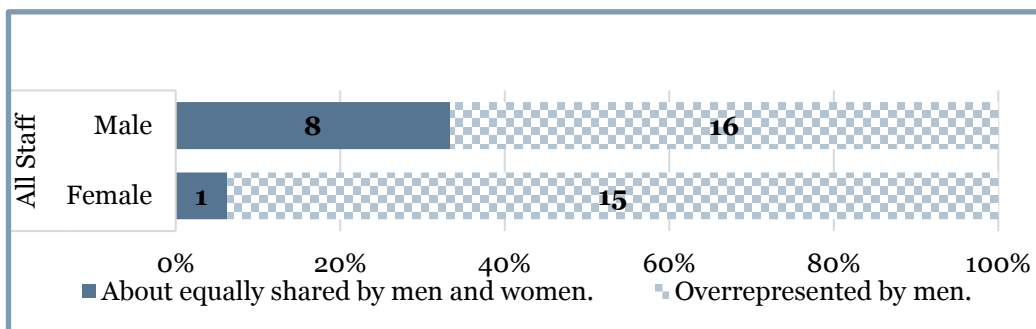


**Chart 18: Staff Survey Responses: 'Positions of power within the School are:'**

Administrative positions, and thereby committee membership, are held for three years. Each summer, the HoS reviews the administrative positions of all members of staff and the needs of the School and University.  During this time, the HoS also reviews the workload of each member of staff.  Taking into account the availability of staff, research leave cycles, and the needs of the School, the HoS invites individuals to serve in administrative roles and on committees.  Issues that are taken into consideration in inviting staff to serve in various roles are: competence, availability, professional development of staff, and diversity.  There is growing awareness around inclusion practices, especially given the concern of 31 out of 40 members of staff who answered the question posed in Chart 18 believe that positions of power are overrepresented by men.

Additionally, there is awareness around 'committee overload' in terms of gender and ethnic identity.

| Committees | 2017-18 | | 2016-17 | | 2015-16 | | 2014-15 | | 2013-14 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| **Management** | 3:6 | | 3:6 | | 1:7 | | 1:5 | | 2:4 | |
| **TLAF** | 3: 5 | | 3:5 | | 1:7 | | 2:5 | | 2:6 | |
| **PGR** | 2:4 | | 3:4 | | 3:4 | | 2:3 | | 3:3 (combined committee) | |
| **PGT** | 3:5 | | 2:5 | | 2:5 | | 2:7 | | | |
| **Research** | 3:3 | | 0:2 | | 1:4 | | 0:4 | | 1:3 | |
| **Ethics** | 3:1 | | 4:1 | | 1:3 | | 1:3 | | 1:2 (female and 1 male served while on research leave) | |
| **EDC** | 5:3 | | 5:4 | | - | | - | | - | |
| **Recruitment** | 3:5 | | 2:6 | | - | | - | | - | |

**Table 24: School Committee Membership Ratio Female: Male**

Even though there is an equitable or representative proportion of females to males on most of the School's committees, the two most 'influential' committees, MC and Research, have historically been dominated by male staff (Table 24).  In both cases, the HoS and the DoR have been intentional in including more female staff in the past two years.  In 2018, the Research Committee structure changed and it includes staff below the professorial level now.  However, it is important that proportionate representation on School committees is achieved or maintained.

| |
|---|
| 6.1A. Make the ED Chair a permanent MC role |
| 6.1B. To annually audit gender balance on MC by administrative position |
| 6.1C. To provide opportunities for BME inclusion on MC and Research Committee through specific invitation |
| 6.1D. To annually audit gender balance on Research Committee |

Addressed in action 6.2A, the following four problems remain:
1. The EDC is female-dominated and has not had male student representation;
2. The Post-Graduate Teaching committee is formed of the Director and the MLitt Convenors of the 6 courses.  Thus, if the convenors are not gender balanced, then the committee make-up is not balanced.

3. The Ethics committee trend has reversed the gender imbalance of males to females to a higher rate of service from females. While this exposes the females to University structures, particularly as the Ethics chairs has been females for the past 4 years, this means a committee with no MC representation and that has a heavy task-load is female-heavy.
4. The Recruitment committee, while tasked with encouraging more diverse hires, is still predominantly males, albeit with one BME representative.

6.2A. Recruitment of new members as old members rotate off after three year term will be used to address any imbalance

Furthermore, the time-heavy administrative positions (Tier 4-5 in the workload) included on MC have almost always been held by male staff:
- the Head of School (Tier 5) has only been held by a female once since 2003;
- the Director of Research (Tier 4) has only once been held by a female academic;
- the Director of Teaching (Tier 5) has never been held by a female academic.

Females were proportionately represented in other Tier 4 roles, such as 1st or 2nd Year Coordinators, UG or MLitt Dissertation Coordinators, DPGR, or DPGT.

6.2C. Require an audit of administrative positions and their workload weighted by gender

In drilling down on the data, it emerged that there was a growing trend to give teaching-focused administrative positions to staff in Grades 6 or 7, and rarely in grade 8 and above. In some cases, staff were promoted while serving. Therefore, ALs and ECRs are often placed into Tier 4 positions related to teaching. This takes ALs and ECRs away from a research trajectory, potentially causing them undue delay in their publications.

6.2B. Grade 6 and 7 staff protected from Tier 4 or above administrative positions, unless desired by the individual with immediate review of workload balance

(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?

We are encouraged to participate in external activities that will contribute to Impact cases or for career progression. Therefore, we have had members of staff participate on REF panels, be nominated for major fellowships, serve on major grant review panels, and serve as editors and associate editors of journals. Yet, the School has had no formal procedure for recognising their service beyond recording it in the Review and Development meetings.

5.8A.Champion the external service of staff members in a similar way to research recognition (i.e., book launches): hold a reception for those who have served annually

(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 adopted a robust and flexible workload model three years ago in 2015-2016 that has led to increased transparency about the average workload within the School. It became fully functional in 2016-2017.  Any changes to the model must be approved by the MC.  The HoS reviews the workload model each summer and sends it to members of staff with recommendations for changes in their workload.  The workload model is also used by the DoT to allocate supervision and determine teaching commitments.  During the review meeting with each member of staff, the workload model is referenced, particularly if anomalies appear.  In the review over the summer, the HoS reviews the entire workload for disparities across gender, seniority, or other factors.
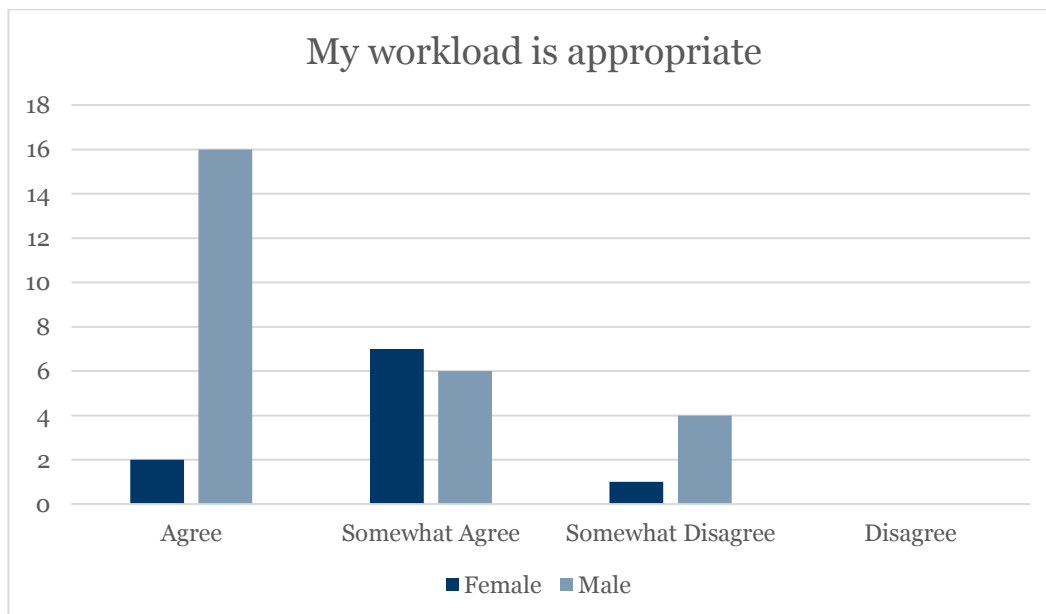


Chart 19: Staff Survey Responses: 'My workload is appropriate'

Staff have generally been pleased with their workload (Chart 19), but questions specifically addressing how the workload model functions need to be added to the

Annual Survey. There continue to be challenges with the workload model, particularly because it does not include research. This was determined by consultation with MC and at Staff Council as the workload model is to be used as management tool for assigning workload and is not intended to capture all activity of staff members (See action 1.2).

(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.

As a School we adopted the University core hours and keep the committee meetings on the master schedule within these hours. For sub-committee or ad hoc committee meetings, these are scheduled by the committee members, allowing them to schedule meetings to meet their personal needs.

There are 7 seminar series within the School: the School's, CGC, CPCS, CSTPV, ISWS, MECACS, and Student-Staff Seminar. All but the Student-Staff seminar, Wednesday over a provided lunch, are scheduled outside of core hours because the majority are given by external speakers. Given our location, our seminar series need to take place in the evening to give the external speakers the time to travel to St Andrews. Additionally, scheduling these during core hours is difficult because of how teaching and research time is managed. The School runs an average of 57 modules per semester. Most of the staff schedule their teaching for Monday, Tuesday, and Wednesday in order to leave Thursday and Friday open for administrative and research duties. While the timing of the seminars has been an active and ongoing conversation within the School, creating events that more staff can attend is key. The EDC will form a sub-committee with the specific task of working on moving at least 2 more seminars to occur during core hours (4.1E).

Finally, there is an indication that our seminar series need to be more gender-balanced (Chart 20) (see action 4.1).
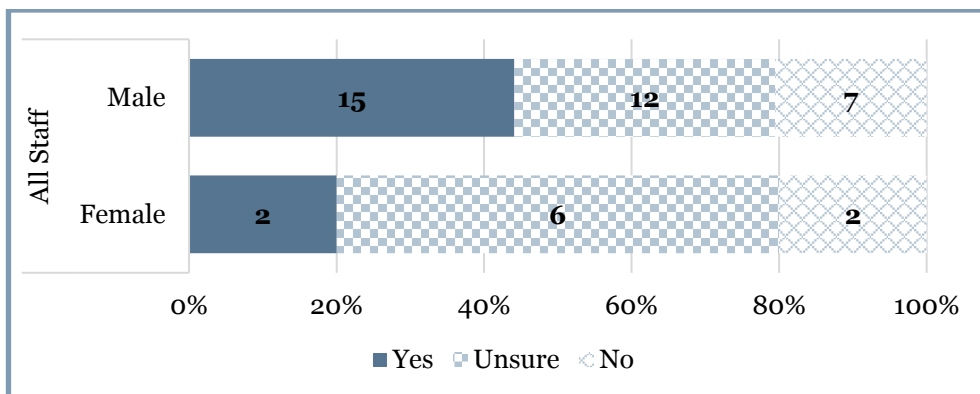
**Chart 20: Academic Staff Survey Response: 'I feel that the gender balance of research seminar speakers is about right.'**

| |
|---|
| 4.1A. Create an open list of suggested speakers for School and Centres |
| 4.1B. Send an Equal Opportunities Monitoring Form to all speakers to enable accurate data collection |
| 4.1C. Conduct a yearly audit of all invitations for School and Centre events |
| 4.1D. Invitations to seminar speakers will include information on breast-feeding and caring accommodations and the willingness to cover nursery expenses via the University nursery if needed |
| 4.1E Move two seminar series to core hours via a consultative process between an EDC sub-committee, the Seminar director, and the Centre directors. |

There are social gatherings organised by the School, including start of year meet-and-greets for UG, PGT, and PGR students and staff, celebratory drinks and nibbles when the UGs hand in their year-long dissertations, and post-seminar dinners.  There are typically two PGR-organised conferences yearly that include dinner and drinks for socialising.  Several survey responses (Textbox D) reveal that some members of the School are uneasy with the alcohol served at these events which will be addressed as a part of AP 12C.

> 'There is sometimes too much of an emphasis on alcohol-based events. … it would be nice to sometimes have other types of social events. Drinks are occasionally nice but it would also be beneficial to have more coffee/tea or lunch events.'
>
> Textbox D: Staff Response in Survey

| |
|---|
| 2.2. To create more inclusive events within the School by looking at holding events that are not alcohol-based |

**(vii)   Visibility of role models**

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

The visibility of role models within the School is skewed along gender lines for staff while most of our students are more positive about this (Charts 21 & 22).

Most male staff members would agree or somewhat agree that they have strong role models, however, the female staff members are split (see Chart 23). Promotions and hiring AP items will hopefully address this small gap as will the inclusion of more females and BME into positions of power.
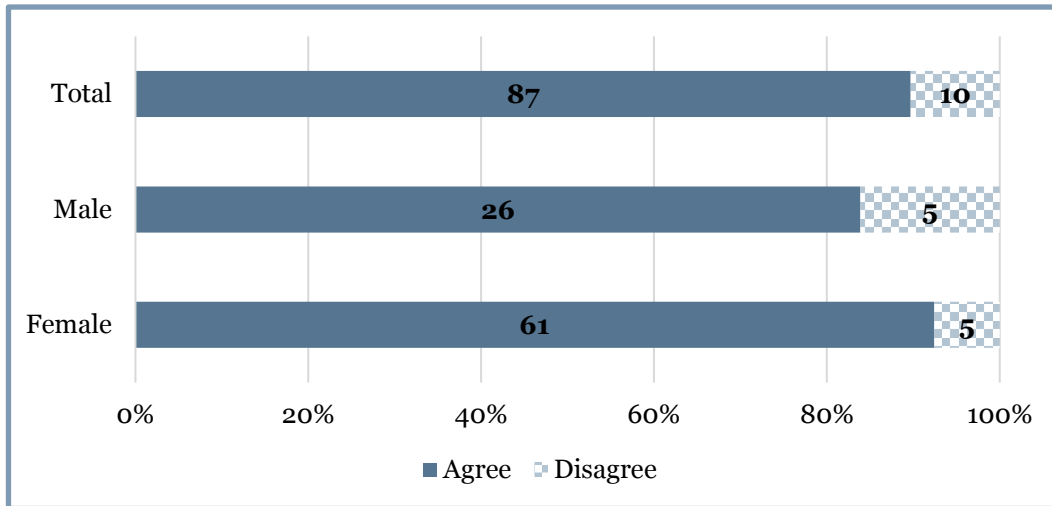


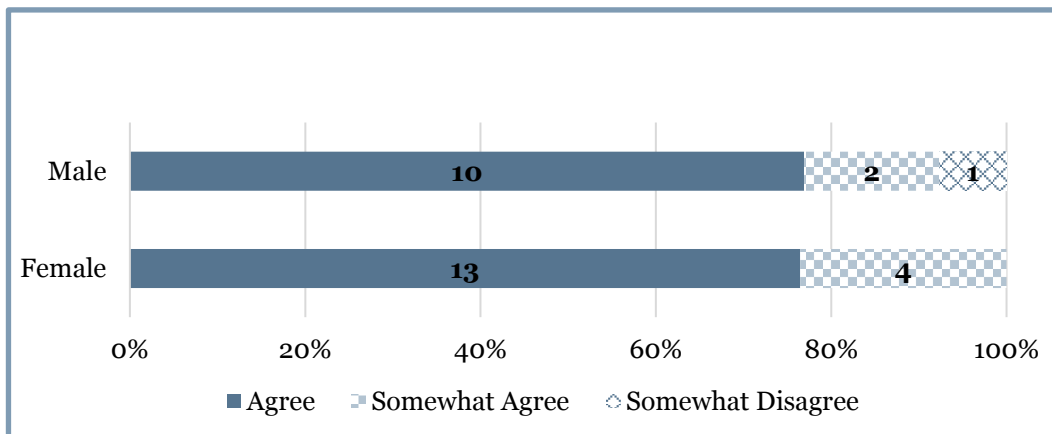**Chart 21: UG Survey Response to 'There are strong positive role models for me within the School'**



**Chart 22: PG Survey Response to 'There are strong positive role models for me within the School'**
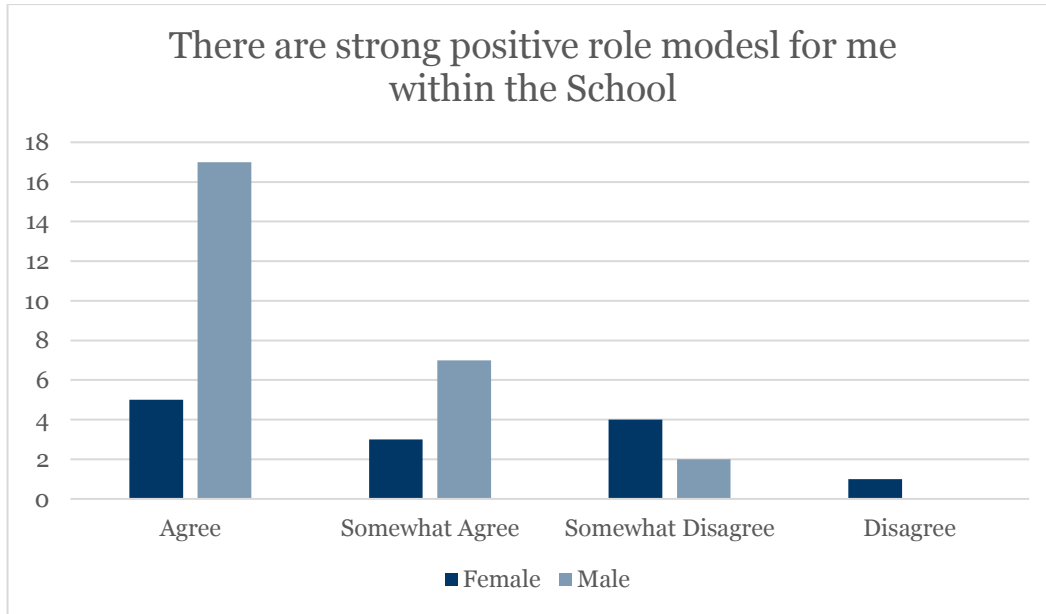
**There are strong positive role modesl for me within the School**

**Chart 23: Academic Staff Survey Response: 'There are strong positive role models for me within the School'**

(viii)   Outreach activities

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

The School created the role of Outreach Co-ordinator in 2010 to institutionalise existing work with local secondary schools funded through an HSBC grant. A programme ran from 2011-2014 with credit-bearing modules involving placement of UG students at local schools.  It attracted students interested in the teaching profession.  It also enhanced their communication and transferable skills. The programme has not been renewed since the end of the HSBC grant but opportunities are still arranged for both undergraduate and postgraduate students when requests are received from local schools.

**Word count: 5593**

| 7.5A. Convene committee looking into possible outreach activities |
| --- |
| 7.5B. Report committee findings to EDC and Staff Council |
| 7.5C. If opportunities found that the School wishes to start, support and funding given for these activities |

## 7.  FURTHER INFORMATION
**Recommended word count: Bronze: 500 words  |  Silver: 223 words**

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

A concern amongst staff and PGR students is space allocation and inclusion of PGR students into the social life of the School.  The School is housed in a building without enough offices for all academic staff and all PSS.  In recent years what little social space we had was converted into offices for new staff members.  Our PGR student offices are in a building across campus.  This has created an environment that discourages collaboration and the incorporation of students, particularly PhD students, into the life of the School.  In order to address this, we will create events that encourage collaboration and invite the PGRs more explicitly into the life of the School.  These events will include research and methods cafes, as well as more explicit inclusion in seminar dinners and lunches via access to the speakers (AP 4.2).

While the School introduced the Wednesday seminars for staff and PhD students four years ago, there is more scope to develop mentoring relationships with students.  For instance, in the PhD focus group, the participants noted that, while they know their supervisor(s) they did not know other members of staff.  Therefore, they felt unable to take full advantage of staff expertise on theory, methodology, and topical/regional knowledge.  Therefore, the School wishes to introduce activities that will help incorporate PhD students into the life of the School.

**Word count: 223**

| 7.3A. Create yearly café that fosters introductions and access on:<br>I.  Mentoring<br>II.  Research Methods |
| --- |
| 7.3B. Collection of qualitative and quantitative feedback at cafés |

## 8. ACTION PLAN

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

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

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

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

| 1. Action plan implementation and continuation | | | | |
|---|---|---|---|---|
| **Objective** | Action | Responsibility | Timeframe | Action success measure |
| **1.1 Successful implementation of the School Action Plan** | 1.1A. Form sub-committees from the EDC that will assist the responsible member of staff with the creation of relevant policies, documents, and events | ED Chair | November 2018 to September 2019, reviewed for necessity and renewal | Sub-committees formed and meet 2 times a semester, reporting to ED Committee once a semester |
| | 1.1B. Assist in the auditing process; organize meetings regarding the effectiveness of action plans items; lead discussions with relevant staff on changing course | Chairs of EDC sub-committees | begins January 2019, ongoing | Audit reports presented every September at Staff Council<br><br>Record of meetings with relevant staff<br><br>Note changes of direction with AP as needed |

| 1.2 Effective measurement of change in School environment across all areas | 1.2. Edit the School Annual Survey to capture wider data for measuring policy awareness and effectiveness as well as greater awareness of issues related to diversity and inclusionAdd questions to the Annual Survey as noted in the main text and Action Plan: <ul><li>UG students about their decision to not pursue PG study at St Andrews</li><li>Satisfaction of staff with annual reviews</li><li>Satisfaction of staff with University's new promotion procedures</li><li>Ask PGR students about what career events they would prefer to attend and what they are seeking for career advice</li><li>Satisfaction of staff with workload model</li><li>Do all populations understand the difference between discrimination, harassment, and violence</li><li>Awareness and confidence of PGR students on mentoring arrangements</li><li>Staff and PGR satisfaction with access to seminar speakers and meals</li><li>Staff and PGR satisfaction with support provided for research funding</li><li>ALs satisfaction that the School has helped them find time for research</li><li>Staff and PGR indicate greater awareness of parental leave</li><li>Staff indicate awareness of HR policies</li></ul> | EDC sub-committee on Survey | January 2019 to February 2019 | Increase participation from 10% of students to 50% by 2021; Increase participation of staff from 66% to 90% by 2021. |
| --- | --- | --- | --- | --- |

| | | EDC sub-committee on Survey | | |
|---|---|---|---|---|
| | 1.2B. Rerun the survey at the start of the second semester in order to increase participation | EDC sub-committee on Survey | Next run in February 2019, yearly thereafter | |
| | 1.2C. Incentivise participation (with gift cards) amongst the staff, PGRs, PGTs, and UGs | EDC sub-committee on Survey | | |
| | 1.2D. Announce survey at lectures and tutorials | EDC sub-committee on Survey with all staff contributing | | |
| | 1.2E. Send reminder emails regarding the survey to all populations at the beginning of each week | School Administrator | | |

**Overall Objective Success Measure:  80% of respondents (staff and students) show satisfaction on questions such as: staff satisfaction about the workload model and promotion procedures; recognition at all levels of differences between discrimination, harassment, and violence; and staff and PGR support for provided for research funding.**

| 1. 2. School environment and atmosphere | | | | |
|---|---|---|---|---|
| **Objective** | Action | Responsibility | Timeframe | Action success Measure |
| **2.1  School culture that is supportive and celebrative of equality and diversity.** | 2.1A. Work with a specialised drama company to create a new UG and MLitt student induction that covers bias and harassment as well as good communication skills in an academic setting | DoT and EDC sub-committee | New inductions were held in September 2018 and will be held every year, reviewed annually | First new induction held in September 2018 |

| | | | | |
|---|---|---|---|---|
| 2.1B. Review of induction content through feedback from attendees that include students, tutors, and other staff members as well as University EDI and conversation with drama company director. | DoT and EDC sub-committee | Review meetings/discussions held between September and November each year, reviewed annually | Review meetings/discussions held, introducing any changes as necessary. |
| 2.1C. The EDC will create a zero-tolerance policy within the School and a shorter statement will be included in all module booklets. | EDC | Review commenced March 2018; statement written in July 2018; discussion of final wording to be held at 1st Staff Council in April 2019. | Inclusion of statement in booklets. |
| 2.1D. Prominently display Zero Tolerance statement within the Arts Building on the welcoming computer screens. | School Administrator | Complete May 2019, reviewed as necessary | Statement on screens. |

| | | | |
|---|---|---|---|
| 2.1E. The EDC will contribute to PGR student induction seminar on unconscious bias and inclusion training. | PGR Director | Launch September 2018, takes place yearly, reviewed annually | Induction completed. |
| 2.1F. Zero-Tolerance Policy will be read at the 1st lecture of sub-honours modules each semester. | 1st and 2nd Year Coordinators | Launch at first lectures in September 2018, takes place yearly, reviewed annually | Draft zero-tolerance policy read. |
| 2.1G. Expand the reporting structure as stated in School Handbook from just Head of School to Equality and Diversity Chair. | ED Chair and the HoS | 1 September 2018, reviewed annually | School handbook's amended to reflect new reporting structures |
| 2.1H. Put University policy on discrimination, harassment, and violence to School of IR on the School's Equality and Diversity webpage. | ED Chair | Review commenced in March 2018 and completed in August 2018 | Policy on website. |
| 2.1I. Develop recruitment process and recruit 3-8 Inclusion Champions from the staff. | ED Chair | In place by Sept 2019 with term length decided in Terms of Reference | Inclusion champions in position and visible |

| | | |
|---|---|---|---|
| 2.1J. ED Chair and HoS will meet with Equate Scotland to create new training sessions on culture, unconscious bias, discrimination, admissions and recruitment. | ED Chair and the HoS | 17 October 2018, ED Chair and HoS met with Equate Scotland | EDC and HoS met with Equate Scotland |
| 2.1K. Roll out of staff training by Equate Scotland | ED Chair and the HoS | To happen annually each spring starting 2019, with different sessions occurring between February and May | 90% of staff participate in Equate Scotland training by 2021 |
| 2.1L. Disseminate University and School policy on discrimination, harassment, and violence as well as reporting structures to all student populations via School Handbooks and links on website. | DoT and EDC sub-committee | Distributed in September 2018, distributed every September, reviewed annually | Policy disseminated via Handbooks and on websites. |

**Overall objective measure:  80% of all new UG and MLitt student attend induction.  80% of feedback on annual survey question on Induction is positive.**

**New comparative questions on survey show strong (70% of all respondents) awareness of the differences between bias, bullying, and harassment and violence.**

**Increase in Annual Survey responses from all populations raise from 20% to 40% indicate confidence in their awareness of policy, difference between discrimination, harassment, and violence, and of reporting structure.**

| | | | | |
|---|---|---|---|---|
| **2.2  All school events are welcoming and all people feel able to attend** | 2.2A . Create an EDC sub-committee on alternative formats for events.  50% of events each semester will be alcohol free. | EDC | November 2018 to September 2019, reviewed for necessity and renewal | Avg of 5 alcohol-related events each semester, 3 will reflect the new format.   Maintain or improve current average attendance of 20 members of staff and students at each event.

Annual Survey includes question on accessibility of School activities

80% of Annual Survey responses are positive about the accessibility of School events. |

**3. Content**
**Research and the curriculum**

| | | | | |
|---|---|---|---|---|
| **3.1 More diverse staff in order to better represent our students and our field, including gender and BME staff lecturing at sub-honours.** | 3.1A. Target underrepresented groups via the inclusion in job advertising material of statement: "applications from females and underrepresented ethnic minority groups encouraged to apply as these groups are currently under-represented in the School and we are committed to redressing this imbalance." | HoS | Implemented November 2018, reviewed annually | Yearly audit of job ads show that 100% includes equality statement |
| | 3.1B. Disseminate all job opportunities to networks for underrepresented academics, including but not limited to Facebook groups, such as BME-HE Network, Women in Academic Support Network, Feminist Theory and Gender Studies for the International Studies Association, and Women's Caucus in International Studies | Recruitment Committee Chair in School | Implemented November 2018 | 100% of all job opportunities are shared with a variety of networks, such as Facebook's WIASN, with screenshots or emails of ads shared sent back to Recruitment Chair. |
| | 3.1C. Recruitment Committee Chair in School to send job ad link to all staff in School and ask to share widely with their networks. | Recruitment Committee Chair in School | Implemented November 2018 | 100% of ads shared with the relevant networks, with screenshots or emails of ads shared sent back to Recruitment Chair.<br><br>Applications by female and BME candidates increase by 30%. |

| | | | | |
|---|---|---|---|---|
| | 3.1D. Sub-honours coordinators to actively pursue proportionate gender representation of lecturers by asking female members of staff to give lectures. | 1st and 2nd year coordinator | Begins August 2018, happens twice yearly as each module is formed, reviewed annually | Diversity of subhonours lecturers rises to a 40% female/60% male lecturers |
| **Overall Objective Success measure: Representation by gender increases to 40% and BME increases from 5.5% to 10% in three years.** | | | | |
| **3.2 Diverse and inclusive curriculum across UG and PG modules.** | 3.2A. Honours and MLitt teaching staff submit reflective report on the gender and ethnicity balance of authors at the start of each semester | DoT | DoT emailed School in Spring 2018, requesting awareness of inclusive assigned readings.Report starts in August 2019, ongoing at the start of each semester | 80% of staff submit reflective reports annually by August 2021, which allows time for this to become normative |
| | 3.2B. First and Second-Year Coordinators to audit assigned readings for gender and ethnicity with particular attention paid to required readings | First and Second-Year Coordinators | August 2018, twice yearly hereafter, reviewed annually | The average number of BME authors will be audited and rise above representational parity, which is 10%, by 2021. |

| | | | | |
|---|---|---|---|---|
| **3.3 Inclusive and hospitable tutorial settings.** | 3.3A. Introduce School Culture Induction covering communication skills, unconscious bias, and problematic behaviours for first-year UGs and MLitts. | EDC and DoT | September 2018, yearly hereafter, reviewed annually | School Culture Induction happened September 2018 and will happen yearly (see Action 2.1) |
| | 3.3B. Require all tutors to attend School Culture Induction | Tutor coordinator | September 2018, yearly hereafter, reviewed annually | 75% of tutors attended 2018 Induction. By 2020, at least 90% of all tutors attend the induction yearly and meet with the EDC and Tutor's Coordinator if they cannot make it |
| | 3.3C. Deliver an additional 4-6 hours of tutor training to address classroom dynamics, unconscious bias on their part, understanding appropriate staff-student boundaries | Tutor Coordinator | September 2019, yearly hereafter, reviewed annually | At least 90% of tutors attend the additional training yearly and meet with the EDC and Tutor's Coordinator if they cannot make it |
| | 3.3D. Implement a formalised application form for PhD tutors that includes a prompt on inclusion issues | Tutor Coordinator | Application implemented Summer 2018, tutors reapply each August, reviewed annually | The formalised application was introduced in Summer 2018 |
| | 3.3E. Introduce inclusivity elements to sub honours tutor observations, Including how: to incorporate all students in discussion; handling different opinions; intervening when necessary to challenge or stop biased behaviours. | First and Second Year Coordinators and Tutor Coordinator | September 1 to September 30 2019, reviewed annually | Inclusivity element added to existing tutorial observation form and addressed in feedback with 100% tutors |
| **Overall Objective Success measure: 80% of UG students are positive about their tutorial environment in Annual Survey.** | | | | |

| | | | | |
|---|---|---|---|---|
| **3.4 Improved representation of Undergraduate students receiving firsts** | 3.4A. University online unconscious bias training for all staff | ED Chair and HoS | Announced at first Staff Council (September and February) of each semester. First announcement by ED Chair November 8, 2018. | 90% of staff take part in training by 2021 |
| | 3.4B. Determine number and gender of students switching from the IR programme after sub-honours by requesting this from Planning Statistics | EDC sub-committee | Data requested August 2018 and awaiting analysis | Analysis of gender differences (if any) between honours and sub-honours reported to EDC |
| | 3.4C. Identify if there is a different gender balance between honours and sub-honours by requesting this from Planning Statistics.If data shows a disproportionate number of female students leave IR after sub-honours, use old email lists to request private responses from leavers to share reasons for change in programme. | ED Chair | Data requested August 2018June 2019, annually as needed once data becomes available | Data gathered, analysed and reported to EDC to take action on. |

| | 3.4D. Conduct focus groups with female students on their academic experience at subhonours and satisfaction with tutorials. | EDC sub-committee | First focus group April 2018, held annually in April, reviewed annually | First focus group held in April 2018; Additional focus groups held in March-April 2019 and March-April 2020. |
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**Overall objective success measure: Female UG students receive firsts at proportionate rate, rising from an average of a 5% discrepancy to a 1-2% discrepancy. If data shows more female students leave IR after sub-honours, continue to address female student experience until the retention rate increases.**

| | **4. Content** | | | |
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| | **Research Culture** | | | |
| **4.1. School seminar series reflective of the diverse and creative environment of International Relations** | 4.1A. Create an open list of suggested speakers for School and Centres | Research Secretary and Seminar Coordinator | List created 1 January to 31 January 2019, ongoing | List created and maintained |
| | 4.1B. Send an Equal Opportunities Monitoring Form to all speakers who attend to enable accurate data collection | Research Secretary and Seminar Coordinator | 1 January 2019, ongoing | Form is sent to 100% of speakers |
| | 4.1C. Conduct a yearly diversity audit of all invitations for School and Centre events | Research Secretary and Seminar Coordinator | 1 August to 30 August 2019, annually thereafter | Yearly audit happens each August |

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| | 4.1D. Invitations to seminar speakers will include information on breast-feeding and caring accommodations and the willingness to cover nursery expenses via the University nursery if needed | Research Secretary and Seminar Coordinator | Starting from 1 January to 30 January 2019, ongoing | Invitation to all speakers includes information on caring accommodations<br><br>Proportionate representation of speakers achieved |
| | 4.1E. Move two seminar series to core hours via a consultative process between an EDC sub-committee, the Seminar director, and the Centre directors. | EDC subcommittee and Seminar Chair with Centre directors | Consultation to begin in January 2020 and conclude by May 2020. | 2 seminars are moved to core hours beginning in September 2020 (as seminars do not happen over the summer). |
| **Overall objective success measure: By 2020, the invited speaker's list is 40% female and 15% BME.** | | | | |
| **4.2 An inclusive networking environment for staff and PhD students** | 4.2A. Send an open email to staff and PhD students to declare an interest in attending seminar or speaker's dinner | Research secretary and Seminar Coordinator | To be implemented between January 1 2018 and January 31 2018, with the start of the Research Secretary role. Ongoing and reviewed annually | Email sent at the start of each semester |
| | 4.2B. Maintain a list of declarations and those who attended to ensure equal access by the research secretary | Research secretary and Seminar Coordinator | | List is maintained |

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| | 4.2C. Fair selection process that aims for even distribution of lunch/dinner each year for an individual | Research secretary and Seminar Coordinator | | Attendance at lunch/dinner is distributed evenly amongst those who expressed interest |
| | 4.2D. Create opportunities within core hour for staff and PhD students for quality-time engagement with invited speakers | Research secretary and Seminar Coordinator | | Core hour opportunities are created and 80% of these are well attended with by at least 5 individuals. |
| **Overall objective success measure:  Annual Survey will show 80% satisfaction with access and distribution to dinners and seminar speakers** | | | | |
| **4.3   A School environment where Associate Lecturers, Research only, and Early Career Researchers' research is prioritised** | 4.3A. HoS will schedule individual meetings for ALs and ECRs to manage workload to enable funding applications as needed. | HoS | Implemented in August 2019, ongoing and reviewed annually | HoS has met with 100% of ALs and ECRs to manage workload |
| **4.4  An environment supportive of PhD students** | 4.4A. Foster a connection between PhDs and the Business Development Office specifically regarding post-doctorate funding | DoR, DPGR, and BDO | Begun in 2017-2018, annual events, ongoing | Seminars with PhDs and the Business Development Office are yearly events and attended by at least 15 students |

| | 4.4B. Create and disseminate a funding opportunity newsletter targeted at PhDs | DPGR and BDO | Start in July 2019, released quarterly | Newsletter disseminated |
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| **4.5 An environment supportive of staff pursuing funding applications** | 4.5A. The Research Committee will meet with unsuccessful applicants to review the application and feedback | DoR | Commencing January 2019, ongoing as needed | Research Committee meets with all unsuccessful applicants, if applicants desire it. |
| | 4.5B. The Research Committee can help the applicant redraft the application for submission to another funding body | DoR | Commencing January 2019, ongoing as needed | Research Committee helps redrafts all unsuccessful applications, if applicants desire it. |
| **Overall objective success measure:  Annual Survey response indicates 80% satisfaction with support provided with research funding** | | | | |
| **5. Careers and Career Progression** | | | | |
| **5.1  Gender parity and BME representation across the academic staff grades in order to address historical hiring imbalances** | 5.1A. Advertise open positions widely in female and BME specific networks | Recruitment Chair | 01/12/2018, ongoing | 100% of all job opportunities are shared with a variety of networks, such as Facebook's WIASN, with screenshots or emails of ads shared sent back to Recruitment Chair. |
| | 5.1B. Internal hiring panel representatives must meet with ED Chair or ED Committee member to look at present and future gender and BME imbalances in the School | Hos and ED Chair | 01/12/2018, ongoing | Shortlisted applicants will reflect an increase in females and BME |
| | 5.1C. ED Chair or ED Committee member is part of the School's short-listing process before the short-list goes to the Principal's Office | HoS and ED Chair | 01/12/2018, ongoing | Shortlisted applicants will reflect an increase in females and BME |
| | 5.1D. Achieve better gender representation from the School on hiring panels by requiring at least one of the School representatives is a woman | HoS | 01/11/2018, ongoing | At least one woman and one man from IR is on all hiring panels |

| **Overall objective success measure:  By 2021, gender parity increases to 60-40 male-female across all levels of academic staff.  BME staff number increases from 5.5.** | | | | |
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| **5.2  Transparent promotions procedure in order to raise staff awareness of possibility of promotion** | 5.2A. Invite the Master/Proctor to Staff Council annually to provide guidance on guidelines for promotion | HoS | February/January 2019, to repeat annually | Master/Proctor invited and attends Staff Council in February 2019 |
| | 5.2B. Track number of those eligible for promotion by gender and BME identity annually | HoS | January of each year, commencing January 2019 | Numbers are tracked |
| | 5.2C. Implement the new policy of annual reviews | HoS | Annual reviews implemented Spring 2017 | Maintain 90% completion rate of staff having annual reviews with Head of School |
| | 5.2D. HoS to email and meet with interested parties and write a yearly statement on what the promotions panel is looking for | HoS | January of each year, commencing January 2019 | Maintain 100% of promotion candidates to meet with Head of School |
| | 5.2E. To offer mentoring from School professors who have served on the panel to those considering promotion | HoS | January of each year, commencing January 2019 | 80% of those seeking promotion meet with professor-mentors if desired. |
| | 5.2F. Create link on School Staff page to new University policy and procedure on promotion before University promotion applications are due | ED Chair | Each January, ongoing | Link on School Staff page to new University policy and procedure on promotion created |

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| **5.3 Increase opportunities for career growth of Associate Lecturers, enabling them to be viable candidates for permanent positions** | 5.3A. Increase ALs with assigned mentors | HoS | Began 2017 | Increase ALs with mentors from 30% to 80%<br><br>80% of ALs indicate satisfaction with this in Annual Survey |
| **5.4 School-wide atmosphere and policies supportive for AL, Research-Only, and ECR career progression** | 5.4A. Distribute details of the mentoring scheme to all new staff members | New Staff Liaison Officer and School Administrator | Implemented in Autumn 2016, ongoing | 80% of new staff assigned a mentor within first month of contract start |
| | 5.4B. Recruit staff members to be mentors and receive training from CAPOD, there are enough staff interested in being a mentor for every request to be fulfilled. | New Staff Liaison Officer and School Administrator | Recruit yearly in September as needed, ongoing | 100% of staff who would like a mentor will be paired with one |
| | 5.4C. Provide opportunities for Associate Lecturers, Research Only, and Early Career Researchers to meet individually with the Director of Research to discuss research, REF, and related issues as needed | DoR and HoS | Already implemented, ongoing and reviewed annually | Opportunities provided for one-on-one meetings with a 75% uptake |
| | 5.4D. Manage AL's teaching obligations to ensure they have dedicated time for research | HoS | Began 2018 | 100% of permanent ALs have sabbatical time to develop research |
| | 5.4E. Grade 6 and 7 staff protected from Tier 4 or above administrative positions, unless desired by the individual | HoS and DoT on administrative roles | Implemented July 2019, repeat annually | HoS monitors the workload for ALs and ECRs |

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| | 5.4F Include Research Only members of staff in Annual Review | HoS or Project Manager | October-November 2019 when Annual Reviews take place, annually thereafter | 90% of Research Only Staff have annual reviews. |
| | 5.4G If Grade 6 & 7 are given Tier 4 and above administrative role, immediate review of Grade 6 and 7 staff member's workload credits with any necessary balances being made immediately. | HOS | As needed and appropriate | Balances are made. |
| **5.5 Retention of staff members by better understanding of staff members' experience of the School** | 5.5A. Introduce exit interviews for reasons behind departure | HoS with HR liaison | Introduced in June 2019, but to take place within a month of notice given | Exit interviews happen when a staff member leaves |
| | 5.5B. Audit data every two years as needed to monitor for any trends | HoS with ED Chair | First audit between 1 June to 30 June 2020, ongoing annually | ED Chair audits data every two years |
| | 5.5C. ED Chair to work with relevant administrative role to address any trends | ED Chair | 1 August to 31 August 2020, ongoing annually | Trends addressed in timely fashion |

| 5.6 Full integration of new academic staff members into the School | 5.6A. Introduce new staff to Director of Teaching, Head of School, Director of Research, and ED Chair | New Staff Liaison | Begin in January 2019, occurs in August or January yearly as needed according to new hires, reviewed annually | Induction is held as needed as new members of staff join the School |
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| | 5.6B. Familiarise new staff with School policies, reporting structures, and teaching timelines | New Staff Liaison | Begin in January 2019, occurs in August or January yearly as needed according to new hires, reviewed annually | Induction is held as needed as new members of staff join the School |

| | | | Begin in January 2019, occurs in August or January yearly as needed according to new hires, reviewed annually | |
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| | 5.6C. Train new staff on Moodle and MMS | School Administrator | | Training takes place |
| **Overall objective success measure: In Annual Survey 75% of staff express satisfaction with awareness on School policies, reporting structures, and teaching timeline** | | | | |
| **5.7 To help academic staff understand what they need to do in order to progress in their careers** | 5.7A. Create and hold a café on career progression in Semester 1 yearly | HoS and DoR | | |
| | 5.7B. Raise awareness at café that promotion is one pathway for career progression by articulating other routes to promotion, including additional teacher training or further education, for instance | HoS and DoR | First café held between 1 October to 31 October 2020, reviewed annually | A café is held in 2020 (or before) and 75% of respondents to the Annual Survey feel optimistic of career progression |
| **5.8 To create a School that celebrates external service and achievement** | 5.8A.Champion the external service of staff members in a similar way to research recognition (i.e., book launches): hold a reception for those who have served annually | HoS with Impact Officer | Event held as year end celebration in May 2020 for first time, yearly hereafter, reviewed annually | Reception is held in 2020 |
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| **6. Policies and procedures** | | | | |

| 6.1 Increased representation of female staff and BME staff on the School's two 'influential' committees, Management and Research | 6.1B. To annually audit gender balance on MC by administrative position | HoS with School Administrator for MC actions | July 2019, repeat yearly in July | Number of female members of MC has increased from 30% to between 40-50% of roles on MC.<br><br>Representation on MC continues to rise from 30% women to between 40 and 50% by 2021.<br><br>Representation of women on Research Committee to stay between 40-50% by 2021.<br><br>MC and Research Committee both have at minimum one BME member by 2021. |
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| | 6.1C. To provide opportunities for BME inclusion on MC and Research Committee through specific invitation | HoS for MC DoR for Research Committee | Introduced September 2018, repeating invitations as necessary, annual review | Head of School approached BME staff members about roles on MC in 2018 and will continue to do so |
| | 6.1D. To annually audit gender balance on Research Committee | DoR | 1 July 1 to 31 July 2019, repeat yearly in July | Research Committee is gender proportionate and includes at least one BME staff member |

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| | 6.1E. Once gender parity is achieved, to rotate each MC role between males and females | HoS | 2021 | Rotation happens. |
| **6.2 Committees are more representative of the School** | 6.2A. Recruitment of new members as old members rotate off after three year term will be used to address any imbalance | HoS | 1 September to 30 September 2018, ongoing as needed | Formal recruitment process in place |
| | 6.2C. Require an audit of administrative positions and their workload weighted by gender | HoS and School Administrator for audits | Workload audit took place in August 2018, to be repeated annually | Audit demonstrates equitable distribution of administrative roles and 75% satisfaction with workload model in Annual Survey |
| **6.3 Schoolwide awareness of parental leave amongst staff and PGR students** | 6.3A. To publish School processes and make University policy more available on the IR E & D website and handbook | HoS, ED Chair | Website completed; Handbook revised annually in July, ongoing | 20% increase in Annual Survey data will indicate greater awareness and comfort with parental leave taking |
| | 6.3B. Invite HR to come in and talk about what the process could be | HoS, ED Chair | First session in October 2019, to repeat bi-annually | HR came and spoke at least once by 2021. |

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| | 6.3C. To publish University PhD Parental Leave policy with additional specification of School policy on website and in PGR HB | DPGR EDC's PGR sub-committee | Published 1 January to 31 2019 | Annual survey data will indicate greater awareness and 50% of eligible students satisfied with parental leave taking experience |
| | 6.3D. Ensure student is entitled to the same working conditions upon return from parental leave | DPGR EDC's PGR sub-committee | Implemented March 2018, reviewed annually | Returning working conditions are met |
| | 6.3E. To allow for supervision to happen while the student is on leave if they so desire | DPGR EDC's PGR sub-committee | Introduced in January 2019, reviewed annually | Supervisions are held at students request |
| | 6.3F. Student and supervisor come up with a plan for KiT days during parental leave recognising that needs may shift | DPGR EDC's PGR sub-committee | Introduced in January 2019, reviewed annually | KiT days are held at students request |
| | 6.3G. A budget line of £5000 will be created for PGR childcare costs per year.  Students will apply to the fund and make a needs-based case with a minimum award of £100 per month with more given if need is demonstrated. | DPGR EDC's PGR sub-committee | Introduced in January 2019, reviewed annually | School covers nursery fees as needed and satisfaction with this increases in School survey |
| **6.4  Greater awareness of the various HR policies** | 6.4A. Invite HR Business Partner to speak at November Staff Council yearly about HR policies. | HoS and School Administrator | November Staff Council in 2019, yearly thereafter | New Annual Survey question about HR policy demonstrates majority are aware |
| **7. Student admissions and progression** | | | | |
| **7.1  Identify reasons why male PGRs complete their PhDs at a** | 7.1A. Maintain and audit records on hardship funds, extensions, leaves of absences, withdrawals, terminations, part-time to full-time transfer, parental leave, and part-time by gender | DPGR and PGR Secretary | Beginning January 2019, and ongoing | Records kept and evaluated for trends annually and discussed with EDC PGR subcommittee |

| faster pace than female PGRs | | | | |
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| | 7.1B. Audit reasons for full-time to part-time status transfer by gender | DPGR and PGR Secretary | Audit between May 1 to May 31 2019 | Audit completed |
| | 7.1C. Focus group where appropriate | EDC PGR sub-committee | If necessary, held in August through October 2019 | Focus groups held |
| | 7.1D. Address reasons identified in audit and focus groups and any trends in records | DPGR and PGR Secretary | November 2019 through January 2020, reviewed annually | Reasons addressed by 2021<br><br>Rebalancing of completion rate, where appropriate, to show proportionate completion by gender |
| | 7.1E. Refresh students on extension and leave of absence policy at annual review meetings | DPGR and PGR Secretary | April 2019; Review meetings happen annually in April as per University policy or when a student returns from a leave of absence | Students are refreshed on policies at annual review meetings |

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| **7.2 To provide UG students with career advice, mentoring on finding career pathways, and engagement that is accessible and relevant to all students.** | 7.2A. Develop careers weekend for UG and MLitt students | Careers-Link and Careers Officer | First careers weekend takes place April 2020, yearly thereafter | Careers weekend took place Spring 2020 |
| | 7.2B. Track uptake and participation amongst students | Careers-Link and Careers Officer | First careers weekend takes place April 2020, yearly thereafter | Uptake recorded and achieved 20% attendance of honours and MLitt students. |
| | 7.2C. Collect qualitative and quantitative via event feedback survey at the end of the weekend and in the annual survey. | Careers-Link and Careers Officer | First careers weekend takes place April 2020, yearly thereafter | 75% of attendants provide feedback, aiming for greater than 60% positive feedback |
| | 7.2D. Review to take place following the weekend to determine the frequency of it. | Careers-Link and Careers Officer | 1 June to 30 June annually | Review takes place Summer 2020 |
| | 7.2E. Implement new rotation of careers weekend making adjustments based on feedback. | Careers-Link and Careers Officer | Start planning September 2020 and be completed by February 2021 | Next careers weekend planned with an increase of 15% of attendants |

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| **7.3 To provide PhD students with mentoring related to career development and exposure to different members of staff** | 7.3A. Create yearly café that fosters introductions and access on:<br>I. Mentoring<br>II. Research Methods | DPGR with EDC sub-committee | Commencing in May 2019 and completed in October, yearly thereafter, reviewed annually<br><br>Research methods café to be held in October 2019 | 50% participation of PGR students at both of the cafés<br><br>75% of attendants provide feedback at both events |
| | 7.3B. Collection of qualitative and quantitative feedback at cafés | DPGR with EDC sub-committee | At the end of each café, annually | 30% increase in Annual Survey response from PGR students on awareness and confidence in mentoring arrangements by 2021 |
| **7.4 Admissions standards that aim for gender parity at all levels** | 7.4A. Begin meetings with Admissions to request an improvement in gender balance of offers | Director of Admissions | To start 1 January 2019, ongoing | Offers made to male applicants to rise from 30% to a minimum 40% by 2021 |
| | 7.4B. School Admissions Officer and all members of staff to have a training with Equate Scotland on achieving parity in offers | ED Chair | Training between February to May 2019, annually each spring | Admissions Officer and 80% of staff receive training |

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| 7.4C. MLitt offer totals will reflect 50/50 male/female split | Director of PGT and MLitt Convenors | Admissions decisions made on rolling basis between October to March each year, ongoing | Gender parity in residential PGT admissions will be maintained |
| 7.4D. CSTPV staff will approach potential female applicants in targeted fields for recruitment | CSTPV AMC | To start by 1 September 2019, to continue as needed, reviewed annually | Female entrance in distance learning programmes will increase to 40% by 2020 |
| 7.4E. Audit reasons for rejection for the past 5 years by going through records kept on potential supervisors reasons for rejection and DPGR reasons for rejection | Director of PGR and EDC PGR sub-committee | Audits to happen 1 September to 30 September 2019 | Audits completed |
| 7.4F. Audit reasons candidates have not accepted offers to attend St Andrews through the University survey of PGR candidates who declined to attend | Director of PGR and EDC PGR sub-committee | Audits to happen 1 September to 30 September 2019 | Audits completed |
| 7.4G. Report audit results to EDC to analyse for trends | Director of PGR and EDC PGR sub-committee | Between 1 January 2020 to 30 January 2020 | EDC analyses data for any trends |

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| | 7.4H. Determine any necessary interventions on any trends that reflect bias | ED Chair and DPGR | 1 March 2020 to 30 March 2020 | Interventions made on any trends |
| **7.5 To investigate ways of resuming School outreach activities** | 7.5A. Convene committee looking into possible outreach activities | HoS | Begins January 2020 and ends September 2020 | Committee is formed |
| | 7.5B. Report committee findings to EDC and Staff Council | Outreach committee | By April Staff Council 2020 | Findings are reported |
| | 7.5C. If opportunities found that the School wishes to start, support and funding given for these activities | Outreach committee and Staff Council | To begin September 2020 ongoing if needed, reviewed annually in September if needed | Opportunities acted upon, if decided by Staff Council |