Department Application
Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	**10,500 +750= 11,250**	**11,234**
Recommended word count		
1.Letter of endorsement	500	**554**
2.Description of the department	500	**648**
3. Self-assessment process	1,000	**991**
4. Picture of the department	2,000	1,950
5. Supporting and advancing women's careers	6,000	6,944
6. Case studies	n/a	n/a
7. Further information	500	**147**

Dear Derek,

We are happy to grant you an additional 750 words for the discipline/department specific data disaggregation and consideration within analysis (we reserve the maximum of 1,000 words for large and complex faculties).

Please include this email in your submission as confirmation and state in the submission where the extra words have been used (please note, section by section word counts are suggested but the total word count may be used across the submission as appropriate).

Best wishes,
Lizzy

--
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Name of institution	University of St Andrews
Department	School of Philosophical, Anthropological and Film Studies
Focus of department	**AHSSBL**
Date of application	11 December 2019
Award Level	**Bronze**
Institution Athena SWAN award	**Date: May 2018** **Level: Bronze**
Contact for application Must be based in the department	Derek Ball
Email	db71@st-andrews.ac.uk
Telephone	01334 461 795
Departmental website	https://www.st-andrews.ac.uk/philosophy/school/

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LIST OF ABBREVIATIONS

AHSSBL: Arts, Humanities, Social Sciences, Business and Law

ARDS: Academic Review and Development Scheme

AS: Athena Swan

BHD: Bullying, Harassment and Discrimination

BME: Black and Minority Ethnic

BTPO: Business Transformation Portfolio Office

CAPOD: Centre for Academic, Professional and Organisational Development

CoP: Code of Practice

DoI: Director of Impact

DoPG: Director of Postgraduate Studies

DoR: Director of Research

DoT: Director of Teaching

E&D: Equality & Diversity

EDI: Equality, Diversity and Inclusion

EDIC: Equality, Diversity and Inclusion Committee

HoD: Head of Department

HoS: Head of School

HRBP: Human Resources Business Partner

MAP: Minorities and Philosophy

PAFS: School of Philosophical, Anthropological and Film Studies

PG: Postgraduate

PGR: Postgraduate research

PGT: Postgraduate taught

PSS: Professional Service Staff

PT: Part-time

RBDC: Research Business Development and Contracts

REB: University's Research Excellence Board, chaired by Vice-Principal for Research and Innovation

SAT: Self-Assessment Team

SC: School Council

SM: School Manager

SMC: School Management Committee

StAIGS: St Andrews Institute for Gender Studies

SWIP: Society for Women in Philosophy

UG: Undergraduate

WAM: Workload Allocation Model

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
Recommended word count: Bronze: 500 words | Actual: 554 words

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

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

School of Philosophical, Anthropological and Film Studies

Professor Mark Harris
Head of School

Dear Athena SWAN panel members,

It is my pleasure to endorse our submission for an Athena SWAN bronze award. Making the School an inclusive and more diverse working and studying environment has been a personal priority. As Head of School, I have built on my approach into researching Amazonian society and history: namely that a proper understanding of the region has to connect the various lives of all people who live there. My actions to develop an open workspace include appointing a previous HoS as the EDI Officer (from August 2017 to January 2019) to stress the strategic significance of EDI matters, attending every SAT meeting as HoS and leading our first but unsuccessful Athena SWAN bronze award submission in May 2018. I also started this resubmission process in January 2019, which is now being led by Dr Derek Ball as EDI officer to provide a fresh momentum to our journey. I continue to attend every SAT meeting, but Derek's commitment has generated a step change in the School's approach. This is evident in the openness with which we are investigating inequalities and the actions to address them.

My foremost triumph is to have improved the overall numbers of women applying for promotion. Between 2014 and 2017 there were only 3 successful applications from women in the School. In my two years as HoS 7 women have applied to positions at all grades and 6 were successful. This is an 86% success rate (see p. 63).

This submission has involved the collaboration of undergraduates, postgraduates, professional services and academic staff. The data presented are an honest, accurate and true representation of the School. Our staff surveys in 2015, 2018 and 2019 showed that our colleagues are happy working in the School and the majority want to continue in post. Still, some shortcomings only came to light because of the Athena SWAN evaluations, such as the lack of information concerning what to do if someone experiences bullying, harassment or discrimination (p. 83).

We are now more conscious of the gender profiles of the three academic communities that comprise the School; and how our strengths can work together to promote EDI objectives. For example, we have started training staff to increase confidence in our procedures in handling BHD and plan to have 2 trained people in each department by December 2020. We will have an EDI newsletter announcing events and providing information at the start of each semester (p. 24). More specific cases include the following: Philosophy aims to increase the numbers of women applicants to academic posts; Social Anthropology will seek to attract more men applicants to its undergraduate programme; Film Studies will investigate why fewer women than men get final degree Firsts despite being more numerous. Further initiatives can be seen in our extensive Action Plan.

This submission is the outcome of a journey all members of the School have undertaken and must continue to navigate united in our commitment to EDI matters. We invite you cordially and respectfully to recognise our excellence in this regard.

Mark Harris

28th November 2019

Word count: 554

2. DESCRIPTION OF THE DEPARTMENT

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

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

The **SCHOOL OF PHILOSOPHICAL, ANTHROPOLOGICAL AND FILM STUDIES (PAFS)** comprises the Departments of Philosophy, Social Anthropology, and Film Studies. Philosophy and Social Anthropology were combined into a single School in the early 1990s (for reasons then of intellectual compatibility, and for administrative and financial convenience), whilst Film Studies joined in 2008. (PAFS included Academic Music, until August 2018. Academic Music is not included in the data provided, unless otherwise stated. The SAT decided to focus on the three current departments, ensuring our planned actions support our current issues and structure.)

The Departments are in close proximity (figure 2-1) and use several rooms interchangeably. The School has an excellent reputation for research-led teaching, reflected in league table results: the Guardian University Guide for 2020 has Anthropology ranked 2nd, Philosophy 3rd, and Film Studies 2nd.

Figure 2-1 Map showing the locations of the three Departments (distance between Film Studies and Anthropology is 185 meters).

School Structure

For many purposes, each Department operates as an independent unit of teaching, research and service, with its own administrative structure led by a Head of Department (HoD) (figure 2-2).

Figure 2-2 Departmental structure of PAFS
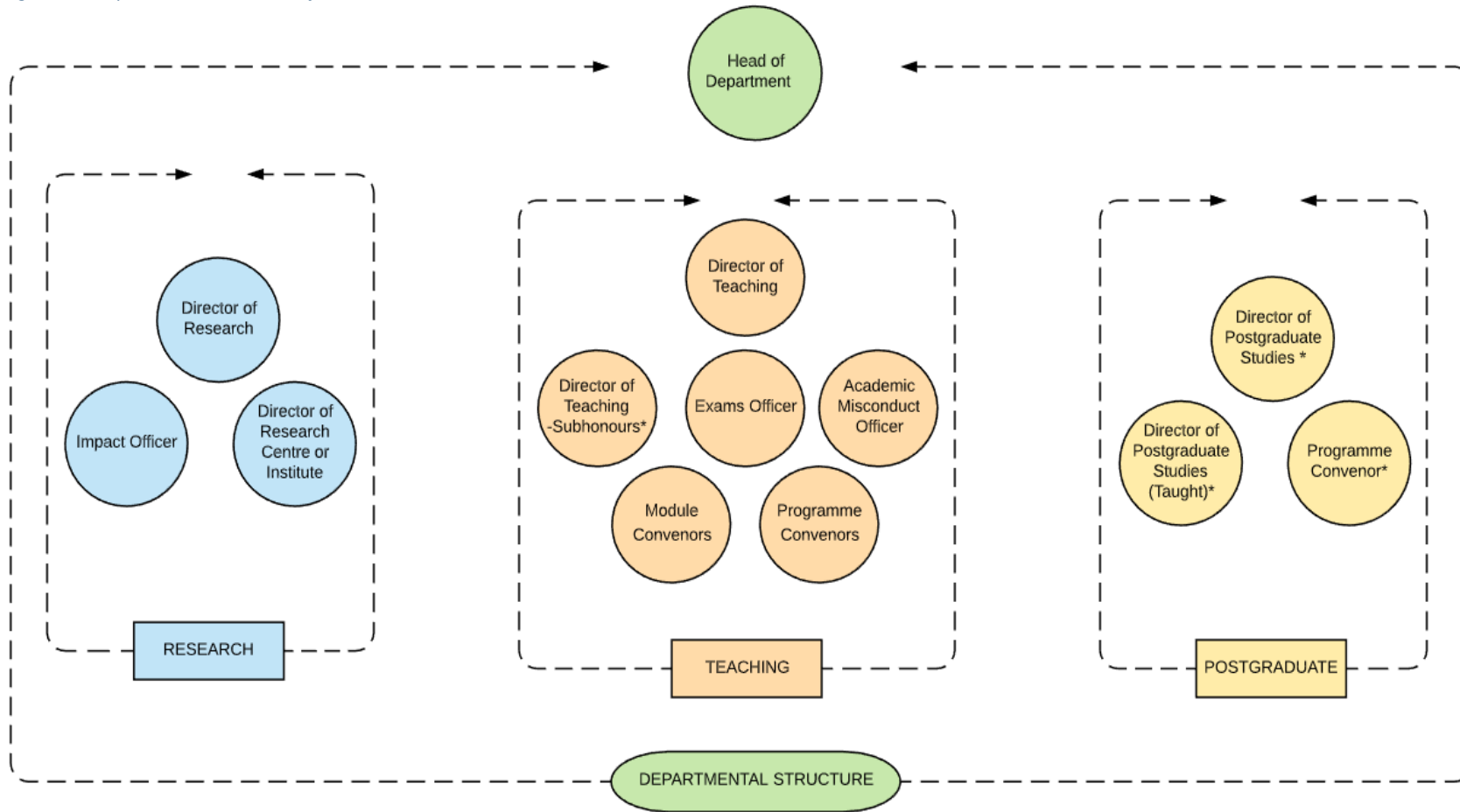
*Not all the roles are represented or equal in each department, due to their unique nature

The School is managed by the Head of School (HoS) with the support of a School Management Committee (SMC), consisting of the three HoDs, a representative Director of Teaching (DoT), and the School Manager (SM). The SMC meets monthly to ensure effective interdepartmental communication. A School Council (SC) meeting is held once per semester and involves the whole School, including professional service (PSS) and academic staff. Minutes from all Departmental and School committees are reported to SC *(figure 2-3).*

Figure 2-3 Reporting Structure for PAFS - EDI officer is a School-level position, reporting to the HoS, and chairs the EDI Committee (EDIC), which has served as the SAT. The HoS is line managed by the Master, the deputy principal of the University.
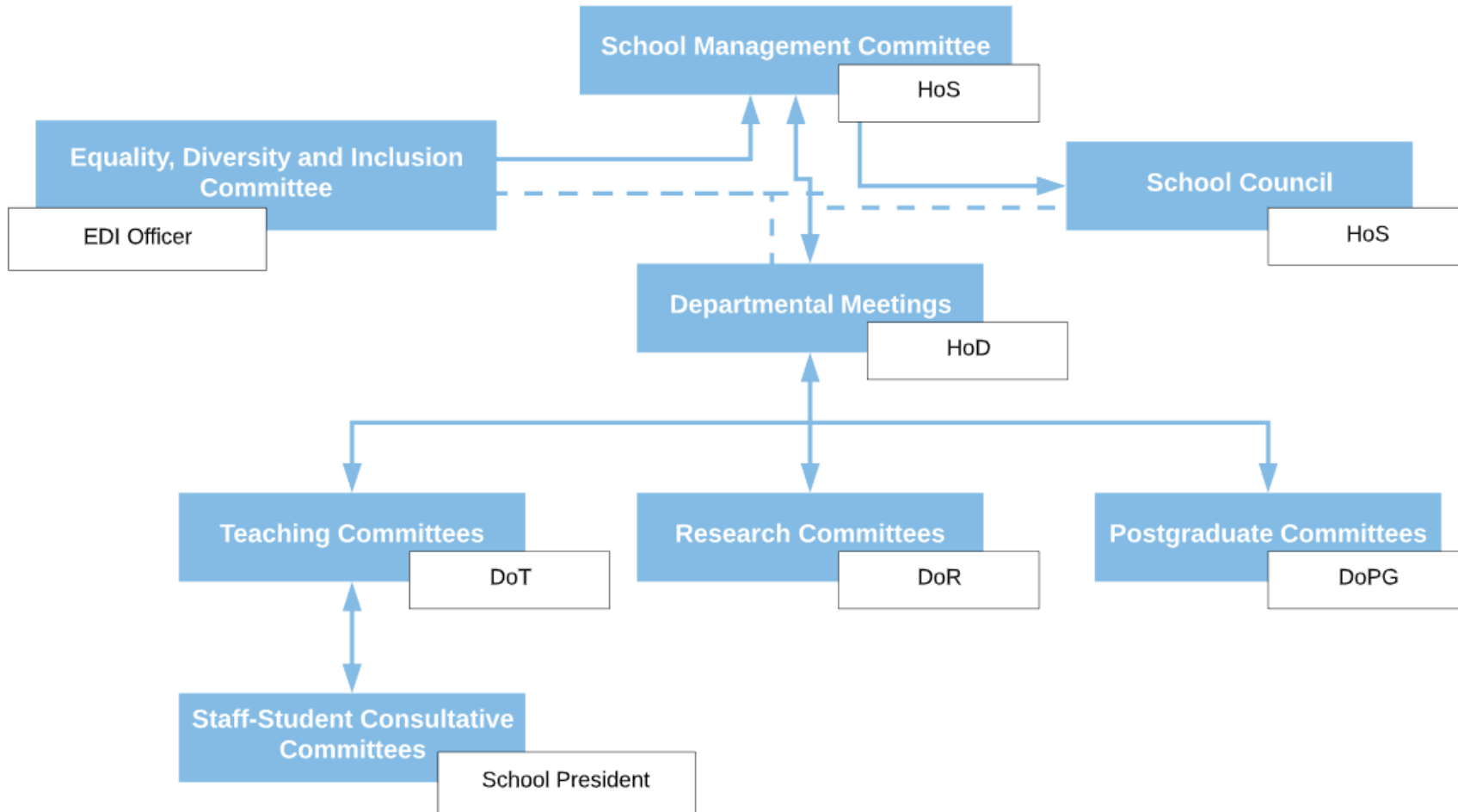
The HoS is the line manager for academic staff and meets annually with them to discuss professional development, through the Academic Review and Development Scheme (ARDS). This is discussed further in section 5.3.ii. PSS are based in departmental buildings and are line managed by the SM.

Research Centres and Degree Programmes

PAFS hosts 9 research centres and institutes that provide focal points for staff and students working in connected fields with overlapping memberships. These are: Arché; Centre for Amerindian Studies, Latin American and Caribbean Studies; Centre for Cosmopolitan Studies; Centre for Ethics, Philosophy and Public Affairs; Centre for Minorities Research; Centre for Pacific Studies; Centre for Screen Cultures; Institute for Global Cinema and Creative Cultures; and the St Andrews Institute for Gender Studies (StAIGS).

PAFS offers 3 four-year undergraduate MAs and numerous joint degree programmes. Undergraduate teaching is divided into first- and second-year 'sub-honours' (in which students take a variety of subjects) and third- and fourth-year Honours (in which students focus on one or two subjects). Each year, the students in each department elect a student as School President for each department; the School Presidents serve as the students' representatives. In 2018-19, the School had 314 (64% women) undergraduates across all honours programmes. There were 60 students (42% women) across all PGT programmes, and 76 PGR students (48% women) (table 2-1, 2-2). Our PGR programmes include an MPhil in Philosophy, which extends the taught Masters (MLitt) with an additional one-year thesis, and PhDs. PG students annually elect PG Reps who represent their interests on certain committees. We discuss the gender profile of our student body, including by department, and provide relevant action points, in section 4.1.

Table 2-1 Students (FTE) by degree level and gender

Degree Level	Female	Male	Total	% Female
Undergraduate	314	173	487	64%
Postgraduate Taught	25	35	60	42%
Postgraduate Research	37	39	76	48%
Total	375	247	622	60%

Table 2-2 Students (FTE) by degree level and gender by department

	Philosophy	Anthropology	Film Studies

Degree Level	F	M	Total	F	M	Total	F	M	Total
Undergraduate	105	123	227	148	20	168	62	31	92
Postgraduate Taught	25	30	45			8			7
Postgraduate Research	17	28	45			21			11
Total	136	181	317			196			110

Our undergraduate student numbers, from application to degree attainment, are shaped by the high levels of satisfaction our students report (figure 2-4).

Figure 2-4 Student Satisfaction (NSS 2019)

Student Satisfaction

- Philosophy: 97.37%
- Anthropology: 97.94%
- Film Studies: 100%
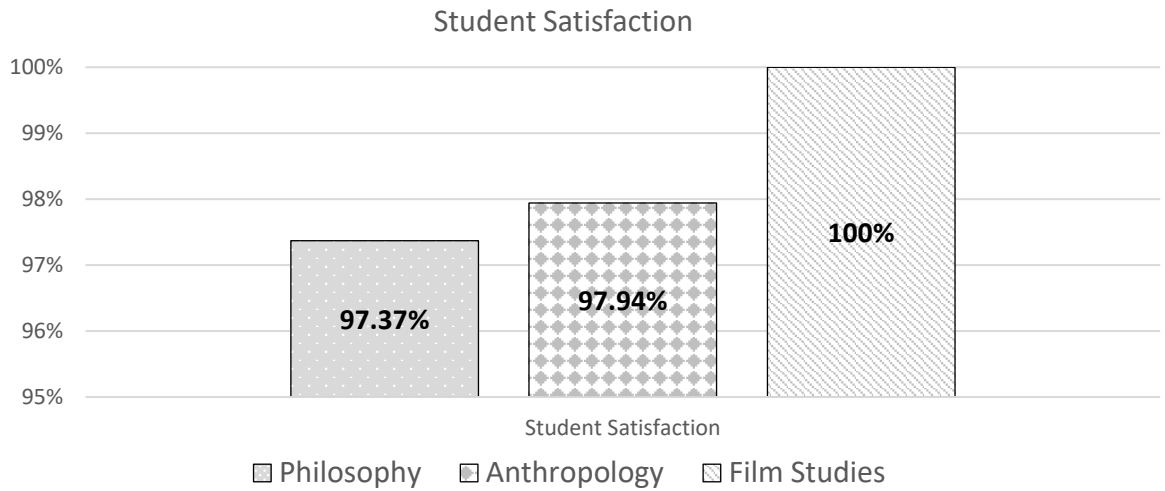
Staff Demographics

The School employs 81 staff including 69 academics (29 women, 40 men) and 12 PSS (11 women, 1 man). Gender is overall balanced by PSS as shown in table 2-3, figure 2-5. We discuss the gender makeup of staff by grade and by department, and provide relevant action points, in section 4.2.

Table 2-3 PAFS Academic and Professional Service Staff

Year	Headcount			Headcount (%)	
	Female	Male	Total	Female	Male
2018	40	41	81	49%	51%
2017	37	38	75	49%	51%
2016	31	39	70	44%	56%
2015	31	36	67	46%	54%

| 2014 | 30 | 36 | 66 | 45% | 55% |

Figure 2-5 Academic Staff by Gender (headcount)
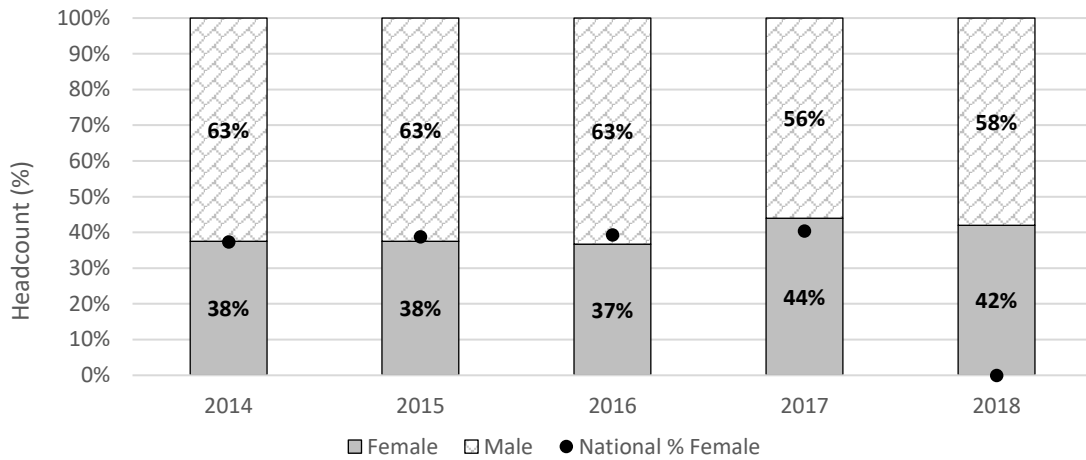
The ethnicity staff profile for the PAFS is as detailed in table 2-4. Due to small numbers, we are unable to investigate further for the purposes of this application; but we recognise the need to implement best practice to attract a more diverse staff population (AP 1(a)).

Table 2-4 2018 PAFS Ethnicity data (University statistics)

Ethnicity	All
BME	5
White	67
Not given	9

Word count: 648

Action points:

1(a) Gather best practice to attract more BME staff

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i)   a description of the self-assessment team

PAFS first formed a SAT in 2015, with membership on the basis of invitation by the HoS, and made an unsuccessful application for an AS Bronze award in April 2018. The experience of this application suggested that a larger SAT, formed by volunteers, would allow a greater range of backgrounds and experiences from

throughout PAFS to be represented. We therefore circulated an open call for volunteers to join the SAT to all staff and PG students in the School, with further, personalised invitations sent to ensure adequate representation, including to the three School Presidents. The SAT was re-constituted in January 2019.

The current SAT/EDIC consists of 17 members (12 women and 5 men) (AP 5(a), 5(b)). It has representation from each career level (table 3-1) and from PSS. It includes members with experience of fixed-term work, caring responsibilities, and maternity leave.

Table 3-1 SAT/EDC Membership

Name	Position	SAT Roles
Derek Ball	Senior Lecturer, Philosophy EDI Officer	1, 3 Led writing of sections 3, 4.2 Chair
Claudia Cisneros-Foster	School Manager	1, 2 Support in proofing submission
Jimena Clavel	PhD Student, Philosophy	2 Organised PG focus group
Lenna Cumberbatch	Equality and Diversity Awards Advisor, Human Resources	1, 2, 3 Ran staff and PG focus groups
Lucy Donaldson	Senior Lecturer, Film Studies Director of Teaching	2, 4 Led writing of section 4.1
Mattia Fumanti	Senior Lecturer, Anthropology	1 Led writing of section 5.3
Mark Harris	Professor, Anthropology HoS	1, 3, 4 Led writing of section 5.1
Anuja Jain	Lecturer, Film Studies	Jointly led writing of section 2
Alison Kerr	Research Fellow, Philosophy Director, St Andrews Institute for Gender Studies	1, 3
Rikke Nedergaard	Undergraduate, Anthropology School President Member until 07/2019	2 Ran UG focus group
Stavroula Pipyrou	Lecturer, Anthropology	4 Jointly led writing of sections 2, 5.5
Tyler Parks	Associate Lecturer (Education Focused), Film Studies	1
Maria Fernanda Mino Puga	PhD Student, Film Studies	3
Lucie Randal	Departmental Secretary, Philosophy	1

Elisa Jockyman Roithmann	Undergraduate, Film Studies School President Member from 08/2019	Ran UG focus group
Sophia Rommel	Undergraduate, Philosophy School President Member until 07/2019	3 Ran UG focus group
Clotilde Torregrossa	PhD student, Philosophy	2 Organised PG focus group
Lyndsay Townsend	Undergraduate, Film Studies School President Member until 07/2019	2
Kyle van Oosterum	Undergraduate, Philosophy School President Member from 06/2019	3
Katie Walker	Undergraduate, Anthropology School President Member from 08/2019	Student Representative
Michele Wisdahl	Research Fellow, Anthropology	1, 4

1: Staff Data Sub-Group, 2: Student Data Sub-Group, 3: Survey Sub-Group, 4: Member of previous SAT

(ii)   an account of the self-assessment process

PAFS's April 2018 AS Bronze application was based on two surveys of staff (in December 2015 and January 2018) and of students (in June 2016 and January 2018). These surveys were followed by focus groups for staff, PG and UG students. Other notable activities leading up to this application included the creation of a PAFS EDI website, and engagement with University-level EDI work, including the institutional AS Bronze Award and institutional Race Charter Mark applications.

Our April 2018 application was unsuccessful, with feedback indicating that although there were many areas of good practice across the School, '[t]he submission did not provide sufficient department-specific data and analysis to evidence a thorough self-assessment and produce a SMART […] action plan'. Consequently, we decided to undertake a new self-assessment process, led by a broader SAT, beginning with a thorough re-evaluation of staff and student data (with special attention to analysing the data in a way that will reveal where situations may differ between our three Departments), and a new survey. We initially divided into three sub-groups, focusing on Staff Data, Student Data, and designing and analysing the new Survey. The SAT has met at least monthly during 2019, with the sub-groups meeting more frequently and reporting back to the SAT (table 3-2).

The survey, based on a standard survey administered by the University's EDI Office, but customised to reflect the particular circumstances of PAFS (including distinguishing School from Departmental issues) was administered in April 2019. We noted that participation in the 2018 survey was low (figure 3-1), especially among staff; we therefore advertised the 2019 survey via multiple emails and promised a reward of a pizza party if we reached a response rate of 50%. Participation among staff was significantly improved over 2018 (figure 3-3 and 3-4) – in 2019, 55 of our 69 staff participated - but overall participation still fell well short of our target 50% threshold, as only 155 of our more than 500 students participated (AP 3(e)). The survey results suggest different explanations for low participation among students and staff: among students, there is limited awareness of AS (only 47% reported having heard of AS prior to the survey (rising to 76% among postgraduates)); among staff, many feel that EDI is not a priority within their Department (figure 3-2). Film numbers are too small to be reported separately while retaining anonymity. (AP 3(a) - 3(e)).

Figure 3-1 Staff and Student Survey April 2019, Staff respondents by year and gender
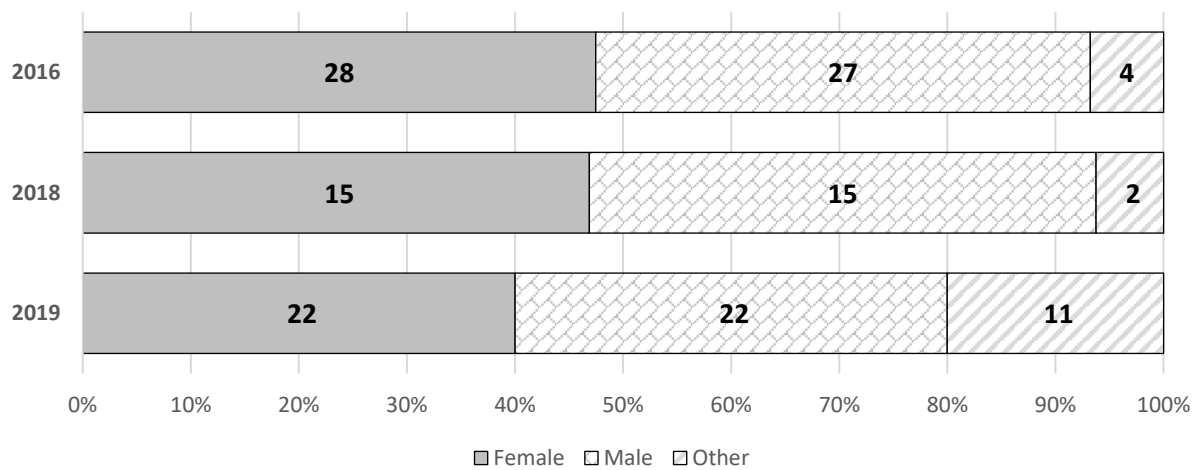
Figure 3-2 Staff and Student Survey April 2019, Staff respondents by year and gender, EDI are a priority within my Department?

Percentage of Respondents by gender

School
- Strongly agree or Agree: 64% (% Female), 91% (% Male)
- Neither agree nor disagree: 23% (% Female), 9% (% Male)
- Disagree or Strongly disagree: 14% (% Female), 0% (% Male)
- Prefer not to answer: 0% (% Female), 0% (% Male)

Philosophy
- Strongly agree or Agree: 67% (% Female), 80% (% Male)
- Neither agree nor disagree: 22% (% Female), 13% (% Male)
- Disagree or Strongly disagree: 11% (% Female), 7% (% Male)
- Prefer not to answer: 0% (% Female), 0% (% Male)

Anthropology
- Strongly agree or Agree: 50% (% Female), 100% (% Male)
- Neither agree nor disagree: 25% (% Female), 0% (% Male)
- Disagree or Strongly disagree: 25% (% Female), 0% (% Male)
- Prefer not to answer: 0% (% Female), 0% (% Male)

Figure 3-3 Staff and Student Survey April 2019 - Respondents by gender

- ▨ Woman
- ▨ Man
- ▨ Other

"Others" includes "gender fluid", "non-binary", "Prefer not to answer" and those who did not answer the question.
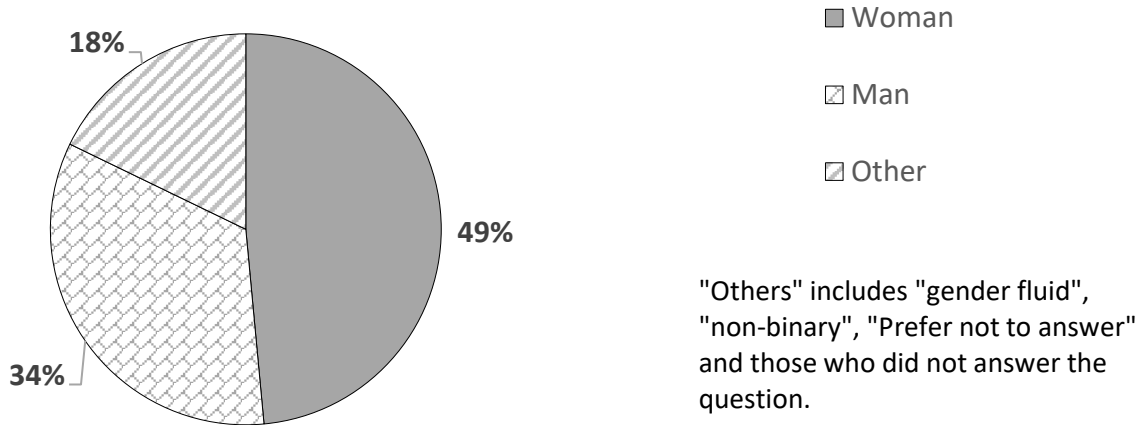
Figure 3-4 Staff and Student Survey April 2019, Students respondents by year and gender

☐ Female ☐ Male ☐ Other
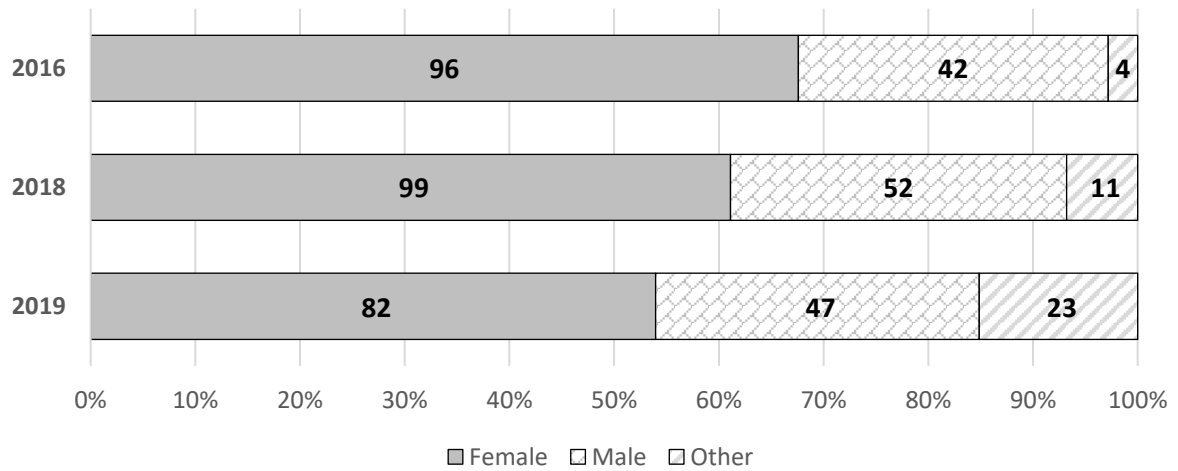
In order to explore the issues raised by the survey further, we held focus groups for all cohorts (table 3-2), with our analysis of the data and survey results forming the basis of our questions for the focus groups. In order to encourage participation, the undergraduate focus groups were organised and run by the students themselves, while the staff and PhD focus groups were run by someone external to the School and were not attended by senior management.

The writing of each section of the application has been led by a member of the SAT; findings, drafts and future actions are regularly discussed at our SAT meetings.

Table 3-2 Timeline of SAT activities

Date	Action
April 2018	Submission of AS Bronze Award application
June 2018	EDI committee meeting in June to discuss implementation of Action Plan New School Manager appointed.
September 2018	Feedback from application received, StAIGS (housed within PAFS) founded
December 2019	Call for volunteers for EDIC /SAT membership; strategy meeting to plan for next submission and to thank past SAT members.
January 2019	SAT/ EDIC re-constituted
30 January 2019	SAT Meeting
January -May 2019	Meeting of sub-groups (virtually or in person), on a fortnightly basis
13 February	SAT Meeting
6 March 2019	SAT Meeting
3 April 2019	SAT Meeting
April 2019	EDI survey
29 April 2019	SAT Meeting
April-May 2019	Undergraduate Focus Groups
29 May 2019	SAT Meeting
26 June 2019	SAT Meeting
July 2019	Postgraduate Focus Group Staff Focus Group
24 July 2019	SAT Meeting
21 August 2019	SAT Meeting
August -September 2019	New tutor training materials related to pronouns adopted across School and by CAPOD (Centre for Academic, Professional and Organisational Development, the University's academic and professional training unit)
07 September 2019	First draft of AS Bronze Award application
02 October 2019	Consultation event with the School
November 2019	Application revisions in light of feedback from consultation event and external review by critical friend Meriel Cartwright at LSHTM.

Communication and Consultation with School

As noted, the results of our survey and focus groups suggested that there is limited awareness of AS among students, and that many staff feel that EDI is not a priority. We therefore agreed to emphasise communication both in our Action Plan, and throughout the process of preparing this application.

Because PAFS consists of three largely autonomous Departments, we decided to use a range of ways of communicating the progress of the SAT and ongoing work, issues, and policies related to EDI, as well as encouraging feedback. These include:

- EDI is now a standing item at both School and Department staff meetings (AP 3(a))
- An EDI newsletter will be distributed by email once per semester (AP 3(b))
- 'You said/We did' posters in each Department's building (AP 3(c))
- An updated website (AP 3(e))

In addition to these ongoing methods of circulating information about EDI, we made a special effort to solicit feedback about the present AS application and Action Plan from the entire School; see section 7 for discussion.

External Links

Members of the SAT have attended training events hosted by other departments, including a workshop with external departments which hold AS Gold Awards and ACAS training on bullying and harassment. The EDI Officer is a member of the University's EDI committee and the Arts and Humanities EDI group.

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

The members of the current SAT will form the School's EDIC going forward (AP 5(b)). The EDIC's remit will expand beyond AS to include LGBT+ issues, as well as equality, diversity, and inclusion with respect to race, ethnicity, socioeconomic class, and age; and our AS Action Plan will become a part of an EDI Action Plan that addresses these issues. The EDIC will meet twice per semester; each meeting will assess the progress of our Action Plan, and will seek out new EDI issues raised at meetings and via the newsletter, adding to or modifying the Action Plan as appropriate. By Summer 2020, the EDIC will have produced an annual schedule of tasks to be undertaken at each meeting throughout the academic year (AP 5(c)).

Word count: 991

Action points:
Communication
3(a) Ensure that EDI is a standing item at meetings

3(b) Circulate an EDI newsletter by email to all staff and students once per semester

3(c) Create 'You said/We did' posters in each Department building. Update these at least once per semester

3(d) Create an updated EDI website, including links to relevant policies, as well as a redacted version of this application and Action Plan.

3(e) Run a new survey in 2021. Promote the survey so as to increase participation among students.

Future of the SAT
5(a) Participate in revision of workload models to work toward adequate recognition of participation in the SAT and School EDIC, as well as the role of School EDI Officer.

5(b) Implement a practice whereby the role of EDI Officer rotates roughly every three years, by open advertisement through the school. Implement a practice whereby members of the SAT serve roughly three years on a rolling basis, and ensure that new members are appointed with an eye toward ensuring a good gender balance (as well as balance between the three Departments), and with due attention toward diversity in other respects.

5(c) Produce an annual calendar of meetings of the EDI Committee, which describes the recurring tasks to be undertaken at each meeting throughout the academic year.

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

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

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

N/A

(ii)   Numbers of undergraduate students by gender

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

Student data is presented in FTE. Part-time (PT) student numbers have been recorded for the past four years. In that time there have been no PT UG students; this is unsurprising since we offer no UG PT programmes. Although PAFS participates in the teaching for the Evening Degree programme, this is recorded as MA General, so not counted within PAFS's data. We discuss part-time PG students in (iii) below.

In PAFS, overall, the gender balance of our UG population is consistently around 65% female over the last five years. National figures suggest a similar preponderance of female UGs (table 4.1-1). PAFS remains within 5-8% of the national benchmark (table 4.1-1) throughout the five-year period. Whilst we recognise that this is not an exact reflection of the School's population, it is on a national scale.

Table 4.1-1 Percentage of female Undergraduate students in PAFS, with benchmarking (HESA Media Studies, Anthropology & Development, and Philosophy Cost Centres averaged)

Academic Year	Female	Male	Total Students	% Female	National Average
2018-19	314	173	487	64%	-
2017-18	285	156	441	65%	60%
2016-17	282	148	431	66%	58%
2015-16	261	139	400	65%	57%
2014-15	246	126	372	66%	55%

The percentage of female students is largely consistent across year groups and has remained relatively stable over the past five years (table 4.1-2). Although this is in part a reflection of general University trends, we will review and improve our recruitment materials to ensure a more balanced population (AP 6(a) - 6(c)).

Table 4.1-2 Honours and sub-honours students in PAFS

	Sub-honours				Honours			
Year	Female	Male	Total	% Female	Female	Male	Total	% Female
2018-9	1173	98	271	64%	141	75	216	65%
2017-18	162	90	252	64%	123	66	189	65%
2016-17	160	84	245	66%	122	64	186	66%
2015-16	150	82	231	65%	111	57	168	66%
2014-15	140	72	212	66%	106	54	159	66%

Figure 4.1-1 shows that there is persistent tendency for there to be a higher proportion of women in joint honours than in single honours; the reasons require investigation. (AP 7(a)).

Figure 4.1-1 PAFS UG population by degree type and gender
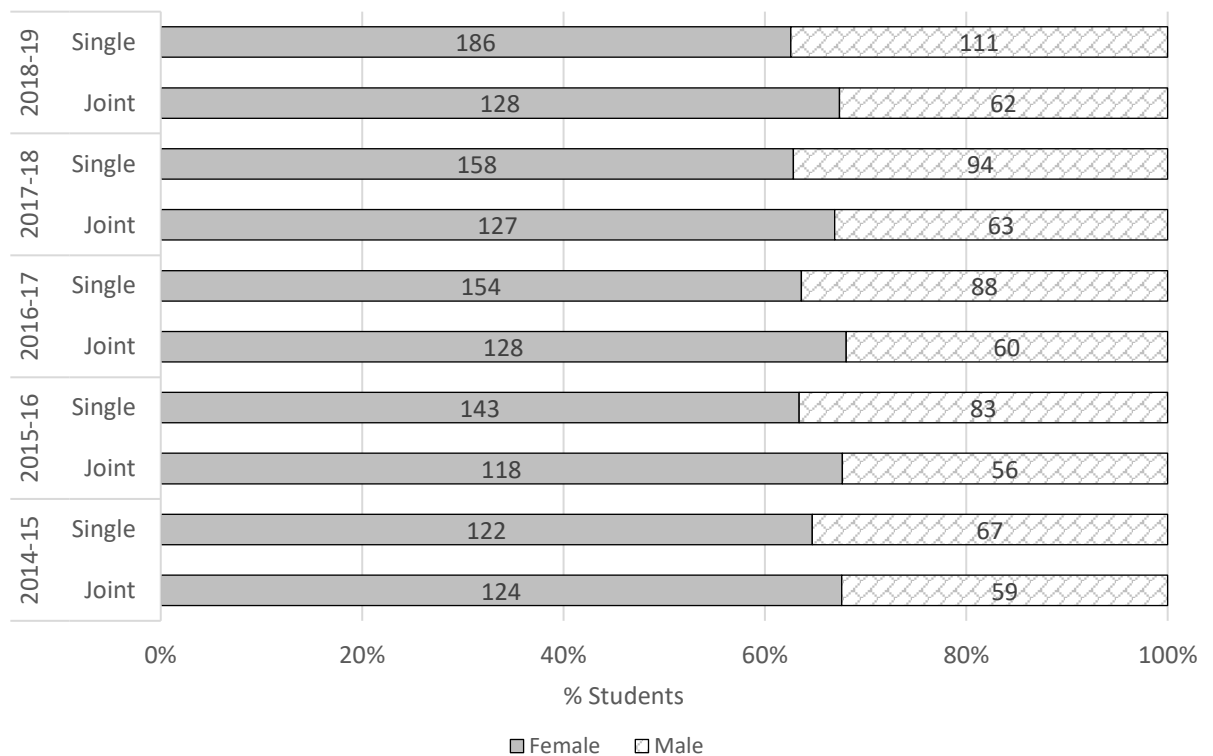
Our three Departments have very different gender profiles. Figure 4.1-2 and table 4.1-3 show that, compared to the national benchmark, Anthropology has higher proportions of female undergraduates (AP 6(d), 6(e)).

Table 4.1-3 Total number of undergraduate students in Anthropology by degree type and gender

Academic Year	Honours Type	Female	Male	Total Students	% Female
2018-19	Single	98	13	110	89%
	Joint				87%
2017-18	Single	89	15	104	86%
	Joint				86%
2016-17	Single	85	18	103	82%
	Joint				87%
2015-16	Single	89	20	109	82%
	Joint				86%
2014-15	Single	79	18	96	82%
	Joint				87%

Figure 4.1-2 Percentage (left axis) of Anthropology students who are female, with national average and total students (right axis)

Percentage of female Anthropology undergraduate students
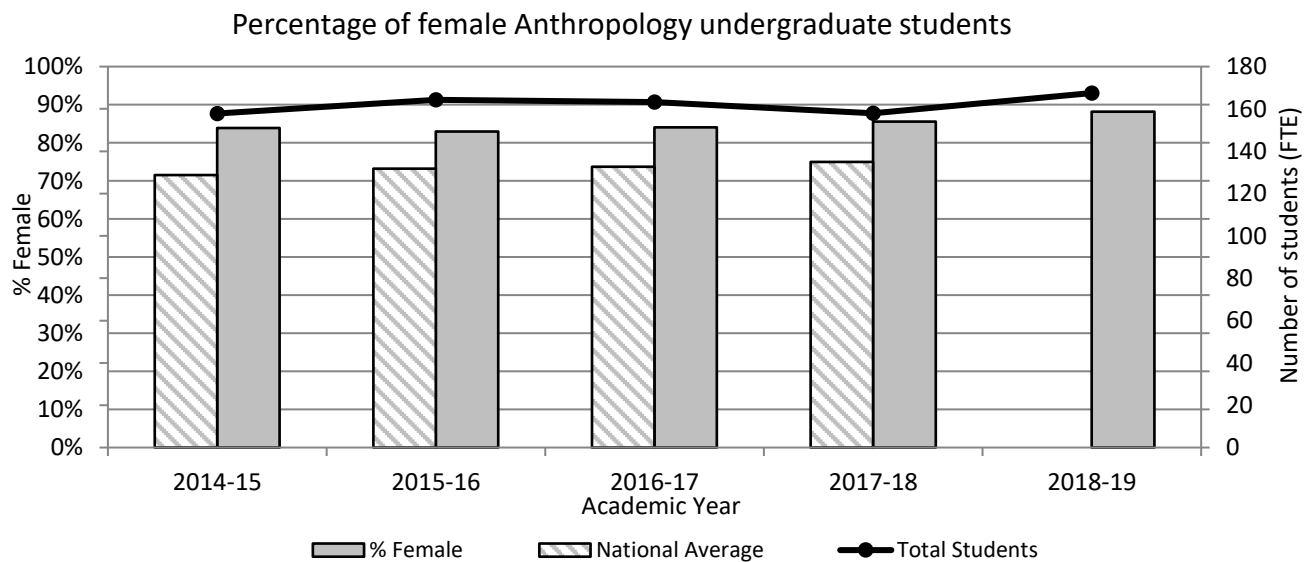
Philosophy is much closer to the typical gender balance (a slight underrepresentation of women) for the subject (figure 4.1-3), though a lower percentage of female students is evident in single honours (table 4.1-3). This difference between single and joint honours requires action (AP 6(d), 6(e), 7(a)).

Figure 4.1-3 Percentage of Philosophy students who are female, with national average
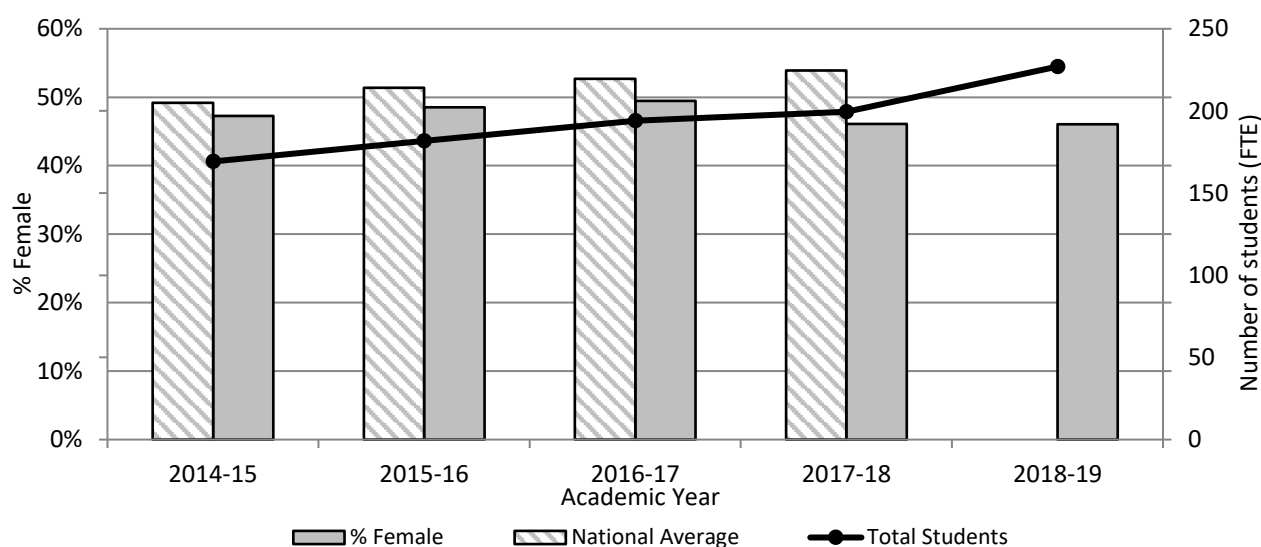
Table 4.1-4 Philosophy student numbers by degree type

Academic Year	Honours Type	Female	Male	Total Students	% Female
2018-19	Single	57	80	137	42%
	Joint	48	43	90	53%
2017-18	Single	46	66	112	41%
	Joint	46	42	88	52%
2016-17	Single	55	56	110	50%
	Joint	42	43	84	49%
2015-16	Single	45	54	98	45%
	Joint	44	40	84	52%
2014-15	Single	44	49	93	47%
	Joint	37	40	77	48%

For Film Studies, while there is a higher proportion of female students (figure 4.1-4), UG single honours has better gender balance (table 4.1-5). The introduction of single honours (2015), has helped to improve the overall balance from 75% female in 2014-15 to 67% female in 2018-19 whilst also increasing the programme numbers by double (AP 6(d), 6(e)).

Figure 4.1-4 Percentage of female Film Studies UG students
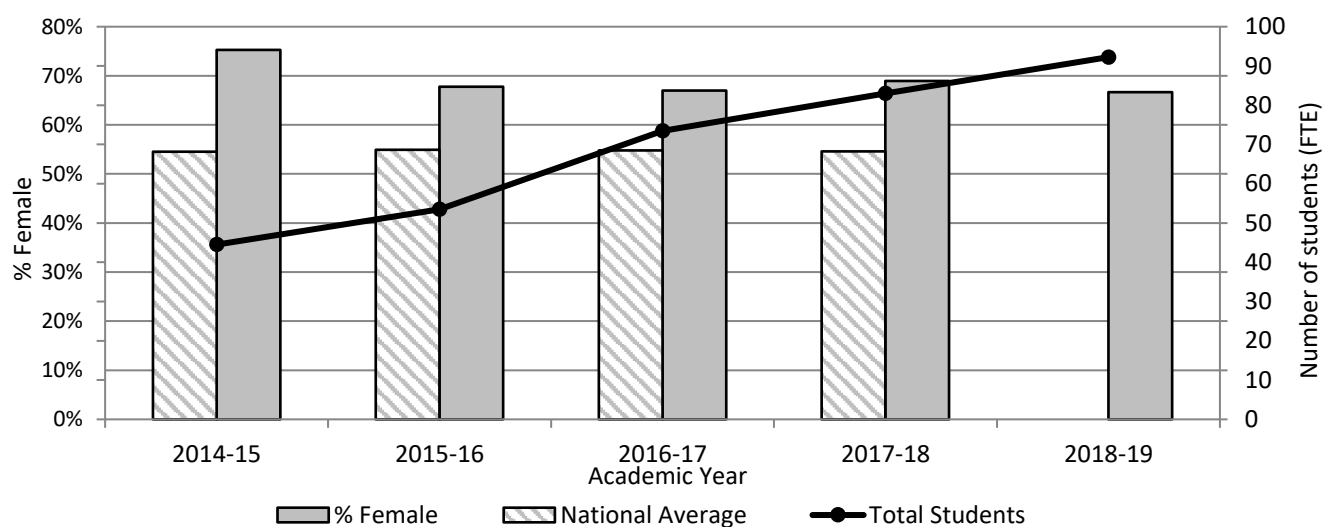
Table 4.1-5 Film Studies student numbers by degree type

Academic Year	Honours Type	Female	Male	Total Students	% Female
2018-19	Single	31	19	50	63%
	Joint	31	12	43	71%
2017-18	Single	23	13	36	64%
	Joint	34	13	47	73%
2016-17	Single	15	15	30	51%
	Joint	34	10	44	78%
2015-16	Single	10	9	19	51%
	Joint				76%
2014-15	Single*	0	0	0	-

 *when the single honours programme commenced

Applications, Offers & Acceptances

Across the School, female students outnumber male students by about 2:1 in terms of applications, offers, acceptances and entrants; this is broadly in keeping with other AHSSBL disciplines in St Andrews (table 4.1-6), but still requires action (AP 6(a) - 6(c)).

Table 4.1-6 Number of UG applications, offers, acceptances and entrants in PAFS

Year of Entry	Offer Type	Gender		School % F	%F St Andrews AHSSBL
		Female	Male		
2018-19	Applications	882	543	62%	59%
	Offers	400	202	66%	62%
	Acceptances	157	102	61%	61%
	Entrants	104	57	65%	64%
2017-18	Applications	790	470	63%	61%
	Offers	381	194	66%	64%
	Acceptances	143	91	61%	64%
	Entrants	80	46	63%	66%
2016-17	Applications	764	430	64%	62%
	Offers	378	199	66%	63%
	Acceptances	152	84	64%	64%
	Entrants	89	46	66%	66%
2015-16	Applications	659	387	63%	62%
	Offers	349	172	67%	64%
	Acceptances	145	69	68%	63%
	Entrants	82	41	67%	64%
2014-15	Applications	633	422	60%	61%
	Offers	351	181	66%	63%
	Acceptances	139	72	66%	62%
	Entrants	82	43	66%	63%

In Anthropology, the percentage of female applicants tends to increase between applications and offers, and between offers and entrants (table 4.1-7); this requires action (AP 6(d), 6(e), 6(j), 7(c)).

Table 4.1-7 Number of undergraduate Social Anthropology applications, offers, acceptances and entrants (FTE)

Year of Entry	Offer Type	Gender		School %F	%F St Andrews AHSSBL
		Female	Male		
2018-19	Applications	353	85	81%	59%
	Offers	186	37	84%	62%
	Acceptances	67	15	82%	61%
	Entrants	▮	▮	88%	64%
2017-18	Applications	313	71	82%	61%
	Offers	159	36	81%	64%
	Acceptances	54	16	78%	64%
	Entrants	▮	▮	86%	66%
2016-17	Applications	342	64	84%	62%
	Offers	179	26	88%	63%
	Acceptances	67	11	86%	64%
	Entrants	▮	▮	93%	66%
2015-16	Applications	306	73	81%	62%
	Offers	170	27	86%	64%
	Acceptances	66	10	87%	63%
	Entrants	▮	▮	86%	64%
2014-15	Applications	271	71	79%	61%
	Offers	176	38	82%	63%
	Acceptances	69	14	83%	62%
	Entrants	41	10	81%	63%

Film Studies also has a larger proportion of female applicants, though by the entrant stage, the proportion is closer to the St Andrews average (table 4.1-7). The percentage of female applicants has increased since 2016, while the percentage of female entrants has not; this requires action (AP 6(j)).

Table 4.1-8 Number of Film UG applications, offers, acceptances and entrants

Year of Entry	Offer Type	Gender		Film %F	%F St Andrews AHSSBL
		Female	**Male**		
2018-19	Applications	155	65	71%	59%
	Offers	67	23	74%	62%
	Acceptances	20	13	62%	61%
	Entrants	16	10	62%	64%
2017-18	Applications	168	78	68%	61%
	Offers	77	24	77%	64%
	Acceptances	22	10	69%	64%
	Entrants	██	██	60%	66%
2016-17	Applications	145	93	61%	62%
	Offers	64	40	62%	63%
	Acceptances	26	15	64%	64%
	Entrants	17	11	61%	66%
2015-16	Applications	115	76	60%	62%
	Offers	50	31	62%	64%
	Acceptances	24	10	72%	63%
	Entrants	██	██	61%	64%
2014-15	Applications	124	48	72%	61%
	Offers	53	13	80%	63%
	Acceptances	██	██	72%	62%
	Entrants	██	██	78%	63%

Philosophy is close to gender balanced in applicant and entrant numbers (table 4.1-9).

Table 4.1-9 Number of Philosophy UG applications, offers, acceptances and entrants

| Year of Entry | Offer Type | Gender | | Philosophy %F | %F St Andrews AHSSBL |
		Female	Male		
2018-19	Applications	375	394	49%	59%
	Offers	147	143	51%	62%
	Acceptances	71	75	48%	61%
	Entrants	43	41	51%	64%
2017-18	Applications	309	321	49%	61%
	Offers	145	134	52%	64%
	Acceptances	68	65	51%	64%
	Entrants	30	31	49%	66%
2016-17	Applications	278	273	50%	62%
	Offers	135	134	50%	63%
	Acceptances	59	59	50%	64%
	Entrants	32	32	50%	66%
2015-16	Applications	238	238	50%	62%
	Offers	129	115	53%	64%
	Acceptances	55	50	52%	63%
	Entrants	32	27	54%	64%
2014-15	Applications	239	303	44%	61%
	Offers	122	130	48%	63%
	Acceptances	53	51	51%	62%
	Entrants	28	30	49%	63%

As students continue their studies, the gender balance is consistent in the transition from Subhonours to Honours (figure 4.1-5).

Figure 4.1-5 Sub-honours and honours students by gender in PAFS by academic year
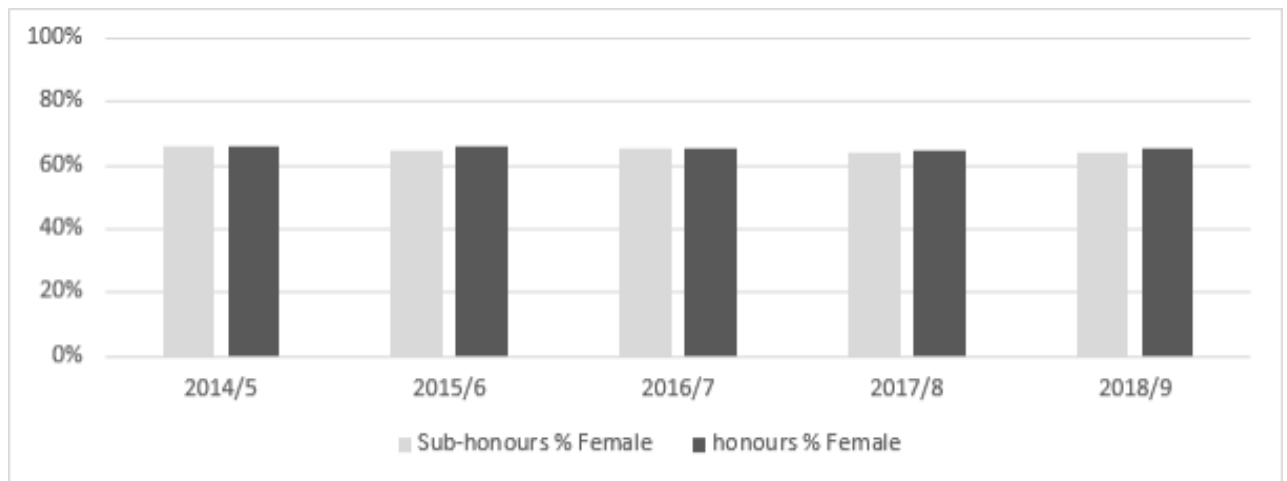
While in Philosophy degree attainment by gender is broadly consistent with the gender balance (figure 4.1-6), in both Anthropology and Film there is an almost consistent tendency for men to achieve Firsts more often than women (figure 4.1-7, 4.1-8). Anonymous marking should prevent unconscious bias. But certain elements of coursework (such as presentations) cannot be anonymised; nor can some practices that influence grades (such as the granting of extensions). Further investigation is required to determine the extent to which these explain the attainment gap (AP 4(d), 4(e), 4(g), 8(a)). Student focus groups suggested a perceived lack of diversity in the topics and

authors covered in our teaching, which may partially explain attainment (AP 4(a) - 4(c)); that mental health issues may disproportionately affect some groups (AP 4(f)); and that there may be gender differences in take-up of opportunities for additional support and feedback (AP 8(b)).

Figure 4.1-6 UG Philosophy degree classification by gender
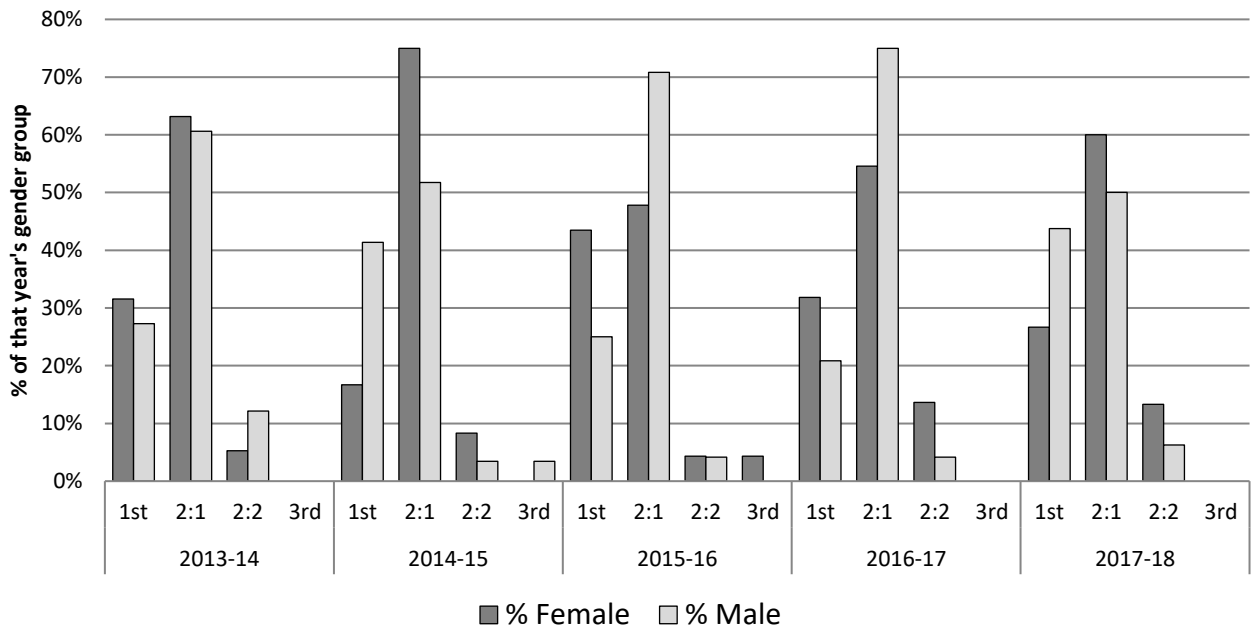
Figure 4.1-7 UG Anthropology degree classification by gender
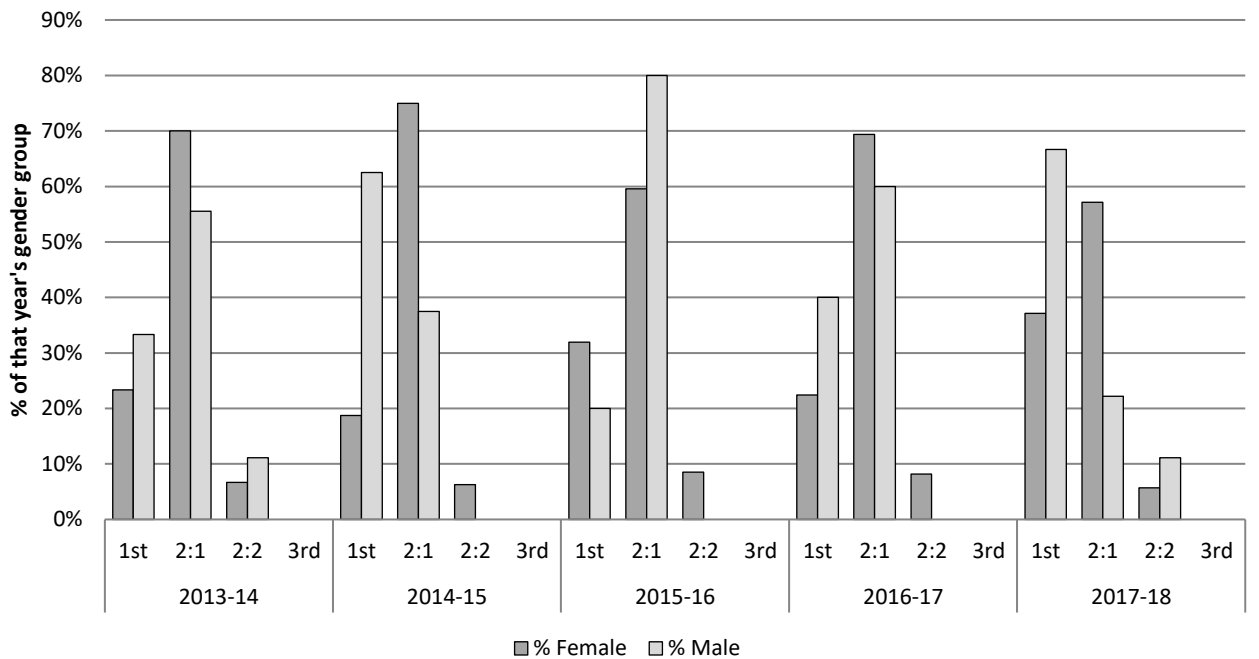
Figure 4.1-8 UG Film Studies degree classification by gender
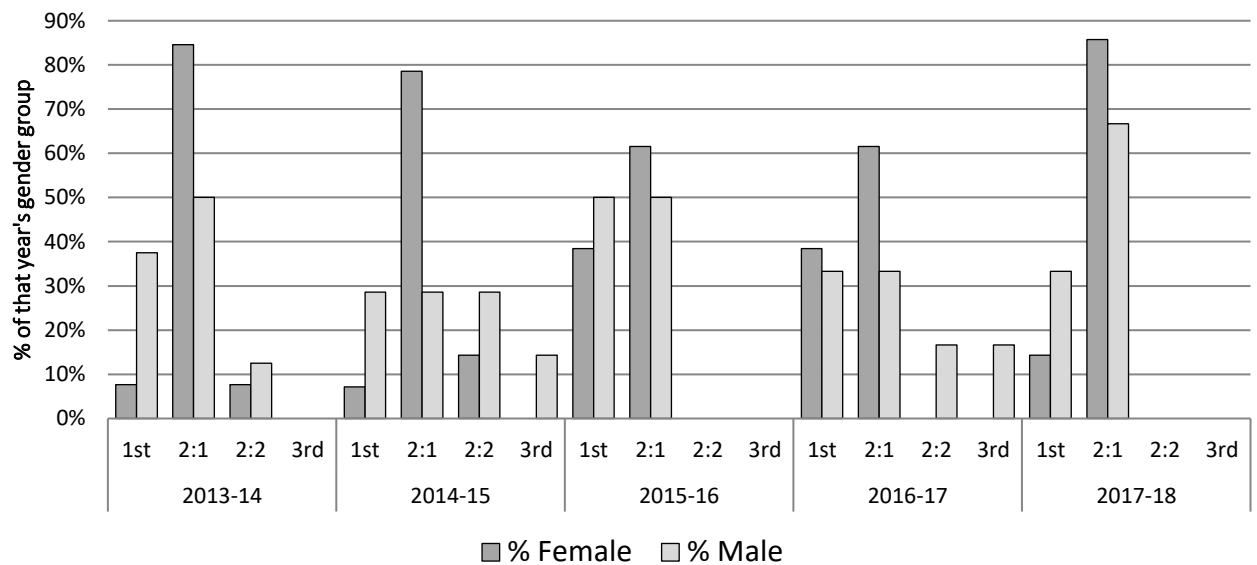
Table 4.1-10 Overall awards in PAFS (percent by gender)

Year of Award	Classification	Philosophy		Anthropology		Film Studies	
		Female	Male	Female	Male	Female	Male
2017-18	1st	27%	44%	37%	67%	14%	33%
	2:1	60%	50%	57%	22%	86%	67%
	2:2	13%	6%	6%	11%	0%	0%
	3rd	0%	0%	0%	0%	0%	0%
2016-17	1st	32%	21%	22%	40%	38%	33%
	2:1	55%	75%	69%	60%	62%	33%
	2:2	14%	4%	8%	0%	0%	17%
	3rd	0%	0%	0%	0%	0%	17%
2015-16	1st	43%	25%	32%	20%	38%	50%
	2:1	48%	71%	60%	80%	62%	50%
	2:2	4%	4%	9%	0%	0%	0%
	3rd	4%	0%	0%	0%	0%	0%
2014-15	1st	17%	41%	19%	63%	7%	29%
	2:1	75%	52%	75%	38%	79%	29%
	2:2	8%	3%	6%	0%	14%	29%
	3rd	0%	3%	0%	0%	0%	14%
2013-14	1st	32%	27%	23%	33%	8%	38%
	2:1	63%	61%	70%	56%	85%	50%
	2:2	5%	12%	7%	11%	8%	13%
	3rd	0%	0%	0%	0%	0%	0%

Action Points
Inclusive Teaching

4(a) Produce guidelines for inclusive teaching

4(b) Ensure that inclusive teaching guidelines are addressed in tutor training

4(c) Hire a student intern in each department to investigate whether the curriculum overrepresents authors of a certain gender with the aim to create more balance in the gender representation on reading lists.

4(d) Create a group to research gender bias in marking

4(e) Review degree attainment gap annually

4(f) Invite Student Services to present their Mental health toolkit workshop for teaching staff, in order to improve staff comprehension of increasing mental health issues that impact extension requests and encourage staff to work with Student Services.

4(g) Improve practice around extensions, by investigating parity across School

Student Recruitment

6(a) Ensure equal representation of students of different genders in each department's advertising materials (website, prospectus, visiting days and events).

6(b) Run a school wide focus group in Autumn 2020 on students' expectations about employability in order to better understanding the expectations / perceptions of careers in each discipline. Use this information to 1) present information about future jobs in advertising materials, 2) feed into careers events within the school.

6(c) Create alumni profiles with equal representation of gender on each departmental webpage.

6(d) Analyse which modules consistently achieve the most gender balanced cohorts and (i) advertise these as example classes in prospectuses and webpages (ii) create a plan to ensure a proportion of these are incorporated into module choices each year.

6(e) Investigate which departments in the UK receive a higher percentage of female/male applicants, and analyse the information released to their prospective students. Create an action plan to incorporate any strategies observed in the marketing of these programmes.

6(j) Meet with Admissions Office staff to discuss apparent bias in offer ratio in Anthropology and Film Studies, and PGT recruitment. Formulate further actions on the basis of this meeting.

Pipeline/Student Progression

7(a) Get data from Registry about change of degree intention by gender (from single to joint honours and vice-versa, and to and from subjects in SPAFS), including which transfers are voluntary and which are forced by failure to meet Honours entry requirements. Follow up with focus group of honours students in order to understand the factors that determine whether they take single or joint honours in the School.

7(c) Review student data relevant to the application-entrant pipeline annually, with special focus on UG (SA), and PGT (whole School).

Attainment

8(a) Report grade distribution by gender in each module at end-of-semester exam boards.

8(b) Organise an advertising campaign ensuring awareness of opportunities for support and feedback.

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

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

The School's PGT population has increased over the last five years (table 4.1-11). The proportion of female applicants has remained relatively stable (within +/- 10%), while the percentage of female entrants has increased from 27% to 42%. There is a persistent decrease between the percentage of female applicants and the percentage of female entrants; this requires action (AP 6(f), 6(j), 7(b), 7(c)).

However, there are significant differences across the three departments.

Table 4.1-11 PAFS PGT Applications, offers, acceptances and entrants by gender

Year of Entry	Offer Type	Gender		School %F	%F St Andrews AHSSBL
		Female	Male		
2018-19	Applications	117	103	53%	61%
	Offers	93	79	54%	62%
	Acceptances	31	36	46%	56%
	Entrants	25	34	42%	55%
2017-18	Applications	111	124	47%	61%
	Offers	85	85	50%	60%
	Acceptances	25	35	42%	54%
	Entrants	22	27	45%	52%
2016-17	Applications	90	105	46%	64%
	Offers	57	77	43%	66%
	Acceptances	19	35	35%	61%
	Entrants	16	33	33%	59%
2015-16	Applications	100	96	51%	63%
	Offers	63	69	48%	63%
	Acceptances	20	30	40%	55%
	Entrants	16	26	38%	56%
2014-15	Applications	79	103	43%	61%
	Offers	53	85	38%	61%
	Acceptances	15	38	28%	55%
	Entrants	13	35	27%	54%

There are significant differences across the three departments. Philosophy has the largest PGT population, with male students outnumbering female students. This imbalance emerges at the application stage for PGTs; although this is a discipline-wide issue, we can address it by improving our recruitment (AP 6(g)). In addition to improving application numbers, we need action to improve the offer to entrant ratio, which is the biggest point of imbalance (table 4.1-12) (AP 6(f), 7(b)).

Table 4.1-12 Number of postgraduate taught Philosophy applications, offers, acceptances and entrants (FTE)

Year of Entry	Offer Type	Gender		School %F	%F St Andrews AHSSBL
		Female	Male		
2018-19	Applications	63	84	43%	61%
	Offers	50	69	42%	62%
	Acceptances	18	30	38%	56%
	Entrants	15	29	34%	55%
2017-18	Applications	49	99	33%	61%
	Offers	38	70	35%	60%
	Acceptances	■	■	22%	54%
	Entrants	■	■	26%	52%
2016-17	Applications	33	85	28%	64%
	Offers	30	66	31%	66%
	Acceptances	10	30	25%	61%
	Entrants	10	29	26%	59%
2015-16	Applications	52	77	40%	63%
	Offers	33	58	36%	63%
	Acceptances	13	25	34%	55%
	Entrants	10	22	31%	56%
2014-15	Applications	30	85	26%	61%
	Offers	26	73	26%	61%
	Acceptances	■	■	17%	55%
	Entrants	■	■	16%	54%

In Anthropology, the gender imbalance among PGTs is smaller than among UGs (table 4.1-13- 4.1-14), while in Film, the imbalance is slightly greater (table 4.1-15- 4.1-16); this requires investigation and action (AP 6(f), 6(g), 6(j), 7(b), 7(c)).

Table 4.1-13 Number of postgraduate taught Anthropology applications, offers, acceptances and entrants (FTE)

Year of Entry	Offer Type	Gender		School %F	%F St Andrews AHSSBL
		Female	Male		
2018-19	Applications	28	11	72%	61%
	Offers			81%	62%
	Acceptances			70%	56%
	Entrants			63%	55%
2017-18	Applications	36	16	69%	61%
	Offers	31	12	72%	60%
	Acceptances			71%	54%
	Entrants			77%	52%
2016-17	Applications	27	11	71%	64%
	Offers			79%	66%
	Acceptances			64%	61%
	Entrants			57%	59%
2015-16	Applications	30	10	75%	63%
	Offers			79%	63%
	Acceptances			60%	55%
	Entrants			63%	56%
2014-15	Applications			74%	61%
	Offers			70%	61%
	Acceptances			63%	55%
	Entrants			63%	54%

Table 4.1-14 Total number of postgraduate taught students in Anthropology by gender

Academic Year	Female	Male	Total Students	% Female	National Average
2018-19				63%	-
2017-18				75%	71%
2016-17				57%	71%
2015-16				63%	70%
2014-15				63%	71%

Table 4.1-15 Total number of postgraduate taught students in Film Studies by gender

Academic Year	Female	Male	Total Students	% Female	National Average
2018-19				71%	-
2017-18				80%	68%
2016-17				67%	68%
2015-16				50%	69%
2014-15				67%	69%

Table 4.1-16 Number of postgraduate taught Film Studies applications, offers, acceptances and entrants (FTE)

Year of Entry	Offer Type	Gender		School %F	%F St Andrews AHSSBL
		Female	Male		
2018-19	Applications			76%	61%
	Offers			81%	62%
	Acceptances			67%	56%
	Entrants			71%	55%
2017-18	Applications			74%	61%
	Offers			84%	60%
	Acceptances			83%	54%
	Entrants			80%	52%
2016-17	Applications			77%	64%
	Offers			44%	66%
	Acceptances			67%	61%
	Entrants			67%	59%
2015-16	Applications			67%	63%
	Offers			50%	63%
	Acceptances			50%	55%
	Entrants			50%	56%
2014-15	Applications			73%	61%
	Offers			67%	61%
	Acceptances			75%	55%
	Entrants			67%	54%

There has been only one part-time PGT student since recording began four years ago.

There are no signs of notable gender imbalance in award of either the MLitt degree or other postgraduate credit over the period (table 4.1-17).   It is possible with permission of the DoPG for MLitt students to re-register to the MPhil or PhD, but numbers are too small to detect actionable trends (table 4.1-16). The table below aggregates all

students who have received any credit at postgraduate level but have not achieved enough credits to be awarded a MLitt.

Table 4.1-17 PAFS PGT Completion Rates

		No Formal Award	Taught Credit	Taught Masters	MPhil	PhD
2017-8	**School**	**2%**	**5%**	**86%**	**5%**	**2%**
	Woman	6%	0%	88%	0%	6%
	Man	0%	8%	85%	8%	0%
	Film Studies	**0%**	**0%**	**100%**	**0%**	**0%**
	Woman	0%	0%	100%	0%	0%
	Man	0%	0%	100%	0%	0%
	Philosophy	**0%**	**6%**	**88%**	**6%**	**0%**
	Woman	0%	0%	100%	0%	0%
	Man	0%	9%	83%	9%	0%
	Anthropology	**13%**	**0%**	**75%**	**0%**	**13%**
	Woman	17%	0%	67%	0%	17%
	Man	0%	0%	100%	0%	0%
2016-7	**School**	**3%**	**3%**	**94%**	**0%**	**0%**
	Woman	0%	0%	100%	0%	0%
	Man	4%	4%	91%	0%	0%
	Philosophy	**4%**	**4%**	**93%**	**0%**	**0%**
	Woman	0%	0%	100%	0%	0%
	Man	5%	5%	89%	0%	0%
	Anthropology	**0%**	**0%**	**100%**	**0%**	**0%**
	Woman	0%	0%	100%	0%	0%
	Man	0%	0%	100%	0%	0%
	Film Studies	**0%**	**0%**	**100%**	**0%**	**0%**
	Woman	0%	0%	100%	0%	0%
	Man	0%	0%	100%	0%	0%

Among students awarded the MLitt, there is no sign of persistent imbalance in degree attainment despite year-to-year variation (table 4.1-18). Because Philosophy has the most PGT students, a higher proportion of males have completed PGT degrees over the past five years.

Table 4.1-18 Number and percentage of MLitt awards in PAFS by degree classification. Percentages are presented as a proportion of that year's award group

Year of Award	Classification*	Female	Male	% Female	% Male
2018-9	Distinction			53%	47%
	Merit	10	11	48%	52%
	PGT Pass			31%	69%
2017-8	Distinction			11%	89%
	Distinction in course work			40%	60%
	Distinction in dissertation			50%	50%
	Merit			0%	0%
	PGT Pass	10	13	43%	57%
2016-7	Distinction			50%	50%
	Distinction in course work			0%	100%
	Distinction in dissertation			17%	83%
	PGT Pass			37%	63%
2015-6	Distinction			25%	75%
	Distinction in course work			0%	100%
	Distinction in dissertation			43%	57%
	PGT Pass			26%	74%
2014-5	Distinction			75%	25%
	Distinction in course work			0%	100%
	Distinction in dissertation			43%	57%
	PGT Pass	11	19	37%	63%

* classification rules were updated for all PGT programmes in 2017-18

Action Points:

Recruitment

6(f) Establish an information pack sent to PG offer holders

6(g) Run a campaign to promote PG work to Honours students and highlight the opportunities available to students from underrepresented groups

6(j) Meet with Admissions Office staff to discuss apparent bias in offer ratio in UG Social Anthropology and Film, and post-offer recruitment of PGTs. Formulate further actions on the basis of this meeting.

Pipeline/Progression

7(b) Look at the decliner survey (sent by registry to all PG decliners) and follow up by research into programmes that students go to. Modify advertising and recruitment materials aimed at PGs on the basis of the results.

7(c) Review student data relevant to the application-entrant pipeline annually, with special focus on UG (SA), and PGT (whole School).

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

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

There have been more male than female PGR students (FTEs) in the School over the past five years (figure 4.1-9, table 4.1-198). As in PGT, Philosophy – the department with the most PGRs – recruits a higher proportion of males than females. In 2018-19 the proportion of female PGRs in Film and Anthropology was between 62-66%, compared with 37% in Philosophy ((tables 4.1-20 to 4.1-21).

Figure 4.1-9 % female PGR students in PAFS
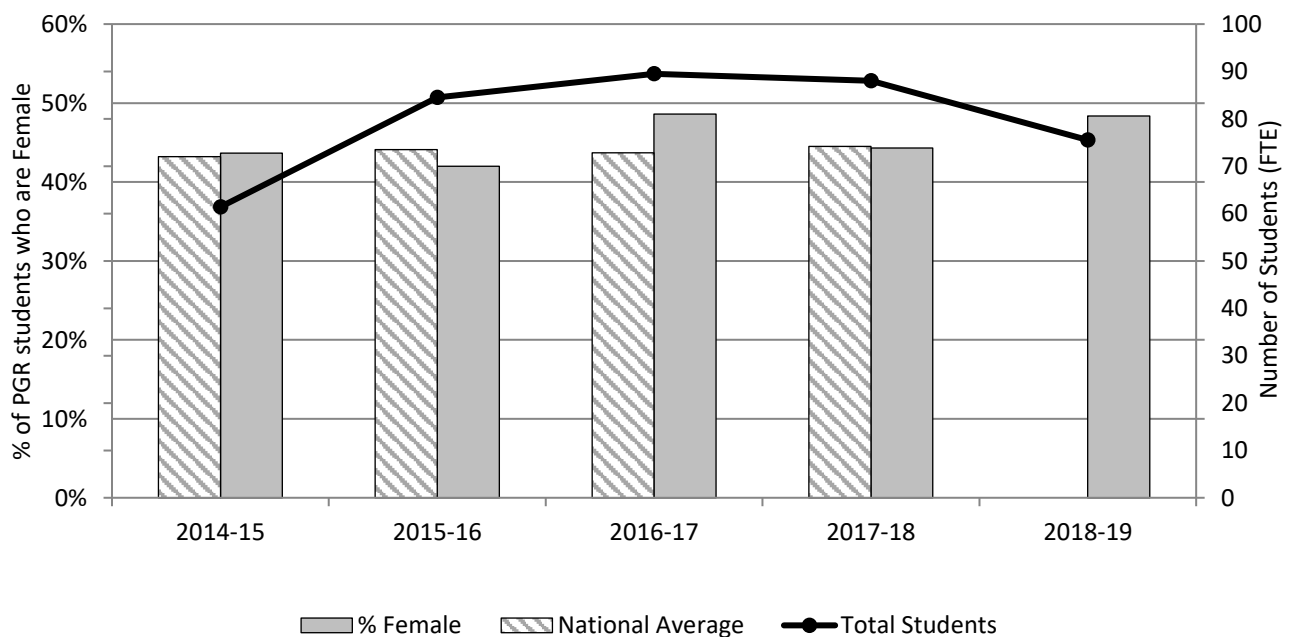
Table 4.1-19 Total number of postgraduate research students in PAFS by gender (FTE)

Academic Year	Female	Male	Total Students	% Female	National Average
2018-19	37	39	76	48%	-
2017-18	39	49	88	44%	45%
2016-17	44	46	90	49%	44%
2015-16	36	49	85	42%	44%
2014-15	27	35	61	44%	43%

Table 4.1-20 Total number of PGR students in Social Anthropology by gender

Academic Year	Female	Male	Total Students	% Female	National Average
2018-19				66%	-
2017-18				79%	57%
2016-17				69%	58%
2015-16	16	12	27	57%	59%
2014-15				59%	58%

Table 4.1-21 Total number of PGR students in Philosophy by gender

Academic Year	Female	Male	Total Students	% Female	National Average
2018-19	17	28	45	37%	-
2017-18	12	38	50	24%	33%
2016-17	14	31	45	31%	31%
2015-16				22%	31%
2014-15				22%	30%

Table 4.1-22 Total number of PGR students in Film Studies by gender

Academic Year	Female	Male	Total Students	% Female	National Average
2018-19				62%	-
2017-18				62%	59%
2016-17				62%	58%
2015-16				59%	54%
2014-15				62%	53%

Over the past four years, there have been between two and seven part-time PGRs in PAFS. Although numbers are small, the proportion of females is generally higher (table 4.1-23); the reasons for this require investigation (AP 10(j)).

Table 4.1-23 Part-time PGR population (headcount)

Academic Year	Postgraduate Research		
	Female	Male	% Female
2018-19			43%
2017-18			100%
2016-17			100%
2015-16			71%

Figure 4.1-10 shows that Anthropology and Film have recruited proportionally more females than Philosophy has over the past five years. Philosophy generally draws 3 times as many males as females throughout the process, with table 4.1-24 showing that the issue is primarily with a low proportion of female applicants (AP 6(f), 6(g), 7(b)). The high percentage of female entrants in Philosophy in 2018-19 (table 4.1-24) was due to four female students who re-registered from the MLitt to the MPhil; students can make this change without making a new application.

Average PGR population in PAFS by department

Department	Female	Male	% Female (×)
Philosophy	11	30	~28%
Anthropology	15	8	~65%
Film Studies	11	7	~61%

Legend: ■ Female ■ Male × % Female
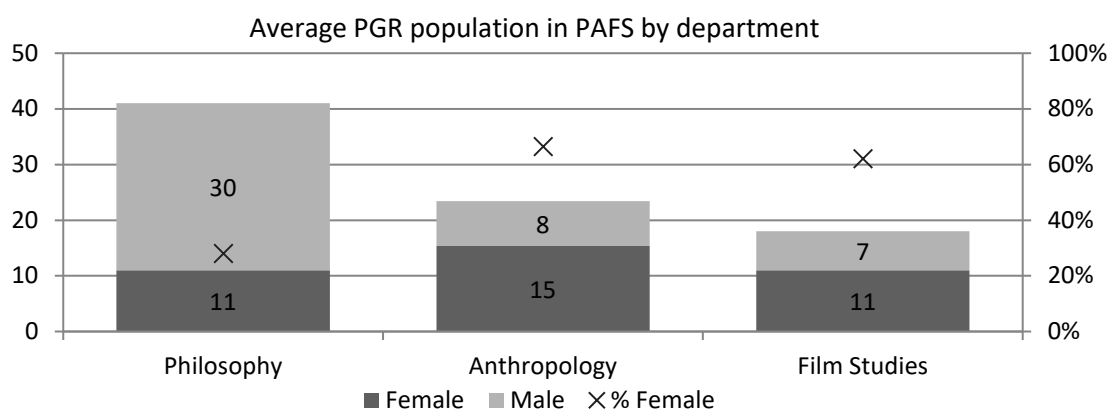
Table 4.1-24 Number of PGR Philosophy applications, offers, acceptances and entrants

Year of Entry	Offer Type	Gender		%F	%F St Andrews AHSSBL
		Female	Male		
2018-19	Applications	15	43	26%	46%
	Offers	13	26	33%	47%
	Acceptances			33%	41%
	Entrants			56%	46%
2017-18	Applications	13	58	18%	41%
	Offers	11	36	23%	44%
	Acceptances			17%	47%
	Entrants			21%	46%
2016-17	Applications	13	58	18%	44%
	Offers	11	34	24%	49%
	Acceptances			27%	51%
	Entrants			25%	52%
2015-16	Applications			18%	39%
	Offers			15%	44%
	Acceptances			23%	43%
	Entrants			23%	43%
2014-15	Applications	20	41	33%	43%
	Offers	14	22	39%	47%
	Acceptances			50%	50%
	Entrants			50%	49%

Nb. Entrants include those who accepted an offer and PGT students changing to PGR level (i.e., from MLitt to MPhil).

Between 2016 and 2018, 83% students within the School achieved their intended Doctorate award (table 4.1-25). (Philosophy offers an MPhil programme; in Anthropology and Film, the MPhil can be awarded to students who fail to achieve a PhD.) Because the numbers of non-completions are small, it is difficult to establish

trends; for example, the high percentage of non-completions among females in Philosophy in 2016-17 represents only two students.

Table 4.1-25 PAFS PGR Completion Rates

		No Formal Award	MPhil	PhD
2017-8	**School**	**13%**	**3%**	**83%**
	Woman	9%	0%	91%
	Man	16%	5%	79%
	Philosophy	**0%**	**8%**	**92%**
	Woman	0%	0%	100%
	Man	0%	10%	90%
	Anthropology	**17%**	**0%**	**83%**
	Woman	14%	**0%**	86%
	Man	20%	0%	80%
	Film Studies	**33%**	**0%**	**67%**
	Woman	0%	0%	100%
	Man	50%	0%	50%
2016-7	**School**	**17%**	**0%**	**83%**
	Woman	19%	0%	81%
	Man	15%	0%	85%
	Philosophy	**25%**	**0%**	**75%**
	Woman	50%	0%	50%
	Man	17%	0%	83%
	Anthropology	**11%**	**0%**	**89%**
	Woman	10%	0%	90%
	Man	13%	0%	88%
	Film Studies	**0%**	**0%**	**100%**
	Woman	0%	0%	100%
	Man	-	-	-

In PAFS as a whole, more male students complete PGR degrees than female students do, because there are more male than female PGR students (table 4.1-26). This is due to the high proportion of males in Philosophy, which has the most PGRs. The percentage of females completing PGR degrees has fluctuated, with no identifiable trend.

Table 4.1-26 Number and percentage of awards for PGR students in PAFS by degree classification

Year of Award	Award	Female	Male	% Female*	%F St Andrews AHSSBL
2018-19	PhD			52%	-
	Research Masters			33%	-
2017-18	PhD	12	24	33%	43%
	Research Masters			0%	33%
2016-17	PhD	16	32	33%	42%
	Research Masters			0%	40%
2015-16	PhD	9	25	26%	37%
	Research Masters			0%	20%
2014-15	PhD	14	13	52%	52%
	Research Masters			28%	20%

Note: Percentages are presented as a proportion of that year's award group

Table 4.1-27 Number and percentage of awards for PGR Anthropology students (headcount)

Year of Award	Award	Female	Male	% Female	% Male
2018-9	PhD			71%	29%
2017-8	PhD			64%	36%
2016-7	PhD			58%	42%
2015-6	PhD			58%	42%
2014-5	PhD			67%	33%

Note: Percentages are presented as a proportion of that year's award group (FTE)

Table 4.1-28 Number and percentage of awards for PGR Philosophy students (headcount)

Year of Award	Award	Female	Male	% Female	% Male
2018-9	PhD			75%	71%
	MPhil			25%	29%
2017-8	PhD			100%	78%
	MPhil			0%	22%
2016-7	PhD			100%	96%
	MPhil			0%	4%
2015-6	PhD			33%	83%
	MPhil			67%	17%
2014-5	PhD			71%	62%
	MPhil			29%	38%

Note: Percentages are presented as a proportion of that year's award group.

Table 4.1-29 Number and percentage of awards for PGR Film Studies students (headcount)

Year of Award	Award	Female	Male	% Female	% Male
2018-9	PhD			50%	50%
2017-8	PhD			50%	50%
2016-7	PhD			100%	0%
2015-6	PhD			100%	0%
2014-5	PhD			50%	50%

Note: Percentages are presented as a proportion of that year's award group

Action Points

Recruitment materials (for students)

6(f) Create an information pack sent to PG offer holders, emphasising EDI in the School.

6(g) Mount a mini-campaign to promote PG work in Philosophy to Honours students

Elimination of 'leaky pipeline'

7(b) Look at the decliner survey (sent by registry to all PG decliners) and follow up by research into programmes that students go to. Modify advertising and recruitment materials aimed at PGs on the basis of the results.

Inclusive Environment

10(j) Hold a focus group for part-time PGR students to investigate the reasons they are part-time, and how they could be better supported.

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

A progression pipeline disparity exists, particularly in Philosophy. Although no department is gender balanced, PG rates for Film and Anthropology move slightly closer to gender parity while Philosophy moves further away (figure 4.1-11).

Figure 4.1-11 Students by department, level of study and gender

Students by Department, Level of Study and Gender
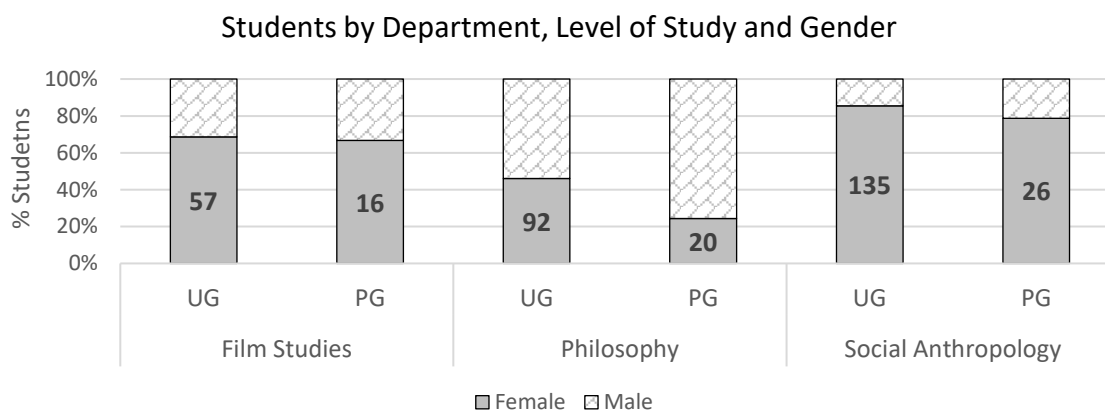
A decline in the proportion of women from UG to PGT/PGR is endemic to Philosophy in the UK, female students represent 50% of the UG population, 40% PGT and 31% PGR. We have designed action points to address the leaky pipeline, focusing on encouraging applications from females and increasing uptake of offers (AP 6(e) - 6(g), 7(b)).

Action Points

Recruitment Materials

6(e) Investigate which Social Anthropology and Film Studies departments in the UK receive a higher percentage of male applicants, and which Philosophy departments receive a higher percentage of female applicants, and analyse the information released to their prospective students. Produce recommendations on this basis to be incorporated into action plan
6(f) Create an information pack sent to PG offer holders, emphasising EDI in the Department. Include information about female academics, MAP and its members, contact information for women and minorities among current and recent students (volunteers to be solicited by email).

6(g) Run a mini-campaign to promote PG work in Philosophy to Honours students

Leaky Pipeline

7(b) Look at the decliner survey (sent by registry to all PG decliners) and follow up by research into programmes that students go to. Modify advertising and recruitment materials aimed at PGs on the basis of the results.

4.2. Academic and research staff data

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

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

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

Table 4.2-1 Job category to HESA post 2012-3

University Job Category	Grade	Higher Education Standards Agency (HESA) post 2012-3
Research Focused	5-9	Researcher
Education/Education and Research Focused		
Associate Lecturer (Education Focused)	6	Lecturer
Lecturer	7	Lecturer
Senior Lecturer	8	Senior Lecturer
Reader	8	Senior Lecturer
Professor	9	Professor

Male staff have outnumbered female staff in academic posts in PAFS over the last five years (figure 4.2-1). In 2018, 44% (2018) of academic staff were female. This is slightly higher than the national average for the three disciplines. However, each discipline has challenges.

Figure 4.2-1 Total Number of Academic Staff by gender in PAFS
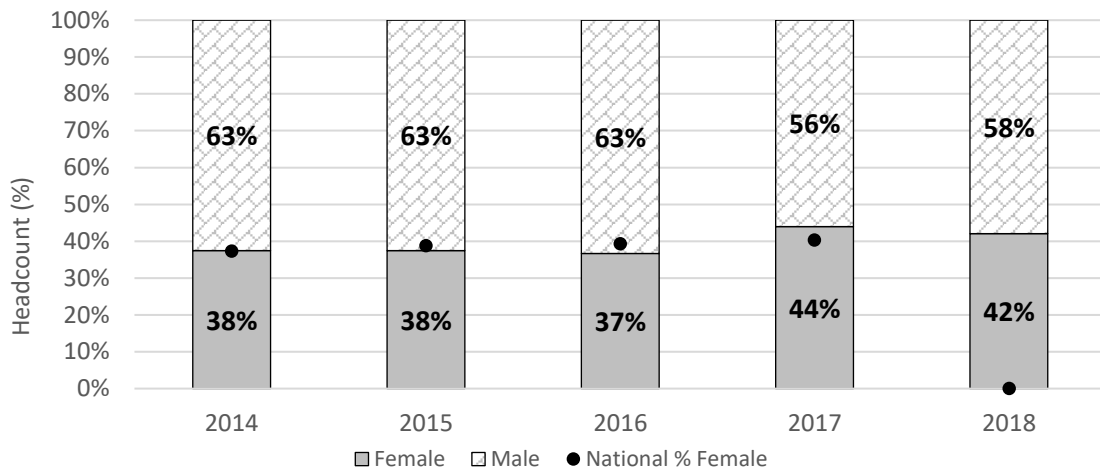
The greatest disparity in gender-balance is currently within Philosophy (table 4.2-4). These numbers are stable and consistent with the national average for the discipline (table 4.2-3). (There are no discernible trends with respect to gender-balance in Anthropology and Film Studies; we give more detailed figures later in this section.) Overall, the number of females is higher than the national average (table 4.2-2).

Table 4.2-2 Current number of academic staff in PAFS with department breakdown by gender

Year	Headcount			Headcount (%)	
	Female	Male	Total**	Female	Male
PAFS	**29**	**40**	**69**	**42%**	**58%**
Film Studies				58%	42%
Philosophy				31%	69%
Social Anthropology	12	12	24	50%	50%

 **NB. Current numbers include Music

Table 4.2-3 Total Number of Academic Staff by Gender in PAFS, by year

Year	Headcount			Headcount (%)		National % Female
	Female	Male	Total	Female	Male	
2018	29	40	69	42%	58%	-
2017	29	37	66	44%	56%	40%
2016	22	38	60	37%	63%	39%
2015	21	35	56	38%	63%	39%
2014	21	35	56	38%	63%	37%

Table 4.2-4 Total Number of Academic, Research, and Teaching Staff by Gender in Philosophy

Year	Headcount			Headcount (%)		National % Female
	Female	Male	Total	Female	Male	
2018				31%	69%	-
2017				31%	69%	30%
2016				26%	74%	30%
2015				28%	72%	28%
2014				32%	68%	26%

In PAFS as a whole, we note three main areas of gender imbalance.

First, males are underrepresented among Research-focused staff (5 female vs 2 male in 2018-9) (table 4.2-5). This trend is new since 2017-8; it is the result of a small number of appointments associated with particular research grants. We doubt that this is an actionable trend. However, we will revisit the situation in future years as part of AP 3(b).

Second, males are significantly underrepresented among PSS (11 female vs 1 male in 2018-9) (table 4.2-5). This trend has persisted at least since 2014. A similar trend exists across the University (82% of PSS in AHSSBL Schools are female vs. 92% for PAFS). Nonetheless, we view this as an area that requires action (AP 1(b), 1(d), 1(e))

Third, females are significantly underrepresented among Research and Education-focused staff. (We give a detailed breakdown by Department later in this section.) We note that PAFS is very close to the average among AHSS schools in St Andrews (39% female for AHSS schools vs. 37% for PAFS); but we regard this as a reason for all AHSS schools to take action.

Table 4.2-5 PAFS academic staff by gender and grade with AHSSBL average
**Highlighted areas where PAFS is below the average

Role / Grade	2014		2015		2016		2017		2018	
	Female %	AHSSBL% Female	Female %	AHSSBL% Female	Female %	AHSSBL% Female	Female %	AHSSBL% Female	Female %	AHSSBL% Female
Research Focused	**50%**	**54%**	**67%**	**52%**	**50%**	**56%**	**75%**	**50%**	**71%**	**50%**
Grade 6	100%	43%	67%	38%	67%	50%	83%	48%	80%	53%
Grade 7	-	60%	-	60%	-	67%	-	0%	-	0%
Bespoke	-	67%	-	71%	-	50%	100%	67%	100%	75%
Education Focused	**71%**	**58%**	**43%**	**62%**	**57%**	**61%**	**50%**	**62%**	**45%**	**58%**
Grade 6	67%	60%	33%	61%	50%	62%	44%	62%	40%	60%
Grade 8	100%	100%	200%	100%	100%	100%	100%	100%	100%	50%
Education and Research Focused	**30%**	**36%**	**35%**	**37%**	**33%**	**37%**	**38%**	**38%**	**37%**	**39%**
Lecturer	15%	43%	33%	43%	36%	43%	40%	42%	50%	47%
Senior Lecturer	50%	46%	50%	46%	38%	46%	40%	46%	42%	47%
Reader	25%	30%	25%	36%	25%	31%	33%	38%	25%	34%
Professor	31%	22%	529%	23%	28%	25%	33%	27%	30%	27%
Academic Total	**38%**	**41%**	**38%**	**42%**	**37%**	**42%**	**44%**	**43%**	**42%**	**44%**
Professional Services	**90%**	**87%**	**91%**	**88%**	**90%**	**87%**	**89%**	**84%**	**92%**	**82%**
Grade 3	100%	96%	100%	97%	100%	93%	100%	91%	100%	86%
Grade 4	100%	100%	100%	100%	100%	100%	100%	95%	100%	96%
Grade 5	100%	90%	100%	90%	100%	80%	100%	78%	100%	80%
Grade 6	50%	53%	50%	60%	50%	62%	50%	57%	-	64%
Grade 7	-	100%	-	100%	-	100%	-	100%	100%	67%
Grand Total	**(#30) 45%**	**48%**	**(#31) 46%**	**49%**	**(#31) 79%**	**49%**	**(#37) 49%**	**49%**	**(#40) 44%**	**50%**

Figure 4.2-2 percentage of Female Academic and Professional Service Staff by Year
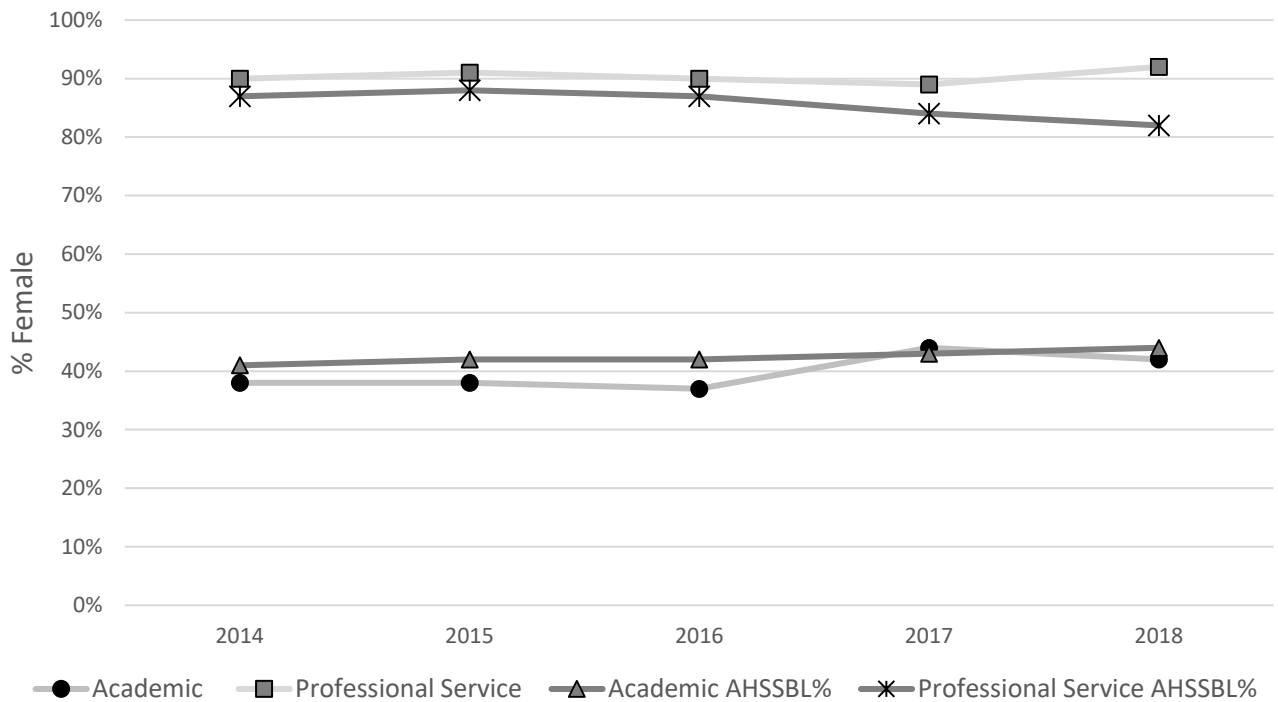
It is especially notable that female staff are underrepresented at senior levels (Reader (25% female) and Professor (30% female), but also Senior Lecturer (42% female)). This problem is due to underrepresentation in Philosophy (20% female at Senior Lecturer-Professor) and Anthropology (38% female at Senior Lecturer-Professor); 60% of staff at Senior Lecturer-Professor in Film are female (table 4.2-6).

Over the year, there a total of 12 in Film, 29 in Philosophy and 24 in Social Anthropology. Table below shows percentages in comparison to the AHSSBL average.

Table 4.2-6 PAFS staff by role, department and gender
Highlighted areas where PAFS is below the average

Role / Grade	Philosophy		Anthropology		Film Studies		AHSSBL% Female
	2018		2018		2018		
	% Male	% Female	% Male	% Female	% Male	% Female	
Research Fellow (Grade 6)	0%	100%	33%	67%	-	-	53%
Research Fellow (Grade 7)	100%	0%	100%	0%	-	-	0%
Education Focused (Grade 8)	-	100%	-	-	-	-	50%
Lecturer	100%	0%	33%	67%	33%	67%	47%
Senior Lecturer	75%	25%	57%	43%	25%	75	47%
Reader	100%	0%	50%	50%	-	-	34%
Professor	71%	29%	75%	25%	50%	50%	27%
Academic Total	69%	31%	69%	31%	42%	58%	-

Further analysis suggests differences between the three departments; we will first present the data for each department and will then present actions designed to address imbalances.

Philosophy staff have had little variance since 2014 (table 4.2-7). The percentage of female staff on Research-focused contracts has increased since 2017, while Education-focused staff numbers have decreased; but numbers are too small to be confident of trends. The clearest persistent disparity is at senior level within the Education and Research category.

Table 4.2-7 Philosophy staff by job category, with AHSSBL average and HESA data for overall figures

Role/Grade	2014		2015		2016		2017		2018	
	%F (n)	AHSSBL %F	%F (n)	AHSSBL %F	%F (n)	AHSSBL %F	%F (n)	AHSSBL %F	%F (n)	AHSSBL %F
Research Focused (Total)	0%	54%	0%	52%	50%	56%	75%	50%	100%	50%
Grade 6	0%	43%	0%	38%	50%	50%	75%	48%	100%	53%
Education Focused (Total)	100%	58%	50%	62%	50%	61%	33%	62%	100%	58%
Grade 6	100%	60%	33%	61%	0% (0)	62%	0%	62%	-	60%
Grade 8	100%	100%	100%	100%	100%	100%	100%	100%	100%	50%
Education and Research Focused (Total)	26%	36%	25%	37%	22%	37%	23%	38%	23%	37%
Lecturer	17%	43%	14%	43%	13%	43%	14%	42%	0%	47%
Senior Lecturer	33%	46%	33%	46%	25%	46%	25%	46%	25%	47%
Reader	0% (0)	30%	0% (0)	36%	0% (0)	31%	0% (0)	38%	0% (0)	34%
Professor	38%	22%	33%	23%	30%	25%	33%	27%	29%	27%
Academic Total	32%	26% (HESA)	28%	28% (HESA)	26%	30% (HESA)	31%	30% (HESA)	31%	

In Anthropology, gender balance among Research-focused staff has fluctuated due to small numbers (table 4.2-8). Overall, the proportion of females among Education and Research staff is higher than the national average. The greatest gender disparity is among Professors, and figures have not changed since 2014.

Table 4.2-8 Anthropology staff by job category, with AHSSBL data for overall figures

Role/Grade	2014		2015		2016		2017		2018	
	%F (n)	AHSSBL %F	%F (n)	AHSSBL %F	%F (n)	AHSSBL %F	%F (n)	AHSSBL %F	%F (n)	AHSSBL %F
Research Focused (Total)	60%	54%	100%	52%	50%	56%	75%	50%	60%	50%
Grade 6	60%	43%	100%	38%	100%	50%	100%	48%	67%	53%
Grade 7	-	60%	-	60%	0%	67%	0%	0%	0%	0%
Bespoke	-	67%	-	71%	-	50%	100%	67%	100%	75%
Education Focused (Total)	-	58%	-	62%	100%	61%	100%	62%	67%	58%
Grade 6	-	60%	-	61%	100%	62%	100%	62%	67%	60%
Education and Research Focused (Total)	36%	36%	40%	37%	40%	37%	44%	38%	44%	37%
Lecturer	33%	43%	50%	43%	67%	43%	67%	42%	67%	47%
Senior Lecturer	40%	46%	40%	46%	33%	46%	38%	46%	43%	47%
Reader	50%	30%	50%	36%	50%	31%	100%	38%	50%	34%
Professor	25%	22%	25%	23%	25%	25%	25%	27%	25%	27%
Academic Total	42%	50% (HESA)	47% (8)	51% (HESA)	44%	51% (HESA)	55%	52% (HESA)	50%	

Numbers of academic staff in Film have increased since 2014, with female staff having almost doubled (table 4.2-9). The proportion of female staff has fluctuated, and currently stands at 58%, including 50% of professors.

Table 4.2-9 Film Studies staff by job category, with AHSSBL average and HESA data for overall figures

Role/Grade	2014		2015		2016		2017		2018	
	%F (n)	AHSSBL %F	%F (n)	AHSSBL %F	%F (n)	AHSSBL %F	%F (n)	AHSSBL %F	%F (n)	AHSSBL %F
Education Focused (Total)	100%	58%	-	62%	100%	61%	100%	62%	33%	58%
Grade 6	100%	60%	-	61%	100%	62%	100%	62%	33%	60%
Education and Research Focused (Total)	30%	36%	45%	37%	45%	37%	60%	38%	67%	37%
Lecturer	0%	43%	50%	43%	67%	43%	60%	42%	67%	47%
Senior Lecturer	100%	46%	100%	46%	67%	46%	67%	46%	75%	47%
Reader	-	30%	0%	36%	0%	31%	-	38%	-	34%
Professor	25%	22%	25%	23%	25%	25%	50%	27%	50%	27%
Academic Total	36%	41% (HESA)	45%	41% (HESA)	50%	41% (HESA)	64%	43% (HESA)	58%	

Females are underrepresented at senior levels, especially in Philosophy and Anthropology. One factor that partially explains this is that females have not been promoted at the same rate as males. We investigate this further and note relevant actions in section 5.1.iii below.

Another factor that partially explains the underrepresentation of females in senior positions is that females are not being appointed to Education and Research-focused positions in the same numbers as men, especially in Philosophy (table 4.2-10). We discuss this further in section 5.1.i below (AP 1(b) - 1(e)).

Table 4.2-10 Philosophy applications by gender

Year	Role	Applications				% Female	AHSSBL% Female
		Female	Male	Not given	Total		
2018	Education Focused	█	█	█	█	33%	56%
2017	Research Focused	█	█	█	█	38%	44%
	Education Focused	█	█	█	█	15%	50%
	Professor	10	28	3	41	24%	32%
2015	Education Focused	█	█	█	█	22%	56%
	Lecturer	110	377	34	521	21%	38%
	Professor	█	█	█	█	19%	30%
2014	Education Focused	21	72	-	93	23%	48%
	Lecturer	40	150	18	208	19%	34%
	Professor	█	█	█	█	21%	40%
Total		**208**	**718**	**58**	**984**	**21%**	

Action points:
Staff Recruitment
1(b) Develop School policy for advertising materials.
1(c) Investigate advertising posts on a range of specialised websites and publications, to attempt to attract a diverse application pool

1(d) Ensure that interview committees have undergone recent bias training by: (i) doing an audit to ensure that all staff have undergone required University training; (ii) developing material to be sent to interview committees to refresh consideration of bias.
1(e) Develop detailed School recruitment policy.

Communications
3(b) As a part of EDI newsletter, monitor and report on applications and appointments

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

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

Fixed-term contracts in PAFS are Research Fellows, Education-focused positions (both linked to external funding), and Professorial Fellows (senior academics from other institutions who visit for some 4 weeks per year). Across PAFS, there are proportionally fewer women on permanent contracts, with 38% of female staff vs. 30% of male staff on fixed-term contracts (figures 4.2-3, 4.2-4, table 4.2-11).

Figure 4.2-3 PAFS academic staff on fixed-term contract by gender
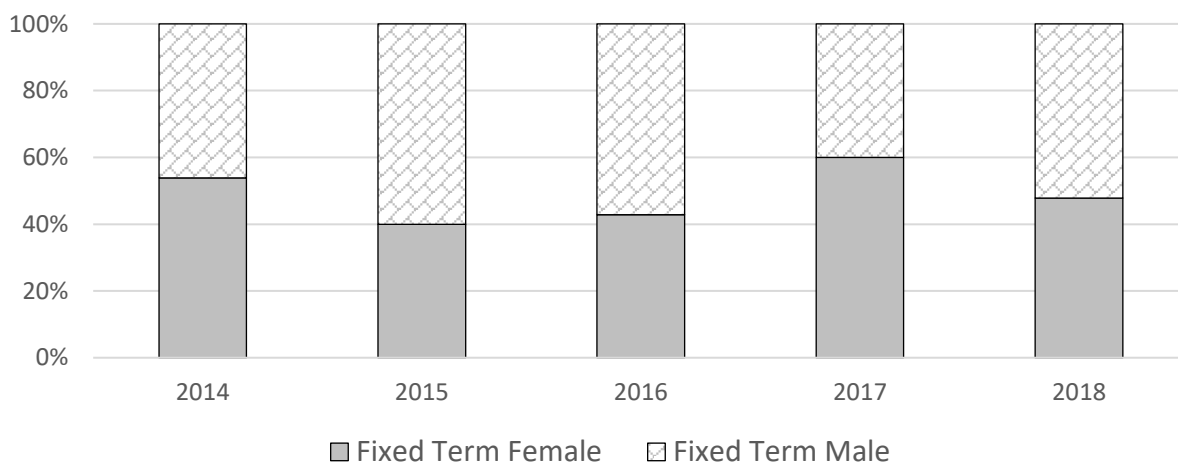
Table 4.2-11 Total Number of Academic Staff in PAFS by Gender and Contract Type

Year	% Female staff by contract type		% Male staff by contract type	
	Fixed	Standard	Fixed	Standard
2018	38%	62%	30%	70%
2017	41%	59%	22%	78%
2016	27%	73%	21%	79%
2015	29%	71%	26%	74%
2014	33%	67%	17%	83%

Figure 4.2-4 PAFS academic staff on standard contracts by gender

Figure 4.2-4 PAFS academic staff on standard contracts by gender
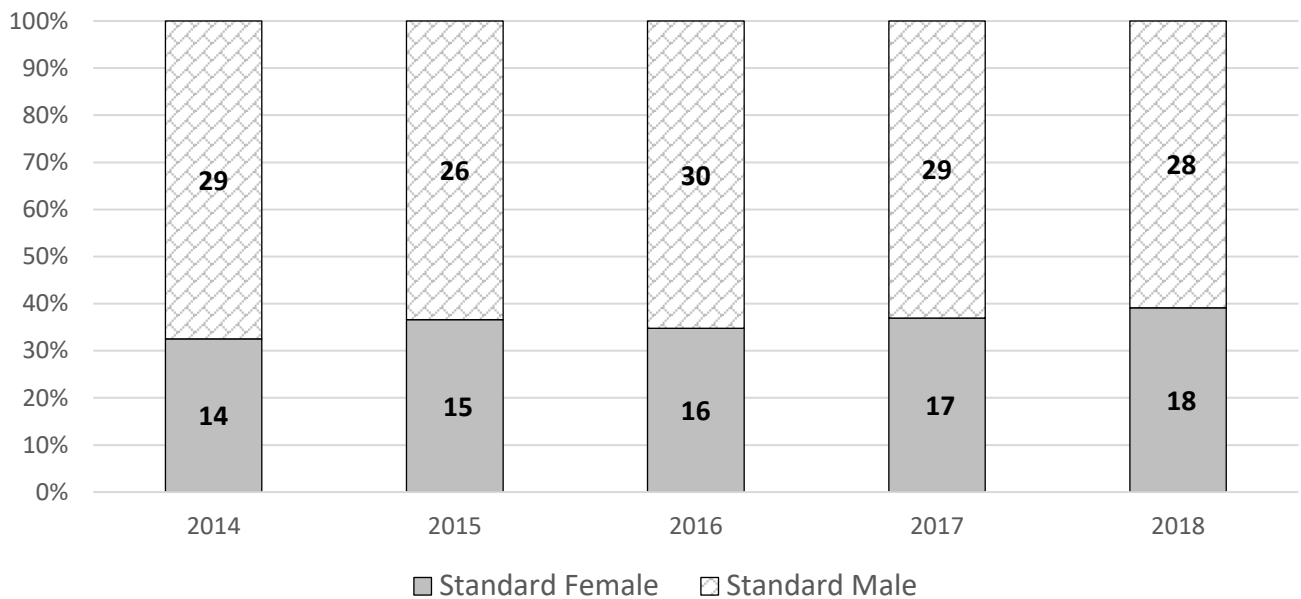
The difference is especially notable in Philosophy (44% of females vs. 25% of males on fixed-term contracts) and in Anthropology (50% of females vs. 33% of males on fixed-term contracts) (tables 4.2-12-4.2-14). (AP 1(b), 1(d), 1(e), 3(b))

Table 4.2-12 Philosophy staff by contract type and gender

Year	% Fixed Term by Gender		% Standard by Gender	
	Male	Female	Male	
2018	56%	25%	75%	
2017	56%	25%	75%	
2016	71%	25%	75%	
2015	78%	31%	69%	
2014	50%	28%	72%	

Table 4.2-13 Anthropology staff by contract type and gender

Year	% Fixed Term by Gender		% Standard by Gender	
	Female	Male	Female	Male
2018	60%	40%	43%	57%
2017	78%	22%	38%	62%
2016	75%	25%	36%	64%
2015	100%	0%	31%	69%
2014	80%	20%	29%	71%

Table 4.2-14 Film Studies staff by contract type and gender

Year	% Fixed Term by Gender		% Standard by Gender	
	Female	Male	Female	Male
2018	33%	67%	67%	33%
2017	100%	0%	60%	40%
2016	33%	67%	56%	44%
2015	0%	100%	56%	44%
2014	25%	75%	43%	57%

Fixed-term staff have access to the same research funds and training opportunities as staff on standard contracts. Annual review for fixed-term staff has been designed to help them to make progress in their careers, and to secure permanent academic employment if they so desire. However, continuity of employment for fixed-term staff remains an area of concern (AP 9(a)), in part because we lack reliable information about outcomes for fixed-term staff after their contracts (AP 9(b)).

The School has no staff on zero-hour contracts. Postgraduate Tutors (PTs) are contracted as bank workers and are appointed by an open application process from the PGR students in each Department. The proportions of male and female tutors are consistent with the proportions of male and female PGR students in each department, and our actions to address the underrepresentation of women among Philosophy PGRs and men among Anthropology and Film PGRs should improve the gender balance among tutors (table 4.2-15). In the meantime, we have developed a programme of actions to improve PT experience and inclusion (see section 5.6.i).

Table 4.2-15 Tutors by department and gender

Year	Social Anthropology				Film Studies				Philosophy				
	F	M	Total	%F	F	M	Total	%F	F	M	Total	%F	
2018-19				61%				78%				32%	
2017-18				68%				71%				26%	
2016-17				60%				86%				13%	
2015-16				47%				71%				22%	
2014-15				63%				57%				15%	

Action points:
Fixed-Term Staff
9(a) Organise a focus group to document and assess the experience of colleagues on fixed-term contracts and use their responses to devise appropriate interventions.

> 9(b) Develop a questionnaire for departing fixed-term staff to gather information about outcomes at the end of their contracts.

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

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

Few staff have left the School in the last five years, across all departments (table 4.2-16). The majority did so because they were coming to the end of a fixed-term contract. There is a slight preponderance of male leavers, specifically for standard contracts, but the sample is too small to allow firm conclusions. Professors leaving are mostly Professorial Fellows, who came to the end of a fixed term contract (5 out of 6 in 2014 and 1 out of 3 in 2017).

Table 4.2-16 PAFS Total number of academic leavers by contract type

Year	Role	Fixed Term				Standard			
		Female	Male	Total	% Female	Female	Male	Total	% Female
2018	Research Focused				0%				-
	Education Focused				50%				-
	Lecturer				-				0%
2017	Research Focused				100%				-
	Education Focused				0%				-
	Professor				0%				0%
2016	Research Focused				100%				-
	Education Focused				50%				-
	Lecturer				100%				-
	Professor				100%				-
2015	Research Focused				50%				0%
	Lecturer				0%				0%
	Professor								0%
2014	Research Focused				100%				-
	Education Focused				50%				-
	Lecturer				33%				-
	Professor				0%				100%

* 2018 reflects only 11 months, January - November.

Word count: 1,950

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

5.1.   Key career transition points: academic staff

(i)   Recruitment

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

All staff participating in recruitment must undergo the University's Staff Online Recruitment and Selection Training Module (17 staff have completed to date). There is always at least one man and one woman on the recruitment panel. Academic and research posts are advertised on the University website, through the School's social media, and through www.jobs.ac.uk. The School has designed all recent adverts to encourage engagement from underrepresented applicants (figure 5.1-1).

Figure 5.1-1 Recent advert for PAFS showing commitment to Athena Swan principles

Lecturer

University of St Andrews - School of Philosophical, Anthropological and Film Studies

Location:	St Andrews		Placed on:	2018
Salary:			Closes:	
	annum		Job Ref:	180271
Hours:	Full Time			
Contract Type:				

To make informal enquiries about this position, please contact Head of Department, Dr. Leshu Torchin or Dr Tom Rice .

Applications are particularly welcome from women, who are under-represented in Arts posts at the University. You can find out more about Equality & Diversity at https://www.st-andrews.ac.uk/hr/edi/.

The University is committed to equality for all, demonstrated through our working on diversity awards (ECU Athena SWAN/Race Charters; Carer Positive; LGBT Charter; and Stonewall). More details can be found at http://www.st-andrews.ac.uk/hr/edi/diversityawards/.

Closing Date: 15 December 2018

Survey results indicate only 68% of staff agree that hiring practices are conducted in accordance with the University's inclusive recruitment guide (figure 5.1.2). This issue was not asked at the first series of focus groups as other bullying and harassment were prioritised. This suggests investigation into areas where we can improve (AP 1(f)).

Figure 5.1-2 Staff and Student Survey April 2019, Staff responses related to current hiring process

Q24. current hiring processes in the School are conducted according to the University's "Inclusive Recruitment Guide".

Woman	27%	36%	36%
Man	30%	50%	20%
Other	22%	33%	33%	11%

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

☐ Strongly agree ☒ Agree ■ Neither agree nor disagree ☐ Disagree ☒ Strongly disagree ☐ Prefer not to answer
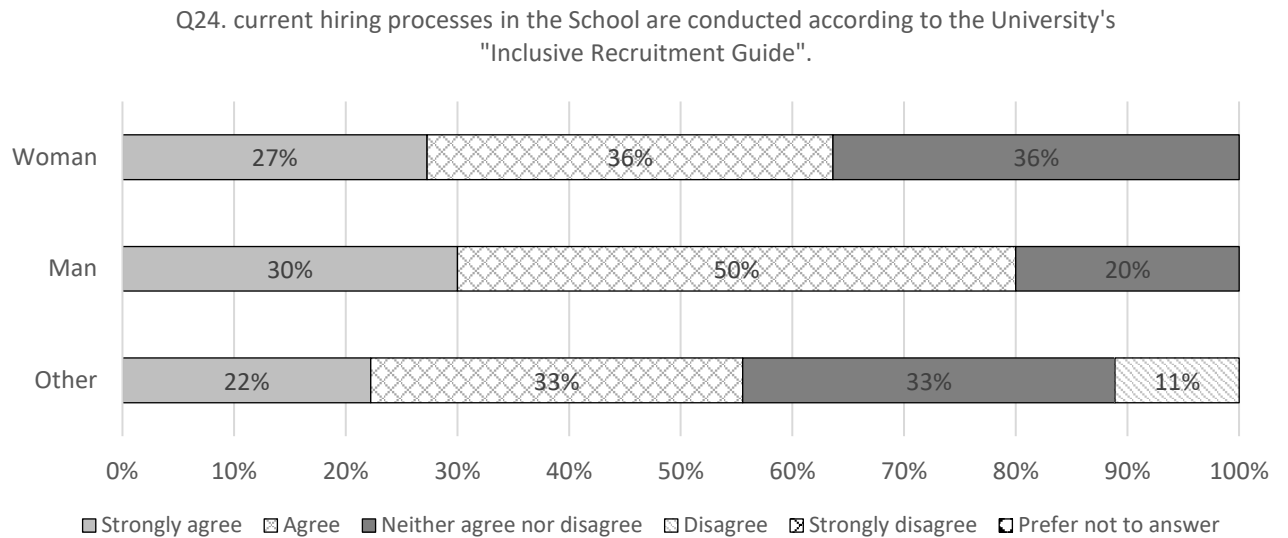
Posts at all levels have a lower number of female applicants, across PAFS (table 5.1-1, 5.1-2). Although the AHSSBL average is under 50% for most roles, we should aim to increase the interest of female applicants (AP 1(c), 1(e)). However, the percentage of females shortlisted and appointed increases to be more in line with the AHSSBL average (tables 5.1-3-5.1-4).

Table 5.1-1 Aggregated staff applications by post 2014-2018

Role	Applications				
	Female	Male	Not given**	Total	% Female
Research Focused	33	35	5	73	45%
Education Focused	199	298	10	507	39%
Lecturer	273	649	61	983	28%
Senior Lecturer / Reader	14	19	1	34	41%
Professor	26	71	7	104	25%

Table 5.1-2 Total number of applications for academic posts by gender for PAFS
Highlighted cells show where School % female is less than % female in AHSSBL Schools overall

Year	Role	Applications					
		Female	Male	Not given**	Total	% Female	AHSSBL% Female
2018*	Research Focused	22	23	3	48	46%	35%
	Education Focused	86	80	7	173	50%	56%
	Lecturer	10	18	3	31	32%	39%
2017	Research Focused	11	12	2	25	44%	44%
	Education Focused					15%	50%
	Lecturer	58	79	9	146	40%	45%
	Senior Lecturer / Reader	14	19	1	34	41%	33%
	Professor	10	28	3	41	24%	32%
2016	Education Focused	22	23	2	47	47%	48%
2015	Education Focused					22%	56%
	Lecturer	219	475	40	734	30%	38%
	Professor					19%	30%
2014	Education Focused	79	145	1	225	35%	48%
	Lecturer	44	156	18	218	20%	34%
	Professor	13	31	3	47	28%	40%

* 2018 reflects only 11 months, January-November.

**Not given' refers to all individuals within the category including those who identified as a gender other than Female or Male and those who stated, 'Prefer not to Specify'.

Table 5.1-3 Total number of shortlisted applications for academic posts by gender for PAFS
Highlighted cells show where School % female is less than % female in AHSSBL Schools overall

Year	Role	Shortlisted					
		Female	Male	Not given	Total	% Female	AHSSBL% Female
2018*	Research Focused					58%	58%
	Education Focused					44%	58%
2017	Research Focused					57%	48%
	Education Focused					0%	47%
	Lecturer					67%	51%
	Senior Lecturer / Reader					80%	54%
	Professor					29%	28%
2016	Education Focused					100%	60%
2015	Education Focused					40%	74%
	Lecturer					52%	47%
	Professor					0%	50%
2014	Education Focused					40%	50%
	Lecturer					0%	32%
	Professor					50%	35%

* 2018 reflects only 11 months, January-November.

**Not given' refers to all individuals within the category including those who identified as a gender other than Female or Male and those who stated, 'Prefer not to Specify'.

Table 5.1-4 Total number of offers to academic posts by gender in PAFS
Highlighted cells show where School % female is less than % female in AHSSBL Schools overall

Year	Role	Offers				% Female	AHSSBL% Female
		Female	Male	Not given	Total		
2018	Research Focused					33%	47%
	Education Focused					33%	64%
2017	Research Focused					100%	50%
	Education Focused					0%	47%
	Lecturer					50%	50%
	Senior Lecturer / Reader					50%	50%
	Professor					-	0%
2016	Education Focused					100%	70%
2015	Education Focused					0%	83%
	Lecturer					57%	40%
	Professor					-	50%
2014	Education Focused					50%	58%
	Lecturer					0%	37%
	Professor					-	20%

* 2018 reflects only 11 months, January-November.

**Not given' refers to all individuals within the category including those who identified as a gender other than Female or Male and those who stated, 'Prefer not to Specify'.

Table 5.1-5 demonstrates that, of those who declare, the percentage of applications to positions in Philosophy from females ranged from 15% to 38%. These low numbers especially relate to lectureship positions in 2014 (when no females were shortlisted) and 2015. However, the problem recurred in the most recent professorial recruitment (2017), where 24% of applicants were female. This data indicates a need to encourage females to apply (AP 1(b), 1(c), 1(e)).

Table 5.1-5 Female percentage of applications/shortlisted/offers for Philosophy (by role)

Year	Role	Applications			Shortlisted			Offers		
		Total	% Female	AHSSBL% Female	Total	% Female	AHSSBL% Female	Total	% Female	AHSSBL% Female
2018	Education Focused		33%	56%		33%	58%		0%	64%
2017	Research Focused	16	38%	44%		60%	48%		100%	50%
	Education Focused	26	15%	50%		0%	47%		0%	47%
	Professor	41	24%	32%		29%	28%		-	0%
2016	--- ***	-	-	-		-	-		-	-
2015	Education Focused	36	22%	56%		40%	74%		0%	83%
	Lecturer	521	21%	38%		11%	47%		25%	40%
	Professor	16	19%	30%		0%	50%		-	50%
2014	Education Focused	93	23%	48%		27%	50%		33%	58%
	Lecturer	208	19%	34%		0%	32%		0%	37%
	Professor	24	21%	40%		33%	35%		-	20%

* 2018 reflects only 11 months, January - November.   **** No recruitment activity took place in 2016*

Anthropology has figures more in line with AHSSBL average: between 41% and 57% of applicants were female (table 5.1-6). Film Studies varies between 32% and 47% (table 5.1-7). However, 5 of 8 new starts have been female.

Table 5.1-6 Female percentage of applications/shortlisted/offers for Anthropology (by role)

Year	Role	Applications			Shortlisted			Offers		
		Total	% Female	AHSSBL% Female	Total	% Female	AHSSBL% Female	Total	% Female	AHSSBL% Female
2018	Research Focused	48	46%	35%	12	58%	58%		33%	47%
	Education Focused	111	52%	56%	10	30%	58%		0%	64%
2017	Research Focused	9	56%	44%		56%	48%		100%	50%
	Senior Lecturer / Reader	34	41%	33%		80%	54%		50%	50%
2016	--- ***	-	-	-	-	-	-	-	-	-
2015	Lecturer	46	57%	38%		50%	47%		100%	40%
2014	--- ***	-	-	-	-	-	-	-	-	-

* 2017 reflects only 11 months, January - November.   *** No recruitment activity took place in 2016 or 2014

Table 5.1-7 Female percentage of applications/shortlisted/offers for Film Studies (by role)

Year	Role	Applications			Shortlisted			Offers		
		Total	% Female	AHSSBL% Female	Total	% Female	AHSSBL% Female	Total	% Female	AHSSBL% Female
2018	Education Focused	59	46%	56%		80%	58%		100%	64%
	Lecturer	31	32%	39%	-	-	45%	-	-	59%
2017	Lecturer	146	40%	45%		67%	51%		50%	50%
2016	Education Focused	47	47%	48%		100%	60%		100%	70%
2015	Lecturer	167	50%	38%		100%	47%		100%	40%
2014	Education Focused	132	44%	48%		75%	50%		100%	58%
	Lecturer	10	40%	34%	-	-	32%	-	-	37%
	Professor	23	35%	40%		100%	35%	-	-	20%

* 2018 reflects only 11 months, January - November.

Since 2014 the School has made 38 appointments: 17 female and 21 male (table 5.1-8). Almost half of these new starts have been in Philosophy (18 out of 38). All posts go through the recruitment process; we do not have named appointments in the School or Departments. One department had only male new starts at lecturer level in 2015 and 2016. Females dominate appointments to fixed-term Research and Education-focused positions. This is a matter of concern (AP 1(d), 1(e)).

Table 5.1-8 New entrants for PAFS by department REDACTED

Action points:
Staff Recruitment
1(b) Develop School policy for advertising materials. The policy will include at least the following: (i) include both male and female contacts; (ii) be aware of and remove gender-biased wording, including specific examples; (iii) promote the possibility of flexible and part-time working; and (iv) offer to support caring costs associated with interview. Ensure that policy is applied uniformly for academic and professional services positions, noting the underrepresentation of men in professional services and fixed-term positions.

1(c) Investigate advertising posts on a range of specialised websites and publications, to attempt to attract a diverse application pool

1(d) Ensure that interview committees have undergone recent bias training and develop material to be sent to interview committees to refresh consideration of bias. Require feedback from interview committee confirming bias training or refreshment.

1(e) Develop detailed school recruitment policy. The policy will include: (i) no single-sex long- or shortlists, wherever possible; (ii) EDI officer invited to review advertising materials and observe search-committee meetings; (iii) commitment to appoint underrepresented gender where all else is equal.

1(f) Solicit feedback from members of appointments committees about whether they have seen any deviation from University policy, and ideas about how to improve the recruitment and appointment process with respect to EDI

(ii)   Induction

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

Induction information is sent to all appointees, which includes signposting to relevant online resources as appropriate. For example, all academic appointees are provided with a link to the 'Academic Induction Resource' which is hosted on the CAPOD (Centre for Academic, Professional and Organisational Development) webpages. This is designed for academic staff joining the University, especially from outside Scotland. This resource includes text-based information, video presentations from key people (including senior leadership), and links to other resources. There is a clear 'onboarding' process managed by HR to ensure new staff have an ID card, and access to IT resources and University buildings (figure 5.1-3).

Figure 5.1-3 Induction process

Institutional

New Starter Information Pack

HR communication with appointing manager

First Day HR Meeting
(IT account, ID card, Payroll etc

New Staff Essentials
(Monthly)

All Staff Induction
(Twice a year)

(Morning sessions for all staff, afternoon session for academic/research staff)

Induction resources:

Staff Handbook

Academic Induction Resource

Equality and Diversity Training

Unconscious Bias Training

Information Security Training

Local/departmental

School Handbook

Induction Checklist

Induction Planner

Newly appointed academic and research staff are contacted by CAPOD within their first month of employment, with information about professional and career development opportunities, including Health & Safety, the environment, HR policies, and EDI. Attendance to CAPOD induction courses since 2015 is higher for female staff (table 5.1-9). This is largely due to new female PSS appointments.

Table 5.1-9 Staff attendance to CAPOD induction courses by gender since 2015

Course title	Job family	F	M	Total	%F
Induction For All New Staff	Academic	5	7	12	42%
	Professional Services	4	1	5	80%
New Staff Essentials	Academic	3	1	4	75%
	Professional Services	6	0	6	100%
Total		**18**	**9**	**27**	**67%**

Staff are asked to complete the University's Unconscious Bias and Diversity training modules. To date, 105 academic staff, PSS and tutors have completed the Diversity training module. 29 out of 55 staff have completed the Unconscious Bias module (AP 3(f)).

Within the School, the HoS meets all new staff in their first month. In addition to a tour of the School's buildings, the HoS goes through the School Handbook, key dates, and commitment to EDI. The meeting also includes a preliminary Academic Review, and assigns a senior mentor from within the School to all early career appointments.

Mentors and mentees meet every two months. There is a 100% take up rate for this relationship. As well as career advice, mentors check on transition to the University and general wellbeing. Informal feedback provided to the HoS and HoDs on mentoring arrangements is positive, but this should be followed with more formal survey questions (AP 3(e)).

Staff survey comments from 2019 revealed that some new starts desired more inclusive and welcoming events. (One comment reads: 'there could be more of an effort to welcome new colleagues in, and to get to know them and their strengths. It can be isolating […], especially when you have relocated and find yourself with new colleagues.') (AP 10(a)). Survey comments also show that some PSS do not feel included in School events. (One comment reads: '[…] there is little inclusion of professional services in the social activities as these are not welcoming. They feel as an extension of the intellectual activities of the school.') (AP 10(b)).

Action points:

Communication

3(e) Include more targeted questions about induction and mentoring for 2021 survey.

3(f) Email and poster campaign to encourage staff and student uptake of CAPOD training modules related to EDI. Follow-up personalised emails to holders of key roles (HoS, HoDs, DoTs, DoPGs). Require this training as part of induction for new staff.

Inclusion

10(a) Create 'social butterfly role', whose job it is to introduce staff to other colleagues accross the school.

10(b) Ensure new starts meet PSS in the different teams and have induction meeting with the School Manager.

(iii)   Promotion

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

The annual promotions cycle is centrally driven. Applications are invited in early semester 2. The HoS consults with senior colleagues to compile a report to accompany the application. A University Promotions committee, divided by Faculty, reads and scores all applications.

Applicants are strongly recommended to speak with the HoS to receive guidance and support. The annual Academic Review (see below) in the School precedes the promotions' deadline, enabling the HoS to raise awareness and discuss applications. The HoS recommends that each applicant then talks with senior colleagues in their department, mentors, and peer networks for further advice. The HoS organised a promotions discussion in February 2019 with the former Master who gave an overview of changes, advice on the current context, and took questions. Thirteen (7 men and 6 women) attended, including those wanting promotion and professors wanting to support the process. Following promotions rounds in 2018 and 2019, the HoS spoke with all unsuccessful applicants to identify actions to be taken before subsequent applications. The impact of this work has been significant on the number applications from women and their success (table 5.1-10). This approach will be extended and formalised by the creation of a senior support committee (AP 11(d)).

Despite ongoing efforts at communication, survey results indicate dissatisfaction with the available information and guidance about promotion, especially among women (figure 5.1-4- 5.1-5), with only 56% of staff (and 28% of women) agreeing they are satisfied with information available in advance, and 68% staff (38% of women) agreeing that they are satisfied with the guidance they receive from the School. This indicates a need to lay out processes more clearly (AP 11(a)), and that research is needed to identify what further guidance would be useful (AP 11(b)).

Q32_1. When considering promotions procedures I am satisfied with: 1) The information available to me in advance.

Figure 5.1-5 Staff Survey April 2019, responses on promotions guidance

Q32_2. When considering promotions procedures I am satisfied with: 2) The guidance I recieve from School.
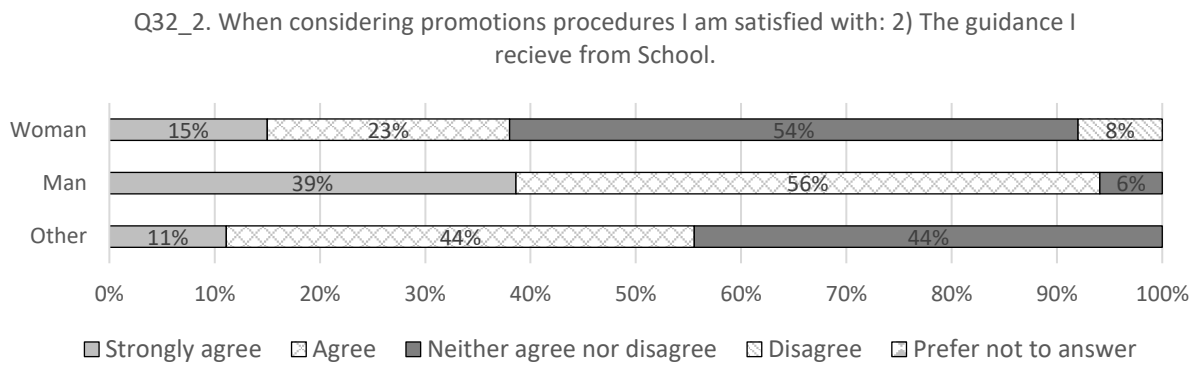
Since 2014, 9 women and 21 men have applied for promotion (table 5.1-10). The number of women applying is lower than expected given that 42% of academic staff in PAFS are female (table 4.2-4 above). A higher percentage of women (92%) have been successful than men (71%). All promotion candidates were full-time; part-time status and promotion need further attention (AP 11(b), 11(c)).

Table 5.1-10 Promotions for academic staff in PAFS

Year	Role	Success Rate		
		Female	Male	Total
2019	Research Grade 8 Education Focused Grade 8 Senior Lecturer Reader Professor	- - 100% - -	- - 50% 50% -	- - 67% 50% -
2018	Research Grade 8 Education Focused Grade 8 Senior Lecturer Reader Professor	- - 100% 50% 100%	- - 100% 50% 0%	- - 100% 50% 50%
2017	Research Grade 8 Education Focused Grade 8 Senior Lecturer Reader Professor	- - - - -	- - 50% 100% 100%	- - 50% 100% 100%
2016	Research Grade 8 Education Focused Grade 8 Senior Lecturer Reader Professor	- - - - -	- - 100% - 100%	- - 100% - 100%
2015	Research Grade 8 Education Focused Grade 8 Senior Lecturer Reader Professor	- - - - -	- - 0% - 100%	- - 0% - 100%
2014	Research Grade 8 Education Focused Grade 8 Senior Lecturer Reader Professor	- - 100% - -	- - - - -	- - 100% - -

The University's promotions process was revised after consultation in 2016-17, to recognise teaching, impact and service, as well as research. An addition to publications and successful teaching, the winning of research grants, the development of an impact case study, and the supervision of PhD students are important University criteria for promotion; and PAFS is committed to equality of opportunities to access all of these. However, 2019 focus groups reveal a continued perception that research is given undue focus in promotions, to the disadvantage of those who emphasise other aspects of their careers, and this should be addressed at the University level (AP 11(c)).

Action Points:

Promotions

11(a) Make clear information about the School's promotions procedures widely available, including on the School's EDI website and in School handbook.

11(b) Hold an open forum to investigate women's dissatisfaction and pessimism regarding their career progression. Ensure part-time colleagues and PSS are represented in the focus group. Devise actions based on the results of the focus group.

11(c) Lobby the University to support the career progression of staff with diverse criteria for promotion, including paths to promotion that emphasise teaching and impact, and that suitably take account of part-time work

11(d) Create a (gender-balanced) Promotions Support Committee for the School.

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

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

In REF 2014, female staff (16 eligible, 15 submitted) were submitted at a slightly higher rate than male staff (42 eligible, 39 submitted). For RAE 2008, there was a 100% School submission rate (table 5.1-11). There does not appear to be a gender imbalance.

Table 5.1-11 School Staff eligible, submitted and success rate (FTE)

	REF 2014			RAE 2008		
Gender	Eligible	Submitted	Success rate	Eligible	Submitted	Success rate
Female	16	15	93.80%	9.46	9.46	100%
Male	42	39	92.90%	26.38	26.38	100%

For REF2021, all staff – dependent on contract type – will be submitted. The University has REF2021 approved Code of Practice (CoP) to reinforce commitment to EDI. The CoP governs the determination of researcher independence, output selection, and the oversight of individual staff circumstances. Staff involved in the REF submission are required to attend a REF Equalities training workshop. Currently, all three DoRs are men, although from 2016 to 2019 the role was held by women in both Film and Philosophy. DoIs in Film and Anthropology are women and in Philosophy a man.

The process for selection of outputs for REF2014 was led by the DoRs and included internal review by colleagues, and liaison with the Institutional REF E&D Committee (chaired by a Vice-Principal). For REF2021 colleagues are putting forward their best four outputs, which are then scored by each departmental research committee (which aims for gender balance in its membership), who then will select the required number of

highest scoring pieces. REF2021 outputs and Impact Case Studies will be reviewed for equality and diversity by the University.

Our REF2021 Impact Case Studies are discussed in section 5.6.viii.

SILVER APPLICATIONS ONLY

5.2.   Key career transition points: professional and support staff

(i)   Induction

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

(ii)   Promotion

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

5.3.   Career development: academic staff

(i)   Training

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

CAPOD offers opportunities to support personal, professional, and academic development for all University staff (figure 5.3-1). Targeting academic staff and research leaders, the Academic Staff Development Programme (ASDP) includes a range of workshops, and online learning resources. CAPOD's 'Passport to Research Futures' offers early career researchers a workshop series geared towards career development and employability. Participants can achieve an in-house certificate or a development award from the Institute for Leadership and Management (ILM). CAPOD coordinates other development programmes including the Passport to Management Excellence for aspirant or serving managers in Schools and central units, and which again offers an ILM award.

Data suggests that more female staff take CAPOD courses (table 5.3-1), but because we have information only on courses attended (rather than individuals), further investigation is required (AP 10(h)).

Table 5.3-1 PAFS attendance to CAPOD courses by gender and staff type

Year	Job family	F	M	Total	% Female
2017-18	Academic	57	10	67	85%
	Professional Services	101	0	101	100%
2017-18 Total		**158**	**10**	**168**	**94%**
2016-17	Academic	41	13	53	77%
	Professional Services	139	0	139	100%
2016-17 Total		**180**	**13**	**193**	**93%**
2015-16	Academic	56	27	83	67%
	Professional Services	101	0	101	100%
2015-16 Total		**157**	**27**	**184**	**85%**
Total		**495**	**50**	**545**	**91%**

Figure 5.3-1 CAPOD resources

CAPOD offers funding for all staff wanting to undertake training externally, where this is unavailable internally. Survey results indicate that although many staff are satisfied with their opportunities to network in the University, some would like further opportunities (figure 5.3-2); we should investigate what kind of opportunities are desired (AP 3(g)).

18_3. I have adequate opportunities to network in the University.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Woman	17%	46%	20%	14%	2%
Man	15%	53%	18%	11%	3%
Other	11%	35%	32%	16%	5%
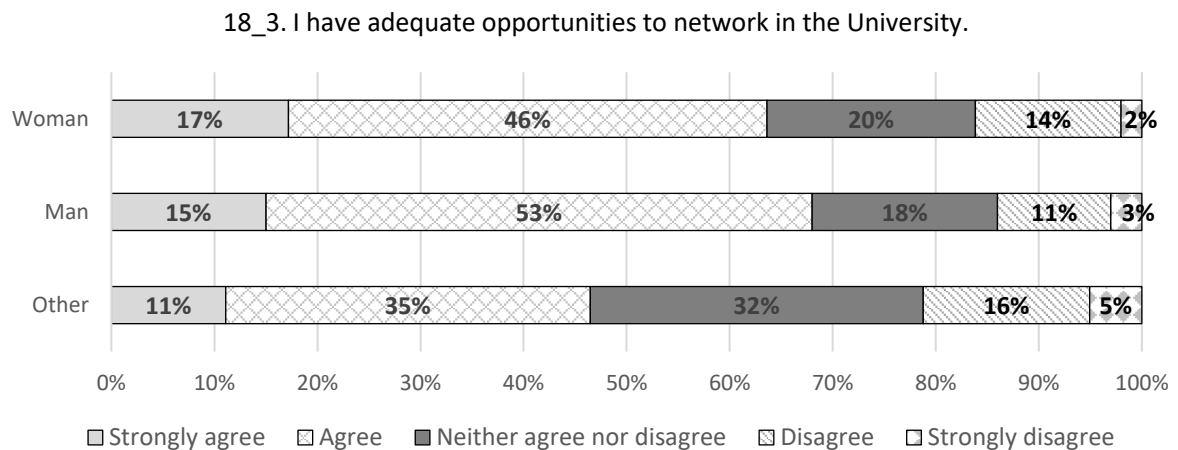
All female staff at grade 6 to 8 are invited to apply to the Leadership Foundation's annual Aurora programme, both by a general email from the University administration, and by personal emails from the HoS. Participants have taken part in development days, action learning sets, in-house mentoring, and self-directed learning that supports participants' development needs. In 2018, the HoS sent messages to women staff encouraging their participation; this support increased take up (table 5.3-2).

Table 5.3-2 Aurora Leadership Programme Attendees (PAFS)

Year	Aurora Attendees		
	Academic Staff	**Professional Services**	**Total**
2018-19			
2017-18			
2016-17			
Total	4	2	6

Alongside the Aurora programme, the University's Elizabeth Garrett Mentoring Scheme supports senior women in, or aspiring to, academic leadership roles, and seeks to develop their leadership capability.

Table 5.3-3 shows current participation in institutional mentoring programmes.

Table 5.3-3 Current participation in mentoring programmes for PAFS by gender REDACTED*

Given the numbers of women who could take up these opportunities both these rates are relatively low. Therefore, the HoS will support participation in such schemes, with due attention to the possibility that mentorship may become a burden on mentors (AP 3(h)).

In response to survey questions about training in 2016 and 2018, most staff agreed that they had 'opportunities for professional development/training' (figure 5.3-3).

Figure 5.3-3 Staff Survey responses to Opportunities for Professional Development
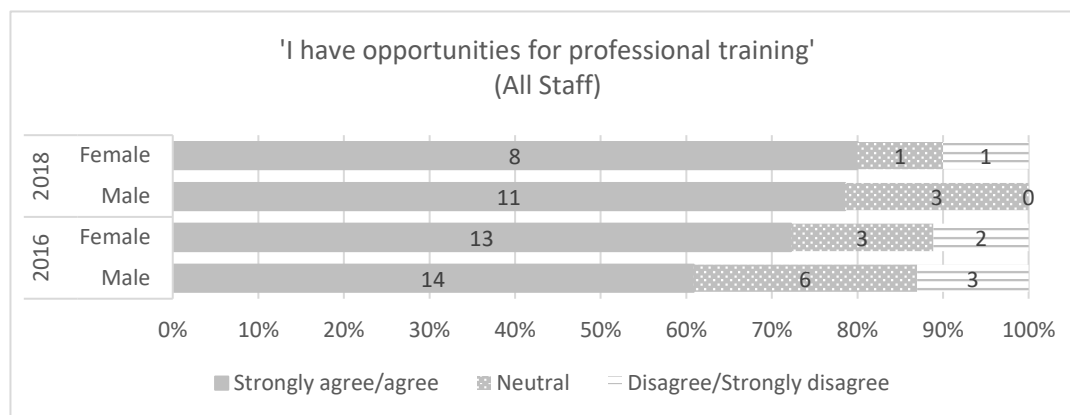
At the time, we had no data to distinguish between the departments. In the 2019 survey departmental affiliations were visible and the relevant question was slightly different. Table 5.3-4 shows that in Anthropology over 74% agreed, whilst in Philosophy 52% (out of 25 respondents) agreed. Overall, only 5 respondents disagreed.

Table 5.3-4 Staff and Student Survey April 2019, Staff responses related to encouragement to take professional training (with percentage)

	Strongly agree/agree	Neither agree nor disagree	Disagree/ Strongly disagree	Prefer not to answer	Total
PAFS	34 (63%)	13 (24%)	5 (9%)	2 (4%)	54
Philosophy	13 (52%)	6 (24%)	4 (16%)	2 (8)	41
Anthropology	14 (74%)	4 (21%)	1 (5%)	-	31

NB: Figures for Film were not available due to low number of survey respondents.

Participation rates in the last 18 months in both departments are relatively high for women compared to men (Figure 5.3-4).

Q25. I am encouraged to undertake additional professional training (e.g through CAPOD or technical training as appropriate to my discipline).

Action Points

Communication

3(b) Publicise the existence of CAPOD fund for networking via the EDI newsletter.

3(g) Hold a focus group to determine what kinds of networking opportunities are wanted.

3(h) Support participation in the mentoring schemes by

- targeted emails from HoS and HoDs to eligible staff;
- testimonials from previous beneficiaries of the scheme, to be shared by email;
- hold a meeting with mentors and previous beneficiaries of the scheme; but ensure that participation in mentorship schemes does not become an unduly burdensome obligation either for mentors or for mentees.

Welcoming and Inclusive Environment

10(h) Hold a focus group for all staff to determine the reason for low participation in CAPOD courses.

(ii)   Appraisal/development review

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

All academic staff participate annually in the ARDS; PSS participate in the Review and Development Scheme (RDS). Both require staff to fill out a form prior to the meeting, allowing it to be read and considered by the line manager; the approach is designed to be light-touch, and not to require burdensome additional work. The ARDS form is broken up into the four areas: outputs and research grants; impact; teaching; and administration. The meeting follows these markers and attends to well-being, workload balance, career aspirations, research leave, and promotion. Special attention is made with fixed-term academic staff to discuss career development and future job

applications and advise on support from CAPOD. These appraisals have been held in November 2015, February 2017, February/March 2018, and February/April 2019.

Staff Survey data show that staff are generally satisfied with feedback from this process (figure 5.3-5). 82% of women agreed the process was useful. Anthropology had a lower rate (75%) than Philosophy (89%). Women tend to find the process more useful than men in both departments. Yet there are a small percentage of women and others who disagree strongly with the usefulness of the process. The source of this dissatisfaction requires further investigation (AP 11(b)).

Figure 5.3-5 Staff and Student Survey April 2019, Staff responses related to annual review
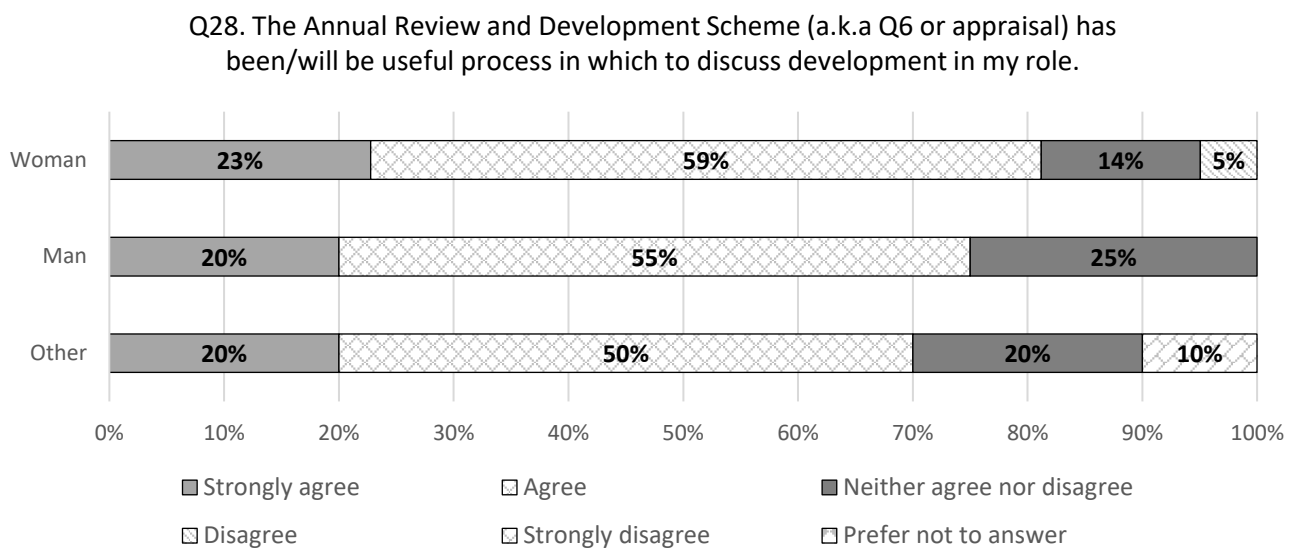
Q28. The Annual Review and Development Scheme (a.k.a Q6 or appraisal) has been/will be useful process in which to discuss development in my role.

	Strongly agree	Agree	Neither agree nor disagree
Woman	23%	59%	14% 5%
Man	20%	55%	25%
Other	20%	50%	20% 10%

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

Action Points

11(b) Hold an open forum to investigate women's dissatisfaction regarding their career progression. Discuss annual review process as part of the focus group. Ensure part-time colleagues and PSS are represented in the focus group.

(iii)　Support given to academic staff for career progression

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

The School oversees career progression with various extra elements (including informal mentoring) added by each Department.

As research is critical to career development for most academics, we run a sabbatical scheme designed to allow focus on research or impact. Academic staff on standard contracts build up eligibility for these sabbaticals and can also apply for externally funded research leave. Leave is available following 6 full teaching semesters. (This contrasts with the University norm, 8 semesters.)

Table 5.3-5 shows that 44 colleagues have taken research or impact leave since 2014-15, with take-up roughly in proportion with the gender makeup of the School.

Table 5.3-5 Non-externally funded research leave in PAFS

Year	Female	Male	Total	% F of total staff on leave	Total staff numbers	%F of total staff in year
			Research Leave			
2018-19				43%	69	42%
2017-18				31%	66	44%
2016-17				40%	60	37%
2015-16				44%	56	38%
2014-15				20%	56	38%
Total	15	29	44	34%	307	

All academic and research staff members receive an annual allowance of £1300 that can be used for conference attendance.

The University's Gender, Diversity and Inclusion Research Fund provides grants up to £2500 (2:1 match funding). It is intended that research findings will shape equality practices in St Andrews and beyond. The School has made two successful applications to this fund since 2018, for projects on education for ethnic minorities and supporting ostracised Roma women in Madrid (both in Anthropology and from women).

The Early Career Women Network (ECWN (Figure 5.3-6) welcomes children at their events. One of the School's Research Fellows has been instrumental in establishing ECWN.

Figure 5.3-6 EWCN Website

University of St Andrews

Early Career Women Network (ECWN)

ECWN is supported by the University of St Andrews and led by:

- ███████████████████████, School of Computer Science
- ██████████████████████████ School of Art History
- ██████████████████████ School of Philosophy Anthropology & Film Studies - Social Anthropology
- ████████████████████ School of Mathematics and Statistics - Applied Mathematics

ECWN provides a space for like-minded, self-defining women to come together to network and discuss topics of mutual interest in a supportive environment. ECWN will organise invited talks and networking sessions, among other events, that will focus on the many-faceted working lives of early career women.

These efforts have yielded some results; optimism about career progression has improved since 2016 (figure 5.3-7 – 5.3-9). Focus groups praised positive efforts from the HoS and support from senior colleagues; even fixed-term colleagues felt supported by the annual review process. However, some pessimism and dissatisfaction is still reflected in the survey, and the reasons for this remain unclear; further investigation and actions are needed (AP 11(b)).

'I feel optimistic about my chances of career progression'

		Strongly agree/ agree	Neither agree nor disagree	Disagree/ Strongly disagree	Prefer not to answer/ Not applicable
2019	Female	5	5	10	2
	Male	15	4	2	1
	Other	2	5	1	1
2018	Female	5	2	8	
	Male	8	5	1	1
2016	Female	5	2	16	4
	Male	11	7	5	3

Responses from Film Studies were too low to include separately in the data without losing anonymity.

Figure 5.3-8 Staff and Student Survey April 2019, Staff results regarding optimism about career progression (Philosophy)
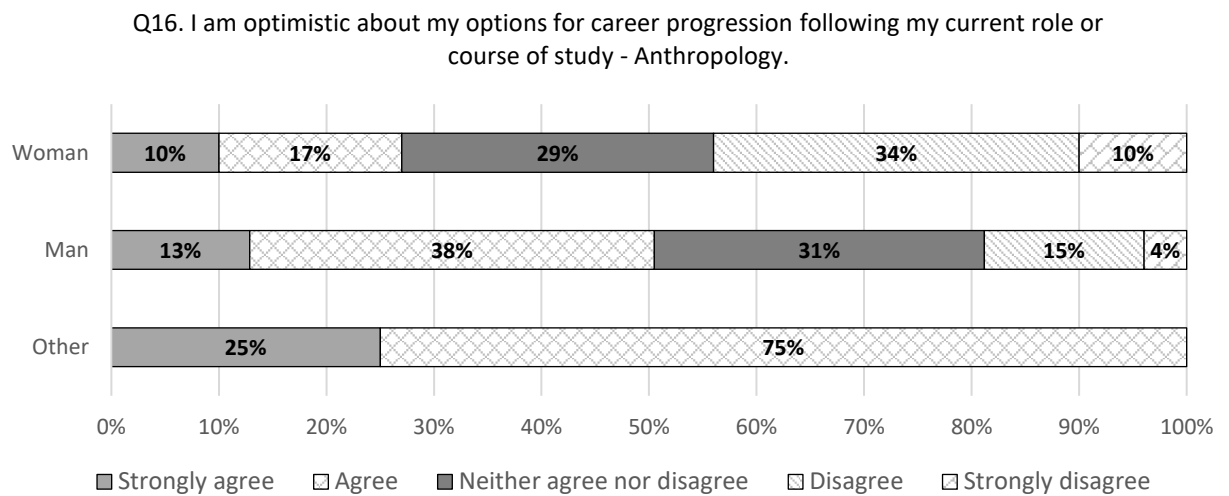
Q16. I am optimistic about my options for career progression following my current role or course of study - Philosophy.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Woman	10%	17%	29%	34%	10%
Man	13%	38%	31%	15%	4%
Other	25%	75%			

Q16. I am optimistic about my options for career progression following my current role or course of study - Anthropology.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Woman	10%	17%	29%	34%	10%
Man	13%	38%	31%	15%	4%
Other	25%	75%			

Action Points:

Communication

3(h) Support participation in the mentoring schemes by
- targeted emails from HoS and HoDs to eligible staff;
- testimonials from previous beneficiaries of the scheme, to be shared by email;
- hold a meeting with mentors and previous beneficiaries of the scheme; but ensure that participation in mentorship schemes does not become an unduly burdensome obligation either for mentors or for mentees.

Fixed-Term Staff

9(a) Organise a focus group to document and assess the experience of colleagues on FT contracts and use their responses to devise appropriate interventions to promote career progression.

Promotions and Career Progression

11(b) Hold an open forum to investigate women's dissatisfaction and pessimism regarding their career progression. Ensure part-time colleagues and PSS are represented. Devise actions based on the results.

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

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

All students have access to an employability skills programme. The School ensures that students are aware of these resources by inviting the Careers Director to a second-year lecture in each Department.

Departments have their own Careers-related events.

Undergraduates

Undergraduates can apply to the Laidlaw Undergraduate Internship Programme, which allows students to work with staff on an independent research project. Since 2015, 14 women and 10 men from the School have participated.

Anthropology undergraduates may apply to the Ladislav Holy Undergraduate Scholarship fund to support their dissertation fieldwork. 4 out of 7 scholarships awarded during the past 3 years have gone to women.

The School offers undergraduate mentoring programmes to support the transition to PG study. However, survey comments indicate a demand for further information and mentoring about non-academic careers. (For example, one student wrote, 'I think we are well informed about continuing studies/being an academic, but I think we could be better informed as to alternative career paths/options.') (AP 14(a)).

Postgraduates

PhD students receive an annual allowance of £300 that can be used to attend conferences or support fieldwork expenses.

PGR students have access to the GRADskills Programme, which provides skill development specifically to support PGRs making the transition to employment (within and outside of academia), including workshops on getting published, public engagement, CV writing, interview skills, applying for postdoc positions, grant writing, and more.

There is a student-run mentoring scheme for women and minorities in philosophy, run by Minorities and Philosophy (MAP), which pairs incoming students from underrepresented groups with experienced students from similar backgrounds. Anecdotal evidence suggests that this scheme has had a significant impact on student success, which could be duplicated in other departments (AP 14(b)).

PhD student tutors are required to undergo a CAPOD training session. Over the past 5 years, 13 postgraduates (7 women) have completed additional modules and earned the award of Associate Fellow to the Higher Education Academy.

In the 2019 survey, although most student respondents seem to be optimistic about their future career progression, there is some pessimism, especially among female students (44% agree/13% strongly agree) and respondents in the 'other' category (30% agree/13% strongly agree) compared to male students (40% agree/26 % strongly agree). The reasons for this disparity require investigation (AP 11(b)).

Action Points:

11(b) Hold an open forum, including PG students, to investigate women's dissatisfaction regarding their career progression. Devise actions based on the results of the focus group.

Mentorship

14(a) Solicit feedback by email about what kind of information about non-academic careers is desired by students. Devise further actions on the basis of results.

14(b) Develop PG mentorship schemes in Anthropology and Film inspired by MAP scheme in Philosophy.

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

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

The University's Research Business Development and Contracts (RBDC) team provides support on research grant applications. This includes one-to-one advice, access to the 'Research Professionals' database, and regular bulletins. The RBDC, Finance Department, and CAPOD offer training in obtaining and managing research funding, including Full Economic Costing (FEC).

Advice on applying for funding is provided by the HoS in the annual review. The DoRs and the HoDs in each department keep abreast of applications and outcomes, and give advice on re-applications. Directors of research centres have organised readings of draft applications amongst members. This has been successful in Philosophy where Arché has overseen an increase in funding bids; this should continue but action is needed to ensure equality of opportunities for support (AP 3(i)).
Advice on applying for funding is provided by the HoS in the annual review. The DoRs and the HoDs in each department keep abreast of applications and outcomes, and give advice on re-applications. Directors of research centres have organised readings of draft applications amongst members. This has been successful in Philosophy where Arché has overseen an increase in funding bids; this should continue but action is needed to ensure equality of opportunities for support (AP 3(i)).

Action Points

3(i) Hold a meeting with the EDI committee and directors of research centres to discuss how research centres can play a more active role in promoting EDI.

5.5.   Flexible working and managing career breaks

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

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

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

The School follows University policies with regard to parental leave (including maternity, paternity, shared parenting and adoption), with information on these policies made available via University websites. PSS and academic staff are treated equally before, during, and after leave. The School seeks to go beyond the basic HR provisions by supporting staff who have special circumstances, and helping staff feel in control of their workload and workspaces.

Before someone goes on leave, the HoD (or HoS) and the staff member go through current workload and create a leave plan. Commitments are reviewed and other suitable staff are identified to cover responsibilities if necessary. Staff are supported to work flexibly and from home during pregnancy if they wish. A plan for a return to work is discussed, and pregnant staff can request that their hours are changed either temporarily or permanently. There is a less developed culture around adoption leave (AP 16(a)). The University is developing a Planning for Leave checklist for members of staff and line managers; PAFS will participate in this development and adopt the checklist when it is complete (AP 16(c), 16(d)).

In all cases the HoS and the HoD ensure that the leave plan will not impact negatively on others' workloads. In cases where longer term leave is requested, the HoS makes an application for a replacement position to cover the leave. In one case from 2019, a member of academic staff took shared parental leave for one semester on statutory

pay (allowing for another colleague to extend a fixed term contract), followed by one semester of research leave (when his partner took her shared leave).

The 2019 survey revealed concerns about the lack of accessible information concerning HR policies. Only 60% of staff agreed that they know where to find information about taking maternity, paternity, and adoption leave, and 70% of staff replied that they are confident that the School would support them if they requested such leave (figure 5.5-1) (AP 3(b), 3(d), 16(b)) Some staff have had good experiences in applying for leave; one comment in the 2019 staff survey reads, 'I am in the process of applying for parental leave and the School has been very supportive.'

Figure 5.5-1 Staff and Student Survey April 2019, results related to maternity, paternity, and adoption leave.

Q38. I know where to find information about taking maternity/paternity/adoption or other parental leave.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Woman	10%	17%	29%	34%	10%
Man	13%	38%	31%	15%	4%
Other	25%	75%			

Q39. I am confident that the school would be supportive if I requested maternity/paternity/adoption or other parental leave.

	Strongly agree	Agree	Neither agree nor disagree	Disagree
Woman	18%	44%	32%	6%
Man	38%	38%	23%	2%
Other	11%	47%	42%	

Action Points

Communication

3(b) Start an EDI newsletter to be distributed each semester to everyone in the school, including information about University-wide carers, parents and disability support networks.

3(d) Ensure School EDI website has current HR policies.

Support for new parents

16(a) Develop a policy on adoption leave that encourages staff preparing for adoption to be encouraged to work flexibly and from home if they wish.

16(b) Invite HR to address School Staff Council about parental leave policies

16(c) Participate in the development of University Planning for Leave checklist.
16(d) Before going on leave, academic staff will meet with HoD (or HoS) and HRBP for a separate formal consultation to identify goals and concerns for the leave period and return to work. PSS staff will meet with SM and HRBP. Use the Planning for Leave checklist once is it available.

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

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

Staff on parental and adoption leave continue to have the standard research allowances and are able to use their paid 'Keeping in Touch' (KIT) days (up to ten) for research or for activities such as attending conferences or meeting with PhD students. The School counts all parental and adoption leave, paid and unpaid, towards eligibility for sabbaticals.

Informal feedback to HoS suggests not all staff make use of KIT days. Other comments from staff who have recently taken maternity or adoption leave suggest that they would benefit from retaining access to workspace. Further investigation of what prevents staff from taking up KIT days, and of how workspace can be provided given space constraints, is needed (AP 16(e)).

Informal feedback to HoS suggests not all staff make use of KIT days. Other comments from staff who have recently taken maternity or adoption leave suggest that they would benefit from retaining access to workspace. Further investigation of what prevents staff from taking up KIT days, and of how workspace can be provided given space constraints, is needed (AP 16(e)).

Action Points

16(e) Hold a focus group of staff who have recently returned from parental leave to find out what may have hindered them from using KIT days, including issues around the availability of workspace. Develop further actions based on the results.

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

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

Towards the end of leave, the staff member has meeting(s) with the HoD/HoS or SM via phone/email to ensure suitable arrangements are in place for returning to work, including discussion of workload. The School offers flexible working and part-time options, with gradual increase in hours. These are discussed in the first instance by the staff member with their HoD or the SM; then ratified by the HoS.

The University maintains a Caring Fund to support staff with caring responsibilities to attend events. The fund can be used to pay for respite care, childminder costs, and travel expenses for children. Three PAFS staff (two female, one male) have made successful requests for funds. The University offers a childcare voucher scheme to support staff members with children by paying for childcare before tax. Voucher uptake has increased since 2012 (table 5.5-1). After widespread requests for childcare facilities, the University's nursery opened in 2017.

Table 5.5-1 Staff who have used University Childcare Vouchers

Report Date	Academic	Teaching	Research	PSS	Total
Dec-17	4	1	-	-	**5**
Dec-16	3	1	-	2	**6**
Dec-14	1	-	1	2	**4**
Dec-15	2	-	1	2	**5**
Dec-13	2	-	1	1	**4**
Dec-12	2	-	-	1	**3**

Note: The scheme closed to new entrants in October 2018 following the introduction of the government's tax-free childcare

(iv) Maternity return rate

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

Since 2014, five academic and PS staff have taken maternity, paternity or shared parental leave. All staff who have taken maternity leave have returned to post. Where requested, the School has supported flexible working patterns upon their return.

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

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

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

As Table 5.5-2 shows, 5 staff have taken paternity or maternity leave, including shared parental leave, since 2014, either directly after the birth or at a later stage. (All those eligible have taken it.) One academic staff member has taken adoption leave. No staff left following a period of maternity, paternity or adoption leave.

Table 5.5-2 Total Number of Staff taking maternity/paternity leave in PAFS REDACTED

(vi)   Flexible working

Provide information on the flexible working arrangements available.

The School has been supportive of those who prefer to work from home, recognising that this helps with caring duties as well as commuting costs. The Flexible Working policy has been developed to support flexible working arrangements to help employees achieve balance between their working and non-working lives. Staff are committed to the core hours for meetings policy.

Table 5.5-3 shows that few staff have made formal arrangements for flexible working. Informal feedback in focus groups suggests that many academic staff work flexibly without having made a formal arrangement. The 2019 Staff Survey revealed that 88% felt that their line manager was supportive of flexible working, with the remaining 12% neutral. Furthermore, 100% of those staff with caring responsibilities felt that meetings were scheduled at convenient times.

Table 5.5-3 Number of staff who have made formal arrangements for flexible working with HoS by year REDACTED

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

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

There are two members of staff who work part-time due to child-care and are considering returning full-time. HR policy ensures a comprehensive re-induction is offered, involving training on any new systems or procedures introduced during the period of absence, and briefing on any changes that affect the staff member such as pay awards, reorganisations, or new legislation.

5.6.   Organisation and culture
(i)   Culture

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

Cultural change in equality and inclusivity is handled at the School level. EDI Officer is a School level position. EDI is a standing item on all School-level meetings, including SMC. As a result, we have made changes to embed the AS Charter principles in the School such as the creation of gender-neutral toilet facilities in School buildings, designed to ensure equal treatment for trans and gender non-binary people.

There remain challenges, best addressed at the School level. The first has to do with bullying, harassment, and discrimination (BHD). Our survey results reveal that:

- staff and students lack information about what to do about BHD (only 43% Agreed that 'The School has clear guidance on where to find support around issues such as discrimination, bullying or harassment') (figures 5.6-1, 5.6-2);
- staff and students are not confident in reporting BHD (only 68% of staff and students, including only 58% of women and 48% other, Agreed that 'I would be comfortable raising concerns about discrimination, bullying or harassment in the School') (figures 5.6-3, 5.6-4);
- staff and students are not confident in senior staff responding to BHD appropriately (only 69% of staff and students Agreed that 'I am confident that senior members of staff would challenge instances of discrimination, bullying or harassment in the Department') (figure 5.6-5).

Survey results showed that staff are less comfortable raising concerns at the School level than at Department level, and less confident that concerns would be handled appropriately at the School level (figures 5.6-3-5.6-5). In focus groups, staff reported having experienced bullying that went unchallenged, a lack of information about BHD, and discomfort in reporting BHD, especially from fixed-term staff. PhD students also reported a feeling that bullying is embedded in academic culture, and an unwillingness to report BHD. Training in dealing with BHD has been our core response (AP 2(a) - 2(c)).

Figure 5.6-1 Staff and Student Survey April 2019, responses about guidance regarding BHD in the Department

Q46. The department has clear guidance on where to find support around issues such as discrimination, bullying or harasment.

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

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Prefer not to answer
Woman	12%	33%	35%	13%	7%	
Man	19%	36%	25%	14%	4%	1%
Other	5%	26%	26%	21%	11%	11%

Figure 5.6-2 Staff and Student Survey April 2019, responses about guidance regarding BHD in the School

Q47. The school has clear guidance on where to find support around issues such as discrimination, bullying or harassment.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Prefer not to answer
Woman	10%	33%	35%	13%	6%	5%
Man	13%	36%	36%	8%	1%	6%
Other	5%	26%	21%	21%	11%	16%

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

Figure 5.6-3 Staff and Student Survey April 2019, responses about raising BHD concerns in the Department

Q48. I would be comfortable raising concerns about discrimination, bullying or harassment in the department.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Prefer not to answer
Woman	22%	40%	16%	17%	3%	
Man	31%	50%	8%	10%		
Other	11%	42%	16%	26%	5%	

Legend: ☐ Strongly agree ☐ Agree ■ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree ☒ Prefer not to answer
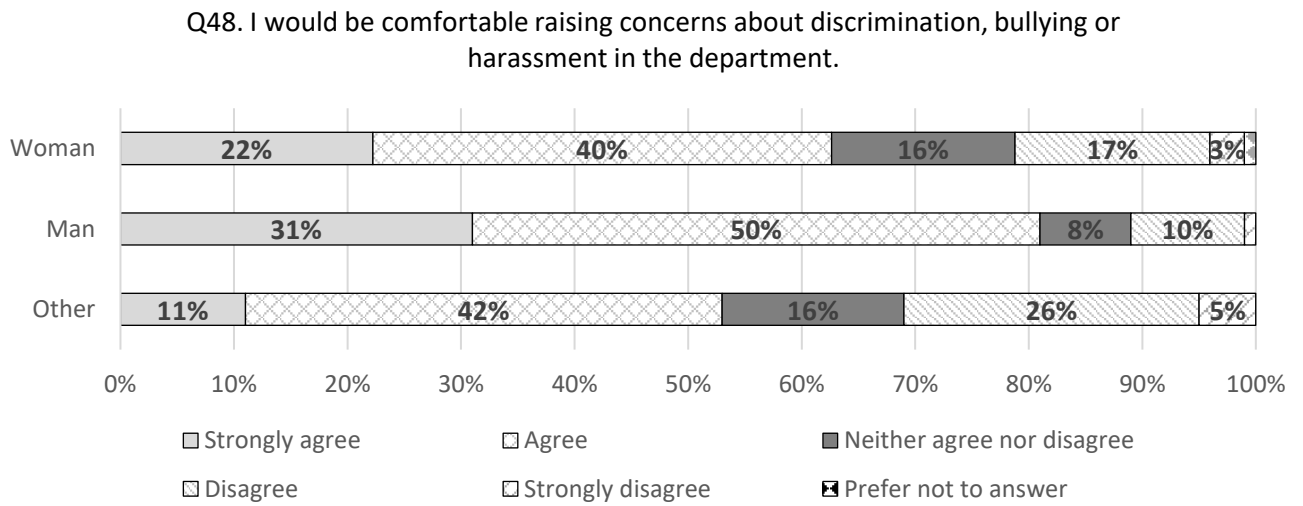
Figure 5.6-4 Staff and Student Survey April 2019, responses about raising BHD concerns in the School
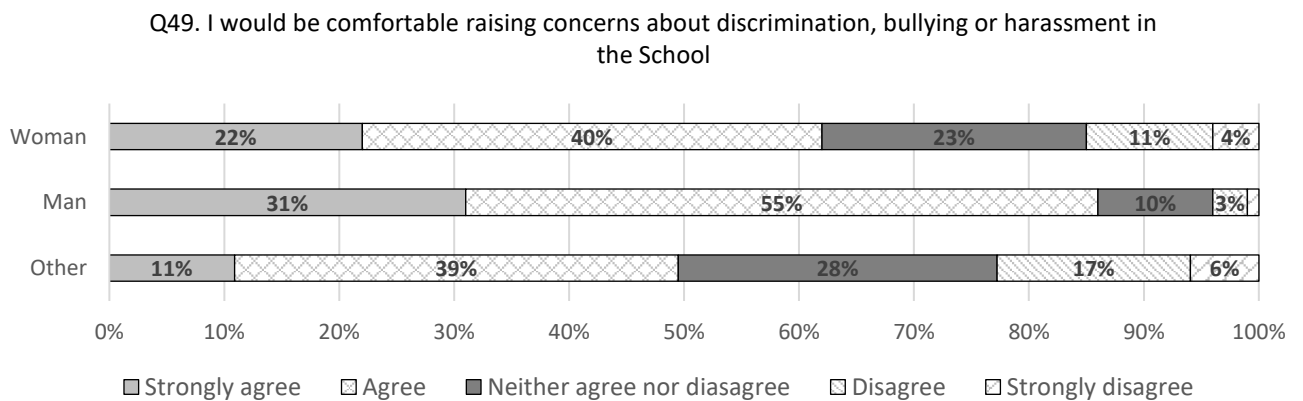
Q49. I would be comfortable raising concerns about discrimination, bullying or harassment in the School

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Woman	22%	40%	23%	11%	4%
Man	31%	55%	10%	3%	
Other	11%	39%	28%	17%	6%

Legend: ☐ Strongly agree ☐ Agree ■ Neither agree nor diasagree ☐ Disagree ☐ Strongly disagree

Q50. I am confident that senior members of staff would challenge instances of discrimination, bullying or harassment in the department.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Woman	25%	39%	25%	7%	3%
Man	33%	50%	14%		
Other	11%	32%	42%	5%	11%
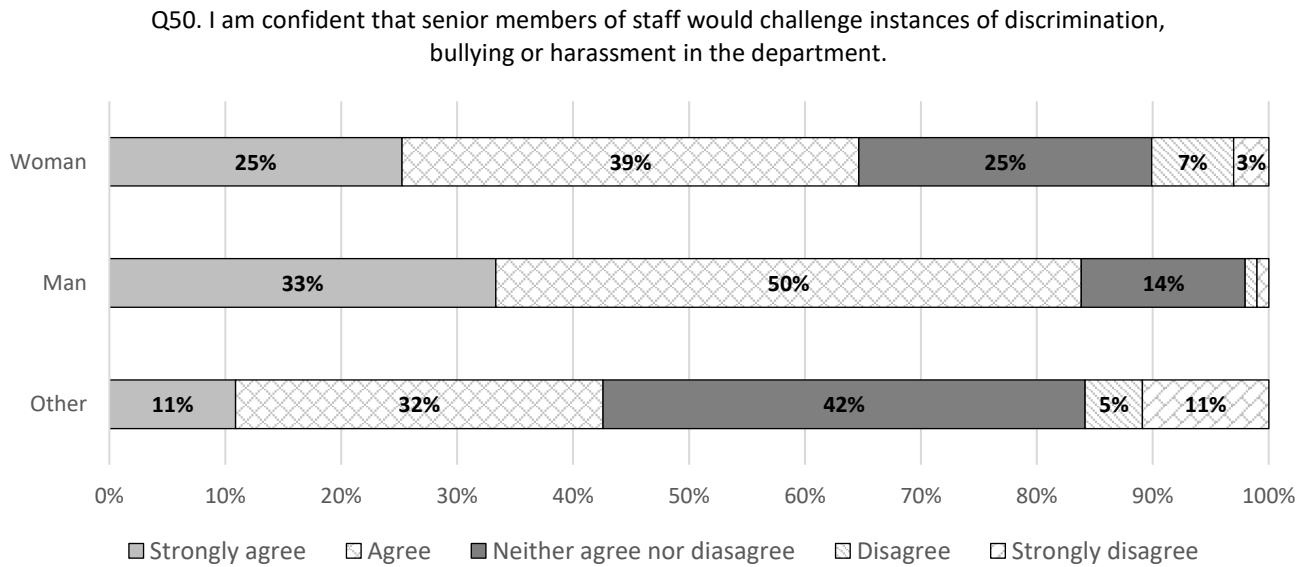
We have obtained training for six members of staff in BHD (including HoS, SM, and EDI Officer). The EDI Officer has been sign-posted for concerns about equalities or dignity at work. Information on HR procedures is made available to all staff, in particular those with management responsibilities, but Survey results suggest that further publicity within the School is needed (AP 2(b)). In order to achieve full compliance and consistency, all staff will be required to complete online training modules on diversity and unconscious bias (AP 3(f)).

The second area of concern relates to inclusion. Although most staff and students report that social activities are welcoming (figure 5.6-6), many free-text responses, as well as discussion in the focus groups, reveal that problems remain. In particular, PSS feel excluded from social events ('there is little inclusion of professional services in the social activities as these are not welcoming. They feel as an extension of the intellectual activities of the school/department') (AP 10(b), 10(e)); social activities tend to involve alcohol; and there was a desire for more social activities at the School level. The PG focus group also indicated a general desire for more social activities at the School level, and felt that welcome activities were poorly organised and tended to promote exclusion because they did not lead to adequate opportunities to network (AP 10(c), 12(b)-12(e)); research masters (MPhil) students in particular felt isolated (AP 10(d)).

Q9. The social activities within my Department are welcoming to all.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Woman	34%	43%	19%		
Man	36%	46%	14%	3%	
Other	24%	38%	32%	5%	
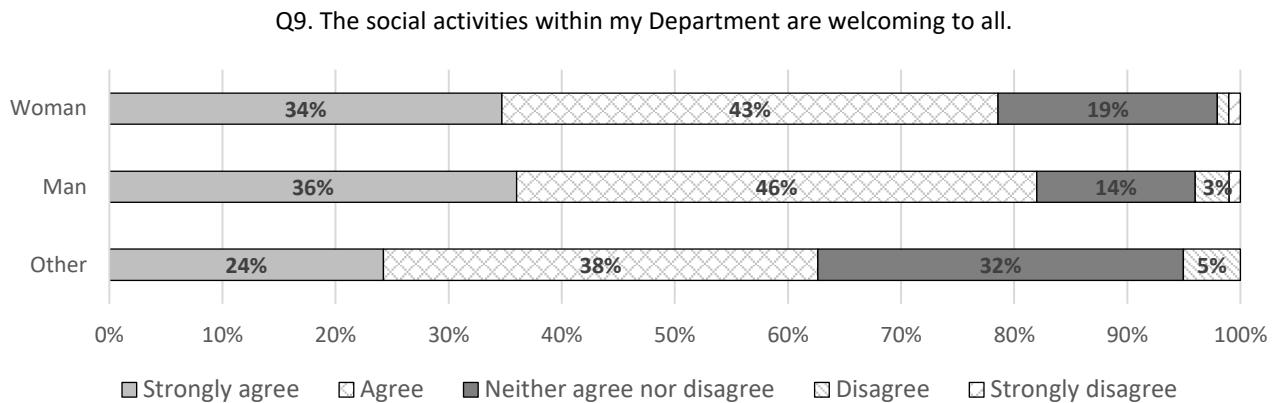
A third area of concern at the School level relates to the mainstreaming of the School's commitment to equality. Survey results suggest that staff and students do not see EDI as a priority in the School, and do not feel that the School handles EDI concerns well (figure 5.6-7). Our aim is to create a culture in which our activities are informed by a concern with equality; in order to work toward this aim, we are prioritising communication of our EDI efforts, as regards our Action Plan (AP 3(a), 3(b), 3(c), 3(d)).

Figure 5.6-7 Staff and Student Survey April 2019, results related to perception of the School's commitment to equality

Q45. The School handles Equality, Diversity & Inclusion concerns well.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Woman	11%	37%	49%	3%	
Man	13%	49%	33%	3%	
Other	12%	18%	47%	12%	12%
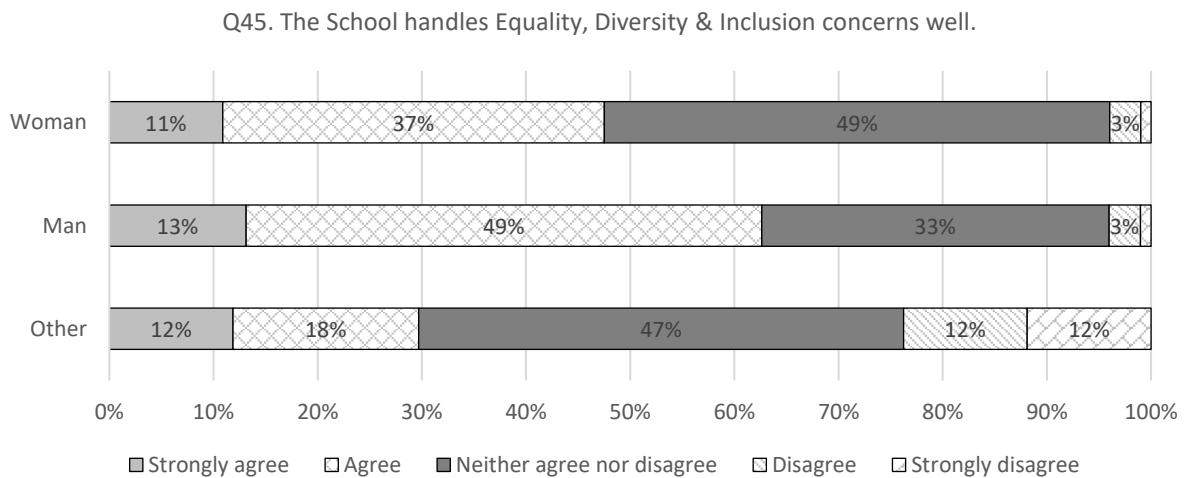
The final area of concern best addressed at the School level is inclusion of junior colleagues. In particular, PG tutors in focus groups expressed not feeling valued by the department, and expressed concern that this influences their mental health. (AP 13(a) - 13(e)).

Philosophy

Although the department still faces important challenges related to diversity and inclusion, significant steps have already been taken, which are having a positive impact. One student commented in the 2019 survey: 'The department of philosophy already is the most welcoming and inclusive environment I have ever been in. I have never felt empowered as a woman in philosophy before I came here. Thanks for changing that!'

From January 2016, the department adopted the Good Practice Scheme developed by the British Philosophical Association and the Society for Women in Philosophy (SWIP). The department reviewed the gender balance of the content for all modules and provided members of staff with online EDI training. In focus groups, students expressed that further efforts are needed to include readings by more diverse authors and to teach a range of topics (AP 4(a)).

The department also hosts the recently established St Andrews Institute for Gender Studies (StAIGS), an interdisciplinary research centre (table 5.6-1, figure 5.6-8).

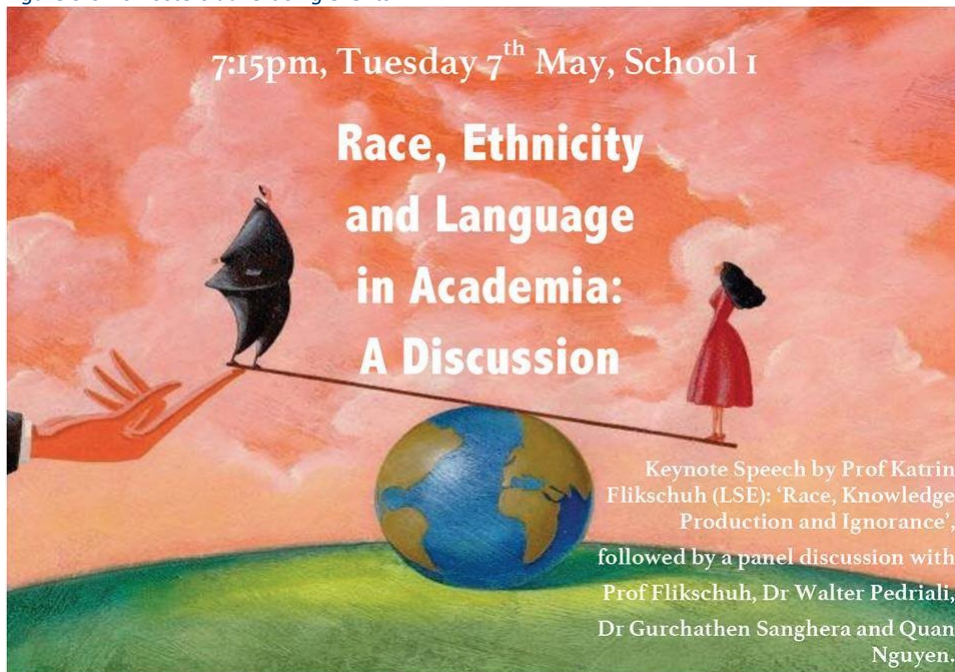*Figure 5.6-8 Audience at StAIGS event REDACTED*

Table 5.6-1 PAFS EDI Related Events

EDI Related Events in the School
• StAIGS Internal Speaker Series – series of lunchtime talks. 4x per semester.   • MAP Discussion Group – a student-led, monthly structured discussions on an EDI topic   • MAP Lunches – an informal, fortnightly brownbag lunch   • Anthropology Wellbeing Events – fortnightly including walking meditation, chair yoga, and a workshop on managing expectations during the PhD   • 'Creating Inclusive Classrooms' workshop (04/2019)– student-organised workshop, featuring three external speakers   • 'Race, Ethnicity and Language in Academia' (05/2019) – student-organised event, featuring a talk by Katrin Flikschuh (LSE) and discussion
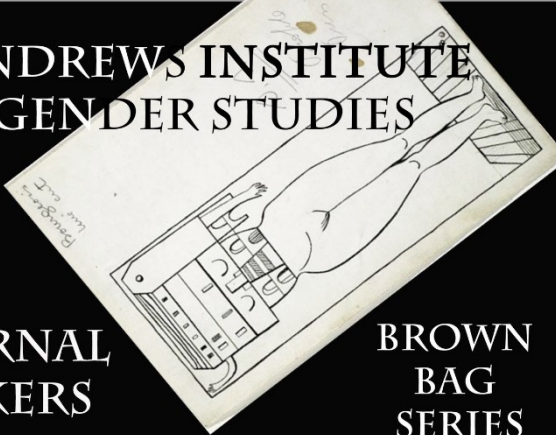
Philosophy hosts an active MAP chapter, a student-led initiative that aims at making philosophy a more inclusive discipline (table 5.6-2, figure 5.6.-9 – 5.6-10). Results from the focus groups (both UG and PG) suggest that philosophy as a subject perpetuates a culture of aggression and bullying in classrooms. For example, the PG focus group reported: 'The bullying is sometimes difficult to pinpoint because it is so common and "being really critical" is part of academic environment'. We aim to address this at School level by increasing the awareness and confidence in the handling of BHD (AP 2(a) - 2(c)).

Figure 5.6-9 Attendees at MAP lunch REDACTED

Figure 5.6-10 Posters advertising events

Table 5.6-2 Tutor training impact

Impact: Pronouns in Tutor Training

School students (including members of the Saints LGBT+ student group and the Minorities and Philosophy group), with input from the SAT, prepared a document describing and explaining best practice related to asking individuals for their pronouns. This document has been adopted by CAPOD, the University's training unit, as a part of their mandatory training for all postgrads who tutor.

Anthropology

Research and teaching in anthropology involves appreciation of the eclectic range of human cultures. There is untapped potential for engaging the intellectual resources of the department with EDI, especially via its research centres, including the Centre for Minorities Research (AP 3(i)).

Although there are more female than male students, the results of UG focus groups suggest that students feel comfortable and supported. Still, survey comments suggest a desire for more social events that would foster greater inclusion. (One participant wrote, 'I feel there is not much Social Anthro social events, or maybe they are not advertised very well. It'd be nice to get more notice about them'.) There was also a desire for social events with Philosophy and Film Studies (AP 12(a) - 12(d)).

Since 2016 there has been a strong push towards interdisciplinary reading groups led by female PhD students addressing issues of gender and safety in fieldwork (October and November 2016) and education (October 2017).

Anthropology has a new Wellbeing Committee (from September 2019), which includes staff and PhD students (1 man and 4 women). Its remit is to organise activities that will promote greater attention to relaxation and self-care. Staff and students at all levels are invited to participate.

Film Studies

Film Studies has research expertise in race, gender, sexuality and representation, a speaker series highlighting the work of underrepresented groups, 2 research centres addressing the diversity of global cinema and screen cultures, regular discussion of diversity in the curriculum, and a global focus in teaching.

Race and gender are discussed in several modules. In focus groups, UG students said this is important, and expressed that they would like diversity better incorporated in the module material. To address this point, we aim to design new modules investigating diverse film histories globally, and to develop new assessment tasks, including group work tasks that focus on underrepresented groups in film history (AP 4 (a), 4(h)).

Action points:
Bullying and Harassment
2(a) Get training for at least two members of staff in each Department on how to handle B&H
2(b) Add a page on the School EDI website which provides links to University policies about B&H, as well as the names of members of staff who are trained in addressing B&H

2(c) Add information about policies, definitions, and names of trained staff to staff and student handbooks and module guides and circulate this information to staff and students by email.

Communication
3(i) Hold a meeting with the EDI committee and directors of research centres to discuss how research centres can play a more active role in promoting EDI

Inclusive Teaching
4(a) Form a sub-group of the EDI committee to draft a document with guidelines on preparing inclusive module guides and syllabi
4(h) Develop new modules in Film Studies focused on diverse film histories globally. Include new assessment tasks, including group work tasks that focus on women and people of colour in relation to questions of film history. Make information used in the development of these modules (e.g., about the assessment tasks, and resources used in the development of diverse reading list) available to the whole Department.

Inclusive and Welcoming Environment
10(c) Organise a meeting to discuss: the material and structure of induction events, and student experience of past events; consider the role of alcohol in these meetings and the provision of soft drinks, venues for events. Have students present at the welcome meetings to present student initiatives and invite new students to participate (e.g. MAP, PG reps). During the day of induction events, organise a student-run lunch meet-and-greet in the relevant department building during the lunch hour , followed by a short walk.

10(d) (i) Create a hot-desk space to be shared by MPhil and PhD students across the school and bookable for up to four hours a day. (ii) Include and encourage MPhil students to present at PGR work-in-progress seminars.
10(e) Form a sub-group of the EDI committee to ensure that that professional services staff are included in social activities by (i) inviting them; (ii) ensuring that there are social activities not directly linked to academic activities; (iii) considering and working to reduce the role of alcohol in social activities

Cohesion, collegiality and inclusivity for PG students
12(a) Organize school-wide PG welcome event
12(b) Establish a School-wide PG committee (composed of at least one student from each dept)
12(c) Have the PG school committee organize a school-wide academic event (e.g. PG Reading Party) annually
12(d) Create a regular 'Diversity Film Night' hosted by MAP and the Film Studies Dept, open to all PG students in the School.
12(e) Invite PG reps to meetings to discuss PG involvement

12(f) Establish a School PG newsletter to be sent once a semester to update PG students on School news and School events

(ii)   HR policies

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

Although we believe PAFS to be consistent in its application of HR policies, there is no effective monitoring of this consistency. Further action is necessary to develop and implement a system to oversee compliance and consistency (AP 5(e)).

The School's assigned HR Business Partner (HRBP) meets with the HoS monthly to pass on relevant information. Staff also meet with the HRBP to address questions or concerns. Nonetheless, the survey results reveal a gap in communication regarding the School's commitment to HR policies. In addition to communication about BHD (see discussion of survey results in section 5.6.i) and parental leave policies (see section 5.5.i), there is an issue about communication about policies related to long-term sickness and caring leave: although a majority of colleagues are confident that the School would support them if they needed leave, a substantial minority are not. The problem is particularly pronounced among students (figure 5.6-11). This requires investigation (AP 3(d), 3(j)).

Figure 5.6-11 Staff and Student Survey April 2019, responses on support for leave

Q41. I am confident that the School would be supportive if I required long term sickness leave or special leave (e.g. time off for dependants/carers leave/compassionate leave).
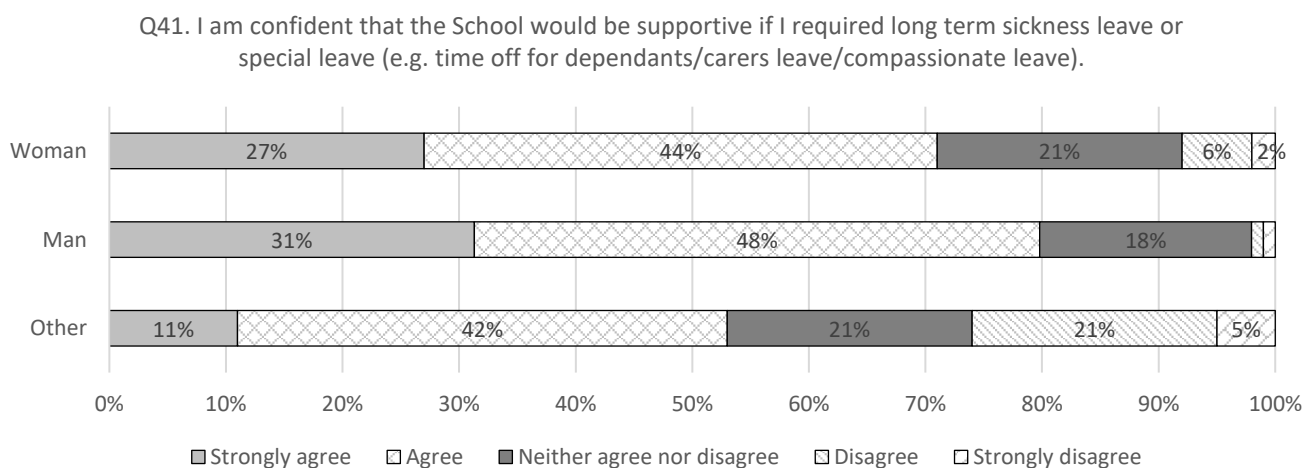
In feedback for this application, several people raised concerns about the treatment of colleagues experiencing symptoms related to menopause. Although HR policy on this matter is still in draft form, there is need to inform colleagues about best practice (AP 3(l)).

Action points

Bullying and Harassment

2(b) Add a page on the School EDI website which provides clear statements of the definitions of bullying and harassment, links to University policies about B&H, as well as the names of members of staff who are trained in addressing B&H

Communication

3(d) Develop new EDI website, including information about EDI relevant HR policies (such as sickness and parental leave)

3(f) Email and poster campaign to encourage staff and student uptake of CAPOD training modules related to EDI. Follow-up personalised emails to any staff who have not taken online diversity and unconscious bias training.

3(j) Hold a focus group to determine why colleagues are not confident that the School would support them if they needed to take parental or long-term sickness leave. Devise further actions based on the results.

3(l) Invite trainer from CAPOD to discuss policy and best practice related to menopause and perimenopause at School Council.

Future of EDI Committee

5(e) Form a sub-group of the EDI committee to investigate ways of monitoring consistency in application of HR policy. Seek best practice from colleagues in other Schools, and develop further action points on this basis

(iii)   Representation of men and women on committees

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

Given the makeup of the Departments, there is no apparent gender imbalance in committees. Film Studies does not have committees because of its small size (table 5.6-3). Committee participation is factored into departmental workload models.

For the major posts (HoS, HoD) an invitation to apply is sent either by the Master (for HoS) or the HoS (for HoD). For other high input positions (DoT, DoR, DoI) occupancy rotates within a department according to workload and sabbaticals. No post is normally held for longer than three years. Staff are encouraged to consider these positions during the ARDS.

A little over half the staff (53%) surveyed in 2018 thought the positions of authority were equally shared by men and women. The remaining 47% of staff (both men and women) thought men were overrepresented. This suggests a need for better communication about gender balance on committees (AP 3(b)).

Table 5.6-3 Representation on Groups/Committees by Gender for Academic/Research Staff

Board Name	Frequency	2014-15		2015-16		2016-17		2017-18		2018-19	
		Female (%)	Male (%)	Female (%)	Male (%)	Female (%)	Male (%)	Female (%)	Male (%)	Female (%)	Male (%)
SMC	Monthly	(40%)	(60%)	(33%)	(67%)	(50%)	(50%)	(50%)	(50%)	(57%)	(43%)
Philosophy TLA	Twice per semester	(29%)	(71%)	(63%)	(37%)	(29%)	(71%)	(50%)	(50%)	(29%)	(71%)
Philosophy (SASP) Joint Committee	Once per semester	(29%)	(71%)	(14%)	(86%)	(50%)	(50%)	(29%)	(71%)	(0%)	(100%)
Anthropology TLA	Once per semester	(33%)	(67%)	(50%)	(50%)	(67%)	(33%)	(50%)	(50%)	(57%)	(43%)
Anthropology PG Committee	Once per semester	(33%)	(67%)	(33%)	(67%)	(40%)	(60%)	(67%)	(33%)	(67%)	(33%)
School Ethics Committee	Monthly	(25%)	(75%)	(40%)	(60%)	(55%)	(45%)	(40%)	(60%)		
School EDIC	Monthly			(50%)	(50%)	(50%)	(50%)	(55%)	(45%)	(55%)	(45%)

Action Points

3(b) Start an EDI newsletter to be distributed each semester to everyone in PAFS, including: information about gender balance among staff and in applications and committees.

(iv)   Participation on influential external committees

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

Membership of most University committees is role contingent (e.g. HoS or EDI officer), or is the result of a nomination by the Principal's Office (e.g. promotions committee). Staff are informed by email of available opportunities and encouraged to discuss applications with senior colleagues. Visibility of role models would help ensure large-scale participation and gender balance.

Staff are also informed by email of opportunities to serve on committees external to the University (such as postgraduate doctoral training streams). We currently lack reliable information on take up of these roles (AP 3(g)). In December 2019 PAFS celebrated a senior woman academic, seen as an important role model, in Philosophy being honoured with an OBE.

Action Points

11(b) Hold an open forum to investigate women's career progression. Discuss annual review process and participation in University-internal and external committees as part of the open forum. Devise actions based on the results.

(v)   Workload model

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

Each Department has its own workload allocation model (WAM). These follow the Master's workload guidance policy (issued June 2017) which aims for transparency and fairness. The WAMs across the three departments are being revised at different rates to take into account School wide posts and to introduce greater detail and range of included tasks, such as impact and research funding applications.

Film has already implemented a new workload based on an annual total of hours, where each member has roughly the same teaching, administrative role and PhD supervision loads.

Currently in Philosophy, staff work to a target number of hours on teaching and supervision. Admin roles are not explicitly factored into this workload but a new workload model is being developed.

In Anthropology, teaching and administration are given separate values and are included in each person's annual workload; PhD supervision is not included (in recognition that more senior staff normally have more PhD students). Staff with larger roles have their teaching loads reduced; roles are given a value based on the teaching

of an Honours module. The workload chart is circulated to all staff at the beginning of each year; the aim is to achieve parity between individual workloads.

The 2019 EDI Survey showed weak differences between men, women and other in terms of their perceptions of workload. The significant findings were that some women do not feel that their leadership is appropriately recognised in the workload model (57% neither agree nor disagree, or disagree, or strongly disagree), and some men do not feel that their role is appropriately valued (34% disagree or strongly disagree) (figure 5.6-12) (AP 5(a)).

Figure 5.6-12 Staff and Student Survey April 2019, Staff responses on workload model

Q34_1. The workload allocation model encompasses the University's principles of (1) Transparency.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Woman	14%	50%	14%	7%	14%
Man	14%	48%	19%	10%	10%
Other	10%	60%	10%	10%	10%

Q34_2. The workload allocation model encompasses the University's principles of (2) Recognition of leadership and administrative service.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Woman	7%	36%	29%	7%	21%
Man		52%	19%	19%	10%
Other	10%	50%	20%	10%	10%

Q34_3. The workload allocation model encompasses the University's principles of (3) Equity.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Woman	14%	43%	21%	14%	7%
Man	10%	52%	19%	14%	5%
Other	22%	44%	22%	11%	
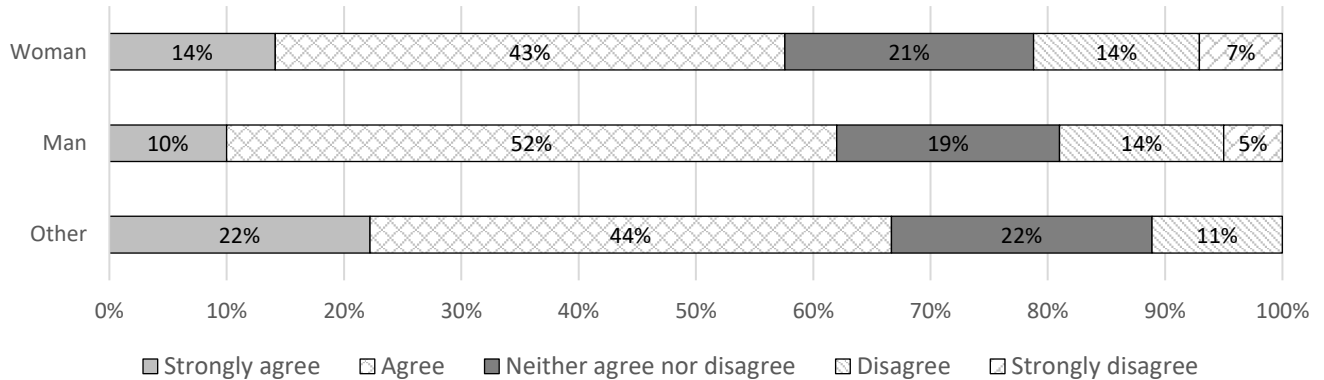
Q35. My role is appropriately recognised in the workload allocation model.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Woman	8%	69%	8%	8%	8%
Man	5%	52%	10%	29%	5%
Other	10%	50%	20%	10%	10%
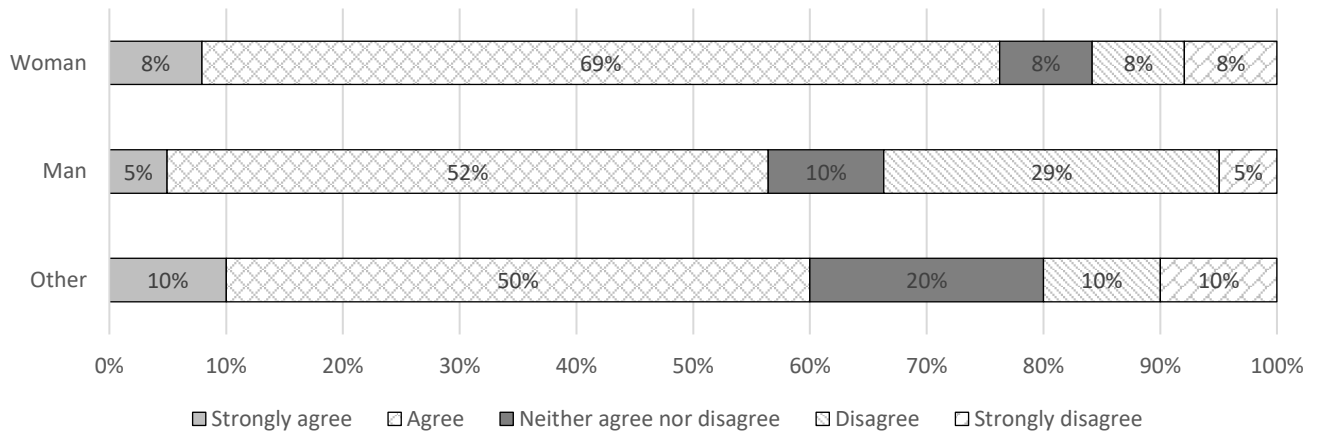
Action Points

5(a) Participate in revision of workload models (including the new model currently being prepared in Philosophy) to work toward adequate recognition of participation in the SAT and School EDI Committee, as well as the role of School EDI Officer; and that the models adequately and fairly recognise the leadership and roles of all staff.

(vi)   Timing of departmental meetings and social gatherings

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

The University has committed to moving all meetings to the core hours of 10am-4pm by April 2020. The School organises most of its meetings within core hours. At the beginning of the academic session, any meeting to be scheduled outside core hours is discussed with the members, scheduled in advance and given virtual attendance as an option.

The 2019 EDI Survey showed that 72% of staff thought that meetings were scheduled at convenient times. There did not appear to be any gender difference in those who were neutral or disagreed. Additionally, caregivers all agreed that meetings were scheduled at convenient times. Social gatherings were considered equally welcoming to all by 79% of staff and 87.5% of staff who are caregivers. There was no gender difference in those who were neutral or disagreed.

The scheduling of meetings and best practice requires further investigation (AP 10(f)).

Action Points

10(f) Form a sub-group of the EDIC to investigate best practice as regards scheduling and advertising meetings and events, with attention to the facts that cultural and religious holidays may affect scheduling, and that many colleagues need to commute due to cultural, religious, medical, family, and other reasons, as well as to the fact that the way an event is presented can make different groups of people feel more welcome to attend.

(vii)   Visibility of role models

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

In Film Studies, staff are invited to suggest visiting speakers. Two junior colleagues (one man and one woman), work together to coordinate a balanced schedule of research talks. In 2017-18 five out of eight external speakers were women. Events are publicised online via Department websites and mailing lists, as well as on posters. PGR students frequently interview guest speakers and short videos of these interviews are posted online.

In Philosophy, staff generate a list of suggested speakers and then vote on which to invite. Selecting speakers by vote may be responsible for the gender imbalance (table 5.6-4) among speakers, and other procedures should be considered (AP 10(i)). Events are publicised via the Department website and email lists.

Table 5.6-4 Speakers in Philosophy by gender

	Female	Male	Total per year
2017-18	2	5	7
2015-16	3	11	14

In Anthropology, staff are invited to suggest speakers. The Chair for department seminars is rotated weekly. There is no formal process of allocation of speakers by gender since the series are generally balanced historically (table 5.6-5).

Table 5.6-5 Speakers in Anthropology by gender

	Female	Male	Total per year
2017-18	11	8	19
2016-17	7	14	21
2015-16	15	6	21
Total	33	28	61

Survey responses to the statement 'There are strong role models for me within my department' 72% said they agreed or strongly agreed. Men and women agreed in roughly equal proportions, but only 60% who identified as other agreed and within the school only 61% agreed (figure 5.6-13 – 5.6-14). This suggests a need for improved mentorship for students and staff of all backgrounds (AP 14(b)) and through informal social interactions (AP 10(a), 12(c), 12(d))

.

Figure 5.6-13 Staff and Student Survey April 2019, responses on role models in the Department

Q13. There are strong role models for me within my department.

Legend: Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree

Woman: 29%, 47%, 15%, 5%
Man: 36%, 39%, 21%, 3%
Other: 20%, 40%, 23%, 14%, 3%
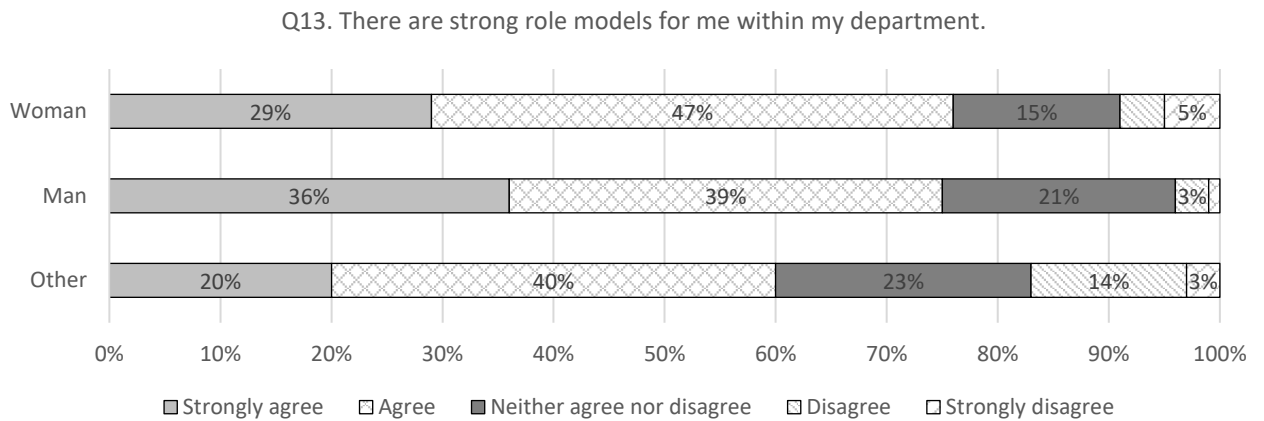
Figure 5.6-14 Staff and Student Survey April 2019, responses on role models in the School

Q14. There are strong role models for me within the school.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Woman	20%	42%	35%	2%	
Man	27%	44%	28%		
Other	14%	33%	28%	22%	3%
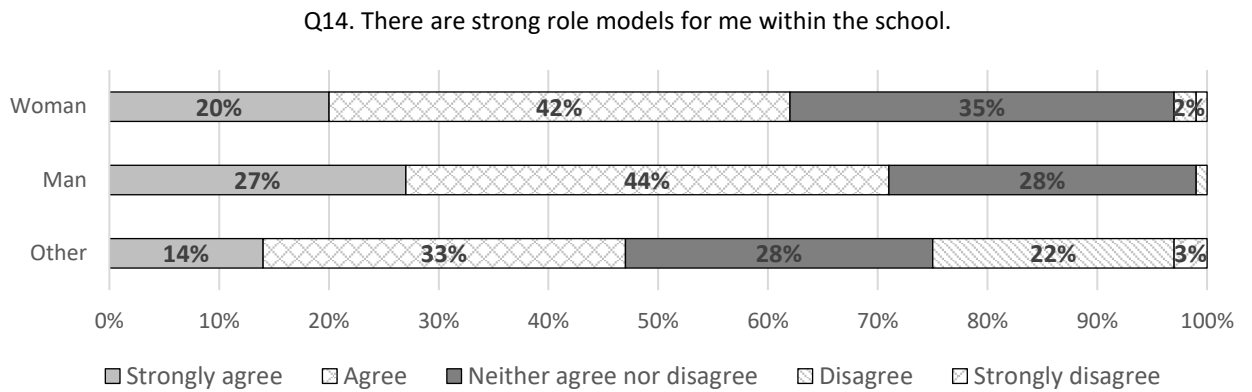
Publicity materials

The three departmental webpages are the main publicity materials for the School. Over the summer of 2019 the websites for Anthropology and Film Studies were redesigned by the University's IT team, which resulted in a review of front facing materials.

The Philosophy webpage has no images of people, aside from the staff and student directories (figure 5.5-15) (AP 3(k)).

Figure 5.6-15 Department website for Philosophy
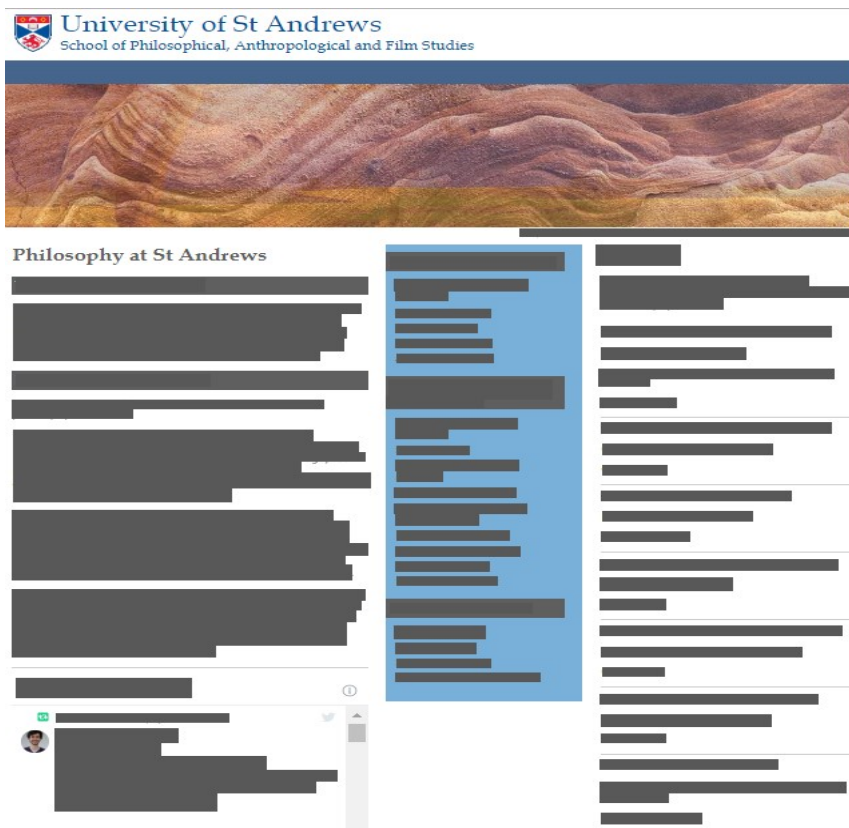
The Social Anthropology and Film webpages include pictures of large and diverse groups of people. (figure 5.6-16 and 5.6-17)

Figure 5.6-16 Department website for Anthropology

Figure 5.6-17 Department website for Film Studies
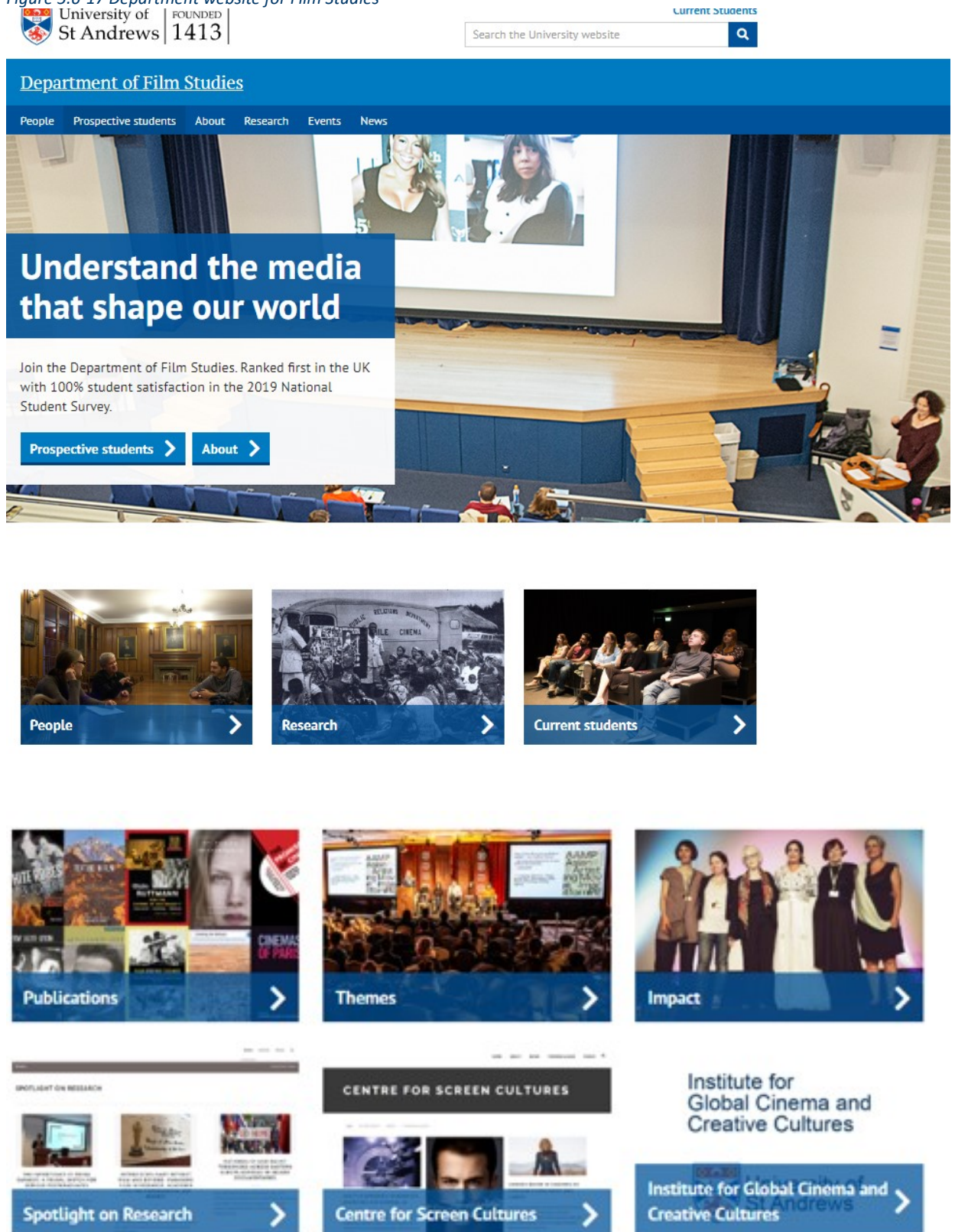
A concern about websites and promotional materials, reflected in survey comments and student focus groups, is that they may confirm exclusionary stereotypes of St Andrews and the disciplines. Additionally, focus groups expressed concern that the

graduate programme is presented as overly competitive in a way that may discourage a diverse applicant pool (AP 6(h)).

We lack reliable information about gender balance of staff delivering prospective student Visiting Days and other events (AP 6(i)).

Action Points
Communication

3(h) Support participation in the mentoring schemes by (i) targeted emails from HoS and HoDs to eligible staff; (ii) testimonials from previous beneficiaries of the scheme, to be shared by email. (iii) hold a meeting with mentors and previous beneficiaries of the scheme; but ensure that participation in mentorship schemes does not become an unduly burdensome obligation either for mentors or for mentees.

3(k) Hire a student intern (via the Undergraduate Research Assistant Scheme) to investigate the role of women in the history of philosophy at St Andrews. Supplement webpage with findings.

Recruitment materials and activities

6(h) Form a sub-group of the EDI committee, including student members, to review websites for ways in which the exclusionary stereotypes of St Andrews are perpetuated, and other ways in which study in St Andrews may be presented as elitist or competition driven, with special attention to PG programmes. Revise websites on the basis of this review.

6(i) HoDs to collect and provide information for about gender balance of staff participating in prospective student Visiting Days and related events. Information to be gathered initially for two years, with further actions to be developed if necessary

Inclusive Environment

10(a) Create 'social butterfly role', whose job it is to introduce staff to other colleagues across the school.

10(i) Hold a discussion at Philosophy staff council about ways of selecting visiting speakers, noting that the current method is failing to produce a balanced programme. Change method of selection on the basis of discussion.

PG Cohesion

12(c) PG school committee will organize a school-wide academic event (e.g. PG Reading Party) annually

12(d) Create a regular 'Diversity Film Night' hosted by MAP (Minorities and Philosophy group) and the Film Studies Department, open to everyone in the School, with PG students especially encouraged to attend.

Improved Mentorship

14(b) Replicate MAP mentoring scheme for Anthropology and Film Studies, adapted as appropriate.

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

School members contribute to the University's Widening Participation initiatives, including the Sutton Trust Summer Schools. Academic staff in Philosophy and SA (2 women, 2 men) also visit secondary schools in the Fife and Tayside area, explaining their disciplines and situating the University in the life-world of local communities. A male colleague participates in the Scotland-wide Schools Anthropology Day. Each department has a representative at University Open Days (1 man and 2 women).

Table 5.6-6 details a small portion of this outreach work: our REF 2021 Impact Case Studies.

Table 5.6-6 Highlights of Outreach Work, PAFS's potential Impact Case Studies

Impact Case Studies	Participants
Applying Philosophical Ethics to the Contemporary World	
Engaging Children, Teachers and the Public with Research on Animal and Infant Minds	
Informing and Supporting the Delivery of Philosophy in Pre-Tertiary Education	
Trust and Its Significance in Public Life	
Transformative Decision-Making	
Woven Communities: Memory, mind and movement in Scottish Vernacular basketry	
Hidden Texts of the Andes: Documenting the Patrimonial Khipus of San Juan de Collata, Peru	
Climate change in the Pacific	
Southeast Asian Cinemas Research Network: Promoting Dialogue Across Critical and Creative Practice	
Documentary Effects: The Social Life of Documentary Film	

A disproportionate number of case studies are led by single woman (6 out of 10). Outreach and impact are recognised in the promotions process but are seen by some to be valued less than research and teaching; in order to encourage more gender-balanced uptake of outreach and impact activities and to recognise the work that has been done, the role of impact in promotions should be publicised and we should lobby the University to increase this role (AP 11(a), 11(c)). Impact and outreach (other than visiting days) is not formally recognised in workload models (AP 5(a)). There is provision to apply for staff to take Impact leave.

Action Points

Future of EDI Committee

5(a) Participate in revision of workload models (including the new model currently being prepared in Philosophy) to ensure that participation in the SAT and School EDI Committee, as well as the role of School EDI Officer, are recognised, and that the models adequately and fairly recognise the leadership and roles of all staff

Promotions Procedures

11(a) Make clear information about the School's promotions procedures widely available, including on the School's EDI website and in staff handbooks. Include information about University criteria for promotion, including the role of factors other than research (including service and impact).

11(c) Lobby the University to support the career progression of staff with diverse criteria for promotion, including paths to promotion that emphasise teaching and impact, and that suitably take account of part-time work

Word Count: 6944

SILVER APPLICATIONS ONLY

6.   CASE STUDIES: IMPACT ON INDIVIDUALS
Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

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

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

A draft of this application was circulated to all staff and students in the School in September 2019. This was followed by a School-wide meeting to discuss the application and action plan. The meeting was an informal drop-in session; SAT members were present to answer questions, and other staff and students were encouraged to provide written comments using sticky notes on hard copies of the application and action plan. For those who could not attend the meeting, feedback could be submitted via email. In order to 'close the feedback loop', a summary of feedback received, and changes made as a result was circulated by email; the summary included 26 distinct areas where comments were given, and 7 typed pages of discussion. Feedback obtained during this consultation resulted in significant additions to and modifications of the action plan, as well as a number of improvements to the application.

Word Count: 147

8. ACTION PLAN

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

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

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

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

Ref	Planned Action	Rationale (i.e what evidence is there that prompted this action/ objective?)	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome
Objective: Fair recruitment procedures and materials (for staff) that yield diverse and balanced applicant pools					
1(a)	Form a sub-group of the EDI committee to implement best sector practice, such as outreach and targeted advertising, to attract more BME staff, including: (i) collaboration with University EDI Office to benefit from expertise and resources gained as a result of Race Equality Charter work; (ii) research academic work on relevant best practice; (iii) informal inquiries and information gathering from colleagues in peer institutions.	According to University statistics, 65 staff members in PAFS are white and 5 are BME. 9 were reported as 'not given'. (Section 2, table 2-4)	09/2020-12/2020	EDI Officer to form subgroup; Sub-group chair	Document describing best practice produced by 12/2020

1(b)	Formalise School policy for advertising materials. The policy will include at least the following: (i) include both male and female contacts; (ii) be aware of and remove gender-biased wording, including specific examples; (iii) promote the possibility of flexible and part-time working; (iv) offer to support caring costs associated with interview; (v) require gender neutral job titles and descriptions. Ensure that policy is applied uniformly for academic and professional services positions, noting the underrepresentation of men in professional services and FT positions.	of those who declare, the percentage of applications to positions in Philosophy from females ranged from 15% to 38%. [...] Anthropology has figures more in line with AHSSBL average: between 41% and 57% of applications were from females. Film Studies varies between 32% and 47%.' (Section 5.1.i)	06/2020-09/2020, with updates every two years	School Manager	Policy to be produced by 09/2020. 10% increase in proportion of female applicants in next Philosophy openly advertised job search. Proportion of female applicants to be within 10% of AHSSBL average in next open.y advertised Anthropology and Film job searches.
1(c)	Investigate advertising posts on a range of specialised websites and publications, to attempt to attract a diverse application pool		09/2020-12/2020, with refresh when new positions are advertised	Heads of Departments	List of relevant websites and publications to be produced by 12/2020

1(d)	Ensure that interview committees have undergone recent bias training by: (i) doing an audit to ensure that all staff have undergone required University training; (ii) developing material to be sent to interview committees to refresh consideration of bias.	men are significantly underrepresented among Professional Services staff (11 women vs 1 man in 2018-9). This trend has persisted at least since 2014.' Section 4.2.i	01/2020-05/2020	Head of School	Audit completed by 02/2020. Materials for bias refresh complete by 05/2020
1(e)	Form subgroup of EDI committee to develop and circulate detailed school recruitment policy. The policy will include: (i) no single-sex long- or shortlists; (ii) trained member of staff (e.g., from HR or University's EDI Office) invited to review advertising materials and observe search-committee meetings; (iii) commitment to appoint underrepresented demographic where all else is equal.	'Since 2014 the School has made 38 appointments: 17 women and 21 men [...] Of the 4 professorial appointments made in 2015 and 2018, 3 were male and 1 a female (Table 5.5). Philosophy have had only male new starts at lecturer level in 2015 and 2016. Females dominate appointments to fixed-term research and teaching focused positions.' Section 5.1	01/2022-05/2022	EDI Officer to form subgroup; Sub-group chair	Policy to be produced by 09/2020
1(f)	Solicit feedback from members of appointments committees about whether they have seen any deviation from University policy, and ideas about how to improve the recruitment and appointment process with respect to EDI	Survey results indicate only 68% of staff 'Agree' or 'Strongly Agree' that hiring practices are conducted in accordance with the University's inclusive recruitment guide (figure 5.1.2) This suggests investigation into areas where colleagues see room for improvement ' Section 5.1.i	09/2019-05/2020, ongoing if effective	SM	80% of staff 'Agree' or 'Strongly Agree' that hiring practices are conducted in accordance with University policy (up from 65% in 2019 Survey)

	Objective: Increased awareness of, and confidence in, School, Department, and University handling of bullying and harassment				
2(a)	Get training for at least two members of staff in each Department on how to handle B&H. Across the School, ensure that both men and women have received the training.	Our survey results reveal that staff and students lack information about what to do about BHD [...] and are not confident in reporting BHD [...] or in senior staff responding to BHD appropriately[...] These problems seem consistent throughout the school – there were only small differences between the results in the three Departments – and were confirmed in focus groups. Staff reported having experienced bullying behaviour that went unchallenged, a lack of information about BHD and how to report it, and discomfort in reporting BHD, especially from FT staff. PhD students also reported a feeling that bullying is deeply embedded in academic culture, and an unwillingness to report BHD.' Section 5.6.i	09/2019-12/2020	Heads of Departments	Two members of staff in each department (including HoS, HoDs, EDI Officer, School Manager) trained by 12/2020. (Six members of staff across the school, including HoS, one HoD, EDI Officer, and School Manager, completed training in 09/2019.)
2(b)	Add a page on the School EDI website which provides clear statements of the definitions of bullying and harassment, links to University policies about B&H, as well as the names of members of staff who are trained in addressing B&H		12/2019-12/2020, with updates annually	EDI officer, IT officer	At least 80% of students and staff Agree or Strongly Agree that 'The School has clear guidance on where to find support around issues such as discrimination, bullying, or harassment' (up from 45% in 2019 Survey) in the 2021 Survey.
2(c)	Add information about policies and names of trained staff to staff and student handbooks and module guides		09/2020-12/2020	School Manager to update handbooks; Module Coordinators to update module guides	At least 80% of students and staff Agree or Strongly Agree that 'I am confident that senior members of staff would challenge instances of discrimination, harassment, or bullying in the Department' (up from 64% in 2019 Survey) to 'I would be comfortable raising concerns

2(e)	Create a sub-group of the EDI Committee, including students, to develop school-wide academic behaviour guidelines. Base guidelines in part on British Philosophical Association/Society for Women in Philosophy guidelines already agreed in Philosophy. Include pathways for reporting problematic behaviour that do not put undue stress on victims and allow alleged perpetrators a chance to discuss behaviours.		09/2020-12/2020	Sub-group chair	about discrimination, bullying or harassment in the Department' (up from 69% in 2019 Survey) in 2021 Survey.

Objective: Improved communication about EDI, wellbeing and mental health issues around the school

3(a)	Add EDI as a standing item to meetings (SSCC, School Management Committee, School Council, Department meetings)	among students, there is limited awareness of AS (only 47% reported having heard of AS prior to the survey (rising to 76% among postgraduates)); among staff,	09/2019-ongoing	Committee chairs	90% Agree or Strongly agree that 'ED&I are a priority within the School' in 2021 Survey (up from 66% in 2019 Survey)

3(b)	Start an EDI newsletter to be distributed each semester to everyone in the school, including: (i) information about new and ongoing EDI efforts and initiatives; (ii) information about gender balance among staff and in applications, including gender balance on committees; (iii) information about EDI related events across the School; (iv) news about new policies at the School or University level; (v) invitation to contact us with issues, information, concerns, etc.; (vi) information about CAPOD networking funds; (vii) information about University-wide carers, parents and disability support networks. Seek input from MAP and from StAIGS about the content of the newsletter.	many feel that EDI is not a priority within their Department.' (Section 3.ii)	10/2019-ongoing	EDI Officer	At least 80% of students and staff Agree or Strongly Agree that 'The School handles EDI concerns well' (up from 48% in 2019 Survey), and 90% Agree or Strongly agree that 'ED&I are a priority within the School' (up from 66% in 2019 Survey) in 2021 Survey.
3(c)	Develop a 'You said/We did' poster about EDI issues to be placed in each Department building and updated at least once per semester.		01/2020-ongoing	EDI Officer	At least 80% of students and staff Agree or Strongly Agree that 'The School handles EDI concerns well' (up from 48% in 2019 Survey), and 90% Agree or Strongly agree that 'ED&I are a priority within the School' (up from 66% in 2019 Survey) in 2021 Survey.
3(d)	Develop new EDI website, including redacted Athena SWAN Bronze Award application and this Action Plan, as well as information related to B&H (see action 2(b)), EDI newsletter, and information about EDI relevant HR policies (such as sickness and parental leave)		01/2020-03/2020	EDI Officer, IT Officer	

3(e)	Run a new Survey in 2021, including (for students) questions about progression to Honours and change of degree intention. Promise a reward if survey participation meets target improvement over 2019. Work with School Presidents to determine what ways of advertising survey and what reward will appeal to students. Include more detailed questions about experiences of induction and mentoring for new survey.	overall participation still fell well short of our target 50% threshold, as only 155 of our more than 500 students participated.' (Section 3.ii) 'Informal feedback provided to the HoS and HoDs on mentoring arrangements is positive, but this needs to be followed with more formal survey questions.' Section 5.1.x	Apr-21	Chair of survey sub-group of EDI committee	10% improvement in survey return rate over 2019 survey across the school, 20% improvement in Film Studies
3(f)	Email campaign to encourage staff and student uptake of training modules related to EDI. Follow-up personalised emails to any staff who have not taken online diversity and unconscious bias training. Monitored through ARDS and RDS, annually for staff and during sign up for PGR Tutors.	To date, 105 academic staff, PSS and postgraduate tutors have completed the Diversity training module, 29 out of 55 staff (21 Academic, 4 Bank Workers and 4 Professional Service staff) have completed the Unconscious Bias module ' Section 5.1.x	09/2020-12/2020, with follow-ups every two years	Heads of Departments	At least 75% of current staff, all key role holders and all existing and incoming PGR tutors to have completed by 12/2020
3(g)	E-mail colleagues to seek out examples of best practice related to networking and career progression, including information about staff participation in external committees and factors that have influenced whether staff pursue such opportunities. Devise further actions on the basis of responses.	Survey results indicate that although many staff are satisfied with their opportunities to network in the University, some would like further opportunities ' Section 5.3.i 'Anthropology has over 74% agreed [with the statement "I am encouraged to undertake further professional training"], whilst in Philosophy 52% (out of 25 respondents) agreed' Section 5.3.i	01/2021-05/2021, with follow-up actions in AY2021-2022 as appropriate	School Manager	70% of staff who 'Agree' or 'Strongly Agree' that 'I have adequate opportunities to network in the University' in 2021 survey (up from 51% in 2019 Survey).

3(h)	Support participation in the mentoring schemes by (i) targeted emails from HoS and HoDs to eligible staff; (ii) testimonials from previous beneficiaries of the scheme, to be shared by email. (iii) hold a meeting with mentors and previous beneficiaries of the scheme; but ensure that participation in mentorship schemes does not become an unduly burdensome obligation either for mentors or for mentees.	Given the numbers of women who could take up these opportunities both these rates are relatively low.' Section 5.3.i	06/2020-10/2020 depending on dates when scheme is advertised	Head of School, Heads of Departments	Personal emails sent to all eligible staff in Autumn 2020; meeting held by 12/2020
3(i)	Hold a meeting with the EDI committee and directors of research centres to discuss how research centres can play a more active role in promoting EDI.	There is significant untapped potential for engaging the intellectual resources of [Social Anthropology] with EDI, especially via the department's research centres, such as The Centre for Minority Research' (Section 5.6.i)	01/2021-05/2021	EDI Officer	Meeting held spring 2021
3(j)	Hold a focus group to determine why colleagues are not confident that the School would support them if they needed to take parental or long-term sickness leave. Devise further actions based on the results.	although a majority of colleagues are confident that the School would support them if they needed to take parental or long-term sickness leave, a substantial minority are not' (Section 5.6.ii)	09/2021-12/2021	Head of School	Focus group held Autumn 2021
3(k)	Hire a student intern (via the Undergraduate Research Assistant Scheme) to investigate the role of women in the history of philosophy at St Andrews. Supplement History of Philosophy in St Andrews webpage with findings.	The webpage links to a History of philosophy in St Andrews from 1410-1977 that features only men' (Section 5.6.vii)	09/2020-12/2020	Philosophy Head of Department	webpage updated by 12/2020

3(l)	Invite trainer from CAPOD to discuss policy and best practice related to menopause and perimenopause at School Council.	In feedback on this application, several people raised concerns about the treatment of colleagues experiencing symptoms related to menopause and perimenopause.' (Section 5.6.xii)	09/2020-12/2020	Head of School	Meeting held Autumn 2020
Objective: Teaching that represents a diverse range of topics, perspectives, methodologies, and authors, and creates a welcoming and inclusive environment for all students					
4(a)	Form a sub-group of the EDI committee to draft a document with guidelines on preparing inclusive module guides and syllabi with respect to: (i) pronoun use; (ii) encouraging respectful and inclusive discussions; (iii) presenting historical figures who held e.g. racist or sexist views; (iv) resources for finding readings by more diverse authors; (v) avoid tokenism (presenting diverse authors as an add-on); (vi) include images of core writers/directors in curriculum; (vii) guidance on avoiding sexist language in describing students and student work. This document should be prepared with significant input from tutors.	in both Anthropology and Film there is an almost consistent tendency for men to achieve Firsts more often than women, (figure 4.1-8, 4.1-9). Anonymous marking should prevent unconscious bias. But certain elements of coursework (such as presentations) cannot be anonymised; nor can some practices that influence grades (such as the granting of extensions). Further investigation is required to determine the extent to which these explain the attainment gap (AP 4(d), 4(e), 8(a)). Student focus groups suggested a perceived lack of diversity in the topics and authors covered in our teaching, and that this may also	01/2020-05/2020, with monitoring of uptake in 09/2020 and 09/2022	EDI Officer to form subgroup; Sub-group chair	Document to be produced by 05/2020. Recommendations taken up in 50% of modules in school by Autumn 2020 and 75% of modules in school by Autumn 2022.

| 4(b) | Ensure the issues mentioned in (a) are addressed in PG tutor training | partially explain attainment' Section 4.1.iv | 09/2020-ongoing | Directors of Teaching | At least 80% of students and staff Agree or Strongly Agree that 'The course curriculum is representative of a diverse range of perspectives' in 2021 Survey (up from 68% in 2019 Survey) |

| 4(c) | Hire a student intern (via the Undergraduate Research Assistant Scheme) in each department to investigate whether the curriculum overrepresents authors of a certain gender with the aim to create more balance in the gender representation on reading lists. | | 01/2021-05/2021 for preparation of report; 09/2021-05/2022 for reviewing changes to reading lists, with further review as needed | Directors of Teaching | Report prepared by 05/2021. By AY2021/2, in 1000 and 2000 level modules: min. 40% female authors/directors on core reading. If this is not possible on core reading, min. 40% female authors/directors across core + secondary reading. In 3000 and 4000 level modules: min. 30% female authors/directors. In exceptional cases where this is impossible (for example, modules that focus on a male-dominated historical period), lack of diversity on reading list should be explained to students in syllabus/module outline. |

4(d)	Create a sub-group of the EDI committee to research gender bias in marking. This group will (i) produce a document with recommendations for all staff who mark students' work across the school for use; (ii) ensure that the document is distributed to markers and included in School and Departmental Staff Handbooks			09/2020-12/2020	EDI Officer to form subgroup; Sub-group chair	Document describing marking practices prepared by 12/2020. No more than 10% difference in the proportion of men and women achieving firsts in both Social Anthropology and Film Studies by 2021 (currently varies year to year, but in 2017-2018 20% in SA, 10% in Film)
4(e)	Review UG degree attainment data annually			Annually, beginning in Spring 2020	Chair of student data sub-group of SAT	
4(f)	School to invite Student Services to present their Mental health toolkit workshop for teaching staff, in order to improve staff comprehension of increasing mental health issues that impact extension requests and encourage staff to work with Student Services.			Spring 2020	School Manager	At least 50% teaching staff engagement with this session across the School.
4(g)	Investigate extension protocols across the school to ensure parity (between Departments, and to ensure that extension protocols do not differentially affect women or other groups). DoTs to ensure that appropriate guidance is given to anyone giving extensions.			Spring 2021	Directors of Teaching	Guidance prepared by 12/2020. No more than 10% difference in the proportion of men and women achieving firsts in both Social Anthropology and Film Studies by 2021 (currently varies year to year, but in 2017-2018 20% in SA, 10% in Film)

4(h)	Develop new modules in Film Studies focused on diverse film histories globally. Include new assessment tasks, including group work tasks that focus on women and people of colour in relation to questions of film history. Make information used in the development of these modules (e.g., about the assessment tasks, and resources used in the development of diverse reading list) available to the whole Department.	In focus groups, UG students 'expressed that they would like to see diversity better incorporated to the material studied and discussed' (Section 5.6.i)	09/2021-12/2021	Film DoT	At least one new module in academic year 2021-2022
Objective: Active, diverse, and effective SAT/EDI Committee					
5(a)	Participate in revision of workload models (including the new model currently being prepared in Philosophy) to work toward adequate recognition of participation in the SAT and School EDI Committee, as well as the role of School EDI Officer; and that the models adequately and fairly recognise the leadership and roles of all staff	The current SAT/EDIC consists of 17 members (12 women and 5 men)' Section 3.i. Adequate recognition in workload models should help encourage more balanced participation.	Spring 2020	EDI Officer, Heads of Departments	90% across the School Agree or Strongly agree that 'ED&I are a priority within the Department' in 2021 Survey (up from 72% in 2019 Survey).
5(b)	Implement a practice whereby the role of EDI Officer rotates roughly every three years, by open advertisement through the school. Implement a practice whereby members of the SAT serve roughly three years on a rolling basis and ensure that new members are appointed with an eye toward ensuring a good gender balance (as well as balance between the three Departments), and with due attention toward diversity in other respects.	The current SAT/EDIC consists of 17 members (12 women and 5 men)' Section 3.i.	Revisit composition of EDI Committee 01/2020; rotations annually	Head of School	Rotation of EDI officer role no later than Spring 2021. At least 40% of members of EDI committee are male by 12/2021

5(c)	Produce an annual calendar of meetings of the EDI Committee, which describes the recurring tasks to be undertaken at each meeting throughout the academic year.	Many actions to be undertaken by the EDI committee will need to be done on a recurring basis; for example, reviewing staff and student data when these are released each year, ensuring that the EDI website is up to date, etc. It will be helpful in ensuring that these tasks are completed to have a explicit schedule (modelled on a related calendar used by the Biology EDI committee and explained in their AS application) that relates them to our twice-semesterly meetings.	09/2020, with revisions as needed	EDI Officer	Calendar to be produced by 09/2020
5(e)	Form a sub-group of the EDI committee to investigate ways of monitoring consistency in application of HR policy. Seek best practice from colleagues in other Schools, and produce a report on the results to be reviewed by the School Management Committee.	Although we believe PAFS to be consistent in its application of HR policies, there is no effective monitoring of this consistency.' Section 5.6.ii	09/2020-12/2020	EDI Officer to create sub-group; Sub-group chair	Document describing best practice produced by 12/2020
Objective: Recruitment materials and activities (for students) that yield a balanced and diverse applicant pool					
6(a)	Ensure equal representation of students of different genders in each department's advertising materials (website, prospectus, visiting days and events)	In PAFS, overall, the gender balance of our UG population is consistently around 65% female over the last five years' Section	05/2020-09/2020	Heads of Departments	In Philosophy: 50% applications to PGT from women (from 43% (2018-19)), 10% increase in

6(b)	(i) Run a school-wide focus group on students' expectations about employability in order to better understanding the expectations / perceptions of careers in each discipline (that there are different gender balances across the school may help ensure to address how these might be gendered). (ii) Report on the results of focus groups to EDI committee, so that they can be used to shape visiting day / website information for prospective students.	4.1.ii At PGT, 'There is a persistent decrease between the percentage of female applicants and the percentage of female entrants; this requires investigation and action' Section 4.1.iii	09/2020-12/2020	School Presidents	applications to PGR from women (from 26% (2018-19) to 36%) by 2023. In Anthropology: 10 percentage point increase in applications to UG from men (from 19% (2018-19) to 29%) by 2023. In Film: 10 percentage point increase in applications to UG from men (from 29% (2018-19) to 39%) by 2023.
6(c)	Create alumni profiles with equal representation of gender on each departmental webpage.		09/2021-12/2021	School Presidents	
6(d)	Analyse which modules in each discipline (if any) consistently achieve the most gender balanced cohorts. If there are such modules, then: (i) include them as example classes in prospectuses and webpages; (ii) create a plan to ensure a proportion of these are incorporated into module choices each year.		01/2021-05/2021	Directors of Teaching	
6(e)	Investigate which Social Anthropology and Film Studies departments in the UK receive a higher percentage of male applicants, and which Philosophy departments receive a higher percentage of female applicants, and analyse the information released to their prospective students. Produce recommendations on this basis to be incorporated into action plan		09/2021-12/2021	Departmental Admissions Officers	

6(f)	Create an information pack sent to PG offer holders, emphasising EDI in the Department. Include information about female academics, MAP and its members, contact information for women and minorities among current and recent students (volunteers to be solicited by email).	Philosophy has the largest PGT population, with male students outnumbering female students. This imbalance emerges at the application stage for PGTs; although this is a discipline-wide issue, we can address it by improving our recruitment. In addition to improving application numbers, we need action to improve the offer to entrant ratio, which is the biggest point of imbalance of men and women.' Section 4.1.iii 'Philosophy generally draws 3 times as many men as women throughout the [PGR recruitment] process, [...] the issue for Philosophy is primarily with a low proportion of female applicants' Section 4.1 iv	09/2020-12/2020	Philosophy Director of Postgraduate Study	
6(g)	Run a mini-campaign to promote PG work in Philosophy to Honours students and highlight the opportunities available to students from underrepresented groups, including the following: (i) invite a diverse group of PhD students to come to Honours lectures to briefly present PG work; (ii) encourage lecturers to discuss master's programme and PhD in Honours modules; (iii) organise a session where a diverse group of PhD students can offer help to 4th year students with their PG applications.		09/2020-12/2020; if successful, to be repeated annually	Philosophy School President	
6(h)	Form a sub-group of the EDI committee, including student members, to review websites for ways in which the exclusionary stereotypes of St Andrews are perpetuated, and other ways in which study in St Andrews may be presented as elitist or competition driven, with special attention to PG programmes. Revise websites on the basis of this review.	A general concern about websites and promotional materials, reflected in survey comments and student focus groups, is that they may confirm stereotypes of St Andrews and the discipline. Additionally, focus groups expressed concern that the graduate programme is presented as overly competitive in a way that may discourage a diverse applicant pool.' Section 5.6.vii	01/2020-05/2020	EDI Officer to form sub-group; Sub-group chair	Review of websites completed by 05/2021

6(i)	HoDs to collect and provide information for about gender balance of staff participating in prospective student Visiting Days and related events. Information to be gathered initially for two years, with further actions to be developed if necessary	We lack reliable information about gender balance of staff delivering prospective student Visiting Days and other events ' Section 5.6.vii	10/2019-04/2021	SM	No more than 60% of staff participants in visiting days and related events are male, and no more than 60% are female, in AY 2021-2022.
6(j)	Meet with Admissions Office staff to discuss apparent bias in offer ratio in Social Anthropology and Film, and post-offer recruitment of PGTs. Formulate further actions on the basis of this meeting.	In Anthropology, the percentage of females tends to increase between applications and offers, and between offers and entrants [...] [In Film] The percentage of female applicants has increased significantly since 2016, while the percentage of female entrants has not; this requires further investigation' (Section 4.1)	01/2020-05/2020	Social Anthropology Admissions Officer, Film Studies Admissions Officer	No more than 3% difference between the percentage of female applicants and the percentage of female entrants by 2022 (currently 7% in Anthropology and 9% in Film)
Objective: Elimination of 'leaky pipeline' in student progression (between sub-Honours, Honours, MLitt, PhD)
7(a)	Get data from Registry about change of degree intention by gender (from single to joint honours and vice-versa, and to and from subjects in SPAFS), including which transfers are voluntary and which are forced by failure to meet Honours entry requirements. Follow up with focus group of honours students in order to understand the factors that determine whether they take single or joint honours in the School.	there is persistent tendency for there to be a higher proportion of women in joint honours than in single honours; the reasons require investigation.' Section 4.1.ii	01/2020-10/2020	EDI Officer to get data, School Presidents to organise focus groups	Increase in women in single honours Philosophy to more consistently match that of women in joint honours by 2022-23 (to around 50%; has varied from between 39%-53% between 2014-2019).

7(b)	Look at the decliner survey (sent by registry to all PG decliners) and follow up by research into programmes that students go to. Modify advertising and recruitment materials aimed at PGs on the basis of the results.	Philosophy has the largest PGT population, with male students outnumbering female students. [...] we need action to improve the offer to entrant ratio, which is the biggest point of imbalance.' Section 4.1.iii	01/2020-05/2020, to be repeated annually for at least three years	Philosophy Director of Postgraduate Study	In Philosophy: 50% applications to PGT from women (from 43% (2018-19)), 10% increase in applications to PGR from women (from 26% (2018-19) to 36%) by 2023.
7(c)	Review student data relevant to the application-entrant pipeline annually, with special focus on UG (SA), and PGT (whole School).	In Social Anthropology, [...] the offer ratio is higher for women' Section 4.1.ii At PGT, 'There is a persistent decrease between the percentage of female applicants and the percentage of female entrants' Section 4.1.iii	05/2020 for first reviews, with further reviews annually	Chair of Student data sub-group of SAT	In Social Anthropology: 10 percentage point increase in applications to UF from men (from 19% (2018-19) to 29%) by 2023.

Objective: Elimination of degree attainment gap (especially in SA and Film)

8(a)	Report grade distribution by gender in each module at end-of-semester exam boards.	While in Philosophy degree attainment by gender is broadly consistent with the gender balance (figure 4.1-7), in both Anthropology and Film there is an almost consistent tendency for men to achieve Firsts more often than women' Section 4.1.ii	12/2019-12/2022	Directors of Teaching	No more than 10% difference in the proportion of men and women achieving firsts in both Social Anthropology and Film Studies by 2021 (currently varies year to year, but in 2017-2018 20% in SA, 10% in Film).
8(b)	Organise an advertising campaign ensuring awareness of opportunities for support and feedback.		01/2020-05/2020, repeated as necessary	School Presidents	

Objective: Fair treatment of fixed-term staff which allows for career progression, especially to standard contracts

9(a)	(i) Organise a focus group to document and assess the experience of colleagues on fixed-term contracts. (ii) Devise appropriate interventions to promote career progression on the basis of the results	continuity of employment for FT staff remains an area of concern [...], in part because we lack reliable information about outcomes for FT staff at the end of their contracts' Section 4.2.viii	01/2020-05/2020	EDI Officer	At least 5 fixed-term colleagues attend focus group

9(b)	Develop a questionnaire for departing FT staff to gather information about outcomes at the end of their contracts.		01/2021-05/2021	Head of School	Questionnaire developed by 05/2021
Objective: Inclusive and welcoming environment for all staff and students, especially those who are new to the University					
10(a)	(i) Create 'social butterfly role', whose job it is to introduce staff to other colleagues across the school. (ii) Introduce new staff to colleagues at social events such as coffee mornings or informal lunch. Particular attention should be made to fixed-term academic appointments and professional service staff.	Staff survey comments from 2019 revealed that some new starts desired more inclusive and welcoming events. ' Section 5.1.ii	09/2019 09/2019-05/2022, and measure in 2021	School Manager to identify 'social butterfly' Social butterfly	10 percentage point increase in proportion of staff who 'Agree' or 'Strongly Agree' that 'The social activities in my Department are welcoming to all' in the 2021 survey, from 79% (2018-19) to 89%.
10(b)	Have induction events for new PSS with the School Manager, in which they meet colleagues across School.	Survey comments also show that some PSS also do not feel included in School events' Section 5.1.ii	09/2019-ongoing	School Manager	

10(c)	Organise a meeting before PG induction events in each department with the DoPG, the staff members present at the induction, and current PG students, to discuss: the material and structure of induction events, and student experience of past events; consider the role of alcohol in these meetings and the provision of soft drinks, venues for events. Have students present at the welcome meetings to present student initiatives and invite new students to participate (e.g. MAP, PG reps). Ensure that the Athena SWAN Action Plan is discussed during induction events. During the day of induction events, organise a student-run lunch meet-and-greet in the relevant department building during the lunch hour, followed by a short walk (for example, to the beach (Castle Sands)).	PhD students also felt that welcome activities were poorly organised and tended to promote exclusion because they did not lead to adequate to network, especially with faculty' Section 5.6.i	09/2019 for initial changes; new events to be designed in each department by 09/2020	Directors of Postgraduate Study, PG Reps	10 percentage point increase in proportion of PGR students who 'Agree' or 'Strongly Agree' that 'The social activities in my Department are welcoming to all' in the 2021 survey, from 73% (2018-19) to 83%.
10(d)	(i) Create a hot-desk space to be shared by MPhil and PhD students across the school and bookable for up to four hours a day. (ii) Include and encourage MPhil students to present at PGR work-in-progress seminars.	research masters (MPhil) students in particular felt isolated from their Departments' Section 5.6.i	09/2019 for initial communication, to be repeated annually	Directors of Postgraduate Study, PG Reps	No negative comments about MPhil inclusion in 2021 survey.

10(e)	Form a sub-group of the EDI committee to ensure that that professional services staff are included in social activities by: (i) inviting them; (ii) ensuring that there are social activities not directly linked to academic activities; (iii) considering and working to reduce the role of alcohol in social activities	In particular, professional services staff feel excluded from some social events ('there is little inclusion of professional services in the social activities as these are not welcoming. They feel as an extension of the intellectual activities of the school/department') [...] social activities tend to involve alcohol' Section 5.6.i	01/2020 for initial meeting	EDI Officer to create sub-group; Sub-group chair	10 percentage point increase in proportion of PSS who 'Agree' or 'Strongly Agree' that 'The social activities in my Department are welcoming to all' in the 2021 survey, from 75% (2018-19) to 85%.
10(f)	Form a sub-group of the EDI committee to investigate and produce a document describing best practice as regards scheduling and advertising meetings and events, with attention to the facts that cultural and religious holidays may affect scheduling, and that many colleagues need to commute due to cultural, religious, medical, family, and other reasons, as well as to the fact that the way an event is presented can make different groups of people feel more welcome to attend.	During consultation on this application, some colleagues raised concerns about the burden placed on staff who need to reschedule meetings due to religious holidays or for cultural, medical, or family reasons.' Section 5.6.vi	01/2021-05/2021	EDI Officer to create sub-group; Sub-group chair	Document describing best practice created by 05/2021
10(h)	Hold a focus group for all staff to determine the reason for low participation in CAPOD courses.	There is a 'gender imbalance, with more female staff taking CAPOD courses [...] Further investigation on attendance to CAPOD courses is required.' Section 5.3.i	Sep-20	EDI Officer	Improve attendance to CAPOD courses, by at least 15 members of staff across PSS and academics by June 2021.

10(i)	Hold a discussion at Philosophy staff council about ways of selecting visiting speakers, noting that the current method is failing to produce a balanced programme. Change method of selection on the basis of discussion.	In 2017-18, there were 7 speakers (2 women, 5 men). In 2016-17 there were 14 speakers (3 women, 11 men). In 2015-16 there were 13 speakers (6 women, 7 men). Selecting speakers by vote may be responsible for the gender imbalance among speakers, and other procedures should be considered.' Section 5.6. viii		Feb-20	Philosophy Club (visiting speaker series) organiser	No more than 60% of visiting speakers in philosophy are men in 2021-22 academic year
10(j)	Hold a focus group for part-time PGR students to investigate the reasons they are part-time, and how they could be better supported.	Over the past four years, there have been between two and seven part-time PGRs in PAFS. Although numbers are small, the proportion of females is generally higher (table 4.1-22); the reasons for this require investigation.' Section 4.1.iv		Jan-21	Directors of Postgraduate Study, PG Reps	At least 4 part-time PGs attend focus group
Objectives: Fair and well understood promotions procedures						
11(a)	Make clear information about the School's promotions procedures widely available, including on the School's EDI website and in staff handbooks. Include information about University criteria for promotion, including the role of factors other than research (including service and impact).	survey results indicate dissatisfaction with the available information about promotion, especially among women' Section 5.1.xi	01/2020-05/2020	Head of School		At least 55% of female staff Agree or Strongly Agree that 'When considering promotions procedures, I am satisfied with the information available to me in advance' in the 2021 survey (28% in 2018-19 agreed or strongly agreed)

11(b)	Hold an open forum to investigate women's dissatisfaction and pessimism regarding their career progression. Discuss annual review process as part of the open forum. Ensure part-time colleagues and PSS are represented, and hold a separate open forum for PG students. Devise actions based on the results.	survey results indicate dissatisfaction with the available information and guidance about promotion, especially among women' Section 5.1. xi 'All promotion candidates were full-time; part-time status and promotion need further attention' Section 5.1.xi 'there are low percentages of women and others who disagree strongly with the usefulness of the [annual review] process. The source of this dissatisfaction requires further investigation' Section 5.3.xiii 'some pessimism and dissatisfaction is still reflected in the survey, and the reasons for this remain unclear; further investigation and actions are needed ' Section 5.3.xii	01/2020-05/2020	Head of School	Focus group attended by at least six female members of staff, including at least one colleague from each Department
11(c)	Lobby the University to support the career progression of staff with diverse criteria for promotion, including paths to promotion that emphasise teaching and impact, and that suitably take account of part-time work	All promotion candidates were full-time; part-time status and promotion need further attention' Section 5.1.xi; '2019 focus groups reveal a continued perception among some colleagues that research is given undue focus in promotions, to the disadvantage of those who emphasise other aspects of their careers, and this should be addressed at the University level' Section 5.1.xi	Dec-20	Head of School	Meeting with the Master (the vice-Principal responsible for promotions). Further clarifications from the University on this matter, especially how teaching and impact are weighted in the promotions process, as well as how part-time work is addressed.

11(d)	Create a (gender-balanced) Promotions Support Committee for the School.	Since 2018, the current HoS has emphasised greater consultation with senior colleagues and detailed feedback on draft applications. The impact of this work has been significant on the number applications from women and their success (Table 5.3). This approach will be extended and formalised by the creation of a senior support committee' Section 5.1.xi	11/2020 with meetings as requested by promotion candidates	Head of School	At least 50% of female staff Agree or Strongly Agree that 'When considering promotions procedures, I am satisfied with the guidance I receive from the School' in the 2021 survey
Objective: Increased school and departmental cohesion, collegiality and inclusivity for PG students, especially first-year PhD students.					
12(a)	Organize school-wide postgraduate welcome event (distinct from, and less formal than, the PG induction (AP 10(c)): (i) Establish welcome event aimed at postgraduate students from the three departments, establish date and time for the event and invite PG students; (ii) send attendees an email to assess the quality of welcome event; analyse the satisfaction data after the event; (iii) add welcome event as item to be discussed in Spring 2020 at school council meeting and add welcome event to the School calendar for September 2020; (iv) repeat annually.	The PG focus group also indicated a general desire for more social activities at the School level, and felt that welcome activities were poorly organised and tended to promote exclusion because they did not lead to adequate opportunities to network, especially with academics' Section 5.6.i	August 2020 (planning) - September 2020 (first event). Then annually in September.	Directors of Postgraduate Study	Attendance of at least 30% of PG students and 70% of new PG students at the first welcome event. At least 50% of responses to follow-up email to be a positive assessment of welcome event.

			Start date	Responsibility	Success criteria
12(b)	(i) Establish a PG Committee (composed of at least one student from each department) in charge of organising at least 1 School-wide event per semester, in coordination with relevant staff members in each department. (ii) Make a standing item at PG Committee meetings the recruitment of new PG students to the committee (annually).		Autumn 2020.	Directors of Postgraduate Study	Committee established by 10/2020.
12(c)	(i) PG school committee will organize a school-wide academic event (e.g. PG Reading Party) annually; (ii) assess quality of event by sending small survey by email to all PG students; (iii) analyse data from email survey; (iv) add academic event as item to be discussed at PG school committee meeting based on survey results; (v) repeat annually.		Start planning Spring 2020. Repeat annually.	PG Committee chair	First event to be held by 05/2021. At least 50% satisfaction with event in follow-up survey.
12(d)	Create a regular 'Diversity Film Night' hosted by MAP (Minorities and Philosophy group) and the Film Studies Department, open to everyone in the School, with PG students especially encouraged to attend.		Begin in November 2019	MAP President/PG Reps	Have at least one film night per semester. Attendance of at least 20 students from the three departments.
12(e)	Invite PG reps from each department to at least one School council meeting and one Council meeting in each Department annually to discuss PG involvement		Spring 2020, repeated annually	Head of School	Attendance of PG reps at at least one School council meeting and at least one meeting of each Department council annually until 2023

12(f)	Establish a School PG newsletter to be sent once a semester to update PG students on School news and School events, including (i) information gathered by PG Reps to send to head of school; (ii) a short editorial by Head of School		Nov-20	PG Reps	First newsletter distributed by 12/2020
Objective: Culture of collegiality and respect towards PGR tutors and structures to enhance the future teaching careers of PGR tutors.					
13(a)	Create the position of Head Tutor in every dept. The Head Tutor will have the task of advocating for tutor issues to the faculty, streamlining staff/tutor communication.	The final area of concern best addressed at the School level relates to including junior colleagues. In particular, PG tutors in focus groups expressed not feeling valued by the department and expressed concern that this influences their career progression and their mental health. We recognise the need for action here, to improve collegiality and working conditions for PG tutors ' Section 5.6.i	06/2020-09/2020, and annually thereafter	Directors of Teaching	Head Tutor appointed in each department. (Already exists in Social Anthropology and Philosophy)
13(b)	Organise one Grad Council meeting per semester in each dept, open to all Postgraduate Research Students in their respective dept, with the Director of Postgraduate Studies, Director of Teaching, and Head of Department to discuss grad issues, including teaching.		Spring 2020	PG Reps	Participation of 20% of PGR students to the first Grad council meeting. 5% increase for subsequent meetings.
13(c)	Organise one meeting per semester between the Head Tutors of each department and the Head of School to discuss tutor pay and monitor progress on the issue.		First meeting autumn 2020, biannually thereafter	Head of School	Meetings take place and are minuted as appropriate.
13(d)	Ensure that tutors are observed at least once per year. Make teaching observation report available as a PDF to the PGR tutors within a week after observation.		Start 09/2020 - ongoing	Directors of Teaching, Head Tutors	Have teaching observation reports for every tutor by 05/2021

13(e)	Incorporate advice into annual review guidance that students may be experiencing funding issues that may impact their mental health. Advise reviewers to inquire about funding and advise supervisors of the situation as required (with permission of the student).		Apr-20	Directors of Postgraduate Study	Annual review guidance updated by 04/2020
13(f)	Send a call for volunteers at the start of semester to PGR students with a list of the activities (e.g. reading parties, reading groups, seminars, etc.) that require their lead or involvement in organisation. Let them know what will be required of them and the benefits or pay involved.		01/09/2020 and annually thereafter	Directors of Postgraduate Study	At least three PGR volunteers recruited, and reward measures confirmed.
Objective: Improved mentorship for all students					
14(a)	Solicit feedback by email about what kind of information about non-academic careers is desired by students. Devise further actions on the basis of results.	survey comments indicate a demand for further information and mentoring about non-academic careers' (Section 5.3.iii)	09/2020-10/2020	School Presidents	List of desired information created by 10/2020
14(b)	Replicate MAP mentoring scheme for Anthropology and Film Studies, adapted as appropriate.	MAP already has a mentoring scheme in place, and this could be used as an example of best practice to be rolled out to the other departments.	Jan-21	School Presidents	Mentoring scheme established, at least two PGR students per department to be participants in the scheme.
Objective: Adequate and well-understood support for new parents					
15(a)	Develop a policy on adoption leave that encourages staff preparing for adoption to be encouraged to work flexibly and from home if they wish. Increase the awareness on University Policies on Adoption leave.	there is a less developed culture around adoption leave and its similar rights to other parental leave (i.e., being encouraged to work flexibly and from home in the	01/2021-05/2021	EDI Officer	Policy created 05/2021

		later stages of preparing for adoption)' (Section 5.5.i)			
15(b)	Invite HR to address School Staff Council about parental leave policies	Only 60% of staff and 27% of students agreed that they know where to find information about taking maternity, paternity, and adoption leave, and only 59% of students and 70% of staff agree that they are confident that the School would support them if they requested such leave ' (Section 5.5.i)	01/2020-04/2020	School Manager	80% of staff 'Agree' or 'Strongly Agree' with the statement 'I know where to find information about taking maternity/paternity/adoption leave' (up from 60%) and 90% of staff agree with the statement 'I am confident that the School would be supportive if I requested maternity/paternity/adoption leave' (up from 70%) in the 2023 Survey.
15(c)	Participate in the development of University Planning for Leave checklist.	The University is developing a Planning for Leave checklist for	11/2019-05/2020	EDI Officer	Planning for Leave checklist developed by 06/2020

15(d)	Before going on leave, academic staff will meet with Head of Department (or Head of School) and HR Business Partner for a separate formal consultation to identify goals and concerns for the leave period and return to work. PSS staff will meet with School Manager and HR Business Partner. Use the Planning for Leave checklist once is it available.	members of staff and line managers; in order to ensure uniform support for all staff taking leave, PAFS will participate in this development and adopt the checklist when it is complete' (Section 5.5.i)	05/2020-05/2021, ongoing if effective	Head of School, School Manager	90% of staff agree with the statement 'I am confident that the School would be supportive if I requested maternity/paternity/adoption leave' (up from 70%) in the 2023 Survey.
15(e)	Hold a focus group of staff who have recently returned from parental leave to find out what may have hindered them from using KIT days, including issues around the availability of work space. Develop further actions based on the results.	Informal feedback to HoS suggests not all staff make use of KIT days. ' (Section 5.5.ii)	09/2020-12/2020	EDI Officer	90% of staff agree with the statement 'I am confident that the School would be supportive if I requested maternity/paternity/adoption leave' (up from 70%) in the 2023 Survey.