

School Athena SWAN Action Plans tackling Gender under-representation in subjects (version: 8 November 2019)

Appendix 1: Student Data by Gender

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UNDERGRADUATE STUDENT INTAKE							
School	Objective	Rationale	Planned Actions	Start Date	End Date	Person responsible	Success criteria and outcome
Geography and Sustainable Development (AHSSBL)	Improve gender balance of undergraduate intake by increasing number of male applications and the proportion of male offers which are taken up while ensuring that admissions processes	Over the last five years, the proportion of male students has decreased from 31% to 24% , a decline not observed in the national average for the subject. Applications from male students have stayed static while applications from female students have increased by 38%, and proportionally fewer	1) Work with Admissions to ensure gender-balanced representation in images of students in prospectus and other materials, and review annually.	1) Dec-18	1) review annually in October	1) Admissions Officer	By the next Athena SWAN reporting period: number of male applicants has increased by 30% and proportion of male acceptances has increased to 40%. 1) Admissions material has gender-balanced representation.

	<p>minimise gender bias.</p>	<p>male students who have offers become entrants. Preliminary analysis suggests that differences in offer rates are due to higher entry qualifications of female applicants, but further investigation is needed to confirm this. More effort needs to be made to ensure a higher number of qualified male applications. This difference appears to be larger amongst Scottish domiciled students although we need more data to confirm this.</p>	<p>2) Include testimonials from both male and female students on School and University websites and social media to present a positive message which aims to enhance applications/acceptance rates for men.</p> <p>3) EDIC to annually review the gender balance of the UG population and report the outcomes to Management Group.</p> <p>4) Collect data annually on gender-ratios for Scottish-domiciled applications to understand whether they regularly differ from gender ratios across all UG applications.</p> <p>5) For academic year 2019/20, compile summary data on entry qualifications of UG applicants by gender and assess whether offer rates correspond to differences in entry qualifications. In case of potential gender bias, EDIC is to consider further action and make recommendations to Management Group.</p> <p>6) Engage with University Admissions Team to ensure that conversion emails are attractive to both male and female offer-holders.</p> <p>7) Engage with RGS and RSGS on the issue of the low number of</p>	<p>2) Sep-19</p> <p>3) Oct-19</p> <p>4) Oct-19</p> <p>5) Jul-19</p> <p>6) Feb-20</p>	<p>2) Mar-20</p> <p>3) report annually every November</p> <p>4) collated annually</p> <p>5) Dec-19</p> <p>6) Mar-20</p> <p>7) Sep-21</p>	<p>2) Admissions Officer, SM</p> <p>3) EDIC</p> <p>4) Admissions Officer</p> <p>5) Admissions Officer, SM</p> <p>6) Admissions Officer, SM</p> <p>7) Deputy DoT</p>	<p>2) Testimonials from male and female students are published on School and University websites.</p> <p>3) EDIC findings are reported to Management Group.</p> <p>4) At the end of the Athena SWAN reporting period, Admissions Officer has reported findings to EDIC.</p> <p>5) Report issued to EDIC and if necessary, recommendations on further action issued to Management Group.</p> <p>6) Conversion email workflows reviewed in collaboration with Admissions.</p> <p>7) The issue of low</p>
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			applications and proportion of acceptances from men.	7) Sep-20			applications/acceptances from men as been raised in the Equality and Diversity groups within RGS and RSGS.
Management (AHSSBL)	Monitor and reflect on gender imbalance in UG cohort	Analysis has shown that gender imbalance is greater in the School's UG cohort, with more female than male entrants and more women receiving offers , especially amongst our Scottish applicants.	<p>(a) The SAT will review the gender imbalance in students at the School and consider potential actions to help address any imbalance ahead of the 2018/19 recruitment and admissions process, with a view to improving gender balance in line with national benchmarks for Business and Management by 2020.</p> <p>(b)The School will continue to engage with the University's Widening Participation initiatives to target students from disadvantaged or non-traditional backgrounds, including young men.</p> <p>(c) The School is developing an ambassadorial scholarship programme that will provide full and partial funding (fees and/or stipend) for PGT and PGR students. Part of the conditions of funding will be acting as School Ambassadors, and duties will include outreach events</p>	<p>Sept 2017-2020</p> <p>Ongoing 2017-2021</p> <p>Jan 2017 – Dec 2019</p>	<p>SAT</p> <p>DoE&D</p> <p>CoDoTs</p> <p>DoPGT</p> <p>DoPGT</p> <p>DoPGR</p> <p>CoHoS</p> <p>DoPGT</p>	<p>The School will review its gender balance on an annual basis; included within this review will be consideration of characteristics intersecting with gender i.e. socio-economic status, domicile region of applicants.</p> <p>Successful outcome:</p> <p>(a) Achieving a gender balance within our UG cohort that is in line with the national cohort for the Business & Management discipline by 2010.</p> <p>(b) Ambassadorial studentships available to PGT and PGR students by 2019</p>	

			<p>and representing the School at university recruitment events. The School will seek to target recruitment initiatives where currently under-represented groups e.g. Scottish men, might attend.</p> <p>(d) All academic and PS staff involved in admissions work to undertake Unconscious bias training.</p>			
Art History (AHSSBL)	Increased male applicants to SAH on Honours, PGT and PGR levels.	<p>On all levels, SAH has less than 40% male students. In focus groups convened with students, reasons for the low percentages of male applications have been identified as: 1. Prospective students perceive of AH as a 'feminine' subject and are not aware of its diversity. 2. Some students are afraid they will not have good career perspectives with an AH degree.</p>	<p>A. Provide improved information on our School website about the diversity and gender equality of AH taught at SAH, module options and career perspectives through:</p> <ol style="list-style-type: none"> i. a general description of the diversity and gender equality of AH ii. a description of all modules on offer iii. a list of available Joint Honours options iv. a description of the diversity and gender equality of AH, HoP and MGS MLitts and MPhil v. a description of current PhD projects and descriptions of the specialities of prospective PhD advisors vi. description of the diverse career options after obtaining an AH degree vii. advertisement of SAH career activities viii. stories of SAH alumni. <p>B. Convene a focus group with male students in SAH to get a better understanding of what they find attractive about AH.</p>	<ol style="list-style-type: none"> i. May 2019 to September 2019. ii. September 2019 to January 2020. iii. September 2019 to January 2020. iv. September 2019 to January 2020. v. September 2019 to January 2020. vi. September 2019 to January 2020. vii. September 2019 to January 2020. viii. September 2019 to January 2020. <p>B. In the period September to December 2019.</p>	<ol style="list-style-type: none"> i. DoT, SAT lead. ii. DoT, Module co-ordinators. iii. DoT, Honours Advisor. iv. DoT, DoPGT, MGS director. v. DoT, DoPGR. vi. DoI, School President. vii. School President. viii. School President. <p>B. SAT lead.</p>	<p>Increase of 10% male applications on Honours, PGT and PGR levels by August 2021.</p> <ol style="list-style-type: none"> i. Description available online ii. Description available online. iii. List available online. iv. Description available online. v. Descriptions available online vi. Information available online. vii. Advertisements available online. viii. Stories available online. <p>B. Focus group convened.</p>

<p>Classics (AHSSBL)</p>	<p>Improve gender balance in the School's Classical Studies teaching programme.</p>	<p>Unlike our other teaching programmes, Classical Studies has historically had a striking gender imbalance, with a preponderance of female students, both in recruitment to our Classical Studies degrees (single- and joint-honours) and in recruitment to our subhonours modules, where many of the enrolled students do not have a School of Classics degree intention. As far as we have been able to discover there is no national benchmarking data available for gender balance for Classical Studies programmes in UK Classics departments.</p>	<p>a) Engagement with E+D officers in other UK Classics departments and with officers of the CUCD (Council of University Classics Departments), to work out whether the situation we face is unusual or not, and if not, whether other departments have made progress in understanding the causes and in implementing possible solutions.</p> <p>b) Focus on gender balance in Classical Studies as a major component of our forthcoming review of our Ancient History and Classical Studies subhonours programmes, including discussion of motivating factors in module choice with current and former Classical Studies students within the student focus groups that will contribute to the review process.</p>	<p>a) May 2019</p> <p>b) January 2019</p>	<p>a) February 2020</p> <p>b) February 2020</p>	<p>a) E+D co-chairs</p> <p>b) Classical Studies Programme convenor</p>	<p>a) Report presented to SAT for minuted discussion, then via EDC minutes to SC and MC, and passed on to DoT for c), below.</p> <p>b) Report presented to SAT for minuted discussion and reported to SC and MC, and passed on to DoT for c), below.</p>
<p>Art History (AHSSBL)</p>	<p>Insight into the reasons for low male student numbers in AH on national and international level.</p>	<p>SAH and other AH departments have low numbers of male students. We would therefore like to investigate the reasons in order to increase the percentage of male applicants to AH more widely.</p>	<p>A. Form a SAH research group. B. Investigate and design a Survey relating to the reasons for low male percentages in AH student bodies. C. Run the Survey. D. Analyse Survey data and draft a report E. Publish the report.</p>	<p>A. In January 2020. B. Between January 2020 and January 2021. C. Between February and May 2021. D. Between June and December 2021. E. Between January and September 2022.</p>	<p>SAT lead. SAH research group. SAH research group. SAH research group.</p>	<p>Research group formed. Survey designed. Survey completed. Data analysed and report drafted. Report on the reasons for low male student and application numbers in AH published.</p>	

						SAH research group.	
Economics and Finance (AHSSBL)	Increase the proportion of women in UG applications and admissions.	The data and analysis in Section 4.1(ii) highlight a strong gender imbalance in UG applications , 39% on average over the past five years. Given higher offer rates for female applicants, the imbalance in applications is the main factor leading to a similar gender imbalance in the UG population. The proportion of female applicants to joint programmes with science subjects is notably higher than for single honours and joint honours with arts subjects. The School does not fully understand the reasons for this.	<p>1) Develop a policy on gender balance of staff involved in admissions, outreach and visit events.</p> <p>2) Collect data on gender balance of attendees at outreach and visit events.</p> <p>3) Review marketing materials to ensure that imagery is gender-balanced and both male and female role models are visible.</p> <p>4) Develop content for open-day talks and prospective student pages on the School website which showcases a diverse range of perspectives in economics.</p>	<p>1) Jun-19</p> <p>2) Sep-19</p> <p>3) Dec-19</p> <p>4) Dec-19</p>	<p>1) Aug-19</p> <p>2) Aug-20, reviewed annually</p> <p>3) Mar-20</p> <p>4) Mar-20</p>	<p>1) EDI Officer, Admissions Officer, Visit Day Coordinator, SM</p> <p>2) Admissions Officer, Visit Day Coordinator</p> <p>3) Admissions Officer, SM</p> <p>4) Admissions Officer, SM, Computing Officer</p>	<p>Proportion of UG applications from women has increased to 45% by 2021/22. The proportion of female attendees at outreach and visit events is at least 45% by 2021/22.</p>

		The School believes that outreach and visit activities can be instrumental in increasing the number of female applicants. There is anecdotal evidence that participating pupils are mainly male but more systematic collection of data is needed in order to review activities.	<p>5) Review admissions procedures to identify any actual or potential impact on gender balance in offer rates.</p> <p>6) Coordinate with other schools to understand admissions process to joint programmes and potential impact on gender balance.</p> <p>7) Assess gender balance of attendees at outreach activities and review activities to ensure they are attractive to both male and female pupils.</p>	<p>5) Jan-20</p> <p>6) Jul-20</p> <p>7) Jul-19</p>	<p>5) Mar-20</p> <p>6) Sep-20</p> <p>7) Jun-22</p>	<p>5) Admissions Officer, SM</p> <p>6) Admissions Officer, SM</p> <p>7) Admissions Officer, Visit Day Coordinator</p>	
International Relations (AHSSBL)	Admissions standards that aim for gender parity at all levels		<p>7.4A. Begin meetings with Admissions to request an improvement in gender balance of offers</p> <p>7.4B. School Admissions Officer and all members of staff to have a training with Equate Scotland on achieving parity in offers</p> <p>7.4C. MLitt offer totals will reflect 50/50 male/female split</p> <p>7.4D. CSTPV staff will approach potential female applicants in targeted fields for recruitment</p> <p>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</p> <p>7.4F. Audit reasons candidates have not accepted offers to attend St Andrews through the University</p>	<p>To start 1 January 2019, ongoing Training between February to May 2019, annually each spring</p> <p>Admissions decisions made on rolling basis between October to March each year, ongoing</p> <p>To start by 1 September 2019, to continue as needed, reviewed annually</p> <p>Audits to happen 1 September to 30 September 2019</p> <p>Audits to happen 1 September to 30 September 2019</p> <p>Between 1 January 2020 to 30 January 2020</p>	<p>Director of Admissions</p> <p>ED Chair</p> <p>Director of PGT and MLitt</p> <p>Convenors CSTPV</p> <p>AMC</p> <p>Director of PGR and EDC PGR</p> <p>sub-committee</p> <p>Director of PGR and EDC PGR</p> <p>sub-committee</p> <p>Director of PGR and</p>	<p>Offers made to male applicants to rise from 30% to a minimum 40% by 2021</p> <p>Admissions Officer and 80% of staff receive training</p> <p>Gender parity in residential PGT admissions will be maintained</p> <p>Female entrance in distance learning programmes will increase to 40% by 2020</p> <p>Audits completed</p> <p>Audits completed</p> <p>EDC analyses data for any trends</p> <p>Interventions made on any trends</p>	

			survey of PGR candidates who declined to attend 7.4G. Report audit results to EDC to analyse for trends 7.4H. Determine any necessary interventions on any trends that reflect bias	1 March 2020 to 30 March 2020		EDC PGR sub-committee ED Chair and DPGR	
English (AHSSBL)	Decreased gender disparity in evening degree students.	Currently the gender imbalance is higher among evening degree students than among the UG population (by 3%).	a) Work with Admissions Office to establish a benchmark for our evening degree cohort in relation to other AHSSBL schools. and develop monitoring process for enquiries	June 2020 September 2020	June 2021 June 2023	EDC, IT officer Admissions Office	20% increase in volume of enquiries and/or applications for the evening degree from students identifying as male.
English (AHSSBL)	Reduction to gender disparity in offers made to UG applicants**	In 2018-19, there was a disparity of 7% between offers made to male and female UG applicants, in favour of women.	a) School Admissions Officer will become an ex-officio member of EDC. b) Work with Central University Admissions to understand the reasons for this disparity. c) Depending on conclusions from 4.5b, request more training from CAPOD for School Admissions Officer	September 2019 September 2019 September 2020	October 2019, and ongoing thereafter September 2020 September 2021	School Admissions Officer School Admissions Officer EDC, School Admissions Officer, CAPOD	Elimination of 7% disparity between offers made to UG applicants in relation to overall % applications (to 0%).

English (AHSSBL)	Increased public visibility of School's current gender profile, with a view to addressing low numbers of applications from students identifying as male.	Our gender disparity in UG applications is currently 8% above the most recent national average, in favour of women.	<p>a) Hold focus group with current male UG students to find out about their experience studying in the School.</p> <p>b) Revise all School publicity material to ensure visible diversity and accurate reflection of gender balance among staff and students.</p> <p>c) Equal numbers of male and female staff member will be allocated visiting day talks each year.</p> <p>d) Prepare a slide to indicate the importance the School places on Equality and Diversity, and contact all staff to include this in the visiting day talks</p> <p>e) Work with admissions to collect new data on visitors to the School by gender, with particular attention to the gender perceptions of male applicants and possible reasons for not applying.</p>	<p>a)September 2019</p> <p>b)September 2019</p> <p>c)1August 2019</p> <p>d)August 2019</p> <p>e)September 2019</p>	<p>a)Decemb er 2019</p> <p>b)Dec19, and ongoing thereafter</p> <p>c) Aug19 and annually thereafter</p> <p>d)30 August 2019, and circulated for use thereafter</p> <p>e)Septemb er 2020</p>	<p>EDO and DoT</p> <p>EDC, CO, School Office</p> <p>School Office</p> <p>EDO</p> <p>EDO and Admissions</p>	More accurate presentation of School gender profile in publicity materials and on visiting days. Admissions data collected on numbers of male visitors and available for analysis.
Earth & Environmental Sciences (STEMM)	Address the declining trend in applications and increase promotion of employment opportunities in student recruitment materials and activities	Since 2014 there has been a slow but steady decline in the overall number of applications, both male and female to UG programmes (306 in 2014 to 252 in 2018). The percentage of female entrants has remained relatively buoyant but male entrants have declined	1) Refine recruitment materials to highlight the School's educational reputation (No1 in the UK for student satisfaction in the 2018 NSS) and employment successes (5-year average if 94% of students going on to Earth and environmental science employment or postgraduate study) with testimonial examples from recent alumni	05/2019	12/2019	1,2,4 and 5) will be undertaken and coordinated by the Careers, Recruitment and EDI Officers	1) Presentation material revised and staff informed of this in School Council. Revised material used in recruitment activities

		from 50% in 2014 to 32% in 2018.	<p>2) Revise Visiting and Open Days' presentations to reflect the information stated in 1) above and highlight our commitment to EDI.</p> <p>3) Obtain data from Admissions Team regarding where students who declined St Andrews went</p> <p>4) Revise the careers section of School webpages to give specific examples of jobs and employers</p> <p>5) Add 2 profiles of recent graduates (one male, one female) to School webpages and recruitment material</p>	05/2019	12/2019		2) Revised material added to presentations.
				05/2019	12/2019	3) DoT	3) Revised materials added to webpages and recruitment material
				05/2019	12/2019		4) Obtain data from Admissions and discuss in Core Group and School Council
				05/2019	12/2019		5) Profiles produced and added to webpages and recruitment material
Computer Science (STEMM)	Consider introducing a new Joint Honours Degree with a subject such as Biology	Joint honours degrees have slightly higher female take-up . A new degree in a subject with high female participation might increase this.	Investigation of pros and cons of new degree. Discussions with other School(s). Decision on introduction of new degree	Nov 2017	For introduction in Sep 2019	DoT	New degree introduced or justified decision not to introduce one.
Computer Science (STEMM)	Devise new plans help raise recruitment of females to taught programmes from Scottish and RUK students	Our data analysis shows a lower percentage of applications from UK females compared to those from the rest of the world	Plans to help raise recruitment of females to taught programmes from Scottish and RUK students	Sept 2018		DoPR/ASCO	New actions introduced with goal of raising percentage of female Scottish and RUK students 5% above benchmark.

UNDERGRADUATE STUDENT ATTAINMENT							
School	Objective	Rationale	Planned Actions	Start Date	End Date	Person responsible	Success criteria and outcome
Geography and Sustainable Development (STEMM)	Monitor and seek to understand potential reasons for differences in undergraduate degree attainment by gender.	The data showed that there was a discrepancy in attainment between male and female UG students in degree outcome at the upper and lower ends of the grade scale, with more male UG students obtaining 2:2 or 3rd class degrees than female students and more female students obtaining 1st class degrees . We were not aware of this difference until the AS process, and we do not yet understand the reasons for this difference. Therefore, we feel this is an area we should monitor more closely.	1) Monitor annually module performance by gender for yr. 2 onwards (to see if and when male students might be struggling) by asking module coordinators to assess this when completing module audit forms.	1) Dec-19	1) ongoing	1) DoT	1) DoT has collated reports and shared findings with the EDIC to discuss findings at the end of each academic year.
			2) Conduct survey at sub-Honours level to better evaluate how gender shapes experiences and outcomes for UG students.	2) Feb-20	2) May-20	2) EDIO, DoT	2) Survey of entire sub-Honours cohort has been conducted and findings reported to EDIC and Teaching Committee to consider and make recommendations.

Physics and Astronomy (STEMM)	Understand the reason for the drop in female undergraduates taking the MPhys year, and implement procedures to correct it.	Although this is known to be a nationwide problem, we should be able to make good headway on understanding why it is happening in our cohort.) Investigate degree intention at Junior honours entry over multiple years ii) Investigate attainment vs. gender on Physics 2 and maths course iii) Investigate levels of anxiety and perceived identity throughout degree program iv) Investigate first destinations of graduates by gender	Sep 2017		DoT	See a long-term improvement in the gender ratio of MPhys students
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<p>Economics and Finance (AHSSBL)</p>	<p>Investigate UG assessment processes with a view to reducing the possibility they are affected by gender bias.</p>	<p>Assessment processes should be fair and should not favour men or women. There is some evidence (Section 4.1(ii)) to suggest that female UG students achieve a higher proportion of first-class degrees. The School has not hitherto collected or analysed gender differences in module grades, differing assessment methods or honours entry qualification. Each of these assessment elements affects overall degree attainment and each needs to be investigated to ensure that there are no systematic gender biases.</p>	<p>1) For academic year 2019/20,</p> <ul style="list-style-type: none"> • Collate and track average UG module grades by gender. • Collate and track average grades in different types of assessed work. • Investigate gender balance of attainment across UG modules and UG degree programmes • Investigate impact of honours entry on gender balance. <p>2) Develop and implement proposals to address any apparent gender bias revealed by these investigations.</p> <p>3) Monitor effectiveness of such proposals.</p>	<p>1) Sep-19</p> <p>2) Aug-20</p> <p>3) Jan-21</p>	<p>1) Jul-20</p> <p>2) Dec-20</p> <p>3) ongoing</p>	<p>DoT, SM, Teaching Committee</p>	<p>1) Report on assessment processes discussed at Teaching Committee and recommendations issued to Management Group.</p> <p>2) Proposals actioned by Management Group and implemented by DoT.</p> <p>3) Further study of assessment data in academic year 2021/22.</p>
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International Relations (AHSSBL)	Improved representation of Undergraduate students receiving firsts	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.	3.4A. University online unconscious bias training for all staff 3.4B. Determine number and gender of students switching from the IR programme after sub-honours by requesting this from Planning Statistics 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. 3.4D. Conduct focus groups with female students on their academic experience at subhonours and satisfaction with tutorials.	Announced at first Staff Council (Sep and Feb) of each semester. First announcement by ED Chair Nov 2018. Data requested Aug 2018 and awaiting analysis Data requested Aug 2018 Jun 2019, annually as needed First focus group Apr 2018, held annually in April, reviewed annually		ED Chair and HoS EDC sub-committee ED Chair EDC sub-committee	90% of staff take part in training by 2021 Analysis of gender differences (if any) between honours and sub-honours reported to EDC Data gathered, analysed and reported to EDC to take action on. First focus group held in April 2018; Additional focus groups held in March-April 2019 and March-April 2020.
English (AHSSBL)	Investigation of reasons for fluctuating UG First Class awards by gender.	A higher proportion of UG men than women achieved a first in three of the last five years. The most disparate year was 2014-15, when 30% of men but only 16% of women achieved firsts, but there is no clear trend.	a) Organise an information session in the academic year 2020-21 for the entire School to increase awareness of this data and to discuss ways to identify possible biases within an anonymous marking system. b) Hold a biannual marking circus, at which colleagues will mark sample essays and discuss, in order to calibrate marking across School.	September 2020 September 2020	December 2020 September 2021, and every two years thereafter	EDC DoT	Increased awareness across School of possible gender bias in according merit to different essay writing styles, to be measured by new question in EDS 2021 about awareness of possible gender bias in the aforesaid.

History (AHSSBL)	<p>Ensure that the assessment methods we use do not discriminate by gender, so that male-female UG degree results are balanced in proportion to cohort size by gender.</p>	<p>In view of the realisation that a greater percentage of male UG students attain a First, while more women attain an Upper Second Class degree, in October 2017 we started a data-mining exercise to establish whether there is any gender correlation by tutor or types of assessment.</p>	<p>We will use the results of the data-mining exercise, due after completion of an academic cycle (June 2018), to work out benchmarks for achievement by gender in the different assessment categories (presentation, essay, exam, etc) and the impact (if any) of the gender of tutor. We will adjust assessment methods in line with new benchmarks.</p>		<p>SAT; DoT, School IT officer</p>	<p>School has reliable data on gender and assessment, which is discussed (and minuted) by SAT and the Teaching and Curriculum Committee; taking data into account, School adjusts assessment practices so as to modify any trends identifiable in the data. Within 4 years, results are more proportionate to the female and male students in each yearly cohort when compared to the trend up to 2018 (i.e. less than 5% difference).</p>
Psychology & Neuroscience (STEMM)	<p>Evaluate the factors that might contribute to the gender disparity in degree classifications, and devise any appropriate actions.</p>	<p>As degree classification profile differs for female and male UGs, we will explore what factors might influence this pattern of data.</p>	<p>i) Set up a working group to consider what factors might influence the degree success of UGs, such as module choice, joint- or single-degree options, and grade trajectory across years (particularly sub-honours to honours), in collaboration with Teaching Committee. ii) Devise any relevant actions based on these findings, and present planned actions to Management Group. iii) Present a report of the focus groups outcomes to School Council, and add agreed items to Action Plan.</p>	<p>i) Jan-Apr 2018 ii) May-June 2018 iii) Oct 2018</p>	<p>i) E&D Teaching Committee Representative ii) E&D Officer iii) E&D Officer,</p>	<p>The working group meeting takes place; planned actions are presented to Management Group; outcomes of the review are presented at School Council; and agreed actions are added to the Action Plan Workflow.</p>

					Deputy E&D Officer	
Mathematics and Statistics (STEMM)	Understand when differences in performance begin and why. Ascertain if the attainment gap is present at 2 nd year or not. Develop evidence-based actions to reduce (and eventually eliminate) the discrepancy.	At UG level, data since 2010/11 indicate that a lower proportion of female students achieves a first-class degree, compared to their male counterparts. It is likely the discrepancy in degree classification builds up during the 3-5 years of the degree and hence, our goal of reducing (and in the longer term completely eliminating) the discrepancy necessarily has to be longer term.	<p>(a) Employ a student with good statistical knowledge to look into anonymised data. Look at larger cohort courses at all levels, to identify the point at which results diverge most. Directly compare individual grades as students progress through the years. Contrast the graduating 1st class cohort with the 2.1 cohort at 2nd year.</p> <p>(b) The University Planning Statistics department will work with the UG student to gather and analyse data on the performance of female UGs relative to the gender of their lecturer – analysis to be done at all levels for all students</p> <p>(c) Further discuss and investigate the discrepancy in attained degree through the established Student Discussion Forum, by conducting an event (focussed on confidence) in 2018/2019.</p> <p>(d) Increase/improve signposting for the University mental health support in website and locations such as lavatories.</p> <p>(e) Contact the University's Centre for Academic, Professional and Organisational Development (CAPOD) and organise a School</p>	<p>(a) October 2018 - October 2019</p> <p>(b) October 2018 –October 2019</p> <p>(c) 2nd semester of 2018/2019</p> <p>(d) June 2018 – October 2018</p> <p>(e) Semester 2 2018/2019</p>	<p>(a) E&D/SAT chair UG student, Director of Teaching and School President</p> <p>(b) E&D/SAT chair DoT and School President</p> <p>(c) School President</p> <p>(d) E&D/SAT</p> <p>(e) E&D/SAT chair and School President</p>	In 2016/2017 we noted a difference in 1 st attainment of 11%, smaller to the 17% observed in 2015/2016. We aim, by 2022, to observe a difference of 5%.

			<p>workshop on psychological resilience.</p> <p>(f) Set up a <i>mentoring scheme</i> where female students at different stages of study (Honours, MSc, PhD, Post-doc) mentor female students at a lower stage.</p> <p>(g) Make diversity in the curriculum a required consideration in new module proposals, taking into account the HEA 'Embedding E&D in the Curriculum' workshop (St Andrews Nov/Dec 2016), in-line with the University's 'Inclusive Curriculum Toolkit' (utilising ECU resources).</p>	<p>(f) May 2018 – December 2018</p> <p>(g) Semester 1 2018/2019</p>	<p>DoT.</p> <p>(f) HoS DoT, School President.</p> <p>(g) DoT</p>	
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POSTGRADUATE STUDENT INTAKE						
School	Objective	Rationale	Planned Actions	Dates	Person responsible	Success criteria and outcome
Geography and Sustainable Development (STEMM)	Ensure any gender bias in admissions processes for PGT and PGR applications is minimised.	As shown in section 4.1 (iii), a higher proportion of female applicants receive offers for PGT and PGR programmes. This could indicate that there is a form of gender bias in the admissions process, or it could reflect higher entry qualifications of female applicants. Further investigation is needed to establish the reasons and, if there is any source of potential bias, develop actions to address it.	<p>1) For academic year 2019/20, compile summary data on entry qualifications of PGT and PGR applicants by gender and assess whether offer rates correspond to differences in entry qualifications.</p> <p>2) In case of potential gender bias, EDIC is to consider further action and make recommendations to PGT and PGR Committees, such as introducing a requirement for the admissions panel to be mixed-gender or anonymising applications during the decision-making process.</p>	<p>1) Jul-19</p> <p>2) Jan-20</p>	<p>1) DoPGT, DoPGR</p> <p>2) EDIC</p>	<p>1) Report issued to EDIC.</p> <p>2) Further action considered by PGT and PGR Committees as appropriate.</p>

Computer Science (STEMM)	Encourage female UG students to take on research-related summer internships to increase awareness of research careers.	Low numbers of female PGR applicants	Provide material on School Web pages. Annual email to female students.	Jan 2018	WEO	At least 25% of internships in the School are held by females.
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<p>Physics and Astronomy (STEMM)</p>	<p>Understand why the fraction of women entering taught masters programs is so low, and implement procedures to correct it if necessary.</p>	<p>The fraction of females is below national average and over 5 years has been declining steadily.</p>	<p>i) Investigate the fraction of women on similar programmes in Scotland</p> <p>ii) Understand the past career pathway and career intentions of the current students</p>	<p>Dec 2017</p>	<p>DoT</p>	<p>Understand the reason for the low fraction, and see an improvement in fraction of applications from female students if appropriate.</p>
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<p>Physics and Astronomy (STEMM)</p>	<p>Understand why the fraction of female PhD entrants has decreased, and implement procedures to correct it.</p>	<p>Despite a high fraction of female u/g students, and constant fraction of female PhD applicants and offers, the fraction of female PhD entrants has declined in recent years. Is our School less welcoming to female PhD candidates than other institutes?</p>	<p>i) Understand career intentions of well qualified MPhys students</p> <p>ii) Monitor the impact of our trail informal lunch for MPhys and current PhD students.</p> <p>iiii) Continue to ensure that all PhD students meet other female researchers during interview days</p>	<p>i) Dec 2017</p> <p>ii) Oct 2017</p> <p>iii) ongoing</p>	<p>i) DoPG</p> <p>ii) E&D Chair</p> <p>iii) E&D Chair</p>	<p>See an improvement in the gender ratio of PhD entrants</p>
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<p>Classics (AHSSBL)</p>			<p>a) Engagement with E+D officers in (i) Scottish and (ii) other UK Classics departments, and (iii) with officers of the CUCD to work out how far this problem is specific to St Andrews and how far it is shared by other departments; also whether other departments have made progress in understanding the causes and in implementing possible solutions.</p> <p>b) Interview a selection of our current PGR and PGT students in order to see whether they can shed light on the choices potential applicants make in applying to the School for a PhD.</p> <p>c) Consideration from a) and b) and resulting recommendations by SAT (precise details not fully predictable at this stage).</p> <p>d) Side-by-side with a), b) and c), continued monitoring of and reflection on gender balance in PGR recruitment within the data-gathering and self-assessment processes laid out above under action 3.1.</p> <p>e) Revision of the School's prospective PGR webpages and E+D webpages to include a higher profile for female PGR students as case studies and for female research staff in the School</p>	<p>a) May 2019</p> <p>b) May 2019</p> <p>c) February 2019</p> <p>d) March 2019 (and annually thereafter)</p> <p>e) November 2019</p>	<p>a) E+D co-chairs</p> <p>b) PG convenor</p> <p>c) SAT, led by E+D co-chairs</p> <p>d) SM</p> <p>e) PG convenor</p>	<p>a) Report presented to SAT for minuted discussion</p> <p>b) Report presented to SAT for minuted discussion</p> <p>c) Recommendations passed on to SC and MC via EDC minutes. Resulting changes lead to an improved percentage of female PGR entrants, aiming for at least 45% for the period 2020-2024.</p> <p>d) Minuted discussion of PGR figures by SAT included as a priority item every year in the annual data-gathering and self-assessment process described under action 3.1.</p> <p>e) Improved percentage of female PGR entrants, with the aim of averaging at</p>
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						least 45% for the period 2020-2024.
Classics (AHSSBL)			Ensure that all recruitment material (including student case studies on the School's E+D webpages) gives balanced attention to both male and female students (in addition to the more specific recommendations for Classical Studies and PGR recruitment in 4.1.e and 4.2.e above). Material renewed annually.	October 2019, and annually thereafter.	Computer Officer (E+D webpages), DoT and DoPG (prospectus material)	Student profiles 50-50 male/female in all prospectus material and prospective students webpages, and on the School's E+D webpages.

<p>Economics and Finance (AHSSBL)</p>	<p>Improve the gender balance in PGT programmes – in particular MSc Economics.</p>	<p>The MSc Economics programme is specifically designed to be an entry route into the PGR programme so it is an important gateway into an academic career. However, the proportion of female applicants is particularly low compared to other PGT programmes. We need to rectify this imbalance by attracting more women to the MSc Economics (cf. Section 4.1.(v)).</p>	<p>1) Develop a policy on gender balance of staff involved in admissions, outreach and visit events.</p> <p>2) Review marketing materials to ensure that imagery is gender-balanced and both male and female role models are visible.</p> <p>3) Review admissions procedures to identify any actual or potential impact on gender balance in offer rates.</p>	<p>1) Jun-19</p> <p>2) Dec-19</p> <p>3) Jan-20</p>	<p>DoPGT, Visiting Days Coordinator, EDI Officer, SM</p>	<p>Proportion of MSc Economics applications from women has increased to 35% by 2021-22 (from 20% in 2017-18).</p>
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<p>Economics and Finance (AHSSBL)</p>	<p>Increase number of PGR entrants in general and of female PGR entrants in particular.</p>	<p>The data in Section 4.1(iv) shows that the School has a very low number of PGR students. As a research-active school, we aspire to have a much higher population of PGR students. The data reported in Section 4.1(iv) also shows a strong gender imbalance in PGR numbers. Increasing the number of female PGR students could contribute to addressing the gender imbalance among academic staff in the School (28% female) in particular and the discipline more generally.</p>	<p>1) Make PGR study more attractive to both male and female students by adding detailed webpages providing applications and career guidance to prospective applicants.</p> <p>2) Provide more funding opportunities for PGR study, both from operational budget and by applying for University and external funding.</p> <p>3) Increase engagement with alumni through LinkedIn and collaborate with University Alumni Relations team to provide testimonials on web pages and explore opportunities for scholarship donations.</p> <p>4) Contact PGR alumni 6 months after graduation to monitor job market destinations by year and gender in order to benefit from their networking and career experiences in helping/mentoring current PhD students.</p> <p>5) Conduct information sessions and recruitment activities for PGT students at St Andrews and other universities to promote PGR programme.</p>	<p>1) Sep-18</p> <p>2) Jan-19</p> <p>3) Jan-19</p> <p>4) Oct-19</p> <p>5) Apr-20</p>	<p>1) DoPGR, SM, Computing Officer</p> <p>2) HoS, DoPGR, SM</p> <p>3) DoPGR, Careers Link</p> <p>4) DoPGR, Careers Link</p> <p>5) Careers Link, SM</p>	<p>30%-increase in PGR enrolment by 2021/22 with a proportion of at least 45% female students. Detailed guidance for prospective PGR students added to School website [completed]. Increase in funding opportunities for PGR study [partially completed – in 2018/19, the School has created an additional 3 PGR scholarships from School and University budgets, and the School has fully participated in every University funded scholarship funding call and in the Scottish Graduate School of Social Sciences’ funding calls]. Increased engagement with alumni to support PGR recruitment. At least 20% of alumni join newly created LinkedIn group each year. At least one information session held per academic year for UG and PGT students informing them of PGR opportunities.</p>
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English (AHSSBL)	Reduction in gender disparity in PGT applications.	Our gender disparity in PGT applications is currently 18% above the figure across St Andrews AHSSBL, in favour of women.	a) Review all PGT-related publicity material for diversity and gender balance. b) Hold an information session for MLitt directors, so they can highlight E&D in PGT visiting day talks. c) Organise a focus group of male PGT students to understand reasons for this disparity.	September 2020 October 2019 December 2020	PG Administrator, CO, DoPGT EDO EDO	The gender disparity of PGT applications between us and St Andrews AHSSBL will be reduced by 10%.
English (AHSSBL)	Reduction in gender disparity in PGR applications.	Our gender disparity in PGR applications is currently 31% above the figure across St Andrews AHSSBL, in favour of women.	a) Review all PGR-related publicity material for diversity and gender balance. b) Prepare an information sheet about EDI to be circulated among all staff who are potential PGR supervisors c) Organise a focus group of male PGR students to understand reasons for this disparity.	September 2020 October 2019 December 2020	PG Administrator, CO, DoPGR EDO EDO	The gender disparity of PGR applications between us and St Andrews AHSSBL will be reduced by 10%.

History (AHSSBL)	Ensure admissions process addresses gender equality at PGT level so as to increase female entrants as percentage of offers made.	We discussed data supplied by Planning and Statistics Office which identified low female PGT numbers. Discussion of reasons for acceptance of a place with current PG students identified contact with the School as a key factor.	PGT Programme Coordinators to initiate email correspondence with female prospective students directly in the wake of offers. All those who reject the offer to be asked about the reasons.		PGT Programme Coordinators PSS Administrators of PGT programmes	Increase in take-up of PGT places by female students to align with UG single honours cohort (e.g. c. 55% in 2018). School has better information on reasons for student choices and uses this to adapt and inform advertising, with the effect that we average more female PGTs overall (> 45% of cohort).
History (AHSSBL)	Increase percentage of female PGR applicants converting to entrants to bring it in line with national average (currently c. 54%).	We assessed the data supplied by Planning and Statistics and agreed that our website should be more informative about inclusivity.	We will make sure our PGR webpages emphasise maternity/paternity leave, childcare provision and our openness to taking part-time students.	Spring 2018 prospectus	DoPGR School IT Officer	Webpages clearly advertise our provisions for inclusivity, such as maternity/ paternity leave. Percentage of PGR female entrants is within 5% of national average.

Psychology and Neuroscience (STEMM)	Encourage female students to take up places on our full-time PGT programmes by providing information about potential funding sources and adding testimonials from female students to prospectus material.	As the percentage of female students drops from offers through to entrants on our PGT programmes, we want to encourage more female students to take up places on these programmes.	<ul style="list-style-type: none"> i) Add a list of PGT funding opportunities to the School website. ii) Add testimonials from female PGT students to the online prospectus webpages. iii) Add the Athena SWAN logo to online and printed PGT advertising material. iv) Advertise our PGT programmes more widely via emails, posters, information sessions and the School twitter account, including to our UG students. v) Monitor PGT student application, offers, acceptances and entrants data each year, and initiate further actions if progress not occurring. 	<ul style="list-style-type: none"> i) Jan-May 2018 ii) June-Aug 2018 iii) June-Aug 2018 iv) Annually from Sept 2018 v) Annually from Sept 2018 	<ul style="list-style-type: none"> i) Director of Taught Postgraduates (DoTPG) ii) DoTPG iii) E&D website co-ordinator iv) DoTPG v) E&D Committee 	Our target is to ensure that the percentage of female PGT entrants matches the percentage of female PGT applicants during the award period (as an example, in 2016-17, that would have meant that 72% of entrants were female, rather than 67%).
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Psychology and Neuroscience (STEMM)	Increase the number of female applicants to our PGR programmes by providing more information about funding sources, adding testimonials from female students to prospectus material, and increasing our advertising.	As the percentage of female students on our PGR programmes is lower than the HESA comparators, we want to encourage more female students to apply.	<ul style="list-style-type: none"> i) Add a list of PGR funding opportunities to the School website. ii) Add testimonials from female PGR students to the relevant online prospectus webpages. iii) Add the Athena SWAN logo to online and printed PGR advertising material. iv) Advertise our PGR programmes, including to UG students in other universities and our own UGs, via emails, posters, information sessions and the School twitter account. v) Monitor PGR student application, offers, acceptances and entrants data each year, and initiate further actions if progress not occurring. 	<ul style="list-style-type: none"> i) Jan-May 2018 ii) June-Aug 2018 iii) June-Aug 2018 iv) Annually from Sept 2018 onwards v) Annually from Sept 2018 	<ul style="list-style-type: none"> i) Director of Postgraduates ii) Director of Postgraduates iii) E&D website co-ordinator iv) DoPG, PGR Advisors v) E&D Committee 	Our first target is to increase the total number of PGR applications by 5% year-on-year during the award period; our second target is to increase the percentage of applicants that are female to at least 70% (from 67% in 2016-17).
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<p>Mathematics and Statistics (STEMM)</p>	<p>Maintain the proportion of female PGT numbers in line with the national average or higher.</p>	<p>Over the last 3 years, although we make more offers to female PGT applicants, there is a slightly higher number for male acceptances and entries.</p>	<p>Data received from the Planning Statistics university department to distinguish between home and overseas students.</p> <p>For the Student Discussion Forum, organise an event specifically focussed on why PG students choose to come to St Andrews. Further explore the perception of our UG female students on postgraduate study in St Andrews. Understand the recent drop in female PG students, and decide on evidence-based actions to rectify that.</p>		<p>September 2018</p> <p>1st semester of 2018/2019</p>	<p>E&D/SAT chair</p> <p>School President</p>	<p>From 2018 to 2022 consistently achieve a proportion of female PGT students at least in line with the national averages (40-50%). [Due to the strong fluctuations caused by the small total number of PGT students, giving a more exact percentage would be unrealistic.]</p>
<p>Mathematics and Statistics (STEMM)</p>	<p>Aim to increase the percentage of female PGRs</p>	<p>The number of female PGR students is slightly lower than the national average, and has declined in recent years (from being 10-15% above the national average). The percentages of offers, acceptances and entrants are roughly in line for female students (where total numbers for PGT and PGR students are small). However, there is substantial fluctuation in female PGR proportions and there was a strong drop in 2014/15 entrants.</p>	<p>(a) Maintain record keeping on the gender balance of students that undertake summer research projects. Analyse data in September 2018, and annually every September.</p> <p>(b) Individually email the top 10 male and top 10 female students at the end of their penultimate year of study to encourage them apply for a PhD</p> <p>(c) Senior honours project supervisors will be encouraged to talk to good students to apply for PhD, especially female.</p> <p>(d) A current PhD student will give a talk on her own experience of being</p>	<p>(a) Sept 2018, and each September</p> <p>(b) Semester 2 of 2018/2019 Repeated annually</p> <p>(c) Semester 1 2018/2019</p> <p>(d) Semester 2 2018/2019 repeated annually</p>	<p>(a) E&D/SAT chair Summer research projects coordinator</p> <p>(b) DoPGR</p> <p>(c) E&D/SAT chair</p> <p>(d) PGR E&D</p>	<p>Increase the % of female PGR applications to 33% from 25% by 2020. Raise the percentage of female PGRs in line with the national average (currently ~30%) by 2022. In the longer term (2022-2025), to increase the proportion to 5% above the national average (aiming for 35%). Maintain our balanced application/offer/acceptance proportions, so that female students are not lost in this pipeline, as observed in academic years 2015/16 and 2017/18 (Table 9).</p>	

			<p>a PGR at annual UG reading parties residential trip.</p> <p>(e) Upload case studies that include female student and staff stories and experiences to our website for prospective PGR students.</p> <p>(f) Expand advertising of PGR opportunities (using, for instance, findaphd.com), with suitable wording added to adverts and website promoting our commitment to E&D and encouraging female applications.</p> <p>(g) As part of the student Mentoring Scheme (to be introduced in Sem. 1, 2018/2019), we will ask female PhD students to act as mentors for our promising UG female students.</p>	<p>(e) Semester 1 2018/2019</p> <p>(f) Semester 1 2018/2019</p>	<p>committee rep.</p> <p>(e) PGR E&D committee rep</p> <p>Webpage administrator</p> <p>(f) E&D/SAT chair DoPGR.</p> <p>(g) DoT School President</p>		
Biology (STEMM)	Increase visibility of males at UG and PGT by providing case studies on the School website, ensuring diversity of protected characteristics is represented.	We have a low proportion of males at full-time taught masters , and no case studies of males.	At least 10 case studies (5M, 5F) of undergraduate student and masters student careers featured on School website.	Jan 2018	Dec 2018	BE&D website officer.	Increase in % applications for PGT from 25% to 30% male by 2021.

POSTGRADUATE STUDENT ATTAINMENT						
School	Objective	Rationale	Planned Actions	Dates	Person responsible	Success criteria and outcome
Management (AHSSBL)	Move towards gender balance in those achieving a Pass and Distinction within the PGT cohort	PGT attainment data shows a year-on year increase in women attaining Distinctions in PGT degrees. In 2016 the number of women awarded Distinction overtook that of men. This attainment pattern needs to be monitored as part of the attempt to ensure that equal opportunities to achieve a Distinction are maintained in PGT degree attainment.	(a) The SAT will review degree attainment data for gender differences annually. (b) The SAT will develop awareness within the School of gendered patterns and trends through updates at SC. (c) All markers of MLitt Dissertations and of Presentations (where student gender is visible) must undertake online diversity and unconscious bias training.	Sept 2017 and annually thereafter	SAT DoE&D	Successful outcome: Accurate annual monitoring and discussion of attainment differences between men and women in relation to PGT Pass/Distinctions (and Merits when these are introduced – anticipated 2018). All Staff involved in marking Dissertations and Presentations undertaking online diversity and unconscious bias training by 2017/18 academic year end.
Management (AHSSBL)	Monitor the gender imbalance amongst those few students failing to achieve the PGT degree they registered for.	A gender imbalance, among PGT degree attainment data, has been revealed as part of the Athena SWAN process, which sees more women failing to achieve their PGT degree than men.	(b) Analysis of attainment statistics will be considered annually at the Autumn SAT/E&D meetings, paying particular attention to gender differences that emerge from this analysis. (b) The SAT will develop a planned response to any identified discrepancies including: ensuring critical staff (DoPGT; Supervisors; Student Services) are aware of the gender imbalance; ensuring supervisors are using the early warning systems for those struggling	Sept 2017 reviewed annually thereafter Sept 2017 Reviewed annually thereafter	DoE&D SAT SAT DoPGT CoDoTs	The SAT will monitor the progress of PGT students as part of an annual item at SAT/E&D meetings on attainment patterns. Successful outcome: (a) No gender differences in those not attaining their full MLitt degree by 2020, ensuring that a significant majority of entrants leave with a PGT qualification. (b) Implementation of University's revised PGT

			<p>with their modules and Dissertations – Academic Alert – to flag struggling students at an early phase.</p> <p>c) The University is currently reviewing its marking criteria and scale for PGT assessments and is moving towards permitting re-sits of Dissertations etc., and awarding a fuller scale of Pass categories, including Merit (currently pass or distinction). Part of the rationale for this process is to reduce the already small numbers of students who do not achieve their PGT degree. It is likely that this change will be implemented in time for 2018-19 academic year. The School will ensure the issue of gender is considered within this ongoing central and local discussion.</p>	May – Sept 2017	DoPGT DoE&D	marking criteria in line with Central University timescales.
International Relations (AHSSBL)	7.1 Identify reasons why male PGRs complete their PhDs at a faster pace than female PGRs		<p>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</p> <p>7.1B. Audit reasons for full-time to part-time status transfer by gender</p> <p>7.1C. Focus group where appropriate</p> <p>7.1D. Address reasons identified in audit and focus groups and any trends in records</p> <p>7.1E. Refresh students on extension and leave of absence policy at annual review meetings</p>	Jan 2019, and ongoing Audit May 2019, reviewed annually April 2019; Review meetings annually in April	DPGR and PGR Secretary DPGR and PGR Secretary EDC PGR sub-committee DPGR and PGR Secretary DPGR and PGR Secretary	<p>Records kept and evaluated for trends annually and discussed with EDC PGR subcommittee</p> <p>Audit completed</p> <p>Focus groups held</p> <p>Reasons addressed by 2021</p> <p>Rebalancing of completion rate, where appropriate, to show proportionate completion by gender</p>

						Students are refreshed on policies at annual review meetings
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OUTREACH FOR STAFF						
School	Objective	Rationale	Planned Actions	Dates	Person responsible	Success criteria and outcome
Art History (AHSSBL)	Gender balance at admissions outreach events.	Gender balance at outreach events will ensure that gender imbalance is not negatively impacting SAH attempts to improve gender balance among student population.	A. Data on participants in admissions outreach events to be recorded. B. Participation in outreach events to be recognised in workload table. C. Write policy on good gender balance of participants in admissions outreach events. D. Check gender balance and confer with DoT and HoS about any failure to meet this target.	A. Spring 2019 and ongoing. B. October 2019. C. Ongoing. D. Summer 2020.	A. SAH lead and DoT B. SAH lead, MC. C. SAH Office Manager and DoT D. SAT, DoT	A. Ongoing recording of data on participation. B. Participation in outreach events recognised in workload table by 1 January 2020. C. 50/50 over a three year period in admissions/outreach events achieved. D. Report to EDI Committee given including discussion of any failure of the policy.
Biology (STEMM)	Encourage more male staff to engage in educational (Primary and Secondary School) outreach (to increase the visibility of male biologists to prospective undergraduates) by: 1. highlighting outreach inclusion in workload model, 2. organising educational	We have a low proportion of males at undergraduate entry (lower than proportions at Secondary Schools). 1. Staff are not aware that outreach is included in workload model. 2. Staff are not sure how best to engage in educational outreach. In addition, we have detected a gender bias in the pattern of outreach, with male staff underrepresented in educational outreach.	Development and provision of workload model breakdown online. Educational outreach seminar provided for all staff. Increased male representation in School of Biology outreach activities	Jan – Dec 2018.	BE&D chair. University PE officer. PE committee chair.	Increase in % male applications to 35%.

	outreach seminar given by University Head of PE to explore further opportunities for educational outreach for all staff.					
Biology (STEMM)	Monitor gender bias in outreach activity . Improve recording of outreach activities, both who is delivering them, and participant data.	Recording participation data for outreach activities has been limited until now. We have observed a difference in gender of who is providing outreach activities and have instituted actions designed to redress this. We wish to monitor changes in outreach provision to see if the gender difference is reduced.	Online survey on outreach participation of staff to be conducted every 2 years. For major Biology outreach events (Bioblitz, museum, Seaside Science, Explorathon, RSE masterclasses) we will monitor participant data.	Jan 2020 and every 2 years thereafter.	BE&D chair. PE committee chair.	Reduction in gender bias of staff participating in outreach by 2020 survey. Data available to monitor trends in participant gender.
Biology (STEMM)	Provide media training sessions at least every 2 years.	We have a slight gender bias in types of outreach undertaken with women appearing to undertake less prominent outreach activities. This may reflect a gender difference in confidence or experience with the media.	Held every 2 years. Evaluations undertaken after each workshop. Outcomes reported in next submission.	Jan 2019, biennially.	CAPOD.	50% academic staff will receive media training within 3 years. Eradication of gender bias in outreach activity type by 2021.

<p>Economics and Finance (AHSSBL)</p>	<p>Increase the number of outreach activities – particularly those which aim to improve gender balance of the School UG programmes.</p>	<p>The overall share of women in the population of UG students is higher than national benchmarks but there is still a sizeable imbalance. There is an imbalance in applications. Outreach activities that are designed to encourage female applicants will help to correct this imbalance.</p>	<ol style="list-style-type: none"> 1) Record School outreach activities and attendance of male and female pupils. 2) Ensure gender balance of staff involved in outreach activities. 3) Work with Admissions and University staff members responsible for outreach activities to develop and run new outreach activities – particularly events which may attract potential female applicants. 	<p>Sep-19</p>	<p>Admissions Officer, SM</p>	<p>One additional outreach activity organised each academic year, starting 2019/20.</p>
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CAREER PROGRESSION FOR STAFF							
School	Objective	Rationale	Planned Actions	Start date	End date	Person responsible	Success criteria and outcome
Geography and Sustainable Development (STEMM)	Encourage and enable academic staff (particularly female staff) to seek and gain promotion, particularly to senior-level roles.	The staff data shows that women are underrepresented among senior academics , particularly at Reader and Professor level. As the staff survey results indicate that fewer female staff felt confident about the prospects of career progression, we aim to increase efforts to encourage and enable staff, particularly female staff, to apply for promotion.	1) Routinely discuss promotion opportunities as part of the Annual Review and Development process and include explicit section on promotion on the review form. In particular, encourage female Senior Lecturers to consider the University Elizabeth Garrett Mentoring Programme which is specifically aimed at women at SL grades and above and supports those in or aspiring to leadership roles within the University.	1) Mar-19	1) Apr-19	1) HoS	Increased proportion of female applicants for promotion as compared to the proportion over the period 2014-2019 (39%), and at least University average in terms of promotion to Reader level or above by female staff by 2022. 1) Section on promotion included in ARD form (completed). Promotion discussed at every ARD meeting.
			2) Research Group Convenors to annually consider and encourage eligible academic staff who may be candidates for applying for promotion.	2) Mar-19	2) annually thereafter	2) HoS	2) HoS has asked Research Group Convenors to undertake this when the promotion round is announced. (completed for 2019 round).
			3) Monitor applications annually (e.g. for gender, part-time contracts, periods of leave), and if appropriate	3) Jun-19	3) annually thereafter	3) HoS	3) Applications reported to Management Group

			<p>Management Group to consider action to address clear imbalances.</p> <p>4) Invite HR to run promotion information session annually at a Staff Board.</p> <p>5) For those who wish to seek promotion within the next three years, ensure an action plan is developed to support an application for promotion. Actively encourage staff who are at the right level to apply for promotion.</p> <p>6) Formalise existing promotion support arrangements so that a diverse group (see action point 9) of staff with experience of the promotion process give feedback on applications prior to submission and the opportunity to discuss it.</p> <p>7) HoS and/or Research Group Convenors to meet with unsuccessful candidates to reflect on their application and to develop a follow-up plan.</p> <p>8) Review success/failure of promotions applications on an annual basis, including potential gender imbalances.</p>	<p>4) Dec-19</p> <p>5) Feb-20</p> <p>6) Jan-20</p> <p>7) Oct-19</p> <p>8) Oct-19</p>	<p>4) annually thereafter</p> <p>5) annually thereafter</p> <p>6) annually thereafter</p> <p>7) annually thereafter</p> <p>8) annually thereafter</p>	<p>4) HoS</p> <p>5) HoS</p> <p>6) HoS</p> <p>7) HoS</p> <p>8) HoS</p>	<p>4) HR run at least one information session annually at a staff board</p> <p>5) Action plan drawn up by every member of staff intending to seek promotion and discussed with HoS.</p> <p>6) Promotion applications support group created and opportunity for discussion given to each potential applicant for promotion.</p> <p>7) Every unsuccessful candidate has had the opportunity to meet with HoS or Research Group Convenor.</p> <p>8) Results presented to Management Group once a year, which will then decide on follow-up actions if warranted.</p>
Computer Science (STEMM)	Create a new role within the School	Poor promotion record for female staff	A. Role defined in Staff Handbook	Aug 2017	Sep 2017	HoS/WEO	CSO in place

	of Career Support Officer (CSO)		B. Role-holder in place				
Computer Science (STEMM)	Pro-actively identify promotion candidates for current and future years.	Low rate of application for promotion among female staff. Tendency for female staff not to put themselves forward as evidenced by statistics	A. List of potential candidates for 2018. B. List of potential candidates annually, approx. 6 months before University promotion round	A. Nov 2017 B. July 2018, then annually		HoS/CSO	PRG identifies and approaches potential candidates each year
Geography and Sustainable Development (STEMM)	Establish an internal promotions review panel which includes academic staff of diverse backgrounds at senior level.	Promotion of female academic staff could contribute to addressing the gender imbalance at senior level. Currently promotion applications are reviewed by HoS (male) and all professors (1 female, 4 male) within the School. HoS then provides a report which forms a part of the submission considered by the University's promotions panel. Focus group feedback has suggested that a more diverse panel of senior academic staff would be more appropriate while reducing the administrative burden for the only female professor.	1) Set up process to establish internal promotions review panel so that all applications are reviewed by a mixed-gender panel which includes staff of appropriate seniority from diverse backgrounds. 2) HoS will discuss HoS promotion reports with promotions review panel before submission.	1) May-19 2) Mar-20	1) - 2) annually thereafter	1) HoS 2) HoS	1) All internal promotion review panels are mixed-gender and include staff from diverse backgrounds at senior level. 2) HoS will discuss all HoS promotions reports with internal review panel.

Biology (STEMM)	Conduct analysis of time until promotion to establish whether this is gender-biased (taking account of years in post, and part-time working).	Only 22% of promotion applications were from women , despite 40%F academic staff. We are concerned that this reflects the tendency for women to take longer to reach the perceived standard required. Fewer female than male academics are optimistic about their chances of career progression (33.3%F versus 41%M, 2017 survey). We would like to check whether there are underlying inequities beyond simply number of each gender promoted.	Production of a report on this issue, including recommendations for potential remedial action if required.	Jan 2020	Dec 2020	BE&D chair	Dissemination of the report to staff via email and internal webpages.
Art History (AHSSBL)	Female Lecturers apply for promotion when they feel ready and are willing to be promoted.	Currently 79% of Lecturers are female , while 58% of Senior Lecturers, Readers and Professors are female . We aim for even percentages of female members of staff on all levels and encourage female Lecturers to apply for promotion if they are interested.	Annual promotion sessions offered by HR.	Annually in September or October.	SAT lead, HoS.		First promotion session took place on 3 October 2018. These sessions shall take place annually in September or October. We aim for an average of one female promotion from Lecturer each year.
Economics and Finance (AHSSBL)	Increase the number of promotion applications from women.	As shown in Section 5.1.(iii), in the period of 2014-2018, only 1 out of 10 promotion applicants was female . The one	1) Identify and encourage all staff (particularly female staff) who are on the path to a promotion application, identify gaps and pro-actively suggest action to	Sep-19	Jul-20	HoS, EDI Officer	Promotions applications from female academic staff have increased by 20% by 2021/22.

		female applicant represents 14% of eligible female staff while the 9 male applicants represent 41% of eligible male staff, so the rate of applications from male staff is much higher than for female staff.	enhance the case for promotion. 2) Introduce an open call for academic service roles which enhance promotions prospects.				Open call issued for all service/ administrative roles.
English (AHSSBL)	Improved satisfaction with promotions process.	According to EDS2019, 50% of all staff and 42% of women reported that they were optimistic about their promotions prospects. Concerns about the transparency of the promotions procedure and the risk of bias against women were raised in individual comments. The dissatisfaction with the process may lie more at university than School level, but this requires further investigation.	a) A Promotions Working Group (formed of the EDO and two members of staff who have been through the promotions process, one female, one male) will run an additional focus group to collect more qualitative data. b) Make Promotions information session an annual event	January 2020 January 2020	December 2020 September 2021, and annually thereafter.	Promotions Working Group HoS	10% increase in number of staff who are optimistic about their promotions prospects in EDS2021
Mathematics and Statistics (STEMM)	Increase the proportion of female staff at professorial level	Females continue to be underrepresented at professorial level. We currently have 21% female professors which is still lower than the proportion of ~30% at lecturer/senior lecturer level	(a) The uptake % for the new mandatory appraisals scheme to be included in the annual HoS report to the SAT/E&D committee, noting reasons for exceptions. (b) Create a document describing the pre-promotion process and disseminate to members of staff.	a) From 2019 aim for 100% uptake. (b) November 2018		(a) (b) (c) HoS	We aim to increase the proportion of female staff at professorial level to 30% (currently 21%, Table 12), in line with the current proportion of female staff at lecturer/senior lecturer level, by 2022.

			<p>(c) Our School will identify and support 2 female academics to participate in the Aurora or other appropriate mentoring scheme.</p> <p>(d) Ensure that staff are aware of and engaging with CAPOD development programmes. Emails sent to members of staff with a list of the offered programs.</p> <p>(e) Start recording data on staff conference participation by gender.</p> <p>(f) Implement a scheme, in collaboration with the University and CAPOD, which will allow for the systematic collection of data with regard to participation in career development programmes.</p> <p>(g) We will start to systematically analyse data on grant applications made, in relation amount, gender and outcome, to infer trends and detect biases, by introducing a dedicated SAT meeting.</p>	<p>(c) Oct 2018-2019</p> <p>(d) Sept 2018, and every September until 2022.</p> <p>(e) September 2018, annually</p> <p>f) Sept. 2018, annually</p> <p>(g) September 2018 and throughout Dec 2018-2022</p>		<p>(d) E&D/SAT chair</p> <p>(e) E&D/SAT chair PS staff for admin.</p> <p>f) E&D/SAT chair Designated PS staff.</p> <p>(g) E&D/SAT chair Director of Research.</p>	
History (AHSSBL)	Increase the number (and proportion) of female Readers and Professors in the School and provide guidance	The O&C working party and SAT discussed possible interventions, agreeing on an annual academic promotion workshop open to all academic staff in grades	An annual academic promotion workshop open to all staff in grades 5-8 chaired by the HoS and a professorial colleague of the opposite gender, timed to coincide with the beginning of the promotion cycle.	Feb 18		HoS	Proportion of female readers and professors increases to within $\leq 5\%$ of gender group percentage in the School.

	for those who were not successful to identify what actions can be taken to support colleagues in advance of subsequent applications.	5-8, chaired by the HoS and a professorial colleague of the opposite gender, and timed to coincide with the beginning of the promotion cycle. The O&C working group agreed that following the promotions workshop individual consultation on applications would be useful. HoS offered feedback to unsuccessful applicants in 2017. In 2017, 10 staff attended, 4 female and 6 male, and feedback was very positive. 5 women were promoted, including one to professor					Applicants who are not successful gain insight into the reasons and guidance on how to succeed in a future round. Number of re-applications increases.
Earth and Environmental Sciences (STEMM)	Support applications for promotion to senior levels	The School currently has 3 male but no female professors . With promotion of women to senior lecturer and reader roles in recent years, there will be women eligible to apply for promotion to professor in the coming years.	<p>1) Senior staff in the School to run annual Q&A session on applying for promotion to professor for readers and SLs considering applying</p> <p>2) Encourage female staff at SL level and above to apply to the Elizabeth Garrett scheme where they can have the opportunity to be mentored by a female professor at the university.</p> <p>3) Feedback on application</p>	05/2019 and onwards		<p>1) Chair of internal promotion s review board</p> <p>2) EDI Officer and Committee</p> <p>3) Chair of internal</p>	<p>1) At least 1 female staff member promoted to Professor by 2023.</p> <p>2) Strive for 50% female staff uptake of the Elizabeth Garret Scheme</p> <p>3) At least 75% of staff show satisfaction with</p>

						promotion s review board and HoS	feedback process in EDI Survey and on ARDS forms
Economics and Finance (AHSSBL)	Ensure that the Academic Review and Development scheme provides strong support for all staff (both male and female) and is effective as a means of communicating School and University priorities and training opportunities.	The ARD scheme is a crucial mechanism for promoting career development. An effective ARD not only involves an honest review of the academic and service work done within the year, but also aims to communicate promotion pathways, priorities and opportunities. According to the Athena SWAN staff survey, only 50% of staff agree or strongly agree that the ARD process is useful for developing their role and only 25% of female staff agree or strongly agree.	<ol style="list-style-type: none"> 1) EDI committee members conduct focus groups meetings to understand the reasons behind the dissatisfaction with the ARD scheme and to collect suggestions for a more effective ARD process. 2) EDI Committee to develop a clear set of guidelines to ensure that the ARD helps to communicate School and University priorities and training opportunities. 3) Ensure that all ARD meetings discuss promotion, interest in specific role/committee membership both within the School and the University, work-life balance, work allocation, training and development opportunities. 	Jan-20	May-20	HoS, EDI Officer, EDI Committee	In the 2020 Athena SWAN staff survey, the percentage of staff who agree or strongly agree that the ARD scheme was useful has increased to 70%, with no notable difference between male and female staff. Focus group findings have been reported anonymously to the EDI committee. Recommendations have been issued to HoS. ARD guidelines have been published on the staff intranet.

Geography and Sustainable Development (STEMM)	Increase engagement with those on fixed-term contracts to support further career development.	The data shows that there are more women in fixed-term contracts in the School , and comments in the staff survey suggest that there is not sufficient support from the School for staff wishing to move to a standard contract.	1) Conduct a focus group with staff on fixed-term contracts to explore their career ambitions and what support from the School would help them achieve their ambitions, and write a report based on the findings. 2) Establish regular events on career progression for early-career academics, featuring presentations from senior colleagues on different career pathways.	1) Jan-20 2) Sep-19	1) Mar-20 2) ongoing	1) EDIO, University HR representative 2) EDIO	1) Report the outcome of focus groups to EDIC and Management Group to consider further actions. 2) At least one event held per semester.
Geography and Sustainable Development (STEMM)	Increased uptake of staff training opportunities and mentoring schemes.	Fewer female than male staff have undertaken formal training over the past three years, while there have been notably more female than male mentees. In addition, we do not currently record the level of training or mentoring uptake by gender. Undertaking training and mentorships supports continuing professional development.	1) Through the ARD process record and review level of training uptake across the School. 2) In annual reviews encourage staff to identify and attend courses relevant to their needs. 3) Advertise Aurora and Elizabeth Garrett schemes in Staff Handbook and on website; Staff who have previously completed the course will formally encourage female colleagues to participate. Encourage all staff to engage in mentorship schemes. 4) Promote CAPOD opportunities through structured session involving programme representatives and former participants; invite CAPOD and a representative from the	1) Apr-19 2) Apr-19 3) Apr-19 4) Sep-19	1) ongoing 2) ongoing 3) Jun-19, then ongoing 4) ongoing	1) HoS, SM 2) HoS, SM 3) EDIO, SM 4) EDIO	1) Review of training uptake presented to Management Group to consider future action if necessary. 2) Development needs identified on 100% of ARD forms. 3) Schemes advertised in Staff Handbook, on EDI webpage and at a minimum of one Staff Board per year. 4) At least one session offered per academic year.

			Diversity Office to speak to staff in the School about available programmes and gather recommendations for new training modules.				
Classics (AHSSBL)	Improve levels of uptake for training opportunities by female staff.	The self-assessment process has made it clear that training courses provided by CAPOD (the university's Centre of Academic, Professional and Organisational Development) have a low uptake from female colleagues (25%) , well below the percentage of women in our staff population overall (currently 37%). The reasons for that are not clear.	<p>a) We plan to investigate the reasons for low female uptake through a dedicated email consultation to all staff, asking for information about incentives and disincentives for CAPOD attendance. We expect that that process will also give us valuable information about what staff in the School find more or less valuable in the current CAPOD programme.</p> <p>b) In response to that consultation SAT will develop a series of recommendations and will pass on any relevant suggestions for improvement to CAPOD.</p> <p>c) Measurement of progress in percentage female uptake by inclusion of CAPOD attendance figures in our annual data-gathering exercise (action 3.1).</p>	<p>a) February 2020</p> <p>b) March 2020</p> <p>c) March 2021 (and annually thereafter)</p>	<p>a) March 2020</p> <p>b) April 2020</p> <p>c) April 2021</p>	<p>a) Deputy HoS</p> <p>b) SAT, led by E+D co-chairs</p> <p>c) SM</p>	<p>a) Consultation completed, with 100% of staff in the School offered the chance to respond.</p> <p>b) SAT recommendations recorded in EDC minutes and passed on to MC and SC and to CAPOD.</p> <p>c) Improved take-up of CAPOD training by female staff (to no more than 5% below the percentage of female staff in our population overall for academic years 2020-2021 and 2021-2022).</p>
Economics and Finance (AHSSBL)	Increase awareness and uptake of training opportunities (especially for female staff).	Survey evidence suggests that a large majority of staff have recently taken some form of training course and are satisfied with the support from the	1) Work more closely with CAPOD to promote relevant training sessions (e.g. on professional software; speaking to the public and/or media).	Jan-20	Sep-20, annually thereafter	HoS, SM	Report on training uptake discussed at Management Group at the start of every academic year, with 20% year-on-year increase until 2021.

		School in undertaking training, but there is still a sizable minority of staff who have not attended a training course recently and do not feel supported to do so . This is especially the case for female staff . We need to ensure that there is equality of opportunity in skill acquisition and therefore of career progression and promotion prospects (cf. Sections 5.2.(iii) and 5.3.(i)).	2) Advertise relevant events via email, the School webpage and other means as appropriate. Highlight importance of continued professional development for promotions applications during promotion workshops (cf. AP 14).				
English (AHSSBL)	Investigated reasons for disparity in training uptake between men and women	The disparity between training take up (completed by 91% of women and 46% men) was the highest point of difference between male and female colleagues in the EDS 2019.	a) Hold focus group with male staff in English and obtain up to date data on male uptake of training; b) Consult with other Arts Schools with similar gender profiles; c) If there are patterns to investigate, form AHSSBL Working Group on Gender and Training, with the aim of preparing a report for the institutional ED&IC d)Recommend CAPOD training to all staff during Annual Review.	a)September 2019 b)September 2020 c)September 2021 d)September 2019	September 2020 September 2021 September 2022 September 2020, and annually thereafter	EDO EDO EDO English, EDO AHSSBL Schools HoS	The gender disparity between training take up will be reduced to 20 percentage points in EDS2021.
English (AHSSBL)	Reduction in gender disparity among staff at senior levels .	Women are currently over-represented at SL level (67%) . EDS 2019 suggested that women are waiting	a) Highlight the benefits of CAPOD training and continuing professional development in Annual Review meetings (September-December and February-June).	1 June 2020	30 June, and annually	HoS	The gender disparity at SL level will be reduced by 10%.

		longer to apply for promotion than men.	b) Hold focus group of female colleagues with a view to understanding reasons for caution in entering promotion process and encouraging timely applications and progression.	November/December 2019	November /December 2019, and annually if continuing trend.	HoS	50% increased applications from women for progression from SL/Reader to Reader or Professor over next four years. Reduction by 50% in the number of staff waiting more than 5 years to apply for promotion in four years.
Geography and Sustainable Development (STEMM)	Increase transparency and formalise process for Research Leave applications.	Research leave is an important part of academic staff development , and currently more male staff undertake research leave than female staff. Applications are assessed by the HoS, DoT and DoR before the HoS makes a recommendation to the University panel. We do not have good records of applications and staff feedback has indicated that they feel the process is not fully transparent and that this may put off applicants.	<p>1) Record all applications and success rates and monitor for gender bias.</p> <p>2) Raise awareness to encourage applications (e.g. member of staff who has already taken Research Leave to speak at Staff Board before application deadline).</p> <p>3) Ensure a mixed-gender internal review panel. If the HoS, DoR and DoT comprise a single-sex panel, then the panel will be extended by one additional member of the opposite gender at appropriate seniority.</p>	<p>1) Sep-19</p> <p>2) Sep-19</p> <p>3) Sep-19</p>	<p>1) ongoing</p> <p>2) annually thereafter</p> <p>3) ongoing</p>	<p>1) SM</p> <p>2) HoS</p> <p>3) HoS</p>	<p>By 2022, Research Leave is taken by equal proportion of eligible male and female staff.</p> <p>1) Data on Research Leave reported to Management Group once a year.</p> <p>2) Discuss process and criteria at Staff Board at least once a year.</p> <p>3) All internal review panels are mixed-gender.</p>

<p>Geography and Sustainable Development (STEMM)</p>	<p>Ensure that all staff have the opportunity to undertake leadership/ service/ administrative roles which may benefit career development.</p>	<p>Currently women are underrepresented on the main committees in the School. In addition, many service roles are inadequately defined which risks them being performed inconsistently by different members of staff. Duration of tenure is not defined for all academic leadership and committee roles. As a result, some staff may hold the same role on committees indefinitely. This may on the one hand result in some staff being overburdened with administrative duties and on the other reduce opportunities for staff to gain experience in a range of roles which may be important for promotion.</p>	<p>1) Issue an open call for all service roles.</p> <p>2) Refine role descriptions for all service/administrative roles held by academic members of staff.</p> <p>3) Establish a clear succession plan through deputy roles and support individuals to take on senior roles for a sufficient period so that a sustained contribution can be shown in promotions.</p> <p>4) Recognise all major service roles in School workload allocation model.</p> <p>5) Ensure that all committees and core meetings are held during core hours to enable staff with caring responsibilities to participate.</p>	<p>1) Sep-18</p> <p>2) Jul-19</p> <p>3) Jul-19</p> <p>4) Apr-19</p> <p>5) Apr-19</p>	<p>1) ongoing</p> <p>2) Dec-19</p> <p>3) Dec-19</p> <p>4) ongoing</p> <p>5) ongoing</p>	<p>1) HoS</p> <p>2) HoS, SM, respective role holder</p> <p>3) HoS, DoT, SM</p> <p>4) HoS, SM</p> <p>5) HoS, SM</p>	<p>1) Open call issued via HoS e-mail to all staff for every service role. (completed – this is already current practice as it was implemented during the preparation of the Athena SWAN application)</p> <p>2) Role descriptions available and issued to role holders.</p> <p>3) Succession plan drawn up in consultation with respective role holders before start of each academic year.</p> <p>4) Revised workload allocation model recognises all major service roles (completed). Workload allocation model is updated annually and discussed at Staff Board.</p> <p>5) All committees and core meetings held during core hours. Principle included in Staff Handbook and published on EDI webpage.</p>
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Biology (STEMM)	Encourage senior females to undertake increased mentoring by including mentoring as a service contribution in the School workload model.	The cross-institutional mentoring scheme has 9F:1M as mentees but 1F:5M as mentors. We wish to increase the availability of female mentors .	Workload model revised.	Jan 2019	Jan 2020.	HoS.	Increased numbers of female mentors registered on cross-institutional scheme from 1 to 4 by 2020.
Economics and Finance (AHSSBL)	Ensure that all decision-making committees are gender-inclusive.	Women are underrepresented on the central decision-making committees in the School (Management Group, Teaching Committee, Academic Review Panel). Given the low proportion of female academic staff at senior level, this is unlikely to change in the near future, but we must ensure that at least one female staff member is included on every such committee. At the same time, the School must be mindful of overburdening the small number of female staff at senior level and encourage rotation of roles. In addition, irrespective of the	<ol style="list-style-type: none"> 1) Ensure that all decision-making committees include at least one female member. 2) Issue open calls for all service/administrative roles in the School and encourage appropriately qualified female staff to apply. <p>Introduce fixed-term appointments to service/administrative and committee roles in order to share the burden of administrative duties as well as enable a wider range of staff to gain experience in decision-making roles.</p>	Sep-19	Sep-19, then ongoing	HoS, SM	Management Group, Teaching Committee, Academic Review Panel include at least one female member of staff. Open call issued for all service/ administrative roles. Rotation of service/ administrative and committee roles agreed by Management Group and monitored by SM.

		committee composition, we must ensure that EDI issues are appropriately considered during decision-making processes (see AP 3.1).					
History (AHSSBL)	Increase female participation in leadership roles in the School and University.	We identified Aurora Leadership training and the University's Elisabeth Garrett mentoring programme as useful tools to develop female confidence in leadership roles. Two colleagues have been supported to complete the Aurora programme (2014/15: 1 Reader since promoted to Professor, and 2016/17: 1 Senior Lecturer); 2 colleagues are participating in 2017-18: 1 Lecturer and 1 Reader).	Continue to encourage all non-professorial academic women in the School to attend the Aurora & Elisabeth Garrett Leadership Programmes.	Ongoing		HoS and E&DC	All eligible women in the School to have completed the Aurora Leadership programme by 2021 (unless they explicitly do not wish to). ≥50% of women will have been involved in leadership roles in the School and/or University.
Earth and Environmental Sciences (STEMM)	Increase number of staff with experience of senior management roles	Currently only 1 female colleague has experience at a senior management role (DoPG), in large part this reflects the youthfulness of the School. This will need to change in order for female colleagues to have the opportunity to undertake management roles.	1) Write role descriptions for senior management roles (HoS, DoT, DoR, DoPG, DoI, EDI Officer) and make available to all staff Moodle pages 2) Set up a process to shadow Directors for staff interested in these roles 3) Open call for applications	05/2019 and onwards	1) 12/2019 2) Spring 2020 and ongoing 3) Spring 2019 and ongoing	1) Core Group 2) HoS 3) Core Group	1) Descriptions to be completed and placed on Staff Moodle pages and in Autumn 2019 School Council Meeting 2) By Spring 2020 at least 50% of the key roles have staff shadows 3) Placed as an open-ended agenda item in School Council meetings

<p>Classics (AHSSBL)</p>	<p>Investigate reasons for gender imbalance in optimism about prospects of career progression, and address any underlying problems that emerge from that investigation.</p>	<p>Staff survey data suggests that only half of women feel optimistic about their prospects of career progression, by comparison with 78% of men. We expect that actions 5.1.2 (on support for promotions) and 5.3.1 (on mentoring) will have a significant impact on that problem but we will also undertake an additional action to address it explicitly through a workshop in the School.</p>	<p>a) Run a workshop on the problems of female career progression and optimism about career progression open to staff both from Classics and other Schools. That workshop will invite discussion about the reasons for the lack of optimism about career progression among female staff in some areas of the sector. It should help us to understand more clearly the degree to which this is problem is shared by other Schools, while also learning from colleagues outside Classics about particular problems and solutions they have encountered. The SAT will discuss in a subsequent meeting and will present recommendations arising from the workshop.</p> <p>b) Investigate progress in optimism levels among female staff through the staff survey.</p>	<p>a) October 2019 (begin workshop planning)</p> <p>b) March 2020</p>	<p>a) March 2020 (workshop); April 2020 (SAT discussion and recommendations)</p> <p>b) April 2020</p>	<p>a) EDC co-chairs</p> <p>b) SM</p>	<p>a) Workshop successfully held. Follow-up recommendations included in EDC minutes and passed on to MC and SC.</p> <p>b) At least 65% of female colleagues give a positive answer to question about optimism over career prospects in 2020 staff survey.</p>
<p>Economics and Finance (AHSSBL)</p>	<p>Improve understanding and awareness of career development opportunities for staff at all levels.</p>	<p>As shown in Section 5.3.(iii), a sizable minority (32%) of academic staff either disagree or strongly disagree with the statement “I am optimistic about my options for career progression following my current role”. The</p>	<p>1) Offer annual open session on career development which promotes open discussion about the role of networking in the discipline, networking in the University, service roles at the University level and service roles in the discipline.</p> <p>2) Incorporate discussion of career development needs and opportunities in promotions</p>	<p>Sep-19</p>	<p>Ongoing</p>	<p>HoS</p>	<p>In the 2020 Athena SWAN staff survey, the percentage of staff who disagree or strongly disagree with the statement “I am optimistic about my options for career progression following my current role” has decreased to 20%, with no notable difference</p>

		percentage of female staff in this group is higher (40%) so there is a gender imbalance in perceptions of career opportunities.	meetings and Academic Review and Development meetings.				between male and female staff. At least one School session on career development offered each academic year, with top tips published on intranet for staff who could not attend.
History (AHSSBL)	Improve staff perception of their potential career progression	E&DS identified low satisfaction with career progression prospects, with the particularly low satisfaction rate among women (40%) a cause for significant concern.	All staff below grade 9, including post-doctoral researchers, to be offered mentors by HoS on an opt-out, not opt-in basis.	Sept 18		HoS in consultation with SAT and E&DC	Staff E&DS shows greater satisfaction with career prospects (> 60% agreeing).

Appendix 1: Student Data by Gender

Table 1: Upper Degree Attainment Gap for Gender by Faculty

This is the difference between the proportion of Female students and Male students achieving First Class honours.

Award Year	Arts & Divinity	Science & Medicine
2013-14	1.26	3.54
2014-15	5.15	4.36
2015-16	0.52	2.69
2016-17	1.05	7.62
2017-18	0.62	3.12
2018-19	6.49	1.77

Table 2: First Class Honours Attainment Gap for Gender by Faculty

This is the difference between the proportion of Female students and Male students achieving First Class honours.

Award Year	Arts & Divinity	Science & Medicine
2013-14	-2.81	-1.14
2014-15	-6.85	1.06
2015-16	-0.32	-0.60
2016-17	-3.17	-6.04
2017-18	-4.76	-3.78
2018-19	2.05	-0.99

Table 3: First Class Honours Proportions by Gender and Faculty

Award Year	Arts & Divinity		Science & Medicine	
	Female	Male	Female	Male
2013-14	92.8%	91.6%	83.2%	79.6%
2014-15	93.8%	88.6%	86.9%	82.5%
2015-16	92.8%	92.3%	86.1%	83.4%
2016-17	93.7%	92.7%	89.1%	81.5%
2017-18	94.6%	94.0%	86.4%	83.3%
2018-19	94.0%	87.5%	88.3%	86.5%

Table 4: Degree Classifications by Gender and Faculty

Award Year	Classification	Arts & Divinity		Science & Medicine	
		Female	Male	Female	Male
2013-14	First Class	24.4%	27.2%	28.8%	29.9%
	Second Class (Division I)	68.5%	64.4%	54.4%	49.7%
	Second Class (Division II)	6.6%	7.4%	14.6%	15.7%
	Third Class			1.6%	3.1%
	General	0.6%	1.0%	0.7%	1.5%
2014-15	First Class	20.4%	27.3%	34.2%	33.1%
	Second Class (Division I)	73.4%	61.4%	52.7%	49.4%
	Second Class (Division II)	5.4%	9.9%	11.3%	14.9%
	Third Class		0.6%	1.5%	2.2%
	General	0.9%	0.9%	0.3%	0.4%
2015-16	First Class	26.9%	27.2%	29.8%	30.4%
	Second Class (Division I)	65.9%	65.1%	56.3%	53.0%
	Second Class (Division II)	6.2%	7.4%	12.0%	13.4%
	Third Class	0.7%	0.4%	1.3%	2.2%
	General	0.4%		0.6%	1.0%
2016-17	First Class	25.9%	29.0%	31.3%	37.3%
	Second Class (Division I)	67.9%	63.6%	57.9%	44.2%
	Second Class (Division II)	5.4%	4.2%	7.6%	15.8%
	Third Class	0.2%	0.7%	3.0%	0.7%

	General	0.7%	2.5%	0.3%	2.0%
2017-18	First Class	28.1%	32.9%	29.4%	33.1%
	Second Class (Division I)	66.5%	61.1%	57.0%	50.1%
	Second Class (Division II)	4.7%	5.2%	11.9%	13.6%
	Third Class	0.3%	0.3%	1.2%	2.3%
	General	0.4%	0.6%	0.5%	0.9%
2018-19	First Class	29.3%	27.2%	32.7%	33.7%
	Second Class (Division I)	64.8%	60.3%	55.6%	52.8%
	Second Class (Division II)	4.9%	10.2%	10.3%	12.0%
	Third Class		0.6%	1.2%	1.3%
	General	1.0%	1.7%	0.3%	0.3%

Table 5: Registered degree students by degree level, faculty, and gender (FTE)

Academic Year	Faculty	Undergraduate			Postgraduate - Taught			Postgraduate - Research			Total
		Female	Male	Other	Female	Male	Other	Female	Male	Other	
2012-13	Arts & Divinity	2,289	1,354		337	257		153	159		4,549
	Science & Medicine	1,227	1,201		74	100		180	251		3,032
2013-14	Arts & Divinity	2,369	1,284		352	250	1	157	207		4,620
	Science & Medicine	1,308	1,269		109	85		193	277		3,241
2014-15	Arts & Divinity	2,579	1,346		276	225		149	204		4,778
	Science & Medicine	1,426	1,303		117	110		196	278		3,428
2015-16	Arts & Divinity	2,588	1,315		306	210		173	226		4,819
	Science & Medicine	1,471	1,388		129	133		208	272		3,601
2016-17	Arts & Divinity	2,696	1,349		339	232		195	189		4,999
	Science & Medicine	1,540	1,463		156	162		209	260		3,788
2017-18	Arts & Divinity	2,776	1,376	1	312	274	1	197	203	1	5,141
	Science & Medicine	1,598	1,535		210	172		212	274		4,000
2018-19	Arts & Divinity	2,695	1,327	1	317	244		188	198	1	4,970
	Science & Medicine	1,613	1,584	2	173	170		213	260		4,014
2019-10	Arts & Divinity	2,724	1,266	3	300	217	1	165	208	1	4,883
	Science & Medicine	1,765	1,685	2	202	178		231	281		4,343

Table 6: Registered degree students by faculty, and gender (FTE)

Academic Year	Faculty	Female	Male	Other	Total
2012-13	Arts & Divinity	2,779	1,770		4,549
	Science & Medicine	1,481	1,552		3,032
2013-14	Arts & Divinity	2,878	1,741	1	4,620
	Science & Medicine	1,610	1,631		3,241
2014-15	Arts & Divinity	3,004	1,775		4,778
	Science & Medicine	1,738	1,690		3,428
2015-16	Arts & Divinity	3,067	1,752		4,819
	Science & Medicine	1,808	1,793		3,601
2016-17	Arts & Divinity	3,229	1,770		4,999
	Science & Medicine	1,904	1,884		3,788
2017-18	Arts & Divinity	3,285	1,853	3	5,141
	Science & Medicine	2,019	1,981		4,000
2018-19	Arts & Divinity	3,199	1,769	2	4,970
	Science & Medicine	1,999	2,013	2	4,014
2019-10	Arts & Divinity	3,188	1,691	4.5	4,883
	Science & Medicine	2,197	2,144	2	4,343

Table 7: Registered degree students by degree level, faculty, and gender (%)

Academic Year	Faculty	Undergraduate			Postgraduate - Taught			Postgraduate - Research		
		Female	Male	Other	Female	Male	Other	Female	Male	Other
2012-13	Arts & Divinity	63%	37%	0%	57%	43%	0%	49%	51%	0%
	Science & Medicine	51%	49%	0%	43%	57%	0%	42%	58%	0%
2013-14	Arts & Divinity	65%	35%	0%	58%	41%	0%	43%	57%	0%
	Science & Medicine	51%	49%	0%	56%	44%	0%	41%	59%	0%
2014-15	Arts & Divinity	66%	34%	0%	55%	45%	0%	42%	58%	0%
	Science & Medicine	52%	48%	0%	52%	48%	0%	41%	59%	0%
2015-16	Arts & Divinity	66%	34%	0%	59%	41%	0%	43%	57%	0%
	Science & Medicine	51%	49%	0%	49%	51%	0%	43%	57%	0%

2016-17	Arts & Divinity	67%	33%	0%	59%	41%	0%	51%	49%	0%
	Science & Medicine	51%	49%	0%	49%	51%	0%	45%	55%	0%
2017-18	Arts & Divinity	67%	33%	0%	53%	47%	0%	49%	51%	0%
	Science & Medicine	51%	49%	0%	55%	45%	0%	44%	56%	0%
2018-19	Arts & Divinity	67%	33%	0%	57%	43%	0%	49%	51%	0%
	Science & Medicine	50%	50%	0%	50%	50%	0%	45%	55%	0%
2019-10	Arts & Divinity	68%	32%	0%	58%	42%	0%	44%	56%	0%
	Science & Medicine	51%	49%	0%	53%	47%	0%	45%	55%	0%

Table 8: Registered degree students by faculty, and gender (%)

Academic Year	Faculty	Female	Male	Other	Total
2012-13	Arts & Divinity	61%	39%	0%	4,549
	Science & Medicine	49%	51%	0%	3,032
2013-14	Arts & Divinity	62%	38%	0%	4,620
	Science & Medicine	50%	50%	0%	3,241
2014-15	Arts & Divinity	63%	37%	0%	4,778
	Science & Medicine	51%	49%	0%	3,428
2015-16	Arts & Divinity	64%	36%	0%	4,819
	Science & Medicine	50%	50%	0%	3,601
2016-17	Arts & Divinity	65%	35%	0%	4,999
	Science & Medicine	50%	50%	0%	3,788
2017-18	Arts & Divinity	64%	36%	0%	5,141
	Science & Medicine	50%	50%	0%	4,000
2018-19	Arts & Divinity	64%	36%	0%	4,970
	Science & Medicine	50%	50%	0%	4,014
2018-19	Arts & Divinity	65%	35%	0%	4,970
	Science & Medicine	51%	49%	0%	4,014